THE INVESTIGATION OF PARATAXIS AND HYPOTAXIS CONSTRUCTION ON *TEDx TALKS* BY JOSH KAUFMAN

SKRIPSI

Submtted in Partial Fulfilment of the Requiretment
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English Education Program

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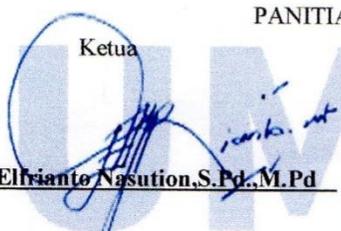
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ABSTRACT

RizkiYunida Br Panggabean.1602050180. "The Investigating Of Parataxis And Hypotaxis Construction On *Tedx Talks* By Josh Kaufman. Skripsi". English Education Program Faculty of Teacher Traning and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2020.

Spoken language is different from written language. it usually has to be understood immediately whereas written language can be read many times. Spoken language has more words that refer to the speaker, more quantifiers and hedges, and less abstractness.The coherent of spoken are influenced by interdependency (taxis) and logicosemantic relation system between the clauses. This research was descriptive qualitative research, since the date were provided descriptively. The proposed study is aimed at analyzingsystemic functional analysis of clause complex realised in a video adopting Hallidayan linguisticsperspective. The video was taken from the collection of TEDx Talks entittled "The first 20 hours how to learn anything" by Josh Kaufman. The objectives of this research were to find out the types of taxis which cover elaboration, extension, and enhancement. Besides, it also identified logico-semantic relation which covers projection and expansion which are dominantly used by joshkaufmanfollowing by Gerot and Wignell's theory (1994). In the findings of the research, the analysis shows that the video of josh kaufman dominantly use parataxis constructions. Where the number use of parataxis 81 which are realized 62.30%, while hypotaxis 49 which are realized 37.69%. it's realise that the use of taxis and logico semantic relation is important for a cohesion language.

Keywords : Hypotaxis, Parataxis, Logico-Semantic Relation, TEDx Talks

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

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In completing the research entitled *"The Investigating Of Parataxis And Hypotaxis Construction On Tedx Talks By Josh Kaufman"*, the researcher faced so many difficulties and problem but these did not stop the efforts to make a better one, and it was seemed imposible to be done without helps from the others. The first greatful thanks goes to her parents Mr. FelikTaufikPanggabean and Mrs. ElfidaNasution who always gave enthusiasm. writer realized that plenty of money has been spent during her academic year until the author completed his education. and also grateful feeling to have her beloved siblings, brothers and sisters for their support who never stopped their best morally and materially in completing her study at University of Muhammadiyah Sumatera Utara. May Allah SWT always bless them, thanks for their love.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Each language has its own grammar arrangement as well as English which has a structure as a system for communicating according to the patterns that are combined in words. then language develops to express thoughts and feelings through the articulation of sounds and leads to speech. speech is the ability to communicate as an intermediary in conveying ideas to an audience formally. The problem is When delivered speech English students tend to repeat the meaning of the same word but in different vocabulary, it resulting in an ineffective sentences. The use of language to produce practical and effective language in delivering speech is related to the structure of sentence clauses.Sentences and clauses are two things that are familiar but most people know sentences and clauses are the same thing. as it is understood that the sentence is the largest syntactic construction consisting of subject and predicate elements followed by complementary objects. on the other hand, clause consists only of subject and predicate. clauses are included in the central management unit in grammar-lexico meaning that in clauses have various types of meanings framed in an integrated grammar structure (Halliday and Matthiessen, 2004:10). It is known that a clause has contained a complete unit of grammatical structure in which the meaning of the message is able to be acquired.

In Systemic Functional Linguistic (SFL) the clause is the highest grammatical unit. for the complex clause itself it can be identified by a set of words that have two or more clauses.

One of the studies developed by the professor of linguistics M.A.K halliday in the study of Metafunction in SFL is the logical meaning. Logical meaning is a part grammar focused on the clause complex. In systemic functional linguistics (SFL) the level of interdependency is systematically divided into two known as taxis; as parataxis (same status) and hypothetical (unequal status). parataxis and hypothetical are two things that explain how clauses complexes or simple sentences are arranged and related to one another. Hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent.It refers to a sentence structure in which the main clause is built on the subordinate phrase or clause.in contrast to parataxis, which is the relationship between two similar elements of the equal status, one initiating and the other continuing. in writing text, Parataxis can be identified in the use of commas or semicolons to separate two or more independent clauses.Parataxis yields that each part of the sentence has an equally important meaning.The resulting effect of parataxis text tends to be flat, declarative and often sounds a bit gloomy.In short, Parataxis is an equal and independent unit. Hypotaxis has a relationship with the main clause which is interdependent. studying the clause complex about taxis helps to understand the concept of clause parts that are connected to each other through some kind of logico-semantic relationship to form

clause complexes that represent sequences of arrangement (or movements) presented as textually meaning.

text is generated when someone speaks or writes. the term text refers to the language obtained and accepted in the mind of someone who understands his language (Halliday and Jonathan 2005: 28).so these two terms refer to sentence structures that are related to each other. Researcher looks at it in the context of speech production. From here, this is an important way to find out how the audience perceives a speech. The study of parataxis and hypotaxis seems new to English students of the education faculty at Muhammadiyah University of North Sumatra. This can be found in that some students still experience confusion in understanding and distinguishing the two taxis in systemic functional linguistics when given the task of analyzing a written text, therefore the researcher tries to analyze a spoken text. Parataxis and hypotaxis are interesting observational studies in educational contributions that emphasize the complex structure of clauses in sentences. How to form a coherent and efficient sentence or idea. studying English is a must for English faculty to master every unit grammatically which contributes to the accuracy of the English language. It adjusts how they convey their messages to others by expressing the meaning of the language, focusing the meaning and forming a structured language so that it is easy to interact and capture messages from other people, especially verbally. However, mastering English also requires the ability to communicate correctly and clearly, if the skills we have are still not sufficient, the interaction not go well. Unfortunately, typical English students still don't catch the

meaning of the language after they communicate or listen to a speech for example. The application of SFL (Systemic Functional Linguistic) in constructing sentences in text or speech is an important reason for researchers interested in conducting research in analyzing taxis and their relation to Logico Semantic Relations.

As stated that text can be spoken or written, and must be explained in linguistic terms with the intended meaning (Widdowson, 2004 : 8). Then added that discourse includes social cognition that serves the interests of certain historical and or social contexts, represents social practices in texts, and transforms or recontextualizes them (Leeuwen, 2009 : 144). In this study, researcher was interested in choosing oral communication on TEDx Talks based on Josh Kaufman's speech.

The theoretical view of the bonds between clauses in terms of the logical elements of the linguistic system is the functional-semantic relationship that constitutes the natural logic of language (Halliday, 1985 : 193). The reason the researcher chose this title as research was because of the difficulty in producing coherent sentences in taxis terms, especially for those who deliver speeches efficiently.

speech is formed without any clear and incoherent form and structure; this is a more positive factor - namely, that it is not only natural spoken language that is as highly organized as written but, more importantly, it is in the least self-supervised spontaneous speech that people explore and expand their potential meaning. the semantic boundaries of language and understand the direction of movement of its

grammar.In speaking, speaker are expected to be able to communicate and convey thought or idea into a good sentences efficiently. In delivering a speech, the speaker gives his opinion or views on something important. thus requiring well-organized sentences that can hypnotize the listener and thus keep the listener's attention

A good arrangement of parataxis and hypotaxis in the clause complex in a sentence make the sentence consistently regular. So, this study assessed the sentences used by the speaker in delivering the lecture from the taxis side to see the most important part of the taxis used. Learning about the construction of parataxis and hypothetical speech which is embodied in the clause complex make English students produce sentences that can be understood and accepted through the formation of sentences related to logical semantic relationships. In conclusion, the relationships contained in the clause complex were grouped into two taxis relationships and semantic-logical relationships. Taxis are also called interdependence and are of two types, namely parataxis and hypotaxis and are related to logico-semantics. which has two types which include expansion and projection. Based on the background above, this research focused on parataxis and hypotaxis as well as their relation to the meaning of the logics taken from the TEDxTalks video Because the researcher wants to know how clause grouping is used in spoken language based on taxis grammar.

B. The Identification of The Problem

1. The English students still misunderstanding in differentiate both taxis

2. The English students still don't know about logico semantic analysis system in understanding the meaning of a sentence

C. Scope and Limitation

The scope of this study is a critical discourse analysis study of metafunctions as part of the ideational function. And this research focus on the interpendency taxis system, namely parataxis and hypotheses and his relationship from logical semantics to expansion and projection in the analysis of Josh Kaufman's speech at TEDx Talks.

D. The Formulation of the Problem

By looking at the main focus and the overall analysis of this research, then study answered the following questions:

1. What the types of taxis are used in TEDx Talks by Josh Kaufman ?

2. How is the type of taxis are used in TEDx Talks by Josh Kaufman?

E. The Objective of the Study

In relation to the problems, the objectives of the study are described as following:

1. To find out the type of taxis are used in TEDx Talks by Josh Kaufman

2. To identify how the type of taxis are used in TEDx Talks by Josh Kaufman

F. The Significance of Study

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

1. Theoretically

This research is intended to make a scientific contribution to the study of taxis and expand the study of taxis and increase knowledge in analyzing parataxis and hypotheses in speech delivery.

2. Practically

Practically, the usefulness of the invention is explained as follows:

a. To further researchers who wish to conduct deeper research in the same field. Researcher hope this study Provide additional information

b. For all readers; Research can be used as a reference material for students who are interested in study of taxis.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoritical Framework

The theoretical framework in astudy is important for researchers and readers in applying systematically structured thinking patterns through theories so it gives clarity for their research. In this case, to minimize or prevent misunderstandings between researchers and readers about a material. There are many points in this research that are discussed so that readers and researchers have the following same perceptions:

1. Clause Complex

The term clause complex is used by systemic experts to describe the unit of grammar and semantics that exist when two or more clauses are linked together in a certain systematic and meaningful way. When writing complex clauses, either from speech or compiled in written language, it usually indicates the complex boundaries of the clause with periods. In other words, sentences are an orthographic element of written language, whereas complex clauses are part of grammar and semantics, and are units that occur in both spoken and written language (Eggins 2004 : 255).

Study about language has raised a number of theoretical issues, as can be seen from the variety of technical terms that have had to be used. language referred to (i) as text and as system, (ii) as sound, as writing and as wording, (iii) as structure — configurations of parts and (iv) as resource — choices among alternatives. These are

some of the different guises in which a language presents itself when we start to explore its grammar in functional terms: that is, from the standpoint of how it creates and expresses meaning. Based on the paradigmatic ordering in language Structure is the syntagmatic ordering in language: patterns, or regularities, in what *goes together with* what. System, by contrast, is ordering on the other axis: patterns in what *could go instead of* what (Halliday et al, 2004 : 22)

clause complex is a sequence of clause are linked to one another by logico-semantic relation that are presented as textually related messages (Halliday and Matthiessen,2014 : 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. A clause can be defined as the largest grammatical unit, and a clause complex is two or more clause logically connected (Gerot and Wignell,1994 :82). A clause complex may be single, consisting of only one clause, or more than one clause. In addition as stated that clause complex is a group of clauses that work together through some kind of logical relationship (Butt et al, 2000 : 30). In clause complex is realized graphologically as a 'sentence', in the way that this has evolved, over the centuries, as a unit in the written language. The sentence is the highest unit of punctuation on the graphological rank scale and has evolved in the writing system

to represent the clause complex as the most extensive domain of grammatical structure. in the analysis of a written text each sentence can be treated as one clause complex, with the 'simple' (one clause) sentence as the limiting case. In a spoken text, it use the grammar to define and delimit clause complexes, in a way that keeps them as close as possible to the sentences of written English. 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. People in many other cases use language to describe not only the nonlinguistic phenomena but to report or quote the linguistic phenomena as well, allowing the reported or quoted clauses to enter into a combination of clauses as the projected part in the whole combination - the secondary use of language. That is how clause complexes are constructed from clauses. As the single independent clause can be thought of as the linguistic expression of a situation, the combination of several clauses together to form a larger unit – a complex of clauses or a clause complex - can be thought of as the linguistic expression of a complex situation. While a simplex of clause or a clause simplex is a clause itself, a clause

complex can be built up from more than one clause linked together in certain systematic and meaningful ways.

Generally speakers and scholars select clause complexes over clause simplexes, and select specific sorts of clause complexes, it because of the system of the clause complex in English provide language users with structural resources to construe logical connections between experiential events. This framework of consistent meaning works nearby the experiential structures of transitivity, together, the logical and the experiential capacities permit us to specific ideational implications as we turn life into text.
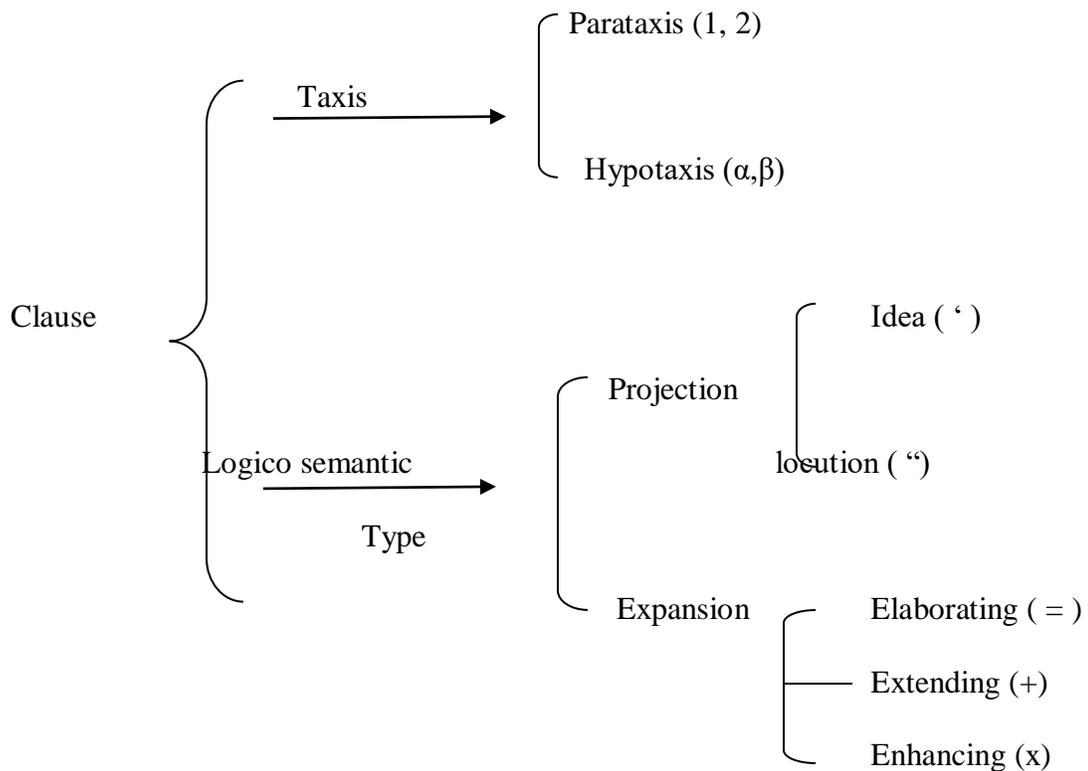
Figure.2.1 System Network of Clause Complex (Halliday 1985; Gerot&Wignell, 1994:93)

A clause complex is formed by means of tactic relations; and it is created or built up as a chain, one combain of clauses at a time.

The tactic system : this can be the system that describes the sort of interpendency relationship between clause linked into a clause complex. The two option during this tactic systems are parataxis (where clause are related as equal, independent entities) and hypotaxis (where clause relates to a independent clause through a dependency relationships) this compares to what a few customary linguistic uses talk about with as coordination versus subordination connections.

The logico semantic relation : this the framework that portrays a particular sort of meaning relationships between connected clauses. It separated into two, through projection (where one clause is cited or detailed by another clause), or through expansion (where one clause develops or extends on the meanings of another). Projection offers two choices: locution (where what is projected is speech) and idea (where what is projected is thoughts). Expansion comprises of three primary alternatives : elaboration (relations of restatement or equivalence); extension (relations of addition); and enhancement (relations of development). (Eggins2004 : 259)

2. Taxis (degree of interdependency): hypotaxis/parataxis

According to Eggins (2004: 269) Taxis is the source of the basic language, then, to expand the unit in any rank to make it more meaningful at the same rank. Taxis work by univariate guidelines: emphasis on units of the same useful part. Based on Halliday And Matthiessen (2004 : 374) Degree of interdependency is known

technically as taxis; and the two different diverse of interdependency as parataxis (equal status) and hypotaxis(unequal status). Logical meaning is one of the studies on metafunctions whose grammatical elements include taxis as a type of intervention. The first taxis system is parataxis. Parataxis is used when one clause follows on from one another stated by Gerot and Wignell (1994 : 92). This refers to the clause as starting or continuing. Then the second taxis system is hypothetical. The term hypothetical is also called subordination which is used to refer to the relationship whether one clause is dependent or not on another clause.

In analyzing practice, clauses are characterized by alpha, betha, gamma, and so on (Gerot and Wignell, 1994: 92).

	Primary	Secondary
Parataxis	1 (initiating)	2 (continuing)
Hypotaxis	α (dominant)	β (dependent)

Figure. 2.2 Clauses In Paratactic And Hypotactic Clause Complexes

Hypotaxis is the relationship between the dependent element and its dominance, the element on which the element depends. In contrast to this parataxis, which is the relationship between two similar elements of the equal status, one initiating and the other continuing. The hypothetical structure would be represented by the Greek letter notation that was already used for modifications in the group structure. For the paratactic structure we will use the numerical notation 1 2 3 . . ., with nesting indicated in the usual way: 11 12 2 31 32 means the same as 1(1 2) 2 3(1 2) (Halliday And Matthiessen, 2004 : 441).

3. Distinctive parataxis and hypotaxis

The distinction between parataxis and hypotaxis has developed as a powerful grammatical strategy to guide the development of the rhetoric of texts, thus allowing grammars to assign different statuses to the characters in a sequence. The choice between parataxis and hypotaxis characterizes any relationship between two clauses (each nexus) in the clause complex; and clause complexes are often formed from a mixture of parataxis and hypotaxis. Parataxis is a link between elements of equal status (Halliday and Matthiessen, 2004 : 375).

Both the initiating and the continuing element are free, in the sense that each could stand as a functioning unit. In principle, the paratactic relation is logically (i) symmetrical and (ii) transitive. This can be exemplified with the 'and' relation. For instance (i) 'salt and pepper' implies 'pepper and salt', so the relationship is symmetrical; (ii) 'salt and pepper', 'pepper and mustard' together imply 'salt and mustard', so the relationship is transitive. Meanwhile Hypotaxis is the binding of elements with an unequal status, the dominant element is free, but the element is independent. The hypothetical relationship is logical

(i) non-symmetrical and (ii) non-transitive.

For example,

'when': (i) 'I breathe when I sleep' does not imply 'I sleep when I breathe'; (ii) 'I fret when I have to drive slowly' and 'I have to drive slowly when it's been raining' together do not imply 'I fret when it's been raining'.

We can indicate their paratactic status simply by numbers 1 and 2, separating them by a double slash (if it useful we can also indicate the division between separate clause clause complexes with a triple slash). (Thompson Geoff, 2014 : 188).

Examples :

why don't we look at some // and I can have them set for you here

     (1)   (2)

different type of labelling for hypotactic (unequal) relations. Halliday and Matthiessen suggest using Greek letters to show dependency: a dominant clause is α, while a dependent clause is β. Thus the example can be labelled as followed (separating the dependent and dominant clauses by a single slash):

why don't we look at some // and if you're serious / I can have them set for you here

     (1)   (2β)   (2α)

4. Logico-Semantic Relation: Expansion/Projection

Logical semantic relations are the way in which clauses are either independent or dependent are built on the meaning of the clause they are associated with. This logico semantic relation describes a specific type of meaning relationship between related clauses.There are two fundamental relation categories of logico semantics (1) expansion and (2) projection. Projections and extensions are also manifested as logico-semantic relationships that link clauses together to form clause complexes. These grammatical opportunities for realizing a sequence of projection or expansion form a scale determined by two poles: one pole is a simple clause with a

circumstantial. It also shows another aspect of the complex location of clauses in the English system as a whole. First, in terms of metafunctions, it is governed by the logical mode of ideational metaphors, in contrast to the indirect addition of clauses (experience) and cohesive (textual) sequences. This means that the organization of the clause complex is based on a univariate model rather than a multivariate one, just like complexes at other ranks and peer groups. Second, In terms of ranking, it is in the highest rank of grammar clause rankings; and thus are related to the clause in terms of logical complexing rather than in terms of the constituency of experience. And third, In terms of stratification, the clause complex realizes the semantic sequence of projections or extensions; and in turn, manifested by a sequence of notes in speech and sentences in writing.

The logical relationship of the text generally refers to cohesion. cohesion contains semantic concepts, functions as a reference to the meaning relations that exist in the text and defines it as text. cohesion occurs where the interpretations of some elements in discourse are interdependent (Halliday and Hasan, 1976 : 4).

According to Gerot and Wignell (1994 : 21) the logicosemantic relationships are of two broad kinds Expansion (comprise of Extension, Enhancement, and Elaboration), and Projection (comprise of Locution and Idea). Expansion links process by providing additional information.the first is elaboration means one clause that expands another by elaborating on it (or some portion of it) by restating in other words, specifying in greater detail, commenting, or exemplifying (Halliday, 1985: 196). elaboration involves four relationships: specifying in greater

detail, restatement, exemplication, and comment, shown through the sign (=)(Gerot and Wignell, 1994 : 72). Elaboration consist of opposition : is a word or phrase which explains other preceding phrase or clause.

(e.g : in other word, that is, for example), and clarification: the elaborated element is not simply restated but reinstated, summarized, made more precise or in some other any clarified the purposes of discourse, (e.g: or, rather, by the way, any way, more especially, to resume, in conclusion, actually). The second is Extention, means one clause expands another by extending beyond it by adding some new elements, giving an exception to it, or offering an alternative. Extends the meaning of one clause by adding something new (Gerot and Wignell, 1994 : 73). It involves 'and', 'but'and 'or' Type relationships and is marked by(+) signExtention consists of addition: additive conjunction acts to structurally coordinate or link by adding to the presupposed item divided into positive,e.g (and, but, however) and variation: includes replacive instead, subtractive, except, and alternative or types, e.g (instead, alternatively). The third is Enhancement,it means one clause expands another by embellishing around it by qualifying it with some circumstantial feature of time, place, cause or condition. According to Gerot and Wignell, (1994 : 73), this involves circumstantial relationships where the circumstantial information is coded as a new clause rather than within clause. This can betemporal, conditional, causal, concessive, spatial or manner. It is marked through an (×) sign. Enhancement consists of spatiotemporal: spatial relations are being used as text creating cohesive devices and the most apparently spatial cohesion is in terms of metaphorical

space,e.g (there, previously) and causal – conditional: relate especially to result, reason, or purpose,e.g (consequently, in that case) In clause complex thus covers the region intermediate between two poles. But the clause complex is in fact not a single point on this scale; it covers two sub-regions: closer to the pole of circumstantial augmentation, there are clause combinations where one clause is dependent on a dominant clause, the two thus being of unequal status (as in when a happened, b happened); closer to the pole of cohesive sequences, there are clause combinations where the two clauses are interdependent on one another, the two having equal status (as in a happened, then b happened). This scale of degree of grammatical integration and interdependence in the realization of projection and expansion.

4.1.Expansion

Within the relationship by which one clause expands another, Halliday and Matthiessen identify three broad semantic groupings: **elaboration**, **extension** and **enhancement**. The central examples of each are fairly easy to identify, but – as always – there are borderline cases that are more difficult to pin down, not least because the same conjunction may be used to signal different semantic relations, or there may be no explicit signal. In most such cases, it will helps if you paraphrase the complex using unambiguous conjunctions or conjunctive Adjuncts, and see which paraphrase seems to correspond most closely to the meaning of the original.it is simply making explicit how you have understood the semanticconnection between the clauses (and the assumption is that, if the clauses

have beencombined into a complex, the writer/speaker intended there to be a connection).

4.1.1Elaborating

An elaborating clause does not add any essentially new element to the message, but gives more information about what is already there. It may relate to the whole message, or just to one part of the message; and it may restate it; or it may clarify or exemplify it; or it may add extra information about its attributes, including thespeaker's comment. (Thompson Geoff, 2014 :194)

As with all clause complexes, the paratactic–hypotactic distinctionapplies. Halliday and Matthiessen (2014: 444) suggest that the symbol '=' ('equals')can be used to show an elaborating relation.Many paratactic elaborating clauses are traditionally said to be in **apposition** tothe preceding clause, especially when they restate the same message in differentwords, or make a non-specific message more specific. For example:

I've had no nastiness // *everyone's been fabulous*
   1   =2

Hypotactic elaborating clauses are those that are traditionally called **non-defining relative clauses**, which add extra information about one element in the message. They normally follow that element immediately, wherever it occurs in the clause; and they thus represent a kind of interpolation, which may involve suspending the dominant clause temporarily:

I was further upset by his voice, //*which was loud, harsh and hoarse*

α   =β

4.1.2Extending

one clause extends another, it adds to it by simple addition (the 'and' relation), or byreplacement (the 'or' relation). Note that, in one of its meanings at least, 'but' can beincluded under the 'and' relation. the 'or' relation has twoaspects: replacive and alternative. (Labelling the relations 'and' and 'or', as I have donehere, is only a convenience: these do not have to be the conjunctions that signal therelations, even with parataxis.) The suggested notation symbol is '+' ('added to').Paratactic extension covers most of what is traditionally called **coordination**. Themost straightforward kind is signalled by 'and'. See example below:

I gave the kids all a treat // *and I gave close friends a reasonable amount*

1 +2

4.1.3 Enhancing

Enhancement is the most varied of the categories of expansion, covering conjunctive relations such as time, cause, reason, condition and concession. The suggested notation symbol is 'x' ('multiplied by'). With this category, it is easier to start with hypotactic examples. These are clauses that are traditionally called **adverbial clauses**: they correspond very closely in function to Adjuncts, in that they also specify aspects of the dominant clause such as when or why it happened. In many cases there is an equivalent prepositional phrase or adverb. Here are a few examples to consider whether an equivalent non-clausal Adjunct exists:

When their father goes off to market, // the older sisters demand fi ne dresses

×β   α

Six hundred years had passed //*since the Anglo-Saxons had invaded Britain*

α   ×β
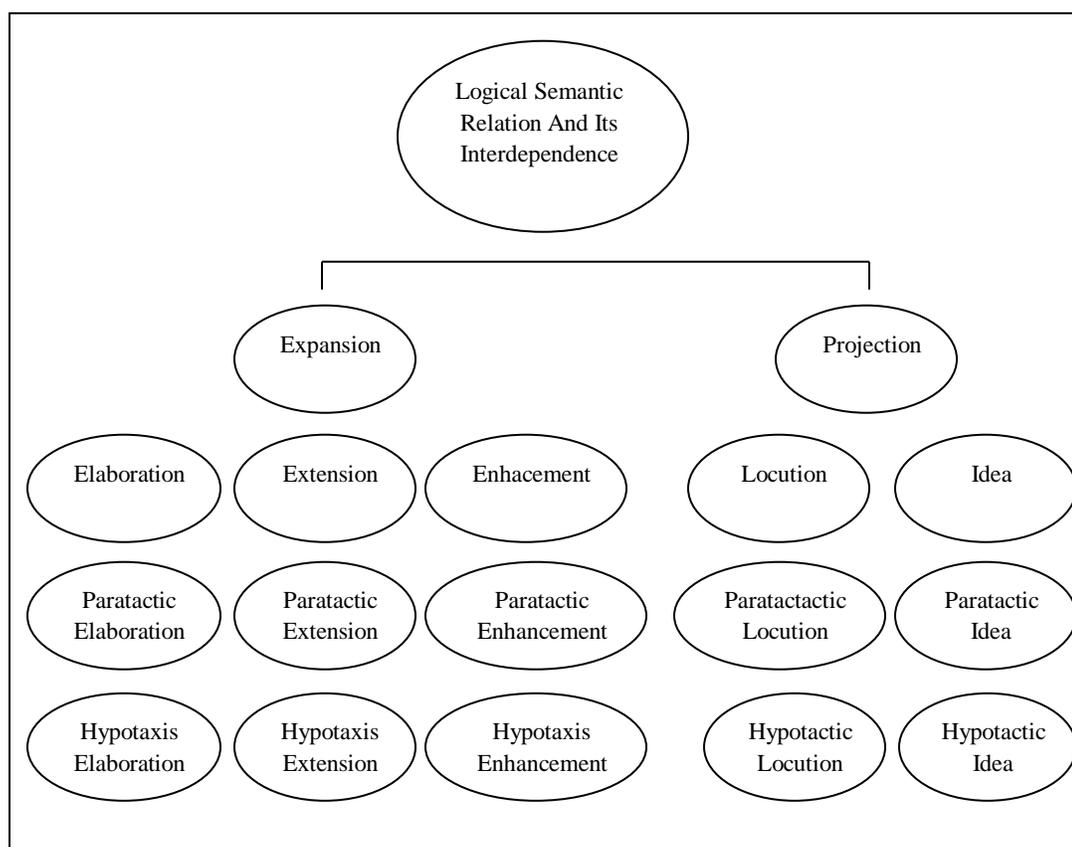
Figure. 2.3 Paradigm of Taxis and Logical Semantic Systems (Halliday; Gerot&Wignell)

Expansion relates phenomena as being of the same order of experience, while projection relates phenomena to phenomena of a higher order of experience (semiotic phenomena — what people say and think)

Expansion develops the text by linking the frames that make up the strip (and also events within frames); this constitutes the 'horizontal' development of the text. Projection transcends this sequence of events linked by expansion by linking events of saying and thinking to the content of saying and the content of thinking

elaborating = ('equals')

extending + ('is added to')

enhancing × ('is multiplied by').

		Parataxis	Hypotaxis
Elaboration	Specifying in greater detail, restatement, eexemplification, and comment	1 I tidied up my messy desk =2 it needed it (1=2)	α , John ran away, =β**which** surprised everyone. (α=β)
Extension	Extending the meaning of one clause by adding something new	1 I tidied up my messy desk +2**and** I finishedrevising a paper (1+2)	α, John ran away, +β **whereas** Fred stayed behind. (α+β)
Enhancement	Involving circumstancial relationship (*temporal, conditional, causal, concessive, spatial, manner)* wh ere the circumstancial is	I tidied up my messy desk ×2**so** I have somewhere to write again (1 x 2)	α, I tidied up my messy desk β **because** I couldn't find the meeting agenda (α β)

	coded as a new clause rather than within a clause		

Figure. 2.4 Three Types of Relationship in Expansion Links with examples

Below is a brief definition of each of these categories, with examples

1. Elaboration: one clause develops another by parsing it (or part of it): 'that is, for example, viz.' Restate in other words, explain in more detail, provide comments, or provide examples.

2. Extending : one clause expands another by extending beyond it: adding some new 'and, or' element, giving an exception to it, or offering an alternative.

3. Enhancing: one clause develops another clause by decorating its surroundings: qualifying it with 'so, yet, then' some environmental features of time, place, cause or condition (Halliday and Matthiessen, 2004 : 444).

	Elaborating	Extending	Enhancing
Parataxis	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
Hypotaxis	Which	Whereas While Instead Besides Rather than	As, while When, where Because, if Even though Despite

Figure.2.5 Identification Of Expansion Both Taxis And Logico Semantic Relationship

Based on the table above, it identifies that relation of expansion both the taxis and therefore the logico-semantic at which those are parataxis and hypotaxis that have classification with reference 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 *where.as, 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.

4.2. Projection

The relationship of **projection** is clearly very different from that of expansion: for one thing, it is always an essential part of the meaning of a projected clause that it is projected, whereas typically an expanding clause would not change its meaning radically if it no longer stood in a relationship of expansion to another clause. If we include in our message the wording or the meaning of the original language event, we are not directly representing '(non-linguistic) experience' but giving a 'representation of a (linguistic) representation' (Halliday and Matthiessen, 2014: 508). The effect of projection comes from this double layer of representation: on the one hand, the language is signalled as, in some sense, not our own; but on the other hand it clearly diff ers from the original utterance (even if we quote it verbatim) in that it is now

incorporated into our present message rather than coming straight from the original source. Characterization of projection applies most clearly to the prototypical kinds: a report of what someone else said or thought at a different time from the present.

we can distinguish between **locutions** (projected verbal events) and **ideas** (projected mental events).The suggested notation to distinguish locutions and ideas is double quote marks (") for locutions and single quote marks (') for ideas:

My wife told me / that I should see things from a woman's point of view.
     α   "β

He mentally debated // whether the Spymaster had made a wise choice
     α   'β

Locution   : what someone said. Marked by" (double quotes)

Idea   : what someone thought. Marked by ' (single quotes).

(a) Locution   : one clause is projected through another, which presents it as a locution, **'says'** a construction of wording.

(b) Idea   : one clause is projected through another, which presents it as an idea, a**'thinks'** construction of meaning.

Projection of Locution

a. The verb : **say**

b. The statements : **tell, remark, observe, point out, report, announce**

c. Questions : **ask, demand, inquire,query**

d. Offer and commands : **suggest, offer,call, order, request, tell, propose, decide**

Projection of Ideas

The projecting clause is typically a mental process: **(know, believe, think,wonder, reflect, surmise, guess, want,like, hope, fear)**

5. TEDx Talks Channel

TED Talks are compellingrecordings from master speakers on instruction, business, science, tech and imagination, with subtitles in 100+ dialects. TED holds an official occasiona few times a year in both the United States and the United Kingdom, at that pointthere's moreover a TEDx where the exercises are comparative to the TED talked aboutover. TEDx itself gets a permitspecifically from TEDx. The reasonjoins is to advise, the audience, to convince, to motivate, to spreadthoughts and information, and to entertain. TEDx Talks Usually one of the occasions held by welcomingextraordinaryindividuals and having the experience to share with audiences. This event was displayedwithin theframe of recordings that ready toobserve by gushing in California or ready toGushing on youtube for another nation. To the most excellent of my information, no scholarlyinquire about has been distributed on visual channel of TEDx.

TED was founded in 1984 as a conference to disseminate innovative ideas within the fields of technology, entertainment, and design (TED). TEDx Talks is the license of TED that talking about anything. TEDx holds live conferences in front of live audiences. Academic and non-academic speakers (scientists, artists, entrepreneurs, innovators, etc.) are given the opportunity to deliver a presentation, most often

concerning scientific research, certain expertise or personal experience. Since 2006, TEDx has posted the videos of these conferences online, making them accessible to a broader audience. As a result, it has transformed from a small-scale, elitist conference into a popular, influential, large-scale, web-mediated platform. As of July 2014, the site was offering over 1,700 different videos. According to the organisational, the TEDx videos have been viewed more than 1 billion times (November 13, 2012), with an average of17 new page views per second and approximately 1.5 million views a day. TED's increasing influence makes it an interesting medium for analysis

TEDx is a license from TED which is the difference between the two. if TEDdiscusses technology, entertainment, and design, TEDx is like a presentation conference held in a place with an audience. TEDx addresses all academic and non-academic issues of various speakers. Presentation is very important to certain academic or non-academic communities and the focus of its main interest is research.

The main function of many conference presentations is to present work-in-progress or proto claims with a high new value (Rowley And Jolivet, 2002 : 122). The Communicative purpose of the presentation conference is to conform to the audience about ongoing research.

TEDx audiences are special to academics, while TEDx Talks Audiences are x specialists, whereas TED hearings are mainly unspecialized and broader. Due to posting videos on websites there are also online listings for TED. Online display, such as videos uploaded on YouTube that have been edited before being uploaded to

add subtitles so that they are easily understood by people who do not speak English. Online videos can be accessed easily to find out the contents of the presentation delivered by the speaker without having to come directly to the TEDx presentation.

B. Previous relevant study

Researchers 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

1. Rita PuspitasariWidiastuti Entitled " An Analysis Of Parataxis And Hypotaxis In The Political Articles of The Jakarta Post In September 2012 Edition" in the article of English Education Department Muria Kudus University. this study focused on finding hypotaxis and parataxis in Jakarta post newspaper. As a reason the political articles has some clause that difficult to be understood and there are clauses that compose clause complex, whether it is parataxis or hypotthissaxis. The results showed that the Jakarta Post writers wanted to present their arguments as subordinate by hypothetically constructing their own text with good English competence.

2. A study conducted, Sunardi Entitled " Logical Meaning Realizations In The Agreement Text On Common Effective Preferential Tariff Scheme For The Asean Free Trade Area". This study found In the article of University semarang. This study aims at describing the lexicogrammatical realizations

of logical meaning in the agreement text on common effective preferential tariff (CEPT) scheme for the Asean free trade area. The logical meaning in this study refers to the grammatical and semantic unit formed when two or more clauses are linked together in certain systematic and meaningful ways under the theoretical framework of clause complex in systemic functional linguistics (SFL). The text was analyzed by identifying the boundaries of all clause complexes that made the text. The analysis emphasized on finding the types and the meanings of logical relationships between clauses in the clause complexes.

3. Sri KurniaSarip; Yusuf Hidayat, Entitled " The Clause Complex Construction Realised in The Short Story Entitiled "The Witch's Brew ". this study found In journal of applied linguistic (ALTICS). The study discussed the analysed texts through the use of taxis systems and logico-semantic relations. 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. The author uses a taxis system analysis which includes elaboration, extension, and enhancement. Besides, logico-semantic relation is also analysed which covers projection and expansion. In conclusion, the short story is written by the dominant of parataxis then hypotaxis constructions

4. Magdalena Ngongo entitled " Taxis And Logico-Semantic Relation In Undergraduate Students' English Theses Writing Text : A Systemic

Functional Linguistics Approach ". in Journal of arts, science, and commerce. 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. Data informing this study were taken from 10 English theses writing texts written by undergraduate students of ArthaWacana Christian University. 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.

Based on some relevant study above, mostly researchers analyzed in written text for certain reason. Those study give reference and add curiousity for writer to analyze in new context based on speech production. As we know written and speech communication have their own style in produce sentence. So in this study writer investigate parataxis and hypotaxis construction on TEDx Talk video by Josh Kaufman.

C. Conceptual Framework

```
                    ┌─────────────────────────┐
                    │   Ideational Function    │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │     Clause Complex       │
                    └─────────────────────────┘
                                 │
        ┌──────────────────────┐   ┌──────────────────────┐
        │ Interpendency of taxis │   │   Logico semantic    │
        │                      │   │      relation        │
        └──────────────────────┘   └──────────────────────┘
                  │                         │
        ┌──────────────────┐      ┌────────────┐  ┌────────────┐
        │    Hypotaxis     │      │ Expansion  │  │ Projection │
        └──────────────────┘      └────────────┘  └────────────┘
        ┌──────────────────┐              │            │
        │    Parataxis     │         ┌──────────────┐
        └──────────────────┘         │ Description  │
                  │                  └──────────────┘
                  │                         │
                    ┌─────────────────────────┐
                    │      Speech on           │
                    │      TEDx Talks          │
                    └─────────────────────────┘
                                 │
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TheInvestigating Of Parataxis And Hypotaxis Construction On*TedxTalks* By Josh Kaufman
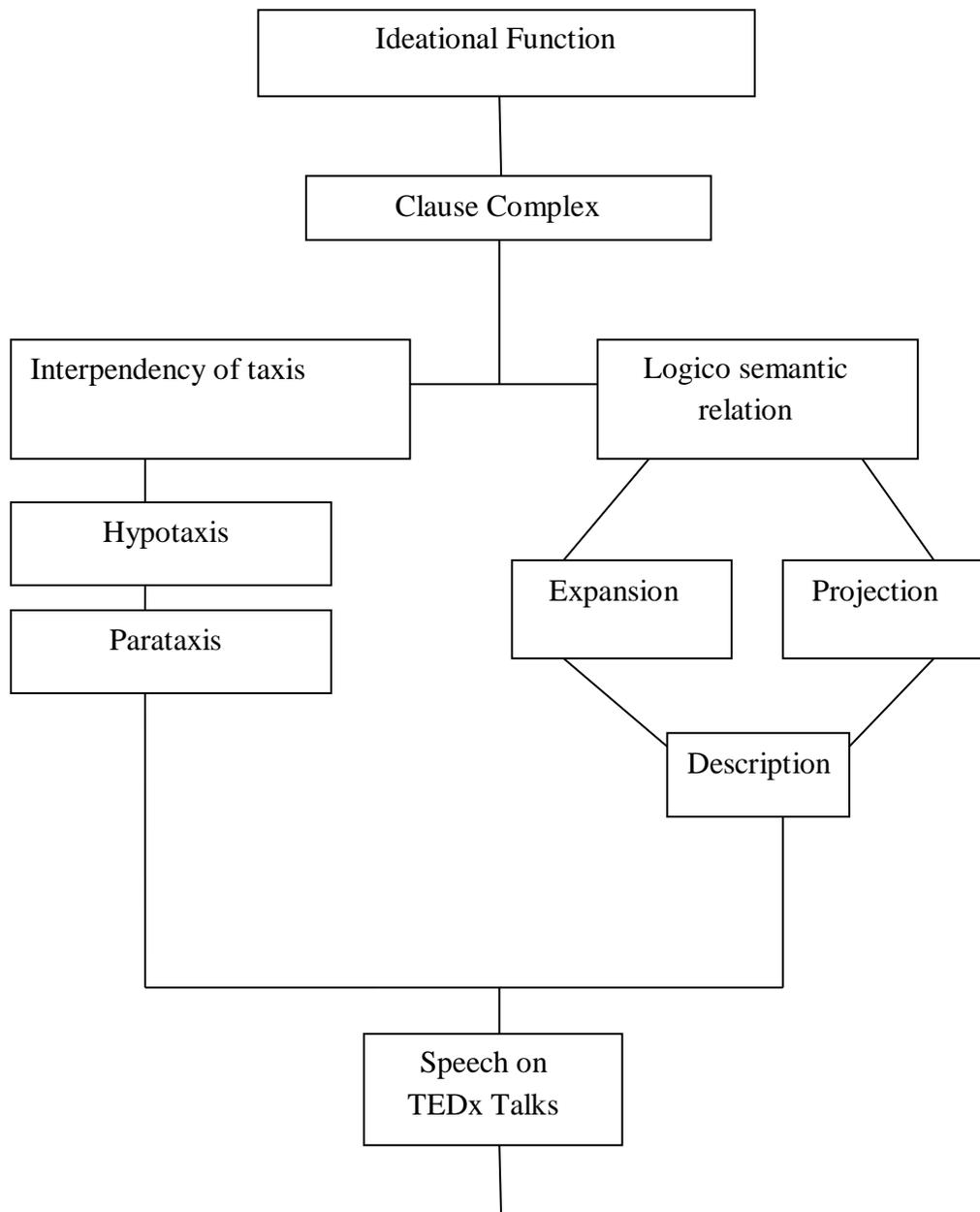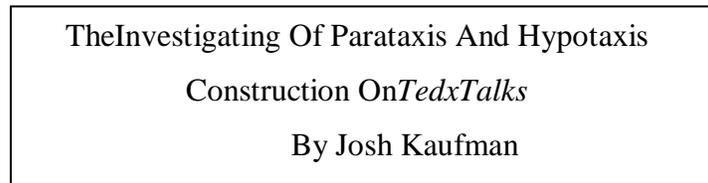
Figure. 2.6.Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research belongs to descriptive qualitative research because the data were analyzed and interpretedfrom TEDx Talks video about taxis and logico-semantic relation, especially the types of taxis and logico semantic relation that appeared in Josh Kaufman Speech.

Qualitative method is a method which used to make a description of situation, event or occurance in accumulating the data (Nazir, 1998: 34). Qualitative data is employed for descriptive and historical research. The qualitative data is clarifies in the form of sentence and analysis.

B. Source of data

The data obtained from Youtube on TEDx Talks video by Josh Kaufman Speech. with keyword "the first 20 hours – how to learn anything", researcher decide to take the data as the source of study. This data was analyzed in context of interpendency and relates to logico semantic relation

C. The Techniques for Collecting Data

The data of this study are collected used content analysis on the channel TEDx talks Presentation, writer has choosen one of the speakers on that channel randomly. There are several steps to collecting data as follows.

They are several steps in collect the data:

1. Download the TEDx Talks video by Josh Kaufman on youtubewith keyword"the first 20 hours – how to learn anything".

2. Find clause complex of each sentences while understanding the literal meaning.

3. Analyzed clause complex into grammatical of taxis and logico semantic relation.

4. Determine and divide which sentences are included in parataxis or hypotaxis.

D. The Technique for Analyzing Data

The Data analysis was performed by qualitative analysis. The researcher implemented the following steps. To analyze the data, the videos were analyzed based on the taxis system. The taxis constituents consist of parataxis and hypotheses, as well as a logico-semantic relationship.

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 : 373). There are several steps in analysing data For analysing the data, this study applied Halliday's theory known as Systemic Functional Linguistic (SFL). SFL is a theory of language which deals with language in use or authentic language. It is primarily interested in language in social contexts

The systematic procedures in conducting the analysis are as follow:

1. Watching

The writers watch several times to catch the meaning delivered by josh kaufman speech on TEDxTalks. By watching the short story several times, it is expected that the writers understand the flow of information delivered.

2. Categorizing

After watching the text several times, the writers segemented sentences intothe clause and highlight the words in the text which are categorized taxis systems.

3. Analysing

After categorizing the taxis system, the writers then analysed the sentence that contain theinterpendencey and relates to logico semantic relation.

4. Make final conclusion based on the findings.

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

A. Data

The data source in this research is taken from the TED talk entitled "*The 20 Hours How to Learn Everything by Josh Kaufman*", this video was chosen because the TED Talks channel broadcasts the best talk shows and performances from the TED Conference. . It informs and educates a global audience in an accessible way. The author assumes that the source of the data taken is valid. The author uses a taxis system table to obtain and analyze data from the results of video analysis.

Data are purposively taken based on the purpose of this study that is to describe and analysespeech' clauses relationship used, especially taxis and logico-semantic relation in deliver speech. Speech then were studied and analysed based on functional grammar theory. Data were analysed descriptively. Data were analyzed based on Linguistic Functional Grammar or known as Systemic Functional Linguistic Theory especially on the part of taxis and logico-sematic relations.

B. Data Analysis

Data analysis is the process to attain the research aim and objectives. This research applies descriptive qualitative research in the form of Systemic Functional and Critical Discourse Analysis. the writer identifies the taxis that is appeared on Ted Talks Video by Josh Kaufman and classifies the use of taxis into its types by using Gerot and Wignell theory. The taxis is divided into parataxis and hypotaxis. In classifying parataxis, the writer classifies clauses which can stand on by its own, meanwhile in classifying hypotaxis the writer classifies clauses which dependent on the others. The writer analysed the spoken text through paratactic constructions, hypotactic constructions, and also logico-semantic relation, at which in paratactic and hypotactic covers elaboration, extension, and enhancement. Meanwhile, logico-semantic relation covers expansion and projection. 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: 373). There are three ways to analysetaxis system, they are; tree diagram, bracketing and horizontal. In here the writer use horizontal as a common way to analysed.The writer analyses and interprets the taxis system and logico semantic relation to know language used in spoken text by josh kaufman.

C. Findings And Discussion

Clauses relationship in a text refer to logical component of the linguistic system in which the functional –semantic relations that make up the logic of natural language (Halliday M. , 1994 : 216). In other words, it can be said that the relation of clauses in spoken text has semantic function that make up the language logically. there are two systemic dimensions in the interpresentation, namely system of interdependency or tactic system (parataxis and hypotaxis), and logico-semantic system (expansion and projection) which is specifically an inter-clausal relation. These two dimensions are analyzed in the form of complex clauses since conplex clause covers these two dimensions. Complex clause refers to a clauses relationship existing in sentence. Level of interdependency showing an equal status belongs to parataxis. While level of interdependency showing unequal status or having two elements that do not have same status belongs to hypotaxis. Examples of data showing interdependency in spoken text are as follows :

1. // α they like to studying things// β that they can time

2. // 1 It's not exactly true,// 2 but it feels really, really true in that moment.

3. //…And then at a certain point// 1 you reach a plateau,// 2 and the subsequent games become much harder to get, they take more time to get.

4. //α People get good at things // β with just a little bit of practice

Based on the the examples number one to four, it can be seen that clauses relationship are connencted by the use of conjunction *but, and, that, with etc*. These four examples show interdepency of clauses relationship.

Note :

    α : alpha

    β : Betha

    1 : one

    2 : two

Parataxis interdependency of clauses as previously described relates to the relation of clauses that have equal status. It shows with number 1..2.. while Hypotaxis interdependency states the relation of two elements that have unequal status. On the other words, it can be stated that dependent clause can not stand by itself and it must be combined to independent clause to make it meaningful. Hypotaxis shows with α β sign.

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 : 438) (Gerot and Wignell, 1994 : 92) and (Butt et al, 2000 : 29). The findings of the study are as follow:

Taxis is the interdependency system that occurs in clause complex. It has two constructions, namely hypotaxis construction and parataxis construction.the writer calculates the percentage of occurrence of parataxis, hypotaxis, and logico-semantics construction as follows:

Based on appendix I, The Number Use Of Parataxis And Hypotaxis As follows:

The realization of Taxis	Total	Percentage
Parataxis construction	81	62.30 %
Hypotaxis construction	49	37.69 %
Total	**130**	

Figure 4.1. Number Occurrences And Percentages Of Taxis
Used In Josh Kaufaman Speech

The taxis appears 130 times with the parataxis arrangement in the first position followed by the hypothetical construction. Parataxis constructs appeared 81 times or 62.30%. Complex clauses are combined not only with taxis construction, but also with logico-semantic relationships. It consists of expansions and projections. The expansion is divided into three parts, namely elaboration, extension and enhancement, while projection is divided into locusions and ideas. expansion takes first place followed by projections.

Ties	Type Of Logico Semantic Relation					Total
	Expansion			Projection		
	El	Ex	En	Loc	Id	
Frequency	24	44	56	1	2	127
Percentage	19 %	34.64 %	44.09 %	0.78 %	1.57 %	
Total	**97.63%**			**2.36%**		

Figure 4.2 Percentages of Logico-Semantic Relation Used in joshkaufaman speech

Note :
El   : Elaboration
Ex   : Extending
En   : Enhancement
Loc   : Locution
Id   : Idea
P   : Parataxis
H   : Hypotaxis

After highlighting the findings of this research, the writers then delineate the answer ofthe research questions.

1. What the types of taxis are used in TEDx Talks by Josh Kaufman ?

2. How is the type of taxis are used in TEDx Talks by Josh Kaufman?

Shortly, The type of taxis are used in TEDx Talks by josh kaufman is Parataxis. It is more frequently used. It can be seen in figure 4.1. itappears 81 times. And for the second question answer the characteristic of the type of taxis are used is related to logico semantic relation Where the logico-semantic relation that is frequently used in TEDx Talks is expansion. Expansion links processes by providing additional information which appears 124 times. In addition, the expansion that dominantly occur belongs to enhancement type, in which it occurs 56 times.

For further explanation, see the discussion below,

A good organization of parataxis and hypotaxis in clause complexes in a sentences will make the speech coherent.

Based on appendix I, the writer concluded that parataxis was realised 62.30%, meanwhile hypotaxis was realised 37.69% which were constructed in the video. the

writer found parataxis in a higher percentage than the hypotaxis realisation of clause complexes With regard the results on the preceeding point. The realisation of paratactic was more than hypotactic realisation of clause complexes. the result could be asserted that in that video used more paratactic than hypotactic. Concerning the results of paratactic and hypotactic realisations, the writer then assumed that the quality of them are considerably good. In principle, the paratactic relationship is logically (i) symmetrical and (ii) transitive, thus can be exemplified by the "and" relation. The hypotactic relationship is logically (i) nonsymmetrical and "non-transitive". The basic distinction in the language system, in the logical-semantic relationship in the clause complex, is between the two types: expansion and projection, which function in very different ways. Both these types of relationship can be construed between equal and unequal clauses. The table below shows various possibilities.

The nature of projection is quite simple: we use language to talk about phenomena in the world, but one group of phenomena that can be talked about is stretches of language. If we include in our message the wording or the meaning of the original language event, we do not directly represent non-linguistic experience but provide linguistic representations. The two projection modes are quoting and reporting. The extension system allows us to develop the experiential meaning of clauses in three main ways: through elaboration, expansion, and enhancement of the meaning.

In clause combining by elaboration, one clause expands another by elaborating on it in greater detail, by exemplifying it or by clarifying it in other words. In clause

combining by extension one clause expands another by adding something new, giving an alternative or an exception. In clause combining by enhancement, clauses of time, place, condition, purpose, cause or concession expand the primary clause by contributing these circumstantial features. The relationships of projection and expansion are different in that projection is an essential part of the meaning of the projected clause and therefore the meaning of the projected clause changed radically if the projection is taken away, whereas typically an expanded clause would not change its meaning radically if the expansion were taken away. Therefore, expansion is a macrophenomenon and projection is a metaphenomenon. The points to be arrived at are: a clause complex is a logicosemantic unit above the clause; it is metafunctionally engendered by the logical metafunction; it is located in the lexicogrammar stratum; and it can be functionally organized through the taxis system and logico-semantic relations. The notion of clause complex can be used to account in full for the functional organization of non-simple sentences. The use of the term clause complex instead of sentence allows to observe clause combination in spoken speech.

Expansion links processes by providing additional information. It appears 124 times or 97.63%. for the whole occurrences. In parataxis construction, it appears 81 times or 62.30 %, meanwhile in hypotaxis construction it appears 49 times or 37.69 %. Expansion is divided into three types such as elaboration, extension and enhancement. The most frequent type of expansion is enhancement. Enhancement

appears 56 times or 44.09 %. The second position is extension. It occurs 44 times or 34.64%. The last one is elaboration. It appears 24 times or 19%.

Elaboration is the process of adding more information or adding details which involves four relationships: specifying in additional detail, restatement, exemplification and comment. It occurs 24 times or 19% for the whole occurrences. The occurrences of elaboration are often identified through the words *that* and *for example, which*which occur because of the restatement from the previous clause.

Extension is extending the meaning of one clause by adding something new. It occurs 44 times or 34.64%. for the whole occurrences. They can be found through the words *and* and*but*.

Enhancement is giving the circumstantial relationships where the circumstantial information is coded as a new clauses. It occurs 56 times or 44.09 %. for the whole occurrences. The occurrences of enhancement can be identified through the words *when, while,whenever, since, if, although* and *because* which occur because of the circumstantial relationship. Enhancements provide an indirect relationship where indirect information is coded as a new clause. It happened 56 times or 44.09%. for the whole incident. The occurrence of an increase can be identified by words when, when, because, if, and because of an indirect relationship.

Projection links clauses by making one process projected through another either by quoting or reporting. It occured 3 times or 2.36% for the whole occurrences. Projection is divided into locution (verbal process) and idea (mental process). Idea

appears more often than locution. From the whole occurrences, it appears 2 times or 1.57%. Meanwhile, locution appears 1 time or 0.78%.

Locution (verbal process) is the process of saying. The locution here are mostly identified through the word *said.* Projection link clauses by making one process projected through another either by quoting or reporting. It occurred 3 times or 2.36% for the total incidence. Projections are divided into locusions (verbal processes) and ideas (mental processes). Ideas arise more often than locus. From the overall occurrence, it appears 2 times or 1.57%. While the locus appeared once or 0.78%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the descriptions and discussions in the previous chapter, the writer draws conclusions as follows:

1. From the TED Talk video spoken by Josh Kaufman, there are two constructs, namely the hypotaxis and parataxis constructs. Parataxis constructs are more common occured than hypothetical constructs. Seen 81 times or 62.30%, while hypothetical constructs only appeared 49 times or 37.69%.

2. The occurrence of taxis construction in TED Talk also combines with logico-semantic relation system. It also has two sub categories, namely expansion and projection. The expansion type is more frequently appears than projection type. It appears 124 times or 97.63%. On the other hand, projection only appears 3 times or 2.36%. The occurrence of expansion type is followed by elaboration, extension and enhancement. The occurrence of enhancement is on the first position, it appears 56 times or 44.09 %. Then the second position is extension, which appears 44 times or 34.64%. and the last one is elaboration appears 24 times or 19%. Furthermore, the occurrence of projection type is followed by locution and idea. The locution appears 1 times or 0.78%. meanwhile, the idea appears 2 times or 1.57%.

So, Based on the data analysis aforementioned, parataxis is more dominant than hypotaxis realized in clause complexes in Josh kaufmanspeech . This could be seen

that 62.30 % of parataxis is constructed in the text, meanwhile 37.69 % of hypotaxis is constructed in the texts.

B. SUGGESTION

With regard to conclusions, suggestions are stated as the following :

1. Learning SFL has much contribution for English learners especially for spoken language. It is recommended for English students, and readers to learn more about logico semantic relation as the role of grammatical accuracy in unprepared speech. so they can organize speech which is a recognizable speech unit to produce effective communication

2. The researcher suggests the next researcher who conduct research on logico semantic relations, to develop this research by involving more subjects and different types of genres.

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Appendix I. Table Of Analysis Taxis And Logico Semantic Relation In Josh Kaufman Speech

| Clause | Types Of Logico Semantic Relations | | | | | TAXIS | |
| | Expansion | | | Projection | | | |
	El	Ex	En	Loc	Id	P	H
My wife Kelsey and I welcomed our daughter lela in the world		And				1+2	
Your wholeworld changes over night. And all of your priorities change immediately so fast		And				1+2	
And all of your priorities change immediately so fast that it makes it really difficult to process sometimes	That						α= β
Now, you also have to learn atremendous amount about being a parent like, for example, how to dress your child	For examples					1=2	
This is an actual outfit, I thought this was a good idea					thought		αβ
And even lela knows that it's not good idea	That	And				1+2	α= β
So there is so much to learn and so much craziness all at once.		And	So			1×2 1+2	

Kelsey and I both work from home		And				1+2	
we're entrepreneurs, we run our own businesses		, (and)				1+2	
So Kelsey develops course online for yoga teachers.			So			1×2	
and so I'm working from home and Kelsey's working from home		And				1+2	
We have an infant and we are trying to make sure		And				1+2	
we're trying to make sure that everything gets done that needs done.	That						α=β
And life is really really busy		And				1+2	
a couple of weeks into this amazing experience, when the sleepdeprivation really kicked in, like around week eight			When				α×β
I had this thought, and it was the same thought		And				1+2	
It was the same thought that parents across the ages, internationally	That						α=β
everybody has had the thought, which	Which						α=β

is: I'm never going to have free time ever again.							
Somebody said it's true				Said			α"β
It's not exactly true, but it feels really, really true in that moment.		But				1+2	
And this was really disconcerting to me because one of the things that I enjoy more than anything else is learning new things.		And	Because			1+2	. α×β
Getting curious about something and diving in and fiddling around and learning through trial and error. And eventually becoming pretty good at something.		And				1+2	
And without this free time, I didn't know how i was ever going to do that ever again.		And				1+2	
And so I'm a big geek, I want to keep learning things, I want to keep growing. And so what I have decided to do was go to the library		And	So			1×2 1+2	
and go to the bookstore and look at what research		And				1+2	

says about how we learn and how we learn quickly						
And I read a bunch of books, I read a bunch of websites. And tried to answer this question,		And				1+2	
It takes 10.000 hours					1=2	1
If you want to learn something new, if you want tobe good at it, it's going to take 10.000 hours to get there			If				α×β
my mental experience of reading all this stuff was like: ohh no! I don't have time! I don't 10.000 hours.	Was like					1=2	
But that's not true		But				1+2	
So, 10.000 hours, just to give you a rough order of magnitude, 10.000 hours is a full time job for five years.			So			1×2	
That's long time	Explain					1=2	
And we have had all experience of learning something new and it didn't take us anywhere close to that amount of time right?		And				1+2	
So what's up			So			1×2	
There is something kinda funky going	Kinda					1=2	

on here							
What the research says and what we expect, and have experiences, they don't match up		And				1+2	
He's the originator of the 10.000 our rule	Explain					1=2	
And where that came from is, he studied professional athletes, world class musicians,chess grand masters		,(and)				1+2	
And he tried to figure out how long does it take to get to the top of those kinds of fields		And				1+2	
the more deliberate practice, the more time that those individuals spend practicing the elements of whatever it is that they do	That						α=β
the more time you spend, the better you get.			The..the			1×2	
Here's what happened: an author by the name of Malcolm gladwell wrote a book in 2007 called " outliers			By				α×β
the story of success",and the central piece of that book was the 10.000		And				1+2	

hour rule.							
Practice a lot, practice well, and you'll do extremely well, you will reach the top of your field		And				1+2	
So the message, what doctor ericcson was actually saying is it takes 10.000 hours to get at the top of an ultra competitive field in a very narrow subject			So			1×2	
But here's what happened		But				1+2	
ever since ouliers came out, immediately came out, reached the top of best seller list, stayed there for three solid months							α×β
And a society wide game of telephone started to be played		And				1+2	
So this message, it takes 10.000 hours to reach the top of an ultra competitive field			So			1×2	
it takes 10.000 hours to become an experts at something						1=2	
which became, it takes 10.000 hours to become good at something			Which				α=β
which became, it take 10.000 hours to learn something			Which				α=β

But that last statement, it takes 10.000 hours to learn something is not true		But			1+2	
So, what the research actually says			So		1×2	
if I spend a lot of time here at the CSU library in the cognitive psychology stacks cause I'm a geek			If			α×β
when you actually look at the studies of skill acquisition, you see over and over a graph like this.			When			α×β
Now, researchers, whether they are studying a motor skill, something you do physically or a mental skill		Or			1+2	
they like to studying things that they can time	That					α=β
They can time because you can quantify that, right			Because			α×β
So they'll give research participants a little task			So		1×2	
something that requires physical arrangement, or something that requires learning a little mental trick		Or			1+2	
and they'll time		And			1+2	

how long a participant takes to complete the skill						
And here's what this graph says, when you start—so when researchers gave participants a task, it took them a really long time			When			α×β
cause it was new and they were horrible			Because			α×β
With a little bit of practice, they get better and better and better		And	With		1+2	α×β
And that early part of practice is really, really efficient					1+2	
People get good at things with just a little bit of practice			With			α×β
So if we relabel performance time to how good you are, the graphs flips			If			α×β
you get his famous and widely known, this is the learning curve		And			1+2	
With a little bit of practice, you get really good, really quick			With			α×β
So that early level of improvement is really fas			So that		1×2	
And then at a certain point you reach a plateau, and the subsequent games		And	Then		1×2 1+2	

become much harder to get, they take more time to get						
So, how long does that take			So		1×2	
If you put 20 hours of focused deliberate practice into that thing, you'll be astounded			If			α×β
20 hours is doable, it's about 45 minutes a day for about a month	Explain				1=2	
it's about 45minutes a day for about a month Because it's not like you can just start fiddling around for about 20 hours and expect these massive improvements			Because			α×β
There's a way to practice intelligently, There's a way to practice efficiently		, (and)			1+2	
that will make sure that you invest those 20 hours in the most effective way that you can possibly can.	That					α = β
Decide exactly what you want tobe able to do when you're done			When			α×β
and then look into the skill and break it down into smaller			Then		1×2	

piece						
And thenyou can practice those first.			Then			1×2	
And if you practice the most important things first, you'll be able to improve your performance in the least amount of time possible			If				α×β
So get three to five resources about what it is you're trying to learn			So			1×2	
But don't use those as a way to procrastinate on practice.		But				1+2	
I know I do this right?get like 20 books about the topic, like, " I'm going to start learning how to program computer	Like					1=2	
when I complete these 20 books			When				α×β
What you want to do is learn just enough that you can actually practice	That						α =β
self correct or self edit as you practice		Or				1+2	
So the learning becomes a way of getting better at noticing			So			1×2	
when you're making a mistake			When				α×β
and then doing something a little			Then			1×2	

different						
and doing the work		And				1+2	
remove the distraction that are keeping you from practicing	That						α =β
feeling stupid is a barrier to us actually sitting down and doing the work		And				1+2	
So, by pre-committing to practicing			By				α×β
Practicing whatever it is that you want to do for at least 20 hours	That						α =β
stick with the practice long enough to actually reap the rewards			With				α×β
Four very simple steps that you can use to learn anything	That						α =β
Now this is easy to talk about in theory, but it's more fun to talk about in practice		But				1+2	
one of the things that I've wanted to learn how to do for a long time is play the ukulele	That						α =β
Has anybody seen Jake shimabukuro's TED Talks where he plays the ukulele			Where				α ×β
and makes it sound like- he's like a		And				1+2	

ukulele god						
It's amazing	Explain				1=2	
I saw it, I was like " that's so cool". It's such a neat instrument	Like				1=2	
And so I decided that to test this theory.		And			1+2	
and see where it got			Where			α ×β
So the first couple hours are just like the first couple hours of anything			So		1×2	
You have to get the tools that you're using to practice	That					α =β
Now one of the things when I was ready to actually start practicing was I looked in online databases			When			α×β
and songbooks for how to plays songs		And			1+2	
so you can play chords, that's cool, you're accompanying yourself			So		1×2	
and when I started looking at songs, I had an ukulele chord book that had like hundreds of chords			When			α×β
Looking at this and " wow, that's intimidating		And			1+2	
But when you look at the actual songs, you see the same			When			α×β

chords over and over, right?						
As it turns out			As			α×β
playing the ukulele is kind of like doing anything	Kind of like					1=2
there is a very small set of things that are really important and techniques that you'll use all the time		And				1+2
and in most songs you'll use four, maybe five chords, and that's it, that's the song.		And				1+2
So while I was doing my research, I found a wonderfull little medley of pop songs by a band called axis of awesome.			While			α×β
if you know four chords, and those chords are G, D, Em, and C			If			α×β
So I thought this is cool			So		thought	1×2	α'β
So, that was the first song I decided to learn			So			1×2
and I would like to actually share it with you, ready		And				1+2
I love that song.And I have a secret to share with you		And				1+2
So, by playing that song for you, I just hit twentieth hour of			By			α×β

practicing the ukulele							
And so it's amazing, pretty much anything that you can think of, what do you want to do.			So			1×2	
So the major barrier's not intellectual, it's emotional			So			1×2	
But put 20 hours into anything it doesn't matter		But				1+2	
Go out and do that things		And				1+2	

Appendix II. Spoken Text Of Josh Kaufman Entitled "The First 20 Hours How To Learn Anything"

Two years ago, my lfie changed forever. My wife Kelsey and I welcomed our daughter lela in the world. Now becoming a parent is an amazing experience. Your whole world changes over night. And all of your priorities change immediately so fast that it makes it really difficult to process sometimes. Now, you also have to learn a tremendous amount about being a parent like, for example, how to dress your child. This was new to me. This is an actual outfit, I thought this was a good idea. And even lela knows that it's not good idea. So there is so much to learn and so much craziness all at once. And to add to the craziness, Kelsey and I both work from home, we're entrepreneurs, we run our own businesses. So Kelsey develops course online for yoga teachers. I'm an author. and so I'm working from home and Kelsey's working from home. We have an infant and we're trying to make sure that everything gets done that needs done. And life is really really busy. And a couple of weeks into this amazing experience, when the sleep deprivation really kicked in, like around week eight, I had this thought, and it was the same thought that parents across the ages, internationally, everybody has had the thought, which is: I'm never

going to have free time ever again. Somebody said it's true. It's not exactly true, but it feels really, really true in that moment. And this was really disconcerning to me, because one of the things that I enjoy more than anything else is learning new things. Getting curious about something and diving in and fiddling around and learning through trial and error. And eventually becoming pretty good at something. And without this free time, I didn't know how i was ever going to do that ever again. And so I'm a big geek, I want to keep learning things, I want to keep growing. And so what I have decided to do was go to the library, and go to the bookstore and look at what research says about how we learn and how we learn quickly. And I read a bunch of books, I read a bunch of websites. And tried to answer this question, how long does it take to acquire a new skill? You know what I found? 10.000 hours! Anybody ever heard this? It takes 10.000 hours. If you want to learn something new, if you want tobe good at it, it's going to take 10.000 hours to get there. And I read this in book after book, in website after website. And my mental experience of reading all this stuff was like: ohh no! I don't have time! I don't 10.000 hours. I'm never going to be able to learn anything new ever again. But that's not true. So, 10.000 hours, just to give you a rough order of magnitude, 10.000 hours is a full time job for five years. That's long time. And we have had all experience of learning something new and it didn't take us anywhere close to that amount of time right? So what's up? There is something kinda funky going on here. What the research says and what we expect, and have experiences, they don't match up. And what I found, here is the wrinkle: the 10.000 hour rule came out of studies of expert level performance. There's a professor of florida state university, his name is K. Anders ericsson. He's the originator of the 10.000 our rule. And where that came from is, he studied professional athletes, world class musicians,chess grand masters. All of this ultra competitive folks in ultra high performing fields. And he tried to figure out how long does it take to get to the top of those kinds of fields. And what he found is, the more deliberate practice, the more time that those individuals spend practicing the elements of whatever it is that they do, the more time you spend, the better you get. And the folks at the tippy top of their fields put it around 10.000 hours of practice. Now, we were talking about the game of telephone a little bit earlier. Here's what

happened: an author by the name of Malcolm gladwell wrote a book in 2007 called " outliers : the story of success",and the central piece of that book was the 10.000 hour rule. Practice a lot, practice well, and you'll do extremely well, you will reach the top of your field. So the message, what doctor ericcson was actually saying is it takes 10.000 hours to get at the top of an ultra competitive field in a very narrow subject, that's what that means. But here's what happened : ever since ouliers came out, immediately came out, reached the top of best seller list, stayed there for three solid months. All of sudden the 10.000 hour rule was everywhere. And a society wide game of telephone started to be played. So this message, it takes 10.000 hours to reach the top of an ultra competitive field, became, it takes 10.000 hours to become an experts at something, which became, it takes 10.000 hours to become good at something, which became, it take 10.000 hours to learn something. But that last statement, it takes 10.000 hours to learn something is not true. It's not true. So, what the research actually says if Ispend a lot of time here at the CSU library in the cognitive psychology stacks cause I'm a geek. And when you actually look at the studies of skill acquisition, you see over and over a graph like this. Now, researchers, whether they are studying a motor skill, something you do physically or a mental skill, they like to studying things that they can time. Cause you can quantify that, right? So they'll give research participants a little task, something that requires physical arrangement, or something that requires learning a little mental trick, and they'll time how long a participant takes to complete the skill. And here's what this graph says, when you start—so when researchers gave participants a task, it took them a really long time, cause it was new and they were horrible. With a little bit of practice, they get better and better and better. And that early part of practice is really, really efficient. People get good at things with just a little bit of practice. Now, what's interesting to note is that,for skills that we want to learn for ourselves,we don't care so much about time, right? We just care about how good we are, whatever good happens to mean. So if we relabel performance time to how good you are, the graphs flips, aand you get his famous and widely known, this is the learning curve. And the story of the learning curve is when you start, you grossly incompetent and you know it, right? With a little bit of practice, you

get really good, really quick. So that early level of improvement is really fast. And then at a certain point you reach a plateau, and the subsequent games become much harder to get, they take more time to get. Now, my question is, I want that, right? How long does it take from starting something and being grossly incompetent and knowing it to being reasonably good? In hhopefully, as short a period of time as possible. So, how long does that take? Here's what my research says : 20 hours. That's it. You can go from knowing nothing about any skill that you can think of. Want to learn a language? want to learn how to draw? Want to learn how to juggle flaming chainsaws. If you put 20 hours of focused deliberate practice into that thing, you'll be astounded. Astounded at how good you are. 20 hours is doable, it's about 45 minutes a day for about a month. Even skipping a couple days, here and there. 20 hours is not that hard to accumulate. Now there's a method to doing this. Because it's not like you can just start fiddling around for about 20 hours and expect these massive improvements. There's a way to practice intelligently, There's a way to practice efficiently, that will make sure that you invest those 20 hours in the most effective way that you can possibly can. And here's the method, it applies to anything: the first is to deconstruct the skill. Decide exactly what you want tobe able to do when you're done, and then look into the skill and break it down into smaller piece. Most of the things that we think of as skill are actually big bundles of skill that require all sorts pf different things. The more you can break apart the skill, the more you're able to decide. What are the parts of this skill that would actually help me get to what I want? And then you can practice those first. And if you practice the most important things first, you'll be able to improve your performance in the least amount of time possible. The second is learn enough to self correct. So get three to five resources about what it is you're trying to learn. Could be a book, could be DVDs, could be courses, could be anything. But don't use those as a way to procrastinate on practice. I know I do this right?get like 20 books about the topic, like, " I'm going to start learning how to program computer when I complete these 20 books". No, that's procrastination. What you want to do is learn just enough that you can actually practice and self correct or self edit as you practice. So the learning becomes a way of getting better at noticing when you're

making a mistake and then doing something a little different. The third is to remove barriers to practice. Distraction, television, internet. All of these things that get in the way of you actually sitting down and doing the work. And the more you're able to use just alittle bit of willpower to remove the distraction that are keeping you from practicing, the more likely you are to actually sit down and practice,right?. And the fourth is to practice for at least 20 hours. Now most skill have what I call a frustration barrier. You know the grossly-incompetent and knowing -it part? That's really really frustrating. We don't like to feel stupid. And feeling stupid is a barrier to us actually sitting down and doing the work. So, by pre- committing to practicing whatever it is that you want to do for at least 20 hours, you'll be able to overcome that initial frustration barrier and stick with the practice long enough to actually reap the rewards. That's it! It's not rocket science. Four very simple steps that you can use to learn anything. Now this is easy to talk about in theory, but it's more fun to talk about in practice. So one of the things that I've wanted to learn how to do for a long time is play the ukulele. Has anybody seen Jake shimabukuro's TED Talks where he plays the ukulele and makes it sound like- he's like a ukulele god. It's amazing. I saw it, I was like " that's so cool". It's such a neat instrument. I would really like to learn how to play. And so I decided that to testthis theory. I wanted to put 20 hours into practicing ukulele and see where it got. And so the first thing about playing the ukulele is, in order to practice, you have to have one right? So I got an ukulele— .its' not just an ukulele, it's an electric ukulele. So the first couple hours are just like the first couple hours of anything. You have to get the tools that you're using to practice. You have to make sure they are available. My ukulele didn't come with strings attached. I had to figure out how to put those on. Like, that's kind of important right?. And learning how to tune, learning how to make sure that all off the things that need to be done in order to start practicing get done, right?. Now one of the things when I was ready to actually start practicing was I looked in online databases and songbooks for how to plays songs. And they say okay, ukuleles, you can play more than one string at a time, so you can play chords, that's cool, you're accompanying yourself, yay you.. and when I started looking at songs, I had an ukulele chord book that had like hundreds of chords. Looking at this and " wow, that's

intimidating". Bt when you look at the actual songs, you see the same chords over and over, right? As it turns out, playing the ukulele is kind of like doing anything, there is a very small set of things that are really important and techniques that you'll use all the time. and in most songs you'll use four, maybe five chords, and that's it, that's the song. You don't have to know hundreds, as long as you know the four or the five. So while I was doing my research, I found a wonderfull little medley of pop songs by a band called axis of awesome. And what Axis of awesome says is that you can learn, or you can play pretty much any pop song of the past five decades, if you know four chords, and those chords are G, D, Em, and C. Four chords pump out every pop song ever, right? So I thought this is cool. I would like to play every pop song ever. So, that was the first song I decided to learn and I would like to actually share it with you, ready? I love that song. And I have a secret to share with you. So, by playing that song for you, I just hhit twentieth hour of practicing the ukulele. And so it's amazing, pretty much anything that you can think of, what do you want to do. The major barriers to learn something new is not intellectual,it's not the process of you learning a bunch of little tips or tricks or things. The major barrier's emotional. We are scared. Feeling stupid doesn't feel good. In the beginning of learning anything new you feel really stupid. So the major barrier's not intellectual, it's emotional. But put 20 hours into anything it doesn't matter. What do you want to learn.? Do you want to learn a language? want to learn how to cook? Want to learn how to draw? What turns you on? What lights you up? Go out and do that things. It only takes 20 hours. Have fun.

APPENDIX

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Rizki Yunida Br Panggabean
NPM	: 1602050180
ProgramStudi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 135 SKS

IPK = 3,62

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	An Experiantial Approach to English Grammatical Learning : A Review of Students and Teachers Perception in SMP N 14 Binjai	
	The Influence of Anxiety on Language Performance From English Learners Perspective	
	The Investigating of Parataxis and Hypotaxis Contruction on TEDx Talks By Josh Kaufman	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 7 April 2020
Hormat Pemohon,

Rizki Yunida Br Panggabean

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
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==

Kepada Yth: Bapak/Ibu Ketua &Sekretaris
                Program Studi Pendidikan Bahasa Inggris
                FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Rizki Yunida Br Panggabean
NPM   :1602050180
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut :

The Investigating Of Parataxis and Hypotaxis Construction
On TEDx Talks by Josh Kaufman

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Ariful Haq, S.Pd.,M.Hum   acc ⌐f
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

                                            Medan, 6 April 2020
                                            Hormat Pemohon,

                                            Rizki Yunida Br Panggabean

Dibuat Rangkap 3 :
- UntukDekan/Fakultas
- Untuk Ketua/SekretarisProdi
- Untuk Mahasiswa yangbersangkutan

MAJELIS PENDIDIKAN TINGGI
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Nomor   : 683/II.3/UMSU-02/F/2020
Lamp.   : ---
H a l   : **Pengesahan Proposal dan**
            Dosen Pembimbing

Bismillahirrahmanirrahiim
Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama   : **Rizki Yunida br Panggabean**
N P M   : 1602050180
Progam Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Investigating Of Parataxis and Hypotaxis Construction On TEDx Talks by Josh Kaufman.

.Pembimbing   : **Ariful Haq, S.Pd.,M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :
1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan *BATAL* apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan   : *26 April 2021*

Medan, 03 Ramadhan 1441 H
        26 April   2020 M
Wassalam
Dekan
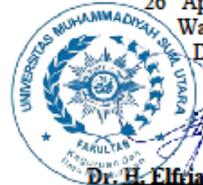
Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
 (*WAJIB MENGIKUTI SEMINAR*)

BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Rizki Yunida Br Panggabean
NPM   : 1602050180
Program Studi   : Pend. Bahasa Inggris
                :The   Investigating Of   Parataxis And   Hypotaxis
Judul Skripsi   Construction on TEDx Talk by Josh Kaufman

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
18 May 2020	Chapter I. Introduction Chapter II. The Review of Literature Chapter III. Research of Methodology Citations	
28 May 2020	References	
7 June 2020	ACC	

Diketahui/Disetujui
Ketua Prodi
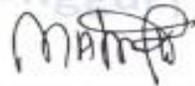
Medan,7 May 2020
Dosen Pembimbing

Mandra Saragih, S.Pd.,M.Hum

Ariful Haq, S.Pd., M.Hum

BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Kamis tanggal 18 Juni 2020 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa	:	Rizki Yunida Br Panggabean
NPM	:	1602050180
ProgramStudi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Investigating Of Parataxis And Hypotaxis

Construction On TEDx Talk By Josh Kaufman

No.	Uraian / Saran Perbaikan
-	Revise the Objective of Problem

Medan,   Juni 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi

Pembahas

Mandra Saragih, S.Pd, M.Hum

Fatimah Sari Siregar
S.Pd.,M.Hum

SURAT KETERANGAN

بسم الله الرحمن الرحيم

Ketua ProgramStudi
PendidikanMatematikaFakultaskeguruandanIlmuPendidikanUniversitasMu
hammadiyah Sumatera Utara denganinimenerangkanbahwa :

NamaMahasiswa   : RizkiYunida Br Panggabean
N P M   : 1602050180
Program Studi   : PendidikanBahasaInggris

Adalahbenartelahmelaksanakan Seminar Proposal Skripsipada :

Hari   : Kamis
Tanggal : 18 Juni 2020

DenganJudulProposal :
The Investigating Of Parataxis AndHypotaxisContstruction On
TEDx Talks By Josh Kaufman

Demikianlahsuratketeranganini kami keluarkan/diberikankepadamahasiswa yang
bersangkutan,
semogaBapak/TbuPimpinanFakultasdapatsegeramengeluarkansuratizinrisetmahasi
swatersebut.   Ataskesediaandankerjasama   yang   baik   kami
ucapkanbanyakterimakasih, akhirnyaselamatsejahteralahkitasemuanya. Amin.

Dikeluarkan di   : Medan
PadaTanggal   :   Mei 2020

Wassalam
Ketua Program Studi
PendidikanBahasaInggris

MandraSaragih, S.Pd.,M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
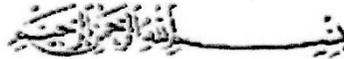
PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – I bagi :

Nama	:	Rizki Yunida Br Panggabean
NPM	:	1602050180
Program Studi	:	Pendidikan Bahasa Inggris
JudulSkripsi	:	The Investigating Of Parataxis And Hypotaxis On TEDx Talks By Josh Kaufman

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat dizinkan untuk melaksanakan riset di lapangan.

Diketahui Oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

MandraSaragih, S.Pd.,M.Hum

Pembimbing

Ariful Haq, S.Pd.,M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Rizki Yunida Br Panggabean
N.P.M	:	1602050180
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Investigating of Parataxis and Hypotaxis Construction on TEDx Talks by Josh Kaufman

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, September 2020
Hormat saya
Yang membuat pernyataan,

Rizki Yunida Br Panggabean

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Nomor	: 1033/II.3/UMSU-02/F2020	Medan, 05 Dzulqa'idah 1441 H	
Lamp.	: --	27 Juni	2020 M
H a l	: **Mohon Izin Riset**		

Kepada Yth.:
Bapak/Ibu **Kepala Perpustakaan UMSU**
Di
     Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a	:	**Rizki Yunida Br Panggabean**
NPM	:	1602050180
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	The Investigating Of Parataxis And Hypotaxis Construction On TEDx Talk By Josh Kaufman

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh
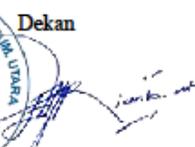
Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
    - Pertinggal

SURAT KETERANGAN
Nomor: .1629../KET/II.9-AU/UMSU-P/M/2020

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara
dengan ini menerangkan :

Nama	:	**Rizki Yunida Br Panggabean**
NPM	:	**1602050180**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir /
skripsi dengan judul :

**"The Investigating Of Parataxis And Hypotaxis Construction On TEDx Talks By Josh
Kaufman"**

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 23 Muharram 1442 H
11 September 2020 M
Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

BERITA ACARA BIMBINGAN SKRIPSI

Nama   : Rizki Yunida Br Panggabean
NPM   : 1602050180
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Investigating Of Parataxis And Hypotaxis Construction
On TEDx Talk By Josh Kaufman

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
5 September 2020	BAB 1 Wrong Grammatical Page 19. Figure must be in italics	
9 September 2020	References List of appendix	
14 September 2020	Appendix Give the name of each column	
15 September 2020	ACC	

Medan,   September 2020
Diketahui/Disetujui oleh,   Dosen Pembimbing
Ketua Prodi
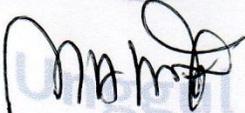
Mandra Saragih, S.Pd., M.Hum   **Ariful Haq,S.Pd.,M.Hum**

CURRICULUM VITAE

PERSONAL DETAILS

Name	:Rizki Yunida Br Panggabean
Place And Date Of Birth	: P. Berandan . 13 June 1997
Sex	: Female
Adress	: Pangkalan Berandan
Religion	: Islam
Marital Status	: Single
Telephone Number	: 089621462429
Email	: Rizkyypanggabean@Gmail.Com

EDUCATION

Formal

University	: Bachelor Degree Of English Department University Of Muhammadiyah Sumatera Utara (2016-2020)
Senior High School	: MAN 2 Tg. Pura (2012-2015)
Junior High School	: MTSs. Darul Arafah. P. Berandan (2009-2012)
Elementary School	: SDN. 050742. P. Berandan (2003-2009)

Informal
- Quickly English course
- Heroes English course

+

ORGANISATIONAL EXPERIENCE

- Ikatan Mahasiswa Muhammadiyah
- Secretary Of Library Volunteer
- PPPA Darul Qur'an