

**CLAUSE COMPLEXES IN REPORT TEXTS WRITTEN BY EFL  
STUDENTS OF SECONDARY EDUCATION**

**AN UNDERGRADUATE THESIS**

submitted to the Department of English Education as a partial fulfilment of the  
requirements for *Sarjana Pendidikan* degree



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Oleh  
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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

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April 2022

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**PAGE OF APPROVAL**

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STUDENTS OF SECONDARY EDUCATION**

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## STATEMENT OF AUTHORIZATION

I hereby certify that this research, entitled “Clause Complexes in Report Texts Written by EFL Students of Secondary Education,” is a work of my own. In writing this research paper, I relied on several sources, namely, articles from past studies, internet sources, and books as bases and theoretical foundation of my current research. All works, statements, and ideas from said sources have been cited and quoted properly.

Cirebon, April 2022

Muhammad Yazid Farhan

## PREFACE

All praises to Allah SWT, who has given me a chance to live through the experience of writing this undergraduate thesis. Every moment of its writing has been a very valuable experience to me.

This paper, entitled “Clause Complexes in Report Texts Written by EFL Students of Secondary Education,” is submitted to the Department of English Education of FPBS UPI to fulfill one of the requirements for *Sarjana Pendidikan* degree. I sincerely hope this paper would contribute to the study of systemic functional linguistics, including its utilization in pedagogical field.

With the limited knowledge I possess, I fully acknowledge that this research is not perfect. Therefore, any form of criticism or suggestion would be most welcome and appreciated.

Cirebon, April 2022

Muhammad Yazid Farhan

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Writing this paper has been a very challenging and arduous experience to me, as the pandemic has taken a toll on both my physical and mental health. For that, all praises to Allah SWT, for without His grace and blessing, I would not have been able to complete this undergraduate thesis in order to complete my bachelor study. Other than my endless gratitude to Him, I would also like to express my gratitude to the people who had given me support and motivation that I needed the most in the arduous times of writing this paper.

I would like to express my utmost gratitude to my research and academic supervisor, *ibu* Rojab Siti Rodliyah, M.Ed., for her immense patience, helpful counsel, and invaluable input. Without her support and guidance, my research would be nothing but an aimless and confusing journey.

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Finally, as a closing remark, I realize that this paper is far from perfect. Therefore, suggestions, criticisms, or even further research which expands on the current one would be more than welcome and deeply appreciated.

# CLAUSE COMPLEXES IN REPORT TEXTS WRITTEN BY EFL STUDENTS OF SECONDARY EDUCATION

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## ABSTRACT

In the process of writing, EFL learners may find themselves writing with a degree of complexity by constructing sentences with multiple clauses, or in other words, forming compound or complex sentences. In systemic functional linguistics, such sentences correspond to clause complexes, a group of clauses that are systematically linked in a meaningful way. This research aimed to investigate the formations of clause complexes within EFL learners' writings. A qualitative document analysis with Halliday's clause complex theory as its basis was employed in order to investigate the substance and prominence of clause complexes, including their interdependency and logico-semantic relations, within six report texts written by six tenth grade students of a public high school in Cirebon, West Java, Indonesia. The six students were divided into three equally-sized achievement groups: low-achieving, middle-achieving, and high-achieving groups. This study found that, in every achievement group, clause complexes account for the minority of all sentences within the analyzed texts, with the rest of the sentences being clause simplexes. It was also found that students favor hypotaxis over parataxis, and expansion over projection. Hypotactic enhancement was found to be the most realized logico-semantic relation, followed by paratactic extension. These findings were consistent with those revealed by previous studies with similar focus. There was, however, a new finding that implied an inversely proportional relationship between the number of clause complexes and student's level of achievement. Further research on this particular area of interest is needed to confirm this finding.

Keywords: *Systemic functional linguistics, clause complex, taxis, logico-semantic relations, report text*

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