



The Parataxis and Hypotaxis in Recount Text Writing of Second-Grade Students at SMA Negeri 17 Medan

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ABSTRACT

This research aims to discover the parataxis and hypotaxis in recount text writing of second-grade students at SMA Negeri 17 Medan. This research uses qualitative research with an interactive model. In collecting data, this research employs observation and document analysis. Then, an interactive model for analyzing data has three steps: data condensation, data display, and conclusion/drawing verification. The research results show that the data findings on 15 students' recount text writings were found to use Parataxis can be seen by the appearance of 16 clauses, namely: 11 clauses "and", 2 clauses "then", 2 clauses "while", 1 clause "but", and 1 clause "before". Hypotaxis found 21 clauses, namely: 12 clauses "after", 3 clauses "because", 5 clauses "when", and 1 clause "which". The study is essential for understanding how students construct sentences and organize their thoughts in recounting text. Parataxis involves the juxtaposition of clauses or sentences without subordinating them, while hypotaxis uses subordination to show the relationship between clauses.

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INTRODUCTION

Systemic Functional Linguistics is a theory that studies language (Hallidays, 2004). This theory emphasizes the relationship between language and its communicative function in a social context. It can be analyzed at three levels: context, semantics, and lexicogrammar. Functional linguistics systemic is also an approach to the functional nature of linguistics that allows language to be viewed as a semiotic. Systemic Functional Linguistics (SFL), parataxis, and hypotaxis are two important syntactic concepts in analyzing sentence structure and its relationship to meaning. In linguistic analysis, the concepts of parataxis and hypotaxis help understand sentence structure and the relationship between the parts of the sentence. In the context of Systemic Functional Linguistics, an understanding of parataxis and hypotaxis can be used to analyze how sentence structure influences the expression of meaning and communicative function in

text. (Ma, 2021) Parataxis and hypotaxis are a pair of traditional grammatical terms that are concerned with the study of linguistics. Parataxis is the idea or thought while hypotaxis is the subordinate idea to another and shows the connection—juxtaposition, and transition. (Anggraeni & Indriani, 2021) State that the term hypotaxis is used to refer to the relationship between one clause independent and the other clause. In the clause complexes of parataxis and hypotaxis in the paragraph will make it coherent.

(Eid, 2022) state that the taxis are divided into two types, namely parataxis and hypotaxis. Parataxis are independent and equal entities. Meanwhile, hypotaxis is the main clause through which a dependency relationship. In traditional grammar, this is called coordination. Parataxis is the use of independent sentences that are not directly connected by words or conjunctions. Coordinating clauses such as "but", "or", and "so". Hypotaxis is used to refer to a relationship where one clause depends on another clause, sentences that are connected directly with connecting words or conjunctions. As explained (Tampubulon & Rahman, 2021), the recount is a text that tells events chronologically. The purpose is to educate or entertain the reader. Retelling skills are the types of texts used to retell events and experiences. In writing retellings, writing skills are the most important key to conveying information to readers in a clear, structured, and easy-to-understand manner. Recount texts have the following general structure; Orientation introduces who is involved in the story, when, and where the story takes place, Event: provides a chronology of events, and Reorientation: provides a conclusion from the experience author's comments about the experience. When writing a retelling text, it is important to use the correct text structure. Introduce the event you want to discuss, arrange the events chronologically, and provide an appropriate conclusion. Good writing skills help writers become better at recounting, from choosing the right words and using the right tense to arranging paragraphs in an orderly manner to convey the story clearly and effectively through the recount.

Therefore, writers need to understand these differences to adapt their writing style and text structure to suit their communication needs. The ability to write different types of English sentences will also help you develop general English skills, such as understanding grammar, vocabulary, and correct writing style. Therefore, knowledge of types of English texts provides a strong foundation for developing effective and communicative writing skills in English contexts. Parataxis and hypotaxis in recount text can help understand the structure and style of language used to convey information effectively. Parataxis is used to describe a series of events, while hypotaxis is used to

explain the relationship between these events. Appropriate use of parataxis and hypotaxis can improve readers' understanding of recount text. (Adha et al., 2018) Apart from that, the correct use of parataxis and hypotaxis can help readers understand the storyline and context of the recount text. When writing recount text, students usually do not know the structure of writing recount text and do not understand the wording of the experiences they have experienced, whether happy or sad. (Kumala et al., 2024).

The researcher conducted the observations in this research because many students had difficulty distinguishing between the main clause and dependent clause and there was still little use of parataxis and hypotaxis in recount Text. Good writing quality is influenced by interdependence (taxis) and the logical-semantic relationship system between clauses. The results of this research can be used to develop more effective teaching strategies for helping students write texts. Using parataxis and hypotaxis in students' recount texts can help evaluate and improve the quality of recount text learning per the applicable curriculum.

RESEARCH METHOD

Qualitative research was employed with an interactive model for analyzing the data of this research. The data is the parataxis and hypotaxis that are collected through observation and document analysis while writing the recount text. Three steps are employed in analyzing data: data condensation, data display, and drawing conclusions/verifying. The researcher employs Miles, Huberman, and Saldana's interactive data analysis model (2014: 12-14).

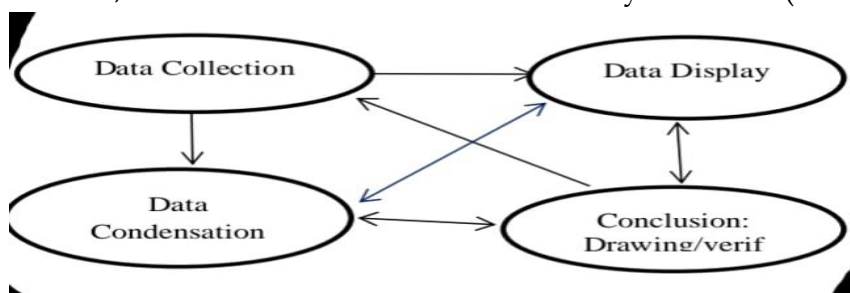


Figure 1.

Interactive Data Analysis Chart (Miles, 2014)

Data Condensation consists of five steps, namely: selecting the data from observation and interview transcripts, focusing on the important data, simplifying the data, abstracting the process to ensure that there were no missing data, and transforming data in some ways. Then the second step, the researcher would display the data through the table to make the reader easier in understand the research results. The last steps are drawing a conclusion and verifying. **RESULT AND DISCUSSION**

After collecting the data, the next stage is transferring the data into a table by finding the parataxis and hypotaxis clauses contained in the students' recount text.

No	Recount Text Students	Parataxis	Hypotaxis
1	<p>Last month, I went to Berastagi which has a tourist spot called Gundaling, we traveled with my family and went on a pilgrimage coincidentally to my father's grandparents' place, after the pilgrimage in my father's village there was something called working, in my village there are many events including harvesting plants, dancing and many more, usually this karo traditional event is held once a year. The event is held for two days with karo dancing which invites everyone from other areas to celebrate after three days we returned to the field happily.</p>	<p>In the text, parataxis is found, namely: <i>and</i> in the sentence "We traveled with my family <i>and</i> went on a pilgrimage" The conjunction is used to connect two equivalent activities: traveling and pilgrimage. The second sentence is "There are many events including harvesting plants, dancing, <i>and</i> many more" The conjunction is used to connect various activities that occur in the event.</p>	<p>In the text, hypotaxis is found, which and after. In the sentence "Last month I went to Berastagi <i>which</i> has a tourist spot called Gundaling" The conjunction is a subordinating conjunction that connects the main clause "I went to Berastagi" with the subordinate clause "which has a tourist spot called Gundaling", providing additional information about Berastagi. The second "The event is held for two days with Karo dancing <i>which</i> invites everyone from other areas to celebrate" The conjunction which connects the clause "Karo dancing" with the additional clause "invites everyone from other areas to celebrate", providing more details about the type of dance and participation. In the sentence "After the pilgrimage, coincidentally in my father's village, there was something called working" The conjunction "after" shows the temporal relationship between the event "the pilgrimage" and the subsequent event "there was something called</p>

			<p>working". "After three days we returned to the field happily" The conjunction After shows the temporal relationship between the time "three days" and the next action "we returned to the field happily".</p>
2	<p>Every morning, I wake up. I make my bed first, and after that, I put my books in my bag. After that, I will take a shower. Don't forget to have breakfast so you don't go to school. And when I left to go to school, I didn't forget to say hello to my parents. And when I'm off school, on Sunday, I first worship and listen to God's word in church. Then when it was time to go home from the house of worship, I didn't go straight home but my friend and had church at a nerdy stall. And talking about busyness when you are at home, for example, how was your day at home? You are at home cleaning your own house, right? And so forth. After that, my friend and I had finished eating, I said</p>	<p>And "I make my bed first, after that, I put my books in my bag " The "and" conjunction implied in "after that" connects two sequential activities. "And when I'm off school, on Sunday, I first worship and listen to God's word in church" The conjunction "and" connects two activities carried out at church: worshipping and listening to God's word.</p>	<p>After, when "After that, I will take a shower" The conjunction after indicates a temporal relationship between the activities "putting books in the bag" and "taking a shower." "After that, my friend and I had finished eating, I said goodbye to going home because at the food stall earlier" The conjunction after shows the temporal relationship between "finishing eating" and "saying goodbye," while because (although this sentence is not completely clear) can show the reason or context related to the activities at the stall. "When I left to go to school, I didn't forget to say hello to my parents" The "when" conjunction indicates a temporal relationship between the actions "leaving for school" and "saying hello to parents." "Then when it was time to go home from the house of worship, I didn't go straight home but my friend and had church at a nerdy stall" The</p>

	goodbye to going home because at the food stall earlier.		conjunction when shows the temporal relationship between the time you come home from church and the decision to stop by the shop.
3	<p>Last week, I'm coming late to school. Because I get up later than usual. My morning routine after waking up and getting up, I'm praying, and then I always check my school essentials to make sure I don't forget everything I need. After this, I'm going to shower and wear my uniform, brush my hair, and eat breakfast, then I wear my shoes. My father drives me to school. This is my morning routine before I go to school. But that day, I did everything in a hurry, my father drove faster, so I would not be late. But when we arrived in front of the school, I was trying to walk to the school gate. But I got stuck because the road in front of the school was full of vehicles and I and the other students couldn't walk through the</p>	<p>And, but "My morning routine after wake up and get up, I'm praying, and then I always check my school essentials to make sure I don't forget everything I need." The conjunction "and" is used to connect several activities in the morning routine: praying, checking school supplies, and making sure you don't forget necessary items. "I'm going to shower and use my uniform, brush my hair, and eat breakfast, then I wear my shoes." The conjunction "and" is used to connect activities carried out before going to school: showering, wearing a uniform, combing hair, having breakfast, and putting on shoes. "But that day, I do everything in a hurry, my father drives faster, so I'm</p>	<p>Because "Because I get up late than usual." The conjunction because shows a cause-and-effect relationship between the habit of waking up late and coming late to school. "But I got stuck because the road in front of school is full of vehicles and I and the other students can't walk through the gate." The conjunction shows the reason why the writer was stuck in front of the school. "I feel blessed because the teacher in the first lesson doesn't come yet." The conjunction so shows a cause-and-effect relationship between the habit of waking up early and a routine that is not rushed.</p>

	<p>gate. But the gate is already closed. I'm so hopeless. The teacher punished me punishment for sweeping the terrace floor of the library. After I finish it, take my bag and walk to my class. I feel blessed because the teacher in the first lesson hasn't come yet. So, I don't get any punishment Learned to wake up early, so I'm not doing my routine in a hurry. Until now, I'm not coming late to school.</p>	<p>not late." The conjunction is used to show the contrast between the usual routine and the situation that occurred that day. "I'm so hopeless. The teacher punished me by sweeping the terrace floor of the library. After I finish it, take my bag and walk to my class." The conjunction and connects activities after receiving punishment, and after shows the time sequence in completing the punishment and continuing with the next activity.</p>	
4	<p>On the last school holiday, I and my family went on vacation to the beach. We went to Mirror Beach, Serdang Bedagai. The journey from my grandpa's home to the beach took about 3 hours. When we arrived at the beach, we immediately swam in the sea. The water was clear and refreshing. We also played in the sand and built a sandcorteler. In the afternoon, we sat on</p>	<p>And while "We also played in the sand and built sandcastles." The conjunction is used to connect two activities carried out on the beach: playing in the sand and building sandcastles. "In the afternoon, we sat on the beach while enjoying the sunset." The conjunction shows a simultaneous relationship between two activities: sitting on the beach and enjoying the sunset.</p>	<p>When "When we arrived at the beach, we immediately swam in the sea." The conjunction when indicates the temporal relationship between arrival at the beach and the immediate action of swimming in the sea.</p>

	<p>the beach while enjoying the sunset. It was a very enjoyable experience.</p> <p>We were very satisfied with our vacation to Mirror Beach. We will come back again someday.</p>		
5	<p>Last month, I spent a weekend visiting my grandparents in the village. We left early on Saturday morning and arrived by noon. The first thing we did was a delicious homemade lunch prepared by my grandmother. After lunch, I helped my grandmother feed chickens and water in his garden.</p>	<p>And</p> <p>"We left early on Saturday morning and arrived by noon." The conjunction is used to connect two events that occur in time sequence: leaving in the morning and arriving in the afternoon.</p> <p>"After lunch, I helped my grandmother feed chickens and water in her garden." The conjunction is used to connect two activities carried out after lunch: feeding the chickens and watering the garden.</p>	<p>After</p> <p>"After lunch, I helped my grandmother feed chickens and water in his garden"</p> <p>The conjunction after shows the temporal relationship between the lunch event and the activity of helping grandmother in the garden. Here, after indicates that the activities of feeding the chickens and watering the garden are carried out after lunch.</p>
6	<p>Hello, my name is Nathan, and I woke up at 6.06. I made the bed, and, in the morning, I played games, cleaned the house, and swept the yard after that I washed the dishes and the clothes. After 4 pm I will in the</p>	<p>And</p> <p>"I woke up at 6:06. I made the bed. In the morning, I played games. I cleaned the house and swept the yard. After that, I washed the dishes and washed the clothes." Each sentence stands on</p>	<p>After</p> <p>"After 4 PM, I will [go] around the complex." (implied future action)</p> <p>"After the afternoon, I immediately took a shower." Here, hypotaxis is used to show temporal relationships (e.g., "after," "immediately") and to explain the sequence of actions in a more detailed</p>

	<p>afternoon around the complex After the afternoon I immediately take a shower and continue playing games with my friends, and after playing I immediately do schoolwork and go straight to sleep.</p>	<p>its own and lists activities linearly, showing what you did in the order it happened.</p>	<p>manner. It helps to connect events to their timing and sequence more explicitly.</p>
7	<p>"Last month, I attended a church event. We stayed there for a week. We did a lot of things like getting to know new people, getting to know a new environment, and getting to know characters in the Bible. When we went there on the 6th day, we met a popular artist named Lyodra Ginting. She was holding a concert at the place. After the concert, we returned to our respective lodgings and prepared for evening worship. During evening worship, we had many fun things, such as playing games. When it was time to go home, we all felt very happy."</p>	<p>And "We returned to our respective lodgings and prepared for evening worship." This section explains that they carried out activities after leaving the accommodation.</p>	<p>After, when "When we went there on the 6th day, we met a popular artist named Lyodra Ginting." (The clause "When we went there on the 6th day" sets the time for the main action "we met a popular artist named Lyodra Ginting.") "When it was time to go home, we all felt very happy." (The clause "When it was time to go home" indicates the time and condition under which "we all felt very happy.")</p>
8	<p>"When I was on holiday at that time, my friend and I agreed to go out to eat somewhere. We</p>	<p>And, Before "I immediately ordered food and ate with my friend." The conjunction "and" is</p>	<p>After, When "When I was on holiday at that time, my friend and I agreed to go out to eat somewhere." (The clause</p>

	<p>each went at noon. I went in the wrong direction, so I didn't arrive at the place until half past one in the afternoon. After I arrived there, I immediately ordered food and ate with my friend. After we finished eating for a while, we agreed to take photos of the studio in that place because we wouldn't be in the same class anymore. Before the studio photos at that place. After my friends and I finished studio photos, we went home by ourselves."</p>	<p>used to connect two actions that occur in sequence or are related. In this case, "and" links the actions of ordering food and eating with your friend. "Before the studio photos at that place." This is a fragment, but "Before" suggests a sequence or timing context that should connect to another clause.</p>	<p>"When I was on holiday at that time" sets the time context for the agreement.) "After I arrived there, I immediately ordered food and ate with my friend." (The clause "After I arrived there" indicates the sequence of events, showing that ordering food happened after arriving.) "After we finished eating for a while, we agreed to take photos of the studio in that place because we wouldn't be in the same class anymore." (The clause "because we wouldn't be in the same class anymore" provides the reason for taking photos, and "After we finished eating for a while" sets the sequence.)</p>
<p>9</p>	<p>"While I was relaxing at home, my parents suddenly invited me to go on holiday to the cowshed to try fresh cow's milk. I went to change clothes, and we left. When we arrived, I felt happy to be able to see the cows. I went around to look at them while waiting for my parents. I bought cow's milk. When I finished buying cow's milk, we went home, and when we got home, I tried the cow's milk, and it tasted very</p>	<p>And While "I went to change clothes, and we left." It links the two actions: going to change clothes and leaving. This shows that both actions are related and happen consecutively. "I went around to look at them while waiting for my parents." The clause "while waiting for my parents" provides additional information about what was happening at the same time as looking at the cows.</p>	<p>When "When we arrived, I felt happy to be able to see the cows." The clause "When we arrived" indicates the timing of the feeling of happiness. "When I finished buying cow's milk, we went home." The clause "When I finished buying cow's milk" establishes the sequence, showing that going home happened after buying milk. "When we got home, I tried the cow's milk, and it tasted very delicious." The clause "When we got home" provides the time context for trying the milk. The conjunction "and" links the result (the milk tasting</p>

	delicious."		delicious) with the action of trying it.
10	<p>Last month, my family from Tarutung Came to Medan to Celebrate my grandmother's birthday and retirement. After all the events were done, in the evening, my cousin and I planned to go out to have some fun. However, when we asked for permission from our parents, they forbade us because it was too late. So, we came up with the idea of telling them exactly what we would do and where we would go. In the end, we were allowed to go out, but with the condition that we would be dropped off and picked up and not stay out past 11 p.m. When we arrived at the meeting place, we ordered drinks and food and played UNO Truth or Dare, we came up with many excuses to stay out longer. However, when our uncle came to pick us up, he asked if we still wanted to visit any other places. We</p>	<p>But "We were allowed to go out, but with the condition that we would be dropped off and picked up and not stay out past 11 p.m." provides the specific condition attached to the permission granted.</p>	<p>After, When "After all the events were done, in the evening, my cousin and I planned to go out to have some fun." This sentence lists actions in sequence without a deep explanation of their relationship. "When we arrived at the meeting place, we ordered drinks and food, played UNO and Truth or Dare, and we came up with many excuses to stay out longer." This sentence sequentially lists actions taken when they arrived at the meeting place.</p>

	said we wanted to eat and go to the night market. And finally, we went home at 1 a.m.		
11	<p>last year, my Family and I decided to go on holiday to Lake Toba when we got there, we were surprised by the beauty of Lake Toba after vacationing at Lake Toba decided to look for accommodation because we were going to stay overnight. In the morning, we went to visit Gale-Gale, and we saw the statue there; after seeing Gale-Gave we decided to go home. We didn't go home and stop at the most delicious place, namely Determination, and we didn't order the food there, then when the food came, we ate what we had ordered when we had finished the Food we continued our journey home.</p>	<p>And, then "We went to visit Gale-Gale, and we saw the statue there": Connects the actions of visiting and seeing. "We stopped at the most delicious place, namely Determination, and we didn't order the food there": Connects the actions of stopping and not ordering food. "Then, when the food came, we ate what we had ordered": Connects the action of the food arriving with eating.</p>	<p>After, because "After vacationing at Lake Toba, we decided to look for accommodation": Shows the sequence of actions. "After seeing Gale-Gale, we decided to go home": Shows the sequence of visiting and deciding to go home. "After vacationing at Lake Toba, we decided to look for accommodation because we were going to stay overnight." explains why accommodation was needed.</p>
12	I will tell you a little about my experience when my brother graduated last October. Before we visited my brother	<p>And, before "We first went to Jakarta to stay a few days at my brother's house, and after that, we went together to</p>	<p>After "After several days in Bandung, we returned to Jakarta, and we visited many places there, such as going to Monas, GBK, Tsi Cibubur,</p>

	<p>who was graduating, we first went to Jakarta to stay a few days at my brother's house, and after that, we went together to Bandung to visit him. In Bandung, I discovered a lot of new things, such as being patient when driving, unlike Medan, which is always emotional in driving. In driving, in Bandung, we played PS, watched Netflix, and many other things we did there. After several days in Bandung, we returned to Jakarta, and we visited many places there. Such as going to monas, GBK, Tsin Cibubur, Taman Mini. After spending I week in Jakarta and Bandung we returned to Medan to continue our activities as usual.</p>	<p>Bandung to visit him." This links the actions of going to Jakarta and then Bandung. "We played PS, watched Netflix, and did many other things there.": Lists the activities done in Bandung. "Before we visited my brother who was graduating, we first went to Jakarta" This shows that the visit to Jakarta happened before the visit to the graduation.</p>	<p>and Taman Mini." sets the timing for the return to Jakarta. "After spending a week in Jakarta and Bandung, we returned to Medan to continue our activities as usual." provides the timing for returning to Medan.</p>
<p>13</p>	<p>Hello guys, the first day of our holiday at home. First, I wake up in the morning and I'm mad at Lee for cleaning the bed after cleaning the bed. I immediately have breakfast after that. I clean the house after finishing cleaning my house. I immediately played games. After</p>	<p>And "I wake up in the morning and I clean the bed. Explain Lists the sequence of waking up, cleaning the bed, and having breakfast.</p>	<p>After "After cleaning the bed, I immediately have breakfast": Indicates what happens next. "After I finish catching chickens": Shows the sequence for bathing.</p>

	<p>thing, I gave my pet to eat and finished work I took a nap after that walking up. I had lunch again and I applied on my cell phone again and I did afternoon. I continue to catch chickens after I finish catching chickens. I continued bathing and my work was finished in the evening.</p>		
<p>14</p>	<p>Last December, I went to Tomok with my family, when I was in Tomok I stayed at an inn called the "Agape Inn" the Agape Inn is connected directly to the edge of Lake Toba, and in the morning there is a view of lots of goldfish coming to the edge of the lake and the air it was very cool there, but at night the temperature got colder which made me and my family cold. We stayed in Tomok for only 2 days because continued our journey. After leaving the Tomok Inn, I went to the Sigale-gale statue exhibition. There I bought some souvenirs and some clothes then after</p>	<p>And, but "The Agape Inn is connected directly to the edge of Lake Toba, and in the morning, there would be a view of lots of goldfish coming to the edge of the lake.": Connects the location of the inn with the morning view. "There, I bought some souvenirs and some clothes.": Lists the items bought. "But at night the temperature got colder, which made me and my family cold.": Contrasts the cool air during the day with the colder temperature at night.</p>	<p>After "After leaving the Tomok Inn, I went to the Sigale-Gale statue exhibition. There, I bought some souvenirs and some clothes. Then, after shopping for a while, I went to the white sand beach and so on. "Lists sequential actions from visiting the exhibition to shopping and going to the beach.</p>

	shopping for a while I went to the white sand beach and so on. This December we have a lot of trips because it is to celebrate my brother who graduated from college and became a Bachelor of Theology.		
15	<p>My name is Kartini, you can call me Kartini. I'm 16th years I'll tell you about my trip during the holidays.</p> <p>From the first day until 3 days before starting school, I just stayed at home. After that, I and my family went to Brastagi using a motorbike because there we a lot of us, so we went to the strawberry farm to pick strawberries, and then we camped in Lau Kawar. It's so cold there, I'm shivering.</p> <p>The next day, because it was raining, we looked to go home and, on the way, home we stopped briefing at the Sikulikap waterfall.</p>	<p>And</p> <p>"From the first day until 3 days before starting school, I just stayed at home. After that, me and my family went to Brastagi" In this case, "And" links the period of staying at home with the subsequent action of going to Brastagi.</p>	<p>After, Because</p> <p>After that, my family and I went to Brastagi using a motorbike because there were a lot of us. "Lists the next action and provides a simple reason for the choice of transportation.</p> <p>"Because there were a lot of us"</p> <p>"because" introduces a subordinate clause explaining why they used a motorbike.</p>

Based on the findings from data analysis, research data findings on 15 students' recount text writings were found to use Parataxis can be seen by the appearance of 16 clauses, namely: 11 clauses "and", 2 clauses "then", 2 clauses "while", 1 clause "but", and 1 clause "before". Hypotaxis found 21 clauses, namely: 12 clauses "after", 3 clauses "because", 5 clauses "when", and 1 clause

“which”.

The study of parataxis and hypotaxis in writing is essential for understanding how students construct sentences and organize their thoughts in recounting text. Parataxis involves the juxtaposition of clauses or sentences without subordinating them, while hypotaxis uses subordination to show the relationship between clauses. This discussion explores how these syntactic strategies are employed by students in recounting text writing, highlighting their effects on coherence, readability, and overall effectiveness.

In this study, the researcher used Haliday's theory (2004) to explain that parataxis is a way of connecting clauses or sentences using coordination, where equivalent clauses or sentences are placed side by side without any subordinative relationship. In parataxis, the connected elements do not show any clear dependency or hierarchical relationship but rather stand alone as equal units. Hypotaxis connects clauses or sentences that use subordination, where one clause becomes subordinate (lower status) to another. In hypotaxis, there is a hierarchical relationship between one clause and another, where one clause provides additional information that explains or complements the main clause.

In analyzing Parataxis and Hypotaxis, the researcher found that there were parataxis and hypotaxis in this study. Compared to previous research, Dewi Sartika Lubis (2022) focused on finding the dominant type of logical meaning and identifying a series of complex clauses found in both political debates. Found 100 clauses in data analysis. The dominant semantic relationships or logical meanings in complex clauses are paratactic extensions totaling 25 clauses, paratactic extensions totaling 22 clauses, paratactic extensions totaling 22 clauses, hypotactic extensions totaling 6 clauses, paratactic extensions totaling 9 clauses, and paratactic extensions totaling 6 clauses. Hypotactic increase totaling 1 clause, paratactic locution totaling 12 clauses, paratactic idea totaling 25 clauses, and last hypotactic idea 1 clause. This study concludes that Jokowi and Prabowo have different political campaign languages. Meanwhile, this research found 20 parataxis clauses and 21 parataxis clauses found in students' recount text writing. From each of these studies, we found differences between these two studies and similarities between these studies, namely the use of parataxis and hypotaxis.

CONCLUSION

The use of parataxis and hypotaxis was found based on the study carried out by the researcher on students' sheets in writing recount text. From the research results, it can be concluded that the students' recount text writing with

the theme of school holidays for second-grade students at SMA Negeri 17 Medan consists of parataxis and hypotaxis. The use of parataxis that students widely use is the and clause, while the use of hypotaxis is the use of the after clause. In students' recount text writing, students can use appropriate parataxis and hypotaxis clauses in recount text as well as use structure in recount text.

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