

Exploring Clause Complexity: A Comprehensive Analysis of a Student's Narrative Text on Central Kalimantan Folklore

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Abstract: Writing cohesive and engaging narrative texts requires effective use of clause complexity to convey meaning and maintain reader interest. This research examines clause complexity in a narrative text written by a student in the English Education Program at the University of Palangka Raya, focusing on Central Kalimantan folklore. Using a qualitative approach with content analysis and Systemic Functional Linguistics (SFL), the research applies Halliday and Matthiessen's (2013) framework, emphasizing taxis (parataxis and hypotaxis) and logico-semantic relations, including expansion (elaboration, extension, and enhancement) and projection (locution and idea). The text was chosen for its thematic relevance, generic structure, language features, and clause diversity. Results show paratactic constructions dominate, comprising 77% of the total clauses, reflecting the student's preference for coordination to ensure readability and clarity. Paratactic extension (27%) and enhancement (17%) highlight effective idea connection and context, while paratactic locution (33%) underscores the role of dialogue in engaging readers. Hypotactic constructions, at 13%, focus on idea projection and enhancement (10%), indicating limited use of subordination for expressing complex relationships. These findings underline the importance of mastering both coordination and subordination techniques for cohesive, meaningful narratives. The research provides insights for educators to enhance students' clause usage in academic writing.

Keywords: clause complexity, taxis, logico-semantic relations, narrative text analysis

INTRODUCTION

Writing is a critical skill in academic contexts, enabling students to express their thoughts, convey complex ideas, and engage in meaningful communication (Kafrawi, 2022). A fundamental aspect of writing proficiency is the use of clause complexity, which refers to how clauses are combined within sentences (Nafisah & Budiarso, 2023). This ranges from simplex clauses (single independent clauses) to clause complexes (multiple clauses combined through coordination or subordination) (Andersen & Holsting, 2018).

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The concept of a clause complex refers to a grammatical and semantic structure formed when two or more clauses are connected through interdependencies and logico-semantic relationships (Derewianka, 1990; Halliday & Webster, 2009). This linkage reflects how events are sequentially integrated, which is typical not only in fictional narratives but also in biographical accounts, news reports, and other texts that construct past experiences along a timeline (Halliday & Matthiessen, 2013).

The analysis of clause complexes involves two primary dimensions: interdependency and logico-semantic relations. Interdependency, also referred to as *taxis*, describes the type of relationship between linked clauses. This is divided into two types: *parataxis* and *hypotaxis*. In *parataxis*, clauses are linked as equal, independent entities, and this relationship is marked using numerical notation (e.g., 1, 2, 3). In contrast, in *hypotaxis*, a dependency relationship is established where the dominant clause is marked by the Greek letter alpha (α) and the dependent clauses by beta (β) or other letters (Gerot & Wignell, 1994).

Halliday (1985), in his Systemic Functional Linguistics (SFL) theory, emphasized that clause combinations—such as *paratactic* (coordinated) and *hypotactic* (subordinated) structures—play a vital role in creating coherent narratives. These structures allow students to express nuanced meanings, establish logical relationships between ideas, and build more advanced discourse. Egan (2008) further explored the interaction of simplex, complex, and dependent clauses across different languages, demonstrating how these elements contribute to effective communication.

According to Eggins (2004), logico-semantic relations describe how meaning is conveyed when one clause connects with another in a clause complex. There are two main categories: *expansion* and *projection*. *Expansion* involves one clause extending or elaborating on the meaning of another, divided into three types: *elaboration* (=), *extension* (+), and *enhancement* (\times). *Projection* occurs when one clause expresses either speech or thought reported by another, with two subtypes: *locution* (") for speech and *idea* (') for thoughts or mental processes.

Research indicates that grammatical intricacy—or the frequency and variety of clause complexes—serves as an indicator of advanced writing skills. Studies show that students employ logico-semantic relations to meaningfully connect ideas (Ifadloh & Nufus, 2018; Yuniar, 2018). Ma'mun (2017) found that students' writing often exhibits a higher frequency of clause complexes than simplex clauses, suggesting sophistication. However, Yuniar (2018) noted that students frequently struggle with coherence, resulting in complex yet disjointed texts. This indicates that while students may demonstrate sophistication through the frequent use of clause complexes, their difficulties with coherence highlight the need for a more balanced approach in writing instruction—one that nurtures both structural complexity and logical organization.

In the context of narrative texts, particularly Central Kalimantan folklore, clause complexity plays a crucial role. Narrative texts aim to entertain and educate readers about the values and traditions of the Dayak people. According to Anderson and Anderson (2002, as cited in Magfiroh et al., 2021), narrative texts encompass various genres, including adventure and fantasy. The generic structure of such texts typically includes orientation,

complication, resolution, and moral value, requiring careful management of clause complexity to effectively communicate cultural ideas and values (Daryanti, 2018).

Research by Wang (2020) emphasizes the significance of clause complexity in academic writing, particularly in journal articles, where hypotactic structures predominate. Wang found that these structures effectively express nuanced meanings by establishing logical and hierarchical relationships between ideas. However, many writers use these complex structures unconsciously, indicating a need for explicit instruction to enhance students' mastery of clause combinations.

Leong Ping & Wee Bee (2005) analyzed students' expository essays and discovered that more proficient writers tend to utilize clause complexes effectively, while weaker writers rely heavily on simplex clauses. They highlighted the necessity of targeted interventions to help students transition from reliance on basic sentence structures to more independent use of complex clauses.

Understanding clause complexity is vital for educators in designing effective teaching strategies. It can inform targeted interventions that help students master effective writing techniques (Kurniawan et al., 2021; Ikrimah & Luardini, 2024). Studies by Goźdz-Roszkowski (2021) and Karapetyan & Apresyan (2017) emphasize the importance of understanding clause interaction for effective communication, particularly in specialized fields like legal writing.

While previous studies have significantly advanced our understanding of clause complexity in student writing, they often focus on general writing skills across various genres and contexts. This research aims to address this gap by analyzing clause complexity in a narrative text written by a student, specifically focusing on folklore from Central Kalimantan. By examining a single piece of student writing, this research provides detailed and contextually relevant insights into the impact of clause structure and complexity on students' communication of their ideas and thoughts in this genre. The findings have significant implications for refining teaching approaches, advancing linguistic instructional techniques, and offering new perspectives for future research in linguistics.

METHOD

This research employed a qualitative approach with elements of content analysis and SFL to analyze clause complexity in a narrative text. The text, written by a student in the English Education Program at the University of Palangka Raya, focuses on folklore from Central Kalimantan. The text was selected based on its thematic relevance, adherence to generic structure, language features, and the diversity of clauses present. The selection process involved reviewing a pool of student writings to choose a text that effectively represented the elements of folklore while meeting the established criteria for analysis.

The analytical framework utilized for this research was derived from the work of Halliday and Matthiessen (2013), emphasizing various aspects of clause relations. The analysis concentrated on the resources used by speakers to establish clause simplex and clause complex forms, alongside the taxis (hypotaxis and parataxis) and logical relations between clauses and clause complexes. The specific types of relations examined included elaboration, where one clause elaborates another by providing examples or specifying

details; extension, in which one clause adds to another or offers an alternative or replacement, enriching the narrative; and enhancement, where one clause enhances another by indicating details such as the timing, causation, or purpose of the processes described in the other clause. In addition, the projection was considered, referring to situations where one clause projects another as reported speech or thought, providing insights into the characters' dialogues or internal reflections.

The analysis commenced with the transcription of the selected text, followed by the coding of the clauses according to their complexity and type, specifically identifying simplex, paratactic, and hypotactic clauses. This process included a quantitative assessment of the frequency of these clauses, as well as a qualitative interpretation of their contributions to narrative coherence. Furthermore, logico-semantic relationships were examined to elucidate the connections between ideas within the text.

To ensure the validity and reliability of the findings, a peer review process was employed. Fellow researchers evaluated the analysis and interpretations of the data, contributing to a collaborative approach that mitigated potential biases and enhanced the credibility of the research. The subsequent discussion of the results focused on how the findings reflected the complexity of clauses in the student's narrative and their connections to broader themes in folklore. Additionally, the discussion acknowledged potential limitations of the research, including biases that arose from the selection of the text and the subjective nature of clause analysis.

To clearly visualize the research methodology framework, a comprehensive diagram has been created, accompanied by an approximate timeline outlining each step of the process. This diagram represents the key activities and feedback mechanisms essential to the research.

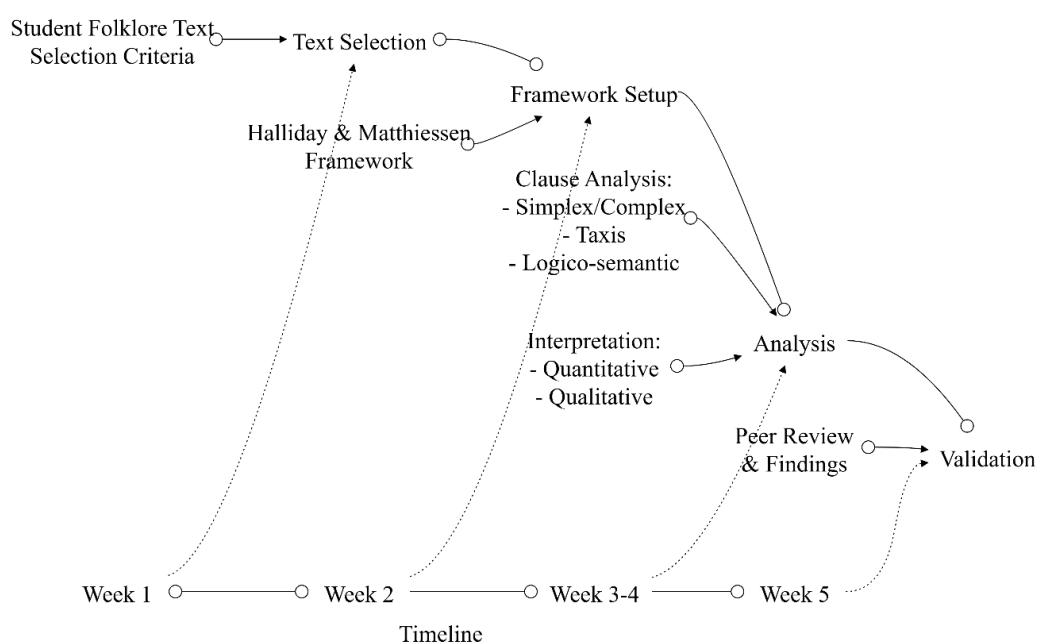


Figure 1. Research Methodology Framework and Timeline

RESULTS

This analysis delves into the narrative text “*The Legend of Batu Banama*,” a student’s work reflecting Central Kalimantan folklore. The primary objective is to explore the use of simplex, paratactic, and hypotactic structures, along with their logico-semantic relations, based on the framework established by Halliday and Matthiessen (2013). By examining these elements, this analysis aims to uncover how the narrative's structure influences its overall coherence and thematic depth. The following sections provide a detailed breakdown and analysis of each part of the text.

Table 1. Results of Clause Complex Analysis for the Orientation Section

Analysis	Clause
Clause Simplex	(1) Long ago, a widow lived with her young son
Clause Simplex	(2) Her name was Bawi Kuwu

The text opens with an orientation that establishes the characters and setting, positioning the widow and her young son as central figures. By utilizing simple clauses, the narrative conveys essential information clearly and effectively, ensuring that readers understand the foundational elements of the story. This choice of structure fosters immediate engagement, allowing the audience to connect with the characters from the outset. The absence of complex clauses in this section helps maintain focus, building anticipation for the unfolding events in the narrative. Overall, the straightforward nature of the orientation lays a solid groundwork that enhances reader comprehension and sets the stage for the more complex developments that will follow.

Table 2. Results of Clause Complex Analysis for the Complication Section

Analysis	Clause
Clause Simplex	(3) One day, the boy played with his friends
1	(4i) He felt hungry
+2	(4ii) and (he) ran home
Clause Simplex	(5) At home, he saw his mother cooking rice
1	(6i) The smell made him impatient
+2	(6ii) and he cried for food
1	(7i) Bawi Kuwu tried to ignore him
×2	(7ii) but she became frustrated
Clause Simplex	(8) In anger, she accidentally hit her son with a cooking tool
1	(9i) The boy was hurt
+2 α	(9ii) and (the boy) thought
β	(9iii) that his mother did not love him
Clause Simplex	(10) He ran away

The complication begins with the boy's decision to play with his friends, establishing a sense of normalcy before introducing conflict. The narrative opens with a simplex clause that highlights the boy's carefree nature. A subsequent complex clause illustrates his hunger, leading him to rush home, effectively underscoring the urgency of his situation. As he arrives home, another simplex clause portrays his encounter with his mother, who is busy cooking. The sensory detail of the food being prepared is emphasized through a complex clause, showing how the enticing smell amplifies his impatience and results in him crying for food. Bawi Kuwu's response is marked by a simplex clause that reveals her initial attempt to ignore her son, but this is contrasted by a complex clause, demonstrating her growing frustration and emotional turmoil. The climax of this section occurs when she accidentally strikes her son in anger, captured through another simplex clause that conveys the gravity of the moment. The narrative then shifts focus to the boy's internal reaction, where a complex clause articulates his painful thoughts, leading him to believe that his mother does not love him. This misunderstanding propels him to run away, succinctly captured in the final simplex clause. Overall, the structured use of four simplex clauses alongside complex clauses effectively builds tension and character dynamics, highlighting the emotional stakes and misunderstandings that drive the narrative forward. This careful balance of clause types enhances the reader's engagement and deepens the impact of the unfolding events.

Table 3. Results of Clause Complex Analysis for the Climax Section

Analysis	Clause
1	(11i) Bawi Kuwu felt regret
+2	1 (11ii) and (Bawi Kuwu) searched for her son
×2	(11iii) but she could not find him
1	(12i) The boy felt alone
+2	(12ii) and (the boy) hid in a ship at the pier
A	(13i) He did not know
‘β	(13ii) that the ship was leaving for China
A	(14i) He stayed hidden
×β	(14ii) as the ship sailed away
Clause Simplex	(15) It was too late for him to return home

In the climax of the narrative, the author conveys Bawi Kuwu's deep regret through a complex clause, illustrating her emotional turmoil as she desperately searches for her son. The use of another complex clause further emphasizes her frustration and helplessness when she realizes that she cannot find him. This combination effectively captures the weight of her sorrow and the urgency of the situation. The narrative then transitions to the boy's perspective, starting with a complex clause that expresses his feelings of loneliness. This sense of isolation is reinforced by another complex clause that describes his choice to hide in a ship at the pier, symbolizing both his physical and emotional escape. A subsequent complex clause reveals his ignorance about the ship's imminent departure for China, heightening the sense of irony and foreboding in the narrative. As the tension escalates, a

complex clause details his decision to stay hidden as the ship sails away, underscoring the gravity of his choice and the resulting consequences. Finally, the climax concludes with a straightforward simplex clause: it was too late for him to return home. This stark statement serves as a poignant reminder of the irreversible nature of his actions and the tragic outcome of the narrative. Overall, the strategic use of complex clauses in this climax effectively conveys the emotional depth and complexity of the characters' experiences, while the final simplex clause emphasizes the irrevocable change that has taken place.

Table 4. Results of Clause Complex Analysis for the Falling Action Section

Analysis	Clause
Clause Simplex	(16) On the ship, the captain found the boy
1	(17i) He asked
"2	(17ii) "Where did you come from?"
1	(18i) The boy replied
"2	(18ii) "I ran away from home."
Clause Simplex	(19) The captain saw the boy's head wound
1	(20i) He asked
"2	(20ii) "What happened?"
1	(21i) The boy explained
"2 1	(21ii) "My mother hit me
×2	(21iii) so I ran away"
Clause Simplex	(22) The captain felt sorry for him
1	(23i) He said
"2 1	(23ii) "You can stay on my ship
×2	(23iii) but you must work
Clause Simplex	(24) The captain named the boy Killin
1	(25i) He grew strong
+2	(25ii) and (he) learned to trade and sail

The falling action begins with the captain discovering the boy on his ship, established through a simplex clause that sets the scene for a pivotal moment. Following this, a complex clause captures the captain's inquiry about the boy's origins, illustrating his immediate concern. The boy's response is conveyed through another simplex clause, highlighting his sense of urgency and the gravity of his situation. The captain's observation of the boy's head wound is presented in a simplex clause, leading to another complex clause where he asks for an explanation. The boy's response combines both simplex and complex structures, emphasizing his pain and the misunderstanding that led to his departure from home. This use of clauses effectively conveys the emotional weight of the boy's experiences while reinforcing the captain's empathy. Next, a simplex clause reveals the captain's sympathy towards the boy, which transitions into a complex clause where he offers him a place on the ship under the condition that he must work. This moment of compassion serves as a turning point for the boy, showcasing the captain's character and creating a bond between them. The

section concludes with a simplex clause stating that the captain named the boy Killin. This is followed by a complex clause illustrating Killin's development as he grows strong and learns to trade and sail. Overall, the analysis of this falling action segment demonstrates how the structured use of clauses effectively conveys the progression of events, emotional connections, and the boy's transformation through his relationship with the captain.

Table 5. Results of Clause Complex Analysis for the Resolution Section

Analysis	Clause
Clause Simplex	(26) One day, Killin's ship stopped at a village by the Sebangau River
1	(27i) He met a beautiful woman
+2	(27ii) and (he) fell in love
Clause Simplex	(28) He asked her name
1	(29i) She said
"2	(29ii) "I am Bawi Kuwu."
1	(30i) Killin proposed
+2	(30ii) and they got married
Clause Simplex	(31) After the wedding, Killin took Bawi Kuwu on his ship
Clause Simplex	(32) One evening, she saw a scar on his head
Clause Simplex	(33) She asked about it
1	(34i) Killin said
"2 α	(34ii) "My mother hit me
$\times\beta$	(34iii) when I was a child"
A	(35i) I thought
' β 1	(35ii) that she didn't love me
$\times 2$	(35iii) so I ran away
Clause Simplex	(36) A kind merchant raised me
Clause Simplex	(37) Bawi Kuwu became pale
1	(38i) She said
"2	(38ii) "I am that mother."
Clause Simplex	(39) Killin was angry
1	(40i) He shouted
"2	(40ii) "You cannot be my mother!"
A	(41i) He thought
' β	(41ii) that she was too young and beautiful
1	(42i) Bawi Kuwu said
"2	(42ii) "This beauty is a gift from Ranying Hatalla."
Clause Simplex	(43) Killin asked for a sign from Ranying Hatalla
Clause Simplex	(44) Bawi Kuwu started to cry
$\times\beta$	(45i) As she wept
A	(45ii) a miracle happened
Clause Simplex	(46) Killin and his ship turned to stone

Analysis	Clause
Clause Simplex	(47) This stone formation is called Batu Banama
Clause Simplex	(48) It can be seen at Bukit Tangkiling, on the road to Palangka Raya

The resolution unfolds as Killin's ship reaches a village by the Sebangau River, initiated by a simplex clause that establishes a significant moment in the narrative. The subsequent complex clause highlights his encounter with a beautiful woman, emphasizing the theme of love that emerges in this part of the story. The clarity of a simplex clause allows readers to grasp the immediate development of Killin's affection as he falls in love and asks for her name. The woman's response is delivered in a complex clause, revealing her identity as Bawi Kuwu. This moment not only connects Killin's past with his present but also foreshadows the impending conflict regarding their relationship. Killin's proposal is succinctly expressed in a simplex clause, indicating a quick progression towards marriage, which is further reinforced by another simplex clause that states they got married. After the wedding, a simplex clause details Killin taking Bawi Kuwu on his ship, demonstrating their union and shared journey. The narrative deepens as a complex clause introduces a moment of realization when Bawi Kuwu notices a scar on Killin's head. Her inquiry, also framed in a complex clause, leads to a revealing exchange where Killin recounts his childhood experiences. Killin's recollections are articulated through a combination of simplex and complex clauses, illustrating his past struggles and the misunderstanding that led him to believe his mother did not love him. This moment poignantly underscores the emotional stakes for both characters. Bawi Kuwu's reaction is captured in a simplex clause, conveying her shock and connection to Killin's history. The confrontation escalates when Killin expresses his anger, articulated through a simplex clause that emphasizes his disbelief. His thoughts on Bawi Kuwu's youthful appearance are conveyed in a complex clause, showcasing his internal conflict regarding her identity. Bawi Kuwu's response provides a twist in the narrative, attributing her beauty to Ranying Hatalla, which is expressed through a complex clause that adds layers to her character. The tension builds as Killin asks for a sign from Ranying Hatalla, a crucial moment captured in a simplex clause. Bawi Kuwu's emotional response is vividly depicted in a complex clause as she begins to cry, leading to a miraculous transformation described through another complex clause, where Killin and his ship turn to stone. The resolution concludes with the final simplex clauses that encapsulate the fate of Killin and Bawi Kuwu, resulting in the stone formation known as Batu Banama, which serves as a lasting reminder of their story. This not only ties together the narrative threads but also enriches the mythological aspect of the tale, inviting readers to reflect on the consequences of love and misunderstanding.

Based on the analysis in the tables above, the realization of taxis and logico-semantic relations is presented as follows.

Table 6. Realization of Taxis and Logico-Semantic Relations

No.	Category	Clause Number	Total	Realization of Parataxis	Realization of Hypotaxis	Percentage
1	P/EN/EI	-	-			-
2	P/EN/Ex	4, 6, 9, 11, 12, 25, 27, 30	8			27%
3	P/EN/En	7, 11, 21, 23, 35	5			17%
4	P/PR/L	17, 18, 20, 21, 23, 29, 34, 38, 40, 42	10	23	7	33%
5	P/PR/I	-	-			-
6	H/EN/EI	-	-			-
7	H/EN/Ex	-	-			-
8	H/EN/En	14, 34, 45	3			10%
9	H/PR/L	-	-			-
10	H/PR/I	9, 13, 35, 41	4			13%
Total of Clauses		48	30	77%	33%	100%

Note:

P	: Parataxis	PR	: Projection	En	: Enhancement
H	: Hypotaxis	El	: Elaboration	L	: Locution
EN	: Expansion	Ex	: Extension	I	: Idea

From the analysis presented in the table, key realizations of taxis and logico-semantic relations in the examined text can be identified. A total of 48 clauses were analyzed, comprising 18 clauses simplex and 23 clauses representing paratactic constructions, which accounts for 77% of the total realizations. In contrast, 7 clauses were attributed to hypotactic constructions, representing 33%. This distribution highlights a significant inclination towards parataxis in the text, indicating that the narrative primarily relies on straightforward constructions, thereby facilitating clearer communication of ideas.

Starting with the category of parataxis elaboration (P/EN/EI), the data indicates that there were no specific realizations recorded. This absence suggests that while elaborative elements could be present, they may not be explicitly marked in the text, contributing to a cohesive reading experience without overt clause indicators. For parataxis extension (P/EN/Ex), the analysis shows a total of 8 clauses corresponding to clauses 4, 6, 9, 11, 12, 25, 27, and 30, which represents 27% of the total. This notable percentage indicates that extensions play a crucial role in the text, effectively providing additional context and elaborating on ideas, which enhances the reader's understanding of the characters and their interactions.

In the category of parataxis enhancement (P/EN/En), 5 clauses were identified, specifically clauses 7, 11, 21, 23, and 35, contributing to 17% of the total realizations. This suggests that enhancement is also significant, as it enriches the text by adding layers of meaning that deepen the reader's comprehension of the narrative. Notably, parataxis projection (P/PR/I) showed no realizations, indicating a lack of ideational connections within the text.

Turning to parataxis locution (P/PR/L), there are 10 clauses identified, corresponding to clauses 17, 18, 20, 21, 23, 29, 34, 38, 40, and 42. This projection represents 33% of the total clauses, indicating that this aspect plays a substantial role in conveying ideas and facilitating dialogue within the text. In contrast, there are no realizations for hypotaxis locution (H/PR/L) or hypotaxis projection for ideas (H/PR/I), suggesting that these types of projections do not significantly contribute to the text's overall structure.

In terms of hypotaxis, both hypotaxis elaboration (H/EN/EI) and hypotaxis extension (H/EN/Ex) showed no instances, indicating that these relationships are less significant within the hypotactic framework of the narrative. Instead, the text appears to favor more straightforward hypotactic structures. The hypotaxis enhancement (H/EN/En) is represented by 3 clauses (14, 34, 45), contributing 10% to the total realizations. This indicates that while hypotactic enhancement is present, it plays a minor role in enriching the text compared to paratactic enhancements.

DISCUSSION

This research highlights the predominant use of paratactic constructions in the analyzed narrative text, with 77% of the clauses exhibiting this structure. This finding supports Halliday's (1985) theory that parataxis facilitates clear and straightforward communication, reflecting the student's tendency toward simpler coordination techniques. The preference for parataxis suggests that the student prioritizes accessibility and clarity, aligning with Egan's (2008) assertion that writing proficiency is not solely determined by sentence complexity or length but by the meaningful connections between ideas.

While the use of parataxis ensures cohesion, the absence of explicit elaborative markers indicates that the student may still struggle to express complex relationships between ideas. This resonates with Yuniar's (2018) findings that students often face challenges maintaining coherence, even when they attempt to use complex sentence structures. Wang (2020) further underscores the importance of explicit instruction in the use of complex clause combinations, noting that while students may employ simpler structures effectively, mastering subordinated clauses enhances both precision and sophistication in writing.

Despite the dominance of parataxis, the presence of paratactic extensions (27%) and enhancements (17%) indicates the student's ability to connect ideas, providing depth and context. These findings align with Ifadloh and Nufus (2018), who observed that students use extensions and enhancements to convey deeper meanings in their writing. Additionally, the use of clause complexes over simplex clauses in this narrative reflects strong writing ability. This is consistent with Leong Ping and Wee Bee's (2005) research, which found that more proficient writers rely on complex clause structures, while weaker writers tend to use simplex

clauses, resulting in less sophisticated discourse. The student's successful use of complex clauses suggests that they have progressed beyond basic sentence construction, demonstrating a more mature writing style. The data also reveals that parataxis locution accounts for 33% of the clauses, indicating that dialogue is strategically employed to advance the narrative, engage the reader, and reveal character interactions. This aligns with Egan's (2008) claim that effective writing integrates various clause types to create dynamic connections between ideas.

In contrast, the limited use of hypotactic constructions—specifically, hypotactic projections for ideas (13%)—suggests some attempts to express ideational relationships through subordination. However, the narrative still favors paratactic patterns, likely to maintain clarity and simplicity. This finding supports the conclusions of Goźdz-Roszkowski (2021) and Karapetyan & Apresyan (2017), who argue that balancing complexity with clarity is essential for effective communication. Additionally, the 10% use of hypotactic enhancements indicates some effort to enrich meaning through subordination, although these attempts are less prominent.

The preference for parataxis over hypotaxis reflects the student's developing writing skills. This pattern aligns with Ma'mun's (2017) observation that while students strive for sophistication by using clause complexes, they often struggle to maintain coherence. The complexity of clause complexes can overwhelm students, leading to fragmented or disjointed ideas. To manage this, students may rely on paratactic structures, which are simpler and easier to control, ensuring clarity and preventing confusion. This reliance on parataxis may therefore serve as a deliberate strategy to balance complexity with coherence, as Yuniar (2018) also noted. These findings highlight the importance of mastering both paratactic and hypotactic constructions in narrative writing. Ikrimah and Luardini (2024) emphasize that analyzing clause complexity offers insights into students' linguistic capabilities and identifies areas for further improvement. The student's reliance on parataxis suggests a solid foundation in achieving clarity, but further development in the use of subordinated clauses could enhance the narrative's depth and sophistication. Kurniawan et al. (2021) stress the need for targeted instructional interventions to help students effectively use a variety of clause types, thus improving both the coherence and quality of their writing.

In summary, this research demonstrates that the student predominantly relies on paratactic constructions—particularly in the areas of extension, enhancement, and locution—to provide context and engage the reader. However, the limited use of hypotactic structures indicates potential for further development. Mastering both coordination and subordination techniques will enable students to achieve greater sophistication in their writing. Educators can leverage these insights to design instructional strategies that enhance students' understanding of clause interactions, ultimately fostering the production of clear, coherent, and engaging narratives.

CONCLUSION

This research reveals that paratactic constructions dominate the analyzed narrative text, with 77% of the clauses employing this structure. This reflects the student's tendency to use simple coordination techniques, as parataxis facilitates clear and direct communication. The

use of parataxis indicates that the narrative prioritizes readability and clarity over complexity. Although the text maintains cohesion, the absence of paratactic elaboration suggests challenges in achieving coherence. However, the use of parataxis in the form of extension (27%) and enhancement (17%) demonstrates the student's ability to connect ideas and provide deeper context. Additionally, the frequent use of paratactic locution (33%) highlights the role of dialogue in advancing the narrative and enhancing reader engagement.

On the other hand, hypotactic constructions appear in only 13% of the clauses, primarily to project ideas. This limited use suggests minimal attempts to convey ideational relationships through subordination, as the text tends to maintain paratactic patterns to preserve clarity. While hypotactic enhancement (10%) was employed to enrich meaning, its usage remains minimal. Overall, the preference for parataxis reflects the student's developing writing skills. While simpler structures help maintain coherence, a deeper understanding of subordinated clauses would enhance the quality of the narrative. The findings emphasize that mastering both coordination and subordination techniques is essential for producing more cohesive and meaningful texts. Educators can leverage these insights to design instructional strategies that improve students' understanding of clause interactions, enabling them to produce clearer, more coherent, and engaging narratives.

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