

**EXPANSION ANALYSIS ON  
NADIEM MAKARIM'S UTTERANCES IN  
LEARNING FROM COVID-19 AT  
SINGAPORE SUMMIT 2020**

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**Abstract**

The study is to analyze Expansion Relation on clause complex of Nadiem Makarim's dialogue. The source of data is utterances of Nadiem Makarim in Singapore Summit 2020. The dialogue talks about education problem in that pandemic era of Covid-19. In this study, the writers analyze Elaboration, Extension and Enhancement which belong to Expansion. The writers apply Functional Grammar theory from Linda Gerot and Peter Wignell (1994). Based on characteristics of this study, the writers implement descriptive qualitative method, *Simak Bebas Libat Cakap*,

and *Teknik Bagi Unsur Langsung*. The writers conduct six steps to analyze the data. Based on the analysis, it can be concluded that there are 68 clause complexes. It is found out 95 times of Elaboration, 91 times of Extension and 51 times of Enhancement. Based on the analysis, it can be concluded that the identification of Expansion is dominated by Elaboration.

**Keywords:** Expansion, Nadiem Makarim's Utterances, Clause Complex

## A. Introduction

Opinion is an idea or viewpoint about something personally. Through opinion, someone can express their views freely. In giving an idea, we give some utterances to explain what we talk about. Utterance is used by the speaker to make people more understand with their purpose. According to Carter and McCarthy (2006: 77), the term utterance is to refer and complete communicative units, which may consist of single words, phrases, clauses and clause combination spoken in context, in contrast to the term in 'sentence' marked by punctuation. An utterance can take sentence form, but not every sentence is an utterance (Boer, 2007: 46).

The writers choose Nadiem Makarim's utterances as the data for analysis because it has special things. It is related to the current situation during the pandemic of Covid-19 and talks about education problems in this era. He is also a founder of *Gojek* (an online transportation service). He has good view toward Indonesia's education as seen from the programs made and to advance the quality of education in Indonesia. The content of the dialogue is interesting, because it talks about education problems in Covid-19

pandemic era, and it is connected with the situation nowadays.

In Nadiem Makarim's utterances, the writers find out so many clause complexes that can be analyzed from Expansion perspective, from that point we can view and understand specific and explicit meaning. It is important because in clause, there are meanings that cannot be seen or heard but it can be interpreted with the new meaning that relates to the content. Therefore, people have to know more about the meaning of the sentences or utterances, not only in what is said or heard but also in what is meant. In consequence, the writers use expansion to analyze data in spoken form especially in dialogue. However, the writers analyze the script of the dialogue.

Expansion involves three types of meaning where one clause enlarges or develops the other by one of the three following ways: elaborating, extending and enhancing (Halliday, 1994: 395). Expansion can be used to examine the data, both spoken form and written form. The writers deal with the analysis of expansion because it is concerned not only with the structures but also with how those structures construct meaning. In other words, it is how the meanings of this text are realized. It is important because the readers have to know more about the sentences they use in daily and have the structure of how the meanings of those texts can be realized.

## **B. Literature Review**

Systemic refers to the view that language is interrelated sets of options for making meaning (Halliday, 2004: 15). Besides, functional refers to the view that language has evolved to do what it does. Systemic functional grammar analyses language as a part of social-semiotic of communicative meaning

making, and aims to explain the internal relations in language as a system network of choice (Halliday, 2004 in Adjei, 2017: 14). Gerot and Wignell (1994: v) say that functional grammar views language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on text and their context. They also say that functional grammar focuses on the purposes and uses of language.

According to Gerot and Wignell (1994: 82), clause can be defined as the largest grammatical unit and a clause complex is two or more clauses logically connected. Clause complex is the clause that consists of dependent and independent clause. In addition, a clause complex is an unvaried structure (one made up of units of the same rank).

A clause complex is a sequence of processes which are logically connected. Clause can be combined through one of two logico-semantic relations: Expansion and Projection. There are two systems involved in the formation of clause complexes: there are the taxis system and the logico-semantic system.

Taxis is the system which describes the type of interdependency relationship between clause link into a clause complex. There are two options of taxis system: hypotaxis and parataxis (Gerot and Wignell, 1994: 92). Based on Gerot and Wignell (1994: 92), hypotaxis is used to refer to the relationships in which one clause is dependent on another. Clauses are marked alpha ( $\alpha$ ), beta ( $\beta$ ), gamma ( $\gamma$ ), and so on. Parataxis is used when one clause follows on from another. Clauses are marked by number: 1, 2, 3 and so on.

Expansion is a branch of functional grammar. It links processes by providing additional information. It involves three types of relationship: elaboration, extension, and enhancement (Gerot and Wignell, 1994: 89).

### 1. Elaboration

Elaboration means providing detailed information (relationship of restatement); saying the same thing over again, either by direct repetition, or by rewording it, clarifying it, or giving an example (Halliday in Adjei, 2017: 12). Based on Gerot and Wignell (1994: 89), elaboration involves four relationships: specifying in greater detail, restatement, exemplification, and comment. The types of logical relationships covered under Elaboration are the 'i.g', 'e.g', and 'namely' type. It is marked with equal (=) sign.

### 2. Extension

Based on Gerot and Wignell (1994: 90), this extends the meaning of one clause by adding something new. It involves 'and', 'but', and 'or' type relationships. Moreover, Halliday (1994: 230) says that extension means adding something new (relationship of addition or variation), giving an exception to it, or offering an alternative. It is marked by a plus (+) sign.

### 3. Enhancement

Halliday (1994: 23) states enhancement as qualifying it in one of a number of possible ways (relations of time, space, cause, manner, condition). Moreover, Gerot and Wignell (1994: 90) state that this involves circumstantial relationships where the circumstantial information is coded as a new clause rather than within a clause. This can be temporal, conditional, causal, concessive spatial or manner. It is signed with cross (x) sign.

## **C. Method of Investigation**

The writers apply descriptive qualitative method to analyse the objective of the study. Moreover, the writers implement descriptive qualitative method to

understand how language is used in relation to its social context and make it clearly based on interpretation.

The source of data is a script dialogue between Nadiem Makarim and Professor Danny Quah who talked about learning from Covid-19 in Singapore Summit 2020 on YouTube and discuss more information about redefining the future of education in pandemic era. The script is taken from website <https://youtu.be/gbLWN8TeMZU>.

As technique of data collection, the writers apply *Simak Bebas Libat Cakap (SBLC)* technique. The writers only listen to the dialogue that occurs between the informants (Mahsum, 2005: 243). As technique of data analysis, the writers implement *Teknik Bagi Unsur Langsung* or segmenting immediate constituent technique. It divides the lingual data unit into several parts or elements, and the elements concerned as direct parts forming the lingual unit in question (Sudaryanto, 1993: 31). Moreover, the writers divide the lingual unit of data into some parts of elements that are clauses.

#### **D. Findings and Discussion**

This study presents findings of expansion analysis which contains elaboration, extension and enhancement. The writers present the findings on expansion in script of Nadiem Makarim's utterances. In this case, the writers analyze the clause complexes on it. In script of Nadiem Makarim, the writers find 68 clause complexes that can be identified by expansion analysis.

1. It's an honor to be here and to be able to speak at the Singapore Summit.

The clause complex above contains extension. The first clause |||1 *It's an honor to be here/* is a main clause and independent clause of the sentence while the second clause |+2 *and to be able*

*to speak at the Singapore Summit.*||| is dependent clause and identified as paratactic extension because there is coordinate conjunction **and** at the beginning clause.

2. When we talk about disruption, the conventional kind of image of disruption is a technology players coming in and transforming the way an industry operates usually leaving the old ways of doing things behind.

This clause complex consists of enhancement and extension. The first clause |||**x** **When we talk about disruption,**| is dependent clause and identified as hypotactic enhancement because started with subordinator **when**. The second clause |**a** *the conventional kind of image of disruption is a technology players coming in*| is independent clause and roles as main clause while the third clause |+**2** **and transforming the way an industry operates usually leaving the old ways of doing things behind.**||| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**.

3. The one thing that will never be disrupted is the role of the teacher, the role of the mentor, the function may grow and develop and change slightly but the one thing that I know for sure, I've never been more faced with the limits of technology during this Covid crisis.

The clause complex above consists of elaboration and extension. The first clause |||**1** *The one thing*| is dependent clause and there is no expansion analysis. The second clause |=**2** **that will never be disrupted is**| is dependent clause and identified as paratactic elaboration because it implies the previous clause. The third clause |**3** *is the role of the teacher,*| is a dependent clause and it has

not expansion analysis, so does the fourth clause |**3** *the role of the mentor*|. The fifth clause |=**3** *the function may grow and develop and change slightly*| is independent clause and identified as paratactic elaboration because it provides detail information of the previous clause. The sixth clause |+**3** *but the one thing*| is dependent clause and identified as paratactic extension because of coordinate conjunction **but**. The seventh clause |=**3** *that I know for sure,*| is dependent clause and identified as paratactic elaboration because it implies the previous clause. The eighth clause |=**3** *I've never been more faced with the limits of technology during this Covid crisis.*||| is independent clause and identified as paratactic elaboration because it provides detail information of the previous clause.

4. What I do know that will not be disrupted is the human element of teaching, even though some of the characteristics may change.

This clause complex consists of elaboration and enhancement. The first clause |||**1** *What I do know*| is dependent clause and there is no expansion analysis. The second clause |=**2** *that will not be disrupted*| is dependent clause and identified as paratactic elaboration because it implies the previous clause. The third clause |**2** *is the human element of teaching,*| is independent clause and act as a main clause while the fourth clause |**xβ** *even though some of the characteristics may change.*||| is dependent clause and identified as hypotactic enhancement because of subordinate conjunction **even though**.

5. Disrupting education is the gap of relevancy that is becoming more and more evident as students are leaving the educational systems and entering this hyper changing dynamic world and realizing that lot



of what I have been studying, a lot of what I have been doing is not preparing me for what the real world is like.

In this clause complex, there are elaboration, enhancement and extension. The first clause |||1 *Disrupting education is the gap of relevancy*| is main clause and independent clause. The second clause |=2 *that is becoming more and more evident*| is dependent clause and identified as paratactic elaboration because it implies the previous clause. The third clause |xβ *as students are leaving the educational systems*| is dependent clause and identified as hypotactic enhancement because of subordinate conjunction **as**. The fourth clause |+2 *and entering this hyper changing dynamic world*| is dependent clause and identified as paratactic extension because there is coordinate conjunction **and**, so does the fifth clause |+2 *and realizing that lot of*|. The sixth clause |2 *what I have been studying,*| is dependent clause and there is no expansion analysis, so do the seventh clause |3 *a lot of*| and the eighth clause |3 *what I have been doing is not preparing me*|. The ninth clause |x3 *for what the real world is like.*||| is dependent clause and identified as paratactic enhancement because of coordinate conjunction **for**.

6. The crisis is coming from the realization of the users themselves so the disruption is actually a disruption of faith.

The clause complex above contains enhancement. The first clause |||1 *The crisis is coming from the realization of the users themselves*| is independent clause and roles as main clause while the second clause |x2 *so the disruption is actually a disruption of faith.*||| is dependent clause and

identified as paratactic enhancement because of subordinate conjunction **so**.

7. There is a disruption of trust in the educational system as you know kids getting brighter with every generation are coming out of schools and saying look this really has nothing to do with what I'm doing right now and I wish taught this, I wish I learned this.

This clause complex consists of enhancement, extension and elaboration. The first clause *||**α** There is a disruption of trust in the educational system/* is independent clause and roles as main clause. The second clause *|**xβ** as you know kids getting brighter with every generation are coming out of schools/* is independent clause and identified as hypotactic enhancement because of subordinate conjunction **as**. The third clause *|+**2** and saying/* is dependent clause and identified as paratactic extension because there is coordinate conjunction **and**. The fourth clause *|”**2** look this really has nothing to do with/* is independent clause and identified as projection relation, and it does not include to this study, so does the fifth clause *|”**2** what I'm doing right now/*. The sixth clause *|+**3** and I wish taught this,|* is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The seventh clause *|=**3** I wish I learned this.|||* is independent clause and identified as paratactic elaboration because it implies the previous clause.

8. You hear this constantly from fresh graduates who are entering the workplace and they're not just talking about their undergraduate experience, they're talking about their all the way high school, middle school experience as well.

This clause complex consists of elaboration and extension. The first clause |||1 *You hear this constantly from fresh graduates/* is main clause and independent clause of the sentence. The second clause |=2 *who are entering the workplace/* is dependent clause and identified as paratactic elaboration because it gives more detail information of the previous clause. The third |+2 *and they're not just talking about their undergraduate experience,/* is dependent clause and identified as paratactic extension because coordinate conjunction **and**. The fourth clause |=2 *they're talking about their all the way high school,|* is independent clause and identified as paratactic elaboration because it gives detail information about the previous clause. The fifth clause |3 *middle school experience as well.///* is dependent clause and it has not any expansion relation of it.

9. The disruption is coming from the industry or the real world where they're coming out of academia and the fact that it's changing so rapidly.

This clause complex consists of extension, enhancement and elaboration. The first clause |||1 *The disruption is coming from the industry|* is independent clause and main clause of the sentence. The second clause |+2 *or the real world|* is dependent clause and identified as paratactic extension because of coordinate conjunction **or**. The third clause |xβ *where they're coming out of academia/* is dependent clause and identified as hypotactic enhancement because of subordinate conjunction **where**. The fourth clause |+2 *and the fact/* is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The fifth clause |=2 *that it's changing so rapidly.///* is dependent clause and identified as paratactic

elaboration because it gives more information about the previous clause.

10. There's a few trends that are going to be very interesting like i said before, the role of technology here is very interesting.

This clause complex contains elaboration. The first clause |**1** *There's a few trends*| is dependent clause and there is no expansion analysis. The second clause |=**2** *that are going to be very interesting*| is dependent clause and identified as paratactic elaboration because it implies the previous clauses. The third clause |=**3** *like i said before*| is dependent clause and identified as paratactic elaboration because the word **like** as elaboration word type. The fourth clause |=**3** *the role of technology here is very interesting.*||| is independent clause and identified as paratactic elaboration because it provides detailed information about the previous clause.

11. I do not see in any way shape or form that the human element is going to be replaced by a machine or that I have.

This clause complex consists of elaboration and extension. The first clause |**2** *I do not see in any way shape or form*| is independent clause and there is not expansion relation in the clause. The second clause |=**1** *that the human element is going to be replaced by a machine*| is dependent clause and roles as main clause, this clause identified as paratactic elaboration because it provides detail information of the previous clause. The third clause |+**2** *or that I have.*||| is dependent clause and identified as paratactic extension because of coordinate conjunction **or**.

12. People in the technology space would love that everything is kind of automated and replaced because most of us think it's efficient.

This clause complex consists of elaboration, extension and enhancement. The first clause |**1** *People in the technology space would love*| is independent clause and there is no expansion analysis. The second clause |=**2** *that everything is kind of automated*| is dependent clause and identified as paratactic elaboration because it implies the previous clause. The third clause |+**2** *and replaced*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The fourth clause |x**β** *because most of us think*| is dependent clause and identified as hypotactic enhancement because of subordinate conjunction **because**. The fifth clause |=**3** *it's efficient*.||| is independent clause and identified as paratactic elaboration because it clarifies the previous clause.

13. Teaching is extremely complex, teaching has massively psychological and empathy-based dimensions of what makes learning happen.

This clause complex consists of elaboration and extension. The first clause |||**1** *Teaching is extremely complex*,| is independent clause and roles as main clause. The second clause |=**1** *teaching has a massively psychological*| is independent clause and identified as paratactic elaboration because it provides detail information of the previous clause. The third clause |+**2** *and empathy-based dimensions of*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The fourth clause |**2** *what makes learning happen*.||| is dependent clause and there is no expansion analysis.

14. Learning is based on trust, learning is based on respect and that's very hard to achieve with an AI.

This clause complex consists of elaboration and extension. The first clause |**1** *Learning is based on trust,*| is independent clause and roles as main clause of that sentence. The second clause |=**2** *learning is based on respect*| is independent clause and identified as paratactic elaboration because it gives more information of the previous clause.

AI here means Artificial Intelligence. It is a subject thought as a subject in computer sciences and engineering dicipline (Grewal, 2014; 9). The speaker used abbreviation in spoken contex to make the discussion more efficient and simple.

15. You need that level of trust and interactivity that not even the most advanced AI so really equipped yet to do those kinds of interactions words of encouragement etc.

The clause complex above consists of elaboration, extension and enhancement. The first clause ||**1** *You need*| is dependent clause and no expansion analysis. The second clause |=**2** *that level of trust*| is dependent clause and identified as paratactic elaboration because it implies the previous clause. The third clause |+**2** *and interactivity*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The fourth clause |=**2** *that not even the most advanced AI*| is dependent clause and identified as paratactic elaboration because it gives more detail information of the clause before. The fifth clause |**x2** *so really equipped yet to do those kind of interactions words of encouragement etc.*|| is dependent clause and identified as paratactic enhancement because of coordinate conjunction **so**.

16. I think technology will disrupt, it will disrupt the way the curriculum is administered.

In this clause complex, there is elaboration. The first clause |||1 *I think technology will disrupt,*| is independent clause and roles as main clause while the second clause |=2 *it will disrupt the way the curriculum is administered.*||| is independent clause and identified as paratactic elaboration because it provides more explain about the first clause.

17. Technology plays a pivotal role in the personalization and segmentation of students passions and students competencies, so right now most educational systems in the world are kind of one size fits all, it's the general paradigm we've been doing it for hundreds of years.

This clause complex consists of extension, enhancement and elaboration. The first clause |||1 *Technology plays a pivotal role in the personalization/* is independent clause and main clause of the sentence. The second clause |+2 *and segmentation of students passions*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**, this also applied to the third clause that is |+2 *and students competencies,*|. The fourth clause |=2 *it's the general paradigm we've been doing it for hundreds of years.*||| is dependent clause and identified as paratactic elaboration because the clause explains the previous clauses.

18. At least 100 years and so, there is a lot of inertia to change the way, this is but technology is coming in and it's enabling us for the first time, it's enabling teachers to be able to dissect their classroom into groups or dissect their classroom into individuals for the first time and to see that actually they are at

huge discrepancies in competency depending on subject matter.

In this clause complex, there are extension and elaboration. The first clause ||1 *At least 100 years and so,*| is dependent clause and no expansion analysis, so does the third clause |2 *this is but technology is coming in*|. The second clause |2 *there is a lot of inertia to change the way*| is independent clause and no expansion analysis, so does the ninth clause |3 *they are at huge discrepancies in competency depending on subject matter.*|||. The fourth clause |+2 *and it's enabling us for the first time,*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The fifth clause |=2 *it's enabling teachers to be able to dissect their classroom into groups*| is independent clause and identified as paratactic elaboration because it provides detail information of the previous clause. The sixth clause |+2 *or dissect their classroom into individuals for the first time*| is dependent clause and identified as paratactic extension because of coordinate conjunction **or**. The seventh clause |+3 *and to see*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The eighth clause |=3 *that actually*| is dependent clause and identified as paratactic elaboration because it implies the previous clause.

19. They have different interests, they have different learning processes and so that personalization and segmentation is going to be the big break through in technology.

This clause complex contains extension. The first clause |1 *They have different interests,*| is independent clause and roles as main clause. The second clause |=2 *they have different learning*



*processes/* is independent clause and identified as paratactic elaboration because it gives more information about the previous clause. The third clause |+2 **and so that personalization**| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**, it also applies to the fourth clause |+3 **and segmentation is going to be the big break through in technology.**|||

20. They might follow a playlist of lessons that are customized just to match the right amount of difficulty and ease with which to understand a given concept.

The clause complex consists of elaboration and extension. The first clause |||1 *They might follow a playlist of lessons*| is independent clause and main clause of the sentence. The second clause |=2 **that are customized just to match the right amount of difficulty**| is dependent clause and identified as paratactic elaboration because the clause provides detail information about the previous clause. The third clause |+2 **and ease with**| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**. The fourth clause |=**β which to understand a given concept.**||| is dependent clause and identified as hypotactic elaboration because the word **which** is included in the type of hypotactic elaboration.

21. So the unbundling of the curriculum, the unbundling of concepts of modules of learning is going to be one of the biggest disruptive forces that technology will bring because everyone can be diagnosed in their competency individually.

This clause complex consists of enhancement and elaboration. The first clause |||x2 *So the unbundling of the curriculum,*| is dependent clause and identified as paratactic enhancement

because of coordinate conjunction **so**. The second clause |**1** *the unbundling of concepts of modules of learning is going to be one of the biggest disruptive forces*| is independent clause and roles as main clause of the sentence. The third clause |=**2** *that technology will bring*| is dependent clause and identified as paratactic elaboration because it explains the previous clause. The fourth clause |**xβ** *because everyone can be diagnosed in their competency individually.*||| dependent clause and identified as hypotactic enhancement because there is subordinate conjunction **because**.

22. The other way that the role of technology will play is in it will disrupt the core function of the textbook because the teacher will now be forced to facilitate the learning process of the child in an independent way.

In this clause complex, there is consist of elaboration and enhacement. The first clause |||**1** *The other way*| is dependent clause and no expansion analysis that can be identified. The second clause |=**2** *that the role of technology will play is in*| is dependent clause and identified as paratactic elaboration because it explains the information of the previous clause. The third clause |=**2** *it will disrupt the core function of the textbook*| is independent clause and identified as paratactic elaboration because it provides detail information of the previous clause. The fourth clause |**xβ** *because the teacher will now be forced to facilitate the learning process of the child in an independent way.*||| is dependent clause and identified as hypotactic enhancement because of subordinate conjunction **because**.

23. Now the student is equipped with a huge body of knowledge that is available online various tools that

they can use themselves and the teacher must help guide them through that journey to maximize the amount of learning that they have quite different from having to explain each of the concepts themselves.

This clause complex consists of elaboration and extension. The first clause |||1 *Now the student is equipped with a huge body of knowledge*| is independent clause and main clause in the sentence. The second clause |=2 *that is available online various tools*| is dependent clause and identified as paratactic elaboration because the clause explains the previous clause. It also applies to the third clause |=2 *that they can use themselves*|, the fifth clause |=2 *that journey to maximize the amount of learning*| and the sixth clause |=3 *that they have quite different from having to explain each of the concepts themselves*|||. The fourth clause |+2 *and the teacher must help guide them through that journey to maximize the amount of learning*| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**.

24. The teacher's role will shift to understanding the art of learning itself, to understanding how to create mental shortcuts to memorize and digest concepts easier and so that shift from teacher or lecturer to mentor or coach.

The clause complex above contains extension. The first clause |||1 *The teacher's role will shift to understanding the art of learning itself*,| is independent clause and roles as main clause of the sentence. The second clause |=2 *to understanding how to create mental shortcuts to memorize*| is dependent clause and identified as paratactic elaboration because the clause restate and give the deta meaning of the first clause. The third clause |+2

*and digest concepts easier*||| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**, so do the third clause |+3 **and so that shift from teacher or lecturer to mentor or coach.**|||

25. I don't like the word facilitator because it implies that there's no knowledge being passed from the adult to the child but I prefer the word mentor or coach because it's a much more interactive process, and that will I think be the big shift there.

In this clause complex, there are enhancement, elaboration and extension. The first clause |||**α** *I don't like the word facilitator*| is independent clause and roles as main clause of the sentence. The second clause |**xβ** *because it implies*| is dependent clause and identified as hypotactic extension because of subordinate conjunction **because**. The third clause |=2 *that there's no knowledge being passed from the adult to the child*| is independent clause and identified as paratactic elaboration because it gives more information of the clause before. The fourth clause |+2 **but I prefer the word mentor or coach**| is dependent clause and identified as paratactic extension because of coordinate conjunction **but**. The fifth clause |**xβ** *because it's a much more interactive process,*| is dependent clause and identified as hypotactic enhancement because of subordinate conjunction **because**. The sixth clause |+3 **and that will I think be the big shift there.**||| is dependent clause and identified as paratactic extension because of coordinate conjunction **and**.

## E. Conclusion

Based on the findings and interpretation of the analysis, there are 68 clause complexes that can be

analyzed by Expansion relation. In the Expansion, there are 3 types of relationship: Elaboration, Extension and Enhancement. The number of Elaboration is 95 times. The number of Extension is 91 times. The number of Enhancement is 51 times. According to the description before, the dominant type of Expansion is Extension and followed by Elaboration and Enhancement.

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