

**THE USE OF EXTRAPOSITION IN ESSAY WRITING BY
NATIVE AND NON- NATIVE SPEAKERS OF ENGLISH**

***PENGGUNAAN EKSTRAPOSISI DI DALAM PENULISAN
ESSAI OLEH PENUTUR ASLI DAN BUKAN PENUTUR ASLI
BAHASA INGGRIS***

**WAHYU PRATAMA PUTRA
F022 171 001**



**ENGLISH LANGUAGE STUDIES
POSTGRADUATE PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
2021**

**THE USE OF EXTRAPOSITION IN ESSAY WRITING BY NATIVE AND
NON-NATIVE SPEAKERS OF ENGLISH**

Thesis

As a partial fulfillment to achieve Master Degree

Program

English Language Studies

Written and Submitted by

WAHYU PRATAMA PUTRA
(F022171001)

to

**POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2021**

THESIS

THE USE OF EXTRAPOSITION IN ESSAY WRITING BY NATIVE
AND NON- NATIVE SPEAKERS OF ENGLISH

Written and Submitted by

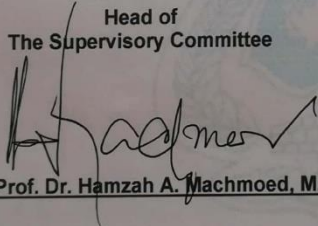
WAHYU PRATAMA PUTRA
Register Number: F022171001

Has been defended in front of the thesis examination committee

On September, 1th 2021

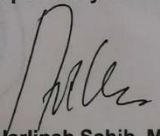
Approved by:

Head of
The Supervisory Committee



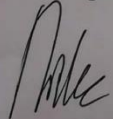
Prof. Dr. Hamzah A. Machmoed, M.A.

Member of
The Supervisory Committee





Dr. Harlinah Sahib, M.Hum.

The Head of English Language Studies
Program



Dr. Harlinah Sahib, M.Hum.
NIP. 196211281987032001

The Dean of Faculty
of Cultural Sciences



Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

STATEMENT OF AUTHENTICITY

The Undersigned:

Name : Wahyu Pratama Putra

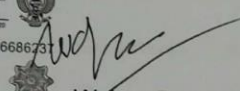
Student's number : F022 171 001

Program : English Language Studies

States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty

Makassar, September, 2021




Wahyu Pratama Putra

ACKNOWLEDGEMENTS



Alhamdulillah I express to Allah SWT who has given His blessings that allowed me in finishing this study and for His guidance and mercy that let me through the obstacles during the process of this thesis writing. Peace and Blessing of Allah be upon the noblest Prophet and Messenger Muhammad SAW.

I would like to thanks for the guidance of my committee members and helps from friends in accomplishing this thesis. Frist, I would express my gratitude to my first consultant Prof. Dr. H. Hamzah A. Machmoed, M.A. and my second consultant Dr. Harlinah Sahib, M.Hum. who gave their valuable inputs, comments, corrections, and suggestions throughout writing this thesis. Second, I would also express my gratitude for my examiners: Prof. Dr. Fathu Rahman, M.Hum., Dr. Abidin Pammu, M.A, and Dr. Sukmawati, M.Hum. who gave their valuable input to me. My sincere also goes to all my lecturers of English Language Study who gave me the knowledge and advice during the teaching and learning process.

I would like to express my gratitude to the teacher of SMAN 4 Makassar, Muthmainnah, S.Pd. M.Biomed. who allowed and helped me in take the data for this research. And also I want to thank the founder and team of ICNALE (The International Corpus Network of Asian Learners of

English) and LOCNESS (The Louvain Corpus of Native English Essays) sites for giving me access to use their essay data in my research.

My foremost thanks goes to my beloved family. For my lovely parents, M.Djaswad, S.Sos. and Dra. Nuraeni who are totally supported my study and always gave positive advice, suggestion and encouraging me to raise my energy when I was down. Thanks for all your pray and hope to my best. I also want to thank the administrative staff of the master's degree in cultural sciences who have helped me in completing administrative matters. and lastly to my friends at ELS who have provided input in completing this thesis.

Makassar, September, 2021

The Writer

ABSTRACT

WAHYU PRATAMA PUTRA. F022171001. *The Use of Extraposition in Essay Writing by Native and Non- Native Speakers of English* (Supervised by **Hamzah A. Machmoed** and **Harlinah Sahib**)

Extraposition is a device of postponement that serves the two principles of "end-focus" and "end weight". In other word extraposition is "the placement of words that sometimes move in a sentence, sometimes in the subject and also at the end of the sentence".

The purpose of this study is to find out the use of extrapositions in essays from native speakers and non-native speakers and then compare how many extrapositions they use in each essay writing.

The research method used is quantitative, where the researcher takes essay data samples through the ICNALE and LOCNESS sites, both of which are English-language essay data collection sites, then the researcher uses statistical analysis software (SOFA) to measure the amount of data in more detail. The researcher also added questionnaires data from school students using Google Forms to find out how to write their essays.

From the results of this study, it was found that the use of extraposition in Non-Native Speakers is more often used than Native Speakers. This is shown from the results of the total data used for Non-Native Speakers of 130 while Native Speakers of 94. Then for the questionnaires the results are for formal writing of 1553 and for non-formal as many as 424 total answers.

Keywords : Extraposition, Essay Writing, Native Speaker, Non-Native Speaker, English

ABSTRAK

WAHYU PRATAMA PUTRA. F022171001. *Penggunaan Ekstraposisi di dalam penulisan Essai oleh Penutur Asli dan Bukan Penutur Asli Bahasa Inggris* (Dibimbing oleh by **Hamzah A. Machmoed** and **Harlinah Sahib**)

Ekstraposisi adalah perangkat penundaan pada kalimat yang memberikan dua prinsip kerja yaitu, "fokus akhir" dan "bobot akhir". Dengan kata lain ekstraposisi adalah "penempatan kata yang terkadang berpindah-pindah dalam suatu kalimat, adakalanya di depan dan juga di akhir kalimat".

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan ekstraposisi dalam esai dari penutur asli dan bukan penutur asli dan kemudian membandingkan berapa banyak ekstraposisi yang mereka gunakan dalam setiap penulisan esai.

Metode penelitian yang digunakan adalah kuantitatif, dimana peneliti mengambil sampel data esai melalui situs ICNALE dan LOCNESS yang keduanya merupakan situs pengumpulan data esai berbahasa Inggris, kemudian peneliti menggunakan software analisis statistik (SOFA) untuk mengukur jumlah data dalam keterangan lebih lanjut. Peneliti juga menambahkan data angket dari siswa sekolah menggunakan Google Forms untuk mengetahui cara menulis esai mereka.

Dari hasil penelitian ini ditemukan bahwa penggunaan ekstraposisi pada bukan penutur asli lebih sering digunakan daripada penutur asli bahasa Inggris. Hal ini terlihat dari hasil total data yang digunakan untuk bukan penutur asli sebanyak 130 sedangkan penutur asli sebanyak 94. Kemudian untuk angket hasil untuk penulisan formal sebanyak 1553 dan untuk non formal sebanyak 424 total jawaban.

Kata Kunci : Ekstraposisi, Penulisan Essai, Penutur Asli, Bukan Penutur Asli, Bahasa Inggris

LIST OF CONTENTS

TITLE SHEET	
APPROVAL SHEET	ii
STATEMENT OF AUTHENTICITY	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	vi
ABSTRAK	vii
LIST OF CONTENTS	viii
LIST OF TABLES	x
LIST OF ACRONYMS	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Research questions.....	6
C. The Objectives of the Research	6
D. Significance of the Research	6
E. Scope of the Research	7
F. Sequences of the Chapters	9
CHAPTER II	10
LITERATURE REVIEW	10
A. Previous Related Research	10
B. Theoretical Background.....	13
1. Definition of Extraposition.....	13
2. Definition of Essay, Native Speaker and Non-Native Speaker	14
3. Focus Constructions.....	15
4. Clause Bound.....	18
5. It-Extraposition	19
C. Conceptual Framework	22
D. Hypothesis.....	23
CHAPTER III	24
METHOD OF RESEARCH	24

A. Design of the Research	24
B. Procedures of Collecting Data	25
1. Primary Data	25
2. Secondary Data.....	29
C. Instruments of Data Collection.....	29
D. The procedure of Data Analysis	30
CHAPTER IV	32
FINDINGS AND DISCUSSION	32
A. Findings.....	32
1. Native Speaker Essays Data.....	33
2. Non- Native Speaker Essays Data.....	40
3. Questionnaires Data.....	50
B. Classification of the Data and Discussion.....	54
1. Focus Constructions.....	54
2. Clause bound	56
3. It-Extraposition	57
4. Syntactic Category of EC	58
5. Semantic Category of Matrix Predicate	60
6. MP Semantic category and EC Syntactic category	64
7. Questionnaires	66
CHAPTER V	67
CONCLUSIONS AND SUGGESTIONS	67
A. Conclusions.....	67
B. Suggestions.....	69
BIBLIOGRAPHY	71
APPENDIX.....	73

LIST OF TABLES

Number	Page
1. Table 1 A Level 01 1-3 LOCNESS (It)	33
2. Table 2 A Level 01 4-6 (It)	34
3. Table 3 A Level 01 7-9 (It)	35
4. Table 4 A Level 01 10-12 (It)	36
5. Table 5 A Level 01 1-3 (That)	37
6. Table 6 A Level 01 4-6 (That)	37
7. Table 7 A Level 01 7-9 (That)	38
8. Table 8 A Level 01 10-12 (That)	39
9. Table 9 A 201 ICNALE (It)	40
10. Table 10 A 202 (It)	41
11. Table 11 A 203 (It)	42
12. Table 12 A 201 (That)	44
13. Table 13 A 202 (That)	45
14. Table 14 A 203 (That)	47
15. Table 15 Total Words LOCNESS	49
16. Table 16 Total Words ICNALE	49
17. Table 17 Questionnaires Data	51
18. Table 18 Total Survey Data Questionnaires	53
19. Table 19 Focus Construction	54
20. Table 20 General Frequency of Extraposition	55
21. Table 21 Syntactic Classification of EC	58
22. Table 22 Semantic Category of MP	62
23. Table 23 MP Semantic Category and EC Syntactic Category	65

LIST OF ACRONYMS

ICNALE	International Corpus Network of Asian Learners of English
LOCNESS	Louvain Corpus of Native English Essays
MWW	Mann Whitney Wilcoxon
NS	Native Speakers
NNS	Non-Native Speakers
SOFA	Statistic Open for All

LIST OF FIGURES

1. Figure 1 Conceptual Framework.....	22
2. Figure 2 Wordsmith Data to Excel.....	32
3. Figure 3 Questionnaires Data to SOFA.....	50
4. Figure 4 Questionnaires Answer.....	66

LIST OF APPENDICES

1. Appendix 1 Native Speakers Essays Data (Compress).....	87
2. Appendix 2 Non-Native Speakers Essays Data (Compress).....	88
3. Appendix 3 Questionnaires Data on Excel (From Google Form)	89
4. Appendix 4 Essay Data	90

CHAPTER I

INTRODUCTION

This chapter comprises with of research background, research questions, research objectives, research significance, and scope of the research.

A. Background

The use of English for advanced students in the writing of scientific paper has become an obligation for researchers today so that their work can be recognized in global competitions, even non-native speakers of English have competed in presenting their work in English. However, the writing of scientific work sometimes shows correct in grammatical and lexical systems but seem are strange. This is possible because it has too much or even a lack of added sentences and lexical structure. The use of the extraposition of sentences is sometimes used to reduce the effects of sentences that seem strange.

Quirk 1985 suggests that “People can reduce the awkwardness of through extraposition of the subject thereby converting left-branching into right-branching”. Extraposition is a change in construction where the clause that acts as the subject is moved to the end of the sentence and is replaced by another example in the initial position, another term that is moving right or shifting to the right. Extraposition of constituents gives rise

to discontinuities, and in this case, unlike shifts, does not cause discontinuities.

According to Akmajian and Heny 1975 p. 19 (An Introduction to the Principles of Transformation Syntax) “We are not merely studying individual rules when we study the language of a given speaker, but we are in fact, studying a cognitive or mental ability that is shared by a wide number of other humans”. From the differences above, that's Sometimes, the writing technique used by native English students, and non-native English speakers.

The Indonesian is considered still lack the number of experts with good English proficiency, both in the context of writing and speaking (oral), which specifically can promote this country in the international world through its writings. Not only that, the mass media of English in Indonesian is still lacking or not too significant. There are not many prestigious English-language scientific journals published by Indonesian, which can be easily accessed, both domestically and abroad. In fact, there are two important elements, First, experts who are able to write quality articles about Indonesian in English, and secondly, qualified and prestigious scientific journals as well as in English are really needed if someone wants promote Indonesian abroad more seriously. With the existence of scientific journals, it is expected that various groups, ranging from entrepreneurs, academics, policy-makers, and civil society, abroad have a reference reading that can be relied upon to know well about Indonesian.

Akmajian, Adrian, Richard A (1995) proposed that, talking about the term 'subject' and 'object'. Has been disclosed in the semantics, The classical explanation is from simple sentences with action verbs, 'like a turkey chasing a child, turkey subject, understood as an agent of action, and the object, in the case of the child, is undergoing action, is affected.

According to Chomsky in (1965) "Grammar contains syntactic components, semantic components and phonological components, syntactic components consist of bases and transformational components. Bases, in turn, consist of lexicons and sub component categories. Deeper form structures when entering semantic components and accepting semantic interpretations mapped by transformational rules into surface structures, which are then given a phonetic interpretation by component phonological rules. "

The analyses of large samples of learner language gathered in learner corpora have shown that one of the reasons for this unidiomaticity comes from differences between native and non-native performance in the frequency of use of certain words, phrases and syntactic structures (Gilquin, 2001).

A number of studies oriented at discourse aspects of learner production have been conducted and evidence has emerged for the role of Information Structure (IS) as one of the core factors in determining acquisition at advanced levels. Halliday (1967) suggested that the term

Information Structure has been used to refer to the complex interaction of numerous phenomena and principles that govern the organization of information in discourse and specifically to the use of syntactic structures to serve specific pragmatic functions. IS management is problematic at this level and learners have limited awareness of the appropriate use of lexical and syntactic focusing devices (Carroll et al., 2000; von Stutterheim, 2003). Rowley-Jolivet and Carter-Thomas (2005) also observed that, whereas NS writers and speakers appear to adapt their IS strategies in response to the genre, this was not necessarily the case for NNS (i.e., they differentiate far less between written and spoken modes than NS).

In spite of the observed difficulties in L2 IS management and its importance for successful communication, learners' knowledge of specific syntactic means to highlight information is an underexplored area in SLA research (Callies, 2009). Only a few studies have considered extraposition in detail (Bostrom-AroNNSon, 2001; Dalton, 2011) or among other focusing devices (Callies, 2009), and they have found that it is over-represented in NNS written production partly because of L1 influence.

There is a knowledge gap about Indonesian abroad despite various achievements that we have achieved as a nation. When it comes to Asia, people's minds must immediately be drawn to China and India. In fact, there are many roles and scientific works and experiences that we have, both regionally and globally. Among Southeast Asian countries,

Indonesian is still far behind regarding the number of writers and observers who can speak English, in the form of both oral and written. Compared to Thailand, Singapore, Malaysia, and the Philippines, Indonesian is a small number. Although Indonesian's population is large and even includes 16 of the world's major economies. In addition to the differences in colonial heritage, between the Netherlands and England, our English-language mass media be still small, even since the 1950s.

It must be added that there are no studies on the use of extraposition by Indonesian (advanced) learners of English. Therefore, the aim of the present study is to contribute to the description of Indonesian advanced learners' discourse competence in L2 English by investigating the use of extraposition in their written production. A comparison between these learners' and the native speakers' production enable us to determine the extent to which this structure has been acquired and is effectively used to convey specific pragmatic functions in discourse.

From the explanation above I was finally interested in researching extrapositions because of the many linguistic elements in it which have not been explained further and also what emerges from most of the research conducted on advanced learners is that although their production is mainly free from serious grammatical errors, often unidiomatic, for reasons this un-idiomatic is difficult to identify.

B. Research Questions

Based on the explanation above, the researcher formulated two research questions that are going to be analyzed and discussed, they are:

1. How do native speakers of English construct the extraposition?
2. How do non-native speakers of English construct the extraposition?

C. Objective of the Research

Regardless, to answer the entire research questions above, the researcher has formulated two purposes of this writing as follows:

1. To elaborate the extraposition construction of native speakers, especially in the structure, and frequency section.
2. To elaborate the extraposition construction of non-native speakers, especially in the structure, and frequency section.

D. Significance of the Research

This research used Comparative Data of Corpus aims to compare the data on the use of extraposition of essay collections in ICNALE especially Indonesian writers with essays in LOCNESS whose essay writers are native English speakers, using quantitative methods, which will use some software to simplify calculations. The aims of this research are formulated in main points, they are as follows in increasing the knowledge of the reader which can become a reference for the next researcher who wants to analyze objects similar to this research also the practical benefits

of this research are to help the readers to study about extraposition, especially in the scientific work of Indonesian students.

E. Scope of the Research

This research limits to the discussion of comparison between two different corpora. The data were extracted from two comparable written corpora (Granger et al., 2009):

- a) The ICNALE, or the Asean component of the *International Corpus Network of Asean Learners of English* (ICNALE), made up of 251 argumentative essays and 200,376 words.

The ICNALE (International Corpus Network of Asian Learners of English) is an international learner corpus developed by Dr. Shin Ishikawa, Kobe University, Japan. The ICNALE includes more than 10,000 topic-controlled speeches and essays produced by college students (incl. grad students) in ten countries/ regions in Asia (China, Hong Kong, Indonesia, Japan, Korea, Pakistan, the Philippines, Singapore/ Malaysia, Taiwan, and Thailand) as well as English native speakers. The ICNALE, which currently comprises four modules: Spoken Monologue, Spoken Dialogue, Written Essays, and Edited Essays. Site: <http://language.sakura.ne.jp/icnale/>

- b) The *Louvain Corpus of Native English Essays* (LOCNESS).

LOCNESS is a corpus of native English essays made up of: British pupils' A level essays: 60,209 words. British university student essays: 95,695 words, American university students' essays: 168,400 words, established by Professor S. Granger from Universite catholique de Louvain Belgium.

Site:

<https://www.learnercorpusassociation.org/resources/tools/locness-corpus/>

- c) Survey data from high school about how they write essays, survey is taken online via google form

This study aims to compare the data on the use of extraposition from the collection of essays in ICNALE, especially authors from Indonesia with essays in LOCNESS. The use of extraposition in the discussion of essays done by native speakers, and non-native speakers will show clear differences, and calculate additional data from surveys about how students write essays.

F. Sequences of the Chapters

This research consists of five main parts and each part has a relationship between one another.

First, Chapter one is an introduction which is the beginning chapter that contains general introduction. This chapter consists of Background of the Research, Research Questions that contains of the formulation of the problem to be examined, Objectives of the Research, Significances of the Research, and the Scope of the Research.

Second, Chapter two contains the literature review which consists of the previous related research which contains a discussion of several studies that have relevance to the research conducted, review concepts and theories, theoretical background and conceptual framework.

Third, Chapter three contains research methodology that consists of research design, data source, data collection techniques, instruments of data collection and data analysis.

Fourth, Chapter four is the findings and discussion of the common points of extraposition in essays writing that exists in both corpus.

And the last, Chapter five include the conclusion and suggestion which contains summary of significant ideas of the previous chapters and it offer suggestions.

The last parts are bibliography and appendices.

CHAPTER II

LITERATURE REVIEW

In this chapter, there are three general points explained bellow, namely:

A. Previous Related Research

There are a number of researchers who have conducted research *Extraposition*, they are: Firstly, Khym Han-Gyoo from Daejin University (2018), *An Optimality-Theoretic Analysis of 'It'-Extraposition in English*, explain that the Extraposition phenomenon in English has been analyzed mainly through two approaches: a derivational approach under the Principles & Parameters framework (P&P) and a representational approach under the early Minimalist framework (MP). The first one tries to understand the phenomenon as a result of the movement of a Big Subject first to the end of a sentence which is then followed by the insertion of an expletive 'it' to the empty Subject position. On the other hand, the second one tries to understand it by way of assuming a Big Subject originally base-generated at the end of a sentence which is followed by the insertion of an expletive 'it' to the empty Subject position.

Secondly, Alves Castro, Maria Angeles (2015). *Extraposition in English and Spanish: A comparative study*. This thesis focuses on EX from DP, a construction in which a PP or clausal modifier appears separate from the head noun it modifies, typically in sentence-final position. This construction incarnates one of the long-standing puzzles of

linguistic theory: discontinuity. Some of the results obtained from the discussion in this dissertation are (i) that EX is restricted to the VP/VP domain, contrary to what standard accounts maintain; (ii) that EX cannot be triggered by a focus feature in the general case; and that EX in Spanish is not only productive but also very similar to EX in English.

Thirdly, Elaine J. Francis and Laura A. Michaelis (2016), *When relative clause extraposition is the right choice, it's easier*, from explain that in one type of Relative Clause Extraposition (RCE) in English, a subject-modifying relative clause occurs in a displaced position following the matrix VP, as in: Some options were considered that allow for more flexibility. Following the approach of MacDonald (2013), they explain these findings in terms of two production biases, one of which favors early placement of shorter, more accessible phrases and the other of which promotes rapid retrieval from memory of the most frequently used subtypes of a construction.

Lastly, Ad Neeleman, Amanda Payne (2020). *PP-Extraposition and the Order of Adverbials in English*, suggested that in English, adverbials may intervene between the verb and a selected PP. They consider three analyses of this fact: the traditional account, that the PP shifts rightward across a right-adjoined adverbial (Stowell 1981); an alternative account, that the verb moves leftward across a left-adjoined adverbial (Pesetsky 1989, Johnson 1991); and a hybrid account that assumes both

extraposition and verb raising. The data then show that the symmetric account has the edge.

From the previous related researches that the researcher has described, all of those researchers analyzed extraposition by focusing on the characterization of spoken, predicated, voice, and theoretical. In contrast to the previous studies, this study compares Indonesia essays and English native essays based on pragmatic status using Comparative theory. From these two corpora, the researcher focused his attention on English construction, such as Extraposition. As for some of the differences and advantages of my research are as follows. First is there are no researchers in Indonesia who discuss extraposition in essays, secondly is there are no researchers in Indonesia that have compared Indonesian and European essays and third is there is still a lack of researchers in Indonesia who use wordsmith software and also survey students about their essay writing. The previous research focuses on semantic in two, different ways between Semantic category and Syntactic category has not been conducted yet. Therefore, this research uses need analysis to develop a semantic category based on comparative study theory. This research depends on the data from their corpus, which very strongly reveal to semantic data.

B. Theoretical Background

Generally, this part consists of definition of Extraposition, Focus Construction, Clause Bound, and *It* Extraposition.

1. Definition of Extraposition

Quirk 1985 (A comprehensive Grammar of the English language, p. 1039), "We can reduce the awkwardness of through extraposition of the subject thereby converting left-branching into right-branching". Extraposition is a change in construction where the clause that acts as the subject is moved to the end of the sentence and is replaced by another example in the initial position, another term that is moving right or shifting to the right. Extraposition of constituents gives rise to discontinuities and in this case, unlike shifts, does not cause discontinuities.

The phenomenon of extraposition has traditionally been interpreted as a term of rightward movement. However, in more recent generative theories, including within the minimalist program of Chomsky (1995; 1999; 2000; 2001) and the antisymmetric approach of Kayne (1994), movements to the right are forbidden on independent grounds. But at the same time, it is not clear whether the phenomenon of extraposition can be taken into account in terms of the movement to the left as well, because it is not very clear what elements are moving, what factors drive their movements, and also what their derivative positions are.

Extraposition constituents are separated from their nouns with one or more words that dominate their nouns. Two types of extraposition are recognized in theoretical syntax: standard cases where extraposition is optional and extraposition where extraposition is mandatory. Partial extraction is built by the desire to reduce central planting by increasing right branching and thus making processing easier, structures embedded in the center become more difficult to process. Extraposition occurs frequently in English and related languages.

2. Definition of Essay, Native Speaker and Non-Native Speakers

(H.B Jassin, 1985), Essay is a description that discusses various problems, whether political, social, legal, agricultural, and others. Essays are not arranged regularly, but there are outlines that can be drawn from the various kinds of writings that are expressed. In recent times, essays have become a major part of a formal education. Secondary students are taught structured essay formats to improve their writing skills, and essays are often used by universities in selecting applicants (see admissions essay). In both secondary and tertiary education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay. Academic essays are usually more formal than literary ones. They may still allow the presentation of the writer's own views, but this is done in a logical and factual manner, with the use of the first person often discouraged.

A native speaker means someone who learns a language from childhood in a natural setting, usually through hearing their parents speak, and using it as a vernacular. That means a child growing up in a bilingual or even multilingual family can have multiple “native” languages, in other words those who acquire language or language acquisition (is the process by which humans acquire the ability to capture, produce, and use words for understanding and communication). And Non-native speakers are those who learn the language as older children or adults, or in other words those who study the language. However, this does not mean that they speak a less accurate language than native speakers.

3. Focus Constructions

Focus constructions (FC) are syntactic means of information focusing or information highlighting that can be understood as discourse motivated variations of the basic word order and represent more or less marked syntactic devices. Extraposition is a postposition syntactic process that characteristically involves moving a subordinate clause subject to the right, beyond the main predicate, and replacing the postponed element with a dummy pronoun to take over the vacated subject function (Collins, 1994; Gomez-Gonzalez, 1997; Couper-Kuhlen and Thompson, 2008), as illustrated in (1) below (Kaltenbock, 2005:120):

- (1) a. *That George went to Singapore* is surprising
b. It is surprising *that George went to Singapore*

The resulting construction in (1b) is made up of a matrix clause (i.e., "It is surprising") and an extraposed subordinate clause (i.e., "that George went to Singapore") also called extraposed constituent (EC). The different structural patterns exhibited by the predicate in the matrix clause or matrix predicate (MP) have been identified, among others, by Collins (1994) and Gomez-Gonzalez (1997), who found that the most common pattern was subject-predicator-complement, with the complement most commonly realized by an adjective phrase, noun phrase or adverb phrase (in this order of frequency). The second most common pattern was subject-predicator (active or passive). Much less frequent were examples of the patterns subject-predicator-object/complement and subject-predicator-indirect object (direct object) (agent).

Furthermore, three major types of extraposition can be distinguished in English, depending on the extraposed clause (Ward, Birner and Huddleston, 2002):

(a) Infinitival:

(2) It surprised me *to hear her say that*

(b) Declarative content clause:

(3) It didn't really bother me *that he was late again*

(c) Interrogative content clause:

(4) It is unclear *why they never answered my letter*

Discourse approaches to extraposition have focused both on the interpersonal meanings expressed by the matrix predicates and on information structure, since the discourse motivation of this construction has its roots in different phenomena which explain both the end-positioning and initialization of different elements in the sentence (Gomez-Gonzalez, 1997; van Linden, 2010).

On the one hand, the functional properties of *it*-extraposition have been described focusing on its theme and on the function of extraposition as a thematised comment (Dalton, 2011). Collins (1994) emphasizes the importance of the thematising function of extraposition, since the initialization of an expression of the speaker's angle has the communicative role of foregrounding the modal expression thematically. Matrix clauses often include an evaluative element and extraposition allows the speaker/writer to make a commentary on the validity of the information placed in the extraposed component (EC) without appearing overtly in the text. Rowley-Jolivet and Carter-Thomas (2005) observe that placing this comment in initial position, where given information is expected, makes evaluation more 'objective' and particularly difficult to challenge (and rhetorically more effective).

This semantic role of 'objectifying' a modality (Collins, 1994) is also discussed by Herriman (2000), who adds that the fact that the speaker's/writer's attitude is represented in the structural configuration of matrix finite clause 'makes available the Transitivity and Mood

choices open to finite clauses and thereby the presentation of the attitudinal meaning as an explicit and negotiable proposition' (p.203). The source of this attitudinal meaning is concealed by assigning modal responsibility to the impersonal subject *it* (Herriman, 2000).

4. Clause bound

The next fact that has been justified about extraposition is that it completed the clause. This aspect of extraposition is understood because the *Right Roof Constraint*. There is a "right roof" where extraposition where it cannot occur. Related to other words, the extraposition does not appear from the moved clause:

- a. That we think that the *idea is good* is no secret.
- b. That we think is no secret that the *idea is good*. - Failed plan to extrapose out of a topic clause
- a. Someone who thinks *that Mike will win* was talking non-stop.
- b. Someone who thinks was talking non-stop *that Mike will win*. - Failed plan to extrapose out of a clause
- a. Before it had been certain *that it would rain*, we were planning a picnic.

b. Before it had been certain, we were planning a picnic *that it would rain*. - Failed plan to extrapose out of an adjunct clause

This aspect of extraposition is unlike fronting discontinuities (topicalization and *wh-fronting*), which may easily front a constituent out of an (argument) clause, e.g.

a. They mentioned that they like *the coffee*.

b. *What* did they mention that they like. - Successful *wh-fronting* out of an object clause

but it's like scrambling discontinuities; scrambling cannot displace a constituent from one clause into another.

5. *It*-extraposition

The "extraposition" inspiration is also used to show a structure similar to where it appears. Although of course it is related to the canonical case, extraposition is different in one important matter. In the case of extraposition, free choice extraposition must be required, e.g.

a. It *that I burned the sweet potatoes* was frustrating. - Failed sentence because extraposition is required when *it* appears

b. It was frustrating *that I burned the sweet potatoes*.

a. Did it *that that happened* surprise you? - Failed sentence because extraposition is required when *it* appears

- b. Did it surprise you *that that happened?*
- a. I suggested it *that we leave later than planned* to them. - Failed sentence because extraposition is required when *it* appears
- b. I suggested it to them *that we leave later than planned.*
- a. Nobody believes it *that Jack will get the nomination* for a second.
- Failed sentence because extraposition is required when *it* appears
- a. Nobody believes it for a second *that Jack will get the nomination.*

Another thing of *it*-extraposition that distinguishes it from canonical cases is that other parts or other constituents that are extraposed are usually clauses; *it*-extraposition cannot extrapose from phrase prepositions. This fact can be illustrated by appealing to the status of *it* as a *cataphor*. In other words, *it* is a pro-form; Its appearance pushes the clause that stands for the end of the sentence. Since prepositional phrases cannot appear in clause positions, it should not be surprising that prepositional phrases cannot be *it*-extraposed.

The communicative use of *it*-extraposition, especially with regard to the information status of the extraposed clause, has been amply dealt with by Kaltenbock (2005). He adopted the concept of retrievability (recoverability) and, in this, he essentially followed Firbas (1992) and Geluykens (1991), who define given information as information that is retrievable (recoverable) from the preceding co(n)text and new information as information that is not thus derivable. Two types of *it*-

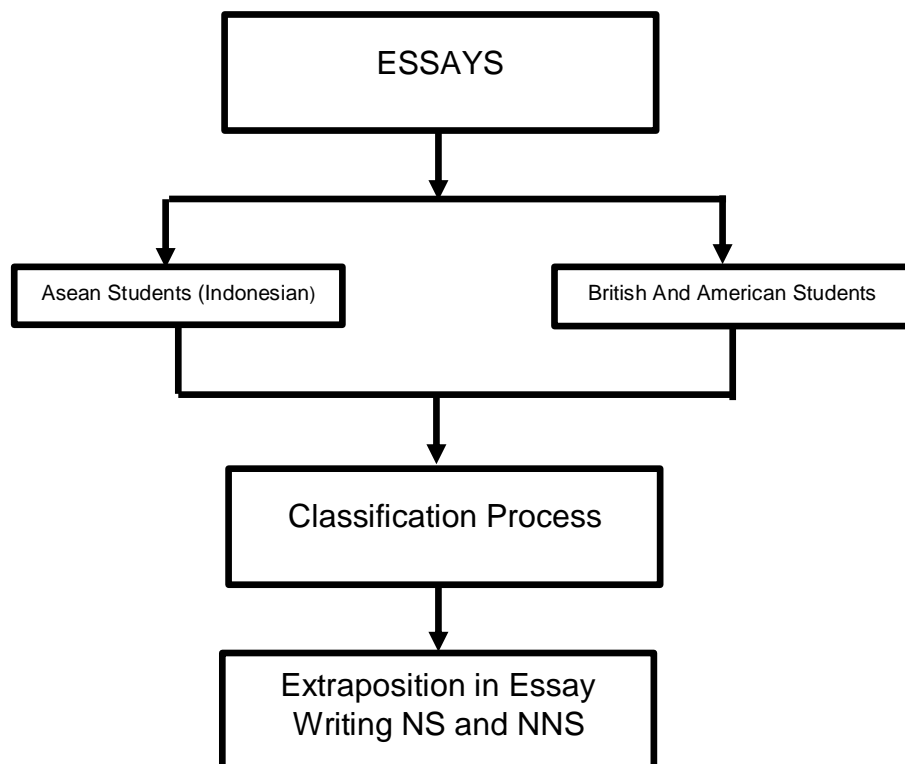
extraposition were distinguished: given complement extraposition and new complement extraposition. He found 1,701 examples of extraposition in the British component of the *International Corpus of English* (ICE-GB), which comprises both written and spoken texts. In this regard, Collins (1994) stresses that the desirability of initializing a typically light and less informative matrix predicate is as important as the pressure to postpone a typically heavy and informative clause. As for the principle of end-focus, extraposition places new information in focus at the end of the sentence. Furthermore, in terms of processing, the subordinate clause is placed in a position where it is easier to process, reducing unnecessarily complex and informationally-packed subjects (Ward, Birner and Huddleston, 2002; Claude, 2008). Therefore, although the non-extrapolated variants have been traditionally considered to be structurally more basic on syntactic grounds, since they preserve the canonical SVC word order, extraposition can be said to be pragmatically unmarked (Claude, 2008). Similarly, since instances of extraposed subject clauses significantly outnumber non-extrapolated ones in authentic language corpora (Ward, Birner and Huddleston, 2002; Smolka, 2005), it is considered statistically unmarked (Kaltenbock, 2005). As has been noted above, there is evidence that IS management is an important and problematic part of L2 knowledge, and that learners often have difficulties with the placing of focus (Bülow-Moller, 1996). One of the reasons for this seems to be that the

discourse structure and the pragmatic principles of IS in the L1 may influence L2 acquisition in terms of avoidance (Plag, 1994), transfer, or overproduction (Schachter and Rutherford, 1979).

C. Conceptual Framework

The researcher analyzed extraposition in two essays *NS* and *NNS* by using comparative study. In analyzing the essays, the researcher used comparative study find out the similarities and the differences of two essays through extraposition characterization that show by the characters in both essays. This research applies analytical construct that is presented as the diagram bellow:

Figure 1. Conceptual Framework



D. Hypothesis

Based on the conceptual framework, the hypothesis of this study is to try to provide an overview of the comparative hypothesis, which is to compare two variables in which the aim is to find out the differences in the methods of writing essays by native speakers (L1) and non-native speakers (L2) in the use of extraposition elements in it. so that there will be typological differences that exist between English and Indonesian in this case it may be one of the sources of difficulty in obtaining English focus constructions, such as extraposition.