

A comparative study of genre and ideology of foreign military aids for Aceh between other opinion and your letters columns in the Jakarta Post (based on systemic functional linguistics)

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CHAPTER I INTRODUCTION

A. Research Background

Passion and thought distinguish and favor man over all kinds of creatures in the world. With passion, men dream of owning power and dominating others for the satisfaction, and as thinking creature, they make use of their thought to make their dreams come true: and then, keep it. For these, they need a key instrument in socialization, a means whereby society parameters the individual's consciousness, an instrument of control, a medium in which the most organized thought proceeds: and that is language.

The view that language plays an important role in fulfilling human passion of power coincides with that of Norman Fairclough. In *Language and Power*, he states:

“These are two ways in which those who have power can exercise it and keep it: through coercing others to go along with them, with the ultimate sanctions of physical violence or death: or through winning other’s consent to or at least acquiescence in their possession and exercise of power, in short, through coercing and consent” (33).

The use of language in mass media can be used for shaping the public opinion. This can happen because as an agent of social control, media with its capability plays crucial role to develop a way of thinking, sensitivity towards surrounding brevity to express thoughts and opinions. The use of language in media can also create understanding of values in society, so that a form of social control as reflection of society’s aspiration can be manifested (Rachmadi 1990).

Lately, the tsunami disaster in Aceh became the headline news for media both Indonesia and foreign countries. The mass media described Aceh condition to encourage many people to help the victims. The disaster brought various comments from Indonesia and foreign countries. Mostly comments reflected the condolence towards the victims.

However, mass media also expressed the controversy during Aceh recovery. They found different opinions towards foreign military aids in Aceh. The coming of them was a sign that Indonesia is not capable of handling the victims. It also brought the issue of past East Timor referendum. It is because the condition of Aceh is unstable similar to East Timor condition.

Foreign mass media argued that the coming of foreign military aids was for the sake of Indonesian people only. They regarded that the coming of foreign military aids brought a better condition for Aceh. International policy had put

tsunami aids in humanity agenda. Their concern about tsunami victim encouraged them to enter Aceh.

Meanwhile, many Indonesian people were doubt the purity of foreign military aids for Aceh. There was an argument that the humanity policy was nothing else but just politic policy. This was based on the previous case of East Timor referendum. Foreign military aids were considered as a medium for helping the plan of GAM for asking referendum.

The work of mass media can shape public opinion and even can make the propaganda. Mass media use in visible ideology, so it does not provoke reader resistance to the message and effectively suppresses the articulation of the conflict since the ideology of the state is presented as if it is the common sense. This can happen if a certain power controls the work of mass media , in this case the power of Indonesian government.

The issue in the present study was chosen due to these following reasons. First, it is a very great issue in international scope; consequently it arouses big attention from people in the world. Second, it is the latest news, which is still discussed now. Foreign military aids are still held in Aceh. And, the conflict is still discussed due to Indonesian reactions towards it. Finally, it is a sensitive case dealing with the past case of East Timor freedom. The coming of American and Australian armies in Aceh results in a great debate within Indonesian people.

The texts in the present study were taken from The Jakarta Post. It is one of the printed media written in English. As one of communication media, The

Jakarta Post operates the field of information, education, recreation, and persuasion.

As the realization of the persuasion, it provides columns such as Editorial and Other Opinion columns. These columns contain comments, complains, critics, suggestions, or problem solving.

The Other Opinion column contains opinions in editorial from other newspapers. Both domestic and foreign newspapers write them. It bears the social function of discussing an issue developing in the society and gives some opinions and recommendations. As commentary writing, this column automatically contains the writer's assumptions, thoughts, reasons, and evidences in his/her composition.

Almost all of printed media provide the column of letters to the editor because its characteristic as an agent of control. It is the most interesting column for the readers to read.

In writing and submitting letters, a writer gives an opinion depending on his purpose. He can inform, explain, argue, persuade, and so on. This purpose will determine the types of text the writer will use. Furthermore, writing is also influenced by the attitude or point of view of the writer. This refers to the ideology of the writer toward an issue. Supporting or challenging an issue is the focus in the ideology.

Dealing with the case above, this research uses Systemic Functional Linguistics (SFL). SFL is functional because the conceptual framework on which it based is a functional rather than formal. Systemic theory itself is a theory of

meaning as a choice, by which a language, or any semiotic system is interpreted as a network of interlocking options, starting with the most general features and proceeding step by step so as to become ever more specific (Halliday, 1985a).

SFL assumes that language in the text always simultaneously functions ideationally in the representation of experience and the world, interpersonally in constituting social interaction between participants in discourse, and textually in tying parts of the text together in a coherent whole and tying text to the context (Fairclough, 1995). Text as the focus of analysis cannot be separated from its context, either context of situation or context of culture, because of the dynamic relationship between language and context. Knowledge of the context allows us to make prediction about lexicogrammar of a text, conversely, grammatical analysis makes us slow to understand the context of a text's production because the sum of the meanings encoded in lexicogrammar become signs of the context (Butt, et al, 1995). SFL allows us to discuss register, genre, and ideology of the text, so SFL is the most appropriate theory to analyze text because it is holistic linguistics, which can analyze texts as a whole.

B. Problem Statements

Based on the background above, the major problem of this research is **how does the writer's ideology work in the Other Opinion and Your Letters columns toward foreign military aids in Aceh?** Then, this problem is broken down into:

- 1) How is the register system of each text in *the Other Opinion and the Your Letters columns*?
- 2) What is the genre of each text in *the Other Opinion and the Your Letters columns*?
- 3) What is the ideology of each text in *the Other Opinion and the Your Letters columns*?
- 4) What are the similarities and the differences of each text in *the Other Opinion and the Your Letters columns*?

C. Scope of The Research

The research is focused on the analysis on the genre and the ideology of the text under *Other Opinion and Your Letters columns in The Jakarta Post on January 20 2005 and January 31 2005*. *The Jakarta Post* is preferred because it is distributed to all over Indonesia, so that it has greater power in creating public opinions than many others. Besides, the newspaper is intended not only to Indonesians, but also the foreigners living in Indonesia. *The Other Opinion and Your Letters columns* are chosen into account because they provide the publishing readers' opinion and comment.

D. Objectives of The Research

Based on the formulation of the problems above, the research is conducted to explore the citizens and foreign media opinions in viewing foreign military aids

for Aceh in *Other Opinion and Your Letters columns* issued in *The Jakarta Post* on January 20 2005 and January 31 2005. In more detail, the study is performed:

- 1) To describe the register system of each text in *the Other Opinion and the Your Letters columns*
- 2) To discover the genre of each text in *the Other Opinion and the Your Letters columns*
- 3) To discover the ideology of each text in *the Other Opinion and the Your Letters columns*
- 4) To discover the similarities and the differences of each text in the Other Opinion and the Your Letters columns.

E. Significance of The Research

This research is an analysis on *Other Opinion and Your Letters columns*, where the basic opinion column lies. This research asserts that mass media in this case, newspaper, has a great capability of affecting radical change. *Other Opinion and Your Letters* are part which mobilize public opinion both foreign and Indonesian people and bring them in purpose, through the implicit presence of ideology.

This research is aimed at finding out how the writer's ideology work in *the Other Opinion and the Your Letters columns* toward foreign military aids in Aceh. The reactions from foreign side are different from Indonesian side viewing from political condition as reflected in genre and ideology of the texts. It shows that the

writers of the texts make up their sole producing rights to shape public opinion through the use of language. The research will also remind the public that they need to be critical reader, not just a lay reader

F. Methodology of The Research

This is a descriptive research employing descriptive method. This method comprises collecting data, classifying, analyzing, and then interpreting the data (Hadi: 1983). Further, Surachmad (1994) says that descriptive research is aimed to solve problems at present. It means that this method is employed to solve the present problem existing in the society.

In setting of the research is the article published under *Other Opinion and Your Letters columns*, in *The Jakarta Post*, issued in January 20 2005 and January 31 2005. The source of data is selected from the setting by applying criterion-based selection method. Further details on methodology of research will be clarified in Chapter III.

G. Organization of the Thesis

The result of the research is composed in a form of a thesis. It will be easier to be understood if the thesis is presented in a systematic way. The systematic of this thesis is as follows:

- CHAPTER I** : **INTRODUCTION** consists of research background, problem statements, scope of the research, objectives of the research, significance of the research, methodology of the research, systematic of the research.
- CHAPTER II** : **LITERARY REVIEW** consists of Systemic Functional Linguistics (SFL), activity sequence, Genre and GSP, ideology, register, lexicogrammar, newspaper, The Jakarta Post, opinion column, letters to the editor, the issue.
- CHAPTER III** : **RESEARCH METHODOLOGY** consists of type of research, data and source of data, sample and sampling technique, research procedure, technique of collecting data, technique of analyzing data.
- CHAPTER IV** : **ANALYSIS** consists of analysis of the data description, analysis of the data interpretation and discussion.
- CHAPTER V** : **CLOSURE** consists of conclusion and recommendation.

CHAPTER II

LITERATURE REVIEW

A. Newspaper

Mass media plays an important role in man's lives. Man almost learns everything they know through mass media. Gamble and Gamble (1989) define mass media as tools, instruments of communication that permit man to record and transmit information and experiences rapidly to large, scattered, heterogeneous audiences: as such, they extend our ability to talk each other by helping us overcome barriers caused by time and spaces (p. 10).

One of mass media is newspaper. Newspaper is a publication of journalistic press in the form of printed media. It has shape of sheet according to its period either in written form or picture, or another symbol put on some papers, which is divided into many columns.

Newspaper may contain information about what is happening in the world, the city or the local community. It also may contain information about weather, entertainments, sports, self-improvements, and society.

Within newspaper, the news mostly contains of story whether the fact happens in the past, at the moment, or in the future. The published news has some criterions based on the editorial aims. There are some aims conducting on editorial of newspapers. First, newspaper bases its purposes on the selling rate and the high commercial advertisement, therefore it only chooses the news having high selling

rate. Second, newspaper bases the purposes on benefits of the news published to readers. Information given in newspaper is to help readers enrich their knowledge. Third, newspaper bases the main purpose on shaping public opinion. The published news acts as means to reach the ideological aims of the writer. The editorial politic plays an important role in shaping, persuading, and creating point of view in order to make the readers act and do its purpose (Ashadi S, 1998:p.111).

B. The Jakarta Post

The Jakarta Post is an English daily newspaper published in Indonesia. It is known as the largest English newspaper in Indonesia coverage of national and international events. It comprises of sixteen pages, which are divided into seven columns: national news, city news, opinion, features, business and investment, sport news and world news.

The Jakarta Post is under license *No. 179/SK/MenPen/SIUPP/A.6/1986. Adj. No. 546/Ditjen PPCa/K/1992*. It provides column, which is frequently employed to present opinion of the editorial (editor). In addition, The Jakarta Post also provides a column for the readers to express her/his opinion. This column is called “*Opinion*” column, which is usually at page 4 and 5.

The opinion column in The Jakarta Post consists of two pages constituting on page 4 and 5, comprising of Editorial, Letters to the editor entitled Your Letters, Other Opinion and Essays.

C. The Taipei Times

The Taipei Times is a daily English newspaper with 20-24 pages, it showcases the three main sections. It is one of the most authoritative and trusted voices among English media in Asia.

The first section features highlight news, Taiwan news, Asia news, World news, Taiwan business and world business; the second section focuses on Youth central consisting of Bilingual Times, Leisure and Sports, while the third section (published every Friday and Sunday) features Around Town, Sunday Features, Arts and Books, and other life information.

D. Opinion Column

Opinion column is one of the columns in the editorial page consisting of articles related to the public interests. This column usually explains the news behind the scene, events discussing social, economic and political issues.

In The Jakarta Post, Indonesian's daily English newspapers, opinions in editorial column from other newspapers are published on opinion column named "*Other Opinion*" column. Both domestic and foreign newspapers write them. It bears the social function of discussing an issue developing in the society, and gives some opinions and recommendations. Generally, the writings contain complains, criticisms, suggestions, or kinds of problem solving, so the writer's attitudes towards the issues can be clearly seen.

As a commentary writing, the column automatically contains the writer's assumptions, thoughts, reasons and evidence to a particular issue. All of the considerations then lead the writer to give positive or negative judgment toward the topic.

E. Letters To The Editor

Letters to the editor is a forum from readers generally provided by newspapers to express their opinion about anything of general public interests. Koeswara (1994:p. 111) says that the content of letters to the editor usually concerns with criticism, complain, and suggestion related to the public interests. It is also a place where ideas can be exchanged and people can speak their minds in the hope of influencing or changing things for the better.

Letters to the editor serves as the forum to release of emotional feeling and also intellectual promptings. It also serves as a medium for the editor to get in touch with his/her readers.

F. The Controversy Of Foreign Military Aids

For Aceh

December 26 2004 giant waves destroyed everything passed by. It caused many destructions, injured people, orphans etc. That day, almost all of North Sumatra was hit by tsunami. The victims were out-numbered.

Government tried hard to help the survivors in Aceh and North Sumatra. The help came from many parts of Indonesia. Government provided medicines, clothes, and foods by collecting them from Indonesian citizens. Besides government was helped by International funds to recover Aceh and North Sumatra soon. However, the slow action of Indonesian government made many people disappointed considering the length of time needed to deliver the supplies to untouchable victims in remote areas.

This condition made foreign countries eager to help directly the victims. The reasons of this were the limited capability of technology, infrastructure, and human resources of Indonesian people to handle the victims, and also the condition of Indonesian government dealing with corruption. This forced international policy to focus on tsunami victims, especially in Aceh. The large number of victims in Aceh encouraged many countries to enter the conflict area, Aceh. They were Britain, Australia, Spain, Japan, Singapore and United States.

However, their coming brought another controversy for Indonesian people. Feeling embarrassed, some of Indonesian people suspected foreign troops having hidden plan in their agenda in Aceh. This can be seen from the reaction caused by their coming that foreign troops were more welcomed in Aceh than Indonesian troops. The victims were closer to foreign troops because they believed in foreign armies capability and purpose. This feeling might be caused by past mistake of Indonesian government in managing Aceh.

The suspicion, even, was greater when armies of United States and Australian entered Aceh in a large number. Many people were worried with the

aims of both countries. The past mistake of East Timor referendum brought us bad memories. East Timor broke away from unitary state of Indonesia following external intervention in settling the issue of the country's youngest province. In this case, Australia was the most suspected country to encourage Aceh breaking away from the unitary country of Indonesia.

Another suspicion grew due to the difficulty of delivering domestic supplies for needy survivors into Aceh, while foreign aids entered Aceh easily. This made government more pay attention to foreign aids whether they contained weapons for GAM or not.

However, all these suspicions brought different opinions from foreign countries. They argued that Indonesian government needed their helps to deliver the supplies, so foreign military aids for Aceh should not be thrown by nationalistic issue. This condition may lead to different perceptions toward Indonesia that in a time of misfortune Indonesia is still arrogant.

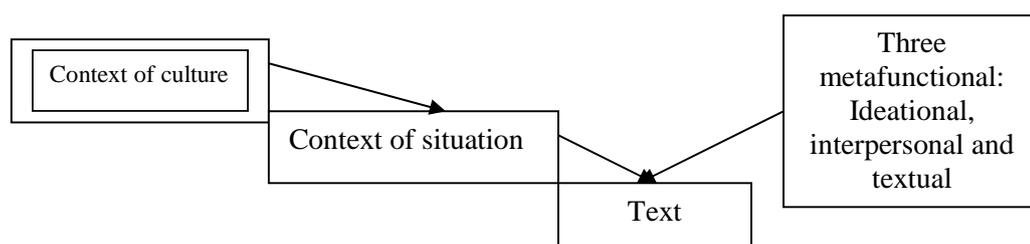
G. The Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) was introduced by M. A. K Halliday. He states that it is functional because the conceptual framework on which it is based is a functional rather than formal. It is functional in three distinct senses: in its interpretation (1) of text (2) of the system, and (3) of the elements of linguistics structure (1985a), "*While systemic theory is a theory of meaning as a choice, by which a language or any other semiotic system is interpreted as a*

networks of interlocking options: 'either this or that, or the other', 'either more like the one or more like the other', and soon" (1985a).

"...The way into understanding about language lies in the study of text" (Halliday & Hasan, 1985; p.4). Whereas language is a meant of communication and also a social-semantic, language is understood in its relationship to social structure. This means that the use of language cannot be separated from context (context of situation and context of culture) because the contexts decide meanings. The text itself is a language that is doing some jobs in some context (ibid: p.10).

It is known that the object of analysis of SFL is discourse analysis in which the text is interpreted as a system of meaning as it is a social process, which functions to express the meaning. As a system of meaning, a text is arranged in three meanings: ideational, interpersonal, and textual meanings. The ideational meaning has a function to understand the environment. The interpersonal meaning shows the participant who is taking a part. Then these two meanings are projected in the textual meaning. Moreover, the ideational meaning (experiential and logical meanings) is discussed in Field, the interpersonal meaning is discussed in Tenor and textual meaning is discussed in Mode. These three meanings systematically are realized in text structure and texture of a text (Santosa, 1988: p.2). Figure 1.1(Adapted from Martin, 1992) texts as context of situation, context of culture and metafunctions realization are realized as follows:

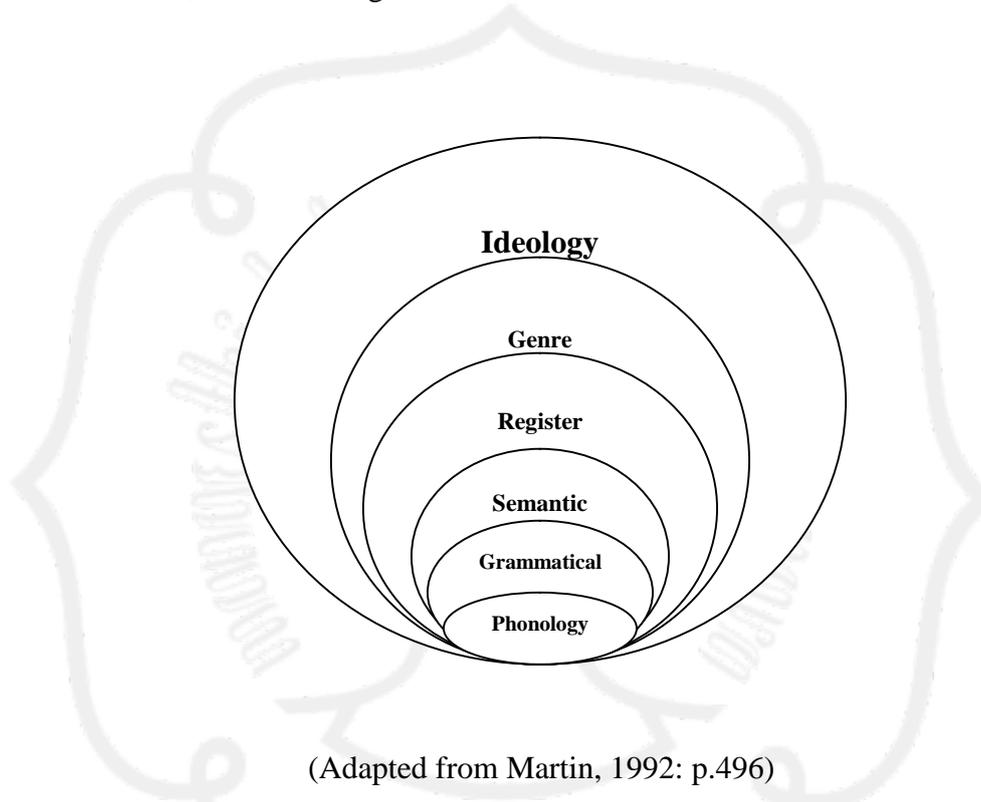


How texts work to make meaning is an important part in linguistics. So, it is needed a model of language that helps to understand how texts work to make meanings. SFL can answers the problem by explaining it within the connection between context and text. Firstly, it is important to know that all meaning is situated in context of situation and in context of culture. 'Context of situation can be specified through the use of register variables: field, mode and tenor. Field refers to what is going on including activity focus (nature of social activity) and object focus (subject matter)' (Gerot & Wignell, 1994: p.11). In short, it is clear that field specifies what is going on with reference to what. Tenor refers to the social relationship between those taking part. These are specifiable in terms of status power (agent roles peer or hierarchies relation), affect (degree of like, dislike or neutrality) and contact (frequency, duration and intimacy of social contact)' (ibid). Mode refers to how language is being used whether the channel of communication is spoken or written.

In Mid-Western United States culture, the eldest daughter in a large family cats one in the role of 'momma's little helper' (Gerot & Wignell, 1994). This in turn largely determines what she does within the family and what she says. Protesting that she does not want to do ironing or has baby's a smell brat is not allowed. "*Context of culture determine what we can mean through being 'who we are', doing 'what we do' and saying 'what we say'*", (ibid).

"A text is a semiotic unit, not grammatical one. But meanings are realized through wordings: and without a theory of wording---that is a grammar---there is no way of making explicit one's interpretation of the meaning of a text" (Halliday,

1985a). Besides, in SFL, a text is underlined by ideology, genre and register. Ideology is realized through the use of genre. Meanwhile, genre is realized through the use of register, and register is realized through text structure, texture, lexicogrammar, cohesion, and phonology. In order to model the relationship between them, look at the fig. 1.2 below.



Ideology is a part of context of culture, which has contributions in deciding the use of genre and register. Therefore, in analyzing and making interpretation the ideology of a text, considering the genre and the ideology is important. Martin (1985) says that 'ideology' and genre are intimately related in any culture from both the perspective of latent ideology and the challenges to ideology'. In expressing his or her opinion, the writer must choose the best genre for his or her opinion, so that he or she can effectively express his or her opinion.

H. Genre and Genetic Structure Potential (GSP)

Hasan (1995) defines genre as language doing the job appropriate to that class of social happenings. It is a type of text having certain function and meaning produced by particular social process. This social process is a social activity in a context of culture in which language plays an important role.

In the text, genre is realized by the structure of the text, which varies from one to another. However, there is an obligatory structure, namely, Genetic Structure Potential (GSP), a text structure that can be used to diagnose the social function of the genre. Every genre has its own GSP, which is different from one to another. GSP itself includes the opening, the body, and the closure of the text. Each text has different social function. It needs different genre and GSP (Martin, 1992). GSP becomes the characteristic of a text conveying certain genre.

Martin (1992) classifies genre into two categories, i.e., story and factual genre. Story genre refers to the text explored from the social process of telling, functioning generally to entertain the readers. It is used to tease social phenomena. There are four types of story genre: recount, anecdote, exemplum, and narrative.

Recount functions to record a particular event as a social phenomena. It has Genetic Structure, which is divided into: orientation, record, and reorientation.

Anecdote is used to present an unusual event as a crisis that is then given an affective reaction. The Genetic Structure is abstract, orientation, crisis, reaction, and coda.

Exemplum is to present an unusual event as an incident followed by a presentation of what it should be. The Genetic Structure is divided into: abstract, orientation, incident, interpretation, and coda.

Narrative has a function to present an unusual event as a complication that causes problem that needs solution. The Genetic Structure is abstract, orientation. Complication, evaluation, and resolution.

Factual genre conforms to a text designed to explore the world around us through the social process happening in the discourse community. This type of genre focuses on how the facts in the community are explored. Although the texts of factual genre are obtained from various discourse communities, they have the same social process, that is, context of culture. The difference found among them is their register.

There are eight types of factual genre having different functions of each other, which is described as follows:

1. Recount Genre

Recount genre functions to report unique social events taking place in the past. The genetic structure of this genre is started by an orientation as the opening, events as the body, and reorientation as the closure. Orientation informs the reader about the context in which the events occur: events consist of temporal sequences: and reorientation is restatement of the orientation. The lexicogrammatical features of the text are: specific or individual participants, using part tense verbs, and focusing on temporal sequence of events. Example:

Structural Features	
Orientation	<p>Dear Grandpa and Grandma</p> <p>Yesterday, at my school we had International Day. We had performance; food stalls, displays, raffle ticket draw and some of us were dressed in costumes.</p>
Event in chronological order	<p>We started our day off with performance but the one I like best was the one from fourth grade. It was about games. The performance I was in was called Labamba.</p> <p>Straight after our performances, we had our lunch. There were food stalls. They came from Australia, Asian, Arabic, and Greece.</p> <p>Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day books.</p> <p>We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.</p> <p>There was also a Trash & Treasure stall where they sell toys. The school got these things by asking the children to bring them in.</p> <p>After lunch we had a raffle ticket draw. I didn't win anything but a lot of people did.</p>
Reorientation	<p>Although I didn't win anything, International Day was still fun</p>

2. Report Genre

Report genre has function to describe the way things are, with reference to a whole range of phenomena, natural, culture, or social in our environment. Its GSP is unfolded in general classification of what will be reported as opening, followed by description including physical characteristics, behavior, habitant, function, quality, etc. its lexicogrammar features are: focusing on generic participants (groups or things): using simple present tense: having no temporal sequence and employing 'being' and 'having' clause. Example:

Structural Features	
General opening statement or classification	<p>Drought</p> <p>Drought are extreme water shortage that last for a long time</p>
Sequence of related statements-grouped in topic areas	<p>Rain falls at a different areas of Australia. Drought occurs when the average rainfall drops below what is expected for that area and stays there for an extended time. What would be a normal rainfall in Alice Spring would be a drought in Sidney.</p> <p>There are more droughts in the drier interior areas of Australia than the coastal areas. The inland areas have more dramatic changes in rainfall.</p> <p>Drought from the past can be seen in the rings made on trees as they grow wood each year. In wet years the layer of wood is thick, in dry years the layer of wood is thin.</p>

(Butt et. all, 1995:p.19)

3. Procedure Genre

Procedure genre functions to describe steps and stages to reach a goal. The GSP is started from goal, which will be gained, followed by procedural steps. Material process, imperative clause and the second participant are the lexicogrammatical features of this text. Texts belonging to this genre for example are instructions manual, recepies, etc. Example:

Structural Feature	
Statement of the aim or purpose	Recipe For Sticky Date Pudding
Material required	Ingridients: 200 g dates 1 cup water 60 g butter 2 eggs 190 g white sugar 190 g SR flour 1 tsp bicarb, soda ½ tsp vanilla essence pinch of ginger equipments: small saucepan wooden spoon 16cm round ring pan baking paper
Steps ar action in series	Method: Put dates and water in sauce pan, and heat until jammy Beat in other ingredients Line pan with greased baking paper Bake at 190 C for minutes Serve with warm caramel sauce and cream

(Butt et. all, 1995:p.22)

4. Explanation Genre

The genre functions to explain social or natural process involved in the evolution of natural and social phenomena or how something works. In other words, it is used to account for the process how thing work or why things as they are. The focus is not on the thing but on the process. Its GSP begins from general statement, followed by sequence explanation of series of logical steps in the process. Example:

Structural Feature	
Introductory question to position the reader	HOW DOES EATING YOUR BODY?
General statement about phenomenon to be explained	Your food goes down a tube called the esophagus.
Sequenced explanations	<p>The esophagus leads from the throat to the stomach. The digestive juice digests it so little that you can't see it at all, so it can go into the blood. The white blood cells kill all the germs but if you feel sick it's because you've got too much germs in your body and the cells can't fight them all at once. You'll need to take some medicine to help them.</p> <p>When our blood runs oxygen the blood goes back to your heart and new blood goes round your body and it's more bright and clean than the old blood.</p>

(Butt et. all, 1995:p.21)

5. Exposition Genre

It aims to give one-sided opinion or argument. Its GSP is started from thesis and brief explanation of arguments, followed by one-sided arguments

whether supporting or challenging and closed by reorientation (restatement of the thesis).

Martin (1992) further divides this genre into two: **HORTATORY** and **ANALYTICAL EXPOSITION**. Hortatory exposition is a command trying to persuade the reader to do what the thesis recommends. It is usually found in editorials, letters to the editor, political speech, etc. Meanwhile, the thesis of analytical exposition is a statement. The writer proposes the thesis and then the reader that his thesis is 'right' (Martin, 1992: p.16-17). This type of exposition is commonly found in lectures, seminars, tutorials, essays, or examination answer. The leicogrammatical features of this type of genre are: specific participants, material process, and temporal and logical conjunctions. Example:

Structural Features	
Thesis	<p>I think Canterbury Council should construct more activity centers in most local areas.</p> <p>Firstly, children can keep busy as well as have fun in the holidays. Secondly, they learn a lot about how to do certain things. Finally, it might stop children vandalizing properties that don't belong to them because they can go to the activity centers.</p>
Argument	<p>During the school holidays, many children who don't have much on their minds can attend their local activity center. It will keep them busy and they can also learn to do a lot of different things.</p> <p>Another reason is children can encourage others to attend the local</p>

	<p>activity center. This way child will not get so bored because they can have a lot of fun.</p> <p>Moreover, it could stop children from vandalizing other's property because they have better things to do like going to the activity center and having fun and enjoying themselves.</p>
Reiteration	<p>These are the main reasons why I think we should have more activity centers. It will be very educational and a very good experience for lot of children.</p>

(MEDSP, 1989:p.17)

6. Discussion Genre

This genre functions to discuss a certain issue and then presents the arguments for both sides dealing with a topical issue, and finally gives conclusion with a recommendation based on the weight of audience. The GSP is initiated from the issue and preliminary discussion on the issue, followed by the arguments, which support or against the statement of the issue. Then, the conclusion of this text consists of summary and recommendation. Its lexicogrammatical features are: specific participants, logical and temporal conjunction and material process. Example:

Structural Features	
Statement of issue (question about the issue)	There are many reasons for both sides of question, "Should we have printed advertisements"
Statement of issue (preview)	Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.
Argument for	Here are some reasons why we should

	<p>have advertisements in newspaper and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping.</p> <p>Another reason is that advertisements promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.</p>
Argument against	<p>On the other hand, some people argue ads should not be put in newspaper and magazine for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don't like finding the ads not very interesting. Ads also influence people to buy items they don't need and can't really afford. Ads use up a lot of spaces and a lot of efforts have to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I don't think I find some of them interesting.</p>
Recommendation (summary and conclusion)	<p>In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisement.</p>

(MEDSP, 1989:p.20)

7. Description Genre

Description genre, not so different from recount genre that functions to retell past events, functions to describe what some particular individuals or things are like, either living or non-living ones. This genre focuses on particular individuals and specifics some of their characteristics. In this genre, the writer

may start describing the objects from the parts he/she wants to (Martin, 1985).

The example as follows:

Structural features	
Identification	Natural Bridge Natural Park is a lush tropical rainforest
Specific description	It is located 100 kilometers South of Brisbane and is reached by following the specific highway to Nerang and then by traveling through the Numbering valley. This scenic road way lies in the shadow of Lamington National Park. The phenomenon of the rock formed into natural 'arch' and cave through which waterfall cascades is a short kilometer walk a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique features of the glow worms. Picnic areas offer places. However, overnight camping is not permitted.

(source of text: Paul Attwood in Gerot and Wignell, 1994: p. 209)

8. Explanation Genre

Explanation genre functions to find out something, which is still debatable and in theoretical phase. This enables the activity sequence to be structured or not. But, however, to gain the effective result, it is required to be structured (Martin, 1992:).

In Santosa (2003), it is explained that genre consists of three types, such as: service genre, factual genre, and story genre. The service genre is used to dug up from verbal social process between 'buyer' and 'seller'.

The example as follows:

C: Can I have ten oranges and a kilo of bananas please?]←	=SR
V: Yes, anything else?]←	=SC
C: No, thanks.		
V: That'll be dollar fourty.]←	=S
C: Two dollars.]←	=P
V: Sixty, eighty, two dollars. Thank you.]←	=PC

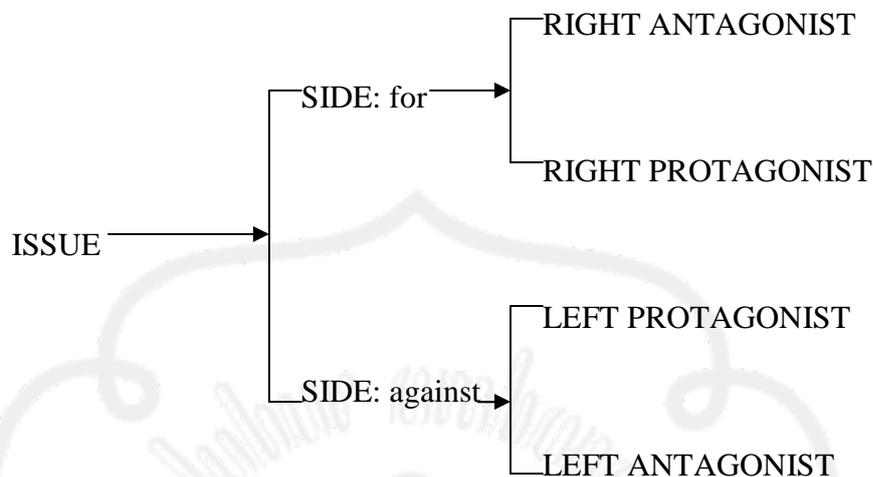
(Adapted from Santosa, 2003:p.31)

I. Ideology

Ideology is described as a kind of point of view taken by the writers to reach their goal through the text. Since it can be identified through the observation on the “power and domination” existing in the text. Ideology discussed the problems of cultural and social conflict, the absence of consensus about values and beliefs, the relation among action, institution and social structures (Martin, 1992:).

The important aspect on ideology is the relation between social power and actor in the text, including between the writer and the audience, and the relation between dominating the social group and the dominated one (Santosa, 2003:). These aspects are, then, realized in the semiotic systems through the choice of genres and the supporting register.

Martin (1985) presents a model dealing with ideology involving two axes: protagonist/ antagonist and left/ right.



(Adapted from Martin, 1985:p. 35)

Antagonist is characterized as interculators who are interested in creating issues: protagonist as interculators attempting to dissolve to gain through the ensuing the debates; while the right is used for those with power to lose.

Generally, an art will apply exposition genre, whereas protagonist prefers to use discussion genre in his discourse. Exposition genre is a type of the text frequently employed to support or challenge the status quo from one side. While the use of discussion genre enables for protagonist to present arguments from all sides before giving the recommendation.

J. Register

Halliday in Martin (1992: 498) defines Register as the configuration of semantics resources that the member of culture associates with a situation type. It

is the meaning potential that is accessible in a given social context. Malinowsky, further, argues that register refers to the context of situation. It is then organized metafunctionally into field, tenor, and mode (ibid).

1. Field

Halliday in Martin (1992: 499) states that field refers to what is happening to the nature of social action that is taking place: what is that the participants are engaged in, in which the language figures as some essential component. It provides the semiotic interpretation of what context as the answer to the question what you do. Field is the contextual projection of experiential meaning.

2. Tenor

Tenor refers to who is taking part, to the nature of participants, their status and roles, what kind of role relationship on one kind or another (ibid: 499). In short, it points to the negotiation of social relationship among participants. Within register, it is the projection of interpersonal meaning of the language (Martin, 1992: p.523).

Tenor is concerned with the semiotics relationship of status, contact, and affect. Martin, again, states that the status is related to the relative position of interlocutors in a culture's social hierarchy while contact refers to their degree of institutional involvement with each other. The rest, affect according to Halliday refers to as the "degree of emotional charge" in relationship between participants (ibid: p. 525).

3. Mode

Mode refers to the role language is playing in realizing social action (ibid: p. 508). It is the projection of textual meaning. Mode comprises into channel and medium. Channel questions whether the language used is written or spoken including the rhetoric function of the text. Meanwhile, medium is the media used to express the language.

K. Text Structure

Text, as result of a social process, has certain structure appropriate to what social function carries. The structure of text has particular characteristics and can be used to determine its social function of a genre. For Hasan, text structures are divided from GSP conditioned by choices in field, tenor, and mode (Hasan in Martin, 1992:p. 551). Moreover, Martin also states that text structure is referred to a schematic structure, with genre defined as a staged, goal oriented social process realized through register (Martin, 1992:p. 505).

From those two definitions, it can be concluded that text structure is intimately related to context of situation conveying field, tenor, and mode which form contextual configuration. Practically, the text structure of a text is derived from field, with variations in generic or semantic potential structure controlled by tenor and mode (Martin, 1992: p. 504).

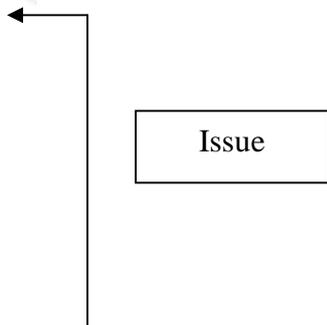
Therefore, it is not surprising to distinguish that there is a very strong relation between field, text structure, and genre. By determining the field, as

social action of a text, the GSP, which then realizes the structure of a text, can also be determined. Moreover, the genre would be formulated on the basis of text structure, which thereby define the text types.

Santosa (2003), further, explains that every text has certain staging in its structure. Generally, the staging consists of opening, body, and closing. When one of those elements is missing, then, it is not a complete text. Halliday and Hasan say that the structure of a text refers to the overall structure, the global structure of the message form (1985: p. 53). A text is a complex phenomena, the product of a complex ideational and interpersonal environment which is expressed in a certain form. The message form must have unity of structure and texture. So, when it has no unity, then, it can be said as 'no unity'.

Santosa, again, says that the text's organism in genre Genetic Structure has different rhetorical functions according to social purpose and context of situation. One example is the text structure of editorial news in newspaper, which begins with issue, argument for, argument against, and recommendation. The description is as follows:

The core business of armies is war. But the
deploy-ment of military forces for disaster relief is
often the most effi-cient use of the best available
logistics expertise. Australian troops in Aceh's tsu-
nami zone are on humanitarian mission. It is



Issue

important the Australian presence is not perceived otherwise.

Australian's military and aid groups in Aceh are relying on Indonesia's armed forces for security. This could prove a problematic association if Indonesia troops do re-engage GAM.

The Australian military condones the risks in Aceh, but say guns are not necessary. The relief effort is overwhelmingly positive, as is the consequent boost to bilateral goodwill. Nor is there any doubt that the long-suffering Acehnese people want peace.

It would be naïve, and irresponsible, however, to ignore the dangers. Australia must be prepared for a complex security challenge, including contingency plans to protect its own. Australian's neutrality, however, is not negotiable.

Argument
for

Argument
against

Recommen
dation

(Taken from Other Opinion column in Jakarta Post January 14, 2005 p.4)

However, each genre has different GSP and even for texts which have the same genre may be differentiated by each text structure. Therefore, there are many varieties of the text structure of the text eventhough the GSP is still the same.

L. Cohesion

Cohesion comes to effect due to the limitation provided by the pattern of structural relationships between clauses to construct a text as a passage of discourse, whereby clauses have to occur next to another in the text. Thus, from the point of view of its distribution of the texture of a discourse. Structural relationships of clauses cannot establish additional relations within the text; the relations that may involve elements of any extent, both smaller and larger than clauses as the largest unit of linguistics, from a single unit to lengthy passage of discourse; and that may hold across gaps of any extent, both within and beyond the clause. Hence these non-structural relationships to construct a passage of discourse are referred to by the term COHESION (Halliday, 1985a: p. 309).

Halliday and Hasan mention two types of cohesion, namely grammatical and lexical cohesion. Grammatical cohesion comprises reference, substitution, ellipsis, and conjunction.

1. Grammatical Cohesion

a. Reference

A participant or circumstantial element introduced at one place in the text can be taken as a reference point for something that follows. Reference then is used to retrieve the element of participants and

circumstantial in the text. It enables one to account how those elements are tied in the text as to understand the text as discourse.

There are three types of reference, namely personal, demonstrative, and comparative reference. **Personal reference** is reference by means of function in speech situation, through the category of person. The category of personal includes the three classes of personal pronouns, possessive determiners and possessive pronouns, such as I, you, we, his, her, mine, theirs, hers, etc. Example: *Please give me your money.*

Demonstrative reference is reference by means of location, on a scale of proximity, and is essentially a form of verbal pointing. It consists of three groups: circumstantial (adverbial) demonstratives, referring to the location of a process in space or time (*here, there, now, then*); nominal demonstratives, referring to the location of something, typically some entity that is participating in the process (*this, these, that, those*); and article definite *the*.

Comparative reference is indirect reference by means of identity or similarity. Two types of comparative reference are (i) general comparison, meaning comparison that is simply in terms of likeness or unlikeness (*identically, such similar, differently, otherwise*); (ii) particular comparison, meaning comparison that is in respect of quality or quantity (*more, less, as-, so-*).

b. Substitution

Substitution is used to substitute a constituent of a clause. Grammatically, the constituent that are largely substituted are predicators and complements. There are three kinds of it.

- **Nominal substitution**

The substitution elements in nominal substitution are *one, ones, some*.

Example: Let's go and see the bears. The polar *ones* are over on that rock.

- **Verbal substitution**

The verbal substitution in English is 'do'. This operates of a verbal group, and its position is always final I the group. For example: Does Mary sing? No, but Jimmy *does*.

- **Causal substitution**

In this type of substitution, what is presupposed is not an element within the clause, but an entire clause. The words used as substitute are *so* and *not*. For example: Is the mango ripe? It seems *so*.

c. Ellipsis

Ellipsis is a system of cohesion which enables participants to omit a constituent of a clause or probably a clause in an interaction. It can be interpreted as that form of substitution in which the item is replaced by nothing. It is divided into three types:

- **Nominal ellipsis** is an ellipsis within nominal group, example: *They haven't got my usual morning paper. Can I borrow yours?.*
- **Verbal ellipsis** is an ellipsis within verbal group, example: *What have you been doing? Swimming.*
- **Clausal ellipsis** occurs when there is an omission elements in a sentence. This usually occurs in an answer of question either *yes/ no* question or *wh-* question, example: *What were they doing? Holding hands.*

d. Conjunction

A clause or clause complexes, or some longer stretch of text, can be related to what follows it by one or other of specific set of semantic relation. This kind of relations is similar to what has been discussed in the above section on **Clause Sytem**. Conjunctive relations typically involve contiguous elements up to the size of paragraph. Conjunction in this sense is a way of setting up the logical relations that characterize clause complexes in the absence of the structural relationships by which such complexes are defined (Halliday, 1985a: p.317). For example:

- a. if you graduate this year, *then* you will go to Kalimantan to start your new life
- b. *in spite of* poorness, the tsunami disaster causes their suffer

The following is a summary of conjunction taken from Martin (1992:p.179)

	Distinctive Internal	Internal Cohesive	External Paratactic	External Hypotactic
Additive	Moreover In addition alternatively	And Or	And Or	Besides If not...then
Adversative	Equally That is On the other hand	Likewise In contrast instead	But	Whereas Except that
Temporal	At the same time Finally At first	Meanwhile Throughout Previously There upon	And Meanwhile then	While, when, as long as After, since, now That
Causal	To this end In conclusion, After all Nevertheless Admittedly In this way	To this end Then, otherwise Therefore, for However Yet Thus	So So So But And thus	So that, last, so as, in case If, even if, unless, because, as since Although, in spite of By thereby

According to logico-semantic, conjunction can be classified into three parts: Elaboration, Ekstension, and Enhancement, which each of them has external and internal conjunctions. Externally, conjunction of elaboration is connecting two independent clauses (paratactic) by giving another explanation (Santosa, 2003:p.69). The example of this is written in term of (;). Meanwhile, the example of internal conjunction of it is 'In other word'. For example: *He was a shrewd politician; he always won the debates—he always delivered speeches fantastically, and attracted big crowds of audience. In other words, he was a shrewd politician.*

Extension elaborates two ideas by giving addition, alternative, and contrast. Externally, it is identified by the conjunctions: *and, or, and but.*

While internally, it is identified by the conjunctions: *however, on the other hand, in contrast etc* (ibid:p.70)

Enhancement combines two clauses by enhancing with time, cause, condition, purpose, and concession. Externally in enhancing clause with time consists of conjunctions: *after, before, when, as, since* etc. Conjunction in enhancing clause with cause consists of *because, since, for, so that*; while internally this conjunction is realized through: *therefore, hence* etc. Conjunction of condition is identified through *if, unless* (external). Purpose enhancement conjunction is *so that*. Concession enhancement conjunctions are *although, eventhough, though* (external) (Santosa, 2003:p.71-72).

b. Lexical Cohesion

Lexical cohesion is a cohesive effect achieved by the selection of vocabulary. Halliday (1985a:p310) mentions three types of it, namely Repetition, Synonymy, and Collocation. **Repetition** is when a lexical item is repeated, example: *John saw a tiger at the zoo; the tiger was eating meat*. **Synonymy** is the choice of a lexical item that is synonymous with a preceding one; for example *boy* and *lad*. There are two variants of synonymy: **Hyponymy** (specific-general), example: *rose-flower* and **Meronymy** (part-whole), example: *finger-hand*. **Collocation** is the cohesive force achieved through the association of lexical items

that regularly co-occur, example: *teacher-school-students*. The explanation is as follows:

- Repetition refers to the use of the same word including inflection and derivation
e.g: *diner-diner*
- Cohyponymy is the relation of class of words included into the same class, e.g: *rose-tulip*
- Meronymy is the relation between part and whole, e.g: *house-windows, door*
- Comeronymy is the relation between part and part, e.g: *window-door-floor*.
- Synonymy is the choice of word referring to the similar meaning
e.g: *strange=bizarre*
- Antonymy is concerned about the use of word with contrastive meaning
e.g: *good><bad*
- Collocation is the cohesive voice achieved through the association of lexical items that has a tendency to co-occur
e.g: *Car-gasoline*

(Adapted from Santosa, 2003:p. 76 with modification)

Martin suggests that a lexical relation is analyzed with respect to lexicogrammar taxonomy. In this case, lexical relation is divided into taxonomic and non-taxonomic relation. There are two types of **taxonomic relations**, namely

superordination and **composition** relation. Super-ordination reflects that taxonomy based on principle of sub-classification which organizes people, thing, place, action, and qualities in the given field with respect to class-subclass relation (1992:p. 295). The technical terms used here include **Inclusion** (*Co-hyponymy and Hyponymy*) and **Synonymy** (*Antonymy, Repetition, and Synonymy*).

Composition reflects the cohesive relation referring part to whole relationship. Composition consists of colectivity relationship (member-group/*flock-geese*), consistency relationship (thing to material/*pot-clay*), or composition relationship (thing-element/ *meronymy, co-meronymy*).

Meanwhile, **non-taxonomic** relation focuses on the thing oriented used to interpret the experiential meaning that cannot be manifested through a single item. There are types of non-taxonomic relation.

i. Nuclear Experiential

It reflects the ways in which actions, places, things, and qualities configure as activities in activity sequences (Martin, 1992:p.309). The basic strategy to analyze lexical relation is by applying Hallidays's general logico-semantic of expansion to clause, noun, and verbal group meaning in order to produce a more abstract level of interpretation (ibid: p. 310). An alternative model of nuclearity is written below:

CENTRE	NUCLEUS	MARGIN	PERIPHERY
Process = Range: process	+ Medium + Range : entity	+ x Agent + x Beneficiary	X Circumstance
Classifier = Thing	+ Ephetet	(+ x Numerative?)	X Qualifier
Extent = Particle	+ Event (event complex)	(+ x Causative?)	X Manner adverb

(Addapted from Martin, 1992:p.319)

The logico-semantic relation of expansion covers extension, and enhancement (Santosa, 2003:p.74). Extension is a relation of adding or extending the idea, example: *win-race* (clause), *try-to win* (verbal group), *large-elephant* (nominal group). Enhancement is a relation of modifying things, example: *run-track* (clause), *run-quickly* (verbal group), *boat-in the water* (nominal group) (ibid).

ii. Activity Sequence

Before further of discussing of genre and ideology analysis, the analysis is begun with the analysis of activity sequence. “*At its most basic level of a field consists of activity sequences, which are in turn composed of activities, which are themselves made up of actions configuring with people, places, and things, all of which components may be configured with qualities*” (Martin, 1992:324). An activity sequence is the relationship among the activities of text. In tennis, for example, a point is constituted by a sequence of shots within the parameters defined by game (ibid 321). To get a point, tennis, there is a sequence of activities being done by participants. See this example:

Player+ serves
Opponent+ return
Player + volleys
Opponent + retrieves
Player + smashes
Opponent + misses (Adapted from Martin, 1992: 321)

Activity sequence relation according to Martin (1992) is divided into: expectancy (modalization) and implication (modulation).

“...As far as lexical relations between activities are concerned, a distinction will be drawn between expectancy and implicational relations according to whether one activity is probably followed another (modalization, activity a probably followed by activity b) or is absolutely determined by the other (modulation activity a necessarily followed by activity b)” (ibid). “Implication (modulation) is mostly found in scientific explanation, which usually use if/then conjunction relating activities in an activity sequence, alongside the much more occasional realization of temporal succession” (ibid).

By describing the activity sequence, the researcher will be able to decide the relational functions of the text. These functions form the staging of the text, so the genetic structure potential of the text can be identified. In short, the analysis of activity sequence has a contribution to decide the genetic structure potential and indirectly to the bigger analysis, the analysis of genre and ideology.

According to Santosa, the activity expectation is the activity sequence done by the participants. There are two activity sequences, namely time sequence seen from time sequence and consequential sequence seen from logical relation (2003:p.75). The examples are:

Entering post office-asking service-asking the stamp-getting the stamp-paying-going home (time sequence)

Being ill-going to doctor-receiving medicine-drinking medicine-being health (consequential sequence) (ibid).

M. Lexicogrammar

Lexicogrammar refers to word in grammatical structure. Santosa (2003) states that in level of Lexicogrammar, the main points is that clause has three metafunctions namely ideational, interpersonal and textual (p.77). Those three metafunctions are closed related to the grammatical structure presenting the functions, namely : transitivity, complex clause, mood system, groups, theme-theme relation, metaphor, abstraction and technicality.

He says that lexicogrammar discusses about clause system, group system, and lexis in realizing the ideational meaning, interpersonal meaning, and textual meaning. The three meanings work together with cohesion system becoming the integral part in realizing the texture of text in a certain context (ibid).

Ideational meaning is the representation of experience including our experience of the world that lies around us and inside us or the world of our imagination. Expressing the internal or external experiences, ideational meaning has two sud-functions, namely: experiential and logical (ibid: p.78).

Language, in term of experiential meaning, expresses experience of human beings in daily life or physical reality. At the lexicogrammar level, it is realized through transitivity system including processes, participants, and circumstances (ibid).

In logical meaning, language can express the logic which can be figured out from the relation of two social realities. At the lexicogrammar level, logical meaning is realized through the complexity of caluse and group system (ibid).

Meanwhile, Interpersonal meaning has to do with the ways we act upon one another through language—giving and requesting information, getting people to do things, offering to do things ourselves—and the ways in which we express our judgement and attitudes—about such things as likelihood, necessity, and desirability (Taken from Butt and Rhonda F. with modification, 1995:p.65-66). Interpersonal meaning can be realized through MOOD system and mood structure (Santosa, 2003:p.78).

Textual meaning is explained in Eggins, S. (1994, p.271) as follows:

“In describing the structural configuration by which the clause is organized as a message, we will recognize that one major system is involved (the system of theme), with a configuration of the clause into the two functional components of a Theme (point of departure for the message) and Rheme (new information about the point of departure)”.

Santosa states that textual meaning has grammatical system realized in Theme structure, and information structure (Santosa, 2003:p.78).

1. Transitivity

The system of transitivity has a close relationship with the ideational meaning as experience. The transitivity specifies the different types of process that are recognized in the language and the structures by which they are expressed (Halliday, 1985a: 101). Further Halliday states that a process consists potentially of three components : the process, the participants in the process; circumstances associated with the process.

In SFL, process is divided into six processes: material, mental, verbal, behavioural, relational, and existential process. In addition, every type of processes has its own participants which are realized in nominal group (Santosa, 2003: p.79).

a. The Processes and their Participants

1) Material Process

Material processes are processes of 'doing'. It is purely physical process. There are two types of material process, namely: process of doing and happening (Santosa, 2003:p.79).

They express the notion that entity does something-which may do 'to' some other entities. The participants involved in this process are called as actor that means the one who does the deed and Goal that implies "directed at". Another term that has been used beside Goal is Patient that means one who suffers or undergoes the process.

Example :

The Lion	Caught	the tourist
Actor	Process: Material	Goal

There are also some participants involved in the material process. They are Range and Beneficiary. Range is the element that specifies the scope of the process. It should act in a particular semantic

to the processes. Meanwhile, beneficiary is the one to which or for whom the process is done. The beneficiaries of material process are recipient whom goods are given to and client who is the one that service is done for.

Example :

I	Play	Tennis	
Actor	Process: Material	Range	
Mother	Gave	Me	some books
Actor	Process: Material	Recipient	Goal

Mother	Makes	Me	Sandwich
Actor	Process: Material	Client	Goal

2) Mental Process

Mental processes are processes of sensing including feeling, thinking and perceiving. This process is defined as perception processes (*hear, see*), reaction processes (*like, love, hate*), and processes of cognition (*think, understand*). Perception mental process uses the verb of sense, doing a certain process of sensing. Reaction or affective mental process uses heart and logic to do a certain process. While, cognition mental process uses brain to do a certain process (Santosa, 2003:p.80).

The participants involved in this process are Senser that is the one who sense-fells, thinks, or perceives-and phenomenon that shows the experience including the inner experience or imagination. Phenomenon has three terms: micro phenomeneon (the phenomenon is a thing: whether concrete or abstract), macro phenomenon (the phenomenon is doing an activity or done by an activity), and meta (the phenomenon is an idea). Macro phenomenon usually consists of noun phrase with embedded post modifier. Micro phenomenon consists of noun. Meanwhile, meta phenomenon consists of clause (ibid).

Example :

They The students Tono	Do not like Saw Has understood	It (micro) The stolen bike (macro) That the matter is not right (meta)
Senser	Mental Process	Phenomenon

3) Verbal Process

Verbal Process is a process of saying (Halliday, 1985a:p 129). Santosa further explains that this process is not contained other process. So, only several vocabularies are included, such as: *ask, say, tell* (Santosa, 2003:p.81).

The participants in this process are known as Sayer (the one who says), Verbiage (something said), and Receiver (the one whom the verbalization is addressed).

Example:

They Dady	Said Asked	That it was good The matter	- to mother
Sayer	Verbal Pro.	Verbiage	Receiver

4) Behavioral Process

There are two kinds of behavioral processes: Verbal Behavior Process that is the process of behaving through saying (*tell, explain, discuss, claim, speak to, etc*) and Mental Behavioral Process that is the process of behaving through doing (*investigate, study, observe, analyze, practice, experience, etc*). the element who behaves in this process is called as Behaver.

Verbiage is something said, while Receiver is the one accepting it. The two elements exist is Verbal behavioral process. Meanwhile, Phenomenon exists in Mental behavioural process (ibid:p.82).

Example:

He	Is telling	A story	to the student
Behaver	Process: verbal Behaviour	verbiage	Receiver

He is	Is investigating	A criminal
Behaver	Process: mental Behaviour	Phenomenon

5) Relational Process

Relational Process expresses a process of being (Halliday, 1985a:p.112). The central meaning of this process is that something exists. This process is divided into Attributive Relational Process

(ARP) and Identifying Relational Process (IRP). ARP is a process of relating by giving attribute. The participants are Carrier (roughly the topic of the clause) and Attribute (a description or comment about the topic). Verbs of attribution include *'be, become, keep, stay and the like'*.

Example:

Upstream	Is	Close by
Carrier	ARP	Attribute

Identifying Relational Process (IRP) is a process of relating by giving identity. The participants are Token (a thing which is identified) and Value (a thing functions as identifier).

Example:

Aryo	Is	His name
Token	IRP	Value

6) Existential Process

This process is representing that something exists or happens. The existential typically have the verb be or some other verb expressing existences, such as exist, arise, followed by nominal group functioning as existent.

Example :

There	Was	a picture
	Process: Existential	Existent

b. Circumstantial Elements

According to the Butt (1995) circumstances function to illuminate the process in some way. They may locate the process in time or space, suggest how the process occurs, or offer information about the cause of the process. Halliday (1985a: 137) further states that the principal type of circumstantial element in English are as follows : Extent (spatial and temporal) and Location in time and space including abstract space; Manner (means, quality, and comparison); Cause (reason, purpose and behalf); Accompaniment, Matter, Role, and Angle.

1) Extent

Extent is expressed in terms of some unit of measurement, like *yards, laps, rounds, years*. The interrogative forms for extent are *how far ?*, *how long ?*, *how many ?(measure unit) ?*, *how many time ?*. The typical structure is not a nominal group with quantifier, i.e. *five yards, many years and soon*.

example :

I live there	for many years
	Circ; Extent

2) Location

The circumstance location divided into : location spatial which is answering the question *where* ? And location temporal which is answering the question *when*?

Example :

Last year	In west Kalimantan	there was an earthquake
Circ; Location; Time	Circ; Location; Place	

3) Manner

The circumstantial element of manner comprises three subcategories: Means, Quality, and Comparison. **Means** refers to the means whereby a process takes place. It is expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms for means are *how* ?, and *what with* ?. **Quality** is typically expressed by an adverbial with *-ly* adverb as head. It answers the question *how* ?. Meanwhile, **Comparison** is usually expressed by a prepositional or adverbial group of similarity or difference i.e. *like*, *unlike*, *likewise*, *differently*, *similarly*. It is the answer of the question *what.... Like* ?.

Examples :

She cook the rice	by microwave
	Circ; Manner; means

Like her,	She cook the rice	quickly
Circ; Manner: Comparison		Circ; Manner: Quality

4) Cause

The circumstantial element cause is also divided into five subcategories: Reason, Purpose, Behalf, Concession, and Condition.

Reason represents the reason for which a process takes place, and what cause it. It is expressed by a prepositional phrase '*through*' and complex preposition such as '*because of*', '*as result of*', '*thanks to*', '*due to*', its interrogative form of it is *what for* ? .

Example :

As a result of flood,	Many people lost their house
Circ; Cause; Reason	

Purpose refers to the purpose for which an action takes place and the intention behind it. It is expressed by a preposition phrase with '*for*' or with complex prepositions like '*in the hope of*', '*for the purpose of*'. The interrogative form of it is *what for* ?

Example :

I prepared the OHP	For my lecturer
	Circ; Cause; Purpose

Behalf represents the entity who it is for. It is expressed by a preposition phrase with *'for'* or with complex prepositions such as *'for the sake of'*, *'on behalf of'*. The usual interrogative form is *who for ?*

Example :

He did it	For the sake of our friendship
	Circ; Cause; Behalf

Condition is the answer of the question *what if ?*. It is expressed by *'in the case of'*.

Example :

In the case of war,	the country must prepare the army
Circ; Cause; Condition	

Concession is indicated by prepositional phrase *'in spite of and despite of'*.

Example:

John prepared the room	In spite of his sickness
	Cir; cause; concession

5) Accompaniment

This element represents the meanings *'and'*, *'or'*, *'not'*. It corresponds to the interrogative and *who/ what else ?*. The

circumstance of accompaniment is expressed by preposition phrases with prepositions like *'with'*, *'without'*, *'besides'*, *'instead of'*.

Example :

I go there	With my brother
	Circ; Accompaniment

6) Matter

The circumstance of matter is the answer for question *what about ?*. It is expressed by preposition phrases with prepositions *'about'*, *'concerning'*, *'with reference to'*.

Example :

They are talking	About the weather
	Circ; Matter

7) Role

Role is answering the question *what as ?* And representing the meaning of *'be'*. The usual preposition for it are *'as'*, *'by way of'*, *'in the role/shape/guise/form of'*.

Example :

I came here	as friend
	Circ; Role

8) Angle

This element is the verbal source of the sayer.

Example :

According to her	dancing is easy
Circ; Angle	

c. Extra Causer

Extra Causer is the agents out of all participants above (actor, senser, behavior, sayer, carrier, token and existent). Extra Causer is usually not presented for a certain reason. There are four kinds of extra causer: Initiator, Inducer, Attributor, Assigner (Santosa, 2003:p.92).

Initiator has verbs of initiator, such as: *make, let, get, do*. Verbs of inducer consists of '*persuade, convince, assure*'. Attributor has verbs of attributor, such as: *make, keep, leave, drive*. Finally, verbs of assigner consists of '*elect, name, vote, call, make etc*'.

Example:

The surgeant	Made	The troops	March
Initiator	Process	Actor	Process

They	Convinced	Them	That the pizza was cooked
Inducer	Process	Senser	Phenomenon

The rangers	Drove	The students	Crazy
Attributor	Process	Carrier	Attribute

They	Elected	Him	Governor
Assigner	Process	Token	Value

2. Group

Besides participants, process and circumstances the item of experiential meaning also involved groups existing: Nominal Group And Adverbial Group.

a. Nominal Group

Nominal group is experiential structure which has the function of specifying (1) class of things, and (2) some category of membership (Halliday, 1985a:p.160).

It can be either simplex or complex group. Simplex group is in the form of one word or more with simplex meaning, while complex one is that of which has complex meaning. It is a constituent which functions as subject and complement. The nominal group consists of Head that may be preceded and followed by modifying elements: pre-modifiers and post-modifiers (Halliday, 1985b:p.72). They are deitic, numerative, epithet, classifier, and qualifier.

Thing (T) is the centre of nominal group that may be common noun, proper noun or personal noun. The elements of thing are Deictic, Numerative, Epithet, Classifier, and Qualifier.

Deictic (D) is a modifier that indicates the definiteness or indefinite of a thing. It expressed by article definite : the, this, that; article indefinite : *a, an, this, that*; and possessive adjective: *my, your, her, their, etc.*

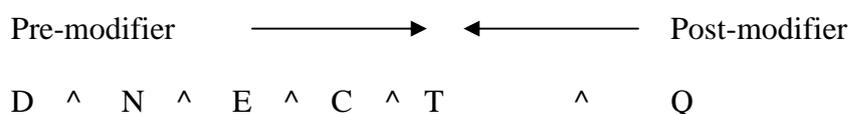
Numerative (N) indicates the numerical feature of subset: either quantity or order, either exact to inexact. The examples of numerative are: *three, ten, many, lots, second fifth, etc.*

Epithet (E) describes thing through shape, size, physical condition, and psychological condition. It can be in the form of adjective, present participle or past participle i.e. *short hand, running water, sacred ceremony.*

Classifier (C) is modifier that classifies thing into types or kind. It usually in the form of Noun, Adjective, and Gerund. For example: *wooden house, swimming suit, electric stove.*

Qualifier (Q) is post-modifier that indicates the additional information of the thing. It is realized in Adjective clause, present participle phrase, past participle phrase and ordinal number.

The nominal group is usually structured as follows:



Example: The girl has a very beautiful oval face with a dimple on the chin.

↓ ↓ ↓ ↓ ↓ ↓ ↓
 D T D E C T O

(Adapted from Santosa, 2003:p.100)

b. Verbal Group

Verbal group is a group of words having the role as Verb. This group represents experiential and logical meanings (Santosa, 2003:p.104). Santosa explains that verbal group can be classified according to the shapes and voice-term. According to the shape, it consists of Finite and Non-Finite. Finite is verbal group having tense components or modality, while Non-Finite is verbal group having no tense components and modality. According to the Voice-term, verbal group consists of active and passive. The active verbal group is used to refer to the agent as subject, while passive one is used to refer to the goal, phenomenon, verbiage, and value as subjects (ibid).

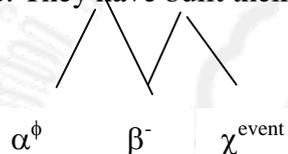
There are two structures in verbal group: (1) the experiential structure and (2) the logical structure. Experiential structure consists of Finite, Event with the optional auxiliary. It begins with the Finite relating the process to the 'speaker-now'; the Finite does so by tense or modality. It ends with the Event, expressing a process, which may be event, action, act of consciousness or relation. Example:

Has	Not	Been	Preparing
Finite	Polarity	Auxiliary	Event

Logical structure indicates the tense and the voice. It is realizing the system of tense (primary and secondary tense). The primary tense is that functioning as Head, shown as α . This deitic tenses: *past, present, or future* relative to the speech event. The modifying elements, at β and beyond, are secondary tenses.

In English, tense and modal become the main constituent that labeled (α) and the others are the following: $\beta, \chi, \delta, \dots$. Meanwhile, the tense for present is (ϕ), for past (-), and for future is (+).

Example: They have built their house



(Santosa, 1996: 80)

c. Adverbial Group

Adverbial group is a group that has an adverb as Head, which may or may not be accompanied by modifying elements, such as *rather more, so, etc.* the post modifier in the adverbial group may be an embedded phrase or embedded clause. For example :

1. as early [as two o'clock]

faster [than five knots]

2. easier [[than you would expect]]

as grimy [[as if his life depended on it]]

It has an adverb as Head which may not be accompanied by modifying elements: Pre-modifiers which are grammatical items, such as *'much more, rather, not so'* (for example: more difficult, not too long etc.), Post-modifiers which are in forms of embedded clauses or embedded prepositional phrase. For example: The man [[who worn blue jeans]] were ugly (Halliday, 1985a: 187-188).

3. Clause system

Logical meaning, as internal experience of mind suggests that language expresses our logic. It is realized through the complexity of the clause. Clause is the grammatical unit in which semantic constructs of different kinds are brought together and in related into a whole (Halliday, 1985a:p.60). This means that clause is the grammatical units consisting of words that then are arranged into forms of larger structure.

In SFL, clause is divided into minor and major clause. Minor clause is typically used for greetings, calls, and exclamations, such as: *Good Night!, Well done!* (Hall, 1985:63). Grammatically, minor clause has no mood and transitivity.

The major clause having mood, transitivity structure, and thematic pattern is divided into two: simplex and complex clause.

a. Simplex Clause

A simplex clause is also called as independent clause since it can stand by itself. For example: Mother has been lived in London for 10 years.

b. Complex Clause

A complex clause is a clause which has more than one clause that related one another; one clause is independent while the other is independent. The relation between clauses in a complex clause is divided into (i) interdependency and (ii) logico-semantic.

Interdependency relation is the relation of modifying where by one element modifies by another (Hall, 1985a:p.195). This relation comprises hypotactic and paratactic relation. **Hypotactic** is the relation between a dependent and its dominant, the element which is dependent. The conjunction is usually used in this clause are *before, after, since, when, as, then, for*. Hypotactic structure is represented by the Greek letter notation like $\alpha, \beta, \chi, \gamma, \dots$

Example:

She was absent	because she was sick
α	β

However, **Paratactic** is the relation between two like elements of equal status (Halliday, 1985: 195). It is usually initiated by the conjunctions *and, but, or, so (that), not only... but also, (;), (,)*. The paratactic relation is presented by the numerical expression: *1, 2, 3, ...*

Example:

My father is a doctor	and my mother is a teacher
1	2

Logico semantic relation holds the relation between a primary and secondary member of a clause complex. This relation is classified into Expansion and Projection. **Expansion** happens when the secondary clause expands the primary clause by elaborating it (=), extending it (+), and enhancing it (X).

Elaboration is an expansion of a clause by adding some new element, by restating in the other words, specifying in greater detail, commenting, or exemplifying. The combination of elaboration with paratactic yields three types. The first is Exposition meaning ‘in other word’, in which the secondary clause restates the thesis of the primary clause in different words, e.g : *That clock does not go, it is not working.* The second is Exemplification meaning ‘for example’, in which the secondary clause develops the thesis of the primary clause by becoming more specific about it, e.g. *We used to have races—we used to have relays.* The third is Clarification meaning ‘to be precise’, in which the secondary clause clarifies the thesis of the primary clause, e.g. *They were not show animals; we just had them as pets* (ibid:p.203-204).

Extention means that one clause extends the meaning of another by adding something new to it (ibid: p.207). It gives an exception or an

offering or an alternative. When addition is combined with paratactic, it results what is called Co-ordination indicated by conjunction '*and, or, but, nor etc*'. For example: *She is clever, but a bit selfish*

Meanwhile, *Enhancement* is interpreted as one clause enhancing the meaning into another by means of qualifying it with some circumstantial feature of time, place, cause, or condition (ibid:p.197). The conjunctions used in hypotactic enhancement are '*as while, as soon as, as far as, unless, in spite of etc*'. Example: *I'll come to your house as soon as I finish my work.*

Projection (‘’) happens when the secondary clause is projected through the primary clause, which is instates as 'locution or idea'. Locution is a projection which presents as a location, a construction of wording. While *Idea* is a projection which presents as a clauses as an idea, a construction of meaning (Ibid).

Example: They said, "We will visit him soon". (Locution)

1

"2

The students believed that they were right. (Idea)

α

'R

4. MOOD System

The MOOD system is used to analyze the clause whether it belongs to indicative: declarative and interrogative or imperative. They are observed by the mood structure which consists of Mood and Residue. Mood consists of two parts: **Subject**, which is a nominal group and **Finite** element, which is part of a verbal group expressing tense or modality (Ibid: 72). Residue, meanwhile, is the reminder of the clause.

Besides, there are semantic meanings of the clausal named: proposition and proposal. A **proposition** is used to explore information or to tell something. It refers to a statement and a question. The proposition meaning is expressed in the declarative clauses (giving information) and interrogative clause (demanding information) either polar or Wh-Question. On the other hand, **proposal** is the semantic function of a clause in the exchange of good and services. It is expressed in the imperrative clauses (Halliday, 1985a:p68-71).

5. Mood Structure

Halliday describes that the mood structure is a structure consisting two elements, the mood element and residue. The mood is the element that realizes the selection of mood in a clause; the residue is the reminder of the clause (1985a:p.74).

The mood element can be identified into two parts:(1) the subject, realized in nominal group, (2) the finite, realized in polarity system, the modality system and the tense system (Santosa, 2003:p.111). The polarity system is the choices of positive and negative forms of sentences. It is presented in finite verbal operator which is positive (*is, was, has, can, etc.*) and negative (*isn't, wasn't, hasn't, can't,etc.*).

The modality system develops intermediate degree of various kinds of interdependency. It is categorized into proposition (information. I.e. statements and question) and proposal (good and services i.e. offers and commands). The proposition encompasses two kinds of intermediate possibilities: (1) degree of probability: *possibly/probably/certainly*, and (2) degrees of usuallity: *sometimes/usually/always*.

Proposal has two types of intermediate possibilities, (1) in a command, the intermediate points represent degree of obligation: '*allowed to, supposed to, required to*', (2) in offer, the intermediate points represent the degree of inclination: '*willing to, anxious to, determine to*'. Then the scales of obligation and inclination named modulation (ibid:p.110).

The reminder of the clause or residue, consists of three functional elements namely: predicator, complement, and adjunct. Predicator represents in all non-elliptical major clauses. It is realized by verbal minus the temporal or modal operator, which functions as finite in the mood element. The complement is an element within the residue that has the potential to be subject but it is not. It is

typically realized in an adverbial group or a prepositional phrase (Halliday, 1985:p.78-79).

e.g:

Hana	finished	the assigment	in an hour
S	F	P	C
mood		Residue	

6. Modality System

According to Halliday (195a: 335) modality is the area of meaning that lies between yes and no which is the intermediate ground between positive and negative polarity. Relating to the preposition and proposal clause there are two types of modality, namely modalization and modulation.

Modalization is the preposition modality which expresses information. There are two kinds of modalization: (1) Probability (*possibly, probably* and *certainly*) and (2) Usuality (*sometimes, usually, and always*). The positive polarity of this modality is *it is* while the negative one is *it is not*. Meanwhile the proposal modality (imperative type) expresses a command or exchange in **Modulation**. Here, the meaning of positive and negative pole is prescribing and proscibing: positive *'do it'*, negative *'don't do it'*. There are also two types of modulation: (1) Obligation that is expressed in command (*allowed to, supposed to, and requered to*) and (2) Inclination that occurs in an offer (*willing to, anxious to, determine to*). In command, the intermediate points represent degrees of

obligation: *'allowed to, supposed to, required to'*. Whereas in an offer, they represent degrees of inclination: *'willing to, anxious to, determined to'*.

In modality system, there are three levels of modality: high, median and low. The lower the level the closer it is to the negative pole. For clearer explanation these three levels will be summarized as follow:

	Probability	Usuality	Obligation	Inclination
High	Certain	Always	Required	Determined
Medium	Probably	Usually	Supposed	Keen
Low	Possible	Sometimes	Allowed	Willing

(Adapted from Halliday 1985a: 337)

7. Theme System

As a message structure, a clause consists of a Theme accompanied by a Rheme. Theme is the element which serves as the point of departure of the message; it is that which the clause is concerned. The reminder of the message, the part in which the Theme is developed, is called in Prague School Terminology the Rheme. (Halliday, 1985a: 38).

The Theme can be subdivided into ideational, interpersonal and textual theme. The ideational theme, then is called as 'Topic' in topic-comment analysis. There is no further thematic structure within the tropical theme (Halliday, 1985a:

54). The Topical theme is realized by subject, complement or circumstantial adjunct.

Topical Theme is divided into the marked and unmarked topical theme. The unmarked topical theme is theme in the subject. The element is personal pronoun, impersonal pronoun, nominal group and nominalization. While, the marked topical theme is theme of something other than subject. The most usual form of it is an adverbial group, prepositional phrase functioning as an adjunct in clause.

Example:

Elizabeth	eats the dinner
Theme Topical Unmarked	Rheme

Up the hill	Jack and Jill went
Theme Topical Marked	Rheme

His crown	he broke
Theme Topical Marked	Rheme

Davidson in Brown and Yule suggest that the more marked the construction, the more likely that an implicated meaning will be that which the utterance is intended to convey. (1983: 127)

The **Interpersonal Theme** within a clause is realized in modal adjunct, finite verb, in yes/no interrogative clause and vocative element. (Halliday, 1985a: 54).

Example:

Perhaps,	we	can wait until next week
Interpersonal	Topical	Rheme
Theme		

Marry,	I	will wait for your call
Interpersonal	Topical	Rheme
Theme		

Did	she	Decide to wait ?
Interpersonal	Topical	Rheme
Theme		

The **Textual Theme** within a clause may have any combination of continuative, structural and conjunctives adjunct. (Ibid: 54).

- (1) Continuatives that are a small set of items such as *yes, no, well, oh, no* which signal that a new move is beginning: a response, in dialogue, or a move to the next point if the same speaker is continuing.

Example:

Well,	what we need today	Is revise for out set
Textual	Topical	Rheme
Theme		

- (2) Structural that consists of conjunctions like *and, or, but if, because*, etc. and relatives like *which, who, whatever*, etc.

Example:

But	we	need to give more attention to this case
Textual	topical	Rheme
Theme		

Which	You	Ever get
Textual	Topical	Theme
Rheme		

- (3) Conjunctives adjunct, i.e. *nevertheless, on the other hand, in short*, etc.

Example:

On the other hand,	we	have to wait
Textual	Topical	Rheme
Theme		

8. Metaphor

Halliday (1985: 320) defines metaphor as variation in the use words: a word is said to be used with transferred meaning. When the word is transferred meaning it can be said to be metaphorical or incongruent. On the other hand, when the meaning is not transferred it is called as congruent.

The congruent expression is indicated by the use of nominal group for the participant, verbal group for the process, and adverbial group for the circumstance. However, the incongruent expression is acknowledged as grammatical metaphor including the nominalization, i.e. a process of changing verbs and adjectives into nouns (Halliday in Santosa 1994: 19).

There are two types of grammatical metaphor:

a. Ideational Metaphor

Ideational metaphor can be recognized if unliving things do some activities which are usually done by the animate being (Santosa, 1994: 9).

Example: Newspaper gives information to the people all over the globe.

1) Logical Metaphor

The logical metaphor has to do with diversification of relation. This relation may tend to be realised within circumstances in any process type, the structure of relational clauses and even the structure of nominal groups (Martin, 1992:168). The logical metaphor is implicit relation realised out of conjunction but with phrasal process or process or thing.

Conjunctive relation		Consequensial	Temporal
Congruent	Cohesive conj. Paratactic conj. Hypotactic conj.	Therefore So Because	Next Then Before
Metaphorical	Phrasal process Process Thing	Due to Cause Reason	On Follow Sequel

(Taken from Martin, 1992: 408)

2) Experiential Metaphor

The experiential metaphor is a complex process. It is built through the incongruent or metaphorical process of words. This metaphor indicates that there is a change of word class.

Action: Congruent Metaphorical	Finite process Non-finite process Thing Epithet	Use Using Use Useful	Deceive Decieving Deception Deceitful
Quality: Congruent Metaphorical	Epithet Adjunct Thing Process	(Experiential) Quick Quickly Speed Quicken	(Attitudinal) Sad Sadly Sadness Sadden
Participant: Congruent Metaphorical	Thing Epithet Process	Disaster Disastrous	Computer Computerize

(Addapted from Martin, 1992:410)

b. Interpersonal Metaphor

Interpersonal metaphor is metaphor in the expression of mood and modality. In the sentence of "I do not know he will go", 'I do not know' is considered as modality since the tag form will be *will he not do I*.

The metaphor of mood is associated with basic speech function of offer, command, statement, or question. There is a possibility of metaphorical transference in mood by contrasting each set involved. For instance, 'Treat' is

Give' (as opposed to 'demand'), 'goods and services' (as opposed to 'information'), and undesirable (as opposed to 'desirable') e.g. "*I'll shoot the pianist!*" reported as "*He threatened to shoot the pianist*" (Halliday, 1985a: p.342).

Example: He'll go to the party (congruently).

He promised to go to the party (metaphorically).

9. Lexis

Lexis refers to words used to represent verbal social process or text. It represents the realization of ideational, interpersonal, and textual meaning (symbol). In textual meaning, words reflect the realization of social reality into language. This is realized in congruency and incongruency system, especially in technicality and abstraction (Santosa, 2003:p. 121). To represent textual meaning, descriptive lexis system and attitudinal lexis are used.

However, ideational meaning, interpersonal meaning, and textual meaning cannot be differentiated clearly because they work simultaneously, and are symbolized into one symbol (ibid).

a. Congruency and In congruency

Language is the reality symbolization of social and experiential reality around us. Word used to represent this realization can be the direct symbolization (Congruent) or the indirect symbolization (Incongruent).

Congruency process is a process of direct symbolization, which is transparent towards the realization of reality into the realization of symbol.

Example: The tiger attacked the tourist when it escaped

Physical Reality	Symbol Reality
The tiger, the tourist (thing)	Noun
Attacked, escaped (process)	Verb
When (logic relation of time)	Conjunction

The sentence above, between physical reality and symbol reality is transparent and consistent, directly symbolized. The words “*The tiger*” and “*The tourist*”, in physical reality, are considered as thing, so they are represented by Noun. This direct process of realization is called ‘Congruent realization’.

Meanwhile, in congruency process refers to a process, which is indirectly symbolized. It can be said that the process is not transparent in representing the reality into the symbol.

Example: Working hard makes success

Physical Reality	Symbol Reality
Working hard (process)	Noun
Makes (process)	Verb
Success (condition)	Noun

The word “*Working hard*” is not transparent and consistent. This is the indirect symbolization. The word “*Working hard*” is a process, but it is

represented as Noun in symbol reality. In short, this is called 'Incongruent realization'.

The incongruency and congruency system can also be reflected in abstraction (nominalization) and technicality.

1) Abstraction

Nominalization relates to abstraction since grammatically, abstraction is made through nominalization. Abstraction basically uses incongruent process to realize physical or social phenomena, grammatically in nominalization (Santosa, 2003:p.124). The use of abstraction will make the text to be packed tightly and tend to be written and abstract text. Moreover, Eggins states that nominalization is a process of turning things that are not normally nouns into noun, with consequences for other parts of sentences (1994:p.58). Examples: *decide* (verb)—*decision* (noun), *decimate* (verb)—*decimation* (noun).

2) Technicality

Technicality is a process of naming physical or social reality through nominalization (ibid: p.59). It is one of the main functions of nominalization that builds up technical taxonomies of processes in specialized field. Once symbolized, the nominalizations are interpretable as things (Martin, 1992:p.328). This means that technicality is a nominalization of process that produces specific terms. They are greatly concerned with words found in certain field of study.

This is the reason for why technicality can be used to differentiate between one study and the others.

However technicality is the employment of a certain field. For Example in the field of biology the technicality used may be *biotic, a biotic, ecosystem, symbiosis, etc.*

b. Descriptive and Attitudinal Lexis

1) Descriptive Lexis

Descriptive lexis is lexis describing experiential reality without containing judgment and opinion from the writer (Santosa, 2003:p.126-127). This lexis can represent the ideology of the writer. It is used to maintain the objectivity of text. Examples:

1. The livestock sector in Nigeris is characterized by low productivity.
2. This has resulted in rising prices for livestock product and consistent independence on importation to meet the increasing demand for livestock product.

The underlined words are descriptive lexis describing experiential reality within the sentence. In short, descriptive lexis is used in academics texts to explain phenomenon objectively.

2) Attitudinal Lexis

Attitudinal lexis describes idea, way of thinking, way of feeling or opinion toward other participants, or even toward himself and toward to the messages, and the events involved in a text.

Attitudinal lexis can be realized through epithet, modal adjunct, mental process, behavioral process, and attributes (ibid: p.126).

Examples:

1. If there is any specimen lower than a fornicating preacher, it must be a shady scientist.
2. the dissolute evangelist betrays his revealed truth, but scientist who rushes half-cooked into print, worse yet, falsifies the data subverts the idea of truth.

The words “*specimen, fornicating, shady, dissolute, betrays, truth, half-cooked, worse, falsifies, subverts*” have attitudinal lexis containing ideological opinion to attack the related person. The attitudinal lexis is used in texts having populer characteristics in politic, economic, social, and culture field.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

The research applied was a descriptive-qualitative method. Descriptive method was employed in order to seek an accurate and adequate description of activities, processes, and persons (Atkinson, 1998). Meanwhile, the qualitative research aims at seeking for a solution of social problems in society (Surachman, 1994). Moleong says that qualitative research is a type of research that does not include any calculation or enumerating (1990:p.1). The research was descriptive one since it described the genre and ideology of the texts concerning with the issue of foreign military aids in Aceh. Meanwhile, the research was also a qualitative since the data used was in the form of words or sentences (Miles and Huberman, 1984).

In addition, the research also employed comparative method. Surachman (1994) states the type of research tries to solve the problems by comparing one to another text. The research compared the genre and ideology of the texts on *Other Opinion and Your Letters columns* discussing the issue of the foreign military aids for Aceh published in *The Jakarta Post on January 2005*. After the data were collected, analyzed, and interpreted, the data were compared to find out the similarities and the differences between them.

B. Data and Source of Data

Arikunto (1996) states that the source of data is the subject from which the data is obtained. Meanwhile data are the materials used in the research that may be in the form of words, sentences or discourse available in the newspapers, magazines etc. The data sources of the research were opinion column called *Other Opinion column* and letters to the editor column entitled *Your Letters* published in *The Jakarta Post* on January 20 2005 and January 31 2005. The data were two texts divided into one text on *Other Opinion column* and one text on *Your Letters column* issuing foreign military aids for Aceh. The main data analyzed in the research were textual configuration, text structure, lexicogrammar, cohesion, genre, and ideology.

C. Sample and Sampling Technique

The research employed total sampling due to the data of the research using comparative method. Total sampling means that the research used the whole data to be analyzed. The data consisted of lexicogrammar, text structure and cohesion analysis in order to be interpreted into field, tenor, mode, genre and ideology of each text. Then, the comparative research could be done by comparing field, tenor, mode, genre and ideology to find out the similarities and the differences between the two texts.

D. Research Procedure

Research procedure describing the steps the researcher used to conduct the research was arranged as follows:

1. Collecting all the texts in *The Jakarta Post on the Other Opinion and the Your Letters* columns on January 2005
2. Selecting the texts having specific and related topic having the issue of foreign military aids for Aceh
3. Analyzing the register system including the lexicogrammar, text structure, and cohesion of all texts
4. Interpreting the analyzed texts into field, tenor, mode, genre and ideology
5. Comparing the analyzed texts
6. Drawing the conclusion.

E. Technique of Collecting Data

The data in this research were collected by applying "*Teknik Pustaka*". Therefore in collecting the data, the researcher used written resources like magazine, newspapers, booklet, etc. (Subroto, 1992:42). The Jakarta Post newspaper was selected as the written resource for this research data. The technique was further followed by "*Teknik Simak Catat*". This means that the researcher observes the language by reading the text (ibid). In this research, the

data was observed by reading the texts in Other Opinion and the Your Letters columns covered in The Jakarta Post.

F. Technique of Analyzing Data

The data were analyzed as follows:

1. Identifying the text structure through lexicogrammar by identifying:
 - Clause
 - Interdependency
 - Nominal group
 - Verbal group
 - Grammar
 - MOOD system and mood structure
 - Theme structure
 - Transitivity system
 - Lexical system
2. Identifying the cohesion
3. Identifying the text structure
4. Identifying register: field, tenor, mode
5. Identifying genre
6. Analyzing the ideology as reflected in register and genre
7. Analyzing the similarities and the differences between the two texts
8. Drawing the conclusion.

CHAPTER IV DATA ANALYSIS

Introduction

This chapter constitutes the essence of this work and consists of four parts. They are: Introduction, Data Description, Interpretation, and Discussion. The first part, Introduction, describes the contents of the chapter and its organization. The second, Data Description, discusses broadly the data taken; those are two texts of two columns of The Jakarta Post consisting different point of views toward foreign military aid for Aceh. In the third, Interpretation, the data are interpreted to find out the three elements comprising the register of the text, genre and ideology. The last part of this chapter, Discussion, the results of Interpretation on the two different data are compared to find the similarities and the differences.

B. Data Description TEXT 1/ 012005

1. Data Description of Text 1

a. Contextual Configuration

The text was taken from The Jakarta Post January, 20 2002. It is entitled "*Avoid Past Mistake In Aceh*". It was written by Nurul Bayali from Bogor, West Java. This text was addressed especially to government in order to give suspiciousness to foreign aid offers for Aceh. Further, she wanted to inform to all readers that the presence of foreign troops in Aceh should be taken suspiciously regarding the past experience in East Timor.

It talks about the objection to foreign military aids in Aceh. There is a suspicion toward the help brought by foreign troops. This problem is influenced by the past East Timor referendum caused by the external intervention. This problem effects the way of some people think toward the aid. They are afraid to have the same experience as East Timor broke away from Unitary State of Indonesia because of external intervention. The referendum of East Timor was caused by the intervention of related countries—Australia and The United States. Moreover, the presence of foreign troops in Aceh is regarded as conflicting matter due to the difficulty in delivering domestic aids. Meanwhile, the foreign aids and foreign troops easily entered Nanggroe Aceh Darussalam.

b. Lexicogrammar

1) Clause System

Table 1. Clause System

Type of clause	Clause number	Number	Percentage
Simplex	1, 3, 4, 6, 7	5	71%
Complex	2, 5	2	29%
	Total	7	100%

2) Interdependency Relation

Table 2. Interdependency

Type of interdependency	Clause number	Number	Percentage
Hypotactic	2, 5	2	100%
Paratactic	-	-	-
	Total	2	100%

3) Mood System

Table 3. Mood system

Mood class	Clause number	Clause	Percentage
Full declarative	2a, 2b, 3, 4, 5a, 6, 7	7	70%
Elliptical polar declarative	5b, 5c	2	20%
Imperative	1	1	10%
	Total	10	100%

4) Modality and Polarity

Table 4. Modality & polarity

Type of modality	Clause number	Number	Percentage
Modalization	-	-	-
Modulation	2b, 4	2	100%
	Total	2	100%

Modulation:

- (2b) Yet the government should always be alert to foreign assistance claiming to serve humanitarian purposes. (median modulation)
- (4) The government should not make the same mistake that may cause the loss of Aceh. (median modulation)

5) Transitivity Analysis

Table 5. Transitivity analysis

Type of process	Clause number	Number	Percentage
Material process	4, 5a, 5b, 5c	4	40%
Mental behavior process	1	1	10%
ARP	2b, 3, 6, 7	4	40%
IRP	2a	1	10%
	Total	10	100%

6) Theme Analysis

Table 6. Theme analysis

Type of theme	Clause number	Number	Percentage
Top. Unmarked theme	2a, 2b, 3, 4, 5a, 6, 7	7	78%
Top. Marked theme	-	-	-
Textual theme	2b, 5a	2	22%
	Total	9	100%

7) Nominal Group

Table 7. Nominal group

Type of nominal group	Clause Number	Number	Percentage
Simplex	2b, 3, 4, 5a, 5b, 7	6	35%
Complex	1, 2a, 4, 5a, 5c, 6	11	65%
	Total	17	100%

8) Verbal Group

Table 8. Verbal group

Type of verbal group	Clause number	Number	Percentage
Simplex	1, 2a, 2b, 3, 4, 5a, 5b, 5c, 6, 7	10	100%
Complex	-	-	-
	Total	10	100%

9) Nominalization and Technicallity

a. Nominalization

- government
- offers
- assistance
- unitary

- intervention
- support
- delivery
- supplies
- needy
- survivors
- handling

b. Technicallity

- Tsunami
- Humanitarian
- Unitary state
- External intervention
- Domestic
- Military troops
- Soldiers
- Troops
- Victims
- Survivors
- Disaster
- Aid

10) Lexical Density

Seen from the item references and the clause system, the lexical

density is counted as: $\frac{\text{item references}}{\text{clauses}} = \frac{84}{10} = 8,4$ (densed-construction)

11) Incongruency of Lexical String

Physical Reality

- Tsunami (process)

- Disaster (process)

- Slow (condition)

- Handling (process)

- Offers (process)

- Assistance (process)

- Intervention (process)

- Settling (process)

- Youngest (condition)

- Same (condition)

- Mistake (condition)

- The loss (condition)

- Support (process)

- Heavy (condition)

- Delivery (process)

- Easily (process)

- Needy (condition)

Symbolic Reality

- Noun

- Adverb

- Noun

12) Attitudinal Lexis

- the government's slow handling of tsunami victims...has led to many foreign offers
- ...almost three weeks after the disaster struck Aceh...
- the government should always be alert to foreign assistance claiming to serve humanitarian purposes
- it is fresh in our minds how East Timor broke away from the unitary state of Indonesia following external intervention in settling the issue of the country's youngest province
- the government should not make the same mistake that may cause the loss of Aceh
- So far 17 countries have sent their military troops...
- The United States alone has 6,500 soldiers in Aceh...
- it is strange that foreign aid has entered Nanggroe Aceh Darussalam so easily while the delivery of domestic supplies have been more difficult.

13) Metaphor

1. Ideational Metaphor

- i. the government's slow handling of tsunami victims...has led to many foreign offers
- ii. ...foreign assistance claiming to serve humanitarian purposes
- iii. ...East Timor broke away from the unitary state of Indonesia...
- iv. 17 countries have sent their military troops to help Aceh by providing ...

- v. the United States alone has 6,500 soldiers in Aceh...
- vi. ...that foreign aid has entered Nanggroe Aceh Darussalam so easily...

a. Logical Metaphor

- the government should not make the same mistake that may cause the loss of Aceh

b. Experiential Metaphor

Action:	Metaphorical	Congruent
Process	Handling	Handle
	Offers	Offer
	Assistance	Assist
	Claiming	Claim
	Following	Follow
	Intervention	Intervier
	Settling	Settle
	Providing	Provide
	Support	Support
	Delivery	Deliver
	Supplies	Supply
	Needy	Need
Quality:	Metaphorical	Congruent
Epithet	Easily	Easy

2. Interpersonal Metaphor

MOOD

Proposal

Congruent Command Imperative Avoid...

Example: Avoid Past Mistake In Aceh

Metaphorical Command Obligation ...should...

Example: 1) Yet the government should always be alert to foreign

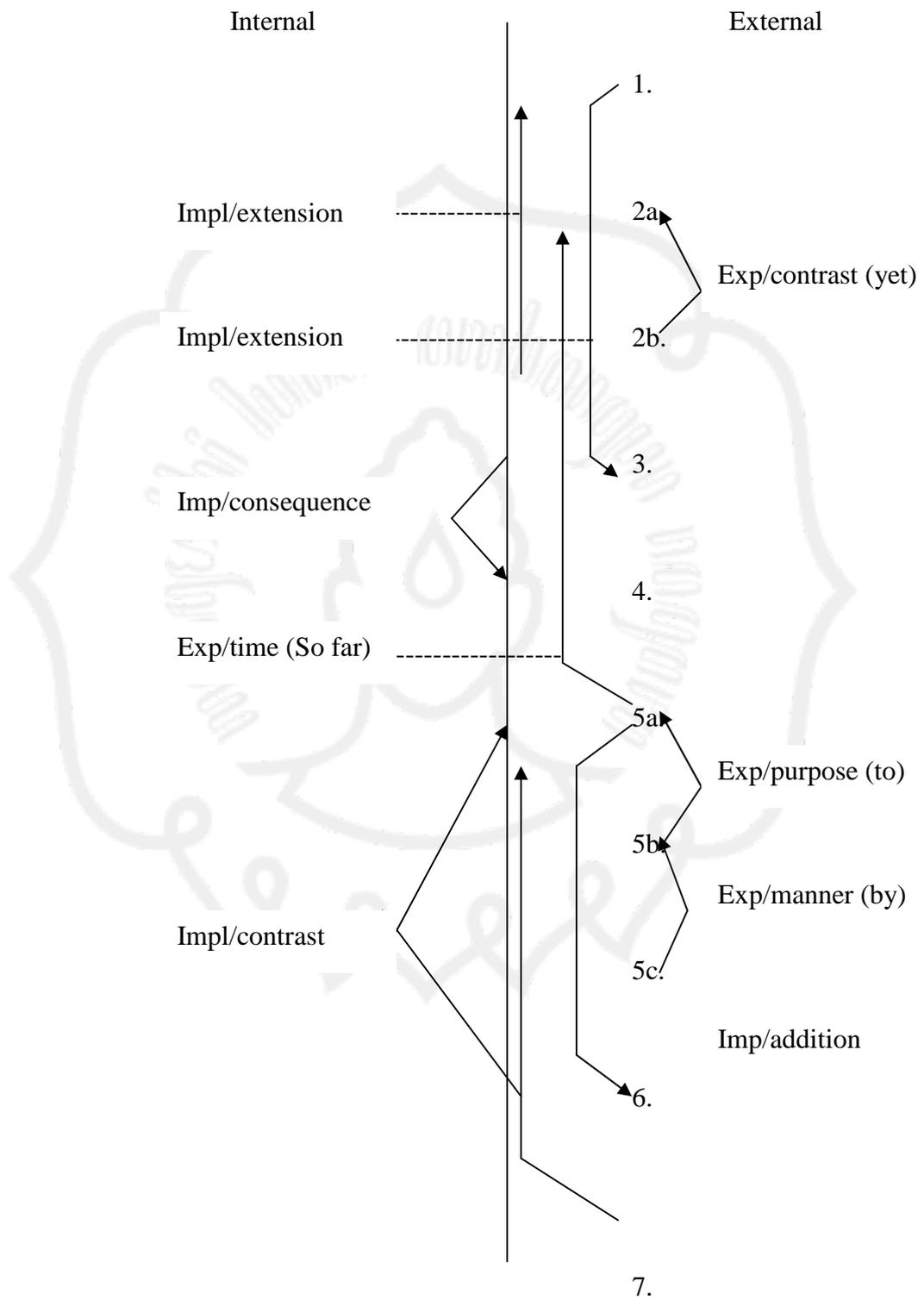
assistance claiming to serve humanitarian purposes

- 2) The government should not make the same mistake that may cause the loss of Aceh

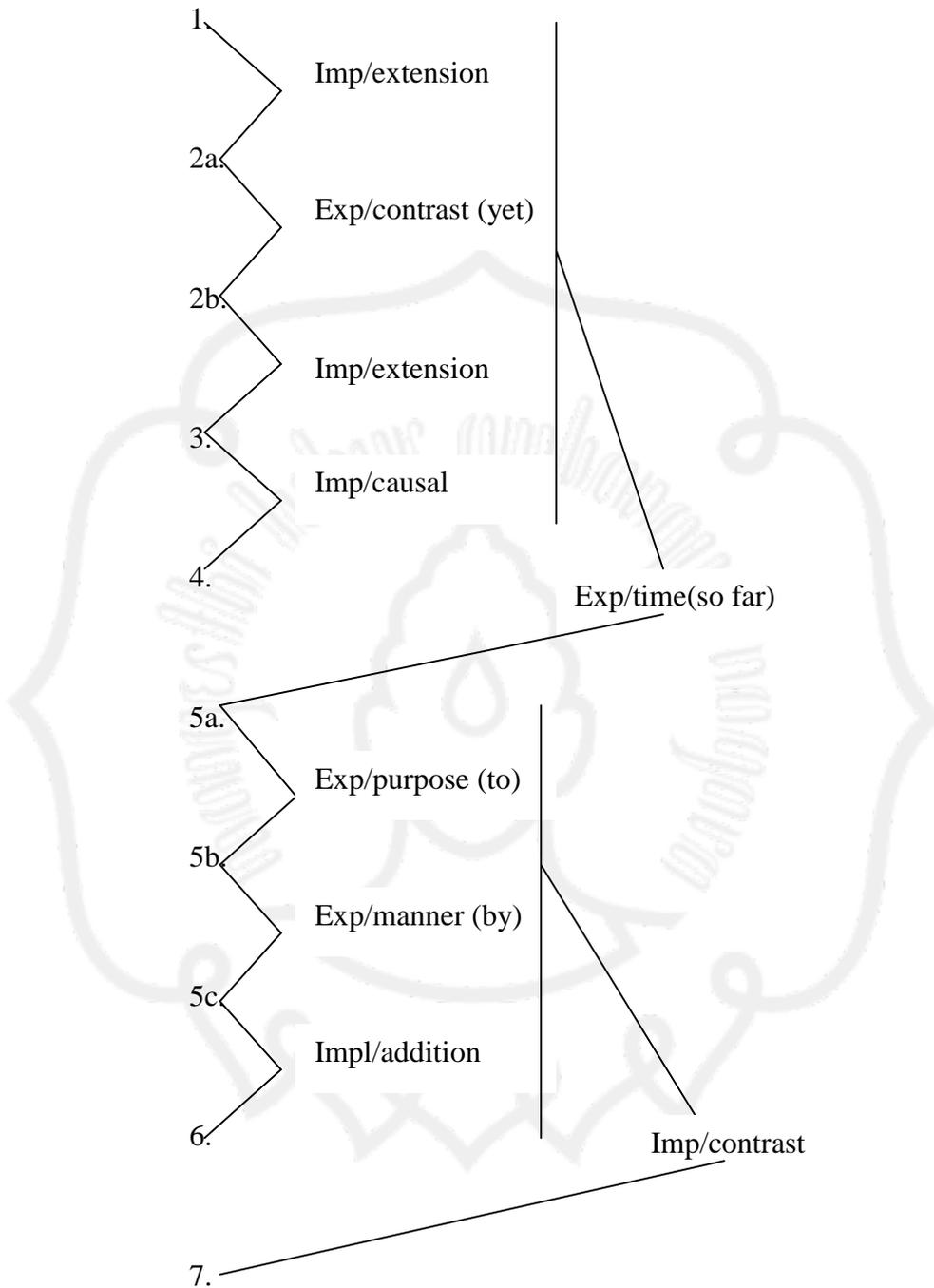
c) Cohesion

1)

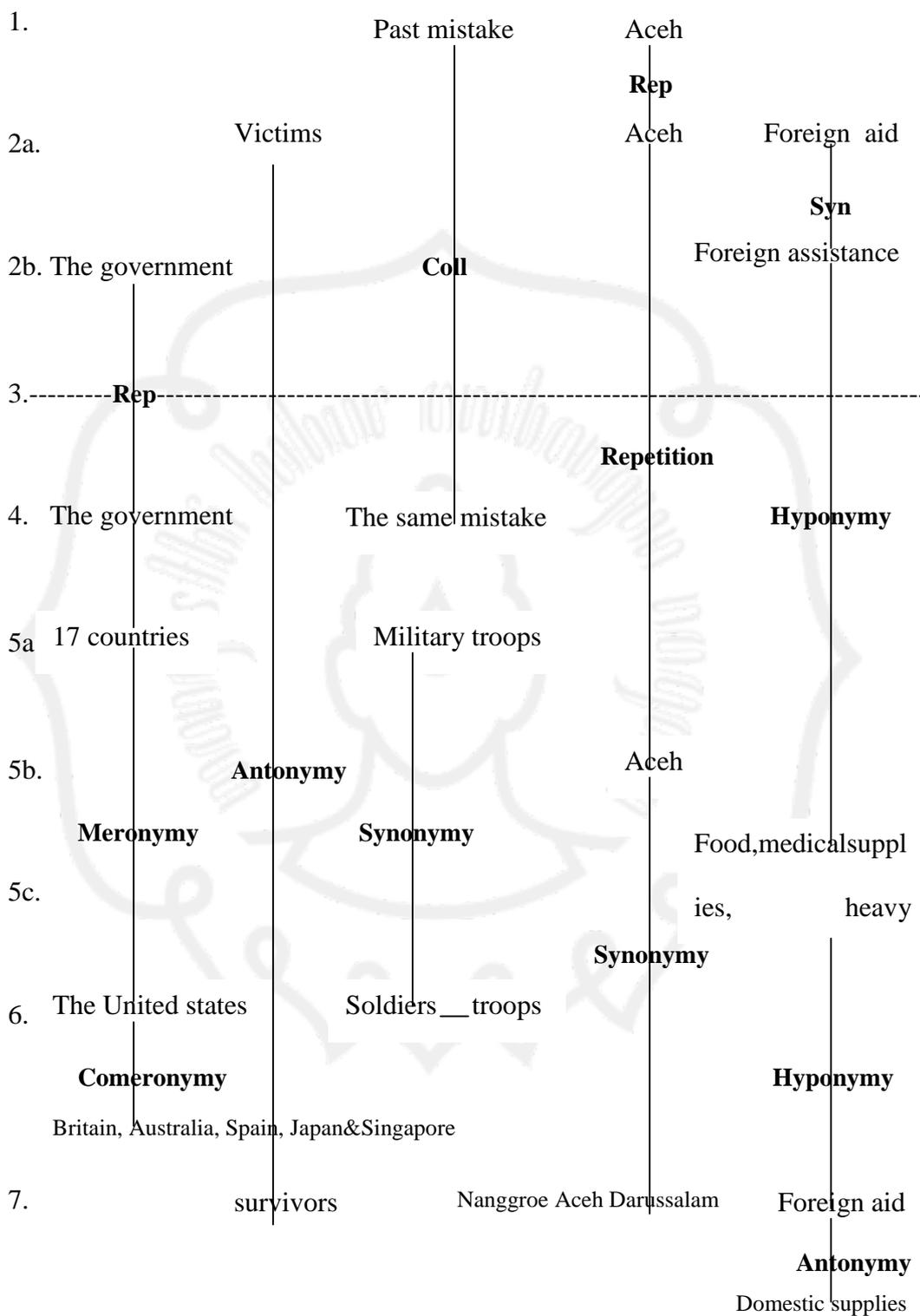
Conjunctive Relation



2) Logical Relation



3) Lexical String



4) Text Structure

Clause	Activity Sequence	Rhetorical Function	Staging
1	Avoid Past Mistake in Aceh	Introducing to the main problem of the text about avoiding the past mistake	Background
2a-2b	The government's slow handling of tsunami victims almost three weeks after the disaster struck Aceh has led to many foreign offers, yet the government should always be alert to foreign assistance claiming to serve humanitarian purposes.	Stating that foreign aid offers caused by the government's slow handling of tsunami victims should be taken carefully	Thesis; Position
3	It is fresh in our minds how East Timor broke away from the unitary state of Indonesia following external intervention in settling the issue of the country's youngest province.	Stating that the past East Timor referendum was caused by external intervention from other countries	Preview
4	The government should not make the same mistake that may cause the loss of Aceh	Recommending the government to not make the same mistake as what happened to East Timor	Recommendation
5a-6	So far 17 countries have sent their military troops to help Aceh by providing food, medical supplies, heavy equipment, operational support and sea/air transport. The United States alone has 6,500 soldiers in Aceh, besides other troops from Britain, Australia, Spain, Japan and Singapore	Stating that at least 17 countries have sent their troops in Aceh to help the victims. Even The United States has sent 6,500 soldiers to serve humanitarian purposes	Elaboration
7	It is strange that foreign aid has entered Nanggroe Aceh Darussalam so easily while the delivery of domestic supplies have been more difficult.	Arguing that the suspiciousness arises when the delivery of domestic supplies have been more difficult. Meanwhile foreign aid has entered Aceh so easily	Argument

Based on the text structure constructed, it is concluded that the text employs exposition genre. There are obligatory elements of this genre, namely Thesis and Argument. Thesis functions to give position to the reader about in which side the writer sees the issue. The subject matter of this text is "*the objection to foreign military aids*". The Thesis is supported by the argument saying that foreign military aids bring suspiciousness to the public. Then, Recommendation adds the suggestion to the government not to make the same mistake as what happened to East Timor.

The text structure also has Background, Preview, Elaboration, and Recommendation as optional elements. Background starts the the genre by introducing the reaction of the case. It is directly stated to avoid past mistake in Aceh. Then, background is explained in Preview describing how East Timor broke away from the Unitary state of Indonesia following external intervention. Further the writer uses Elaboration to give clear description toward foreign military action in Aceh. Finally, she contrasts Elaboration with the argument to explain how strange the help given is, dealing with the difficulty in delivering domestic supplies. Meanwhile foreign aids easily entered Aceh.

Based on the text structure above, once again it is concluded that the text employs Exposition Genre in which it has social function to argue an issue from one point of view.

TEXT 2/ 013105**2. Data Description of Text 2****a. Contextual Configuration**

The text is entitled “*Military Presence in Tsunami Hit Areas*” taken from The Jakarta Post January, 31 2005. It was published on *The Other Opinion column* exposing the editorial of Taipei Times. It was addressed especially to both Indonesian government and people to regard the presence of foreign troops as positive initiative from other countries. It gives different opinion made by the editor of Taipei Times due to the developing issue of the Indonesian’s suspiciousness toward the help.

The text discusses the controversy of public military presence in Aceh. The help from foreign troops was regarded as a threatening matter for nationalistic Indonesia. The suspiciousness was started from Indonesian’s leaders who did not fully agree with foreign troops’ presence. The government had a big suspiciousness due to the coming of the army of the U.S. Another reason was caused by the U.S. international intervention toward Muslim countries, such as Iraq and Afganistan. Meanwhile, Aceh is a devoutly Muslim province. Related to this matter, the government of Indonesia had negative image toward the U.S. act. On the other hand, the text implicitly explains that the presence of foreign troops positively has humanitarian purposes. So, they should not be suspected by Indonesian people. According to editorial perspective, the U.S alone is purely motivated by those purposes. The argumentation of this can be seen from the description of foreign troops’s act in Aceh by providing critical logistic support and operating their helicopters for delivering aid.

b. Lexicogrammar

14) Clause System

Table 1. Clause System

Type of clause	Clause number	Number	Percentage
Simplex	2, 3	2	33%
Complex	4, 5, 6	3	50%
Minor	1	1	17%
	Total	6	100%

15) Interdependency Relation

Table 2. Interdependency

Type of interdependency	Clause number	Number	Percentage
Hypotactic	4a-4b, 4c-4d, 5a-5b, 6a-6b	4	80%
Paratactic	4a-4c	1	20%
	Total	5	100%

16) Mood System

Table 3. Mood system

Mood class	Clause number	Clause	Percentage
Full declarative	2, 3, 4a, 5a,5b, 6a, 6b	7	64%
Elliptical polar declarative	1, 4b, 4c, 4d	4	36%
	Total	11	100%

17) Modality and Polarity

Table 4. Modality & polarity

Type of modality	Clause number	Number	Percentage
Modalization	-	-	-
Modulation	-	-	-
	Total	-	0%

18) Transitivity Analysis

Table 5. Transitivity analysis

Type of process	Clause number	Number	Percentage
Material process	3, 5b, 6b	3	43%
Mental behavior process	6a	1	14%
ARP	2, 5a	2	29%
IRP	4a	1	14%
	Total	7	100%

19) Theme Analysis

Table 6. Theme analysis

Type of theme	Clause number	Number	Percentage
Top. Unmarked theme	3, 4a, 6a	3	75%
Top. Marked theme	2	1	25%
Textual theme	5a	1	25%
	Total	4	100%

20) Nominal Group

Table 7. Nominal group

Type of nominal group	Clause Number	Number	Percentage
Simplex	4b, 4c, 5a	3	25%
Complex	1, 2, 3, 4a, 4d, 5a, 5b, 6a, 6b	9	75%
	Total	12	100%

21) Verbal Group

Table 8. Verbal group

Type of verbal group	Clause number	Number	Percentage
Simplex	3, 4a, 5a, 5b, 6a, 6b	6	86%
Complex	2	1	14%
	Total	7	100%

22) Nominalization and Technicallity

i. Nominalization

Presence

Leaders

Support

Humanitarian

Carriers

ii. Technicallity

Foreign military

National military

Foreign troops

Helicopters

Aircraft

Tsunami

Relief

Victims

Aid

Logistic support

Humanitarian

Muslim

Nationalistic Indonesia

23) Lexical density

The lexical density of the text can be counted as follows:

$$\frac{\textit{item references}}{\textit{clauses}} = \frac{80}{11} = 7,27 \text{ (densed-construction)}$$

24) Incongruency of Lexical String

Physical Reality	Symbolic Realization
- Presence (process)	- Noun
- Hit (process)	- Noun
- Catastrophic (condition)	- Noun
- Boxing (process)	- Noun
- Tsunami (process)	- Noun
- Major (condition)	- Noun
- Devastated (condition)	- Noun
- Strong (condition)	- Noun
- Headaches (condition)	- Noun
- Thorny (condition)	- Noun
- Critical (condition)	- Noun
- Remote (condition)	- Noun

25) Attitudinal Lexis

- Military presence in Tsunami hit areas
- One month after the catastrophic Boxing Day tsunami that killed nearly 175,000 people in Indonesia, foreign and national militaries continue to be a major source of relief for many victims in the devastated province of Aceh.
- The strong, public military presence, however, has not come without headaches for Indonesian's leaders...
- ...on Indonesian soil is a thorny issue...and particularly in Aceh, a devoutly Muslim province.

26) Metaphor

1. Ideational Metaphor

- a. One month after the catastrophic Boxing Day tsunami that killed nearly 175,000 people in Indonesia, foreign and national militaries continue to be a major source of relief...
- b. The strong public military presence, however, has not come without headaches for Indonesian's leaders...

a. Logical metaphor

-

b. Experiencial Metaphor

Action:	Metaphorical	Congruent
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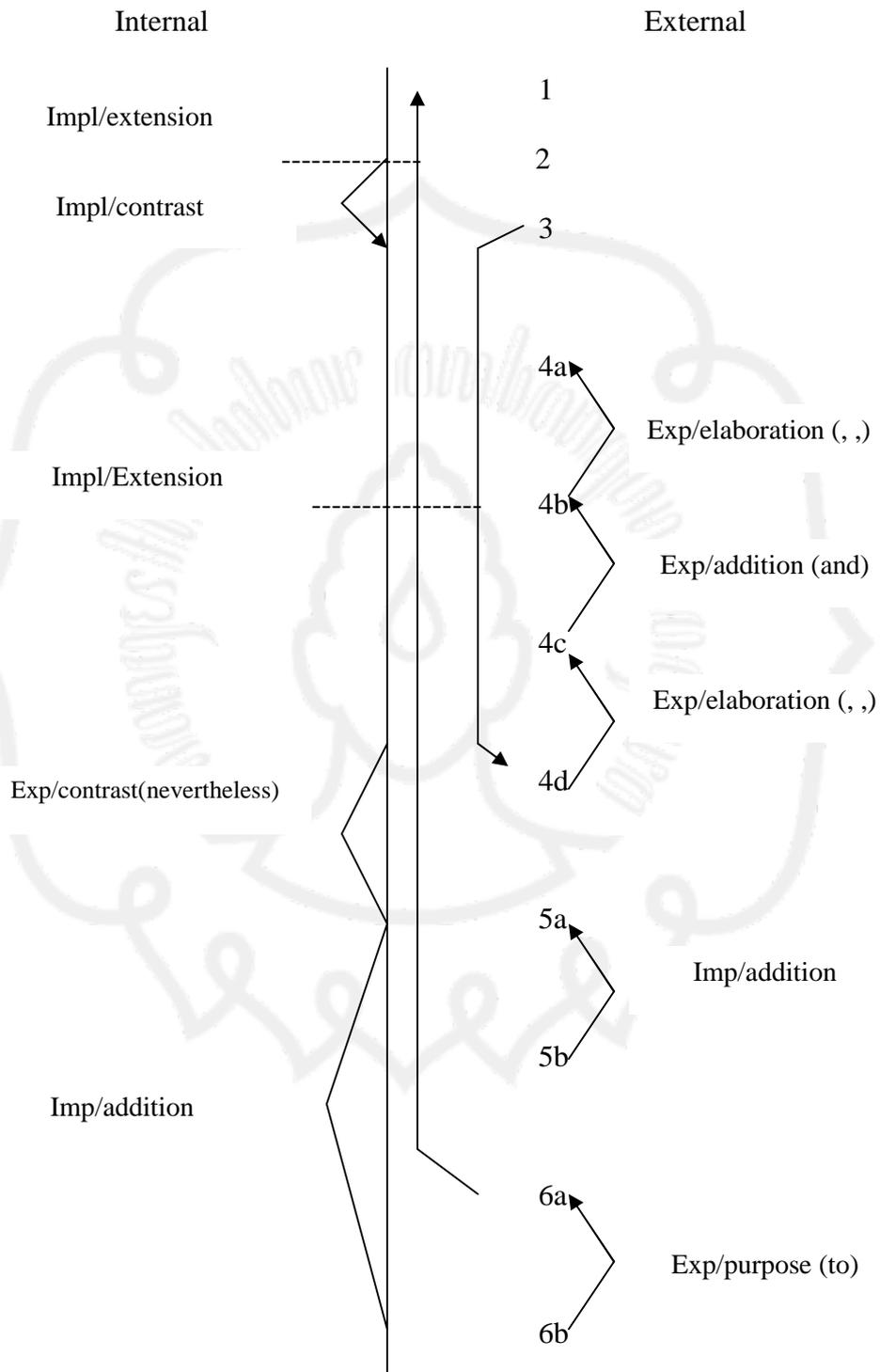
Process	Presence	Present
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	Devastated	Devastate
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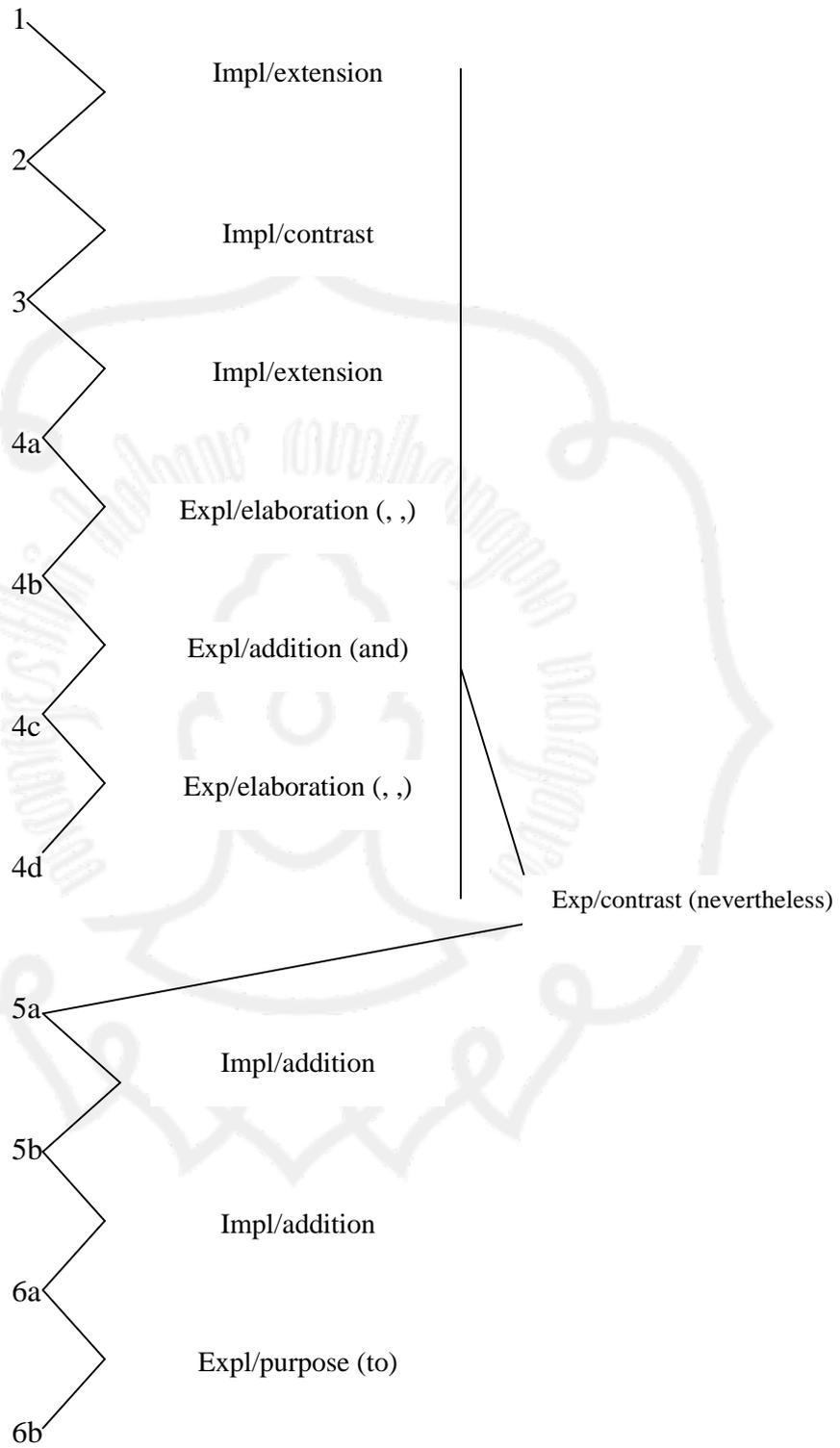
	Leaders	Lead
	Providing	Provide
	Support	Support
	Operating	Operate
	Carriers	Carry
	Unreachable	Reach
Quality:	Metaphorical	Congruent
Epithet	Catastrophic	Catastrophe
	Nearly	Near
	Devoutly	devoute
	Critical	Critis
	Particularly	Particular
Participant:	Metaphorical	Congruent
Thing	Headaches	Head
	Thorny	Thorn
	Nationalistic	Nation

c. Cohesion

1) Conjunctive Relation



2) Logical Relation



4) Text Structure

Clause	Activity Sequence	Rhetorical Function	Staging
1	Military Presence in Tsunami Hit Areas	Statement of the issue	Issue
2	One month after the catastrophic Boxing Day tsunami that killed 175,000 people in Indonesia, foreign and national militaries continue to be a major source of relief for many victims in the devastated province of Aceh.	Stating that the presence of foreign and national militaries is still needed to help the victims in Aceh	Argument For
3-4	The strong, public military presence, however, has not come without headaches for Indonesian's leaders.... The presence of foreign troops, especially from the U.S., on Indonesian soil is a thorny issue for some in nationalistic Indonesia, and particularly in Aceh, a devoutly Muslim province.	Giving arguments that the presence of foreign troops give headaches for Indonesian's leaders and becomes a thorny issue for some people especially the presence of the U.S. armies	Argument against
5-6	Nevertheless, tens of thousands of foreign troops remain in the province, providing critical logistic support for the humanitarian mission. Helicopters operating from five aircraft carriers based off the coast of Sumatra are still heavily relied upon to deliver aid, often to remote areas still unreachable by land routes.	Explaining that during the controversy and bad stereotype of their purposes, foreign troops remain and deliver aid even to remote areas in Sumatra by operating their helicopters.	Elaboration of Argument for

Based on the text structure constructed, it is concluded that the text employs discussion genre. There are obligatory elements of this genre namely issue, argument for, and argument against. The additional one is elaboration. The issue opens the text with the statement of issue introducing the subject matter. The subject matter of this text is “Military presence in tsunami hit areas”. Then, it is followed by argument for the issue. The argument informs the running humanitarian mission held in Aceh supported by foreign and national militaries as source of relief.

The next element is argument against the issue. Thus, the arguments given explain the point of view of Indonesian people related to the coming of the U.S. It states that the coming of it is a threatening matter for Aceh, a devoutly Muslim province. Finally, the text is closed by elaboration of argument for. In here, the writer tries to dig up the positive side brought by foreign troops. He implicitly argues that the suspiciousness is not proven because the presence of foreign troops, even coming from the U.S., does not contain of hidden purposes as suspected before. In addition, the writer lets the readers and the people of Indonesia open their eyes about this fact and realise that the presence of foreign troops has something to do with humanitarian mission.

Once again, it is concluded that the text employs discussion genre in which it has social function to discuss an issue in different point of view.

C. Data Interpretation

TEXT 1/012005

1. Data Interpretation of Text 1

a. Field

Halliday in Martin (1992:499) states that Field refers to what is happening to the nature of the social action that is taking place: what the participants are engaged in, in which the language figures some essential components.

The text talks about the objection to foreign military aids for Aceh. It argues that the foreign military aids could cause the same mistake experienced in the past. The aid brings suspiciousness toward the purpose of related countries, such as The United States and Australia. The text explains that there is strangeness in delivering foreign aids due to the difficulty in supplying domestic aids. The argument must be considered seriously in order to avoid the same mistake as what happened in East Timor.

Based on the analysis of clause system shown in Table 1, the text is built through dominant simplex clause system amounting to (71%) out of 5 clauses, there are only 2 complex clauses. The finding of pre-dominant simplex system indicates that the text is high densely constructed one. This happens to be the result of the fact that the text is built through embedded one. Meanwhile, the complex clauses are built through expansion with entirely Hypotactic (100%). The expansion system is exercised as the writer constructs her text by oppositioning, reasoning, and giving purpose. This system is used to explain the major clause. Besides, it is also applied to construct its rhetorical of organization. The dominant use of simplex clause in the text functions to emphasize the information, so that the readers can easily understand what the writer talks about. Meanwhile, the employment of complex clause is meant to provide the information as much as possible so that the writer's attention can be understood easily.

Material (40%) and Attributive Relational Processes (40%) dominate the construction of the text. The employment of Attributive Relational Process (ARP) is intended to show the judgement of the writer by giving attribute explicitly to the events and the participants involved in the text since this text is Your Letter Column aiming at conveying the writer's view toward an issue. The use of ARP also makes the text constructed in embedded sentence producing dominant simplex sentences. Meanwhile, the material one is applied to describe the happening and the events. The writer reports the happening in Aceh to the readers about how the act of foreign troops is in Aceh. As a result, the material process functions to share the reality of the past happening, and to provide the readers with what effects that those material processes might be brought to them in the future, as seen in clause 4 "*The government should not make the same mistake...*".

Since the text is the Your Letters column, where the writer provides her readers with judgement through cognition processes, another process that can support the argument is attainable from the use of Mental Behavioral Process (10%). In the text, the writer reveals the reaction toward the event by using the word "*Avoid*". Moreover, the last process used in the text is Identifying Relational Process (IRP). The writer is enabled to construct the text to question why the participants involved act and react.

The text does not have any circumstance in order to make the construction liquid. This happens because the text is mostly built by Relational Process both ARP and IRP. It is also aimed to emphasize the judgement of the writer without giving clear description of the event dealing with the questions of where, when, and how the events and the participants react in the text.

On group realizations, the text embodies dominant complex nominal group amounting to (65%) out of (35%) of simplex nominal group. It indicates that the writer wants to give more complete information. Meanwhile, the verbal group is realized dominantly by simplex amounting to (100%) to make the information tight.

In constructing the text, the writer applied dominant topical unmarked theme (78%) reflecting that she wants to emphasize the topic of the text. It also has textual theme (22%) functioning to show the relation between clauses. This can be seen between clauses (2a-2b) by using “*Yet*” to show the contrast relation between both of them. In clause (5a), there is textual theme “*So Far*” to link time relation with clause (2a). It functions to explain that due to the government’s slow handling of tsunami victims, foreign military aids has entered Aceh rapidly.

The logical relation of the text has explicit and implicit logical relations. The explicit logical relation consists of contrast (*Yet*), purpose (*to*), manner (*by*), and time (*So far*) relations. These conjunctions aim to enrich the writer’s idea in constructing the sentences. Meanwhile, the implicit logical relation consists of causal/consequences, addition, and contrast relations. They are used to link the writer’s opinion. All these relations, then, are connected by extension relation to provide clear explanation about the subject, especially to strengthen the title.

There are some familiar technical words supporting the text in exposing the issue. They are “*tsunami, humanitarian, unitary state, external intervention, domestic, military troops, soldiers, troops, victims, disaster, survivors, aid*”. They produce a certain atmosphere to stress on the issue. The use of military technical words means to contrast between the help and the humanitarian purposes. Moreover, the nominalization used also provide the same atmosphere to stress on the issue. Some words used such as “*government, offers, assistance, initary, intervention, support, delivery, supplies, needy, survivors, handling*”. Both technicality and nominalization support the issue of the objection to foreign military aids for Aceh.

According to Lexis system, the text is constructed dominantly by incongruency of lexical system. It is supported by technicality and nominalization appeared in the text. The attitudinal lexis is also constructed by some words. They are *slow, tsunami, disaster, struck, alert, fresh, broke away,*

intervention, strange, so easily, more difficult, mistake, loss, military, soldiers.
These words support the judgement of the writer toward the issue.

In the level of Genre analysis, the text is built up by Thesis and Argument as obligatory elements, and Background, Preview, Elaboration, and Recommendation as optional elements. In starting the text, the writer begins her idea from the title “*Avoid Past Mistake In Aceh*”. This title is used to explain the background of the text. It functions to emphasize the judgement of the writer toward the issue where she asks the government to be alert to foreign assistance especially coming from The United States. The word “*Past Mistake*” is used to provide past happening in Indonesia. Then, the Thesis states that the government’s slow handling of tsunami victims has led to foreign aid offers. However, it is clarified by a suggestion to be always alert to foreign assistance. The function of Preview is giving more information about the East Timor case caused by external intervention. Preview also strengthens the Background of the text that the government must avoid this past mistake. Next, the writer provides Recommendation to support the argument coming after it. Recommendation wants to give persuasion to the government and the readers for not making the same mistake. However, she gives Elaboration to correlate to the Thesis that due to the government’s slow handling of tsunami case, the foreign troops keep coming to Aceh to help the victims by providing their supplies. Finally, she closes the text by giving an argument saying that the help given brings a suspiciousness due to the difficulty in delivering the domestic supplies.

From the explanation above, it can be concluded that the text belongs to Exposition Genre due to the presence of Thesis and Argument.

The use of exposition genre is also supported by the use of Non Taxonomy relation that is activity expectancy. It is seen from consequential relation. The issue is started from the happening of tsunami causing many destructions and victims. Then, the government’s slow handling of tsunami victims causes the foreign aid offers coming to Aceh. Next, the foreign military troops provide the supplies and settle in Aceh. Finally, the easiness to

deliver foreign aid compared to the difficulty in delivering domestic supplies causes the suspiciousness from some Indonesian people. The activity expectancy help to construct the text structure because, from this, the cause-effect relation can be clearly seen.

According to this explanation, the use of exposition genre is supported by consequential relation, because in this relation parts of the text can explain how the writer builds her argument from giving the Thesis to the Argument.

The text is composed by another Non Taxonomy system that is Nuclear Experiencial. It uses extension to add the idea of the writer. This is seen in clauses “*Has led- foreign aid offers*” and “*Should not make-the same mistake*”, which can inform the idea of the writer. Enhancement is also used to modify the sentence such as “*Has entered-so easily*”. This nuclear experiencial is used to add the core of the Argument. Beside, it gives attitudinal lexis to strengthen the argument.

b. Tenor

1) Status

Status means the degree of relationship among the participants involved in the text. This is acknowledged through the realization of mood system and modality system.

Embarking from the analysis of linguistic realizations and discourse semantics within the text, the status between the interculators, in this case the sender of *Your Letters column of The Jakarta Post* and the Parties (government, foreign military troops) is unequal one. The writer, in terms of some linguistics resources particularly MOOD system, transitivity, genre, thematic system, and

attitudinal lexis, puts herself as the speaker of higher position than that of other parties involved. Moreover, this finding is supported by the use of Exposition genre, presenting one-sided argument to support the Thesis.

The participants involved are the writer, the government, the foreign military troops, the readers and the people of Aceh. The status between participants outside the text, the writer and the readers, is equal due to the function of the text informing the issue to its readers. This is supported by the realization of clause system dominated by full declarative MOOD system with proposition meaning (70%) out of proposal meaning (20%). Meanwhile, there is only (10%) indicative, imperative, proposal MOOD system.

The communicator uses vocative “*our*” in order to make her position the same with the readers. She invites her readers to give opinion, and persuades them to follow her argument.

The dominant of indicative, declarative, proposition meaning means that the writer considers herself as the one who knows about the information related to the issue. The writer puts herself as the primary knower who challenges and asks comment about foreign military aids for Aceh. In so doing, the government and the foreign military soldiers involved seem to be positioned as the lower position expected to do and to accept what the writer conveys in the text. This is supported by the use of proposal meaning. Moreover, the modality realization

embedded in the modulation plays the role for making the writer in the higher status. Those modulations can be seen in clauses (2b) **Yet the government should always be alert to foreign assistance claiming to serve humanitarian purposes—(4) the government should not make the same mistake that may cause the loss of Aceh.** Thus median obligation functions as suggestions given to the government in taking the foreign aids. This text also has imperative clause as in clause 1 “*Avoid Past Mistake in Aceh*”. The proposal meaning both in modulation and in imperative reflects the authority of the writer in asking the other participants in doing her recommendation.

As well as the MOOD system, the transitivity system reflects the higher position of the writer. The text mostly uses the relational process by giving the attribute. In this case, she explores the information shared to the readers by giving her judgement toward the happening. This is noticeable from the use of adjective clause, such as *fresh, strange, alert*. From this, she emphasizes her own judgement. It is clear that she puts herself in higher position as the one who gives comment to the issue.

The Thematic system is realized by dominant of Topical Unmarked theme. This means that the text wants to inform and to organize the clause as a message. The text is built through the story of the writer, so she puts herself as the one who knows the issue. By

doing this, she intends to put herself in higher position as well as she wants to focuss on the government action.

Further, the Attitudinal lexis also supports the status of the writer. The text has some attitudinal lexis, such as *slow, tsunami, disaster, alert, broke away, intervention, strange, more difficult, so easily, mistake, loss, military, soldiers*. These words are a result of the act of the writer to make a comment and a judgement about the happening. In short, the writer organizes the attitudinal lexis in order to give her assessment and her judgement. So it is clear that she acts as if she were the one who has the authority to do this dealing with her right in a democracation system.

Finally, the status of the interculator can be obviously seen as unequal one through the rhetorical organization amounting to hortatory exposition genre. The writer persuades the government and the readers to make a careful step in taking foreign aids given. She argues that the weird case of the difficulty in delivering domestic supplies is a reason to led suspiciousness to the aim of foreign military troops. In the text, she suggests the government for not making the same mistake as what happened to East Timor.

From above explanations, it can be concluded that the writer has vertical relationship. She, as part of Indonesian citizens, tries to put herself in higher position in order to give suggestion to the government about the case. In here, she plays her role as part of citizens who is

given an authority in a democracation system to monitor the economy, social, law and government institutions. Two of the evidences are the use of Attributive Relational Process and Identifying Relational Process in a negative assessment, and also the use of exposition genre.

2) Affect

Affect reflects to the judgement of the writer towards the issue. The writer shows her negative judgement toward the events by the negative polarity in clause (4) **The government should not make the same mistake that may cause the loss of Aceh.** The negative polarity indicates the disagreement of the writer toward the foreign military aids for Aceh. It is supported by the presence of Preview to explain what the past mistake is.

The writer also conveys her negative judgement through the attitudinal lexis. This is seen in the use of some words, such as *mistake, alert, fresh, broke away, intervention, loss*, which create negative judgement from the point of view of the writer. She intends to persuade the readers about the affect of foreign military aids would bring to Aceh. The word “*Mistake*” is intended as something that should not be done. While “*Intervention*” is interpreted as a force toward something. This indicates the suspiciousness of the writer toward the interview of other countries in Aceh. The writer reminds the government, the people of Aceh , and the readers about the

consequences that could be taken if foreign military aids freely entered Aceh. The attitudinal expression showing the negative judgement of the writer toward the foreign military aids are “*Alert (2b), fresh (3), broke away (4), strange (7), so easily (7), and more difficult (7)*”. Meanwhile, the other expressions of *tsunami (2a), disaster (2a), and struck (2a)* mean to create the atmosphere of Aceh. They describe Aceh condition during the tsunami. Another attitudinal expression is “*Slow*” (1) showing the lack of government’s action.

The negative assessment of the writer is also presented by the transitivity system by using dominant Relational Process indicating that the writer tends to judge the issue. This can be seen in clause (2a) *Yet the government should always be alert, (3) It is fresh in our minds how East Timor broke away..., (7) It is strange that foreign aid has entered....*From this, it can be concluded that the judgement of the writer is negative considering the attitudinal lexis used.

The modality expression in the text plays the role in conveying the writer’s judgement as what can be seen in clause (2a) and clause (4). These two modulations imply proposal meaning which suggests the government for being aware with foreign military aids. A higher pressure of negative judgement is put in clause 1 “*Avoid Past Mistake in Aceh*”. This explains that the writer emphasizes her judgement toward the issue.

Another resource in revealing the negative judgement is the use of conjunctive relation “*Yet*” in clause (2b) functioning as a rhetorical expression to contrast the fact and the hidden aim of foreign military aids. Moreover, in cohesion system the text is implicitly contrasting the act of foreign military troops to the fact of the difficulty in delivering domestic supplies as seen between clause (5-6) and clause (7). Then, it is explained through extension relation. Finally, it is supported by the recommendation that the government should not make the same mistake.

According to text structure, the text consists of Background—Thesis—Preview—Recommendation—Elaboration—Argument. Due to the text structure above, the text tends to be built by Exposition Genre exposing one-sided argument. The argument given shows the negative assesment by contrasting the writer’s opinion to the presence of foreign military aids. This is proved by the use of attribute “*Strange*” in order to give comment how weird the case is. From this explanation, the text is contained by negative judgement because the writer, in fact, criticizes the presence of foreign military aids.

All of these assessments are a result of the aims of the writer, which purposes to criticize the government and the foreign military aids. The government gets negative assessment because its slow action to help the victims. Moreover, the government made the mistake due to the loss of East Timor. All these reasons make the writer put the

negative assessment to the government. Meanwhile, the writer also puts the negative judgement toward foreign military aids due to the suspiciousness to the related countries. Thus countries are suspected as the cause of the loss of East Timor. So, the writer suggests the government to be aware to the hidden purposes of thus countries.

This negative judgement is clearly seen from the attitudinal lexis, modulation, text structure, and genre as explained above. However, the writer also describes the act of foreign military troops in helping the victims which is faster than the government one. By contrasting the act of foreign military aids, the writer comes to the argument that still their coming is regarded as treatening matter.

3) Contact

Contact refers to the degree of language familiarity used by the writer in exposing the issue. It can be seen by the use of the text structure, cohesion system, grouping system, clause system, lexis system, and lexical density.

According to the text structure, the text consists of background, thesis, preview, recommendation, elaboration, and argument. Text structure in this text is easily distinguished due to the simplicity of its arrangement. The writer purposes to persuade and to inform the readers about the case. So, she makes the text simple and understandable. In so doing, she makes the text structure consists of a

simple argument which is supported by preview, background, and recommendation.

The text structure is also supported by cohesion system exploring dominant meronymy and hyponymy. As seen in lexical string, the text is constructed in broader language use. The word “*government*” has a relation with “*17 countries*” as it is explained into several names of country (The United States, Britain, Australia, Spain, Japan, and Singapore). The word “*foreign aid*” has a relation to specific definitions of the aids given, such as food, medical supplies, operational support, heavy equipment and sea/air transport. The use of hyponymy and meronymy makes the text understandable because the writer wants to give clear explanation to the case. Due to the use of meronymy and hyponymy, the writer can easily explore the idea in broader language use.

Further, cohesion system develops the consequential relation started from the happening of tsunami-the lack of the government handling of tsunami victims-the coming of foreign aids and troops-the suspiciousness from some Indonesian people toward the easiness of delivering the foreign supplies. Moreover, consequential relation of activity expectancy helps the readers to find out the opening, body and closing of the text. It can be said that the text structure is also developed by this non-taxonomy cohesion.

Then, in the interpretation of group system, the text is dominated by complex grouping of nominal and adjective groups system. It is supported by the use of ARP in order to make the text simple by producing simplex clauses. However, the presence of complex group system does not cause the text less familiar because this kind of system is commonly used by middle up to higher level of Indonesian people. The simplex clause, then, implies the use of implicit logical relation as proved in conjunctive relation. This kind of relation requires high ability to understand the idea of the writer. Due to the level of The Jakarta Post's readers this kind of relation does not give many difficulties for readers to understand. This is related to segmentation of The Jakarta Post's readers. It is proved by the use of English which is only comprehended by a certain level of people having well education.

From the analysis of lexis system, the text is consisted of dominant incongruency. Incongruency is also supported by some numbers of technicallity and nominalization. The technicallity is commonly found in humanitarian scope as well as military scope. They are *victims, survivors, disaster, aid, humanitarian, military troops, soldiers, troops*. However, the solid construction created by lexis system can be easily understood by the readers related to the education level of them. The style, in fact, does not disturb the light of the text as proved by common technicallity and nominalization used.

According to the explanations above, the familiarity of the text can be categorized into high-familiarity due to the easiness to distinguish the opening, body and closing of the text by employing non-taxonomy relation supported by taxonomy cohesion system of meronymy and hyponymy. This helps the writer to arrange the text structure in a simple organization of background, thesis, preview, recommendation, elaboration, and argument. Moreover, the densed-construction does not disturb the light of the text proved by the presence of understandable of implicit logical relation conducted by simplex clause, and familiarity of complex group system which is commonly used by the target readers. The densed-construction is also supported by dominant incongruity exploring experiential metaphor and some numbers of technicality and nominalization. They give clear explanation to readers about the case. The densed-lexical density gives the easiness for the writer to explore the language. In fact, well-educated people of The Jakarta Post readers are commonly familiar with the way of the writer constructs the text.

The background of The Jakarta Post readers is highly-educated persons due to the segmentation of its target readers. The Jakarta Post is a newspaper using English language. Only certain people having enough education have the ability to understand the language. These people are classified into middle and high level of social background. Moreover, The Jakarta Post is only distributed to certain areas having

high economic development and high educational level. In short, the readers of The Jakarta Post is capable of understanding the text constructed in solid and written style.

The text is built through the story of the writer. She involves her own background to construct the text. As what can be seen from the lexicogrammar, the text is dominated by simplex clauses. She arranges her light text through simplex clauses. From this, it can be found that the writer has high education level since she is able to construct dense-sentence and use internet due to the way the letter was sent. Moreover, she has the knowledge about the issue considering to the previous happening of East Timor referendum and the weird case of the easiness of delivering the foreign aid offers. Due to her high ability in constructing the text, she manages to make the text clear and understandable.

From the explanation above, the writer purposes to criticize the government and the foreign military aids. In doing this, she uses light information which persuades the readers to give the same comment about the case. Then, she uses common technicality and nominalization which can be understood easily by the readers.

The intimacy between the writer and the readers is far. The text does not have many vocatives showing the close-intimacy between them. It has one vocative “*Our*” in clause (3) indicating that the writer shares the same experience and knowledge to the readers dealing with

the case. However, the less of vocative gives far relationship for the readers.

c. Mode

1) Channel

Channel is an aspect which sees whether the text has written style, spoken style or written-spoken style. To figure out the channel of the text, it can be seen from clause system, nominal group, verbal group, adjective group, lexical density, cohesion system, and lexis system.

The channel of the text is shaped by the use of simplex clauses built through embedded and complex group system. The nominal and adjective group systems are complex. Moreover, in clauses (2b), (3), (6), and (7) the adjective group is constructed in embedded group. However, the verbal group is simplex in order to make the text easy to be understood. The simplex clause employs internal conjunction such as “*So Far*” and some implicit internal conjunctions. Then, the lexical density is shaped through densed-construction (8,4). This makes the text solid. Moreover, the incongruency supported by technicallity and nominalization makes the text solid. Then, the presence of hyponymy and meronymy results the broader language use of the text constructed through consequential non-taxonomy relation. This shows that the text uses anaphora cohesive relation, while repetition purposes to make the

information clear and understandable. The lack presence of vocative shows that the text becomes less communicative and tends to be one-way communication.

According to the explanation above, it can be concluded that the text tends to be written-style.

The use of this channel in *The Jakarta Post* is appropriate since the target readers are well-educated persons. So far, the use of technicallity and nominalization is understandable because the writer purposes to give light text. This is influenced by the high familiarity of the text since it is published in *Your Letters* column. Moreover, the text is aimed to persuade the readers to give comment about the case. In so doing, the text is constructed in solid information.

2) Medium

Medium means the appropriatness between the medium and the style of the text to find out the efectivity of the use of language.

From the realization of Field, Status, Affect, Contact and Channel, the text tends to be written channel. The use of this channel in *Your Letters column in The Jakarta Post* indicates that the style and the register is quite appropriate with the medium. This happens due to the function of *Your Letters* column is to figure out the opinion of the

readers. It means that this column is considered as a light column, which means the text can be understood by once-reading time.

The Your Letters column in The Jakarta Post is categorized into light column or popular column meaning to present the non-serious argumentation by using liquid form which is commonly used in daily communication. However, Because of the medium is popular column which should be written in understandable form, the employment this channel is appropriate to the medium due to the employment of clear text structure and cohesion, and common technicality and nominalization. Moreover, the style of the text which tends to be written style is still appropriate to the medium due to the light information created by this style.

d. Ideology

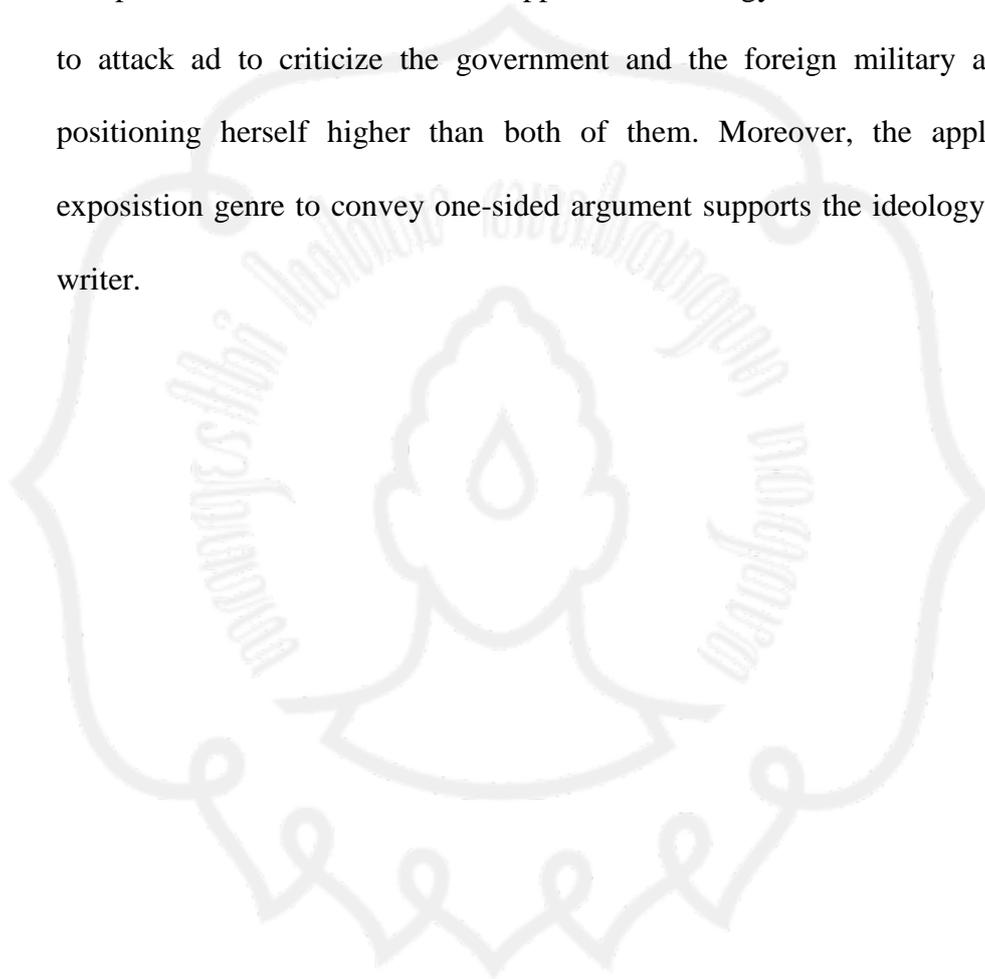
Ideology is the underlying constraint that stimulates writer or speaker to come up with a certain genre since this is known as the most abstract level of language and the worldview of everybody has to address when interacting with other people. Hence by referring to the analysis of genre employed, attempting to persuade government to be alert to foreign military aids. The writer criticizes the government for its slow handling of tsunami victims and for its mistake of the case of East Timor. She suggests the government for not

making the same mistake. She also addresses the critic toward foreign military aids due to the strangeness in delivering foreign military aids for the victims. The suspiciousness is influenced by the past East Timor case and the presence of related countries which are suspected as the cause of the loss of Aceh. She also argues that the easiness in delivering foreign aids compared to domestic supplies can lead to a suspiciousness.

According to the interpretation of affect, this text is aimed to criticize the government and the foreign military aids supported by many negative assessments found in it, as well as the negative polarity to show the opinion. This is shown by the statement of “*The government should not make the same mistake that may cause the loss of Aceh*”. Moreover, the use of attitudinal lexis “*strange*” implies that the writer is doubt to the humanitarian purposes of the related countries.

The interpretation of status shows the same opinion with the affect. The writer explicitly shows her position by criticizing both the government and the foreign military aids. This is proved by the use of proposal meaning to make other participants do what the writer conveys in the text in both modulation and imperative. The use of dominant relational processes, especially ARP, clearly indicate that the writer tries to attack the status quo by having negative comment. By using modulation the writer tries to put herself higher than the government and the foreign military aids. And finally, she criticizes and gives suggestion to the status quo.

It is seen that the writer adopts **Left-Antagonist** ideology considering that she, as the one of the interculator in the text, is the party who gains power. This fact is supported by the major lexical string of synonymy, superordination of government and foreign aids, and repetition of Aceh. The interpretation of affect and status supports the ideology of the writer who tries to attack ad to criticize the government and the foreign military aids by positioning herself higher than both of them. Moreover, the applied of exposition genre to convey one-sided argument supports the ideology of the writer.



TEXT 2/ 013105**2. Data Interpretation of text 2**a. Field

The text highlights the controversy of foreign military aid in Aceh. Based on the analysis of clause system shown in table I, the text consists of clause complex system amounting to (50%). Out of 6 clauses that are realized in the text, there are 2 simplex ones (33%) and minor clause (17%). This shows that the text is dominantly constructed through complex system. Those complex clauses happen to be results of expansion logico-semantic relations through elaboration, extension, and enhancement relations presented with hypotactic (80%) and paratactic relation system (20%). Expansion relation is employed to construct text's rhetorical function organization and to convey how the event took place.

In term of process, material process (43%) dominates the construction of the text. The material process is used to share the happening whereas the act of foreign military coincides with the happenings. The material process talks about the participation of foreign troops in helping the victims. However, it also shows the controversy made by Indonesian's leaders. In addition, relational process appears in the text showing judgement toward the case. Attributive Relational Process (ARP) (29%) gives judgement toward the case as seen in clause (2) "*...foreign and national militaries continue to be a major source of relief...*". By ARP, the writer is enabled to construct the text to question why the participants involved act and react. Furthermore, he makes use of the process to support his judgement within the text by giving some attributes to the participants involved in the event.

Since the text belongs to The Other Opinion column featuring editorial from Taipei Times, where the writer provides his readers with judgement through cognition processes, mental behavioral process (14%) comes as the third dominant process. Another process which gives value toward the case is Identifying Relational Process (IRP) amounting to (14%). In here, the writer describes that the value given brings bad stereotype for foreign troops, especially coming from the U.S..

To build up the text, the writer employs nominal, verbal, and adjective groups. The type of nominal group is complex one amounting to (75%). Meanwhile, the verbal group is dominated by simplex one (86%) to make the information tight. The adjective group consists of complex one amounting to (66%). The nominalization that can be found in the text are "*Presence, leaders, support, humanitarian, carriers*".

The circumstance of location, place (67%) dominates over that of other types. The location indicates where and when the event had already occurred. With those locations, the writer is equipped with some properties of presenting the reality regarding the location of place in which the event has already occurred. The presence of the circumstance also contributes partly to the representation of the contextual configuration of news text, telling where the event takes place. Moreover, the presence of circumstance accompaniment (33%) as the second dominant one suggest the judgement of the writer toward the objectivity of foreign military presence. Therefore, the two types of

circumstance indicate that the text concern is where the event happens and what follows the event.

The theme used is dominantly constructed by topical unmarked one (60%) showing that the writer emphasizes the topic of the text. Topical marked one (20%) builds the construction of the text. It gives clear explanation about the time and the event. The text also has textual theme (20%) giving explicit conjunction relation between clauses. It is seen in clause (5a) “Nevertheless” to contrast the action from foreign troops toward the reaction from some Indonesian people. This textual theme shows the point of view of the writer considering the heroic attitude done by foreign troops.

The technical words supporting the text are connected to military and humanitarian field. They are “*Foreign military, national military, foreign troops, helicopters, aircraft, tsunami, victims, aid, logistic support, humanitarian, Muslim, and nationalistic Indonesia*”. These words emphasize the aim of the writer that public military presence in Aceh has something to do with humanitarian mission. The military scope is used to explain the existence of foreign troops, such as “*Helicopters and aircraft*”.

Based on the lexis sytem, the text is dominated by incongruency of lexical system supported by technicallity and nominalization. The attitudinal lexis gives contribution to strengthen the idea of the writers. This is seen from the use of words “*Tsunami, catastrophic, boxing, killed, and devastated*” explaining how worst the condition of Aceh was. Then, the words “*Major, source*” clearly contains opinion about the presence of foreign troops. “*Strong, public, headaches, devoutly, and Muslim*” explain the negative point of view from some Indonesian people and leaders.

The logical relation of the text consists of internal and external conjunctions. The text is dominated by explicit external conjunctions, such as elaboration (, ,), addition (and), and purpose (to). These conjunctions enrich the writer's way to explore the idea. The internal conjunction consists of extension, contrast, addition. Most of it are constructed in implicit relation, except explicit internal conjunction (Nevertheless) showing the act done by foreign troops is far from the negative purposes as suspected by some people.

In term of genre, the text is composed with issue, argument for, argument against. The issue mentions about the military presence in tsunami hit areas. In giving arguments, the writer describes that the case turns bizarre after Indonesian leaders seem objected to the presence of foreign troops. At first, the writer gives argument for dealing with the catastrophic Boxing day tsunami and how foreign and public militaries work together to help the victims. Next, the writer presents the negative opinion created by some people about their presence. Here, the writer argues that Indonesian leaders are not happy with the help. He uses the word "*Headaches*" showing the disagreement toward the reaction of Indonesian leaders. Moreover, he gives attitudinal lexis "*Thorny*" and "*Devoutly*" to explain how and why they react in such a way. Then, elaboration of argument for ends the text. It gives contrary opinion as a result of the negative reaction of the people. In elaboration, the writer persuades the people of Indonesia to think positively about foreign military mission. Public military presence, in fact, has helped tsunami victims proved by the act of providing critical logistic support and operating their helicopters to deliver aid. The writer tries to convince the readers to believe foreign military mission.

According to explanation above, the writer uses discussion genre due to the presence of issue, argument for, argument against, and elaboration.

Dealing with the text structure, the employment of non-taxonomy relation helps to figure out the opening, body, and closing. The text exposes sequence activity which is done by the participants. Due to the use of discussion genre, the text argues different point of view of foreign military presence in Aceh. The employment of conjunction “*however and nevertheless*” connects the argument against and argument for.

The text is begun by the title as statement of issue dealing with military presence in Aceh. The argument for follows the statement of issue exposing the importance of public military presence, both foreign and national militaries. The argument employs nuclear experiential relation of extension (*continue—to be a major source of relief*). Next, the argument against appears to contrast the argument for by giving negative point of view from some Indonesian people, especially Indonesia’s leaders. This argument is strengthened by the presence of nuclear experiential relation of extension (*strong—public military presence*). The text is composed in sequential activity. It is started by the happening of tsunami. Then, foreign military troops come to Aceh to help the victims by cooperating with national military. Next, some people and Indonesia’s leaders seem to have objection to their presence due to the suspiciousness to related country. Finally, foreign troops still remain, eventhough, the bad sterotype of their mission is put on them. Their presence, even, provides many helpful duties for the victims. So, it is clearly seen that the text structure (issue-argument for-argument against-

elaboration) supported by the employment of activity expectancy which explores some phenomenons happen during the military presence in Aceh.

The conclusion that the text belong to discussion is also supported by the language features showing that the text consists of human participants: foreign troops, Indonesia's leaders, some people and non-human participants: the U.S. Moreover, the text employs simple present tense. The conjunctions, such as however and nevertheless, also proves that the text belongs to dicussion because it shows the contrary point of view from different sides.

b. Tenor

1) Status

Status focuses on participants outside and inside the text. The participants outside the text consists of the writer and the readers. Here, the status between the participants is equal due to the presence of indicative, declarative, proposition. This means that the writer does not involve the readers directly to the case. He considers the readers as observers where they are requested to give evaluation toward the case and to come to a certain conclusion and recommendation for the bizarre development of the case. This is proved by the absence of recommendation which means the writer does not want to recommend the case from his own point of view. The status of the writer is seen in the less of relational process used. The relational process observes the

judgement of the writer where he, actually, does not agree with the reaction of Indonesian people who regard the military presence is a thorny issue. However, the writer does not explicitly commend to the reaction of Indonesian people about his disagreement. Moreover, the transitivity system shows that the text employs the dominance of material process meaning that the writer shares the past happening and relates it to the present happening. This is meant to convince the readers about the case that the presence of foreign military should be taken positively. The writer also positions himself equally with the readers by the absence of vocative which commonly appears as interpersonal theme. It means that the writer just considers the readers as the receivers of the information without inviting them directly toward the issue exposed.

The status between the writer and the inside participants, such as Indonesia's leaders, people of Indonesia, foreign troops, especially Acehese, is equal. This is seen from the dominance of declarative sentence with proposition meaning. This means the writer considers himself as the one who knows about the information related to the issue. The attitudinal lexis given in the text shows the negative judgement toward the reaction from Indonesia's leaders. However, the presence of it does not purpose to position the participants—from one side—at the lower status. This can be proved by the absence of modulation in the MOOD system. The writer also does not give any

recommendation in order to let the readers decide by themselves what is the best solution is. The title also supports the equal status between the writer and the other participants because from the issue discussed there is no a tendency to blame one side—whether from Indonesia or foreign troops. The writer only describes the controversy happen due to the presence of foreign troops, especially from the U.S. The text employs topical unmarked mostly consisted by the foreign military presence in order to focuss on the issue being judged. In here, the writer invites the readers to pay more attention to the theme in which he asks the readers' opinion.

The interpretation of MOOD system indicates that there is no proposal meaning found. This shows the equality between partucipants. The MOOD system is supported by the dominance of material process. The transistivity containing dominant material process is explored due to the tendency of the writer to support the presence of foreign military. This is seen from the use of material process showing the act of foreign troops in Aceh.

Finally, the status of the interculators can be obviously seen as equal through the rhetorical organization amounting to discussion genre. The writer provides two different opinions toward the case. However, the writer does not provide any recommendation to let the readers come to their own conclusion. In the text, the writer gives some judgements through attitudinal lexis, such as "*Tsunami*,

catastrophic, boxing, killed, major, source, devastated, strong, public, headaches, devoutly, and Muslim” without a tendency to position one-side participants to lower status. From the explanation before, it can be concluded that the writer has horizontal relationship. He, as outside observer, tries to convince the readers, especially the people of Indonesia, to see the positive side from foreign military presence. In here, the writer or the editor of Taipei Times places himself in equal position in seeing the case. This is caused by the relationship between the two countries—Taipei and Indonesia, which also shares the same region—Asia countries. The evidences of this are the use of material process with less relational process in a negative assessment, and the use of discussion genre without recommendation.

2) Affect

Affect reflects the judgement of the writer toward the case. The writer puts his negative assessment toward the reaction of Indonesia’s leaders as seen in clause (3) **The strong, public military presence, however, has not come without headaches for indonesia’s leaders...** The negative polarity indicates the disagreement of the writer toward the suspiciousness of some people in Indonesia, especially Indonesia’s leaders who are not sportive in taking the help.

The writer also conveys the negative judgement through the attitudinal lexis. This is proved by the use of some words, such as

“Headaches, thorny, devoutly, and Muslim”. The word *“Headaches”* is intended to give comment toward the suspiciousness from Indonesia’s leaders. This word is used to describe how unwelcomed the reaction from Indonesia’s leaders is. The word *“Thorny”* implies that the mission of foreign military is intended to break away Aceh from the unitary state of Indonesia. This word indicates the suspiciousness from the people of Indonesia. Moreover, it is connected to the words *“Devoutly and Muslim”* which explain why the people react in such a way. However, the writer explains that the negative judgement from Indonesia people is in contrary with positive judgement for foreign troops. It is reflected by words *“Major and source”* indicating that the foreign troops are heroes for the tsunami victims. This means that the writer tends to judge the government of Indonesia that can not positively accept the help. The main attitudinal lexis supporting this statement is *“Headaches”* which implies the unspportivity from Indonesia’s leaders. Meanwhile, the other expressions of *tsunami, catastrophic, boxing, killed, and devastated* are purposed to create the atmosphere of Aceh. They describe how worst the condition of Aceh during the tsunami.

From transitivity system, the writer purposes to support the foreign military mission. This can be proved by the use of dominant material process exposing the act of foreign troops in helping the victims. Moreover, the use of attributive relational process shows how

foreign troops become heroes for tsunami victims as seen in clause (2) **...foreign and national militaries continue to be a major source of relief...**On the other hand, Identifying Relational Process (IRP) provides the negative comment toward the presence of foreign military. This negative assessment is, then, rejected by the use of attitudinal lexis "*Headaches*" showing that the negative statement comes out as a result of irresponsible suspiciousness.

Another resource in revealing the support for foreign military presence is the use of conjunctive relation "*Nevertheless*" functioning as a rhetorical expression to contrast the act made by foreign troops and the suspiciousness from some people.

From the analysis of genre, it is known that the text employs discussion genre. However, the proportion in giving positive argument dealing with public military presence takes more percentage than the negative one. It seems that the writer tries to explore and dig up the positive side to be shared to the readers. Implicitly, the writer tends to judge positively toward the issue by informing more arguments for related to foreign military presence in Aceh.

The analysis of thematic structure shows the topical unmarked theme dominates the text. In this case, the writer employs topical unmarked theme to emphasize on his positive judgement which mostly appears through relational process. These topics become token of process which will be explained by giving their attribute. For example,

the topical unmarked theme in clause (2) “**...foreign and national militaries continue to be a major source of relief...**” is foreign and national militaries and it becomes token of the process. Here, the writer tries to make the readers pay their attention to foreign and national militaries as the topical unmarked theme considered as major source of relief in helping the victims.

3) Contact

According to the text structure, the text consists of Issue, argument for, argument against, and elaboration of argument for. The text structure in this text is easily distinguished related to the simplicity of its arrangement. The writer does not present recommendation due to the aim to let the readers decide the recommendation by themselves. The text structure is also constructed by non-taxonomy relation in order to make it easy in understanding the opening, body and closing of the text. The non-taxonomy relation is built through sequence activity started from the happening of tsunami—foreign military troops come to Aceh—some people of Indonesia and Indonesia’s leaders seem to have suspiciousness toward the mission—foreign troops still remain to help the victims for humanitarian mission.

The text structure is also supported by cohesion system exploring dominant meronymy and hyponymy. As seen in the lexical string, the text is constructed in broader language use. “*Military*

presence” has meronymy relation with “*Strong public military presence*” in clause (3) and “*The presence of foreign troops*” in clause (4a). The word “*Areas*” is explained in detail through meronymy as what happens with the words “*Aceh*” and “*Sumatra*”. The use of meronymy and hyponymy makes the text understandable because the writer wants to give clear explanation to the case.

From the analysis of group system, the text employs complex groupings. However, the simplex group of verbal group system indicates that the text is short and understandable.

Then, the interpretation of clause system shows that the text is dominated by complex clauses. This implies the use of external conjunction, such as (*and*) and (*to*). These kinds of relation help the readers to find out the rhetorical organization of the text. Moreover, the presence of topical marked in clause (2) shows the writer’s intention to make theme as something already shared, or old. To this end, with topical marked it seems the writer has planned the rhetorical development of the text. He also employs the theme to reflect the texture of the text by allowing the interaction of the metafunction of language.

The dominant topical unmarked themes (75%) reflecting that the nature of language use tends to conflate the theme with the subject. The text also has textual theme (25%) which reflects the mode of the text. Looking at the number of reference of topical theme in the text, the

text is mainly concerned about the presence of foreign troops following the suspiciousness made by some people. The use of this theme makes the readers easily to follow the idea of the writer.

From the analysis of lexis system, the text is consisted by dominant incongruency. It is also supported by some numbers of technicality and nominalization. The technical words used are “*Foreign military, national military, foreign troops, helicopters, aircraft, tsunami, relief, victims, aid, logistic support, humanitarian, Muslim, and nationalistic Indonesia*”. Meanwhile, the nominalization used is *Presence, leaders, support, humanitarian, and carriers*.

According to the findings above, the familiarity of the text can be categorized into high familiarity due to the simplicity of opening, body, and closing of the text by employing non-taxonomy relation and taxonomy cohesion system of meronymy and hyponymy. This helps the writer to arrange the text structure in a simple organization of issue, argument for, argument against, and elaboration. Moreover, the densed-lexical density does not disturb the light of the text proved by the presence of understandable explicit logical relation, and familiarity of technicality and nominalization. By using dominant explicit logical relation the rhetorical organization of the text can be easily distinguished.

Moreover, the affect also deals with the intimacy between the writer and the readers. Seeing from the analysis, the text does not have

any vocative. The employment of declarative, proposition indicates that the text does not involve the readers directly. The text regards the readers only as observers. However, the writer purposes the readers to make their own recommendation toward the case. In summary, the text has distant relationship between the readers and the writer.

c. Mode

1) Channel

Embarking from the analysis of clause system, the text is dominated by complex clauses built through dominant hypotactic (80%) out of paratactic (20%). The nominal group system shows the dominance of complex one. Meanwhile, the verbal group system consists by simplex one in order to make the text easy to be understood. The verbal group system is simple and short. Although, there is one complex verbal group in clause (2) “...*continue to be a major source of relief...*”. The presence of complex clause employs external conjunction. By using mostly explicit external conjunction the rhetorical organization of the text can be easily distinguished. These findings refer to the characteristic of spoken style. Moreover, the presence of three ellipsis also indicates that the text tends to have spoken characteristic.

Meanwhile, the representation of written style also appears in the text. The lexical density shows that the proportion of lexical item is higher than grammatical one and it makes the information solid (7,27). The grouping of nominal and adjective is complex. Adjective group system consists of embedded one. The dense-construction is also proved by dominance of incongruity supported by experiential metaphor, nominalization, and technicality. Then, the employment of meronymy and hyponymy shows that the text is cohesive. Moreover, the absence of vocative indicates that the text tends to be one-way communication.

Due to the analysis above, the text has a balance characteristic between spoken and written style. In short, the text employs spoken-written style.

2) Medium

Medium means the appropriateness between the medium and the style of the text to find out the effectivity of the use of language.

The text is taken from The Other Opinion column exposing the editorial of Taipei Times about the reaction toward foreign military presence in Aceh. By employing discussion genre, the writer argues the positive things in larger amount than the negative side of their presence. He composes the text using clear text structure and it is understandable to be shared by readers. Since, The Other Opinion

column is exposing the opinion from the other countries toward the same topic discussed within The Jakarta Post, the use of spoken-written style is appropriate. This happens due to the function of The Other Opinion column is to figure out opinion from other people living outside Indonesia. That is why, the style of the text should be communicative and readable. This indicates that the style and the register through the analysis of field, status, affect, contact, and channel is effective in gaining the goal of the writer, where The Other Opinion column functions to bear the social function of discussing an issue developing in the society. Generally, the writings contain complains, criticisms, suggestions, or kinds of problem solving, so the writer's attitudes towards the issue can be clearly seen.

d. Ideology

Based on the analysis of genre employed, discussion genre attempting to describe the case from different point of view—Indonesian people and international community. The presence of foreign military leads the suspiciousness from the part of Indonesian people who worry about the hidden aim of their coming. The suspiciousness has led to selfhatred for public military presence. Then, the writer tries to open up the eyes of the readers, especially from Indonesian people. He gives argument supporting the presence of foreign troops due to the real act of them having positive motivation. The text also implicitly explains that the suspiciousness is related to the presence of the U.S. army. This happens because the U.S. has the tendency to attack Muslim countries, such as Afganistan and Iraq. Meanwhile, Aceh is a

devoutly Muslim province having internal rebellion. However, humanitarian purposes can not close the heart of American people. That is why, the U.S. sends their army to help the victims. For the writer, the purity of foreign troops mission is real due to the fact of the things they have done to the people of Aceh. This can be seen from arguments for supported by elaboration.

The interpretation of affect concludes that the text is aimed to support the foreign military presence in Aceh. This is proved by negative judgement toward Indonesia's leaders as represented by the word "*Headaches*". Moreover, the attitudinal lexis given for foreign troops is reflected in positive manner, such as "*Major source*". The large numbers of argument for indicate the tendency of the writer to support the presence of foreign troops. Then, the representation of material process showing the acts done by foreign troops explain the aim of the writer that there is no vivid reason to suspect the mission of them.

In summary, the ideology of the writer tends to be **Right-Protagonist**. This is considered to the use of discussion genre showing the approval of the writer toward the issue, and larger amount of arguments for than arguments against.

D. Discussion

This subchapter discusses the general interpretation of all texts on Other Opinion and Your Letters column based on the data description and interpretation that have been analyzed. The discussion is intended to get the answers of the problem statements.

1. The Comparison of Register

Register involves three aspects, i.e., field, tenor, and mode. The interpretation of field indicates that both texts have similar issue, discussing foreign military aids for Aceh, and presented in various titles. However, the two texts see the issue from different point of view—the first text sees the issue from the objection side, while the second one sees the issue from both aspects and finally stands in one side. The complex clauses applied in the texts employ dominant hypotactic relation in conveying the writers' idea. The complex clauses are mostly built in enhancement relation. The conjunction of the texts also has internal and external relation to provide clear explanation of the case. The employment of hypotactic relation refers that the writers tend to continue what they have stated before.

In stage of transitivity system, the text applies various processes that are mostly used by all texts, i.e., material process, mental behavior process, attributive relational process, and identifying relational process. The first process indicates

that action and the happening event stated by the writers. It functions to equip the writers to share the past happening and to relate it with the present happening. Then, mental behavior process gives a presentation of the reaction and perception of the problem. Attributive Relational Process (ARP) is carried out to describe the phenomenon found in the text. Meanwhile, Identifying Relational Process (IRP) is intended to give value towards the happening.

The theme that is mostly used in both texts is topical unmarked theme functioning to emphasize the writer's intention to the issue being discussed. This signifies that the writers tend to put the main idea in the first sentence as a subject.

The mood system in all texts is dominated by proposition. It notes that the writers want to share their idea and opinion and to give the information to the readers. The proposition meaning also indicates that the writers put themselves as primary knower of the case. Complex one dominates the nominal group system. Moreover, the adjective group of the texts shows complex group with embedded phrases. However, the verbal group occurring in the texts is mostly simplex verbal group indicating that the writers make use the flow of the information easy to understand.

The non-taxonomy relation provides the significant features of the text. The texts are constructed by activity expectancy in order to let the readers easily find out the opening, body, and closing of the text. Both texts are built through nuclear experiential both extension and enhancement. Meanwhile, the taxonomy relation helps the writers to construct the texts into broader language use by the dominancy of metonymy and hyponymy cohesive relation.

The lexis system in all texts consists of dominant incongruency indicating the dense-construction. Incongruency of lexis system is supported by numbers of technicality and nominalization having the same field—humanitarian and military technical words. Moreover, the attitudinal lexis in both texts purposes to give judgment of the writers.

The second aspect of register, tenor, conveys status, affect, and contact. The status between the writers and the readers in all texts is equal. It is proper since the writers generally want to share their opinion and the information likewise. Here, the writer's role as the news provider and the reader's role as the receiver. On the other hand, the inequality between the writers of text 1 happens due to her aim to criticize the government and the foreign military troops. In here, she places herself higher by recommending the other participants to do and to convey what she wants. She uses her role as a citizen in a democratic country to monitor the government. This is proved by the use of modulation in clause (4) *the government should not make the same mistake that may cause the loss of Aceh*. Meanwhile, in text 2 the writer puts himself in equal position with the other participants. This is seen from the absence of modulation and recommendation. The writer of text 2 aims to explain specific matter that foreign military presence is far from negative purposes. In so doing, he does not position the other participants inside the text lower. He places himself as an outsider of the issue who tries to convince the people about the case.

In the aspect of affect, both texts see the case in different point of view. The first text regards the presence of foreign troops as a threatening matter, which

has hidden purposes to break away Aceh from Indonesia. This is reflected through the attitudinal lexis, transitivity system, modality and genre used. The modality used is median obligation implying proposal meaning. It suggests the government for being aware to foreign military aids for Aceh. Moreover, the imperative meaning in clause (1) explains the highest pressure of the objectivity.

On the other hand, the second text shows the approval of the issue supported by attitudinal lexis, transitivity system, and genre. The negative polarity implies the disagreement towards the reaction of Indonesia's leaders as seen in clause (3) *The strong public military presence, however, has not come without headaches for Indonesia's leaders....* This means that the writer judges Indonesia's leaders too suspicious, and it is irresponsible. The modulation does not appear in the text showing that the writer tends to observe rather than to criticize.

Final aspect of tenor, i.e., contact carries out high familiarity of the texts due to the simplicity of their arrangement appears in the texts. Both texts are constructed in clear text structure supported by non-taxonomy and taxonomy cohesive relation. The high familiarity is also reflected by the use of common technicality and nominalization. The dense-lexis system does not disturb the light of the text. The readers of The Jakarta Post are commonly familiar with the way the writers construct the texts due to the educational background level of them is categorized into medium up to high level.

The third register's part, namely mode, indicates that the texts are in between spoken and written style. However, the first text has a tendency to be

written style related to the dominance of written characteristics found. The characteristics are reflected by the dominance of simplex clause system employing internal conjunction, dense-lexical density, anaphora cohesive relation, more complex groups system, and the less of vocative.

In contrary with the first text, the second one employs spoken-written style supported by complex clause system with external conjunction, dense-lexical density, absence of vocative, more complex groups system, presence of ellipsis, and anaphoric cohesive relation.

2. The Comparison of GSP and Genre

Text	Column	Genre	Ideology
1	Your Letters column	Exposition	Left Antagonist
2	Other Opinion column	Discussion	Right Protagonist

From the table shown above, it is known that the texts make ease of two genres. Text 1 taken from Your Letters column applies exposition genre, while text 2 taken from Other Opinion column employs discussion genre.

Through discussion genre, the writer tries to discuss the issue in proposional by displaying arguments from opposite sides, eventhough he finally chooses one side. The exposition genre reveals the writer's one side argument. By

making use of this genre, the writer directly can show their challenge or support towards the issue by means of just presenting the argument for or argument against in performing their position.

Because the texts carry out the specific genre, they have different text staging, but also have uncommon text structure. This is proved by the employment of additional element. Text 1 is consisted by background, thesis, preview, recommendation, elaboration, and argument. It has a tendency as belonging to exposition genre, but also has unusual staging. The obligatory elements of it are reflected by thesis and one-sided argument.

Meanwhile, text 2 employs discussion genre having the identical obligatory elements that are issue, argument for, and argument against. The diversity is the way the writer composes the text and chooses the optional element.

3. The Comparison of Ideology

The writer's ideology can be figured out from the register consisting of field, tenor, mode, and genre. The ideology of the writers in the texts varies since each writer has his or her own way to express his or her own opinion in supporting or challenging the issue. The first writer intends to carry out Left-Antagonist. Left means that the writer has a power to gain. The text is brave to challenge the issue. It shows the disagreement directly, and it is done by showing imperative sentence in clause (1) "*Avoid Past Mistake in Aceh*". Then, it is

followed by thesis, which explores the suspiciousness of the writer. The interpretation of affects aims to criticize foreign military aids for Aceh. This is shown by the modulation in clause (4). The writer's challenge is presented through the attitudinal lexis and transitivity system performing the writer's cynical sense and criticism. Meanwhile, antagonist signifies that the writer only views the issue from one-side by proving the argument or at least suggestion indicating the writer's one side position.

The second text, then, is Right Protagonist. It signifies that the writer supports the issue, but tries to discuss the issue by presenting the arguments from different sides, before he finally stands in one side that is, support and agree to foreign military aids for Aceh. The approval of the issue is seen from the larger amount of arguments for than argument against, the attitudinal lexis of "*Headaches*", and the less negative assessment for foreign troops.

4. The Similarities and Differences of The Texts on Other Opinion and Your Letters column

From the data description and data interpretation that have been analyzed, the similarities and the differences of the texts displayed in Other Opinion and Your Letters column can be found. Those are summed up as follows:

a. Register

The field of all texts basically has similar issue. They discuss foreign military aids for Aceh. The first text is constructed through

simplex clauses with mostly embedded. The employment of them employs internal conjunction, which requires high ability to understand it. The presence of modulation implies the writer's suggestion and the higher position of her towards the other participants inside the text. On the other hand, the second one is constructed through dominant complex clauses. The presence of complex clauses implies the use of external conjunction, which does not require high ability to understand it, because the rhetorical organization can be obviously seen. It is also supported by topical marked theme representing specific time of the happening. The employment of dominant material process develops the flow of the text embarking from the past happening to the present happening. However, the second text does not consist of any modulation. Then, the first text is built through consequential relation, while sequential relation constructs the second one. The difference is also shown in circumstances. The first text does not employ circumstances due to the presence of ARP aiming to emphasize on the judgment, while the second one employs circumstances (location and accompaniment) to give explicit location of place and event.

The two texts have some numbers of similarities. They are the dominance of proposition meaning, the dominance of hypotactic relation employing enhancement conjunction, the same process being used, the dominance of topical unmarked, the dominance of complex groups system, the dense-construction of lexical density, the dominance of incongruency, and the dominance of anaphora cohesive relation.

In term of tenor, the first text tends to have unequal status between the writer and the participants inside the text. Incontrary with it, the second one employs equal status between the writer and the other participants inside the text. However, the both texts have equal status between the writers and the readers, supported by proposition meaning used. The equal status of the writers to the readers is caused that they just want to give information and to share their opinion to the readers. The affect between the two texts is also different. The first text directly disagrees towards foreign military aids for Aceh. It is equipped by the argumentation and the attitudinal lexis. The writer also provides suggestion to the government for being aware of the hidden aim of the related countries. On the other hand, the second one implicitly approves the issue due to the unproven suspiciousness from the people. In fact, foreign troops have proved that their presence is based on humanitarian mission. The contact represents high familiarity of the both texts. It is supported by common technicality and nominalization. The simplicity of text structure helped by non-taxonomy and taxonomy relation reflects the familiarity of the texts. The solid construction of the texts does not disturb the light of the texts. The status of the texts displayed in Other Opinion and Your Letters column is distant communication. It signifies that there is no contact between the writers and the readers. The readers merely act as the receiver of the information provided by the writers.

The mode system consists of channel and medium. The channel of the first text shows the tendency to be written style. It is caused that the writer realizes that the article would be published in the printed media. On the contrary, the second one is likely to be spoken-written language. It seems that the writer tends to express what are in his minds in combination arrangement to let the readers catch the flow of idea. The medium of both texts is appropriate due to the function of Your Letters and Other Opinion column is to express the opinion of the people. In so doing, the writer uses these channels to make the text light.

b. Genre and Ideology

The text in Your Letters column makes use exposition genre. The obligatory elements are thesis and one-sided argument. Then, the additional one employs background, preview, recommendation, and elaboration. The argument is used to show the writer's challenge or support, strengthened by the existence of recommendation. Since the use of exposition genre, the writer tends to use *antagonist* side. Moreover, she clearly disagrees with foreign military aids for Aceh. In so doing, she explores the argument to be *Left* side.

The text in Other Opinion column, on the contrary, employs discussion genre. The writer provides two-side arguments with equal proposition. However, he finally shows the approval towards the issue by giving elaboration of argument for. Moreover, he gives negative judgment towards the reaction of Indonesia's leaders and adds attitudinal lexis in

positive assessment for foreign troops, such as “*Major and Source*”. By the use of opposite sides, the writer uses *Protagonist* ideology, which tends to approve the issue. It is clear that he makes use *Right Protagonist* ideology.



CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the data analysis covering the interpretation of data and the discussion of data. The conclusion can be drawn as follows:

1. Register

The field of the texts in both columns: Your Letters and Other Opinion, generally illuminates the same issue, i.e., foreign military aids for Aceh. The issue basically focuses on the controversy of their coming related to some previous events happened in the past. They are the referendum of East Timor and the war of the U.S. troops towards Muslim countries—Afghanistan and Iraq. However, those texts are presented in various titles.

The affect of the texts includes the affect to foreign troops and to the government as the central participants inside the text. The writers give different judgment towards the participants. But, they commonly criticize the government. The writer of Your Letters column presents negative judgment towards foreign military aids for Aceh due to the strangeness in delivering the aids. It is also influenced by last previous of East Timor referendum. The writer explicitly judges the presence of foreign troops has nothing more than political mission. She inserts as appeal addressed to the government in which

she previously judged that the government has done something wrong. The second one represents both sides of arguments. The argument, latter, turns out to give positive side of the issue meaning that the writer approves their presence in Aceh. The writer's appraisal towards foreign troops tends to be positive. It is due to the fact that the writer agrees with foreign military aids for Aceh.

The unequal status of the writer and the participants inside the text is caused by the role of the writer of the text 1 functioning as the citizen of a democratic country trying to monitor the happening in her country. She, as part of Indonesia citizens', tries to put herself in higher position in order to give suggestion to the government about the case. On the contrary, the writer of text 2 places himself equal with the other participants. The equal status is intended to persuade the way of thinking of Indonesia people towards the issue. The writer also realizes that he, as an outside observer, has no authority to monitor the government of Indonesia. Moreover, this act is taken by considering the close relationship between two countries—Taipei and Indonesia—and also the complicated reason dealing with specific religion—Muslim. Out of all these, the writers of both texts show equal status between them and the readers due to the dominancy of proposition meaning.

The contact of the texts refer to high familiarity related to the common technicality and nominalization used and the easiness to distinguish the opening, body and closing of the text by employing non-taxonomy and taxonomy cohesion system. They give the easiness to construct the texts

structure to be understandable. This is also supported by high education level of the readers based on the reader's segmentation.

The communication carried out in all texts is distant communication for the readers who are not involved in the texts. This means that the readers are only the recipients of the information displayed by the writer.

The texts published in The Jakarta Post are taken from different columns—Other Opinion and Your Letters column. The two texts have their own characteristics, but they actualize the opinion from the people. The text in Your Letters column indicates that it tends to be written channel. By employing this channel, the text is equipped by strong argumentation to reject the issue. Meanwhile, the text taken from Other Opinion column uses spoken-written channel to let the flow of the idea easy to understand. From the channels used, the texts have appropriate medium due to the function of both column is to share opinion meaning that the texts are light column. However, Your Letters column is lighter than Other Opinion column.

2. Generic Structure Potential (GSP) and Genre

There is a tendency that text in Your Letters column put to use exposition genre. This case is caused that the writer wants to directly express her support and challenge towards the issue. It means that she does not intend to discuss the issue by arguing it from two sides due to her definite position. Besides, in her GSP, she uses uncommon text structure and incomplete

obligatory elements. In this case, the text only applies thesis and argument as the main obligatory elements without reiteration.

Meanwhile, the writer in Other Opinion column prefers to use discussion genre. The writer prefers discussing the issue by presenting the arguments from two opposite sides, before at last the writer chooses one side. The writer's GSP functioning to argue the issue is also presented in complete element from one side or more. However, the writer position is not clearly distinguished due to the absence of recommendation related to certain reason as mentioned before.

3. Ideology

It has been stated before that the texts apply exposition and discussion genre. It signifies that through exposition genre, the writer only argues the issue from single point of view by presenting the one side argument or suggestion. The suggestion shows whether she supports or challenges the issue. It is called as *Antagonist*.

Meanwhile, through discussion one, the writer argues the issue from two or more different point of view by providing the opposite arguments before he finally stands in one side position. This type of writer is called as *Protagonist*.

The ideology also deals with the writer's position that is *left or right*. *Left* means that he challenges the issue, while *right* shows the writer's support

towards the issue. The texts indicating as having the writer's left ideology is text 1. The writer challenges or disagrees with the foreign military aids for Aceh. On the contrary, the text bringing the writer's right ideology or supporting the issue is found out in text 2. In addition, the writer of this text represents no recommendation in order to let the readers find it by themselves.

B. Recommendation

The research is conducted based on the analysis of lexicogrammar, generic structure potential (GSP), as well as register. The research is carried out to compare the genre and the ideology of the texts in Other Opinion and Your Letters column in The Jakarta Post based on Systemic Functional Linguistics (SFL).

The study can be used as the additional information to make further understanding about SFL theory, especially in analyzing genre and ideology. Further, the research can also be a stimulant for other researchers interested in the same field to conduct a further research from different angle. The research is still incomplete because it merely analyzes register, genre, and ideology. There are still many others aspects of SFL that can be analyzed to make the research more complete. For instance, they can analyze and compare the cohesion of the texts displayed in Other Opinion and Your Letters column. Then, they can study the affect in great detail to find out the obvious and definite scription on how the writers see the issue, and many others.

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