A comparative study of register, genre, and ideology of opinion texts toward the outbreak of *h5n1* deadly virus
in *the jakarta post*
(based on systemic functional linguistics)

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CHAPTER I

INTRODUCTION

A. Research Background

The present outbreak of bird flu or avian influenza pandemic (*H5N1*) is not a new phenomenon. It has been becoming a deadly threat around the globe. The issue definitely caused fear and panic to the public for they are afraid of being infected to the lethal virus. Moreover, the acute danger of pandemic has emerged in some countries, especially Asian countries.

Of all the Asian countries, Indonesia has a major problem in the face of bird flu scare. In this country, the incidents have been found in 139 regencies across 22 provinces. Indonesia is further at the center of international attention because of the growing global concern about the acute danger of the present outbreak of *H5N1* lethal virus. The number of bird flu victims would have been increasing for many areas.

The World Health Organization (WHO) has warned to the Indonesian governments and institutions that the country is now in its third stage of

contamination of possibilities of *H5N1* virus being able to mutate not only from bird to human but also from human to the others. The human-to-human transmission will entirely occur if the human body has lack of an immune system.

To solve the case on bird flu pandemic, the Indonesian Ministry of Health, Siti Fadilah Supari, has officially declared an extraordinary situation. The announcement was intended to show the government's seriousness in protecting the people and being able to make preventive measure to tackle the spread of the deadly pandemic. However, the government's statement in fact produced much criticism from some people toward the issue. People thought that the government and institution have not done very well in preventing the lethal flu virus from the spreading and killing Indonesians.

As this serious phenomenon has been happening in some parts of Indonesian provinces, all Indonesian newspapers take it as headlines for several days. One of them is *The Jakarta Post* newspaper. It is one of Indonesian newspapers written in English, which is intended not only to Indonesian newspapers written in English, which is intended not only to Indonesians but also for the foreigners who live in Indonesia.

As a daily newspaper which is very well known and has a great of subscribers, The Jakarta Post provides the opinion columns being able to be used to share ideas or opinions related to the issue or phenomenon which is happening in the world. These columns comprise of *Editorial, Other Opinion*, and letters to the editor entitled *Your Letters* columns. All of those columns can be informing, explaining, interpreting, arguing, persuading, appraising, and entertaining (Mott; 1958).

Other Opinion column is provided to other editors of both domestic and foreign newspaper to express some opinions and recommendations toward the present issue or phenomenon in the society. Meanwhile, letters to the editor column is a forum of readers to reveal their opinion dealing with general public interest.

The Jakarta Post newspaper as one kind of printed media carries the message in the written form to the societies. The form of writer's statement in the newspaper is writing, which is performed by language user for it is functional, in the sense that it is inseparable from context of use (Wiratno, 1994, p. 1).

Considering the elaborated statement above, the researcher is stimulated to conduct a research on how public encourage themselves in revealing their opinion dealing with the outbreak of bird flu or avian influenza pandemic. The researcher analyzes people's perspective in discussing the acute danger of bird flu pandemic issue through the analysis of register, genre, and ideology of letters posted in *The Jakarta Post* newspaper under *Other Opinion* and *Your Letters* columns, in which all of those columns provide the publishing of opinion, comment, and suggestion from editor of other newspaper and readers, in the frame of Systemic Functional Linguistics (SFL) perspective.

M. A. K. Halliday originally introduced SFL in 1960 as a school of linguistics based on systemic theory. According to him (1985a; p. xiv), systemic theory is "theory of meaning as choice, by which a language or other semiotic system is interpreted as networks on interlocking options". In SFL, language is seen on how it is used rather than how it is formed. It is functional because the

conceptual framework on which it is based is a functional one rather than a formal one (Halliday)

In perspective of SFL, language in the text always 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 texts together in a coherent whole and tying text to the context (Fairclough 1995). It illuminates that the context, both context of situation and context of culture, plays an important role in analyzing the text. The way of writers in constructing their opinion can be seen through the analysis of genre being able to be detected by activity sequence constructing the Generic Structure Potential (GSP). The use of rhetorical structure in GSP gives certain social function, which is realized into certain staging. Moreover, every staging has its own function depending on the contexts. Besides, it is influenced by the writer's ideology. Observing the power and domination that exist in the text will identify the ideology of writer in writing the text (Santosa; 2003; p. 42).

B. Problem Statement

Based on the research background, the major problem of the research is how the register, genre, and ideology of the texts in revealing H5N1 virus pandemic issue in The Jakarta Post newspaper structured: Then, the problem can be broken down as follows:

1. How is the register system of each text realized:

2. What is the genre of each text:

3. What is the ideology of each text:

4. What are the similarities and differences of both texts

C. Research Limitation

The research is focused on the comparison of register, genre, and ideology between two opinion texts under *Other Opinion* column written by editor of other newspaper entitled The world vs bird flu published on November 18th, 2005 and the other one is *Your Letters* column by the readers with the title Bird flu takes roost on September 27th, 2005 in The Jakarta Post newspaper using Systemic Functional Linguistics (SFL) perspective. *The Jakarta Post* is chosen because it is known as the largest English newspaper in Indonesia that covers national and international events.

D. Research Objectives

Based on the problem statement above, the research is conducted to explore public opinion coming from the readers of *The Jakarta Post* in *Your Letters* column issued on September 27th, 2005 and the editor of other newspaper in *Other Opinion* column on November 18th, 2005 in viewing the present outbreak of *H5N1* deadly virus pandemic, which in more detail is performed:

1. To describe the register system of each text.

2. To discover the register of each text.

3. To discover the ideology of each text.

4. To discover the similarities and differences of both texts.

E. Research Significance

The research is conducted to describe and to compare the register, genre, and ideology of opinion texts under *Other Opinion* and *Your Letters* columns of *The Jakarta Post* newspaper, especially in discussing the present outbreak of bird flu or avian influenza disease. The description includes many aspects from which the register, genre, ideology of both texts can be seen through lexicogrammar, cohesion, and text structure.

The research is aimed at seeing how language is applied in the texts for revealing opinion. The language used shows how each writer tries to persuade the readers through their opinion. Therefore, this study is very useful to discover that ideology has its role in deciding the type of genre in which the application of it helps the writer express his or her opinion based on his or her ideology.

F. Research Benefits

This research hopefully gives a greater contribution in understanding text analysis and text writing, especially in Systemic Functional Linguistics (SFL)

point of view. After doing this research, the researcher absolutely expects that the result will be beneficial for:

1. Public

   The result of this research can be helpful to the readers to know the language applied by the writers of letters whether it is understandable or not by employing Systemic Functional Linguistics (SFL). Besides, it can contribute the knowledge to readers about SFL.

2. Writers of Letters

   The result of this research can be useful as additional knowledge in improving the writer's writing abilities dealing with the purpose of what they want to write.

3. Other Researcher

   The result of this research can give contribution to the analysis of further research on register, genre, and ideology or other in the perspective of Systemic Functional Linguistics.

4. Teacher and Students of English Department

   The result of this research can be an additional reference of learning especially for students and teaching Systemic Functional Linguistics (SFL) for teachers.

G. Research Methodology

This is a descriptive research which employs a descriptive method. The method is done by collecting data, classifying, analyzing, and then interpreting the

data (Hadi; 1983). Moreover, Surachman (1982; p. 229) illuminates that descriptive a research aimed at describing, classifying, and analyzing the language and how language is used by the user. Besides, the researcher also employs the comparative method to get the similarities and differences of both texts.

The source of data in this research was taken from the written texts in *The Jakarta Post* newspaper under *Other Opinion* issued on November 18th, 2005 and *Your Letters* column on September 27th, 2005 especially discussing the present outbreak of bird flu of *H5N1* virus pandemic.

The sampling technique employed in this research was total sampling. It means that the whole data of the research was taken to be analyzed.

Further details on research methodology are clarified in chapter III.

H. Research Systematic

The result of the research is arranged systematically in a form of thesis so as to be understood easily. It is organized into five chapters. In brief, the systematic of this research is composed as follows:

CHAPTER I : INTRODUCTION, which covers Research Background, Problem Statement, Research Limitation, Research Objectives, Research Significance, Research Benefits, Research Methodology, and Research Systematic as well.

CHAPTER II   :   LITERATURE REVIEW, which discusses Bird flu or H5N1 virus, Mass Media, Newspaper, Indonesian Press System, The Jakarta Post, *Kompas, Opinion Column*, Letters To The Editor, Systemic Functional Linguistics, Ideology, Genre and Generic Structure Potential (GSP), Register, Text Structure, Cohesion, Lexical Cohesion, and Lexicogrammar.

CHAPTER III :   RESEARCH METHODOLOGY, which civers Research Type, Data and Source of Data, Sample and Sampling Technique, Technique of Collecting Data, Research procedure, and Technique of Data Analyzing.

CHAPTER IV :   ANALYSIS, which consists of Data Description, Analysis of Data Interpretation and Discussion

CHAPTER V   :   CLOSURE, which comprises of Conclusion and Recommendation.

CHAPTER II

LITERATURE REVIEWS

A. Bird Flu or Avian Influenza

Bird flu or avian influenza is actually a disease caused by the flu virus type A, which is classified as *Orthomyxoviridae.* This kind of virus is easily able to change its shape and causes a pandemic. The disease caused by avian influenza virus with antigen *Hemaglutinin* (H) and *Neuramidase* (N) infected poultries and pigs at the first place. The virus infecting humans is known as H5N1 (WHO data on bird flu pandemic; 2005).

The avian influenza virus can survive in water for four days in temperatures of 22° Celsius, and more than 30 days in 9° Celsius. It can live longer in the body of poultries having sick and their droppings. In addition, the lethal virus are able to survive more than 30 days in a humid environment, but it can only last out for two or three hours in places with enough sunlight. The *H5N1* virus can die in temperatures of up to 56° Celsius for three hours or 60° Celsius for 30 minutes. Meanwhile, the materials used to kill the virus are detergent and disinfectants such as formaline and other liquids that consist of iodine (*Gatra* news room; July 2005).

The outbreak of this lethal flu virus can occur quickly so that it results in the death for a large number of poultry populations. Some researches in fact have shown that the contagion agents of this flu virus are coming from poultry or bird droppings, sick bird or poultry, poultry coop cleaners and contaminated poultry feed sacks, egg cartoons, and also transportation vehicles distributing the poultry. For that sense, people having high risk to be attacked on bird flu are workers at poultry slaughterhouse, cleaners of poultry coops, poultry distribution

workers, poultry vendors at market, veterinarians and paramedics, and those involved in the animal husbandry businesses.

The virus can easily infect humans with some methods of infection, such as direct contact with infected poultry, by water and equipment having contaminated with the virus, or by the intermediary of pigs. Moreover, the infection can happen orally from bird or poultry droppings through the respiratory tract. In addition, it is fact that the possibility of *H5N1* virus being able to mutate not only from bird to human but also from human to the others will entirely occur if the human body has lack of an immune system.

As the preventive measure, people being prone to avian influenza infections should follow standard operational procedures, as follows: (1) wear protection: gloves, masks, special glasses, protective uniforms, disinfectant boots and special head coverings, (2) wash hands with soap after all contact with sick poultry workers must disinfect hands after work, (3) people working with poultry workers must disinfect hands after work, (4) people over the age of 60 and suffering respiratory and hearth problems should have no contact with infected poultry, (5) report to the nearest health office at the first signs of respiratory problems, influenza and eye infection. Besides, the curative measure for humans is by Tamiflu to cure humans, and vaccines for poultry (WHO, FAO and recapitulated data of *Tempo* news room; 2005)

The acute danger of pandemic has emerged in some countries, especially Asian countries. Of all the Asian countries, Indonesia has a major problem in the face of bird flu scare. In this country, the incidents have been

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found in 139 regencies across 22 provinces. Indonesia is further at the center of international attention because of the growing global concern about the acute danger of the present outbreak of the lethal *H5N1* virus.

According to the World Health Organization (WHO), Indonesia is now in its third phase of the bird flu contamination, where it has been outbreak from poultry to humans, and will move to the fourth phase if the lethal virus has been spreading among humans. From December 2003 to September 2005, there have been some reported cases of Indonesians either infected or suspected of being infected on bird flu. WHO data show that there are two persons infected and died, and further of 15 suspected people of having the virus- three of them died and the rest still hospitalized. It has also been predicted by WHO that Indonesia would be considered as the epicenter of global health disaster for having bird flu pandemic if the government does not carry out radical prevention measures right now.

The Indonesian Ministry of Health, Siti Fadilah Supari, on September 19, 2005 has officially declared an "extraordinary situation" to solve the problem on bird flu pandemic. The announcement was actually intended to show the government's seriousness in protecting the people and being able to make preventive measure to tackle the spread of the deadly pandemic. "This status is actually taken by the government to make people feel safe and calm," she added.

However, the government's statement in fact produced much criticism from some people toward the issue for causing a lot of panic among them. They thought that the government and institution have not done very well in preventing the lethal flu virus from the spreading and killing Indonesians. Although human-to

human transmission has not yet been detected in Indonesia up to the present days, the specter on H5N1 virus pandemic still haunts among them.

Indonesian President, Susilo Bambang Yudoyono, has stressed on the importance to use all natural emergency funds to support at fighting against the pandemic. There are at least 44 hospitals located in large cities provided by the government to treat the bird flu patients with eight laboratories in Sumatra, West Java, Bali, and Sulawesi used to test the blood sample of them. Besides, it is a must to give clear information on bird flu as right measures to prevent a pandemic toward the societies. For instance, it would be safe to eat chicken or eggs as long as it is well cooked at 85° Celsius for two minutes before consuming.

B. Mass Media

Mass media plays an important role in human beings' daily lives. Through mass media, we are able to know all the events or phenomena and current affairs existing in their surrounding and to expand the type of communication that we are usually engaged in this world. Gamble and Gamble (1997; p.10) define mass media as tools, instruments of communication that permit man to record and transmit information and experiences rapidly to large, scattered, and heterogeneous audiences; as such, they extend our ability to talk each other by helping us overcome barriers caused by time and spaces.

The presence of mass media in our daily lives performs a number of essential functions, they are:

1. They inform and help us keep a watch on our world; they serve a surveillance function.

2. The media set our agendas and help structure our lives.

3. The mass media help us to connect with various groups in society.

4. The media help to socialize us.

5. The media are used to persuade us and to benefit the originators of messages.

6. The media entertain. (ibid; p. 11)

Grolier Academic Encyclopedia (1991) states that there are four major categories of mass media: printed media (newspaper, magazines, and books), recording (records and audiotapes, video cassettes and video disc), motion pictures and radio and television broadcast. All the forms of mass media usually apply professional communicators, the editors in the newspapers or publishing house in the programmer at a television station, selecting about what their audience will see, hear, or read. Moreover, all kinds of mass media in democratic society must be able to provide a platform for public opinion discourse, facilitating the formation of public opinion and feeding that opinion back to the public from whence it come (Mc. Nair; 2000).

C. Newspaper

Newspaper is one kind of printed media carrying messages in written form. It appears daily or weekly that seems to inform, explain, interpret, influence, and entertain audience. In addition, it is printed on an affordable paper and is not stapled, stitched, or glued at the fold as usually done to other printed media such as magazines and books. In broad sense, newspaper comprises of news, information, and comments about current affairs, advises, column of various types, entertainment, feature, and advertisement (Paneth; 1983).

Newspaper must transmit news, opinion, and ideas to mass audience as efficiently as possible for the reason of having a great influence in creating public opinion. It contains news concerning with events in the world, the city or the local community and all aspects of human life that happen in the past, at the moment, or in the future.

Furthermore, there are three distinctive characteristics of newspaper that makes it differ from other types of printed media. Firstly, newspaper counts on its *publicity* addressing general public, not designed for a certain group of people. It is a fact that there are some newspapers, which put their coverage more on a certain sector such as business, but it does not suggest that it is directed for business people only. Secondly, it is known for its *universality* by providing various features of information, news, and articles. The last one is its *actuality* in a way of informing people about the latest events and development on various issues (Juyoto, 1985; 154).

D. Indonesian Press System

Press is an institution, that is, as an agency of mass communication (Mott; 1958). It has duty of giving information and also taking social control actively in serious efforts to develop a country.

Furthermore, Asegaff in *Jurnalistik Masa Kini* claims that press as information resource exposes actual news about what happens all over the world. In the sense of social control, it invites the society to take part actively in giving view in the form of critics, suggestions, or opinion upon other institution, even upon the government (1983).

Press in Indonesia has seen a lot of changes, and experienced the air of press freedom after the successful movements in 1998 conducted by students in toppling down the *Orde Baru* regime. From the moment, press began to be free at carrying out many sensitive and critical issues toward everything.

Indonesian press is called Pers Pancasila, which means that the attention, attitude, and view of press are based on Pancasila (Lubis; 1993; p. 259). It functions as instrument of development and maintains harmony, security, and order (Soekarno in Lubis; 1993; p. 261).

The press stresses on a healthy press with *bebas dan bertanggung jawab* (free and responsible) as the slogan in spreading and reporting the objective and true information to the society. In addition, it must be able to a constructive agent of social control (Koeswara; 1994).

E. The Jakarta Post

The Jakarta Post is an English newspaper published in Indonesia by PT. Bina Media Tenggara which is an independent newspaper institution privately owned and controlled by four competing media groups publishing some national publications: *Kompas, Tempo, Suara Karya, and Sinar Harapan*. This printed media is known as the largest English newspaper in Indonesia that covers national and international events. There are sixteen pages of this newspaper divided into seven columns: *National News, City News, Opinion, Feature, Business, and Investment, Sport news and World News*.

The Jakarta Post is published daily and under license *No. 179/ SK/ Men Pen/SIUPP/ A.6/ 1986. Adj. No. 546/ Ditjen PPCa/ K/ 1992*. It is widely circulated and has a great number of subscribers who is not only intended for English native speakers but also Indonesians having a good ability in English.

As one of communication media, the newspaper operates the field of information, education, persuasion, and recreation. As the realization of persuasion, it provides column being frequently applied to present opinion of both the editor and reader. This column is called opinion column, which contains comments, complains, critics, suggestions, or problem solving.

The opinion column in *The Jakarta Post* consists of two pages that constitute on page 6 and 7 and comprise of *Editorial*, letters to the editor entitled *Your Letters, Other Opinion*, and *Essays*.

F. Kompas

Kompas is one of Indonesian daily newspaper. It is also known as one of the largest national newspaper in Indonesia, which covers both national and international events. In addition, it has wide circulation and subscribers who are commonly educated people coming from middle up to high level of society since it commonly brings heavy news such as politics and law, international issue and economic affairs.

Kompas, like other newspapers, provides features that expectedly satisfy the hunger of its readers who are different in interest and way of life. This printed media has been widely available in almost all kinds of institution, starting from private to government ones.

The newspaper comprises of forty pages, which is divided into columns, such as *Politics and Law, Opinion, International World News, Humaniora, Sport news, Business and Investment, Metropolitan, Advertisement, Entertainment Program, and Central Java* columns.

G. Opinion Column

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

In *The Jakarta Post*, *Other Opinion* is the name of opinion column. This column is similar to the editorial one in the sense of discussing and giving some opinions or recommendations toward actual issues developing in the societies. It is difference in the case of that the opinions of *Other Opinion* column are composed by the other newspaper's editor of both foreign and domestic newspaper.

In broad sense, the writings on this column contain comments, criticism, suggestions or problem solving that can argue, attack, and try to influence and persuade the readers to accept the writer's principles (Mott, 1958). This then conducts the writer at taking positive or negative judgment toward the main topic of issue.

H. Letters To The Editor

Letters to the editor is a column generally provided by the publisher to express readers' opinions dealing with factual issue existing in their surrounding. Through this column, the readers have an opportunity to create communication in the sense of giving feedback as a realization of their rights.

The content of letters to the editor usually concerns with criticism, complain, and suggestion related to the public interests (Koeswara; 1994; p. 111). Moreover, the existence of the column in the newspaper is a symbol of democracy for it acts as a correcting device for the publication and carries considerable reader interest (Mott; 1958).

There are two-fold purposes served by letters to the editor. Firstly, it furnishes a safety value for the release of emotional and intellectual promptings and secondly, it keeps the editor in touch with his readers by throwing into emphasis those in which the readers are most interested (Mott; 1958).

The name of letters to the editor actually varies. In *The Jakarta Post*, it is called as *Your Letters* column.

I. Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a school of linguistics originally formulated by M.A.K. Halliday in 1960s. He claims that his linguistic study is actually based on systemic theory, that is, "a theory of meaning as choice, by which a language or any other semiotic system is interpreted as networks of interlocking options: 'either this or that, or the other', 'either more like the one or more like the other', and so on" (Halliday; 1985a; p. xiv).

This approach is oriented to functional linguistics since the conceptual framework on which it is based on functional rather than formal one. This means that the study in fact views a language not only as a set of rules or structures, but also how those structures construct the meaning, which in SFL is considered as a basic resource in understanding the language (Gerot & Wignell; 1994; p. 6). In *Introduction to Functional Grammar*, Halliday (1985a; p. xiii) further explains that it is functional in three distinct senses: in its interpretation (1) of text, (2) of the system, (3) of the elements of linguistics structures.

In addition, this theory actually bases the analysis on social semiotic perspective. Wiratno (1994) suggests that in social semiotic perspective language always occurs as a text, whether it is spoken or written. It is used to express meaning and to reflect the attitudes, values, and ideologies of the users. This further becomes clear that to analyze a text considered as a linguistic phenomenon positively means to analyze socio-cultural values, ideological values and social processes taking place in a society (Birch in Santosa, 2003; p. 15).

As stated above, it then can be said that the use of language in a text has to be understood in relation to its contexts, both context of situation (register) and context of culture (genre), as they decide the meanings. The text itself can be considered as a language, which is doing some jobs in the contexts. Moreover, speakers and writers within context of culture can absolutely use language in more specific context or situation, namely context of situation. This situational context refers to the environment of the text, the total environment, including the situation in which the text was uttered (Halliday & Hasan; 1985). It is then structured into field, tenor, and mode.

Field concerns with what is going on including activity focus (nature of social activity) and object focus (subject matter). Tenor deals with the social relationship between those taking part, being specifiable in the sense 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) (Gerot & Wignell; 1994; p.11). Mode refers to how language is being used through the

channel of communication whether it is spoken or written, and medium to know the effectiveness of text (Santosa; 2003).

As a system of meaning, a text further is constructed in components of functional meanings. "All languages are organized around two kinds of meanings, the 'ideational' or reflective, and the 'interpersonal' or active. These components are called 'metafunction'. Combined with these is a third metafunctional component, the 'textual', which breathes relevance into the other two" (Halliday; 1985; p. xiii).

1. **Ideational meaning**, which relates to a meaning developed to understand the environment. This functional component is discussed in Field and divided into two types, the experiential meaning and logical meaning. Experiential meaning refers to the expression of some kind of a process, event, action, state, or other phenomenal aspect of the real world to which it bears some kind of symbolic relation (Halliday; 1985; p. 18). The logical meaning aims to explain the relationship between language and the fundamental logical relation in a language.

2. **Interpersonal Meaning**, which refers to the aspect dealing with the personal participation in a text. This meaning concerns the ways in which one acts upon one another through language giving and requesting information, getting people to do things, and offering to do things ourselves and the ways in which one expresses his or her judgement and attitude about such thing as likelihood, necessity and desirability (Lock; 1996; p. 9). This component of meaning is further discussed in Tenor.

3. **Textual Meaning**, which confirms to the ways in which a stretch of language is organized in relation to its context and discussed in Mode. It is important in the creation of coherence in spoken and written text (Lock; 1996; p. 10). Halliday (1985; p.23) states that it is what makes it into a text, as distinct from an artificial or fossilized specimen of wording.

Then, all of these three meaning above are systemically realized in text structure and texture of a text (Santosa; 2003; p.14 - 15). This following figure will show the relationship of text, context of situation, context of culture and metafunction realization adapted from Martin (1992) with modification:

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┌─────────────────────┐
│ Context of Culture  │
└─────────────────────┘
          ┌────────────────────┐      ┌──────────────────────────┐
          │ Context of         │      │ Metafunctional Meanings: │
          │ Situation          │      │                          │
          │ (field, tenor, and │      │ Ideational, Interpersonal,│
          │ mode)              │      │ and Textual              │
          └────────────────────┘      └──────────────────────────┘
                    ┌──────────┐
                    │  Text    │
                    └──────────┘
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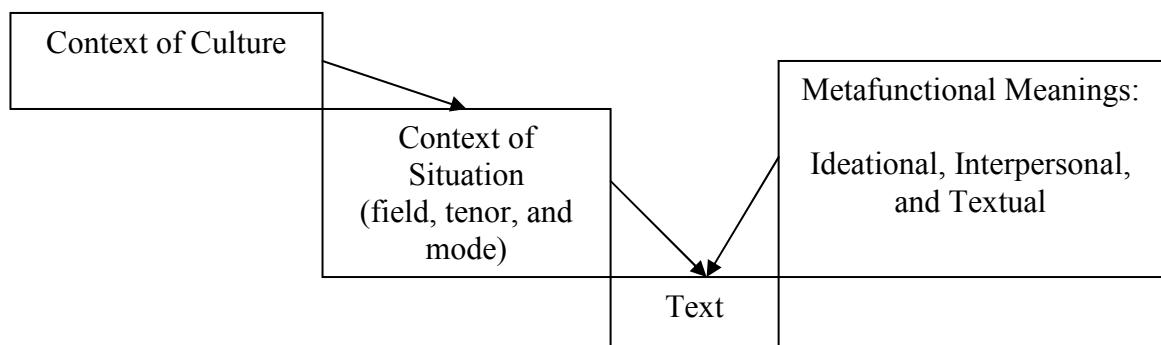
(Adapted from Martin, 1992)

As elaborated above, Systemic Functional Linguistics in fact focuses the study on discourse analysis in which a text is interpreted as a system of meaning for it brings a social process. Halliday (1985a) states that language in the form of text is interpreted as a system of meanings, accompanied by forms through which the meaning can be realized. This means that even though SFL emphasizes meaning as the base in analyzing language in the form of a text, it positively still regards the formal grammar, functioning to realize or encode meanings.

In addition, a text in the perspective of SFL is underlined by ideology, genre and register. Ideology is actually realized through the use of genre. Then, genre itself is realized through the use of register being realized through lexicogrammar, text structure, and texture of text, cohesion, and phonology. The relationship among them will be shown in this following figure:

(Adapted from Martin, 1992; p. 496)
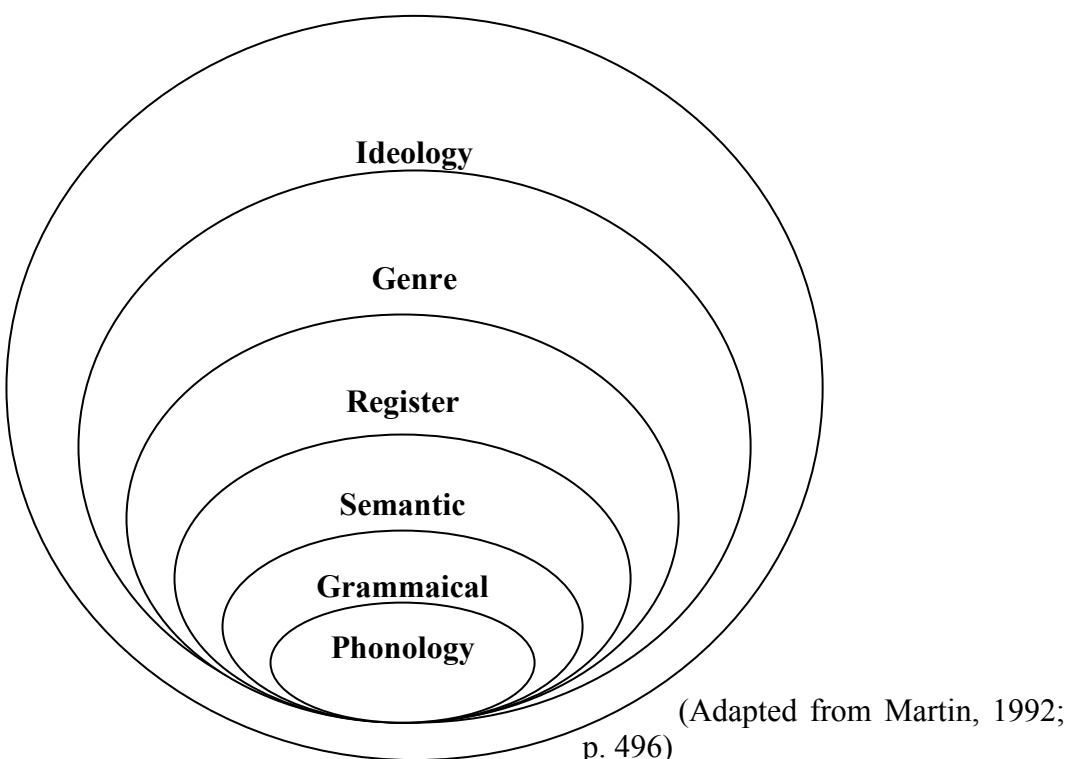
Ideology really has contribution to decide the use of genre and register in a text. It is essential that when analyzing and making interpretation of the writer's ideology, the genre and ideology should be considered. Martin (1985) suggests that ''ideology and genre are intimately related in any culture from both the perspective of latent ideology and the challenges to ideology''. That is why, the writer in revealing his or her opinion has to select the best genre for his or her opinion writing for getting the effective and efficient result.

J. Ideology

Ideology is a kind of point of view taken by the language users, writers, or speakers to reach their goal through the text. It then can be identified through the observation of the "power hegemony and domination" which exist in the text. Ideology mainly discusses the issues of social and cultural conflict, the absence of consensus towards the system of values and beliefs, the relation among action, institution, and social structures (Martin; 1992). It is further a fact that the relationship between social power and actor realized in the text, including between the writer and the audience, and also the relationship between a dominating social group and the dominated one are the important aspects of ideology (Santosa, 2003). Then, these influencing aspects are realized in the sense of semiotic systems through the choice of the genre and supporting register.

Martin (1992 in Santosa, 2003: p. 40) has categorized ideology within a text into two types: static/ synoptic and dynamic ideology. Synoptic ideology can be considered as language variation reflecting someone's ideology. However, this kind of ideology may become influenced as a result of science and technology developments and also interaction process from cultural, religious, and ethnicity values. So, he then considers that dynamic ideology is more precise for seeing the relationship between power hegemony and the type of genre used.

Dynamic ideology further looks at the power hegemony in the society as a system, which involves two sides, Antagonist/ Protagonist and Left/ Right. Antagonist and protagonist actually represent the way and perspective used by a writer at viewing an issue or profile. Antagonist is used to characterize a person

who is interested in creating an issue while protagonist expresses the one who attempts to dissolve the issue. Then, the term left and right suggest the person possessing the power. Right refers to a person who is having the power to lose, and left is used to refer to a person who is having power to gain.

Right antagonist is a person who proposes an issue or profile in a sense of one-sided argument to defend the issue by considering that he has the power. Right protagonist refers to a person seeing the issue from many perspectives or sides before rejecting the presence of an issue. Left antagonist characterizes a person challenging the presence of an issue in one side for the reason of having no power hegemony. Left protagonist, meanwhile, refers to the one who challenges an issue in two-sided arguments.

Ideology then will identify the types of genre used by a writer in a sense of text. Broadly, antagonist will apply an exposition genre for being able to support or challenge the status quo in one side by proposing and then elaborating a thesis. Meanwhile, protagonist prefers to use discussion genre in his discourse at presenting arguments from all sides before giving a conclusion and recommendation to the most adequate arguments. Martin presents a model of dynamic ideology involving two sides: protagonist/ antagonist and left/ right as follows:

RIGHT
ANTAGONIST

SIDE: for

RIGHT
PROTAGONIST

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ISSUE/ PROFILE   ⟶

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                                        ┌──── LEFT
                              PROTAGONIST
        ────SIDE: against ──→ │
                              └──── LEFT
                        ANTAGONIST
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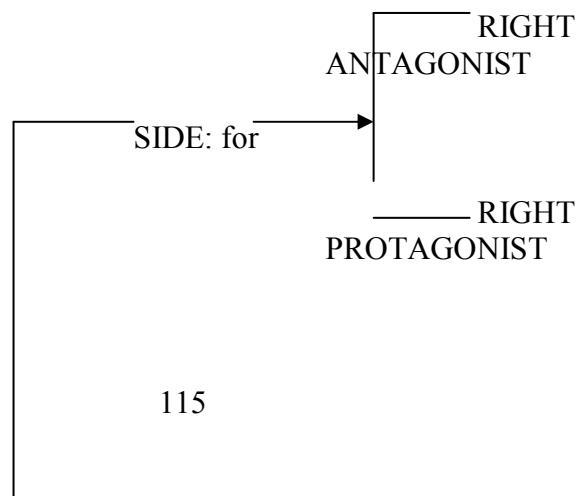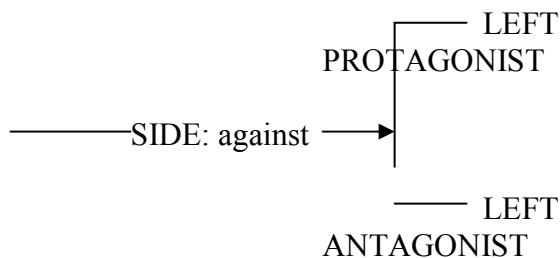
(Adapted from Martin, 1992 in Santosa, 2003: p. 41)

K. Genre and Generic Structure Potential (GSP)

There are many definitions of genre in Systemic Functional Linguistics. According to Santosa (2003: 23), genre is generally "a social process which carries a certain social function that can be identified through its activity sequence". Martin (in Eggins, 1994: p. 26) defines genre as a staged, goal-oriented, purposeful activity in which speakers engage as a member of society or less technicality, genres are how things get done, when language is used to accomplish them. Furthermore, Hasan defines genre as "language doing the job appropriate to the class of social happenings" (Halliday and Hasan; 1985; p.65). This is a type of text that has certain function and meaning produced by particular social process. Its process is a certain social activity in a certain context of culture in which language plays a dominant role.

Genre is realized through the text structure, which varies from one to another. However, there is an obligatory structure, namely, Generic Structure

Potential (GSP), a text structure being able to be used to diagnose the social function of the genre and also to determine types of genre since every genre has its own GSP, which is different from one to another. This GSP includes the opening, body, and closing of the text. Each text really has different social function. This suggests different genre and GSP (Martin; 1992). Then, the GSP becomes the characteristics of the text conveying certain genre.

Martin (1992) has classified genre into two categories, story and factual genre. Story genre concerns the text explored from the social process of telling, functioning generally to entertain the readers. This genre is actually used as a representation of social phenomena happening in a community. It is further divided into four types: recount, anecdote, exemplum, and narrative.

Factual genre refers to a text designed to explore the world around us through the social process happening in the discourse community. This genre actually emphasizes 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 different found among them is actually on their register. Moreover, since the object of this thesis is in the form of letter texts, the research then is designed to study factual genre. According to Martin (1992), this genre can be classified into eight types: recount, description, report, procedure, explanation, exposition, discussion, and exploration, having different functions of each other which are described as follows:

1. Recount Genre

Recount genre functions to report unique social events taking place in the past for the purpose of informing and entertaining. The generic structure of this genre is basically initiated from an orientation as the opening, events as the body, and reorientation as the closure. Orientation has function to inform the readers about the context in which the events occur; event of the text is chronological according to the sequences of events; and reorientation as the optional element functions to add more information.

Furthermore, the significant lexicogrammatical features of the texts are as follows: (1) the text emphasizes on specific, or individual participants, (2) it uses past tense verbs and material processes, and (3) it focuses on temporal sequences of events and conjunctive relationships (MEDSP, 1989).

Recount Example: a personal letter

Structural Features	
Orientation	Dear Grandpa and Grandma, Yesterday at my school we had International Day. We had performance, food stalls, display, raffle ticket draw and some of us were dressed in costumes.
Event in chronological order	We started our day off with performances but the one I like best was the one from fourth grade. It was about games. The performance I was in was called Labamba. Straight after our performances, we had our lunch. There were food stalls. They came from Australia, Asian, Arabic, and Greece.

	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.
	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.
	There was also a Trash & Treasure stall where they sell toys. The school got these things by asking the children to bring them in.
	After lunch we had a raffle ticket draw. I didn't win anything but a lot of people did.
Reorientation	Although I didn't win anything, International Day was still fun.

(MEDSP, 1989: p.5)

2. Description Genre

Description genre 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. Furthermore, the result of this genre is not used to generalize.

The writer of the genre may start describing the object from the parts he wants to tell and may stop whenever he/she considers that the description is enough (Martin, 1985). The use of simple present tense, material process, and relational process are the lexicogrammatical features of the texts (Wiratno, 2003).

Description Example: Natural Bridge National Park

Structural Features	
Identification	Natural Bridge National Park is a luscious tropical rainforest.
Specific description	It is located 100 kilometers South of Brisbone and is reached by following the specific highway to Nerang and then by traveling through the Numbering valley. This scenic read 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)

3. Report Genre

Report Genre functions to describe the way things are, with reference to a whole range of phenomena, natural, culture, or social in our environment. The generic structure is unfolded in general classification of what will be reported as opening, followed by description of things, including physical characteristics, behavior, habitant, function, quality, etc.

The lexicogrammatical features of this genre are as follows: (1) focusing on generic participants (groups of things), (2) using simple present tense, (3) having no temporal or logical conjunction, and (4) employing

'being' and 'having' clause, and (5) using material process and relational process (MEDSP, 1989, Wiratno, 2003). Report Example: Drought

Structural Features	
General opening statement or classification	Drought Droughts are extreme water shortage that last for a long time.
Sequences of related statement-grouped in topic areas	Rain falls at 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 Sydney. There are more droughts in the drier interior areas of Australia than in the coastal areas. The inland areas have more dramatic changes in rainfall. 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.

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

4. Procedure Genre

Procedure genre is designed to describe how something is accomplished through a sequence of actions and steps. The GSP is started with the goal to be obtained, followed by a series of steps or oriented for achieving the goal. Its steps should be procedurally arranged in order to achieve the goal.

The lexicogrammatical features of this genre are material process, imperative clause, and the second person participants. Texts belonging to the genre for instance are instruction manual, recepies, and those kinds of stuffs.

Procedure Example:

Structural Features	
Statement of the aim or purpose	Recipe For Sticky Date Pudding
Material Required	Ingredients: 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 16 cm round ring pan baking paper
Steps or 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 minutes Serve with warm caramel sauce and cream

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

5. Explanation Genre

Explanation genre functions to explain the social or natural process involved in the evolution of natural and social phenomena or how something works. This genre is actually used to account for the process how things work or why things as they are. This indicates that the genre does not focus on the thing but on the process.

Its generic structure begins from general statement followed by sequenced explanation of a series of logical steps in the process. The lexicogrammatical features of this genre are as follows: (1) focusing on Generic, non-human participants, (2) using simple present tense, (3) employing material process and relational process, (4) using passives, (4) applying temporal and causal conjunctive relations (MEDSP; p.13, and Wiratno, 2003).

Explanation Example: Explain How Deserts Remain Dry

Structural Features	
General Statement to position reader	There are three possible reasons why deserts remain dry. These are high mountain barriers, cold ocean currents and high pressure systems.

Sequenced Explanation	**Mountain Barriers:** When warm air passes over the ocean it picks up moisture in the form of water vapour. As this moist air travels over the land, it rises to pass over mountain ranges. When it begins to rise, the air cools and this causes the water vapour to condense into droplets which fall as rain. When the air reaches the other side of other side of mountain barriers, it has lost all its moisture and so the other side of the mountain remains dry.
Sequenced Explanation	**Cold Ocean Currents:** Air passing over cold ocean currents is cooled and therefore is unable to pick up and hold much moisture. When this cold air mass reaches the warm desert, any moisture in the air is evaporated and does not fall as rain and so the desert remains dry.
Sequenced Explanation	**High Pressure Systems:** In a high pressure system, the air is dry and is moving downwards. As this system moves over the land it draws in moisture from the land surface. Consequently the moisture does not fall as rain and so the dessert remains dry.

(MEDSP, 1989: p. 4)

6. Exposition Genre

Exposition genre functions to put forward a point of view or one-sided opinion or argument. This genre is usually initiated from a thesis and brief explanation of arguments, followed with one-sided arguments, which support or challenge the issue. Finally, it is closed by a reiteration, restatement of the thesis.

Martin (1992) further divides this genre into two: **HORTATORY** and **ANALYTICAL EXPOSITION**. Hortatory exposition refers to 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, and those kinds of things. 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.

1. Hortatory Exposition

Hortatory Exposition aims to persuade people that something is supposed to be or not to be. The GSP of this genre is started from a thesis containing the opinion of writer toward the issue highlighted. Then, the thesis is elaborated by some arguments to support the thesis. Finally, it is closed by a reiteration functioning to restate the thesis and the structure.

The lexicogrammatical features of this genre are focusing on: (1) generic human and non human participants, (2) use of simple present tense, (3) use of material, mental, and relational processes. Example: Country Concern

Structural Features	
Thesis	In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't have to have been any mention of difference between driving in the city and in the country.
Argument	While I realize my leaded petrol car is polluting the air

	whenever I drive, I feel that when you travel through the country, where you see only another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.
	Those who want to penalize older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transportation to fall back upon and one's own vehicle is the only way to get about.
Recommendation	I feel that country people, who often have to travel long distance to the nearest town and who already spend a great deal of money on petrol should be treated differently to those people who live in the city.

(Text Source: The Road Ahead in Gerrot and Wignell, 1994: 21)

2. <u>Analytical Exposition</u>

Analytical Exposition aims to persuade people that something is the case by giving a point of view, or argument. This genre is logically structured sequencing rather than temporal (MEDSP; 1989; p. 16). The GSP begins with a thesis consisting of position and preview to introduce the topic and the writers' position about the matter being talked d, followed by argument which comprises of point and elaboration. Then, it is ended by reiteration to restate the writers' position of the problem.

The significant lexicogrammatical features of this text are focusing on: generic human and non human participants, use of simple present tense, use of material, mental and relational processes, use of internal conjunction functioning to state argument, and reasoning through causal conjunction or nominalization. Example:

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Structural Features	
Thesis	I think the Canterbury Council should construct more Activity Centers in most local areas. Firstly, children cab keep busy as well as have fun in 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.
Argument	During the school holidays, many children who don't have much on their minds can attend their local Activity Centre. It will keep them busy and they can also learn to do lots of different things. Another reason is children can encourage others to attend the local Activity Centers. This way child will not get so bored because they can have lots of fun. Moreover, it could stop children from vandalizing other's property because they have better things to do like going to the Activity Centre and having fun and enjoying themselves.
Reiteration	These are the main reasons why I think we should more Activity Centers. It will be very educational and good experience for lots of children.

<div align="right">(MEDSP,
1989: p. 17)</div>

7. Discussion Genre

Discussion genre functions to discuss a certain issue or problem and then presents the arguments for both sides concerning with a topical issue, and finally takes conclusion with a recommendation based on the weight of audience. The GSP is opened by the issue and preliminary discussion on the issue, and then followed by the arguments, which support or against the

statement of the issue. Then, it will be ended by conclusion consisting of summary and recommendation.

The significant lexicogrammatical features of this genre are: specific participants, simple present tense, modality, material process, relational process, mental process, and contrastive conjunction (Wiratno, 2003).

Discussion Example: The Controversy over Using Nuclear Energy

| **Structural Features**	
Statement of issue (preview)	Nuclear energy is commonly offered as an alternative to overcome the crisis of energy. The debate whether the use of nuclear energy is an appropriate choice has not come to an end. Some people agree with the utilization of it because of its benefits. Some others, however, disagree because of its risks to environmental safety, nuclear energy should be avoided.
Argument for	Those who agree with the operation of nuclear reactors usually argue that the energy produced from them can be used for multipurposes. The reactors can produce radioisotopes utilized in medical, industrial, and agricultural fields. They also claim that nuclear energy is the only feasible choice to answer the ever-increasing energy needs. According to them, the other sources of energy: oil, coal, and liquid natural gas are not renewable and safe, while nuclear energy can be substainably produced in a safe way.
Argument against	Some government officials also point out that this kind of energy is the safest one in response to environment compared to the non-renewable ones mentioned above. They claim that the reactor operates on a "zero-release" basis, which means that waste materials are processed so that none will be released into the environment. In addition, they believe, nuclear energy will never cause pollution, but the others, especially oil and coal, really do. However, people disagreeing with the use of

	nuclear energy, on the other hand, keep criticizing that to choose it as the best alternative to overcome the growing energy needs is silly. The silliness can be seen from the question why they are interested in nuclear power when there is still an abundance of natural energy sources: oil, coal, hydroelectric, thermal, etc. In reaction to environment, they add that the operation of the nuclear rectors does not make any sense. Some NGOs specializing in efforts to safe environment argue that their waste products completely destroy environment and human lives. On the other hand, it is true that the other kinds of energy like oil and coal support the environmental pollution, but their contributions can still be tolerated. It is true that the nuclear reactors provide energy in great quantities, but their contributions to destroy environment and lives can not be avoided. A meltdown in a reactor, for example, results in a contamination of soil and water under its core, making human lives impossible for miles around. The reactor is also dangerous to lives because of its radiation leaking. In this case, it is often said that under good control no fission products are allowed to leak out from the reactor. But who can guarantee this?
Conclusion/ Recommendation	It is obvious that nuclear energy should be avoided because it endangers environment. If we continue using it, while the radiation is very poorly controlled, then it will kill ourselves sooner or later. The government should pay much attention to the fact and revise the choice.

(Adapted from *Menulis Karya Ilmiah*, 2003: p. 73)

8. Exploration Genre

Exploration genre functions to find out something which is still debatable and in theoretical. This is a debate within a structured activity in tense in which the use of viewpoints is resolved. It enables the activity sequence to be structured or not. If the activity sequence is organized well, the result will be effective and efficient (Martin, 1992).

Santosa in *Semiotika Sosial Pandangan Terhadap Bahasa* (2003) has already explained that there are three types of genre, such as: service genre, factual genre, and story genre. The service genre is actually applied to dig 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
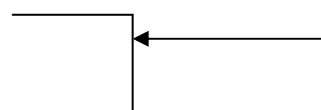
C : No, thanks.
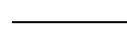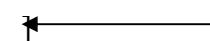
V : That'll be forty.
= S
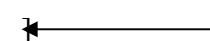
C : Two dollars.
= P

V : Sixty, eighty, two dollars. Thank you.
= PC

(Adapted from Santosa, 2003: p.31)

L. Register

In Systemic Functional Linguistic perspective, a language can be seen in a sense of text designed to put forward a social function or social meaning interpreted in its context of culture (genre) and context of situation (register). Eggins (1994: p. 34) claims that

"The context of culture (genre) is more abstract, more general, than the context of situation: that genres are realized (encoded) through language; that this process of realizing genres in language is mediated through the realization of register".

The statement suggests that the existence of register within a text definitely influences the realization of genre.

Halliday, Mc Lintosh, and Steven in Bathia (1993) postulate that a language varies as the function varies; it exactly differs in different situation. Then, a term used to refer a variety of language distinguished according to its use in relation to situational context is called as register. Moreover, register is defined as a semantic concept that can be seen as a configuration of meanings that are typically associated with a particular situational configuration of field, tenor, and mode of discourse (Halliday and Hasan, 1994: p. 56).

1. Field

Field as the projection of experimental meaning 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 (Halliday in Martin 1992: 499). Besides, Martin (1992: p. 536) argues that field is sets of activity sequences oriented to some global institution purpose. Then, field within a text can be realized through text structure, cohesion system, transitivity, clause system, group system including noun, verb, and adjunct, lexis system: abstraction and technicality, and also the semantic category features (Santosa, 2003: p. 50).

2. Tenor

Tenor as the projection of interpersonal meaning of language refers to who is taking part, to the nature of participants, their status and role, what kind of role relationship on one kind or another (Martin, 1992: p. 499). It actually concerns the social reality referring to negotiation of social relationship among participants (ibid: p. 523). The participants here are the writer, the persons involved in the text, and the readers. This in fact relates to what are the status and the roles of participants, and also what the kind of relationship they have. Furthermore, tenor is concerned with the social relationship of *status, contact, and affect*.

Status expresses the interrelationship level between the writer and participants, the writer and the readers, and among the participants themselves.

In relation to the relative position of status between sender and receiver, it can be: (a) horizontal, in which the participants have equal status, and (b) vertical, which suggests to power relationship concerning with seniority, authority, and social status.

Contact deals with degree of institutional involvement of language used within a text. This is actually about the familiarity of language among the users. It indicates that contact relates to the readability and understanding of the language showing language accuracy to the target. This feature is further presented through the text structure, cohesion system, clause system, nominal group and technicality.

Affect refers to the 'degree of emotional charge' in relationship between participants (ibid: p. 525). This concerns the assessment, evaluation, or judgment of the writer to the participants in the text, and the writer to the readers. The assessment then can be classified as positive or negative assessment (Santosa, 2003: p. 51).

3. Mode

Mode as the projection of textual meaning refers to the role language is playing in realizing in social action (Martin, 1992: p. 508). It comprises of *channel* and *medium*. *Channel* is an aspect discussing whether a text has spoken style, written style, or combination of the two. This includes the rhetorical function of the text. Channel then can be interpreted through the description of clause system, group system, lexis, grammar, and cohesion.

Meanwhile, *medium* deals with the media used to express the language. This aspect of mode can be characterized through the theme-rheme structure, tense, nominal group, and clause system.

M. Text Structure

As a result of social process, text actually has a certain structure being able to be used to determine social function of a genre. As claimed by Hasan (in Martin,1992: p. 551), text structures are divided from GSP conditioned by the selections in the sense of field, tenor, and mode. It is further related to a schematic structure, with genre defined as a staged, goal oriented social process realized through register (Martin, 1992: p. 505).

Santosa (2003) explains that every text has certain staging and rhetorical function based on social purpose and context of situation in its structure. Texts can have the same genre, but they are perhaps differentiated in the text structure. Therefore, there are many varieties of text structure of the text in spite of having the same GSP. One example is the text structure of editor's opinion in newspaper, which begins with an issue, argument I, and argument II. The description is as follows:
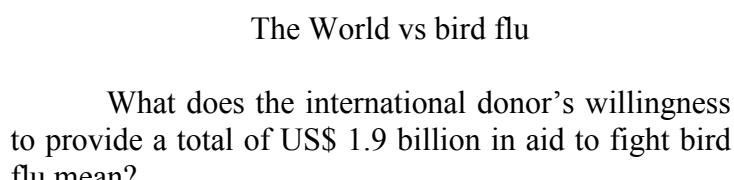
The World vs bird flu

What does the international donor's willingness to provide a total of US$ 1.9 billion in aid to fight bird flu mean?

Issue

That indicates that the avian flu has become a lethal threat around the globe, and the world must unite to fight it. The international commitment was declared at the end [of the international Conference] at Beijing, China on Jan. 18.

According to the World health Organization (WHO), bird flu, which is spread by H5N1 virus since 2003 has killed 79 people in six countries.

Argument I

The disease, which has stricken East Asia, is now hitting Turkey the gateway to Middle East and Europe. Bird flu is also suspected to be in Iraq.

Then there is the issue of how to use that much money from the donors? Experts are of the opinion that bird flu is an endemic disease at poultry farms among Asian countries. Countries with an inability to detect and properly anticipate the eradication of the disease deserve the aid.

The money can be used to train health workers, veterinarians and those involved in the animal husbandry businesses.

Argument II

UN Secretary-General Kofi Annan said that the amount of money was too small compared to the expected losses by the world once the disease becomes a pandemic. The World Bank predicts economic losses could reach $800 billion, and millions of people could fall victim if the virus starts becoming easily transmitted [among humans].

(Taken from Other Opinion column in The Jakarta Post November 18, 2005: p. 6)

N. Cohesion

The term cohesion is a linguistic realization of semantic and pragmatic relation between clauses and sentences whereby any passage of speech or writing

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is enabled to function as a text. This refers specifically to non-structural text forming relations: semantic relation between an element in the text and some other elements (Halliday and Hasan, 1976: p. 4). Halliday then adds that the relation may involve elements of any extent, both smaller and larger than clauses, from single words to lengthy passage of text.

There are two ways of which cohesion is created in English, namely grammatical and lexical cohesions. Grammatical cohesion includes reference, substitution, ellipsis, and conjunction.

1. <u>Reference</u>

Reference constitutes how the writer or speaker introduces participants and then keeps track them once he is in the text. The participants involved are the people, places, and the things getting talked about in the text. In a sense of text, they may either presented to us (introduced as "new" to the text) presumed (encoded in such a way that we need to retrieve their identity from somewhere) (Eggins, 1994: p. 95).

The reference pattern applied in a text is able to explain: (i) the major participant of the text; (ii) the change of participants during the text; (iii) where most items are retrieved from.

2. <u>Substitution</u>

Substitution is the replacement of a constituent of a clause by another indicating the same meaning for the sake of efficiency. There are three kinds of it:

- *Nominal Substitution*

The substitute elements in nominal substitution are one, ones, some. For instance: "Have you found the papers?" Only the green ones, "Ones", refers not to "the papers" but to a class of papers-those are green.

- *Verbal Substitution*

The verbal substitute in English is '*do*'. This operates as Head of a verbal group, and its position is always final in the group. For instance: *Does Puput read? Yes, he **does***.

- *Clausal Substitution*

What is presupposed in clausal substitution is not an element within the clause, but an entire clause. The words employed as substitute are *not* and *so*, e.g. *Is this Japanese food delicious? It seems **so***.

3. <u>Ellipsis</u>

Ellipsis occurs when a constituent of a clause or probably a clause is omitted in an interaction for the sake of efficiency. It is develop into three:

- Nominal Ellipsis is an ellipsis within nominal group, e.g. *The cars are mine. All were bought by my father.*

- Verbal Ellipsis is an ellipsis within verbal group, e.g. *Should I come? Yes, you should.*

- Clausal Ellipsis occurs when in a sentence, there is an omission of some elements. This ellipsis usually occurs in an answer of question either yes/no question or Wh-question, e.g. *They can't make it. Can you?*

4. <u>Conjunction</u>

Conjunction concerns how the writer creates and expresses logical relationship between the parts of a text (ibid: 105). This is classified into four types conjunctions: temporal, additive, causality, and adversative. **Temporal** conjunction shows relation of the events in a text referring to succession of time, realized by *firstly, then, meanwhile, after that, further,* and the like. **Additive** signals the relation forming coordination of events in a text, usually realized by conjunctions: *and, in addition, also, on the other hand, or, either, neither, moreover, besides, similarly, on the contrary,* and the like. **Causal conjunction** expresses the relationship of cause and consequences of the events occurring in a text. This relation is typically realized by *because, as a result, consequently, hence, so, thus,* and the like. The rest, **Adversative** reflects 'contrary to expectation'. In this sense, the expectation can be got from the communication process. This is realized by the conjunctions like: *but, yet, nevertheless, however, instead, in contrast, anyhow,* etc.

O. Lexical Cohesion

Lexical cohesion refers to the selection of vocabularies, which establish continuity in a text. This comprises of Repetition, Synonymy, Antonymy, Hyponymy, Meronymy, and Collocation.

- **Repetition** refers to the use of the same word including inflection and derivation. E.g. *go, going, went, gone*.

- **Synonymy** deals with the choice of lexical item referring to the similar meaning. E.g. *clear-obvious*.

- **Antonymy** is the use of word with contrastive meaning.

  E.g. *go-come*.

- **Hyponymy** concerns the relationship of a subclass and class where the class comes first, e.g. animal-tiger.

  Co-hyponymy is the relation of subclass of word included into the same class.

  E.g. tiger-lion.

- **Meronymy** shows the relation between part and whole.

  E.g. house-door, window.

  Co-meronymy reflects the relation the relation between part and part.

  E.g. eye-ear-hand-leg.

- **Collocation** refers to the cohesive voice achieved through the association of lexical items having a tendency to co-occur, e.g. car-gasoline.

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

A lexical relation as suggested by Martin (1992: p. 295) is analyzed with respect to lexicogrammar taxonomy. In this sense, lexical relation is broken down into taxonomy and non-taxonomy relation.

a. Taxonomy Relation

There are two types of taxonomic relations, namely super-ordination and composition relations. Super-ordination reflects the taxonomy based on principle of sub-classification that organizes people, thing, place, action, and qualities in the given field with respect to class-subclass relation. The technical terms used here include **Inclusion** (hyponymy and co-hyponymy) and Synonymy (Synonymy, Antonymy, and Repetition). Meanwhile, **Composition** reflects taxonomies based on the relation referring part to whole relationship. This means that composition organizes people, places, and things in a given field with respect to part/ whole rather than class/ subclass relation (ibid: 297). It is subdivided into collectivity relationship (member-group/ flock-geese), consistency relationship (thing to material/ pot-clay), and composition relation (thing-elament/ meronymy and co-meronymy).

b. Non-Txonomic Relation

Non-taxonomic relation emphasizes on the thing oriented used to interpret the experiential meaning that cannot be manifested through single item. The relation can be classified into two types of relations:

1. Nuclear Relation

Nuclear relation reflects the ways in which actions, people, places, things, and qualities configure as activities in activity sequences. The basic strategy to identify this relation is by applying Halliday's general logico-semantic of expansion including elaboration, extension, and enhancement (ibid: p. 309-310).

2. Activity sequence

At the first place, discussing activity sequence would be preferable before going to analyze genre and ideology. Activity sequence then can be defined as the relationship among the activities of text in relation to the field. Martin (1992; p. 324) suggests that

"At most basic level, a field consists of an activity sequence, 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 qualities".

In badminton, for instance, a point is constituted by a sequence of short within the parameters defined by game. To get a point, badminton, there is a typical sequence of activities being done by participants. See this example:

Player + serves

Opponent + returns

Player + volleys

Opponent + retrieves

Player + smashes

Opponent + misses

(Adapted from Martin, 1992: p. 321 with modification)

Moreover, he suggests that an activity sequence relation is divided into two: expectancy (modalization) and implication (modulation). Santosa (2003: p. 75) states that expectancy (modalization) is the activity sequence employed by the participants. The activities sequences can be classified into two categories, namely time sequence and consequential sequence viewed from logical relation. The examples are as follows:

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

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

This then becomes obvious that after describing the activity sequence, the rhetorical functions which refer to the staging of the text can be decided. At last, the GSP of the text can definitely be identified. In addition, the analysis of activity sequence has a contribution for the analysis of genre and ideology.

1. Lexicogrammar

Lexicogrammar is a register concrete realization. It concerns the choice of words and the formation of structure in the system of wordings or signings which simply means words and the ways they are arranged (Butt et. all, 1995).

Santosa (2003: p. 77) says that lexicogrammar will pay attention to the clause system in realizing the three metafunctional meanings namely ideational, textual, and interpersonal meanings. The three meanings are working together with cohesion system in presenting the texture of text in a certain context. Moreover, the meanings have a close relationship to the grammatical structure in expressing the functions, namely: transitivity system, clause system, group system, mood system, theme-rheme relation, lexis, metaphor, abstraction and technicality.

1. Transitivity

Transitivity expresses clause structure in relation to ideational meaning as experience which associates with field in register. It is about grammatical function of clause expressing the reflective, experiential aspect of meaning. In addition, it specifies the different types of process that are recognized in language, and the structures by which they are expressed (Halliday, 1985a: p. 101).

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Moreover, there are three constituents within transitivity mentioned by Halliday:

i. Process

ii. Participants in the process

iii. Circumstances of the process

The process then in transitivity can be divided into six process categories: material, mental, verbal, behavioral, relational, and existential process. Every type of processes actually has its own participants realized in a sense of nominal group (Santosa, 2003: p. 79).

a. <u>Process Types and Their Participants</u>

1) Material Process

Material Process is a process of 'doing'. This is purely concerning with physical process. It has two types of process, namely process of doing and happening (Ibid). The processes express the notion that some entities do something, which may be done to some other entities (Halliday, 1985: p. 103).

In material process, the participant is called as **Actor** that means the one who does the deed, whereas the participant at whom the process is directed or to whom the action is extended called **Goal**. A term of **Patient** is

also used beside Goal to refer the one who undergoes or suffers as a result of the process. Example:

Bird flu	has killed	79 people
Actor	Material Process	Goal

In addition, there are also other participants involved in this material process. They are *Beneficiary* and *Range*. Beneficiary refers to the one to which or for whom the process is claimed to take place. This kind of participant does not only emerge in material process, but also in verbal and relational processes. In material process, the beneficiaries are recipient whom goods are given to and client referring to the one that services are done for. Meanwhile, Halliday (in Eggins, 1994: p. 233) states that a range specifies one of two things: (i) either it is a restatement or continuation of the process itself, or (ii) it expresses the extent or "range" of the process. Example:

Father	gave	a new car	to me
Actor	Material Process	Goal	Recipient

I	build	this house	for her
Actor	Material Process	Goal	Client

Puput	plays	badminton
Actor	Material Process	Range

- Mental Process

Mental process is a process of sensing including thinking, feeling and perceiving. Therefore, this process is classified into three types. They are:

1. Perception mental process, which has close relationship to the use of sense to do a certain process of sensing. It includes the processes such as *seeing, hearing, noticing, feeling, tasting*, and *smelling*.

2. Affection or reaction mental process, relating to the use of heart and logic at doing a certain process. This includes the processes such as *liking, loving, admiring, missing, fearing,* and *hating*.

3. Cognition mental process, concerning with the use of brain at doing a certain process. It includes the processes such as *thinking, believing, knowing, doubting, remembering, and forgetting* (Lock, 1996: 105 and Santosa, 2003: p. 80).

The participants in this mental process consist of the one that senses, and the other that is sensed, namely **Senser** and **Phenomenon**. Phenomenon can be in micro phenomenon-a thing: abstract and concrete; generally realized in a form of noun, macro phenomenon in which the phenomenon is doing a certain activity or done by the activity- generally realized in a form of noun phrase with embedded post modifier, and meta phenomenon in which the phenomenon is an idea and realized in a form of clause. Example:

They	do not like	it (micro)
The students	saw	the stolen bike (macro)
Tono	has understood	that the matter is not true (meta)
Senser	Mental Process	Phenomenon

(Santosa, 2003: p. 81)

- Verbal Process

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Verbal Process is a pure saying process. This process is expressed by only several verbs such as *say, ask, tell* (ibid).

In this verbal process, the involved participants are called as Sayer-the one that says, Receiver-one to whom the verbalization is addressed, and Verbiage-something which is said by sayer. Example:

Gunadi	said	that the girl is fine	-
The children	told	their problem	to me
Mother	asked	that matter	to her son.
Sayer	Verbal Process	Verbiage	Receiver

(ibid: p. 82)

▪ Behavioral Process

Eggins (1994: p. 250) suggests that Behavioral Process is typically a process of physiological and psychological behavior. Santosa (2003: p. 82) claims that this process can be classified into two kinds, Mental Behavioral Process and Verbal Behavioral Process. Mental Behavioral Process is considered as a process of behaving through doing, of which it is expressed by the verbs such as *study, observe, investigate, analyze, practice, experience, and those kinds of things*. The participants of this process are **behaver** (the one who behaves in the process) and **phenomenon**. Example:

John	is analyzing	the case
Behaver	Mental Behavioral Process	Phenomenon

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Meanwhile, Verbal Behavioral Process is a process of behaving through saying, of which it is expressed by the verbs such as *discuss, tell, explain, claim, chat, speak to, etc*. The participants involved in this process are **behaver, verbiage**, and **receiver** (the one who accepts something said by behaver). Example:

The teacher	is explaining	a lesson	to the students
Behaver	Verbal Behavioral Process	Verbiage	Receiver

- Relational Process

Relational Process is a process of being and having. The central meaning of clause in this process is that something exists (Halliday, 1985: 113). This process then can be divided into two types, *Attributive Relational Process (ARP)* and *Identifying Relational Process (IRP)*.

- **ARP** is a process of relating the participant by giving attribute to another participant. The participants existing in this process are **Carrier**-a topic of clause, and **Attribute**-a comment dealing with the topic. The attributive can be realized through a nominal group which is typically indefinite; it has a head in the form of a noun or an adjective but not a pronoun. The participants are linked by the verbs such as *be, become go, stay, seem, appear, and the like*. Example:

Mr. Suhardi	is	a civil servant
Carrier	Attributive Relational Process	Attribute

- **IRP** is a process of relating the participants, being used to identify another participant. There are two kinds of participants of the process, **Token-**a thing being identified and **Value-**a thing functioning as identifier. The participants are linked by verbs such as *be, become, represent, mean, define, and so on*. Example:

That	is	what Puput wants
Value	Identifying Relational Process	Token

6) Existential Process

Existential Process is a process representing that something exists or happens. This process is usually started with the word 'there' and realized through the verbs expressing existences, namely **existential** such as *be, exist, arise, and the like* followed by nominal group which has a function as **existent**. Example:

There	is	a beautiful girl
	Existential Process	Existent

b. <u>Circumstantial Elements</u>

Circumstances can be considered as the physical or non-physical environment that illuminates the process in some ways. They are realized in a form of adverbial phrase (Santosa, 2003: p. 87). Butt (1995) further suggests that circumstances may locate the process in time or space, suggest how the process occurs, or offer information about the cause of the process.

Halliday (1985a: p. 137) claims that the principal type of circumstantial element in English 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 a circumstantial element which is expressed in the sense of some unit of measurement, like yards, laps, rounds, and years. Its interrogative forms are *how far? how long? how many?* (measure unit*)? how many times?* The typical structure is a nominal group with qualifier, either define, e.g. *five dogs*, or indefinite, e.g. *many miles, along way*; this occurs either with or without preposition, the most usual preposition being *for* (Halliday, 1985: p. 136). Example:

He went there	for a while
	Circ; Extent

2. Location

The circumstantial element of location represents the place and time where the process takes place. This element can be divided into: location in time which is answering the question *when?* and location in space which answering the question *where?* The typical structure is an adverbial group or preposition phrase; examples are *underneath, by the door, in Solo, long ago, before sunset, on Saturday evening* (ibid: p. 138).

For instance:

A month ago,	in Yogya and part of Central Java,	there was an earthquake

Circ; Location; Time	Circ; Location; Place	

3. Manner

Manner is a circumstantial element which comprises three subcategories: **Means, Quality**, and **Comparison**.

i. **Means** refers to the means whereby a process takes place. This is typically expressed by a prepositional phrase with preposition *by* or *with*. The interrogative forms are *how*? and *what with*? (ibid). Example:

Adi broke the wood	by buzzsaw
	Circ; Manner; Means

1.**Quality** is typically expressed by an adverbial group with *–ly* adverb as Head. This is the answer of the question how? or how…? plus appropriate adverb. Example:

He broke the wood	quickly
	Circ; Manner; Quality

2. **Comparison** is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference e.g. *likewise, similarly, differently*. This element actually answers the question *what…like?* Example:

Unlike her friends,	Tina is a very bashful girl.
Circ; Manner; Comparison	

4. Cause

The circumstance of cause consists of five subcategories: Reason, Purpose, Behalf, Concession, and Condition.

o **Reason** refers to the reason for which a process takes place, and what causes it. This is typically expressed by a prepositional phrase with *through or because of, as a result of, thanks to, due to*. *Why?* or *how?* is the interrogative form of this element (ibid). Example:

As a result of earthquake	many people lived in Yogya lost their house
Circ; Cause; Reason	

o **Purpose** expresses the purpose for which an action takes place and the intention behind it. This element is typically expressed by a prepositional phrase with *for* or with complex prepositions such as *for the purpose of, for the sake of, in the hope of*. This element answers the question *what for?*

The student was carrying a laptop	for his seminar
	Circ; Cause; Purpose

o **Behalf** refers to the entity, typically a person, on whose behalf or for whose sake the action is undertaken and who it is for. This element is typically expressed by a prepositional phrase with *for*, or with a complex prepositional such as *for the sake of, on behalf of*, and the like. It usual interrogative form is *who for?* Example:

I joined the competition	for the sake of our country
	Circ; Cause; Behalf

o **Condition** is the element typically expressed by a complex preposition like *in the case of*. *What if?* is the interrogative form of this element.

Example:

In the case of earthquake,	the country must prepare an aid for the victims

Circ; Cause; Condition	

o **Concession** is a circumstantial expression represented by prepositional phrase such as *in spite of and despite of.*

John prepared the room	despite of his sickness
	Circ; Cause; Concession

5. Accompaniment

The circumstantial element of accompaniment represent 'and', 'or', 'not'. This typically expressed by prepositional phrases with preposition such as with, without, besides, instead of. Its interrogative forms are and *who/ what else, but not who/ what?* Example:

I watched the badminton competition	with my father
	Circ; Accompaniment

6. Matter

Matter is answering the question *what about?* And is expressed by preposition phrases with preposition such as *about, concerning, with reference to,* and sometimes simply *of.* Example:

They were talking	about the bird flu case
	Circ; Matter

7. Role

The Role is a circumstantial element, which represents the meaning of 'be' (attribute or identity). This is the answer for question what as? In addition, the usual prepositions are *as, by way of, in the role/ shape/ guise/ form of.*

Example:

I played theater	as a policeman
	Circ; Role

8. Angle

Circumstantial element of angle represents the verbal source of the sayer. Example:

According to him	bird flu is a lethal virus
Circ; Angle	

c. <u>Extra Causer</u>

Extra cause refers to the agents out of all the participants mentioned above (actor, behaver, sayer, carrier, toke, and existent). Besides, this is usually not appeared for a certain reason. Then, the extra causer can be categorized into four kinds: Inisiator, Inducer, Attributor, and Assigner (Santosa, 2003: p. 92).

- Inisiator concerns with the verbs of inisiator, such as let, make, get, do, and the like. Example:

The lecturer	lets	the students	go
Inisiator	Process	Actor	Process

- Inducer relates to the verbs of inducer, like assure, persuade, convince, and etc. Example:

He	persuaded	them	that the case was solved
Inducer	Process	Senser	Phenomenon

- Attributor has to do with the verbs of attributor, such as keep, make, leave, drive, and those kinds of things. Example:

He	made	his friend	happy
Attributor	Process	Carrier	Attribute

- Assigner comprises of the verbs of assigner, such as vote, elect, make, name, call, and etc. Example:

They	named	their second child	Puput
Assigner	Process	Token	Value

2. Group

The experiential meaning besides participants, processes, and circumstances is also covering the existing groups: Nominal Group and Adverbial Group.

(i). <u>Nominal Group</u>

Nominal group refers to a group of words which has a noun (a word which names of a person, place or a thing) as its head word and includes all additional information related to that noun. Besides, the nominal group has a number of functional components as a means of representing experiential structure (Gerrot and Wignell, 1996: p. 141). This is a constituent functioning as subject and complement. Then, this constituent can be either simple group-of which one word or more has simplex meaning, or complex group having complex meaning.

Santosa (2003: p. 99) further suggests that the nominal group comprises of main meaning called *head* and *modifier*, both *pre-modifiers* and

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post modifiers. They are typically expressed by one or more of elements such as Deictic, Numerative, Epithet, Classifier, and Qualifier.

1. Deictic (D)

Deitic is an element that functions as a modifier indicating whether a thing has been identified or not. This can typically be expressed by indefinite article such as a, an, all, each, every, either, neither, none, some, both; definite article: this, that, the, these, those, which (ever), what (ever); and possessive adjective: my, your, our, his, her, their, its, one's, whose (ever), Puput's and the like.

2. Numerative (N)

Numerative represents a numerical feature of subset: either quantity or order, either exact or inexact. This further can specified into: the qualifying numerative which is specifying either an exact number (cardinal numerals, e.g. *four cars*) or an inexact number (e.g. *many cars, lot of cars*) and the ordering numerative which is specifying either an exact place in order (ordinal numerals, e.g. *the first plane*) or an inexact plane (e.g. *a subsequent plane*).

3. Epithet (E)

Epithet is a modifier that describes things into shape, size, and physical and psychological condition. This can typically be realized in

adjective, present participle phrase, and past participle phrase, for instance: *black hair, sleeping baby, shrewd politician.*

4. *Classifier (C)*

Classifier classifies thing into types or kinds. This modifier can be in the form of noun, adjective, and gerund, for instance: *blonde hair*.

5. *Qualifier(Q)*

Qualifier is a post-modifier element that gives additional information to the thing. This is realized in the form of adjective clause, present participle, past participle and ordinal number. In addition, it is mostly embedded into the thing.

Santosa (2003: p. 100) further shows a configuration of the structure probability of English nominal group as follows:

Pre-modifier ⟶				⟵ Post-modifier		
D ^	Num ^	E ^	C ^	T	[	Q u a l i f i e r
↓	↓	↓	↓	↓		↓
Art.	Car. Num	Adj.	N	N		Relative Clause
Poss. Adj.	Ord. Num	Pr. Part.	Adj.	Pro.		Pr. Part. Phrase.
		Ps. Part.	Ger.	Ger.		Ps. Part.
		Inf. Phr Phrase				Infinitive
		N. Cls Phrase				Adjective

]

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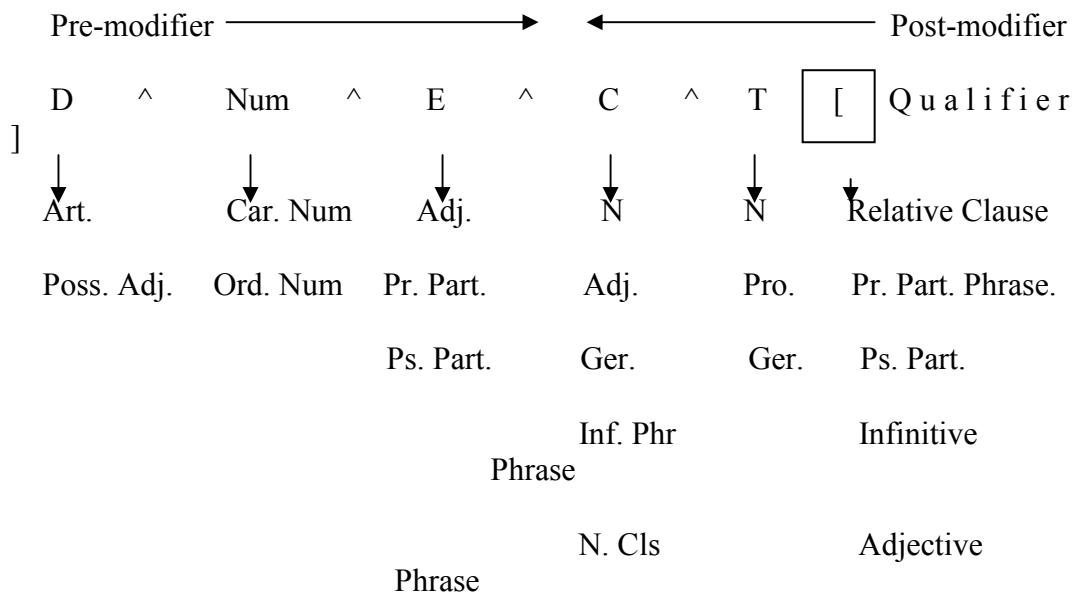
Prepositional Phrase

Car. / Ord. Number

(Adapted from Santosa, 2003: p. 100)

Notes:

^ means *to come before*; ↓ means *to be realized by*

For instance:

The lady has a very beautiful oval face [with a dimple on the chain].
D T D E C T Q

(ibid)

(ii) <u>Verbal Group</u>

Verbal group is an expansion of verb. It can be considered as a constituent having the role as Finite plus Predicator or as Predicator alone if there is no Finite element in the mood structure and as process in the transitivity structure. For instance, in Puput will eat this delicious pizza, the verbal group is *will eat* of which *will* is as the finite and *eat* is as the predicator.

Verbal group is characterized into two structures: experiential structure and logical structure. Experiential structure consists of Finite plus Event with an optional auxiliary. For instance in verb *go*, the Finite is fused with the Event and there is no auxiliary. This begins with the Finite relating the process to the 'speaker-now'; the Finite does so by tense or modality.

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Then, it ends with the Event, expressing a process, which may be event, action, act of consciousness or relation. Example:

The case	has	Not	been	solved
	Finite	Polarity	Auxiliary	Event

Logical structure indicates the system of tense: primary and secondary tenses. The primary tense functions as Head, shown as α (alpha). This is the Deitic tense: *past, present, or future* relative to the speech event. The modifying elements identified by *β* (beta) and beyond are secondary tenses; they express past, present or future relative to the time selected in the previous tense.

In the study of English functional grammar, tense and modal are becoming the main constituent which is labeled with *α* and the others are the following: *β, γ,x, δ*... Meanwhile, the tense used for present is ' ø ', for past ' – ' and for future is ' + '. Example:

People living in Aceh have built their house.

$$\alpha^{\circ} \quad \beta^{-} \quad \chi^{event}$$

(iii) **Adjunct Group**

Adjunct group refers to a group of words having an adjunct as Head, which may or may not be accompanied by modifying elements. The modifying elements can be in a form of pre-modifiers or post-modifiers.

The pre-modifiers are grammatical items, such as *'much more, rather, not, and so'*. For instance: more expensive, not too short, and etc. Whereas post-modifier are embedded either (i) embedded clauses such as m*uch more dangerous [[than he did previously]]* or (ii) embedded prepositional phrases such as *longer [than one hundred and twenty meters]* (Halliday, 1985: p. 187).

3. Clause System

Clause expresses a logical reality. This is a grammatical unit in which semantic constructs of different kinds are brought together and in related into a whole (Halliday, 1985a: p. 60). It can be classified according to the completeness of process constituent into minor clause (without process) and major clause (with process). The two kinds of clauses in a text have the same position in revealing the rhetorical meaning of text (Santosa, 2003: 93-94).

Minor clause is a clause, which grammatically has no mood and transitivity structure. This clause typically functions for greeting, calls, and exclamations, like *Puput!, Well done!, Good night!* (Halliday, 1985: p. 63).

Meanwhile, major clause can be broken down into simplex clause and complex clause.

a) <u>Simplex Clause</u>

Simplex Clause is considered as an independent clause for it can stand by itself. This clause is performing only one activity realized by its verbal group. For instance: Father wants to watch the football game in Germany.

b) <u>Complex Clause</u>

Complex Clause consists of more than one clause that has a close relationship one another; one clause serves as the independent clause and the other (s) serves as the dependent clause (s). The relation between clauses in a complex clause can be characterized into two dimensions: (i) interdependency or 'taxis', and (ii) logico-semantic relations.

Interdependency relation is the relation of modification where by one element modifies another (Halliday, 1985a: p. 195). This modifying relation comprises of hypotactic and paratactic relations.

1. *Hypotactic* is a relation between a dependent element and its dominant, the element on which it is dependent. In clause, This relation is usually applied in the conjunction, such as when, since, before, after, for, as, then. The structure is presented by Greek letter notation like α, β, x, γ…

The World Bank predicts	that economic losses could reach $ 800 billion.
α	β

2. *Paratactic* is a relation between two like elements of equal status, in which one of the element is initiating and the other is continuing (Halliday, 1985: p. 195). The both elements are actually independent clauses. The conjunctions usually used in this clause are and, or, but, so (that), not

only…but also, both…and, (,), (;). The structure of this relation is represented by a numerical notation, such as: 1, 2, 3,..Example:

The avian flu has become a lethal threat around the globe	and the world must unite to fight it.
1	2

Logico-semantic relation is a relation holding between a primary and secondary number of a clause complex (ibid: p. 196). This relation is characterized on the two fundamental relationships of expansion and projection.

The logico-semantic of **expansion** occurs when the secondary clause expands the primary clause by (1) elaborating it, (2) extending it, and (3) enhancing it.

1. **Elaboration** is an expansion of a clause when one clause expands another by elaborating on it (or some portion of it) by restating in the other words, specifying in greater details, commenting, or exemplifying. Elaboration is symbolized by = representing '**equals**'. The combination of elaboration with hypotactic gives the category of non-defining relative clause identified by conjunctions, such as: *which, who, whose, when, wher*e.

Bird flu is a very lethal virus,	Which is spread by H5N1 virus since 2003.
α	=β

Meanwhile, the combination of elaboration with paratactic yields three types. The first type 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 next one is

Examplification 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 race—we used to have relays*. The last is Clarification meaning 'to be precise', in which the secondary clause clarifies the thesis of the primary clause, e.g. : *They were not shown animals; we just had them as pets* (ibid: p. 203-204).

o **Extention** is an expansion of one clause that expands another by extending beyond it, adding some new element, giving an exception to it, on offering an alternative (ibid: p. 197). The symbol used for this type of expansion is + determinig '**is added to**'. When this is combined with paratactic, it results in what is known as Co-ordination characterized by conjunctions like *and, or, nor, but,* etc. For instance:

He played very well,	and pleased the press.
1	+2

o **Enhancement** is interpreted as one clause, which enhances the meaning of another by qualifying it with some circumstantial feature of time, place, manner, cause, or condition (ibid: p. 197). This is initiated through the symbol of **x** as '**is multiplied by**'. The conjunctions usually used in hypotactic enhancement are such as: *as while, as soon as, as far as, unless, in spite of, despite of, besides* and the like. For instance:

As soon as he finished his study,	he will get married
α	xβ

Meanwhile, The combination of enhancement with paratactic is usually recognized through the use of conjunctions like *so, then, for* and *otherwise, nevertheless, in that case,* and the like. For instance:

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The man finished,	and then he shook her girl friend's hand.
1	x2

The logico-semantic of **projection** is interpreted as the secondary clause projected through the primary clause. This is categorized into two types of projections, namely (a) locution and (b) idea.

1. **Locution** is a projection occurring when one clause is projected through another, which presents it as a locution, a construction of wording. This is expressed by verbal expressions like say, ask, tell, etc. It is notated by **"** (double quotes).For instance:

The World Health Organization said	"bird flu is also suspected to be in Iraq".
1	" 2

2. **Idea** is a projection occurring when one clause is projected through another that presents it as an idea, a construction of meaning. Idea refers to verbal expressions such as think, wondered, and the like. This is notated by **'** (single quote). For instance:

Experts claimed	that avian influenza is an endemic disease at poultry farms among Asian countries.
α	' β

4. MOOD System

MOOD system is the grammatical aspects of clause organized to represent its interpersonal function. This is concerned about a system whereby a clause belongs to indicative: declarative and interrogative, or imperative. **Indicative** refers to the exchange of information. It is about the choice

between declarative (giving information) and interrogative (demanding information). **Imperative**, meanwhile, concerns the exchange of goods and services. They are observed through this system by looking at its mood structure which consists of Mood and Residue.

In addition, there are also the semantic meanings through which interpersonal meaning of a clause can be interpreted as a proposition or a proposal. **A proposition** is used to explore information or to tell something. This deals with a statement and a question. The proposition meaning is expressed in the sense of declarative clauses and interrogative clauses, either polar or Wh-Question. **Proposal**, on the other hand, is used to give command or for exchange of goods and services among participants in texts. This is typically expressed in the imperative clauses (Halliday, 1985a: p. 68-71).

5. Mood Structure

Mood Structure is used to identify the exchange of information between writer and readers or between speaker and audiences in a text. The structure includes two elements, Mood and Residue. The mood element is a constituent combined from (1) *the subject* realized in any nominal group, and (2) *the finite* expressed in polarity system, the modality system, and the tense system (Santosa, 2003: p. 111).

The polarity system is the choice 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, according to Halliday (1985a: p. 335), is the area that lies between yes and no which is the intermediate ground between positive and negative polarity. In relation to the proposition and proposal clauses, this system can be classified into: Modalization and Modulation.

Modalization is a proposition modality expressing information. There are two kinds of it: (a) degree of probability: possibly/probably and certainly and (b) degree of usuallity: sometimes/usually/ always. The positive polarity of this modality is it is while the negative one is it is not. Meanwhile, **Modulation** is a proposal modality (imperative type) expresses a command or exchange. In this sense, the meaning of positive and negative pole is prescribing and proscribing: positive *'do it'*, negative *'don't do it'*. It is categorized into two types: (a) in a command, the intermediate points represent degree of obligation: *'allowed to, supposed to, required to;* (b) in offer, the intermediate points represent the degree of inclination: *'willing to, anxious to, determine to'* (ibid: p. 337 and Santosa, 2003: p. 110).

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 a better understanding, the three levels can be figured out as follows:

	Probability	Usuality	Obligation Inclination
High	certain	always	required determined

Medium	probably	usually	supposed	keen
Low	possible		sometimes	allowed

willing

(Adapted from Halliday, 1985a: p. 337)

Residue is the reminder of the clause, comprising of three functional elements: Predicator, Complement, and Adjunct. *Predicator* represent in all non-elliptical major clauses. This is presented by a verbal group minus the temporal or modal operator functioning as finite in the mood element. *Complement* is realized by a nominal group. It is an element that has the potential to be Subject but it is not. *The adjunct* is an element that has no potential to be Subject. It is typically realized by an adverbial group or a prepositional phrase (Halliday, 1985: p. 78-79). For instance:

Bird flu	killed	many people	in a year.
S	F/P	C	Adjunct
Mood	Residue		

6. Theme-Rheme Structure

Brown and Yule (1983: p. 126-127) claim that each simple sentence has a theme-the starting point of the utterance, and a rheme-everything else that follows in the sentence which comprises of what the speaker states about, or in regard to the starting point of the utterance. Halliday (1985a: p. 38) then

adds that theme is a point of departure of the message and rheme is the reminder of the message.

Gerrot and Wignell (1996: p. 103) claims that the theme is divided into a number of categories: (1) Ideational Theme, (2) Textual Theme, and (3) Interpersonal Theme.

1. Ideational Theme

The ideational or topical theme is commonly but not always the first nominal group in the clause. This theme is realized through subject, complement, or circumstantial adjunct. In addition, the theme is divided into the unmarked and marked topical theme. The unmarked topical theme is the theme in subject while the marked topical theme is theme of something other than subject. For instance:

Puput	went to the library.
Unmarked Topical Theme	Rheme

In Indonesia,	there are many people infected by bird flu.
Marked Topical Theme	Rheme

2. Textual Theme

Textual theme within a clause can be **Continuative** such as *yes, no, well, right, OK, now, of course, anyway,* or **Conjunctive Adjunct** like *however, nevertheless, in other hand, furthermore, in short,* etc. and **Structural** consisting of conjunction such as *and, but, or, if, because,* etc (Halliday, 1985: p. 50-54). For instance:

But,	We	must unite to fight the bird flu.
Textual	Unmarked Topical	Rheme
Theme		

3. Interpersonal Theme

The interpersonal theme can be realized in Modal Adjunct, Vocative, Finite or Wh-element. For instance:

i. *Modal Adjunct*

Perhaps,	They	will go tomorrow morning.
Interpersonal	Topical	Rheme
Theme		

ii. *Vocative*

Adi,	I	decided to wait for your call.
Vocative	Topical	Rheme
Theme		

iii. *Polar*

Is	the girl	happy
Finite	Topical Theme	Rheme

iv. Wh-question

What	is she?
Interpersonal Theme	Rheme

7. Metaphor

Metaphor can be defined as a variation in the use of words: a word is said to be used with transferred meaning. Once the used word has a transformation of meaning, it can be said to be metaphorical or incongruent. On the other hand, when the meaning is not transferred, it is identified as congruent.

The congruent and incongruent expressions can be known through the realization of process, participants, and circumstances. The congruent expression is indicated through the use of nominal group for the participant, verbal group for the process, and adjunct group for the circumstance. Meanwhile, the incongruent expression is acknowledged as grammatical metaphor which includes nominalization, i.e. a process of changing verbs and adjectives into nouns (Halliday in Santosa 1994: p. 19).

The grammatical metaphor is characterized into two types, Ideational and Interpersonal Metaphor.

a. **Ideational Metaphor** can be recognized if unliving things do some activities usually done by animate being (Santosa, 1994: p. 9). For instance: *Internet gives information and entertainment to many people in the world*.

b. **Interpersonal Metaphor** is metaphor of mood and the modality. In the sentence of " *I do not believe they will go to the campus*", ' *I do not believe'* is considered as an expression of modality. The reason can be seen through the tag form, which will be *will they?* Not *do I?*

The metaphor of mood is associated with basic speech function of offer, command, statement, or question. For instance:

He'll go to the campus (metaphorically).

He promises to go to the campus (congruently).

8. Lexis

Lexis is used to represent verbal social process or text in a sense of word related to its context. Santosa (2003: p. 121) further explains that lexis represents the realization of ideational, interpersonal, and textual meanings (symbol). The meanings, however, are not able to be differentiated clearly for they work simultaneously, and are symbolized into one symbol. Language in the form of words reflects the realization of social and experiential reality around us. This is then realized through congruency and incongruency systems, especially in technicality and abstraction. In addition, descriptive and attitudinal lexis are used to represent textual meaning.

1. Congruency and Incongruency

Word used to represent the realization of social and experiential reality can be Congruent or Incongruent. **Congruency process** refers to a direct symbolization process, being transparent towards the realization of reality into the realization of symbol. For instance: *The boy smiled when his father bought him a new car.*

Physical Reality   **Symbolic Reality**

boy, father, car ---(things)	Noun
new ---(condition)	Adjective
smiled, bought ---(process: activity)	Verb
when ---(logical relation: time)	Conjunction
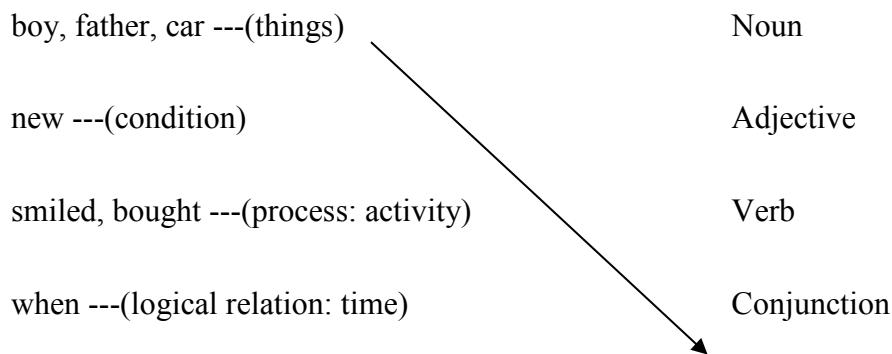
In the sentence, between physical reality and symbolic reality is transparent and consistent, directly symbolized. The word ' *The boy'* and '*car'* in physical reality are considered as things, so they are realized by Noun. This direct process of realization is known as '*Congruent Realization'*.

Incongruent process is an indirect symbolized process. The process is not transparent in realizing the reality into the symbol. For instance: *Practicing made a great success*.

Physical Reality	**Symbolic Reality**
Practicing --- (process: activity)	Noun
made --- (logical relation: cause-effect)	Verb
great --- (condition)	Adjective
success --- (condition)	Noun
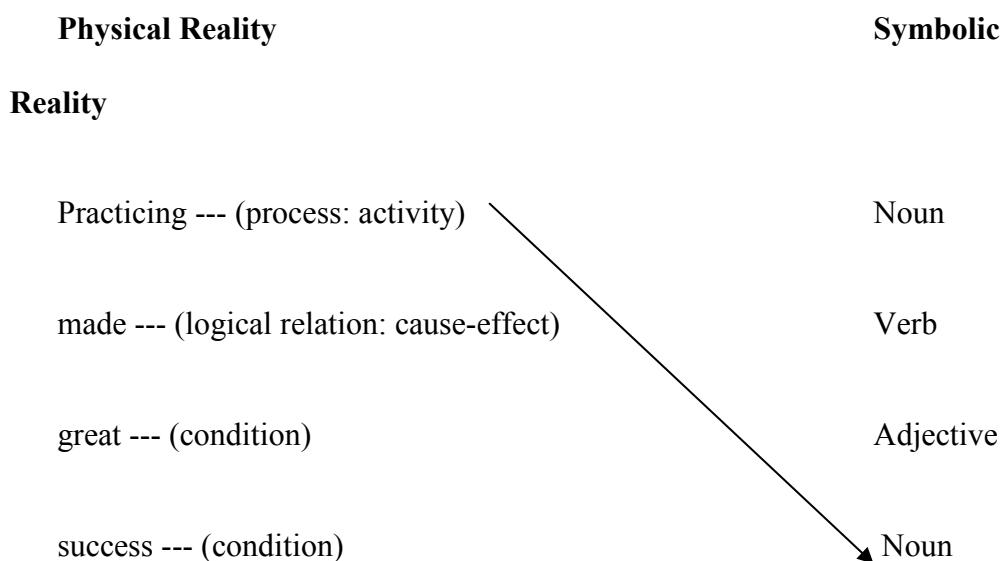
The word 'Practicing', 'made', and 'success' is not transparent and inconsistent, indirectly symbolized. The word 'Practicing' is a process in physical reality, but it is realized as Noun in symbolic reality. Then, the word 'made' is logical reality: cause-effect, in physical reality, but it is expressed by verb in symbolic reality. The word 'success' is a condition in physical reality, but it is represented as Noun in symbolic reality. These indirect processes of realization are known as 'Incongruent Realization'.

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

1. Abstraction

Abstraction basically employs incongruent process to realize physical or social phenomena, grammatically made through nominalization (Santosa, 2003: p. 124). A dominant use of abstraction will make the text become tightly packed and tend to be written and abstract text. Eggins (1994: p. 58) further claims that nominalization refers to a process of turning things that are not normally nouns into nouns, with consequences for other parts of sentences. For instance: *declare (verb) ---declaration (noun).*

2. Technicality

Technicality relates to the use of certain technical term in a text. This is a nominalization of process producing the specific terms. Martin (1992: p. 138) states that one of the main functions of nominalization is to build up technical term in specialized field. The nominalization is then interpretable as

thing ones it is symbolized. The terms are greatly having relation to words found in a certain field of study. For instance: *Portugal claimed that the East Timor is considered as trespassing Indonesia's sovereignty (politic).*

2. Descriptive and Attitudinal Lexis

Descriptive lexis is pure lexis describing experiential reality without inserting any opinion or illustrating from the speaker or writer (Santosa, 2003: p. 126). This lexis is usually found in academic texts trying to describe the phenomena objectively. Meanwhile, attitudinal lexis is a lexis describing the experiential reality accompanied with opinion and personal judgment. This lexis is commonly found in political, economical, social, and cultural discourse. For instance:

1. *The livestock sector in Nigeria is characterized by low productivity.* (Descriptive Lexis).

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.* (Attitudinal Lexis). (Adapted from Santosa, 2003: p. 127)

CHAPTER III

RESEARCH METHODOLOGY

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A. Research Type

This research is a descriptive-qualitative method. According to Atkinson (1998), descriptive method is employed in order to seek an accurate and adequate description of activities, processes, and persons. It is conducted by collecting the data, analyzing data, and drawing conclusion without taking general conclusion (Hadi; 1983, p. 3). Meanwhile, the qualitative method is a type of research that aims at seeking for an explanation of social problem in society (Surakhmad; 1998, p. 145).

The research is descriptive one since it described the register, genre, and ideology of the texts dealing with the issue of the present outbreak of bird flu or avian influenza pandemic in Indonesia. Meanwhile, it is also a qualitative since the data used is in the form of words or sentences (Miles and Huberman, 1984).

Moreover, the researcher also used comparative method. The type of research tries to solve the problems by comparing one to another text (Surakhmad; 1998, p. 143). The research compares the register, genre, and ideology of the two texts under *Other Opinion* and *Your Letters* columns discussing the issue of bird flu or avian influenza pandemic in Indonesia published in *The Jakarta Post* newspaper on November 18th, 2005 and September 27th, 2005. After collecting, analyzing, and interpreting the data, it was then compared to find out the similarities and differences of the texts.

B. Data and Source of Data

According to Arikunto (1996), the source of data refers to the subject from which the data is obtained. In this research, the source of data was taken from *Other Opinion* and *Your Letters* columns of *The Jakarta Post* discussing about bird flu pandemic issue in Indonesia published on November 18th, 2005 and September 27th, 2005.

Meanwhile, data are considered as the materials used in the research that can be in the form of words, sentences, or discourse available in the newspapers, magazines, etc. (Sudaryanto, 1988;p. 25). The data analyzed in this research are in the form of lexicogrammar, cohesion, text structure, genre, and ideology of the texts under the perspective of Systemic Functional Linguistics.

C. Sample and Sampling Technique

Sample is a part of population that will be investigated, while sampling technique is a technique of selecting the sample (Hadi; 1983; p.70). In selecting the sample, the researcher employed total sampling since the research is to describe and to compare the register, genre, and ideology. In total sampling, the researcher used all the data obtained in this research to be analyzed, which consist of lexicogrammar, text structure, and cohesion analysis in order to be interpreted into field, tenor, mode, genre, and ideology of the texts.

Then, the comparative research can be conducted by comparing field, tenor, mode, genre, and ideology between the texts to discover the similarities and differences of the texts.

D. Technique of Collecting Data

The researcher applied '*teknik pustaka*' in collecting the data. Subroto (1992; p. 42) claims that it is a research that is done by collecting data from the written resources such as magazines, newspapers, booklets, etc. In this study, a newspaper called *The Jakarta Post* was used as the written source.

The technique was followed by '*teknik simak dan catat*' (Sudaryanto; 1993; p. 2). This means that the researcher the language by reading the text then noting the text as the data. The data in this research were observed by reading the texts in *The Jakarta Post* newspaper under *Other Opinion* and *Your Letters* columns. Then, making comparison of the data in terms of field, tenor, mode, genre, and ideology continued it.

E. Research Procedure

Research procedure is a description of steps taken by a researcher in conducting the research. The procedure of the study was arranged as follows:

1. Collecting the texts from *Other Opinion* and *Your Letters* columns discussing the present outbreak of bird flu or avian influenza pandemic in *The Jakarta Post* newspaper issued from September to November 2005.

2. Choosing and determining the texts that will be analyzed.

3. Analyzing the texts based on Systemic Functional Linguistics (SFL).

4. Interpreting the analyzed texts.

5. Determining the register, genre, and ideology of each text.

6. Comparing the similarities and differences of the register, genre, and ideology of both texts.

7. Drawing conclusion.

8. Giving recommendation.

F. Technique of Data Analyzing

The data were analyzed by applying these following techniques:

1. Dividing the texts into clauses.

2. Identifying the text texture through the lexicogrammar system covering the clause system, nominal group, verbal group, MOOD system, mood structure, thematic structure, transitivity, lexical density, and grammatical metaphor of each text.

3. Identifying cohesion and text structure of the texts.

4. Identifying the register of each text covering field, tenor, and mode.

5. Identifying the genre of the texts through the Generic Structure Potential (GSP).

6. Determining the ideology of both texts reflected in the register and genre.

7. Comparing the register, genre, and ideology of the two texts.

8. Describing the result of the analysis and comparison.

9. Drawing conclusion.

CHAPTER IV

DATA ANALYSIS

A. Introduction

This chapter constitutes the essence of this research. It is divided into 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, consists of the description of the employed data in a sense of functional grammar perspective; those are two texts of two opinion columns in *The Jakarta Post* constituting different point of views toward the present outbreak on bird flu in Indonesia. 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, studies the similarities and differences of the Interpretation results on the two different compared data.

B. Data Description

TEXT 1 (OTHER OPINION's Text)

1. **Data Description of Text 1**

1. **<u>Contextual Configuration</u>**

The text is entitled "The world vs bird flu" taken from *The Jakarta Post* on November 18th, 2005. It was published on *Other Opinion* column exposing the editorial of *Kompas*. This was especially addressed to both the international donors and people around the world to response toward the present outbreak of bird flu or avian influenza. The writer further gave the opinion to all readers due to the developing issue of bird flu having become a lethal threat around the globe.

The text concerned the willingness of international donors in aid to fight the deadly virus by providing a total of US$ 1.9 billion. The money was expected to be used to train health workers, veterinarians, and those involved in the animal husbandry businesses. According to UN Secretary-General perspective, that much of money was considered too small compared to the expected losses by the world once the virus starts becoming easily transmitted among humans.

2. **Lexicogrammar**

1) Types of Clause

Clause Types	Clause Number	Number	Percentage
Simplex	2, 4, 7, 8, 9, 10, 11	7	54%
Complex	3, 5, 6, 12, 13	5	38%
Minor	1	1	8%
	Total	13	100%

2) Types of Interdependency and Logico-semantic Relations

Types of Logico-semantic Relation	Types of Interdependency Relation	
	Hypotactic	Paratactic
Expansion : - Extention (+)		3a-b, 13b-c
- Elaboration (=)	5a-b, 6a-b, 6a-c	
- Enhancement(x)	12b-c, 13b-d	
Projection : - Locution (")	12a-b	
	6 = 75%	2 = 25%

3) MOOD System

MOOD system	Clause Number	Number	Percentage
Indicative: Declarative, Proposition	3a, 4, 5a, 6a, 7, 9, 10, 11, 12a, 12b, 12c, 13a, 13b, 13c, 13d	15	68%
Indicative:	3b,	1	5%

Declarative, Proposal			
Indicative: Interrogative, Proposal	2, 8	2	9%
Elliptical Polar Declarative	1, 5b, 6b, 6c,	4	18%
	Total	22	100%

4) Modality and Polarity

Types of Modality	Clause Number	Number	Percentage
Modalization	12d, 13b, 13c	3	60%
Modulation	3b, 11a	2	40%
	Total	5	100%

a. Modalization

(12d) once the disease becomes a pandemic… (median level usuality)

(13b) economic losses could reach $ 800 billion… (low level inclination)

(13c) and millions of people could fall victim… (low level inclination)

b. Modulation

(3b) and the world must unite to fight it… (high level obligation)

(11a) The money can be used to train health workers… (low level inclination)

5) Transitivity Analysis

Types of Process	Clause Number	Number	Percentage
Material Process	5a, 6a, 11,	3	17%
Mental Process	7, 13a,	2	11%
Men. Behav. Process	3b, 10	2	11%
Verbal Process	4, 12a	2	11%

Iden. Rel. Process	2, 3a,	2	11%
Att. Rel. Process	9, 12b, 12c, 13b, 13c,13d	6	33%
Existential Process	8,	1	6%
	Total	18	100%

6) Circumstances

Circumstances	Clause Number	Number	Percentage
Location : - Time	4(i,ii), 5a(i)	3	42%
- Place	4(i), 6a(i),7(i)	3	42%
Angle	5a(i)	1	16%
	Total	7	100%

7) Theme Analysis

Type of Theme	Clause Number	Number	Percentage
Topical Unmarked Theme	3a, 3b, 4, 6a, 7, 8, 9, 10, 11, 12a, 12b, 12c, 13a, 13b, 13c, 13d	16	64%
Topical Marked Theme	2, 5a,	2	8%
Interpersonal Theme	2	1	4%
Textual Theme	3b, 8, 12b, 12c, 13c, 13d	6	24%
	Total	25	100%

8) Nominal Group

Types of Nominal Group	Clause Number	Number	Percentage
Simplex	1(i,), 2(i), 3a(i,ii), 3b(i,ii), 4(i,ii,iii,iv) 6a(i,ii), 6c(i), 7(i),	28	62%

	8(i), 9(i,ii), 10(i,ii), 11(i,ii,iii) 12b(i), 12c(i,ii), 13c(i) 13d(i,ii)		
Complex	1(i), 4(i), 5a(i,ii,iii,iv), 5b(i), 6b(i), 7(i), 11(i), 12a(i), 12b(i,ii) 13a(i), 13b(i,ii) 13c(i),	17	38%
	Total	45	100%

9) Verbal Group

Types of Verbal Group	Clause Number	Number	Percentage
Simplex	2, 3a, 4, 5a, 5b, 6a, 6b, 8, 9, 10, 12a, 12b, 12c, 13a, 13b, 13c, 13d	17	85%
Complex	3b, 7, 11,	3	15%
	Total	20	100%

10) Adjunct Group

Types of Adjunct Group	Clause Number	Number	Percentage
Simplex	4(i,ii), 6, 7(i,ii)	5	62%
Complex	4(i), 5(i), 12b(i)	3	38%
	Total	8	100%

11) Abstraction and Technicality

a. Abstraction

-commitment   -farms   -eradication

b. Technicality

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-avian flu   -H5N1   -workers

-virus   -donors   -veterinarians

-bird flu   -endemic   -pandemic

-disease   -World Bank   -aid

-victim   -Turkey

-World Health Organization   -Iraq

-International Conference   -Middle East

-Europe   -UN Secretary-General

12) Incongruency of Lexical Strings

Physical Reality	Symbolic Reality
- flu (process)	- Noun
- threat (process)	- Noun
- Conference (process)	- Noun
- disease (process)	- Noun
- issue (process)	- Noun
- eradication (process)	- Noun
- businesses (process)	- Noun
- losses (process)	- Noun
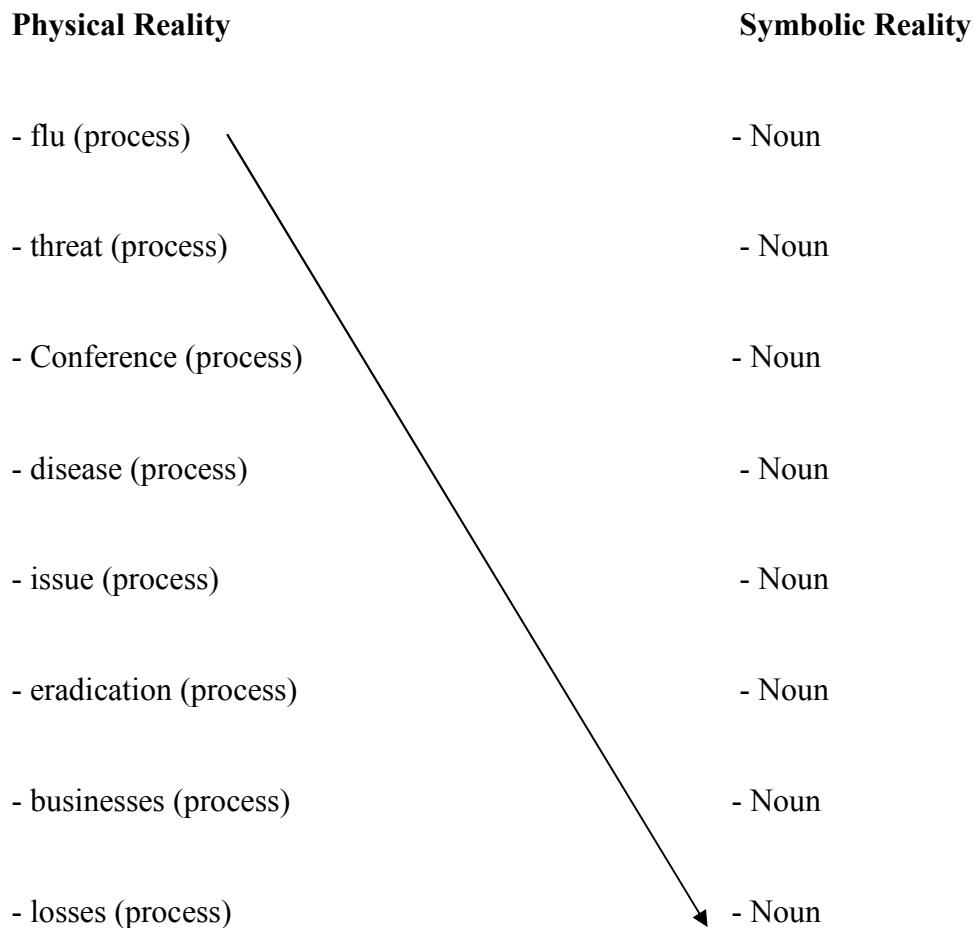
13) Lexis

Descriptive >< Attitudinal

Clause Number	Descriptive	Attitudinal
1	world	bird flu
2	donor	willingness
3	world, globe	avian flu, lethal threat
4	commitment, conference	-
5a	-	bird flu
5b	-	H5N1, virus

6a	disease	Hitting
6b	-	Stricken
7	-	bird flu, suspected
8	donor	-
9	-	disease, endemic
10	-	deserve, eradication
12b	world	too small, expected losses
12c	-	Pandemic
13a	-	Predict
13b.	-	Losses
13c	victim	Fall
13d	virus	virus, easily,

14) Metaphor

1. Ideational Metaphor

- and the world must unite to fight it. (3b)

- …, bird flu,<<…>>, has killed 79 people in six countries. (5a)

- The disease,<<…>>, is now hitting Turkey,<<…>>… (6a)

- The World Bank predicts (13a)

a. Logical Metaphor

- Thet indicates that the avian flu has become a lethal threat… (3a)

- Then there is the issue… (8)

- That the amount of money was too small compared to the expected losses by

  the world (12c)

- If the virus starts becoming easily… (13d)

b. Experiential Metaphor

Action:	Metaphorical	Congruent
Process	commitment	commit
	hitting	hit
	eradication	eradicate
	becoming	become
Quality:	Metaphorical	Congruent
Epithet	properly	proper
	easily	easy

2. Interpersonal Metaphor

The international commitment was declared at the end…(4)

Bird flu is also suspected to be in Iraq…(7)

Expert are of the opinion [[that bird flu is an endemic…]]…(9)

Countries…deserve the aid…(10)

If the virus starts becoming easily transmitted [among human]…(13d)

15. Cohesion

1) Conjunctive Relation

1.

2.

Impl/ Causal   (so)

3a.

Expl/ Cause and Effect   and

Impl/ Successive   3b.   (then)

Impl/ Addition   4.   (and)

5a.

Expl/ Addition   which

Impl/ Addition   5b.   (and)

6a.

Expl/Addition   which

6b.

6c.

7.   Expl/ Addition   also

8.   Expl/ Successive   then

9.

Impl/ Causal   (therefore)

10.

Impl/ Successive   (then)

11.

Impl/ Addition   (moreover)

12a.

                    Expl/ Projection   that

12b.

                    Expl/ Time   once

12c.

13a.

Impl/ Addition   (furthermore)

13b.

                    Expl/ Addition   and

13c.

                    Expl/ Condition   if

13d.

2) Lexical Strings

1. The world   bird flu

            synonymy

            repetition

2. *synonymy*   a total of US$ 1.9 billion   bird flu   aid $

            synonymy

3a. the globe   avian flu   *synonymy*   a lethal threat

     synonymy   *referential item*

3b. the world   it

4.   Beijing   *meronymy*   China   *referential item*

            hyponymy

5a.   countries   bird flu   people

            synonymy

5b.   *synonymy*   *hyponymy*   H5N1 virus

            synonymy

6a. *repetition*   Turkey   the disease   *repetition*

6b.   *synonymy*

6c.   *co-hyponymy*

7.   Iraq   bird flu   *antonymy*

8.   money   *repetition*

9.   an endemic disease   *synonymy*   bird flu   *repetition*

       repetition   *synonymy*

10.   the disease

11.   money   *repetition*

12a.   *repetition*   Secretary-General   *synonymy*   Kofi Annan

12b. the world   money   losses

12c.   the disease   *meronymy*   pandemic

13a.   *repetition*

13b.   *synonymy*   losses $

13c.   people

            synonymy

13d.   the virus   humans

3) Text Structure

Clause	Activity Sequence	Rhetorical Function	Staging
1, 2, 3a, 3b, 4	The world vs bird flu What does the international donor's willingness to provide a total of US$ 1.9 billion in aid to fight bird flu mean? That indicates that the avian influenza has become lethal threat around the globe and the world must unite to fight it. The international commitment was declared at the end of the international Conference at Beijing, China on Jan. 18.	Introducing to the main issue of the text about avian influenza virus becoming lethal threat around the globe	Thesis
5a, 5b, 6a, 6b, 6c, 7	According to the World Health Organization (WHO), bird flu, which spread by H5N1 virus since 2003, has killed 79 people in six countries. The disease, which stricken East Asia, is now hitting Turkey, the gateway to Middle East and Europe. Bird flu is also suspected to be in Iraq.	Giving argument toward the outbreak of bird flu pandemic	Argument I
8, 9, 10, 11, 12a, 12b, 12c, 13a, 13b, 13c, 13d	Then there is the issue of how to use that much money from the donors? Experts are of the opinion that bird flu is an endemic disease at poultry farms among Asian countries. Countries with an inability to detect and properly anticipate the eradication of the disease deserve the aid. The money can be used to train health workers, veterinarians and those involved in the animal husbandry businesses. UN Secretary-General Kofi Annan said that the amount	Giving further argument about how to use the much money from the donors	Argument II

	of money was too small compared to the expected losses by the world once the disease becomes a pandemic. The World bank predicts economic losses could reach $ 800 billion and millions of people could fall victim if the virus starts becoming easily transmitted among humans.		

Based on the text structure, the text is constructed through Thesis, and One – Sided Arguments. The Thesis opens the text with the statement having a function to give position to the reader dealing with the side of the writer at seeing the subject matter of the issue. The subject matter of this text is "The presence of avian flu that has become a deadly threat around the globe".

Then, the thesis is supported by the argument saying that the virus has killed many people in six countries and stricken East Asia. Then, in the writer's second argument, it is explained about how to use the amount of money coming from the international donor to help at fighting the pandemic virus.

Finally, it can be concluded that the text applies **Hortatory Exposition** genre having a social function to argue an issue from one perspective.

2. Data Description of Text 2

1. Contextual Configuration

The text was taken from *The Jakarta Post* published on *Your Letters* column on September 27th, 2005. It is entitled "Bird flu takes roost". It was written by Camelia Perdede from Auckland, New Zealand. This text was especially addressed to government through the Indonesian Ministry of Health for working harder to prevent avian flu virus from spreading and killing more Indonesians. It was also aimed to media in order to give a role in urging the ministers to care more about the nation's health. The writer further gave suggestion that the Indonesian government should learn from New Zealand having adopted a very good approach in combating the lethal virus.

2. Lexicogrammar

1. Clause System

Clause Types	Clause Number	Number	Percentage
Simplex	1, 3, 6,	3	37%
Complex	2, 4, 5, 7, 8	5	63%
Minor	-	-	-
	Total	8	100%

2. Types of Interdependency and Logico-semantic Relations

Types of Logico-semantic Relation	Types of Interdependency	
	Hypotactic	Paratactic
Expansion : - Enhancement (x)	2a-b, 4a-b, 4a-c, 5a-b, 7a-b, 8b-c	
- Extention (+)	-	8a-b
	6 = 85%	1 = 15%

3. MOOD System

MOOD System	Clause Number	Number	Percentage
Indicative: Declarative, Proposition	1, 2a, 2b, 3, 4b, 4c, 5b, 6, 7b, 8c	10	67%
Indicative: Declarative, Proposal	5a, 7a, 8a, 8b	4	27%
Indicative: Interrogative, Proposition	4a,	1	6%
	Total	15	100%

4. Modality and Polarity

Type of Modality	Clause Number	Number	Percentage
Modalization	6	1	25%
Modulation	3, 5a, 7a, 8a	3	75%
	Total	4	100%

Modalization

6) *New Zealand has adopted a very good approach…*(medium level

probability)

Modulation

(3) *It is obvious that much tougher measures should be taken by the Ministry [of Health] in Jakarta…(*medium level obligation)

(5a) *The media should also play a role in urging ministers to care more about the nation's health…(*medium level obligation)

(7a) *Our government should contact the Ministry [of Health] in New Zealand so as to learn what needs to be done…*(medium level obligation)

(8a) *The Ministry [of Health] in Jakarta has to stop being arrogant and should start working harder to prevent the virus from spreading…*(medium level obligation)

Polarity (-)

(2a) *The Indonesian Ministry [of Health] has not done very well*

(4a) *Why don't they learn from…*

5) Transitivity Analysis

Type of Process	Clause Number	Number	Percentage
Material Process	1, 2a, 4b, 4c, 5a, 5b, 6, 8a, 8b,	9	60%
Men. Behav. Process	2b, 4a, 7b, 8c	4	26%
Verbal Behav. Process	7a,	1	7
Att. Rel. Process	3,	1	7
	Total	15	100%

6) Circumstances

Circumstances	Clause Number	Number	Percentage
Location : - Place	7a(i), 8a(i)	2	50%
Quality	8b(i)	1	25%
Manner	8c(i)	1	25%
	Total	4	100%

7) Theme Analysis

Type of Theme	Clause Number	Number	Percentage
Topical Unmarked Theme	1, 2a, 3, 5a, 6, 7a, 8a,	7	58%
Topical Marked Theme	4a	1	8,5%
Interpersonal Theme	4a	1	8,5%
Textual Theme	4c, 7b, 8b	3	25%
	Total	12	100%

8) Nominal Group

Types of Nominal Group	Clause Number	Number	Percentage
Simplex	1(i), 2b(i,ii), 3(i,ii), 4a(i), 4c(i), 5a(i,ii), 6(i), 7a(i,ii,iii), 7b(i),8a(i,ii), 8c(i,ii)	8	50%
Complex	1(i), 2a(i), 2b(i), 4a(i), 4b(i), 4c(i), 5b(i), 6(i)	8	50%
	Total	16	100%

9) Verbal Group

Types of Verbal Group	Clause Number	Number	Percentage
Simplex	1, 2a, 2b, 3, 4a, 4b, 4c, 5a, 5b, 6, 7a, 7b, 8a, 8c	14	93%
Complex	8b	1	7%
	Total	15	100%

10) Adjunct Group

Types of Adjunct Group	Clause Number	Number	Percentage
Simplex	7a(i), 8a(i), 8b(i), 8c(i)	4	100%
Complex	-	-	-
	Total	4	100%

11) Abstraction and Technicality

a. Abstraction

  -roost

  -government

b. Technicality

  -bird flu   -New Zealand

  -Ministry of Health   -government

  -avian flu   -ministers

  - virus   -media

  -Jakarta

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12) Incongruency of Lexical String

Physical Reality	Symbolic Realization
- flu (process)	- Noun
- roost (process)	- Noun
- media (process)	- Noun
- threat (process)	- Noun
- role (process)	- Noun
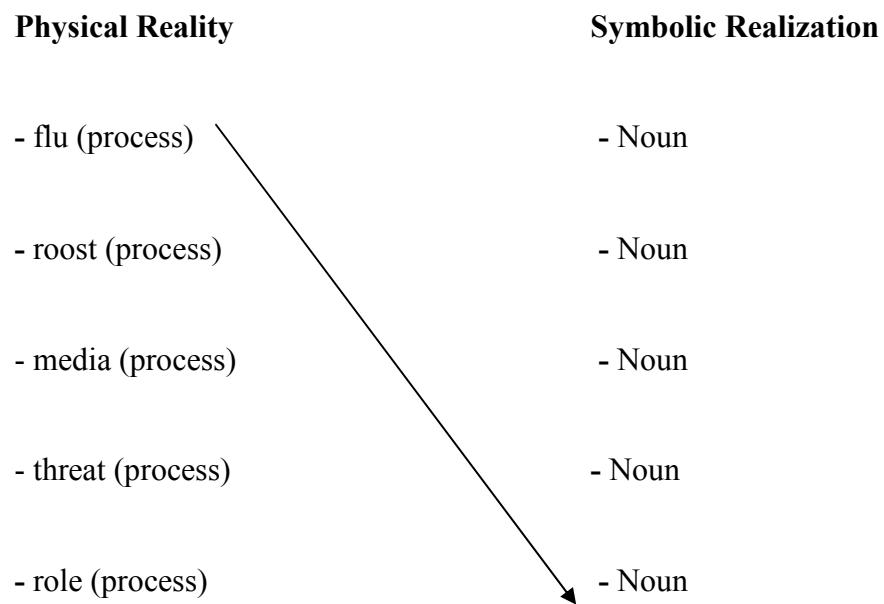
13) Lexis

Descriptive >< Attitudinal

Clause Number	Descriptive	Attitudinal
1	-	bird flu, roost
2	virus	avian flu virus
3	-	tougher measures
4a	-	-
4b	virus	avian flu virus
4c	-	-
5a	-	media
5b	-	-
6a	-	approach
6b	-	the threat
7a	-	-
7b	-	-
8a	-	being arrogant
8b	-	working
8c	the virus	the virus, spreading

14) Metaphor

1. Ideational Metaphor

- Bird flu takes roost

- The media should also play a role [in urging minister]

- New Zealand has adopted a very good approach [to dealing with the threat]

a. Logical Metaphor

-

b. Experiential Metaphor

Action:	Metaphorical	Congruent
Process	preventing	prevent
	spreading	spread
	killing	kill
	urging	urge
	dealing	deal
	working	work

15) Cohesion

1) Conjunctive Relation

1

2a.

Expl/ Manner   in

Impl/ Causal   2b.   (so)

3.

4a.

Expl/ Purpose   to

Impl/ Addition   4b.   (besides)

Expl/ Succ   before

4c.

5a.

Expl/ Purpose   to

5b.

Impl/ Causal   6.   (therefore)

7a.

Expl/ Purpose   so as

Impl/ Addition   7b.   (moreover)

8a.

Expl/ Addition   and

8b.

Expl/ Purpose   to

8c.
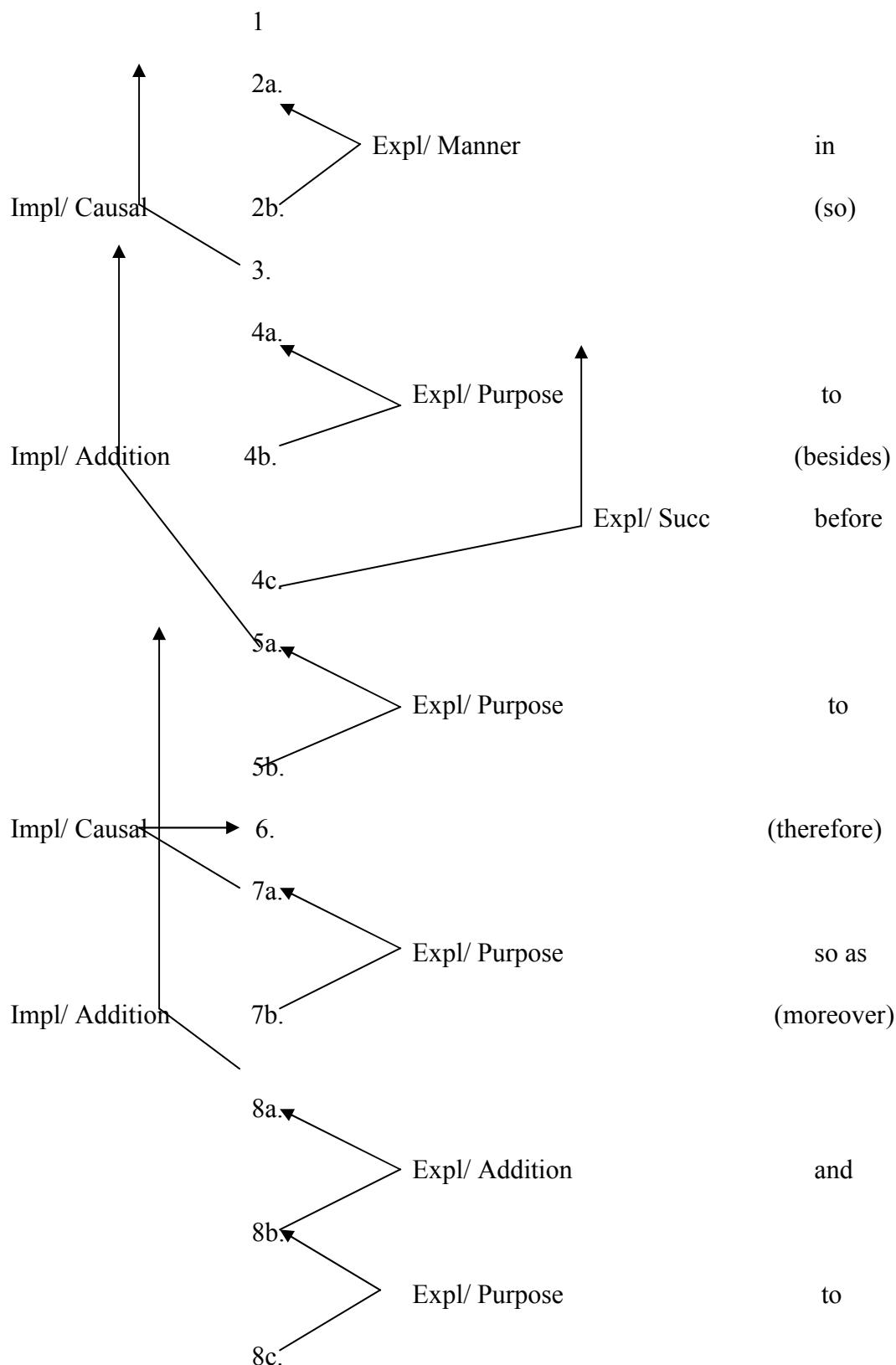
2) Lexical String

1. Bird flu

   synonymy

2. avian flu virus   the Indonesian Ministry [of Health]   Indonesians

                                              repetition

3a.

3b.   the Ministry [of Health]   Jakarta   *synonymy*

   repetition

4a.   New Zealand

4b. avian flu virus

4c.   people

                                                          repetition

5a.

   synonymy   *repetition*

5b.

                                              repetition

6a.   New Zealand

6b. the threat   *repetition*

7a. government *meronymy* the Ministry [of Health]   New Zealand

7b.

   synonymy   *repetition*   *co-meronymy*

8a.   The Ministry [of Health]   Jakarta

8b.

8c. the virus

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3) Text Structure

Clause	Activity Sequence	Rhetorical Function	Staging
1,2a,2b,3a.	Bird flu takes roost The Indonesian Ministry [of Health] has not done very wellin preventing avian flu virus from spreading and killing. It is obvious that much tougher measures should be taken by the Ministry [of Health] in Jakarta	Introducing to the main issue of the text dealing with the bird flu taking roost	Thesis
4a,4b,4c	Why don't they learn from the tough measures [taken by New Zealand]to combat the avian flu virus before it kills more people	Arguing about the way to combat the lethal virus before killing more people	Argument
5a, 5b	The media should also play a role [in urging ministers] to care more about the nation's health	Recommending the media to have a role in a sense of nation's health	Recommendation I
6	New Zealand has adopted a very good approach [to dealing with the threat	Stating that New Zealand has adopted an approach to solve the case of bird flu threat	Elaboration of The Argument
7a, 7b, 8a, 8b, 8c	Our government should contact the Ministry [of Health] in New Zealand so as to learn what needs to be done. The Ministry of Health in Jakarta has to stop being arrogant and should start working harder to prevent the virus from spreading.	Recommending the government to contact the Ministry [of Health] in New Zealand in order to stop and prevent the virus from the outbreak	Recommendation II

Based on the text structure above, the text is built up through Thesis, and One-sided Argument. The additional elements are Elaboration and Recommendation. The Thesis opens the text with the statement having a function to give position to the reader dealing with the side of the writer at seeing the subject matter of the issue. The subject matter of this text is "Bird flu takes roost".

Then, the thesis is supported by the argument stating the way to combat the deadly virus. Recommendation adds the suggestion to the Indonesian government through the Ministry of Health to work harder and also the media plays a role in a sense of caring more the nation's health.

The writer further employs Elaboration to give clear explanation. It deals with the approach of New Zealand at solving the case so as to be learnt and adopted by Indonesian government.

Based on the text structure above, it can be concluded that the text employs **Hortatory Exposition Genre**.

C. Data Interpretation

1. Data Interpretation of Text 1(OTHER OPINION'S Text)

b.   Field

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

Text 1 highlights the existence of avian flu in which according to the writer has become a lethal threat around the globe. The writer based the idea through the evidence taken from the World Health Organization (WHO) that bird flu has killed many people in six countries, especially Asian countries. Then, the countries with an inability to detect and properly anticipate the outbreak of the pandemic will get the aid to fight the virus from the international donor in the form of money to train those involved at poultry farms.

Based on the analysis of clause system shown in Table 1, the text comprises of simplex clause system amounting to 7 clauses (54%). Out of 13 clauses that realized in the text, there are 5 clauses (38%) complex ones, and one minor clause (8%). This shows that the text is dominantly constructed through simplex system. The use of dominant simplex system suggests that the text is highly dense-constructed one. This in the text functions to emphasize the information so that the readers can easily understand what the writer talks about. It occurs as a result of the fact that the text is built through embedded one. The

fact further can be seen in clause (2) *What does the international donor's willingness [to provide a total of US$ 1.9 billion] in aid [to fight bird flu]] mean?* , in clause (4) *…the end [of the international Conference]* ...in clause (6c)*…the gate way [to Middle East and Europe]*, in clause (8) *…the issue [of how to use that much money from the donors?]*, in clause (9) *…the opinion [[that bird flu is an endemic disease at poultry farms among Asian countries]]*, in clause (10) *…Countries [with an inability [to detect and properly anticipate the eradication [of the disease]]]*, in clause (11) *…those [involved in the animal husbandry businesses]*, and in clause (13d) *if the virus starts becoming easily transmitted [among humans]*.

Meanwhile, the employment of complex clauses is aimed to provide the information as much as possible so that the writer's attention can easily be understood. The complex clauses are closely related to be the logico-semantic relation and interdependency. The complex clauses are presented in expansion comprising of extension, elaboration, and enhancement, and in projection comprising of locution and idea. The complex clause applies paratactic extension to state the negative effect of the eradication of avian influenza virus around the globe. Then, the writer to expand the information uses the hypotactic elaboration. Meanwhile, the hypotactic enhancement is employed to give description once the disease becomes pandemic and the cause and effect of the virus becoming easily transmitted among humans. The expansion system is exercised as the writer constructs her text by elaborating, reasoning, and giving purpose. This system is applied to explain the major clause. The projection system consisting of locution realized in hypotactic type serves to specify the writer's sources as report and

comment by speakers. Their statements are further considered as a representation. The two speakers in the text i.e. *Kofi Annan, and The World Bank* are mostly quoted by the writer. The employment of a minor clause as the title is appropriate to attract the readers to read and explore the text.

In a sense of transitivity, the text is concerning with process. The text is constructed by Material Process (17%), Mental Process (11%), Mental Behavioral Process (11%), Verbal Process (11%), Identifying Relational Process (11%), Attributive Relational Process (33%), and Existential Process (6%). It can be summed up that the text is dominated by one dominant process, namely Attributive Relational Process. The employment of the dominant process in this text is meant to show the writer's judgement by giving attribute explicitly to the participants involved since this text belongs to *Other Opinion* column aiming at conveying the writer's perspective toward an issue exposed. Besides, the use of ARP proves that the text is more attitudinal with describing the events and participants. The material processes are employed to describe the happenings and the events. The writer reports to the readers about how bird flu attacks many people in Asian countries, as can be seen in clause (5a) *…bird flu…has killed 79 people in six countries*, in clause (6a) *The disease is now hitting Turkey…*. As a result, the material processes function to share the reality on those involved at poultry farms, as can se seen in clause (11) *… to train health workers, veterinarians and those involved in the animal husbandry businesses*. Mental Processes are used to influence the reader's emotion to have the same argument with the writer. Mental Behavioral Processes are employed by the writer to show the psychological behavior of the participants involved in the text as the

consequences of the events. Verbal Processes associate with the function of providing another description on the issue. Another process, which gives value toward the case, is identifying relational processes. The writer describes that the value given brings bad stereotype for the avian flu. Moreover, the last process used in the text is existential process. The process in the text is enabled to show the existence on the issue of how to use the money from the donor.

The text applies circumstances so as to support the writer's argument. There are two kinds of circumstantial element used in the text. They are circumstance of location consisting of time (42%) and place (42%), and circumstance of angle (16%). The presences of location circumstances indicate where, when and for how long the events have already occurred. Meanwhile, circumstance of angle functions to add the information given.

On group realizations, the writer employs nominal, verbal, and adjunct groups. The type of nominal group is simplex one amounting up to 62% out of 28% of complex nominal group. The adjunct group is also dominated with simplex one up to 62%. Meanwhile, simplex verbal group up to 85% to make the information more complete dominates the verbal group.

Viewing at the thematic pattern, this text applies high proportion of Topical unmarked theme (64%). It indicates that the writer wants to focus the attention on the topic of the text. Topical marked one (8%) points to give clear explanation on the circumstances of the event. Meanwhile, the interpersonal theme (4%) in interrogative clause is intended to show that the writer is not the only person who is questioning about the willingness of international donor in aid

to fight the avian influenza virus. Whereas, the use of textual theme (24%) is meant to relate the clauses to its context cohesively. This can be seen such as between clauses (3a-3b) by employing "and" to show the cause and effect relation between both of them. There is textual theme (12d) "once" to link time relation with clause (12c), and in clause (13d) "if" to relate conditional relation with the clause (13b, c).

The technical words supporting the text are connected to health and economy, and humanitarian fields. They are *avian flu, virus, bird flu, disease, victim, World Health Organization, International Conference, Europe, H5N1, donors, endemic, World Bank, workers, veterinarians, pandemic, aid, Turkey, Iraq, Middle East, and UN Secretary-General.* These words stress the writer's aim that the presence of bird flu has become a deadly threat to human's lives and this case further can be separated from the role of international donor's willingness to provide amount of money for helping the countries with inability to detect and properly anticipate the disease. Moreover, the abstraction serves to emphasize the issue. Some words applied such as *commitment, farms, and eradication.*

In term of lexis system, the text is constructed dominantly by incongruency of lexical system. It is supported by technicality and abstraction appeared in the text. The occurrence of attitudinal lexis has a contribution to strengthen the writer's idea. The lexis can be shown by the use of some words such as *bird flu, willingness, avian flu, lethal threat, H5N1, virus, hitting, stricken, suspected, disease, endemic, deserve, eradication, too small, expected losses, pandemic, predict, fall, and easily.*

In the level of genre analysis, the text is built up through Thesis and Argument as obligatory elements. The text begins with thesis issuing that avian flu has become a lethal threat around the globe. Then, the thesis is supported by arguments stating that bird flu has killed many people in six countries and become endemic among Asian countries. Finally, the writer closes the text by giving an argument saying that the aid will be given by the international donor to the countries with an inability to detect and properly anticipate the outbreak of the disease. The aid is intended to care the victim and prevent the virus becoming easily transmitted among humans. From the explanation above, it can be concluded that the text belongs to **Hortatory Exposition Genre** due to the presence of Thesis and Argument.

The employment of hortatory exposition genre is also supported by the use of Non Taxonomy Relation that is activity expectancy. It can be seen through consequential relation. The issue begins from the happening of bird flu causing many victims and becoming a lethal threat. Then, this phenomenon causes the international donor to provide amount of money in aid to fight the disease. Finally, the aid is deserved to the countries attacked by the virus. The activity expectancy helps to build the text structure as, from this, the cause-effect relation can be clearly indicated.

Based on the explanation above, the employment of hortatory exposition genre is supported by consequential relation since in this relation, parts of the text can be used to explain how the writer constructs the argument by giving the Thesis to Arguments.

Besides, the text is also composed by another Non Taxonomy system that is Nuclear Experiential. The argument is strengthen by the presence of nuclear experiential relation of extension, such as shown in clause (13b) *could reach-$ 800 billion,* in clause (13c) *could fall-victim*, in clause (13d) *starts becoming-easily transmitted among human,* in clause (3b) *must unite-to fight,* in clause (11) *can be used-to train,* and in clause (12b) *small-money.* The use of the relation functions to add the writer's idea. Nuclear experiential of enhancement is also applied to modify the sentence, such as seen in clause (8*) the issue-of how to use that much of money from the donor*, and in clause (5a) *79 people-in Iraq*. This relation further gives attitudinal lexis to strengthen the argument.

c.   Tenor

1.   Status

Status refers to the degree of relationship among the participants involved in the text. This can be acknowledged through the realization of MOOD system, modality, transitivity, thematic system, attitudinal lexis, and genre. It significantly emphasizes on the participants outside and inside the text.

The participants outside the text comprises of the writer and the readers. Going by the analysis of linguistic realizations and discourse semantics within the text, the degree of relationship between them is **unequal** or **vertical**. The writer's social status here is as a journalist who provides information to readers. Besides, this relationship is based on the realization of clause system dominated by indicative, declarative MOOD system with proposition meaning (68%) out of proposal meaning (5%). This implicitly indicates that the writer has

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considered himself as the one who knows more about the information related to the issue of avian flu virus outbreak. Then, the employment of indicative, interrogative functioning as proposal (9%) indicates that the writer tends to ask the other participants for doing something. In this sense, the writer wants the readers to response the phenomena of bird flu lethal threat and the willingness of international donor in effort of providing amount of money in aid of combating the virus. It can be shown in clauses (2) *What does the international donor's willingness to provide a total of US$ 1.9 billion in aid to fight bird flu mean?* and (8) *Then there is the issue of how to use that much money from the donors?* Furthermore, the writer's suggestive comments are paraphrased through the employment of modality embedded in modulations having a role to place the writer in the higher status. The modulation can be found in clauses (3b) *and the world must unite to fight it* (high level obligation), and (11a) *The money can be used to train health workers, veterinarians and those involved in the animal husbandry businesses* (low level inclination).

The transitivity system additionally implies the higher position of the writer. The text is dominantly built through attributive relational process. This fact can actually be seen in clauses *(9) Experts are of the opinion that bird flu is an endemic disease at poultry farms among Asian countries, (12b) that the amount of money was too small compared to the expected losses by the world, (12c) once the disease becomes a pandemic, (13b) economic losses could reach $800 billion, (13c) and millions of people could fall victim, (13d) if the virus starts becoming easily transmitted among humans.* In this case, the writer focuses on his own

judgment showing that he puts his self in higher position as the one who gives response in a form of opinion toward the existing issue.

As well as transitivity system, the thematic system is dominantly implemented through topical unmarked theme (64%). This indicates that the writer significantly wants to give information and to organize the clause as a message. The text is positively constructed through the writer's opinion so that he puts him self as the one who knows more the issue. By employing this, he intends to put himself in higher position as well as he wants to emphasize on the world's response to the case of avian influenza virus.

Meanwhile, the degree of relationship between the participants inside the text comprising of the international donor, avian flu, experts, Kofi Annan, and the World Bank and the writer as the editor of *Kompas* and the sender *Other Opinion* column of *The Jakarta Post* is **equal one**. The fact of this horizontal relationship among them can obviously be seen through the use of hortatory exposition genre strengthening the writer's position to be equal with the other participants. The writer in the text presents different statements toward the issue. However, the editor does not involve any recommendation to let the readers get their own conclusion.

In addition, the presence of attitudinal lexis further supports the writer's status. The text uses some attitudinal lexis, such as *(1) bird flu, (2) willingness, (3) avian flu* and *lethal threat, (5a) bird flu, (5b) H5N1* and *virus, (6a) hitting, (6b) stricken, (7) bird flu* and *suspected, (9) disease* and *endemic, (10) deserve* and *eradication, (12b) too small* and *expected losses, (12c)*

pandemic, (13a) predict, (13b) losses, (13c) fall, (13d) virus and *easily.* All of these words are in fact as a result of what the writer and the inside participants act by giving comment and judgment to the existing issue. In brief, the employment of attitudinal lexis illustrates them as those who have an authority to give certain assessment or judgment concerning with their right as a citizen and an institution having great responsible for the case of H5N1 virus pandemic.

2.   Affect

Affect concerns the judgment of the writer toward the case exposed and the participants involved in the text. This can be seen through mood structure, polarity, nominal group, transitivity, attitudinal lexis, and genre.

The judgment toward the participants (the international donor, experts, Kofi Annan, and the World Bank) is obviously positive. In this sense, the writer attempts to make flow of information having more benefits especially for his own country, Indonesia. Nominal group system with its attitudinal epithet and qualifier expressing the speaker's attitude positively illustrates the communicator's affective involvement in the issue. These facts can be found in some clauses, such as *(2) ... willingness to provide a total of US$ 1.9 billion in aid to fight bird flu, (4) ... the end of the international Conference, (6c) the gateway to Middle East and Europe, (8) ... the issue of how to use that much money from the donors? (9) ... the opinion that bird flu is an endemic disease at poultry farms among Asian countries, (10) Countries with ability to detect and properly anticipate the eradication of the disease, (11a) ... those involved in the animal husbandry businesses, (12c) ... too small compared to the expected losses by the world, (13d)*

... easily transmitted among humans. The use of some abstractions such as *(4) commitment, (9) farms,* and *(10) eradication* strongly indicates the positive affectiveness to the participants. These evidences are reasonable for the perspective of this opinion text is taken from the data of World Health Organization (WHO) and medical experts in order to have sense of keeping on guard against the lethal H5N1 virus.

The participants further tend to give negative judgment toward the issue especially in relation to the lethal threat of avian influenza virus viewing from certain evidences inside the text. This can be seen in clauses *(5a) ...bird flu...has killed 79 people in six countries, (6a) the disease ...is now hitting Turkey, (7) Bird flu is also suspected to be in Iraq, (9) ...bird flu is an endemic disease at poultry farms among Asian countries, (12c) ...the disease becomes a pandemic, (13c-d) ...and mullion of people could fall victim if the virus starts becoming easily transmitted among humans*. The employment of mood structure illustrates how the writer describes the virus in the events negatively. He clearly mentions that the avian influenza has become a lethal threat around the globe and millions of people could fall victim if the virus starts easily transmitted among humans. The attitudinal lexis, for instance, *lethal threat, hitting, stricken, suspected, endemic, eradication, pandemic, virus, easily*, which are powerfully related to the avian influenza virus can express how writer's attitude. By means of thematic pattern, the topical unmarked theme in some clauses emphasizing on the avian influenza virus encodes as the carrier of attitudinal attribute, like *(12c) once the disease becomes a pandemic,* and *(13d) if the virus starts becoming easily transmitted among humans.*

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Moreover, the writer can be perceived as affectively involved in judging the issue of bird flu even though the negative assessment is only extracted from the statements taken from the World Health Organization (WHO), experts, UN Secretary-General Kofi Annan, and the World Bank. As a journalist, the writer in this sense should select more objective lexis to customize the situation since what he or she writes is able to move people emotionally. However, it may be usual in a country applying democratic press system like Indonesia.

In addition, the writer's positive judgment toward the readers can be seen from the presence of hortatory exposition genre. Through this genre, he can explore arguments showing the outbreak of H5N1 virus and how to use the much money from international donor in effort of fighting the deadly virus. The evidence that he is one of the populace feeling the impact of bird flu spreading further supports the judgment.

3. Contact

Contact relates to the degree of language familiarity applied by the writer in exposing the issue. It can be detected through the text structure, cohesion system, grouping system, clause system, and lexis system.

The contact of this text seems to be familiar. The text is built through 13 sentences with 54 % simplex clauses, 38 % complex clauses, and 8% minor. The dominancy of simplex clauses here is enabled to give information as much as possible so that the writer's intention can easily be understood. The employment of nominal group, verbal group, and adjunct group in simplex form is meant to

make the text easy to be interpreted. Meanwhile, the complex nominal group appearing in the form of qualifier embedded in Thing functions to give additional meaning to the Thing and it may be easy to get the meaning.

From the analysis of lexis system, the text is comprised of dominant incongruency exploring experiential metaphor. The presence of it is supported by some numbers of abstractions and technicalities. In this case, they function to provide dense information for the readers toward the issue. The abstractions used are *commitment, farms, eradication* while the technical words used are *avian influenza, virus, bird flu, disease, victim, World Health Organization, International Conference, Europe, H5N1, donor, endemic, World Bank, workers, veterinarians, pandemic, aid, Turkey, Iraq, Middle east, UN Secretary-General*. Besides, the text uses some ideational metaphors as can be found in clauses *(3b) and the world must unite to fight it, (5a) …bird flu…has killed 79 people in six countries, (6a) The disease…is now hitting Turkey, (13a) The world bank predicts*. The ideational metaphors above reflect the writer's sophistication, especially in variation of expressing the meaning.

In term cohesion system, the employment of repetition, meronymy, referential item, synonymy, antonymy, hyponymy and co-hyponymy (see description of lexical string) indicates that the text has obvious construction (cohesiveness) and understandable.

The use of dominant topical unmarked theme suggests that the writer wants to focus on the topic to be described in order to make the readers be able to follow the topic discussed. Meanwhile, the appearance of interpersonal theme in

clause (2) *What does the international donor's willingness to provide a total of US$ 1.9 billion in aid to fight bird flu mean?* also reflects the familiarity of this text.

Referring to its text structure, the text comprises of thesis, argument I, and argument II. This text can easily be distinguished related to the simplicity of its arrangement. Besides, it has high readability and easy to be understood. The occurrence of some qualifiers further supports the text complexity. However, the presence of it does not influence the high readability of this text for this text is published in *The Jakarta Post* in which most of the readers are commonly coming from educated people. Based on the explanation above, it can then be summed up that the language applied in the text is familiar among the readers.

Furthermore, the contact also concerns the intimacy between the writer and the readers. Referring to the analysis, the text does not have any vocative. The occurrence of indicative, declarative, proposition indicates that the text does not involve the readers directly. In term of this, the text just regards the readers as the observers. The writer additionally tends the readers to make their own recommendation toward the issues discussed. In conclusion, the writer and the readers in the text have distant relationship.

c. Mode

Mode can be associated with the realization of textual meanings in the text.

c.1. Channel

Channel concerns the language style used by the writer in his text, whether it is written style, spoken style, or spoken-written style. The characteristics of channel can be traced back to the employment of clause system, lexis system, grouping system, and cohesion system.

Referring to clause system, the text is composed through simplex clauses (54%), complex clauses (38%), and minor (8%). Those clauses are comprised by grouping systems that are simplex nominal group (62%), complex nominal group (38%), simplex verbal group (85%), complex verbal group (15%), simplex adjunct group (62%), and complex adjunct group (38%). The appearance of dominant simplex groups in the text indicates that this text implies *spoken style*. The occurrence of many repetitions in lexical strings additionally suggests the characteristics of *spoken channel*. This style can also be found from the use of external conjunction explicitly performed in clauses *(3a-3b), (12b-12c),* and *(13b,c-d).*

However, the internal conjunction as can be seen in clause *(8)* indicates that this text purposes to apply *written style*. The use of incongruent lexical system also illustrates this style. Then, the absence of vocative implies that the text has less communicative and tends to be one-way communication. Besides, some ideational metaphors in this text also strengthens that this text implies the use of *written style*. It can be found in clauses *(3b), (5a), (6a),* and *(13a).* All of those metaphors in fact reflect the writer's sophistication, especially in variation of expressing the meaning.

Based on the explanation above, it can be concluded that the writer tends to use collaboration between spoken and written channel in constructing his text. So, this text applies **spoken-written style**.

c.2.   Medium

Medium refers to the appropriateness between the medium and the style of the text to find out the effectiveness of the language applied.

Embarking from the realization of Field, Status, Affect, Contact, and Channel, the text tends to be *spoken-written channel*. The employment of this channel in *Other Opinion* column of *The Jakarta Post* illustrates that the style and the register are appropriate with the medium. This occurs for *Other Opinion* column functions to figure out the opinion of the readers. It suggests that this column can be associated as a liquid column making the readers easy to gain the information needed.

Considering the explanation above, it can be said that the style applied in the text is appropriate with the medium, namely *Other Opinion* column of *The Jakarta Post*.

d.   Ideology

Ideology concerns the worldview, which is the result of interaction between cultural norms or values, experiences, and someone's beliefs in viewing social phenomena in his society (Santosa, 2003, 39).

Going by the analysis of genre, the writer here responses the existence of avian influenza virus threat around the globe. He builds up his idea, in a form of one-sided argument, to against the deadly virus by employing hortatory exposition genre. The genre is further used to argue that bird flu has become a lethal threat around the world especially in Asian countries, and million of people could fall victim if the virus starts becoming easily transmitted among humans. In addition, the analysis of affect also illustrates that the writer gives negative assessment to the case.

Looking at the explanation, it can be concluded that the text adopts **Left Antagonist** ideology considering that he is the one who rejects the appearance of the H5N1 virus issue. The fact is seen from the negative assessment employed by the writer and the other inside participants toward the case. This evidence is supported through the lexical strings of dominant synonymy relations, an endemic disease and bird flu. Besides, the interpretation of affect and status also strengthens the writer's ideology trying to fight against the pandemic by positioning himself higher than other participants.

2. Data Interpretation of Text 2 (Your Letter's Text)

a. Field

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

Text 2 concerns the effort of the Indonesian Ministry of Health in combating avian flu virus before killing more Indonesians. It is further stated that Indonesian government should adopted New Zealand's approach to dealing with the threat and working harder to prevent the virus from spreading and attacking more people.

Referring to the analysis of clause system presented in Table 1, the text comprises of the complex clauses amounting to 5 clauses (63%) and 3 simplex clauses (37%). This proves that the text is dominantly built by complex clause system. The occurrence of complex clauses in the text is significantly as a result of expansion logico-semantic relation and interdependency realized in enhancement and extension relations brought by hypotactic (85%) and paratactic (15%) relation system. The expansion relation is exercised for the writer wants to construct the rhetorical functions of the text. Besides, it is also used to give explanation about how the happenings occur. The complex clause uses the hypotactic enhancement to convey the illustration once the disease has been taking roost and causing many people of Indonesians killed. Meanwhile, the

occurrence of paratactic extension functions to give the negative assessment to the Indonesian Ministry of Health. This fact can be seen in clauses (8a-8b) *The Ministry of Health in Jakarta has to stop being arrogant and should start working harder.*

Looking at transitivity system, there are four kinds of process applied to build the text. They are Material Process 9 (60%), Mental Behavioral Process 4 (26%), Verbal Behavioral Process 1 (7%), and Attributive Relational Process 1 (7%). It can then be summed up that the text is dominantly constructed through one process, namely Material Process. The use of dominant material process here is centrally concerned with the happening whereas the act of the Indonesian Ministry of Health coincides with the happenings. The material process illustrates the effort of Indonesian Ministry of Health in fighting against avian flu virus. In addition, it also performs an approach applied by New Zealand to solve the threat of H5N1 virus. Then, the use of mental behavioral process constructs the participants involved in the text as having the psychological actions, as can be found in clauses (2b) in preventing avian flu virus from spreading and killing, *(4a) Why don't they learn from the tough measures taken by New Zealand, (7b) so as to learn what need to be done, (8c) to prevent the virus from spreading.* The verbal behavioral process is applied to show the writer's suggestion directly to the other participants, as can be seen in clause *(7a) Our government should contact the Ministry of Health in New Zealand.* Likewise, the presence of Attributive Relational Process is purposed to give arguments toward the participants inside the text and the existing issue by giving attribute explicitly. This evidence can be

seen in clause *(3) It is obvious that much tougher measures should be taken by the Ministry of Health in Jakarta.*

In order to support the writer's arguments, the text uses circumstances. There are three kinds of circumstantial element used in the text, namely circumstantial element of location of place (50%), circumstantial element of manner of quality (25%), and circumstantial element of matter (25%). The appearance of dominant circumstantial element of location of place reflects where the activities occurred. In circumstance of manner of quality, the text is concentrated with how the behaviors happened. However, the occurrence of matter circumstance is related to what really occurred in the case.

In the sense of the thematic structure, the text is constructed through the dominant use of topical unmarked themes (58%) illustrating that the writer purposes to emphasize the attention on the topic discussed. Meanwhile, the topical marked theme (8,5%) functions to give obvious explanation toward the circumstances of the event. Then, the textual theme (25%) in the text is applied to relate the clauses to its context cohesively. This evidence is found in clause (4c) through the use of "before" to link time relation with clause (4a, and b). The interpersonal theme (8,5%) in interrogative clause is further intended to show that the writer is not the only person who is questioning to the Indonesian government about how the government through the Ministry of Health is handling the lethal pandemic of H5N1 virus in Indonesia.

In the sense of group realizations, the writer applies nominal, verbal, and adjunct groups. The type of nominal group is simplex one amounting up to

69% out of 31% of complex nominal group. The adjunct group is dominated with full simplex one up to 100%. Meanwhile, simplex verbal group up to 93% to make the information more complete also dominates the verbal group.

The technical words supporting the text are connected to health and humanitarian fields. They are *bird flu, New Zealand, Ministry of Health, avian flu, virus, Jakarta, government, ministers, and media*. These words strongly stress the writer's aim that the appearance of bird flu in Indonesia has been taking roost and becoming a pandemic to human's lives. This issue further can not be separated from the role of the Indonesian Ministry of Health and also media to combat the case and further to care more the nation's health. Then, the abstraction is exercised to emphasize on the issue. Some words employed here like *roost,* and *government*.

In term of lexis system, the text dominantly is built through incongruency of lexical system. It is supported by technicality and abstraction appeared in the text. The use of attitudinal lexis additionally has a contribution to strengthen the writer's idea. The lexis can be shown by the use of some words such as *(1) bird flu* and *roost, (2) avian flu virus, (3) tougher measures, (4b) avian flu virus, (6b) the threat, (8a) arrogant, (8c) the virus* and *spreading.*

In the level of genre analysis, the text is built up through Thesis and Argument as obligatory elements. The text begins with thesis issuing that bird flu has been taking roost in Indonesia. Then, the thesis is supported by arguments arguing about the way to combat the lethal virus before killing more people of Indonesia. The writer further elaborates her argument by stating that New Zealand

has adopted a very good approach to dealing with the threat. Next, the writer serves her recommendation to the media for having a role in a sense of keeping nation's health from the threat of deadly H5N1 pandemic. Finally, the writer closes the text by giving recommendation again coming after her argument elaboration to the Indonesian government in order to contact the Ministry of Health in New Zealand for handling the case. Referring to the explanation above, it can then be concluded that the text belongs to **Hortatory Exposition Genre** due to the employment of Thesis and Argument.

b. Tenor

1. Status

Status concerns the degree of relationship among the participants involved in the text. This can be acknowledged through the realization of MOOD system, modality, transitivity, thematic system, attitudinal lexis, and genre. It positively focuses on the participants outside and inside the text.

The participants outside the text include the writer and the readers. The status between them is **equal** due to the aim of the text, that is, to inform the issue exposed for its readers. This fact is actually supported by the realization of clause system dominated by indicative, declarative MOOD system functioning as proposition (67%). This indicates that the writer does not purpose to involve the readers directly toward the issue exposed. Besides, she is considered as the source of information related to the roost of avian flu virus existing in Indonesia. Then,

the readers are positioned as observers of the case in which they are asked to give their evaluation dealing with the phenomena.

The equal status is also seen from the presence of vocative "our" in clause (7a) functioning to put the writer in the same position as the readers. This is further purposed to convince the readers to follow what the writer has already said.

In term of transitivity system, the writer's status can be seen through the use of dominant material process (60%). This process is applied to share the knowledge or experience of writer concerning the H5N1 virus threat and also to convey information about the approach of New Zealand in handling the deadly pandemic.

Meanwhile, the status between the participants inside the text comprising of the writer, Indonesian government, the Indonesian Ministry of Health, New Zealand Ministry of Health, people of Indonesia, and the media is **unequal**. This degree of relationship can be proven from the appearance of proposal clauses (27%) illustrating that the writer wants to request the other inside participants to response the case. Likewise, the employment of indicative, interrogative functioning as proposal (6%) also proves that the writer tends to ask the other inside participants for doing some efforts in responding the phenomena. In this sense, she asks Indonesian government through the Ministry of Health in Jakarta to learn from New Zealand concerning with what need to be done for combating the lethal virus. This evidence can be found in clause *(4a) Why don't they learn from the tough measures taken by New Zealand.*

The employment of modality embedded in modulations further has a role to put the writer in higher status. This fact can be seen in clauses *(3) It is obvious that much tougher measures should be taken by the Ministry of Health in Jakarta* (medium level obligation), *(5a) The media should also play a role in urging ministers to care more about the nation's health* (medium level obligation), *(7a) Our government should contact the Ministry of Health in New Zealand so as to learn what needs to be done* (medium level obligation), *(8a) The Ministry of Health in Jakarta has to stop being arrogant* (high level obligation), *(8b) and should start working harder* (medium level obligation). Moreover, the function of dominant medium level obligation applied here is as suggestion given to Indonesian government in taking an approach concerning the bird flu threat. In addition, the proposal meaning in modulation strongly reflects the authority of writer in requesting the other participants to do her suggestion. The use of Attributive Relational Process in transitivity level strengthens the higher status of the writer as the one giving opinion toward the issue. This evidence is seen from the employment of adjective functioning to emphasize the judgment of the writer.

The unequal status can also be shown through the thematic structure of the text dominantly implemented by topical unmarked theme (58%). This means that the writer intends to focus the attention on the topic discussed. In this case, she wants to ask the Indonesian government through the Ministry of Health to take an action for handling the avian flu case before it kills more Indonesians.

The occurrence of attitudinal lexis further supports the status of the writer. The text employs some attitudinal lexis, such as *(1) bird flu* and *roost, (2)*

avian flu virus, (3) tougher measures, (4b) avian flu virus, (6b) the threat, (8a) arrogant, (8c) the virus and *spreading.* All of these words are in fact as a result of what the writer acts by giving comment and judgment to the existing events. In brief, the employment of attitudinal lexis illustrates the writer as the one having an authority to give certain assessment or judgment dealing with her right as a citizen having responsible for caring more the nation's health.

Finally, the employment of hortatory exposition genre also strengthens the position of the writer to be higher than the inside participants. This is as a result of one-sided arguments used to response the existence of bird flu pandemic in Indonesia. In addition, the writer in the text explicitly recommends to the Indonesian government for learning from New Zealand about the approach to dealing with the pandemic.

2. Affect

Affect relates to the judgment of the writer toward the case exposed and the participants involved in the text. This can be seen through mood structure, polarity, nominal group, transitivity, attitudinal lexis, and genre.

The writer tends to give negative judgment toward the Indonesian government. The negative polarity supporting the fact can be seen in clauses *(2a) The Indonesian Ministry of Health has not done very well,* and *(4a) Why don't they learn from the tough measures taken by the Ministry of Health in Jakarta.* There is also a clause in a form of positive polarity, but it has negative sense presented in clause *(8a) The Ministry of Health in Jakarta has to stop being*

arrogant. She additionally claims her assessment through the appearance of attitudinal lexis. In a sense of thematic structure, the topical unmarked theme emphasizing on Indonesia government encodes as behaver of attitudinal verbal lexis, such as seen in clauses *(4a) ...they learn from...*, and *(7a) Our government should contact...*, the carrier of attitudinal attribute seen in clause *(3a) It is obvious that much tougher measures...*

The writer judges New Zealand Ministry of Health positively. She mentions that the country has employed a good approach in handling the case. Then, the writer in relation to the approach wants the Indonesian government to explore what New Zealand has done in dealing with the lethal threat. The positive assessment is also given to the media playing a role for urging Indonesian ministers in efforts of caring more about the nation's health. These facts are supported by the occurrence of nominal group system with its attitudinal epithet and qualifier functioning to express the attitude of writer, such as *(2a)...Ministry of Health, (4a)...the tough measures taken by New Zealand, (4c)...more people, (5a)...a role in urging ministers, (5b... more about...* and *(6)...a very good approach to dealing with the threat.*

Furthermore, the writer here can be perceived as affectively involved in judging the case of H5N1 virus pandemic although the negative assessment is only taken from her own statements. As a reader, the writer in this sense should select more objective lexis to customize the situation, as what she writes is able to move people emotionally. However, it may be common in a country applying democratic press system like Indonesia.

In addition, the writer's positive judgment toward the readers can be seen from the occurrence of hortatory exposition genre. Through this genre, she can positively explore argument claiming the way of combating the deadly pandemic before killing more people. The assessment is further strengthened by the fact that she is one of the populace feeling the impact of avian influenza outbreak.

3. Contact

Contact expresses the degree of language familiarity applied by the writer in exposing the issue. This can be detected through the text structure, cohesion system, grouping system, clause system, and lexis system.

The contact of this text seems to be familiar. The language is easy to comprehend as *The Jakarta Post*'s readers are categorized to well educated people. The text is constructed through 8 sentences with 37% simplex clauses, and 63% complex clauses. The appearance of dominant complex clauses here is intended to provide more information dealing with the effects caused by the presence of H5N1 virus pandemic. Then, the employment of nominal group, verbal group, and adjunct group in simplex form is meant to make the text easy to be interpreted. Meanwhile, the complex nominal group appearing in the form of qualifier embedded in Thing functions to give additional meaning to the Thing and it may be easy to get the meaning.

From the analysis of lexis system, the text is comprised of dominant incongruency exploring experiential metaphor. The appearance of it is supported

by some numbers of abstractions and technicalities. In this sense, they function to provide liquid information for the readers toward the issue. The abstractions applied are *roost* and *government* while the technical words employed are *bird flu, New Zealand, Ministry of Health, avian flu, virus, Jakarta, government, ministers,* and *media*. Besides, the text uses some ideational metaphors as can be found in clauses *(1) Bird flu takes roost, (5a) The media should also play a role in urging ministers,* and *(6) New Zealand has adopted a very good approach to dealing with the threat.* The occurrence of ideational metaphors above illustrates the writer's sophistication, especially in variation of expressing the meaning.

In a sense of cohesion system analysis, the use of repetition, synonymy, meronymy, and *co-meronymy* (see description of lexical string) illustrates that the text has obvious construction (cohesiveness) and understandable.

The use of dominant topical unmarked theme suggests that the writer wants to focus on the topic to be described in order to make the readers be able to follow the topic discussed. Meanwhile, the employment of interpersonal theme in clause (4a) *Why don't they learn from the tough measures taken by new Zealand* also reflects the familiarity of this text.

Looking at its text structure, the text comprises of Thesis, Argument, Recommendation I, Elaboration of The Argument, Recommendation II. This text is easily able to be distinguished related to the simplicity of its arrangement. Besides, it has high readability and easy to be understood. The appearance of some qualifiers additionally strengthens the text complexity. However, the use of

it does not influence the high readability of this text for this text is published in *The Jakarta Post* in which most of the readers are commonly coming from educated people. In conclusion, it can then be stated that the readers are familiar with the language used applied in the text.

Moreover, the contact also relates to the intimacy between the writer and the readers. Referring to the analysis, the text does not apply many vocatives illustrating the close-intimacy between them. It just has one vocative "Our" in clause (7a) meaning that the writer intends to share her knowledge and experience concerning the pandemic issue to the readers. Nevertheless, the less of vocative implies that the text tends to give distant relationship for the readers. Besides, the occurrence of indicative, declarative, proposition implies that the text does not involve the readers directly. In this case, the text just regards the readers as the observers.

c. Mode

Mode can be associated with the realization of textual meanings in the text.

1. Channel

Channel relates to the language style applied by the writer in his text, whether it is written style, spoken style, or spoken-written style. The characteristics of channel can be figured out from the employment of clause system, lexis system, grouping system, and cohesion system.

According to clause system analysis, the text is constructed through dominant complex clauses (63%), and simplex clauses (37%). Those clauses are combined with grouping systems that are simplex nominal group (69%), complex nominal group (31%), simplex verbal group (93%), complex verbal group (7%), and simplex adjunct group (100%). The occurrence of dominant simplex groups in the text reflects that this text implies *spoken style*. Then, the presence of many repetitions in lexical strings additionally suggests the characteristics of *spoken style*. Besides, many repetitions in lexical strings additionally illustrate the characteristics of *spoken channel*. This style can also be seen through the use of external conjunction performed in clauses *(4a,b-c), and (8a-8b).*

However, the employment of incongruent lexical system is intended to apply *written style*. This style is supported by the presence of vocative found in clause *(7a) Our government should contact the Ministry of Health in New Zealand* meaning that the text tends to be two-way communication. In addition, some ideational metaphors in this text also strengthens that this text implies the use of *written channel*. It can further be shown in clauses *(1), (5a), and (6).* All of those metaphors in fact illustrate the writer's sophistication, especially in variation of expressing the meaning.

Based on the explanation above, it can be concluded that the writer tends to use collaboration between spoken and written channel in constructing his text. So, this text applies **spoken-written style**.

2. Medium

Medium emphasizes on the appropriateness between the medium and the style of the text to figure out the effectiveness of the language used.

Going by the realization of Field, Status, Affect, Contact, and Channel, the text tends to be *spoken-written channel*. The use of this channel in *Your Letters* column of *The Jakarta Post* reflects that the style and the register are appropriate with the medium. This happens as *Your Letters* column functions to figure out the opinion of the readers. It suggests that this column can be associated as a liquid column making the readers easy to gain the information needed.

Considering the explanation above, it can be said that the style applied in the text is appropriate with the medium, namely *Your Letters column* of *The Jakarta Post*.

d. Ideology

Ideology concerns the worldview, which is the result of interaction between cultural norms or values, experiences, and someone's beliefs in viewing social phenomena in his society (Santosa, 2003, 39).

From the analysis of genre, the writer here claims that the bird flu has been taking roost in Indonesia. She constructs her idea, in a sense of one-sided argument, to criticize the Indonesian Ministry of Health in handling the lethal pandemic virus by employing hortatory exposition genre. The genre is further applied to state that the Indonesian government should learn from New Zealand in

order to solve the case. Then, it is suggested to the media for playing a role in urging ministers to care more about the nation's health. The analysis of affect additionally reflects that the writer gives negative assessment to the issue and the Indonesian Ministry of Health.

Related to the explanation above, it can finally be summed up that the text adopts **Left Antagonist** ideology considering that she is the one who rejects the way of Indonesian Ministry of Health at combating the deadly avian influenza disease in her country. Then, she suggests to the Indonesian government so as to learn from New Zealand Ministry of Health dealing with the approach to handle the case. This ideology is further supported through synonymy relations in the lexical strings, such as *avian influenza virus* and *the threat*. The interpretation of affect and status additionally strengthens the writer's ideology who is trying to suggest the Indonesian government through the Ministry of Health to learn the New Zealand's approach in effort of combating the disease.

D. Discussion

This sub-chapter discusses the general interpretation of the two opinion texts on *Other Opinion* and *Your Letters* columns of *The Jakarta Post* based on the data description and data interpretation that have been analyzed. The discussion is surely purposed to figure out the answer of problem statements.

1. The Comparison of Register

Register comprises of field, tenor, and mode. From the interpretation of field, both texts have similar issue, talking about the existence of avian influenza pandemic, and brought in various titles. Besides, both texts are exposed in different times. The text I was taken from *The Jakarta Post'*s *Other Opinion* column on November 18, 2005 entitled *The world vs bird flu*. Meanwhile, the second one was published on September 27, 2005 at Your Letters column entitled *Bird flu takes roost.* The first text stresses on the avian influenza virus positively becoming deadly threat around the globe. While the text II concerns the roost of bird flu in Indonesia.

In a sense of tenor analysis, the first text implies that the status between the writer and the readers is unequal for the writer employs proposal meaning to the readers in the text. Meanwhile, the status between the writer and the inside participants is equal. The equality of them is constructed through the appearance of some statements declared by some inside participants toward the

case to strengthen the thesis of writer. Concerning the contact analysis of the first text, the employment of some common technicalities suggests that it has high readability.

The second text shows that the status between the writer and the readers is equal, meanwhile the status between the writer and the inside participants is unequal. The inequality of them is proven through the negative assessments dominating the text. Referring to the contact analysis, the text also has high readability performed by the appearance of some common technicalities.

Concerning the mode analysis, the both texts apply spoken-written channel. The spoken-written style is appropriate as the medium is *The Jakarta Post*.

2. The Comparison of GSP and Genre

The first text belongs to hortatory exposition genre. The GSP shows that the text comprises of thesis - argument I – argument II. In the thesis, the writer claims that avian influenza virus has become lethal pandemic around the world. In the argument I, the World Health Organization's statement is quoted. It is dealing with the outbreak of H5N1 deadly virus that has caused many people in different countries killed. Then, the argument II also consists of some opinions from the expert, UN Secretary-general Kofi Annan, and the World Bank. The opinions positively concern the use of international donor's much money in aid to fight the disease.

As well, the genre of second text is hortatory exposition. The GSP shows that the text includes thesis – argument – recommendation I – Elaboration of the argument – recommendation II. In the thesis, writer states that the bird flu has been taking roost in Indonesia. Then, it is followed by the writer's argument concerning the way of combating the deadly pandemic. The writer, in her first recommendation, suggests the media for playing a role at supporting ministers in effort of caring nation's health. In the second recommendation, she further suggests that the Indonesian government through the Ministry of Health should learn the approach of New Zealand Ministry of Health to dealing with the H5N1 deadly pandemic.

3. The Comparison of Ideology

The writer's ideology can be explored through the employment of the register and genre. The first text employs left antagonist ideology. Left means that the writer surely rejects the appearance of the H5N1 virus issue. The fact is seen from the negative assessment employed by the writer and the other inside participants toward the case. Then, it is also supported by the occurrence of lexical strings through dominant synonymy relations. In addition, the interpretation of affect and status also strengthens the writer's ideology trying to fight against the pandemic by implying his antagonist perspective.

As well, the second text employs left antagonist ideology. Left in this sense means that the writer has the power to gain. The negative judgment directed to the Indonesian government through the Ministry of Health implies that the

writer positively rejects the way of the government at handling the case. The interpretation of affect and status further strengthens the writer's ideology who is trying to suggest the Indonesian government through the Ministry of Health to learn the New Zealand's approach in effort of combating the disease.

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the data analysis covering the data interpretation and the data discussion in Chapter IV, the findings can be drawn as follows:

1. Register

The analysis of field illuminates that the first text concerns the existence of avian influenza virus becoming lethal threat around the globe, especially in Asian countries. Meanwhile, the second text describes that the bird flu has been taking roost in Indonesia.

In a sense of the tenor analysis involving status, affect, and contact, both texts imply the characteristics as follows: The text I shows that the status between the readers and the writer is unequal from the appearance of some

proposal meanings through high modulation. On the other hand, the text II illuminates the equal status between the writer and the readers through the occurrence of proposition meanings.

The degree of relationship (status) between the writer and the inside participants (the international donor, experts, Kofi Annan, and the World Bank) in the first text is equal through the use of hortatory exposition genre and the occurrence of some attitudinal lexis in which both of them strengthen writer's position to be equal with the other participants. On the contrary, the second text shows that the degree of relationship between the participants inside the text comprising of the writer, Indonesian government, the Indonesian Ministry of Health, New Zealand Ministry of Health, people of Indonesia, and the media is unequal. This vertical degree of relationship can be proven from the appearance of proposal clauses illustrating that the writer wants to request the other inside participants to response the case.

The analysis of affect in both texts illuminates that the writer positively tends to give negative judgment toward the issue. The assessment can be proven through the employment of mood structure and some negative attitudinal lexis implying how the writer describes the virus in the events negatively. While, the writer's positive judgment toward the readers can obviously be seen from the use of hortatory exposition genre of both texts. Through this genre, the writer can positively explore arguments of how to solve the case of H5N1 virus pandemic.

In the aspect of contact, both Text I and Text II perform similarity. In this case, both texts belong to high readability through the employment of some abstractions, common technicalities, and experiential metaphors in which suit the readers mostly coming from educated people. Meanwhile, the readers in the first text belong to uninvolved. The participants through the employment of proposition meanings in clauses are positioned as the receiver of information. The less of vocative in the second text implies that the text tends to give distant relationship for the readers. The occurrence of indicative, declarative, proposition additionally illuminates that the text does not involve the readers directly. In this sense, the text just regards the readers as the observers.

The analysis of mode concludes that both texts employs spoken-written channel. The style of spoken-written is appropriate for the medium is opinion columns of *The Jakarta Post*.

2. Generic Structure Potential (GSP) and Genre

Text I employs hortatory exposition genre. The GSP shows that the text comprises of Thesis – Argument I – Argument II. The text concerns the subject matter of avian influenza virus becoming lethal threat around the globe. It then belongs to hortatory exposition genre through the obligatory elements of thesis, and one-sided arguments having a social function to argue an issue form one perspective.

As well, Text II employs hortatory exposition genre. The GSP shows that the text comprises of Thesis – Argument – Recommendation I – Elaboration of The Argument I – Recommendation II. The text illuminates that the bird flu has been taking roost in Indonesia. It belongs to hortatory exposition genre as a result of the obligatory elements of thesis, and one-sided argument.

3. Ideology

The ideology of the two opinion texts can be traced back through the interpretation of register including field, tenor, mode, and genre. The first text employs left antagonist ideology. Left means that the writer surely rejects the appearance of the H5N1 virus issue. The fact is seen from the negative assessment employed by the writer and the other inside participants toward the case. Then, it is also supported by the occurrence of lexical strings through dominant synonymy relations. In addition, the interpretation of affect and status also strengthens the writer's ideology trying to fight against the pandemic by implying his protagonist perspective.

As well, the second text employs left antagonist ideology. Left in this sense means that the writer has the power to gain. The negative judgment directed to the Indonesian government through the Ministry of Health implies that the writer positively rejected the government's method at handling the case. The interpretation of affect and status further strengthens the writer's ideology who is

trying to suggest the Indonesian government through the Ministry of Health to learn the New Zealand's approach to dealing with the deadly disease.

4. The Similarities and Differences of the Two Texts

Subject	Text I	Text II
Field	Describes that avian flu that has become a deadly threat around the globe.	Describes that the bird flu has been taking roost in Indonesia
Tenor • Status	The status between the writer and the readers is unequal The status between the writer and inside participant is equal	The status between the writer and the readers is equal The status between the writer and inside participant is unequal
• Affect	The assessment to the issue is negative The assessment to the International donor, experts, Kofi Annan, and the World Bank is positive	The assessment to the issue is negative The assessment to Indonesian government, the Indonesian Ministry of Health, New Zealand Ministry of Health, people of Indonesia, and the media is negative

• Contact	The text has high readability The readers are uninvolved	The text has high readability The readers are uninvolved
Mode • Channel	The style applied is spoken written channel	The style applied is spoken-written channel
• Medium	The use of the channel suits the medium that is The Jakarta Post newspaper	The use of the channel suits the medium that is The Jakarta Post newspaper
Genre	Hortatory Exposition	Hortatory Exposition
Ideology	Left Antagonist	Left Antagonist

B. Recommendation

The research is conducted to compare the register, genre, and ideology of two opinion texts in *Other Opinion* and *Your Letters* columns of *The Jakarta Post* in viewing the outbreak of avian influenza pandemic based on Systemic Functional Linguistics (SFL). It is still out of being perfect, and therefore the researcher recommends other researchers to analyze text in deeper analysis. For instance, they can analyze and compare the interpersonal meaning based on Martin's English Text (1992) of the opinion texts in a sense of great detail

analysis. Moreover, they are positively suggested to study the text that concerns other aspects of SFL, such as cohesion system to make the research complete.