AN ANALYSIS OF REGISTER, GENRE AND IDEOLOGY OF ARTICLES IN READER'S DIGEST MAGAZINE

(A Comparative Study Based on Systemic Functional Linguistics)

This Thesis is submitted as a partial Fulfilment for the Sarjana Sastra Degree

in the English Department

By

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MOTTO

Every cloud has a silver lining
(taken from A Learner’s Dictionary of English Idioms)

DEDICATION

This work is dedicated to:

My beloved – husband and daughter

My beloved - father and mother and also my parents in-law

My grandfa ‘Bapak’ in the heaven and grandma ‘Simbok’

My black-sweet sister ‘Thiplux’

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I realize that this thesis still lacks of perfection. It needs some improvements. Therefore, I am open for constructive criticisms from the readers. I hope that this work is useful for the readers.

Surakarta, August, 2003

Sulistiani

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ABSTRACT

SULISTIANI, C0397060. AN ANALYSIS OF REGISTER, **GENRE AND IDEOLOGY OF ARTICLES IN READER'S DIGEST MAGAZINE (**A Comparative Study Based on **Systemic Functional Linguistics)**

This is a descriptive qualitative study employing a comparative method. It is aimed to compare register, genre and ideology of articles about smoking published in Reader's Digest Magazine.

The source of data were two articles of Reader's Digest Magazine published in January 1977 and October 1997. The data analyzed in this research were in the form of clauses. They were taken by applying total sampling, which means that every sample provided was taken. The first article consisted of 159 clauses and the second one consisted of 102 clauses.

In the research, first the data analyzed were based on lexicogrammar, which further would lead to defining the register covering field, tenor and mode. Finally, this research would be aimed to find out the genre and the ideology.

Based on the analysis and interpretation of the data, some points are taken to answer the problem statement. First, the register of the texts is similar, except the writer's judgement toward the readers: the first writer' judgement is positive while the other is negative. Second, the genre of the texts is different. The first text employs *exposition genre*, while the second one employs *discussion genre*. Finally, the ideology of the writers is also different. The first writer belongs to *right antagonist*, while the second one belongs to *right protagonist*.

CHAPTER I

INTRODUCTION

Research Background

As a social creature, man needs to communicate with other people. To fulfill this needs, man uses language as a means of communication. Language, as a means of communication, functions to express or to get some information, knowledge, and to pass messages. Beside face-to-face communication, people can communicate easily and quickly through mass communication. Emery (1970) in ***Introduction to Mass Communication*** states "Mass communication is delivering informations, ideas, and attitudes to a sizeable and diversified audience through the use of the media developed for that purpose".

Media used in mass communication is called mass media. Through mass media, messages can be circulated efficiently to the communicants. As defined by Effendy that mass media is media of communication in which the communicants are great in number and far in habitants (1986, p: 12). Mass media covers printed media such as newspaper, magazine, book, pamphlet, bulletin, etc and electronic ones such as radio, television, film etc. Those mass media have a very common need for readers, men and women with creative minds who can use words and pictures effectively to convey information and ideas.

Furthermore, from those all it seems to find that newspaper and magazine are considered to be the most popular printed media that preset their complete contents.

Despite this similarity, newspaper and magazine have also their own distictiveness compared to each other. Unlike newspaper which tends to bring very temporar and actual headlines with its brief reviews, magazine usually presents news with exposing its complete background clearly. Even in many cases, needed resolutions are available. Whereas newspaper only informs public, magazine functions also as the interpreter and anlaysts of the events brought (Emery, 1970).

> In light of this capability to present very complete news, magazine surely needs much more time to report and review it than newspaper. That is why unlike newspaper which is usually published daily, the most frequent magazine is only weekly (ibid).

Another difference between magazine and newspaper is that magazine reports something or events in more detail. In other words, it can be said that magazine serves itself as a thoughtful interpreter and analyst of events from which the readers get much more information. Furthermore, magazine article appeals to the intelligence rather than to the emotions of the readers.

Meanwhile the data to be analyzed are taken from Reader's Digest, one of American magazines that has a wide periodical circulation in the world. This monthly magazine now is not only for American people. It has spread all over the world in 27 million circulations. It is published in 19 languages and 47 editions. This magazine presents various kinds of articles concerning the life aspects. It also consists of some advertisements, puzzle or quiz, and short stories.

The analysis then is based on Sistemic Funtional Liguistics (SFL). SFL bases the analysis on functional grammar. This grammar has two characteristics, they are systemic and functional. By systemic, Halliday means it is based on the theory of meaning as a choice, language as a system of meaning is interpreted as networks of interlocking options (Halliday: 1985a, xiv). Meanwhile by functional, Halliday means it explores how language is used related to the context in which it is used. It is based on the conceptualization of laguage as a resource of meaning rather

than as a system of rules. In brief, this approach investigates the function of language.

SFL allows us to analyze ideology, genre and register of a text. Ideology and context of culture determine the kind of genre in a text register or it is called context of situation which conveys three variables: field, tenor and mode. Meanwhile genre can be identified by exploring the Generic Structure Potential (GSP) of the text. GSP itself is the text structure which can be used to diagnose the social function of the text. Meanwhile the genre is much influenced by the ideology of the writer. Ideology is a kind of point of view brought by the writer to achieve his aim through text realized. The writer, point of view towards on issue can be pro, contra or neutral.

Problem Statement

Considering the research background, the research is conducted to answer the following questions:

1. **How is the register of each text realized?**
2. **How is the genre of each text realized?**
3. **How is the ideology of each text realized?**

Research Limitation

Research limitation is needed to avoid the expansion of problems. In this research, it is decided to analyze the clauses of articles which were taken from the magazine namely Reader’s Digest published in January 1977 and October 1997.

To intensify the analysis, the focus of this analysis was on register, genre and ideology employed in the texts.

Research Objectives

The study is carried out with the following objectives:

1. **To describe the register of each text**
2. **To describe the genre of each text**
3. **To describe the ideology of each text**

Research Benefits

The research is expected to be beneficial for :

1. Writers of the texts.

   The result of the research can be used as an additional knowledge in improving their writing abilities dealing with the purpose they want to write.

2. Other researchers.

   The result can be an idea to explore the other side of this article, i.e. sociolinguistic aspect, to other researchers.

3. Teachers and students.

   The research can be an additional reference in learning and teaching SFL.

Research Methodology

This is a descriptive study which employs a descriprive methods namely collecting data, clasifying, analysing and interpreting data (Hadi: 1983). It is

descriptive because the data produced are in the form of words (Miles and Huberman: 1984).

The data of the research are taken from articles of Reader's Digest published in January 1977 and October 1997. The sampling technique used is total sampling technique.

The more detail of the research methodology will be clarified in chapter III.

Thesis Organization

CHAPTER I : INTRODUCTION. Covering Research Background, Problem Statement, Research Limitation, Research Objective, Research Significance, Research Methodology and Thesis Organization.

CHAPTER II : LITERATURE REVIEW. Discussing about Mass Media, Magazine, Reader's Digest, Sistemic Funtional Linguistics (SFL), Ideology, Genre, Register, and Lexicogrammar.

CHAPTER III : RESEARCH METHODOLOGY. Covering Type of Research, Source of Data, Sample and Sampling Technique, Research Procedure, Technique of Collecting Data, Technique of sAnalysing Data.

CHAPTER IV : DATA ANALYSES. Covering The Analysis of Data and Discussion.

CHAPTER V : CONCLUSION AND RECOMENDATION

CHAPTER II

LITERATURE REVIEW

A. Mass Media

The term mass media is the abbreviation of mass communication media. Communication is the art of transmitting information, ideas, and attitudes from one person to another, whereas mass communication means delivering information, ideas, attitudes, to a sizeable and diversified audience through the use of media developed for that purpose [Emery, et. al., 1970].

Referring to the statement above, it can be said that mass media is used to refer to the use of technical means as channel of mass communication. Mass media must be able to convey a communication from a single communicator to a large numbers of audiences, who may live in a distance place and are heterogeneous.

Generally, there are two types of mass media. First, electronic media, consisting of television, radio, film and so forth. Second, printed media or press covering newspaper, magazine, bulletin, etc. The printed words / pictures are the oldest media used as mass communication. They have developed since the moveable type was introduced by Johan Guttenberg and are still needed in our contemporary society. In accordance with the advance of science and technology, printed media are developing much better, as well as the electronic.

1. Magazine

Among the printed media of mass communication, magazine has a much better opportunity to bring events into focus and interpret its meaning because magazine does not appear everyday but in certain periods of time; thus it has more time to dig into issues and situations than the daily newspaper. It also gives the readers background of information, entertainment, opinion and advertisements [Emery, et. al., 1970].

As one kind of printed media, magazine has the important roles in spreading information needed by many people in this modern era. With magazine, people will know events happening at certain area. Besides, magazine will entertain people through short stories, humorous stories, articles, features etc. Clearly magazine appeals to inform, to entertain, and to influence the readers [ibid].

Nowadays, there are so many different types of magazine. Each type has its own functions and goals. Generally, magazines fall into these categories: **general interest, news magazine, quality or class magazine, women's interest**, **men's interest, special interest magazine, supplement magazine, business press and company publication** [ibid].

General interest magazine is magazine, which is intended to attract the interest of everyone, men and women. **News magazine** is published to provide news with its background and interpretation which newspaper cannot give. **Quality or class magazine** is oriented toward certain classes or audiences. **Women magazine** contains women's interest such as fashion, beauty, hints, food, etc. **Men magazine** concerns mostly with sport and girls which men usually are interested in. **Special magazine** is almost similar to class magazines. The different is that special magazine tends to explore about science and trade meanwhile politics, ethical,

literary are social problems explored by class magazine. **Supplement magazine** is part of certain publication. **Business press** emphasizes, of course, the business news with all matters dealing with business. The last, **company publication** is magazine published by corporation for distribution to their employees and customers and usually without charge [Emery, et. al., 1970].

2. Reader's Digest

Reader's Digest is one of the general magazines that has a wide periodical circulation in the world. This monthly magazine concentrates on the informative and entertaining non-fiction story and is published in 19 languages and 47 editions [Emery, et. al., 1970]. It presents descriptive article accompanied by the background information and curiosity. It serves the middle – class public.

Its founder, De Witt Wallace, a twentieth – century colossus, believed that people wanted to be informed but were too busy to do much reading on their own. Then he perfected the idea of taking interesting article from other magazines, considering and simplifying them so they were easy to read and reprinting them in a pocked – sized magazine. The first edition appeared in February of 1922 [Fedler, 1978]. Now Reader's Digest is not only for American people. It has spread all over the world in 27 million circulations. This magazine presents various kinds of articles concerning the life aspect. It also consists of some advertisements, puzzle or quiz and short stories.

B. Systemic Functional Linguistics [SFL]

Systemic Functional Linguistics [SFL] was introduced by M.A.K. Halliday in 1960s. Specific characteristics that make this theory different from others are the terms ‘systemic, system and functional’. According to Halliday, systemically, SFL is based on the theory of meaning as choice, by which, language as a system of meaning is interpreted as networks of interlocking options (1985a). What is meant as networks of interlocking options is each system is concerned with one kind of opposition and the system networks available are ordered along a seal of delicacy.

Functionally, the theory explores language on how language is used, as stated by Halliday that “every text, everything that is spoken or written, unfolds in some context of use” (1985a). Therefore, it is clear that this approach investigates the function of language in the context of use.

In the Systemic Functional Linguistics tradition, the way the writer constructs his article can be detected by analyzing the genre he employs. The genre itself can be identified through the activity sequence constructing the Generic Structure Potential. Then, the genre is much influenced by the ideology of the writer.

Semiotic system, on which SFL bases the analysis, is spread out gradually from phonology, texture covering cohesion and lexico-grammar, text structure, register, genre and ideology. According to Santosa (1994b), ideology, genre and register are considered as the central systems, which then influence the lower systems. Ideology and genre are much influenced by context of culture, while register is much influenced by context of situation.

1. Text and Context

Systemic Functional Linguistics focuses the study on the text analysis. In this case, Halliday states “the aim has been to construct a grammar for purposes of text analysis” (1985a). A text, then, can be thought as the basic unit of meaning in language. This means that language will recognize as playing some roles only if it is acceptable as a text.

In Systemic Functional Grammar tradition, a text does not only have grammatical function, but it also carries socio-cultural function. Therefore, to get the adequate understanding of a text, it is necessary to discuss the environment surrounding it. Halliday and Hasan (1985) call it ‘context’ or ‘text that is with’. Halliday explains further that the notion of ‘what is with text’, however, goes beyond what is said and written, it concludes other non-verbal goings-on the total environment in which a text unfolds” (ibid).

Text and context are interrelated variables. As stated by Halliday, “Text is language doing some job in some context.” Moreover, language that plays some role in a context of situation is called ‘text’ (Halliday and Hasan, 1985). According to the statement above, text is always accompanied by its context.

Context is an extrinsic theory of language in use, referring to the environment in which a text unfolds. It relates the form of non-linguistics features to the situation where the language operates. Systemic Functional Linguistics approaches to context derived from the work of Malinowski who argued that text had to be understood in relation to their context of situation (register) and context of

culture (genre) (Martin, 1992). Context of situation is then organized meta-functionally into field, tenor and mode.

Halliday and Hasan (1985) state an important thing about text, that is, "when human beings are using language, or making a text, in fact they are not simply making words and sentences, but actually they are making meanings. This reflects that the meaning is expressed in words and sentences. Therefore, a text can be considered as a semantic unit. Because of its nature as semantic unit, a text must be considered as a product and a process. It is a product because it is an output that can be represented in systematic terms. And as a process, text is an interactive event, a social exchange of meanings as a product of social interaction among the participants involved in the text.

Text, then, is inseparable from context: context of situation and context of culture. Context refers to the non–verbal goings – on, the total environment in which the text is taking place.

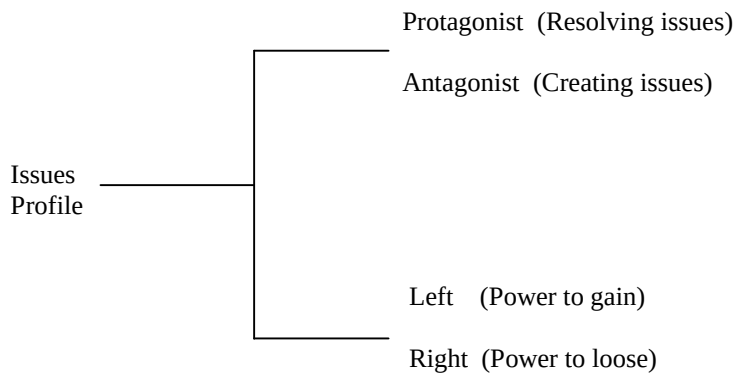
2. Ideology

The term ideology is generally related to politics. In linguistic context, it is viewed as shared values and belief in a text as a formation of a social interaction among participants involved in the text. In other words, a text is a realization of a certain social process (Santosa, 1994a).

Ideology makes the text analysts discover the relation between power and domination insides the texts. Therefore, ideology discusses the problems of cultural or social conflict, the absence of consensus about values and belief, correlation among action, institution and social structures. Moreover, the relationship between

a social power and the actor, between a writer or speaker and the audience, between a dominating social group and the dominated one, are important aspects in the ideology (Santosa, 1994a). These aspects are realized in the semiotic systems through the choice of genres and the supporting register (ibid). Therefore, text analyst may not avoid the reality that a text must have a certain value ; they must ideologically committed.

Dynamically, Martin has proposed a model of figured as follows:



(Adapted from Martin, 1992)

This system of ideology involves two axes namely Antagonist / Protagonist and Left / Right. Antagonists are characterized as interlocutors who are interested in creating issues, protagonists as interlocutors attempting to dissolve them. The term right is used to characterize interlocutors who put forward issues to maintain their position in power, and those people who are having power to loose; while left is used to refer to those who dissolve the issues made by the other party, and who struggle for power.

3. Genre

The term genre generally has been used in various studies. In literary study, the genre refers to types of text such as poetry, novel and other literature. But now it has been recognized in linguistics, particularly SFL, as to define the type of texts created and used. SFL views genre in a different perspective from that one by other studies; genre is defined as language doing the job appropriate to that class of social happening (Halliday and Hasan, 1985). Genre is then a type of a text doing something as a result of a certain social process. The social process here refers to a social activity in which language plays an important role, and it eventually will produce the language in the form of texts which consist of a unit of meanings, either in written or spoken ones.

Since text is a result of social process, which carries a social function, it, of course, has a certain structure appropriate to what social function it carries. Based on this ground, the social function of a genre can be identified and diagnosed through its schematic structure (Eggins, 1994; Martin, 1992). Generic Potential Structure (GSP) is an obligatory element of text, which can determine genre. Different genre has different GSP. While text having the same genre can vary in their text structures because text structures vary based on the context of situation. Therefore, text can have different optional structure elements (Halliday and Hasan, 1985; Santosa, 1996).

Basically, Martin (1992) classifies genre into two categories: factual and story genres. Story genre refers to the text explored from the social process of telling, functioning, generally to entertain their readers. It is divided into four types: recount, anecdote, exemplum and narrative genre.

Since the object of this research is an article, it directly emphasizes on factual writing. Factual genre, text explored from facts in the community, has eight types of genre which have different social functions. They are **recount, report, description, procedure, explanation, exposition, discussion and exploration** genres (Martin, 1992).

a. Recount Genre

Recount genre functions to retell past events for the purpose of informing or entertaining. The events are usually arranged in temporal sequence, e.g. a personal letter. The Generic Structure Potential (GSP) of this genre is started by an orientation as the opening, events as the body and reorientation as the closure. The language features are focus on individual participants, use of past tense, focus on a temporal sequence of events and use of material (or action) clauses and processes (MEDSP, 1989, p. 4). The example is as follows:

Yesterday, at my school we had International Day. We had performance, food stalls, displays, raffle ticket draw and some of us were dressed in costumes.	Orientation
We started our day off with performances but the one I like best was the one from forth grade. It was about games. The performance I was in was called Lambada. Straight after our performances, we had our lunch. There were food stalls. They came from Australia, asian, arabic and Greece. …. After lunch, we had a raffle ticket draw. I did not win anything but a lot of people did.	Events
Although I did not win anything International Day was still fun.	Reorientation

b. Report Genre

Report genre functions to describe the way things are, with reference to a whole range of phenomena, natural, cultural and social in our environment. The GSP is constructed with general classification, which can conclude optional

technical classification followed by description of things. The language features are generic participants (groups of things), simple present (unless extinct), no temporal sequence and the use of ‘being’ and ‘having’ clause (MEDSP,1989: p. 7). The example is as follows:

SEA LION

Sea-lions are sea mammals and warm-blooded. They breathe air with their lungs. The specific name for the family they belong to is Neophoca Cinerea.	General Classification
Australia sea-lions are about 250 cm long, Adult males (called ‘bulls’) grow to about 3 meters long and are the largest Australian mammal) they no longer breed in Australia). The female sea-lions are always smaller than the bulls in length and weight. Australian sea-lions have a body shaped for slipping smoothly through the water and a thick layer fat underneath their skin…	Technical Classification
When Australian sea-lions are born, they feed on their mother’s milk. Sea-lions have to come on dry land when they mate and have babies…	Description
Australian sea-lions are found along the South-Western shores of west Australia and most of the South Australian coastline and offshore islands. Sea-lions eat fish and squid.	

c. Description Genre

Description genre, not so different from recount genre that functions to retell past events, functions to describe what some particular individuals or things are like, either living or non-living ones. This genre focuses on particular individuals and specifies some of their characteristics. In this genre, the writers may start describing the objects from the parts he wants to (Martin, 1985). The example is as follows:

Natural Bridge National park

Natural Bridge National Park is a luscious tropical rainforest.	Identification

It is located 110 kilometers South of Brisbane and is reached by following the pacific highway to Nerang and then by traveling through the Numbing valley. This scenic read way lies in the shadow of Lamington National park. The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short kilometer walk below 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 feature of the glow worms. Picnic areas offer toilets, barbecues, shelter shed, water and fireplaces; however overnight camping is not permitted.	Specific Description

(source text : Paul Attwood in Gerrot and Wignell, 1994: 209)

d. Procedure Genre

Procedure genre functions to describe how something is accomplished through a sequence of actions of steps. The GSP consists of goal and steps oriented to achieve the goal. The language features are generalized human agents, simple present tense (plus sometime imperative), temporal conjunctive relations and material (action) clauses (Martin, 1985, p. 10). The example is as follows:

To make Stained Glass Figure	Goal
1. First you take a piece of cardboard and one piece of chalk. 2. Then you draw something on the cardboard. 3. Next you cut it out where you want light to go through. 4. Then use a text to trace around the thing you drew. 5. Stick different colored cellophone paper over the areas that have a hole. 6. When you have finished this, stick on the window.	Steps

(Taken from MEDSP, 1989: 11)

e. Explanation Genre

Explanation genre functions to explain processes involved in the evolution of natural and social phenomena or how something works. Explanations are used to account for why things are as they are. It is more about processes than things. The GSP consists of a general statement to position the reader followed by the explanation of why/how something occurs. The language features are generic

(non-human) participants, simple present tense, temporal and causal conjunctive relations, material processes, some passive voices used to get the theme right. The theme is what comes first in the clause and is what the clause (or message) is about (Martin, 1985: p.13). The example is as follows:

How Does an Oil Refinery Work?

Before crude oil can be used, it has to be processed in a Refinery and converted into many different products. Oil is first distilled, which breaks it down into gas, petrol, paraffin, lubricating oils, diesel and other fuel oils and asphalt.	General Statement to position the readers
This is done by heating the crude oil, which is then pumped to the bottom of a tall steel tube called a 'fractionating tower'. This tower is divided into compartments all the way up and the very hot petroleum enters the bottom of the tower as a vapour. Crude oil is made up of a number of different ingredients and each of these boils and vaporises at a different temperature. The vapours at the bottom of the tower are the hottest, and those at the highest levels are cooler. At the bottom of each compartment in the tower are trays and the different vapours condense, or turn into liquid, on the trays at different level.	Sequenced Explanation
Petrols collect in the top trays, paraffin condenses a little lower down and the other oils become liquids at even low levels. In this way, the crude oil is separated into the various fractions, which are drawn off ready for further refining.	Sequenced Explanation

(MEDSP, 1989)

f. Exposition Genre

Exposition genre functions to put forward a point of view or one-side argument e.g. essays, letter to the editor (logical rather than temporal sequencing). The GSP is constructed by thesis (consisting of position and preview), arguments (consisting of point and elaboration) and reiteration (restatement of thesis). The language features are generic human and non-human participants, simple present

tense, temporal conjunctive relations (mostly logical relations), and material, relational and mental processes (Martin, 1985: p.10). The example is as follows:

Country Concern

In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't have been any mention of the difference between driving in the city and the country.	Thesis
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 minutes, the problem is not as severe as when traffic is concentrated on city roads.	Argument I
Those who want to penalize older, leader 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 only way to get about.	Argument II
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.	Recommendation

g. Discussion Genre

Discussion genre functions to present information about and arguments for both sides of a topical issue, concluding with a recommendation based on weight of evidence. The GSP consists of issue (statement of issue and preview), arguments for and against (point and elaboration), statements of various viewpoints and recommendation. The language features are generic human and non-human participants, simple present tense, logical conjunctive relations and material, relational and mental processes (Martin, 1985: p.19). The example is as follows:

There are many reasons for both sides of the question, "should we have printed advertisement?". Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.	Thesis
Here are some reasons why we should have advertisements in newspapers and magazines. One reason is ads give us information about what is available. Looking at ads we can find out what is on sale and what is new in the	Arguments for

market. This is an easy way of shopping. Another reason is that ads promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.	
On the other hand, some people argues ads should not be put in newspapers and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people don't like finding junk mail in their letter-boxes. People may also find the ads not very interesting. Ads also influence people to buy items they don't need and can't really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take a lot of room in the paper and I don't think I find some of them interesting.	Argument against
In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should not have printed advertisements.	Recommendation

(MEDSP, 1989)

h. Exploration Genre

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

4. Register

Halliday and Hasan define register as a configuration of meanings that are typically associated with a particular situational configuration of field, tenor and mode (1985: 38). Register of language refers to the variation of language use of a text. Register consists of tree features, which realize the language variation of the text in accordance with respect to the variables of context of situation. The components are field, tenor and mode.

Field refers to what is happening, to the nature of social action that is taking place, what is it that the participants are engaged, in which the language figures as some essential element (Halliday & Hasan, 1985). Field is realized in the levels of clause and discourse. In the former level, it is expressed in system of transitivity, verbal group, nominal group; whereas in the latter level, the element is realized in discourse semantic: lexical string, reference chain, activity sequence, and text structure (Wiratno, 1994: p. 7-8).

Tenor refers to who is taking part, to the nature of the participant, their statuses and roles. The participant here refers to those people who are involved in the text. Martin (1992) states tenor is the element of discourse, which is concerned about the negotiation of social relationship among participant. Tenor includes status, contact, and affect. Status explores the interrelationship level between the writer-participants, the writer-readers and among the participants themselves, whether they are equal or unequal, vertical or horizontal. Affect deals with the judgement or assessment of the writer to the participants of the text, and of the writer to the readers. Contact clarifies the familiarity of language among the users.

Mode refers to what part the language is playing, what is it that the participants are expecting the language for them in the context (Halliday and Hasan, 1985). It indicates what the purpose of text is, whether it is persuasive, descriptive, or educative text, etc. According to Martin (1992: p. 508) within register, mode is the projection of textual meaning, and so is realized primarily through the textual meaning in language. Consequently this element is concerned about the channel and medium used of the text which suggest whether the language used tends to be written or spoken, and is suitable or not with the medium (Santosa, 1996).

Those three elements of register, that have discussed above, are the projection of the variables of context of situation as a construction of meaning which contributes to the variation of language use. They can be diagnosed in the language by looking at the experiential meaning reflecting the field, interpersonal meaning suggesting the tenor and textual meaning expressing the mode, of a text in question. With this in mind, there might be a possibility in which a certain genre can be realized in a different linguistics features realization in response to the different register of the text.

5. Lexicogrammar

Lexicogrammar is the choice of words and the formation of structure in the system. Briefly, it is said that lexicogrammar is an order of words in grammatical structure. This means whereby the various components of meanings, deriving from the different functions of language, are integrated together. The way of expressing those words in a text constitutes a semantics resource used to express meanings (Wiratno, 1994) i.e. ideational, interpersonal, and textual meanings. Halliday refers to these as 'metafunctions' (1985a, p. 53).

Ideational meanings (experiential and logical) are realized lexicogrammatically by the system of transitivity. This system interprets and represents our experience of phenomena in the world and in our consciousness by modeling experiential meanings in terms of participants, processes and circumstances (resources for chaining clauses into clause complexes and for serializing time by means of tense, address logical meanings). Meanwhile, interpersonal meanings, construing tenor, are realized by the grammatical systems

of mood and modality. Finally, textual meanings, construing mode, are realized largely by the grammatical system of theme and information focus.

a. Transitivity system

Transitivity is grammatical function of clause expressing the reflective experiential aspect of meaning. It specifies the different types of process, that are recognized in the language, and the structures by which they are expressed (Halliday, 1985a, p.101). In the basic semantic framework, it consists of three components: the process itself, the participants in the process and circumstances associated with the process (ibid). Transitivity functions as the representation of a process. It consists of goings-on: of doing, happening, feeling, being (Halliday, 1985a). In the interpretation of process, there are doing, a doer, and a location where the doing takes place. Halliday names these three components orderly as process, participant, and circumstance.

1). Types of Processes and Their Participants

a). Material Process

Material process is process of doing. This expresses the notion that some entity 'does' something - which may be done to some other entity, such as *play, walk, eat, hit,* etc. Participants involved here are Actor, Goal and Range. The Actor is the 'logical subject' of older terminology, and means the one that does the deed. Goal is the one that undergoes/suffers from the process. Meanwhile Range occurs if there is only actor and no goal. Range specifies the range or scope of the process.

Example:

- T1, 9b

Secondhand smoke	Was triggering	her asthma attacks
Actor	Material Process	Goal

- T1, 73a

You two	Stop	smoking
Actor	Material Process	Range

b). Verbal Process

Verbal process is a process of saying, such as *say, ask, tell, state,* etc. The participant in the verbal process is known as sayer, the other participants are the receiver, the one to whom the verbalization is addressed, and the verbiage is the verbalization itself.

Example :

- T1, 101c

David	says
Sayer	verbal process

c). Mental Process

Mental process is a process of feeling, thinking, and perceiving. The process of feeling employs verbs such as *like, hate, enjoy, regret*. Meanwhile the process of thinking hires verbs such as *think, believe, consider, assume*. And the process of perceiving makes use verbs such as *see, hear, notice, feel*. Since this is a process of sensing, there is one participant who is always human called *senser*. Another participant, which is sensed is *phenomenon.*

Examples:

- T1, 57c-d

they	knew	Secondhand smoke could harm non-smokers
Senser	Mental Process	Phenomenon

d). Behavioral Process

As a process of midway between mental and material process, behavioral process is typically a process of physiological and physiological behavior such as *watch, smile, investigate, tell, discuss*, etc. There is one obligatory participant, that is the behavor. There are two types in this process namely: Mental Behavior Process (the combination of mental and material processes, of which the verbs are *experience, check, investigate, examine*, etc.) and Verbal Behavior Process (the combination of verbal and material processes, of which the verbs are *talk, discuss, mock, praise*, etc.).

Examples:

- T1, 55c

Independent researchers	could confirm	This information
Behavor	MBP	Phenomenon

- T1, 9a

Doctors	had warned	Samantha's parents
Behavor	VBP	Target

e). Relational Process

Relational process is a process of being and having. It is classified according to the uses of which the processes are assigned to. If the relational process is used to identify something, it is then termed as Identification Relational Process which consists of a token (that which stands for what is defined) and a Value (that which defines). Meanwhile if it is used to assign quality to something, it is called Attributive Relational Process (carrier and attributive). The carrier is the participant to which the quality (attributive) is assigned (Eggins, 1994: p. 255-260).

Examples:

- T1, 2a

Samantha Bowen	was not	quite five years
Carrier	ARP	Attributive

- T1, 39

Passive smoking	causes	thousand of… pneumonia.
Token	IRP	Value

f). Existential Process

This process reverts that something exists or happens. It usually begins with the word ‘there’. ‘There’ has no representational function. It is required because of the need for a subject in English. This process is expressed by verbs of existing like *be, exist, arise* and existent of phenomenon of any kind (Gerot and Wignell, 1994: p. 72).

Example:

- T1, 94b

There	is	still a great deal you can do to safeguard those around you
	Existential P.	Existent

2). Circumstance

Circumstance is participant that can be found in all types of processes. It is typically realized in adverbial group and prepositional phrase. Moreover they could be identified by considering what probe is used to elicit them. The type of circumstantial elements in English are Extent, Cause, Location, Matter, Manner, Role, Accompaniment and Angle.

a). Extent

Extent is expressed in terms of some unit of measurement indicating duration and distance like hours, years, moles and yards. The interrogative forms of extent are *“how far?”, how long?”, how many times?”*. The typical structure is a nominal group with qualifier, either definite e.g. five days or indefinite e.g. many

miles which occurs either with or without preposition (Halliday, 1985a, p.137). Example: We eat *three times* a day.

b). Cause

This circumstance comprises five sub-categories: reason, purpose, behalf, condition and concession. Reason represents the reason for which a process takes place – what causes it. It is typically expressed by a prepositional phrase with *through* or a complex preposition, such as *because of, as a result of, thanks to*. The interrogative forms are *why?,* or *how?*. Purpose represents the purpose for which an action takes place – the intention behind it. It is typically expressed by a prepositional phrase with *for* or with a complex prepositional such as *in the hope of, for the purpose of, for the sake of*. The interrogative form is *what for?*. Behalf represents entity, typically a person, on whose behalf or for whose sake the action is undertaken – who it is for. It is expressed by a prepositional phrase with *for* or a complex prepositional, such as *for the sake of, on behalf of*. The interrogative is *who for*?. Condition is expressed by *in the case of*, and the interrogative form is *what if*. The last, concession, is indicated by inspite of, despite (Halliday, 1985a: p. 140).

Example : - *As a result*, tar and nicotine have been significantly reduced.

(T2: 34; cause: reason)

- they have spent millions of dollars *in an effort to detoxify their poisonous products*. (T2: 33c; cause: purpose)
- *On behalf of my family,* I ask your apologizes. (mine)
- She goes to the campus *despite the heavy rain.*

(mine; cause: concession)

- *In the case of violence*, the show must be stopped.

(mine; cause: condition)

c). Location

Location is a circumstance expressing place and time. The general interrogatives are *'where?', 'when?'*. The typical structure is an adverbial group or prepositional phrase such as in Canada, on Saturday, before holiday, three months ago, at night, etc (Halliday, 1985a: p.137-138). Example: *Now* the crisis was over. (T1: 4)

d). Matter

This element corresponds to the interrogative *what about ?* and is expressed by prepositional phrase with prepositions, such as *about, concerning, with reference to* and *of* (Halliday, 1985a). Example: John talks *about projection.*

e). Manner

This circumstance comprises three sub-categories: means, quality, and comparison. Means refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the prepositions *by* or *with.* The interrogative forms are *how?* and *what with?.* Quality is typically expressed by an adverbial group with *–ly* adverb as head. The interrogative form is *how?* or *how...?* plus appropriate adverb. Comparison is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference. The interrogative is *what...like?* (Halliday, 1985a: p.139-140).

Example: - I go to school *by bus.* (manner: means)

- or inhale more *deeply*. (T2: 69b; manner: quality)

- *Like many addicted to nicotine,* however, young parent seemed unwilling to accept the condition between their habit and their daughter's asthma. (T1: 15; manner: comparison)

f). Role

This circumstance corresponds to the interrogative *what as?* and represents the meaning of 'be' (attribute or identify). It is expressed in preposition *as* and other complex prepositions such as *by way of, in the role/shape/guise/form of*. (Halliday, 1985a). Example: He acted *as a chairman.*

g). Accompaniment

This element represents the meanings *'and', 'or', 'not'* as circumstantials. It corresponds to the interrogatives and *who/what else?,* but not who/what?. It is expressed by prepositional phrase with prepositions, such as *with, without, besides, instead of*. (Halliday, 1985a: p.141). Example: John came here *with his girlfriend.*

i). Angle

Angle refers to whether the massage is the speaker's or the other's. Example: *According to Gio B. Gori,…,* a smoker who consumed three or fewer cigarettes per day ran minimal risk of disease. (T2: 46)

b. Group

1). Nominal Group

Nominal group is an experiential structure which has the function of specifying (i) a class of things and (ii) some category of membership within this class (Halliday, 1985a, p.160). It consists of Head that may be preceded called

pre-modifiers or followed by modifying elements called post-modifiers. The modifiers are deictic, numerative, epithet, classifier and qualifier.

a). Deictic

The deictic element indicates whether or some specific subset of the Thing is intended. It is either (i) specific including demonstrative (this, that, the, which(ever), what(ever)) and possessive (my, their, one's, whose(ever) and (ii) non-specific such as each, every, one, a, an, either, both, etc. (Halliday, 1985a, p.160-161).

b). Numerative

The numerative element indicates some numerical feature of the subset: either quantity or order, either exact or inexact. It consists of (i) the quantifying numeratives (or quantitatives) which specify either an exact number (cardinal numerals, e.g. two shoes) or inexact number (e.g. lots of water) and (ii) the ordering numeratives (or ordinatives) which specify either an exact place in order (ordinal numerals), e.g. the second trains or an inexact place e.g. a subsequent train (Halliday, 1985a: p.163).

c). Epithet

The epithet indicates some quality of the subset. This may be an objective properties of the thing itself called Experiential Epithet, such as old, long, blue, fast; or it may be an expression of the speaker's subjective attitude towards it called Attitudinal Epithet, e.g. splended, silly, fantastic (Halliday, 1985a: p. 163).

d). Classifier

The classifier indicates a particular subclass of the thing in question, e.g. electric trains, passenger trains, wooden trains, toy trains. Classifier does not accept

degrees of comparison or intensity and tend to be organized in mutually exclusive and exhaustive sets (Halliday, 1985a: p. 164).

e). Qualifier

The qualifier is the elements following the Thing. It is either a phrase or a clause. All qualifiers are embedded, for example: the pobble who had no foes (Halliday, 1985a, p. 166-167).

2). Verbal Group

Halliday explains that verbal group is the constituent that functions as finite plus predicator (or as a predicator alone if there is no finite element) in the mood structure (clause as exchange) and as process in the transitivity structure (clause as representation) (1985a: p.175). It is divided into two structures, namely experiential structure of the verbal group and logical structure of verbal group.

a). Experiential structure of the verbal group

It consists of finite plus event, with operational auxiliary (one or more). It begins with the finite, which is the verbal equivalent of the deictic, relating to the process to the speaker now. The finite plays this by tense or modality whereas deictic does so by person or proximity, but each of these provides the orientation of the group. The verbal group ends with the event, which is the verbal equivalent of the thing. The former express a process, which may be event, action, act of consciousness or relation, whereas the latter expresses an entity of some kind, but represent the core of lexical meaning (Halliday, 1985a: p.175-176).

Example:	had	been	eaten
	Finite	Aux.	Event

b). Logical structure of the verbal group

It realizes the system tense. The primary tense functions as head shown as α. This is the deictic tense: past, present or future relative to the speech event. The modifying elements, at β and beyond, are secondary tenses. They express past, present or future relative to the time selected in the previous tense (Halliday, 1985a, p.177-179).

Example: The class will start soon

α β

3). Adverbial Group

The adverbial group has an adverb as head, which may or may not be accompanied by modifying elements. Premodifiers are grammatical items like not, rather, so, e.g. not far. Meanwhile, postmodifiers are embedded either (a) embedded clause or (b) embedded prepositional phrase.

Example: a) as grimly [[as if his life depend on it]]

too quickly [[for us to see what was happening]]

b) as early [as two 0'clock]

faster [than fifteen knot]

(Halliday, 1985a: p. 187)

c. Metaphor

Metaphor is a variation in the use of words: a word is said to be used with transferred meaning. A meaning may be realized by a selection of words that is different from that which is in some sense typical or unmarked. From this end, metaphor is the variation in the expression of meaning (ibid, p.320). Halliday uses

the term grammatical metaphor to refer to the meaning transference in the grammar. This implies that meaning is transferred from somewhere else. He uses term metaphorical to contrast with the term congruent. There are two types of grammatical metaphor: ideational and interpersonal metaphor.

1). Ideational Metaphor

It is the metaphor of transitivity covering all kinds of the change of function in transitivity devices. It involves nominalization.

Example: The first day saw them at the class (metaphorical)

They arrived at the class on the first day (congruent)

2). Interpersonal metaphor

It is metaphor of mood and modality. It covers expression of speaker's judgement or attitude without using modal element within the clause.

Example: I don't think that you love me (metaphorical)

Probably, you don't love me (congruent)

d. Clause System

Halliday states that clause is the grammatical unit, where meanings are organized and wrapped up together. In the grammatical unit, semantic construct of different kinds are brought together and integrated into a whole (1985b, p.66).

Meanwhile Gerrot and Wignell (1994: p.82) define clause as the largest unit in the lexico-grammar strata. In short, a clause is the grammatical unit consisting of words, which are then arranged to form a larger structure.

In Systemic Functional Linguistics, clause is divided into minor and major clauses. Minor clause is a clause with no mood or transitivity structure, typically functioning as calls, greetings and exclamations, like good morning!, Joe!. They have no thematic structure either (Halliday, 1985a, p.63).

On the other hand, major clause is a clause, which has mood, transitivity structure and thematic pattern. It is divided into simplex and complex clauses. Simplex clause is a clause, which performs only one activity shown by its verbal group. It is a single clause without any elaborated meaning. Then, complex clause is a clause performing more than one activity, and consisting of main clause (independent clause which can stand alone in the environment) and sub-clause (dependent clause which can not stand alone in the environment).

In looking at the system of clause complexes in English, there are two systemic dimensions in the interpretation. One is system of interdependency or tactic system: Paratactic and Hypotactic, the other one is logico-semantic system: expansion and projection.

1). Type of Interdependency

It is the relation of modifying, whereby one element modifies another (Halliday, 1985a, p.195). The modifying relations are called Hypotaxis and Parataxis. Hypotaxis is the relation between a dependent element and its dominant, the element on which it is dependent. This structures are represented by the Greek notation (α,β,χ,...).

Example: <u>It has been long established</u> that <u>secondhand smoke causes lung cancer.</u>

α β

(T1: 49)

Then, parataxis is the relation between two lock elements of equal status, one initiating and the other continuing. In parataxis, it is used a numeral notation 1,2,3,... . Example:

Joe went along with her decision but he clearly thought the doctor was wrong

1 2

(T1: 78)

2). Logico-Semantic Relation

Logico-semantic relation may hold between a primary and a secondary member of a clause complex (Halliday, 1985a). It consists of two fundamental relationships, namely expansion and projection.

(i) Expansion functions to expand and give additional information about the primary clause by ways of elaboration, extension, enhancement.

- Elaboration (=, equals) is when one clause expands another by elaborating on it (or some portion of it) by restating in other words, specifying in greater detail, commenting or exemplifying.

- Extension (+, is added to) is when one clause expands another by extending beyond it by adding some new element, giving an exception to it, or offering an alternative.

- Enhancement (x) is when one expands another by embellishing around it : qualifying it with some circumstantial feature of time, p[lace, cause or condition.

(ii) Projection

In projection, the secondary clause is projected through the primary clause. It consists of two types, namely Locution and Idea.

- Locution is when one clause is projected through another, which presents it as a locution, a construction of wording. Locution refers to verbal expressions such as *say, tell, ask, report*, etc and notated by quotation mark (“).

Example: The doctor asked the Ryders if they smoked.

α β”

(T1: 71)

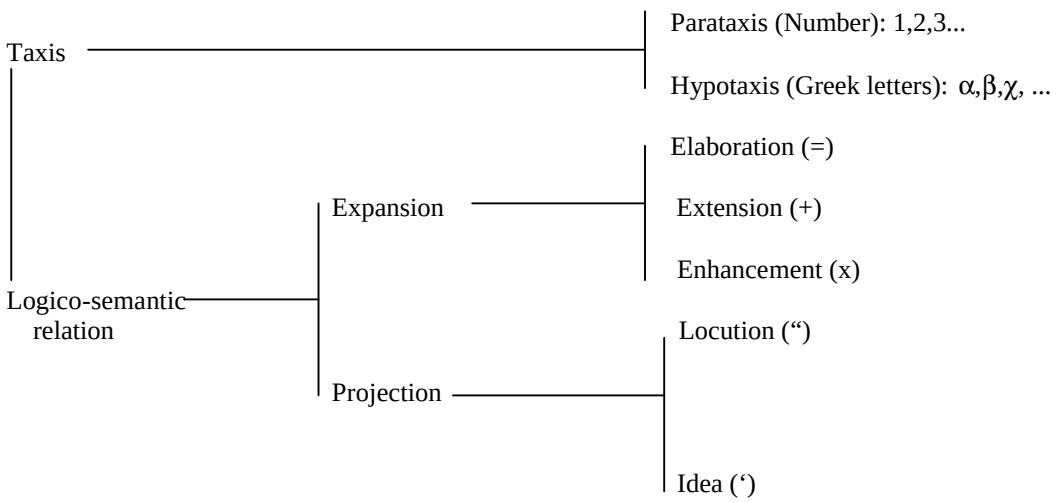
- Idea is when one clause is projected through another, which presents it as an idea, a construction of meaning. It is expressed by verbal expression such as *think, wonder* , etc. and notated by single quote (‘).

Example: he clearly thought the doctor was wrong.

1 2’

(T1: 78)

Based on the discussion above about clause system, the choices involved in the system network is summarized as follows:



e. Mood System

Mood system is concerned about system used in analyzing a clause whether it belongs to indicative: declarative and interrogative or imperative. These types are observed through the mood structure comprising of Subject and Finite. The mood structure is, then, used to see the semantic meaning of a clause whether it is proposition or proposal. Proposition functions to explore information or to tell something, whereas proposal aims to give command or to exchange goods and services.

Viewed from the exchange of meaning, the MOOD system can be figured as follows:

	Good and Services	Information
Giving	Here's your book	This is a new book
Demanding	Bring back my book	Is this a new book
	Proposal	Preposition

(Halliday, 1985a, p.69)

f. Mood Structure

Mood structure represents the interpersonal meaning. The structure of a clause is divided into Mood and Residue. The Mood consists of Subject, which is a nominal group and Finite, which is part of verbal group. Finite is one of a small number of verbal operators expressing tense (e.g. is, has) or modality (e.g. can, must). In some instances the Finite element and the lexical verb are fused into a single word, e.g. works (Halliday, 1985a, p.72).

Meanwhile, the Residue consists of Predicator, Complement and Adjunct. Predicator is realized by a verbal group minus the temporal or modal operator which functions as Finite in the Mood element. Complement is realized by a

nominal group. Then, Adjunct (circumstantial) is realized by an adverbial group or a prepositional phrase (Halliday, 1985a, p.78-79).

Example:	They	made	the car	in the garden	yesterday
	S	F/P	Comp.	Adj.	Adj.

g. Polarity and Modality

1). Polarity

According to Halliday (1985a: p.88), polarity is the choice between positive and negative, as in *is/is not, do/do not.* Typically, it is expressed in the Finite element; each Finite verbal operator has two forms; positive and negative. The positive forms are *is, was, has, can,* etc; while the negative forms are *isn't* or *is not, wasn't* or *was not, has not* or *hasn't, cannot* or *can't,* etc.

2). Modality

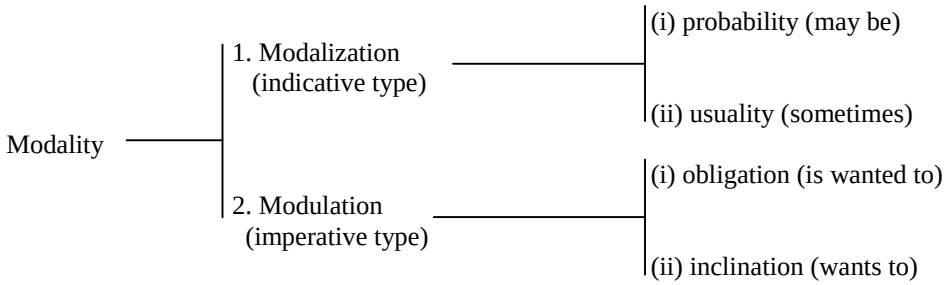
Modality refers to the area of meaning that lies between positive and negative polarity (Halliday, 1985a, p.335). There are two types of modality, namely Modalisation and Modulation. Modalisation happens if a clause belonging to proposition realized as indicative, which explores information. It consists of probability : *possibly, probably, certainly* and usually: *sometimes, usually, always.* Modulation refers to a clause belonging to proposal characterized as imperative which explores goods and services. There are two types of Modulation, i.e. obligation (related to commodity): *allowed, supposed, required* and inclination (related to offer): *willing, keen, determined* (ibid, p. 86).

Example: Fred should tell him. (obligation)

John will take you home. (inclination)

(Halliday, 1985a, p.336)

Based on the explanation above, the typess of modality can be figured as follows:



h. Thematic Structure

Halliday states that thematic structure gives the clause its character as a message. In English, as in many other languages, clause is organized as a message by having a special status assigned to one part of it. One element in the clause is enunciated as the theme; this then combines with the reminder so that the two parts together constitute a message. The theme serves as the point of departure of the message; it is that with which the clause is concerned. The reminder is called rheme. As a message structure, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order – whatever is chosen as the Theme is put first (Halliday, 1985a). The Theme is not necessarily a nominal group, it may also be an adverbial group or prepositional phrase (ibid).

There are three types of Theme mentioned by Halliday. Those are ideational theme, interpersonal theme and textual theme.

1). Ideational Theme

There is always an ideational element in the Theme. An ideational element is anything representing a process, a participant or circumstance (Halliday, 1985a: p. 54). These elements are called Ideational Theme, known as Topical Theme. This

Theme is divided into two, namely Unmarked Theme usually functioning as Subject and Marked Theme usually functioning as Adjunct or Complement. If a sentence is started by a Predicator (imperative), then Predicator here functions as *Unmarked Theme.*

Example:

Take	it outside
Top. Unmarked Theme	R h e m e

(T1: 98b)

As a result	tar and nicotine have been significantly reduced
Top. Marked Theme	R h e m e

(T2: 34)

They	Could see the black specks moved by the cilia.
Top. Unmarked Theme	R h e m e

(T2: 17b)

2). Interpersonal Theme

Interpersonal theme can be a modal adjunct, such as *probably, usually, perhaps, to my surprise*, etc, finite verb in a yes/no interrogative clause and a vocative like *Mary, Mom*, etc.

Example:

Unfortunately	not everyone	has Ellen's willpower.
Interpersonal Theme	Top. Unmarked Theme	R h e m e

(T1: 91)

3). Textual Theme

Textual element within the Theme may be continuative, conjunction or conjunctive. Continuative is a small set of items such *as yes, no, well, oh,* which signal that a new move is beginning. It is a response, in a dialogue or a move to the next point if the same speaker is continuing. Structural Theme is one of the obligatorily thematic elements (conjunctions) such as *and, but, when, while*.

Conjunctive Theme is one of the conjunctive adjunct such as *moreover, in addition, therefore, nevertheless*, etc (Halliday, 1985a, p. 50-54).

Example:

And	air drawn in through the cigarette	diffused the smoke's toxicity.
Textual Theme	Top. Unmarked Theme	R h e m e

(T1: 23)

i. Abstraction and Technicality

Nominalization is the realization of making grammatical metaphor in written or spoken language. Nominalization is a process of changing verb and adjective into nouns (Santosa, 1994a). Through nominalization, the meaning in a text becomes tightly packed and tends to be abstract. A dominant use of nominalization (grammatical metaphor) in a text will create an abstract text. Meanwhile, technicality refers to the representation of specific terms of a certain field, i.e. a kind of language for specific purpose, e.g. asthma, cancer, etc. in medical field.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research belongs to a qualitative study employing descriptive method. Qualitative research is a kind of research, which does not include any calculation. It is aimed at seeking for solution of social problems in a society (Surakhmad, 1994, p.139). It has a descriptive characteristic because the data produced are in the forms of words (Miles and Huberman, 1984, p.15). Since this research is employing descriptive method, this is done by collecting, classifying, analyzing and interpreting data and drawing a conclusion based on the data analyzed (Surakhmad, 1994, p.147).

Besides, comparative method is also employed in this research. Miles and Huberman state that comparative method is implemented by making comparison between two sets of things, person, role of activities which are known to differ in some other important respects (1984: 237).

In other words, it is comparing one data with others to know the similarities and differences of objects, which are analyzed.

B. Source of Data and Data

The source of data refers to the subject from which data are obtained. It is considered as the material of the research (Sudaryanto, 1988). The source of data in this research are two articles of Reader's Digest Magazine published in January 1977 and October 1997.

Data are the materials which are used in some research, in which from the materials the research object is described (Sudaryanto, 1988). The data used in this research are in the form of clauses.

C. Sample and Sampling Technique

Sample is a part of population that will be investigated. While sampling technique is a technique of choosing sample (Hadi, 1983, p. 70). In choosing the sample, this research employs total sampling technique. In total sampling, all of the data provided are taken. So the samples of this research are all clauses provided in the articles.

D. Technique of Collecting Data

The steps performed to collect the data in this research are:

1. Collecting Reader's Digest Magazine from 1970s to 1990s.
2. Selecting two articles having similar topic, i.e. smoking, from those magazines, e.g. Reader's Digest published in January 1977 and October 1997.
3. Cutting the articles into clauses.

E. Research Procedure

The research is arranged as follows:

1. Collecting Reader's Digest Magazine from 1970s to 1990s.
2. Selecting two articles having similar topic, i.e. smoking, from those magazines, e.g. Reader's Digest published in January 1977 and October 1997.

3. Cutting the articles into clauses.
4. Analyzing the data based on SFL.
5. Interpreting the analyzed data.
6. Determining the register, genre and ideology of each text.
7. Comparing the similarities and differences between the register, genre and ideology of each text.
8. Drawing conclusion.
9. Giving recommendation.

F. Technique of Analyzing Data

The data are analyzed through these following steps:

1. Identifying the text texture through the lexicogrammar including transitivity, clause system, mood system, modality, nominal group, verbal group, adverbial group and theme-rheme system.
2. Identifying the text structure.
3. Identifying the register of each text covering field, tenor and mode by making use of lexicogrammar analyses previously done.
4 Identifying the genre of each text.
5 Analyzing the ideology of each text reflected in the register and genre.
6. Comparing the register, genre and ideology of each text.
7 Drawing the conclusion.

CHAPTER IV

DATA ANALYSIS

A. Introduction

This chapter is divided into three sub-chapters: Introduction, Analysis and Discussion. The first sub-chapter, Introduction, explains the steps of of the analysis done by the researcher. The second sub-chapter, Analysis, clarifies the researcher's steps in analyzing and interpreting texts. It consists of two parts: Data Description and Data Interpretation. Data description is presented in the forms of percentages, mainly based on the detail analysis previously done. It covers contextual configuration and lexicogrammar including clause system, type of interdependency and logico semantic relation, transitivity system, mood system, thematic pattern, nominal/verbal group and polarity as well as modality and also Discourse semantic description, covering metaphor, nominalization, activity sequence, staging and rhetorical function. Furthermore, Data Interpretation clarifies the interpretation of register, genre and ideology. Finally, the last subchapter, Discussion, presents the comparison of analysis from the two texts.

B. Analysis

Text 1

1. Data Description

a. Contextual Configuration

The texts entitled **'what you don't know about secondhand smoke and why your kids are especially vulnerable'**. It talks about bad effects of secondhand smoke. Smoke can cause asthma, cancer, etc.

b. Lexicogrammar

1) Clause system

Type of clause	Clause number	Total	%
Minor	7,12,31,34,36,38,41,48,62.	9	9%
Simplex	4,5,8,10,15,17,18,19,21,23,25,29,33,35,37,39,42,46, 47,52,54,56,63,65,67,74,75,77,79,81,82,85,87,90,91, 96,100.	37	36.6%
Complex	1,2,3,6,9,11,13,14,16,20,22,24,26,27,28,30,32,40,43, 44,45,49,50,51,53,55,57,58,59,60,61,64,66,68,69,70, 71,72,73,76,78,80,83,84,86,88,89,92,93,94,95,97,98, 99,101.	55	54.4%
Total		101	100%

2). Type of interdependency and logico-semantic relation

Type of logico Semantic relation	Type of interdependency		Total
	Hypotactic	Paratactic	
a. Expansion			
- Extension (+)	50a-b.	1a-b,6b-c,11a-b,22b-c, 43a-b,59a-b,59b-c,66a-b, 68a-b,78a-b,92a-b,93a-b, 98b-c,101a-b.	15
- Elaboration (=)		61a-(b-c),69a-b.	2
- Enhancement (x)	2a-b,6a-b,13a-b,16a-b, 22a-b,24a-b,27a-b,27b-c,30a-b, 32a-b,32b-c,55a-b,55b-c, 57a-b,57b-c,61b-c,70a-b, 80a-b,86a-b,94a-b,95a-b, 97a-b,98a-(b-c).		23

b. Projection			
-Locution (“)	9a-b,14a-b,44a-b,49a-b,71a-b.	45a-b,72a-b,73a-b,73b-c, 76a-b,80(a-b)-c,80c-d, 84a-b,89a-b,99a-b,101(a-b)-c, 101c-d.	17
- Idea (‘)		78b-c.	1
Total	29	29	58

3). Transitivity system

Type of process	Clause number	Tot.	%
Material	3,5,8,9b,11b,19,20,21,22a,22b,22c,23,25,26,27a,27b, 27c,32b,32c,37,43b,45a,52,56,57d,61a,61b,63,64,66a, 68c,70a,71b,73a,78a,79,81,83a,85,86a,86b,87,89a,90, 92a,94a,98b,98c,101a,101d	50	32.3%
Mental	1a,2b,6b,13a,15,16b,55b,57b,57c,60,68b,69a,72a,73c, 73c,74,75,76a,76b,78b,97b	21	13.6%
Mental Behavior	6a,11a,13b,14a,29,30a,30b,43a,50a,55c,58,59a,68a,70b, 77,80a	16	10.3%
Verbal	45b,67,72b,73b,80c,84b,89b,96,99b,101c,	10	6.5%
Verbal Behavior	9a,10,16a,28,44a,49a,66b,71a,84a,88a,88b,93a,95a,101b	14	9%
AR	1b,2a,4,14b,17,18,24a,24b,32a,33,35,40,42,46,50b,51a, 51b,54,59c,61c,65,69b,78c,80b,80d,82,91,92b,93b,98a, 99a,100	32	20.6%
IR	39,44b,47,49b,55a,57a,59b	7	4.5%
Existence	53,83b,94b,95b,97a	5	3.2%
Total		155	100%

4). Mood System

Mood System	Indicative			Imperative			Tot.
	Clause no.	Tot.	%	Clause No.	Tot.	%	
Proposition		139			0		
Proposal	9a,14a,67,71a,73a, 73c,84a,88a,88b	9		95a,96,98b,98c	4		
Total		148			4		152

5). Thematic Pattern

Type of theme		Clause No.	Tot.	%
Topical	Marked	2b,3,10,15,19,29,32c,33,60,70a,89a	11	7.2%

	Unmarked	2a,5,6b,6c,8,9a,11b,13a,14a,17,18,20,21, 22b,24b,26,27c,28,32a,35,37,39,40,42, 43a,44a,45a,45b,47,49a,52,53,54,55a, 55b,56,57a,57b,57d,59a,61a,63,64,65, 66a,67,68a,68c,69a,71a,72a,72b,73b, 73c,74,75,76a,76b,77,78a,78c,79,80a, 80b,80c,80d,81,82,83,84a,85,86b,87, 88a,88b,89b,90,92a,93a,94b,95a,96,97a, 98b,99a,100,101c,101d.	89	54.3%
Interpersonal				
Textual		1b,22c,43b,61c,66b,93b,98c,101b.	8	5%
Multiple	2(Text.-Top.)	2b,3b,6a,9b,11a,14b,16a,22a,23,24a, 27a,27b,30b,32b,44b,49b,50a,50b,51a, 51b,55c,57c,59b,59c,61b,61d,61e,68b, 70b,71b,73a,78b,80d,83a,83d,86a,94a, 92b,95b,97b,98a,101a.	44	27%
	2(Interp.-Top.)	13b,16b,58,69b,91,92b.	6	3.7%
	3 themes			
	4 themes			
Total			163	100%

6). Nominal Group

Nominal Group	Clause Number	Total	%
Simplex	244 clauses	244	86%
Complex	40 clauses	40	14%
Total		284	100%

7). Verbal Group

Verbal Group	Clause Number	Total	%
Simplex		127	85%
Complex	3,9a,10,14a,15,16a,25,27a,27c,43a,49a,61b,69a,75,77, 84a,92a,93,93,95,97,99	22	15%
Total		149	100%

8). Adverbial Group

Adverbial Group	Clause Number	Total	%
Simplex	1b,3,5,9a,10,10m14a,16a,16b,22a,24a,32b,32c,39,45a,46, 46,49a,50b,51a,56,58,63,66a,68a,73a,73c,78c,80a,82,87, 88a,89a,91,95a,98b,99a,101d	39	89%
Complex	3,15,25,29,83a	5	11%
Total		44	100%

9). Polarity and Modality

The text employs 14 negative clauses i.e. cl. 1a, 2a, 13a, 27a, 51, 69a, 75, 82, 93, 94, 95, 97b, 99 and 101d. Furthermore, there are two kinds of modality employed in the text, i.e. modalization and modulation. Firstly, modalization showing high probability are expressed by **can** (cl. 35, 61b, 94a), **could** (cl. 16a, 55c, 57c, 69a), **will** (cl. 94a) and **would** (cl. 6c, 10, 11, 13, 22c,24a, 27c, 44b, 51, 66a, 67, 68b, 84a). Meanwhile, the median probabilities are shown by **I think** (cl. 72a '*I thought so'* and cl. 78b '*he clearly thought'*), **may** (cl. 40, 92a, 97b), **maybe** (cl. 16b, 47, 59b), **might** (cl. 73c). Usuality is expressed in the form of **regularly** (cl. 50b). Secondly, modulation showing obligation is **should** (cl. 28, 101d). Meanwhile the inclination is shown by **willing to** (cl. 15).

10) Nominalization and Technicality

(i). Nominalization

(1a) [...] secondhand smoke. (It is also found in cl. 9b, 14, 29,30b, 49, 50b, 57, 61b)

(5) The frantic wheezing of [...] the soft beeping of [...].

(6b) he was struck by an alarming realization.

(9b) [...] her asthma attacks.

(13b) if she'd survive another attack. (It is also found in cl. 25)

(15) Like many addicted to nicotine, [...] the connection between [...] .

(21) The deadly gas took the place of oxygen [...] .

(23) [...] the smoke's toxicity.

(25) [...] had triggered her reaction.

(26) [...], chocking off her air supply.

(28) Finding about the effects of secondhand smoke [...] .

(30a) After analyzing data [...].

(32a) [...] children of non-smokers. (It is also found in cl. 59b, 59c)

32b) if the mother smokes during pregnancy.

(33) [...] involuntary smoking [...] .

(34) Ear Infection.

(35) [...] childhood affliction [...] can be attributed to passive smoke.

(37) Breathing in cigarette smoke lowers a child's resistance to [...] infections.

(38) Respiratory infections.

(39) passive smoke [...] instances of [...]

(40) It is also [...] lung development.

(42) Hundreds of [...] visits for asthma [...] secondhand smoke.

(43a) Exposure has [...] asthma

(43b) [...] who had not previously symptoms of illness.

(44b) that his findings would [...] industry attacks, as have many other studies [...].

(45a) [...] every computation and figure

(46) [...] had no criticism whatsoever.

(47) [...] possible endorsement of DiFranza's findings.

(50a) And a recent Harvard study found

(51b) [...] that the world got solid proof of tobacco company wrongdoing.

(53) [...] from Brown and Williamson Tobacco Corporation.

(55c) before independent researchers could confirm this information.

(58) [...] study [...] passive smoking [...].

(60) [...] development to the viability of [...].

(60a) [...] director of the [...].

(61b) [...] in smoke-free building

(62) Avoiding Exposure.

(65) These emergency visits to the pediatrician [...].

(68b) [...] ear infection, [...].

(72b) he said, having smelled smoke on their clothes.

(73c) you might see a difference in [...].

(75) [...] about the connection between children's ear infection and parental smoking.

(78a) [...] her decision.

(98) If you are a smoker

(99b) Health Promotion and Disease Prevention.

(101a) Because smoke drifts [...]

(101d) smoking should never be done inside a home.

(ii). Technicality

There are some technicalities in terms of medical field and biological one in the text. They are *asthma attacks* (cl. 9b, 15, 25, 40, 42, 43a, 43b), *symptoms* (cl. 11), *cancer* (cl.18), *hemoglobin* (cl.20), *lungs* (cl.21, 22c, 26, 40), *muscles* (cl.26), *SIDS* (cl.31, 32, 33), *ear infection* (cl.34, 68, 75, 82), *respiratory infections* (cl. 38), *bronchitis and pneumonia* (cl.39), *lung cancer* (cl.49), *heart disease* (cl.50b).

11) Metaphor

The text employs both ideational and interpersonal metaphors. Firstly, ideational metaphors employed in the text are nominalization (experiential metaphor)

that have been mentioned above, logical metaphor and some clauses where non-human participants do the activity. The logical metaphors found in the text are as follow:

(3) Gasping for breath, [...] .

(9a) Doctor had warned Samantha's parents repeatedly

(10) Chastened, [...] reluctantly [...].

(19) With each breath, [...]

(24a) [...] because of the volume they inhaled.

(29) In two papers published in Pediatrics and Journal of Family Practice, [...].

(33) Off all childhood disease associated with passive [...]

(46) To his surprise, the industry [...].

(58) According to the cigarette papers, [...].

(92a) [...] want to quit for the sake of their loved ones or for their own well being.

(99a) It's not enough [...], for example, to smoke.

Meanwhile some clauses where non-human participants do the activity are as follow:

(5) The frantic wheezing of the little girl was replaced by the soft beeping of the monitors in the intensive unit care.

(9b) that secondhand smoke was triggering her asthma attack.

(17) [...] the smoke [...] didn't just mingle with the air and disappear.

(20) one such gas [...] bound with her hemoglobin, [...].

(21) The deadly gas took the place of oxygen headed for [...] organs.

(23) And air drawn in through the cigarettes diffused the smoke's toxicity.

(57d) secondhand smoke could harm non-smokers.

(81) The strategy worked.

(101a) Because smoke drifts from [...] and contaminates air [...].

Secondly, interpersonal metaphors employed in the text are as follow:

(16) If only he could take them inside her small body, to see the poison at work, maybe they would understand.

(28) Findings about secondhand smoke should shake up parents who allow smoking around their kids.

(91) Unfortunately not everyone has Ellen's willpower.

(96) Explain that people must respect your right not to smoke "involuntary".

(101d) smoking should never be done inside a home where infants and young children are present at all.

c. Text Structure

Cl.	Stage	Rhetorical Function
1	Thesis	As a title of the text
2-8	Event	Telling about the time when Samantha was in the hospital
9-11	Event	Telling that the Bowens disobeyed the doctors' warning
12	Subhead	Stating what the next sentences talk about
13-14	Argument	Telling that infants and young children are more vulnerable to the effects of secondhand smoke than adult
15-16	Event	Clarifying that the Bowens could not accept the connection between smoking and asthma
17-18	Thesis	Stating that the smoke curling from the cigarettes left behind deadly chemicals that cause many kinds of disease
19-23	Elaboration	Explaining how the deadly gases come into Samantha's lungs other organ
24	Argument	Telling that secondhand smoke was even more toxic than what the smokers took in
25-27	Event	Telling about the day Samantha's asthma attack
28-30	Argument	Stating that children exposed to tobacco smoke face some health risks
31-33	Elaboration	Clarifying that SIDS has the highest risks among all childhood diseases associated with passive smoking
34-37	Elaboration	Explaining that ear infections can be attributed to passive smoke
38-40	Elaboration	Telling that passive smoke causes bronchitis and pneumonia
41-43	Elaboration	Telling that asthma is also attributed to secondhand smoke
44-47	Elaboration	Describing Difranza' argument that his findings would come under tobacco industry attack
48	Subhead	Stating what the next sentences talk about
49	Argument	Stating that secondhand smoke can cause cancer
50	Argument	Explaining that non-smoking women exposed to secondhand smoke doubled their risk of developing heart disease
51-54	Elaboration	Telling that an anonymous package that contained some 4000 pages of

		secret documents was found
55-56	Elaboration	Telling that the industry's own researchers had known about the health risks of tobacco. But the facts were still kept hidden from public
57	Argument	Clarifying that secondhand smoke could harm non-smokers
58-61	Elaboration	Stating the study's author's and Greg Connolly's opinion
62	Subhead	Stating what the next sentences talk about
63-69	Event	Telling what happen to Daniel Ryder
70-73	Event	Telling about dialogical event between the doctors and the Ryders
74-80	Event	Telling that there was a connection between children'' ear infection and parental smoking
81-82	Event	Telling that Daniel did not get ear infection for nine months
83-85	Event	Describing about the safe place to smoke
86-87	Event	Telling that Ellen smoked again after her second child was born
88-90	Event	Telling that Daniel wanted her mother to stop smoking
91-93	Conclusion	Consisting of the writer's opinion
94-98	Suggestion	Consisting of the writer's suggestion to the readers
99-100	Conclusion	Consisting of Dr. Ronald Davis' opinion
101	Suggestion	Consisting of Dr. Ronald Davis' suggestion to the smokers

2. Data Interpretation

a. Register

1) Field

The text talks about the effects of secondhand smoke. Based on the analysis of clause system, it is found that the writer of this text employs 37 simplex clauses (36.6%), followed by 55 complex clauses (54.4%) and 9 minor (9%), which function as subtitle of the text. The writer constructs the title in the form of complex clause. This unusual way to choose complex clause as the title is intended to attract the readers to read the whole article. The use of simplex clauses points out that the text is packed tightly in a solid way in informing the phenomena of the text. These simplex clauses are used to describe what kinds of disease that will emerge if someone is being a passive smoker, while complex ones are used to explain about what events that had happened.

In terms of interdependency relation, the text consists of 50% hypotactic relation and 50% paratactic relation. The hypotactic relation is mostly enhancement

relation. It is directed to enhance the meaning of the former clause in order to present brief introduction about the effects of secondhand smoke to the audiences.

Material (32.3%) and Attributive Relational (20.6%) dominate the construction of the text. The use of Material Process is closely related to the past happening. Meanwhile Attributive Relational Process supports the material process in describing and exploring the information. The presence of Mental Process (13.6%), as the third dominant one shows the process of thinking. The employment of MBP shows that the text is doing some physiological action. Meanwhile, the existence of verbal process implies that the writer, in conveying the information, does not state his own idea but he restates others' saying who are involved in the event. The presence of the circumstance of location (40%) also contributes partly to the representation of the contextual configuration of the text, telling where and when the event takes place. Moreover, the presence of causal circumstance (22%) as the second dominant one indicates what caused the events. The existence of manner circumstance (12%) turns out to say in what manner the processes in the event occurred.

The mood system, then, is mostly indicative-declarative clauses functioning as proposition. The use of proposition means that the writer wants to provide more information rather than persuading the readers to do something. Meanwhile, some proposals carried out in the text are indicated to give suggestion. Some proposals that exist in the text are conveyed to the readers and the rest are conveyed to the participants inside the text.

Furthermore, the text also applies more simplex nominal and verbal groups. Through this way, the writer tries to serve solid information to the readers. The

complex ones carry some embedded clauses or embedded phrases. Some passive forms are found in the verbal group function to hide the actor. It seems that the events happen naturally without any cause.

On the level of genre, the text is built with thesis and argument. The optional GSP in the text is the presence of recommendation addressed to the readers. The presence of thesis and argument in the text indicates that the text belongs to *exposition genre.*

2) Tenor

a). Status

From the mood and modality system, the status between the writer and the readers can be explored. The imperative proposals found in clauses (95a, 96, 98b, 98c) sign the vertical status of the writer and the readers. It is clear that the writer asks and demands something to do from the readers. The appearance of personal pronoun 'you' in clauses (1a, 94a, 94b, 97b, 98) and possessive pronoun 'your' (1b, 95a, 96) strengthens the unequal status.

The next fact is that the writer, in terms of some linguistics resources especially clause system, mood system and modality, puts himself as the speaker of higher position than the readers. Moreover, the realization of clause system in the text is dominated by indicative-declarative clause system with proposition and proposal meaning which indicates that the writer is the primary knower who manipulates the information resources in relation to the social position between him and the readers. In so doing, the readers seem to be positioned in the lower position, who are expected to accept what the writer conveys in the text.

Moreover, the modality realization embedded in the modulation plays the role for making the writer in the higher status. This modulation can be seen in clause (28) *Findings about secondhand smoke should shake up parents […]*. This text also has imperative clauses in (95 a-b) *Never allow anyone […]*; (96) *Explain that people must respect your right not to smoke involuntary*. and (98b-c) *take it outside or smoke in an area […]*. These imperative clauses make the writer in the higher status.

b). Affect

Affect explores the writer's judgment and assessment toward the participants, the topic and the readers. The assessment can be realized into positive and negative.

The text, however, consists of both positive and negative judgment from the writer toward the participants. The writer conveys his negative judgment toward the event through attitudinal lexis. In clause (18) *[...] 4000 chemicals, many of them potentially deadly, [...]*, (19) *toxic gases*, and (21) *the deadly gas*, the writer attempts to say his negative judgment toward the topic, <u>smoke</u>, that is produced by cigarettes. This smoke is interpreted as something that can cause many kinds of disease.

Another expression is in clause (9) *Doctors had warned Samantha's parent repeatedly that [...]*, which is directed to the Bowens. In this case, the writer presumes that the Bowens disobey the doctors' warning. It seems that the Bowens do not care about their daughter's health. On the other hand, in clause (91) *Unfortunately not everyone has Ellen's willpower*., the writer tries to give his positive judgment toward Ellen. Ellen stopped smoking for the sake of her son. And through this clause too the writer attempts to give his negative judgment toward the readers.

The judgement of the writer toward the readers tends to be positive. It can be seen in clause (94 – 98) *If you can't or won't quit, there is a great deal you can do to safeguard those around you. [...]*. Here the writer gives the way out to the smokers who can not quit smoking.

c). Contact

Contact is concerned with the degree of the involvement among the participants. This can be seen through the nature of the fields the interlocutors are participating in. In this case, the participants are the writer of the text, the patience and the doctor involved. Hence, the contact among participants in the text is uninvolved one as can be proven by the linguistic realization of the text. The text is dominantly built with major clauses and with indicative-declarative system. The next fact is the use of full name to address participants in the text such as Dr. Difranza, Samantha Bowen, Daniel Ryder, Dr. Ronald Davis, etc. This way of addressing indicates that their involvement is not involved one.

The audiences are not involved in the text since it is an article issued in Reader's Digest magazine. The readers conduct as the receiver of information and the writer as the provider of information. Therefore, the writer and the readers cannot involve each other. The employment of personal pronoun 'you' which spreads in some clauses, however, indicates that the writer tries to make dialogical relation with the readers. This case indicates as if the readers are involved and take part in the text. However, the consideration is more on **distant communication.**

The familiarity of the language used in the text can be seen in the realization of nominalization such as *smoke* (1a, 9b, 14, 29, 49, 50b, 57, 61b), *attack* (13b, 25),

reaction (25) and so forth. The familiarity is also given by the technical term in the text representing the medical and biological field such as *symptoms, asthma attacks, cancer, lung cancer,* etc.

Besides, the familiarity of language in the text can be seen through the employment of metaphor. The text embodies many metaphors such as in clauses (6, 7, 15, 18, 19, 22, 25, 26, 29, etc). The employment of a number of nominalization, technicality and metaphor in the text suggests that the text is built with packed information. Hence its familiarity is low.

3) Mode

The text tends to be written. This can be seen from the linguistics features found in the text. First, the text is built through a dominant use of major clause, both simplex and complex. Next, the text employs groups in constructing the text. The nominal group is dominated by simplex one (86%) and so the verbal group (85%). Moreover, the channel is also characterized by the use of nominalization such as smoke (1a, 9b, 14, 29, 49, 50b, 57), realization (6b), connection (15) and so forth. Besides, the text also has some metaphorical realization such as in clause (3, 9a, 10, 19, 24a, 33, 46, 58, 92a, 99a, etc). The channel is also supported by the facts that the text is dominated by topical unmarked themes (57.9%) reflecting that the nature of the language used tends to conflate the theme with the subject.

This text is displayed in a printed media, magazine called Reader's Digest. It is devoted to giving information about the effects of secondhand smoke to the readers. Smokers are the primary audience for this text since it contains the information about what kinds of disease that can be caused by secondhand smoke.

b. Genre

From the analysis of text structure, we can know that the text consists of thesis and some arguments; and is closed with recommendation. The text is started by putting first the thesis as the main problem that will be discussed in the text, saying that our kids are especially vulnerable to the effects of secondhand smoke. This activity is then followed by events, telling about what had happened to the Bowens. The subsequent steps are the arguments for supporting the thesis, saying why second-hand smoke is dangerous for human life especially infants and young children. In these steps, the writer clarifies that children exposed to tobacco smoke face some health risks: SIDS, ear infection, respiratory infection and asthma. After this activity, the text is built with some events again, telling about what had happened to the Ryders. The text is then closed with recommendation, consisting of the writer's summary and suggestion. The writer summarizes that some people may want to quit smoking for the sake of their health but some claim to enjoy their cigarettes and have no desire to give them up. To this end, the writer gives suggestion to the readers especially smokers who cannot or will not quit smoking. He demands them to smoke in a certain area, which is used for smoking only.

Based on the schematic structure the text has in its presentation, the researcher concludes that the text belongs to *exposition genre*. The text has thesis and some arguments to argue and support the thesis. These two are the focal elements that construct a kind of exposition genre. The presence of some events, however, is just to tell the past happening. The employment of some events, then, has no effect to *exposition* genre in constructing the text.

c. Ideology

Ideology is the underlying constraint that stimulates writer/speaker to come up with certain genre since this is known as the most abstract level of language and the worldview everybody has to address when interacting with other people. Hence by referring to the analysis of genre employed, considering that the dangerous elements in cigarette smoke could harm non-smokers, the writer attempts to give some explanation about why cigarette smoke is dangerous and how it could harm non-smokers to the readers. In the end of the text, the writer gives suggestion to the readers. He demands the readers not to allow anyone to smoke in the house or car. He also suggests that a person should smoke in an area where the ventilation system is separated from that of the house.

The ideology of the writer is rather hard to determine for the writer does not insert the argument to support the issue. Instead of this, he presents some suggestions delivering through the proposals having obligation function. The use of exposition genre, however, points out that the writer is categorized as the antagonist one. In this case, the writer only presents the argument from one side that is the argument that supports the issue. Hence the writer's ideology is *right antagonist* since the writer is the participant whose the power to loose through the ensued debate.

Text 2

1. Data Description

a. Contextual Configuration

The text entitled **'Poison Gases in your Cigarettes** *Part II: Hydrogen Cyanide and Nitrogen Oxides***'.** It talks about what kinds of disease that can be caused by poison gases in cigarettes. Carbon monoxide (CO) can cause heart disease, whereas hydrogen cyanide (HCN) and nitrogen oxides (NO2) can cause lung diseases : chronic bronchitis and emphysema; and cancer. This text is expected to all people as an information about cigarette: what effects that will emerge if they smoke.

b. Lexicogrammar

1). Clause System

Type of clause	Clause number	Total	%
Minor	1,2,16,32,45.	5	7.3%
Simplex	3,4,6,7,9,11,13,14,15,19,20,21,23,24,27,30,31,34,35, 36,39,40,41,43,44,46,50,51,52,53,54,55,56,58,59,60, 63,65,68,69.	40	57%
Complex	5,8,10,12,17,18,22,25,26,28,29,33,37,38,42,47,48, 49,57,61,62,64,66,67,70.	25	35,7%
Total		70	100%

2). Type of Interdependency and Logico Semantic Relation

Type of Logico semantic relation	Type of Interdependency		Tot.
	Hypotactic	Paratactic	
a. Expansion			
- Extension (+)		5a-b,18b-c,25a-b-c,26a-b-c, 28a-b,38a-b,47b-c,49b-c, 61b-c.	9
- Elaboration (=)	10a-b, 20a-b, 62a-b, 64a-b.		4
- Enhancement (x)	8a-b,12a-b,12a-b-c,12c-d,12a-b-c-d, 17a-b,18a-b,18a-b-c,22a-b-c,22b-c, 29a-b-c,33a-b,37a-b,42a-b,49a-b, 49b-c-d,57a-b,61a-b,66a-b,67a-b.		20
b. Projection			
- Locution (")		47a-b-c,70a-b-c.	2
- Idea (')			
Total	24	11	33

3). Transitivity System

Type of Process	Clause Number	Total	%
Material	3,6,7,15,17a,18a,18b,18c,19,22a,22b,25a,25b,25c, 26a,26b,26c,28a,29b,29c,31,33c,34,38b,40,41,42a, 43,47b,49b,49c,49d,61c,62a,69a,69b.	36	36%
Mental	11,13,17b,22c,46,61b.	6	6%
Mental Behavior	5b,28b,29a,33b,51,53,67a,67b,68.	9	9%
Verbal	47a,70a	2	2%
Verbal Behavior	4,5a,12c,33a,38a,50,64.	7	7%
AR	10,20,24,30,35,37b,42b,49a,52,54,55,56,59,60,61a,62b,63,65,66a,66b,70b.	23	23%
IR	8a,8b,9,12a,12b,14,21,23,36, 37a,44,57,58,70c.	14	14%
Existence	37b,39,48.	3	3%
Total		100	100%

4). Mood System

Mood System	**Indicative**		Imperative		Tot.
	Clause number	Tot.	Cl. Number	Tot.	
Preposition	3,4,5a,5b,6,7,8a,8b,9, 10,11,12a,12b,12c,14, 15,17a,17b,18a,18b, 18c,19,20,21,22a,22b, 23,24,25a,25b,25c,26a, 26b,26c,27,28a,28b, 29a,29b,29c,30,31,33a, 33b,33c,34,35,36,37a, 37b,38,39,40,41,42a, 42b,43,44,46,47a,47b, 47c,48,49a,49b,49c, 49d,51,52,53,54,55,56, 57,58,59,60,61a,61b, 61c,62a,62b,63,64,65, 66a,66b,67a,67b,68, 69a,69b,70a,70b,70c.	65			
Proposal	50	1	13	1	
Total		66		1	67

5). Thematic Pattern

Type of Theme		Clause Number	Total	%
Topical	Marked	3,5a,12c,15,17a,27,28a,31,33a,34,37b, 38,39,40,46,47a,50,52,62a,64,68.	21	21.4%
	Unmarked	6,7,8b,9,10,11,13,14,17b,18b,20,21, 22b,23,24,25a,26a,29a,30,33c,35,37a, 41,43,44,48,49b,51,54,55,56,57,59,60, 62b,66a,67a,70b.	38	38.8%
Interpersonal				
Textual		4,5b,18c,22c,25b,25c,26b,26c,29c,38b, 47c,49c,61c,69b.	14	14.3%

Multiple	2(Text.-Top.)	8a,12a,12b,18a,19,22a,28b,29b,33b,36, 42a,42b,47b,49a,49d,53,58,61b,63,65, 66b,67b,69a,70c.	24	24.5%
	2(Interp.-Top.)	61a.	1	1%
	3 Themes			
	4 Themes			
Total			98	100%

6). Nominal Group

Nominal Group	Clause Number	Total	%
Simplex		181	90%
Complex	3,4,6,6,8,17,19,20,21,24,24,29,35,37,38,38,44,46,56, 64,70	21	10%
Total		202	100%

7). Verbal Group

Verbal Group	Clause Number	Total	%
Simplex		87	87%
Complex	12,12,22,33,33,34,40,41,48,50,63,67,67	13	13%
Total		100	100%

8). Adjunct Group

Adjunct Group	Clause Number	Total	%
Simplex	3,5a,12c,15,17a,18c,26b,28a,28b,33a,34,34,36,37,38, 40,41,46,46,49b,49c,50,52,52,52,52,58,58,61a,62,62, 63,65,68,69	35	83%
Complex	5a,15,27,31,33c,37b,38,47a	8	17%
Total		42	100%

9). Polarity and Modality

The text only employs two negative clauses: cl. 33b and 62. Whereas modality employed in the text is modalization. Modalization with high probability are expressed by **can** (cl. 69), **could** (cl. 17b, 47b), **will** (cl. 54, 55, 61a) and **would** (cl. 38). Meanwhile, the median probability are shown by **may** (cl. 31, 49b) and **maybe** (cl. 20, 48). Usuality is expressed in the form of **sometimes** (cl. 52).

10) Nominalization and Technicality

(i) Nominalization :

(3) [...] the first national report on a phantom [...] cigarette smokers – poison gases.

(4) In that issue, [...] measurements [...].

(5a) Concluding this report, [...].

(5b) [...] startling findings.

(9) [...] medical complaint of smokers and sputum.

(10) [...] smokers [...] . (such word is also found in cl. 11,36, 37a, 38, 49b, 54, 55, 56, 61a, 68)

(12a) [...] evidence for years, [...] smoking .

(12b) [...] smoke may do the damage. (It is also found in cl. 18a,21,22,38c,49a)

(13) [...] main cleansing mechanisms. (It is also found in cl. 23)

(19) [...] smokers [...] lung linings [...] .

(24) These large, vacuum – cleaner – like white cells [...] .

(27) [...] to a high concentration of NO2 [...] organism.

(29b) that exposure to NO2 [...] .

(33b) [...] continuing publicity [...] tobacco smoke.

(34) As a result, [...] .

((37a) A recent America Cancer Society study [...].

(40) [...] generations [...] .

(42b) however, the news is far from encouraging.

(46) According to Gio B Gori, director of [...].

(48) There may be a fatal flaw to such an argument [...].

(50) [...] the fast smokers and deep inhaler.

(54) [...] normal puffing and [...] deep dragging. (it is also found in cl. 55)

(57a) The figures show

(57b) [...] fast puffers and deep inhalers.

(58) [...] deep inhalation [...] fast puffing.

(60) [...] measurements [...].

(64) [...] measurements [...] contradiction:

(ii) Technicality

Technicalities employed in the text are some words in terms of medical field, chemical field and biological field. Those in terms of medical field are *heart disease, chronic bronchitis, emphysema, cancer, chronic cough, sputum, COPD (Chronic obstructive Pulmonary Disease).* Some words in terms of chemical field found in the text are *Hydrogen Cyanide (HCN), Nitrogen Oxides (NO2), Carbon Monoxide (CO).* Meanwhile, those in terms of biological field are *cilia, lung, mucus, bronchial tree, macrophages, bronchioles, lymphatic system, bacteria and microbes.*

11) Metaphor

The text employs both ideational and interpersonal metaphor. Firstly, ideational metaphors employed in the text are all nominalization (experiential metaphor) that have been mentioned above and logical metaphor. The logical metaphors found in the text are as follows:

(5a) Concluding this report, [...].

(17a) In the 1960s, [...].

(27) In the studies begun at the University of Pittsburgh, [...].

(31) Coming into contact with diaphanous lung tissues puff after puff, [...].

(34) As a result, the tar and nicotine have been significantly reduced.

(36) Nevertheless, smokers still run grave health risks.

(38a) Realizing that most smoker [...].

(40) Since 1970, the program [...].

(46) According to Gio B. Gori, [...].

(47a) Comparing the tar and nicotine [...] cigarettes, Gori says

(49d) [...] in an effort to get their nicotine [...].

(50) To illustrate this, [...].

(52) As the chart reveal, [...].

(53) For comparision, [...].

(58) For example [...].

(59) Among the low tar brands, [...].

(64) For the vast ... brands, [...].

(65) For example, [...].

Meanwhile some clauses where non-human participants do the activity are as follows:

(6) Almost all the leading American filter brands tested produce more poison gases than the non-filter cigarettes tested.

(7) Some of the new low-tar and nicotine filter cigarettes produce more nitrogen oxides than some leading filter or non-filter brands.

(15) [...] cilia inexorably expel toxins from lungs.

(18 b-c) the cilia began slowing down and finally stopped.

(19) Thus the tar [...] deposits its corrosive chemical [...].

(22b) the cilia continue to work until overcome by other noxious elements in smoke.

(25) The macrophages attack invading particles inhaled in breathing then digest them or transport them toward [...].

(26) They get on the mucus escalator or swim into the lymphatic system.

(29 b-c) that exposure to NO2 reduced the number of [...] and also lowered the [...].

(31) [...] they may create emphysema. (they refers to NO2)

(40) Since 1970, the program has created over 100 experimental [...].

(41) Tobacco companies have drawn on the group's research [...].

(43) Some of the low-tar brands [...] put out more nitrogen oxides [...].

(62a) Historically, low tar brands have not done well in the U.S.

Secondly, interpersonal metaphor employed in the text are all polarity and modality that have been mentioned above and one expression that functions as a conditional sentence, that is (61) *In general, smokers will be better off if they switch to low tar filter brand, [...] brands.*

c. Text Structure

Clause	Stage	Rhetorical Functions
1-2	Title	Indicating what the text is talking about
3-7	Summary of part I	Telling about poison gases part I: CO
8-11	Thesis	Describing that CO can cause heart disease while HCN and NO2 can cause lung disease and cancer
12	Arguments for I	Telling that lung cancer and COPD are caused by smoking
13	Elaboration	Reminding the readers that lungs have two main cleansing mechanisms
14-15	Elaboration	Explaining how cilia expels toxins from the lungs
16	Subtitle	Indicating what the next sentences are talking about
17-18	Elaboration	Explaining in what condition cilia stops its activity
19-20	Elaboration	Telling how chronic bronchitis, emphysema and lung cancer start
21-22	Elaboration	Telling when cilia continues to work
23-26	Elaboration	Explaining about the macrophages' way of work in expelling the toxic burden
27-29	Elaboration	Describing that NO2 reduced the number of microbes eaten by macrophages and lowered the microbe-killing capacity of macrophages
30-31	Argument for II	Telling that NO2 can create emphysema
32	Subtitle	Indicating what the next sentences are talking about
33-35	Arguments	Denying that cigarettes are dangerous

	against I	
36-37	Arguments for III	Clarifying that there were more deaths from lung cancer and heart disease
38-39	Elaboration	Telling that the National Cancer Institute set up a program to eliminate the dangerous elements in smoke
40-44	Elaboration	Explaining what kinds of cigarette that contain low in tar, nicotine and the three gases
45	Subtitle	Indicating what the next sentences are talking about
46-47	Arguments against II	Insisting that a person could smoke 2,5 packs of cigarettes without any risk
48	Elaboration	Showing disagreement with Gori' s argument above
49	Elaboration	Telling that many smokers may draw more deeply and inhale more often when they smoke
50-60	Elaboration	Explaining how much poison gases that will be got from every cigarette the smokers inhaled
61	Recommendation	Giving recommendation to the smokers
62-63	Elaboration	Telling that low-tar brands have not done well in U.S.
64	Elaboration	Telling that leading filter cigarette brands produce more of the three poison gases than do leading non-filter brands
65-66	Elaboration	Clarifying that all filter brands mentioned in the text produce CO
67-68	Summary	Summarizing what have been discussed in the text
69-70	Recommendation	Giving suggestions to the readers

2. Data Interpretation

a. Register

1) Field

Field explores ideational meaning. It represents the physical reality by referring to what are happening, including where, when, and how the social activity takes place.

Based on the analysis of clause system, the text is built through dominant complex clause system amounting to (50%). Out of 70 clauses, there are 29 simplex clauses (41,4%) and 6 minor (8,6%), which function as the title and subtitle of the text. The use of simplex system indicates that the text is packed tightly in a solid way in informing the phenomena in the text. These simplex clauses are used to describe what kinds of disease that can be caused by poison gases in cigarettes and what gases that are produced by cigarettes. Meanwhile, the complex ones give further explanation about

the process of work of cigarette's smoke in the human body that finally destroy the vital parts of human body.

In terms of interdependency relation, the text consists of 55% hypotactic relation and 45% paratactic relation. The hypotactic relation is mostly enhancement relation. It is directed to enhance the meaning of the former clause in order to present brief information about poison gases in cigarettes and their effects to human life. Meanwhile the paratactic relation is mostly extension relation. It is directed to extend the information by using explicit conjunction.

Material (47%) and attributive relational (39%) process dominate the construction of the text. The margin of the two is also slightly near. However out of the two, material is still the dominant one. Material process, here, functions to give a real action, whereas attributive relational process functions to support the material process in describing and exploring the information.

Moreover, the use of mental behavior process (13%) as the third dominant process, shows that the text is doing some physiological actions. The presence of the circumstance also contributes partly to the representation of contextual configuration of the text, telling where and when the event takes place. Moreover, the presence of manner circumstance turns out to say in what manner those processes in the event occurred.

The mood system, then, is mostly indicative-declarative clauses functioning as proposition. The use of most propositions means that the writer wants to provide more information rather than persuading the readers to do something. The text only employs one proposal clause (13). This proposal clause aims at reminding the readers that lungs

have two main cleansing mechanisms. So the writer does not demand the readers to do something through a proposal clause. The writer gives suggestion to the readers in the forms of indicative-declarative clause functioning as proposition. In clause (69) *Or they can do both [...].*, the writer gives solution to the readers.

Furthermore, the text also applies more simplex nominal and verbal groups. Through this way, the writer tries to serve solid information to the readers. The complex ones carry some embedded clauses or embedded phrases. Some passive forms are found in the verbal group functioning to hide the actor. It seems that the events happen naturally without any cause.

On the level of genre, the text is built with thesis, arguments for and arguments against. This presence of thesis and such arguments in the text indicates that the text belongs to *discussion genre*.

2). Tenor

a). Status

Embarking from the analysis of linguistic realizations within the text, the status between participants in this case the writer (Reader's Digest's journalists) and participants (Gio B. Gori, Foster D. Snell, Inc., scientist, cigarettes and tobacco companies) involved is unequal one. The writer, in terms of some linguistics resources particularly clause system, mood system and modality, puts himself as the speaker of high position than that of other participants involved.

Moreover, the realization of clause system in the text is dominated by indicative-declarative clause system with proposition and proposal meaning,

which indicates that the writer is the primary knower who manipulates the information recourse. In so doing, the participants involved seem to be positioned in the lower position who are expected to do and accept what the writer conveys in the text. However, the employment of personal pronoun ‘we’ (4, 51 and 53) makes an indication as if the writer puts the participants at the same degree with him. Moreover, this finding is supported by the use of discussion genre, presenting two-sided arguments to support the thesis. In sharing the information, the writer involves the participants‘ ideas to construct his text. Moreover, no modulation employed in the text makes the status tend to be equal rather than unequal.

In short, the status of participants can obviously be seen as equal one through the rhetorical organization amounting to discussion genre. The writer discusses two different ways of thinking about cigarette. In one side, scientists believe that lung cancer and COPD are caused by smoking. On the other hand, tobacco companies insist that cigarettes have not been proved unsafe. In other words, tobacco companies denied that cigarettes are dangerous for human life. Meanwhile, the writer himself tends to have an argument against tobacco companies. He seems to agree with the scientists’ way of thinking. It can be seen through the realization of text structure, clause 30-31. These two clauses seem to be the writer’s conclusion: *NO2 may create emphysema*. In the end of the text, the writer gives recommendation to the readers. It can be seen in clause 69 (*Or they can do both* [...]).

b). Affect

The writer's judgement toward the issue, i.e. smoking is negative. The writer conveys his negative judgment toward the event through attitudinal lexis. In clause (3) *poison gases*, (5) *harmful gases*, (19) *corrosive chemical*, (22) *noxious elements* and (33) *dangerous elements*, the writer attempts to say his negative judgment about cigarette. Cigarette is interpreted as something that can cause many kinds of disease because of its content.

Another expression is in clause (48) *There may be a fatal flaw to such an arguments, however,[...]*,which is directed to Gio B. Gori the director of the Smoking and Health Program. The writer uses the lexical *'fatal flaw'* to express his negative judgment to Gori's arguments that the smokers could smoke 2.5 packs a day. The writer disagrees with this argument.

The judgement of the writer to the readers tends to be negative. It can be seen in the conditional clause (61) *In general, smokers will be better off if they switch to low-tar filter brands [...]*. This conditional clause is directed to the smokers. In fact, the smokers still draw more deeply and inhale more often when they smoke […] (49).

Finally, the writer uses a polarity in clause (68) *Today, U.S. smokers of major brands are faced with lethal dilemma: [...]* to express his negative judgment toward the smokers.

c) Contact

The audiences are not involved in the text since it is an article issued in *Reader's Digest* magazine. The readers act as the receiver of information and the writer as the provider of information. Therefore, the writer and the readers can not involve each other. Moreover the presence of personal pronoun 'they' in clause (69)

strengthens the fact that the readers are not involved in the text. So it can be determined that the communication used is **distant communication**.

The familiarity of the language used in the text can be seen through the realization of nominalization such as *report* (3, 5a), *smokers* (3, 9, 10, 11, 19, 36, 37a, 38, 49b, 50, 54, 55, 56, 61a, 68), *issue* (4) and so forth. The familiarity is also given by technical term in the representing the medical, chemical and biological field such as *lung disease, NO2, HCN, bronchial tree,* etc.

Besides, the familiarity of language in the text can be seen through the employment of metaphor. The text embodies some metaphors such as (15) [...] *cilia inexorably expel toxins from the lungs.* (40) *Since 1970, the program has created over 100 experimental [...]*. etc. The employment of a number of nominalizations, technicalities and metaphors in the text suggest that the text is built with packed information. Hence its familiarity is low.

3). Mode

The text tends to be written; this can be seen from the linguistic features found in the text. First, the text is built through dominant simplex clause (61.4%), followed by complex clause (30%) and minor (8.6%). Next, the text employs groups in constructing the text. The nominal group is dominated by simplex one (90%) and so the verbal group (87%). Moreover, the channel is also characterized by the use of nominalization that has been mentioned above. Besides, the text also has some metaphorical realization such as in clauses (6, 7, 15, 18, 19, 22, 25, 26, 29, etc). The channel is also supported by the facts as the table shows, the text is dominated by

topical unmarked themes (41,7%) reflecting that the nature of language used tends to conflate the theme with the subject.

b. Genre

Based on the analysis of text structure, it is clear that the text consists of thesis, argument for and argument against. The text is started by putting first the summary of poison gases part I: carbon monoxide (CO), since the text is about poison gases part II: hydrogen cyanide (HCN) and nitrogen oxides (NO2). This activity is then followed by thesis, saying that HCN and NO2 are connected with lung diseases: - chronic bronchitis & emphysema- and cancer. The subsequent steps are arguments for saying why HCN and NO2 can cause lung disease and cancer. The next steps are arguments against, saying that cigarettes are not dangerous for human life; it is okay for the smokers to smoke 2.5 packs of cigarettes. The text is closed with recommendations addressed to the readers, especially smokers. The writer suggests the readers to choose cigarettes that are lower in tar, nicotine or poison gas.

Based on the schematic structure the text has in its presentation, the text belongs to *discussion genre*. The text has thesis, arguments for & arguments against to argue the thesis and recommendation as its closure. These four are the focal elements that construct a kind of discussion genre.

c. Ideology

Referring to the analysis of genre employed clarifying that lung diseases: - chronic bronchitis and emphysema - and cancer are caused by poison gases in cigarettes, the writer discusses two different ways of thinking about cigarettes. In one side, scientists believed that lung cancer and COPD are caused by smoking. On the

other hand, tobacco companies insisted that cigarettes have not been proven unsafe. In other words, tobacco companies denied that cigarettes are dangerous for human life. Meanwhile the writer himself tends o have an arguments against tobacco company. He seems to agree with the scientists' way of thinking. It can be seen through the realization of the text structure, clause 30-31. These two clauses seem to be the writer's argument about NO2. He says that NO2 may create emphysema. In the end of the text, the writer gives recommendation to the readers. It can be seen in clause 69 (*Or they can do both [...]).*

By using discussion genre, it means that the writer belongs to protagonist. The writer tries to discuss the issue, though he just presents the arguments for in small portion. In the end of the text (recommendation), it is likely that the writer choose one side in strengthening his position. He also gives solutions to the audiences. However, based on the facts presented above, the writer's point of view tends to be *right protagonist.*

C. Discussion

This subchapter is concerned with the general interpretation of the two texts based on the data description and interpretation above related to the three problem statements: Register, Genre and Ideology. The discussion is as follows:

1. Register

As far as register is concerned, there are three dimensions that should be analyzed; namely: Field, Tenor and Mode. The interpretation of field of the two texts shows that they talk about smoke and its effects. They highlight the effects of cigarette smoke. Both the first text and the second one are concerned with the diseases caused by smoke. The former emphasizes that not only the smokers but also non-smokers are vulnerable to the effects of secondhand smoke. Meanwhile the latter emphasizes that cigarette consists of noxious elements that can bring to death. The first text was published in October 1997, while the second one was in January 1977.

The texts are constructed by dominant simplex clause system. This fact indicates that the two texts are packed tightly in a solid way in informing the phenomena of the text.

In the interdependency relation of the texts, they consist of hypotactic and paratactic relation. The hypotactic relation is mostly enhancement relation. It is directed to enhance the meaning of the former clause in order to present brief information about the phenomena of the text to the audiences.

In the transitivity realization on the texts, they embody dominant material processes to share the happening. They also use other less dominant processes such as attributive relational, mental, verbal, verbal behavior, existence, mental behavior and identifying relational.

In the realization of mood system of the texts, they embody dominant indicative-declarative clauses functioning as proposition. The use of most propositions means that the writer wants to provide more information rather than persuading the readers to do something. In text 1, some proposal clauses are indicated to give suggestions. Some proposal clauses, however, half of them are conveyed to the readers and the rest are to the participants inside. Meanwhile in text 2, it only employs one proposal clause (13) which aims at reminding the readers that lungs have two main cleansing mechanisms. So the writer does not demands the readers to do any physical activities. The writer gives suggestion to the readers in the forms of proposition clause.

The groups in the texts are the nominal and verbal groups with dominant simplex forms. The adjunct in the texts is dominated by location which reflect the span of time of the happenings. Other less adjunct also characterize the texts as to indicate that the texts concern is where, when and how the event and the participants react in the text, and cause them to occur that way.

On the level of genre, the first text is characterized as exposition genre since it has obligatory elements, thesis and some arguments. Meanwhile the second text is characterized as discussion genre since it has obligatory elements, thesis, arguments for and arguments against. The texts also are equipped with optional elements of recommendation and suggestions.

As far as tenor is concerned, this dimension consists of three aspects: status, affect and contact. Referring to the status relation within the two texts, the writer, in terms of some linguistics resources particularly clause system, mood system and modality, puts himself as the speaker of higher position than that of other participants.

Moreover the realization of clause system in the text is dominated by mostly indicative-declarative clause system with proposition and proposal meaning which indicates that the writer is the primary knower who manipulates the information resource about secondhand smoke and poison gases.

In the two texts, the negative assessment is addressed to cigarettes due to its content could harm human life. This assessment is realized with attitudinal lexis such as *toxic gases, deadly gases* (text 1) and *poison gases, harmful gases, corrosive chemical, noxious elements* (text 2). With these lexises, the writer attempts to say that cigarette is interpreted as something that can cause many kinds of disease.

In term of contact, the participants are the writer of the text and the participants involved. The relation among the interlocutors is uninvolved one. The texts are dominantly built by major clause and with indicative-declarative system. The next fact is the use of full name to address interlocutors in the texts such as Samantha Bowen, Dr. Difranza, Grec Connolly and Gio B. Gori. This way of addressing indicates that their involvement is not involved one.

The audiences are not involved in the texts since they are articles issued in Reader's Digest magazine. The readers act as the receiver of information and the writer as the provider of information. Therefore, the writer and the readers can not involve to each other.

The familiarity of the language used in the two texts is low. They employ a large number of nominalizations, technical terms and metaphors. Yet they are quite easy to understand.

The analysis of mode shows that the two texts are characterized with written channel. This fact is reflected by the use of dominant major clauses and simplex groups to construct the texts. The presence of many nominalization and metaphor also contribute to the channel.

The texts are displayed in a printed media, magazine called Reader's Digest. It is devoted to giving information about the effects of cigarette smoke to the readers. Smokers are the primary audiences for these texts since they talk about smoke and its effects.

2. Genre

The genre of the two texts is different from each other. To build the text, the writer of the first text employs *exposition genre*, which consists of thesis and some one-side arguments as the focal elements of exposition genre. The writer states, as his thesis, *[...] infants and young children are more vulnerable to the effects of secondhand smoke than adult* (14b). This thesis is argued with some arguments, saying why secondhand smoke is dangerous for human life especially infants and young children and what effects it bring to the people. As a result, in the last part of the text, he suggests the readers who can not or will not quit smoking. These suggestions seem to be the way out from the writer to the readers.

In the second text, the writer employs discussion genre, which contains of thesis, arguments for and arguments against as its focal elements. The thesis says '*While CO is connected with heart disease, hydrogen cyanide and nitrogen oxides are associated with lung diseases and cancer'* (8). This thesis is argued with two different ways of thinking since it is discussion genre. One accepts the thesis by saying that lung

cancer and COPD are caused by smoking. The other denies the thesis by saying that cigarettes are not dangerous for human life. It is likely that the writer agrees with that who shares his arguments for supporting the thesis. Like the first text, the writer also puts some recommendation.

3. Ideology

The ideology of Reader's Digest in viewing the effects of secondhand smoke and poison gases in cigarettes can be drawn through the analysis of register and genre. In the first text, the result of the text structure and register, in collaboration with the choice of exposition genre indicates that the writer belongs to *right antagonist* since the writer is not affiliating to the participants involved in reflecting his arguments.

In the second text, the writer's ideology in viewing poisonous gases in cigarettes can be drawn through the analysis of register and genre. The result of the text structure and register, in collaboration with the choice of discussion genre indicates that the writer belongs to *right protagonist* since the writer is affiliating to one of the participants involved.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

After the data analysis has been completed, the researcher draws some conclusions on the basis of data analysis and the problem statements in Chapter I. The conclusions are as follows:

1. Register

Firstly, from the interpretation of field, they have dominant complex clauses. They embody dominant material processes to share the happening. They also use attributive relational, as the second dominant processes to support the material processes in describing and exploring the information. Mood system of the texts is mostly indicative declarative clauses functioning as proposition. The groups in the texts are the nominal and verbal groups with dominant simplex forms.

Secondly, from the interpretation of tenor, which consists of three aspects: status, affect and contact, the two texts have similarities in several ways. Referring to the status, the writers of the two texts put the readers at the unequal position, i.e. lower. Meanwhile, in term of contact, the languages in the two texts are understandable and the communication used is distant communication. It means that the readers are not involved. Moreover, in term of affect, the writers of the two texts judged the issue negatively, while the writer's judgement toward the readers in text 1 is positive while the other is negative.

Finally, from the interpretation of mode, the writers of the two texts realize their ideas in the forms of written language characterized by the presence of major clauses, both complex and simplex; groups: nominal, verbal and adjunct; nominalizations as well as metaphorical realization in every text.

2. Genre

The genre of the two texts is different from each other. The first text has *exposition genre*, which contains thesis and some one-side argument. Meanwhile, the second one has *discussion genre*, which contains thesis, some arguments for and arguments against. The two texts have optional element namely recommendation.

3. Ideology

The writer's ideology of the two texts is different from each other. The first writer belongs to *right antagonist* since he uses exposition genre, which employs one-side arguments. The other fact is that he does not insert any arguments to support the issue but he just presents some suggestion delivered through the proposals having obligation function. In other words, it is said that the writer is the participant who has power to loose through the ensued debate.

Meanwhile, the second writer belongs to *right protagonist* since he uses discussion genre, which employs two different way of thinking. The other fact is that the writer seems to join with the participants who have arguments for supporting the issue and he also gives suggestion to the audiences.

4. Overall View

From all some points above, an overall view for all the analyzed texts are that there are similarities as well as differences. The similarities are in terms of field, the way the writers put the readers (status), the language understandability (contact), the way the

speakers judge the issue and the type of language was employed i.e. written. Meanwhile, the differences are the way the writers judge the readers, in terms of genre and ideology.

B. Recommendation

Below are some recommendations addressed to some parties, i.e. the students, lectures as well as other researchers.

a. Students

To the students who are interested in SFL, I hope that this study will be useful for them in understanding SFL.

b. Lecturers

As a significant material for the lecturers in teaching SFL because they have to teach their students about SFL in more detailed materials.

c. Other researchers

In case of having similar data as this study, other researchers can explore the data from different point of view, i.e. the data can be analyzed based on sociolinguistics approach.

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Lampiran

TEXT I

What you don't know about second-hand smoke.
And why your kids are especially vulnerable.

Samantha Bowen was not quite five years old, when she almost died. Gasping for breath, she had been rushed to the University of Massachusetts Medical Centre, where doctors and nurses pumped her pull of medicine and life-giving oxygen.

Now the crisis was over. The frantic wheezing of the little girl was replaced by the soft beeping of monitors in the intensive – care- unit.

When Dr. Joseph Difranza read over Samantha's medical history, he was struck by an alarming realization: the child would again be at risk the moment she left the hospital.
Why? Her mother and father both smoked.

Doctors had warned Samantha's parents repeatedly that second-hand smoke was triggering her asthma attacks. Chastened, the Bowens would agree- reluctantly- to stop smoking in the house. But as soon as Samantha's symptoms improved, they'd star lighting up around her again.

The most vulnerable. DiFranza didn't know if she'd survive another attack. He tried one last time to explain to the Bowens that infants and young children are more vulnerable to the effects of second-hand smoke than adults. Like many addicted to nicotine, however, the young parents seemed unwilling to accept the connection between their habit and their daughter's asthma.
If only he could take them inside her small body, to see the poisons at, maybe they would understand.

What Angela and Jason Bowen didn't realize was that the smoke curling from their cigarettes didn't just mingle with the air and disappear. It left behind over 4000 chemicals, many of them potentially deadly, including at least 43 known to cause cancer.

With each breath, Samantha drew in cadmium (a cancer-causing metallic element), ammonia (used in toilet cleaners), benzene (used in the manufacture of DDT), acetone (a powerful solvent), formaldehyde (a component of embalming fluid) and thousands of other toxic gases and airborne particles. One such gas-odorless, colorless carbon monoxide- bound with her hemoglobin, the substance in blood that normally carries oxygen into the body. The deadly gas took the place of oxygen headed for Samantha's lungs and other organs.

Each time they drew on their cigarettes, the Bowens raised the temperature of the burning tobacco and incinerated a certain percentage of the chemicals that otherwise would have entered their lungs. And air drawn in through the cigarette diffused the smoke's toxicity.

Though the Bowens would still be at the greatest risk because of the volume they inhaled,
the smoke wafting toward their daughter was even more toxic than what they took in.

On the day of Samantha's asthma attack, one or more of the poisons found in cigarette smoke had triggered her reaction. The muscles circling the small airways in her lungs tightened, chocking off her air supply. If the ER team had not stepped in when they did, Samantha would have died.

Findings about the effects of second-hand smoke should shake up parents who allow smoking around their kids. In two papers published in *Pediatrics* and *Journal of Family Practice*, Dr. DiFranza reported on the known risks to children from second-hand smoke. After analysing data from more than a hundred studies world-wide, he concluded that children exposed to tobacco smoke face the following health risks.
*Sudden Death Infant Syndrome(SIDS).*The risk of SIDS is triple that of children of non-smokers if the mother smokes during pregnancy; double if the child is exposed after birth.
Of all childhood diseases associated with passive or involuntary smoking, SIDS has one of the highest risks.

Ear infections. Millions of cases of this common childhood affliction per year can be attributed to passive smoke. Why? Breathing in cigarette smoke lowers a child's resistance to certain viral and bacterial infections.

Respiratory infections. Passive smoke causes thousands of instances of bronchitis and pneumonia each year. It is also linked to impaired lung development, which may make children more susceptible to pulmonary diseases later in life.

Asthma. Hundreds of thousands of physician visits for asthma per year are attributed to second-hand smoke. Exposure has been proven to exacerbate existing cases of asthma
and to trigger asthma in children who had not previously had symptoms of the illness.

DiFranza assumed that his findings would come under tobacco industry attacks, as have many other studies showing a link between tobacco and diseases. "We quadruple-checked every computation and figure," he says. To his surprise, the industry had no criticism whatsoever.
That lack of return fire from tobacco's big guns may be the strongest possible endorsement of DiFranza's findings.

Achilles Heel. It has long been established that second-hand smoke causes lung cancer.
And a recent Harvard study found that non-smoking women regularly exposed to second-hand smoke doubled their risk of developing heart disease. But it wasn't until the spring of 1994that the world got solid proof of tobacco-company wrongdoing. Stanton Glantz of the University of California at San Francisco received an anonymous package. It contained some 4000 pages of secret documents from Brown & Williamson Tobacco Corporation, the third-largest U.S. tobacco company, and its parent company, B.A.T. Industries. The news media and two members of Congress got similar packages.

The papers, dating from the 1950s, showed the industry's own researchers knew about the health risks of tobacco before independent researchers could confirm this information.
Many facts in these papers were kept hidden from the public.

Other documents showed industry executives worried about what smokers would do
if they knew second-hand smoke could harm non-smokers. According to The Cigarette Papers, a book Glantz co-authored, a confidential study done for the U.S. Tobacco Institute identified passive smoking as its Achilles' heel. The study's authors determined that "what the smoker does to himself may be his business, but what the smoker does to the non-smoker is quite a different matter. This we see as the most dangerous development to the viability of the tobacco industry that has yet occurred."

Greg Connolly, director of the Massachusetts Tobacco Control Program, Massachusetts Department of Public Health, puts it another way: "If you can get a person to work in smoke-free building and to accept that second-hand smoke could hurt a loved one, then that person is much more likely to quit smoking."

Avoiding Exposure. Three-year-old Daniel Ryder sat listlessly on his father's lap in the pediatrician's waiting room. The boy's mother, Ellen, stroked the child's dark, silky-fine hair, trying to reassure him.

These emergency visits to the pediatrician were getting to be almost routine.
Daniel would wake in the night and cry out in pain, clutching his ear. Ellen, distraught, would call the doctor. Antibiotics cleared the problem up within a week or two, but it seemed that almost as soon as he got over one ear infection, he would come down with another. Ellen couldn't help worrying : *why is Daniel always sick ?*

Soon she and her husband, Joe, stood next to the doctor as he examined Daniel.
The doctor asked the Ryders if they smoked. "I thought so," he said, having smelled smoke on their clothes. "If you two stop smoking around him," he said, "you might see a difference in your son's ears."

Ellen was shocked. She'd never heard about the connection between children's ear infections and parental smoking. 'I felt stupid, terrible, guilty," Ellen recalls. She decided from that moment on not to allow anyone to smoke around her child. Joe went along with her decision,
but he clearly thought the doctor was wrong.

Ellen, meanwhile, quit smoking. “I also found out I was pregnant,” she says, “so it was easy for me.”

The strategy worked. Daniel didn’t get another ear infection for nine months.
But Joe, with his two-pack-a-day habit, spent much of his time now in the small laundry room off the cigarette, the only place Ellen determined it was safe to smoke because it did not share a ventilation system with the rest of the house. “I would have to call to him to come into the house to ask him things or say good-night,” says Ellen. “He chose smoking over his family.”

After their second child was born, Joe and Ellen split up Ellen took up smoking again to relieve her tension but “never in my house.”

Last Christmas, Daniel, then five, asked for just one gift from his mother: he wanted her to stop smoking. On January 1, 1997, “I gave it to him,” Ellen says. “I quit.”

Unfortunately not everyone has Ellen Ryder’s willpower. Some may want to quit for the sake of their loved ones or for their own well-being, but the power of nicotine addiction is too great. Others claim to enjoy their cigarettes and have no desire to give them up. If you can’t quit,
there is still a great deal you can do to safeguard those around you.

Never allow anyone to smoke in your home or car even when there are no children present. Explain that people must respect your right not to smoke “involuntarily.” Toxins linger in the air, even though you may not be able to see or smell them.

If you are a smoker, take it outside, or smoke in an area, where the ventilation system is separate from that of your home.

“It is not enough to go off to another room, outside the nursery, for example, to smoke,”
says Dr. Ronald Davis of the Henry Ford Health System’s Center for Health Promotion and Disease Prevention in Detroit. “Having separate smoking and non-smoking areas is as effective as having ‘separate’ chlorinated and non-chlorinated sections of a swimming pool.”

Because smoke drifts from smoking areas to non-smoking areas and contaminates air circulated through a common ventilation system, Davis says, “smoking should never be done inside a home where infants and children are present at all.”

TEXT 2

Poison gases in your cigarettes
Part II: Hydrogen cyanide and nitrogen oxides

In November, The Reader’s Digest began the first national report on a phantom
that is stalking cigarette smokers-poison gases. In that issue, we presented a chart, derived from tests performed in the laboratories of Foster D. Snell, Inc., that revealed scientific measurements of carbon monoxide (CO) in leading cigarette brands and in several of the newly marketed “low-tar and low-nicotine” filter brands. Concluding this report, we now publish the alarming facts
and figures about two other harmful gases, *and some startling findings:*

- Almost all the leading American filter brands tested produce more poison gases than the non-filter cigarettes tested.
- Some of the new low-tar-and-nicotine filter cigarettes produce more nitrogen oxides than some leading filter or non-filter brands.

While CO is connected with heart disease, hydrogen cyanide and nitrogen oxides are associated with lung diseases: chronic bronchitis and emphysema-known together as Chronic Obstructive Pulmonary Disease (COPD)-and perhaps cancer. Chronic bronchitis has two main symptoms: chronic cough, the most frequent medical complaint of smokers, and sputum.

It is difficult to separate chronic bronchitis in smokers from emphysema, for about 99 percent of those who suffer from chronic bronchitis have some degree of the latter disease as well. Only ten percent of all non-smokers have emphysema.

While scientists have had evidence for years that lung cancer and COPD are caused by smoking, only recently has research revealed how specific gases in smoke may do the damage.
Consider: the lungs have two main cleansing mechanisms. One is the cilia-microscopic, hair-like structures that line the airways, beating steadily outward. Covered by a layer of mucus, which traps foreign particles and microbes, cilia inexorably expel toxins from the lungs.

Half a Cup of Tar. In the 1960s, when scientists at the Arthur D. Little laboratories in Cambridge, Mass., deposited tiny grains of carbon black on the still-living windpipe of a recently killed chicken, they could see the black specks moved by the cilia. But when they blew the cigarette smoke into the windpipe, the cilia began slowing down and finally stopped. Thus the tar that smokers inhale-more than half a cup a year for an average, pack-a-day smoker-deposits its corrosive chemicals on the delicate lung linings, and in the bronchial tree, instead of being expelled. This, scientists believe, may be how chronic bronchitis, emphysema and lung cancer start.

The element in cigarette smoke most responsible for stopping the cilia is hydrogen cyanide. When most of this highly poisonous gas is removed from smoke, the cilia continue to work-until overcome by other noxious elements in smoke.

The lung's other main cleansing mechanism is their army of macrophages. These large, vacuum-cleaner-like white cells live in the fluid that lines the inner surface of the lungs. The macrophages attack invading particles inhaled in breathing, then digest them or transport them toward the bronchioles- the end twigs of the bronchial tree. They get on the mucus escalator,

or swim into the lymphatic system, and are moved out of the lungs with their toxic burden.

In the studies begun at the University of Pittsburgh, macrophages from the lungs of rabbits were exposed to a high concentration of nitrogen dioxide (NO_2) in flasks containing a known number of organism. After 15 minutes, the bacteria were re-counted, and the macrophages examined under microscopes. Scientists found that exposure to NO_2 reduced the number of microbes eaten by macrophages, and also lowered the microbe-killing capacity of these defending cells.
Nitrogen oxides are powerful irritants. Coming into contact with diaphanous lung tissues puff after puff, they may create emphysema by attacking the walls of the air sacs and the delicate film lining them.

Low Tar, but More Gas. Although for decades cigarette companies have insisted that cigarette have not been proved unsafe-despite continuing publicity about the dangerous elements in tobacco smoke they have spent millions of dollars in an effort to detoxify their poisonous products. As a result, tar and nicotine have been significantly reduced. The average yield of tar and nicotine from today's U.S. cigarettes is less than 50 percent of what it was 20 years ago.

Nevertheless, smokers still run grave health risks. A recent American Cancer Society study of nearly 165,000 smokers showed that, among those who smoked high-tar-and-nicotine cigarettes, there were more deaths during a 12-year period, and more deaths from lung cancer and heart disease, than among those smoking medium- or low-tar-and-nicotine brands. Realizing that
most smokers would not quit their habit, the National Cancer Institute set up in 1968 a Smoking and Health Program to further reduce or eliminate the dangerous elements in smoke. In the advisory group were five scientists from major cigarette companies.

Since 1970, the program has created over 100 experimental "brands" of cigarettes, in four "generations," each one successively lower in tar and nicotine. Tobacco companies have drawn on the group's research, along with their own, to produce new commercial brands with unusually low levels of tar and nicotine. When it comes to poison gases, however, the news is far from encouraging (see charts on pages 34 and 35). Some of the low-tar filter brands, such as Merit King and Fact King, put out more nitrogen oxides than such high-tar cigarettes as Camel, Winston Filter King and Lucky Strike Regular. The only brands consistently low in tar, nicotine and the three gases are Now King and Carlton 70.

Fatal Flaw ? According to Gio B. Gori, director of the Smoking and Health Program, even in the old high-tar days, a smoker who consumed three or fewer cigarettes per day ran minimal risk of disease. Comparing the tar and nicotine inhaled in the smoke of three 1955 cigarettes with the tar and nicotine output of the new low-low brands (2 mg. Of tar or less and 2 mg. Or less of nicotine of cigarettes), Gori says that a person could smoke 2 ½ packs of the latter
and remain below detectable levels of risk.

There may be a fatal flaw to such an argument, however, one that has caused a number of scientists to dispute the potential value of such low-tar, low-nicotine cigarettes. *Since nicotine is assumed to be the habitual element in cigarette smoke, many smokers may draw more deeply*
and inhale more often when they smoke low-nicotine brands – enormously increasing their tar and gas intake in an effort to get their nicotine fix.

To illustrate this, The Digest asked Foster D. Snell, Inc., to program smoking machines to simulate the fast smoker and the deep inhaler. We tested six low-tar-and-nicotine filter brands by these methods. As the charts reveal, *in almost every instance the quantity of gas is increased, sometimes dramatically.*

For comparison, we tested a leading filter (Marlboro Filter King) and non-filter (Camel) by these same methods. The moderate, one-pack-a-day smoker of Marlboro Filter King will get 5.68 mg of HCN from normal puffing, 8.20 from fast puffing and 8.40 from deep dragging.
The same smoker will get 6.32 mg of nicotine oxides from normal puffing, 11.26 from fast puffing and 7.02 from deep dragging. Parallel figures for a moderate smoker of Camel are 4.92, 5.22, and 6.78 for HCN, and 4.94, 7.06, and 5.76 for NO2.

The figures show a mixture of threats posed to fast puffers and deep inhalers. For example, in Camel, deep inhalation resulted in higher HCN intake than fast puffing.

Among the low-tar brands, in fast-puff tests of Now King, NO2 went up 157 percent. Both fast-puff and deep-drag NO2 measurements for low-tar Merit King and Fact King were greater than the same measurements for high tar Camel.

In general, smokers will be better off if they switch to low-tar filter brands and consume cigarettes only at the same rate as they did the higher-tar brands. Historically, however, low-tar-brands (15 mg or less of tar) have not done well in the United Stated; less than 15 percent of cigarette sales are in this category. But sales of these brands have recently been rising.

For the vast majority of the 50 million U.S. smokers who are still on high-tar brands,
The Digest's exclusive poison-gas measurements reveal a startling and deadly contradiction:
leading *filter* cigarette brands produce *more* of the three poison gases than do leading *non-filter* brands!

For example, non-filter Pall Mall King, the highest-tar brand tested, ranks only 13th on HCN chart, well below such top-selling filter brands as Winston Filter King, Marlboro (Filter King and Box) Salem Filter King and L&M Filter King. The top 14 producers of toxic NO2 on the chart on page 95 are top filter brands; while high-tar, non-filter Camel, Pall Mall King and Lucky Strike rank far down the list.

These pioneering tests have proved that filters on leading brands of U.S. cigarettes permit significant and measurable amounts of at least three poison gases to pass into the smoker's lungs.

Today, U.S. smokers of major brands are faced with a lethal dilemma: to choose cigarettes that are lower in tar and nicotine or those that are lower in poison gases. Or they can do both, by switching to certain low-tar, low-nicotine brands, providing they don't smoke more, puff more often or inhale more deeply.

Says Gori: "Some brands are very low on hazards. But the only safe cigarette is one that has not been smoked."

TEXT 1

What you don't know about second-hand smoke.
And why your kids are especially vulnerable.

Thesis

Samantha Bowen was not quite five years old, when she almost died. Gasping for breath, she had been rushed to the University of Massachusetts Medical Centre, where doctors and nurses pumped her pull of medicine and life-giving oxygen. Now the crisis was over. The frantic wheezing of the little girl was replaced by the soft beeping of monitors in the intensive – care- unit. When Dr. Joseph Difranza read over Samantha's medical history, he was struck by an alarming realization: the child would again be at risk the moment she left the hospital. Why?
Her mother and father both smoked.

Event

Doctors had warned Samantha's parents repeatedly that second-hand smoke was triggering her asthma attacks. Chastened, the Bowens would agree-reluctantly-to stop smoking in the house. But as soon as Samantha's symptoms improved, they'd star lighting up around her again.

Event

The most vulnerable

Subhead

DiFranza didn't know if she'd survive another attack. He tried one last time to explain to the Bowens that <u>infants and young children are more vulnerable</u> <u>to the effects of second-hand smoke than adults.</u>

Point

Argument

Like many addicted to nicotine, however, the young parents seemed unwilling to accept the connection between their habit and their daughter's asthma. If only he could take them inside her small body, to see the poisons at, maybe they would understand.

Elaboration

What Angela and Jason Bowen didn't realise was that the smoke curling from their cigarettes didn't just mingle with the air and disappear.
<u>It left behind over 4000 chemicals, many of them potentially deadly, including at least 43 known to</u>

Point

cause cancer.

Argument

With each breath, Samantha drew in cadmium (a cancer-causing metallic element), ammonia (used in toilet cleaners), benzene (used in the manufacture of DDT), acetone (a powerful solvent), formaldehyde (a component of embalming fluid) and thousands of other toxic gases and airborne particles. One such gas-odorless, colorless carbon monoxide- bound with her hemoglobin, the substance in blood that normally carries oxygen into the body. The deadly gas took the place of oxygen headed for Samantha's lungs and other organs. Each time they drew on their cigarettes, the Bowens raised the temperature of the burning tobacco and incinerated a certain percentage of the chemicals that otherwise would have entered their lungs. And air drawn in through the cigarette diffused the smoke's toxicity.

Elaboration

Though the Bowens would still be at the greatest risk because of the volume they inhaled, the smoke wafting toward their daughter was even more toxic than what they took in.

Point

Argument
On the day of Samantha's asthma attack, one or more of the poisons found in cigarette smoke had triggered her reaction. The muscles circling the small airways in her lungs tightened, chocking off her air supply. If the ER team had not stepped in when they did, Samantha would have died.

Elaboration

Findings about the effects of second-hand smoke should shake up parents who allow smoking around their kids. In two papers published in *Pediatrics* and *Journal of Family Practice*, Dr. DiFranza reported on the known risks to children from second-hand smoke. After analysing data from more than a hundred studies world-wide, he concluded that children exposed to tobacco smoke face the following health risks.

Point

Argument

Sudden Death Infant Syndrome(SIDS). The risk of SIDS is triple that of children of non-smokers if the mother smokes during pregnancy; double if the child is exposed after birth. Of all childhood diseases associated with

Elaboration

passive or involuntary smoking, SIDS has one of the highest risks.

Ear infections.
Millions of cases of this common childhood affliction per year can be attributed to passive smoke. Why? Breathing in cigarette smoke lowers a child's resistance to certain viral and bacterial infections.

→ Elaboration

Respiratory infections.
Passive smoke causes thousands of instances of bronchitis and pneumonia each year. It is also linked to impaired lung development, which may make children more susceptible to pulmonary diseases later in life.

→ Elaboration

Asthma.
Hundreds of thousands of physician visits for asthma per year are attributed to second-hand smoke. Exposure has been proven to exacerbate existing cases of asthma and to trigger asthma in children who had not previously had symptoms of the illness.

→ Elaboration

DiFranza assumed that his findings would come under tobacco industry attacks, as have many other studies showing a link between tobacco and diseases. "We quadruple-checked every computation and figure," he says. To his surprise, the industry had no criticism whatsoever. That lack of return fire from tobacco's big guns may be the strongest possible endorsement of DiFranza's findings.

→ Elaboration

Achilles Heel.

→ Subhead

It has long been established that <u>second-hand smoke causes lung cancer</u>. And a recent Harvard study found that <u>non-smoking women regularly exposed to second-hand smoke doubled their risk of developing heart disease</u>.

→ Argument

But it wasn't until the spring of 1994 that the world got solid proof of tobacco-company wrongdoing. Stanton Glantz of the University of California at San Francisco received an anonymous package. It contained some 4000 pages of secret documents from Brown & Williamson Tobacco Corporation,

→ Elaboration

the third-largest U.S. tobacco company, and its parent company, B.A.T. Industries. The news media and two members of Congress got similar packages.

The papers, dating from the 1950s, showed the industry's own researchers knew about the health risks of tobacco before independent researchers could confirm this information. Many facts in these papers were kept hidden from the public. → Elaboration

Other documents showed industry executives worried about what smokers would do if they knew <u>second-hand smoke could harm non-smokers.</u> → Point

According to The Cigarette Papers, a book Glantz co-authored, a confidential study done for the U.S. Tobacco Institute identified passive smoking as its Achilles' heel. The study's authors determined that "what the smoker does to himself may be his business, but what the smoker does to the non-smoker is quite a different matter. This we see as the most dangerous development to the viability of the tobacco industry that has yet occurred. "Greg Connolly, director of the Massachusetts Tobacco Control Program, Mass. Department of Public Health, puts it another way: "If you can get a person to work in smoke-free building and to accept that second-hand smoke could hurt a loved one, then that person is much more likely to quit smoking." → Elaboration

Point + Elaboration → Argument

Avoiding Exposure. → **Subhead**

Three-year-old Daniel Ryder sat listlessly on his father's lap in the pediatrician's waiting room. The boy's mother, Ellen, stroked the child's dark, silky-fine hair, trying to reassure him.
These emergency visits to the pediatrician were getting to be almost routine. Daniel would wake in the night and cry out in pain, clutching his ear. Ellen, distraught, would call the doctor. Antibiotics cleared the problem up within a week or two, but it seemed that almost as soon as he got over one ear infection, he would come down with another. Ellen couldn't help worrying : *why is Daniel always sick ?* → Event

Soon she and her husband, Joe, stood next to the doctor as he examined Daniel. The doctor asked the Ryders if they smoked. “I thought so,” he said, having smelled smoke on their clothes. “If you two stop smoking around him,” he said, “you might see a difference in your son’s ears.”

→ Event

Ellen was shocked. She’d never heard about the connection between children’s ear infections and parental smoking. ‘I felt stupid, terrible, guilty,” Ellen recalls. She decided from that moment on not to allow anyone to smoke around her child. Joe went along with her decision, but he clearly thought the doctor was wrong.
Ellen, meanwhile, quit smoking.
“I also found out I was pregnant,” she says, “so it was easy for me.” The strategy worked. Daniel didn’t get another ear infection for nine months.

→ Event

But Joe, with his two-pack-a-day habit, spent much of his time now in the small laundry room off the cigarette, the only place Ellen determined it was safe to smoke because it did not share a ventilation system with the rest of the house. “I would have to call to him to come into the house to ask him things or say good-night,” says Ellen. “He chose smoking over his family.”

→ Event

After their second child was born, Joe and Ellen split up Ellen took up smoking again to relieve her tension but “never in my house.”

→ Event

Last Christmas, Daniel, then five, asked for just one gift from his mother: he wanted her to stop smoking. On January 1, 1997, “I gave it to him,” Ellen says. “I quit.”

→ Event

Unfortunately not everyone has Ellen Ryder's willpower. Some may want to quit for the sake of their loved ones or for their own well-being, but the power of nicotine addiction is too great. Others claim to enjoy their cigarettes and have no desire to give them up.

Summary

If you can't quit, there is still a great deal you can do to safeguard those around you. Never allow anyone to smoke in your home or car even when there are no children present. Explain that people must respect your right not to smoke "involuntarily." Toxins linger in the air, even though you may not be able to see or smell them. If you are a smoker, take it outside, or smoke in an area, where the ventilation system is separate from that of your home.

Suggestion

Recommendation

"It is not enough to go off to another room, outside the nursery, for example, to smoke, "says Dr. Ronald Davis of the Henry Ford Health System's Center for Health Promotion and Disease Prevention in Detroit. "Having separate smoking and non-smoking areas is as effective as having 'separate' chlorinated and non-chlorinated sections of a swimming pool."

Conclusion

Recommendation

Because smoke drifts from smoking areas to non-smoking areas and contaminates air circulated through a common ventilation system, Davis says, "smoking should never be done inside a home where infants and children are present at all."

Suggestion

TEXT 2

Poison gases in your cigarettes
Part II: Hydrogen cyanide and nitrogen oxides → ***Title***

In November, The Reader's Digest began the first national report on a phantom that is stalking cigarette smokers-poison gases.
In that issue, we presented a chart, derived from tests performed in the laboratories of Foster D. Snell, Inc., that revealed scientific Measurements of carbon monoxide (CO) in leading cigarette brands and in several of the newly marketed "low-tar and low-nicotine" filter brands. Concluding this report, we now publish the alarming factsand figures about two other harmful gases, *and some startling findings:* → Summary of part I

- Almost all the leading American filter brands tested produce more poison gases than the non-filter cigarettes tested.
- Some of the new low-tar-and-nicotine

filter cigarettes produce more nitrogen oxides than some leading filter or non-filter brands.

While CO is connected with heart disease, hydrogen cyanide and nitrogen oxides are associated with lung diseases: chronic bronchitis and emphysema-known together as Chronic Obstructive Pulmonary Disease (COPD)-and perhaps cancer. → Statement of issue

Chronic bronchitis has two main symptoms: chronic cough, the most frequent medical complaint of smokers, and sputum. It is difficult to separate chronic bronchitis in smokers from emphysema, for about 99 percent of those who suffer from chronic bronchitis have some degree of the latter disease as well. Only ten percent of all non-smokers have emphysema. → Preview

→ Thesis

While scientists have had evidence for years that lung cancer and COPD are caused by smoking, only recently has research revealed how specific gases in smoke may do the damage. → Argument For

Consider: the lungs have two main cleansing mechanisms. → Point

One is the cilia-microscopic, hair-like structures that line the airways, beating steadily outward. Covered by a layer of mucus, which traps foreign particles and microbes, cilia inexorably expel toxins from the lungs. → Elaboration

Half a Cup of Tar. → **Subhead**

In the 1960s, when scientists at the Arthur D. Little laboratories in Cambridge, Mass., deposited tiny grains of carbon black on the

still-living windpipe of a recently killed chicken, they could see the black specks moved by the cilia. But when they blew the cigarette smoke into the windpipe, the cilia began slowing down and finally stopped.

→ Elaboration

Thus the tar that smokers inhale-more than half a cup a year for an average, pack-a-day smoker- deposits its corrosive chemicals on the delicate lung linings, and in the bronchial tree, instead of being expelled. This, scientists believe, may be how chronic bronchitis, emphysema and lung cancer start.

→ Elaboration

The element in cigarette smoke most responsible for stopping the cilia is hydrogen cyanide. When most of this highly poisonous gas is removed from smoke, the cilia continue to work-until overcome by other noxious elements in smoke.

→ Elaboration

The lung's other main cleansing mechanism is their army of macrophages. These large, vacuum-cleaner-like white cells live in the fluid that lines the inner surface of the lungs. The macrophages attack invading particles inhaled in breathing, then digest them or transport them toward the bronchioles- the end twigs of the bronchial tree. They get on the mucus escalator, or swim into the lymphatic system, and are moved out of the lungs with their toxic burden.

→ Elaboration

In the studies begun at the University of Pittsburgh, macrophages from the lungs of rabbits were exposed to a high concentration of nitrogen dioxide (NO_2) in flasks containing a known number of organism. After 15 minutes, the bacteria were re-counted, and the macrophages examined under microscopes. Scientists found that exposure to NO_2 reduced the number of microbes eaten by macrophages,

→ Elaboration

and also lowered the microbe-killing capacity of these defending cells.

Nitrogen oxides are powerful irritants. Coming into contact with diaphanous lung tissues puff after puff, they may create emphysema by attacking the walls of the air sacs and the delicate film lining them. → Argument For

Low Tar, but More Gas. → Subhead

Although for decades cigarette companies have insisted that cigarette have not been proved unsafe-despite continuing publicity about the dangerous elements in tobacco smoke → Argument Against

they have spent millions of dollars in an effort to detoxify their poisonous products. As a result, tar and nicotine have been significantly reduced. The average yield of tar and nicotine from today's U.S. cigarettes is less than 50 percent of what it was 20 years ago. → Elaboration

Nevertheless, smokers still run grave health risks. → Argument For

A recent American Cancer Society study of nearly 165,000 smokers showed that, among those who smoked high-tar-and-nicotine cigarettes, there were more deaths during a 12-year period, and more deaths from lung cancer and heart disease, than among those smoking medium- or low-tar-and-nicotine brands. Realizing that most smokers would not quit their habit, the National Cancer Institute set up in 1968 a Smoking and Health Program to further reduce or eliminate the dangerous elements in smoke. In the advisory group were five scientists from major cigarette companies. → Point

Since 1970, the program has created over 100 experimental "brands" of cigarettes, in four

"generations," each one successively lower in tar and nicotine. Tobacco companies have drawn on the group's research, along with their own, to produce new commercial brands with unusually low levels of tar and nicotine. When it comes to poison gases, however, the news is far from encouraging (see charts on pages 34 and 35). Some of the low-tar filter brands, such as Merit King and Fact King, put out more nitrogen oxides than such high-tar cigarettes as Camel, Winston Filter King and Lucky Strike Regular. The only brands consistently low in tar, nicotine and the three gases are Now King and Carlton 70. → Elaboration

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Fatal Flaw ? → **Subhead**

According to Gio B. Gori, director of the Smoking and Health Program, even in the old high-tar days, a smoker who consumed three or fewer cigarettes per day ran minimal risk of disease. → Argument Against

Comparing the tar and nicotine inhaled in the smoke of three 1955 cigarettes with the tar and nicotine output of the new low-low brands (2 mg. Of tar or less and 2 mg. Or less of nicotine of cigarettes), Gori says that a person could smoke 2 ½ packs of the latter and remain below detectable levels of risk. → Elaboration

There may be a fatal flaw to such an argument, however, one that has caused a number of scientists to dispute the potential value of such low-tar, low-nicotine cigarettes. → Argument For

Since nicotine is assumed to be the habitual element in cigarette smoke, many smokers may draw more deeply and inhale more often when they smoke low-nicotine brands – enormously increasing their tar and gas intake in an effort to get their nicotine fix.

Point

To illustrate this, The Digest asked Foster D. Snell, Inc., to program smoking machines to simulate the fast smoker and the deep inhaler. We tested six low-tar-and-nicotine filter brands by these methods. As the charts reveal, *in almost every instance the quantity of gas is increased, sometimes dramatically.* For comparison, we tested a leading filter (Marlboro Filter King) and non-filter (Camel) by these same methods. The moderate, one-pack-a-day smoker of Marlboro Filter King will get 5.68 mg of HCN from normal puffing, 8.20 from fast puffing and 8.40 from deep dragging. The same smoker will get 6.32 mg of nicotine oxides from normal puffing, 11.26 from fast puffing and 7.02 from deep dragging. Parallel figures for a moderate smoker of Camel are 4.92, 5.22, and 6.78 for HCN, and 4.94, 7.06, and 5.76 for NO2. The figures show a mixture of threats posed to fast puffers and deep inhalers. For example, in Camel, deep inhalation resulted in higher HCN intake than fast puffing. Among the low-tar brands, in fast-puff tests of Now King, NO2 went up 157 percent. Both fast-puff and deep-drag NO2 measurements for low-tar Merit King and Fact King were greater than the same measurements for high tar Camel.

Elaboration

In general, smokers will be better off if they switch to low-tar filter brands and consume cigarettes only at the same rate as they did the higher-tar brands. Historically, however, low-tar-brands (15 mg or less of tar) have not done well in the United Stated; less than 15 percent of cigarette sales are in this category. But sales of these brands have recently been rising.

Generalisation

For the vast majority of the 50 million U.S.

smokers who are still on high-tar brands, The Digest's exclusive poison-gas measurements reveal a startling and deadly contradiction: leading *filter* cigarette brands produce *more* of the three poison gases than do leading *non-filter* brands! → Point

For example, non-filter Pall Mall King, the highest-tar brand tested, ranks only 13th on HCN chart, well below such top-selling filter brands as Winston Filter King, Marlboro (Filter King and Box) Salem Filter King and L&M Filter King. The top 14 producers of toxic NO2 on the chart on page 95 are top filter brands; while high-tar, non-filter Camel, Pall Mall King and Lucky Strike rank far down the list. → Elaboration

These pioneering tests have proved that filters on leading brands of U.S. cigarettes permit significant and measurable amounts of at least three poison gases to pass into the smoker's lungs. Today, U.S. smokers of major brands are faced with a lethal dilemma: to choose cigarettes that are lower in tar and nicotine or those that are lower in poison gases. → Conclusion

Or they can do both, by switching to certain low-tar, low-nicotine brands, providing they don't smoke more, puff more often or inhale more deeply. Says Gori: "Some brands are very low on hazards. But the only safe cigarette is one that has not been smoked." → Suggestion

→ Recommendation