

**A COMPARATIVE STUDY
OF EDITORIALS IN THE NEW YORK TIMES AND ARAB
NEWS RELATED TO THE CIVIL CONFLICT IN
INDONESIA AND SRI LANKA AFTER THE TRAGEDY OF
TSUNAMI**

(An analysis Based on Systemic Functional Linguistics)



THESIS

Submitted as a Partial Fulfillment of Requirement
for The Sarjana Degree at The English Department
Faculty of Letters and Fine Arts
University of Sebelas Maret

Done by

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**ENGLISH DEPARTMENT
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2006**

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MOTTO

“Bismillahirrohmanirrohiim”

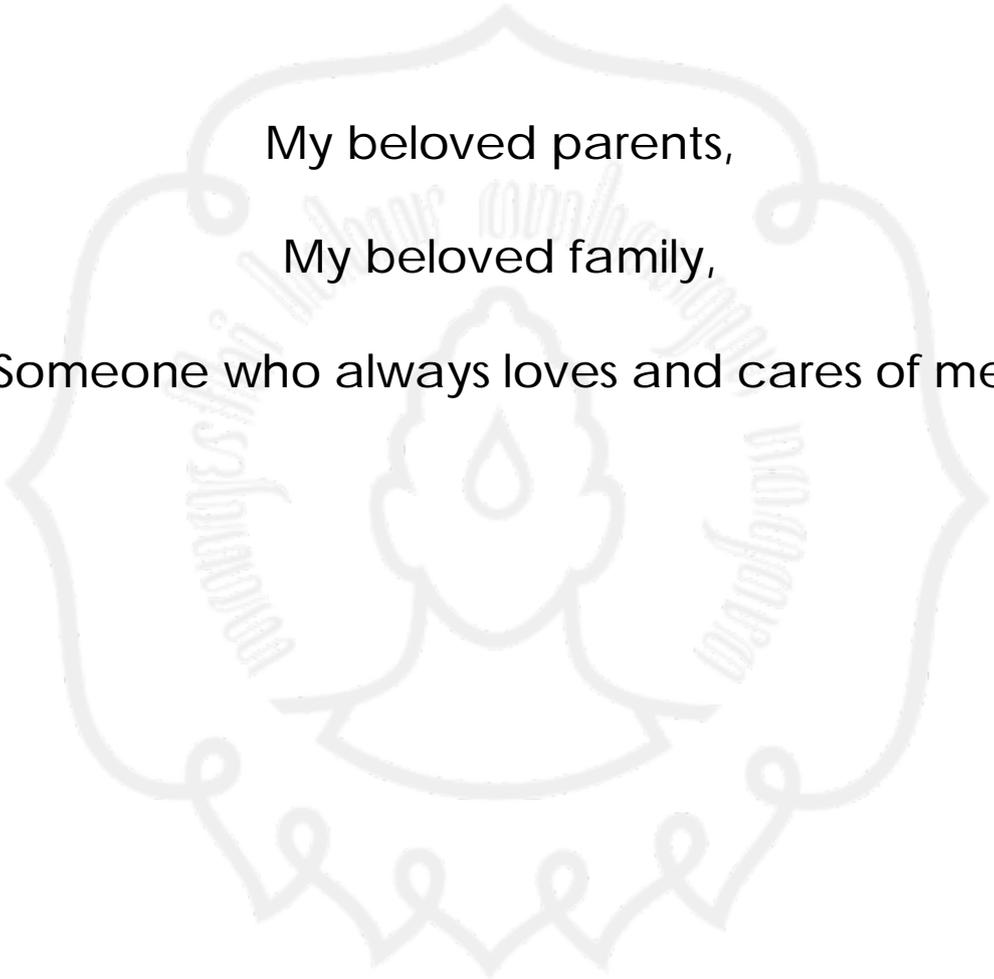
(Qoran)

“Work Hard and Reach The Sky”

(Laila Ali)

Dedication

I wholeheartedly dedicate this thesis to :



My beloved parents,
My beloved family,
Someone who always loves and cares of me

ACKNOWLEDGEMENT

Alhamdulillahirobil 'alamin. All praise and thanks are for Allah SWT. Thanks for His true blessing and help so that this thesis was finally completed. However, this success could not be achieved without support from everyone during finishing the thesis.

Therefore, in a great opportunity, I would like to express my gratitude to the following people.

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10. Kitaro, Koes Plus, and Iwan Fals for accompanying me every night during the

accomplishment of my thesis with their songs.

11. For someone who give me strength and spirit, you know exactly who you are.

Surakarta, 4th Jan 2006

YANUAR IHTIYARSO



Pronouncement

Name : Yanuar Ihtiyarso

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Stated wholeheartedly that the thesis entitled *A Comparative Study Of Editorials In The New York Times And Arab News Related To The Civil Conflict In Indonesia And Sri Lanka After The Tragedy Of Tsunami* is originally made by the researcher. It is not plagiarism or others' made. The things related to other people's work are written in quotation and included within the bibliography.

If it is then in the future proved that this pronouncement is incorrect, the researcher is ready to take the responsibility including the withdrawal of academic title.

Surakarta, 27th Dec 2005

The researcher

Yanuar Ihtiyarso
C0300066

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ABSTRACT

Yanuar Ihtiyarso, C0300066.2005. *A Comparative Study Of Editorials In The New York Times And Arab News related to The Civil Conflict In Indonesia And Sri Lanka After The Tragedy Of Tsunami*. English Department, Faculty of Letters and Fine Arts, Sebelas Maret University, Surakarta.

This research is a descriptive qualitative research. The objective of the research

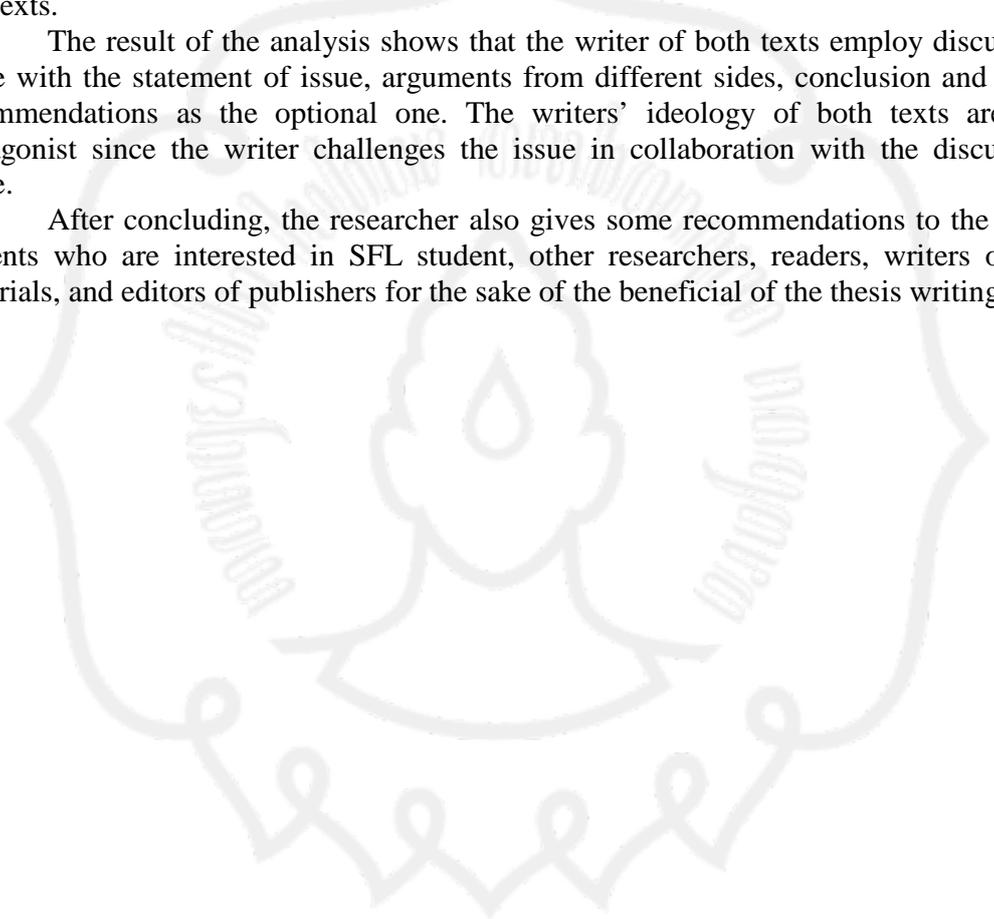
is to describe the ideology and genre of those two texts that is determined in lexicogrammar, cohesion and text structure. The research is conducted through Systemic Functional Linguistics (SFL).

The sources of data in this research were the editorials in the Arab News published on 9th January 2005 and the New York Times published on 8th January 2005. The data taken were chosen by applying total sampling, meaning the entire sample provided were used as the data.

In conducting the research, the researcher analyzed the data based on register, genre and ideologies. The analysis was based on the lexicogrammar feature and the text structure to help the identification of the genre. Then the data descriptions are interpreted. The interpretation guided the researcher to describe the genre and the ideology of those two texts.

The result of the analysis shows that the writer of both texts employ discussion genre with the statement of issue, arguments from different sides, conclusion and some recommendations as the optional one. The writers' ideology of both texts are left protagonist since the writer challenges the issue in collaboration with the discussion genre.

After concluding, the researcher also gives some recommendations to the other students who are interested in SFL student, other researchers, readers, writers of the editorials, and editors of publishers for the sake of the beneficial of the thesis writing.



CHAPTER I

INTRODUCTION

A. Research Background

The year of 2004 was covered by the worst international tragedy. In the early morning of December, 26th 2004 when busy people were drawing up the event to face the celebration of new year 2005 they were surprised with the happening of very strong earthquake and then followed by the wave tsunami groaning South-east Asia and Africa. This tragedy was listed as the worst tragedy because there were more than 150.000 people died, many people disappeared, and it took billion of dollars loss. Nanggroe Aceh Darussalam, one of Indonesian provinces, is the region which faced worst damage. More than 100.000 people died in the accident and also almost all building in the province fell into pieces.

This disaster invited sympathies from almost countries in the world. Other nations immediately delivered good aid in the form of money, medicines and many others. Malaysia even cancelled all celebration of New Year 2005 in this country as a sympathy form to the heartbreaking event. The tragedy also leaved some problems. The problem of evacuating the dead body was one of the problems which emerged effect of the tragedy. The lacks of heavy equipments to clean the ruins as well as manpower made the evacuation did not go well and took the time sufficiently long. It caused the dead bodies decayed and created the new danger for live-victims, that was choleras disease. The other problem was the problem of aid distribution. There was more than 1 billion dollar of grant in aid which step into Aceh, however, there was no clear report whether the fund have been received by the victims. Furthermore, other aids like clothes and medicines were pursued because of the limited transportation, airport which did not enable to use and also the slow action of government in handling the problem. The problems rose in the tragedy provoked the reaction from mass media, especially newspaper, to see the tragedy

from different viewpoints and give their opinion about the disaster applied in their columns, editorials or special reports.

The New York Times, one of United States daily newspaper, and the Arab News, Saudi Arabian newspaper, took their interest in the same issue in viewing the disaster. Both of them viewed the situation in Indonesia and Srilanka, two countries with biggest victims, which is besides facing Tsunami wave is also facing civil rebellion, GAM (Gerakan Aceh Merdeka) and The Liberation Tigers of Tamil Eelam. The rebellion of GAM has been started since 1976. This movement was triggered by unfair policies done by central government in Jakarta to Aceh. This movement later then rounded into the movement to separate from Indonesia. Meanwhile, The Liberation Tigers of Tamil Eelam was the movement which has been struggling since 1983 to get autonomy for the country's Hindu Tamil. The New York Times and the Arab News hoped that Indonesia and Srilanka can exploit the disaster to find the best solution in finishing the conflict but they were disappointed because the government of both countries did not take some movements to create peace in their country. Even the government in both countries did some action indicating that peace had not been realized yet. In Indonesia, president Susilo Bambang Yudhoyono had not lifted the stated of emergency, so the army still hunted the rebels (Thursday, 30th December 2004 the Indonesian military killed seven men that it said were connected with the rebels). Besides, soldiers tried hard to control aid to ensure that it did not fall into rebel's hand. Soldiers also did not distribute aid to the victims who lacked a special ID card given by the police indicating that they had no connection with GAM. The situation in Sri Lanka was getting worse. The government did not deliver food and aid to the victims in the zones controlled by Tamil Tiger. When the guerrilla

protested, on the contrary, the government denied that and claimed that it was Tamil's propaganda. When UN Secretary- General Kofi Annan visited Sri Lanka to see the scale of the disaster for himself and wished to go to Tamil-held areas, the government did not give permission to go and Annan had no option but to drop his plan.

The New York Times and the Arab News placed their opinion about this issue in the editorial column. Editorial, as taken by the writer as the research object, is a comment of the publisher written by the important person of any publication conveying the will of the corporation toward any topic supposed to be right, important and necessary thing. Editorial reflects the reputation and the integrity of the publication. By the fact, editorial becomes the most significant column in the newspaper. It plays an important role in leading the reader's opinion.

The approach to language study adopted to conduct the research is Systemic Functional Linguistics (SFL). SFL has been known since 1960s. It has made linguists easier to analyze language whether it is spoken or written. The object of SFL is discourse analysis in which text is the subject of the analysis. In his book "Language, Context and Text" Halliday states that text is language that is doing some jobs in some contexts (p.10). To know closer about a certain text we have to see the clauses which build a text. The clause clearly stands out as the unit where meanings are organized and wrapped up together (Halliday, 1985 b: p.66)

SFL also provides a framework for analyzing ideology, genre, and register of text in which a language is used. Santosa in his book "Bahasa dalam pandangan semiotika sosial" states that "ideology is a part of context of culture which contributes to the use of genre and register" (2001: 38). Ideology itself refers to the world view which is the result

of interaction between cultural norms/ values and believes of someone in viewing language as a social phenomena in society (Ibid : 37). The ideology can not be separated from the genre of the text. Genre is a type of text doing something as a result of a particular process. In every genre there is a different social function and different Generic Structure Potential (GSP). GSP is realized through the context of situation (register) involving Field, Tenor, and Mode.

B. Problem Statement

Based on the research background, some problem statements are formulated as follows:

1. What are the registers in the editorial of The New York Times and the Arab News newspaper?
2. What are the genres in the editorial of both newspapers?
3. What are the ideologies in the editorials?

C. Research Limitation

The researcher was limited on the editorial discussing the tragedy of Tsunami published on the New York Times newspaper in January, 8th 2005 and the Arab News newspaper in January, 9th 2005.

As this research was aimed to know the reaction of the newspaper's editor toward the tragedy of Tsunami, the researcher applied theory of SFL to reveal the explicit and implicit message through analyzing genre, register, and lexicogrammar of the texts.

D. Research Objectives

The research goal is to know how the ideology and genre of editorial published on The New York Times and The Arab News exposing the tragedy of Tsunami. In more detail, these research objectives are:

1. To describe the registers of the articles in the editorial
2. To describe the genres of the articles in the editorial
3. To describe the ideologies of the texts in the editorial columns.

E. Research Significance

This research is significant for the researcher to find some values in the way in which the writer expresses his mind or his opinion facing the tragedy of tsunami case based on reporter's ideology.

Besides, by knowing the ideology of two different media helps the journalist to manage the news.

F. Research Methodology

The researcher used the descriptive-Qualitative Method. It is to describe how the writer presents his/her arguments in the article on world issue. The research employed the method such as collecting data, analyzing data and drawing conclusion.

The source of the data of this research was the article on the editorial concerning the tragedy of Tsunami published on The New York Times in January, 8th 2005 edition and The Arab News in January, 9th 2005 edition.

G. Thesis Organization

This thesis is arranged as follows:

CHAPTER I : INTRODUCTION consists of research background, problem statement, research limitation, research objective, research benefits, research methodology, and thesis organization

CHAPTER II : LITERATURE REVIEW discuss about Mass Media, Newspaper, Editorial, Internet, The New York Times, The Arab News, the Tsunami wave , The Rebellion of LTTE, The rebellion of GAM, SFL, Activity sequence, Register, Genre, Ideology, Lexicogrammar, cohesion, and attitudinal lexis.

CHAPTER III : RESEARCH METHODOLOGY consists of method of research, Data and Data Resource, Sample and Sampling Technique, Coding the Data, technique of analysis, Research Procedure

CHAPTER IV : DATA ANALYSIS consists of data interpretation and discussion

CHAPTER V : CONCLUSION consists of conclusion and recommendation

CHAPTER II

LITERATURE REVIEW

A. Mass Media

Communication may take place with the use of medium. Medium is, therefore, the channel used for communication. The medium used in mass communication is then called mass media. Gamble and Gamble (1989: 10) state that mass media are tools,

instruments of communication that permits us to record and transmit information and experience rapidly to large, scattered, and heterogeneous by helping us overcome barriers caused by time and space. In other words, mass media are technological means of mass communication that can meet the communicators and the audience who cannot communicate in face-to-face encounters. Mass media are classified into print and electronic ones. Newspaper and magazine belong to print media. In addition, the electronic media covers radio, television and internet.

The mass media have an essential function to our lives. First, they serve an information or surveillance function. Second, they serve an agenda-setting and interpretation function. Third, they help us to create and maintain connections with various groups in society. Fourth, they help us to socialize and educate us. Fifth, they persuade us to purchase certain items or accept certain ideas. And sixth, they entertain us (Gamble, 1989)

B. Newspaper

Newspaper is one kind of printed media. It has more benefits compared to the other mass media. It is relatively cheaper than the other mass media and newspaper can be easily clipped for documentation for years so we can read again and again. The main purpose of newspaper is to report the news, but modern newspapers do more than reporting events of current interest. They also provide comments about the news and interpretation of it. In addition, it also covers the daily activities taking place in society over the world.

Newspaper gives opportunity for the people to improve their knowledge in both

domestic and foreign events. Newspaper also serves community in the society in exchanging opinions and ideas. Furthermore, newspaper also offers many features to inform advice and entertain. Because of that, newspaper is considered as one of important tools in communication and it can affect people's opinion through what they read in the newspaper. A newspaper is one of sources of information in interpreting all of the events and issues in the society. It influences thoughts, feelings, attitudes, and behaviors of human being. It has function in spreading out information, including issues about social conditions and government policies. Society may use newspaper as the channel to express their aspirations, opinions, and judgments to the government.

Effendi (1985) states that the newspaper performs its function in influencing, educating, and entertaining the readers. The information is conveyed in the news and advertisement about events and goods. The news applied in newspaper can influence public opinion. Comments in the editorials and articles are the realization of educative function. The newspaper also places stories, comics, and puzzles in its editor to entertain the readers.

C. Editorial

Newspaper generally reserve one page as the mouthpiece of the editor and his readers where the news and tendencies of the day are discussed and analyzed and where debate clarifies issues and shapes convictions (Mott, 1969: 258). Editorial is a comment of the publisher written by the important person of any publication

conveying the will of the corporation toward any topic supposed to be right, important and necessary thing.

Dealing with the editorials, there are several parts that will be discussed

1. The function of editorial

In general, there are four functions of editorial which are stated by William Pinkerton from Harvard University (Rivers, 1988: 23) namely:

a. Explaining the News

Editorial explains important events to the readers as a teacher who explain news or events. Editorial is free to give their interpretations to explain the news

b. Filling in background

In order to relate one event to another, editorial can describe it with the history background. By doing so, editorial can show the interrelationship among general problems which appear

c. Forecasting the future

Sometimes, editorial writes analysis beyond the current news in order to forecast the event in future

d. Passing moral Judgement

Editorial has a duty to keep consciousness of the society. They are expected to stand aside on moral issues and keep their position.

2. Forms and Purposes of Editorial

The forms of an editorial depends upon its specific function, which in turn is modified by the importance of the subject, the aggressiveness of the editor, its relationship to other editorials in series or campaign, and what particular response it is expected to elicit. George Fox Mott (1969: 260-263) mentions some forms and purposes of editorial

a. To inform

Editorial restates the facts of news stories or adds other facts without explanation. Such editorials are most frequently used when the editor has not had time to consider the stand his newspaper will take, when the issue is not yet clarified, or when the question is one of fact-finding rather than of interpretation.

b. To explain

When the editor wishes to go into more detail than is possible in a news story because of its brevity and rigid structure, he may write editorial which explains the new facts but which do not add pertinent interpretation. He comes to no conclusion and advocates no decision or action.

c. To interpret

When an editor indicates the real significance of an event he is performing for the readers the valuable service of interpretation. He views the events with his particular readers in mind and interprets the affairs of the world as to how they would affect the people in his own area

d. To argue

It early indicates the reasons why certain developments are expected. The editorial may not always convince because based on false assumptions, but if the original premise be true and the logic sound, the editor is performing one of his highest functions.

e. To urge action

Editorial of this form is frequently preceded by those of persuasion, argumentation, and information so that its timing is consistent with the action desired on the part of the public. When an editor employs this form he hopes for a definite and quick reaction.

f. To crusade

When editors feel that a cause is particularly important they may run a series of editorials based on the cause and culminating in editorials of action. They most clearly indicate the policy of the editor and his courage or lack of it.

g. To lead by persuasion

When issues need no immediate settlement or are not paramount to the public's good, editorials may softly and adroitly secure consideration which more urgent methods would prevent. Using wise psychology he convinces by inference and suggestion.

h. To appraise

Editorial must offers an analytical judgment on some of day's affairs occasionally. It must measures and weighs for the benefit of the readers

who have not comparable opportunity to judge the worth of statements, inventions, discoveries, or successes.

i. To offer entertainment

In human interest editorial of essay nature, the pathos and comedy is reflected which entertain as it informs

D. Internet

The information age has brought human being into a more advanced civilization. Information becomes very crucial and important, so man develops technology in communication media, the internet. In the beginning of the development of internet, internet or Inter-Networking can be imagined as large collections of information that are on-line available for us to explore and to use. On the other hand, it can be defined as computers that store information, and a network that can be accessed to find all information in computers. In general, internet can be seen as a kind of a global or international communication network among computers networks (Wahana Komputer Team, 1996, p.1).

Today, Internet is not only really a single large computer network, or even a group of computer networks. Lani Sidharta states that the internet is a source of information, which can reach all over the world (1996: xvii). This means that the internet is more than a computer network. The information itself is important because it offers utility, recreation, and amusement. As the information resources, Internet can be the first global forum and the first global library (Hahn, 1996.p.4)

E. The New York Times

The New York Times was founded on [September 18, 1851](#) by [Henry Jarvis Raymond](#) and [George Jones](#). It was originally intended to publish every morning except on Sundays. However, during the [Civil War](#) the New York Times started publishing Sunday issues along with other major dailies. It won its first [Pulitzer Prize](#) for news reports and articles about [World War I](#) in 1918. In 1919 it first made its trans-Atlantic delivery to [London](#). The New York Times also started an international edition in 1946, but stopped publishing it in 1967 and joined with the owners of the [Herald Tribune](#) and [The Washington Post](#) to publish the International Herald Tribune in [Paris](#). More recently, in 1996 The New York Times went online, giving access to readers all over the world on the web at www.nytimes.com. The New York Time's core purpose is to enhance society by creating, collecting and distributing high-quality news, information and entertainment.

The New York Times is an internationally known daily [newspaper](#) published in [New York City](#) and distributed in the [United States](#) and many other nations worldwide. It is owned by [The New York Times Company](#), which also publishes other major newspapers like [International Herald Tribune](#) and [The Boston Globe](#), among 40 other newspapers

This newspaper is organized into the following three sections:

1) News

Includes [International](#), [National](#), [Washington](#), [Business](#), [Technology](#), [Science](#), [Health](#), [Sports](#), [New York Region](#), [Education](#), [Weather](#), [Obituaries](#), and Corrections.

2) **Opinion**

Includes [Editorials](#), [Op-Eds](#) and [Letters to the Editor](#).

3) **Features**

Includes [Arts](#), [Books](#), [Movies](#), [Theater](#), [Travel](#), NYC Guide, Dining & [Wine](#), Home & Garden, [Fashion](#) & [Style](#), [Crossword](#)/Games, [Cartoons](#), [Magazine](#), and Week in Review (www.nytimes.com)

F. Arab News

Arab News was firstly published in Riyadh as a weekly on August, 13th 1975. The Arab News was published by the Saudi Arabian Government. In 1986, its owner turned it into daily newspaper. In 1999 The Arab News went online, giving access to readers all over the world on the web at www.arabnews.com.

As a part of government's Medias, Arab News places its position into moderate newspaper which supports the government's policies. Even the Saudi Arabian Government often uses this newspaper to deliver their policies, information, or decisions to the citizen. The Arab News also has a function as place of all citizens to give their opinions, criticism, or suggestions to the government

Arab News divides its pages into 8 columns, namely kingdom, World, Islam, Business, Sports, Features, Local Press, and Site Map. The Features itself divides into

Arts, Books, Movies, Travel, Cartoons, Week in review, Home and Garden, and Multimedia. The distribution of each column is as follows. The lead story covered the news of Saudi Arabian Government is on the first page and is oftenly written by the Chief Editor. General international news in World column appears on the second page, third page covers the business news, Islam news on the fourth and editorials and opinions is on the fifth, sport news covers the sixth page, the next two pages cover the features of Arab News. The last page, and the last-read, gives Local Press including the headlines of other newspapers in Saudi Arabia.

G. Tsunami Wave

On December 26, 2004, a tsunami in the Indian Ocean devastated coastal areas of Indonesia, Sri Lanka, Thailand, India, Somalia, Myanmar, and others, causing more than 225,000 fatalities and leaving more than five million people homeless. This tsunami was triggered by an intense underwater earthquake 6.2 miles below the ocean floor registering 9.0 on the [Richter scale](#), the strongest earthquake since [1964](#). This was the first tsunami to occur in the Indian Ocean in over 100 years.

The word "Tsunami" derived from Japanese term which has meaning as a wave in the harbor. In South America, the term "maremoto" is frequently used, however the use of the word "tsunami" is most commonly accepted by scientists and becomes formal term to describe the wave.

A tsunami is a system of gravity waves formed in the sea as a result of a large-scale disturbance of sea level over a short duration of time. A tsunami can be generated by submarine volcanic eruptions, by displacement of submarine sediments, by coastal

landslides into a bay or harbor, by meteor impact, or by vertical displacement of the earth's crust along a zone of fracture which underlies or borders the ocean floor.

A tsunami is not one wave, but a series of waves. The time that elapses between passages of successive wave crests at a given point usually is from 10 to 45 minutes. The destructive wave may continue for several hours, and several days may pass before the sea returns to its normal state. Tsunamis travel outward in all directions from the generating area, with the direction of the main energy propagation generally being orthogonal to the direction of the earthquake fracture zone. Their speed depends on the depth of water, so that the waves undergo accelerations and decelerations in passing over an ocean bottom of varying depth. In the deep and open ocean, they travel at speeds of 500 to 1,000 kilometers per hour (300 to 600 miles per hour). The distance between successive crests can be as much as 500 to 650 kilometers (300 to 400 miles); however, in the open ocean, the height of the waves may be no more than 30 to 60 centimeters (1 or 2 feet), and the waves pass unnoticed. The tsunami waveform extends through the entire water column from sea surface to the ocean bottom. It is this characteristic that accounts for the great amount of energy transmitted by a tsunami. ([http:// news.bbc.co.uk // south_asia //](http://news.bbc.co.uk//south_asia//))

H. The Rebellion of Liberation Tigers of Tamil Eelam (LTTE)

Since the early 1970s, ethnic conflict had pitted Sri Lanka's Tamil minority (eighteen percent of 19.2 million Sri Lankans) against the Sinhalese majority

(seventy-four percent) over issues of power sharing and local autonomy. The conflict is based on deep ethnic divisions and the fight for control of the island.

Following independence in 1948, Sinhalese nationalism alienated some minorities and led Tamil movements to seek a separate homeland, or “Eelam”, in the north and the east of the island. In the early 1970s, a number of events worked to create a new sense of alienation, especially among Tamil youths, and a new desire to seek redress through extralegal means. In 1970 the Ministry of Education introduced quotas for university admission that effectively reduced the number of places available for Tamil students.

The growth of a more assertive Sinhala nationalism after independence fanned the flames of ethnic division until civil war erupted in the 1970s between Tamils pressing for self-rule and the government. The most hard-line of these movements were the Liberation Tigers of Tamil Eelam (LTTE), known as the Tamil Tigers. Tamil Tiger was founded in 1972 by Velupillai Prabhakaran by the name of Tamil of New Tigers (TNT) and in 1976 became The Liberation Tigers of Tamil Eelam (LTTE). Prabhakaran had a reputation as a fearless and ruthless guerrilla leader, and under his leadership, the LTTE had become a highly-disciplined and highly-motivated guerrilla force.

The civil war began in 1983 when the Tigers ambushed and massacred an army patrol in Jaffna, killing 13 soldiers and instigating an anti-Tamil pogrom in which some 600 people die. The Sinhalese fought back by creating a conflagration in the Tamil’s areas. Hundreds of Tamils were killed and tens of thousands were forced to flee their homes. Strain situation culminated when LTTE slighted 146 Sinhalese

civilians at Anuradhapura, a holy Buddhist site in 1985. Most of the fighting took place in the north, but the conflict also penetrated the heart of Sri Lankan society. The Tigers used suicide bombings to shock effect with attacks on Sri Lanka's financial institutions, religious sites and tourist industry. The Sri Lankan government fought back with huge military force, plunged the country into an ongoing state of emergency. Full-scale war in the north was accompanied by widespread massacres, disappearances and torture by both sides. Violence suddenly escalated and continued unabated through the 1980s till 2000s. Some 64,000 died in 20 years of bitter civil war.

In fact there had strived the peace effort to stop the conflict. In July 1985 a peace talk between the government and LTTE in Bhutan failed but two years later LTTE broke the agreement by bombing Colombo which caused 100 people died. India, as a closest country from Sri Lanka, also participated in the peace effort. In 1987 the Sri Lankan and Indian governments agreed an accord to give autonomy to areas with Tamil majorities in the north and east. An Indian Peace Keeping Force (IPKF) was put in place to guarantee the agreement and disarm the rebels. Tamil militants said that the agreement was unfair because although they were prime participants in the conflict, they had not been included in the negotiations leading to the accord, and their later accession had been secured under extreme pressure from the Indian government. They did not confess the agreement and continued their struggle. The negotiations continued in 1990 and 1994 to look for the agreement between both sides, but these efforts failed to get the end of the conflict. The rebels threatened to go back to war unless the government discussed their demand for self-rule.

A ceasefire and a political agreement reached between the government and rebels in late 2002 raised hopes for a lasting settlement. The biggest positive development had been the Tiger's relaxation of their demand for an independent state. They're apparently satisfied now to be given regional autonomy in the contested areas. The government controlled the Jaffna peninsula at the far northern tip of the island. Below that point, large parts of the north and east were controlled by the Tigers from their capital in Kilinochchi, deep in the northern jungles. The fighting had stopped, but major mistrust on both sides means no agreement had been reached. In April 2003, the Tigers withdrew from peace talks, and attacked the government again and the war continued. (www.priu.gov.lk)

1. The Conflict after Tsunami's Tragedy

Sri Lanka was one of countries that were hit by Tsunami on December last year and the northern area, the area which was controlled by Tiger Tamil, was the most destructive area. Unfortunately, both sides did not see tragedy as the chance to cooperate and together in rebuilding their country. The conflict was getting worse again when the government did not deliver food and aid to the victims in the zones controlled by Tamil Tiger. When the guerrilla protested, on the contrary, the government denied that and claimed that it was Tamil's propaganda. When UN Secretary- General Kofi Annan visited Sri Lanka to see the scale of the disaster for himself and wished to go to Tamil-held areas, the government did not give permission to go and Annan had no option but to drop his plan. (Arab News)

Meanwhile, in the Eastern area, Tamil Tigers killed tens Muslims. Government believed that Tamil Tigers was a fascist organization, which was trying to establish a one-party rule in the north and the east which should not be allowed and should not be promoted. Government said that peace talking will be held if The Tamil Tigers agreed to restore democracy in the North and the East areas. (www.alernet.org/thenews/newdesk.htm.)

I. Free Aceh Movement (GAM) Rebellion

The civil rebellion in Aceh was triggered by some policies done by central government to Aceh which were very unfair. Starting from policy in business which did not give opportunity to local merchant to grow up on the contrary fertilized the Chinese merchant, small attention of central government to Aceh development compared to region of Tapanuli and East Sumatra, Plan the Jakarta to abolish the Aceh Province and joined it with the North Sumatra, replaced many previous functionary of Acehnese with the people from outside Aceh made Acehnese felt trifled and betrayed. The acehnese felt that the policies were very unfair compared with the contributions of Aceh in the struggling of Indonesian independence; even aceh was the only region which rendered one plane to the central government at the moment. The disappointment of Acehnese progressively culminated when government did the exploitation of natural resources of aceh without making balance to share the result of the exploitation to Aceh. The climax of disappointments of aceh was realized with the proclamation of Negara Islam Indonesia (NII) in September,

1953. This rebellion was led by David Beureueh and it was finally finished with the decision of central government to give the status of special region to Aceh in the year 1957.

In 1966 president Sukarno was replaced by Suharto, however the condition was not getting better. Suharto saw aceh as a big economic resource and placed it in development framework which was only pursued economic growth without considering generalization of development pickings. Besides, a lot of outsider who came in created the social and ethic problems to local citizen. Local government which expected to fight for its people importance, in the reality was only representing as a 'doll' of central government. This fact really disappointed the Aceh people, but governance of new order (Suharto's Era) placed the military to take care of the process of exploitation and the stability of the economic-politic situation. Besides, central government intervened the process of regional leader election so local governmental did not has own authority again.

Policies which had character of centralistic power bared the unfair situation in economy and politics, later; then became the reason of resistance appearance from a group of society naming Free Aceh Movement (GAM) led by Hasan Tiro in the year 1976. Hasan Tiro, one of the clan of Aceh leader, held full authority of GAM. This movement in its propaganda promised that they would overcome the problem above with the form of government themselves and cut loose from Republic of Indonesia. This rebellion was moved in forests with the especial target of the member of TNI and local government.

When later armed activity done by GAM had increased and was felt to bother the governance, governmental did the counter-insurgency to reduce and break the

GAM. In 1979, some 30,000 security forces had pushed GAM into the hills and made Hasan tiro run away out of Indonesia. The pressure of new order made the GAM weak, but the leadership of GAM was largely intact. New Order later; then specified Aceh as area operates for the military or which more knowledgeable by DOM (Daerah Operasi Militer). Unfortunately, this operation not only attacked GAM, but also killed an innocent people. The operation performed in 1989-1998, had swallowed the civil victim at least 1321 murder victim, 3430 maltreatment victim, 128 rapist victim - as far as able to be noted, and thousands of other cases was which till in this time not yet been expressed but was believed that it was in existence.

After Soeharto fell, the issue of Aceh independence returned to become the world focus and GAM emerged to international stage. GAM leader, Hasan Tiro, started to attract the international attention by sending a letter to Secretary General of United Nations of Kofi Annan in January, 25th 1999. This letter asked the confession of The United Nation to the independence of Aceh. He also had and signed the declaration of the forming of State of Aceh Sumatra, by the end of 2002. The movements of GAM were not successful because United Nation did not give their confession and asked the Indonesian government to solve their own problem.

Abdurrahman Wahid as Indonesian president tried to give the alternative solution by offering peaceful agreement of Cessation of Hostilities Agreement (CoHA). This accord was signed in December, 9th 2002 to degrade the level of hardness intensity. Unfortunately, this accord could not make the end of the rebellion because GAM broke the agreement by kidnapping and killing the member of TNI. Furthermore, GAM still increased their strength by supplying weapons through the

sea. The strength of GAM reached 5.000 soldiers and had at least 1.800 weapons. As the reaction of this collision, the government applied the state of emergency in Aceh. This status made central government held full authority in this province. This status also did not give permission to foreign organizations and International Medias to enter Aceh. (www.nad.go.id/index.php)

In December 2004, Aceh was destroyed by giant wave caused more than 100,000 people died and almost all building in the province fell into pieces. This traedy, unfortunately, could not bring the end of the rebellion. Four day after the wave, 30th December 2004, the Indonesian military killed seven men that were said to be connected with the rebels. Besides, soldiers tried hard to control aid to ensure that it did not fall into rebel's hand. Soldiers also did not distribute aid to the victims who lacked a special ID card given by the police indicating that they had no connection with GAM. (The New York Times)

However situation in Aceh started to change when the international community insisted on the government Indonesia to immediately finished conflict. In March, 3rd 2005 there was peace talking in Helsinki, Finlandia sponsored by the Crisis Management Initiative (CMI), the non-governmental organization. Indonesia's Chief Security Minister Widodo Adi Sucipto was expected to head a delegation of Indonesia and The Acehnese side would field GAM's self-styled Prime Minister Malik Mahmud (Reuters). This discussion was expected could make an agreement that brought the end of the rebellion.

J. Systemic Functional Linguistics

Systemic Functional Linguistic (SFL) is linguistics that is introduced by M.A.K Halliday. It sees language as a source of meaning. It is functional because it explores language on how language is used rather than on how language is formed. Halliday states that “it is an introduction to functional grammar because the conceptual framework on which it is based is a functional rather than a formal one (Halliday, 1985. xiv).

SFL uses systemic theory. It is a theory of language that emphasizes meaning as the fundamental element in analyzing language. This theory sees language and other system of signs as networks of meaning that are inseparable, as Halliday states that “systemic theory is a theory of meaning as choice, by which a language, or any other semiotic system, is interpreted as networks of interlocking options” (ibid,xiv). In connection with this, Robin and Young (1987, 7) state that “systemic theory is in fact a theory of language as choice. The theory takes paradigmatic relations as primary. Priority is given to paradigmatic relations, recognizing them the underlying organization of language. Paradigmatic relations are relations of ‘either this or that’. They are the meanings of choices with respect to the grammar. And they are the notions of choices, paradigmatic relations of ‘either/or’ which are the organizing concepts of the Systemic Functional Linguistics’.

In SFL, text is the basic of its analysis. The meaning of text is composed of functional meaning components and has to be understood in relation to its context. It is inseparable from its context of culture and context of situation. Semiotic system, the fundamental element in analyzing language based on SFL, starts from abstract system to the concrete ones. They are ideology, genre, register, text structure, texture covering cohesion and lexicogrammar, phonology, and graphology.

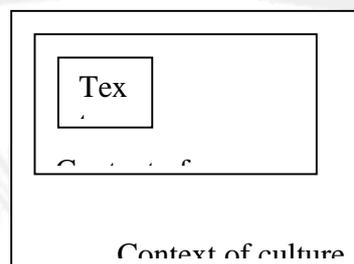
1. Text and Context

Systemic Functional Linguistic (SFL) focuses on the study on the text analysis. In this case, Halliday (1985a) states, “The aim has been to construct a grammar for purposes of text analysis” Halliday and Hassan in their book, *Language: Context and text* (1985) state that it is functional. By functional, we simply mean language that is doing some job in some context (p.10).

This statement explains that language, which plays some parts in a context of situation, is called a text. It is clear because the nature of a text is that when a text is written, it consists of words and sentences, and it is really made of meaning. In order to be communicated, the meaning has to be expressed in spoken or written symbol (Halliday, 1985b: p. 10). In this case, text is more than just a sentence, but it contains meanings in certain context.

Context refers to the non-verbal goings-on, is the total environment in which the text actually occur (Halliday and Hasan, 1985: p. 5). Actually, a text always occurs in two contexts, namely context of situation and context of culture. Context of situation

refers to the term covering the things going on in the world outside the text which makes the text what it is and it gives substance in the words and grammatical pattern used by the speaker or the writer. Context of situation is inner context, whereas context of culture is outer context around the text (Butt et al, 1995). This is represented visually in the following figure:



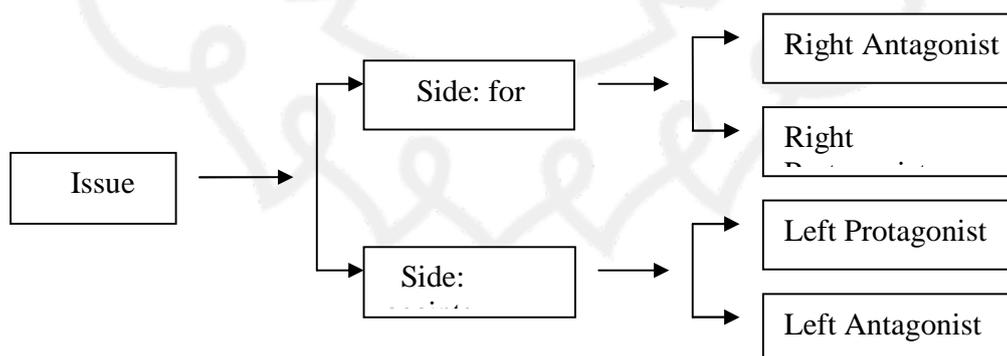
(Adapted from Butt et al, 1995)

2. Ideology

Ideology is the writer's attitude or point of view towards text. Santosa in his book "Bahasa dalam pandangan semiotika sosial" states that "ideology is a part of context of culture which contributes to the use of genre and register" (2001: 38). Ideology itself refers to the world view which is the result of interaction between cultural norms/ values and believes of someone in viewing language as a social phenomena in society (Ibid : 37).

Ideology can bring opinions about power and domination. "Ideology has to do with the distribution of power and culture; when ideology is challenged, the way in which power is shared in a society is questioned" (Martin, 1985: p.35).

Martin (1992: p. 581) mentions two perspectives of ideology: they are synoptic and dynamic ideologies. In synoptic point of view, ideology is considered as 'lect' on language variation used by an individual or a group of people in certain society. Thus, this definition is similar to definition of ideology in politics. Considering that interactions are between cultural values i. e. religion and ethnic, development of science and technology is also important in contributing people ideology toward an issue in society. Thus, this kind of model is not appropriate to identify people's ideology or political groups' ideology. Therefore, Martin considers that dynamic ideology is more appropriate than the synoptic one. In dynamic point of view, ideology is interpreted as language type (genre) which differs in use. For example, ideology can differentiate whether the text is left or right protagonist. It depends on the writer's decision whether he supports or against the status quo or even he may be neutral. In order to make the system clearer, Martin (1985: p. 35-36) describes it into a diagram as follows:



Then the terms are explained:

Issue : a way of formulating challenges to an ideological system

Sides	: the way in which people align themselves with respect to an issue
Antagonist	: people who create issues
Protagonist	: people who resolve issues
Right	: people who have power to lose
Left	: people who have power to gain

(Adopted from Martin, 1985)

Ideology then, will influence the types of the text produced by language users. The types of the text are recognized as genre. Usually, an antagonist will use exposition genre, while the protagonist will prefer discussion genre in his discourse. Exposition genre is a type of text frequently employed to support or challenge the status quo, from one side. On the other hand, a protagonist prefers the discussion genre by which he can present the arguments from two sides.

3. Genre and Generic Structure Potential (GSP)

Genre is defined as an organization or system formulating a certain type of language which is doing a particular job (Martin, 1992:p. 546-588). To understand the concept of genre as the cultural context of text, it is important to reconsider the semiotic concept that meaning is constituted by – and its turn – constitutes the social system. The meaning is exchanged by the members of a culture on the form of a text (Halliday and Hasan, 1985: p. 15). In other words, the social system is constituted by various social processes in which texts are employed to gain certain aims. As a language which has particular social functions, text has a certain structure which is in

accordance with its function. Different function will result different structure. In SFL, the structure is referred to as Generic Structure Potential (GSP). Further, different types of texts will be realized in different types of languages. That is why genre is defined as the different types of texts which have particular social function, generic structures, and language features (MEDSP: Language and Social Project, 1989 in Santosa, 2001).

In the society, there are only three types of genres revealed by linguists, i.e. service encounter, story/ narrative genre, and factual genre. Service encounter genre is explored through social process that happens between seller and buyer in trade world

a. Story or Narrative Genre

Story genre is genre which is taken from the the story of society. Its main function is to entertain, but sometimes it is also used to satirize social phenomena existing in society. Martin (1992) divides this genre into 4 types i.e. recount, anecdote, exemplum, and narrative genre. The genres are classified based on their social activities. The activities depend on how the participants see the social phenomena in the story. The activity sequence of each types can be seen in the table below.

Types of genre	Activity Sequence		
Recount	Record		
Anecdote	Crisis	Reaction	
Exemplum	Insiden	Interpretation	
Narrative	Complication	Evaluation	Resolution

(Adopted from Martin, 1992 with modification)

From the table we can see that in recount there is no “something wrong” in the story. Meanwhile, in other types, there are something wrong or there are something unusual in the happening. In anecdote, something wrong occurred in the story is seen as a crisis which is, then, given the reaction. The reaction can be in the form of unsave feeling, satisfaction, unsatisfaction, frustration, etc. Exemplum sees the unusual thing as incident which then, in its interpretation, the incident is assumed as a point to describe what is the right thing to do. Meanwhile narrative sees something wrong mentioned as complication which arrises problem to be evaluated then searches its resolution. (Santosa, 2001: p. 37)

b. Factual Genre

Martin (1992) says that factual genre is designed not to amuse us, but to explore the world around us. This genre, the same as others genres, is distinguished by its social function. At least there are eight factual genre i.e recount, report, description, procedure, explanation, exposition, discussion, and exploration. The characteristic of the genres will be further clarified in the following section:

a. Recount

The social function of recount is to retell events for the purpose of informing and entertaining. Events are usually arranged in a temporal sequence, for example in personal letters. The GSP of this genre is orientation, events and reorientation. Orientation informs the reader the context in which the events occurred. Events

consist of the temporal sequence of events. Meanwhile reorientation is a restatement of the orientation.

The example of recount Genre

Yesterday at my school we had international day. We had performance, food stalls, displays, raffle tickets draw and some of us were dressed in costumes. ORIENTATIO

We started our day off with performances but the one I like best was the one from fourth grade. It was about games. The performance I was in was called Labamba Straight after our performance we had our lunch. There were food stalls. They came from Australia, Asian, Arabic, and Greece. Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell international Day Books. We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries. There was also a Trash and Treasure stall where they sell toys. The school got these things by asking the children to bring them in. after lunch we had a raffle ticket draw. I didn't win anything but a lot of people did. EVEN

Although I didn't win anything, International Day was still REORIENTATI

(MEDSP, 1989: p. 5)

b. Report

It describes the way things are, with reference to a whole range of phenomena, natural, cultural, and social in our environment. The GSP of report is general classification (can include optional technical classification) and description, consisting of the descriptions of the object's parts (and their functions), qualities, behaviours of uses (if the object is non-natural).

The example of Report Genre:

GENERAL
CLASSIFICATI

Sea-Lions

Sea-Lions are sea-mamals and are warm-blooded. They breathe air with their lungs. The scientific name for the family they belong to is neophoca Cinerea (Nee-o-fo-ka \$i

TECHNICAL CLASSIFICATI

Australian sea-lions are about 250 cms long. Adult males (called bulls) grow to about 3 metres 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 of fat underneath their skin. They have large nostrils, long, sharp teeth and two pairs of short legs with the five-toed feet flattened like paddles of fins.

DESCRIPTIO

When Australian sea-lions pups are born they feed on their mother's milk. Sea-lions have to come on dry land when they mate and have babies. Bull sea-lions are big and dark and they mate with lots of females. If a baby pup goes near a bull, the bull will kill it. When the pup is trying to look for its mother, no other sea-lions will feed it. If it can't find its mother, it was starve.

Description

Australian sea-lions are found along the South-Western shores of West Australian and most of the South Australian coastline and off-shore islands. Sea-lions eat fish and squid.

(MEDSP, 1989: p. 8)

c. Description

The description genre is the same as with report genre since it also describes things, the difference is that description is more specific than report. Furthermore, it has no temporal sequences or certain activity sequences, so descriptions are in fact, example of report, just as recountare examples of procedure. (Martin, 1985)

The example of the genre:

Sidney is Australia's oldest, largest, and liveliest state with a population of over 3,000,000. It is colorful, modern city but has a natural beauty with green parkland and perhaps the most beautiful harbor.

Facts and Opinion

As well as being famous for its modern building and roads. There are many places of historical interest in Sidney. For example, Mrs. Maquarie's Chair, the area called the rocks dating back to the early nineteenth century, and the attractive terraced houses of Paddington, are all close to the harbor and the center.

Specific
Description

Sidney has many attractions which tourists can enjoy: surf beaches, a zoo, Koala Bear Park, and an opera house which is situated at the water's edge. Some say that is one of the most beautiful examples of modern architecture in the world. For further entertainment, there is a wide variety of restaurants, theaters, nightclubs, sports, and social clubs. There is also a very efficient network of communications within the city, including an underground railway, buses, and taxis. Sidney has a very pleasant temperature climate. The average temperature in summer is 21,7 C and in winter 12,6 C.

Specific
Description

There are few places in the world where a visitor can find such a rich variety of natural and historical beauty, entertainment and culture. Ask many Sydneysiders about their city and they will say there is no place like it.

(Adapted from Developing Strategies, 1987 in Sodik, 2003)

d. Procedure

Procedure functions to describe how something is accomplished through a sequence of action or steps. Its structure is goal and steps (consisting of some steps needed to achieve the goal). The steps are arranged in chronological order by using temporal conjunctive relations such as "first, then, next". The other grammatical features are the use of imperative clauses in the steps and the use of "you" participants (step 1, 2, 3). Text that belongs to this genre for instances are recipes, instruction manual etc. The example of procedure Genre is as follows:

To Make stained Glass Figures:

GOAL

1. First you take a piece of cardboard and one piece of chalk
2. Then you draw something on the clipboard
3. next you cut it out where you want light to go through
4. Then use a texta to trace around the thing you drew
5. Stick different coloured cellophane paper over the areas that have a hole
6. when you have finished this, stick on the window

STEPS

(MEDSP, 1989: p. 11)

e. Explanation

Explanation is used to explain the process involved in the evolution of natural and social phenomena or how things work. The focus is not on the thing, but on the process. Its structure is a general statement to position the reader, and then sequenced explanation of why/how something occurs.

The example of Explanation Genre:

Explain How Deserts Remain Dry

There are three possible reasons why deserts remain dry. They are high mountain barriers, cold ocean currents and high pressure systems

General Statement
to position reader

Mountain Barriers

When warm air passes over the ocean it picks up, moisture in the form of water vapour. As this moist air travels over the land it rises to pass over mountain ranges. When it begins to rise the air cools and this causes the water vapour to condense into droplets which fall as rain. When the air reaches the other side of the mountain barrier, it has lost all its moisture and so the other side of the mountain remains dry.

Sequenced
Explanation

Cold Ocean Currents

Air passing over cold ocean currents is cooled and therefore is unable to pick up and hold much moisture. When this cold air reaches the warm desert, any moisture in the air is evaporated so does not fall as rain and so the desert remains dry.

Sequenced
Explanation

High Pressure Systems

In a high pressure system, the air is dry and is moving down towards the land surface. As this system moves over the land it draws in moisture from the land surface. Consequently the moisture does not fall as rain and the desert remains dry.

Sequenced Explanation

(MEDSP, 1989: p. 14)

f. Exposition

Exposition is used to put forward a point of view, or argument. Those that belong to this genre as essay, readers' letters, etc. its generic structure thesis, argument that support the thesis and Reiteration (restatement of thesis).

Martin further classifies this genre into two: Analytical and Hortatory Exposition. The difference between two is at the thesis. The thesis of Hortatory exposition is a command. It persuades the reader to do something. While the thesis of Analytical exposition is a statement. The writer proposes the thesis and persuades the reader that his thesis is 'right' (Martin, 1985: p. 6-7).

The example of Exposition Genre:

I think the Canterbury Council should construct more Activity Centres in most local areas.

THESIS

Firstly, children can keep busy as well as have fun in the holidays. Secondly, they learn a lot about how to do certain things. Finally, it might stop children vandalizing properties that don't belong to them because they can go to the Activity Centres.

During the school holidays, many children who don't have things on their minds can attend their local Activity Centre. It will keep them busy and they can also learn to do lots of different things.

ARGUMENTS FOR

Another reason is children can encourage others to attend the local Activity Centre. These way children will not get so bored because they can have lots of fun. Moreover, it could stop children from vandalizing others' property because they have better things to do like going to the Activity Centre and having fun and enjoying

themselves.

These are the main reason why I think we should have more Activity Centres. It will be very educational and a very good experience for lots of children.

REITERATIO

(MEDSP, 1989: p. 17)

g. Discussion

Discussion functions to present information and argument for both sides of a topical issue, concluding with a recommendation based on the strongest arguments. Its structure is issue (the topic being discussed), and arguments which support and against the statement of issue. In a more complete discussion, there may be also statement of various viewpoints and recommendation.

The example of Discussion Genre:

There are many reasons for both sides of the question, “Should we have printed advertisements?” Many people have strong and feel that ads are nothing more than useless junk mail, other people feel they are an important source of information.

ISSUE

Here are some reasons why we should have advertisements in newspaper and magazines. One reason is ads give us information about what is available. Looking at ads we can see out what is on sale and what is new in the market. This is a new way of shopping. Another reason is that advertisements promote business. When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

ARGUMENTS
FOR

On the other hand, some people argue ads should not be put in newspaper and magazines for these various reasons. Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also, many people don't like finding junk mail in their letter boxes. People may also find the ads are not very interesting. Ads also take up

ARGUMENTS
AGAINST

a lot of room in the papers and I don't think I find some of them interesting.

In summary, although ads provide people with information, they cost a lot of money to print. Therefore, I think we should reduce printed advertisements.

RECOMMEN DATION

(MEDSP, 1989: p. 20)

h. Exploration

The function of the exploration genre is to find out something which is still theoretical thing. This enables the activity sequence to be structured or not. If the activity is not organized well, the result will be ineffective.

4. Register

“A register is a semantic concept that can be defined as a configuration of meanings that are typically associated with a particular situational of field, mode, and tenor” (Halliday and Hasan, 1985: p. 38). Therefore it is the configuration of semantic resources that the member of the culture associates with a situation type. It is the meaning that is accessible in a given social context.

a. Field

Field explores the ideational meanings, it refers to what is happening and to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component (Halliday and Hasan, 1985: p. 12). It means this aspect predicts ideational

meaning experientially, it has the function to understand the process being referred to, the participants in these processes and the circumstances time, cause, etc. Martin (1992) states that field is a set of activity sequences oriented to some global institutional purpose (p. 536). These sets of activity sequences carry rhetorical functions which constitute staging and finally determine the text structure and are realized in transitivity.

b. Tenor

Tenor projects interpersonal meaning. It relates to negotiation of social relationship between participants and their roles and status (Martin, 1992: p. 523). The social relationship among the participants covers affect, status and contact. Affect concerns with the judgement among participants, status explores the interrelationship among the participants and contact refers to the familiarity of the language among the users.

c. Mode

Mode realizes the textual meaning which represents the semiotic reality. Martin (1992) explains that mode refers to the role that language is playing in realizing social action. Moreover, he states that mode is concerned with the symbolic reality with texture, so it means that mode is oriented to both interpersonal and experiential meaning. Interpersonally, mode mediates the semiotic space between monologue and dialogue, while experientially it mediates the semantic space between action and reflection. Besides, mode also shows the channel of the text –whether it is spoken, written, or combination- and the media

used by language in the level of grammar, the mode of the text can be seen through MOOD type, theme-rheme, lexicality, type of clause and interdependency.

5. Lexicogrammar

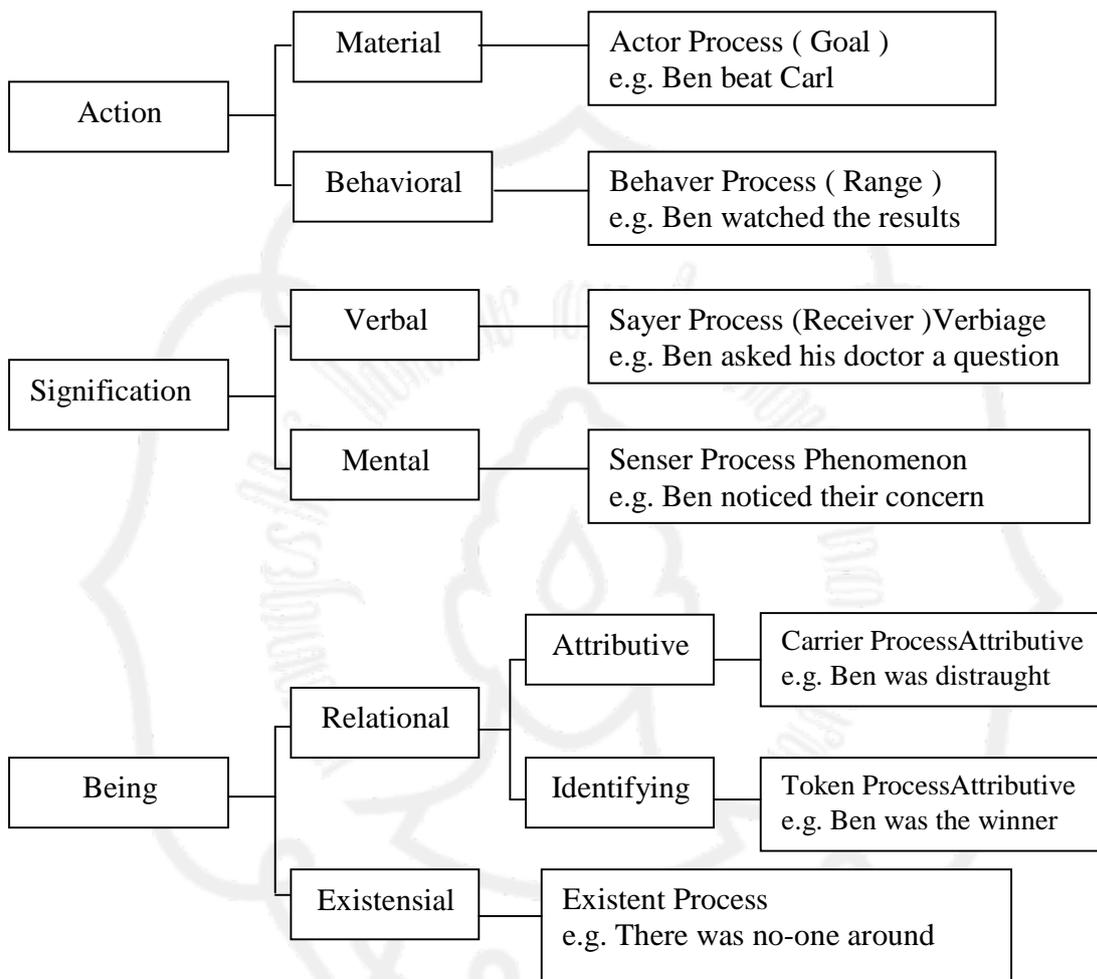
Lexicogrammar is a concrete realization of register. It refers to the choice of words and the formation of structure in a system. In other words, lexicogrammar is an order of words in grammatical structure (*Halliday and Hasan, p.xiv*). The way of expressing those words in a text constitutes a semantic resource used to express meanings (Matthiessen in Wiratno, 1994). Lexicogrammar involves Transitivity, Clause system, Nominal group, Verbal Group, Adverbial Group, MOOD System, Modality and Polarity, and Theme System.

a. Transitivity System.

“Transitivity system is a grammar which discusses clause structure which represents ideational: experiential meaning” (Santosa, 2001: p. 77). Transitivity has function as the representation of a process. It consists of goings-on: of doing, happening, feeling, being. Transitivity specifies the different types of process that are recognized in the language and the structure by which they are expressed (Halliday, 1985a, p.101)

The basic semantic framework for the representation of processes is simple. The term transitivity itself covers three components (1) the process itself; (2) participant in the process and (3) circumstances associated with the process. 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 (

Halliday, 1985a, p.102). In SFL, process is divided into six types: material, mental, verbal, behavioral, relational, and extential. Martin (1992) gives brief explanation about the types of processes and participants in English.in the diagram below



1. Types of Process and Their Participants

a) Material Process

Material process is a process of “doing” (Halliday, 1985a: p. 103). It is not necessarily concrete or physical events. It may be abstract doing and happening.

The process expresses the notion that some entity ‘does’ something – which may be done to some other entities, such as *walk, run, write, etc.* The participants who are involved in this process are *Actor, Goal, recipient, Client, and Range.* The Actor is the one that does the deed, *Goal* is the purpose of doing, *Recipient* is the one that goods are given to, *Client* is the one that services are done for, and *Range* is the element that specifies the range or scope of the process. Examples :

She	is working
Actor	Process : Material

Mother	made	soup	for me
Actor	Process	goal	Recipient

Father	bought	a doll	for her
Actor	Process	goal	Client

They	built	a house
Actor	process	Goal

b) Mental Process

Mental process is a process of feeling, thinking and perceiving. The participants in mental process are sener and phenomenon. Sener is the conscious being that is feeling, thinking or sensing while phenomenon is that which is sensed –felt, thought or seen. Example:

She	enjoyed	the show
Senser	Process: Mental	Phenomenon

c) Relational Process

Relational process is a process of being (Halliday, 1985a : p. 112). The main characteristic of relational processes is that they relate a Participant to its identity or description. There are two types of relational processes; Attributive and Identifying.

1. Attributive Relational Process

Attributive relational process is a process that assigns a quality. In Attributive Relational Process, an attribute is described to some entity. Structurally, it defines two elements: Attribute and Carrier. For example:

The situation	was getting	worse
Carrier	Process	Attribute

2. Identifying Relational Process

Identifying relational process is a process which establishes an identity. It is used to identify something. The participants are Token and Value. Different from the Attributive, the element of Identifying type has a specific category that they are reversible.

John	is	the actor
Token	Process	Value

(Santosa, 2001, p. 84)

d) Behavioural Process

Behavioural process is process of physiological and psychological behavior like *experience, smiling, dreaming, hiccupping, snoring, watching, crying* or verbal behaviour like *told, discuss, etc* (Halliday, 1985a: p. 126). There are two kinds of Behavior Processes:

1. Mental Behavioral Process

It is a combination between material and mental process. The participants which are involved in this process are called Behavior and Phenomenon. For example:

My father	is checking	the car
Behaver	process	Phenomenon

2. Verbal Behavioral Process

It is a combination between verbal and mental process. The participants are called Behavior and Verbiage as the thing that is said. For example:

The government	claimed	“it’s the right thing to do”
Behaver	process	Verbiage

(Santosa, 2001: p. 81)

e) Verbal Process

Verbal process is a process of saying. It will be the same as locution (Halliday, 1985a: p. 129). The participants in the verbal process are the Sayer (the one who is saying), the Receiver (the one to whom the sayer says) and also the Verbiage (something which is said). For example:

He	Said	it	to me
Sayer	Verbal process	Verbiage	Receiver

(Lock, 1996: p.116)

f) Existential Process

This process is a process which represents that something exists or happens (Halliday, 1985a: p. 130). This process is usually begun with with 'there' and typically has a verb 'be' or some other verbs expressing existence such as exist, arise followed by nominal group functioning as existent. For example:

There	was	a chaos	in parlement
	Process	Existent: entity	Circumstance

2. Circumstantial Elements

There are many types of circumstances in English. Circumstances function to illuminate the process in some way. Among other things, they may locate the process in time or space; suggest how the process occurs or offer information about the cause of the process (Butt et al, 1995, p.56). Halliday states that circumstances can be

divided into Extent and Location in time or space including abstract space; Manner (means, quality, and comparison); Cause (reason, purpose, and behalf); Accompaniment; Matter ; Role; Angle (1985a, p.137)

a) Extent

It is expressed in terms of some unit of measurement like yards, laps, rounds, years etc. For example:

Schumacher will race	for five laps
	Cir : extent

b) Location

The location explains the place and time where the process takes place. For example:

The discussion will be held	tomorrow	in Jakarta
	Cir: Location : time	Cir: Location: place

c) Manner

The manner is the circumstantial element which consists of three sub categories namely:

1. Means

It is the circumstantial of manner which refers to the means whereby a process takes place. It is typically expressed by a prepositional phrase with the

preposition *by* or *with* (Halliday, 1985a, p.139). The interrogative forms for means are *how ?* and *what with?*. For example:

John goes to school	by bus
	Circumstance: Manner : Means

2. Quality

Quality expressions characterize the process in respect of any variable that makes sense. “It is typically expressed by an adverbial group, with *-ly* adverb as Head; the interrogative is *how?* or *how....?* plus appropriate adverb.” (Halliday, 1985a, p.139). For example:

Tom speaks	clearly
	Circumstance: Manner : quality

3. Comparison

It is typically expressed by a prepositional phrase with *like* or *unlike* or an adverbial group of similarity or difference. For example :

Unlike the first contestant	The second is better
Cir: Manner: comparison	

d) Accompaniment

“The accompaniment represents the meaning *‘and’*, *‘or’*, *‘not’* as circumstantial. It corresponds to the interrogatives *and who / what else?* , but *not who /*

what?. It is expressed by prepositional phrases with preposition such as *with*, *without*, *besides*, *instead of* (Halliday, 1985a, p.141). For example :

She goes to the market	With her friends
	Cir : accompaniment

e) Matter

The matter is expressed by prepositional phrases with prepositions such as *about*, *concerning*, *with reference to* (Halliday, 1985a, p.142).For example :

The government will talk	about the Ambalat's problem
	Circumstance : Matter

f) Role

This element corresponds to the interrogative *what as?* And represents the meaning of 'be' in the form of a circumstance. The usual preposition is *as*, other complex preposition with this function are *by way of*, *in the role of*, *in the form of*, *in the shape of* etc. For example:

Sylvester Stallone acts	as Rambo
	Circumstance : Role

g) Cause

The cause is the circumstantial element, which is categorized into three namely reason, purpose and behalf (Halliday, 1985a: p.140)

1. Reason

A circumstantial expression of *Reason* represents the reason for which a process takes place. It is typically expressed by a prepositional phrase with *through* or a complex preposition such as *because of*, *as a result of*, *thanks to* (*ibid*). For example:

She died	because of AIDS
	Circumstance : cause: reason

2. Purpose

“Circumstantial of *Purpose* represent the purpose for which an action takes place. They are typically expressed by a prepositional phrase with *for* or with a complex preposition such as *in the hope of*, *for the purpose of* “(Halliday, 1985a, p.140). For example:

They were kept by the police	for their own safety
	Circumstance : cause: purpose

3. Behalf

“Expressions of *Behalf* represent the entity, typically a person, on whose behalf or for whose sake the action is undertaken. They are expressed by a prepositional phrase with *for* or with a complex preposition such as *for the sake of*, *on behalf of* “(Halliday, 1985a, p.140).

He sang a beautiful song	for the sake of his lover
	Circumstance : cause: behalf

h) Angle

Circumstance angle is circumstance which has the character of verbal. It is realized by preposition such as *according to...*, *to... (me)* etc. For example :

According to the police	the case will be investigated
Circumstance : angle	

b. Clause System

Clause is the grammatical unit in which semantic constructs of different kinds are brought together and integrated into a whole (Halliday, 1985a: p.66). Besides, the clause is also a functional unit with a triple construction of meaning called metafunctional meaning. Text analysis should begin from the clause since clause carries a metafunctional meaning. In Systemic Functional Linguistics, clause is divided into major and minor clause.

1) Major Clause

Major clause is clause which has a predicator (Gerot and Wignell, 1994: p. 34).

Major clause is divided into simplex and complex clause.

a) Simplex clause

This clause can be defined as a single clause which exists without any elaborated meaning. It only consists of one activity shown by the verbal group
e.g. I read a good novel yesterday

b) Complex clause

Complex clause is clause which performs more than one activity. It semantically consists of two clauses. There are two dimensions in the interpretation system of complex clause namely *System of Interdependency* and *System of Logicosemantic relation*.

1. System of Interdependency

It is also called as tactic system namely paratactic and hypotactic relation which is general to all complexes word, group, phrase and clause.

a. Hypotactic relation

Hypotactic relation is the relation between a dependent and its dominant, the element on which it is dependent (Halliday, 1985a, p.195). This means that hypotactic constitutes a relation of an independent element and a dependent one. It is symbolized by the notation α , β , γ , δ etc. For example:

She went to school	although she was sick
α	B

b. Paratactic relation

Paratactic is the relation between two like elements of equal status, one is initiating and the other is continuing (Halliday, 1985a, p.195). In other words, it is a relation of interdependent elements which both can stand by themselves. The notations are 1, 2, 3, 4 ... etc. For example :

He is a teacher	; and so is his wife
1	2

2. System of Logicosemantic relation

Halliday says that logicosemantic constitutes an inter-causal relation. This is expressed in the grammar as a complex clause (1985, p.207). This relation is classified into two namely expansion and projection.

a. Expansion

The logico-semantics of expansion means that the primary clause is developed by the secondary one by ways of extension (+), elaboration (=) and enhancement (x).

1. Extension

It extends the meaning of one clause by adding something new. When the extension is joined with paratactic, the combination is often indicated by the conjunctions *and, nor, or, but, etc.* For example :

My uncle went to his office,	and I went to school
1	2+

2. Elaboration

It is an expansion of one clause in which one clause expands another by means of elaborating, restating, specifying, commenting or exemplifying it (Halliday, 1985a, p.196). If it is combined with paratactic, the conjunctive expressions used are *in other words, for example, actually, at least and so forth.* For example:

She is a good worker;	she works professionally
1	2=

3. Enhancement

It is interpreted as one clause enhancing the meaning of another by qualifying it with reference to the time, place, manner, cause or condition (Halliday, 1985a, p.197). The conjunctions used in paratactic enhancement are *then, so, yet, still* and so on.

She was ill	so she did not go to school
α	βx

b. Projection

It is the logico-semantic relationship in which secondary clause is projected through the primary clause. The projection is divided into locution (“ ”) and idea (‘ ’).

1. Locution

Halliday states that “One clause is projected through another which presents it as a locution, a construction of wording (1985a, p.197). This indicates that locution is a projected which has the status of wording, or in short, something which is said. Locution refers to verbal expression such as *say, tell, report, announce, ask, etc.*

Tom’s mother said	“ Tom was sick yesterday”
1	2”

2. Idea

It is a projected clause which has the status of meaning. As stated by Halliday, “one clause is projected through another which presents it as an idea, a construction of meaning” (1985a, p.197). The verbal expressions of idea are *wonder, think, feel*, etc. For example:

We thought	that Tom was angry with us
A	‘β

2) Minor Clause

Minor clause is a clause with no mood or transitivity structure, that is why it does not have any structure such as Subject, Predicate, Finite or Complement. It is typically functioning as *calls, greetings, and exclamations*. Calls are realized in vocative form which summon the attention of the participants e.g. *Harry! Diana !* etc. Greetings are usually found at the beginning and end of conversations, e.g. *Good morning!, Good Day!, See you! , Bye!* etc while exclamations are commonly used to react, e.g. *Damn!, Well done!*, etc (Martin , 1992, p.42).

c. 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 the class (Halliday, 1985a , p.160). The center of nominal group is Thing. It may be common noun, proper noun, or personal pronoun. The Thing is preceded by Pre-modifier and followed by Post-modifier. The membership within the class which occurs in Pre-modifier is expressed by some

functional elements, such as Deictic, Numerative, Epithet and Classifier, whereas Qualifier occurs in Post-modifier.

1) Deictic (D)

Deictic element indicates whether or not some specific subset of Thing is intended. It could be expressed by specific or non-specific deictic. The specific could be Demonstrative namely determinative and interrogatives such as *my, your, her, his, their, our* etc (Halliday, 1985a, p.162). Whereas the non-specific is represented by *each, every, both, all, some, other, neither* etc.

2) Numerative (N)

Numerative element indicates some numerical feature of the subset, either quantity of order, either exact or inexact (*ibid*, p.163).The quantifying numeratives specify either an exact number (cardinal numerals e.g. two trains) or an inexact number (e.g. many trains), whereas The ordering numeratives specify either an exact place in order (ordinal numerals e.g. the second train) or inexact place (e.g. a subsequent train)

3) Epithet (E)

The epithet indicates some quality of the subset. There are two kinds of epithet namely:

(a) Experiential epithet

It is an objective property of thing itself by describing the shape, size, color and condition, such as old, long, blue, fast etc.

(b). Attitudinal Epithet

It is an expression of the speaker's subjective attitude towards the thing, such as splendid, silly, fantastic etc.

4) Classifier (C)

The classifier indicates a particular subclass of the thing in question. Sometimes, the same words may function either as epithet or as classifier with a difference in meaning. The significant difference is that classifier does not accept degrees comparison or intensity, whereas epithet accepts it. Halliday gives an example '*fast*' in '*fast trains*'. It may mean '*trains that go fast*'; thus it functions as epithet. The other interpretation is '*trains that are designed for high speed*'; the function of '*fast*' here is a classifier (1985a, p.164).

5) Qualifier (Q)

Qualifier is identified as post-modifier. Structurally, it follows the thing and it is mostly embedded in the form of clause or phrase. For example:

The police kept a man [who stole the radio]

T D T Q

All the elements of Nominal group modifiers could be drawn as follows:

D ^ N ^ E ^ C ^ T ^ [Qualifier]

The sign (^) means 'is preceded by'. Thing is the head of Nominal

Group. It can be Pronoun, Infinitive Phrase, Gerund and Noun Clause.

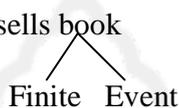
d. Verbal Group

Verbal group is the constituent that functions as Finite plus Predicator (or as 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) (Halliday, 1985a ,p.175). For example *Doni is going to Bandung next week*, *is* indicates the Finite whereas *going to* is the Predicator.

Verbal group is the expansion of a verb and it consists of a sequence of words of the primary class of verb. Verbal group expresses an experiential and logical structure.

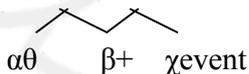
a) The Experiential Structure

The experiential structure of verbal group is consisting of Finite plus Event, with one or more optional auxiliary, e.g. He sells book



b) The Logical Structure

The logical structure of verbal group explains the realization of tenses. The primary tense functions as Head, noted as α , whereas the modifying elements are shown as β , χ , δ etc. e.g. She is going to school



The primary and secondary tenses are shown on the following table:

	Primary	Secondary
Past (-)	V-ed (Simple past tense)	Have + V-en
Present (0)	V-s/es (Simple present tense)	Be + V-ing
Future (+)	Will + V (infinitive)	Be going to + V (infinitive)

(Halliday , 1985 a, p.177)

e. Adverbial Group

Adverbial group has adverb as Head. It is an adverb which is accompanied by the modifying elements as rather, so, more, etc. As in the nominal group, the modifying element of adverbial group may be (a) the embedded clause and (b) the embedded phrase, examples:

(a) Much more easily [[than you would have expected]]

(b) As early [as two o'clock]

(Halliday, 1985a, p.187)

f. MOOD System

Halliday states that “MOOD system defines the types of clauses being earned out in a verbal interact” (1985a, p.73). In MOOD system, the speech role of a clause can be divided into two namely giving and demanding. These two types of speech role are related to the nature of the two commodities being exchanged, that are good and services and information. If one says something to else to do something, it is about an exchanging goods and services. Meanwhile, if one says something to else in order to know something, it is about an exchange of information. For detail, it can be seen through the table below:

Commodity exchanged ►	(a) goods & services	(b) information
Role in exchanged ▼		
(i) giving	‘offer’ would you like this	‘statement’ he’s giving her the

	teapot?	teapot
(ii) demanding	'command' give me that teapot!	'question' what is he giving her?

(Halliday, 1985a, p.69)

By interpreting the nature of the commodity being exchanged in speech role, it can be stated that in exchanging information, the semantic function of a clause is so called *a proposition*. Meanwhile, in exchanging good and service, the semantic function of a clause is *a proposal* (Halliday, 1985, p.70-71).

In a broad sense, the types of clauses can be defined through the mood structure of a clause. Mood Structure consists of two parts in a clause namely Mood and Residue. Mood consists of Subject and Finite while Residue consists of Predicator, Complement and Adjunct.

Subject which is nominal group is the one being responsible for the functioning of the clause as an interactive event e.g. *John* in *John is being naughty* (Halliday, 1985a, p.80).

Meanwhile *the Finite* is “that part of the verbal group which encodes primary tense or the speaker’s opinion” (Butt et al, 1998, p. 67).

The system and structure of the MOOD are not simply highlighted from the formal grammar, but they need a deeper interpretation beyond grammatical and structural description. Instead, these system and structures consist of indicative and imperative which generate a further semantic interpretation. The interpretation involves two basic contrasts: giving something (*declarative*) as contrasted to demanding something (*interrogative*) and proposal (*imperative*) as contrasted to proposition. Proposal correlates with the exchange of goods and services while, proposition correlates with the exchange of information. Furthermore, those two basic contrasts engender four speech

functional categories namely offer, command, statement and question. For detail, it can be seen through the table below:

	GIVING	DEMANDING
GOODS & SERVICES	Offer	Command
INFORMATION	Statement	Question

(Martin , 1992, p.32)

Offers and commands are grouped together as proposals while statements and questions are grouped as propositions, for examples:

Proposal : Offer → Can I get you a drink?
 Command → get me a drink, would you?

Proposition : Statement → There's a lot of beer.
 Question → Is there any Tooheys?

From the Mood structure, in the scope of MOOD system, the semantic structure of a clause can also be determined and it is divided into imperative and indicative as seen in the following diagram:

Mood	Residu
------	--------

Boy	do	your homework!
Vocative	F/P	C
Re-	Mood	-sidu

g. Modality and Polarity System

1. Modality System

Modality refers to the speaker's judgment of the probabilities or the obligation (Halliday, 1985a : 75). It is the value given by the speaker about his utterance whether he supports it, denies it or stands in the middle. This will lead to the understanding whether a text is proposition or proposal. There are two types of modality namely modalization and modulation. This distinction is made based on the exchange being carried out, whether it is information or goods and services.

a) Modalization

It is the proposition modality used in clause which gives information. "In a proposition, the meaning of the positive and negatives poles is asserting and denying; positive 'it is so' , negative 'it isn't so'" (Halliday , 1985a : 86). There are two kinds of modalization: (i) probability : possibly / probably / certainly, (ii) usuality : sometimes/ usually/ always.

b) Modulation

It is the proposal modality used in a clause which gives a command or exchange.

“In a proposal, the meaning of the positive and negative poles is prescribing and proscribing: positive ‘do it’ , negative ‘don’t do it’ (*ibid*). There are two types of modulation:

- In a command, the intermediate points represent degrees of obligation: *allowed to/ supposed to/ required to*, for example *he is supposed to pay his study*.
- In an offer, they represent degrees of inclination: *willing to/ anxious to/ determined to*, for instance *She is willing to complete her study*.

2. Polarity System

Polarity is concerned with the choice between positive and negative. It defines two distinctive polarities whether the clause is positive and negative. In the principle, polarity is under the heading of MOOD, so it has as intersection with the Mood in the domain of interpersonal meaning. It is intelligible because it is typically fused with the Finite. For example:

Mark *is not* supposed to come (Negative polarity)

John *is* anxious to go with them (Positive polarity)

h. Theme System

Theme is the element which serves as “the starting-point for the message: it is what the clause is going to be about” (Halliday, 1985a: p.39) whereas, Rheme is the part of the clause in which the Theme is developed.

Theme is the starting point of the message where the speaker points the emphasis of his meaning on. Theme may be a nominal group, an adverbial group or a prepositional phrase.

1) Theme in declarative clause

In a declarative clause, the typical pattern is one in which theme is conflated with subject. This theme, which also functions as subject is referred to as Unmarked Theme (ibid, p.45). For example:

I	don't love him anymore
Unmarked theme	Rheme

A theme that is something other than the subject in declarative clause is called a Marked Theme. The most usual form of marked theme is an adverbial group or prepositional phrase functioning as adjunct in the clause. For example:

This morning,	I saw a beautiful girl
Marked Theme	Rheme

2) Theme in Interrogative Clause

a) Yes or No Question

In Yes or No Question, the element that functions as Theme is the element that embodies the expression of polarity, namely Finite Verbs such as *is*, *isn't*, *do*, *don't*, *can*, *can't*, etc. The Finite Verb is put first before the subject, so in Yes or No Question, the theme includes the Finite Verb and Subject (Eggins, 1994, p. 285). For example:

Am I	look sad ?
Unmarked Theme	Rheme

b) WH-Question

In WH-Question , the element that functions as Theme is the element that requests the information, namely the WH-element, such as who, what, where , how, etc. The WH-Question is put first. So, in WH-Question, the theme is constituted by the WH-element (Halliday, 1985a, p. 48). For example:

How many miles	to Babylon ?
Marked Theme	Rheme

(ibid)

3) Theme in Imperative Clause

The basic message of an imperative clause is ‘I want you to do something’, or ‘I want us (you and me) to do something’. Hence, the unmarked theme is ‘you’ or ‘lets’, or it may have no subject or finite verb. Structurally, therefore, this imperative clause may be considered as consisting of rheme only. Such clauses can thus be analyzed in either two ways. For example:

(‘I want you to’)	sing a song of sixpence
Sing	a song of sixpence
Unmarked Theme	Rheme

(ibid, p.49)

4) Multiple Theme

A multiple theme consists of one or more preceding elements, that is, it has some additional thematic material, interpersonal and or textual. The internal structure of a multiple theme is the product of three simultaneous semantic processes, which are called metafunction: ideational, interpersonal and textual theme (Halliday, 1985a, p.53)

a) Ideational Theme

An ideational element is anything representing a process, a participant, or circumstance and they function as predicator, subject, complement or adjunct. Subject, complement or circumstantial adjuncts are topical theme since it corresponds fairly well to the element identified as 'topic' in topical comment analysis. For example :

Double Bay	has	Pretension to being Sydney's most stylish shopping precinct	
S	F	P	C
Mood	Residue		
Th:Top.Un	Rheme		

(Santosa, 2001, p. 132)

b) Interpersonal Theme

We are using Interpersonal Themes when we begin clauses with interpersonal meanings indicating the kind of interaction between speakers or the positions which they are taking. The most common interpersonal Theme is the Finite in interrogative clauses where it precedes the subject and immediately signals that the speaker is demanding information. Initial vocatives, Mood and Comment Adjuncts can also function as interpersonal Themes (Butt et al,1995, p.94). Example of Vocative Adjuncts as Interpersonal Theme:

Do	you	want	some more soup,	Diana?
F	S	P	C	Adjunct:Voc
Mood		Residue		
Interpersonal	Topical			
Theme		Rheme		

(Eggins, 1994, p.289)

c) Textual Theme

Textual theme is used to distinguish the text-creating meanings from the experiential meaning in the topical Theme. In discussion text, for example, conjunctions such as *if*, *although*, *unless*, *because*, and *in order to* are likely to introduce dependent clauses which enhance the argument. Example of Conjunctive Adjuncts as Theme:

And	he	proposes	marriage
------------	-----------	-----------------	-----------------

Adj: conj.	Subject	Finite	Predicator	Complement
	MOOD		RESIDUE	
textual	topical			
Theme		Rheme		

(Eggins, 1994, p.282)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research is a descriptive qualitative method. Surakhmad (1994) states that a descriptive method is a research method by ways of collecting data, arranging or classifying, analyzing, and interpreting the data (p. 147). This is descriptive since the data collected are in the form of words or sentences implying certain meaning. The descriptive research is commonly used to describe certain phenomena, based on the data collected, to get a conclusion. This research is also qualitative since the purpose of this research is to describe the facts or phenomena systematically and accurately. Subroto (1992) states that a qualitative research is a kind of research method upon a problem, which is not designed to use statistic procedures (p.7). The qualitative research is essentially an investigative process; “Someone investigates a kind of social phenomena by contrasting, comparing,

replicating, cataloguing, or classifying the object.” (Miles and Huberman, 1984). The data used in a qualitative research are in the forms of words, sentences, discourse, pictures, diary, memorandum, and video, and there is also no calculation or enumeration (Sutopo, 1999: p.20). The descriptive qualitative research is a type of research which does not include any calculation or enumeration since the data produced are words (Moleong, 1990).

The research is also descriptive comparative. It compares one another in order to solve the problems (Surachmad, 1994). The researcher compares the genre and ideology of editorials exposing the tsunami’s tragedy in two different mass medias on the internet.

B. Data and The Source of Data

The source of data is the subject from which the data are obtained (Arikunto, 1986:6). The source of data were editorial of The New York Times in January, 8th 2005 edition taken from www.nytimes.com and the editorial of the Arab News in January, 9th 2005 edition taken from www.arabnews.com.

The data of the research resource are the lexicogrammar system including clauses, theme system, transitivity, MOOD system, nominal group, verbal group, and text structure in the frame of Systemic Functional Linguistics.

C. Sample and Technique of Sampling

Sudaryanto (1988) states that sample constitutes the object of research that is capable of representing the population on the whole. Meanwhile, the technique sampling is a technique of choosing the sample (Hadi, 1988).

The researcher uses total sampling in this research so that all of the data provided are taken to be analyzed. Therefore, the samples of this research are all clauses provided in the texts, *From the Ruins* taken from the New York Times Newspaper and *Lost Opportunity* taken from the Arab News Newspaper.

D. Research Procedure

The procedures of this research covers six steps as follows:

1. Collecting the data.
2. Analyzing the data based on Systemic Functional Linguistics
3. Interpreting the analyzed data
4. Determining the genres and the ideologies of the texts
5. Comparing the genres and the ideologies between two different media
6. Drawing conclusion.

D. Technique of Collecting Data

Technique of collecting data refers to the way the researcher obtains the data. According to Subroto, there are some types of technique of collecting data in linguistic research. They are *teknik rekam* (to record the data taken), *wawancara* (indepth interviewing), *teknik simak dan catat* (to listen to the spontaneous language expression

and write the relevant data), *teknik pustaka* (to use written sources to get the data) and *kuesioner* (questionnaire) (1992, p.36-44).

Based on the techniques above, in this research, the researcher employs literature technique (*teknik pustaka*) as the technique of collecting data. According to Subroto, literature technique is one of the techniques of collecting data in which the data collected are in the forms of words and sentences, and the source of literature can be magazine, newspaper, book, story, etc (1992, p.42-43). The researcher reads the editorial of The New York Times Newspaper and the Arab News Newspaper exposing the tsunami tragedy and its relationship with civil rebellion and notes the editorials as data.

F. Technique of Analyzing Data

After the data have been collected, the data are analyzed as follows:

1. Analyzing the clause system of the texts
2. Analyzing the nominal clause and verbal clause of the texts
3. Analyzing the transitivity of the texts
4. Analyzing the MOOD system.
5. Analyzing the theme/rheme structure.
6. Determining the nominalization and technicality.
7. Describing the text structure in each texts.
8. Determining the genre of texts
9. Interpreting the ideologies of the texts
10. Comparing the genre and ideology of editorial
11. Drawing the conclusion.

CHAPTER IV

ANALYSIS

A. Data Description and interpretation

1. Text I: From The Ruins

a. Contextual Configuration

The text is entitled “From the Ruins” in The New York Times newspaper in January, 8th 2005 edition. It talks about the value of tsunami tragedy in December, 26th 2004 that can be used to get the end of conflict and rebellion in Indonesia and Sri Lanka. All sides from both countries have to see that conflict is useless in and it is not helpful in the disastrous situation, and all sides should use the tragedy to finish their conflict by working together in relief operations. But, in fact, it does not happen. All sides involved in the conflict are stubborn and stand in their own ego so the peace in both countries is still far from fact.

b. Lexicogrammar

1) Clause system

Type of clause	Clause Number	Total	Percentage
Simplex	4, 12, 13, 14, 17, 19, 22, 25, 27, 32, 35	11	29,7 %
Complex	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, 16, 18, 20, 21, 23, 24, 26, 28, 29, 30, 31, 33, 34, 36, 37	26	70,3 %
	Total	37	100 %

2) Interdependency and Logico-semantic Relation

Type of logico-Semantic relation	Type of Interdependency		TOTAL (%)
	Paratactic	Hypotactic	
Elaboration (=)	2a-b, 21b-c, 26a-b	1a-b, 8a-b, 8c-d, 11a-b, 11b-c, 16a-b, 18b-c, 21a-b, 27a-b, 30a-b, 33b-c, 34a-b, 37a-b	16 (38, 1%)
Extension (+)	3b-c, 5a-b, 9a-b, 24c-d, 24d-e, 26b-c, 29b-c, 31a-b,	-	8 (19 %)
Enhancement (x)	10a-b, 33a-b	3a-b, 6a-b, 7a-b, 8b-c, 15a-b, 15b-c, 20a-b, 23a-b, 23b-c, 24b-c, 29a-b, 33c-d, 36a-b, 37b-c	16 (38, 1%)
Locution (“)	18a-b, 24a-b,	-	2 (4, 8%)
Idea (‘)	-	-	
TOTAL (%)	15 (35, 7 %)	27 (64, 3%)	42 (100%)

3). Thematic Structure

Type of Theme	Clause Number	Total	%
a. Topical:			
- Unmarked	1a, 2a, 3a, 3b, 3c, 4, 5a, 6a, 7a, 8b, 9a, 9b, 10a, 10b, 14, 15a, 15b, 16a, 16b, 18a, 18b, 19, 20a, 21b, 21c, 22, 23a, 24a, 24d, 25, 26a, 28a, 29a, 29c, 31a, 31b, 33a, 33b, 34a, 35, 36a, 36b, 37a	43	53, 75%
- Marked	8a, 11a, 12, 13, 17, 18c, 21a, 27, 32, 37b	10	12, 5%
b. Textual	3c, 4, 5b, 8b, 8d, 9b, 10b, 15b, 16b, 17, 18b, 20a, 20b, 21b, 21c, 22, 23c, 24c, 24d, 25c, 29a, 29c, 31b, 33b, 34a, 36a, 37b	27	33, 75%
	TOTAL	80	100%

4) Transitivity System

Type of Process	Clause number	Total	%
Material	1b, 7a, 8a, 8b, 8c, 9a, 10a, , 11b, 11c, 12, 15a, 15c, 17, 19, 20a, 20b, 21a, 23a, 23c, 24d, 26a, 26b, 27, 29b 29c, 30a, 33b, 36a, 36b, 37b,	30	39,5%
Mental	25	1	1,3%
Verbal	15b 18a, 21b, 21c, 24a,	5	6,6%
Verbal beh	6a, 6b, 11a, 28a, 28b, 29a, 31b, 33d 34b, 37c	10	13,2%
Mental beh	4, 5a, 5b, 7b, 9b, 10b, 18b 23b, 24b, 24c,	11	14,5%

	31a		
Identifying Rel	2a, 3b, 3 c, 8d, 37a	5	6,6%
Attributive Rel	1a, 3a, 13, 16a, 16b, 32, 33a, 34a, 35	9	11,8%
Existential	3b, 14, 22	3	3,9%
Extra causer	18c, 26c	2	2,6%
	TOTAL	76	100%

5) Mood System

MOOD	Indicative: declarative			Imperative		
Clause meaning	Clause	Total	%	Clause	Total	%
Proposition	1a, 1b, 2a, 3a, 3b, 3c, 4, 5a, 5b, 6a, 6b, 8a, 8b, 8c, 8d, 9a, 9b, 10a, 10b, 11a, 11b, 12, 13, 14, 15a, 15b, 15c, 16a, 16b, 17, 18a, 18b, 18c, 19, 20a, 20b, 21a, 21b, 21c, 22, 23a, 23b, 23c, 24a, 24b, 24c, 24d, 28b, 29b, 29c, 30a, 31a, 31b, 32, 33a, 33b, 33d, 34a, 34b, 35, 36a, 36b, 37a, 37b, 37c	65	89%	-	-	-
Proposal	7a, 25, 26a, 27, 28a, 29a	6	8,2%	26b, 26c	2	2,8%
Total		73 (100%)				

6) Type of Adjunct

Type of Adjunct	Clause	Total (%)
Extent	9b, 9d, 18,	3 (9,7%)
Cause	11b, 24a, 28, 30c, 37a,	5 (16,1%)
Role	-	-
Angle	-	-
Manner	35a (2), 37b	3 (9,7%)
Location	2a, 2b, 8a, 9a (2), 9b, 9c, 11a, 13, 14, 15, 16a, 22a, 25d, 31a, 32a, 32b, 33, 37a,	19 (61,3%)
Matter	-	-
Accompaniment	34b,	1 (3,2%)

7) Nominal Group

Type of nominal group	Clause	Total	%
Simplex	3a, 4a,4b, 5, 7a, 8b, 9a, 10a, 11a, 12a, 12c, 13, 17b, 18, 19a, 19b, 21a-b, 22a, 24a-c, 25a-d, 26, 27b, 27c, 29b, 30a-b, 32a-b, 34a-c, 37a-b, 38b-c.	41	51,9%
Complex	2a, 2b, 3b, 4c, 6a, 6b, 7b, 8a, 9b-d, 10b, 11b, 12b, 14, 15, 16a-c, 17a, 19c, 20, 22b, 22c, 23, 25e, 27a, 28, 29a, 30c, 31a-b, 33, 34d, 35a-b, 36, 38a	38	48,1%
	TOTAL	79	100%

8) Verbal Group

Type of verbal group	Clause	Total	%
Simplex	2a-b, 3a-b, 4b-c, 5, 6b, 7a-b, 8a, 9a-d, 10a-b, 11a, 12a-c, 13, 14, 15, 16a-b, 17a-b, 18, 18a-c, 20, 21a-b, 22a-c, 23, 24c, 25a, 25c-e, 26, 27a-c, 28, 29a-b, 30a-c, 31a-b, 32a, 33, 34a-b, 34d, 35, 36, 37a-b, 38a, 38b	67	87%
Complex	4c, 6a, 8b, 11b, 16c, 24a, 24b, 25b, 32b, 38c	10	13%
	TOTAL	77	100%

9). Modality and Polarity

Type of Modality	Clause	Total (%)
Modalization	5, 6a, 7b, 34a, 38c	5 (41, 7%)
Modulation	8a, 27a, 28, 29a, 30a, 38b	6 (50%)
Negation	29a	1 (8,3%)

a). Modalization

- (5) But catastrophe can be healing for conflict (median probability)
- (6a) Working together...can help build confidence...(median probability)
- (7b) To make compromise that would otherwise be politically impossible (median probability)

(34a) Sri Lanka would benefit (median probability)

(38c) To offer concession that may quickly become, once again, unimaginable (low probability)

b). Modulation

(8a) Politicians and guerrillas...should take advantage of these...(high obligation)

(27a) The president must lift the state of emergency (high obligation)

(28) ...civilian Acehnese should carry out relief effort...(high obligation)

(29a) Officials of the United States should not be making noises...(high obligation)

(30a) Instead, outside nation should be encouraging the guerrillas (high obligation)

(38b) One that both sides should seize (high obligation)

10) Nominalization and Technicality

a. Nominalization

- | | |
|----------------------------|---------------------|
| -Destruction (2a) | - Leader (18, 32b) |
| -Rebels (9a, 19a, 22b, 24) | -Donations (17a) |
| -Agreement (30c) | -Indications (23) |
| -Suspicion (4c, 33) | -Encouragement (26) |
| -Separatist (3b) | -Struggle (30b) |
| -Call (16b) | -Movement (31b) |
| -Reports (15) | -Cooperation (35) |

b. Technicality

- | | |
|---|----------------------------------|
| -Tsunami (2b, 9b, 22a, 33, 37b) | -paramilitary police (10b) |
| -Guerrilla (3b, 8a, 10a, 16a, 21b, 30a, 31b, 32b) | -state of emergency (12a,20,27a) |
| -Catastrophe (4b, 5, 7) | -Relief efforts (4c, 16c, 28) |

- Rebels (9a, 19a, 22b, 24)
- The Indonesian province of Aceh (2a)
- The country of Sri Lanka (2a)
- Indonesian armed forces (10b)
- Sri Lanka Monitoring Mission (34b)
- The liberation of Tamil Tigers Eelam (31a)
- Indonesian rule (9c)
- The free aceh guerrilla (10a)
- unilateral ceasefire (19a)
- the president (20, 27a)

11) Metaphor

The followings are metaphor that can be found in the text in addition to nominalization above:

- The sites [...] that have killed [...] (3b),
- [...] the catastrophe offers [...] (7a)
- The tsunami has also united [...] (37b).

d. Attitudinal lexis.

Attitudinal lexis as the resources that can be employed by the writer to show his judgment toward the parties and the event involved can be seen in the realization of “anecdotal report” in the clause *there are anecdotal report of cooperation between the sides in small way, at the individual level* (15)

e. Text Structure.

Generic Structure Potential

Clause	Generic Structure	Rhetorical Function
1-3b	Issue	Explaining to the readers about the issue discussed, it is about the same situation faced

		by Indonesia and Sri Lanka which had greatest damage caused by Tsunami wave and also had civil rebellion and ethnic conflict.
4a-4c	Argument of viewpoint I	Arguing that conflict is not helpful when there is catastrophe. On the contrary, catastrophe can be healing for conflict
5-7b	Elaboration (I)	Elaborating the argument of viewpoint 1 by giving prove that working together in relief efforts can help build confidence among ethnic group and foster a feeling of solidarity between them. Moreover the catastrophe offers the opportunity to make compromises
8a-8b	Recommendation I	Recommending that politicians and guerrillas in Indonesia and Sri Lanka should take advantage of disastrous situation to help solve their human conflict
9a-17b	Preview I	Explaining about the rebellion in Aceh and the process of peace done by both sides.
18	Argument of viewpoint II	Pointing the argument that the leaders from both sides are missing the opportunity to take advantage of Tsunami to get the end of their conflict
19a-22c	Elaboration (II)	Elaborating the argument II by giving

		evidence that there is different policy between the rebels and the Indonesian government, because the rebels announce a unilateral ceasefire but the government do not and has not lifted the state of emergency in Aceh, so the army is doling out aid while pursuing guerrillas
23-25e		Giving another fact that the military is looking at relief efforts as a continuation of the war, so they heavily control aid to ensure that it does not fall into rebels hands, and the military have withheld aid from people who lack a special ID card given by the police in Aceh
26a-26b	Recommendation II	Recommending that Indonesia's military and politicians should pursue different policies
27a-27c	Recommendation III	Recommending that the president must lift the state of emergency and open all Aceh
28	Recommendation IV	Recommending that civilian Acehnese should carry out relief effort by themselves
29a-29b	Recommendation V	Recommending that the officials of the United States should not be making noises about resuming financial ties in Indonesia
30a-30c	Recommendation VI	Recommending that the outside nations should

		be encouraging the guerillas to give up their armed struggle and the government to return to terms of the peace agreement reached two years ago
31a- 33	Preview II	Explaining about the tsunami's victims in Sri Lanka who live in areas under government rule and in Tamil Tiger's areas (both sides who are joined in dormant conflict) and the peace process in Sri Lanka.
34a-34d	Argument of viewpoint III	Arguing that Sri Lanka would get advantage if both work more closely with the Sri Lanka Monitoring Mission to reach agreement
35a-35b	Argument of viewpoint IV	Pointing the Comparison of the cooperation between the sides involved in conflict in Aceh and Sri Lanka, and stating that the cooperation between the two sides in Sri Lanka is deeper than in Aceh
36	Elaboration IV	Elaborating the argument IV by stating that both group seem aware of the public-relations benefits of running relief operations
37a-37b		Giving the next evidence that the tsunami has united the nation because the victims come from all religions and ethnic groups

38a-38c	Recommendation VII	Recommending that both sides in Sri Lanka should seize to offer concessions of peace
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Data Interpretation

a. Interpretation of Register

1. Field

The first text is about the writer's statement of Tsunamis tragedy and its relation with the civil rebellion in Indonesia and Sri Lanka. The writer expresses his disappointment to all sides in both countries which do not take a great opportunity to create peace in both countries and solve their conflict. The writer constructs his idea through 11 simplex clause (29,3 %) and 26 complex clauses (70,3 %) to give complete information to the reader.

Based on the transitivity system, the text employs six kinds of processes which are dominated by material process (39,5%), besides behavioral process (27,7 %), relational process (18,4 %), verbal process (6,6%), existential process (3,9 %), extra causer (2,6 %), and mental process (1,3 %). The dominant material process there functions to share the reality of the past happening, and so provides the readers with the detailed information or description of the event. The employment of behavioral process which is dominated by mental behavioral process (14,2 %) than verbal behavioral process (13,5 %) indicates that the writer wants to reveal how the participants involved act and react in the event. In addition to those purpose, verbal process (6,6%) and mental process

(1,3%) exist. The third dominant process is relational process which is dominated by attributive (11,8%) than identifying (6, 6%). With the attributive relational process the writer is enabled to construct the question why the participants involved act and react. Furthermore, he uses the process to support his judgment within the text by giving some attributes to the participants involved in the event. Whereas the presence of existential (3, 9%) in the text shows that the writer presents what kind of existent might turn out to be as the consequence of their actions.

On the group realizations, the text embodies dominant simplex nominal (51, 9%). Verbal group is realized dominantly with simplex (87%) to make the information tight. The nominalizations can be found in the text are: destruction (2a), leader (18, 32b), rebels (9a, 19a, 22b, 24), donations (17a), agreement (30c), indications (23), suspicion (4c, 33), encouragement (26), separatist (3b), struggle (30b), call (16b), movement (31b), reports (15), and cooperation (35).

Notably, on the type of adjunct, circumstance of location (61,3%) dominates over that of other types. The location indicates where and when the event occurs. With those locations, the writer uses some properties in presenting the reality regarding the location of time and place in which the event occurred. The presence of this circumstance also contributes to the representation of the contextual configuration of news text, telling where and when the event takes place. Moreover, the presence of cause circumstance (16, 1%) as the second dominant ones turns out to say why and what for those processes in the event occurred. Therefore, the two dominant circumstances in accompaniment with other circumstances indicate that the text concerns in where, when, why, and what for the event and the participants react in the text.

On the level of genre, the text is built with issue and arguments from different view of points. The optional GSP in the text are the presence of preview and recommendations addressed to all sides that have interest in the case; the government, the rebels, and the readers. The presence of issue and arguments from different viewpoints in the text indicates that the text belongs to **discussion genre**.

2 Tenor

a) Status

The status between interlocutors, in this case editorial staff of The New York Times and the parties (the government of Indonesia and Sri Lanka, the rebels) involved is unequal. The writer, in terms of clause system, mood system, and modality put himself as the speaker of higher position than other parties involved. Moreover, this finding is supported by the presence of recommendation addressed in the text shows that the writer is knower about the issue discussed.

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 primary knower about the civil rebellion in Indonesia, and its best solution. In so doing, the government of Indonesia and Sri Lanka and the rebels (GAM and LTTE) involved seems to be positioned in the lower position who are expected to do and accept what the writer conveys in the text. Moreover, the modality embedded in the modulation plays the role for making the writer I the higher status, for example *The president must lift the state of emergency* (high obligation) (27a).

The unequal status between interlocutors in the text is also supported by the presence of recommendation address to the government of Indonesia and Sri Lanka and to the rebels involved. The writer persuades the government and the rebels to take the tragedy of Tsunami as a great moment to get the end of their conflict.

b) Affect

Affect deals with the judgment of the writer to the issue and to all participants involved. This text consists of negative judgment toward the Indonesian government and GAM. On the other hand, the writer puts his positive judgment to participants involved in Sri Lankan conflict.

The negative judgment of the writer to all sides involved in the conflict in Indonesia can be seen from the appearance of nominalizations such as destruction (2a), rebels (9a, 19a, 22b, 24) separatist (3b) and suspicion (4c, 33) which bears negative sense. The employment of negative polarity in clause *Officials of the United States should not be making noises [...] (29a)* also shows negative judgment of the writer to participants involved.

The writer also conveys his negative judgments toward the event through attitudinal lexis. In clause (15) *anecdotal report*, the writer attempts to say his negative judgment about peace efforts in Aceh after December, 26th 2004 tragedy. The Indonesian government open Aceh for foreigners and give huge opportunity for International communities to help the victims and give donations to them. The writer sees this phenomenon as an illogic thing because the government has not lifted the state of emergency, a state which blocked Aceh from all outsiders.

The negative assessment can also be seen in the conjunctive relation in clause (18) *but*. This conjunction expresses the writer's statement that both sides are missing the opportunity to get the end of the conflict. Both sides involved in the conflict cannot see the tragedy as great chance for them to stop their war and reach the peace agreement. Finally the modality expression in the text plays the role of conveying the writer's judgment as can be seen in (7b) *to make compromise that would otherwise be politically impossible (median probability)* and in clause (38c) *to offer concession that may quickly become, once again, unimaginable (low probability)*. These modality are use to express negative judgment in an elegant way by expressing them with median and low probability.

On the other hand, the positive judgment of the writer to the participants involved in the Sri Lankan conflict is proven by the presence of the argument of viewpoint IV in clause (35a) *But cooperation between the two sides in Sri Lanka appears to be deeper in Aceh*. This argument is, later then, followed by some evidences to prove the argument, for example in clause (36) *both groups seem aware of the public-relation of running efficient relief operations*. The writer gives his positive assessment to the cooperation between all sides in Sri Lanka in the relief operations. The writer sees that the cooperation reflected by all sides in Sri Lanka is helpful to unite nations and foster a feeling of solidarity among them. Besides, it expresses the writer's optimistic feeling that the cooperation is starting point to reach the end of the conflict in Sri Lanka.

Furthermore, the positive judgment can also be seen in the conjunctive relation in clause (35a) *but*. This conjunction expresses the writer's statement that the situation in Sri Lanka is different from the situation in Aceh. The writer sees that the situation in Sri

Lanka is much better than in aceh and it can bring the wind of change in the country to finish their conflict and create peace in their country.

c) Contact

Contact is concerned with the degree of involvement among interlocutors. This can be seen through the nature of the fields interlocutors are participating in. In this case the interlocutors are the writer of the editorial text, the government of Indonesia and Sri Lanka, and the rebels involved. Hence the contact among participants in the text is uninvolved. This can be proven by linguistics realization of the text. The text is dominantly built by major clause and with indicative-declarative system. The next prove is the use of full name to address interlocutors in the text such as The Indonesian Province of Aceh, the country of Sri Lanka, the free Aceh Guerrillas, and President Susilo Bambang Yudhoyono. This way of addressing shows the social distance among them. It also indicates that their relationship is uninvolved one.

The familiarity of the language used in the text can be seen in the realization of nominalization such as destruction (2a), leader (18, 32b), rebels (9a, 19a, 22b, 24), donations (17a), agreement (30c), indications (23), suspicion (4c, 33), encouragement (26), separatist (3b), struggle (30b), call (16b), movement (31b), reports (15), and cooperation (35). The familiarity is also given by the technical term in the text such as Tsunami (2b, 9b, 22a, 33, 37b), paramilitary police (10b), Guerrilla (3b, 8a, 10a, 16a, 21b, 30a, 31b, 32b), state of emergency (12a,20,27a), Catastrophe (4b, 5, 7), Relief efforts (4c, 16c, 28), Rebels (9a, 19a, 22b, 24), Indonesian rule (9c), The Indonesian province of Aceh (2a), The free aceh guerrilla (10a), The country of Sri Lanka (2a),

unilateral ceasefire (19a), Indonesian armed forces (10b), the president (20, 27a), Sri Lanka Monitoring Mission (34b), The liberation of Tamil Tigers Eelam (31a).

Besides, the familiarity of language in the text can be seen through the employment of metaphor. The text embodies some metaphors such as: the sites [...] that have killed [...] (3b), [...] the catastrophe offers [...] (7a), the tsunami has also united [...] (37b). The employment nominalization, technicality, and metaphor in the text suggest that the text is built with packed information and it indicates that the familiarity is low.

Judged from the cohesion system and lexical string, the text is cohesively constructed as shown by lexical relation which is connected dominantly by repetition and synonymy.

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 complex clause (70, 3%). The finding of predominant complex clause indicates that text is highly dense-constructed one. Next, the nominal group of the text is dominated by simplex one (51, 9%) and verbal group is also dominated by simplex one (87%).

Moreover, the channel is also characterized by the use of nominalization such as destruction (2a), leader (18, 32b), rebels (9a, 19a, 22b, 24), donations (17a), agreement (30c), indications (23), suspicion (4c, 33), encouragement (26), separatist (3b), struggle (30b), call (16b), movement (31b), reports (15), and cooperation (35). Besides, the text also has some metaphorical realization as in clause (3b, 7a, 37b) and some technicalities

such as Tsunami (2b, 9b, 22a, 33, 37b), paramilitary police (10b), Guerrilla (3b, 8a, 10a, 16a, 21b, 30a, 31b, 32b), state of emergency (12a,20,27a), Catastrophe (4b, 5, 7), Relief efforts (4c, 16c, 28), Rebels (9a, 19a, 22b, 24), Indonesian rule (9c), The Indonesian province of Aceh (2a), The free aceh guerrilla (10a), The country of Sri Lanka (2a), unilateral ceasefire (19a), Indonesian armed forces (10b), the president (20, 27a), Sri Lanka Monitoring Mission (34b), The liberation of Tamil Tigers Eelam (31a). The nominalization, metaphor, and technicalities in the text imply that the text is high readability. These characteristics indicate that the text is written.

b. Genre

The GSP of the text shows that it consists of issue and arguments from different viewpoints. The text is started by stating the issue that Indonesian Province of Aceh and Sri Lanka are facing the same situation. Both areas are not only crushed by the wave of Tsunami and had the greatest destruction, but also face civil rebellion.

This issue is then followed by argument of viewpoint I which states that conflict is not helpful when there is catastrophe, even more catastrophe can be healing for conflict. The argument is followed by its elaborations which give the reasons why the catastrophe can be healing for conflict. This argument of viewpoint I is closed by recommendation addressed to the Indonesian government and the rebels to take the advantage of the tragedy to help solve their human conflict.

The preview of the civil rebellion in Aceh is placed by the writer after the recommendation. The preview is followed by argument of viewpoint II which states that the leaders of all sides involved in Indonesian conflict miss the opportunity to get the end

of their conflict. The argument II consists of some elaborations which function to give facts and proves that support the argument II. Then the elaborations of argument of viewpoint II are followed by some recommendations addressed to all sides involved in Indonesian conflict and even outsider nation, in this case the officials of US, to take some steps as the solution of their conflict.

The preview of the conflict in Sri Lanka is placed after that and it is followed by argument of viewpoint III which states that Sri Lanka will get advantage if both groups involved in Sri Lankan conflict work more closely with Sri Lanka Monitoring Mission. Argument of viewpoint III is followed by argument of viewpoint IV which states that the cooperation between the two sides in Sri Lanka is deeper than in Aceh. The argument IV consists of some elaborations to prove the argument. The text is ended by recommendation to all sides involved in Sri Lankan conflict to offer concessions between them before they lose the opportunity.

Based on the schematic structure and the focal element the text has in its presentation, the text belongs to **discussion genre**. The text consists of statement of issue ^ argument of viewpoint I-IV^ preview^ and recommendation.

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. The writer of the text above seems to have an ideology of **left-protagonist**.

The writer places himself on the left side since he challenges the conflict in Indonesia and Sri Lanka and the reaction of all sides involved in the conflict, especially in Indonesia. All sides do not use the tragedy to take some actions in order to stop their conflict, build a feeling of solidarity, and create good condition and situation in their country.

The protagonist side on the writer's ideology can be seen from his/her recommendation to all sides to resolve the issue. The writer tries to ask all sides involved in the conflict to take some actions in order to get the end of the conflict. It means that the writer not only blames the sides involved in the issue, but also offers the solution to resolve the conflict.

2. Text II: Lost Opportunity

a. Contextual Configuration

The text is entitled “Lost Opportunity”. It talks about the opportunity of peace which can be taken by Indonesia and Sri Lanka from Tsunami’s tragedy. Relief operation in both countries should be used to unite all sides involved in the conflict and get the end of conflict and rebellion in Indonesia and Sri Lanka. This text is the editorial of Arab News Newspaper published on January, 9th 2005.

b. Lexicogrammar

1) Clause system

Type of clause	Clause Number	Total	Percentage
Simplex	2, 3, 5, 10, 14, 18, 20, 21	8	32%
Complex	4, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 19, 22, 23, 24, 25	16	64%
Ellipsis	1	1	4%
	Total	25	100%

2) Interdependency and Logico-semantic Relation

Type of logico-Semantic relation	Type of Interdependency		TOTAL (%)
	Paratactic	Hypotactic	
Elaboration (=)	5b-c, 19a-b,	4a-b, 11a-b, 17a-b, 25a-b	6 (21, 4%)
Extension (+)	5b-d, 11c-d, 12b-c, 13a-b, 16b-c	12d-e	6 (21, 4%)
Enhancement (x)	-	5a-b, 11b-c, 12d-c, 15a-b, 16a-b, 22b-c, 23a-b, 24a-b, 24b-c, 25b-c	10 (35, 7%)
Locution (“)	-	6a-b, 8a-b, 9a-b, 12a-b, 19b-c,	5 (17, 9%)
Idea (‘)	-	22a-b,	1 (3, 6%)
TOTAL (%)	7	21	28 (100%)

3).Thematic Structure

Type of Theme	Clause Number	Total	%
a. Topical:			
- Unmarked	2, 3, 4a, 4b, 5a, 6, 7a, 7b, 8a, 8b, 9a, 11a, 12a, 12b, 12c, 12d, 13a, 13b, 14, 15a, 15b,	35	61, 4%

	16a, 18, 19a, 19b, 19c, 20, 21, 22a, 22b, 23a, 23b, 24a, 24b, 25b		
- Marked	10, 17a, 25a	3	5, 3%
b. Textual	5d, 6, 8a, 8b, 10, 11d, 12c, 12e, 13b, 15b, 16c, 18, 19b, 22b, 23a, 23b, 24a, 24b, 25b	19	33, 3%
	TOTAL	57	100%

4) Transitivity System

Type of Process	Clause number	Total	%
Material	3, 8b, 11b, 13b, 17a, 18, 22b, 22c, 25c	9	18, 4%
Mental	10, 11c, 24a, 24c	4	8, 2%
Verbal	8a, 12a,	2	4, 1%
Verbal beh	9b, 11d, 19a,	3	6, 1%
Mental beh	2, 4b, 5b, 5d, 7b, 12b, 12e, 15b, 16b, 16c,	10	20, 4%
Identifying Rel	14, 16a, 19c,	3	6, 1%
Attributive Rel	5a, 7a, 9a, 11a, 12c, 13a, 15a, 19b, 20, 22a, 23a, 23b, 24b, 25a, 25b	15	30, 6%
Existential	6, 21	2	4, 1%
Extra causer	4a,	1	2%
	TOTAL	49	100%

5) Mood System

MOOD	Indicative: declarative			Imperative		
	Clause	Total	%	Clause	Total	%
Proposition	2, 3, 4a-b, 5a-b, 5d, 6, 7a-b, 8a-b, 9a-b, 10, 11a-d, 12a-e, 13a-b, 14, 15a-b, 16a-c, 17a, 18, 19a-c, 20, 21, 22a-c, 23a-b, 24a-c, 25a-c	50	100%	-	-	-
Proposal	-			-	-	-
Total		50				

6) Type of Adjunct

Type of Adjunct	Clause	Total (%)
Extent	-	-
Cause	11c	1 (6, 7%)
Role	-	-
Angle	-	-

Manner	13b, 14, 16c, 17a, 25a	5 (33, 3%)
Location	3, 4a, 8b, 10, 19c, 22b, 22c, 24a	8 (53, 3%)
Matter	3	1 (6, 7%)
Accompaniment	-	-

7) Nominal Group

Type of nominal group	Clause	Total	%
Simplex	2, 3, 4b, 5b-d, 6, 7b, 9a-b, 11a, 12a-d, 13b, 15a-b, 16b, 17b, 19b, 20, 22a-c, 23a, 24b, 25a-c	30	56, 6%
Complex	4a, 5a, 7a, 8a-b, 10, 11b-d, 12e, 13a, 14, 16a, 16c, 17a, 18, 19a, 19c, 21, 23b, 24a, 24c	23	43, 4%
	TOTAL	53	100%

8) Verbal Group

Type of verbal group	Clause	Total	%
Simplex	2, 3, 4a-b, 5a-d, 7b, 8a, 8b, 10, 11a, 11b, 11c, 11d, 12a, 12c, 12d, 13a, 13b, 14, 15a, 15b, 16a, 16b, 16c, 17a, 18, 19b, 19c, 20, 22a, 22b, 22c, 23a, 24a, 24b, 24c, 25b, 25c	40	81, 6%
Complex	6, 7a, 9a, 9b, 12b, 12e, 21, 23b, 25a	9	18, 4%
	TOTAL	49	100%

6). Modality and Polarity

a). Modalization

- (7b) It would be sending relief wherever it was needed (high probability)
- (10) [...]the Tamil claims might be justified (median probability)
- (13b) And it may well produce unnecessary bitterness (low probability)
- (14) Worse, it might even lead [...] (median probability)
- (15a) Many more lives may be lost (low probability)

- (16a) [...] the opportunities that might have opened up (median probability)
- (17a) By an open-handed, the government might have taken [...] (low probability)
- (22b) That rebels may have launched [...] (low probability)
- (24a) [...] the authorities in Jakarta might have considered [...] (low probability)

b. Modulation

- (12b) they would prefer that he did not (median inclination)
- (19a) they will able to claim (low obligation)
- (23b) [...] men sent by Jakarta should have been treated [...] (high obligation)

10) Nominalization and Technicality

a. Nominalization

- enduring (4b)
- operations (5d, 24a)
- claims (10, 21)
- judgment (13a)
- justification (19a)
- disorganization (21)
- rebel (21, 22b)

b. Technicality

- Tsunami (2, 21, 24c)
- Sinhalese (4b)
- Rebels (21, 22b)
- Aceh (20, 23b, 25a)
- Tamil (4b, 8a, 9b, 10, 11d, 17b, 18, 19c)
- Relief operations (5d, 24a)
- Indonesian military (22b)
- Sri Lanka (4a, 25a)

- the government (7a, 8b, 9a, 12a, 13a, 16b, 17a, 21)
- UN Secretary General Kofi Annan (11a, 12d)

11) Metaphor

The followings are metaphor that can be found in the text in addition to nominalization above:

- The Asian Tsunami did not discriminate [...] (2)
- instead its grudging response has given extremist Tamil [...] (18)

c. Attitudinal lexis.

Attitudinal lexis as the resources that can be employed by the writer to show his judgment toward the parties and the event involved can be seen in the realization of the following clauses:

- “error of judgment” in clause (13a) *This was a serious error of judgment by someone in the Sri Lankan government*
- “unnecessary bitterness” in clause (13b) *and it may well produce unnecessary bitterness*
- “grudging response” in clause (18) *Instead, its grudging response has given extremist Tamil a propaganda victory*

d. Text Structure.

Generic Structure Potential

Clause	Generic Structure	Rhetorical Function
1	Title	Stating the title of the text, which is lost opportunity
2-4b	Issue	Giving explanation to the readers about the issue discussed the tsunami which does not discriminate between friend and foe especially in Sri Lanka. Rival Tamil and Sinhalese are suddenly united in horror and misery
5a- 5d	Argument of viewpoint I	Pointing that the tsunami's tragedy is an outstanding opportunity to bury their differences and coordinate the relief operations
6	Argument of viewpoint II	Stating that the coordination has not happened
7a- 12e	Elaborations	stating that there is a war of propaganda done by both sides. The government in Colombo announces that they will send relief wherever it is needed. But Tamil Tigers officials protest that the government does not deliver promising aid and food to their areas. The government denies it and claims it is Tamil propaganda. Unfortunately, when UN Secretary-general Kofi Annan visits Sri Lanka, the government does not allow Kofi Annan to go to Tamil areas.

13a-13b	Argument of viewpoint III	Arguing that this is a serious error of judgment by someone in the Sri Lankan government and it will create unnecessary bitterness.
13a-19c	Elaborations	Explaining that it may lead to the rekindling of dormant conflict. Many more lives will be lost before any sort of trust is reestablished and the opportunity to get peace is lost. Besides, the government grudging response has given Tamil Tigers a propaganda victory to claim that Tamils are second-citizen in Sri Lanka.
20	Argument of viewpoint IV	Pointing that what has been happening in Aceh is less clear than in Sri Lanka.
21a-24c	Elaborations	Explaining that the government have seized the opportunity of peace and consider a unilateral truce during the relief operation.
25a-25c	Conclusion	Concluding that unlike in Sri Lanka where the opportunity is now surely lost, it is still possible in Aceh to make an all-important goodwill gesture

2. Data Interpretation

a. Interpretation of Register

1. Field

This text is an editorial of The Arab News Newspaper published on January, 9th 2005. The Arab News is one the English Newspapers in Saudi Arabia. In this text, the writer express his disappointed to all of parties involved in Indonesian and Sri Lankan conflict who didn't take the tragedy of Tsunami as start point to find the best solution of their conflict.

Based on the analysis of clause system, the text consists of complex clause system totaling 64%. Out of 25 clauses realized in the text, there are only 8 simplex ones (32%) and one ellipsis clause (4%) as the title of the text. The text is constructed through a complex system indicating that it is highly dense-constructed one. This happens to be the result of the fact that the text is built through expansion and locution presented with hypotactic (75%) and paratactic (25%).

Based on the transitivity system, the text employs six kinds of processes which are dominated by attributive relational process (30, 6%). The dominant attributive relational process there is used by the writer to question why the participants (Indonesian and Sri Lankan government, the rebels, the writer of editorial, and the readers) who are involved act and react. Moreover, the writer uses the relational process as the first dominant process to support the writer's judgment within the text by giving some attributes to the participants in the events. In order to support the writer's judgment, mental behavior process comes to the second dominant process (20, 4%). By using the mental behavior process, the writer's judgment can be realized through cognition. Besides, mental process (8, 2%) is also used to support the writer's judgment. Likewise, the presence of existential (4, 1%) in the text becomes the elements by which the writer presents what kind of existent might turn out to be as the consequences of their action.

The third dominant process is material process (18, 4%). The presence of material process there functions to share the reality of the past happening, and so provides the readers with the detailed information or description of the event. The use of material process is followed by the use of verbal behavior process (6, 1%) because verbal behavior process coincides with the occurrence talking about a propaganda launched by Sri Lankan government and Tamil Tiger. Moreover, the verbal process (4, 1%) is used to show the nature of the editorial text.

On the group realizations, the text embodies dominant simplex nominal (56, 4%). Verbal group is realized dominantly with simplex (81, 6%) to make the information tight. The nominalizations can be found in the text are: enduring (4b), operations (5d, 24a), claims (10, 21), judgment (13a), justification (19a), disorganization (21), rebel (21, 22b)

Notably, on the type of adjunct, circumstance of location (53,3%) dominates over that of other types. The location indicates where and when the event occurs. With those locations, the writer uses some properties in presenting the reality regarding the location of time and place in which the event occurred. The presence of this circumstance also contributes to the representation of the contextual configuration of news text, telling where and when the event takes place. Moreover, the presence of manner circumstance (33, 3%) as the second dominant ones turns out to say what manner those process in the event occurred. Therefore, the two dominant circumstances in accompaniment with other circumstances indicate that the text concerns in where, when, and how the event and the participants react in the text.

On the level of genre, the text is built with the statement of issue and arguments from different viewpoints. The presence of issue and arguments from different viewpoints in the text indicates that the text belongs to **discussion genre**

2) Tenor

a) Status

Based on the analysis of linguistics realization and discourse semantics within the text, the status between interlocutors, in this case editorial staff of The Arab News and the parties (the government of Indonesia and Sri Lanka, the rebels) involved is unequal. The writer, in terms of clause system, mood system, and modality put himself as the speaker of higher position than other parties involved.

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 primary knower about the civil rebellion in Indonesia and Sri Lanka. In so doing, the government of Indonesia and Sri Lanka and the rebels involved seems to be positioned in the lower position who are expected to do and accept what the writer conveys in the text. The higher position of the writer is also supported by the use of modality particularly its modulation. For example *[...] men sent by Jakarta should have been treated [...]* (23b)

In conclusion, the rhetorical organization of the text indicating that the text uses the exposition genre shows that the status of the interlocutors is unequal one.

b) Affect

This text consists of negative judgment toward the participants involved in the text since the text is an editorial one. The writer conveys his negative judgment toward

the event through the realization of attitudinal lexis. In clause (13a) *error of judgment*, the writer express his negative judgment about Sri Lankan government's reaction when UN Secretary General Kofi Annan wants to visit the Tamil held areas to see the scale of disaster. They said that it's better for Annan not to go there. Another attitudinal lexis which supports negative judgment of the writer to the issue is in clause (18) *grudging response*. Here, the writer attempts to say his negative judgment about the government's response to Tamil Tiger. The government did not carry out the relief operations in the Tamil areas and they did not allow Kofi Annan to go there. It is contradictive with the statement of Sri Lankan government before that they would send relief wherever it was needed and when Tamil Tiger protested that the government did not deliver promising food and aid, the government denied it and claimed that it was only Tamil propaganda. This grudging response might cause unnecessary bitterness among them and give Tamil propaganda victory by saying that Tamil is second-class citizen in the country.

The negative assessment can also be seen in the conjunctive relation in clause (6) *Yet*. The conjunction expresses the writer's statement that both sides fail to take the opportunity from the Tsunami to bury their differences, and coordinate the relief operations

Finally the modality expression in the text plays the role of conveying the writer's judgment as can be seen in (17a) *By an open-handed*, the government might have taken [...] (low probability), (22b) *That rebels may have launched* [...] (low probability), (24a) [...] *the authorities in Jakarta might have considered* [...] (median probability). These modality are use to express negative judgment in an elegant way by expressing them with median and low probability.

c) Contact

Contact is concerned with the degree of involvement among interlocutors. This is shown through the nature of the field interlocutors are participating. The contact among participants (the writer of the editorial text, the government of Indonesia and Sri Lanka, the rebels, and the readers) in the text is uninvolved. It is proven by linguistics realization of the text. The text is dominated by major clause and with indicative-declarative system. The next prove is the use of full name to address interlocutors in the text like UN Secretary-General Kofi Annan. This way of addressing shows the social distance among them. It also indicates that their relationship is uninvolved one.

The familiarity of the language used in the text can be seen in the realization of nominalization such as enduring (4b), operations (5d, 24a), claims (10, 21), judgment (13a), justification (19a), disorganization (21), rebel (21, 22b). The familiarity is also given by the technical term in the text such as Tsunami (2, 21, 24c), Tamil (4b, 8a, 9b, 10, 11d, 17b, 18, 19c), Sinhalese (4b), Relief operations (5d, 24a), Rebels (21, 22b), Indonesian military (22b), Aceh (20, 23b, 25a), Sri Lanka (4a, 25a), the government (7a, 8b, 9a, 12a, 13a, 16b, 17a, 21), UN Secretary General Kofi Annan (11a, 12d). Besides, the familiarity of language in the text can be seen through the employment of metaphor. The text embodies some metaphors such as: The Asian Tsunami did not discriminate [...] (2), Instead its grudging response has given extremist Tamil [...] (18). The employment nominalization, technicality, and metaphor in the text suggest that the text is built with packed information and it indicates that the familiarity is low.

3) Mode

The text tends to be written style, which can be seen from the linguistics features found in the text. First the text is built through a dominant use of complex clause (64%). This indicates that text is highly dense-constructed one. Next, the text employs group in constructing the text which is dominated by simplex nominal group (56, 4%) and simplex verbal group (81, 6%). Moreover, the channel is also characterized by the use of nominalization such as enduring (4b), operations (5d, 24a), claims (10, 21), judgment (13a), justification (19a), disorganization (21), rebel (21, 22b). Besides, the text also has some metaphorical realization as in clause (2, 18) and some technicalities such as Tsunami (2, 21, 24c), Tamil (4b, 8a, 9b, 10, 11d, 17b, 18, 19c), Sinhalese (4b), Relief operations (5d, 24a), Rebels (21, 22b), Indonesian military (22b), Aceh (20, 23b, 25a), Sri Lanka (4a, 25a), the government (7a, 8b, 9a, 12a, 13a, 16b, 17a, 21), UN Secretary General Kofi Annan (11a, 12d).

The written channel is also supported by the domination of topical unmarked theme (61, 4%). The text also uses textual theme (33, 3%) indicating that the careful writing process is made by the writer and reflecting the mode of the text. The presence of topical marked (5, 3%) in the text shows the writer's intention to make some themes as something already shared and with the topical marked seems that the writer has planned the rhetorical development of the text.

b. Genre

The GSP of the text shows that it consists of issue and argument from different viewpoints. The text is started by stating the issue that the Tsunami does not discriminate between rival communities, in this case Sinhalese and Tamil communities. This issue is

followed by the argument of viewpoint I states that the tragedy is an outstanding opportunity for both sides to bury their differences and coordinate the relief operations. Argument of viewpoint I is followed by argument of viewpoint II which states that the cooperation has not happened in Sri Lanka. The argument consists of some elaborations to give the facts and evidences to support the argument.

Then the elaborations of argument II are followed by argument of viewpoint III states that this is error of judgment by Sri Lankan government. The elaborations III explain some effects of the error of judgment done by Sri Lankan government. The argument of viewpoint IV follows the elaborations III and states that what has been happening in Aceh is less clear than in Sri Lanka. The argument IV consists of some elaborations to give the reasons why the bitterness and suspicion are less clear in Aceh. In other words, the elaborations IV give the reasons why the situation and condition in Aceh is better than in Sri Lanka.

The text is ended by conclusion which states that unlike in Sri Lanka, where the opportunity is now surely lost, it is possible in Aceh to make an all-important goodwill gesture.

Based on the schematic structure and the focal element, the text has in its presentation, the text belongs to discussion genre. The text has issue and some arguments from different viewpoints. These two are the focal elements that construct a kind of discussion genre.

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. The writer of the text above seems to have an ideology of **left-protagonist**.

The writer places himself on the left side since he challenges the conflict in Indonesia and Sri Lanka and the reaction of all sides involved in the conflict, especially in Sri Lanka. He states that both groups in the Sri Lankan conflict do not take a great opportunity created by the Tsunami to get the end of their conflict and to work together in rebuilding their country.

The protagonist side of the writer's ideology can be seen from his/her position to resolve the issue. The writer states his conclusion that all sides in Indonesian conflict still have opportunity to create peace in that country. It means that the writer implicitly wants the Sri Lankan government and the rebels to follow and take the same steps with the Indonesian government and GAM in order to get the end of their conflict.

B. 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 the civil rebellion and dormant conflict and its peace efforts after the tragedy of Tsunami in Indonesia and Sri Lanka. The first text is concerned with the situation in Indonesia and compares it with the situation in Sri Lanka. The first text sees that the peace effort in Indonesia is worse than in Sri Lanka. On the other hand, the second one sees that Sri Lanka has missed the opportunity offered by the disaster to create peace in that country, but it is still possible in Indonesia. In other words, the situation in Indonesia is much better than Sri Lanka. These two editorial texts were published in January, 2005.

The texts are constructed by dominant complex clause system resulting from the logic semantic relations of expansion and projection. This fact indicates that the two texts are packed with units of information. Moreover, the presence of locution in the texts reflects the media in which the texts are exchanged. Hence they employ some news registers as they embark from the past happening, the peace effort.

In the transitivity realization of the texts, the first text embodies dominant material processes to share the past happening and the second one is built with dominant attributive relational processes to construct the question why the participants involved act and react. They also use other less dominant processes such verbal, mental, verbal behavior, mental behavior, identifying relational and existential processes and also extra causer.

The groups in the texts are the nominal and verbal groups which dominated by simple forms. The adjunct in the texts is dominated by location reflect when and where

the event occurs. Other less adjunct also characterize the texts as to indicate that the text concern is where, when, and how the event and participants react in the text, and what caused them to occur that way.

On the level of genre, the two texts are characterized as discussion genre since they have obligatory elements, issue and arguments from different viewpoints. The first text is also equipped with optional element of recommendations reflecting the nature of editorial texts. Meanwhile the second one is completed by conclusion to make sure that the text belongs to discussion genre.

As far as tenor is concerned, this dimension consists of three aspects: status, affect, and contact. Referring to the status relation within in two texts, the writer, in terms of some linguistics resources particularly clause system and mood system, and modality, put himself as the speaker of higher position than that of other parties involved. Moreover, the realization of clause system in the texts is dominated by full indicative-declarative clause system with proposition and proposal meaning which indicates that the writer is the primary knower who challenges and commenting about the event.

In the first text, the negative assessment is addressed to all sides involved in the conflict in Indonesia but the writer gives positive judgment to all sides in the conflict in Sri Lanka. These judgments are realized with attitudinal lexis, nominalizations which bear negative sense, and also the use of conjunctive relation. Meanwhile, the second text shows the opposite thing of first text. The writer gives negative assessment to the government and the rebels in Sri Lankan conflict but positive judgment is addressed to all parties in Indonesian conflict.

In term of contact, the interlocutors are the writer of the editorial text, the government of Indonesia, the Sri Lankan government, Liberation of Tamil Tiger Eelam (LTTE), Free Aceh Movement (GAM), and International community. The relation among interlocutors is uninvolved. Both 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 text such us President Susilo Bambang Yudhoyono and UN Secretary General Kofi Annan. This way of addressing shows the social distance among them. It is also indicates that their involvement is not involved one.

The familiarity of the language used in the two texts is low. They employ a large number of nominalization, technical term, and metaphor. However, the cohesion system in the texts suggests that they are cohesively constructed. Hence 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 complex clauses and simplex groups to construct the texts. The presences of many nominalization and metaphor also contribute to the channel.

2. Genre

To build the two texts, the writer employs discussion genre which contains of issue and some arguments from different viewpoints. Moreover, the second text is completed by conclusion to ensure that the text belongs to discussion genre.

The first text is started by stating the issue that Indonesian Province of Aceh and Sri Lanka are facing the same situation. Both areas are not only crushed by the wave of Tsunami and had the greatest destruction, but also face civil rebellion. This issue is then followed by some arguments from different viewpoints. The writer more focuses on the conflict in Indonesia than in Sri Lanka and argues that the situation in Indonesia is worse than in Sri Lanka. The writer also puts some recommendations addressed to all parties involved in Indonesian and Sri Lankan conflict.

In the second text, the writer states the issue that the Tsunami does not discriminate between rival communities. This issue is followed by some arguments from different point of views. In this text, the writer puts his more attention to the conflict in Sri Lanka. In the end of the text, the writer states his conclusion that the situation in Sri Lanka is not helped by the tragedy of Tsunami and all sides in Sri Lankan conflict miss to take the opportunity of peace created by Tsunami, but it is possible in Indonesia especially in Aceh.

3. Ideology

The ideology of the New York Times in viewing the peace effort after the tragedy of Tsunami in Sri Lanka and Indonesia can be drawn through the analysis of register and genre. The results of structure of the text, register, in collaboration with the choice of discussion genre indicate that both texts belong to left protagonist side.

In the first text, the writer places himself on the left side since he challenges the action done by all sides in the Indonesian conflict after the tragedy of Tsunami which

does not show that they have spirit and goodwill to make peace in their country. Meanwhile, in the second one, the writer also stands in left side against the Sri Lankan government and Tiger Tamil. He states that both groups do not take a great opportunity created by the Tsunami to get the end of their conflict and to work together in rebuilding their country.

The protagonist side of his ideology can be seen from his position to resolve the issue. In the first text, the writer states some recommendations to the Indonesian government and Free Aceh movement rebels to take some steps in order to finish their conflict and create a good situation in their country. Meanwhile, in the second text, the writer states his conclusion that all sides in Indonesian conflict still have opportunity to create peace in that country. It means that the writer implicitly wants the Sri Lankan government and the rebels to follow and take the same steps with the Indonesian government and GAM in order to get the end of their conflict.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the analysis in chapter IV, the conclusions that can be drawn are as follows:

1. Register

Register covers three dimensions that should be analyzed namely: Field, Tenor, and Mode. The interpretation of field of the two texts shows that they talk about the civil rebellion and dormant conflict and its peace efforts after the tragedy of Tsunami in Indonesia and Sri Lanka. The first text is concerned with the situation in Indonesia and compares it with the situation in Sri Lanka. The first text sees that the peace effort in Indonesia is worse than in Sri Lanka. On the other hand, the second one sees that Sri Lanka has missed the opportunity offered by the disaster to create peace in that country, but it is still possible in Indonesia. In other words, the situation in Indonesia is much better than Sri Lanka. These two editorial texts were published in January, 2005.

The texts are constructed by dominant complex clause system resulting from the logic semantic relations of expansion and projection. This fact indicates that the two texts are packed with units of information. Moreover, the presence of locution in the texts

reflects the media in which the texts are exchanged. Hence they employ some news registers as they embark from the past happening, the peace effort.

In the transitivity realization of the texts, the first text embodies dominant material processes to share the past happening and the second one is built with dominant attributive relational processes to construct the question why the participants involved act and react. They also use other less dominant processes such verbal, mental, verbal behavior, mental behavior, identifying relational and existential processes and also extra causer.

The groups in the texts are the nominal and verbal groups which are dominated by simple forms. The adjunct in the texts is dominated by location reflect when and where the event occurs. Other less adjunct also characterize the texts as to indicate that the text concern is where, when, and how the event and participants react in the text, and what caused them to occur that way.

On the level of genre, the two texts are characterized as discussion genre since they have obligatory elements, issue and arguments from different viewpoints. The first text is also equipped with optional element of recommendations reflecting the nature of editorial texts. Meanwhile the second one is completed by conclusion to make sure that the text belongs to discussion genre.

As far as tenor is concerned, this dimension consists of three aspects: status, affect, and contact. Referring to the status relation within in two texts, the writer, in terms of some linguistics resources particularly clause system and mood system, and modality, put himself as the speaker of higher position than that of other parties involved. Moreover, the realization of clause system in the texts is dominated by full indicative-

declarative clause system with proposition and proposal meaning which indicates that the writer is the primary knower who challenges and commenting about the event.

In the first text, the negative assessment is addressed to all sides involved in the conflict in Indonesia but the writer gives positive judgment to all sides in the conflict in Sri Lanka. These judgments are realized with attitudinal lexis, nominalizations which bear negative sense, and also the use of conjunctive relation. Meanwhile, the second text shows the opposite thing of first text. The writer gives negative assessment to the government and the rebels in Sri Lankan conflict but positive judgment is addressed to all parties in Indonesian conflict.

In term of contact, the interlocutors are the writer of the editorial text, the government of Indonesia, the Sri Lankan government, Liberation of Tamil Tiger Eelam (LTTE), Free Aceh Movement (GAM), and International community. The relation among interlocutors is uninvolved. Both 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 text such as President Susilo Bambang Yudhoyono and UN Secretary General Kofi Annan. This way of addressing shows the social distance among them. It also indicates that their involvement is not involved one.

The familiarity of the language used in the two texts is low. They employ a large number of nominalization, technical term, and metaphor. However, the cohesion system in the texts suggests that they are cohesively constructed. Hence 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 complex clauses and simplex

groups to construct the texts. The presences of many nominalization and metaphor also contribute to the channel.

2. Genre

To build the two texts, the writer employs discussion genre which contains issue and some arguments from different viewpoints. Moreover, the second text is completed by conclusion to ensure that the text belongs to discussion genre.

The first text is started by stating the issue that Indonesian Province of Aceh and Sri Lanka are facing the same situation. Both areas are crushed by the wave of Tsunami and had the greatest destruction. Besides, both place also face civil rebellion. This issue is then followed by some arguments from different viewpoints. The writer more focuses on the conflict in Indonesia than in Sri Lanka and argues that the situation in Indonesia is worse than in Sri Lanka. The writer also puts some recommendations addressed to all parties involved in Indonesian and Sri Lankan conflict.

In the second text, the writer states the issue that the Tsunami does not discriminate between rival communities. This issue is followed by some arguments from different point of views. In this text, the writer puts his more attention to the conflict in Sri Lanka. In the end of the text, the writer states his conclusion that the situation in Sri Lanka is not helped by the tragedy of Tsunami and all sides in Sri Lankan conflict miss to take the opportunity of peace created by Tsunami, but it is possible in Indonesia especially in Aceh.

3. Ideology

The ideology of the New York Times in viewing the peace effort after the tragedy of Tsunami in Sri Lanka and Indonesia can be drawn through the analysis of register and genre. The results of structure of the text, register, in collaboration with the choice of discussion genre indicate that both texts belong to left protagonist side.

In the first text, the writer places himself on the left side since he challenges the action done by all sides in the Indonesian conflict after the tragedy of Tsunami which does not show that they have spirit and goodwill to make peace in their country. Meanwhile, in the second one, the writer also stands in left side against the Sri Lankan government and Tiger Tamil. He states that both groups do not take a great opportunity created by the Tsunami to get the end of their conflict and to work together in rebuilding their country.

The protagonist side of his ideology can be seen from his position to resolve the issue. In the first text, the writer states some recommendations to the Indonesian government and Free Aceh movement rebels to take some steps in order to finish their conflict and create a good situation in their country. Meanwhile, in the second text, the writer states his conclusion that all sides in Indonesian conflict still have opportunity to create peace in that country. It means that the writer implicitly wants the Sri Lankan government and the rebels to follow and take the same steps with the Indonesian government and GAM in order to get the end of their conflict.

B. Recommendation

Based on the conclusion of the research, the researcher proposes the following recommendations:

1. The researcher stimulates the other researchers to make further analysis on genre and ideology in order to cover a complete analysis.
2. The researcher recommends to the journalists of newspapers to write carefully in writing their editorial, collect the data as complete as possible in order to make an objective editorial.

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From The Ruins (Ellipsis)

1 Complex

α a The Indonesian Province [of Aceh] and the country [of Sri Lanka] []
 | | | | | | |
 D C T Q D T Q
 previously had in common histories [of man-made destruction.]
 α - β event C T Q
 = β b United today by the ravage [of Tsunami]
 β neu γ event D T Q

2 Complex

1 a Both places are battlegrounds.
 | | | |
 D T $\alpha\theta$ β event T
 =2 b The sites [of long-running separatist guerrilla wars] that have killed tens of
 | | | |
 D T Q α - β - γ event
 thousands of civilians.
 | |
 Num T

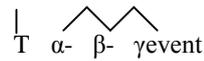
3 Complex

α a Conflict is not helpful
 | |
 T $\alpha\theta$ β event

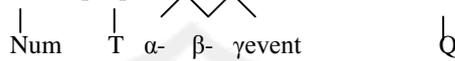
$\beta\text{perf } \gamma\text{event } \alpha\theta \beta\text{event } D \quad C \quad T$

8 Complex

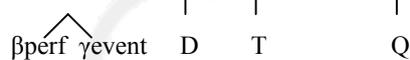
α a In Aceh, rebels have fought since 1976.



$\alpha = \beta$ b where at least 100,000 people have died so far [from the tsunami]



$\alpha \times \beta$ c to free the province [from Indonesian rule]

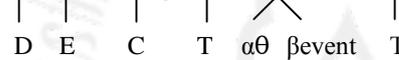


$=\beta$ d which was an independent nation [for centuries]



9 Complex

1 a The free Aceh guerrillas kill civilians.



+2 b but 90 percent of the civilian murders [in the region] are committed by



Indonesia's armed forces and paramilitary police



10 Complex

1 a The war continues in no small part.



x2 b because Indonesian military officers are unwilling to give up a lucrative



source [of corrupt plunder]



11 Complex

α a In May 2003, Indonesia imposed a harsh state of emergency.



$\alpha = \beta$ b which blocked almost all outsiders [from entering Aceh]
 α - β event D T Q

$=\beta$ c including humanitarian groups, diplomats, and journalists.
 β imper γ event T

12 Simplex

Since then, at least 2,000 people have been killed.
 Num T α - β - γ pass δ event

13 Simplex

Now Aceh is full [of foreigners]
 T $\alpha\theta$ β event T Q

14 Simplex

There are anecdotal reports [of cooperation] between the sides [[in small ways [at the individual level]]]
 D $\alpha\theta$ β event C T Q D T Q

15 Complex

α a Prison wardens freed guerilla inmates [from a flooded prison] [for example]
 C T α - β event C T Q

α x β b and when a call was made [for these fighters]
 D T α - β pass γ event Q

x β c to return to help relief efforts [almost all did]
 β perf γ event β perf γ event C T Q

16 Complex

α a Donations for acehnese relief from the rest of Indonesia [] have run high.
 T C T Q α - β - γ event

$=\beta$ b where Aceh is not popular
 T $\alpha\theta$ β event

17 Simplex

But so far the leaders are missing the opportunity.
 D T $\alpha\theta$ $\beta\theta$ γ event D T

18 Complex

1 a The rebels announced a unilateral ceasefire.
 D T α - β event D C T

α "2 b but this was not matched by the military.
 D α - β pass γ event D T

= β c long indifferent [to how its actions] turn Acehese citizens against the government.
 C T Q $\alpha\theta$ β event C T D T

19 Simplex

President Susilo Bambang Yudhoyono has not lifted the state [of emergency]
 T α - β - γ event D T Q

20 Complex

α a So the army is doling out aid.
 D T $\alpha\theta$ $\beta\theta$ γ event T

$x\beta$ b while pursuing guerillas.
 β imper γ event T

21 Complex

α a Thursday [not far from where the tsunami hit] the Indonesian military
 D C T
 killed seven men
 α - β event Num T

1= β b that it said [were connected with the rebels]
 T α - β event Q

=2 c but whose relatives say [were innocent victims]
 T T α - β event T

D T αθ βevent Q

22 Simplex

And there are already indications [that the military is looking at relief efforts as a continuation of the war]

| / \ | | |
 D αθ βevent T Q

23 Complex

α a Soldiers are trying to heavily control aid.

| / \ / \ / \ |
 T αθ βθ γevent βperf γevent T

α xβ b to ensure that it does not fall into rebels hands

/ \ | / \ / \ | | |
 βperf γevent T αθ βθ γevent D T

xβ c while also skimming off the top.

/ \ | | |
 βimper γevent D T

24 Complex

1 a Some local citizens have said

| | | / \ / \ |
 D C T α- β- γevent

α “2 b that the military does not let them travel

| | / \ / \ | | / \ |
 D T αθ βθ γevent T αθ βevent

1 xβ c to search for

/ \ |
 βperf γevent

1 +2 d or help family members,

/ \ | | |
 αθ βevent C T

+2 e and that soldiers have withheld aid [[from people who lack a special ID card given by the police in Aceh [a card many are too afraid to apply for]]]

| / \ / \ | | |
 T α- β- γevent T Q

25 Simplex

Indonesia's politicians and military need international encouragement

| | / \ | | |

1 xβ b to give up their armed struggle
 βperf γevent D C T

+2 c and the government to return to the terms [of a peace agreement reached two
 D T βperf γevent D T Q
 years ago]

30 Complex

α a The dead [of Sri Lanka] lived [in areas under government rule and zones controlled
 D T Q α- βevent Q
 by the liberation of Tamil tigers Eelam]

=β b a ruthless guerilla movement that since 1983 has fought for autonomy [for the
 D E C T α- β- γevent T
 country's hindu Tamil minority]
 Q

31 Complex

1 a A ceasefire was reached in 2002.
 D T α- βpass γevent

+2 b but recently the guerilla's leader had threatened to resume war.
 D C T α- β- γevent βperf γevent T

32 Simplex

Not surprising, suspicion is rampant in the tsunami's aftermath [with each side
 T αθ βevent D D₂ T
 accusing the other of hijacking aid]
 Q

33 Complex

1 a Sri Lanka would benefit
 | ^

T amod βevent

α x2 b if both worked more closely with the Sri Lanka Monitoring Mission
 D α- βevent D C C T

α =β c [[a Norwegian-led group [created after the ceasefire]]
 D C T

xβ d to reach agreement on the roles [each will play]
 βperf γevent T D T Q

34 Complex

α a But cooperation [between the two sides in Sri Lanka] appears to be deeper [than in Aceh]
 T Q T βperf γevent Q

=β b offering the warring parties [a glimpse of the human side of their rivals]
 βimper γevent D C T Q

35 Simplex

Both groups seem aware of the public-relations benefits [of running efficient relief operations]
 D T αθ βevent D C T Q

36 Complex

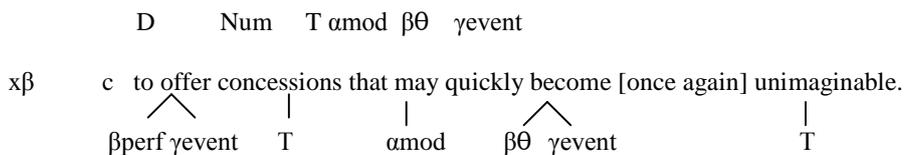
xβ a Because Sri Lanka victims come from all religions and ethnic groups
 D T αθ βevent D C T

α b the tsunami has also united the nation [however briefly]
 D T α- β- γevent D T

37 Complex

α a It is a ripe moment [in malignantly divided country]
 T αθ βevent D C T Q

α =β b one that both sides should seize



From The Ruins

1 a. Indicative: declarative proposition

The Indonesian Province of Aceh and the country of Sri Lanka	previously	had	in common histories of man-mad destruction	
S	MA	F	P	C
Mood			Residue	
Top Theme Un		textual	Rheme	
Carrier		Cir:loc:time	ARP	Attribute

b. Indicative: declarative proposition

united	today	by the ravage of tsunami
P	A	C
Residue		
Rheme		
Mat Pro	Cir: loc: time	actor

2 a. Indicative: declarative proposition

Both places	are	battlegrounds
S	F	C
Mood		Residue
Top Theme Un		Rheme
Token	IRP	Value

b. Ellipsis

3. a. Indicative: declarative proposition

conflict	is not	helpful
S	F	C
Mood		Residue
TTU	Rheme	
Carrier	ARP	Attribute

b. Indicative: declarative proposition

When	there	is	catastrophe
	S	F	C
	Mood		Residue
Text theme	Top theme Un	Rheme	
		Exist process	Existent

c. Indicative: declarative proposition

And	early reports from both areas	indicate	that enmity and suspicion have held up relief efforts	
Conjct	S	F	P	C
	Mood		Residue	
Textual	Top Un	Rheme		
Theme				
	Token	IRP	Value	

4. Indicative: declarative proposition

but	catastrophe	can	be	healing	for conflict
	S	F	P	C	C
	Mood		Residue		
Textual	Top Un	Rheme			
Theme					
	behavior	Men beh process		Phenomenon	

5. a. Indicative: declarative proposition

Working together in times of human disaster		can	help build	confidence (between the two sides)	
S		F	P	C	
Mood		Residue			
Top Theme Un		Rheme			
Behavior		Men beh Pro		phenomenon	

b. Indicative: declarative proposition

And	foster	a feeling of solidarity among ethnic group	
	P	C	
	Residue		
Text theme	Rheme		
	Men beh :pro	Phenomenon	

6. a. Indicative: declarative proposition

Just as important	the catastrophe	offers		politicians	the opportunity
	S	F	P	C	A
	Mood		Residue		
Text theme	TTU	Rheme			
	behavior	Verb beh	Receiver	Verbiage	

		pro		
--	--	-----	--	--

b. Indicative: declarative proposition

The opportunity	to make	compromises (that would otherwise be politically impossible)		
S	P	C		
Mood	Residue			
Top theme Un	Rheme			
Behavior	Verb beh pro	Verbiage		

7. a. Indicative: declarative proposal

Politicians and gurrellas in Indonesia and Sri lanka	should	take	advantage (of these side effects of the disastrous situation)	
S	F	P	C	
Mood	Residue			
TTU	Rheme			
Actor	Mat pro	Range		

b. indicative: declarative proposition

To help solve	their human conflict
P	C
Residue	
Rheme	
Men beh process	Phenomenon

8. a. Indicative: declarative proposition

In Aceh	rebels	have	fought	since 1976
MA	S	F	P	A
Mood	Residue			
Top theme Marked	Rheme			
Cir: Loc: place	Actor	Mat pro	Cir: loc: time	

b. Indicative: declarative proposition

where	at least 100.000 people	have	died	so far	from the tsunami
	S	F	P	A	A
	Mood				
	Residue				
Textual theme	TTU	Rheme			
	Actor	Mat pro	Cir: extent	Cir: cause: reason	

c. Indicative: declarative proposition

To free	the province	from Indonesian rule
P	C	A
Residue		
Rheme		
Mat pro	Range	Cir: loc: place

d. Indicative: declarative proposition

Which	was	an independent nation	for centuries
	F	C	A
	Mood	Residue	
Text theme	Rheme		
	IRP	Value	Cir: extent

9. a. Indicative: declarative proposition

The free Aceh guirrella	kill		civilians
S	F	P	C
Mood	Residue		
Top theme Un	Rheme		
Actor	Mat pro	Goal	

b. Indicative: declarative proposition

But	90 percent of the civilian murders in the region	are	committed	by Indonesia's armed forces and paramilitary police
	S	F	P	C
	Mood		Residue	
Text theme	Top theme Un	Rheme		
	phenomenon	Men beh pro	behavior	

10. a. Indicative: declarative proposition

The war	continues		in no small part
S	F	P	A
Mood	Residue		
Top theme Un	Rheme		
Actor	Mat process	Cir loc: place	

b. Indicative: declarative proposition

Because	Indonesian military officers	are	unwilling to give up	a lucrative source of corrupt plunder
	S	F	P	C
	Mood		Residue	
Text theme	Top theme Un	Rheme		
Cir: cause: reason	Behavior	Men beh process	phenomenon	

11. a. Indicative: declarative proposition

In May 2003	Indonesia	imposed		a harsh state of emergency
MA	S	F	P	C
Mood	Residue			
Top theme mark	Rheme			
Cir Loc time	behavior	Verbal beh process	Verbiage	

b. Indicative: declarative proposition

Which	blocked		all outsiders
	F	P	C
	Mood	Residue	
Textual theme	Rheme		
	Mat pro	Goal	

c. Indicative: declarative proposition

From	entering	Aceh
------	----------	------

	P	C
	Residue	
Text theme	Rheme	
	Mat pro	Goal

d. ellipsis

12. Indicative: declarative proposition

Since then	At least 2,000 people	have	been killed
MA	S	F	P
	Mood		Residue
Top theme marked	Rheme		
Cir: loc: time	goal	Mat pro	

13. Indicative: declarative proposition

Now	Aceh	is	full of foreigners
MA	S	F	C
Mood			Residue
Top theme marked	Rheme		
Cir: loc: time	Carrier	ARP	Attribute

14. Indicative: declarative proposition

There	are	Anecdotal reports of cooperation between the sides	in small ways (at the individual level)
S	F	C	A
Mood	Residue		
Theme marked	Rheme		
	Exsist pro	Existent	Cir: loc: place

15. a. Indicative: declarative proposition

Prison wardens	freed	Guirrella inmates	From a flooded prison (for example)
S	F	P	C
Mood	Residue		
TTU	Rheme		
Actor	Mat pro	Goal	Cir: loc: place

b. Indicative: declarative proposition

And	when	a call	was	made	for these fighter
		S	F	P	C
		Mood		Residue	
Textual theme	Textual theme	Top Theme Un	Rheme		
		verbiage	Verbal process	Receiver	

c. Indicative: declarative proposition

To return to help	relief effort (almost all did)
P	C
Residue	
rheme	

Mat pro	Range
---------	-------

16. a. Indicative: declarative proposition

Donations for Aceh relief from the rest of Indonesia	have	run	high
S	F	P	C
Mood	Rheme		Residue
Top theme Unmarked	Carrier		
Carrier	ARP		Attribute

b. Indicative: declarative proposition

where	Aceh	is not	popular
	S	F	C
	Mood	Residue	
Textual theme	Top theme Un	Rheme	
	Carrier	ARP	Attribute

17. Indicative: declarative proposition

but	so far	the leader	are	missing	The opportunity
	MA	S	F	P	C
	Mood	Rheme			Residue
Textual theme	Top theme mark	Carrier			
	Cir: extent	Actor	Mat process		Range

18. a. Indicative: declarative proposition

The rebels	announced		A unilateral ceasefire
S	F	P	C
Mood	Rheme		Residue
Top theme Un	Carrier		
Sayer	Verbal process		Verbiage

b. Indicative: declarative proposition

But	this	was not	matched	by the military
	S	F	P	C
	Mood	Residue		
Textual theme	Top theme Un	Rheme		
	phenomenon	Men beh process		behavior

c. Indicative: declarative proposition

Long indifferent to how its action	turn		Acehnese citizens	againts the government
S	F	P	C	C
Mood	Residue			
Top the Marked	Rheme			
Attributor	Process		Carrier	Attribute

19. Indicative: declarative proposition

President Susilo Bambang Yudhoyono	has not	lifted	the state of emergency
S	F	P	C
Mood		Residue	
Top theme Un		Rheme	
Actor	Mat pro		Range

20. a. Indicative: declarative proposition

So	The army	is	doling out	aid
	S	F	P	C
Mood			Residue	
Textual theme	Top theme Un	Rheme		
	Actor	Material pro		Goal

b. Indicative: declarative proposition

while	pursuing	guirrellas
	P	C
Residue		
Textual theme	Rheme	
	Material process	Goal

21. a. Indicative: declarative proposition

Thursday (not far from...)	the Indonesian military	killed	seven men
MA	S	F	P
Mood		Residue	
Top theme marked	Rheme		
Cir: loc: time	Actor	Mat process	Goal

b. Indicative: declarative proposition

that	it	said	were connected with the rebels
	S	F	P
Mood		Residue	
Textual theme	Top Theme Un	Rheme	
	Receiver	Verbal process	Verbiage

c. Indicative: declarative proposition

But	whose relatives	say	were innocent victims
	S	F	P
Mood		Residue	
Textual	Top theme Un	Rheme	
	Sayer	Verbal process	Verbiage

22. Indicative: declarative proposition

and	there	are	already indications (that the military is...)
	S	F	C
	Mood		Residue
Textual	Top Un	Rheme	
Theme			
		Exist pro	Existent

23. a. Indicative: declarative proposition

Soldiers	are	trying to	heavily	control	aid
S	F	P	A	P	C
Mood		Residue			
Top theme un	Rheme				
Actor	Material pro-		Cir: Cause: Quality	-cess	Goal

b. Indicative: declarative proposition

to ensure	that it does not fall into rebels hand
P	C
Residue	
Rheme	
Men beh pro	Verbiage

c. Indicative: declarative proposition

while also	skimming off	the top
	P	C
Residue		
Rheme		
Textual theme	Material process	Goal

24. a. Indicative: declarative proposition

Some local citizens	have	said	That the military does not let them travel
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		
Sayer	Verbal process	Verbiage	

b. Indicative: declarative proposition

To search for
P
Residue
Rheme
Men beh process

c. Indicative: declarative proposition

Or	help	family members
	P	C
Residue		
Textual theme	Rheme	

	Men beh process	phenomenon
--	-----------------	------------

d. Indicative: declarative proposition

and	that	the soldiers	have	withheld	aid	from people (who lack a special...)
		S	F	P	C	A
		Mood		Residue		
textual	textual	Top Un		Rheme		
		Theme				
		Actor	Mat pro		goal	Cir: loc: place

25. Indicative: declarative proposal

Indonesia's politicians and military		need		International encouragement (to pursue different policies)
S		F	P	C
Mood			Residue	
Top theme Unmarked		Rheme		
Senser		Mental pro		Phenomenon

26. a. Indicative: declarative proposal

The president	must	lift	the state of emergency
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		
Actor	Mat process		Range

b. Imperative: proposal

Open	All of Aceh
P	C
Residue	
Rheme	
Material process	Goal

c. Imperative: proposal

And	keep	it	open
	P	C	A
	Residue		
Textual theme	Rheme		
	Process	Carrier	Attribute

27. Indicative: declarative proposal

As much as possible	civilians Acehnese	should	carry out	relief effort	as part of a necessary long term...
MA	S	F	P	C	A
Mood			Residue		
Top theme Marked	Rheme				
	Actor	Mat process		Range	Cir: cause:

				behalf
--	--	--	--	--------

28. a. Indicative: declarative proposal

Officials of the United States	should not	be making	noises about resuming financial ties	
S	F	P	C	
Mood		Residue		
Top theme Un	Rheme			
Behavior	Verb beh process		verbiage	

b. Indicative: declarative proposition

Forbidden	by American law	to finance Indonesia's military because of its rampant human-right violations		
P	C	C		
Residue				
Rheme				
Verbal behaf pro	Behavior	Verbiage		

29. a. Indicative: declarative proposal

Instead	outside nations	should	be encouraging	the guirrellas
	S	F	P	C
mood			Residue	
Textual theme	Top theme Un	Rheme		
	behavior	Verb beh process		Receiver

b. Indicative: declarative proposition

to give up	their armed struggle			
P	C			
Residue				
Rheme				
Mat process	range			

c. Indicative: declarative proposition

And	the government	to return	to the terms of a peace agreement reached two years ago	
	S	P	A	
Mood		Residue		
Textual theme	Top theme Un	Rheme		
	Actor	Mat pro	Cir: cause: purpose	

30. a. Indicative: declarative proposition

The dead of Sri Lanka	lived		in areas under government rule and zones controlled by LTTE	
S	F	P	A	
Mood		Residue		
Top theme Unmarked	Rheme			
Actor	Mat pro		Cir: loc: place	

b. Ellipsis

31. a. Indicative: declarative proposition

A ceasefire	was	reached	in 2002
S	F	P	A

Mood	Residue	
Top theme Un	Rheme	
phenomenon	Men beh process	Cir: loc: time

b. Indicative: declarative proposition

but	recently	the guirrella's leader	had	threatened to resume	War
	MA	S	F	P	C
	Mood			Residue	
Text theme	Rhe-	Top theme Un	-me		
	Cir: loc: time	Behavior	verbal beh pro		verbiage

32. Indicative: declarative proposition

Not surprising	suspicion	is	rampant	in the tsunami's aftermath (with each side accusing the other of hijacking aid)	
	S	F	C	A	
	Mood		Residue		
Top theme mark	rheme				
	Carrier	ARP	Attribute	Cir: loc: place	

33. a. Indicative: declarative proposition

Sri Lanka	would	benefit
S	F	P
Mood		Residue
Top theme Unmarked		Rheme
Carrier		Process/ attribute

b. Indicative: declarative proposition

if	both	worked	more closely	With the Sri Lanka Monitoring Mission	
	S	F	P	A	A
	Mood		Residue		
Text theme	TTU	Rheme			
	Actor	Mat pro	Cir: manner: quality	Cir: accompaniment	

c. Ellipsis

d. Indicative: declarative proposition

To reach	agreement (on the roles each will play)	
P	C	
Residue		
Rheme		
Verb beh process	Verbiage	

34. a. Indicative: declarative proposition

But	the cooperation (between the two sides in Sri Lanka) appears	to be	deeper	than in Aceh
	S	P	C	A
	Mood		Residue	
Text	Top Unmarked		Rheme	
	Theme			
	Carrier	ARP	Cir: manner:	Cir: manner:

			quality	comparison
--	--	--	---------	------------

b. Indicative: declarative proposition

Offering	the warring parties	a glimpse of the human side of their rivals
P	C	C
Residue		
Rheme		
Verbal behave process	receiver	verbiage

35. Indicative: declarative proposition

Both groups	seem	aware of the public-relation benefits of running efficient relief operations
S	F	P
Mood	Residue	
Top theme Un	Rheme	
Carrier	ARP	Attribute

36. a. Indicative: declarative proposition

Because	Sri Lanka victims	come	from all religions and ethnic group
	S	F	P
	Mood	Residue	
Text theme	Top Theme Un	Rheme	
Cir: cause: reason	Actor	Mat pro	Cir: loc: place

b. Indicative: declarative proposition

The tsunami	has also	united	the nation	however briefly
S	F	P	C	A
Mood	Residue			
TTU	Rheme			
Actor	Mat process	Range	Cir: manner: quality	

37. a. Indicative: declarative proposition

It	is	a ripe moment In malignantly divided country
S	F	C
Mood	Residue	
Top Theme Un	Rheme	
Carrier	IRP	Attribute

b. Indicative: declarative proposal

One	that	both sides	should	seize
		S	F	P
		Mood	Residue	
Top Theme Marked	Textual	Rheme		

	Actor	Mat process
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c. Indicative: declarative proposition

To offer	concessions (that may quickly become once again unimaginable)
P	C
Residue	
Rheme	
Verbal behave process	Verbiage

Lost Opportunity (Ellipsis)

1. Simplex

The Asian tsunami did not discriminate between friend and foe.

| | | | | | |
 D C T α- βθ γevent T

2. Simplex

Rival communities were suddenly united in horror and misery.

| | | | | |
 C T α- βpass γevent T

3. Complex

α a In Sri Lanka [] the surging sea caused mayhem up and down [the east coast]

| | | | | | | | |
 D C T α- βevent T Q

=β b where rival Tamil and Sinhalese communities have been edging uneasily toward
 an enduring peace.

| | | | | | | | |
 C T α- β- γθ δevent
 | | |
 D C T

4. Complex

α a Here was an outstanding opportunity [for both sides]

| | | | | | | | |
 | | | | | | | | |

D α- βevent D C T Q

α xβ b to bury their differences []
 βperf γevent D T

1 =β c [if only for a weeks]
 D T

+2 d and coordinate the relief operations.
 αθ βevent D C T

5 Simplex

Yet it appears not to have happened.
 D T α- β- γevent

6 Simplex

The government [in Colombo] was quick to announce [it would be sending relief
 D T Q α- βevent βperf γevent Q
 wherever it was needed]

7 Complex

α a When Tamil Tiger officials [in the quasi-autonomous Tamil north of the country]
 C T Q
 protested
 α- βevent

“β b that the government was not delivering promise food and aid [to the areas under
 D T α- βθ γevent C T Q
 their control]

8 Complex

α a Colombo was quick to deny it
 T α- βevent βperf γevent T

“β b claiming it was Tamil propaganda.
 βimper γevent T α- βevent C T

9 Simplex

Unfortunately [on Friday] we saw something [that suggested that the Tamil claims
 T α- βevent T Q
 might be justified]

10 Complex

α a UN Secretary-General Kofi Annan [] was in Colombo
 T α- βevent T

α =β b making a whistle-stop tour [of the region]
 βimper γevent D C T Q

1 xβ c to see the scale [of the disaster] for himself
 βperf γevent D T Q T

α +2 d and expressed a wish
 α- βevent D T

‘β e to go north to Tamil-held areas.
 βperf γevent T C T

11 Complex

1 a The Sri Lankan government said
 D C T α- βevent

1 ’2 b they would prefer that he did not
 T amod βθ γevent T α- βevent

+β +2 c and because he was their guest
 T α- βevent D T

α α d Annan had no option
 T α- βevent T

+β e but to drop his plan to visit that part [of the island]
 βperf γevent D T βperf γevent D T Q

12 Complex

1 a This was a serious error [of judgment] by someone [in the Sri Lankan
 D α- βevent D C T Q T Q
 government]
 +2 b and it may well produce unnecessary bitterness.
 T αmod βθ γevent E T

13 Simplex

Worse, it might even lead to the rekindling [of the currently dormant conflict]
 T αmod βθ γevent D T Q

14 Complex

α a Many more lives may be lost
 D C T αmod βθ γevent
 xβ b before any sort of trust is reestablished.
 D C T αθ βpass γevent

15 Complex

α a Even more notable than this are the opportunities [that might have opened up]
 T αθ βevent D T Q
 1 xβ b had the Sri Lankan government swept aside its legalistic reservations
 α- D C T β- γevent D C T
 +2 c and treated the Tamils [like the Sri Lankan citizens Colombo says they are]
 α- βevent D T Q

16 Complex

α a By an open-handed [] the government might have taken the wind from the sails
 D T αmod β- γ- δevent D T D T
 [[of the extremists [who still want a breakaway state]]]
 Q
 =β b [generous and brotherly approach to Tamil victims]
 | | | |

C T C T

17 Simplex

Instead, its grudging response has given extremist Tamil Tigers [a propaganda
 D C T α- β- γevent E T Q
 Victory]

18 Complex

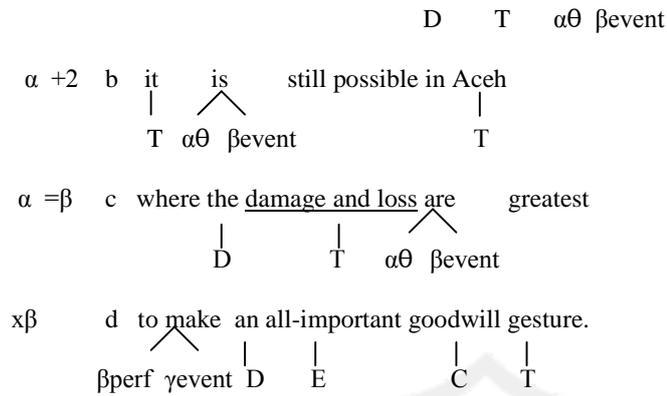
1 a They will able to claim [with apparent justification] []
 T αmod βevent βperf γevent Q
 α =2 b that when the chips are down
 D T αθ βevent
 ” β c Tamils are second-class citizens [on the island]
 T αθ βevent C T Q

19 Simplex

It is less clear [what has been happening in Aceh]
 T αθ βevent E T Q

20 Complex

1 a There have been claims
 D α- β- γevent T
 α ”2 b that government forces have seized the opportunity [presented by the post-tsunami
 C T α- β- γevent D T Q
 disorganization of rebel fighter]
 xβ c to move against them.
 βperf γevent T



Lost Opportunity

1. Indicative: declarative proposition

The Asian Tsunami	did not	discriminate	between friend and foe
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		
behavior	Men beh pro		phenomenon

2. Indicative: declarative proposition

Rival communities	were	suddenly	united	in horror and misery
S	F	MA	P	A
Mood			Residue	
Top theme Un	Rheme			
Goal	Mat pro-	Cir: Loc: time	-cess	Cir: matter

3. a. Indicative: declarative proposition

In Sri Lanka	the surging sea	caused		mayhem	up and down the east coast
A	S	F	P	C	C
Residue	Mood		Residue		
Top theme marked	Rheme				
Cir:loc:place	Attributor	Process		Attribute	Carrier

b. Indicative: declarative proposition

Where	rival Tamil and Sinhalese communities	have been	edging	uneasily toward an enduring peace	
	S	F	P	A	
	Mood		Residue		
Textual theme	Top theme Un	Rheme			
	behavior	Men beh pro		phenomenon	

4. a. Indicative: declarative proposition

Here	was	an outstanding opportunity for both sides		
S	F	C		
Mood		Residue		
Top theme Un	Rheme			
Attribute	ARP		Carrier	

b. Indicative: declarative proposition

To bury	their differences
P	C
Residue	
Rheme	
Men beh process	Phenomenon

c. Ellipsis

d. Indicative: declarative proposition

and	coordinate		the relief operations		
	F	P	C		
	Mood		Residue		
Text theme	Rheme				
	Men beh Process		Phenomenon		

5. Indicative: declarative proposition

Yet	It	appears not to have happened			
	S	F	P		
	Mood		Residue		
Textual theme	Top Theme Un	Rheme			
	existent	Exist process			

6. a. Indicative: declarative proposition

The government in Colombo	was	quick [to announce]
S	F	MA
Mood		
TTU	Rheme	
Carrier	ARP	Attribute

b. Indicative: declarative proposition

It	would	be sending	relief wherever it was needed
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		
Behavior	Men beh process		Phenomenon

7. a. Indicative: declarative proposition

When	Tamil Tiger officials In the quasi-autonomous Tamil north	protested	
	S	F	P
	Mood		Residue
Textual Theme	Top theme Un	Rheme	
	Sayer	Verbal process	

b. Indicative: declarative proposition

that	The government	was not	delivering	promise food and aid	to the area under their control
	S	F	P	C	A
	Mood		Residue		
Text	Top Unmarked	Rheme			
	Theme				
	Actor	Mat pro	Goal	Cir: loc: place	

8. a. Indicative: declarative proposition

Colombo	was	quick [to deny it]
S	F	MA
Mood		
TTU	Rheme	
Carrier	ARP	Attribute

b. Indicative: declarative proposition

Claiming	it was Tamil propaganda
P	C
Residue	
Rheme	
Verb behav process	Verbiage

9. Indicative: declarative proposition

Unfortunately	on friday	we	saw		something (that suggested...)
	MA	S	F	P	C
	Mood			Residue	
Text theme	Top marked	Rheme			
	Cir: loc: Time	Senser	Men pro	Phenomenon	

10. a. Indicative: declarative proposition

UN Secretary General Kofi Annan	was	in Colombo
S	F	Adjunct
Mood		Residue
Top theme Unmarked	Rheme	
Carrier	ARP	Attribute

b. Indicative: declarative proposition

Making	a whistle-stop tour (of the region)
P	C
Residue	
Rheme	
Material process	Range

c. Indicative: declarative proposition

To see	the scale of the disaster	for himself
P	C	A
Residue		
Rheme		
Mental process	Phenomenon	Cir: cause: behalf

d. Indicative: declarative proposition

and	expressed		a wish [to go north to Tamil-held areas]
	F	P	C
	Mood	Residue	
Textual theme	Rheme		
	Verb beh process	Verbiage	

11. a. Indicative: declarative proposition

The Sri Lankan government	said	
S	F	P
Mood		Residue
Top theme Unmarked	Rheme	
Sayer	Verbal process	

b. Indicative: declarative proposition

They	would	prefer	that he did not
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		
Behaver	Men beh process	Phenomenon	

c. Indicative: declarative proposition

and	because	he	was	their guest
		S	F	C
		Mood		Residue
Textual	textual	Top Unmarked	rheme	
	Theme			
		carrier	ARP	Attributive

d. Indicative: declarative proposition

Annan	had no	option
S	F	P
Mood		Residue
		C

Top theme Un	Rheme	
Carrier	ARP	Attribute

e. Indicative: declarative proposition

But	to drop	his plan [to visit that part of the island]
	P	C
	Residue	
Textual theme	Rheme	
	Men beh pro	phenomenon

12. a. Indicative: declarative proposition

this	was	a serious error of judgement (by someone...)
S	F	C
Mood		Residue
TTU	Rheme	
Carrier	ARP	Attribute

b. Indicative: declarative proposition

and	it	may	well	produce	unnecessary bitterness
	S	F	MA	P	C
	Mood			Residue	
Textual Theme	Top Un	Rheme			
	Actor	Mat pro-	Cir: manner: quality	-cess	Range

13. Indicative: declarative proposition

Worse	it	might	even lead [to the rekindling of the...]
MA	S	F	P
Mood			Residue
	Top theme Un	Rheme	
Cir: manner: quality	Token	IRP	

14. a. Indicative: declarative proposition

Many more lives	may	be	lost
S	F	P	C
mood		residue	
Top theme Un	Rheme		
Carrier	ARP	Attribute	

b. Indicative: declarative proposition

Before	any sort of trust	is	reestablished
	S	F	P
	Mood		Residue
Textual theme	Top theme Un	Rheme	

	phenomenon	Men beh process
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15. a. Indicative: declarative proposition

Even more notable than this	are	the opportunity that might have opened up
S	F	C
Mood		Residue
Top theme Un	Rheme	
token	IRP	Value

b. Indicative: declarative proposition

had	The Sri Lankan government	swept aside	its legalistic reservations
F	P	C	C
Mood	Residue		
Rheme			
Men beh pro-	Behaver	-cess	phenomenon

c. Indicative: declarative proposition

And	treated	the Tamil	like the Sri Lankan Citizens Colombo...
	F	P	C
	Mood	Residue	A
Text theme	Rheme		
	Men beh pro	Receiver	Cir: manner: comparison

16. a. Indicative: declarative proposition

By an open-handed	the government	might	have taken	the wind from the sails of the extremists (who still...)
MA	S	F	P	C
Mood			residue	
Top theme marked	Rheme			
Cir: manner: instrument	Actor	Mat pro	Range	

b. Ellipsis

17. Indicative: declarative proposition

Instead	its grudging response	has	given	extremist Tamil	a propaganda victory
	S	F	P	C	A
	Mood		Residue		
Textual theme	Top theme Un	Rheme			
	Actor	Mat Process	Receiver	Range	

18. a. Indicative: declarative proposition

they	will	able to claim	with apparent justification
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		

behavior	Verbal beh process	Verbiage
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b. Indicative: declarative proposition

That	when	the chips	are	down
		S	F	C
		Mood		Residue
Textual	textual	Top Unmarked	Rheme	
Theme				
		Carrier	ARP	Attribute

c. Indicative: declarative proposition

Tamils	are	second-class citizen	on the island
S	F	C	A
Mood		Residue	
Top theme Un	Rheme		
Token	IRP	Value	Cir: loc: place

19. Indicative: declarative proposition

It	is	less clear [what has been happening in Aceh]
S	F	C
Mood		Residue
Top Theme Un	Rheme	
Carrier	ARP	Attribute

20. Indicative: declarative proposition

there	have	been	claims that government forces have seized...
S	F	P	C
Mood		Residue	
Top theme Un	Rheme		
	Exist process		Phenomenon

21. a. Indicative: declarative proposition

It	seems		however	just as possible
S	F	P		C
Mood		Re-		
Top theme Un	Rheme		Textual	Textual
Carrier	ARP			Attribute

b. Indicative: declarative proposition

That	rebels	may	have launched	attacks	on Indonesian military
	S	F	P	C	A
	Mood		Residue		
Textual	Top Un	Rheme			
Theme					
	Actor	Mat process		Range	Cir: loc: place

c. Indicative: declarative proposition

moving	in to the disaster area
--------	-------------------------

P	A
Residue	
Rheme	
Material process	Cir: loc: place

22. a. Indicative: declarative proposition

If	this latter	is	true
	S	F	C
	Mood		Residue
Textual Theme	Top theme Un	Rheme	
	Carrier	ARP	Attribute

b. Indicative: declarative proposition

then	it	is	Outrageous that ment sent by Jakarta should have been treated...
	S	F	C
	Mood		Residue
Textual Theme	TTU	Rheme	
	carrier	ARP	Attribute

23. a. Indicative: declarative proposition

Nevertheless	the authorities	in Jakarta	might	have considered	a unilateral truce during the...
	S	A	F	P	C
	Mood		Re-	Mood	-sidue
Textual Theme	Top Un	Rheme			
	Senser		Cir: loc: place	Mental process	Phenomenon

b. Indicative: declarative proposition

Even though	it	had	plenty of other things
	S	F	P
	Mood		Residue
Textual Theme	Top Unmarked	Rheme	
	carrier	ARP	Attribute

c. Indicative: declarative proposition

To think	about the wake of tsunami
P	C
Residue	
Rheme	
Mental process	Phenomenon

24. a. Indicative: declarative proposition

Unlike in Sri Lanka (where the opportunity is now surely lost)	it	is	still possible in Aceh
MA	S	F	C
Mood		Mood	Residue

Top theme marked	Rheme		
Cir: manner: comparison	carrier	ARP	Attribute

c. Indicative: declarative proposition

where	the damage and loss	are	greatest
	S	F	C
	Mood		Residue
Textual Theme	Top theme Un	rheme	
	Carrier	ARP	Attribute

d. Indicative: declarative proposition

To make	an all-important goodwill gesture
P	C
Residue	
Rheme	
Material process	Range