

**A COMPARATIVE STUDY OF INTERPERSONAL MEANING
OF TEXTS EXPOSING CARTOON ISSUE IN OTHER
OPINION COLUMN AND YOUR LETTERS COLUMN
IN THE JAKARTA POST
(Based on Systemic Functional Linguistics)**



THESIS
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of the Requirement for the Sarjana Degree
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Faculty of Letter and Fine Arts

By
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ENGLISH DEPARTMENT
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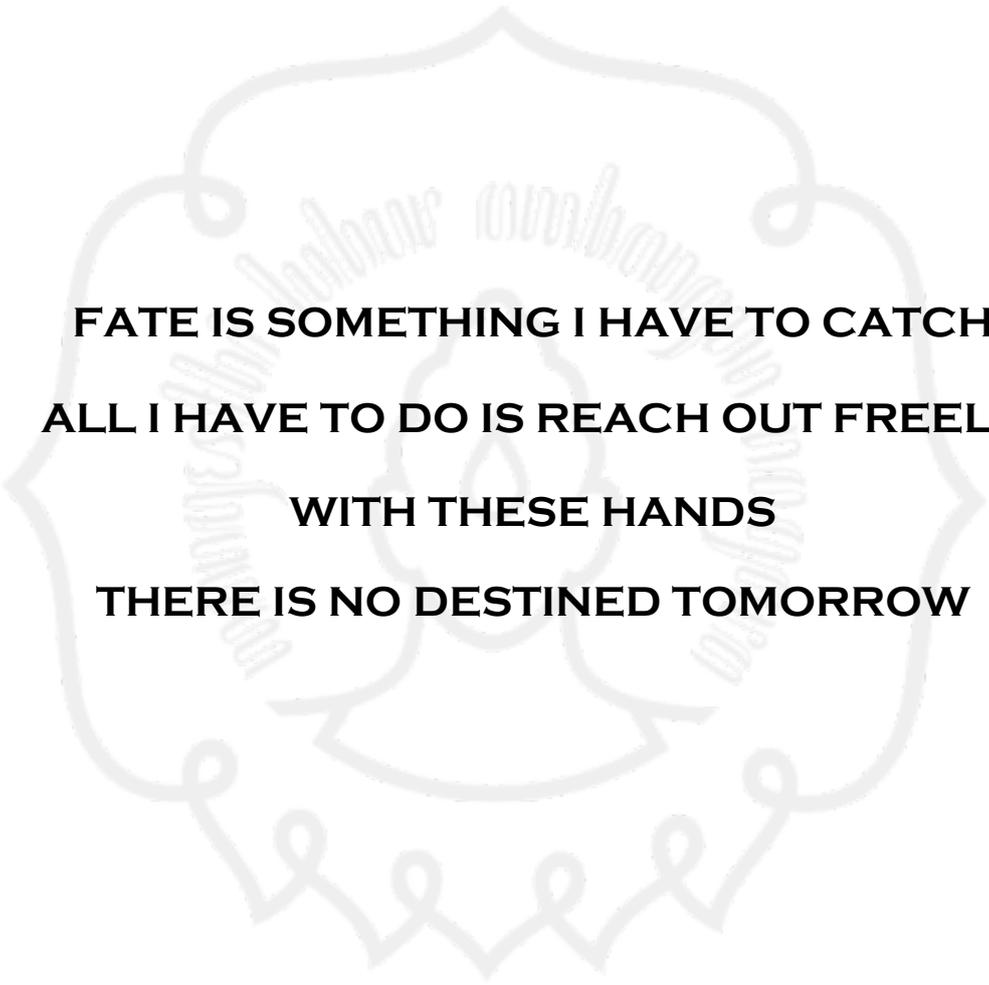
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**FATE IS SOMETHING I HAVE TO CATCH
ALL I HAVE TO DO IS REACH OUT FREELY
WITH THESE HANDS
THERE IS NO DESTINED TOMORROW**



I WHOLE – HEARTEDLY DEDICATE THIS THESIS FOR:

☞ **MY BELOVED PARENTS**

☞ **NI KADEK DEVI SRI ARISURYASMI DANIASIH**

☞ **HARDI SUDANTA BUDIARYANA**

☞ **MYSELF**

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Surakarta, July 2006

Dyan Hari Tjahyani

PRONOUNCEMENT

Name : Dyan Hari Tjahyani

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Stated whole- heartedly that the thesis entitled **A Comparative Study of Interpersonal Meaning of Texts Exposing Cartoon Issue in Other Opinion Column and Your Letters Column in The Jakarta Post** is originally made by the researcher. It is not plagiarism nor made by other. The things related to other people works are written in quotation and included in the bibliography.

If it is then proved that the researcher cheats, the researcher is ready to take the responsibilities.

Surakarta, July 2006

Dyan Hari Tjahyani

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ABSTRACT

Dyan Hari Tjahyani. C1304016, 2006, A Comparative Study of Interpersonal Meaning of Texts Exposing Cartoon Issue in Other Opinion Column and Your Letters Column in The Jakarta Post (Based on Systemic Functional Linguistic)

This thesis was a qualitative research employing a descriptive comparative method. The research was conducted by employing Systemic Functional Linguistic (SFL) theory, which focuses on analyzing the interpersonal meaning of texts exposing cartoon issue in Other Opinion Column and Your Letters Column in *The Jakarta Post*.

The sources of data were two texts of “Prophet Drawings” and “Don’t Overact on Cartoon Issue” taken from Other Opinion Column and Your Letters column in *The Jakarta Post* issued in February 13, 2006 and February 18, 2006. The data were taken based on total sampling technique, since the data used are all of the clauses taken from the texts.

In conducting the research, the researcher analyzed the data based on its lexicogrammar, cohesion, text structure and genre to define the interpersonal meaning covering status, affect and contact of both texts. Besides, this research was aimed at finding out the similarities and differences of both texts.

The result of this research showed that both of the texts have unequal status between the writer and the participants inside the text and equal status between the writer and the readers. The degree of affect in both text showed that the judgment of the writer to the issue is negative while the judgment to the readers is positive. Meanwhile, seen from contact analysis, both texts also used familiar and readable language and have involved contact.

The similarities of both texts are shown through the lexicogrammar description in terms of group system that is dominated by simplex nominal and verbal groups, indicative declarative clause functioning as proposition, topical unmarked themes, abstractions and technicalities and the employment of ideational metaphor. From the analysis of interpersonal meaning, both of the texts have unequal status between the writer and the participant inside the text, and equal status between the writer and the readers. Seen from the degree of affect both texts have negative judgment to the issue presented and positive judgment to the readers. Further, both of texts use familiar and readable language and have involved contact.

The differences can be seen from the clauses of text. Text II employs more simplex clauses than text I. The differences of both texts are also shown by the

transitivity system. Text I employed dominant mental behavior process, while text II employed dominant attributive relational process. The presence of interpersonal metaphor made some differences in both texts. Other difference is shown from the genre employed in each text. Text I employed discussion genre, while text II employed exposition genre. Finally, the difference of both texts was about the effectiveness and the appropriateness of texts. From the whole analysis it can be seen that Text I is more effective and appropriate than Text II. This can be seen through the data description and data interpretation of Text II which employed mental behavioral process in transitivity that support the genre of the text, higher familiar and readable language, the text structure make the text is more effective than in Text I, and the writer strategy in expressing his ideas by revealing two different points of view to criticize the cartoon.

After concluding, the researcher also gives some recommendation to other students who are interested in SFL to explore other aspect of SFL especially register, genre and Ideology.

CHAPTER I

INTRODUCTION

A. Research Background

The Prophet Muhammad cartoons controversy began after editorial cartoon depicting the Islamic prophet Muhammad were published in the Danish newspaper *Jyllands-Posten* on September 30, 2005. The controversy began in September after an author in Denmark complained that he unable to find illustrator to illustrate a book of a prophet's life. In response, *Jyllands-Posten* ran 12 cartoons by various staff artist depicting Prophet Muhammad (<http://washingtonpost.com/wp-dyn/article/2006/01/30/AR200601316.html>).

The drawings consist of twelve cartoons. Publishing 12 cartoons degrading the Prophet Muhammad was certain to enrage Muslims, most of whom believe any visual depiction of the Prophet is forbidden. The protests continue to run over the Prophet Muhammad Cartoon after more newspaper in Europe republished the

cartoons. Diplomatic protest by governments of Islamic countries increased to closure of the embassies. Boycotts of Danish product and protests across Islamic world were built up over the row (<http://washingtonpost.com/wp-dyn/article/2006/01/30/AR200601316.html>).

Consequently, the controversy over the publication of Prophet Muhammad Cartoon in Danish daily, *Jyllands - Posten* led to a debate between freedom of speech and religion (Muslim) taboos. The protests against the Prophet Muhammad cartoon were widespread increasingly. People in many countries reacted with the cartoon controversy by revealing their opinion.

Many people from around the world want to participate to solve problem related to social issue. In this case, they participate to solve the problem related to freedom of speech and dignity of a religion. Participating in social problem is natural human act as a social creature. Man as social creature has awareness to the problems in their surroundings. One form of their participation is giving an opinion to the issue in society. By revealing an opinion, a man at least has informed about the issue and thinks about the solution. Furthermore, there will be a further discussion that may create a mass discussion that is expected to be beneficial to the society.

In order to express his idea, a man needs instrument or device to broaden his statement to all over the world. The media are able to transmit the message to the people. Mass media are the realization of the press that attempts to fulfill the need of information in community. One of the instruments or devices is newspaper. Newspaper belongs to printed media that is used to transform a

message through written text such as news, article, advertisement, editorial, reader letters and entertainment. As communication media, newspaper operates the field of information, education, recreation and persuasion.

The issue was chosen due to following reason. First, it is a very great issue in international scope. Consequently it arouses big attention from people all over the world. Second, it is the latest news that is still discussed now. Finally, it is a sensitive case dealing with religion (Muslim taboos) and freedom of speech.

The texts were taken from *The Jakarta Post*. It is one of printed media written in English. As one of communication media, *The Jakarta Post* operates the field of information, education, recreation and persuasion. As the realization of the persuasion, it provides column such as editorial and other opinion column. These column contain comment, complain, suggestion, critics, or problem solving. Besides, *The Jakarta Post* also provides column of letter to editor. In writing and submitting letters, writers give an opinion depending on his/her purpose. They can inform, argue, explain, and complain.

This analysis is carried out based on Systemic Functional Linguistics (SFL) approach. Systemic Functional Linguistic (SFL) focuses the study on discourse analysis. It interprets language as a system of meaning, accompanied by forms through which the meaning can be realized (Halliday, 1994: xiv). The study is focused on the interpersonal relationship that can be seen trough the interpersonal meaning realized on the texts.

The researcher interested to explore for the close interpretation of interpersonal meaning of texts exposing cartoon issue in Other Opinion column and Your Letter column of *The Jakarta Post*. The writer wants to explore the social relationship among the interlocutors. Besides, the writer wants to find out

the judgment toward the issue of the Prophet drawing. Moreover, the writer wants to find out the involvement among interlocutors and the familiarity of the language used by the writers to express their ideas.

In this study, interpersonal meaning analysis is applied in the sense that Systemic Functional Linguistic is realized in register, particularly tenor. Interpersonal meaning has three dimensions that are called status, affect, and contact. Status explores the relative's position of interlocutors in a culture's social hierarchy. Affect deals with the judgment and assessment of the writer to the participant and the readers. Contact concerns with the degree of involvement among interlocutors that is determined by the nature of speaker who is involved in (Martin, 1992, p.523-525). Then interpersonal meaning can be seen from the analysis of lexicogrammar, cohesion, text structure and genre of the text.

Based on the explanation above, this study is focused on a comparative study of interpersonal meaning of texts exposing cartoon issue in Other Opinion and Your Letters column in the Jakarta Post.

B. Problem Statement

Considering the research background, this thesis is proposed to answer the comparative study of interpersonal meaning of texts exposing cartoon issue in Other Opinion and Your Letters column in the *Jakarta Post*. The detail problems are formulated as follow:

1. How are the lexicogrammar, cohesion, text structure and genre realized in the texts?
2. How is the interpersonal meaning including status, affect, and contact realized in the texts?

3. What are the similarities and differences of both texts in the Other Opinion and Your Letters Column?

C. Research Limitation

The study is limited only to explore the similarities and difference of three aspect of interpersonal meaning covering status, affect and contact between texts in Other Opinion and Your Letters column in *The Jakarta Post* exposing to the cartoon issue through their lexicogrammar, cohesion, text structure and genre. The lexicogrammar descriptions describe the Clause system, Transitivity system, the Mood system, Theme system, Polarity and Modality, Abstraction and Technicality, Descriptive and Attitudinal lexis, and Metaphor.

D. Research Objective

This research is aimed at comparing interpersonal meaning text exposing cartoon issue in Other Opinion and Your Letter column in *The Jakarta Post*. The details objectives are:

1. To describe the lexicogrammar, cohesion system, text structure and genre realized in the texts
2. To describe status, affect, and contact realized in the texts
3. To discover the similarities and differences of both texts in Other Opinion and Your Letter Column.

E. Research Benefit

This research was conducted to discover and compare the interpersonal meaning in the text exposing Cartoon Issue in Other Opinion and Your Letter Column in *The Jakarta Post*. Besides, the analysis in both text can be used to determine the way the writer express their ideas which can influence the reader' s view toward the publication of Prophet Muhammad Cartoon in Danish daily, *Jylland-Posten*.

F. Research Methodology

This research is qualitative employing a descriptive comparative method. According to Subroto (1992, p.6), a qualitative research is a kind of research, which is not designed to use the statistic procedures. This research is called descriptive since its objective is to describe phenomena from which a research conclusion will be drawn. Surakhmad (1994, p.147) states that a descriptive method is the research method by ways of collecting data, arranging or classifying the data, analyzing the data, interpreting them and finally drawing conclusion. In addition, the research also employs comparative method. According to Miles and Huberman (1992,p.237) comparative method is implemented by making comparison between two set of things, persons and roles of activities, which were known to differ in some other respect.

In *Pengantar Metode Penelitian Linguistik Struktural*, Edi Subroto states that *teknik pustaka* (literature technique) is one of the techniques of collecting data. The literature sources are magazines, newspapers, books, and so on (1992, p.42-43). In this study, the research proposes just one kind of technique of collecting data that is *teknik pustaka* in which the data collected are in the form of words and sentences. The source of data is the text published under Other Opinion and Your Letter Column in *The Jakarta Post*, issued in February 13, 2006 and February 18, 2006. Since all data are taken to be sample, the technique of sampling used is total sampling.

G. Thesis Organization

This thesis will be arranged as follows:

- Chapter I: INTRODUCTION, covering research background, problem statement, research limitation, research objective, research benefit, research methodology, and thesis organization.
- Chapter II: LITERATURE REVIEW, covering Cartoon Issue, Newspaper, Other Opinion Column, Your Letter Column, Asahi Shimbun, The Jakarta Post, SFL, Text and Context, Register, Tenor as projection of Interpersonal meaning, Lexicogrammar, Cohesion system, Text Structure and Genre and GSP.
- Chapter III: RESEARCH METHODOLOGY, covering research method, data and the source of data, technique of collecting data, sample and

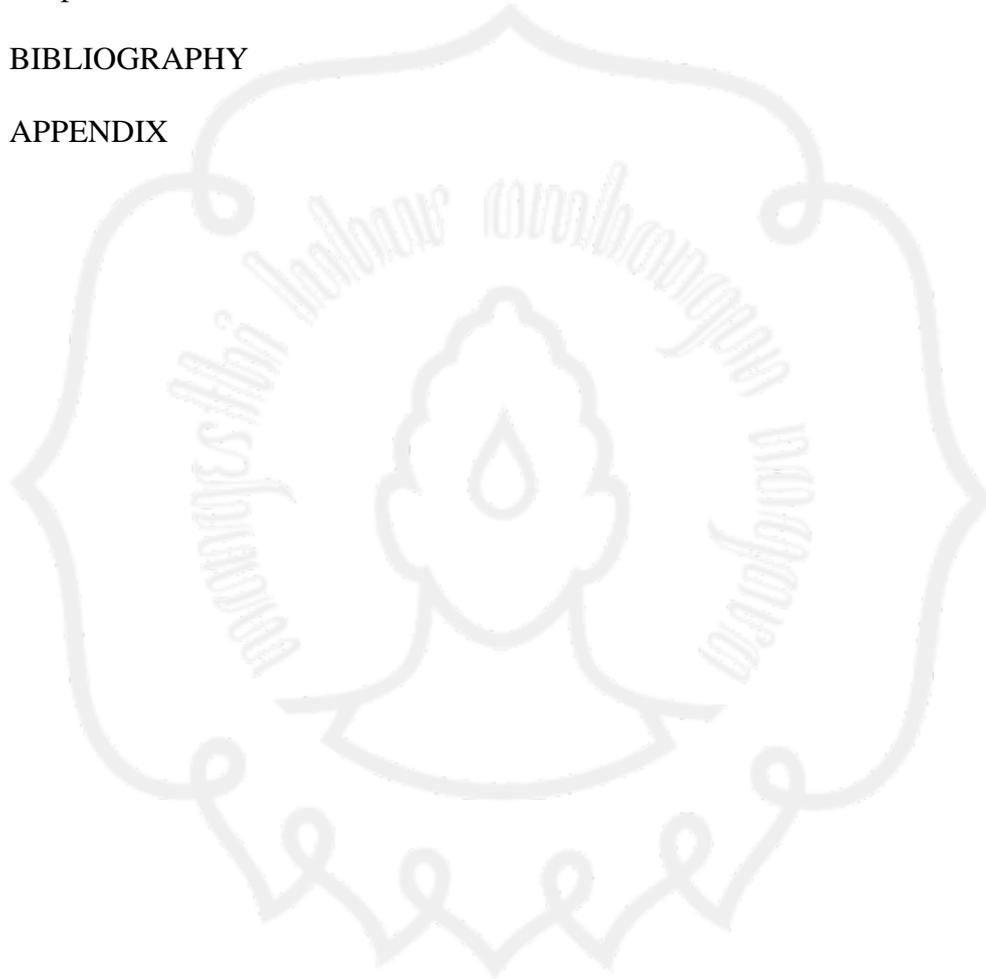
technique of sampling, research procedure, and technique of analyzing data.

Chapter IV: DATA ANALYSIS covering of Data Description, Data Interpretation, and Discussion

Chapter V: CONCLUSION AND RECOMMENDATION

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CHAPTER II

LITERATURE REVIEW

A. Cartoon Controversy

The twelve cartoons published on 30 September 2005 by the Danish newspaper *Jyllands – Posten* show the Muslim Prophet Muhammad in a variety of humorous and satirical situations (<http://news.bbc.co.uk/1/hi/world/4677976.stm>). Anderson says that the controversy began in September after an author in Denmark, Kare Bluitgen, complained that he unable to find illustrator to illustrate a book of a prophet's life. In response, *Jyllands-Posten* ran 12 cartoons by various staff artists depicting Prophet Muhammad. The paper explained that the project was meant to gauge the public's response (2006).

The images of the twelve cartoons are:

1. The image of Prophet Muhammad wandering through desert with the sun setting behind him.
2. The image of Prophet Muhammad as a part of the Islamic star and crescent symbol.

3. The picture of Prophet Muhammad carrying a lit bomb on his head decorated with Muslim declaration of faith instead of a turban.
4. The image of Prophet Muhammad brandishing a sword ready for a fight.
5. The image of the Prophet standing on a cloud holding back a line of suicide bombers, saying: "Stop, we have run out of virgin".
6. The image of the Prophet standing with a halo in the shape of a crescent moon.
7. The picture of two angry Muslims charged forward with sabres and bombs.
8. The picture of a Middle Eastern – looking boy in front of a blackboard.
9. The image of a schematic sticks drawing of five almost identical figures.
10. The picture of a nervous caricaturist shakily drawing Muhammad while looking over his shoulder.
11. The picture that shows journalist Kare Bluitgen, wearing a turban with the proverbial orange dropping into it, with the inscription "Publicity stunt". In his hand is a child's stick drawing of Prophet Muhammad.
12. The last the drawing shows police line-up of seven people wearing turbans. They are: (1) A generic Hippie, (2) right-wing politician Pia Kjærsgaard, (3) possibly Jesus, (4) possibly Buddha, (5) possibly Muhammad, (6) generic Indian Guru, and (7) journalist Kare Bluitgen (<http://humaneventsonline.com/sarticle.php%3Fid%3D12146+cartoons+of+Prophet+Muhammad&hl=id&gl=id&gl=id&ct=13>).

Publishing 12 cartoons degrading the Prophet Muhammad was certain to enrage Muslims, most of whom believe any visual depiction of the Prophet is

forbidden. The cartoons are republished in January, and then at the beginning of February in a number of European newspaper in France, Germany, Italy and Spain (<http://news.bbc.uk/1/hi/world/4677976.stm>).

The protests continue to run over the Prophet Muhammad Cartoon after more newspaper in Europe republished the cartoons. Diplomatic protest by governments of Islamic countries started in October 2005, escalating to closure of the embassies. Boycotts of Danish product and protests across Islamic world built up in the late January and early February (<http://washingtonpost.com/wp-dyn/article/2006/01/30/AR200601316.html>).

Many Muslim say that the cartoons are extremely and deliberately offensive, expressing a growing European hostility toward and fear of Muslims. The portrayal of the Prophet Muhammad and Muslim in general as terrorists is seen as particularly offensive (<http://news.bbc.uk/1/hi/world/4677976.stm>).

B. Newspaper

Newspaper is one of broad range publication of journalistic press in the form of printed media. It has shape of sheet and it is divided into many columns. It can be published at various intervals but usually appears daily or weekly. Newspaper may contain information about what is happening in the world, the country or in the local community. It also contains information about entertainments, sports, weather, and so forth (Gamble &Gamble, 1989: 75-76).

As one of mass communication media, Emery (1968, p.174) states that contemporary newspaper has three basic functions. The first function is to inform its readers objectively about what is happening in their community, country and world. Second function is to comment editorially in the news. The third function is to provide the means whereby persons with good and service to sell can advertise their wares. Moreover, the printed word has lasting power far beyond that the spoken word or visual image since they can refer to it again. Thus, the story printed in the newspaper may be clipped and saved by the reader for many years and readily examined few years later.

Within newspaper, the news mostly contain of story whether the fact happens in the past, at the moment, or in the future. The published news has some criterions based on editorial aim. Ashadi (1998, p.111) classifies the news criterion based on editorial aim into three criterions. First, newspaper based its purpose on the selling rate and high commercial advertisement. Therefore, it only chooses the news having high selling rate. Second, newspaper bases on the purpose of benefits of the news published to the reader. The information given in the newspaper also helps the reader to broaden their knowledge. Third, newspaper bases the main purpose on shaping public opinion. The editorial plays an important role in shaping and persuading point of view in order to make the readers act and do its purpose.

C. The Jakarta Post

The Jakarta Post is one of Indonesian newspaper published in English. It is published daily. *The Jakarta Post* is known as the largest English newspaper in Indonesia covering of international and national events. It is published in twenty pages and divided into Headlines, National, Archipelago, Opinion, City, Sports, World, Business, Environment, Potpourri and People.

As daily English newspaper, *The Jakarta Post* is consumed by limited people such as the academics, the ambassadors, and people who have good ability in English. However, *The Jakarta Post* has wide circulation. Its subscribers are not only English native speaker who lived in Indonesia, but also English learners and Indonesian people who are mastering English, mostly coming from middle class society or upper class society. Therefore most Indonesian subscribers of *The Jakarta Post* are between middle class and upper class.

As one of communication media, *The Jakarta Post* operates the field of information, education, recreation and persuasion. As the realization of the persuasion, it provides column such as editorial and other opinion column. These column contain comment, complain, suggestion, criticism, or problem solving.

The Jakarta Post provide column, which is frequently employed to present opinion of the editorial. In addition, *The Jakarta Post* also provide column for the readers to express their opinion. This column is called “opinion” column, which is

usually at page 6 and 7 and comprising of Editorial, Letter to editor entitled Your Letter, Other Opinion and Essays.

D. Asahi Shimbun

Asahi Shimbun is one of the three big leading national newspapers in Japan. It was founded in Osaka in 1879. Like other newspaper, Asahi Shimbun also divided into columns such as Nation, Politics, Business, Opinion Editorial, Sports, Art Entertainment, Live style and Vox Vopuli. On the political scale, Asahi Shimbun stands on the liberal side and viewed as a bastion of Japanese liberal thought against the increasing conservative, right - wing tendencies of the Japanese government and the Liberal Democratic Party (<http://www.asahi.com/shimbun/honsya/e/e-history.html>)

The newspaper has alliance with the International Herald Tribune, which is affiliated with the New York Times. Together, they published “International Herald Tribune/ The Asahi Shimbun” as their English - language daily edition (<http://www.asahi.com/shimbun/honsya/e-english.html>). Moreover, Asahi Shimbun also has a partnership with the People’s Daily, which is the official newspaper of the Communist party of China (<http://www.asahi.com/shimbun/e/e-network.html>).

E. Opinion Column

The Jakarta Post has the column named Other Opinion. This column is one of the columns in editorial page consisting of the article related to the public interest. This column is similar to the editorial one in the case of discussing toward actual issue. The difference is that the opinion on editorial column is written by the editor of its own newspaper, while those on other opinion are composed by the editor of other newspaper, either foreign or domestic newspapers.

The opinion column usually explains the news behind the scene, event discussing social, economic, and political issue. Generally, the writing contains of complaint, criticism, suggestion, or kind of problem solving that may argue, attack, and try to persuade and influence the reader to accept the writer’s principle (Mott, 1958). As a commentary writing, the column automatically contains the writer’s assumption, thought, evidence and reason toward the issue. All of the considerations then lead to the writer to give positive or negative judgment toward the issue.

F. Letter To Editor

Almost all printed media especially newspaper provide letter to the editor column. It is the most interesting column for the readers to read. Letter to editor varies in its name. It depends on the media's characteristics. In *The Jakarta Post*, this column is called Your Letter column. It is usually printed on the seventh page under the heading of opinion column.

Letter to editor is a forum readers generally provided by newspaper to express their opinion about anything of general public interest. Koeswara (1994: p.111) says that the content of letter to editor usually concern criticism, complaint, and suggestion related to public interest. It is also a media where the ideas can be exchanged and people can speak their minds in order to influence or change things for better.

Letter to editor serves two folded purposes. Firstly, it furnishes a safety value for the release of the intellectual and emotional prompting. Secondly, it also serves as a medium for the editor to get touch with their readers (Mott, 1958).

G. Systemic Functional Linguistic (SFL)

Systemic functional linguistics (SFL) is a study of language which focuses on language as a resource of meaning. This theory is introduced by M.A.K Halliday. It views language primarily as a resource for exploring and understanding the meaning in discourse (Halliday, 1994: xiv).

Eggs (1994,p22) states that as an approach to language, SFL tries to develop theory about language as social process and analytical methodology that allows the more detailed and systemic description of language pattern.

SFL is characterized by two terms namely systemic and functional.

Systemically, SFL is “based on the theory of meaning as choice, by which a language, or any other semiotic system, is interpreted as a network of interlocking

options: ‘either this or that, or the other’, ‘either more like this or more like that’, and so on” (Halliday, 1994: xiv). This means that one who uses a language can employ all aspect of language related to the target achieved. Then, the description of language can starts from the most general features or proceed step by step to find the message because the text will have some interpretations.

Functionally, SFL is “functional in the sense that it is designed to account for how the language is used” (Halliday, 1994: xiii). As Halliday states, “every text, everything that is said or written, unfolds in the some context of use”. This means language is product of social and cultural aspects influenced by social environment in its language community. Concerning with meaning, the fundamental components of meaning in language are functional meaning. The components are called metafunctions, which are the manifestation in the linguistic system of two very general purposes that underlie all uses of language: (i) to understand the environment (ideational), and (ii) to act on the other in it (interpersonal). Combined with these is a third metafunctions component, the textual, which breathe relevance into the other two (Halliday, 1994: xiii). Thirdly, each element in a language is explained by reference to its functions in the total of linguistic system. In other words, each part is interpreted as functional and with respect to the whole (ibid, p. xiv).

The two characteristics then will make two possible levels of achievement to aim at. One is contribution to understanding of the text: the linguistic analysis

enables one to show how and why the text means what it does. This is the lower level of two levels. The higher level is a contribution to the evaluation of the text: the linguistic analysis may enable one to say why the text is, or is not, an effective text for its own purpose- in what respect it succeeds and in what respect it fails or it less successful (ibid, p. xv).

H. Text and Context

In SFL, the study of language can be realized in the form of spoken and written discourse. Halliday states “A discourse analysis that is not based on grammar is not an analysis at all, but simply a running commentary on a text” (1994, p. xvi). Further, he adds “A text is a semiotic unit, not grammatical ones” (ibid, p.vii). This means text is not defined by its size. It may consist of single word or more than one sentences, or in all day discussion in the form of written or spoken as far as it carries meaning.

A text deals with its context of use, the social meaning of text can only interpreted by its reference to its context. Text and context is inseparable. The context can be a reference to determine the social meaning of a text.

As a semantic unit, an interpretation of a text cannot be separated from its context (ibid). Eggins states that our ability to deduce context from text is one way in which language and context are interrelated. It clearly suggests that in some ways, context is in text: text carries with it (1994, p.7). In reality, text always occurs with other texts that accompany it; text that is ‘with’ namely context (Halliday and Hasan, 1985:6). The context here refers to context of culture and context of situation.

In social interaction, cultural norms and values are established through social process that is in social interaction among members of the society in verbal and non-verbal forms (Santosa, 2000:7-8). The differences of socio-cultural norms and values system in the social process in the society are realized in text structure and the use of different register (ibid). The combination of cultural norms and values is recognized as context of culture. This is the culture in which a text occurs. Context of culture is realized in genre and ideology.

Meanwhile, context of situation, which is realized in register, is an immediate context of a text, which makes a bridge between the text and the situation in which it actually occurs. Context of situation can be specified into three variables namely field tenor and mode. Santosa says that the context that directly covers the social process is called context of situation, while the language used to express the social process in its function in the context of situation is called text (2000, p. 16).

I. Register

Santosa (2003, p.47) simply defines register as the language variety that is based on the use of the language. The variation of language at register is influenced by the context of situation that consists of three variables, namely field, tenor and mode.

The three variables of register have close relationship with the language metafunctions. The field, tenor and mode are realized through components of metafunctions. This can be figured below:

The variables of Register	Realized by	The component of meaning
Field		Ideational meaning

		(Transitivity, verbal group, nominal group)
Tenor		Interpersonal meaning (mood and modality)
Mode		Textual meaning (theme, cohesive relation)

(Adapted from Halliday & Hasan, 1985, p.36)

a. Field

Field is the projection of ideational meaning. It refers to what is happening, what the participant are engaged in. Martin states that field is a set of activity sequences oriented to some global institution purpose (1992, p.536). It provide an answer to the question where, when, and how it does. In a text, field can be seen through text structure, cohesion system, transitivity, clause system, nominal and verbal groups, and lexical system: abstraction and technicality (Santosa, 2003, p.50).

b. Tenor

Tenor projects the interpersonal meaning that represents the negotiation of social relationship among participants (Martin 1992:523). It refers to the participants involved in the text, including their character, status, and role: what kinds of role relationships that are obtained among participants, including permanent and temporary relationships. In addition, it is also a reference to explore the role of language in expressing the role and social relationships among participants in the text.

Tenor is concerned with semiotic of relationship and employ three dimensions, namely affect, status, and contact (Martin 1992, p.525). Affect explores the assessment or judgment among participants, whether it is positive or

negative. Status describes the inter-relationship among participants whether they are equal or unequal, horizontal or vertical. Contact deals with the familiarity of language among the users whether the language used is understandable or not for the readers (ibid, p.526).

c. Mode

Mode projects textual meaning that refers to the role or symbolism played by language in realizing social action (Martin, 1992:508). According to Santosa (2003,p.52), mode refers to what part of language is playing, what the participant expect by using the language in a certain context, the symbolic organization of the text, the status that it has, and its functions in the context, including the channel, whether it is spoken or written or combination of two and also the rhetorical mode: what is being achieved by the text in terms of such as persuasive, didactic, expository, etc. Besides, mode also includes medium used by the language users whether they use one-way or two-way communication: audio, audio- visual, the print one, etc. It can be also in direct communication such as tutorial, speech, seminar, dialogue, etc.

J. Tenor as the Realization of Interpersonal Meaning

Interpersonal meaning views language from point of views of its function in the process of social interactions. Text is not only the reflection of reality but also a piece of interaction between speaker or the writer and listener or reader (Halliday & Hasan, 1985, p.20).

Tenor as the realization of interpersonal meaning refers to the negotiation of social relationship among participants. Tenor is one aspect of register variables expressed through the interpersonal function (Martin, 1992, p.523).

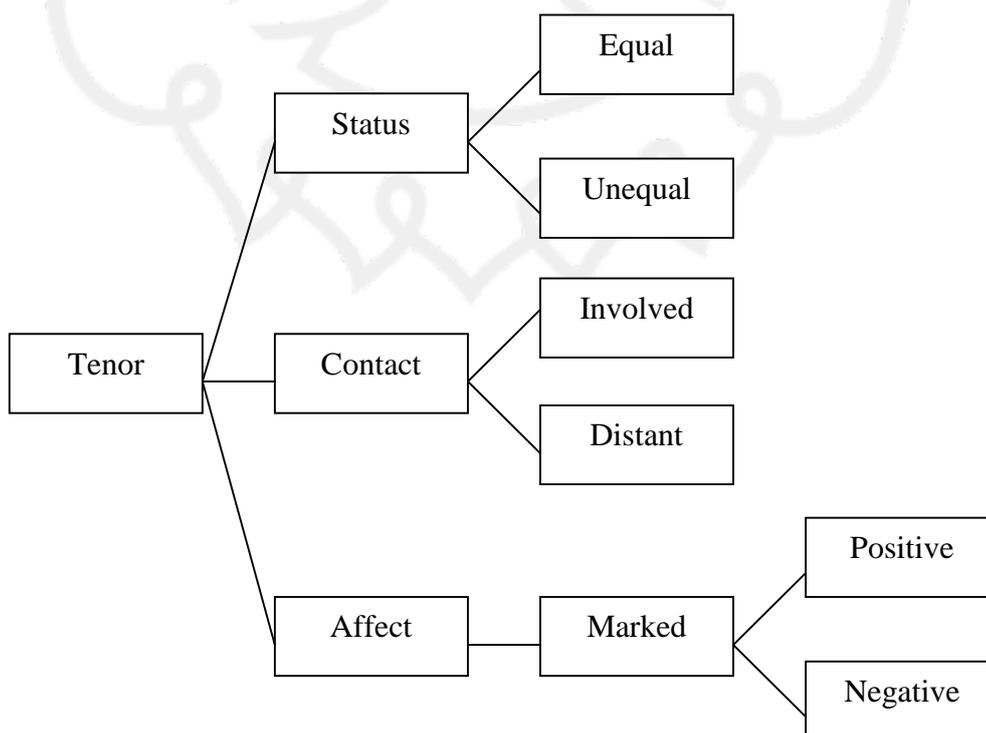
The way of the speaker doing something to other participants will engender two semantic system of clause: proposition and proposal. Proposal clause refers to the thing that one exchange is about goods and services. Proposition clause refers to the information. Moreover, the system contributes two basic contrasts that are giving and demanding something. It can be seen through the table below:

	Giving	Demanding
Goods and services	Offer	Command
Information	Statement	Question

(Adapted from Martin, 1992, p.32)

Tenor concerns the semiotics of relationship that mediates the relationship among three dimensions, namely status, contact and affect (Martin, 1992, p.525).

It can be seen through the figure below:



(Adapted from Martin, 1992, p. 526)

1. Status

Status means the relative position of interlocutors in culture's social hierarchy. Its basic contrast is equal and unequal status depending on the social ranking of participants. This means that status clarifies the interrelationship level between the writer and the participant in the text; the writer and the reader; and between the participants themselves. This aspect could be known through the modulation system to show whether the relation is vertical or horizontal (Martin, 1992, p. 527-528).

Equal status among interlocutors is realized taking up the same kind of choices, whereas unequal status is realized by taking up different ones (ibid, p.527). Unequal status can be distinguished through two concepts: dominate and deference. This deference will show the higher or lower status of the speaker (ibid, p.528).

Status can be identified through the lexis: descriptive or attitudinal lexis, mood structure: proposal or proposition, transitivity system, theme structure, cohesion, text structure and genre (Santosa, 2003, p. 52).

2. Contact

Contact concerns the degree of involvement among interlocutors (Martin, 1992, p.525). Further Martin (ibid, p.256) adds that contact is broken down into: involved and uninvolved contact of the participants depending on the number of factors influencing the familiarity of participant with each other. Involved contact is realized through the choice available and implicit realization of meaning, while uninvolved contact is realized through less choices and explicit one.

Contact also evaluates the language used in the text whether it is familiar or unfamiliar to the readers. This relate to the ease or difficulty of text understanding. These aspects can be realized through text structure, cohesion, clause system, group system, lexis: congruent and incongruent, familiarities of technical terms, abstractions, and metaphor system (Santosa, 2003, 52).

3. Affect

Affect is assessment, evaluation, and judgment among the participant involved in the text (Santosa, 2003, p.51). Martin (1992, p.525) states that it refers to the degree of emotional charge in the relationship between the participants. It deals with the degree of judgment among participants, the writer and the participant in the text, and the writer to the reader. The assessment is divided into two: positive or negative (Santosa, 2003, p.51). The positive feature includes satisfaction, security, and fulfillment whereas the negative feature includes discord, insecurity, and frustration. Thus, the positive and negative attitudes can be realized through nominal groups (deictic, epithet and thing) (Martin, 1992, p.533).

Affect can be identified through the lexis: descriptive or attitudinal lexis, mood structure: proposal or proposition, transitivity system, theme structure, cohesion, text structure and genre (Santosa, 2003, p. 51).

K. Lexicogrammar

Lexicogrammar is the concrete realization of register. This refers to the choice of words and the formation of structure in system. Butt et all (1995, p.14) states that language refers to system of wording or signing which simply means words and the way they are arranged. Eggins (1994, p.14) states that “the experiential, interpersonal, and textual meaning choices which express context in the text are realized through lexicogrammar patterns.

Lexicogrammar includes transitivity system, clause system, groups system, MOOD system and Mood structure, theme system, modality and polarity, lexis systems, abstraction, technicality and metaphor.

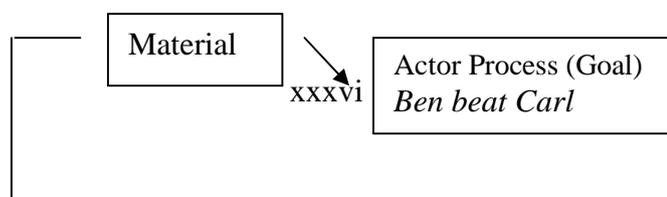
1. Transitivity System

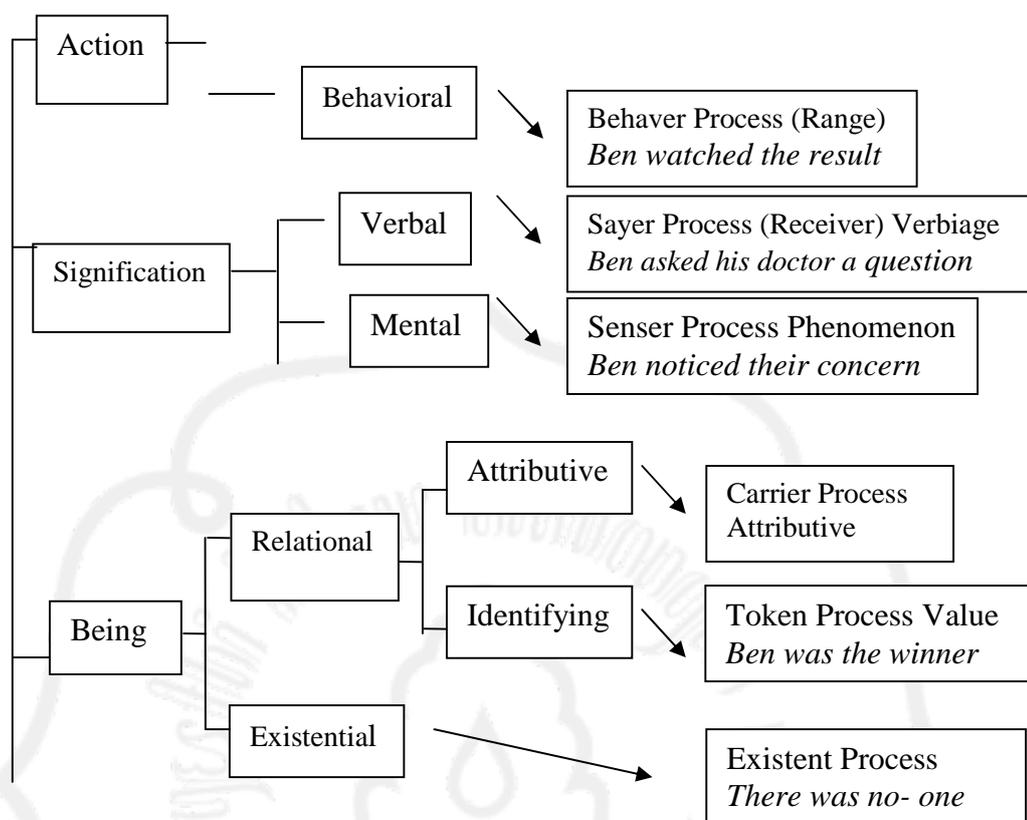
Transitivity refers to how meaning is represented. It shows how speakers encode in language their mental picture of reality and how they account for their experience of the world around them. This study concerns the transmission of ideas, which are part of the ideational function of language. The way in which the transitivity carries out the ideational function is by expressing process (Halliday, 1994, p.106).

Halliday (ibid, 107) mentions a process consists, in principle, of three components namely:

- (i). The process itself, which will be expressed by the verb phrase in a clause
- (ii). The participant involved in the process. They are typically realized by noun phrase in the clause.
- (iii). The circumstances associated with the process, normally expressed by adverbial and prepositional phrase.

The types of process and participant in English are presented below:





(Adapted from Martin, 1992, p.279)

a. Types of process and their participant

There are six process in transitivity system i.e. material, mental, verbal, relational, behavior and existential. Each type of process has its own participants.

1. Material Process

Halliday (1994, p. 110) states that material process is process of doing. It express the notion that some entity 'does' something – which may be done 'to' some other entity. There are two types of material process, namely: process of doing and happening. Material process has two inherent participant roles associated with them. The first is Actor, an obligatory element that represents the

“doer” of the process expressed by the clause. The second is goal that represents the person/thing affected by the process.

For example:

John	is cooking	pizza
Actor	Process	Goal

There are also other participants called beneficiary and range. Beneficiary is the participants that receive the goal as good or service. There are two kinds of beneficiary, namely recipient and client. Recipient is the one that goods are given to. Meanwhile, client is one that services are done for.

For example:

John	sent	Mac	a table
Actor	Process	Recipient	Goal

John	baked	Mac	pizza
Actor	process	client	goal

The other participant in material process is Range. Range is extension of process or the scope of process. In material process range either (i) express the domain over the which process takes place or (ii) express the process itself, either in general or specific terms (Halliday, 1994, p.146).

For example:

John	plays	Guitar
Actor	Process	Range

2. Verbal Process

Verbal process is process of saying. The verbs are ask, tell, say (Halliday, 1994, p.140). The participants include sayer, receiver and verbiage. Sayer is the

individual who is speaking. Receiver is the addressee to whom the process is reflected. Verbiage may be the content of what is said or it may be the name of the saying (ibid, p.141).

For example:

John	told	them	a story
Sayer	Process	Receiver	Verbiage

3. Mental Process

Halliday (ibid, p.114) states that mental process is process of feeling, thinking and perceiving. Furthermore, he divides mental process into three types: perception (seeing, hearing, etc), affection (liking, fearing, etc) and cognition (thinking, knowing, and understanding) (ibid, p. 118).

There are two participant of mental process, namely sener and phenomenon. The sener is the conscious being that is feeling, thinking or seeing. The phenomenon is that which is 'sensed' – felt, thought or seen (ibid, p.117).

For example:

John	likes	pizza
Sener	Process	Phenomenon

4. Behavioral Process

Behavioral process is a process of physiological and psychological behavior like breathing, dreaming, smiling, coughing. Behavior is typically a conscious being like the sener, but the process functions more like one of doing (ibid, p.139). Behavioral process is divided into two categories: mental and verbal behavior process.

a. Mental behavior process

Mental behavior process is the combination between material and mental process. The participants are called behavior and phenomena. Behavior is the active participant and typically conscious being. Meanwhile, phenomenon is identified as something perceived, reacted thought. The verbs expressing mental behavior process are *look, memorize, cry, smile, lough, experience*, etc. For example:

He	Looked at	The carving
Behavior	Process : mental behavior	Phenomenon

b. Verbal behavioral process

Verbal behavioral process is the combination of verbal and material process. The participants are called behavior and verbiage. Behavior is the conscious being, whereas verbiage means what is said. This process can be identified through the presence of verbal groups such as *talk, chat, converse, speak, call, discuss, abuse, flatter*, etc. For example:

John	Talked	To her	About the test
Behavior	Mental behavior	receiver	Verbiage

5. Relational Process

According to Halliday (1994, p.119) relational process is a process of being. There are two kinds of relational process: attributive relational process and identifying relational process.

a. Attributive relational process

Attributive relational process is a process of relating by giving attribute. It is ascribed to some entity quality, participant, a circumstance or a possession. The

participants are carrier and attribute. Carrier is the entity to which it ascribed, while attribute is the quality ascribed (ibid, p.120). Verbs usually used in the process include *remain, go, turn, grow*, etc. For example:

He	is	Clever
Carrier	Attributive relational process	Attribute

b. Identifying relational process

Identifying relational process is a process relating by giving identity. In identifying mode something has an identity assigned to it. This means that one entity is being used to identify another (ibid, p.120). The participants are Token (a thing which is identified) and Value (a thing function as identifier). All identifying clauses are reversible. The verbs of identification include *show, reflect, symbolize, realize, indicate, signify*, etc. For example:

This	Reflects	The crisis
Token	Identifying Relational process	Value

6. Existential Process

Existential process is a process of projecting that something exists or happens. The clause is typically has the verb 'be' or some other verbs expressing existence, such as *exist, arise* and followed by nominal group functioning as existent (ibid, 142). For example:

There	is	A book
	Existential process	Existent

b. Circumstances

In analyzing the process, circumstance is very important since it is physical and non – physical environment that surround the process. Circumstance

is symbolized through adverb. According to Santosa (2003, p.87- 92) there are eight types of circumstantial elements: Angle, Extent, Location, Manner (means, quality and comparison), Accompaniment, Matter, Cause, and Role.

1. Angle

Angle expresses who says something or the verbal sources. It is indicated by the prepositional phrase, *according to*. The interrogative form is *who says?* (Santosa, p.87). For example:

According to John	Cooking is easy
Cir: angle	

2. Extent

Extent is expressed in terms of some unit measurement, like yards, laps, rounds, years, etc. The typical structure is nominal group with qualifier such as *five days, many miles, a long way*, which occur with or without preposition. It could answer the question: *how far?*, *how long?*, *how many times?* (Halliday, 1994, p.152). For example:

John cooked the rice	for an hour
	Cir: Extent

3. Location

Location refers to the place, time, where and when the process takes place. The interrogative forms for location are *where?*, *when?*, and *when?* (ibid, p.152). The typical structure is an adverbial group or preposition phrase, like *in Surabaya, before holiday, two weeks ago, at night* and so on. For example:

John cooked the rice	in the morning
	Cir:Loc:time

4. Manner

The circumstantial element manner comprises three sub – categories, namely: Means, Quality and Comparison.

a. Means

Means explain the means whereby a process takes places. It is expressed by prepositional phrase with preposition *by* or *with*, for example: *by bicycle*, *with spoon*. The interrogative forms are *how ?* and *with what?* (ibid, p.154). For example:

John cooked the rice	with microwave
	Cir: Manner: means

b. Quality

Quality is typically expressed by adverbial groups, with *-ly* adverb as head. The interrogative form are *how?*, or *what ways?* (ibid). For example:

John cooked the rice	quickly
	Cir: Manner: Quality

c. Comparison

Comparison is expressed by a prepositional phrase with *like* or *unlike* or an adverbial group of similarity or difference. The interrogative is *what ...like?* (ibid). For example:

John cooked the rice	Like Nan
	Cir: Manner: Comparison

5. Accompaniment

Accompaniment refers to the meaning ‘and’, ‘or’, ‘nor’ as the circumstances. It is represented by the prepositional phrase with preposition *with*, *without*, *besides*, *instead of*. The interrogative forms are *who?* or *what else?* (ibid, p.156). For example:

John cooked pizza	instead of rice
	Cir: Accompaniment

6. Matter

Matter is indicated by prepositional phrase with preposition *about*, *concerning*, *with reference to*, *dealing with*, *correspondent to*, etc. The interrogative form is *what about?* (ibid, p. 157-158). For example:

John talked	about projection
	Cir: matter

7. Cause

The circumstantial element of cause includes reason, purpose, condition, concession, and behalf (Santosa, 2003, p.89).

a. Reason

Reason deals with the reason for which a process takes place, which are expressed by prepositional phrase with *through* or a complex preposition *because of*, *as a result of*, *thanks to*, *due to*. The interrogative forms are *why?*, *how?* (Halliday, 1994, p.155). For example:

John cooked the pizza	thanks to the microwave
	Cir : Matter: Reason

b. Purpose

Purpose shows the purpose for which an action occurs (the intention behind it). It is expressed in a prepositional phrase with *for* or complex prepositional phrase such as *in the hope, for the purpose of*. The interrogative form is *what for?* (ibid). For example:

John prepared the table	For his lecture
	Cir: Matter: Purpose

c. Condition

Condition refers to the certain condition of process. It is expressed in form of prepositional phrase. It is signified by the interrogative form *what if?* (Santosa, 2003, p.90). For example:

In the case of the Token	we apply subject in the active
Cir: cause: condition	

d. Concession

Concession represents the concession of process. It is signified by *in spite of, despite* (ibid). For example:

In spite of his cold	John prepared his lecture
Cir : cause : concession	

e. Behalf

Behalf deals with the entity, typically a person, on whose behalf of for whose sake the action is undertaken. It can be figured out through a prepositional phrase with preposition *for the sake, on behalf*. The interrogative form is *for whom?* (Halliday, 1994, p. 155). For example:

John spoke	on behalf of his students
	Cir: Cause: Behalf

8. Role

Role corresponds the interrogative form *what as?*. It can be indicated by the prepositional phrase with preposition *as*, *by way of*, *in the role/guise/shape/form of* (ibid, p. 157). For example:

John came	as a vampire
	Cir : Role

2. Clause System

In systemic, clause is divided into two: minor and major clause. Grammatically, minor clause has no mood and transitivity structure. It is usually used for greetings, call, and exclamation such as *Good night!*, *Well done*, etc (Halliday, 1994, p.63). Moreover, the major clause is divided into simplex and complex. Simplex clause is a clause which experiences one activity. On the other hand, complex clause consists of more than one activity.

The concept of a complex clause is interpreted into two dimension, namely interdependency and logico-semantics (ibid, p.195).

a. Interdependency Relation

It is a relation of modification, which one element 'modifies' another, and is not the only relationship that may be obtained between the members of complex clause.

1. Hypotactic

It is the relation where one element modifies another, the status of the two is unequal. The modifying element is dependent. It is a relation between a dependant and its dominant and addressed the notion α , β , γ (ibid). For example:

They went to party although they were tired
 α β

2. Paratactic

On the other hand, paratactic is the relation between two elements of equal status, one is initiating, and the other one is continuing. It uses a numerical notation 1, 2, 3 ... (ibid). For example:

Take it or leave it
 1 2

b. Logico – semantic relation.

The logico – semantic relation constitute an inter-clausal relation. This is expressed as a clause complex. The relation is classified into expansion and projection.

1. Expansion

Expansion means the relation between one clause to other in which the primary clause is developed by the secondary one by ways of elaboration (=), extension (+), and enhancement (x).

a. Elaboration

Elaboration means one clause expands another by elaborating on it (or some portion of it): restating in other words, specifying in greater detail commenting, or exemplifying (Halliday, 1985,p. 196). It is symbolized with the notation (=).

For example:

He is clever, he can do it quickly

1 =2

b. Extension

Extension means one clause expands another by extending beyond it: adding some new element, giving an exception on it, or offering an alternative (ibid, p.197). It is symbolized with the notation (+). For example:

She is clever, but a bit selfish

1 +2

c. Enhancement

Enhancement means one clause expands another by embellishing around it, qualifying it with some circumstantial feature of time, place, cause or condition (ibid). It is symbolized with the notation (x). For example:

After he had finished he shook her hand

x β α

2. Projection

Projection is the logico-semantic relationship in which the secondary clause is projected through the primary clause. It is classified into two: locution (“) and idea (‘).

a. Locution

Locution means one clause is projected through another, which present it as locution, a construction of wording (ibid). It is usually shown by the presence of verbs like say, tell, ask, report, etc. It is symbolized by (“). For example:

They said, “We will visit him soon”

1 “2

b. Idea

Deictic indicates whether some specific subset of the thing is intended or not. It is divided into two types; specific and non-specific. Specific deictic consist of demonstrative (this, those, the, a, an, etc) and possessive (my, your, our, its, my sister's, etc). Meanwhile the non – specific deictic is signified by *each, every, both, all, some, either*, etc. In other words, deictic can be said as pre-modifier which identifies whether a thing is definite or indefinite.

b. Numeric

Numeric indicates some numerical features of the subset, either quantity or order, either exact or inexact. Numerative can be classified into two parts: the quantifying numerative (or 'quantitative') specify either an exact number (cardinal numerals: one, two, three, etc) or inexact number (e.g. many, lot of, much, etc), and ordering numerative (or ordinatives) specify either exact place in order (ordinal numerals, e.g. first, second, third, etc) or inexact place (e.g. a subsequent).

c. Epithet

Epithet indicates some qualities (physical or psychological) of the subset, e.g. *old, long, blue, fast*. It is divided into experiential and attitudinal epithet. Experiential epithet means an objective property of the thing itself, such as *short, small, long, blue* etc. Meanwhile, attitudinal epithet means an expression of the speaker's subjective attitude toward the thing, like *lovely, fantastic, wonderful*, etc

d. Classifier

Classifier indicates particular subclass of the thing, for example fast train, electric train, toy train, and passenger train. Fast, electric, toy, and passenger are the classifier. Classifier is different from epithet because classifier cannot accept degree of comparison or intensity, as we do not have a more electric train or a very electric train.

e. Qualifier

Qualifier is one element that follows the thing either a phrase or a clause. It is realized in adjective clause (a man who is wearing black jacket, the car that will be sold, et), present participle phrase (a man wearing a black jacket, the crowd passing by, etc), past participle phrase (the car stolen in the park, the model modified the purpose, etc), infinitive phrase (the car to sell, some problem to solve, etc), adjective phrase (a topic interesting to discuss, boats available in the harbor, etc), prepositional phrase (woman in red, a mansion below the hill, etc), and ordinal / cardinal number (flight 4, King Henry IV, etc).

b. Verbal group

Verbal groups 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 a Process in transitivity structure (clause as representation) (Halliday, 1994, p.196).

Like noun group, which is the expansion of a noun, verbal groups is the expansion of verb and it consists of sequence of words of the primary class of verb. Verbal group express an experiential and logical structure.

The experiential structure consists of finite plus event, with functional auxiliary (one or more).

For example: eat (finite + event)

have been bought (finite + auxiliary + event)

The logical structure explains the realization of tense. This primary tense is functioning as Head, shown as α and the modifying elements as β , γ , etc. Those

elements are secondary tense that indicates the present (\emptyset), past (-), and future (+).

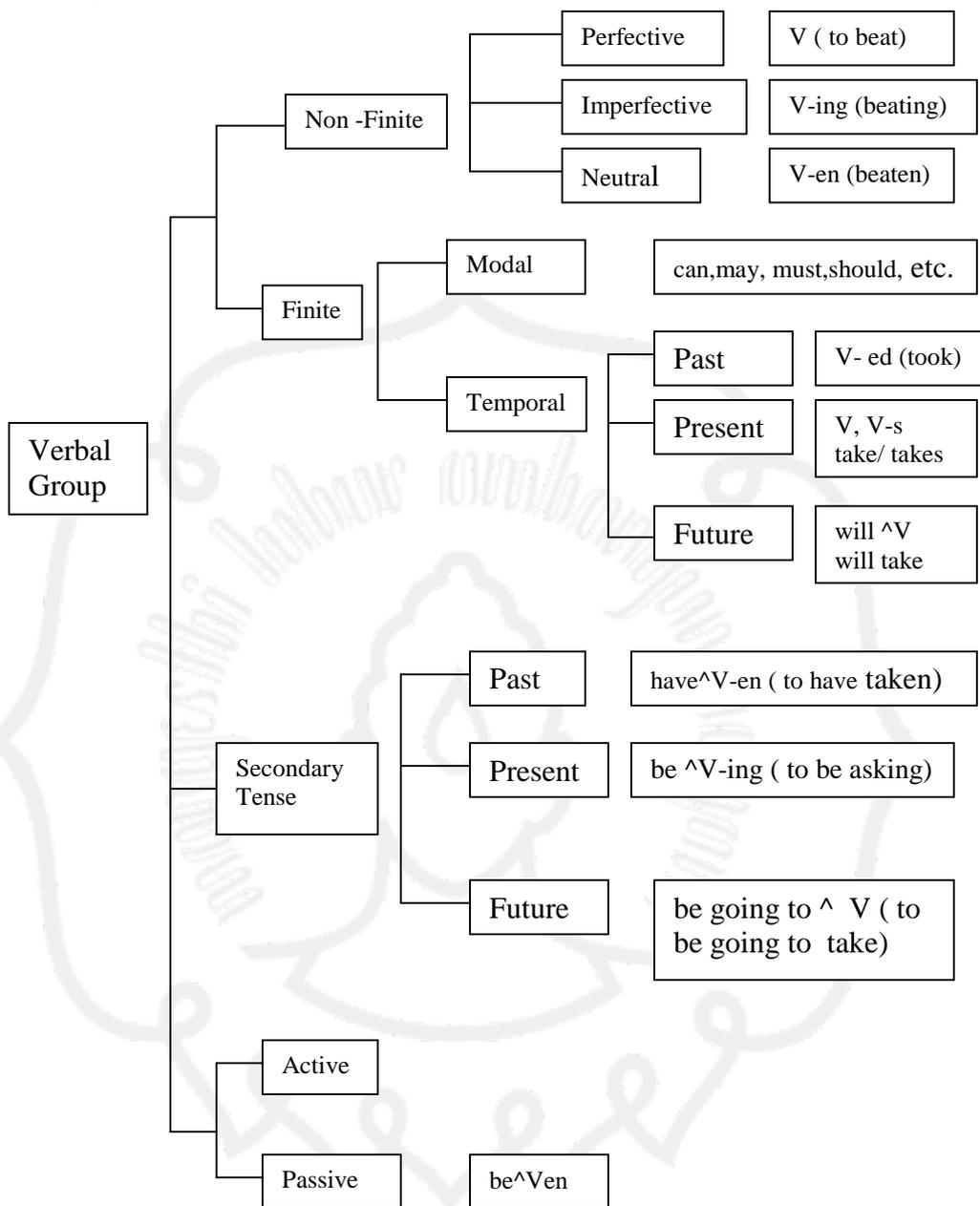
The primary and secondary tense are shown on the table below:

	Primary	Secondary
Past (-)	V-ed (simple past tense)	Have + V-en
Present (\emptyset)	V-s (simple present tense)	Be + V-ing
Future (+)	Will + V (infinitive)	Be going to + V (infinitive)

(Adapted from Halliday, 1994, p. 199)

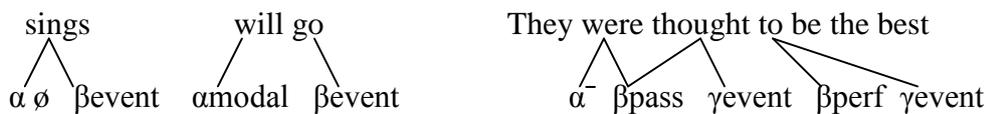


Generally, the verb clause can be differentiated into:



(Adapted from Martin in Santosa, 2003, p105)

For example:



c. Adverbial group

Adverbial group is an adverb which accompanied by modifying elements, namely : pre-modifiers and post-modifiers. Pre- modifiers are grammatical items, such as not, rather, so. Post-modifiers can be (1) embedded clause, or (2) embedded prepositional phrase (Halliday, 1994, p.210). For example:

(1). Too quickly [[for us to see what was happening]]

(2). faster [[than fifteen knots]]

d. Conjunction group

Conjunction forms words group by modification, such as *even if, just as, not until, as soon as, in case, by the time, etc.*

e. Preposition group

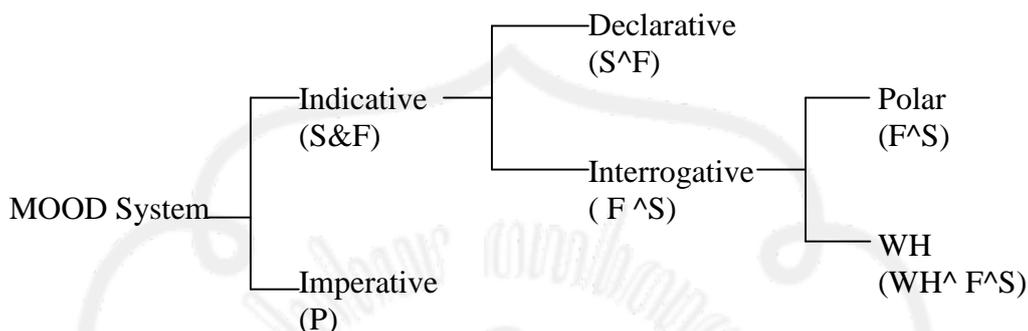
Prepositions are not a sub – class of adverbial. Functionally they are related to verbs. They form groups by modification such as *right behind, not without, all along, in front of, etc.*

4. MOOD System and Mood Structure

MOOD system is a system which describes the types of clauses being carried in a verbal interaction whether it is indicative (declarative, interrogative) or imperative. The types are observed through the structure comprising of Subject (S) and Finite (F). In MOOD system, subject is realized by nominal group, while finite is realized by verbal group. The variation of mood depends on the position of Subject and Finite. An indicative declarative clause grammatically has Subject

and followed by Finite, while interrogative clause consists of Finite and then followed by Subject. Imperative clause has either Subject or Finite. It only has Predicator (Santosa, 2003, p. 109).

MOOD system can be seen in this figure below:



(Adapted from Santosa, 2003, 109)

The type of clauses can be determined by looking at the Mood structure of the text. Mood structure consists of parts: Mood and Residue. Mood is a constituent consisting Subject and Finite. Meanwhile, the rest of clause that is not considered as Subject and Finite are classified as residue, which consist of Predicator, Complement, and Adjunct.

In addition, Mood structure is a clause structure which realizes an interpersonal meaning. The interpersonal meaning concerns the relationship or interaction among participants, which can be classified into two giving and demanding. These interactions related to the nature of commodity being exchanged: good and services or information. The mood structure, then, is used to see the semantic meaning of a clause whether it is proposition (giving or demanding information) and proposal (giving and demanding goods and services) (ibid, p.108).

The example of the Mood structure can be seen below:

John	cooked	pizza
S	F / P	C
MOOD	Residue	

We	will	sing	this song	for you
S	F	P	C	Adj
MOOD	Residue			

What	will	we	sing?
WH/Adj	F	S	P
Re-	MOOD	-sidue	

5. Theme System

Halliday (1994, p.37) defines that “theme is the element which serve as the point of departure of message. It is that the clause is concerned”. Moreover, Halliday (ibid) adds that the remainder of the message, the part in which the theme is developed, is called the rheme. As a message structure, therefore, a clause consists of a theme accompanied by a rheme; and the structure is expressed by the order as the theme is put first.

Theme is divided into three, namely Topical (Marked and Unmarked), Interpersonal and Textual theme.

a. Topical Theme

1. Unmarked topical

Topical unmarked theme is focused on Subject, such as personal meaning (*I, We, You, They*), or impersonal pronoun (nominal group and nominalization).

For example:

My uncle	visited me last week
Theme: Topical Unmarked	Rheme

2. Marked Topical

Marked topical is the theme of something other than Subject such as adverbial groups (today, suddenly, slowly, etc), prepositional phrase (at night, in the corner, on spare time, etc), functioning as Adjunct in the clause (ibid, p.44).

For example:

Last week	My uncle visited me
Theme: Topical Marked	Rheme

b. Interpersonal Theme

The constituents which can function as interpersonal themes are the finite (yes/no interrogative clause) and Modal Adjunct including Mood, Vocative and Comment. For example:

(1). Vocative adjunct as interpersonal theme

John,	will	you	be	the chairman
Theme			Residue	
Interpersonal	Interpersonal	Topical Unmarked		

(2). Finite as interpersonal theme

Does	she	likes cooking?
Theme		Residue
Interpersonal	Top. Unmarked	

(3). Mood adjunct as interpersonal theme

Maybe	she	has a serious illness
Theme		Residue
Interpersonal	Top. Unmarked	

c. Textual Theme

Textual theme is an element that is doing important cohesive work in relating the clause to its context. The main type of textual, which can be theme are continuity adjunct, conjunction, and conjunctive adjuncts. For example:

(1). Continuity as adjunct

No,	I	do not agree with this
Theme		Residue
Textual	Topical Unmarked	

(2). Conjunction as theme

But,	last week	he left to Semarang
Theme		Residue
Textual	Topical Marked	

(3). Conjunctive adjunct

In addition	she	win the game
Theme		Residue
Textual	Topical Unmarked	

6. Polarity and Modality

Polarity is the choice between positive and negative, as in *is/isn't*, *do/don't*. Typically, it is expressed in the finite element. Positive polarity consists of finite for example: *is*, *was*, *has*, *can*, etc. Meanwhile the negative polarity consists of finite for example: *isn't*, *wasn't*, *hasn't*, *can't*, etc (Halliday, 1994, p. 88).

However the possibilities are not limited to a choice between yes and no. There is intermediate degree between the positive and negative poles. Modality is an intermediate degree between positive and negative poles. In proposition, the type is modalization, whereas in proposal is modulation (Halliday, 1994, p.88-89).

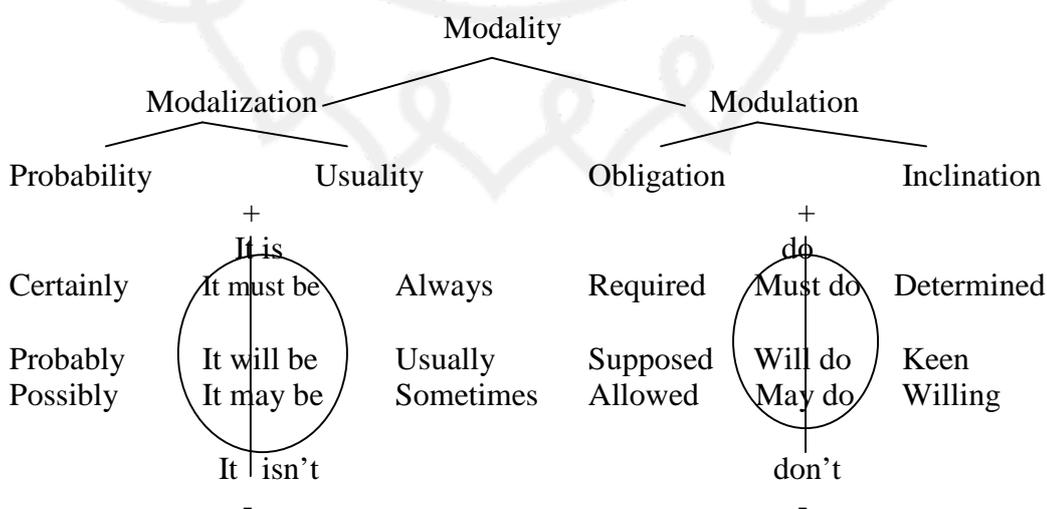
a. Modalization

Modalization is the proposition of modality used in the clause that explores information. Modalization is classified into probability and usuality. Probability consists of probably, possibly, certainly. Meanwhile, usuality consists of sometimes, usually, and always (ibid, p.89).

b. Modulation

Modulation is the proposal modality used in a clause that exchanges goods and services. In proposal, the meaning of positive and negative poles is prescribing and proscribing: positive “do it” and negative “don’t do it” (ibid). Modulation is divided into command and offer. In command, there is the intermediate point which represents degree of obligation: allowed to/supposed to/required to, whereas, in an offer, the intermediate point represents the degree of inclination: willing to/ anxious to/determined to (ibid).

Modality can be categorized into three levels: high, median, and low. The higher level indicates to the positive pole, while the lower level indicates to the negative pole. For details, it can be seen in a figure below:



(Adapted from Halliday in Santosa, 2003, p.112)

The example below, the modality reflects an obligation that realizes a value from (1) low, (2) median (3) high.

- (1). You *may* go
- (2). You *should* go
- (3). We *must* go

7. Lexis System

According to Santosa (2003, p.121) “lexis is a word, which is used to realize verbal social process (text) and has function to realize ideational, interpersonal and textual meaning”.

a. Congruent and Incongruent Lexis

The realization of process, participant, and circumstances in a text can be applied into two ways: congruent and incongruent expression. Congruent expression means an expression in which the symbol has direct relation with reality (ibid, 122). For example:

John cooked pizza

Physical reality

John, pizza (Noun)

Cooked (Process, activity)

Symbolical reality

Noun

Verb



Incongruent expression means an expression in which the symbol has indirect relation with reality. It is also called as grammatical metaphor including nominalization, i.e. a process of changing verbal and adjective into nouns. Through the nominalization of verbal and adjective, the abstraction used in the text can be analyzed (ibid, p.123). For example:

The reason of flood in Solo was the heavy rain last night.

Physical reality

Reason (Logical Relation)

Flood (process)

Rain (process)

Symbolical reality

Noun

Noun

Noun

(Adapted from Santosa, 2003, p.123)

The words *reason*, *flood*, and *rain* are classified as incongruent expression in which the symbol has indirect relation with the physical reality. Through the nominalization of verbal and logical relation, the words *reason*, *flood* and *rain* are categorized as abstraction.

The other case that is made by means of nominalization is technicality. Technicality is one of the main functions of nominalizations that build up technical taxonomies of process in specialized field. One technicalized, the nominalization are interpretable as thing (Martin, 1992, p.328).

b. Descriptive and Attitudinal lexis

Descriptive lexis is pure lexis which describe experiential reality without inserting any implicit opinion of the writer, while attitudinal lexis also describe experiential reality with implicit opinion, sense, attitude of the writer towards the message or event involved in the text (Santosa, 2003, p.126).

For example:

- (1).The livestock sector in Nigeris is characterized by low productivity (Descriptive)
- (2).The dissolute evangelist betrays his revealed truth, but scientist who rushes half-cooked into print, worse yet, falsifies the data subverts the idea of truth (Attitudinal)

(Adapted from Santosa, 2003, p.127)

The words *livestock*, *sector*, and *low* in the first example is classified as descriptive lexis since they only describe the existing reality without any implicit opinion from the writer. Meanwhile, the words in second example like *dissolute*,

betrays, truth, half-cooked, worse, falsifies, subverts is classified as attitudinal lexis, since they are not only describing reality but also bearing some implicit opinion of the writer toward the reality itself.

8. Metaphor

According to Halliday (1994, p.342) metaphor is a variation of the expression of the meaning. It concerns how the meaning is expressed, not how the word is used. A meaning may be realized by a selection of words that is different from that which is in some sense typical or unmarked. There are two types of grammatical metaphor in the clause: metaphor of transitivity and metaphor of mood (including modality). These are, respectively, ideational and interpersonal metaphor (ibid, p.343).

Ideational metaphor can be seen if nonliving things do some activities like what animate being done. For example: *A wonderful sight met Mary's eyes.* Meanwhile, interpersonal metaphor is the metaphor of mood and modality (ibid, p. 354). For example : *I don't believe that pudding ever will be cooked*, where *I don't believe* functions as expression of modality, as can be shown by the tag, which would be *will it?* not *do it?* The other main type of interpersonal metaphor is that associated with mood. The metaphor with mood expresses the speech function of statement, question, offer, and command (ibid, 363).

For example: I'll shoot the pianist! (congruent)
 He threatened to shoot the pianist (metaphor)

(Adapted from Halliday, 1994, p. 363)

L. Cohesion

According to Halliday and Hasan (1976, p.4) the concept of cohesion is a semantic one. It refers to the relations of meaning that exist within the text, and that define it as a text. It occurs where the interpretation of some elements in the discourse is dependent on that of another. There are two types of cohesion, namely grammatical and lexical cohesion.

1. Grammatical cohesion

Grammatical cohesion is divided into four namely reference, ellipsis, substitution, and conjunction.

a. Reference

Reference means that the same thing comes in again. Santosa (2003, p.65) states that commonly reference are pronoun (such as he, she, it, her, etc) that can be used to refer thing or idea. For example: *John and Mary* lived in the city two years ago. *They* worked as farmers.

b. Ellipsis

Ellipsis is the omission of an item for efficiency (ibid, 66). Types of ellipsis are nominal, verbal, and clausal ellipsis. Nominal ellipsis means ellipsis within the nominal group. Verbal ellipsis means ellipsis within the verbal group. Clausal ellipsis occurs where there is omission of some elements in sentence.

Below are the examples:

1. She has a lot of novel. Some are in her boarding house (nominal ellipsis)

2. What have you been doing? Swimming (verbal ellipsis)
3. “What are you looking for”? “My pencil” [I’m looking for my pencil] (clausal)

c. Substitution

Substitution is the replacement some parts of constituent in a clause into grammatical form. Grammatically, the replaced constituents are predicator and complement. Substitution is used to avoid repetition of word that has similar meaning (ibid, p.66). For example: Tuti *won* the match, and *so did* Tono.

d. Conjunction

Conjunction refers to a word that joints sentences. Types of conjunction are external and internal. External conjunction is used to relate two ideas of two clauses within a sentence, such as and, but, or, etc. Meanwhile, internal conjunction is used to relate two clauses in different sentences, such as therefore, however, in addition, etc.

Logico – semantically, there are three types of conjunction namely, elaboration, extension, and enhancement (ibid, p.69).

1). Elaboration

Elaboration means relationship of restatement or clarification, whereby one sentence is presented as a re-saying of previous sentence. The conjunctions are, *in other word, thus, I mean, etc.*

2). Extension

It is a relationship of either addition (one sentence adds to the meaning in made in another) or variation (one sentence changes meaning of another, by contrast or qualification). The conjunctions are *moreover, also, in addition, etc.*

3). Enhancement

Enhancement is a way by which one sentence can extend on the meaning of another. It includes temporal relation (*then, next, afterwards, etc*), clausal relation (*so, then, therefore, etc*), conditional relation (*in that case, otherwise, if, etc*), and concessive relation (*although, eventhough etc*).

2. Lexical Cohesion

Lexical cohesion is the relationship between or among words in text. According to Halliday in Eggin (Halliday in Eggin, 1994, p274) lexical cohesion is the cohesive function of the class of General Noun. In other words, the cohesive resource of lexical relations refers to show the writer/ the speaker uses lexical items (Nouns, adjectives and adverbs) and event sequence (chains of clauses and sentences) to relate the text consistently to its area of focus. The relation is divided into two types, namely taxonomic and non-taxonomic lexical relations.

a. Taxonomic relation

It is a relation when one lexical item relates to another through either class/subclass or part/ whole relations. It is consist of superordination and composition.

1. Superordination

It is based on the principle of sub – classification. It is divided into two: inclusion and similarity. Inclusion involves hyponymy and co-hyponymy. Hyponymy is two or more lexical item used in a text related trough sub classification. For example: *Flower – rose*. Co-hyponymy is when two or more lexical items used in a text are both member of superordinate class. For example: *rose-orchid, tulip*.

Similarity is two or more lexical items expressing similar or different meaning. It consists of repetition, synonymy and antonymy. Repetition is when a lexical item is repeated. For example: *desert – desert*. Synonymy is a lexical item that has the same meaning with the previous one. Antonymy is a lexical item, which has contrast meaning to the previous one. For example: *rich – poor*.

2. Composition

It is a part / whole relationship between lexical items. The types are collocation, meronymy and co-meronymy. Collocation is the cohesive force that is achieved through the association of lexical items that regularly co-occur. For example: *pet-dog*. Meronymy is shown by the relation between the whole and its part. For example: *house-roof*. Meanwhile, co-meronymy is relation between parts. For example: *window-door-wall*.

b. Non Taxonomic Relation

There is two non – taxonomic relation, namely experiential nuclear and expectancy activity relation.

1. Nuclear Relation

Nuclear relation expresses the ways in which actions, people, places and qualities configure as activity sequence (Martin, 1992, p.309).

2. Expectancy Activity

Expectancy activity is relation of activity sequence in a certain event, which is done by the participant. Expectancy activity shows the relation among the activities in the text. The activity sequence can be used to construct the text structure (Santosa, 2003, p.75).

M. Text Structure

Text structure is the unity of form and meaning in text, which refers to an organism, consisting three structures namely, opening, body, and closing. The three structures are aimed at achieving social function of text (Santosa, 2003, p.60). Therefore, as a result of social process, each text has certain structure appropriate to its social function.

Text structure realizes the schematic structure or GSP (Generic Structure Potential) of the genre, as stated by Martin (1992, p.505) that text structure is referred to schematic structure, with genre defined as a stage, goal oriented social process realized through register.

N. Genre and Generic Structure Potential

Cultural norms and values are realized in verbal social process and non-verbal social process. The verbal social process then is called genre. Semiotically, genre is the realization of prototype of verbal social process (Santosa, 2003, p.23). Genre relates to the context of culture and contains cultural norms and values owned by its society.

Hasan in Santosa defines genre as language doing the job in certain contextual configuration (ibid, p.24). Moreover, Martin in Santosa offers two definitions of genre. First genre is a staged, goal oriented, social process in which speakers are engaged in members of our culture, and less technically genres are how the things get done, when language is used to accomplish them (ibid, p.29).

Defining genres in this way means that there are three as many different genres as there are recognized social processes. In other words, different social activities will have different genre according to the goal achieved.

Genre is realized in Generic Structure Potential (GSP) that can be used to identify the social process of genre. GSP includes the opening, the body and the closing of the text. GSP contains obligatory elements since it can be used to find the genre. Because of its obligatory structure, every genre has different GSP (ibid, p.24-25).

There are varieties of genre. However, there are still three groups of genre that are well known, namely service genre, factual genre and story genre.

1. Buying – Selling / Service genre

This kind of genre is dig up from verbal social process between “buyer” and “seller”.

2. Factual genre

This kind of genre is dig up from verbal process that happens in society.

There are eight types of factual genre based on its social function, namely: recount genre, report genre, description genre, procedure genre, explanation genre, exposition genre, discussion genre, and exploration genre.

a. Recount genre

The function of recount genre is to retell events for the purpose of informing or entertaining. The GSP of this genre contains orientation, event, and re-orientation (optional element). The language features of this genre are focus on individual participants, use past tense, focus on temporal sequence of events, and use of material process (or action) clauses and processes (MEDSP, 1989, p.4). For example:

<p>Earthquake</p> <p>I was driving alone the coast road when the car suddenly lurched to one side</p>	Orientation
<p>At first I thought a tyre had gone but then I saw telegraph poles collapsing like matchsticks.</p> <p>The rocks came tumbling across the road and I had to abandon the car.</p> <p>When I got back to town, well, as I said, there wasn't much left.</p>	Events

(Adapted from Gerrot & Wignel, 1994, p.195)

b. Report genre

The function of report genre is to describe the ways things are usually, with reference to whole range of phenomena, natural and, cultural, and social environment. The GSP of this genre contains general classification including optional technical classification; descriptions consisting the object's parts and their functions, qualities, habits/behaviors or uses (if the object is non – natural). The language features are focus on generic participants (group or things), use of simple present tense (unless extinct), no temporal sequence and use of 'being' and 'having' clause (ibid, p.7). For example:

<p>Whales</p> <p>Whales are sea-living mammals</p>	General Classification
<p>They therefore breathe air but cannot survive on land. Some species are very large and indeed the blue whale, which can exceed 30m in length, is the largest animal to have lived on earth.</p> <p>Superficially, the whale looks rather a fish, but there are importance differences in its external structure: its tail consist of pair of broad, horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shinny beneath it</p>	Descriptions

lies a layer fat (blubber). This is up to 30cm in thickness and serves to conserve heat and body fluids.	
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(Adapted from Gerot & Wignel, 1994, p.197)

c. Description genre

The social function of this genre is to describe a particular person, place or thing. The GSP of this genre contains identification (identifies phenomenon to be described), description: describing the parts, qualities, characteristics. The language features of this genre are focus on specific participant, use of attributive and identifying process, use of simple present tense (Gerot & Wignell, 1994, p.208). For example:

Natural Bridge National Park	
Natural Bridge National park is a luscious tropical rainforest.	Identification
It is located 110 kilometers south of Brisbane and is reached by following the pacific Highway to Nerang and then by traveling through the Numimbah Valley. This scenic road way lies in the shadow of the Lamington National Park.	Descriptions
The phenomenon of the rock formed into natural 'arch' and the cave through which a waterfall cascades in a short 1-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pool. Night – time visitors to come will discover the unique feature of the glow worms.	

(Gerot & Wignel, 1994, p.209)

d. Procedure genre

The social function is to show how something can be accomplished through a series of steps or actions. The GSP of this genre contain goal followed by steps or actions. The language features are focus on generalized human agents,

use of material process, use of simple present tense (plus sometimes imperatives), use of mainly temporal conjunctive relations (MEDSP, 1989, p.10). For example:

The Hole Game	Goal
<ol style="list-style-type: none"> 1.First you must dub (click the marbles together) 2.Then, you must check that the marbles are in good condition and are nearly worth the same value 3.Next, you must dig a hole in the ground and draw in line a fair dostance away from the hole. 4.The first player carefully throws his or her marble towards the hole. 5.Then, the second player tries to throw his or her marble closer to the hole than his or her opponent. 	Steps

(Adapted from Gerot &Wignel, 1994, p.197)

e. Explanation genre

The social function is to explain the processes in the evolution of natural and social phenomena or how something works. It is used to account for why thing are as they are. Explanation is more about processes than things. The GSP of this genre contains a general statement to position the reader, followed by sequenced explanation of why/hoe something occurs (usually a series of logical steps in the process). The language features are focus on generic, non-human participant, use of simple present tense; use of temporal and causal conjunctive relations, use of mainly material (action) process and some passive voice (ibid, p.13). For example:

How Desert Remain Dry	
These are three possible reasons why desert remain	General Statement

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

(Adapted from Wiratno, 2003, P.54)

f. Exposition genre

The social function is to put forward a point of view, or argument for example, essay, letter to editor, etc. The GSP of this genre contains thesis consist of position and preview: arguments (1-n) consist of point and elaboration: and reiteration (restatement of thesis). The language features are focus on generic human and non-human participant, use of simple present tense, use of material, relational, and mental process, use of few temporal conjunctive relations (ibid, p.16). For example:

In Australia there are three levels of government, the federal government, state government and local	Thesis
---	--------

government. All of these levels of government are necessary. This is so for a number of reasons	
First, the federal government is necessary for the big things They keep the economy in order and look after things like defence	Point of Argument I Elaboration
Similarly, the state government looks after the middle sized things. For example they look after law and order, preventing things like vandalism in school	Point of Argument II Elaboration
Finally, local governments look after the small things. They look after things like collecting rubbish, otherwise everyone would have disease	Point of argument III Elaboration
Thus, for the reasons above, we can conclude that the three level of government are necessary	Reiteration

(Adapted from Gerot & Wignel, 1994, p. 198-199)

g. Discussion genre

The social function is to present information for both sides of an issue, concluding with a recommendation based on the evidence presented. The GSP of this genre is issue (the topic being discussed) followed by arguments for and against, statement of various viewpoints, recommendation. The language features are focus on generic human and non –human participants, use of simple present tense, use of logical conjunctive relation, use of material, relational, and mental process (ibid, p.19). below is the example:

Gene splicing Genetic research has produces both exiting and frightening possibilities. Scientist are now are able to create new forms of life in the laboratory due to the developments of gene splicing.	Issue
On the one hand, the ability to create life in the laboratory could greatly mankind. For example, because it is very expensive to obtain the insulin from natural sources, scientists have developed a method to manufacture it in inexpensively in the laboratory. Another beneficial application of gene splicing is in agriculture. Scientists foresee the day when new plants will be developed using nitrogen from the air instead of from fertilizer. Therefore food production could be increased. In addition, entirely new plants could be developed to feed the world's hungry people.	Argument For
Not everyone is exited about gene splicing, however. Some people feel that it could have terrible consequences. A laboratory accident, foe example, might cause an epidemic of an unknown disease that could be wipe out humanity.	Argument Against
As a result of this controversy, the government has made rules to control genetic experiments. While some members of scientific community feel that these rules are too strict, many other people feel that they are not strict enough	Conclusion

(Adapted from Gerot & Wignel, 1994, p.215-216)

h. Exploration genre

The social function is to find out something that is still theoretical in phase. The activity sequence of exploration should be structured in order to gain effective and efficient result (Santosa, 2003, p.37).

3. Story Genre

Unlike factual genre, story genre is used to entertain its readers. Sometimes, it is used to tease social phenomenon. There are four types of story genre, namely recount, anecdote, exemplum and narrative.

The table below shows the social the social function and GSP of each text:

Story Genre	Social Function	Generic Structure
RECOUNT	To record a particular event such as a social phenomena	Orientation Record Reorientation
ANECDOTE	To present an unusual events as a crisis that is then given an effective reaction	Abstract Orientation Crisis Reaction Coda
EXEMPLUM	To present an unusual event as an incident followed by a presentation of what it should be	Abstract Orientation Incident Interpretation Coda
NARRATIVE	To present an unusual event as a complication that cause s a problems that needs solution	Abstract Orientation Complication Evaluation Resolution Coda

(Adapted from Martin, 1992 p.566-567).



CHAPTER III

RESEARCH METHODOLOGY

Research Method

This is a qualitative research employing a descriptive comparative method. It is called qualitative since it is a type of research, which does not include any calculation or enumeration (Moeleong, 2002,p.2). Moreover, Subroto states that a qualitative research is a kind of research, which is not designed to use the statistic procedures (1992, p.6). Further, he mentions that the data used in a qualitative research are in the form of words, sentences, discourses, pictures, diary, memorandum, and video (ibid, p.7).

Meanwhile, it is called descriptive since its objective is to describe phenomena from which a research conclusion will be drawn. Surakhmad (1994, p.147) says that a descriptive method is the research method by ways of collecting data, arranging or classifying the data, analyzing the data, interpreting them and finally drawing conclusion. Arikunto also adds that descriptive research does not need any hypothesis in its research stages. The descriptive research is commonly

used to describe certain phenomena, based on the data collected, to get conclusion (1998,p.206).

In addition, the research also employs comparative method. According to Miles and Huberman (1992,p.237) comparative method is implemented by making comparison between two set of things, persons and roles of activities, which were known to differ in some other respect. The comparative method compares two texts concerning the cartoon issue entitled *Prophet Drawing* and *Don't Overact on Cartoon Issue*, to find the similarities and differences of interpersonal meaning covering affect, status and contact of the two texts.

Data and The Source of Data

According to Arikunto, the source of data is the subject from which the data are obtained (1998, p.114). Since the research belongs to the descriptive one, the data of the research must be words or description of something. The source of data is the texts published under Other Opinion and Your Letter Column in The Jakarta Post, issued in February 13, 2006 Vol. 23. No. 284, and February 18, 2006 Vol. 23 No. 289. Meanwhile, the data are performance in the frame of Systemic Functional Linguistic such as lexicogrammar, cohesion system, text structure and genre. The lexicogrammar describe Clause system, Group system, Transitivity system, MOOD system and Mood structure, Theme structure, Modality, Polarity, Lexis, Abstraction and Technicality, and Metaphor.

Sample and Technique of Sampling

According to Hadi (1983, p.70) sample is a part of population being observed. Meanwhile, sampling technique is a technique that is used by the researcher to select the sample (ibid, p.75). The research applied total sampling. Therefore, the samples of this research are all clauses provided in the text, *Prophet Drawing and Don't Overact on Cartoon Issue*.

D. Research Procedure

Research procedure is meant to set up an accurate direction in conducting the research. The research procedures are arranged as follows:

1. Collecting the texts.
2. Reading and taking all clauses of the two texts.
3. Analyzing the data based on Systemic Functional Linguistic covering lexicogrammar, cohesion system, text structure and genre and GSP.
4. Making interpretation and discussion of the data analyzed.
5. Comparing the data analyzed to find the similarities and differences of both texts.
6. Drawing conclusion

E. Technique of Collecting Data

Technique of collecting data refers to the way the researcher obtains the data. According to Subroto (1992, p.36-44), there are some types of techniques of

collecting data in linguistic research. They are *teknik rekam* (the record the data taken), *wawancara* (indepth interview), *teknik simak dan catat* (to listen the spontaneous language expression and write the relevant data), *teknik pustaka* (literature technique) and *kuisisioner* (questionnaire).

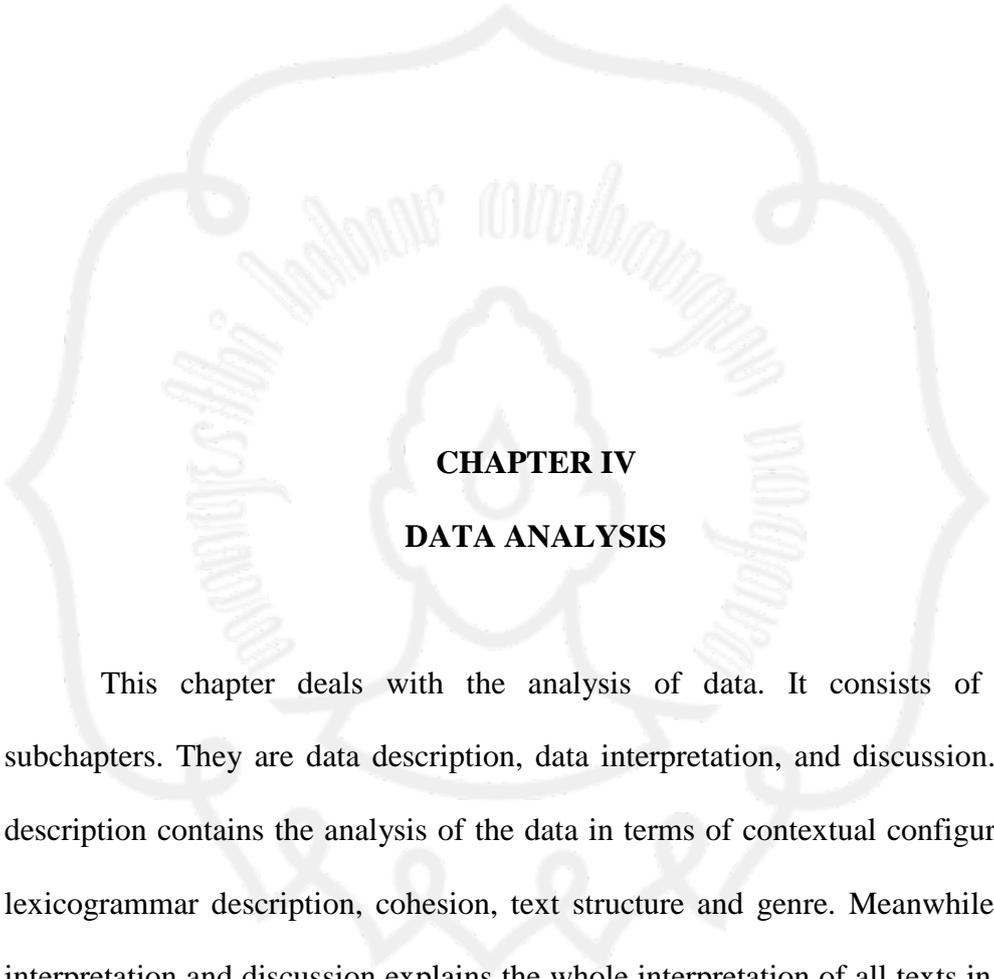
Based on the technique above, this research employed literature technique (*teknik pustaka*) as the technique of collecting data and employed newspaper as the source of literature. The technique was followed by “*Teknik Simak dan Catat*”. This research observed the data by reading the texts, and then it was continued by noting and exploring the data in term of lexicogrammar, cohesion, text structure and genre.

F. Technique of Analyzing Data

The techniques of analyzing data of this research are formulated as follow:

1. Identifying the lexicogrammar aspect which cover the clause system, group system, transitivity, MOOD System and Mood structure, theme system, Modality and Polarity, lexis system, abstractions, technicality, and the metaphor of each text
2. Describing the grammatical cohesion of each text
3. Describing the lexical cohesion of each text
4. Describing the text structure of each text
5. Determining the genre of each text
6. Based on the data description from 1 up to 6, the researcher determines the interpersonal meaning covering affect, status, and contact in each text.

7. Comparing the two interpretations to find out the similarity and difference of both texts
8. Drawing the conclusion



CHAPTER IV

DATA ANALYSIS

This chapter deals with the analysis of data. It consists of three subchapters. They are data description, data interpretation, and discussion. Data description contains the analysis of the data in terms of contextual configuration, lexicogrammar description, cohesion, text structure and genre. Meanwhile, data interpretation and discussion explains the whole interpretation of all texts in order to find the answer the problem statements.

A. Data Description

1. Data Description of Text I

Prophet Drawings

a. Contextual Configuration

The text being analyzed was about Prophet Muhammad drawings. It was taken from Other Opinion Column in *The JakartaPost* issued in February 13, 2006 Vol. 23. No. 284. The text is composed by the editor of *Asahi Shimbun* newspaper. The text describes the writer's opinion related to freedom of expression and dignity of a religion over the caricature satirizing Islamic prophet Muhammad. The writer describes few details about the effect that may arise from the row between European countries and Islamic world over the caricature satirizing Islamic Prophet Muhammad. Furthermore, the writer also describes the reasons why only a handful of Islamic countries allowed their people to freely express their view. The participants of this text include the writer of the text, and the readers.

The writer of the text argues about the fear that may be drawn from the row between European countries and Islamic world over the caricature satirizing Islamic Prophet Muhammad. The writer also mentions the reason why only a handful of Islamic countries allow their people to freely express their ideas. The writer composes the text using vivid text structure and it is understandable to be shared with the readers. The employment of abstractions and technicalities is quite effective to exposes the cartoon issue.

Then, the use of spoken – written channel make the text communicative since the text is to criticize the issue presented. The employment of spoken – written channel implies that the style is appropriate with the medium. This

happens due to the functions of Other Opinion column that is to share opinion related to the factual issue taken from other newspaper and then it will be shared to the readers. In short, by employing discussion genre and spoken – written channel the text is quite effective and it is appropriate with the media used.

B. Lexicogrammar Descriptions

1. Clause System

Type of clauses	Clause number	Number	%
Minor	1	1	9,0 %
Simplex	2, 4, 7, 9, 10	5	45,5 %
Complex	3, 5, 6, 8, 11	5	45,5 %
Total		11	100

2. Logico – semantic relation and Interdependency system

	Paratactic	Hypotactic
1. Expansion		
a. Elaboration (=)	-	-
b. Extension (+)	-	-
c. Enhancement (x)	6a-b	3a-b, 5a-b, 5b-c, 8a-b, 11a-b.
2. Projection		
a. Locution (“)	-	-
b. Idea (‘)	5b-d	-

3. Nominal Group

Type of Nominal group	Clause Number	Number	%
Simplex	1(1), 3a (2), 4(1), 5a(1), 5b(1), 5c(1), 5d(2), 6(1), 6b(2), 7(4), 8a(1), 8b (2), 10 (1), 11a(1), 11b(1)	22	68,7%
Complex	2(2), 3b(1), 4(1), 5d(1), 8a(1), 8b(1), 9(2), 10(1)	10	31,3%
Total		32	100

4. Verbal Group

Type of verbal group	Clause number	Number	%
Simplex	2, 3b, 4, 5a, 5b, 5c, 5d, 6a, 6b, 8a, 8b, 9, 10, 11a, 11b	15	88,2%
Complex	3a, 7	2	11,8%
Total		17	100

5. Mood System

Mood Clause meaning	Imperative		Indicative			
			Declarative		Interrogative	
	Number	%	Number	%	Number	%
Proposal	-	-	3	17,6%	-	-
Proposition	-	-	13	76,5%	1	5,9%
Total			17	100		

6. Thematic System

Types of Theme	Clause Number	Number	%
a. Topical theme			
Topical Unmarked	2, 3b, 4, 5a, 5b, 5c, 5d, 6a, 6b, 8a, 8b, 9, 10, 11a.	14	53,9%
Topical Marked	3a, 7, 11b.	3	11,5%
b. Textual theme	3a, 3b, 5a, 5c, 5d, 6b, 8a, 10.	8	30,8%
c. Interpersonal theme	3a	1	3,8%
Total		26	100

7. Transitivity System

Types of Process	Clause Number	Number	%
Material	5c	1	5,9%
Mental	5a, 5b, 10	3	17,6%
Verbal	3a	1	5,9%
Behavioral			
Mental behavior	5d, 6a, 8b, 11a, 11b	5	29,4%
Verbal Behavior	7	1	5,9%
Relational			
Attributive Relational	3b, 6b, 9	3	17,6%
Identifying Relational	2	1	5,9%

Existential process	-	-	-
Extra Causer	4, 8a	2	11.8%
Total		17	100

8. Metaphor

a. Ideational metaphor:

1. Many people in those countries have twisted sentiments (clause 8b)

b. Interpersonal metaphor

There is no interpersonal metaphor found in the text.

9. Abstraction and Technicality

a. Abstraction

- Right
- Democracy
- Conflict
- Dignity
- Question
- Violence
- Calm
- Sentiment
- Consideration
- Religion
- Moderation

b. Technicality

- Freedom of expression
- Prophet Muhammad
- Islamic
- Muslim
- Clash of civilization
- term

10. Descriptive and Attitudinal Lexis

a. Descriptive Lexis:

- Prophet Drawings

- Freedom of expression

- Basic right

- Democracy

- European countries

- Islamic countries

- Religion

- Caricature

- Prophet Muhammad

- Muslim

- People

b. Attitudinal Lexis

- Shore up

- Conflict

- Vexing

- The row

- Violence

- Fear

- The ruckus

- Isolate

- A handful of countries

- Sentiments

- Behind

- Afresh

- Precious

- Clash of civilization

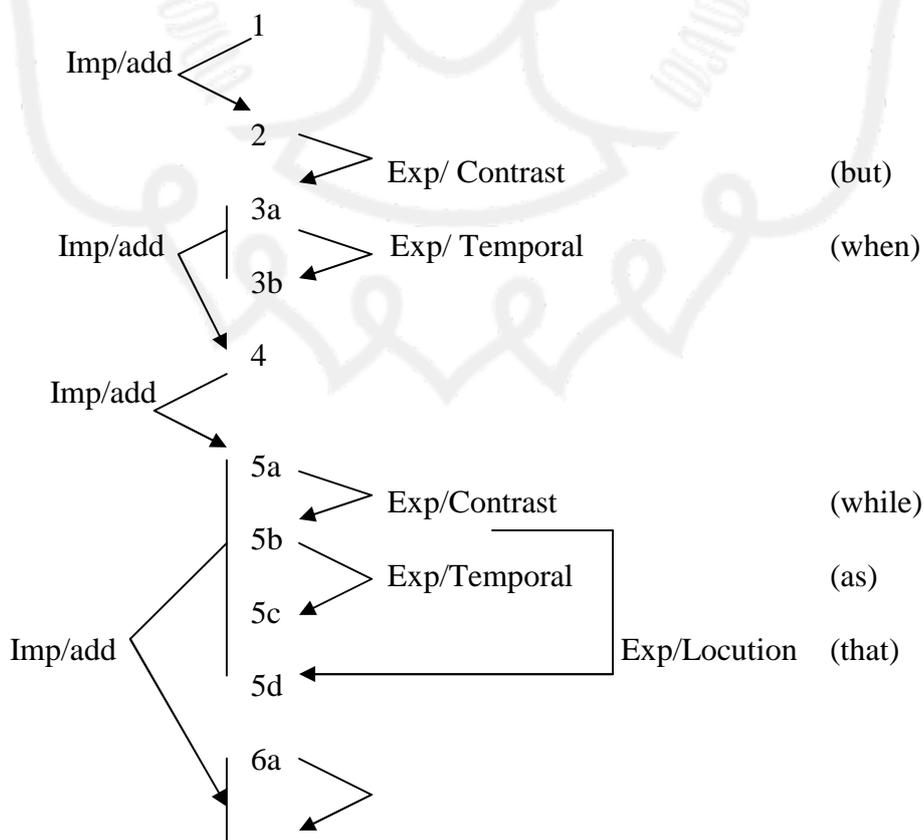
11. Polarity and Modality

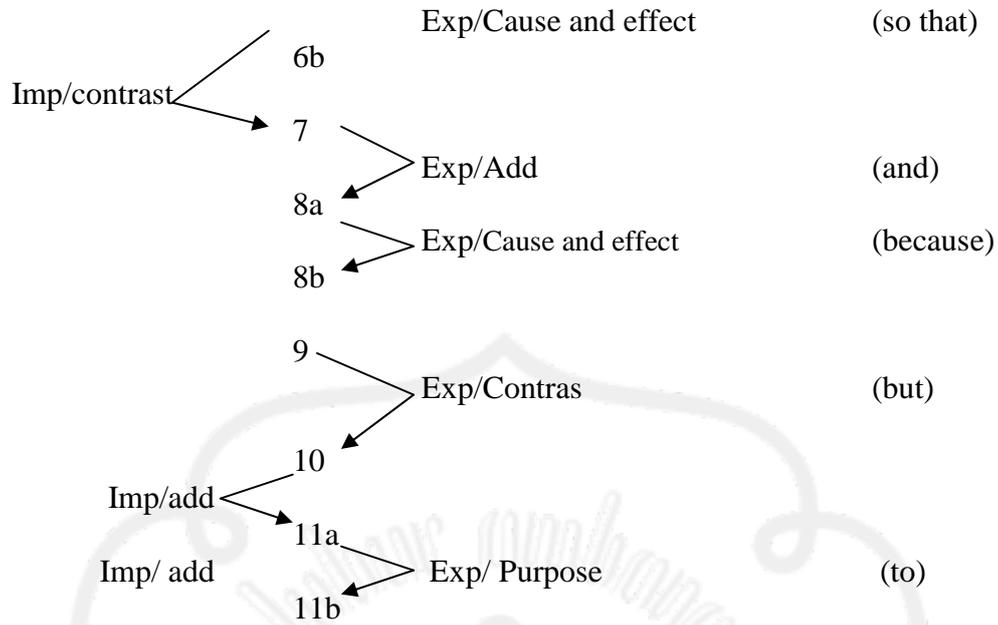
The text employs more positive polarity than the negative one. Negative polarity is found in clause 6b “so that the conflict will not become a clash – civilization”.

From the modality system, there are some modulations found in the text. Modulation showing obligation are found in clause 6a “Calm must be restored early”, clause 10 “but consideration must be given to the religion that is very basis of people’s thought”, and clause 11a “Moderation must be exercised”. Modalizations showing probability are found in clause 5d “The ruckus could isolate Islamic country and Muslim scattered in many parts of the world” and in clause 6b “so that the conflict will not become clash civilization”.

C. Cohesion

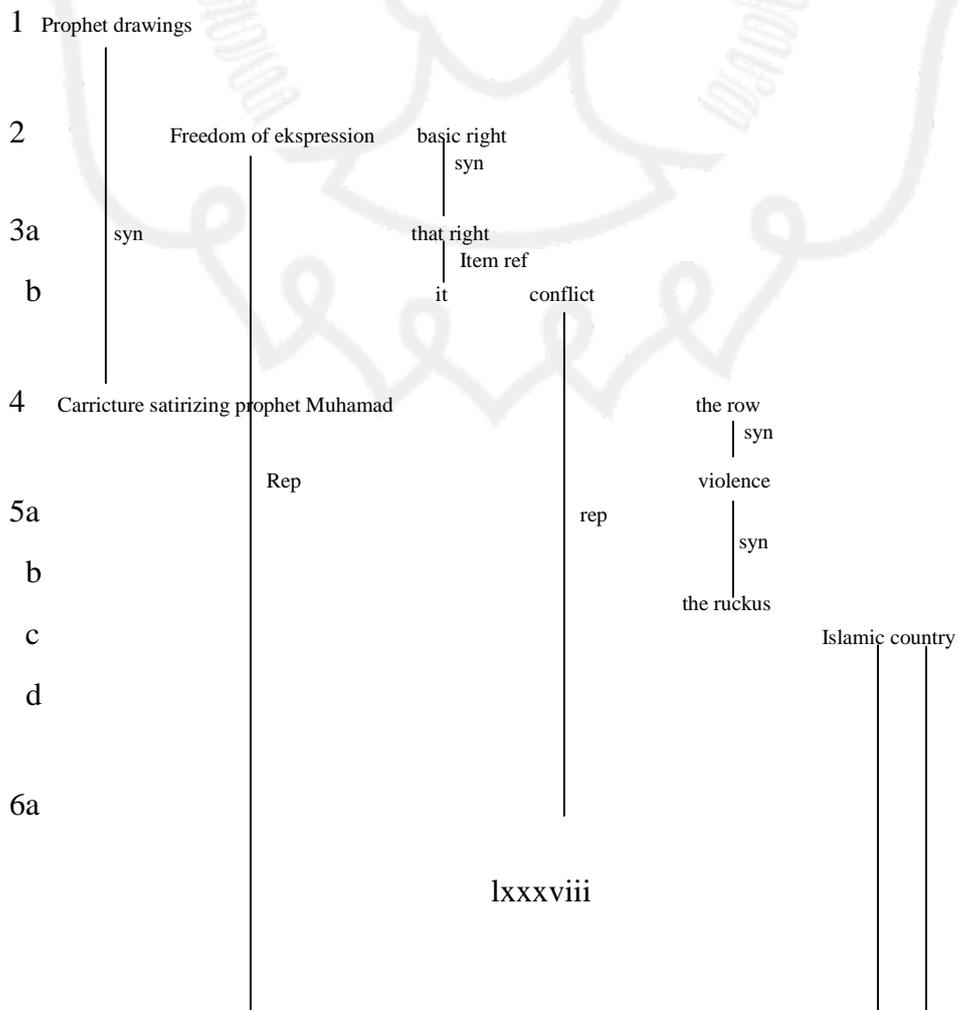
1. Conjunctive Relation

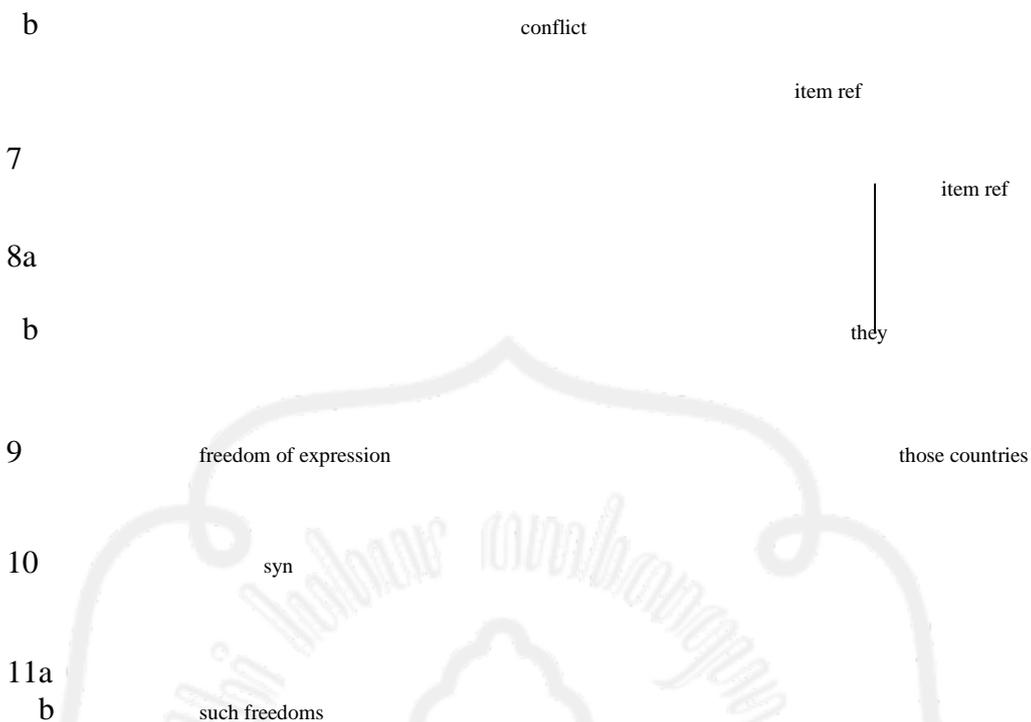




2. Lexical Strings

Clause





D. Text Structure and Genre

a. Text Structure

Clause	Activity sequence	Rhetorical function	Staging
2 – 4	Introduction to the issue of Freedom of expression and dignity of a religion related to the conflict between the row of European countries and Islamic world over caricature satirizing Prophet Muhammad.	Introducing the topic being discussed	Issue
5 a,b	Explanation about the fear that may arise because of the row over the caricature.	Stating the arguments that describe the fear that may arise over the caricature.	Argument For
5c,d – 6a,b	Explanation about the effect of the row and suggestion to calm the conflict so it will not became clash civilization	Supporting the argument by describing the effect of the row to the Islamic countries and Muslim scattered in many part of the	Elaboration

		world	
7-8a,b	Explanation about a handful of countries that allow their people to freely express their view	Giving argument why only a handful Islamic countries allowed their people to freely their view	Argument Against
8a -8b	The reasons why only a handful of Islamic countries allow their people to freely express their view	Supporting the argument presented by describing the reason why only a handful of Islamic country allowed their people to express their view	Elaboration
9 -10	Conclusion of the issue presented	Giving conclusion to the issue presented	Conclusion
11 a,b	Suggestion about moderation to protect such freedoms	Giving suggestion	Recommendation

b. Genre

From text structure above, it can be interpreted that the text uses Discussion genre. The text structure consists of issue, Argument for, Elaboration, Argument against, Elaboration, Conclusion, and Recommendation. The text begins with the issue to introduce freedom of expression related to dignity of a religion that aroused from the conflict over Prophet Muhammad drawings (clause 2-4). Argument for describe about the fear that may arise because of the row between European countries and Muslim over the caricature satirizing Islamic Prophet Muhammad. Then argument for is followed by elaboration by describing the effect of row to the Islamic countries and Muslim scattered in many part of the world (clause 5c, d -6a, b). Argument against explains about a handful of countries that allow their people to freely express their view. Then it is supported with elaboration to support the reasons why only a handful of Islamic countries

allow their people to freely express their view (clause 8a-8b). Then, it is followed by Conclusion to conclude the issue based on the evidence presented (clause 9-10). In the end, the text is closed by Recommendation to exercised moderation in order to protect such freedoms (11a-11b). Moreover, from the total of the clauses, the text uses dominant Attributive relational process (29,4%) and Mental behavior process (29,4%), and the rest are mental process (17, 6%), material process (5,9%), verbal process (5,9%), verbal behavior process (5,9%) and extra causer (5,9%).

2. Data description of text II

Don't overact on cartoon Issue

A. Contextual configuration

The text being analyzed was about the controversy of Prophet Muhammad Cartoon. It was taken from Your Letters column in *The JakartaPost* issued in February 18, 2006, Vol. 23. No 289. The text was written by Denis Saputra. Since the text published under letter to editor column, there is a possibility for the writer to express their idea and judgment to certain issue. The participants of this text include the writer of the text, the readers and the participant inside the text.

The text describes the writer's opinion related to publishment of the series of Prophet Muhammad Cartoon. The writer thinks that the publication of the series of the cartoon was unnecessary and the decision to depict Prophet Muhammad was questionable. The writer mentions that the cartoons were not funny or clever at all. Moreover, some of them are indeed offensive.

By employing exposition genre the, the writer mentions that the publication of the series of the cartoon was unnecessary and the decision to depict Prophet Muhammad was questionable. The writer mentions that the cartoons were not funny or clever at all. Moreover, some of them are indeed offensive. The writer composes the text using vivid text structure and it is understandable to be shared with the readers. The employment of abstractions and technicalities is quite effective to expose the topic presented.

Then, the use of tends written channel make the text communicative since the text is to criticize and comment the issue presented. The employment of tends written channel implies that the style is appropriate with the medium. This happens due to the functions Your Letters column that is to share writer opinion related to the issue that signals that the writer is interested in the topic discussed. In short, by employing exposition genre and tend written channel, the text is quite effective and it is appropriate with the media used. It is effective since the writer choose the effective media to response the issue of cartoon of the Prophet. Moreover, by sharing his opinion the writer tries to influence the reader's mind.

B. Lexicogrammar Descriptions

1. Clause System

Type of clauses	Clause number	Number	%
Minor	-	0	-
Simplex	1,2,4,5,6,7,9,10,12,15,16	11	68.8%
Complex	3,8,11,13,14	5	31.2%
Total		16	100

2. Logico- semantic relation and interdependency system

	Paratactic	Hypotactic
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1. Expansion		
a. Elaboration (=)	-	14b-c
b. Extension (+)	11a-b, 11a-c, 13b-c, 14a-b	8b-c
c. Enhancement (x)	-	8a-b, 8c-d
2. Projection		
a. Locution (“)	-	-
b. Idea (‘)	-	8d-e, 13a-b

3. Nominal Group

Types of Nominal group	Clause number	Number	%
Simplex	1(1), 3a(1), 3b (1), 4(1), 5(2), 7(2), 8b(1), 8e(1), 10(1), 11a(2), 11b(2), 12(2), 13a (1), 13b(2), 13c(2), 14a(1), 14c (1), 15(1), 16(1)	26	72.2%
Complex	2 (1), 4 (1), 6 (1), 8a (1), 8c (1), 9(2), 11c(1), 14b(1) 16(1)	10	27.8%
Total		36	100

4. Verbal group

Type of verbal group	Clause Number	Number	%
Simplex	1, 2, 3a, 3b, 4, 5, 6, 7, 8a, 8c, 8d, 8e, 9, 10, 11a, 11b, 11c, 12, 13b, 13c, 14a, 14b, 14c, 15	24	88.9%
Complex	8b, 13a, 16	3	11.1%
Total		27	100

5. Mood System

Mood	Imperative		Indicative			
			Declarative		Interrogative	
Clause meaning	Number	%	Number	%	Number	%
Proposal	1	3.7%	3	11.1%	1	3.7%
Proposition	1	3.7	21	77.8%	-	-
Total	27					

6. Thematic System

Types of theme	Clause number	Number	%
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1. Topical Theme			
Topical Unmarked	2, 3a, 3b, 4, 5, 6, 7,8b, 8e, 9, 10,11a,11b,11c,13a,13c,13b, 14a, 14c, 15,16	21	58.4%
Topical marked	1, 8a, 8c, 12,14b	5	13.8%
2. Textual theme	3b,8c, 8e, 9, 13b,13c, 14a, 14b, 16	9	25%
3. Interpersonal theme	12	1	2.8%
Total		36	100

7. Transitivity system

Types of Process	Clause number	Number	%
Material	8a, 16	2	7.4%
Mental	3a, 8b	2	7.4%
Verbal	12	1	3.7%
Behavioral			
Mental behavior	1, 8c, 8d,11a, 11c,14a, 14b	7	25.9%
Verbal Behavior	13c	1	3.7%
Relational			
Attributive Relational	3b, 4, 6, 8e,9, 10, 11b, 13c	8	29.7%
Identifying Relational	2, 5, 13a, 14c, 15	5	18.5%
Existential Process	7	1	3.7%
Extra causer	-	-	
Total		27	100

8. Metaphor

a. Ideational metaphor

1. One described Prophet Muhammad as a terrorist (clause 11a)
2. Another showed him speaking to a ragged queue of suicide bombers at heaven gate saying “stop, stop, we’ve out of virgin” (clause 11c)

b. Interpersonal metaphor

1. I think that publishing the series of cartoon of the prophet was unnecessary (clause 3)

9. Abstractions and Technicalities

a. Abstraction

- Issue
- Response
- Controversy
- Problem
- Truth
- Decision
- Options
- Fact
- Protest
- Terrorist
- Religion
- Muslim
- Apology
- Line
- Violence
- Moral message

b. Technicality

- Cartoon
- Prophet Muhammad
- Freedom of Expression
- Freedom of speech
- Islam

- Clash civilization

10. Descriptive and attitudinal Lexis

a. Descriptive lexis

- Cartoon
- Response
- Prophet Muhammad
- Publishing
- The series
- Western country
- Freedom of expression
- Freedom of speech
- The fact
- Decision
- Islam
- Religion
- Muslim
- Apology
- The line
- Religious teaching
- Moral Message
- Western Society

b. Attitudinal Lexis

- Overact
- Unnecessary
- Questionable
- Just stupid

- Clever
- Funny
- Offensive
- Terrorist
- Fizzing bomb
- Deliberately
- Violence
- May agree
- Clash Civilization

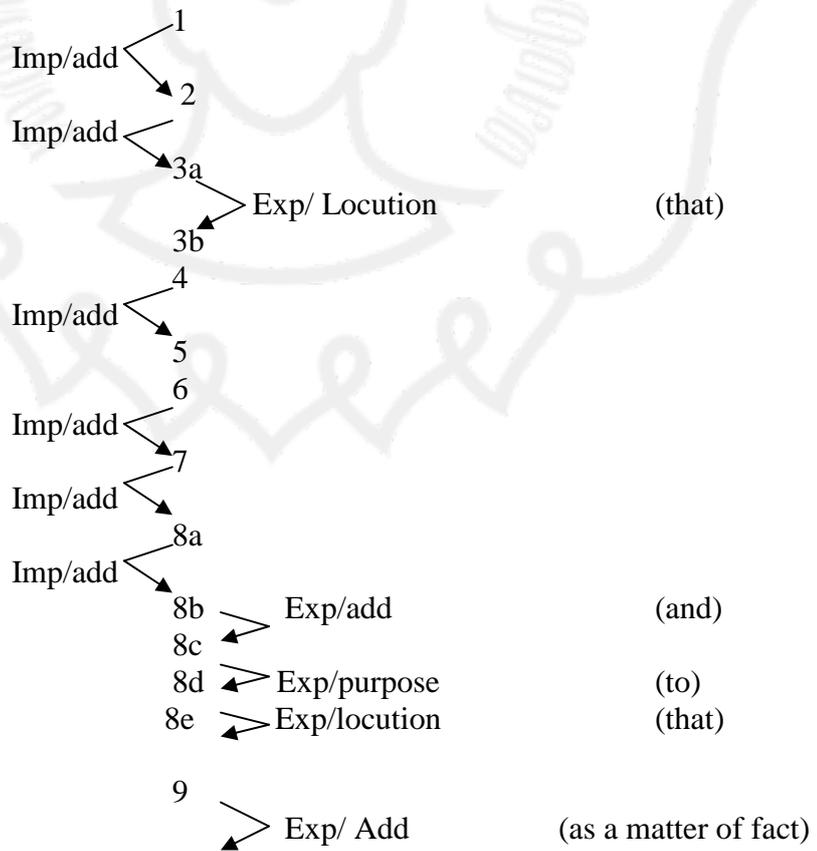
11. Polarity and Modality

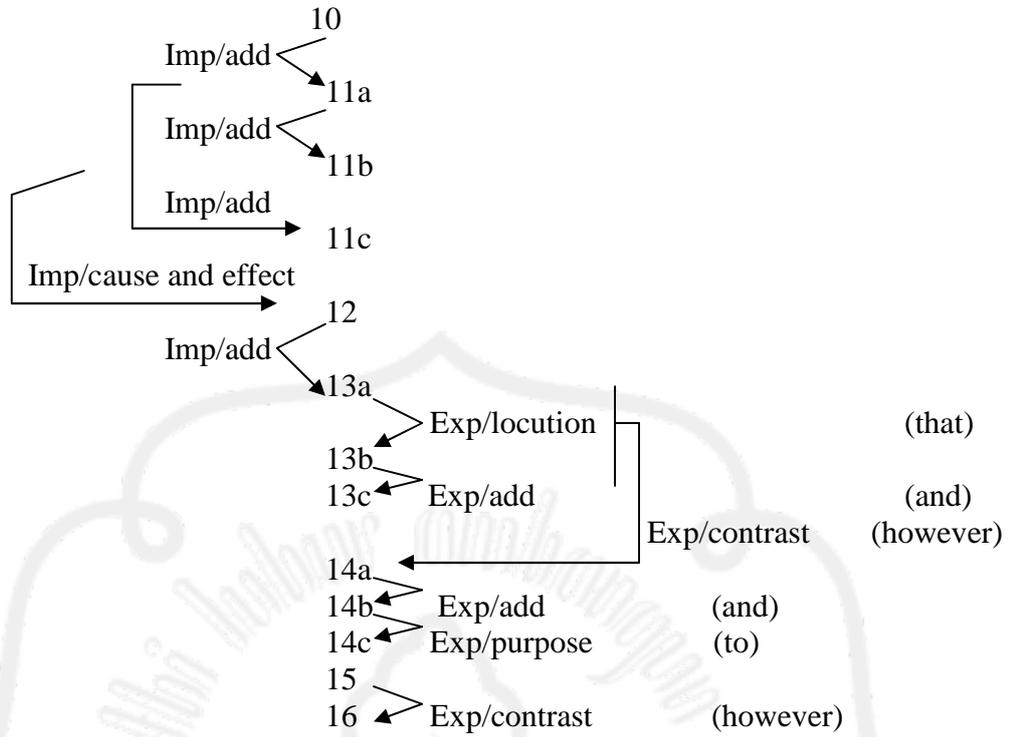
The text employs positive polarity and negative polarity. The text employs more positive polarity than negative polarity. Negative polarity is found in clause 1 “*Don’t overact on cartoon issue*”, clause 5 “*The problem is that it is not the only truth*”, clause 8b “*I don’t need to see*”, clause 9 “*As a matter of fact, the cartoon themselves were not so clever or funny at all*” clause 14a “*However, Muslim must not overact*” and clause 16 “*We don’t need to pour gasoline into the forest that’s already aflame*”.

From the modality system, there are some modulations found in the text. Modulation showing obligation is found in the clause in clause 14 “*However, Muslim must not overact*”. Modalization showing low probability is found in the clause 4 “*The Western country may be right about freedom of expression, freedom of speech, etc*” and in clause 15 “*The moral message (to western society) is that we may agree about the ‘Clash Civilization’*”.

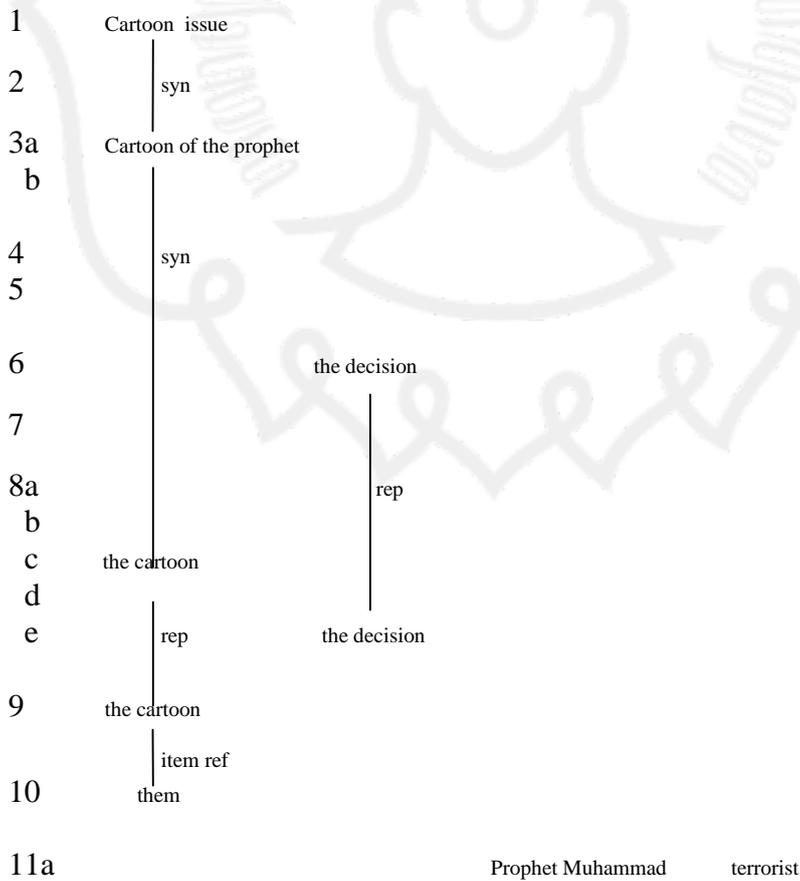
C. Cohesion

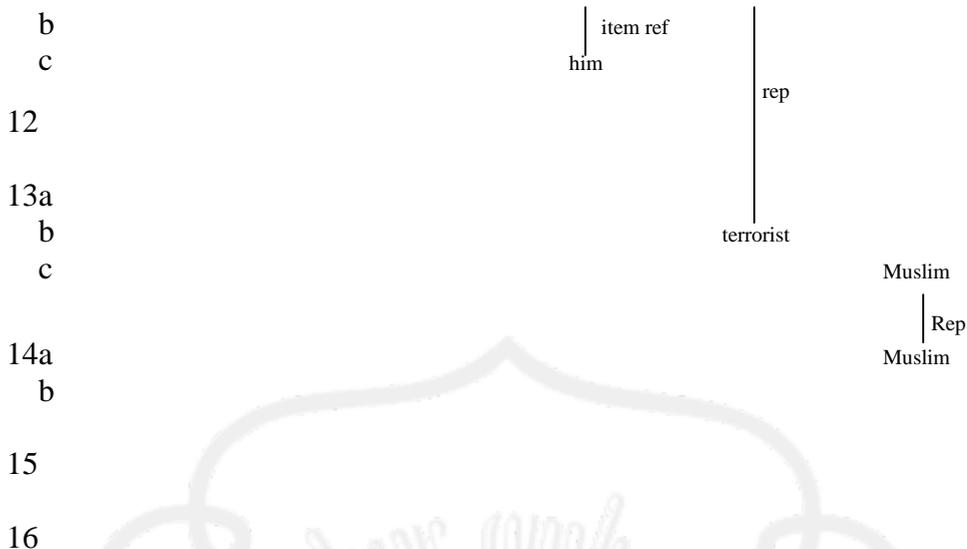
1. Conjunctive Relation





2. Lexical Strings





D. Text Structure and Genre

a. Text Structure

Clause	Activity sequence	Rhetorical Function	Staging
2- 3	Introduction by the writer to response the controversy of Prophet Muhammad Cartoon. Then the writer states that the publishing of the series of the cartoon was unnecessary	Introducing the background of the writing and give statement to the issue of the controversy of Prophet Muhammad Cartoon.	Thesis
4-5	Writer's argument about the western country that may be right about freedom of expression and speech. Further the writer argues it is not the only truth.	Giving argument to support the issue presented	Preview
6	Explanation about the writer's argument which mention that the	Giving argument about the decision to depict the	Argument I

	decision to depict the Prophet in the cartoon was questionable	prophet was questionable	
7-8	Writer's explanation that there are millions other options and the decision to depict the Prophet was just stupid.	Supporting the argument by describing that there are other options and describing that the decision was just stupid due to the global protest	Elaboration
9	Writer's argument which mentions that the cartoons were not so clever and funny at all	Giving argument by presenting that the cartoon was not so clever and funny at all	Argument II
10-11	Writer explains that some of the cartoons are indeed offensive by describing some example of the Cartoon of the Prophet that is very offensive. For example, one cartoon describes Prophet Muhammad as a terrorist. Another example showed Him speaking to a ragged queue of suicide bombers at heaven's gate saying "Stop, stop, we've out of virgin".	Supporting the argument by describing that some of the cartoons were offensive	Elaboration
12-13	The writer reiterates by saying that cartoons seem deliberately imply that Islam is terrorist religion and Muslim quite reasonably demanded apology.	Reiterating that the cartoons deliberately imply that Islam is a terrorist religion and Muslim quite reasonably demanded an apology	Reiteration
14-16	The writer suggests Muslim to avoid violence by not overact	Giving suggestion	Recommendation

	and cross the line of their religious teaching. Also, the writer mentions the moral message (to the western society) behind this case is that we may agree about clash civilization and finally the writer suggest that we don't need to pour gasoline into the forest that already aflame		
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b. Genre

From the analysis of text structure above, it can be interpreted that the text uses Exposition genre. The text structure consist of Thesis statement, Preview, Argument I, Elaboration, Argument II, Elaboration, Reiteration and Recommendation. The text begins with thesis statement by the writer to introduce and state the issue presented in the text. In this case, the writer state that the publication of the series of the Cartoon of the Prophet was unnecessary (clause 2-3). Then, it is followed by preview by outlining that western society may be right about freedom of expression and freedom of speech but it is not the only truth (clause 4-5). The argument I describes the argument which mentions that the decision to depict the Prophet in the cartoon was questionable (clause 6). Then it is supported by elaboration which describes that there are other options and the decision to depict Prophet Muhammad in the cartoon was just stupid (clause 6 - 8). Argument II mentions that the cartoons were not so clever and funny at all (clause 9). Then argument II is followed by elaboration (clause 10 - 11) to support the argument by describing and exemplifying some of the cartoons that were

offensive such as one picture that describe Prophet Muhammad as a terrorist and his turban transformed into a fizzing bomb. Another example given by the writer is the cartoon that showed Prophet Muhammad speaking to a ragged queue of suicide bombers at heaven's gate saying "Stop, stop, we've out of virgin". In reiteration, the writer reiterate from the example given that the cartoons seem deliberately implies that Islam is terrorist religion and Muslim quite reasonably demanded apology. Finally in recommendation, the writer suggests Muslim to avoid violence by not overact and cross the line of their religious teaching. The writer also mentions that the moral message (to western society) behind this case is that we may agree about clash civilization and propose not to pour gasoline into the forest that's already aflame (14-16). Moreover from the total of clauses, the text uses dominant attributive relational process (31.9%) and identifying relational process (22.8%) which supports the characteristic of exposition genre.

B. Data Interpretation

1. Data Interpretations Text I

Prophet Drawings

Based on the data descriptions of lexicogrammar, cohesion system, text structure and genre, the tenor of the text can be analyzed. Tenor consists of status, affect and contact.

1. Status

Status means the relative position of interlocutor in a social hierarchy. Its basic opposition is between equal and unequal status, depending on the social

ranking of the participant (Martin, 1992, p.525-526). The participants in this text are the writer, the reader, and the participants inside the texts.

Based on the analysis of lexicogrammar, cohesion, and text structure and genre, there are two relationships among participant in the text. They are the relationship between the writer and the readers and the writer and the participants inside the text. Non – human participants inside the texts are European countries, Islamic World, and religion.

a. The status between the writer and participant inside the text

The status between the writer and participants inside the text is unequal. The MOOD system reflects the higher position of the writer. In this case, the European countries and Islamic world. For example, proposal clause found in clause 6a “*calm must be restored early*”. This means that the writer wants European countries and Islamic world to restore the calm so that the conflict will not become clash of civilization. Clause 10 “*consideration must be given to the religion that is very basis of people’s thought*” and clause 11a “*moderation must be exercised*” also support this inequality. It implies that the writer wants the participant in the text to give consideration to the religion and to exercised moderation to protect such freedoms. In short, the proposal meaning in above clause reflects the authority of the writer in asking other participant in doing his/her recommendations.

Furthermore, from the modality system the writer applies a high degree of modulations showing obligation in clause 6a “ *Calm must be restored early*”,

clause 10 “ *but consideration must be given to the religion that is very basis of people’s thought*”, and clause 11a “ *Moderation must be exercised*”. The high modulations showing obligation reflects the inequality between the writer and the participant inside the text. In this case, the writer has higher status than the participant inside the text since the writer proposes the participant inside the text to do something.

The inequality is also reflected from the use of attitudinal lexis. This is a result of the writer’s act to make comment and judgment about the happening. It can be seen from the employment of some attitudinal lexis such as *a handful of countries, afresh, vexing, behind*. In this case, the writer has higher position than the participants inside the text. From above example, it is clear that the writer acts as the one who has the authority to make a comment or judgment to the participants.

Then, the discussion genre applied by the text also strengthens the inequality between the writer and the participants inside the texts. In discussing the issue, recommendation is given as suggestion from the writer to the participants in this case Western Countries and Islamic worlds. The writer positions as the one who give suggestion is higher than the participants who receive the suggestion. In this case, the participants is suggested to give consideration to the religion and suggested to exercised moderation.

b. The status between the writer and the reader

The status between the writer and the reader is equal since the function of the text is to inform the information to the readers. This is supported by the

realization of MOOD system which is dominated by indicative, declarative, functioning as proposition (76.5%) although there are 3 clauses with proposal meaning (17.6%) and 1 clause with interrogative, declarative functioning as proposition (5.9%). The dominant used indicative declarative clauses means that these clauses are in the form of statements. The writer tries to inform the readers about the issue of the controversy of Prophet Muhammad Cartoon and the effect over the row to the Muslim. Besides, the writer also informs the reasons why only a handful of Islamic countries allowed their people to freely express their ideas. Moreover, the presence of interrogative clause functioning as proposition is not used to dictate the readers but it is used to arouse the curiosity in order to know how far people can assert freedom of expression when it comes into conflict with dignity of religion. The presence of indicative, declarative clause functioning as proposal can be identified as the nature of editorial language since the text is published under Other Opinion Column. The function is to influence the reader's mind to the phenomenon discussed in the text. Therefore, by looking at MOOD system above, it can be interpreted that the position of the writer and the readers tends to be equal.

The equal status can be seen from the presence of "we". For example in clause 5a "*while we are concerned about violence*" and clause 5b "*we also fear*". This indicates that the writer considers the readers equally. The writer tries to give an opinion by presenting that the writer shares the same experience with the readers.

The employment of descriptive lexis in the text indicates that the writer want to describes detail information about the issue presented. The descriptive lexis in this text is presented by the terms; *prophet drawings, religion, freedom of expression, caricature, basic right, Prophet Muhammad, democracy, Muslim People, European countries, Islamic countries*. All of those descriptive lexis shows that the writer expresses and describes the experiential reality without adding any opinion to give clear information. .

The discussion genre also supports the equality among the writer and the readers. In discussing the issue, the writer discusses the issue by exposing the participants inside the text. The writer stressed more on the issue presented. In this case the writer emphasizes more on freedom of expression, the conflict, western society, and Islamic World. In this case, the readers are considered to be observers towards the issue discussed. Therefore the writer considers the reader equally due their position as observers. Further, from the transitivity system, we can find out that the writer considers as the one who knows more about the issue. By employing some behavioral process, the writer describes some phenomenon related to the issue. The writer tries to inform the readers about the condition that may be happened to Islamic countries over the caricature and to describe that a handful of Islamic countries allow their people to freely express their ideas. Also, the presences of some extra causer in transitivity make a possibility to deliver more detail information about the issue discussed. By doing this, hopefully the readers will know more about the information.

2. Affect

Martin (1992, p.525) states that it refers to the degree of emotional charge in the relationship between the participants. Affect is assessment, evaluation, and judgment among the participant involved in the text (Santosa, 2003, p.51). Affect refers to the judgment of the writer toward the issue. The judgment itself can be positive or negative. The affect of this text can be viewed through two points of view. First it is from the writer to issue presented in the text. Second, it is from the writer to the readers.

a. From the writer to the issue presented in the text

The degree of affect can be seen from the writer judgment to the issue presented. This can be seen from the polarity analysis. Although, Text I only employs only one negative polarity in clause 6b “*so that the conflict will not become clash civilization*”, the text carries negative tendency by showing the fear over the row between European countries and Islamic world.

The negative judgment of the issue can be viewed through attitudinal lexis occurred in the text. The writer tries to arouse negative tendency to the issue presented. The employments of attitudinal lexis in the text are: *a handful, vexing, clash of civilization, the row, violence, fear, sentiments, ruckus, isolate*. This means that the writer tries to arouse negative tendency to the issue presented which creates negative judgment from the view of the writer.

Based on the MOOD system, proposal clause applied in clause 6a, 10, and 11a also implies the writer's negative judgment. The clause with proposal meaning in clause 6a is aimed to show the writer's expectancy to restored the calm so that the conflict so that the conflict will not become clash civilization. The proposal meaning in clause 10 and 11a is aimed at writer's expectancy to give consideration to the religion and to exercised moderation to protect such freedom. The writer expresses the negative judgment to the issue presented by persuading other participant to do his/her recommendation.

Then, the negative judgment can be seen from the employment of modality expression. The writer applies a low degree of modalization showing probability in clause 5d "*The ruckus could isolate Islamic country and Muslim scattered in many parts of the world*" and a medium degree showing probability in clause 6b "*so that the conflict will not become clash civilization*". Here, the writer wants to show the negative possibility that may be faced by Islamic and Muslim over the caricature. Although the probability is low, but it still carries negative judgment.

Then, the discussion genre used is mostly exposing the negative effect that may be faced by Islamic country. In this case, the writer mentions that the ruckus could isolate Islamic countries and Muslim scattered in many parts of the world. The writer tries to explore and describes the fear of the violence that could isolate Islamic country and Muslim in many parts of the world. Implicitly, the writer tends to judge negatively toward the issue by take more percentage on negative arguments than positive one in the text. The transitivity also supports the genre in

describing the negative judgment to the issue by employing cognitive process such as mental and mental behavior process and some attributive relational process.

b. From the writer to the reader

The judgment of the writer to the reader is positive. It can be seen through the MOOD system that is indicative declarative functioning as proposition. It is employed for giving information. The positive judgment to the reader is shown by giving detail information about the row over the controversy of Prophet Muhammad drawings.

The judgment of the writer to the reader is positive. This can be seen from the attitudinal lexis employed by the writer in the text. The attitudinal lexis is given to the issue and the participants inside the text. In this case, the writer does not give judgment to the reader through the lexis used. The lexis is given to the issue discussed in the text. Here, the writer tries to place the readers to form their own opinion toward the lexis given to the issue and the participants inside the texts.

The discussion genre also supports the positive judgment of the writer to the readers. In discussing the issue, the writer discusses the issue by exposing the participants inside the text. In this case, the readers are considered to be observers towards the issue discussed. By employing some behavioral processes, the writer tries to inform the readers about the condition that may be happened to the Islamic countries over the conflict. Some of the behavioral process also describe that only a handful of Islamic countries allowed their people to freely express their view.

Some extra causer in transitivity makes a possibility to deliver more detail information about the issue discussed. By doing this, hopefully the readers will know more about the information. From above explanation, the writer judges to the reader positively due their position as observers.

3. Contact

Contact concerns the degree of involvement among interlocutors (Martin, 1992, p.528). It is broken down into involved and uninvolved contact depending on a number of factors influencing the familiarity of participants with other. Besides, contact refers to the degree of language familiarity used by the writer in exposing the issue. It evaluates the language used in the text whether the language is familiar or not to the reader. This aspect can be realized through clause system, group system, familiarities of technical terms, abstractions, metaphor system, cohesion, text structure (Santosa, 2003, 52).

Contact is concerned with the degree of nature of involvement of the participant. In this case, the contact between the writer and the reader is involved. It can be seen from the presence of “we” in clause 5a and in clause 5b. The use of “we” indicates that the writer implicitly share the same experience about the violence and fear with the readers that could isolate Islamic countries and Muslim scattered in many part of the world. Besides, the use of “we” creates an intimate communication between the writer and the readers. This is one writer’s strategy to influence the reader’s mind that the ruckus could isolate Islamic countries and Muslim scattered in many parts of the worlds.

The writer also employs familiar and readable language in the text. As stated previously, the segmentation of *The Jakarta Post* readers are well – educated people and considered not to have great difficulties in understanding English.

From the analysis of clause system, the text employs balance simplex clauses (45.5%) and complex clauses (45.5%). The use of complex clauses made the text easy to comprehend since the logic of each clause is composed clearly. The use of complex clauses, then, implies the use of explicit logical relation as proved in conjunctive relation. This kind of relation makes the texts easy to understand since the logic is clear. Moreover, the employment of simplex clauses, then, implies the use of implicit logical relation in conjunctive relation that requires high ability to understand the text. Due to the level of *The Jakarta Post's* readers this kind of relations does not give many difficulties for the reader to understand and this is related to the segmentation of *The Jakarta Post's* readers. The use of hypotactic and paratactic enhancement in the text also made the text easy to understand since the flow of the event is clear and the content can be caught clearly by the reader. The absence of elliptical clauses in the text does not make the text complicated to understand. The presence of minor clause as a title is aimed to introduce what the text is going to talk about.

From the analysis of group system, it can be seen that the text employed dominant simplex nominal group (68.7%) and dominant simplex verbal group (88.7%). This means that the text is easy to be understood by the readers since the writer describe the event in a simple ways. Although there are some complex nominal and verbal group with embedded functioning as qualifier, they are still easy to understand since the target reader are well-educated people who mastering English.

The employment of technicality and abstraction in the text also make the text relatively easy to understand. As stated previously, the target reader of this text is well-educated people who mastering English. The text use abstraction can be seen in the terms: *right, conflict, dignity, question, violence, ruckus, calm, view, sentiments, consideration, religion, moderation*. The use of technicality can be seen in terms: *freedom of expression, Prophet Muhammad, Islamic, Muslim, clash of civilization, term*. All of these terms are familiar in exposing prophet drawings so that the readers that mostly are educated people will not found difficulties in understanding the technicality and abstraction.

The presence of one ideational metaphor in the text such in clause 8b “*Many people in those countries have twisted sentiments*” does not make the text difficult to comprehend. It is so because the segmentation of The Jakarta Post readers is educated people who are mastering in English. It seems that the writer wants to make variation in expressing his/ her ideas.

From the analysis of cohesion system that is shown through lexical string and logical relations, the text is considered to be cohesive and easy to understand. The lexical strings consist of synonymy, repetition, and item reference. The synonym are shown by term: *prophet drawings* (clause 1) – *caricature satirizing Prophet Muhammad* (clause 4), *basic right* (clause 2) – *that right* (clause 3a), *the row* (clause 4) – *violence* (clause 5a), *violence* (clause 5a) – *the ruckus* (clause 5c), *freedom of expression* (clause 9) - *such freedom* (clause 11b). Repetitions are shown by terms: *freedom of expression* (clause 2)-*freedom of expression* (clause 9), and *conflict* (clause 3b) – *conflict* (clause 6b). Item reference are shown by the terms *that right* (clause 3a) – *it* (3b), *Islamic countries* (clause 5c) – *they* (8b), and *Islamic countries* (clause 5c) – *those countries* (clause 9). The use of synonym usually functions to describe the issue clearer and to avoid monotonous word by using word with similar meaning in different wording. The repetition is shown by the writer to emphasize freedom of expression and conflict discussed in the text. The use of less repetition indicates that the text has high familiarity since the use of repetition is to avoid ambiguity in the clause. The use of item reference indicates that the text is easy to since it create cohesiveness of the information in the text.

Furthermore, the employment of explicit conjunctions in logical relations such as contrast (but, while), temporal (when), cause and effect (as, so that, because), purpose (to), locution (that), and addition (and) make this text familiar and readable. These conjunctions used to connect the information in the text make the logic of text is clear and easy to comprehend. The text also employs of many implicit logical relations to link the ideas within sentence. Although there are employments of many implicit logical relations, this text is still easy to understand since the target readers are belong to well –educated people and considered not to have great difficulties in understanding English.

The vivid structure of the text also supports the familiarity of the text. The text structure of the text consists of issue, argument for, elaboration, Argument against, elaboration, conclusion and recommendation. The text begins with issue that describes the issue being discussed in the text. Then it followed by Argument for which describes the Argument for then followed by elaboration by supporting the ideas. Argument for then followed Argument against. To strengthen the argument, the writer provides some elaboration. Finally, it is followed by conclusion to conclude the issue based on the evidence presented and recommendation by giving suggestion about consideration to religion and moderation to protect such freedoms.

2. Data Interpretations of Text II

Don't Overact on Cartoon Issue

Based on the data descriptions of lexicogrammar, cohesion system, text structure and genre, the tenor of the text II can be analyzed. Tenor consists of status, contact, and affect.

1. Status

Status means the relative position of interlocutor in a social hierarchy. Its basic opposition is between equal and unequal status, depending on the social ranking of the participant (Martin, 1992, p.525-526). The participants in this text are the writer, the reader, and the participant inside the texts.

Based on the analysis of lexicogrammar, cohesion, and text structure and genre, there are two relationships among participant in the text. They are the

relationship between the writer and the readers and the writer and the participants inside the text.

a. The Status between the writer and participant inside the text.

The status between the writer and the participants inside the text is unequal. It can be seen from the presence of indicative, declarative functioning as proposal. In this case, the writer considers himself as the one who know about the issue. The writer put himself as the primary knower who challenge and ask comment about the publishment of the series of the cartoon which considered unnecessary. The writer also mentions that the western country may be right about freedom of speech, freedom of expression but the problem is that it is not the only truth. In doing so, the western country is positioned as the lower position expected to accept what the writer conveys in the text. Moreover, from the presence of proposal clauses in imperative and declarative also reflects the inequality. This can be seen from clause 1 “*don't overact on cartoon issue*”, clause 4a “*However, Muslim must not overact*” and clause 14b “*and cross the line of their own religious teaching*”. The proposal meaning in above clauses reflects the authority of the writer in asking other participant in doing his recommendation.

Furthermore, the modality employed in the text also reflects the inequality. The writer applies high modulation showing obligation in the clause in clause 14a “*However, Muslim must not overact*”, and 14b “*and cross the line of their own religious teaching*”. In this case, the writer has higher status than the participant (the Muslim) since the writer proposes the Muslim not to overact on

cartoon issue and cross the line of their own religious teaching in order to avoid violence.

The inequality is also reflected from the use of attitudinal lexis. This word is a result of act of the writer to make comment and judgment about the happening. The employment of attitudinal lexis such as *unnecessary, questionable, just stupid, not clever, not funny, offensive, terrorist, fizzing, deliberately, violence, clash civilization*. In short, it is clear that the writer acts as the one who has the authority to do this with his right in expressing his ideas.

Finally, the unequal status between the writer and the participant inside the text is reflected by the employment of exposition genre. In this case, the writer persuades the participant inside the text such as Muslim not to overact and cross their own religious teaching in order to avoid violence. Also the writer also persuades the western society and Muslim not to pour gasoline into the forest that's already aflame.

From above explanation, it can be concluded that the status between the writer and the participant inside the text is vertical. The writer has vertical relationship. He, as a part of Indonesian citizen, tries to put himself in higher position in order to give suggestion to the Muslim not to overact and cross their own religious teaching in order to avoid violence and Western society not to pour gasoline into the forest that's already aflame. Further, the employments of dominant attributive relational process in text also support the genre of the text. The transitivity used by the writer shows the inequality between the writer and

participants inside the texts. It can be seen from the judgment of the writer to the issue discussed.

b. The Status between the Writer and the Readers

The status between the writer and the readers is equal since the function of the text is to inform the information to the readers. This is supported by the realization of MOOD system which is dominated by indicative, declarative with proposition meaning (77.8%) out of proposal meaning (11.1%). Meanwhile, there is only one imperative clause with proposal meaning (3.7%), one imperative clause with proposition meaning (3.7%), and one indicative, interrogative clause functioning as proposition (3.7%). The dominant use of indicative declarative clause functioning as proposition means that the writer wants to inform the readers about his opinion toward the publishment of the series of the cartoons and the cartoons itself

The equal status also can be seen from the use of vocative “we”. The examples can be seen in clause 15 “*The moral message (to western society) behind this case is we may agree about the clash civilization*” and in clause 16 “*However, we don’t need to pour gasoline into the forest that’s already aflame*”. The writer use vocative “we” in order to make his position the same with the readers.

The employment of descriptive lexis in the text also develops the equality between the writer and the readers. In this case, the writer describes the detail information to expose the issue. The descriptive lexis is presented by the terms:

cartoon, response, Prophet Muhammad, the series, western country, freedom of expression, freedom of speech, the fact, decision, Islam, religion, Muslim, apology, the line, religious teaching, moral message, and western society.

The employment of exposition genre also supports the equality among the writer and the readers. In exposing the issue, the writer exposes more on participant inside the text than the readers. In this case, the readers are considered to be observers toward the issue discussed. The presence of some mental behavioral process in transitivity also supports the genre. By employing mental behavioral process the writer describe some phenomenon to the readers. By doing this, hopefully the readers will know more about the phenomenon discussed in the text. In short, the writer considers the readers equally due their position as observers.

2. Affect

Martin (1992, p.525) states that it refers to the degree of emotional charge in the relationship between the participants Affect is assessment, evaluation, and judgment among the participant involved in the text (Santosa, 2003, p.51). Affect refers to the judgment of the writer toward the issue. The judgment itself can be positive or negative. The affect of this text can be viewed through two pint of view. First it is from the writer to issue presented in the text. Second, it is from the writer to the readers.

a. From the writer to the issue presented in text

In this text the writer gives negative judgment to the happening presented in the text. This is reflected from the negative polarity employed in the text. Negative polarity is found in clause 1 “*Don’t overact on cartoon issue*”, clause 5 “*The problem is that it is not the only truth*”, 8b “*I don’t need to see*” and 8c “*and analyzed the cartoon myself*”, clause 9 “*As a matter of fact, the cartoon themselves were not so clever or funny at all*” clause 14a “*However, Muslim must not overact*” and clause 16 “*We don’t need to pour gasoline into the forest that’s already aflame*”. From the example of polarity above, the writer give negative judgment to the cartoon that is not clever or funny at all. This reflects disagreement of the writer toward the cartoon of the Prophet.

The negative judgment of the happening can be viewed through attitudinal lexis occurred in the text. The employments of attitudinal lexis in the text are: *unnecessary, questionable, just stupid, not clever, not funny, offensive, terrorist, fizzing*. This means that the writer tries to arouse negative tendency to the Prophet Muhammad Cartoons which creates negative judgment from the view of the writer.

The negative judgment also reflected in the MOOD system applied in the text. Based on the MOOD system, the proposal meaning applied in clause 1 “*don’t overact on cartoon issue*”, clause 14a “*However, Muslim must not overact*” clause 14b “*and cross their own religious teaching*” and in clause 16 “*However, we don’t need to pour gasoline into the forest that’s already aflame*”. The proposal meaning in clause 1 is aimed to show the writer’s expectancy not to overact on the cartoon issue. The proposal meaning in clause 14a and 14b is

aimed to show the writer's expectancy to the Muslim that Muslim must not overact and cross their own religious teaching in order to avoid violence.

The negative judgment can be seen from the employment of modality expression. The writer applies a high degree of modulation showing obligations in clause 14a "*However, Muslim must not overact*". This reflects that the writer persuades Muslim not to overact to avoid violence. The writer also employs some modulations showing low probability in the clause 4 "*The western country may be right about freedom of expression, freedom of speech, etc*". In clause 4 the writer intends to judge that western countries that they may be right about freedom of expression, freedom of speech etc but then, the writer contrasted it by mentioning that the problem is that it is not the only truth. This can be considered as the writer's strategy to show his hesitancy in which he is not absolutely sure that freedom of expression, freedom of speech etc are the reason for the publication of the series of the Prophet Muhammad cartoon.

The negative judgment is reflected from the exposition genre of text. Due to the analysis of text structure of exposition genre of the text, the text tends to be built by exposing the issue with one sided argument. The arguments given by the writer show the negative assessment of the cartoon by arguing that publishing the series of cartoon was unnecessary and the cartoons were not so clever or funny at all. Further, the transitivity system also supports the genre. It can be seen from the dominant used of attributive relational process The employment of relational process indicates that the writer tends to judge the issue. It can be seen in clause 3b "*that publishing the series of the cartoon of the Prophet was unnecessary*", in

clause 5 “*The problem is that it is not the only truth*”, in clause 6 “*The decision to depict the prophet Muhammad in the cartoon was questionable*”, clause 9 “*As a matter of fact, the cartoon themselves were not so clever or funny at all*”, clause 10 “*Some of them are indeed offensive*”. From above example it can be interpreted that the writer gives negative judgment to the publishment of the series of Prophet Cartoon, the decision to depict the Prophet in the cartoon, and the cartoon itself.

From above explanation, the text is contained by negative judgment to the issue presented. It is so because the writer, in fact, responses and criticizes the publishment of cartoons of the Prophet Muhammad and the cartoons itself.

b. From the writer to the reader

The judgment of the writer to the reader is positive. It can be seen from the MOOD system that applied more indicative, declarative functioning as proposition. The mood is employed in order to deliver the information to the readers. It is positive since the writer put the readers as the observers and not includes the reader explicitly in the texts.

The judgment of the writer to the reader is positive. This can be seen from the attitudinal lexis employed by the writer in the text. The attitudinal lexis is given to the issue and the participants inside the text. In this case, the writer does not give judgment to the reader trough the lexis used. The writer tries to place the readers to form their own opinion toward the lexis given to the issue and the participants inside the texts.

The exposition genre applied in the text also supports the positive judgment of the writer to the readers. The writer, in this case, exposes the participant inside the text with one sided arguments. Meanwhile the readers are

considered as the observers toward the issue presented. In addition, the presence of recommendation is one of the characteristic of exposition genre that supports the nature of the editorial language where the writer can write their opinion toward the issue. In short, the writer judges the readers positively due their position as the observers.

3. Contact

Contact concerns the degree of involvement among interlocutors (Martin, 1992, p.528). It is broken down into involved and uninvolved contact depending on a number of factors influencing the familiarity of participants with other. Besides, contact refers to the degree of language familiarity used by the writer in exposing the issue. It evaluates the language used in the text whether the language is familiar or not to the reader. This aspect can be realized through clause system, group system, familiarities of technical terms, abstractions, metaphor system, cohesion, text structure (Santosa, 2003, p.52).

Contact is concerned with the degree of nature of involvement of the participant. In this case, the contact between the writer and the reader is involved. It can be seen from the presence of “we” in clause 15 “*The moral message (to western society) behind this case is that we may agree about the clash civilization*” and in clause 16 “*However, we don’t need to pour gasoline into the forest that’s already aflame*”. The use of “we” in clause 15 indicates that the writer tries to influence the readers that we may agree about clash civilization. Meanwhile, the employment of vocative we in clause 16 indicates that the writer wants the readers to involved since the writer persuades the readers not to pour gasoline in the forest that already aflame. In this case the writer persuades the reader not to make the problem getting bigger and bigger. Besides, the use of “we” also creates intimate communication between the writer and the readers. Then the involvement is also supported by the presence of imperative proposal

clause in clause 1 indicating that the writer proposes the reader not to overact on cartoon issue.

The writer also employs familiar and readable language in the text. As stated previously, the segmentations of The Jakarta Post's readers are well – educated people and considered not to have great difficulties in understanding English. Thus, the readers of The Jakarta Post are capable in understanding solid text.

From the analysis of clause system, the text employs simplex clauses (68.8%) and complex clauses (31.2%). Based on the lexicogrammar above, the text is dominated by simplex clauses. The writer arranges his light text through simplex clauses. The dominant simplex clause indicates that the text is high densely constructed one. The dominant use of simplex clause in the text functions to emphasize the information, so that the readers can easily understand what the writer talks about. The use of simplex clauses, then, implies the use of implicit logical relation as proved in conjunctive relation. This kind of relation requires high ability to understand the idea of the writer. Due to the level of The Jakarta Post's readers this kind of relations does not give many difficulties for the reader to understand and this is related to the segmentation of The Jakarta Post's readers.

From the analysis of group system, it can be seen that the text employed dominant simplex nominal group (72.2%) and dominant simplex verbal group (88.9%). This means that the text is easy to be understand by the readers since the writer describe the event in a simple ways. Although there are some complex nominal and verbal groups with embedded functioning as qualifier, they are still easy to understand since the segmentation of The Jakarta Post readers are well-educated people.

The employment of technicality and abstraction in the text also make the text relatively easy to understand. As stated previously, the target reader of this text is well-educated people. The text use abstraction can be seen in the terms:

Issue, response, controversy, problem, truth, decision, options, fact, protest, terrorist, religion, apology, line, violence, and moral message. The use of technicality can be seen in terms: *cartoon, Prophet Muhammad, Freedom of expression, Freedom of speech, Islam, and clash civilization.* All of these terms are familiar in exposing the cartoon issue so that the readers that mostly are educated people will not found difficulties in understanding the technicality and abstraction.

The presence of one ideational metaphor in the text such in clause 11a “*One described Prophet Muhammad as a terrorist*” and in clause 11c “*Another showed him speaking to a ragged queue of suicide bombers at heaven gate saying ‘Stop, stop we’ve out of virgin’*” does not make the text difficult to comprehend. It is so because the segmentation of The Jakarta Post’s readers is educated people. It seems that the writer wants to make variation in expressing his ideas. The use of interpersonal metaphor in clause 3a and 3b “*I think that publishing the series of cartoon of the prophet was unnecessary*” also support the familiarity of the text. In this case, this strengthens the statement of the writer to the issue presented and the construction of the text structure.

From the analysis of cohesion system that is shown through lexical string and logical relations, the text is considered to be cohesive and easy to understand. The lexical strings consist of synonymy, repetition, and item reference. The synonym are shown by term: *cartoon issue* (clause 1) – *cartoon of the prophet* (clause 3a), *cartoon of the prophet* (clause 3a.) – *the cartoon* (clause 8c). Repetitions are shown by terms: *the cartoon* (clause 3a) - *the cartoon* (clause 9), *the decision* (clause 6) – *the decision* (clause 8e), *terrorist* (clause 11a) – *terrorist* (clause 13b) and *Muslim* (clause 13b) – *Muslim* (clause 14a). Item reference are shown by the terms *the carton* (clause 9) – *them* (clause 10), *Prophet Muhammad* (clause 11a) – *him* (clause 11c). The use of synonym functions to describe the issue clearer and to avoid monotonous word by using word with similar meaning in different wording. The repetition is shown by the writer to emphasize the cartoon and the decision (in this case the decision to depict Prophet Muhammad in the cartoon) discussed in the text. The use of less repetition indicates that the text has high familiarity since the use of repetition is to avoid ambiguity in the clause. The use of item reference indicates that the text is easy to since it create cohesiveness of the information in the text.

Furthermore, the employment of explicit conjunctions in logical relations such as contrast (however), purpose (to), locution (that), and addition (and, as a matter of fact) make this text familiar and readable. These conjunctions used to connect the information in the text make the logic of text is clear and easy to comprehend. The text also employs of many implicit logical relations to link the ideas within sentence. This is because the text is constructed by more simplex

clause. This simplex clause is produced by employing more attributive relational process. The use of implicit conjunctive relation requires high ability to understand the idea of the writer. However, this text is still easy to understand due to the segmentation of The Jakarta Post's readers that are belong to well – educated people and considered not to have great difficulties in understanding English.

The vivid structure of the text also supports the familiarity of the text. The text structure consist of Thesis statement, Preview, Argument I, Elaboration, Argument II, Elaboration, Reiteration and Recommendation. The text begins with thesis statement by the writer to introduce and state the issue presented in the text. Then, it is followed by preview by outlining that western society may be right about freedom of expression and freedom of speech but it is not the only truth. The argument I describes the argument which mentions that the decision to depict the Prophet in the cartoon was questionable. Then it is supported by elaboration which describes that there are other options and the decision to depict Prophet Muhammad in the cartoon was just stupid. Argument II mentions that the cartoons were not so clever and funny at all. Then argument II is followed by elaboration to support the argument by describing and exemplifying some of the cartoons that were offensive. In reiteration, the writer reiterate from the example given that the cartoons seem deliberately implies that Islam is terrorist religion and Muslim quite reasonably demanded apology. Finally in recommendation, the writer suggests Muslim to avoid violence by not overact and cross the line of their religious teaching and propose not to pour gasoline into the forest that's already

aflame. In short, the familiarity of the text can be categorized into high familiarity due the easiness in distinguishing the opening, the body and the closing

C. Discussion

This subchapter is about the general interpretation of the two text namely Prophet Drawing (Text I) published under Other Opinion and Don't Overact on Cartoon Issue (Text II) published under Your Letters Column in The Jakarta Post. This subchapter describes the lexicogrammar realized in both texts and the tenor as the realization of interpersonal meaning that covers status, affect and contact. Furthermore, it is also make comparison between the two texts in order to find out the similarities and differences of interpersonal meaning of both texts.

1. Lexicogrammar, Cohesion and Genre

The use of clause system in text I is balanced between simplex and complex clauses. The simplex clause in text I is about 45.5%. Meanwhile the use of clause system in text II is dominated by simplex clause. It is found that simplex clause in the text II is about 68.8%. Text II employs more simplex clauses than the text I. It indicates that the writer in text II describes the happening in simple way in so the reader will understand the information easier. This also reflects that the text is built through dense construction.

The use of complex clauses in text I is about 45.5% while the use of complex clauses in text II is about 31.2%. Text I employs more complex clause than text II. The presence of more complex clause in text I is aimed to give more detail information about the happening.

From the logico- semantic relation and interdependency system, text I employs dominant hypotactic enhancement, then followed by paratactic enhancement and paratactic projection idea. Meanwhile, text II employs more paratactic extension, and then it is followed by hypotactic enhancement, projection idea, elaboration and extension. From the finding above, it is obvious that the writer of text I and II try to give detail and further explanation about his opinion toward the happening in this case about the controversy of Prophet Drawings.

From the analysis of nominal and verbal group, both texts employ more simplex nominal and verbal group than the complex ones. Simplex nominal and verbal group in text I is about 68.7% and 88.2%, while simplex nominal and verbal group in text II is about 72.2% and 88.9%. They are used in order to make the text easy to understand.

From the analysis of MOOD system, both texts are dominated by indicative, declarative, proposition clause. The indicative, declarative clause functioning as proposition in Text I is about 76.5% while in the Text II is about 77.8%. Here, the writers emphasize on giving information to the readers about the happening presented in each text. In addition, both texts also have indicative, declarative clause functioning as proposal. The indicative, declarative clause functioning as proposal employed by Text I is about 17.6% while in Text II is about 11.1%. Moreover, both texts also employ indicative, interrogative clause functioning as proposition. The use of interrogative clause as proposition in clause

I is about 5.9% and in Text II is about 3.7%. Text II also employs imperative clause functioning as proposal (3.7%).

Topical unmarked theme is dominating in both texts. It indicates that the writers want the readers to concentrate on the issue presented in the text. Topical marked, textual and interpersonal also take part in both texts. The textual theme is used in both texts to arrange the text and to build up the flow of the idea of the writers. Then, interrogative interpersonal theme employed is aimed to arouse the curiosity of the writer and readers toward the happening.

In terms of transitivity, text I employs more mental behavioral process for about 29.4% and then followed by attributive relational process for about 17.6%. It shows that the writer of text I wants to influence the reader's mind toward his opinion. On the other hand, text II employs more attributive relational process for about 29.7% and then followed by mental behavior process for about 25.9%. This shows that the writer of text II intends to show the judgment toward the issue presented. Meanwhile, the use of mental behavior process in text II indicates that the writer also wants to influence reader's mind. Moreover, the use of attributive relational process and mental behavioral process is one characteristic of discussion and exposition genre.

Text I and II apply technicality and abstractions. The abstractions and technicality found in both texts are not difficult to understand since the segmentation of The Jakarta Post readers are well – educated people and considered not to have great difficulties in understanding English.

In polarity system analysis, both of texts have positive and negative polarity. However, text II employs more negative polarity than negative polarity employed in text I. This indicates that the writer tends to judge negatively to the issue presented. From the modality analysis, text I employs modulation showing high obligation, and modalization showing medium and low probability. Meanwhile, text II employs modulation showing high obligation and modalization showing low probability.

From the analysis of metaphor, text I employs one ideational metaphor. Meanwhile text II employs two ideational metaphor and interpersonal metaphor. The writer employs ideational metaphor in both texts in order to make variation in language. Meanwhile the interpersonal metaphor employed in text II strengthen the statement of the writer about the cartoon and it is develops the vividness of the text structure of the text. There is no interpersonal metaphor in Text I.

From the analysis of cohesion in lexical strings, both texts employ synonymy, repetition and item reference. The employment of synonymy functions to avoid monotonous word by using word with similar meaning but in different wording. The employment of less repetition is aimed to avoid ambiguity in the clause. Further, both texts also employ explicit and implicit logical relation as proved in the conjunctive relation. From the conjunctive relation of both texts, it can be seen that text II employs more implicit logical relation than Text I. It is because Text II employs more simplex clause than Text I.

From the analysis of genre, text I employs discussion genre. The text structure of text one consist of issue, Argument against, Elaboration, Argument

for, Elaboration, Conclusion and Recommendation. Meanwhile text II employs exposition genre with one sided arguments. The text structure of text II consist of Thesis statement, Preview, Argument I, Elaboration, Argument II, Elaboration, reiteration, and Recommendation.

2. Interpersonal Meaning Realized in Both Texts

a. Status

1. The status between the writer and participant inside the texts.

Based on data interpretation above, it can be seen that the status between the writers and the participant in both texts is unequal. The unequity can be seen through the MOOD system, transitivity system, modality system, attitudinal lexis, genre of each text.

Status between the writer and the participant in both texts is unequal. It can be seen from the MOOD system of both texts. The presence of Indicative, declarative clause functioning as proposal reflects this inequality. The proposal meaning found in both texts reflects the authority of the writer in asking other participant inside the text in doing his/her recommendation.

As well as the MOOD system, the transitivity system in both texts also reflects the inequality. In this case, by employing attributive relational process the writers explore the information shared to the reader by giving judgment toward the happening. By emphasizing his/her judgment, the writer put himself in higher position as the one who gives comment to the happening.

Furthermore, the modality employed in both texts also reflects the inequality. Both text employed modulations showing obligation in high degree. This indicates that the writers have higher status than the participant inside the text since the writer proposes the participant inside the text doing his/her recommendation.

Then the inequality is also reflected from the used of attitudinal lexis. The lexis is the result of the writer's act in making comment or judgment toward the happening. In short, it is clear that the writers act as the one who has the authority in expressing his/her ideas.

Finally, the unequal status is supported by the employment of genre. Text I which employed discussion genre, the recommendation is given as suggestion from the writer to the participants. So the writer's position as the one who give suggestion is higher than the participant who receives the suggestion. So does, in text II. The exposition genre employed in the text also supports the inequality. By persuading the Muslim not to overact and cross their religious teaching and persuading western countries not to pour gasoline into the forest that already aflame indicates that the writer has higher position than the participant who receives the suggestion. From above explanation, it can be concluded that the status between the writer and participant inside the text is vertical.

2. Status between the writer and the readers

Status refers to the relationship between the writer and the participant in the text. Based on data interpretation above, it can be seen that the status between

the writers and the reader in both texts is equal. Both of the writers try to put the readers in equal position in giving information.

Based on interpretations above, text I and II are dominated by indicative, declarative, proposition clause. This means that the writers tend to give more information about the happening. The writers tend to influence and persuade the reader's mind with his/her opinion. Although there is presence of some indicative, interrogative clause functioning as proposition, it doesn't disturb the equality between the writers and the readers. In this case, the writers try to arouse the curiosity of the readers with his/her opinion.

From the analysis of transitivity system, text I employs mental behavior process in more percentage and then followed by the use of attributive relational process. On the other hand text II employs more attributive relational process and then followed by mental behavioral process. The employment of mental behavioral process in both texts reflects that the writers intended to influence and provoke the reader's mind toward the issue presented. Besides, the employment of mental behavioral process also aimed at describing the phenomenon to the readers. By doing this, hopefully the readers will know more about the phenomenon discussed in the texts. So, there is an equal status between the writer and the readers.

Moreover, the equal relationship between the writer and the readers can be seen from the presence of vocative "we" in both texts. The writers use vocative "we" in order to make his position the same with the readers. Then, the employment of descriptive lexis in both texts also supports the equality. The

employment of descriptive lexis in this text indicates that the writer wants to give detail information about the issue presented. The descriptive lexis employed in both texts show that the writers express and describe the experiential reality. This means that the writers do not dictate the readers but give information clearer.

The analysis of genre in both texts also supports the equality between the writer and the reader. In text I, the writer discusses the issue by exposing the participant inside the text. In this case, the readers are considered as an observer. The equality between the writer and the reader in text II is also supported by exposition genre employed in the text. The writer in text II also exposes the participant inside the text in this case the Cartoon of the Prophet. Here, the reader is placed as an observer. In short, from the discussion above it can be concluded that the writer has horizontal relationship with the readers.

b. Affect

1. From the writers to the participant inside the text.

The degree of affect in both texts show the judgment of the writer to the issue is negative. This is reflected from the negative polarity employed in the text. The writer of text II employs some negative polarity to judge that the cartoon is not clever or funny at all. This reflects disagreement of the writer toward publication of the cartoon of the Prophet. Meanwhile, Text I only has one negative polarity. However, the texts carried negative judgment to the issue presented.

Both of the writers of the texts give negative judgment to the happening presented in each text. It can be viewed through attitudinal lexis employed in the

text. The employments of some attitudinal lexis in the text I are: *conflict, a handful of countries, vexing, clash civilization, the row, violence, sentiments, ruckus, isolate*. Then, the employment of attitudinal lexis in text II such as *unnecessary, questionable, just stupid, not clever, not funny, offensive, terrorist, fizzing bomb, violence, clash civilization*. This means that the writer tries to arouse negative tendency to the issue presented which creates negative judgment from the view of the writer.

As well as the attitudinal lexis, the transitivity also support the negative judgment of the writer to the issue presented in the text. The negative assessment can be seen from the presence of attributive relational process. The employment of attributive relational process indicates that the writers tend to judge the issue. Moreover, the presence of mental behavioral process also supports the negative judgment of the writer. By employing mental behavior process the writers provide his readers with the judgment trough the cognitive process.

The negative judgment also reflected in the MOOD system applied in both texts. Based on MOOD system, both texts employed some indicative, declarative clause functioning as proposal. The proposal meaning is aimed to show the writer's expectancy to do his/her recommendation.

Then, the modality expression also supports the negative judgment. The writers of text employed high degree of modulations showing obligation. Also, the writers employed some modulations showing low probability. In text I, the writer wants to show the negative possibility that may be faced by Islamic and Muslim scattered in many parts of the world. Meanwhile, in text II, the writer

want to show his hesitancy in which he is not absolutely sure that freedom of expression and freedom of speech is the reason for the publication of the series of the Prophet Cartoon.

The negative judgment is reflected from the genre of both texts. Discussion genre employed in Text I show that the writer gives more percentage in describing the negative arguments. In this case, the writer mentions and explores the fear that may be faced by Muslim over the caricature. Then, the exposition genre employed in text II show that the writer tends to expose the issue with one sided arguments. The argument given by the writer show the negative assessment to the cartoon by arguing that publishing the series of the cartoon was unnecessary and the cartoons were not so clever or funny at all.

2. From the writer to the readers

Meanwhile the affect from the writer to the reader in both texts is positive. It can be seen from the MOOD system that employs dominant indicative, declarative clause functioning as proposition. The use of proposition MOOD system reflects that the writers try to give detail information about the issue discussed in both texts which is needed by the readers.

Then, the positive judgment can be seen from the attitudinal lexis employed in both texts. Text I employed some attitudinal lexis such as *conflict, a handful of countries, afresh, vexing, behind, clash civilization, precious*. Text II also employed some attitudinal lexis such as *unnecessary, questionable, just stupid, not clever, not funny, offensive, terrorist, fizzing bomb, deliberately, violence, and clash civilization* By employing attitudinal lexis, the writers try to

influence and persuade the reader's mind about the issue. The writers place the readers to form their own opinion toward the issue presented so the readers may assess the issue positively or negatively.

The genre of the text also supports the positive judgment of the writer to the readers. Text I that employs discussion genre exposes the participant inside the text, while the reader is considered as an observer toward the issue presented. Then, Text II that employs exposition genre also exposes cartoon issue with one sided argument. The reader is also considered as an observer toward the issue presented. In addition, both texts also have recommendation. The presence of recommendation is one characteristic of discussion and exposition genre that support the nature of editorial language where the writers can write their opinion toward the issue. In short, the writers judge the reader positively due their position as the observer.

c. Contact

Contact refers to the degree of involvement among interlocutors. It is also related to the familiarity of language which is used by the writer. Both of the texts employed familiar language and readable. This aspect can be realized through clause system, group system, familiarities of technical terms and abstractions, metaphor, cohesion, and text structure.

Contact is concerned with the degree of nature of involvement of the participant. In both texts, the contact between the writer and the reader is involved. It can be seen from the presence of vocative "we" in both texts. The use

of “we” indicates that the writer may share the same experience with the readers dealing with the issue discussed. The writers involve the readers by influencing and persuading reader’s mind through his/her opinion. Moreover the use of “we” also creates intimate communication between the writer and the readers.

Both of the writers also employ familiar and readable language. As mention previously, the segmentation of The Jakarta Post’s readers are educated people and considered not to have great difficulties in understanding English. Moreover, the reader’s of *The Jakarta Post* are mostly come from middle to top class of society.

From the analysis of clause system, Text I employs balanced simplex (45.5%) and complex (45.5%) clauses. The use of complex clauses in text I made the text easy to comprehend since the logic of each clause is composed clearly. The use complex clause, then, implies the use of explicit logical relation as proved in conjunctive relation. Meanwhile text II employs more simplex clause (68.8%) than complex one (31.2%). The dominant use of simplex clause in the text is functions to emphasize the information, so that the readers can easily understand what the writer talks about. The dominant simplex indicates that the text is high densely constructed. The use of simplex clause, then, implies the use of many implicit logical relations as proved in conjunctive relation. This kind of relation requires high ability in understanding the text. Due to the level of The Jakarta Post’s readers this kind of relation does not give many difficulties for the reader to understand the text. The absence of elliptical clause in both texts does not make the text complicated to understand.

From the analysis of group system, both of Text I and Text II employed dominant simplex nominal group and simplex verbal group. Text I employed

simplex nominal group for about 68.7% and simplex verbal group for about 88.7%. Meanwhile text II employed simplex nominal group for about 72.2% and simplex verbal group for about 88.9%. This means that both of the texts is easy to understand since the writer describe the happening in a simple ways. Although both texts have some complex nominal and verbal group with embedded functioning as qualifier, they are still easy to understand since the segmentation of The Jakarta Post's readers are well – educated people.

The employment of technicalities and abstraction in both texts also make the text relatively easy to understand. The employment of abstraction in Text I can be seen in the terms: *right, conflict, dignity, question, violence, ruckus, calm, view, sentiments, consideration, religion, moderation, etc.* The use of technicality can be seen in terms: *freedom of expression, Prophet Muhammad, Islamic, Muslim, clash civilization, term.* The text employment of abstraction in text II can be seen in the terms: *issue, response, controversy, problem, truth, decision, options, fact, protest, terrorist, religion, apology, line, violence, and moral message.* The use of technicality can be seen in terms: *cartoon, Prophet Muhammad, Freedom of expression, Freedom of speech, Islam, and clash civilization.* All of these terms are familiar in exposing the cartoon issue so that the readers that mostly are educated people will not found difficulties in understanding the technicality and abstraction.

The presence of ideational metaphor in both texts reflects that the writers seem to make variation in expressing his ideas. This does not make the texts difficult to comprehend. It is so because of the segmentation of The Jakarta Post readers. The presence of one ideational metaphor in the text I can be seen from clause “*Many people in those countries have twisted sentiments*”. The presence of one ideational metaphor in text II can be seen from “*One described Prophet Muhammad as a terrorist*” and “*Another showed him speaking to a ragged queue of suicide bombers at heaven gate saying ‘Stop, stop we’ve out of virgin’*” Furthermore, text II also employs interpersonal metaphor “*I think that publishing the series of cartoon of the prophet was unnecessary*”. This also supports the familiarity of the text. In this case, the metaphor this strengthens the statement of the writer to the issue presented and the construction of the text structure.

From the analysis of cohesion system that is shown through lexical string and logical relations, both of the texts are considered to be cohesive and easy to understand. The lexical strings of both texts consist of synonymy, repetition, and item reference. In Text I, the synonyms are shown by term: *cartoon issue* (clause 1) – *cartoon of the prophet* (clause 3a), *cartoon of the prophet* (clause 3a.) – *the cartoon* (clause 8c). Repetitions are shown by terms: *the cartoon* (clause 3a) – *the*

cartoon (clause 9), *the decision* (clause 6) – *the decision* (clause 8e), *terrorist* (clause 11a) – *terrorist* (clause 13b) and *Muslim* (clause 13b) – *Muslim* (clause 14a). Item reference are shown by the terms *the carton* (clause 9) – *them* (clause 10), *Prophet Muhammad* (clause 11a) – *him* (clause 11c). Then, in text II the use synonym are shown by term: *cartoon issue* (clause 1) – *cartoon of the prophet* (clause 3a), *cartoon of the prophet* (clause 3a.) – *the cartoon* (clause 8c). Repetitions are shown by terms: *the cartoon* (clause 3a) - *the cartoon* (clause 9), *the decision* (clause 6) – *the decision* (clause 8e), *terrorist* (clause 11a) – *terrorist* (clause 13b) and *Muslim* (clause 13b) – *Muslim* (clause 14a). Item reference are shown by the terms *the carton* (clause 9) – *them* (clause 10), *Prophet Muhammad* (clause 11a) – *him* (clause 11c). The use of synonym functions to describe the issue clearer and to avoid monotonous word by using word with similar meaning in different wording. The repetition is shown by the writer to emphasize the issue presented in the texts. The use of less repetition indicates that the text has high familiarity since the use of repetition is to avoid ambiguity in the clause. The employment of item reference indicates that the text is easy to since it create cohesiveness of the information in the text.

The vivid structure of both texts also supports the familiarity of the text. The text structure of the text I consists of issue, argument for, elaboration, Argument against, elaboration, conclusion and recommendation. The text begins with issue that describes the issue being discussed in the text. Then it followed by Argument for which describes the Argument for then followed by elaboration by supporting the ideas. Argument for then followed Argument against. To strengthen the argument, the writer provides some elaboration. Finally, it is followed by conclusion to conclude the issue based on the evidence presented and recommendation by giving suggestion about consideration to religion and moderation to protect such freedom. The vivid structure of the text II also supports the familiarity of the text. The text structure consist of Thesis statement, Preview, Argument I, Elaboration, Argument II, Elaboration, Reiteration and Recommendation. The text begins with thesis statement by the writer to introduce and state the issue presented in the text. Then, it is followed by preview by outlining that western society may be right about freedom of expression and

freedom of speech but it is not the only truth. The argument I describes the argument which mentions that the decision to depict the Prophet in the cartoon was questionable. Then it is supported by elaboration which describes that there are other options and the decision to depict Prophet Muhammad in the cartoon was just stupid. Argument II mentions that the cartoons were not so clever and funny at all. Then argument II is followed by elaboration to support the argument by describing and exemplifying some of the cartoons that were offensive. In reiteration, the writer reiterate from the example given that the cartoons seem deliberately implies that Islam is terrorist religion and Muslim quite reasonably demanded apology. Finally in recommendation, the writer suggests Muslim to avoid violence by not overact and cross the line of their religious teaching and propose not to pour gasoline into the forest that's already aflame. In short, the familiarity of the text can be categorized into high familiarity due the easiness in distinguishing the opening, the body and the closing.

3. The Similarities and Differences

The last part of discussion discusses the similarities and differences of both texts based on lexicogrammar descriptions, cohesion, and genre of each text.

From the analysis of lexicogrammar above, there are some similarities and difference found in both texts. The similarities of both texts are also shown by the MOOD system which is employed in both texts. Text I and Text II employed indicative declarative clause functioning as proposition. Both texts also employ

indicative, declarative, proposal clause and indicative, interrogative, proposition clause. The dominant use of indicative, declarative clause functioning as proposition functions to give and deliver information to the readers. The presence of some proposal clause is aimed to give suggestion or recommendation to participant inside the texts. It is become the nature of editorial language and genre applied in the texts. The employment of indicative, interrogative clause functioning as proposition is one of writer's strategy to arouse the curiosity of the reader toward the happening.

From the analysis of group system, both texts employ dominant simplex nominal group and simplex verbal group. Text I employed simplex nominal group for about 68.7% and simplex verbal group for about 88.7%. Meanwhile text II employed simplex nominal group for about 72.2% and simplex verbal group for about 88.9%. This means that both of the writers tend to describe the happening in simple ways.

From the analysis of thematic system, both text employ dominant topical unmarked theme. Topical unmarked theme is dominating in both texts. It is indicates that the writers wants the readers to concentrate on the issue presented in the text. Besides, both texts also employs topical marked, textual and interpersonal theme. Textual theme is used in both texts to arrange the text and to build up the flow of the idea of the writers. Then, interpersonal theme employed in the texts is in form of Wh interrogative.

Text I and Text II also employ abstraction and technicality. Both of the texts employ familiar abstraction and technicality. They are familiar enough in

exposing the happening of the texts. Moreover, the segmentation of The Jakarta Post's readers that come from middle to high-class society also supports the familiarity of the texts. The presences of ideational metaphor in both texts also bring the similarities. This reflects that the writers seem to make variation in expressing his ideas.

From the analysis of interpersonal meaning covering status, affect and contact, there are some similarities found in both texts. The similarities can be seen from the analysis of status. The status between the writers and the readers that is equal in both texts. In this case, both of the writers try to give detail information about the happening. Besides, the status between the writers and participants inside the texts is unequal. It is so because the writers tend to judge the participant inside the text so it creates higher status to the writers. In shorts both of the writers have vertical relationship with the participants inside the text and horizontal relationship with the readers.

Then, another can be found from the analysis of affect. The affect of both texts consist of negative and positive judgment. Both of the texts employed negative judgment to the participant inside the texts, in this the cartoon of the Prophet. Meanwhile the writer's judgment to the readers in both texts is positive. This is because the writers try to influence and persuade the reader's mind about the issue. The writers place the readers to form their own opinion toward the issue and position the readers as the observers.

Other similarities can be seen from contact analysis. Both of the texts employ familiar and readable language. The familiarity of the language of both texts is supported by simplex clause system, simplex group system, familiarities of technicality and abstractions, the presence of metaphor, cohesion system, and vivid text structure. Then it is also supported with the segmentations of The Jakarta Post's readers that are belong to well – educated people who mostly comes from middle to high-class society. Furthermore, contact is concerned with the degree of nature of involvement of the participant. The contact between the writer and the reader in both texts is involved. It can be seen from the presence of vocative “*we*” in both texts. The use of “*we*” indicates that the writers may share the same experience with the readers dealing with the issue discussed. Moreover the use of “*we*” also creates intimate communication between the writer and the readers.

However, there are still differences between the two texts which can be seen from the clause system employed in each text.

The difference can be seen from the clause system. The employment of simplex clause in Text II is higher than in Text I. Also, there is presence of minor clause for Text I while there is absence of minor clause in Text II. From explanation above, Text II is high densely constructed than text I. The text is very dense, and it is proved from the employment of many implicit logical relations in conjunctive relation. The writer arranges his light text through simplex clauses.

Meanwhile the balance use of simplex and complex clause in text I indicates that the text is liquid.

Another difference can be seen from the logico- semantic relation and interdependency system. Text I employs dominant hypotactic enhancement, then followed by paratactic enhancement and paratactic projection idea. Meanwhile, text II employs more paratactic extension, and then it is followed by hypotactic enhancement, projection idea, elaboration and extension.

From the MOOD system, text II employs imperative clause functioning as proposal. Meanwhile, in Text I there is no imperative clause.

Then, the difference can be seen from the transitivity system. Both of texts apply attributive relational process, identifying relational process, and mental behavior process. However, Text I employs dominant mental behavioral process. The employment of mental behavioral process is aimed to influence the reader's mind through the opinion given by the writers. Meanwhile text II employs dominant attributive relational process. This means that the writers want to give judgment to the issue presented.

The difference also can be seen from the employment of interpersonal metaphor in Text II. Meanwhile, Text I does not employ ideational metaphor. The presence of interpersonal metaphor in Text II is aimed to strengthen the statement of the writer to the issue presented and the construction of text structure of the text.

Both texts also employed different genre. Text I employ discussion genre, while text II employed exposition genre. The text structure of text I consist of Issue, Argument Against, Elaboration, Argument for, Elaboration, Conclusion, Recommendation. Meanwhile text structure of Text II consist of Thesis Statement, Preview, Argument I, Elaboration, Argument II, Elaboration, Reiteration, and Recommendation.

From the analysis above, it can be seen that both of the text is appropriate and effective to the media used. However, Text I is more effective and appropriate than Text II. This can be seen through the data description and data interpretation of text I which dominant mental behavioral process in transitivity, employment of familiar and readable language, and the text structure make the text is more effective than in text II. By employing discussion genre the text is communicative since the text functions to criticize and comment Prophet Drawings. Looking at two different points of view described by the writer made the text more effective to criticize the prophet drawing. Moreover, text I is more congruent that text II that made the texts more effective.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter five covers two subchapters: Conclusion and Recommendation of the research. The conclusion consists of the final result of the data analysis including the lexicogrammar, cohesion, text structure and genre. Then it followed by the conclusion of the analysis of interpersonal meaning realized in tenor covering status, affect and contact. Finally, the last first subchapter concludes the similarities and differences of each text in Other Opinion Column and Your Letters Column in The Jakarta Post. The second subchapter consists of Recommendation, deals with some suggestion given.

A. Conclusion

Based on the analysis in Chapter IV, the conclusion can be drawn as follows:

1. The lexicogrammar, Cohesion, Text structure and Genre

The clause system used in text I is balanced between simplex and complex clauses. Meanwhile, clause system in text II is dominated by simplex clause. This means that Text II more densely constructed than Text I.

From the logico - semantic relation and interdependency system, text I employs dominant hypotactic enhancement, then followed by paratactic enhancement and paratactic projection idea. Meanwhile, text II employs more paratactic extension, and then it is followed by hypotactic enhancement, projection idea, elaboration and extension.

From the analysis of nominal and verbal group, both texts employ more simplex nominal and verbal group than the complex ones. However, Text II employs them more than text I. This means that Text II is written in simpler way than Text I.

In terms of transitivity, text I employs more mental behavioral process and followed by attributive relational process. It shows that the writer of text I wants to influence the reader's mind toward his opinion. In the other hand, text II employs more attributive relational process and then followed by mental behavior process. This shows that the writer of text II intended to show the judgment toward the issue presented. Meanwhile, the use of mental behavior process in text II indicates that the writer also wants to influence reader's mind. Moreover, the use of attributive relational process and mental behavioral process is one characteristic of discussion and exposition genre.

From the analysis of MOOD system, the employment indicative, declarative, proposition clause dominated in both of text. It functions to give and

deliver information about the happening presented in each text to the readers. Besides, both texts also employ indicative, declarative clause functioning as proposal. This is aimed to give suggestion or recommendation to participant inside the texts. In addition, both texts also employ indicative, interrogative clause functioning as proposition to arouse the curiosity of the reader toward the happening. Text II employs one imperative clause, while Text I does not employ imperative clause.

Topical unmarked theme dominated in both texts. This indicates that the writers want the readers to concentrate on the issue presented in the text. Besides, topical marked, textual, and interpersonal also take part in both texts.

Text I and II apply technicalities and abstractions. The abstractions and technicalities found in both texts are not difficult to understand since the segmentation of *The Jakarta Post* readers are well – educated people and considered not to have great difficulties in understanding English. The technicalities employed in both texts are familiar and appropriate to expose the issue presented.

In polarity system analysis, both of texts have positive and negative polarity. However, text II employs more negative polarity than text I. This indicates that the writer tends to judge negatively to the issue presented. From the modality analysis, text I employs modulation showing high obligation, and modalization showing medium and low probability. Meanwhile, text II employs modulation showing high obligation and modalization showing low probability.

From the analysis of metaphor, text I employs ideational metaphor. Meanwhile text II employs two ideational metaphor and interpersonal metaphor. The writer employs ideational metaphor in both texts in order to make variation in language. Meanwhile the interpersonal metaphor employed in text II strengthen the statement of the writer about the cartoon and it is develops the vividness of the text structure of the text.

From the analysis of cohesion, the lexical strings of both texts show that both texts employ synonymy, repletion and item reference. Both texts are dominated by the use of synonymy. This is done to avoid monotonous word by using words with similar meaning but in different wording. The use of less repetition in both is done to avoid the ambiguity within the clause. From the conjunctive relation of both texts, it can be seen that text II employs more implicit logical relation than Text I.

From the analysis of genre, text I employs discussion genre. The text structure of text one consist of issue, Argument against, Elaboration, Argument for, Elaboration, Conclusion and Recommendation. Meanwhile text II employs exposition genre with one sided arguments. The text structure of text II consist of Thesis statement, Preview, Argument I, Elaboration, Argument II, Elaboration, reiteration, and Recommendation.

2. The Interpersonal Meaning Realized in Both Texts

From the analysis of status it can be seen that the status between the writers and the readers that is equal in both texts. In this case, both of the writers try to give detail information about the happening. Meanwhile, the status between

the writers and participants inside the texts is unequal. It is so because the writers tend to judge the participant inside the text so it creates higher status to the writers. In shorts both of the writers have vertical relationship with the participants inside the text and horizontal relationship with the readers.

Based on the analysis of affect, the affect of both texts consist of negative and positive judgment. Both of the texts employed negative judgment to the participant inside the texts, in this the cartoon of the Prophet. Meanwhile the writer's judgment to the readers in both texts is positive. This is because the writers try to influence and persuade the reader's mind about the issue. The writers place the readers to form their own opinion toward the issue and position the readers as the observers.

From the analysis of contact it can be seen that both of the texts employ familiar and readable language. The familiarity of the language of both texts is supported by simplex clause system, simplex group system, familiarities of technicality and abstractions, presence of metaphor, cohesion system, and vivid text structure. Then it is also supported with the segmentations of The Jakarta Post's readers that are belong to well – educated people who mostly comes from middle to high-class society. Furthermore, contact is concerned with the degree of nature of involvement of the participant. The contact between the writer and the reader in both texts is involved. It can be seen from the presence of vocative “we” in both texts. The use of “we” indicates that the writers may share the same experience with the readers dealing with the issue discussed. Also the writers try to involve the readers by influencing and persuading the reader's mind toward

his/her opinion. Moreover the use of “*we*” also creates intimate communication between the writer and the readers.

3. The Similarities and Differences

There are many similarities and differences in both texts. The similarity and difference can be seen from the analysis of lexicogrammar, cohesion, text structure and genre.

The similarities of both texts are also shown by the MOOD system which is employed in both texts. Text I and Text II employed indicative declarative clause functioning as proposition. The presence of some proposal also creates similarities. It is become the nature of editorial language and genre applied in the texts. The employment of indicative, interrogative clause functioning as proposition in both texts is one of writer’s strategy to arouse the curiosity toward the happening.

From the analysis of group system, both texts employ dominant simplex nominal group and simplex verbal group. However, Text II employs them more than text I. This means that Text II is written in simpler way than Text I.

From the analysis of thematic system, both text employ dominant topical unmarked theme. It is indicates that the writers wants the readers to concentrate on the issue presented in the text. Besides, some topical marked, textual and interpersonal themes take parts in both of the texts.

Text I and Text II also employ abstraction and technicality. Both of the texts employ familiar abstraction and technicality. They are familiar enough in exposing the happening of the texts. Moreover, the segmentation of The Jakarta Post’s readers that come from middle to high-class society also supports the

familiarity of the texts. The presences of ideational metaphor in both texts also bring the similarities. This reflects that the writers seem to make variation in expressing his ideas.

The similarities also can be seen from the analysis of status. The status between the writers and the readers that is equal in both texts. Meanwhile, the status between the writers and participants inside the texts is unequal. In shorts both of the writers have vertical relationship with the participants inside the text and horizontal relationship with the readers.

Then the similarity can be found from the analysis of affect. Both of the texts employed negative judgment to the participant inside the texts, in this the cartoon of the Prophet. Meanwhile the writer's judgment to the readers in both texts is positive. This is because the writers try to influence and persuade the reader's mind about the issue. The writers place the readers to form their own opinion toward the issue and position the readers as the observers.

The other similarity can be seen from contact analysis. Both of the texts employ familiar and readable language. The familiarity of the language of both texts is supported by simplex clause system, simplex group system, familiarities of technicality and abstractions, the presence of metaphor, cohesion system, and vivid text structure. Then it is also supported with the segmentations of The Jakarta Post's readers that are belong to well – educated people who mostly comes from middle to high-class society. Furthermore, contact is concerned with the degree of nature of involvement of the participant. The contact between the writer and the reader in both texts is involved. It can be seen from the presence of vocative “*we*” which indicates that the writers may share the same experience

with the readers dealing with the issue discussed and the writer creates intimate atmosphere between the writer and the reader.

However, there are still differences between the two texts which can be seen from the clause system employed in each text.

The employment of simplex clauses in Text II is higher than Text I. From explanation above, Text II is high densely constructed than text I. The text is very dense, and it is proved from the employment of many implicit logical relations in conjunctive relation. The writer arranges his light text through simplex clauses. Besides, text I employ one minor clause which is used as title of the text that indicates what the writer going to discuss.

Another difference can be seen from the logico- semantic relation and interdependency system. Text I employs dominant hypotactic enhancement, then followed by paratactic enhancement, and paratactic projection idea. Meanwhile, text II employs more paratactic extension, and then it is followed by hypotactic enhancement, projection idea, elaboration and extension.

From the analysis of MOOD, Text II employs imperative clause functioning as proposal. Meanwhile, there is no imperative clause found in Text I.

Both of texts also apply attributive relational process, identifying relational process, and mental behavior process. However, the text I employs dominant mental behavior process. Meanwhile, Text II employs dominant attributive relational process. This indicates that the writer of text I aim to influence the reader's mind through his/ her opinion. Meanwhile in Text II, the writer gives judgment to the issue presented.

Another difference can be seen from the employment of interpersonal metaphor in Text II. Meanwhile, Text I does not employ ideational metaphor. The presence of interpersonal metaphor in Text II is aimed to strengthen the statement of the writer to the issue presented and the construction of text structure of the text. .

Both texts also employed different genre. Text I employ discussion genre, while text II employed exposition genre. The text structure of text I consist of Issue, Argument Against, Elaboration, Argument for, Elaboration, Conclusion, Recommendation. Meanwhile text structure of Text II consist of Thesis Statement, Preview, Argument I, Elaboration, Argument II, Elaboration, Reiteration, and Recommendation.

From the analysis above, it can be seen that both of the texts are appropriate and effective to the media used. However, the most effective and appropriate one is Text I. This can be seen through the data description and data interpretation of text I which dominant mental behavioral process in transitivity which support the genre of the text, the employment of familiar and readable language, and the text structure make the text is more effective than in text II. By employing discussion genre the text is communicative since the text functions to criticize and comment Prophet Drawings. Looking at two different points of view described by the writer made the text more effective to criticize the prophet drawing. Moreover, text I is more congruent that text II that made the texts more effective.

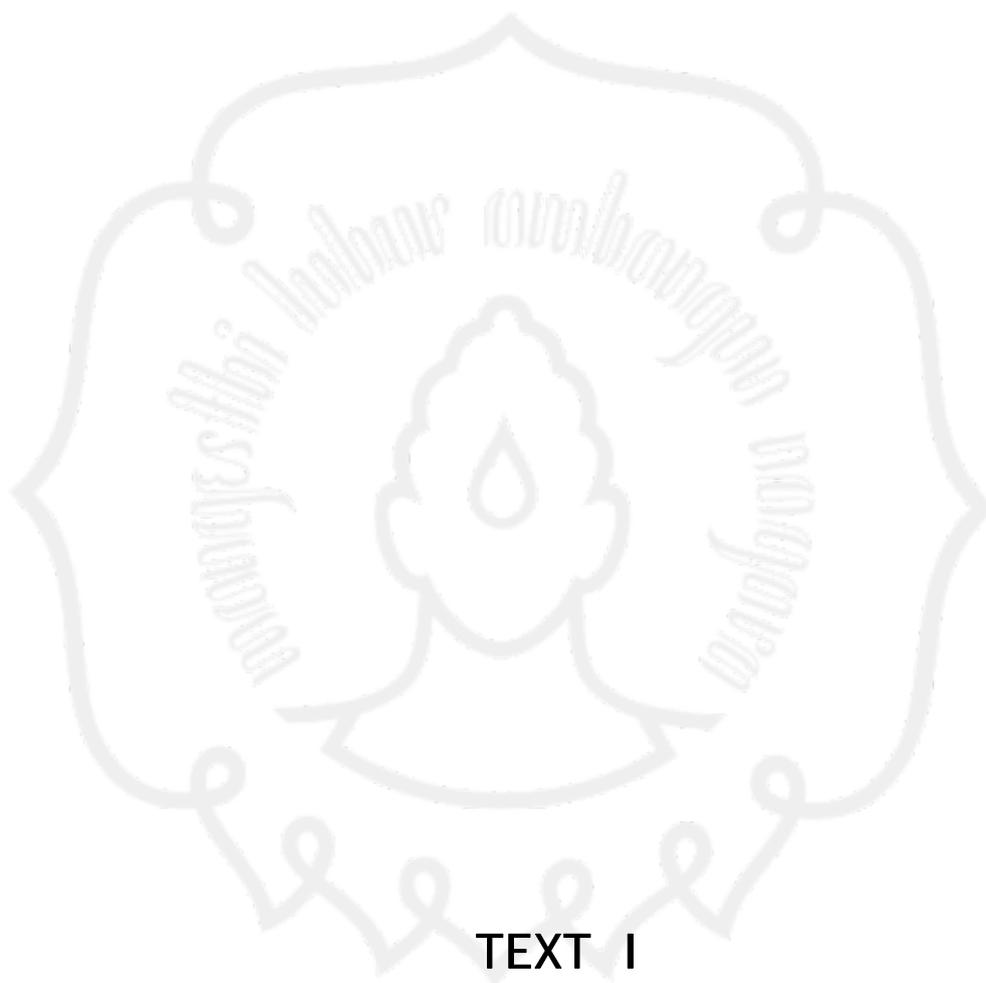
B. Recommendation

Based on the conclusion of the research, some recommendations are proposed as followed:

1. To linguistic student of English Department especially who are interested in studying Systemic Functional Linguistic, it is hoped that the student understand more about tenor as the realization of interpersonal meaning covering status, affect, and contact so they can analyzed any text perfectly. Moreover, they can explore the interpersonal meaning in more detail.
2. To other researcher to continue the research further by exploring the other aspects of Systemic Functional Linguistic especially register, genre, and ideology.

**Tips & Trik bagaimana mendapatkan uang
di internet ==>
<http://bukugeratis.4shared.com> <==**

APPENDICES



TEXT I

Prophet Drawings

Freedom of expression is a basic right that shores up democracy. But how far are people allowed to assert that right when it conflict with the dignity of religion? This vexing question is

raised afresh by the row between European and Islamic world over caricatures satirizing the Islamic over caricatures the Islamic Prophet Muhammad.

While we are concerned about the violence, we also fear that, as things stand, the ruckus could isolate Islamic countries and Muslim scattered in many parts of the world. Calm must be restored early so that the conflict will not become a “clash of civilization”.

In the Islamic world, only a handful of countries allow their people of countries to freely express their views. And partly because they are left behind by Western countries have twisted sentiments.

Freedom of expression is something very precious. But consideration must also be given to the religion that is very basis of people's thoughts.

Moderation must be exercised to securely protect such freedoms.

- Asahi Shimbun, Tokyo

TEXT II

Don't overact on cartoon issue

This is response to the controversies of the Prophet Muhammad Cartoons. I think that publishing the series of cartoons of the Prophet was unnecessary. The western may be right about freedom of expression, freedom of speech, etc. The problem is that it is not the only truth.

The decision to depict the Prophet Muhammad in the cartoons was questionable. There are million other options. Given the fact that there are global protest, I don't need to see and analyzed the cartoons myself to conclude the decision was just stupid.

As a matter of fact, the cartoons themselves were not so clever or funny at all. Some of them were indeed offensive. One described Prophet Muhammad himself as a terrorist, his turban transformed into a fizzing bomb; another showed him speaking to a ragged queue of suicide bombers at heaven's gate saying ,”stop – stop, we've run out of virgins.”

What can I say? They seemed to deliberately imply that Islam is a terrorist religion, and Muslim quite reasonably demanded an apology.

However, Muslim must not overact and cross the line of their own religious teaching, which is to avoid violence.

The moral message (to Western societies) behind this case is that we may agree about the “clash of civilization”. However, we don't need to “pour gasoline into a forest that already aflame”

Denis Saputra
Jakarta

**Clause Complex
Data I**

1. Prophet Drawings : Minor Clause

C T

2. Freedom of expression is a basic right that shores up democracy

Simplex Freedom [of expression] is a basic right [that shore up democracy]

T Q α^{θ} β event D C T Q

3. But how far are people allowed to assert that right when it comes into conflict with the dignity of religion.

α 3a. But how far are people allowed to assert that right

T β passive γ event β perf γ event D T

α 3b. When it comes into conflict [with the dignity of religion] ?

T α^{θ} β event T Q

4. This vexing question is raised afresh by the row between European countries and Islamic world over caricature satirizing the Islamic Prophet Muhamamad.

Simplex This vexing question is raised afresh by the row [between European and

D E T α^{θ} β passive γ event D T Q

islamic world over caricature satirizing the islamic Prophet Muhamad]

5. While we are concerned about the violence, we also fear that, as thing stand, the ruckus could isolate Islamic country and Muslim scattered in many parts of the world

α 5a. While we are concerned [about violence]

T α^{θ} β event

α 5b. We also fear that

T α^{θ} β event

α 5c. As things stand

‘β many 5d. The ruckus could isolate Islamic country and Muslim [scattered in many parts of the world]

$$\begin{array}{c} T \\ \diagdown \quad \diagup \\ \alpha^\emptyset \quad \beta \text{event} \\ \diagup \quad \diagdown \\ D \quad T \quad C \quad T \quad T \quad Q \\ \alpha \text{modal} \quad \beta \text{event} \end{array}$$

6. Calm must be restored early so that the conflict will not become a “clash of civilization”

1 6a. Calm must be restored early

$$\begin{array}{c} T \quad \quad \quad T \\ \diagdown \quad \diagup \\ \alpha \text{modal} \quad \beta \text{passive} \quad \gamma \text{event} \end{array}$$

x2 6b. So that the conflict will not become a “clash of civilization”

$$\begin{array}{c} D \quad T \quad \quad \quad D \quad E \quad T \\ \diagdown \quad \diagup \\ \alpha \text{modal} \quad \beta \text{event} \end{array}$$

7. In the Islamic world, only a handful of countries allow their people to freely express their views

Simplex In the Islamic world, only a handful of countries allow their people to freely express their views

$$\begin{array}{c} D \quad C \quad T \quad N \quad T \quad D \quad T \\ \diagdown \quad \diagup \\ \alpha^\emptyset \quad \beta \text{event} \\ \diagup \quad \diagdown \\ \beta \text{perf} \quad \gamma \text{event} \end{array}$$

8. And partly because they are left behind by Western countries in economic terms, many people in those countries have twisted sentiments

xβ8a. And partly because they are left behind by Western countries [in economic terms]

$$\begin{array}{c} T \quad \quad \quad C \quad T \\ \diagdown \quad \diagup \\ \alpha^\emptyset \quad \beta \text{passive} \quad \gamma \text{event} \end{array}$$

Q

α8b. many people [in those countries] have twisted sentiments

$$\begin{array}{c} N \quad T \quad Q \quad \quad \quad T \\ \diagdown \quad \diagup \\ \alpha^\emptyset \quad \beta^- \quad \gamma \text{event} \end{array}$$

9. Freedom of expression is something very precious.

Simplex Freedom [of expression] is something [very precious]

$$\begin{array}{c} T \quad Q \quad T \quad Q \\ \diagdown \quad \diagup \\ \alpha^\emptyset \quad \beta \text{event} \end{array}$$

D C T / \ T Q
 of speech, etc] amodal βevent

5. The problem is that it is not the only truth.

Simplex The problem is that it is not the only truth.

D T ^ T
 α∅ βevent

6. The decision to depict the Prophet Muhammad in the cartoon was questionable

Simplex The decision [to depict the Prophet Muhammad in the cartoon] was

D T Q ^
 questionable α' βevent

7. There are millions other options

Simplex There are millions other options

T ^ N D T
 α∅ βevent

8. Given the fact that there are global protest, I don't need to see and analyze the cartoon myself to conclude that the decision was just stupid.

^{xβ} 8a. Given the fact [that there are global protests]

^ D T Q
 βneutral γevent

α α 8b. I don't need to see

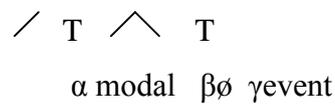
T ^ ^
 α∅ βevent βperf γevent

α +β 8c. and analyze the cartoon [myself]

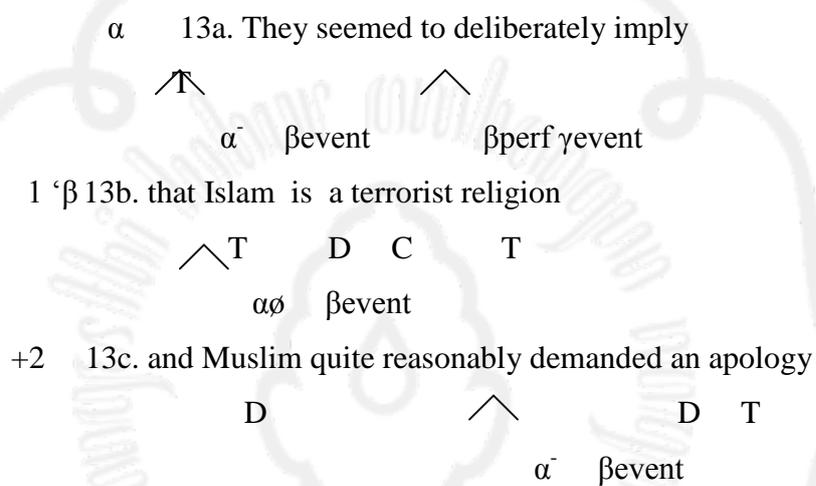
^ D T Q
 α∅ βevent

αxβ 8d. to conclude

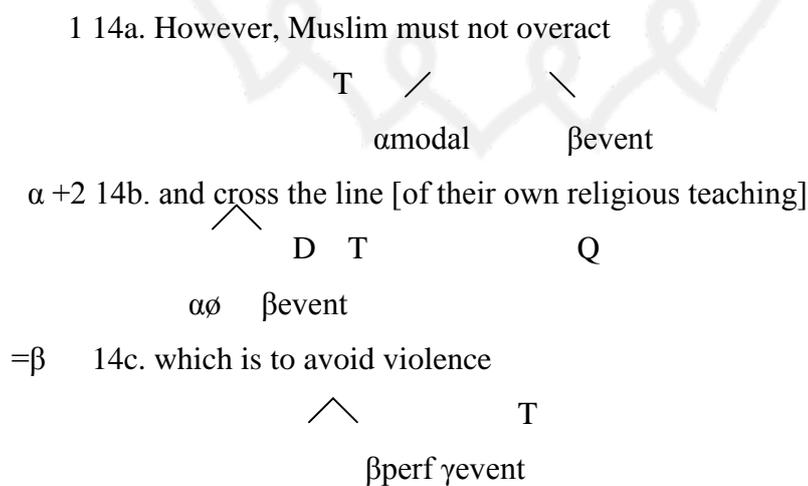
Simplex What can I say?



13. They seem to deliberately imply that Islam is a terrorist religion, and Muslim quite reasonably demanded an apology.



14. However, Muslim must not overact and cross the line of their own religious teaching, which is to avoid violence



15. The moral message (to western society) is that we may agree about the “clash of civilization”.

Simplex The moral message [(to western society)] is that we may agree about the clash of civilization.

D C T Q T

α∅ βevent

16. However, we don't need “ to pour gasoline into the forest that's already aflame”

Simplex However, we don't need to pour gasoline into the forest [that's already aflame]”

T T D T

Q α∅ βevent βperf γevent



MOOD system, Theme system and Transitivity system

Data I

1. Prophet drawings : Minor clause
2. Freedom of expression is a basic right that shore up democracy

Freedom of expression	is	basic right [that shore up democracy]
S	F	C
MOOD		Residue
Theme	Rheme	
Topical. Unmarked		
Token	Iden .Rel. Process	Value

Indicative: declarative; Proposition

3. But how far are people allowed to assert that right when it comes into conflict with the dignity of religion.

3a. But how far are people allowed to assert that right

But	how	far	are	people	allowed to assert	that right
Conj	WH	Adj	F	S	P	C
			MOOD		Residue	
Theme			Rheme			
Textual	Interpersonal	Top. Marked				
		Cir: Extent	Verbal	Sayer	Process	verbiage

Interrogative: Declarative; Proposition

3b. when it comes into conflict with the dignity of religion

when	it	comes into	conflict [with the dignity of religion]
Conj	S	F	P
	MOOD		Residue
Theme		Rheme	
Textual	Topical. Unmarked		
	Carrier	Att. Rel. Process	Attribute

Indicative: Declarative; Proposition

4. This vexing question is raised afresh by the row between countries and Islamic world over caricature satirizing the Islamic Prophet Muhammad.

This vexing question	is	raised	afresh	by the row [between European countries and Islamic world over caricature satirizing the Islamic prophet Muhammad
S	F	P	C	C
MOOD		Residue		
Theme	Rheme			
Topical. Unmarked				
Carrier	Attributive. Rel. Process	Attribute	Attributor	

Indicative: Declarative; Proposition

5. While we are concerned about violence, we also fear that, as thing stand, the ruckus could isolate Islamic country and Muslim scattered in many parts of the world

5a. While we are concerned about violence

While	we	are concerned about	violence
Conj	S	F	P
	MOOD	Residue	
Theme	Rheme		
Textual	Top. Unmarked		
	Senser	Mental process	Phenomenon

Indicative: Declarative; Proposition

5b. We also fear

we	also	fear	
S	MA	F	P
MOOD			Residue
Theme	Rheme		
Top. Unmarked			
Senser		Mental Process	

Indicative: Declarative; Proposition

5c. as things stand

as	things	stand	
Conj	S	F	P
	MOOD		Residue
Theme		Rheme	
Textual	Topical. Unmarked		
	Actor	Material process	

Indicative: Declarative; Proposition

5d. That the ruckus could isolate Islamic country and Muslim [scattered in many parts of the world]

that	the ruckus	could	isolate	Islamic country and Muslim [scattered in many parts of the world]
Conj	S	F	P	C
	MOOD		Residue	
Theme		Rheme		
Textual	Top. Unmarked			
	Behaver	Mental behavior Process	Phenomenon	

Indicative: Declarative; Proposition

6. Calm must be restored early so that the conflict will not become “clash of civilization”

6a. Calm must be restored

Calm	must	be restored	early
S	F	P	Adj
MOOD		Residue	
Theme		Rheme	
Top. Unmarked			
Phenomenon	Mental behavior process		Cir: Loc. Time

Indicative: Declarative; Proposal

6b. so that the conflict will not become “clash of civilization”

so that	the conflict	will not	become	“clash of civilization”
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Conj	S	F	P	C
	MOOD		Residue	
Theme		Rheme		
Textual	Top. Unmarked			
	Carrier	Att. Rel. Process		Attribute

Indicative: Declarative; Proposition

7. In the Islamic world, only a handful of countries allow their people to freely express their ideas

In the Islamic world	Only a handful of countries	allow	their people	to freely express	their ideas	
Adj	S	F	P	C	P	C
Re-	MOOD		-sidue			
Theme		Rheme				
Topical Marked						
Cir: Place	Loc:	Inducer	Behaver		Verbiage	
		Verbal Behavior process				

Indicative: Declarative; Proposition

8. And partly because, they are left behind by Western countries in economic terms, many people in those countries have twisted sentiments

- 8a. And partly because they are left behind by western countries in economic terms

And partly	because	they	are left	behind	by western countries in economic terms	
Conj	Conj	S	F	P	C	C
	MOOD		Residue			
Theme			Rheme			
Textual	Textual	Top. Unm				
		Carrier	Att. Rel. Process	Attribute	Attributor	

Indicative: Declarative; Proposition

- 8b. Many people in those countries have twisted sentiments

Many people [in those countries]	have	twisted	sentiments
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S	F	P	C
MOOD		Residue	
Theme	Rheme		
Topical. Unmarked			
Behavior	Mental Behavior Process	Phenomenon	

Indicative: Declarative: Proposition

9. Freedom of expression is something precious

Freedom of expression	is	something [very precious]	
S	F	C	
MOOD		Residue	
Theme	Rheme		
Topical. Unmarked			
Carrier	Att. Rel. Process	Attribute	

Indicative: Declarative; Proposition

10. But consideration must be also be given to the religion that is very basis of people's thought.

But	consideration	must	also	be given	to the religion [that is very basis of people's thought]
	S	F	MA	P	C
Re-	MOOD			residue	
Theme		Rheme			
Textual	Topical Unmarked				
	Phenomenon	Mental Process		Recipient	

Indicative: Declarative; Proposal

11. Moderation must be exercised to securely protect such freedoms

11a. Moderation must be exercised

Moderation	must be exercised	
S	F	P
MOOD		Residue
Theme	Rheme	
Topical. Unmarked		
Phenomenon	Mental Behavior Process	

Indicative: Declarative; Proposal

11b. to securely protect such freedom

to securely protect	such freedoms
P	C
Residue	
Rheme	
Mental behavior process	Phenomenon

Indicative; Declarative; Proposition

Mood system, Theme system and Transitivity system

Data II

1. Don't overact on cartoon issue

Don't	Overact on	cartoon issue
F	P	C
Residue		
Top. Marked		
Mental Behavior Process		Phenomenon

Imperative; Proposal

2. This is in response to the controversy of Prophet Muhammad cartoon

This	is	in response [to the controversy of prophet Muhammad cartoon]
S	F	C
MOOD		Residue
Theme		Rheme
Top. Unmarked		
Value	Iden. Rel. Process	Token

Indicative; Declarative; Proposition

3. I think that publishing the series of cartoon of the prophet was unnecessary

- 3a. I think

I	think	
S	F	P
MOOD		Residue
Theme		Rheme
Top. Unmarked		
Senser		Mental Process

Indicative; Declarative; Proposition

3b. that publishing the series of the prophet was unnecessary

that	Publishing the series of the prophet	was	unnecessary
Conj	S	F	C
	MOOD		Residue
	Theme		Rheme
Textual	Top. Unmarked		
	Carrier	Att. Rel. Process	Attribute

Indicative: Declarative; Proposition

4. The western country may be right about freedom of expression, freedom of speech etc

The western country	may be	right [about freedom of expression, freedom of speech, etc]
S	F	P C
MOOD		Residue
Theme	Rheme	
Top. Unmarked		
Carrier	Att. Rel. process	Attribute

Indicative: Declarative; Proposition

5. The problem is that it is not the only truth.

The problem	is	that	it	is not	the only truth
		Conj	S	F	C
S	F	C			
MOOD		Residue			
Theme	Rheme				
Top. Unmarked					
Value	Iden. Rel. Process	Token			

Indicative: Declarative; Proposition

6. The decision to depict the Prophet Muhammad in the cartoon was questionable

The decision [to depict the prophet Muhammad in the cartoon]	was	questionable
S	F	C
MOOD		Residue
Theme	Rheme	
Topical. Unmarked		
Carrier	Att. Rel. Process	Attribute

Indicative: Declarative; Proposition

7. There are millions other options

There	are	million other options
S	F	C
MOOD		Residue
Theme	Rheme	
Topical. Unmarked		
	Existential Process	Existent

Indicative: Declarative; Proposition

8. Given the fact that there are global protest, I don't need to see and analyze the cartoon myself to conclude that the decision was just stupid.

8a. Given the fact [that there are global protests]

Given	the fact [that there are global protest]
P	C
Residue	
Theme	Rheme
Top. Marked	
Material process	Range

Imperative; Proposition

8b. I don't need to see

I	don't need to see	
S	F	P
MOOD		Residue
Theme	Rheme	
Top. Unmarked		
Senser	Mental process	

Indicative: Declarative; Proposition

8c. and analyze the cartoon myself

and	analyze	the cartoon [myself]
Conj	P	C
Residue		
Theme		Rheme
Textual	Top. Marked	
	Mental behavior process	Phenomenon

Indicative: Declarative; Proposition

8d. to conclude

to conclude
P
Residue
Rheme
Mental behavior process

Indicative: Declarative; Proposition

8e. that the decision was just stupid

that	the decision	was	just	stupid
	S	F	MA	C
	MOOD			Residue
Theme		Rheme		
Textual	Top. Unmarked			
	Carrier	Att. Rel. Process		Attribute

Indicative: Declarative; Proposition

9. As a matter of fact, the cartoon themselves were not so clever or funny at all

As a matter [of fact]	The cartoon [themselves]	were not	so clever or funny at all
Conj	S	F	C
	MOOD		Residue
Theme			
Textual	Top. Unmarked		

	Carrier	Att.Rel.Process	Attribute
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Indicative: Declarative; Proposition

10. Some of them are indeed offensive.

Some of them	are	indeed	offensive
S	F	MA	C
MOOD			Residue
Theme	Rheme		
Top. Unmarked			
Carrier	Att. Rel. Process		Attribute

Indicative: Declarative; Proposition

11. One described prophet Muhammad as a terrorist, his turban transformed into a fizzing bomb; another showed him speaking to a ragged queue of suicide bombers at heaven's gate saying "Stop, stop, we've out of virgin".

11a. One described Prophet Muhammad as a terrorist

One	described		Prophet Muhammad	As a terrorist
S	F	P	C	Adj
MOOD		Residue		
Theme	Rheme			
Top. Unmarked				
Behaver	Mental Behavior Process		Phenomenon	Cir: Role

Indicative: Declarative; Proposition

11b. his turban transformed into a fizzing bomb

His turban	transformed into	a fizzing bomb	
S	F	P	C
MOOD		Residue	
Theme	Rheme		
Top. Unmarked			
Carrier	Att. Rel. Process	Attribute	

Indicative: Declarative; Proposition

11c. another showed him speaking to a ragged queue of suicide bombers at heaven's gate saying "Stop, stop, we've out of virgin"

Another	showed	Him [speaking to a ragged queue of suicide
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			bombers at heaven's gate saying "Stop, stop, we've out of virgin"
S	F	P	C
MOOD		Residue	
Theme		Rheme	
Top. Unm			
Behavior	Mental behavior process	Phenomenon	

Indicative: Declarative; Proposition

12. What can I say?

	What	can	I	say
WH	C	F	S	P
Re-		MOOD		-sidue
Theme		Rheme		
Interpersonal	Top. Marked			
	Verbiage		Sayer	Verbal Process

Indicative: Interrogative; Proposition

13. They seem to deliberately imply that Islam is a terrorist religion, and Muslim quite reasonably demanded an apology.

13a. They seemed to deliberately imply

They	seemed to deliberately imply		
S	F	P	
MOOD		Residue	
Theme		Rheme	
Topical. Unmarked			
Token	Identifying relational process		

Indicative: Declarative: Proposition

13b. that Islam is a terrorist religion

that	Islam	is	a terrorist religion
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	S	F	C
	MOOD		Residue
Theme		Rheme	
Textual	Top. Unmarked		
	Carrier	Att. Rel. Process	Attribute

Indicative: Declarative; Proposition

13c. and Muslim quite reasonably demanded an apology

and	Muslim	quite reasonably	demanded	an apology	
Conj	S	MA	F	P	C
	MOOD			Residue	
	Theme		Rheme		
Textual	Top. Unmarked				
	Behaver	Verbal behavior process		Verbiage	

Indicative: Declarative; Proposition

14. However, Muslim must not overact and cross the line of their own religious teaching, which is to avoid violence.

14a. However, Muslim must not overact

However	Muslim	must not overact	
Conj	S	F	P
	MOOD		Residue
	Theme		Rheme
Textual	Top. Unmarked		
	Behaver	Mental Behavior Process	

Indicative: Declarative; Proposal

14b. and cross the line of their own religious teaching

And	cross	the line [of their own religious teaching]
Conj	P	C
	Residue	
Theme		Rheme
Textual	Top. Unmarked	
	Mental Behavior Process	Phenomenon

Indicative: Declarative; Proposal

14c. which is to avoid violence

which	is	to avoid violence
S	F	C
MOOD		Residue
Theme	Rheme	
Top. Unmarked		
Value	Iden. Rel. Process	Token

Indicative: Declarative; Proposition

15. The moral message (to western society) is that we may agree about the “clash of civilization”.

The moral message [to western society]	is	that	we	may	agree [about the “clash of civilization”]
		Conj	S	F	C
S	F	C			
MOOD		Residue			
Theme	Rheme				
Top. Unmarked					

Value	Iden. Rel. Process	Token
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Indicative: Declarative ; Proposition

16. However, we don't need "to pour gasoline into the forest that's already aflame"

However	we	don't need to pour	gasoline	into the forest [that's already aflame	
Conj	S	F	P	C	Adj
	MOOD		Residue		
Theme		Rheme			
Textual	Top. Unmarked				
	Actor	Material process	Goal	Cir. Loc. Place	

Indicative: Declarative; Proposition

