

DISCOURSE ANALYSIS ‘WHAT’S UP WITH MONAS?’ WITH APPROACH FUNCTIONAL LINGUISTIC SYSTEM

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Abstract

The aims of this research are (1) to analyze meta function in the discourse, (2) to analyze interdependent and logico semantic meaning, and (3) to analyze the nominal group in the discourse. This research was descriptive qualitative research. The source of the data in this research was the discourse entitled What’s up with Monas?. The data was analyzed by using Systemic Functional Linguistic approach. This research found 19 clause of indicative declarative in the discourse. Interpersonally, the writer of this discourse plays his role to give information to the reader. Ideationally, the researcher found that material process dominated the discourse. The circumstance that found was circumstance of time and place. Textually, unmarked topical theme was dominated the discourse. From interdependent and logico semantic relationship, the researcher found that clause complex appeared more often than simple clauses. This relationship influences the style of the discourse. Moreover, in nominal group, there were 8 nominal groups with classifier, 3 nominal groups with epithet and 9 nominal groups with qualifier. From the analysis above, we can conclude that the discourse in this research include to news item.

Key words: Discourse Analysis, Systemic Functional Linguistic, Genre

INTRODUCTION

Discourse analysis is a part of Linguistics to find out the contents of texts and messages delivered in the text [1], [2], [3]. There are many theories of discourse analysis that can used [4], [5], [6] such as the theories of Sara Mills, Fairclough, Teun A. van Dijk, Martin and Rose and Halliday Some of these experts present discourse analysis in different perspectives [7], [8]. For example, van Dijk developed a three-dimensional discourse analysis viz the dimensions of the text, social cognition and social context [9], [10], [11]. Sara Mills with her feminist theory and Fairclough who developed discourse analysis with three dimensions (micro dimensions, dimension of discourse and socio-cultural analysis) [12], [13]. In Functional Systemic Linguistics developed by Halliday, analysis discourse is related to grammar and social theory [14], [15], [16]. Grammar is used for identify the role of wordings in the text while social theory used to explain the meaning of these wordings [17], [18]. Social theory in a discourse consists of situation contexts and cultural contexts [19], [20]. Both contexts are sources meaning in discourse [21], [22], [23]. Therefore, it can be concluded that the discourse according to Linguistics Systemic Functional is to explain a social process in the context of situations and contexts culture [24], [25].

The context of the situation according to Halliday (1994) consists of three aspects [26], [27], namely field (field), tenor (involved) and mode (facility) [28], [29]. These three aspects realize the meaning in a discourse [30], [31]. Field refers to what is happening, tenor refers to social relations between participants in discourse and modes (means) are closely related to the style of language used [32], [33], [34]. A discourse according to Halliday (1994) contains three meta functions [35], [36]. Meta function these are interpersonal meanings, ideational meanings and textual meanings [37], [38]. Third meta function These are closely related to all three aspects of the context of the situation in a discourse [39], [40], [41]. Field (terrain) relates to ideational meaning, tenor (engagement) describes meaning interpersonal, while mode (means) expresses textual meaning in discourse [42], [43]. A very close relationship in the context of the situation can realize the context cultural in a discourse [44], [45]. This cultural context is called genre [46], [47]. What's up with Monas? Is a discourse written by Dave Sebastian from Canisius Mass Medi in the Jakarta Post youth speak. The text was chosen because of the researcher want to analyze all the elements in the discourse to find context the culture [48], [49], [50]. Therefore, this study tries to find the types of clauses, meta functions, interdependent relations and semantic logics and noun groups in the discourse.

a. Functional Systemic Linguistics (LSF)

Systemic functional linguistics was first introduced by Michael Alexander Kirkwood Halliday (M.A.K. Halliday) in the 1960s. Linguistics Systemic Functional or often called LSF examines the use of language in certain social functions and backgrounds [51], [52]. This LSF theory focuses on text and context. LSF has two main aspects namely 'systemic' and 'functional' [53], [54]. Systemic refers to the system of choice while functional implies that of language are in the context of usage and that forms of language carry function [55]. Halliday (1994: xiii) states that "it is functional in the sense that it is designed to account for how language is used." Then related to the system, Halliday (1994: xiv) also states "systemic theory is a theory of meaning as choices, by which a language, or any other semiotic system.

b. Metafunction

There are three main functions in language, namely ideational functions, functions interpersonal, and textual functions [56]. These three functions are one unit function,

therefore all three are called meta function [57], [58]. In one clause there must be these three functions. An explanation of the three functions above is as follows (Matthiesen, 1992/1995: 6, Halliday & Martin, 1993: 29, Halliday & Matthiesen, 1999: 7- 8 in Wiratno, 2011: 27):

1. Ideational Function

The ideational function consists of essential and logical meanings. On meaning experientially, language is used to express physical-biological reality as well with regard to the interpretation and representation of experiences [59], [60]. At the level of the clause this function is related to transitivity discussing participants, processes, and circumstance. While the logical meaning in the clause is realized in the clause complex, noun group, and verb group.

2. Interpersonal Function

Under the interpersonal function, language is used to express reality social and with regard to interactions between writers and readers [61], [62]. This function in the clause is realized into the mood system, mood structure, and modality.

3. Textual Function

In this textual function, language is used to express reality semiotic or reality symbols and with respect to the way the creation of texts in context [63], [64], [65]. The reader can find out what he really wants to say the writer goes through theme and rheme construction

c. Interdependence and Logic-Semantic Relations

Interdependence relationships are interdependent relationships between one clause with another [66], [67]. This understanding is also illustrated by Halliday (2004: 373) "Interdependent is the meaning of the relational structure - one unit is interdependent on another unit. "This interdependence relationship is characterized by the use of conjunctions both external and internal [68]. This interdependent relationship differentiates complex clauses into two types namely paratactic and complex clauses hypothetical complex clause [69]. This interdependence relationship is also referred to as taxis. The paratactic complex clause is explained by number notation [70]. Conjunctions are combining clauses into complex paratactic clauses is and (and), or(or), so (so), yet, neitheror (not .), either ... or (well ... or ...) (Eggs, 2004: 264). In addition to conjunctions, this paratactic complex clause is also combined with a semicolon (,) and a semicolon (;).

Hypothactic complex clauses are explained in roman letters (α , β , γ , ... etc.). The α sign is the head clause or main clause, while the clause that follows marked by β , γ , ... etc. Hypothactic complex clause markers according to Eggins (2004:267) is:

1. Connecting pronouns: who, which, that, whose
 2. Hypothetical Conjunction: when (if), if (where), as (as / when), while (while), before (before), because (unless), unless although (though), even if (though), ...
 3. Verbal Conjunction; words like supposing that (granted that), granted that (assume that), provided that (expect that), seeing that (seeing that)
 4. Other markers are usually in the form of prepositions (prepositions) such as to and for in non-finite clause. Example: he revved the car to get away, she paid the price for walking home alone
- Logico-semantic relations are relationships that contain logical meaning caused by the interdependence relationship between one subclause and sub another clause (Wiratno 2011: 94). Halliday (2004: 376) also argues that logico-semantic relationship is the relationship between the primary clause and the secondary clause.

This logico-semantic relationship expands the meaning of complex clauses into two namely expansion and projection. The logical relationship of expansion or development includes elaboration (extension) marked with (=), extension (addition) marked where (+) and enhances (multiples) are marked with (x). These functions can analyzed from the conjunctions used. The logical relationship of projection includes projection locus is marked by (") and projections of ideas are marked by (').

d. Nomina group

Nouns are groups of words that have nouns as heads word. The first element in the noun group is the object itself called with thing. The next element is Deictic which has the function as pointer state of the object. Numeratives are elements in a noun group appears after deictic. Numerative describes the number of objects. Epithet appeared after numerative function as a descriptor or expression of behavior speaker. Then, the closest thing to it is the working classifier to explain the type and type of objects. Then the last element in noun groups are qualifiers.

METHOD

This research is a descriptive qualitative research. Collection the data in this study used document analysis. The data in this study are the discourse titled What's up with Monas? written by Dave Sebastian. Discourse then analyzed using the Systemic Linguistic theory approach Functional.

RESULTS AND DISCUSSION

a. Clause Analysis

There are 19 clauses in the discourse titled What's up with Monas?. All clauses classified as indicative - declarative clause. These clauses function as Proposition - Giving, that is clauses in the form of statements which are exchange information, not goods and services.

The following example clause in discourse: clause 1.

Indicative - declarative: Proposition – giving

The landmark of Jakarta, [[the National Monument,]]	is	affectionately	Known	as Monas.
S	F	Mood Adjunct	P	Adjunct
Mood			Residue	
Carrier	Attributive	Circumstance	Attribute	Circumstance
Unmarked Topical Theme	Rheme			

Klaus 2.

Indicative – declarative: Proposition – giving

The beacon	Still	Shines	over the capital,	
S	Mood Adjunct	F	P	Adjunct
Mood			Residue	
Actor	Circumstances	Material	Circumstance	
Unmarked Topical theme	Rheme			

b. Metafunction Analysis

1. Interpersonal meaning

Interpersonally, the writer functions as an information provider and reader as people who want to find out information. The author provides information about the incident at Monas was a garbage collection event by Kanisius Middle School students. In this discourse, the reader is identified as someone who wants to know events at Monas and then the reader can

utilize the information provided by the author. In this discourse there are modulation/inclination that is "want to" or "want" in clauses 4 and 18. This shows that the reader is given the freedom to participate witness or join the Monas garbage collection and cleaning event conducted by Kanisius Middle School students.

Clause 4.

Indicative - declarative: Proposition – giving

Canisius College Junior High School	wanted to	do	Something	about that,
S	F	P	Complement	Adjunct
Mood		Residue		
Actor	Material		Goal	Circumstance
Unmarked Topical Theme	Rheme			

Klausa 18.

Indicative – declarative: Proposition – giving

They	wanted to	Do	more
S	F	P	Adjunct
Mood		Residue	
Actor	Material		Goal
Unmarked Topical Theme	Rheme		

The absence of imperative in this discourse shows that the position is between the reader and writer are parallel. Although there are no imperatives that indicate parallels between readers and writers, but this discourse uses the pronouns "they" or "they" which means the reader is not included as part of the conversation in the text.

2. Ideational meaning

Ideally, as seen from transitivity (process, participants, and circumference), found 19 processes in this discourse. The following is a process recapitulation found in the discourse What's up with Monas?.

No klausa	Proses	Jumlah
2,4,5,7,10,13,15,16,18, 19	Material	10
1	Relational – attributive	1
3,11,12	Mental	3

6	Behavioral	1
8,9,14	Verbal	3
17	Relational – identifying	1
Jumlah		19

The process chosen by the author is the most material process, verbal and mental. Through a material process with Actor and Goal participants in the text this, the writer wants to explain "who did what" ie Kanisius Middle School students clean up trash at Monas. The following example clause that uses the process material:

Clause 5.

Indicative - declarative: Proposition – giving

So	They	put together	an action	to spruce up the national treasure.
	S	F	P	Complement Adjunct
	Mood		Residue	
Conjunction	Actor	Material	Goal	
Textual Theme	Unmarked Topical Theme	Rheme		

Klausa 13.

Indicative – declarative: Proposition – giving

This Event	Could	spark	interest	among more institutions	to lend a hand
S	F	P	Complement	Adjunct	Adjunct
	Mood		Residue		
Actor	Material		Goal		Circumstance
Unmarked Topical Theme	Rheme				

Through the verbal process (sayer, verbal, and target) the writer wants to emphasize the activities of Kanisius Middle School students, while through the mental process the writer wants explain the phenomenon of Monas which is full of rubbish and with this event being held, Monas cleaners felt helped. The following example clause that uses verbal and mental processes.

Clause 14.

Indicative - declarative: Proposition – giving

Mr. Pariyono	Said
S	F / P
Mood	Residue
Sayer	Verbal
Unmarked Topical Theme	Rheme

Klaus 11.

Indicative – declarative: Proposition – giving

Because	He	Felt
	S	F/P
	Mood	Residue
Conjunction	Senser	Mental
Textual Theme	Unmarked Topical Theme	Rheme

Klaus 12.

Indicative – declarative: Proposition – giving

He	Was	getting	the help [[he needed to maintain the cleanliness]]
S	F	P	Complement
Mood			Residue
Senser	Mental		Phenomenon
Unmarked Topical Theme			Rheme

Circumstansi selected in the discourse is the circumference of places (such as over the capital, at the base of the monument, and below the monolith to indicate the place the activity took place, while the time circumference (On June, 9) for shows the time of the activity held by Kanisius Middle School students.

3. Textual Meaning

Textually, namely the distribution of information expressed through thematization, can be seen the theme chosen in the discourse is a topical theme with no mark, theme topical, and

textual themes. Found 13 topical themes unmarked. This theme implies that in this discourse the subject matter was discovered through the subject namely Kanisius Middle School students who cleaned up trash, Monas, as well as those who enter it.

Clause 4.

Indicative - declarative: Proposition – giving

Canisius College Junior High School	wanted to	do	Something	about that,
S	F	P	Complement	Adjunct
Mood		Residue		
Actor	Material		Goal	Circumstance
Unmarked Topical Theme	Rheme			

Klaus 15.

Indicative – declarative: Proposition – giving

A member of the school's student council, [[Frederick Ray Popo]],	put	the day's event	in context.
S	F / P	Complement	Adjunct
Mood		Residue	
Actor	Material	Goal	Circumstance
Unmarked Topical Theme	Rheme		

Found 1 topical theme with mark. This theme shows that theme contained in circumference, the discourse is On June, 9. Topical theme with mark this shows when the event occurred in the text.

Clause 6.

Indicative - declarative: Proposition – giving

On June 9	dozens of seventh and eighth grade students, teachers and school staff	assembled	below the monolith
Adjunct	S	F/P	Adjunct
Residue	Mood		Residue
Circumstance	Behaver	Behavioural	Circumstance
Marked Topical Theme	Rheme		

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Clause 6.

Indicative - declarative: Proposition - giving

On June 9	dozens of seventh and eighth grade students, teachers and school staff	assembled	below the monolith
Adjunct	S	F/P	Adjunct
Residue	Mood		Residue
Circumstance	Behavior	Behavioural	Circumstance
Marked Topical Theme	Rheme		

There are 5 textual themes in this discourse. Textual themes are realized by conjunctions and are used to sequence events in discourse.

Clause 3.

Indicative - declarative: Proposition – giving

But	at the base of monument	Things	are	beginning to look	unkempt.
	Adjunct	S	F	P	Complement
	Residue	Mood		Residue	
Conjunction	Circumstance	Sensor	Mental		Phenomenon
Textual Theme	Unmarked Topical Theme	Rheme			

Klausua 5.

Indicative – declarative: Proposition – giving

So	They	put together	an action	to spruce up the national treasure.
	S	F/P	Complement	Adjunct
	Mood		Residue	
Conjunction	Actor	Material	Goal	
Textual Theme	Unmarked Topical Theme	Rheme		

c. Analysis of Semantic Interdependence and Logic Relations.

Relationship of interdependence and semantic logic in discourse What's up with Monas is described as follows:

Table 1. Relationships of Semantic Logic and Interdependence

Tabel 1. Hubungan Logiko Semantik dan Interdependensi

Analisis Hubungan Interdependensi dan Logiko semantik.	Klausa
Simpleks	The landmark of Jakarta, [[the National Monument]], is affectionately known as Monas.
1 +2	The beacon still shines over the capital,

	but at the base of the monument things are beginning to look unkempt.
1 x2	Canisius College Junior High School wanted to do something about that, so they put together an action to spruce up the national treasure.
Simpleks	On June 9, dozens of seventh and eighth grade students, teachers and school staff assembled below the monolith to pick up the trash accumulating on the grounds.
Simpleks	Their efforts also reflected the school's motto: Leader in service and compassion.
Simpleks	Workers in the park surrounding the monument and other visitors to Monas spoke well of the event, titled "Canisius Peduli Monas", or "Canisius cares for the National Monument".
α "β x β α β	Mr. Pariyono, [[a worker in Monas]], said he supported this event because he felt he was getting the help [[he needed to maintain the cleanliness]].
"β A	This event could spark interest among more institutions to lend a hand, Mr. Pariyono said.
Simpleks	A member of the school's student council, [[Frederick Ray Popo]], put the day's event in context.
α xβ	Canisius planned a creative event around the theme [[“Save Our Planet from Trash”]] because students [[had decided picking up trash]] was a concrete way to put the theme into practice.
α +β	They wanted to do more than just put out a good environmental message.

Of the clauses selected in the discourse above, 5 clauses are simplex clauses and 6 clauses are complex clauses. Of the 6 complex clauses, there are 2 clauses paratactic complex and 4 hypothactic complex clauses. Most of the clauses are used is a complex clause that belongs to a hypothetical complex clause. Although this discourse only consists of 5 simplex clauses, the author has tried build the logic of simplicity in the text which is characteristic of scientific texts. Compared with the hypothactic complex clause, the number of paratactic complex clauses lower. The paratactic clauses in this text are

extending and enhancing (folding). Hartisari in his journal entitled Language in Scientific Work mentioned that written language in scientific works tends to use structure simple clause. This is different from the tends of spoken language style using complex clauses. From the discovery of the clause in this discourse, then it can concluded that the discourse What's up with Monas? included in scientific discourse.

No	Deictic	Numerative	Epithet	Classifier	Thing	Qualifier
1.	The				landmark	of Jakarta
2.	The			National	monument	
3.	The				Beacon	
4.	The				Capital	
5.	The			base of	monument	
6.	An				Action	
7.	The			National	Treasure	
8.		Dozens of	seventh and eighth	Grade	students	
9.				Teacher and school	staff	

Based on the table above, it can be concluded that there are 8 groups of nouns which contains a type, 3 groups of nouns contain a descriptor and 9 noun group with an emphasis. This means that the discourse What's up with Monas? Doesn't really use descriptors to describe objects. Discourse The priority is to emphasize to prioritize the qualifications of objects and type for qualifying objects. From all the analyzes above, it was found that the process that dominated the discourse this is a Material process. In addition, the discourse What's up with Monas? Also focus on circumference. In the noun group, most are included in nouns with affirmation. If it is related to genre, then the genre in this discourse is included in the news the item.

CONCLUSION

A discourse has a situation context that is closely related to the cultural context. The context of the situation consists of three aspects, namely the terrain, the involvement, and the three means are interrelated in meta function. Context of different situations will produce context different power. From the above analysis, 19 indicative-declarative type clauses were found. The clause have different processes that can explain the meaning of the clause. Besides that, the process is also used to determine the genre in a discourse.

From relationship analysis interdependence and semantic logic, it was found that complex clauses dominated discourse this. The degree of scholarship of a discourse can be seen from the shape of the clause found. Genre a discourse is also determined by a noun group. The noun group in the news item will be different from the noun groups in narrative and so forth.

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