

SURAT-TUGAS

Nomor: 00286/B.7.9/ST.FBS/06/2020

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada:

- N a m a** : **Dr. Dra. Ekawati Marhaenny Dukut, M.Hum**
- S t a t u s** : Tenaga Edukatif Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang
- T u g a s** : Menjadi Editor Buku dengan Judul "**Discourse Research in The Multitude of Approaches: An Academic Journey of Anton Suratno**", pengarah Antonius Suratno, MA, Ph.D
- W a k t u** : Semester Genap 2019/2020
- T e m p a t** : Unika Soegijapranata Semarang
- Lain-lain** : Harap melaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab

Semarang, 11 Juni 2020

Dekan




B. Retang Wohangara, SS., M.Hum
NPP. 058.1.1999.230.

Telah melaksanakan tugas,

(_____)

Discourse Research in
**The Multitude
Of Approaches**

An Academic Journey of
ANTON SURATNO, MA. PhD

Discourse Research
In The Multitude of Approaches

An Academic Journey of
Anton Suratno
Faculty of Language And Arts
Soegijapranata Catholic University

©Soegijapranata Catholic University 2020

ISBN 978-623-7635-14-7 (PDF)

All rights reserved. Reproduction or transfer of part or all of the contents in this book in any form, electronically or mechanically, is not permitted, including photocopying, recording or with other storage systems, without written permission from the Author and Publisher.

Cover Design : Bayu Widiatoro

Layout : Ignatius Eko

Publisher:

Universitas Katolik Soegijapranata

Anggota APPTI No. 003.072.1.1.2019

Jl. Pawiyatan Luhur IV/1 Bendan Duwur Semarang 50234

Telpon (024)8441555 ext. 1409

Website : www.unika.ac.id

Email Penerbit : ebook@unika.ac.id

REVIEWER'S REMARK

DISCOURSE RESEARCH IN THE MULTITUDE OF APPROACHES is a book written by Antonius Suratno who has been teaching Discourse Analysis in the English Department ever since the Faculty of Language and Arts at Soegijapranata Catholic University was established in 1998. Teaching for over twenty years has made Sir Anton a master in Discourse Research. This mastery is even more proclaimed when he graduated his Doctorate Degree from Newcastle University UK with a dissertation on “Metadiscursive Interaction in Research Articles: A Case of Indonesian Scholars Writing in Bahasa Indonesia and English” in 2012.

This book is organized into five chapters. Chapter 1 introduces readers to Social Functional Linguistics as an approach for analyzing Discourse. Sir Anton had intelligently put his thoughts in using Discourse Research for his arguments in making a contrastive analysis of an interactional metadiscourse and articles written in English as compared to the Indonesian language. Having used his academic papers during his doctoral study makes this book interesting as his genuine thoughts and concern in Discourse Analysis becomes a good example to follow for his students and readers who take interest in his study. His following chapters are also equally valuable for students who want to learn how to use Discourse Analysis in their academic work.

Chapter 2 is focused on Electronic Corpus Analysis. Making use of a hedging strategy to discuss non-science student's theses and of

articles from an Economics journal becomes a commendable showcase in applying a corpus analysis. The next chapter, i.e. chapter 3 showed how to employ Critical Discourse Analysis to analyze the 1955's speech of late President Soekarno and Bali nine news from *Suara Merdeka*. Meanwhile, chapter 4 which dealt with a Conversational Analysis of the pedagogical reflexivity of the interactional organizations of English classes and text-based vs sound-based CMC; and chapter 5, which gave other kinds of approaches to deal with love metaphor English and Indonesian poems, in addition to spoken and written features of personal blogs - are equally valuable for readers who are eager to use Discourse Research fruitfully. If readers are looking for a book that springs from a down to earth researcher, then this book by Sir Anton would be the best there is!

ACKNOWLEDGMENT

I would like to express my special gratitude to Professor Ridwan Sanjaya (The Rector of Soegijapranata Catholic University) as well as the former Rector (Prof Budi Widianarko) who encouraged me to take the golden opportunity in my academic career to write books on the topic of my expertise (Discourse Analysis). Secondly, I would also like to thank my friend Dr. Ekawati Dhukut and Ignatius Eko who helped me a lot in finalizing this book within a relatively limited time frame.

I cannot express enough thanks to my colleague lecturers for their continued support and encouragement: Dr. Angelika Riyandari; Dr. Heny Hartono; and other lecturers. I offer my sincere appreciation for their tireless support and motivation to make this book into existence.

My completion of this book could not have been accomplished without the support of a few lecturers and students who were involved in making the research reports available for this publication. To Bernie – thank you for allowing my time away from you to research and write. Thanks to my parents in heaven who I believe keep on guiding me in my career journey. The countless times you kept caring for your children during our hectic youth will not be forgotten.

Finally, to my caring, loving, and supportive wife Rini Heriwati, my two daughters Bernie and Patricia. Your encouragement when the times got rough is much appreciated and duly noted. It was a great comfort and relief to know that you manage your lives despite less and less time available for you while I completed my work. My heartfelt thanks.

God Bless us all.

Antonius Suratno

Senior Lecturer at the Faculty of Language and Arts

Soegijapranata Catholic University

Table of Content

| | |
|---|----|
| OVERVIEW..... | 1 |
| Historicity, Paradigm, Domain, and Approaches to Discourse | 1 |
| Historicity | 2 |
| Analysts' Paradigms | 3 |
| Domain & Approaches | 6 |
| CHAPTER I | 9 |
| SFL IN ACADEMIC DISCOURSE..... | 9 |
| WRITERS VIS-A-VIS DISCOURSE COMMUNITY:..... | 11 |
| A CONTRASTIVE ANALYSIS OF INTERACTIONAL METADISCOURSE | 11 |
| 1. Introduction | 12 |
| 2. Review of Literature | 13 |
| Methodology | 16 |
| SCHOLARS' SELVES: A CASE OF WRITERS WRITING ARTICLES IN TWO LANGUAGES | 35 |
| Introduction | 36 |
| Review of Literature | 37 |
| Conclusions | 51 |
| CHAPTER II | 55 |
| ELECTRONIC CORPUS ANALYSIS..... | 55 |
| HEDGING STRATEGY IN DISCUSSION SECTIONS OF NON- SCIENCE STUDENTS' THESES: CORPUS ANALYSIS..... | 56 |

| | |
|---|-----|
| INTRODUCTION | 57 |
| THEORETICAL REVIEW | 59 |
| Academic Discourse | 60 |
| Hedges | 63 |
| RESEARCH METHOD | 64 |
| ANALYSIS AND DISCUSSION | 66 |
| Discussion | 70 |
| CONCLUSION AND SUGGESTION | 71 |
| Suggestion | 72 |
| Evaluating the Economics Journal Articles | 75 |
| Using Electronic Analysis..... | 75 |
| Introduction | 76 |
| Theoretical Review | 77 |
| Research Methods | 80 |
| Conclusion and suggestion | 91 |
| CHAPTER III | 93 |
| CRITICAL DISCOURSE ANALYSIS | 93 |
| Power Relation and Ideology as Reflected in the President Soekarno 1955 AAC Speech's use of Pronouns | 95 |
| Introduction | 96 |
| Theoretical Review | 97 |
| Methodology | 100 |
| Conclusion | 106 |
| Suggestion | 106 |
| A CRITICAL DISCOURSE ANALYSIS OF THE BALI NINE NEWS ON | |

| | |
|--|-----|
| <i>SUARA MERDEKA</i> WEBSITE | 113 |
| 113 | |
| Background | 114 |
| LITERATURE REVIEW | 116 |
| METHODOLOGY | 120 |
| DATA ANALYSIS AND INTERPRETATION | 122 |
| CONCLUSION AND SUGGESTION | 148 |
| CHAPTER IV | 151 |
| CONVERSATION ANALYSIS..... | 151 |
| PEDAGOGICAL REFLEXIVITY IN THE INTERACTIONAL ORGANISATIONS OF ENGLISH CLASSES | 153 |
| Introduction | 154 |
| METHODOLOGY | 158 |
| Conclusion | 174 |
| Contrastive CA: Turn Organisations of Text-based Vs Sound- based CMC | 177 |
| Introduction | 178 |
| Method | 178 |
| A. Text-based chat extract analysis | 179 |
| B. Sound -based chat extract analysis | 183 |
| C. Discussion | 185 |
| D. Conclusion | 186 |
| CROSS-CULTURAL LOVE METAPHORS IN POEMS: A CASE OF ENGLISH AND INDONESIAN | 191 |
| Introduction | 192 |
| A previous study on metaphors | 193 |

| | |
|--|-----|
| Metaphor in poems | 196 |
| How metaphor can be understood | 197 |
| Data collection and the origin of the poems | 199 |
| The universality of love metaphor | 199 |
| Variations of love metaphor | 202 |
| Conclusion | 209 |
| | |
| The Spoken Features of Personal of Personal Blog Writing | 217 |
| Introduction | 218 |
| The prevalent notion of written language | 218 |
| Complexity of differences | 220 |
| Personal weblogs | 223 |
| Methods of study | 225 |
| Findings and analysis | 226 |
| Conclusion | 230 |
| | |
| INDEX | 257 |

OVERVIEW

Historicity, Paradigm, Domain, and Approaches to Discourse

Discourse is defined differently in different fields of studies. Discourse, at the macro conceptual level, is seen as the general domain of all statements in the form of spoken or written texts that have meaning and effect in the real world. In general, discourse is seen as a matter of conversation in a particular topic that occurs in society. In a more scientific domain, Michael Stubbs (1983) states that something is called a discourse if it has the characteristics of (a) attention to the use of language that is greater than sentences or utterances, (b) focus on the relationship between society and language, (c) concern with dialogical interactive tools of daily communication (in Slembrouck, 2006: 1-5).

In the linguistic realm, discourse is understood as a linguistic unit that is greater than words or sentences that can involve one or more people. In this particular area, Crystal and Cook define it as language units that are larger than sentences that have coherent meanings, specific goals, as well as contexts (in Nunan, 1993: 5). This means that discourse can be interpreted as an object or idea that is openly discussed to the public both verbally and in writing. Discourse is a complete linguistic record of communication events, both oral and written and is seen as a series of interrelated sentences and form making up of a meaning unity. The term discourse analysis was first introduced by Harris in 1952 who initiated an examination of the rules of language and explaining how sentences in a text are linked by a kind of extended grammar (Cook, 1989: 13), and at that time Harris was widely opposed by American linguists who agreed with Franz Boas, Edward Sapir, and Bloomfield. Harris was considered against the mainstream who predominantly believes that language studies should focus on the form and substance of the language itself, not other aspects. Then, in 1961 a systemic grammar emerged, which was largely initiated by Halliday. In his study, many thematic arrangements were analyzed for sentences, interfaith relations, and discourse. Furthermore, in France, many discourse analysts developed a semiotic approach, with figures such as Todorov, Barthes, and Eco.

In the area of language studies, discourse is relatively recent and comes to existence as a response to the structuralist dominant views of language. Discourse analysis in the language study is a form of dissatisfaction of formal

structural linguistic paradigms which tends to view language as a system consisting of micro-units such as affixes, phrases, words, clauses, sentences that are less concerned with language use. Although meaning often cannot be comprehensively understood in words, clauses, or sentences that are separate from the context, it often has to be seen in larger and broader units such as conversation and broader language contexts.

Historicity

In 1935, Firth once recommended that linguists should turn to study language in use. In 1964 in America, Dell Hymes developed a sociolinguistic approach to the study of speech, communication and forms of greeting, which would later become a broad and growing study of discourse. After that, discourse analysis in America was continued by tagmemic linguists, such as Pike (1967) and the conception developed was broader than Harris. At that time Pike suggested that language research that was not familiar with dictionaries and there were no bilingual informants in researching must pay attention to all nuances of the meaning of language in its use, namely its social context.

In the early 1970s, there were many philosophical studies of word acts, which were pioneered by philosophers such as Austin, Grice, and Searle. In this philosopher's view, verbal teachings are not mere sentences, but certain forms of social action. When sentences are used in a social context, a sentence does not only have the meaning of the sentence itself, but also has a meaning or illocutionary function, based on the intention, belief, or meaning of the relationship between the speaker and the listener. This development further provides a pragmatic dimension to the study of discourse (van Dijk, 1985: 5)

In the 1980s the study of discourse analysis was a settled field of study. In this era many discourse theories had emerged, for example, Stubs (1983), Brown and Yule (1983), and van Dijk (1985). The subject matter or focus of studies in this era had also expanded, such as concerning gender differences, politics, human and community emancipation, in relation to discourse. Likewise, in the 1990s, for example, the appearance of the writings of Deborah Schiffrin (1994), Guy Cook (1994), Norman Fairlough (1998).

Although the way of looking at a discourse is different, language is still the object of study. Studying a discourse on this basis is to analyze the use of language

contained in it. In this case, the use of the language is not only the linguistic aspect, but also includes aspects of composing the message, logical reasoning, and the existence of facts that can be convincing as an argument. In other words, discourse is a combination of four types of structure, namely the structure of ideas, the speaker's thought process, the choice of the speaker's language and the situation. From then on, discourse analysis has grown into a more established field of language study (Brown and Yule, 1983: 26).

Analysts' Paradigms

Discourse analysis is a study of the elements that make a coherent discourse (Cook, 1994: 6). The focus of discourse analysis studies, according to Crystal (1985) is structure, which naturally exists in spoken language, for example conversations, interviews, comments, and certain utterances. Understanding the discourse analysis above, however, is still in the basic understanding category, because the field continues to grow. As seen from the mindset of the analysts, there are three major paradigms each analyst subscribes to, namely (a) positivism-empirical, (b) constructivism, and (c) critical views.

According to the positivism-empirical perspective, the analysis of the analytical focus is focused on its regularity, which is the programmatic sentence and the cohesive discourse. Because according to this understanding, language is a connecting bridge between humans and the objects of the outside world, so the language needs to be well ordered. This positivistic tradition of discourse analysis studies the rules that must be fulfilled by the discourse for good discourse. In this view, the subject must be in a separate part of the investigated object of investigation. Analysis of the discourse of this model is still much influenced by the mindset of a transactional view of language.

Given the emphasis and interest, the positivists are primarily interested in investigating discourse from the viewpoint of cohesion and coherence. They believe that the proper piece of discourse is the one that is composed in a cohesive and coherent way. Cohesion refers to the unity of ideas linking one word to another in a well-connected fashion. Coherence, on the other hand, is the way a piece of discourse is composed in a logical set of ideas making it meaningfully understandable texts. A coherent text is non-ambiguous and well-linked in an easily perceivable meaning.

The concept of constructivism in studying discourse is different from the understanding of positivism-empiricism. In studying discourse, subjects - objects of communication cannot be separated. This mindset is much influenced by phenomenological thinking. In the realm of linguistics, this group is known as interactional views. This view strongly opposes to the positivistic/ empiricist ideas which strictly distinguishes subjects from the objects in the analysis of discourse. Constructivists do not believe that language, as the object of analysis, is extricable from human beings, as the subject of the analysis. Language is not viewed as the means by which objective realities can be understood through the correct use of language, ignoring the human subject as the language producer in discourse.

This ideology sees the subject of communication and social relations as a central aspect. The subject of communication is seen as an actor who is able to control the discourse for certain purposes. Each statement is an act of creating meaning, self-expression, and forming the speaker's identity. Through constructivist lenses, a human subject is a key actor and is central in the discourse production in particular where social meanings and connections are mended and interconnected. Therefore, the discourse analysis of this model is intended to uncover certain hidden meanings of the language. The way to do so, an analyst may position him/herself as the speaker, the writer, or the producer of the discourse by delineating the meanings from the way the discourse meanings are constructed and structured. Mediated discourse and pragmatic analyses are two cases in point.

The third and last paradigm is critical. This is called critical because it is initially meant to criticize the constructivists who are seen to be less sensitive to the process of discourse production as well as the meaning production of the discourse which is inextricable from both institutional and historical factors. The individual person producing discourse is not the neutral human subject separable from the produced discourse utterances. In contrast, they attempt to investigate the connection between the produced discourse with the implicit or explicit social, political, cultural as well as hegemonic ideology adhered to by the discourse producers. Language, thereby, shall not be deemed as a neutral means by which ideas and thoughts are expressed. Language is never a free medium of expression. Every language utterance carries with it non-independent agenda.

A critical view of discourse considers the power factor and ideology play a part in language production. They both play a role in shaping the type of subject (actor) and the behavior that follows it. In the process of producing, reproducing, and distributing discourse, the subject is very instrumental. Therefore, the resulting discourse needs to be addressed critically (criticized). Discourse analysis of this model focuses on the strength of the subject in producing discourse.

Foucault is a leading figure in philosophy who has been the progenitor of critical view. In discourse study, his critical view has been developed into some streams in critical discourse analysis. Fairclough, Ruth Wodak, and Van Dijk, and Gunter Cress have particularly been much influenced by Foucault. Subjects in the analysis of critical understanding are considered non-neutral individuals as a result of the fact that language itself is never value-free. The purpose of this type of discourse analysis in this paradigm is to look critically about: the role of certain subjects, themes, perspectives used, and certain actions that are being carried out in society. Language may be used to insert power, to oppress others, to retain power or maintain status quo. Nonetheless, the significant role of the critical view of discourse is to dismantle the hidden agenda behind the use of the language. Such issues as what power is inserted, what ideology is subscribed to, which power relation is being created and maintained, whose perspective of language is being used, what topic is dominant and why is it so, are among the potential aspects of analysis in critical discourse. Because their perspectives are always critical, this third type of discourse analysis is called critical discourse analysis.

Language data in discourse analysis are characterized by (a) that the parts of the language form a unity (interrelated), (b) prioritizing the attainment of meaning, so that the grammatical standardization is secondary, (c) the language is present in a particular context, and (d) the data originates from authentic observations, not made up. Conversely, language data in pure linguistics perspective have the following characteristics of (a) loose sentences, (b) arranged according to correct grammar, (c) without context, and (d) results of thought that tend to be artificial (Cook, 1994: 12).

Domain & Approaches

There are three research paradigms and there are four domains of discourse analysis. Discourse domains reflect which area the investigation is particularly concerned with. According to Davies and Elder (2004), they are:

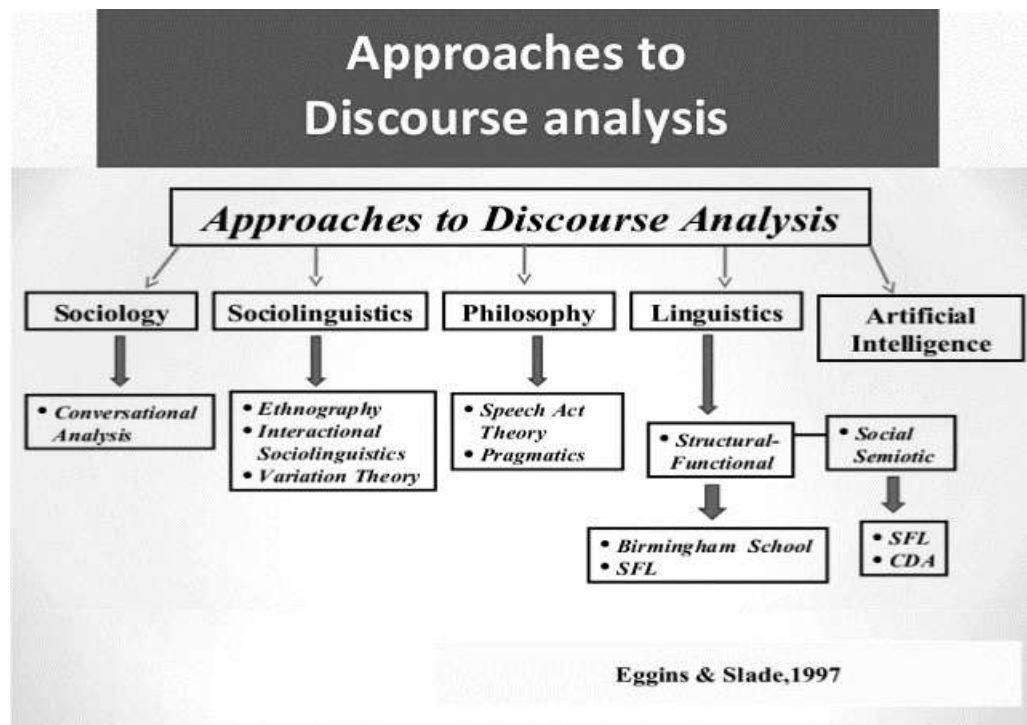
1. Rules and principles:
 - pragmatics (including speech act theory and politeness theory)
 - conversation analysis
2. Contexts and cultures:
 - ethnography of communication
 - interactional sociolinguistics
3. Functions and structures:
 - systemic-functional linguistics (SFL)
 - Birmingham school discourse analysis
 - text-linguistics
4. Power and politics:
 - pragmatic and socio-linguistics approaches to power in language, Critical Discourse Analysis (CDA)

While as for which framework an analyst generally focuses on, Van Dijk (2003) divides the discourse analysis framework into three major structures, each of which supports each other, including:

- 1) Macrostructure. This is the global/general meaning of a text which can be understood by looking at the topic of a text. The theme this discourse is not only content but also a certain side of its event. In this analysis, the meaning is inferred via discourse contexts.
- 2) The superstructure is the framework of a text: how to structure and discourse elements are arranged in full text and how discourse is structured.
- 3) Microstructure is the meaning of discourse that can be observed by analyzing words or their smaller units. Such as a prefix than signifies passive or active structures.

However, the analysis of discourse is not confined by and limited to the above framework. At risk of sounding repetitive, it must once more be stressed that a discourse analysis concerns practically any form of text; be it written, spoken or visual, etc. A written and oral discourse, both viewed as a language and social reality can be analyzed by various research approaches. These approaches

include (despite being not limited to): (1) Content Analysis, (2) Grounded Theory, (3) Ethnography of communication, (4) genre, (5) Ethnomethodological Conversation Analysis (CA), (6) Semiotic, (7) Pragmatics, (8) Critical discourse analysis (CDA), (9) Functional Pragmatic Method, (10) Hermeneutics, (11) Mediated, and (12) Multimodal approaches. The family tree proposed by Eggins and Slade below illustrates the multitude of approaches.



Discourse analysis researchers are given the freedom to choose the existing approaches depending on the discourse characteristics they face. The section to come presents some different research reports of discourse analysis using different discourse research approaches starting from structural-functional analysis of academic texts, Conversation Analysis, to variationist' approaches.

References:

- Brown, G. dan Yule, G. (1983). *Discourse Analysis I (Analisis Wacana)*. Terjemahan Oleh I. Soetikno. 1996. Jakarta: Gramedia Pustaka Utama.
- Crystal, D. (1985). Some early problems with verbs. *Child Language Teaching and Therapy*, 1, 46–53.
- Cook, Guy. 1994. *Discourse and literature: the interplay of form and mind*. Oxford: Oxford University Press.
- Fairclough, N. (1998). "Political Discourse in the Media: An Analytical Framework". Dalam Allan Bell dan Peter Garrett (ed.), *Approaches to Media Discourse*. Oxford: Blackwell Publishers.
- Schiffrin, D. 1994b *Approaches to Discourse*. Oxford: Blackwell.
- Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Chicago: The University of Chicago Press.
- Van Dijk, T. A. (2003). 18 Critical discourse analysis. In D. Tannen, D. Schiffrin & H. Hamilton (Eds.), *Handbook of discourse analysis*. (pp. 352-371). Oxford: Blackwell.

CHAPTER I

SFL IN ACADEMIC DISCOURSE

Systemic Functional Linguistics (henceforth SFL) is an approach in discourse analysis. Defined simply, SFL is a language approach that is used to analyze how the language is used in various contexts that exist in everyday social interaction, both in the form of speech and writing. In this definition, systemic is defined as a whole system, while functional is something that can be used or applied in various kinds of scientific fields. Thus, SFL as an approach in the study of discourse can be used and can be categorized as a multifunctional approach to analyzing oral and written discourse. Systemic Functional Linguistics in linguistics is also often referred to as Functional Grammar, but the word grammar, in this case, is different from the general understanding of grammar which is interpreted as the study of the rules of language form. SFL views language with a broader perspective because language is viewed as resources for making meaning and as a means that allows us to be able to communicate ideas and interpret their meanings.

This approach was introduced by M.A.K Halliday in the 1960s. He believed that language research should be seen as a part of Sociology rather than Psychology. His thinking was heavily influenced by his teacher, J.R. Firth, an English linguist who argues that language is a system and that of context is essential to explicate meaning. In the SFL, there are 3 metafunctions serving as the basis for analysis, namely: 1. Ideational (related to the knowledge of the discourse), 2. Interpersonal (related to interpersonal relationships or people around the discourse), and 3. Textual (relating to how the discourse is arranged and forming meaning in the spoken and written discourse). This is a language approach to studying discourse in the activities of discourse analysis.

In the language field, the SFL approach greatly influences grammar in the realm of linguistic development and opens up new horizons that influence language research. In examining a language, SFL looks at language based on function, specifically phonological level, morpheme, and syntax. The advantage of this approach is that we can know that each phoneme (sound) has a function so that it can distinguish meanings. Each articulated ideas have contents and

expressions, and hence its functions emerge. Then at a greater level, namely syntax, this approach emphasizes the preposition function and sentence structure, meaning that the linguistic elements in a sentence can be explained by referring to the function so that a logical understanding is generated. After all, SFL has succeeded in seeing each component of language based on functions and inspired the idea of the relationship between structure and function of language, such as those working in the academic discourse.

Academic discourse refers to all kinds of language used and produced in academic settings - by academic members which include teachers, lecturers, and students, in written, spoken and online forms. Academic discourse, also known as the concept of how students communicate scholarly ideas and build relationships with their learning activities in general, is a valuable factor to consider in teaching. Communication is very important for all students to succeed, and academic discourse emphasizes appropriate communication to allow progress in-class activities and project work.

Academic discourse can cover everything from lecturing, reporting, listening, to debating, from presentation to metacognition and even writing to criticizing. Teaching your students to communicate and interact with the use of academic vocabulary is the core of academic discourse.

For most students, the concept of academic discourse is not a naturally discernible concept. Instead, it must be modeled by educators, and both are taught and recognized by students and teachers. Strategic instruction is very important to give students ideas of what academic discourse is, as well as how it feels and looks. Integrating the development of these skills can enrich communication in the classroom and encourage deeper retention and learning. Academic discourse is not something that comes easily to most students; rather, it is something that needs to be taught, scaffolded by teachers. With strategic instruction around what academic discourse sounds, looks and feels like, it can be a useful tool that enriches all classroom interactions and facilitates deeper learning and retention. As we have developed the key elements of academic discourse, research on academic activities may reflect on how academic discourse could become stronger in the classrooms.

WRITERS VIS-A-VIS DISCOURSE COMMUNITY: A CONTRASTIVE ANALYSIS OF INTERACTIONAL METADISCOURSE

This article reports a contrastive analysis of interactional metadiscourse used in research articles written in Bahasa Indonesia (BI) and English (Eng) by Indonesian scholars. This case study involved 6 scholars of 6 distinct disciplines (Economics, Medicine, Ecology, Applied Linguistics, Literature, and American Studies) writing research articles (RAs) in two languages BI and Eng., made up of two corpora, 30 BI and 30 Eng. Drawing on Interpersonal Metadiscourse (IMD), the analysis focused on the use of five metadiscourse devices to determine the text interactivity and the extent writers reach out to different target readers. Quantitative analysis unleashes that there is a significant difference between the two corpora where Eng RAs use a higher frequency of IMD despite variations of distribution. The differences reflect contextually different expectations about what RAs should be like in two different languages which are notably intended to different audiences, local and international. Differences of the audience seem to have affected strategies in interaction, resulting in the deployment of more devices as they write Eng RAs and thus making them more interactive than BI RAs. The aforementioned variations of devices use are attributable to differences of disciplines as a response to different discourse communities.

Keywords: interactional metadiscourse, academic writing, research articles, contrastive analysis, discourse community

1. Introduction

In this highly competitive world, academics all over the world are involved in prestige contest of publishing activities. Publishing has become a prime target of all research endeavors as it has been one of the inevitable consequences of the digital era as it is becoming an academic norm (Salem and Baumill, 2013). To comply with the existing norm, they are compelled to write research reports in the various journals in the language which is representative to broader audiences. It has been generally accepted that writing research articles, one of the businesses of academic writing, is an act of academic discourse. Like oral communication, it manifests through the act of writing which can be investigated in terms of its' interactivity.

Interest in the study of textual devices deployed by academic writers has recently gained momentum due to the strategic roles of academic articles in the dissemination of science and knowledge in the midst of the mushrooming of journal publishers. Various literature have reviewed research reports on written textual devices and are generally of the opinion that such studies contribute to new insights on discursive and pragmatic aspects of texts, and thus they are considered to potentially improve the communicative function of texts and facilitate readers to better comprehend textual meanings. Through such undertaking, researchers may investigate textual meanings beyond sentence level by way of exposing what discursive devices are tacitly deployed and how they add up to writers' attempts to reach out to target readers.

The domain of study is contrastive rhetoric upon which various academic texts from different cultures and disciplines have been contrasted. Very few research, if we don't want to say any, reports how the same persona of writers write articles in two different languages and how they consider the audience through the deployment of metadiscourse elements. Researchers in this area are generally of the opinion that rhetorical styles are bound to be nationally linked and hence contrastive rhetoric is known to be intercultural contrastive analysis. This study takes its inspiration from socio-constructivism which sees writing as a meaning-making activity and whose nature is both individually and socially oriented. Drawing from such a notion, it could be postulated that textual rhetorical style should not only be the result of the differences of nation-state cultural and disciplinary backgrounds writers have grown up in, but also for

whom the texts are written. Thus, making this study unique in that it attempts to investigate how the same persona of writers interacts with different target readers.

This is a discourse study, an interpretive discovery of the meaning of the language used by the actors in describing and understanding social phenomenon' (Abdelal, et al., 2006, p.709). Also, following Vande Kopple (1985, p. 87), interpersonal metadiscourse helps express writers' personalities and how writers react to the propositional content of text which characterizes interaction with the readers and thus constitute an important means of facilitating communication, supporting writers' position and making a relationship with readers.

Metadiscourse embodies the idea that writing goes beyond and above the level of the basic propositional information. It is traditionally linkable to written discourse whereby writers indicate to their readers how they can organize, classify, interpret, evaluate, and react to the texts (Vande Kopple, 1985, p.83). Studies of this sort are grounded on the beliefs that writers leave their footprints on their writing which may unravel writers' attempt to interact with the audience; drawing on *pathos* and *ethos* which refer to the personal appeal of writers' feeling, character, credibility and authority.

This study attempts to discover if the same persona of writers differs in his or her deployment of interpersonal metadiscourse and if their understanding of the discourse community has something to do with strategies of interaction with the readers. This study is expected to be significant in critically contributing to the proposition that writers are influenced by the DC and genre in which the texts are written and to provide input to the teaching of writing.

2. Review of Literature

The most widely-known strand of research taking the social context of writing is Contrastive Rhetoric (although there are newly emerging approaches to writing, e.g. Barton & Papien, 2010). From the available literature, much research on metadiscourse has helped to conceptualize context into that of national or linguistic culture. Among researchers who have devised such a context as the primary research frameworks are Garces (1996) and Moreno (1997) comparing Spanish and English RAs, Zarei (2011) contrasting Persian and English.

Socio-constructivists see writing as a meaning-making activity whose nature is both individually and socially oriented. Halliday & Hassan (1985) contend that language is primarily the domain of sociology (also see Halliday, 1978) due to its socially creative function, for which context and discourse are intertwined. Context underlies discourse with its features used to interpret discourse; but because speakers' role manifests through texts, then discourse is a means by which context is observable (Van Dijk, 2008, p 131). Drawing from the understanding that communicative events are accomplished by a series of interlocking acts realized linguistically (Kress & Van Leeuwen, 2001) to persuade readers, writers can devise appropriate lexical signaling such as metadiscourse. The understanding of how the members of the community communicate one another encompasses, among other things, the people involved, the mode of interaction, the medium used, and the purposes. Communities create discourse and discourse creates communities (Devitt, 1993) influence the conceptualization of genre theory and efforts to investigate the interplay between the two. The context in the genre is argued to entail a complex interaction of situation, genre and culture (Devitt, 2004) but due to the complexity of the interaction, the context is generally simplified as a DC. Writing in an academic context, therefore, is writing in a social setting as well as writing for its social members. In written communication, one of the elements which can be exerted to promote interaction and to overtly bridge the two aspects is metadiscourse (Hyland, 2005). The good choice of such elements presupposes an awareness of readers' expectations, but in order to cater for the expectation of the readers, writers are constrained by adherence to the applicable DC norms. Some social constructivist researchers address the interpersonal aspects under the terms "voice as self-representation" (Cherry, 1988; Ivanič & Camps, 2001) and "stance" (Hyland, 1999, 2004). Other scholars in second-language writing explore the same issue using "voice" term (Prior, 2001; Matsuda, 2001; Atkinson, 2001). For the evaluative language, the issue of writer's dialogic features has been explored under the term "authorial stances" (Biber & Finegan, 1989; Hunston & Thompson, 2000) and "evaluation" of entities and propositions (Thetela, 1997; Hood, 2004). Other researchers explored the concept of interpersonal to investigate interactions under the term "metadiscourse", which refers to a rhetorical domain regulating communicative language functions.

The early conceptualization of interpersonal taking the metadiscursive perspectives provides these further accounts. A distinction was made between the metadiscursal and propositional elements. Anything that links to the propositions is categorized as textual, which helps to organize what is called a coherent discourse, and the rest, as interpersonal, which conveys the writers' attitudes to the texts (see Vande Kopple, 1985). This concept of metadiscourse was used in early research by (e.g. Crismore *et al.*, 1993; Hyland, 1998b, 2000). Later on, interpersonal metadiscourse is further understood to help writers express personalities, indicate reactions to the propositional content of texts, and characterize the interaction with readers about the content (Hyland, 2005). As pointed out by Hyland (2002a) and Thompson (2001), interests in the interpersonal aspect of writing have expanded beyond the scope of European languages (Zhang & Zhang 2002; Rui & Xin, 2009), despite constraints in different genres (Myers, 2001).

Interpersonal metadiscourse interaction

The notion of interaction in discourse study should not be the sole phenomenon in the spoken discourse, as both spoken and written modes of communication share some basic elements, i.e. agents and messages. Writing, though clearly monologic as an activity, is nonetheless dialogic in its communicative structure' (Nystrand, 1986, p.36). The two share communicative orientation in common which allows interactions to happen albeit achievable through different properties.

Previous studies on interaction in writing have contributed to the understanding of the reader or audience's strategic roles in writing processes, as bringing in the audience into the texts improves the quality of writing products (Thompson, 2001). Other researchers, Hyland (2004b, 2005); Thompson and Thetela, (1995); Thompson, (1997); Myers, (1999); Hyland, (2000; 2005) adopts different theoretical frameworks to come up with the accounts of what interaction means in the written discourse.

Thompson (2001), using both interactive and interactional resources, outlines the lexico-grammatical features signaling the other voices in the textual contexts. Hyland (2005) adopts this model to explore interaction, believing that interaction can be achieved by both textual and interpersonal metadiscourse simultaneously. Nonetheless, Halliday and Hasan' (1976, pp. 26–27) emphasize

that interpersonal function concerns the social, expressive and conative functions of language, highlighting speakers' angle, attitudes and judgments. In spite of agreeing with Hyland (2004a, 2005), I personally contend that the notion of interaction should primarily be externally oriented mainly because interaction requires two parties to get involved in, i.e. writers and readers. Dafouz-Milne (2008) provides assurance that both textual and interpersonal metadiscourse qualify to fulfill persuasive functions, but persuasion is a matter of degree of persuasiveness. The persuasive degree of both textual and interpersonal metadiscourse stretches in the persuasion continuum, as illustrated below:

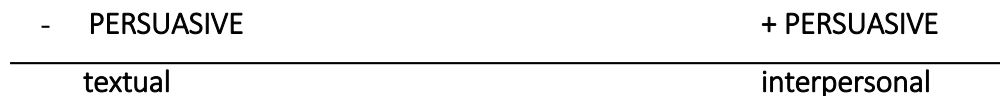


Figure 2.2 Degree of explicit persuasion in the metadiscourse continuum (Dafouz-Milne, 2008, p.33)

Thus, it is clear that textual and interpersonal metadiscourse lies on different levels of explicitness in their persuasive functions. Research by Williams' (1989) and Crismore and Farnsworth's (1989; 1990) reveals that writers of scientific texts wanting to persuade the audience using logical, ethical, and emotional arguments, tend to use a larger amount of interpersonal metadiscourse than textual metadiscourse. I, therefore, consider the model developed by Crismore, et al. (1993) is a compatible analytical tool for this study.

Methodology

This study employs descriptive quantitative and qualitative approaches. Despite using quantitative approach, analysis does not primarily put an emphasis on generalizing the findings from the research samples, but rather from the theories and thus, it is typically "analytic inductive" referring to a systematic examination of similarities or differences between various social phenomena in order to develop concepts or ideas (see Robinson, 1951 and Denzin & Lincoln, 2005). The primary data were collected out of the selected articles which mad up text corpora to be tagged quantitatively to determine the frequencies of the IMD devices use.

Chi-square statistic was deployed to find out whether the differences or similarities of the elements in the two corpora, if any, are statistically different. Finally, the qualitative method was adopted to display the co-textual and contextual use of each device in the unfolding discourse.

Corpus and discourse are incorporated to invigorate the research design, as both are complementary to each other in looking into the data. The former may inform the various taken for granted yet often very important aspects of language use, and the advantage is it's being instantaneously able to investigate the language in sizable samples of text corpora. Hyland (2009, p. 110), while the later helps contextualize the quantitative findings.

Table 3.4 IMD taxonomy (Crismore, et al., 1993)

| Category | Functions | Subcategory | Tokens in text |
|-------------------|--|---|--|
| Hedges | Express commitment to the truth value of the text | <i>Epistemic verbs</i> <i>Probability adverbs</i> <i>Epistemic</i> | May/might/ must Probably/ perhaps / maybe It is likely |
| Certainty markers | Express total commitment to the truth value of the text | | Undoubtedly/ clearly/ certainly |
| Attributors | Refers to the source of information | | X claims that... According to.... |
| Attitude markers | Express writer's affective values towards text and readers | <i>Deontic verbs</i> <i>Attitudinal adverbs</i> <i>Attitudinal adjectives</i> <i>Cognitive verbs</i> | Have to/ must/needs to Unfortunately/ remarkably It is absurd/ it is surprising I feel/ I think/ I believe |
| Commentaries | Help to establish reader-writer relationships through the text | <i>Rhetorical questions</i> <i>Direct address to the reader</i> | What is the future of applied linguistic research like? You must understand |

Research subjects are six scholars who were academically productive as shown by the frequency of publication in BI and Eng. Data selection was made on the basis of the article length of the average 3000 words per article in order to maintain the balance of comparison and the analytical model adopted Crismore, et al. (1993), whereby metadiscursive interaction was judged by the frequencies of the occurrence of each of the investigated categories.

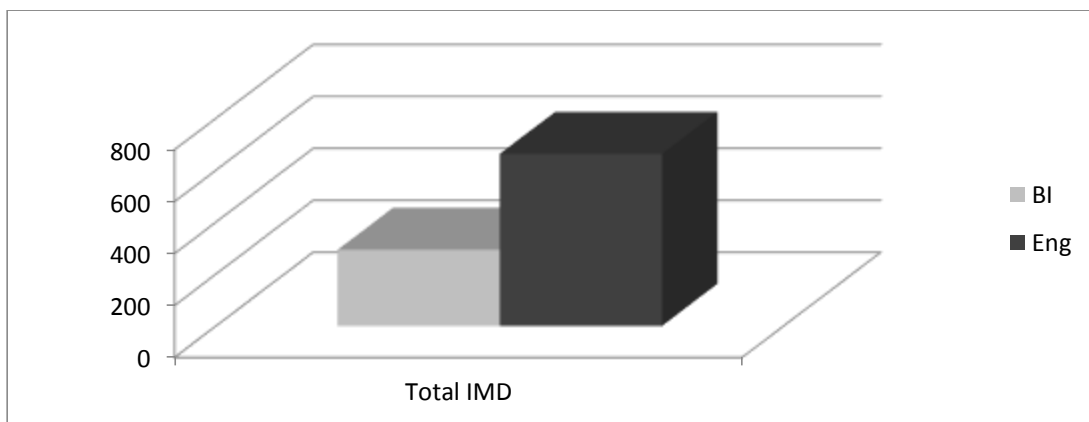
Data presentation and analysis

1. Quantitative Analyses

The section to follow present the results of data analysis.

1.1 Contrastive IMD in BI and Eng RAs

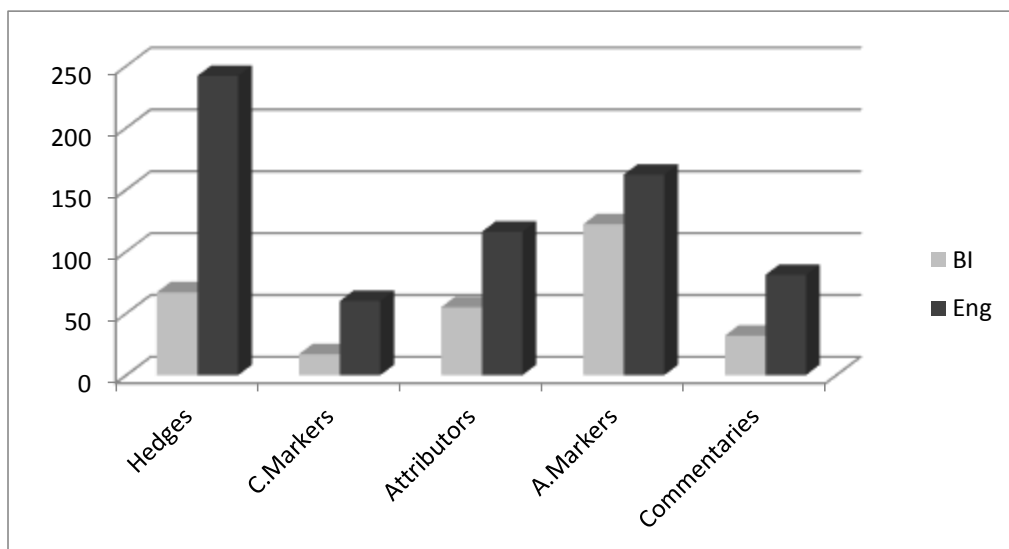
This is the look of the comparison.



Graph 4.1 Contrast between BI and Eng RAs

As shown in Graph 4.1, RAs written in Eng used more than twice larger number of devices than those written in BI. (BI, $n=293$; Eng, $n=662$). The average number of devices per 1000 words used in Eng RAs is considerably higher (6.89) than in BI RAs (3.0). All in all, the general outlook of the contrast between the two categories of texts that emerges indicates that Eng RAs use more overt interaction devices than BI RAs. Chi-square statistic indicates that the difference is highly significant ($\chi^2=145.805$; $p=0.000$) at the 5% level of significance. This suggests that the difference between BI and Eng IMD frequencies is not simply by chance.

The following is the detailed look of the contrast between Eng and BI RAs.



Graph 4.2 Contrast between BI and Eng in each element

As each element in 60 investigated RAs was contrasted, a distinct look between BI and Eng RAs emerges. From the most to the least frequent, here come subsequently hedges, attitude markers, attributors, commentaries and certainty markers. Chi-square value displays a statistical significant difference ($\chi^2=31.214$; $p = 0.000$) at the 5% level of significance. By treating the data as categorical data: 0-15= low, 16-30=average, and 31-59= high, the cross-tabulation of IMD frequency indicates a significant difference, in particular, the high category of case frequency. This Table clarifies how data of the elements of IMD as the set variables in this study were distributed.

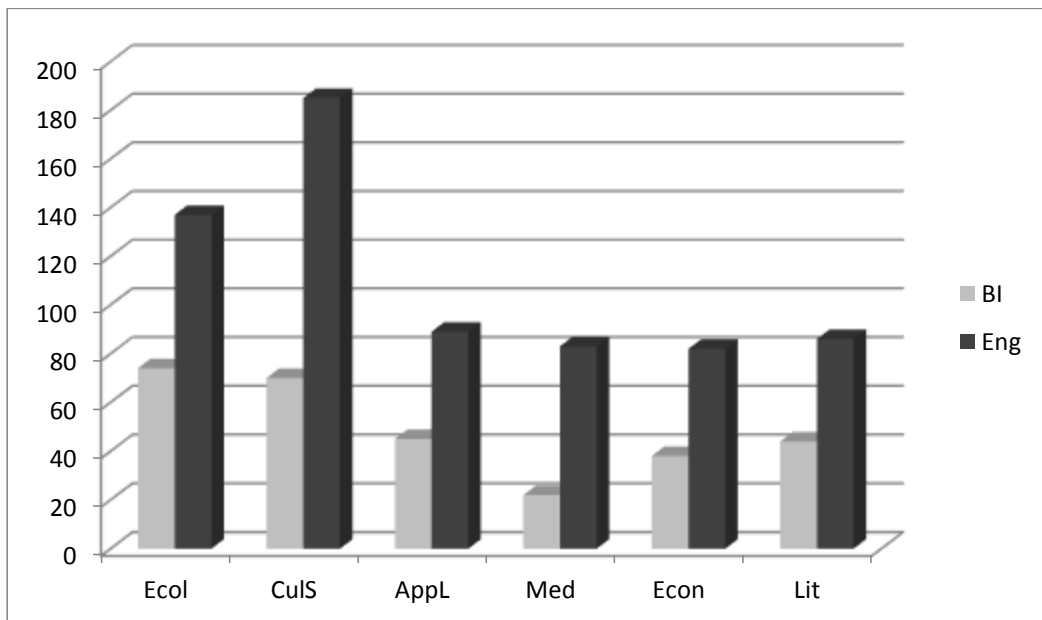
Table 4.1 Cross-tabulation of BI and Eng IMD

| | | | Score Category | | | Total |
|--------|------------|-----------------|----------------|---------|-------|--------|
| | | | Low | Average | High | |
| BI-Eng | Indonesian | Count | 80 | 66 | 147 | 293 |
| | | % within BI-Eng | 27.3% | 22.5% | 50.2% | 100.0% |
| | English | Count | 33 | 65 | 573 | 671 |
| | | % within BI-Eng | 4.9% | 9.7% | 85.4% | 100.0% |
| Total | | Count | 113 | 131 | 720 | 964 |
| | | % within BI-Eng | 11.7% | 13.6% | 74.7% | 100.0% |

The results display the frequency of use (85.4%) in Eng RAs, in contrast to (50.2%) in BI RAs in high category, however, the opposite is true with regard to the low category, albeit the very low margin of difference. The contrast signals that writers might have uniformly considered that they need to deploy more elements when they write Eng RAs and it is in the language that the idea of DC and the implied readers are embedded which has influenced the decision.

1.2. IMD viewed from a disciplinary perspective

This section of the analysis is linked to disciplines.



Graph 4.3 Contrast between BI and Eng RAs

It displays the distribution of the IMD devices across the 6 investigated disciplines and an extreme contrast is noticeable in Cultural Studies and Medicine. The rests of disciplines remain different despite showing a slightly similar look of case frequency. Eng RAs use twice as many as BI RAs, despite an indication of variability, signaling the possible link with disciplinary culture (Hyland, 1999; 2004b).

IMD is used 11.38 times in every 1000 words. Medical RAs are interesting in that they use IMD almost as frequently as the three disciplines in Eng RAs, but with a very small number of frequency in BI RAs. As situated within each individual discipline, the patterns of distributions vindicate the characteristic of disciplinary

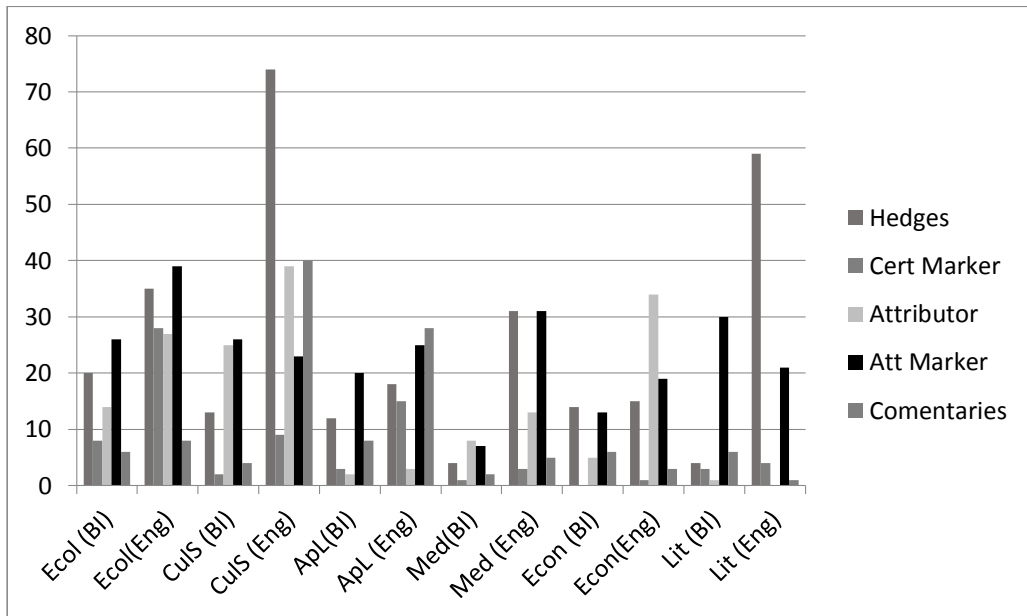
variations. Chi-square statistic indicates ($\chi^2 = 11.699$; $p = 0.039$) at the 0.05 level of significance.

Table 4.2 below presents an overall picture of the frequency of IMD on each individual case of disciplines.

Table 4.2 Frequency of IMD elements in BI vs. Eng

| Elements | Ecology | Cultural studies | Applied Linguistics | Medical | Economic s | Literature |
|---------------|----------|------------------|---------------------|---------|------------|------------|
| Hedges | 20 ; 35 | 13 ; 74 | 12 ; 18 | 4 ; 31 | 14 ; 25 | 4 ; 59 |
| Cert. Markers | 8 ; 28 | 2 ; 9 | 3 ; 15 | 1 ; 3 | 0 ; 1 | 3 ; 4 |
| Attributors | 14 ; 27 | 25 ; 39 | 2 ; 3 | 8 ; 35 | 5 ; 34 | 1 ; 0 |
| Att. Markers | 26 ; 39 | 26 ; 23 | 20 ; 25 | 7 ; 41 | 13 ; 19 | 30 ; 21 |
| Commentaries | 6 ; 8 | 4 ; 40 | 8 ; 28 | 2 ; 1 | 6 ; 3 | 6 ; 1 |
| Total | 74 ; 137 | 70 ; 185 | 45 ; 89 | 22 ; 83 | 38 ; 82 | 44 ; 85 |

As depicted in each individual case below, the difference does not necessarily mean that writers always use more IMD in Eng RAs. Despite the evidently higher total frequency of cases in the use of IMD in Eng RAs, there are a few exceptions in Cultural Studies and Literature in the way attitude markers were employed, as well as in the frequency of commentaries in Economics and Literature RAs. Unlike the rest of the cases where writers deploy more IMD devices, Cultural Studies and Literature scholars used fewer attitude markers in Eng RAs (subsequently 26; 23, and 30; 21). The same is true with Economics and Literature in the use of commentaries (subsequently 6; 3, and 6; 1). Subjects of the research probably feel a need to be more interactive when writing Eng RAs, but there is a case where writers need to do otherwise when writing BI RAs. It is probably due to the need to comply with the demands of the readers relevant to each individual discipline.



Graph 4.4 Frequency of IMD individual device in BI and Eng RAs.

2. Co-text and context analysis

Co-textual and contextual analyses are instrumental in showing how each device performs its discourse function in the texts.

2.1. Hedges

The use of hedges appears to signal the varying levels of writers' confidence overstatements or simply modesty in claim-making. It ranges from writers' considerate nature not to be overconfident or being modest about the knowledge claim he/she makes. The following excerpts are made available to provide a clearer account of what discourse functions hedges serve.

(1a). Community itself is not always homogeneous. There is always gender as well as wealth differences and there are conflicting interests that *may* result from those differences. (CuIS-Eng2)

(1b) Angka angka ini terkesan cukup tinggi, tetapi *kemungkinan* jika dicermati kondisi di lapangan baik kegunaan maupun mutu sarana *kemungkinan* besar tingkat akses aktualnya jauh lebih rendah. (Eco-BI1)

These figures look high, however, probably if both the use and the infrastructure quality were seen in their real condition, the actual degree of access is likely much lower.

These excerpts show writers' intentions to appeal to the readers signaling the purpose of interacting with the readers by leaving the propositions open to the floor to accept or to decline. By using *may* in (1a), the writer aspires to reveal the lack of certainty about proposition or the lack of belief about its truth value, although it may also indicate his/her caution in the claim-making. By saying so, the writer is essentially attempting to minimize erroneous claims, while *probably* in (1b) indicates how the writer lacks conviction as regards the truth value of the proposition. *Likely* is intended to show the readers a degree of unpredictability, although the outcome of the suggested propositions may be more certain than uncertain. In (1b), there is a double uncertainty, i.e. writer is not sure as to why the figure is high, and if it will remain the same should the condition be changed, and second, if the real-life condition is changed, will the raised issues also change. The writer is leaving with the readers as for the appropriate interpretations of the proposed ideas. There is a chance for the writers to leave a particular issue open for discussion, especially when the issues concern putative, contentious, or controversial issues.

(2a). Societal fields or sectors are such institutional arrangements, and their influence on organizations ***may be*** great, resulting in isomorphism, the tendency for likeness: banks, as part of a banking sector, will tend to look organizationally alike, hospitals will tend to look the same organization-wise after a while, and government departments will... (*Eco-Eng1*)

(2b). Kondisi ini ***boleh jadi*** turut mendukung terciptanya sistem matriloakaal bilokaal disamping sistem patriloakaal yang merupakan tradisi asli keluarga Tionghoa di Tiongkok. Hasilnya yang unik adalah budaya campuran dalam keluarga-keluarga tersebut. (*Lit-B11*)

*This condition **probably** contributes to the creation of matriloal-bilocal system in addition to the Chinese original patriloal tradition belonging to Tionghoa families in Tiongkok. The unique result is a mixed culture of the families.*

Hedges in the last two excerpts were deployed to mitigate statements. By using *may be* (in 2a) and *boleh jadi* (*probably* in 2b), the writer attempts to soften the tone of the propositions to avoid a likely head-on collision with other people's claims. As a case in point, the sense of sentence (2a) would convey different

meaning should the writer replace *maybe* with *is* or even *must be*. In the same vein, should the phrase *boleh jadi (probably)* in sentence (2b) be omitted, the sense or tone of the sentence will radically change.

2.2. Certainty Markers

Being the least frequently used, it is by no means that certainty markers play a less essential role in persuasion. By saying *certainly* (in Eng RAs) or *tentu* or *pasti* (in BI RAs), the writers allow the readers to know the tone or the mood of the proposition that imbues the sense of certainty. With a high level of certainty, writers signal the readers for not necessarily questioning the truth value of the statement, as a result of the conveyed sense of assurance. By using *certainly* in “Solidarity is *certainly* not a new concept in Christian...”, for instance, not only does the writer make his/her proposition strong, but also convince readers about the validity of the claim which at once play a two-way evaluative function. By using *certainly* or *tentu*, the writers intend to ascertain the readers as regards the truth of the knowledge.

(3a). With that in mind, I consequently understand why Grove commented: “had de Tocqueville visited the U.S. recently, he ***certainly*** would have added another American cultural value. (*CulS-Eng4*)

(3b). Kondisi ini ***tentu*** menimbulkan dampak negatif berupa gangguan kesehatan masyarakat dan pencemaran lingkungan. (*Med-BI1*)

*This condition ***certainly*** brings about negative effects such as health hazards and environmental pollution.*

Certainty markers *certainly* and *tentu (certainly)* allow the writers to make his/her proposition stronger. In (3a), preceded by “had.....” signaling the first clause of a conditional sentence and *certainly* in the completion clause, the argument becomes more robust. Similarly in (3b), by using *tentu (certainly)*, the writer intends to convey a strong message that, unless due care is taken seriously, health hazards and environmental pollution are inevitable. In spite of sharing the interactional role in the texts, different degrees of certainty, however, will vary its effect on the readers. Compared to the above extracts, sample (3c) should affect differently on the readers’ interpretation,

(3c) To my understanding, it seems that the concept of interaction that Brown (1989) proposed in his article is *somewhat* different from this current article due to the mentioning of the mutual aspect of communication¹.

due to the difference in the degree of claim certainty. The word *somewhat* in (3c), preceded by a clause with copula *seems*, conveys an apparent dubitable sense or less convincing tone in the part of the writer and the proposed ideas. Compared to the extracts found in the Eng RAs corpora, with marker *somewhat*, the sense of assurance of sentence (3c) is downgraded.

2.3. *Attributors*

According to in Eng and *menyatakan (claim)* are two most frequently used attributors.

Attribution deals with who is projected as the responsibility bearer of assertions in the texts (Hunston, 2000), displaying voices in the texts because it reveals how evaluation is performed in citation practice (Thompson & Ye, 1991). Different voices in the texts can either be assimilated or kept separate (Fairclough, 1992) and the way persuasion works ‘is not just about making a strong case for one’s own view but rather about taking account of others’ views in the furtherance of one’s own’ (Charles, 2009, p. 167). In such a practice, writers may assimilate or separate statements from the cited information. All writers in this study opted for separating them to allow the readers to notice the link between the cited information and their positions relative to the citations. Assimilating can be done by paraphrasing and putting the name of the writers and year of publication in between parentheses, which in effect, tacitly attributes the origin of the information.

(4a) Sanghvi 2006 ***claimed*** that head and neck cancers are common in India and account for about 30 of cancers in males and about 13 in females. ***According to*** John Andrew Ridge’s study 2009 head and neck cancer is more common in men, 66 to 95 of cases occurring in men. (*Med-Eng3*)

(4b) Khususnya perihal iklan, Sobur ***menyatakan*** bahwa memahami “komunikasi periklanan” kajian semiotika tidak hanya memperhatikan “bahasa sebagai alatnya” namun juga “gambar, warna, dan bunyi” (2004:116). (*CuIS-BI4*)

¹ The sample is self-created to provide contrast with the extract taken from corpora.

*In particular regarding advertisement, Sobur **claims** that in understanding ‘Advertising communication’ semiotic analysis does not merely pay attention to ‘language as its means’ but also ‘picture, colour, and sounds’ (2004:116).*

Through the use of the word *claimed* in (4a) and *claim* in (4b), for instance, the writer provides a hint to readers as regards his/her acknowledgement of other people’s opinions or positions, which is needed to help the readers to link with his/her position in the upcoming propositions, and (in 4a), by attributing that neck cancers are common in India to Sangvi’s (2006) claim. Similarly, using the phrase *according to*, the writer intends to attribute the ideas to the originator, in this case, the study by John Andrew Ridge. In most cases, it is only after the writer states the position relative to the cited ideas that the words *claim* and *according to* begin to show a particular evaluative function that links self-position with other people’s standpoints pertinent to the argued propositions. There is a slight difference between (4a) and (4b), in that, before acknowledging other person’s ideas, the writer in (4b) starts by introducing the issue to which the cited information will be linked. Attributors function to indicate the writer’s acknowledgment of others’ opinions, needed to strengthen her/his position and to help make the readers aware of the newly proposed ideas relative to the existing knowledge. This is partly what has been referred to by Bakhtin (1994) as dialogism, in that all languages are dialogic in a way that new knowledge is intermingled with the existing ones, despite frequently resulting in a double-voicing or ventriloquism, meaning that bringing in new ideas and linking them to other people’s inevitably involve interpretation and reinterpretation.

2.4. Attitudinal Markers

In the analysis of concordances, the word *interesting* or *menarik* (in BI) is intended by the writer that the point s/he makes specifically provides an interest in different respects relevant to the circumstances around which the adjectives are used, such as “*interesting in... , because... or to know..., etc.*”. Whereas, *unfortunately*, or *sayangnya* (in BI), is used to imply that beyond the proposed arguments, there is a residual negative sense needed to be stated that warns the readers not to take it for granted in understanding the proposed ideas. The following excerpts are made available to clarify their discourse functions.

(4a). The company demanded a fixed peso-dollar exchange rate for the repayment of its external debt and/or another rate increase of 42%. After a long renegotiation finally in 2006 President Kirchner decided to terminate the contract and return the company to the state control. ***The most interesting*** of the case of Argentine is the privatization of Buenos Aires water supply provision during 1993 to 2006. (*Eco-Eng3*)

(4b). Staging (stadium) histopatologik leher setelah diseksi elektif dan rekurensi pada leher setelah observasi, telah dipakai untuk menentukan kecepatan metastasis occult berbagai tumor berbeda dalam berbagai literatur. ***Sayangnya***, tidak satupun dari metode ini yang seluruhnya sempurna. (*Med-BI4*)

Neck histopathologic staging, post elective dissection and recurrence on the neck after observation, have been used to determine the spread of metastasis occult of various tumors. Unfortunately, none of the methods is perfect.

With the use of the word *interesting* or *menarik* (in BI) and *unfortunately* or *sayangnya* (in BI), both in the concordances samples and in the two extracts, I presume that the primary effect on the readers will be the transferable shared attitude to the propositions because prior to discerning the upcoming proposed ideas, the readers have been assisted by the writers' guiding sense of attitude to them, which overtly provides a meaningful hint of the intended meanings. Where the attitude markers are present, the readers are brought into the nuance of the message which brings them to sensing positively or negatively over the proposed ideas. In (4a) the phrase *the most interesting* is used to highlight how come privatisation over water had ever been made before it was eventually taken under the state control in 2006, which is in itself interesting, while in (4b) *sayangnya* is used to express a regret about the existing methods (in spite of their pervasive use). From the samples, we can see that attitude markers can be said to function as a bonding agent by linking between the preceding and the following propositions through a sense-positioning function of the markers, like in (4a), writer initiates the sentence by unraveling the prevalent use of 2 methods to determine the spread of cancerous tumors, then the proposition following attitude marker, *sayangnya*, is indicating the ineffectiveness of both methods which is regrettable.

2.5. Commentaries

Commentaries function themselves as the devices to interact with the readers by explicitly and implicitly involving the readers in the unfolding discussions. The direct reference to the readers *anda* (*you*), along with the accompanying words in the sentence where the pronoun *you* appears, helps make the text explicit in treating the readers as the discursive agents by being allowed to help judge and participate in the unfolding discussions. In the concordances above, by using *anda*, the writer directly invites the readers to get involved by experiencing something, such as “If *you* type correctly...” (12) and “*You* may change...” (13). In (12), by saying *anda* (*you*) in a subjunctive sentence, the writer invokes the reader as the doer who should be performing something, and in (13) the writer essentially conveys a message that it is not somebody else but you (the reader) who may change something. Compared to the rhetorical questions, this type of commentary is certainly more explicit in referring to the readers. Different from samples (12) and (13), with the question *how* in (82) “How is its aesthetical value?” the readers are assumed by the writer to be present to address the issues by way of describing some possible characteristics in order for something to be categorized as being aesthetic in value, or in (84), the question *why* may demand that the readers find the answer to the question raised by the writer. Hence, the use of the rhetorical questions, as shown in the concordances above as well as the examples from the extracts below, provides examples of how the readers are involved in a direct dialogue by answering the questions. Research on this type of dialogue has been done by Thompson (2001) and part of his claims is that questions are assignable to the readers in-the-text by assuming that they are raised on readers’ behalf.

(5a) Sebagai contoh, jika **anda** ingin membuat test pilihan ganda, langkah yang harus **anda** lakukan adalah klik Add Question pada status bar sebagaimana yang muncul pada tampilan berikut. (*ApL-BI4*)

*For example, if **you** wish to create a multiple choice test, the step **you** should be doing is click Add Question on status bar as shown on the following screen.*

(5b). *Why is it easy to influence postmodern consumers to buy the products shown on ads?* (*CuIS-Eng3*)

Unlike in the concordances samples, the writer uses commentaries *anda* in (5a) to explicitly guide the reader to complete a particular procedure as expressed in a subjunctive mode of “if *you...*, *you* should...”. In (5b), the writer implies that the readers know the reasons why it is easy to influence the consumers to buy the products shown on ads? Question *why*, persuades the readers to explore some other alternatives answers, before eventually aligning themselves with the writer that, it is indeed true that ads influence consumers better than other selling methods. Although equally implying the readers to be the agent who should answer the questions, different questions may bring different dialogical effects. As illustrated above, the question word *how* in the samples of concordances is different from *why* in that the readers may be challenged to describe an object (82) or possibly to solve problem (81).

Conclusions

Having seen the devices in two corpora and put them in the contrastive analysis, the results indicate that despite being written by the personal of writers, devices used in BI RAs are distinct from those used in Eng RAs suggesting that in writing RAs writers have taken the target readers of a specific discourse community to which the texts are written into prime consideration. Given that writers are drawn to prioritize the need to reach out readers and are more committed to promoting a more intense impact on readers in processing the text when writing Eng RAs than they are when writing BI RAs, there is an indication that differences in audiences seem to have played a major role in their decisions to use metadiscourse devices. Writers make use of the devices more intensely and more persuasively interact with the readers when they write Eng RAs, as demonstrated by twice more frequent use of metadiscourse in Eng RAs, making the Eng RAs more interactive than the BI RAs. This vindicates that discourse community very much influence writers' decision. Writing in different languages is fundamentally writing for different audiences, language culture as well as in different linguistic styles.

The second conclusion was drawn from the attempt to situate the contrast between the two investigated corpora within two contexts in which RAs were written. Disciplinary context is more revealing in accounting for the difference.

Despite showing a similar pattern of use in terms of total frequency counts, as each of the devices was further investigated, each writer indicated an idiosyncratic style of writing distinguishing one from the other and highlighting each individual writer's specific disciplinary background. This result is consistent with the previous studies (Hyland, 1999, 2004, 2005; Dahl, 2004; Yakhontova, 2006) which revealed that writers of distinct disciplinary backgrounds interact with readers within the contextual boundary of disciplinary culture.

The variations of data distributions of IMD in the RAs in both languages suggest that any decision made by writers belonging to either soft or hard fields, or as an individual, are presumably linked to the necessity to conform to the norms of the disciplinary cultures in order for the texts to be accepted by the relevant members of DC, although at the same time they indicate each individual writer's strategy to manifest an idiosyncratic style of writing. With each writer's attempt to interact and persuade potential addressees, it is obvious that RAs are not necessarily pure impersonal which only allows for the texts to speak for themselves in order to maintain objectivity. The texts even gain more credibility through writers' efforts to project themselves all along with the evolving discourse by way of commenting, stating position, taking a stance, and projecting discourse trajectory which facilitates readers' access to the texts.

References

- Abdelal R, Herrera Y. M, Johnston A.I., McDermott, R. (2006). Identity as a variable. *Perspectives on Politics* 4, 695–711.
- Atkinson, D. (2001). Reflections and refractions on the JSLW special issue on voice. *Journal of Second Language Writing*, 10, 107–124.
- Bakhtin, M.M. (1994). *Speech Genres & Other Late Essays*. Translated by V.W. McGee, Edited by Emerson, C. & Holquist, M. University of Texas Press, Austin, Texas.
- Barton, D. & Papen, U. (2010). *The anthropology of writing: understanding textually-mediated social worlds*. Continuum, London.
- Biber, D., & Finegan, E. (1989). Styles of stance in English: Lexical and grammatical marking of evidentiality and affect. *Text*, 9 (1), 93–124.
- Charles, M. (2009). Stance, interaction and the rhetorical patterns of restrictive adverbs: Discourse roles of only, just, simply and merely. In M., Charles,

- D., Pocerari, and S., Hunston (Eds). Academic writing (pp. 162-169). London: Continuum.
- Cherry, R. D. (1988). Ethos versus persona: Self-representation in written discourse. *Written communication*, 5 (3), 251-276.
- Crismore, A. & Farnsworth, R. (1990). Metadiscourse in popular and professional science discourse. In W. Nash (ed.), *The Writing Scholar* (pp. 118–136). London: Sage.
- Crismore, A., & Farnsworth, R. (1989). Mr. Darwin and his readers: Exploring interpersonal metadiscourse as a dimension of ethos. *Rhetoric Review*, 8 (1), 91–112.
- Crismore, A., Markkanen, R., & Steffensen, M., S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written Communication*, 10 (1), 39–71.
- Dafouz-Milne, E. (2008). The pragmatic role of textual and interpersonal metadiscourse markers in the construction and attainment of persuasion: A cross-linguistic study of newspaper discourse. *Journal of Pragmatics*, 40 (1), 95-113.
- Dahl, T. (2004). Textual metadiscourse in research articles: a marker of national culture or of academic discipline. *Journal of Pragmatics* 36, 1807-1825.
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.
- Devitt, A., J. (2004). *Writing genres*. Carbondale: Southern Illinois University Press.
- Devitt, A.J. (1993). "Generalising about genre: new conceptions of an old concept." *College Composition and Communication* 44(4), 573-86.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Garces, C., V. (1996). Contrastive ESP rhetoric: Metatext in Spanish-English economics texts. *English for Specific Purposes*, 15 (4), 279–294.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M. A. K., & Hasan, R. (1985). *Language. Context and text: Aspects of language in a social-semiotic perspective*. Geelong, Australia: Deakin University Press.

- Halliday, M. A. K. (1978). *Language as a social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.
- Hood, S. (2004). *Appraising research: Taking a stance in academic writing*. Unpublished Ph.D. thesis, University of Technology Sydney.
- Hunston, S. & Thompson, G. (Eds.) (2000). *Evaluation in text: Authorial stance and the construction of discourse*. London: Oxford University Press.
- Hyland, K. (2009). *Teaching genre in the disciplines: How applied linguistics can help*. Paper presented at the TESOL conference, Denver, CO.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.
- Hyland, K. (2004a). *Patterns of engagement: dialogic features and L2 undergraduate writing*. In L. Ravelli and R. Ellis (Eds.), *Analysing academic writing: contextualized frameworks* (pp. 6–23). London: Continuum.
- Hyland, K. (2004b). *Disciplinary interactions: metadiscourse in L2 postgraduate writing*. *Journal of Second Language Writing* 13, 133–151.
- Hyland, K. (2002a). *Teaching and researching writing*. Harlow: Longman.
- Hyland, K. (2000). *Disciplinary discourses. Social interactions in academic writing*. London: Pearson Education.
- Hyland, K. (1999). *Academic attribution: citation and the construction of disciplinary knowledge*. *Applied Linguistics*, 20 (3), 341–367.
- Hyland, K. (1998b). *Persuasion and context: The pragmatics of academic metadiscourse*. *Journal of Pragmatics*, 30 (4), 437–455.
- Ivanič, R. & Camps, D. (2001). *I am how I sound: Voice as self-representation in L2 writing*. *Journal of Second Language Writing*, 10, 3–33.
- Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Oxford UP.
- Matsuda, P. K. (2001). *Voice in Japanese written discourse implications for second language writing*. *Journal of Second Language Writing*, 10, 35–53.
- Moreno, A. I. (1997). *Genre constraints across languages: Causal metatext in Spanish and English RAs*. *English for Specific Purposes* 16 (3), 161–179.

- Myers, G. (2001). 'In my opinion': The place of personal views in undergraduate essays. In M. Hewings (ed.), *Academic writing in context* (pp. 63–78). Birmingham: The University of Birmingham Press.
- Myers, G. (1999), 'Interaction in writing: principles and problems'. In C. Candlin and K. Hyland (Eds.), *Writing: Texts, processes and practice* (pp. 40-61). London: Longman.
- Nystrand, M (1986). *The structure of written communication: Stud LED in reciprocity between writer and reader*. Orlando: Academic Press.
- Prior, P. (2001). Voices in text, mind, and society. *Sociohistoric accounts of discourse acquisition and use. Journal of Second Language Writing*, 10, 55–81.
- Robinson, W. S. (1951). The logical structure of analytic induction. *American Sociological Review*, Vol 16, no 6, pgs 812-818.
- Rui, K. & Xin, X. (2009). An empirical study on metadiscourse. *CELEA Journal*, 32, pp. 53-64.
- Salem, D., N., and Marcia M. B. (2013). "Conflict of Interest in Open-Access Publishing", *New England Journal of Medicine* 369, no. 5, pp.: 369-491. doi: 10.1056/NEJMc1307577.
- Thetela, P. (1997). *Evaluation in academic research articles*. Unpublished Ph.D. thesis, University of Liverpool.
- Thompson, S. E. (1997). *Presenting research: A study of interaction in academic monologue*. Unpublished Ph.D. Thesis, University of Liverpool.
- Thompson, G. (2001). Interaction in academic writing: Learning to argue with the reader. *Journal of Applied Linguistics*, 22 (1), 58–77.
- Thompson, G. & Thetela, P. (1995). The sound of one hand clapping: The management of interaction in written discourse. *Text*, 15 (1), 103–127.
- Thompson, G. & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics*, 12, 365-382.
- Vande Kopple, W. (1985). Some exploratory discourse on metadiscourse. *College Composition and Communication* 36, 82-93.
- Van Dijk, T. A. (2008). *Discourse and context: A sociocognitive approach*. Cambridge: CUP.
- Williams, J. (1989). *Style: ten lessons in clarity and grace* (5th ed.). Boston: Scott, Foresman.

- Yakhontova, T. (2006). Cultural and disciplinary variation in Academic Discourse: The issue of influencing factors. *Journal of English for Academic Purposes* 5(2), 153-167.
- Zarei, G. (2011). A Contrastive Study on Metadiscourse Elements Used in Humanities vs. Non-Humanities across Persian and English. *English Language Teaching*, 4, (1), 42-50.
- Zhang, X. F & Zhang, H. R (2002). Metadiscourse and teaching of writing in college English; *Journal of Gansu Education College(Social Sciences)*,1, 2-14.

SCHOLARS' SELVES: A CASE OF WRITERS WRITING ARTICLES IN TWO LANGUAGES

Antonius Suratno

This study aims to investigate the deployment of self-mentions in research articles written in Bahasa Indonesia (BI) and English (Eng) by Indonesian scholars. This study involves six scholars of six distinct disciplines writing research articles (RAs) in BI and Eng. Two corpora, each consisting of 30 research articles, were contrasted to find out how the same writers display the facets of self as they write articles in different languages and their possible motives. Data of self-mentions were analyzed quantitatively in terms of the frequency, types, and qualitatively in patterns of use to establish the contrast between the two. The results show that writers displayed two very distinct facets of self as they write in different languages which suggests that they are drawn to prioritize the need to reach out to the readers and are more committed to promoting a more intense impact on readers in processing the text when writing Eng RAs than they are when writing BI RAs. Despite obvious disciplinary variations and idiosyncratic styles, the person-markers used in the two investigated corpora also suggest that writers have taken the target readers of specific discourse communities into prime consideration. Target audiences are a determinant factor in the decisions to use devices. Context and co-text analysis vindicate writers' commitment to knowledge claims strong with attempts to involve readers in the unfolding texts, besides promoting self as committed writers.

Keywords: text interactivity, self-mentions, facets of self, research articles, contrastive analysis

Introduction

Academic writing has played a paramount role in disseminating scientific research results to academic members. One of the academic genres most frequently used as a means of sharing scientific findings is a research article (Jezo, 2010). No wonder, despite the competitiveness, academics all over the world are persistent in getting their work published, as an academic publication is the benchmark of academic success.

Writing articles, one of the academic writing activities, constitutes an act of academic discourse. In such a nature it is inextricable from the message, medium and audience. Just like communication in general, academic discourse which manifests through the act of writing can be investigated in terms of its' interactional aspect.

The last two decades have witnessed the rise of interest in the study of textual devices used by academic writers alongside the rise of interest in the areas of pragmatic and discursive aspects of academic texts. Studies of this sort allow researchers to delve text meanings beyond sentence level through discursive devices and the results of which potentially provide meaningful feedback to the writers in improving comprehensibility as a result of their interactive functions.

Little is unfolded with respect to how the same persona of scholars writing in two different languages considers audience through the deployment of self-mentions to display the facets of self. Self-mentions also known as person-markers mark the presence of writers in the text that signify efforts to engage and involve the readers in the unfolding texts (see for instance Hyland, 2004b; Tse and Hyland, 2006) and thus constitute an important means of facilitating communication, supporting writers' position and building a relationship with readers.

Built upon socio-constructivism, this study raises questions whether the same persona of writers differs in the deployment of self-mentions when writing RAs in BI and Eng and if their understanding of discourse community (DC) affects the strategies in writing. There are three inextricable aspects linkable to academic writing activities: the actors, the writing activity and the context which will be the highlight of this endeavor.

The impetuses to this study are the recent research on intercultural variation of written academic discourse generally investigated under the research umbrella of Contrastive Rhetoric (CR) (Kaplan, 1966, Hinds, 1983, Crismore, et al., 1993,

Connor, 1996 and 2002) and the role of the context in which discourse is shaped and how it shapes the discourse (Jorgenson & Phillips, 2002) with preceding research on genre (Swales, 1990). Last but not least, in the previously predominant stream of cross-cultural research, little is unfolded in respect of how the same scholars writing in two different languages consider the audience through the deployment of self-mentions.

The prime motivation for conducting this research is the idea that writers leave their fingerprints on their writing which may reveal the writers' efforts to interact with their audience. Secondly, the substantive role of writers' awareness of the audience in the creation of text and in generating meaning as well as how self-mentions are used in different research articles have not been adequately understood.

This study is expected to be significant for a number of reasons, i.e. to contribute critically to the proposition that writers are influenced by the DC and genre in which the texts are written and to provide input to the teaching of writing in particular in the Indonesian context, since the result may be of benefit to language teachers to better understand Indonesian academic discourse so that they may be able to provide students with broader analytical tools for use in academic writing

Review of Literature

Socio-constructivism in writing

Socio-constructivism views actors as meaning makers and reality constructors within their environment and purposes (Bruner, 1996). Constructivism in the perspective of writing sees writing as a meaning-making activity whose nature is both individually and socially oriented. Thus, there are at least three inextricable aspects: the actors, the writing activity and the context which manifests in the writer and (imagined) readers, the situated activity of writing, and the creation of meanings. This connectedness is linked to Halliday & Hassan (1985) who contend that texts are never purely linguistics- emphasizing the semiotic function in discourse and in creating meaning in the social contexts. The interplay between context & discourse is often illustrated as follows: 'context underlies discourse with its features used to interpret discourse; but because speakers' role

manifests through texts, then discourse is a means by which context is observable like through *I, here, interesting, etc.*' (Van Dijk, 2008, p 131).

Genre, such as RAs which is generally believed to be both constraining and creative, should not be separable from the contexts in which the texts are created. A context may emerge in different types which is recognizable through the language the texts are written in and the disciplines of the writers which may be connectable to the concept of discourse community, a determinant and instrumental aspect in text creation. Communicative events, noticeable through the texts, are accomplished by a series of interlocking acts realized linguistically (Kress & Van Leeuwen, 2001) and in an academic discourse they, as argued by Georgakopoulou and Goutsos (1997), are useable to persuade readers.

Interaction through self-mentions

Self-mentions in academic writing have been noted to have contributed to the interactional function in discourse. As claimed by Hyland (2005), they have enhanced writers' credibility as regards the knowledge claims. Through self-mentions, Hyland (2004) whose investigation was on the view of writing as social engagement, managed to reveal the ways in which writers project themselves into discourse to signal their attitudes and commitments. Secondly, self-mentions may be revealed through the accompanying knowledge-stating verbs such as *argue, claim, suggest, propose, maintain, assume* and *believe*, which help increase knowledge accountability (Malmström, 2008).

Research on self-mentions gains inspiration in the study of language and identity. Among the shared view underlying research on identity is the notion that language is inseparable from the analysis of contexts (De Fina et al., 2006, p.22), and in academic discourse, there exist the so-called social identities. They are 'multi-faceted and dynamic constructs that derive from individuals' real affiliations to social groups and categories' (Sokol, 2005, p.322). They consist of different individuals with different identities who altogether make up an academic community. In his term, academic community refers to a group of scholars who share various values, assumptions, and practices ascribed to the 'pursuit and dissemination of knowledge...values that are shared and communicated by members of academia' (ibid., p.323) inside which individual members construct identity by maximizing the socially available resources inherent in the community.

We, therefore, could say that writing is not only a means by which information is circulated and disseminated but also a site where identity is constructed. Ivanič (1998, p. iv) argues that writing is an act of identity which mediates self-positioning in discourse by aligning self or contesting other-selves. The first persons *I* or *we*, for instance, maybe associated with knowledge claims and beliefs, acknowledging their responsibility and property rights (Ivanič, 1998, p.308), whilst by avoiding them 'writer is withdrawing from all responsibility for an academic essay' (p. 306). Identity construction presupposes community acceptance whereby meanings are accepted socially. Thus, Canagarajah is right to advocate that, writing should not be limitedly-defined as a text construction, but rather as 'a rhetorical negotiation for achieving social meanings and functions' (2005, p. 64).

As has been argued, among others, by Benwell and Stokoe (2006), Ivanič (1998), identity is something fluid, open to change and subject to contestation. In order for the member to be part of the discourse community, every individual member has to negotiate his/her own identity to a degree whereby he/she meets the expectation of the community. Sokol (2005, p.324), in a similar vein, suggests that 'Members of the academic community negotiate their identity within the range of possibilities accepted by this community and ascribed in its communicative practices'.

Ivanič (1998, pp.90-106) proposes four aspects of identity that can be constructed through the act of writing: autobiographical self (writer's sense of root), discursal self (choices of the form), self as author (choices of content), and possibilities for selfhood (the social contexts of writing). Nonetheless, research of identity in academic writing context has been predominantly on self as author. This could be because identity in the academic written discourse is a matter of the claim of authority, which is strongly associated with it. Authority pertains to the claim made by the writers in respect of the source of the contents of the information in the texts which is most clearly recognizable through the authors' presence in the texts. This is, probably the reason why the self of author, is considered as one of the clearest revelatory indicators of the writer's presence. Previous research on identity focusing on the self of author has been done, among others, by Sokol (2005), Vassileva (2000, 2004) Hyland, (2002b, 2002c), and Tessuto (2008) who investigated the authorial presence as measured by the

frequency of self-mentions. The criteria for determining writers' identities are grounded on the use of subject and object pronouns. Explicitness is determined by the overall number of occurrences in the texts as well as by the location where the pronouns were found. Other researchers have seen self-as-author as something which concerns with the writers' voice, in the sense of the writers' position, opinions, and beliefs. Among researchers investigating identity using voice are Ramanathan (1996); Ramanathan and Atkinson, (1999); Matsuda (2001, 2007), Ivanič and Camps (2001).

From the available literature, however, there are two schools of thought as to whether writers should be covert or overt in revealing self. The difference is resulted from the opposing principles abide by different academic circles, as the by-product of the opposing beliefs about what constitutes formal and scientific in academic writing. On the one hand, scientific proponents believe that academic arguments should be purely impersonal to maintain the objectivity and neutrality of knowledge so that academic writing is, in itself, a fully voiceless depiction of reality (see Hyland, 2002a, 2002b). On the other, the opposing view believes that an overt person's revelation reinvigorates scientific claims (ibid.). The two typically represents hard science and soft science adversary.

The old notion, currently still prevailing in many style guides of academic writing, explicitly recommends that academic writing should be distanced from a personal claim by avoiding the overt sighting of person-markers in order to maintain the objectivity of knowledge. This view has been rejected by Harwood (2005) who claims that in recent days this old view is no more tenable and has lost its empirical grounds. His claim has gained supports from other research findings. Some corpus studies on the use of personal pronouns in the academic writing have identified a number of functions that *I* and *we* can play role in the academic writing (see for instance, Hyland, 2001; Tang & John, 1999, Vassileva, 1998; Gragson & Selzer, 1990). Further to such a claim, Harwood (2005) proposes four functions of the pronouns in the academic texts which help writers to:

- (1) organize the text and guide readers through the argument (e.g. First I will discuss x...)
- (2) state personal opinions and knowledge claims (e.g. On the basis of my data, I would claim....)

- (3) recount experimental procedure and methodology (e.g. We interviewed 60 subjects over the space of several months)
- (4) acknowledge funding bodies, institutions, and individuals that contributed to the study in some way (e.g. I thank Professor X for his help with the calculations.)

Discourse functions of the self-mentions to reveal identity is certainly not fixed. Considering that 'Members of academic community negotiate their identity within the range of possibilities accepted by the community and inscribed in its communicative practices' (Sokol 2005, p. 324), different pronouns used in different contexts of discourse may function differently.

Research method

Whilst the approach is a case study, the analytical tool used in this study is corpus-based contrastive rhetoric. The primary data are the selected articles that make up text corpora. Via quasi quantitative mappings, this study seeks to locate the differences in the use of self-mentions and also to identify their possible cross-linguistic resemblances between BI and Eng RAs. Whilst, qualitative analysis in this research is to trace the presence of the devices in the real context of use to help substantiate the quantitative findings. This study incorporates corpus and discourse analysis, both of which are complementary to each other in looking into the data.

This case study investigates genre of RAs written in BI and Eng by six scholars. The whole set of data for the research was collected in 4 universities in Semarang, Central Java for convenience reasons. The procedure taken were: collecting pre-published RAs written by the subjects; selecting RAs on the basis of inclusion criteria; and establishing the final pre-analysed corpora.

Scholars in this study refer to lecturers who are academically productive as shown by the frequency of publication in BI and Eng in local and international journals. The average length is 3000 words per article. Wordsmith 5.0 was employed as an automatic search for self-mentions.

The self-mentions contrasted encompass:

| Singular case | | | | | | Plural case | | | | | |
|---------------|-----|-----------|-----|------------|-----|-------------|-----|-----------|-----|------------|-----|
| Subjective | | Objective | | Possessive | | Subjective | | Objective | | Possessive | |
| B.I | Eng | B.I | Eng | B.I | Eng | B.I | Eng | B.I | Eng | B.I | Eng |
| Saya | I | saya | Me | saya | My | Kita | We | Kita | Us | Kita | Our |

Part of the analyses highlights the frequencies of self-mentions use (with the exclusion of words such as the author, the researcher) to see the patterns of use. Co-text and context of use were to disclose their discourse functions. By adapting Hyland (2002c) and Hardwood (2005), self-mentions were analyzed descriptively. The higher the number, the more obvious the writers' commitment to knowledge claim and more explicit their effort to involve the readers in the unfolding texts.

Data analysis and interpretation

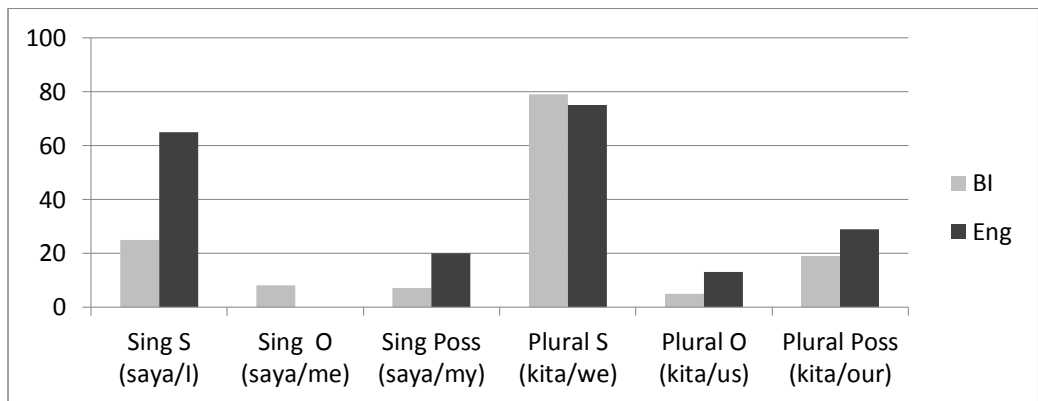
Below is the distribution of self-mentions.

Table 1. Singular and plural cases of self-mentions in BI and Eng

| Discipline | Singular | | | | | | Plural | | | | | |
|-------------------|-------------|-----------|-------------|-----------|---------------|-------------|-------------|-----------|-------------|-----------|---------------|--------------|
| | saya (S) | I (S) | Saya (O) | Me (O) | saya (pos) | My (pos) | Kami (S) | We (S) | kita (O) | Us (O) | kita (pos) | Our (pos) |
| <i>Ecology</i> | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 10 | 0 | 1 | 1 | 8 |
| <i>Cult-Stud</i> | 12 | 31 | 4 | 0 | 5 | 11 | 6 | 39 | 1 | 9 | 5 | 13 |
| <i>App. Ling</i> | 1 | 27 | 1 | 0 | 0 | 8 | 37 | 6 | 0 | 2 | 7 | 2 |
| <i>Medical</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Economic</i> | 9 | 5 | 3 | 0 | 2 | 1 | 11 | 18 | 3 | 1 | 0 | 4 |
| <i>Literature</i> | 3 | 2 | 0 | 0 | 0 | 0 | 13 | 2 | 1 | 0 | 6 | 2 |
| Total | 25 | 65 | 8 | 0 | 7 | 20 | 79 | 75 | 5 | 13 | 19 | 29 |

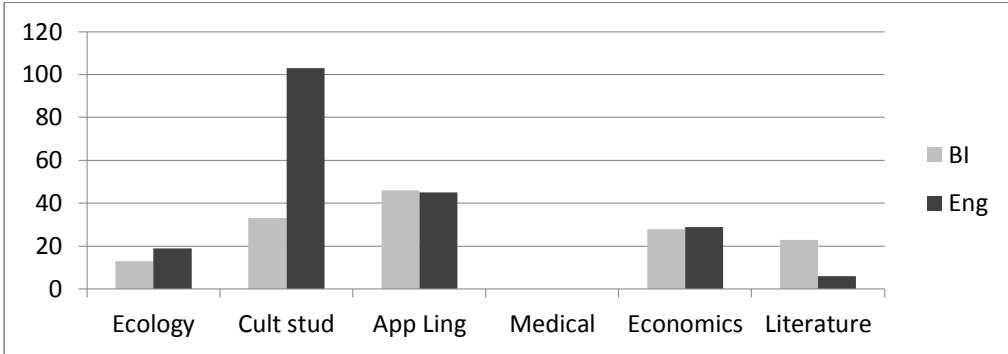
The total self-mentions in all cases is higher in Eng than that in BI RAs. However, as evident in the data, despite the high degree of variations across disciplines, the subject cases of *I* and *we* (subsequently 65; 75) in Eng and *saya* and *kita* (subsequently 25; 79) in BI RAs, rank the highest. While overall, the use of *I* is

higher than *saya* in the total cases of occurrence (65; 25), the opposite is true as regards the total cases of *we* as opposed to *kita/kami* (79; 75). The second highest case is possessive plural *kita* and *our*, subsequently 19 and 29 cases. While the plural object case is consistently low in BI, it is not in Eng RAs. There appears to be a deviant case in singular object pronoun of *me* and *saya*, in that *me* is non-existent in all Eng RAs, whereas *saya* has 8 cases in BI RAs. The following graph may provide a clearer outlook.



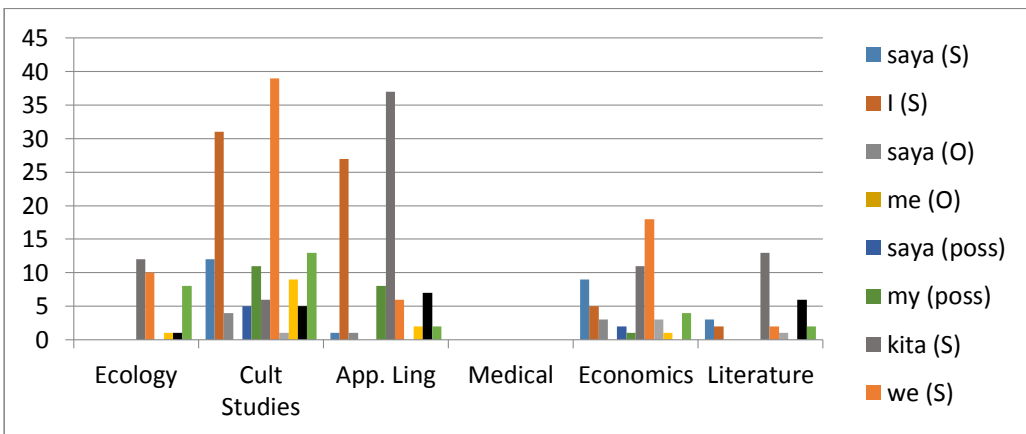
Graph 1. The total frequency of self-mentions in two corpora

The Graph shows that there is a clear difference between the two corpora. All in all, the writers tend to employ more self-mentions when writing Eng RAs with the exception of the non-occurrence of *me* as a singular object pronoun with zero case which may well be linkable to agency-related reasons, and slightly more use of the plural subject *kita* in all BI corpora which may be attributable both the exclusive or inclusive meanings in BI. Despite more than double occurrence of *I* as a singular subject pronoun (as compared to *saya*), *we* as a plural subject pronoun case is less than *kita* in BI RAs. Also despite having comparatively similar look between singular and plural possessive pronouns, the total occurrence of plural cases is higher in Eng RAs, even more than twice higher in the case of singular possessive. The object pronouns rank the lowest, and are even markedly non-existence in singular case of Eng RAs.



Graph 2. Comparison of the total case frequency of disciplinary self-mentions

Writers of different disciplines differ in expressing self which indicates varied styles of writing. The table below elaborates the cases in the context of disciplinary.



Graph 3. Distribution of self-mentions cases across disciplines

In Graph 3, variation is more revealing through the distribution of cases across six disciplines. Overall, the frequency of cases in both corpora can be called randomly distributed. Inconsistency is shared by five writers as regards the preference of pronouns use in BI and Eng Ras where the most extreme cases are demonstrated by Applied Linguistics and Cultural Studies writers, suggesting that despite the disciplinary constraint, the use of pronouns is highly idiosyncratic..

Co-text and context of self-mentions

Below is the immediate co-text and context where the subject case of *saya* and *kita* in BI as well as *I* and *we* in Eng RAs occurs. The table below lists the first four most frequent verbs which co-occur with the two- subjective pronouns (singular and plural cases) in two languages.

Table 2. Frequency of verbs co-occurrence in BI RAs

| Verbs that co-occur with <i>saya</i> (S) | | Verbs that co-occur with <i>kita</i> (S) | |
|--|--------------|--|--------------|
| <i>Verbs</i> | <i>Cases</i> | <i>Verbs</i> | <i>Cases</i> |
| tafsirkan, artikan (<i>interpret</i>) | 3 | harus/wajib (<i>must/have to</i>) | 6 |
| diskripsikan (<i>describe</i>) | 2 | melihat, saksikan, perhatikan (<i>see</i>) | 5 |
| asumsikan (<i>assume</i>) | 2 | boleh (<i>may</i>) | 4 |
| mencoba (<i>try</i>) | 1 | berharap (<i>hope</i>) | 2 |

This table lists the four most frequent verbs which co-occur with the two- 1st person subject pronouns.

Table 3. Frequency of verbs co-occurrence in Eng RAs

| Verbs that co-occur with <i>I</i> (S) | | Verbs that co-occur with <i>we</i> (S) | |
|---------------------------------------|--------------|--|--------------|
| <i>Verbs</i> | <i>Cases</i> | <i>Verbs</i> | <i>Cases</i> |
| believe | 3 | need to /have to/ can/ must/ought to/should | 8 |
| prefer | 2 | see | 5 |
| examine | 2 | conclude | 3 |
| outline | 2 | outline | 2 |

There appears to be a very close resemblance both in the choice of verbs co-occurring with plural subject *kita* and *we*, in particular in the case modal verb use like *can*, *have to*, *must*, *should*. Interestingly, however, it is not the case with singular subject cases. The top four verbs co-occurring with pronouns in both corpora are almost identical in the frequency of use which may suggest similar functions attributed to the pronouns.

The frequent use of modal verbs such as *must/have to* and *need to* signals writers' attitude to the propositions which indicates confidence or assurance in stating them. The second most frequent verbs are *see/can see*, denoting a mental activity which is apparently intended to mean understanding processes or comprehension. The third frequent verbs used are *believe* and *interpret* which

like *see* involves the mental activity which implies the intention of the writers to express the attitude to the suggested propositions. Of the affinities, there is a deviant case where verb *boleh(may)* which co-occurs with the subject case *kita(we)* (only in BI RAs) is relatively high. This might suggest that writers intend to express caution in proposing ideas.

The table below lists the first four most frequent verbs co-occurring with the two-possessive pronouns.

Table 4. Frequency of words co-occurring with possessive pronouns in BI RAs

| Nouns that co-occur with <i>saya (poss)</i> | | Nouns that co-occur with <i>kita (poss)</i> | |
|---|--------------|---|--------------|
| <i>Nouns</i> | <i>Cases</i> | <i>Noun</i> | <i>Cases</i> |
| penelitian (research) | 2 | pemikiran (idea) | 2 |
| disertasi (dissertation) | 2 | problematika (problem) | 1 |
| perhatian (attention) | 2 | identitas (identity) | 1 |
| pemahaman (understanding) | 1 | bangsa (race) | 1 |

This table compares the frequency of nouns cases that co-occur with the 1st person plural possessive cases of *my* and *our* in Eng RAs.

Table 5. Frequency of words co-occurring with possessive pronouns in Eng RAs

| Nouns that co-occur with <i>my (poss)</i> | | Nouns that co-occur with <i>our (poss)</i> | |
|---|--------------|--|--------------|
| <i>Nouns</i> | <i>Cases</i> | <i>Nouns</i> | <i>Cases</i> |
| opinion | 4 | culture | 2 |
| concern | 3 | Lives | 1 |
| findings | 3 | needs | 1 |
| interest | 2 | Time | 1 |

The two tables show some affinities in the frequency of words co-occurrence in both BI and Eng RAs despite its rarity. However, from the functional perspective, there is a difference of emphasis between the case of singular and plural possessive pronouns. While the singular possessive pronouns along with the accompanying nouns are intended to show writers' authority as regards the knowledge claims, the plural possessive pronouns are used by the writers to manifest intentions to get the readers engaged in the unfolding discussions.

The extracts below help make the notion of interactive functions conspicuous. Besides showing authority, by saying *I propose*, the writer, likely means to say *I propose to you (readers)*; a sign of invitation to the readers to be in the hopeful

position of agreeing with the writer, in spite of the freedom to be for or against her/him. While by saying *we should note*, the writer apparently means to involve the readers in considering the importance of the issues being proposed.

(1a). *I propose* that actually, as the example of the debate between Friedman and Mackey, not only the hierarchical principles of state can be found in the market and civil society actors, but also the principles of market such as mentioned in the above key. (*Eco-Eng3*)

(1b). *We should note* that Shakespeare's England was not a multi-racial society. These historical accounts describe the prejudiced attitudes displayed by either the state or the common people towards the existence of foreigners in their realm. (*Lit-Eng5*)

By saying *I propose* in (1a), the writer also warns the readers about an up-coming important issue to notice, for them to consider accepting or declining, and by saying so, at the same time, the writer is self-positioning his own interpretation relative to the proposed issues. While in (1b), by using a clause *we should note*, the writers intentionally attempt to engage the readers to judge the importance of the truth value of the proposition, which is likely meant to prevent the readers from misunderstanding the sentences that follow. Thus, it is not simply a notice, it is rather a reminder for not being wrong about the proposition. It is clear from the context, *we* in (1b) is not a plural 1st person subject referring to more than a single writer, but rather performs a function of engaging the readers in the texts. In the sections to follow, there are instances in which the personal pronoun *I* and *kami* (exclusive *we* in BI) are used for the purpose of 'organizing the text and guiding the readers through the argument' as referred to by (Hyland, 2001) (see excerpt 2a and 2b). The personal pronoun *kami* here, is exclusive in nature, referring to more than one writers rather than inclusive reference involving readers as an insider party, which, in itself, makes it different from *kita* (or *we* in Eng) which often has a more inclusive meaning as shown by one example of *we* in the extract (1b) above. In spite of having the same discursive function, *I* (2a) and *kami* (2b) are different in that *I* represent the writer as a single person writer, while *kami* (*we*) refers to co-writers. The writers show their commitment by making themselves clear to the readers in demystifying the ideas of the texts.

(2a). Thirdly *I would like also to show* the strategies used and if possible the supporting condition that makes a certain actor influential, though for the supporting strategies for sure they are case-specific. (*Eco-Eng1*)

(2b). *Kami tidak akan membahas* lebih lanjut karena pembahasan tersebut sudah barang tentu diluar signifikansi penelitian ini. Kita tunggu BAN PT sebagai mitra pembina dan bukan momok bagai dewa. (*ApL-B15*)

We will not discuss it further because it is beyond this research significance. We wait for BAN PT as the partner patron rather than a fearful god.

As evident in (2a), the personal pronoun *I* explicitly denotes the writer (as a single person) and in (2b) *we* denotes co-authors, but both discursively share the same function in revealing the authority of the scholar-selves. "I would like" in a grammatical context generally indicates an intention to do something or a wish to achieve something. By saying *I would like also to show...* (in 2a), the writer displays her/his authority to clarify something by showing an evidence about what the readers should particularly be wary of. Unlike *I* in the two contexts above, the discursive meaning of *we* in (2b) is no more an intention but rather a promise or notification. By saying *Kami tidak akan membahas* (*We will not discuss*), a noticeable intent to outline ideas, the writer initiates a promise which is followed by a clause signifying the reason why.

There are cases in which author's presence was marked and where the pronoun *we* was used. These are the examples of cases in which the authors of the RAs speak on behalf of the readers and make a joint claim. It seems that such a discourse function often gains significance when the writers believe that knowledge has been accepted as a general truth. By using *we* to refer to both the writer and the readers, the writer is potentially less liable to any erroneous claim. Such functions add up to the sense of writers' commitment.

(3a). "**We** are on the threshold of a new era which is the bearer of great hopes and disturbing questions. What will be the effect of the changes taking place? Will everyone be able to take advantage of a global market? (*Eco-Eng4*)

(3b). So, culture signs or codes, such as the examples illustrated are not easy to recognize unless **we** have a chance to grow within a culture. Solomon (1988: 4) explains that **we** may not always recognize the cultural codes that surround us, because most influential signs are not words et al., instead they are usually objects

and social practices with hidden meanings that **we** usually are not accustomed to looking for. (*CuS-Eng5*)

We in the two extracts above are not meant to refer to the writers themselves. In (3a), by using *we*, followed by “on the threshold of a new era”, the writer involves the readers in invoking the current world where all the people (obviously all-inclusive) should be facing both hopes and threats altogether. Whereas, in (3b) through pronoun *we*, the writer intends to remind the readers about the condition under which people have to be aware of. If a similar question is posed as to “Who has a chance to grow within the culture?”, the answer would be again all-inclusive.

Another case involving readers in the text is realized through the use of possessive pronoun *our*:

(4a). One of the criteria in judging how modern the culture of society is, in my opinion, can be based on how close the offers made by advertisements meet **our** daily needs or dreams. (*CuS-Eng3*)

(4b). Kesimpulan yang dapat kita tarik di sini adalah bahwa QW penting sebagai salah satu software pembuat test yang dapat mendukung implementasi e-learning di dunia pendidikan **kita**. (*ApL-BI4*). *The conclusion we can draw here is that QW is one of the important test-makers of software which can support e-learning implementation in our education.*

Our is followed by a noun in Eng, while *kita* comes after a noun in BI. Discursively, as shown in contexts, the above possessive pronouns display the same discourse function in which the writers clearly intend to engage the readers in the unfolding discussion. Reminiscent of the functions performed by extract (4a) and (bb), the writers wittingly refer to the readers subsequently as the owner of knowledge. Hyland (2001, p. 123) claims that verbs like *think*, *believe* allow writers to ‘build a personal ethos through an impression of certainty, assurance and conviction on the views expressed, an image strengthened with the use of personal pronouns’. In another study such as (Studer, 2008), such words have an evaluative function which amounts to the writer’s commitment to the propositional truth. In the data, the examples of verbs, which come before pronoun *saya* in BI RAs and after pronoun *I* in Eng RAs, suggest such an attribute to the writers in better convincing the readers.

(5a). Selain sifat orang Amerika yang mandiri, iklan ini, **menurut saya** juga memperlihatkan budaya Amerika yang masyarakatnya bisa diandalkan rasa kepercayaannya terhadap masing-masing, dan selalu siap untuk menghadapi segala macam tantangan. (CulS-BI2). *Besides showing Americans as being independent, I think this advertisement also shows that they are very reliable society and ready to deal with all sorts of challenges.*

(5b). Understanding this value, **I believe** this can explain why we hear an American saying, such as to not put off tomorrow what you can do today and when there's a will there is a way. (CulS-Eng4)

As we can see in the extracts, the personal voice like “I think” and “I believe” could help make the text more objectively expressed through its evaluative function which in itself proves Knapp and Watkins’ (2005, p. 206) right that grammatical resources of voice and modality are tightly linked to each other as the key devices of arguing. Besides making the statement sound more objective, by saying *menurut saya* (*I think* in BI, in (5a) the writer also avoids expressing too blatant conviction about the truth value of her/his ideas in anticipation of a hefty clash with the likely reaction of the readers. *I believe* in (5b), on the other hand, discursively shares the writer’s belief about the proposed ideas. The writer again initiates a proposition about what “understanding this value could mean”, but unlike in (5a), this time the writer has a stronger belief about why his/her proposition should be trusted.

Another interesting point to make out of the corpus analysis is the use of inclusive pronoun *we* and *kita* (*we* in BI) providing a means by which the authors appoint the readers as the agents to take action in response to the proposed issues to strengthen his bond with the readers. They frequently use the first person plural pronouns (*kita* and *we*) in both BI and Eng RAs as shown below.

(6a). It is an urgent task of the International Organizations to help promote a sense of responsibility for the common good. But to achieve this **we** must never lose sight of the human person, who must be at the centre of every social project. (Eco-Eng5)

(6b). **Kita** bisa saksikan bagaimana gilanya orang jual ideology pepesan kosong, banyak janji tidak ada bukti. Rakyat dijadikan korban ambisi kekuasaan. (ApL-BI2). **We** can witness how crazy people sell non-sense ideologies. People have been sacrificed at the cost of power ambition

We in the last two excerpts is mainly intended to acknowledge the readers as the important actors in the texts. All pronouns *we*, immediately followed by modal verbs, subsequently *must* in 'we must never lose', and *can* in "we can see" witness" are meant to give a stronger sense of acknowledging the readers as the joint-agents in the texts. Through pronouns *we*, the readers are assigned to witness the value of the ideas.

Conclusions

Having seen the devices in two RAs corpora and put them in the contrastive outlook, the data indicate that despite being written by the same persona of writers, devices used in BI RAs corpora are distinct from those in Eng RAs corpora. Writers in writing RAs have taken the target readers of the differing discourse community into prime consideration. Writers are more committed to helping readers in processing the text when writing Eng RAs than they are when writing BI RAs, suggesting that differences in audiences have played a major role in their decisions to use devices. This finding provides an insight that different uses of devices do not necessarily result from the differences of writers' national backgrounds but rather as a result of the language in which RAs are written.

The second conclusion was drawn from the attempt to situate the contrast between the two investigated corpora. The results suggest that disciplinary context is more revealing in accounting for the difference. Despite showing a random pattern of use in terms of total frequency counts for each individual device and despite the disciplinary constraint, each writer indicated an idiosyncratic style of writing. This result is consistent with the previous studies (Hyland, 1999, 2004, 2005; Dahl, 2004; Yakhontova, 2006) in that self-mentions display writers' attempts to interact with readers by way of promoting the sense of engagement in manifesting attempts to interact with the readers.

References

- Benwell, B., & Stokoe, E. (2006). *Discourse and Identity*. Edinburgh: Edinburgh University Press Ltd.
- Bruner, J. (1996). *The Culture of Education*, Cambridge, MA: Harvard University Press.

- Canagarajah, S. (Ed.). (2005). *Reclaiming the local in language policy and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36, 493–510.
- Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second-language writing*. Cambridge: Cambridge University Press.
- Crismore, A., Markkanen, R., & Steffensen, M., S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written Communication*, 10 (1), 39–71.
- Dahl, T. (2004). Textual metadiscourse in research articles: a marker of national culture or of academic discipline. *Journal of Pragmatics* 36, 1807-1825.
- De Fina, A., Schiffrin, D. & Bamberg, M. (Eds.) (2006). *Discourse and identity*. Cambridge: Cambridge University Press.
- Georgakopoulou, A., & Goutsos, D. (1997). *Discourse analysis – An introduction*. Edinburgh: Edinburgh University Press.
- Gragson, G. & Selzer, J. (1990). Fictionalizing the readers of scholarly articles in biology. *Written Communication*, 7(1), 25-58.
- Halliday, M. A. K., & Hasan, R. (1985). *Language. Context and text: Aspects of language in a social-semiotic perspective*. Geelong, Australia: Deakin University Press.
- Harwood, N. (2005). 'Nowhere has anyone attempted...In this article, I aim to do just that' A corpus-based study of self-promotional I and we in academic writing across four disciplines Nigel Harwood. *Journal of Pragmatics* 37, 1207–1231.
- Hinds, J. (1983). Contrastive rhetoric: Japanese and English. *Text*, 3, 183-195.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.
- Hyland, K. (2004a). Patterns of engagement: dialogic features and L2 undergraduate writing. In L. Ravelli and R. Ellis (Eds.), *Analysing academic writing: contextualized frameworks* (pp. 6–23). London: Continuum.
- Hyland, K. (2004b). Disciplinary interactions: metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing* 13, 133–151.
- Hyland, K. (2002a). *Teaching and researching writing*. Harlow: Longman.

- Hyland, K. (2002b). Directives: argument and engagement in academic writing. *Journal of Applied Linguistics*, 23 (2), 215–239.
- Hyland, K. (2002c). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics*, 34, 1091–1112.
- Hyland, K. (2001). The humble servant of discipline?: Self-mention in research articles. *English for Specific Purposes*, 20, 207–226.
- Hyland, K. (1999). Academic attribution: citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20 (3), 341–367.
- Ivanič, R. (1998). *Writing and identity: The discursive construction of identity in academic writing*. Amsterdam: John Benjamins Publishers.
- Ivanič, R. & Camps, D. (2001). I am how I sound: Voice as self-representation in L2 writing. *Journal of Second Language Writing*, 10, 3–33.
- Jezo, E.D. (2010). Teaching academic discourse writing in ESP courses for medical students and professionals. *US-China Foreign Language*.8 (76), 1.
- Jorgenson, M., W. & Phillips, L. (2002). *Discourse analysis as theory and method*. London: Sage Publications.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education, 2nd Ed. *Language Learning*, 16, 1–20.
- Knapp and Watkins' (2005
- Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Oxford UP.
- Malmström, H. (2008). Knowledge-stating verbs and contexts of accountability in linguistic and literary academic discourse. *Nordic Journal of English Studies*, 7(3), 35–60.
- Matsuda, P. K. (2001). Voice in Japanese written discourse implications for second language writing. *Journal of Second Language Writing*, 10, 35–53.
- Matsuda, P. K. (2007).
- Ramanathan, B. R. (1996). Audience and voice in current L1 composition texts: Some implications for ESL student writers. *Journal of Second Language Writing*, 5 (1), 21–34.
- Ramanathan, V. & Atkinson, D. (1999). Individualism, academic writing, and ESL writers. *Journal of Second Language Writing*, 8 (1), 45–75.

- Sokol, M. (2005). Academic identity construction in E-discussion lists: A case study. In G. Cortese, A. Duszak (eds). *Identity, community, discourse: English in intercultural settings*. Bern: Peter Lang AG.
- Studer, 2008),
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge. Cambridge University Press.
- Tang, R., & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes*, 18, (1), 23–39.
- Tessuto, G. (2008). Writer identity in the introduction section of academic Law research articles: Exploring metadiscourse strategies. *Linguistica e Filologia*, 27, 39-58.
- Tse, P. & Hyland, K., (2006). "Gender and Discipline: Exploring Metadiscourse Variation in Academic Book Reviews". In: Hyland, Ken / Bondi, Marina (eds.), *Academic Discourse Across Disciplines* (pp.177-202). Bern: Peter Lang.
- Van Dijk, T. A. (2008). *Discourse and context: A sociocognitive approach*. Cambridge: CUP.
- Vassileva, I. (2000). *Who is the author? A contrastive analysis of authorial presence in English, German, French, Russian and Bulgarian academic discourse*. Sankt Augustin: Asgard Verlag.
- Vassileva, I. (2004). *The perception of authorship across disciplines and cultures. In proceeding of the 14th European Symposium on Language for Special Purposes*. Surrey: the University of Surrey, Guildford.
- Vassileva, I. (1998). Who am I/Who are We in Academic Writing?: A Contrastive Analysis of Authorial Presence in English, German, French, Russian and Bulgarian. *International Journal of Applied Linguistics* 8(2), 163-190.
- Yakhontova, T. (2006). Cultural and disciplinary variation in Academic Discourse: The issue of influencing factors. *Journal of English for Academic Purposes* 5(2), 153-167.

CHAPTER II

ELECTRONIC CORPUS ANALYSIS

Electronic analysis of texts in linguistic research is relatively current because it only began to gain recognition in the late 1980s through John Sinclair with corpus-based research (analysis of a collection of texts) to examine classroom discourses and later developed a Collins Cobuild dictionary project at the University Birmingham, UK, which bases its dictionary entries on the use of language in a real context or use in real everyday human life scrutinized via corpus data. Electronic linguistic analysis bases its findings on empirical evidence that leads to the perspective of the use of real, everyday language so as to open an understanding of how language works in the context of a particular discourse. Based on the above definition, corpus linguistics is the study of corpus data of language using natural linguistic models; Analyses are usually performed using specialized software on a computer. Thus, corpus linguistics is a method of obtaining and analyzing data quantitatively and qualitatively, not a theory of language or even a single branch of linguistics on an equal footing, such as sociolinguistics or applied linguistics. The corpus-linguistic approach can be used to describe linguistic features and test hypotheses formulated in different linguistic frameworks. Here are just a few examples that incorporate recording of different stages of language learning to provide information for learning a foreign language. Historical corpora can be used to track the development of specific features in English history, such as changes in the use of the modal verbs *must* or *should*; appearance of modal verbs *going* and *wanna*; or sociolinguistic markers of specific age groups, such a use as discourse marker, can be explored for the purposes of sociolinguistic or discourse-analytical research.

The great advantage of the corpus-linguistic method is that language researchers don't have to rely on their own or other intuition of native speakers or even complex examples. Rather, they can use a great deal of authentic, natural language data obtained from different speakers or writers to confirm or refute/disconfirm their own hypotheses about specific linguistic features on the basis of a strong and solid empirical basis.

HEDGING STRATEGY IN DISCUSSION SECTIONS OF NON-SCIENCE STUDENTS' THESES: CORPUS ANALYSIS

Antonius Suratno

This research is conducted with a view to investigating the students' theses stored in the thesis repository. The purpose of this study is to disclose the way students express academic hedging in presenting academic ideas in Chapter IV of their these discussion sections. By deploying electronic analysis application this study attempts to analyze the way students use hedging techniques in expressing academic ideas so that the results are expected to contribute to the quality of students' academic writing and can help students who will write their theses. The analysis which involves corpus data with the accumulated collection of more than 100,000 words suggests that modal verbs were predominant devices used to hedge. Students tend to overuse Modal Auxiliary (62.6 %) with hedging devices of *can*, 36.75% of the total Modal Verbs. This may indicate that *can* is the most familiar hedge typically taught to and digested by Indonesian EFL learners. The misused hedging devices by the students showed that they are lack of knowledge of other relevant and less contentious devices to claim their academic findings such as *may*, *could be*, *may likely*, etc. This research is expected to provide input to students who will write a thesis in order to consider expanding the repertoire of hedging devices to produce academic writings that are more convincing and acceptable by other fellow academics who may disagree with statements or academic statements that potentially cause polemic or refutation from other academics.

Keywords: electronic analysis, thesis corpus, hedging, academic ideas

INTRODUCTION

Over the past years, the use of hedges has gained increasing interests of linguistic researchers, especially those working on the area of discourse, and even more specifically those focusing on academic discourse area (e.g., Gillaerts & Van de Velde, 2010; Hyland & Tse, 2004; Peterlin, 2005). The interests are not without reason as hedges play a critical role in academic discourse, especially where academic texts can manifest various aspects that can feed into the dissemination of scientific knowledge. In addition, students' final research paper, is one of the products of academic activities in the broader area of academic discourse may be of a vital means by which academic members record and share their academic viewpoints through the presentation of new academic findings whereby they argue and claim knowledge which requires ratification and acceptance from the relevant academic member of community called academic discourse community.

The research on hedges in academic fields may help to investigate and find an essential element of academic argument because through them writers generally exert into their writings ideas and propositions that include claims of knowledge and rationale through their texts (e.g., Hyland, 1998; Hewings, 2006). Such an activity is considered as an act of knowledge sharing that employ academic messages in the academic communicative encounters among members of a specific discourse community encompassing people from different disciplines or discourse communities, despite the varied discourse strategies relevant to the subject matter and the target audience, and the nature of the communicated information based on the accepted genre and ideology of the discipline or discourse community (Bazeman, 1988).

One of the problems confronting students in writing an academic text is the use of hedges and boosters. Students are not generally trained to specifically write in academic styles. If they happen to be so, they are not well aware of the use and importance of hedges in their academic texts. They are innocent and as they are shown their mistakes in the use of hedges, they are often confused about what they exactly are and how to use them (Macintyre, 2013). Hedges are written devices useable for communicative strategies conveying the writer's degree of confidence about the truth value of their academic proposition and expressing an attitude to the audience (Hyland, 2004). Hedges

sometimes is also known to be devices to express academic politeness and useable to downtone academic claims.

A proper use of hedges enables writers to express a proportional strength and truth value of opinion and perspective expressed in the academic statements, to present unproven claims with caution and to enter to a dialogue with their audience (Hyland, 2005). Thus, the importance of hedges in academic discourse lies in their contribution to uplift the academic discourse onto a higher degree of acceptance by the readers. They provide an appropriate rhetorical tool and interactive means of communication, conveying both epistemic and affective meanings. In Hyland's term, they serve as a medium of ethos and pathos deliverance. That way hedges do not only convey writer's degree of confidence in the truth value of a proposition, but also an attitude to the audience. Despite their importance, however, hedges, the students are not enough equipped with the knowledge of use and function and often still find them difficult to use.

Previous literature and research on hedges in academic discourse suggest that there are still many beginner lack the knowledge of hedges. As a result, they are prone to overuse, underuse, or misused them in their writing signaling their limited knowledge and experience of utilising this important rhetorical device for their writing weaponry. This present research, thereby, is meant to respond to the above issue by investigating the undergraduate students' final academic paper written by students of non-science subjects.

The contribution that this kind of research may be giving is that more and more academics and scientists wishing to improve the quality of their academic writing may take this as a reference. This may also expand the types of research by maximizing the potential that the electronic sophistication for analyzing the texts and that this also enriches the newly found research method dubbed as corpus and discourse study stream. The highlight of this research model is that it may potentially shed a new light into a new perspective on texts analysis useable for assessing the general portrayal of the text as well as scrutinizing the general features of the texts on the basis of disciplines which later can be readily exposed for learning and comparing various texts from different disciplinary backgrounds.

THEORETICAL REVIEW

Electronic Text Analysis

Text analysis develops alongside technological development or to be precise the very part of CALL in language learning area. Electronic analysis or digital analysis is another word for corpus analysis. The differences of the meaning lie on the emphasis in which the first term puts more emphasis on process, whereas the second stresses the product (Adolphs, 2002). Corpus analysis is much used in corpus linguistic study which is a study of language which puts more weight on the rules and principles analysis where a large amount of data in the forms of words or phrases or sentences and altogether make up of corpora. To put it simpler, a corpus linguistic study is a study that is made on the basis of large size of textual data collection on the aspects of linguistics analysable through different aspects of language or categories of analyzable elements of language. The single corpus should generally be homogeneous in nature in that the collection of the text corpora should consist of the same types or the same genre of texts.

Due to its requirement to have a sizable corpus, the way to analyze requires electronic tools rather than a time-consuming manual procedure of analysis. Recent technology offers different types of software to assist the researcher to study big corpora, among a few to mention are Wordsmith Tool, Antconc Tool, etc. This present research will particularly employ the second as an electronical analyzer tool. Computer software corpus analyzer is capable of conducting scanning of big data and produces output almost instantly, as a result, researchers can enjoy speedy and easily analyzable data. The software can conduct various analyses such as Keywords, statistically count frequency, concordance, and collocation. This is the reason why this type of analysis is relatively recent due to the fact that corpus study and corpus analysis did not come to existence until computer technology was invented. In linguistic world it is only beginning to be known in the 1980s, and it was not until the technology of analysis capacity was made available and storage of data began to be capable of accommodating such purposes.

Academic Discourse

Academic writing is one of the forms of academic discourse that can be used to describe a wide range of texts, ranging from book chapters, research reports, undergraduate essays, academic abstracts, laboratory reports, book chapters, theses to dissertations. Due to its diversity, it raises a question about the status of academic writing. Nash (1990, p. 9) one time questions whether “academic writing” can be called a “genre”.

Academic writing is an academic text used to disseminate and distribute knowledge of a particular discipline to relevant academic circles or discourse communities. For the interest of this current study, academic writing is limitedly defined within the context of students’ final research paper, a piece of academic writing aimed to report a study by students as partial fulfillment of the undergraduate degree completion in Indonesian academic culture.

As a part of the academic discourse, academic writers have to comply with an academic etiquette as the writers claim the knowledge truth or ownership and as such, they are bound to be cautious not to overconfidence about the absolute truth of the knowledge. An attempt to do so is classed as a hedging practice, academic politeness and cautiousness about the way knowledge is shared with the relevant members of the community in the context of academic discourse.

Although writing has gained its importance in education since the 1990s, it remains a relatively new field of study (Sperling & Freedman, 2001). This may be partly as a result of the old notion that writing is second to speaking, given that speaking came before writing (Lado, 1964) and that spoken language is primary whilst writing is essentially a means of representing speech for writing (Lyons, 1968, p: 38). No matter how important the written language has become in the lives of human beings, unlike the spoken language, it was not considered a language in its own right, as it is merely a way of recording language by means of visible marks (Bloomfield, 1933 in Venezky, 1999c). Consequently, the status of written language remains peripheral rather than central in the language study, at the very least, in terms of attention.

Currently, dichotomy between written and spoken language is no longer at issue. In referring to literacy as being embedded in the social context, Ivancic (1998, p. 59) summarises that the distinction between spoken and written

language is getting less and less easy to make, given the “speechifying” effects of communication technology. What is shared in common is that both have the same social purposes applicable in the social contexts? Purposes and interpersonal relationships are inherent in both modes of communication that should allow them to gain equal status in human discourse. That is to say that they two should receive equal attention by linguists, discourse analysts and pedagogues alike.

Writing, particularly in the contemporary information and technology age, is recognized as a key factor in academic lives (Sperling & Freedman, 2001) and it has had tremendous effects on people and society (Ong, 1982). Writing enables us to learn a set of concepts, a skill of language analysis, and rhetorical strategies. The more we know how language and persuasion work, the more features of styles and arguments we can recognize and use. Through writing, we get involved in the dissemination and distribution of the knowledge and information to the members of the academic world in particular and the rest of the society in general. Another reason why writing is so important is that it helps shape our knowledge, visualize our thinking as well as reflect human nature as social beings.

Of equal importance is academic writing. Although literature on academic writing begins to be available and sheds light on conceptual ideas in written discourse such as writers’ voices, authorship, creativity, identity, integrity, power, disciplinary variations, written discourse structure, text in context, etc., research on academic written discourse is still in need of reinforcement in terms of the guiding conceptual theories and methods due to the lack of strong constructs underlying research undertaking in academic writing (Matsuda & Atkinson, 2008).

Its relative contribution to the teaching of academic writing remains to be questioned as well. At the same time, efforts to establish research in academic writing have, in fact, indicated a noticeable expansion. This is obvious in Ivanic (1998) who brought in the insight for analyses of students’ writing that encompasses the concepts of writing as a social practice, identity, and ideologies in the knowledge-making processes. Whilst the first two are the interest in this current study, the last belongs in the more critical view of writing whose concern is primarily on the issue of power and ideology in the practice

of writing. With respect to the notion of academic literacy as a social practice, she highlights the importance of the role that writing plays in the process of social construction of knowledge, as reflected by some work, for instance, by (Bazerman, 1988; Geisler, 1994; Hyland, 2000). Through the concept, academic writing may be used to introduce students to the sense of discipline to develop the appropriate ways of expressing and using knowledge in order for them to enter into and gain acceptance from academic discourse members.

Socio-constructivism in writing (Bruner, 1996) views actors or agents as meaning makers and reality constructors within their environment and purposes. Constructivism in learning, in general, is widely known to be based on an assumption that learning is the process of knowledge construction through assimilation and accommodation, but in the perspective of writing, socio- sees writing as a meaning-making activity whose nature is both individually and socially oriented. Thus, there are at least three inextricable aspects: the actors, the writing activity and the context which manifests in the writer and (imagined) readers, the situated activity of writing, and the creation of meanings (texts).

This kind of connectedness may be linked to (Halliday & Hassan, 1985) who contend that texts are never purely linguistics- emphasizing the semiotic function in discourse and in creating meaning in the social contexts. This is among Halliday's legacy handed down to the mainstream study of discourse that language in use is not primarily the domain of psychology nor a cognitively-bound phenomenon, but rather as part of Sociology (see Halliday, 1978) to mean that language is a means to create meanings in the social life of the language users. Unlike structuralism (Saussure, 1983) which sees meanings as deriving from the internal relationships among signifiers with the propensity of undermining the role of the agents, constructivistic perspective discourse is symbolic (representing personal beliefs, values), and situated (takes place within a social context). The interplay between context & discourse is often illustrated as follows: 'context underlies discourse with its features used to interpret discourse; but because speakers' role manifests through texts, then discourse is a means by which context is observable through linguistic devices like through *I, here, interesting, etc'*. (Van Dijk, 2008, p 131), including hedges.

Hedges

Hedges are defined as devices that show a writer's decision to withstand complete commitment to a proposition that allows information to be presented as an opinion rather than an accredited fact (Hyland, 2005). Hedges plays a pivotal role in academic writing that help strengthens the credibility and trustworthiness of academic propositions and assuring the readers to believe that what is being stated is academically convincing. Hedges are one of the communicative strategies deployable to convey the writer's degree of confidence in the truth of a proposition as well as to express an attitude to the potential audience (Hyland, 2004). The proper use of hedges may, in turn, enables the writers to express a perspective on the shared knowledge, to mend a dialogue with the potential audience about the truth value of the knowledge with caution (Hyland, 2005). Hedges can also serve its function as a means by which the writers may down-tone the claim of the knowledge especially when the exact truth of a proposition can never be fully proven.

The use of hedges appears to signal the varying levels of writers' confidence overstatements or simply modesty in claim-making. It ranges from writers' considerate nature not to be overconfident or being modest about the knowledge claim he/she makes, such as shown in the examples of *mungkin* (may/maybe) and *may* taken from the corpora

In this study hedges are modified based on Mojica's 2005 and Hyland's 2004 Modal auxiliary includes modal and lexical verbs like *may*, *might*, *can*, *could*, *will*, *would*, and phrases that use any or a combination of these like *it may seem to appear*, *it might be suggested*. *Should* is taken as a booster as in Mojica (2005). Second, Epistemic lexical verbs include verbs that show epistemic acts such as *seems*, *appear*, *look*, *believe*, etc. The third category is epistemic adjectives and adverbs like *possibly*, *likely*, *probably*. Adjective, as well as adverbs, like *certainly*, *definitely* which are used to show confidence in the knowledge claim/s. In this last category there may be a combination of tentative verbs and modals together with self-mention, the device is considered a hedge when the claim seems to have been mitigated strengthened like in the example, *the researcher strongly believes* which made use of a tentative verb but was made certain by the use of the adverb *strongly*, even though such a combination is often categorized as boosters.

This study examined over fifty undergraduate theses on non-scientific subjects of economics, psychology, and communication of the randomly selected Chapter IV discussion section of the final research project reports taken from Soegijapranata Catholic University library repository. The selection of theses was limited to those written and submitted in the school year 2015-2018, making up a total of 100,000 words corpora. It is only the section of research discussion that was selected and collected into a corpus ready to be examined prior to analysis.

RESEARCH METHOD

Nature of research

This research is a corpus-based electronic analysis using *Anconc Software Corpus Analyzer*, the characteristics of which is relying on the machine producing a digital output of data readily analyzable both quantitatively and qualitatively. Due to its nature, it can be designed into either qualitative or quantitative research or even the two are altogether mixed into a blended research approach depending on the research objectives. In this particular project, a digital analysis will be geared to producing the data of text keywords, concordances, and collocation which mainly quantitative in nature. However, as the output of data also reveal the element of language context, the result of which can also be analyzed qualitatively to show how certain relevant data are used within the contexts of discourse, making it a qualitative as well. Thus, it can be said that this model of research is mixed method research. It is quantitative in the sense that the electronic data will present the mapping of the frequency and even statistical distribution, but it is also qualitative in that the digital data can portray the characteristics of language within the socio context of use and thus qualitative. What is new in this type of research is that the roles and the sophistication of computer is exploitable for scrutinizing and portraying the texts on the basis of certain aspects relevant to the intended focus of research. In the broader sense, it can be a versatile analyzer depending on the research purpose.

This study is descriptive in nature. A simple frequency count was used, making this study qualitative research. Determining the differences of the types of hedging devices use in the investigated corpora Eventually, the fact that there

are still many undergraduate students who lack the knowledge of hedges in terms of use and function which often results in overusing, underusing, and even misusing them in their writing makes this research relevantly done to provide them with valuable inputs and feedback which they need in their academic writing. Therefore, the present research was conducted to investigate how hedges have been used by non-science undergraduate students in their final research reports, in particular in the way they do so in Chapter IV in which they present the data and research findings.

Data source

Data to be analyzed were taken from the campus library repository data of students' theses.

Research stages:

Text identification stage

Corpus study requires a large number of electronic data which is generally called text corpora making it a large body of texts. In this stage, researcher will set up an inclusion and exclusion criteria to screen relevant from the irrelevant ones. This can be done by setting what corpus is going to be made, for instance, by determining the length of each corpus size, the genre of the text to determine the similarity of the characteristics of the text, as well as the purity of the text in a way that allows the machine to analyze only what is supposed to be analyzed. Say for instance, appendix, list of references, or index generally constituting part of the body of text are not the primary part of the body of the text. This research will deal with the size of corpora involving 100.000 (one hundred thousand) words of non-science undergraduate students' final research paper garnered randomly from Thesis Repository.

On the completion of the data collection, data are to be refined by omitting the irrelevant parts of the text and once the finely refined data have been established they are joined together to make up of a corpus data in the RTF data format readily analyzable. This way, it is expected that the output of the electronic analysis represents the characteristic of the investigated text.

Data analysis

Once the corpus data making process is completed, it is high time to come to the analysis stage. Electronic data analysis will only focus on 3 major aspects of hedges (excluding boosters), i.e.:

1. Modal auxiliary. It is an analysis that will involve word search which will be useable to investigate the auxiliary use in the corpora both in frequency and in the context of use.
2. Epistemic lexical verbs. This time word search function will be deployed to words or phrases that express writers' expressions that show believes, hopes, expectations, predictions, assumptions, projection, etc.
3. Epistemic adjectives and adverbs. This analysis focuses on the result of the words or phrases that express feelings, attitudes expressed in adjectives or adverbs forms. The two parts of speech can generally express the degree of evaluation about knowledge or proposition that may reveal intensity, quantity, frequency, quantity, etc.
4. Miscellaneous, which encompasses any expression of a certain extent, assumption, indicator, etc.

Overall the aspects to be investigated is summarized in the following table:

Table 1: Four categories of hedges

| <i>Types</i> | <i>Samples</i> |
|----------------------------------|---|
| Modal auxiliary | might, could, would, etc. |
| Epistemic lexical verbs | seem, assume, suggest, etc. |
| Epistemic adjectives and adverbs | perhaps, likely, mainly, etc. |
| Miscellaneous | certain extent, assumption, indicator, etc. |

ANALYSIS AND DISCUSSION

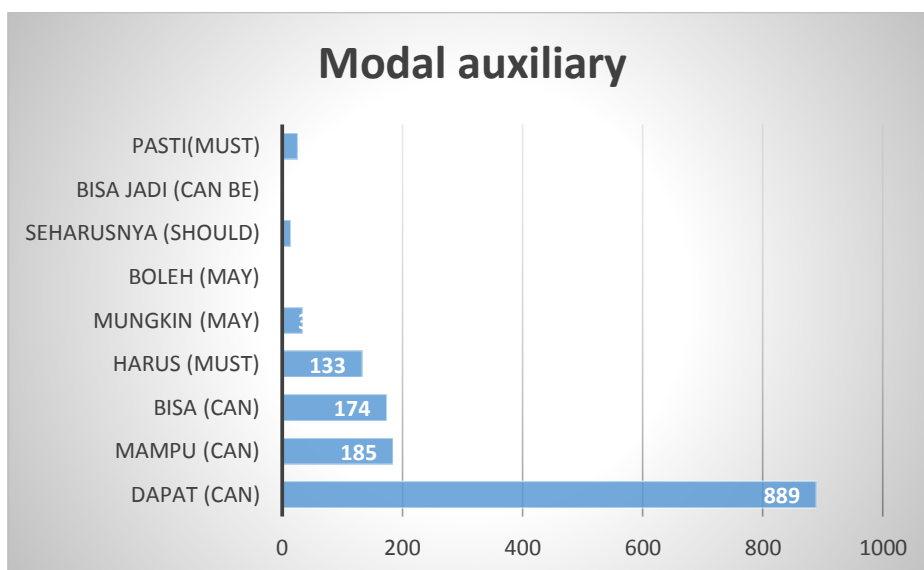
This research has been completed and the following section presents the analysis of data and discusses the findings: The data presentation is divided into some sections, i.e data presentation and discussion.

Data Presentation

From the corpus analysis, done through keyword search, the following is the summary of the hedges devices used throughout the whole analyzed corpora.

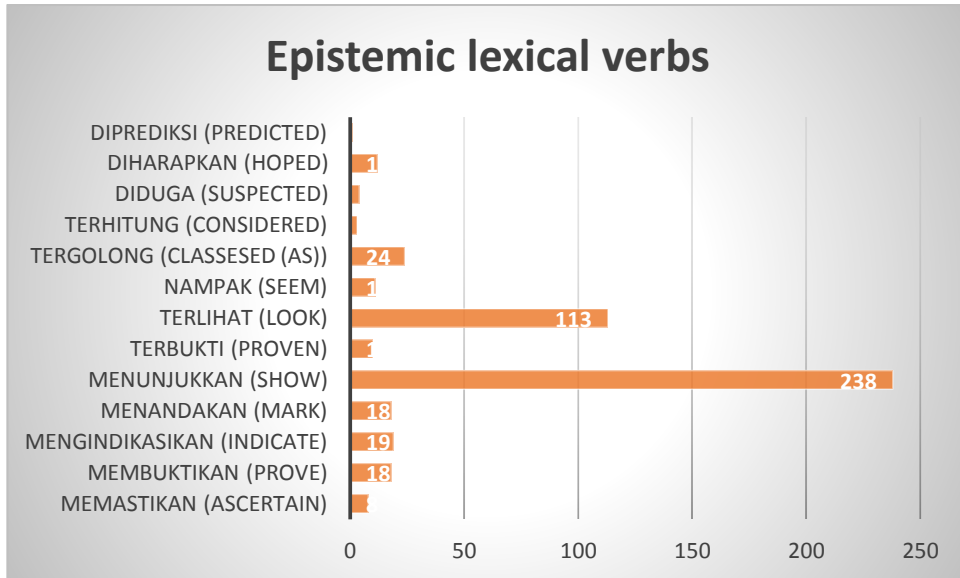
| Types | Frequency | Percent (%) |
|----------------------------------|------------------|--------------------|
| Modal auxiliary | 1458 | 62.6 |
| Epistemic lexical verbs | 459 | 19.8 |
| Epistemic adjectives and adverbs | 410 | 17.6 |
| Miscellaneous | 0 | 0 (%) |

Modal Auxiliary

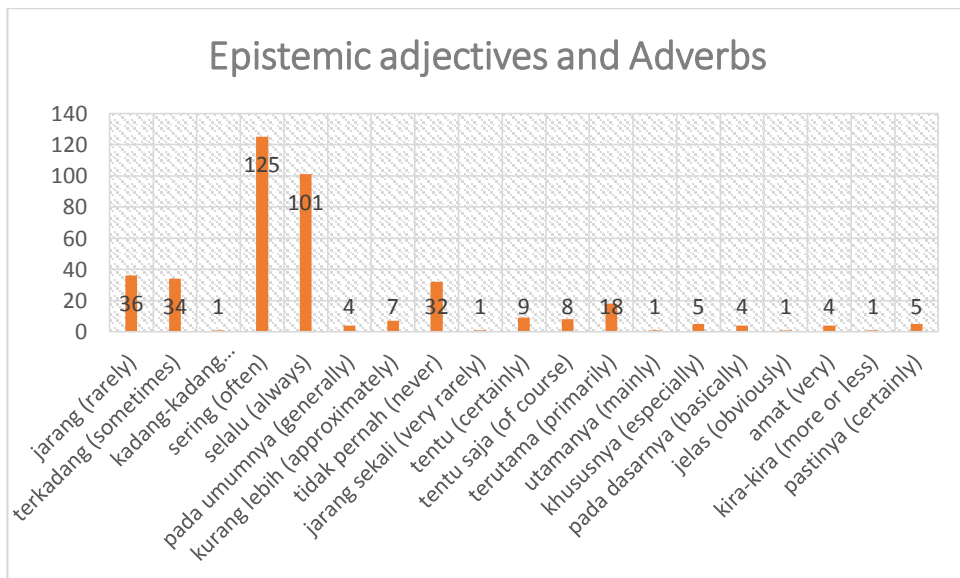


Of the displayed data, an outstanding phenomenon is the predominant use of *dapat* (can) which is non-comparable to other modal auxiliaries. This suggests that students have high confidence or even they can be said to have been overconfident about the propositions or the claim of the knowledge in their writing. In contrast, they tend to ignore the importance of downtoning them in order for the ideas or proposition to get easily accepted by the potential readers. This is vindicated by the very few modal auxiliary of may, might, maybe in the overall investigated corpora.

Epistemic lexical verbs



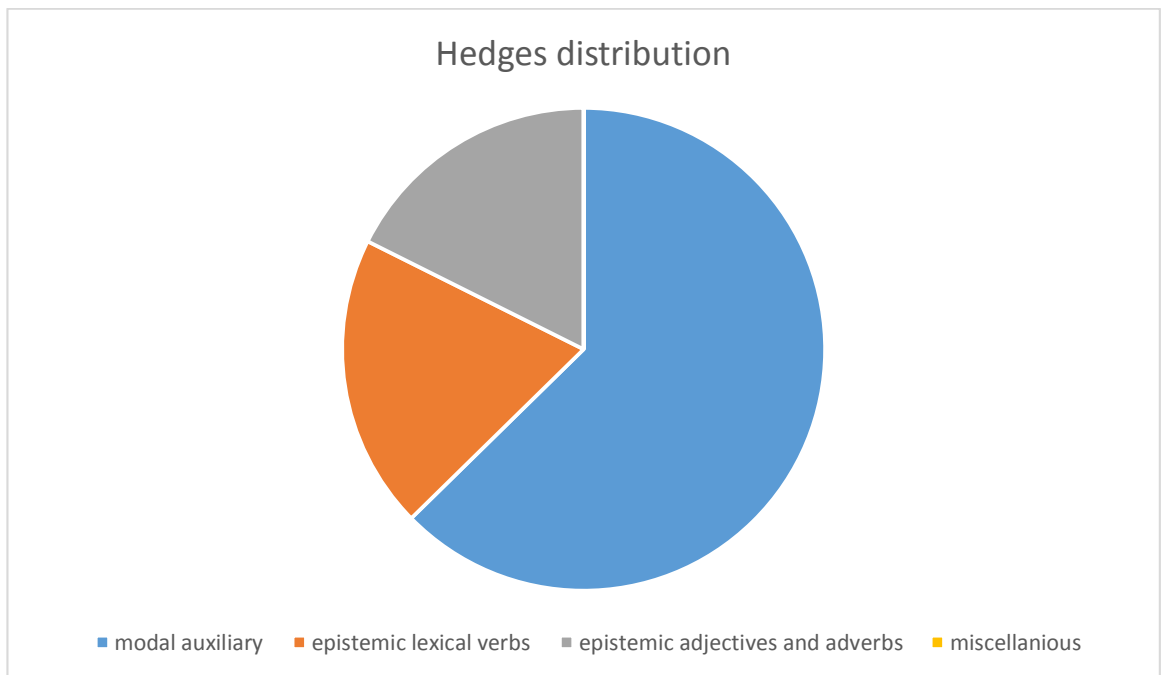
Epistemic adjectives and adverbs



Among the most frequently used devices are *often* and *always* to display writer's experience or factual truth about the academic prepositions and findings

Distribution of lexical frequency

| <i>Types</i> | <i>Frequency</i> | <i>Percent</i> |
|----------------------------------|-------------------------|--|
| Modal auxiliary | 1458 | Dapat 889 Mampu 185 Bisa 174 Harus 133 Mungkin 34 Boleh1 Seharusnya 14 Bisa jadi 2 Pasti 26 |
| Epistemic lexical verbs | 459 | Memastikan 8 Membuktikan 18 Mengindikasikan 19 Menandakan 18 Menunjukkan 238 Terbukti 10 Terlihat 113 Nampak 1 Tergolong 24 Terhitung 3 Terbukti 10 Diduga 4 Diharapkan 12 Diprediksi 1 |
| Epistemic adjectives and adverbs | 410 | Jarang 36 Terkadang 34 Kadang-kadang 1 Sering 125 Selalu 101 Pada umumnya 4 Kurang lebih 7 Tidak pernah 32 Jarang sekali 1 Tentu 9 Tentu saja 1 Terutama 18 Utamanya 1 Khususnya 5 Pada dasarnya 4 Jelas 1 Amat 4 Kurang lebih 7 Kira-kira 1 Pastinya 5 |
| Miscellaneous | 2327 | 0 |

The overall look of hedges distribution:**Discussion**

Modal verbs as the highest frequently occurred in the articles overused hedging devices of *can* (frequency = 1.096) or 36.75% of the total modal verbs (frequency = 2.982). The overused modal verb *can* explains that *can* is the most familiar hedge typically taught to and digested by Indonesian EFL learners. Furthermore, the researcher also found the misuse of a hedging device of *can*. The misused hedging devices by the students showed that they lack knowledge of English rhetoric. Moreover, the highest rate of *universal pronoun* (frequency = 914) or 60.65% of the total boosters (frequency = 1.507) found in the articles written by undergraduate students indicated that the students overstated and exaggerated the statements which represented a valid rhetorical means of conveying the power of the writers conviction and obvious evidential truths. The use of the universal pronouns in the article can project a hyperbolic and inflated impression. The students used more modal hedges as a way of reducing

the risk of opposition, being precise in reporting results, and also as a means of being polite.

Furthermore, hedging enables the writers to minimize their presence in their writing, highlighting the tentativeness of propositions advanced by authors. Therefore, it can be said that the writers prefer to obscure their authorial identity while advancing their opinion. However, at the same time, boosters were also found in large numbers even though they were not as many as hedges in the students' articles when they were sure that their claims share some universal understanding to win the approval of their readers.

CONCLUSION AND SUGGESTION

There were five types of hedges used in the articles written by undergraduate students. They were modal verbs, epistemic adjectives, epistemic lexical verbs, epistemic adverbs, and epistemic nouns. Furthermore, there were three types of boosters in the articles. They are universal pronouns, amplifiers, and emphatics. Of the total hedges and boosters, modals verbs comprised more than half of the total hedging and boosting devices. Epistemic adjectives, epistemic lexical verbs, epistemic adverbs, epistemic nouns and boosters comprised the remaining. It is interesting to note that combined together the employment of the remaining hedges and boosters was still lower than that of the modal verbs. Modal verbs, the highest in the frequency, occurred in the articles were the overused hedging devices of *can* (frequency 1.096) or 36.75% of the total modal verbs (2.982 times). The overused modal verb *can* explains that it is the most familiar hedge typically taught to and digested by Indonesian EFL learners. Furthermore, the researcher also found the misuse of a hedging device of *can*. The misused hedging devices by the students showed that they lack knowledge of English rhetoric. Moreover, the highest rate of *universal pronoun* (frequency = 914) or 60.65% of the total boosters (frequency = 1.507) found in the articles written by undergraduate students indicated that the students overstated and exaggerated the statements which represented a valid rhetorical means of conveying the power of the writers' conviction and obvious evidential truths. The use of the universal pronouns in the article can project a hyperbolic and inflated impression. The students used more modal hedges as a way of reducing the risk of opposition, being precise in reporting results, and

also as a means of being polite. Furthermore, hedging enables the writers to minimize their presence in their writing, highlight the tentativeness of propositions advanced by authors. Therefore, it can be said that the writers prefer to obscure their authorial identity while advancing their opinion. However, at the same time, boosters were also found in large numbers even though they were not as many as hedges in the students' articles when they were sure that their claims share some universal understanding to win the approval of their readers.

Suggestion

Based on the results, this research suggests the EFL lecturers pay attention to the significance of hedges and boosters to enrich the students' knowledge of the parts of the discourse. This might become a reference for advisors to have much attention on students under their guidance. Familiarizing students with the rule and norms of academic writing might help students, especially those who write their final assignments. Moreover, the present research can be a stepping stone for future researchers to investigate hedges and boosters in an academic context, written or spoken for the comparison. There can be further studies on certain hedges and boosters typically employed by a particular group of people. There can also be further research investigating the functions or motivations behind the use of hedges and boosters in academic writings by also interviewing the authors. Finally, the studies on hedges and boosters in academic spoken discourse, for instance in English debate, can be carried out for the sake of exploration of English linguistics in general.

As the nature of data influences the use of hedges, RAs in different disciplines follow their own patterns. This study found that writers in AL, a soft-applied science, tended to employ more hedges than those in CE, a hard-applied science. Because data in soft science are quite abstract and appear to be subjectively analyzed, writers in AL are likely to show fuzziness and to leave space for negotiation whereby a sense of politeness is shown. When compared to data in soft science, those in hard science are more precise with numerical figures, and tend to be more objectively analyzed to avoid ambiguous interpretations; however, writers in CE also offered a room for alternative interpretations and representations to achieve precision in scientific claims and

to express politeness as well. Arising from these differences and similarities, writing conventions should be considered in teaching as rhetoric allows RAs to be recognizable within each discourse community. Besides, different forms of hedges and the reasons underlying the use of hedges should be taken into great consideration as well.

References:

- Adolphs, S. (2006). *Introducing electronic text analysis*. London: Routledge.
- Camiciottoli, B. (2003). Metadiscourse and ESP reading comprehension: an exploratory study. *Reading in a Foreign Language* 15, 28-44.
- Chomsky, Noam. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press
- Hyland, K. (2004). *Metadiscourse: Exploring interaction in writing*. NY: Continuum Discourse Series.
- Jalal, F. (2009). Rendah, publikasi peneliti Indonesia di jurnal internasional. *Suara Pembaharuan Daily*. 1 July 2009. South East Asia : Indonesia : Interview with Dr. Fasli Jalal. Director General of Higher Education. Retrieved June 20, 2010 from / http://www.winne.com/dn_interview.php?intervid=2668.
- Krieger, D. (2003). Corpus Linguistics: What It Is and How It Can Be Applied to Teaching. *The Internet TESL Journal* 9, no. 3 (March): page nr. <http://iteslj.org/Articles/Krieger-Corpus.html> (accessed April 10, 2013).
- Meyer, C. (2002). *English Corpus Linguistic: An Introduction*. Cambridge: CUP.
- Meyer, P. (1997). Hedging strategies in written academic discourse: Strengthening the argument by weakening the claim. In R. Markkanen & H. Schroder (Eds.), *Hedging and Discourse: Approaches to the analysis of a pragmatic phenomenon in academic text*, (pp.21-41). New York: Walter de Gruyter.
- Mojica, L. (2005). Filipino authors' ways of showing detachment/commitment in their English academic papers. In D. Dayag & J.S. Quakenbush (Eds.), *Linguistics and language education in the Philippines and beyond: a festschrift in honor of Ma. Lourdes S. Bautista*, (pp. 511-525). Manila: Linguistic Society of the Philippines.

- Sinclair, J. M.(1998) Corpus evidence in language description, In Gerry Knowles, Tony Mcenery, Stephen Fligelstone, Anne Wichman, (Eds.) *Teaching and language corpora*. Longman pp. 27-39
- Sinclair, J. M. (1997) Corpus evidence in language description. In A. Wachtman (ed.) *Teaching and Language Corpora*. London: Longman.
- Suratno, A. (2012) Metadiscursive Interaction in Research Articles: A Case of Indonesian Scholars Writing in Indonesian and English (unpublished dissertation).
- Thomson Scientific (2004).Scholarly research, publishing, and analysis.
Retrieved March 2010 from
http://thomsonreuters.com/products_services/science/academic/.

Evaluating the Economics Journal Articles Using Electronic Analysis

Antonius Suratno

This small scale research project attempts to evaluate academic research articles in order to find out the linguistic and lexicogrammatical aspects through electronic analysis. This is essentially a corpus study research, a type of research combining quantitative and qualitative approaches, in which some aspects of writing which encompass keywords, concordances, collocation were electronically scrutinized. The object of investigation is a text corpus of research articles in the discipline of Economics published in the reputable journals involving 10 articles making up of 28000 words corpora. By using electronic data in the form of text corpora of journal articles which were analyzed electronically using Antconc software, the results indicate that economic article corpora typify texts belonging to social science dominant with the characteristics of social science texts as can be vindicated by the keywords and concordances of modality which manages to highlights the frequent use of hedging in expressing and claiming social knowledge and research findings. Samples of hedging, in particular, where modal verbs such as *can*, *may*, *might* were predominant in the claim of knowledge indicating that the claim of the truth of the knowledge is non-exact type. Unlike the hard science researchers whose fields were grounded on the positivistic views, the economic texts written by the researchers in the field of Economics are parts of the research and therefore the claim tends to be interpretive. and that in doing so, researchers are part of the whole research activities. In addition, this research provides a valuable contribution to prospective writers who wish to write in the economic journals to get themselves familiar with the styles of the economic discipline despite the fact that the analysis of keywords and collocation did not specifically indicate typical characteristics of economic texts.

Keywords: *electronic analysis, scientific articles, corpus, keywords analysis, collocation, concordances*

Introduction

Electronic analysis of text corpora is a relatively new approach to studying texts as it did not get its popularity until John Sinclair began to introduce a corpus study in the 1980s in which he was actively investigating various classroom discourse and then his research team managed to build a widely known dictionary called *Collin Cobuild* in the University of Birmingham, UK. whose entries were made on the basis of the language in use refined through corpus studies. Text analysis, in its actual use, relies on empirical evidence which pertains to the actual use of the language so that it allows the researcher to identify how that particular language in such a particular context of works.

Recently English has been one of the languages used by people to get involved in academic competition especially where academic competition is concerned. This is particularly at issue because the demand for publication is an inevitable part of academic life and coupled with the fact that the opportunity for publication is getting more wide open. Unluckily, however, as reported by Thomson Scientific (2004), a contribution that Indonesian scientists and researchers have made via International publication remains relatively low (only 522), compared to the other counterparts from the neighboring countries such as Malaysia (1,428), Thailand (2,397) or Singapore (5,781). As admitted by Jalal (2009), the publication in the form of books or scientific articles for knowledge and research publication in the International journal bearing Indonesian names is only 0.8 articles per million populations, meaning that the number is still very low considering the population number in the whole.

Given the fact, efforts have to be done, among other things, by evaluating the work of the Indonesian academics in terms of the aspects of the text quality as well as the styles of writing which can be done by doing electronic text analysis. The objectives of such an attempt is to find out if there indeed a close to ideal quality of text which may be of a model for other scientists to learn from, or at the very least to be used as a means for them to reflect what has been the downsides of their works so that they can gradually improve their own and start producing qualified work which is more competitive. This research, therefore, tries to answer the following questions, i.e. is analysis through electronic analysis is indeed possible and if a certain analytical procedure can expose the characteristics of good texts. In other words, it overall will be capable of

evaluating Economic journal articles through the electronic analysis of the text corpora and analyzing them based on certain categories of text analysis so that the common characteristics of text form a certain discipline can manifest and useable for reflection and learning.

The contribution that this kind of research may be giving is that more and more academics and scientists wishing to publish their works in the International journals may take this as a reference. This may also expand the types of research by maximizing the potential that the electronic sophistication for analyzing the texts and that this also enriches the newly found research method dubbed as a corpus and discourse study stream. The highlight of this research model is that it may potentially give a new light into a new perspective on texts analysis useable for assessing the general portrayal of the text as well as scrutinizing the general features of the texts on the basis of disciplines which later can be readily exposed for learning and comparing various texts from different disciplinary backgrounds.

Theoretical Review

Corpus analysis

Corpus in English corpus means a collection of texts. According to Baker (2010: 93), the corpus is a collection of texts both written and oral stored on a computer. Baker defines the corpus found only in electronic media. A corpus is a collection of writings written by someone in the form of hard and soft copies. Corpus in the form of hard copy can be exemplified such as books, magazines, dictionaries, and newspapers. Examples of soft copy can be applications, websites, online dictionaries, and so forth.

From this understanding, it can be said that the corpus is a collection of texts both oral and written in print and electronic media and can be used as a source of data analysis. In this case, all types of linguistic units (words, phrases, clauses, sentences, and discourse) are sure to be part of the corpus as long as they are collected into one unified form, but not if they do not become a unit (collection) then they cannot be called a corpus. Therefore, the corpus data are also identical to a large amount of data having a substantial amount of quantity. Therefore, the corpus is also referred to as a language bank. Furthermore, the corpus can only be readily analyzable so long as they have been refined to contain only the

homogeneous type of data and data source that contains readily analyzable linguistic units

From another point of view, a corpus can also be built from what one can collect from both oral and written sources. Oral sources can be obtained from recordings, interviews, and discussions. Written sources can be generated from books, novels, newspapers, magazines, web, blogs, journals, and so forth. After the text is collected, it then becomes a data set called the corpus. This will become a corpus if the language unit can become a database.

Corpora-based research

The use of large corpora as the basis of the research is new and interesting considering that on its initial stage of development, it used to get strong resistance from the structural linguists on the pretext that there was no way to investigate language on the basis of texts. Noam Chomsky, for instance, argued that research focus on the real use of language does not represent true knowledge of language science because language study should primarily about competence not performance (1965). Over time, the technological advancement as the new theory of learning slowly changed coupled by the offer of technology, computer technology has made the impossible possible not only because of its reliability and capability but also because of its contribution into the linguistics study began to materialize and its real advantages for language learning through CALL (*Computer-Assisted Language Learning*) was getting more and more acceptance. Alongside, the research endeavor based on corpora also began to gain acknowledgment in particular since Sinclair and Coulthart managed to extensively study the corpora in the project design of dictionary built out of the corpus data also as they made use of the corpus study in the areas of classroom discourse which contributed much to understanding classroom interaction. Two worth noting monumental works were a contextual study of language (Sinclair, 1987) on the syndication of Birmingham University, the UK resulting in the making of *Collin Cobuild* dictionary, then followed by an attempt to study *language acquisition* on language acquirement.

The researcher of this current study has also ever taken its advantages to studying a corpus of research articles data to investigate *authority* in academic writing where he put emphasis on how pronouns were used in two types of soft science and hard science texts corpora (Suratno, 2012, *unpublished dissertation*).

In addition to some other research on corpus in the area of syntax and social representation of discourse, et cetera. Among the standing out capacities that the electronic corpus analyzer can do in the search of language corpus is *concordance* upon which the software computer technology is smart and quick in doing *quick search* another area of job is Keyword study to go into a detailed study of words or phrases, making wordlist and counting frequency of a certain linguistic category (Meyer, 2002).

In the field of language learning, electronic analysis has been devised to enrich the material development for vocabulary and grammar as it is capable of producing a quick search of for patterns of vocabulary and grammar use in the corpus collection the result of which reflects the actual use of language relevant to the context of both spoken and written social interaction. The analyzer software can produce various lists of concordances and collocations, wordlist or keywords of the analyzed corpus from which idiomatic expressions and grammatical expressions can be generated readily useable, further analyzed or compared to other corpora. Almost all types of text genre, either written or spoken, either fiction or non-fiction, either natural or non-natural use of language can be analyzed using the software. Thus, the obvious advantage of the corpus analyzer software is that it can read the large size of data swiftly do search processing of words or phrases out of almost unlimited numbers of words. It becomes clear from the above account that corpus analysis using corpus analyzer software is a beneficial research process and that the software is a reliable tool useable for various research purposes.

Electronic Analysis and Its Potentials

Krieger (2003) made an attempt to investigate language in the context of day-to-day use which tend to ignore the role of register in its use, while the fact indicates that it is registered in which genre of language can be identified and that it is in it as well that an account of how language works and how it is used can be understood. As generally know, language can be classified into various registers such as fiction and non-fiction, literary and non-literary, academic and non-academic. Even within one genre, say for instance, academic genre, language can make up of various sub-genre like research articles, laboratory reports, lecture, academic discussion, general lecture, conference presentation, classroom hand-outs, lecture modules, etc. An electronic analysis is capable of exposing and

showing that language works differently depending on in which genre it is used, the consequently different genre with its every unique characteristic cannot be generalized and therefore each has to be understood and treated differently (ibid.).

Research on the research articles written by different writers is not primarily intended to build a theory of academic writing but rather to provide a picture of how academic text like research article is written from which the empirical data can display the general patterns, writers' tendencies in word choice, common phrases, or even sentence patterns. The electronic analysis of language may be capable of exposing how the language of different genres behaves in conveying ideas, messages, facts, habits and even the writers' cultural values characterizing his/her discourse community, making a certain genre of texts is comparable to other genres. After all, the electronic analysis may be geared to produce analyses of texts from the area of genres, linguistic patterns, lexico-grammatical aspects, phonological aspects, morphology to discourse.

Research Methods

This research is a corpus-based electronic analysis using *Anconc Software Corpus Analyzer*, the characteristics of which is relying on the machine producing a digital output of data readily analyzable both quantitatively and qualitatively. Due to its nature, it can be designed into either qualitative or quantitative research or even the two are altogether mixed into a blended research approach depending on the research objectives. In this particular project, a digital analysis will be geared to producing the data of text keywords, concordances, and collocation which mainly quantitative in nature. However, as the output of data also reveal the element of language context, the result of which can also be analyzed qualitatively to show how certain relevant data are used contextually within discourse, making it a qualitative as well. Thus, it can be said that this model of research is mixed method research. It is quantitative in the sense that the electronic data will present the mapping of the frequency and even statistical distribution, but it is also qualitative in the sense that the digital data can portray the characteristics of language within the socio context of use and thus qualitative. What is new in this type of research is that the roles and the sophistication of computers are exploitable for scrutinizing and portraying the

texts on the basis of certain aspects relevant to the intended focus of research. In the broader sense, it can be a versatile analyzer depending on the research purpose.

Research stages:

Text identification stage

Corpus study requires a large number of electronic data which is generally called text corpora making it a large body of texts. In this stage, the researcher will set up an inclusion and exclusion criteria to screen relevant from the irrelevant ones. This can be done by setting what corpus is going to be made, for instance, by determining the length of each corpus size, the genre of the text to determine the similarity of the characteristics of the text, as well as the purity of the text in a way that allows the machine to analyze only what is supposed to be analyzed. Say for instance, appendix, list of references, or index generally constituting part of the body of text are not the primary part of the body of the text. In this research, due to the time constraint, will only deal with a small size corpus study involving less than 30.000 words of Economics journal articles collected out of 10 data of article samples.

On the completion of the data collection, data are to be refined by omitting the irrelevant parts of the text and as the finely refined data have been established they are joined together to make up of corpus data. Readily analyzable. This way, it is expected that the output of the electronic analysis represents the characteristic of the intended text, in this case, Economic journal articles.

Data collection and transformation

Any paper-based data have to be transformed into digital data in order to be readily analyzable. Data to be analyzed were taken from the already published journal articles so that it does not specifically require the researcher to transform the data from the non electronic to electronic data.

Data analysis stage

Once the corpus data making process is completed, it now high time to come to the analysis stage.

Electronic data analysis will only focus on 3 major aspects, i.e.:

1. Keywords analysis. It is a kind of analysis that will present the frequency data of the keywords the most to the least frequently used in the corpora. From

this, the researcher can see what words are predominant which characterize the text to be categorized as the text of a certain text genre.

2. Concordance analysis. This type of analysis allows the researcher to scrutinize certain linguistic functions and the frequency of such use. For instance, how the pronoun 'I' is used in the corpus and how frequent it is used. So, in addition, to see the data from the quantity, the analysis can be deepened into in what context that particular word is used so that the socio context of the language can be established with regards to question why.
3. Collocation analysis. This analysis focuses on the tendency particular words in the text co-occur with or what word a certain word closely associates within the actual use of text. For instance, the word 'business' might possibly collocate with 'plan' or 'running', so that the collocation in the text may manifest in the phrase such as a business plan or running business. The advantage of this analysis is that it can help identify the generic and common expressions pertain to a particular field of study, in this case, Economics

Data Analysis and Interpretation

Stages of the research has been completed and the following are the data presentation and interpretation

Text analysis is broken down into the following:

1. Keyword Analysis

#Word Types: 3273

#Word Tokens: 28623

#Search Hits: 0

Number of Keyword Frequency

| | | |
|---|------|------|
| 1 | 2087 | the |
| 2 | 1199 | of |
| 3 | 772 | and |
| 4 | 720 | to |
| 5 | 600 | in |
| 6 | 505 | a |
| 7 | 494 | that |
| 8 | 441 | is |

| | | |
|----|-----|------------|
| 9 | 356 | for |
| 10 | 325 | x |
| 11 | 253 | we |
| 12 | 244 | are |
| 13 | 242 | this |
| 14 | 231 | with |
| 15 | 208 | as |
| 16 | 183 | on |
| 17 | 172 | be |
| 18 | 159 | by |
| 19 | 148 | model |
| 20 | 134 | cash |
| 21 | 131 | value |
| 22 | 127 | rm |
| 23 | 125 | s |
| 24 | 120 | not |
| 25 | 119 | an |
| 26 | 117 | investment |
| 27 | 114 | which |
| 28 | 112 | it |
| 29 | 111 | our |
| 30 | 109 | or |
| 31 | 103 | firms |
| 32 | 100 | capital |
| 33 | 97 | dividends |
| 34 | 97 | firm |
| 35 | 97 | public |
| 36 | 94 | at |
| 37 | 94 | internet |
| 38 | 92 | dividend |
| 39 | 92 | these |
| 40 | 91 | private |

| | | |
|----|----|----------|
| 41 | 90 | e |
| 42 | 90 | have |
| 43 | 88 | from |
| 44 | 84 | than |
| 45 | 83 | business |
| 46 | 81 | their |
| 47 | 80 | also |
| 48 | 80 | can |
| 49 | 78 | will |
| 50 | 76 | labor |

The digital analysis found out that of 28.000 words analyzed, there were 3273 keywords found in the overall corpus data. The above table shows only the top 50 keywords frequently used by the writers which among the predominantly used economic terms include such words as **model, cash, values, investment, firm, capital, dividends, business, and labors**. Interestingly, the word *the* and *of* are on the first and second top list. It is understandable given the two function words in English tend to be ubiquitously present to be part of the way sentences are constructed and different ideas are expressed. That's why they are called function words. In other words, the two words will also generally lie on among the top rank in any other text, Despite the frequency, the two cannot be used to show the specificity of the words within the context of the discipline of studies.

Concordance Analysis

In this current research modal verbs as the signifiers of hedging in academic writing were chosen for concordance analysis due to the reason that they can show how the writers express their ideas related to knowledge, its truth and knowledge claims relevant to the subject matter. Therefore, a conclusion can be drawn if they typify the discipline under study.

The next table shows that the writers most frequently use subsequently, *can*, *will*, and *may*. Specifically with the use of *modal verbs can*, the writers are being positive and confident about the phenomenon they are investigating, besides also expressing abilities or capabilities in doing something. While, the word **will**, indicates that there is an obvious optimism by the writers that ideas

and phenomena related to the economic situation and the fact related to the research findings are positive.

| Number | Modal Verbs | Frequency |
|--------|-------------|-----------|
| 1 | Can | 80 |
| 2 | Will | 78 |
| 3 | May | 52 |
| 4 | Should | 34 |
| 5 | Might | 19 |
| 6 | Could | 14 |
| 7 | Must | 10 |
| 8 | have to | 2 |
| 9 | Probably | 1 |

So, altogether through the use of the two modal verbs, the waters show a great optimism that something can be done or can be changed or that something will be done or will change. For the closer look of such social context, please refer to the sample of concordances below which clarify the above account

- 1 netary shocks, and that this correlation **can** actually be reversed if there are sufficient
- 2 a faster rate of accumulation and growth **can** also be justified as an equilibrium.
- 3 CRSP as delisted because of liquidation\97 **can** also be motivated by reprivatization
consider
- 4 , the incentives to be public or private **can** also change. Yet the above-cited papers
- 5 hrough the accumulation of capital. Finally we **can** also compute the nominal wage and price:
6 costs of separating ownership from control, but **can** also refer to administrative costs (e.g., ?
- 7 lower curve where the trace is positive **can** also represent a region of indeterminacy
with
- 8 profit maximiza\AD tion in each industry **can** be combined to find the relationship of
- 9 ereotype the reprivatization rate, since rms **can** be delisted or absorbed into another ?rm
- 10 oposals, and design documents) because a document **can** be delivered faster and is ready to
- 11 and of the optimal timing of IPOs **can** be derived without specifying the
probabilitie

12 externalities, and the ease with which labor **can** be drawn into employment - that is - the

13 ?rms\? speci?c risks. This intuition **can** be expressed formally by considering

14 the customer goodwill). Our evidence shows that these **can** be further broken down into short- and

15 sition, or merger). This delisting category **can** be interpreted as pure reprivatization.

16 Howe al business cycle' framework. A few observations **can** be made. First, we saw that introducing

17 constraints which, following Poterba and Summers, **can** be modeled in terms of the impact

18 above.) Fig. 2 indicates that indeterminacy **can** be obtained with the externality

19 paramet taken public (if it is private) or **can** be privatized again (if it is public).

20 ?ow falls below CF . Because the company **can** be reprivatized, ?rm value is a convex

From the concordances samples, it becomes obvious how the writers present the empirical data about the economy were expressed with optimism and certainty that something can be: used, expressed, motivated, as well as can; change, count, etc.

Words that collocate with **may** in corpus data

1 consume an enormous amount of time and **may** actually interfere with a company's ability

2 , L) and $U_2(C, L)$. This nonseparability **may** allow the labor supply curve to slope

3 ly different either. Introducing an HP filter **may** also further improve the match. In Figs.

3 results obtained in one-sector models we **may** also obtain an aggregate labor demand

4 curve

5 t generate markups, these increasing returns **may** amplify the movement of labor into

6 pro , perhaps because using dividends as a signal **may** appear to be inconsistent with dividends

7 being . As intra- nets start to mature, there **may** be a resurgence of the power

8 relationships) suggests that the level play- ing \?eld **may** be about to become less level. How

9 labor supply, then an increase in L **may** be associated with an increase in

10 consumption

11 for which the trace is positive, they **may** be attracting and surrounding a

12 completely

11 new shares; those with lower credit ratings **may** be compelled to issue new shares, and

12 we account for the additional labor that **may** be drawn out of leisure and into

| | | |
|----|---|--|
| 13 | model, in a two-sector model externalities | may be either aggregate or sector-specific. The |
| 14 | use of funds, the cost of capital | may be independent of the dividend tax rate. |
| 15 | characteristics or temporary conditions, | may be less likely to use dividend fluctuations |
| 16 | may perceive that their cost of funds | may be reduced by paying out a higher |
| 17 | the firms relying less on new issues | may be relying more on debt, as discussed |
| 18 | likely to issue shares, these large firms | may be relying on debt, rather than external |
| 19 | sectors, the expected higher rate of return | may be self-fulfilling. Such a scenario will |
| 20 | with the technology shocks. This structure | may capture the idea that sunspots are |
| | simply | |

The concordance data of may indicate that the writers expressed the truth of the facts and realities about economic condition being reported. The modal word *may* is used to express caution and courtesy in presenting the realities of knowledge and the knowledge claims. In academic writing, it is generally known as hedging expression, an expression of taking a distance from the exact truth value of the knowledge and knowledge claims. By doing so, writers, in particular where soft science or social science is concerned. In social science knowledge tend to be non-exact, interpretive, debatable, fleeting, sometimes subjective and constructivistic. Even when a claim of research pertains to significance social science put a lower degree of significance level (of generally 0.05 as opposed to 0.02 in hard science such as math and physics. Thus, it is essential for researchers in social science to consider being soft and cautious and polite in stating claim in order for them to get confronted by the opposing sides of ideas made by more authoritative scientists. Unlike the pure science where facts and findings more frequently be based on the laboratory and experimental bases, the social science is in contrast more relativistic. As can be seen from the sample of concordance, '*perhaps because using dividends as a signal **may** appear to be inconsistent with dividends being..*', the writer did not only use **may** in the sentence, but also the word **perhaps** vindicating that knowledge claim was built through extra care and that the fact being presented is both infinite and tentative.

Collocation of modal verb **might** in the corpus

| | | |
|----|--|--|
| 1 | account for trends in dividend levels that | might be attributable to a variety of common |
| 2 | unattractive for tax reasons alone, but they | might be even more unattractive because of |
| 3 | non- | |
| 3 | 8) becomes: An example of this specification | might be the restriction that new share issues |
| 4 | discussion we identify three channels that | might break this link. (1) The first possibil |
| 5 | extreme and unrealistic. For example, one | might construct a signaling model in which |
| 6 | ther | |
| 6 | ditors, analysts, investors), activities which | might enhance the value of the firm. They |
| 7 | subsequent tables for the Tobit model. One | might explain the findings thus far as simply |
| 8 | down, and some of the good firms | might find it advantageous to lower their |
| 9 | dividend | |
| 9 | that industry sector and product nature | might have something to do with Internet |
| 10 | commerce | |
| 10 | outlined in Farmer and Guo (1995) one | might hope to use models in this class |
| 11 | firms to the public. For example, companies | might issue stock to finance investment |
| 12 | opport | |
| 12 | than an outage of the telephone network | might not be as quickly detected as the |
| 13 | adoption, there is hope that small businesses | might not miss out in this round of |
| 14 | of paying dividends. Without such shocks, we | might observe a separating equilibrium in |
| 15 | which go | |
| 15 | 35.6% for 1980-1990. The Welch statistics | might overestimate the reprivatization rate, |
| 16 | sin | |
| 16 | increased disclosure of inside information that | might reduce the competitive advantages of |
| 17 | th | |
| 17 | needs and cash flow resources, our estimates | might reflect not only these responses, but |
| 18 | also | |
| 18 | variation, a simple if inelegant correction that | might seem appropriate is to include fixed firm |
| 19 | : the relevant cost under the new view | might well have fallen over time as well. |

As compared with the use of **may**, the data of concordance involving modal verb '**might**' highlight the similar situation and meaning in that writers feel a need to be wary of the facts and realities. The word might even collocates with *be* and *seem* which underlines the importance for the writers to tone the claim down implying that social knowledge has to be rigidly verified to make it valid or to get it accepted, besides, of course, for the politeness reasons.

Collocation Analysis

Collocation is closely connected to word association and as it is the text of economic discipline, the word chosen for collocation was intentionally selected for analysis. The following is the data showing how the words **economic/economics** collocate in the corpus data in the context which may precede or follow the words.

#Total No. of Collocate Types: 45

#Total No. of Collocate Tokens: 60

| | | | | | |
|----|---|---|---|----------|----------------|
| 1 | 1 | 0 | 1 | 12.21992 | nisms |
| 2 | 1 | 0 | 1 | 12.21992 | mecha |
| 3 | 1 | 0 | 1 | 12.21992 | impetus |
| 4 | 1 | 1 | 0 | 12.21992 | emerges |
| 5 | 1 | 1 | 0 | 12.21992 | continuum |
| 6 | 1 | 0 | 1 | 11.21992 | unlike |
| 7 | 1 | 1 | 0 | 10.63496 | features |
| 8 | 1 | 1 | 0 | 10.63496 | dynamic |
| 9 | 1 | 0 | 1 | 10.21992 | part |
| 10 | 1 | 1 | 0 | 10.21992 | obvious |
| 11 | 1 | 1 | 0 | 10.21992 | main |
| 12 | 1 | 0 | 1 | 10.21992 | interpretation |
| 13 | 1 | 0 | 1 | 10.21992 | circumstances |
| 14 | 1 | 1 | 0 | 9.89800 | equilibria |
| 15 | 1 | 1 | 0 | 9.63496 | provides |
| 16 | 2 | 1 | 1 | 9.63496 | positively |
| 17 | 2 | 2 | 0 | 9.51949 | good |
| 18 | 2 | 0 | 2 | 9.21992 | affect |
| 19 | 1 | 1 | 0 | 9.05000 | correlated |
| 20 | 1 | 1 | 0 | 9.05000 | actual |
| 21 | 1 | 1 | 0 | 8.89800 | make |
| 22 | 1 | 1 | 0 | 8.51949 | particular |
| 23 | 1 | 1 | 0 | 8.31303 | waves |
| 24 | 1 | 1 | 0 | 8.31303 | finally |
| 25 | 1 | 0 | 1 | 8.21992 | work |
| 26 | 1 | 0 | 1 | 7.82761 | conditions |
| 27 | 1 | 0 | 1 | 7.69636 | models |
| 28 | 1 | 0 | 1 | 7.41257 | data |
| 29 | 1 | 1 | 0 | 7.26573 | section |

| | | | | | |
|----|---|---|---|---------|---------------|
| 30 | 1 | 1 | 0 | 7.26573 | ipos |
| 31 | 1 | 0 | 1 | 7.17553 | technology |
| 32 | 1 | 0 | 1 | 7.17553 | condition |
| 33 | 1 | 0 | 1 | 6.79366 | xad |
| 34 | 1 | 0 | 1 | 6.63496 | ows |
| 35 | 1 | 1 | 0 | 6.63496 | indeterminacy |
| 36 | 2 | 0 | 2 | 6.15384 | cash |
| 37 | 1 | 1 | 0 | 5.93452 | will |
| 38 | 1 | 0 | 1 | 5.71213 | private |
| 39 | 1 | 0 | 1 | 5.66534 | at |
| 40 | 1 | 1 | 0 | 5.38703 | which |
| 41 | 1 | 1 | 0 | 5.32511 | an |
| 42 | 3 | 3 | 0 | 4.57607 | in |
| 43 | 7 | 2 | 5 | 4.00006 | the |
| 44 | 4 | 2 | 2 | 3.99231 | of |
| 45 | 1 | 0 | 1 | 3.27156 | that |

Collocation analysis did not specifically show typical samples of words collocating or associating with the two above mentioned words., except for the listed words of **effect, condition, conditions, circumstances, and indeterminacy** which can make up of phrases typically of economic senses like economic effect, economic condition, economic circumstances, and economic indeterminacy. Whereas, the rest of the list, which turns out to be higher in frequency did not specifically refer to economic terminologies or expressions

From the data presented out of the three types of analysis and interpretation, the following findings can be drawn, First, there has been the non-significant frequency of terms or keywords which specifically characterized the corpus data of economic discipline. The majority of keywords employed by the writers turns out to be non-economics, inspire of the fact that such a phenomenon is not surprising. Second, viewed from the concordances data of modal verbs in the corpus data, the use of them signified the characteristics of the texts under scrutiny as being a typical text of social science with the predominant use of modal verbs as the device for expressing politeness or hedging. Third, analysis of words collocating with the word economic and economics show relative low frequency which may be interpretable into the fact that in that particular texts under study, it may happen that writers did not much theorize the issue of

economics but probably put more emphasis on presenting empirical data about economic discipline. It can finally be said that the characteristics of language that managed to be exposed through the electronic analysis did not produce an outstanding new phenomenon, except that the text under study clearly typifies the social science texts.

Conclusion and suggestion

Conclusion

This research was an attempt to evaluate the corpus data of economic research articles through an electronic analysis by emphasizing three aspects, i.e. keywords, concordances, and collocation analyses; subsequently to find out the mapping of the important words frequently used throughout the corpora, concordances to explore the frequency of certain word occurrence and how they used in the texts, and to know how the keywords of economic is associated with in the context of economic texts. As data were presented and analyzed the findings suggest that, despite the insignificant use of economic keywords and minimum number of words collocated with the words economic, the analysis of concordances managed to show that overall the texts under study typically signify the characteristics of the social science texts strong with the nature of being personal, interpretive, cautious in knowledge claims and the claim of the truth of the knowledge as can be seen from the use of modal verbs.

Suggestion

Researchers realized that this research is done by involving a limited number of corpus data, in which only 28.000 words taken from the limited number of articles were used for analysis. Despite its ability to disclose the findings, the conclusion drawn from small scale research potentially carries with it a serious drawback. Therefore, in order for future research to produce more robust findings and conclusion, a similar corpus study using electronic analysis should consider expanding the research objects covering a lot bigger size of the corpus. Considering that despite using a mixed-method, the qualitative analysis is purely interpretive of the quantitative electronic data, future researchers should consider using a separate research instrument such as an interview or panel discussion involving academic writing in the research articles journals to dig deeper into the processes of writing and first-hand opinion about the issue under

study. Ideal corpus study may also consider making a comparative study of different corpus to see how different genres of texts reveal different lexicogrammatical characteristics.

References:

- Adolphs, S. (2006). *Introducing electronic text analysis*. London: Routledge.
- Baker, P. (2010). *Corpus Methods in Linguistics*. In Litosseliti, Lia. 2010. *Research Methods in Linguistics*. New York: Continuum International Publishing Group.
- Chomsky, Noam. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press
- Jalal, F. (2009). Rendah, publikasi peneliti Indonesia di jurnal internasional. *Suara Pembaharuan Daily*. 1 July 2009. South East Asia : Indonesia : Interview with Dr. Fasli Jalal. Director General of Higher Education. Retrieved June 20, 2010 from / http://www.winne.com/dn_interview.php?intervid=2668.
- Krieger, D. (2003). *Corpus Linguistics: What It Is and How It Can Be Applied to Teaching*. *The Internet TESL Journal* 9, no. 3 (March): page nr. <http://iteslj.org/Articles/Krieger-Corpus.html> (accessed April 10, 2013).
- Meyer, C. (2002). *English Corpus Linguistic: An Introduction*. Cambridge: CUP.
- Nystrand, M. (1982) *What Writers Know: The Language, Process, and Structure of Written Discourse*. NewYork: Academic
- Sinclair, John (1998) *Corpus evidence in language description*, In Gerry Knowles, Tony Mcenery, Stephen Fligelstone, Anne Wichman, (Eds.) *Teaching and language corpora*. Longman pp. 27-39
- Sinclair, J. M. (1997) *Corpus evidence in language description*. In A. Wachtman (ed.) *Teaching and Language Corpora*. London: Longman.
- Suratno, A. (2012) *Metadiscursive Interaction in Research Articles: A Case of Indonesian Scholars Writing in Indonesian and English* (unpublished dissertation).
- Thomson Scientific (2004) *Scholarly research, publishing, and analysis*. Retrieved March 2010 from http://thomsonreuters.com/products_services/science/academic/.

CHAPTER III

CRITICAL DISCOURSE ANALYSIS

Critical discourse analysis (CDA) is an approach that may provide an explanation of a text (social reality) that is being studied by a person or dominant group whose tendency has a certain goal to get what is desired. In the day-to-day life of people where language is used to convey meanings inextricable from context. Language is used by people to express various human interests because all language production is never neutral and free from human interests, meaning none is value-free. Therefore, the analysis of language is meant to disclose what motives have influenced the author to produce a text. In addition, it must also be realized that behind the discourse is the desired meaning and image and the interests being fought for.

Critical discourse analysis or critical discourse analysis represents a variety of theories, methodologies, and definitions which include concepts of discourse theory and critical theory that suggest a method for uncovering the relationship between various perspectives. Analysis of critical discourse or critical discourse analysis (CDA) is the study of the text, speech, sermons, or visual images to find or express various meanings shared and contribute or represent social structures and ideologies. The basis for critical discourse analysis is the philosophical concept of Michel Foucault.

Texts relevantly scrutinized using CDA approach are those produced to express power, domination, and inequality that is practiced, reproduced, or distributed within any form of written texts and conversations in social and political contexts. This analysis takes a position against the current of domination in a large framework to fight social injustice. This approach, therefore, typically belongs to a social constructivist approach which believes that world representation is discursive linguistic, historical meaning and knowledge are created through social interaction. In addition, CDA can also be devised to critically analyze various social issues such as gender inequality and racism, discrimination, ideology, and power imbalances. A concrete example is how men and women are represented in the media and how various ethnic groups appear in public policy-related documents. Critical discourse analysis experts were inspired by several predecessors such as

Frankfurt and Jurgen Habermas, Antonio Gramsci, Michel Foucault, Mikhail Bakhtin, Michael Halliday, Robert Hodge and Gunther Kress.

CDA can be said to be a critique of linguistics and sociology. According to Schiffrin (1994), CDA provides theories and methods that can be used to conduct empirical studies of the relationships between discourse and social and cultural development in different social domains. To analyze discourse, one of which can be seen in the linguistic area, namely by paying attention to the sentences contained in the text that can use the theory of critical discourse analysis (Jorgensen and Phillips, 2002)

References:

Schiffrin, Deborah. (1994). *Approaches to Discourse*. Oxford: Blackwell.

Jorgensen, Marianne W, and Phillips, Louise J (2002). *Discourse Analysis as Theory and Method*. London: SAGE Publications

Power Relation and Ideology as Reflected in the President **Soekarno 1955 AAC Speech's use of Pronouns**

Antonius Suratno

Ideology and power relation are among the major interests of critical discourse analysts. The ideology is a set of beliefs through which power and power relation are maintained in human discourse. It goes without saying that ideology and language are intertwined, and along with power, ideology is analyzable through Hallidayan's SFL theoretical framework outlining linguistic forms and functions. This research, as a part of a bigger project comparing Soekarno 1955' and Jokowi 2015's speeches, aims to investigate the power relation and ideology as manifest through the use of pronouns in the historical artifact of President Soekarno 1955 AAC speech. The analysis is grounded on Halliday (1979) and Fairclough's (1989) theory of CDA. Through qualitative analytical procedures, involving Word Smith concordance analyzer software, this research discovers that both power relations and ideology were clearly reflected in the use of pronouns we, us and our as a means of invoking solidarity among member countries represented by the delegates participating in the AAC. The use of the pronouns was rhetorically intended to reinforce the need to work hand-in-hand against the oppression of other countries.

Keywords: *Ideology, power relation, solidarity, pronouns, CDA*

Introduction

This paper, based on Critical Discourse Analysis theory and Systemic Functional Linguistics, analyzes President Soekarno's 1955 AAC speech mainly from the viewpoint of an interpersonal metafunction. This paper examines the persuasive strategies of the President in convincing the members of the participating countries about the covert ideology of the oppressed nations and how power relations among member countries are reflected through discourse. In this paper, the writer will present, through CDA lense, an analytical framework, i.e. personal pronouns used in the speech of the President as the devices to persuade the audience to believe that among the oppressed nations they have, shoulder to shoulder, shared common concern and solidarity.

The objective of the study is to critically analyze the discourses of President Soekarno with regard to the issue confronting Asian and African countries for being the oppressed nations and the need to call for establishing the common ground in order for them to get listened to by the rest of the world. This study, hence, attempts to:

1. find out the way ideology is built up through the use of pronouns throughout the speech.
2. through the use of pronouns, discover the President's representation of ideology and power relation.

The rationale for the speech within the critical discourse perspective.

In this study, the writer intentionally selected this historical speech due to some reasons. Firstly, despite the age, an event that has 60 years elapsed remains relevant to the current era especially in line with the 60th AAC anniversary that takes place in 2015. Secondly, the speech is indeed monumental and yet dormant undiscovered and therefore interesting to be revived and critically investigated. Critical linguistics, also called Critical Discourse Analysis (CDA), is a type of research that primarily studies the way power, dominance, and inequality are enacted, reproduced through the text and talk in the social as well as political contexts. With that in mind, a critical discourse analyst may take a position in order to understand, expose, and primarily criticize the above enactment (Van Dijk, 1985). This is because the purpose of CDA is to analyze "opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language" (Wodak 1995:204). The utmost objective of

any CDA study is to unravel the underlying implicit agenda which is implied in the discourse ready to be discovered.

Theoretical Review

M.A.K. Halliday, through his Systemic Functional Grammar (SFL), has been considered the progenitor of CDA who has inspired much research particularly in the stream of critical analytical discourse. SFL derived Systemic Grammar and Functional Grammar. Despite the plurality of approaches in the CDA, due to the differences of emphasis and orientation, he, along with Fowler R, Hodge R, Kress G, Trew T. (1979) and Foucault (1981) has much influence in the later development of CDA research methodologies. Foucault's assertion, that, "In every society, the production of discourse is at once controlled, selected, organized and redistributed by a number of procedures" (1981, p. 52) adds up to the more recent methodological choices that later on colors the growth of CDA. According to Hu Zhuanglin (1988: 307), there are two integral frameworks inextricable from linguistic theory, i.e. systemic and functional grammar. On the one hand, the language within systemic grammar may explicate the internal relations in language as a system network, or meaning potential, where subsystems of the language allow the language users to be able to make choices. On the other, language, within the functional grammar point of view, serves as a means of social interaction. The infinite practical functions deriving from the two is generally encapsulated into a set of functions widely known as meta-functions which are inherent in every language. The concept of linguistic meta-function encompasses three functions: ideational, interpersonal and textual.

A. Ideational Function

The first metafunction is the ideational function. It makes up the content function of language. Through this function, the language encodes the cultural experience and the speaker encodes his own individual experience of the things relevant to each individual person. The ideational function is divided into experiential and logical functions. In a sense, linguistically, we bring the world into being such as in the following example.

Promise me, and I'll never ask you more.

The first half of the sentence shows us an action (promise), a kind of oath representing a human action, a thing that is acted upon. While, the second half, a doer (in this case I) does another action, ask for, something, more, which can mean anything. The whole sentence conveys the meaning of a worldly phenomenon that represents the human experience in the world. It is through this function that the speaker or writer delivers his experience of the world: his reactions, cognitions, and perceptions, and also his linguistic acts of speaking and understanding (Halliday, 1971: 332) that is unknown to the hearer.

B. Interpersonal Function

In this function, speaker or writer is using language as a means of intrusion into the speech event: the expression of his comments, attitudes and evaluations, and also of the relationship that he sets up between himself and the listener—in particular, the communication role that he adopts of informing, questioning, greeting, persuading, and the like (Halliday, 1971:333). It is some kind of participatory function of language through which the speaker intrudes himself into the context of the situation. Through this function, he may express personal attitudes, judgments or even attempt to influence others. It expresses the role relationships associated with the communication which may disclose identity by virtue of relationships with other people making itself an essential part of the personalizing process. By saying this:

Promise me, and I'll never ask you more.

a speaker roughly means "I request you to do something, and having done so, I am determined not to do something else." The above sentence does not merely serve as a reality representation, but also a means by which the speaker and hearer are interacting with each other. As becomes clear from the sample, the sentence has two halves, the first half a request and the second half a promise, which indicates its interpersonal role in the social interaction processes.

There are two linguistic devices included in this interpersonal function, modality and mood. Mood refers to what role the speaker plays in the speech situation as well as what role he assigns to the addressee. By making a request, the speaker selects the imperative mood and assigns hearers or readers to either comply with or turn him down. For example, by saying 'Will you help me!', may mean you either come to help or go and ignore me.

Modality, on the one hand, is a linguistic device that functions to express personal judgment over the content of the message of communication. It spans from two extremes; low to high or positive to negative. It is one of the most important systems in social communication. In addition, modality can also show a social role relationship which scales up or down the sense of formality and the intensity of power relationship upon knowledge, as well as inclusiveness or exclusiveness of reality. In most languages, the interpersonal function of modality may be expressed through such devices as modal verbs, modal adverbs, adjectives, personal pronouns, notional verbs, tense, direct and indirect speeches.

C. Textual Function

The third metafunction of language is called textual function which Halliday (1971:334) describes as, "Language makes links between itself and the situation, and discourse becomes possible because the speaker or writer can produce a text and the listener or reader can recognize one" which is further clarified as follows: We may assume that in all languages the clause has the character of a message: it has some form of an organization giving it the status of a communicative event. But there are different ways in which this may be achieved. In English, as in many other languages, the clause is organized as a message by having a special status assigned to one part of it. One element in the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message." (Halliday 1971, p 37)

The textual function, therefore, is a language mechanism that allows a stretch of spoken or written text to become a coherent discourse making it systematic instead of random one. Despite sharing the same ideational and interpersonal functions, two sentences may be different in terms of textual coherence (Hu Zhuanglin, 1988: 315). It is the textual function that makes the text a text, as without it we are unable to deliver specific communicative purposes or convey communication messages. Text, therefore, is not simply a bunch of a random word list but rather a well-woven linguistic structure. Without textual metafunction, language is simply unusable at all (Hu Zhuanglin, 1988).

CDA views discourse-language use in speech and writing as a form of social practice (Fairclough and Wodak (1997: 55). This is an approach that tends to investigate the relationships between discursive practices and social structures.

The relationship is a two-way dialectical in nature in which the discursive event is shaped by situations and which at the same time shapes them. In other words, society is framed by the linguistic forms which shape and be shaped by society. Certain linguistic forms may function as a tool to convey ideology and power. Ideology is a set of cultural beliefs, values, and attitudes owned by the society that underlie and justify either the status quo or movements to change it. It does not belong to an individual but rather a shared belief in society. This is in line with Van Dijk (2000: 7) who asserts that ideologies are the fundamental beliefs of a group and its members. Power relation, on the other hand, is a relationship between one group with another group that underlies ideologies. Power is a complex and an abstract concept, and an infinitely important influence on our lives.

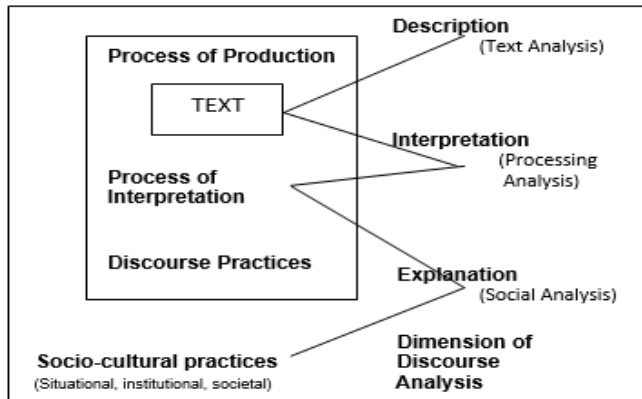
Pronoun, an interpersonal metafunction of language, is a substitute for a noun which is often used for the sake of brevity, partly to avoid repetition of a noun, or partly to avoid the necessity of definite statement. Following Halliday (1971), a pronoun is one of the devices in discourse to convey interpersonal meaning and thus it can be inferred that ideology and power relation may be manifested through the use of the pronouns in discourse.

Methodology

This is a qualitative inquiry in its very nature because it is designed to reveal a phenomenon and the results of which are descriptive rather than predictive. In its venture to the findings, however, a quasi quantitative procedure was involved to map out the data of the speech prior to qualitative analysis. This research, precisely, covers the way in which the ideology and power relation are manifested in the pronouns used in the speech. The instrument of this research is the researcher himself (see Lincoln & Guba, 1981). In qualitative research, the researcher may be of a research instrument himself/herself. As the instrument, the researcher collects the data and interprets them. The research involved the collection of a corpus of 12,270 words of speech.

CDA approach, as suggested by Fairclough (1995a), is generally used to investigate the relationships between discursive practices and the social structures and it is also useable to explore the ways such practices reflect the ideology and power relations in the community. This is on the ground that

language plays a crucial role in both revealing social processes and interactions in the society which is clearly shown through this illustration.



Dimensions of Discourse Analysis (Fairclough, 1989)

The corpus data gathered were analyzed in terms of its discourse functions of structure and lexico grammatical features, in this case, the pronouns. In the data analysis stage, the researcher considers adopting the aspects proposed by Fairclough above. It is an analysis of the latent content of a body of communicated material through classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect (Krippendorff, 2004).

Fairclough gains relevance in the three stages of analysis:

- 1 text analysis (description),
- 2 processing analysis (interpretation),
- 3 social analyses (explanation).

What is useful about this approach is that it enables the researcher to focus on the devices that make up the text, the linguistic selections, their juxtapositioning, their sequencing, their co-occurrence and so on. This way it is expected that this endeavor is able to disclose the ideologies and power relations as reflected in the pronouns used in the speech.

Findings and Discussion

1. The mapping of the speech

1.1 Speech outline.

The President's address can be internally divided into the following parts:

1. Welcoming the guests
2. Acknowledging the importance of the conference
3. Pointing out to the peace crisis in the world
4. Emphasizing the need for cooperation
5. Maintaining independence by referring to the Indonesian struggle
6. Condemning colonialism
7. Call for voicing out the common concern to the world
8. Diversity is a challenge but not a hindrance for cooperation
9. The need to assure the success of the conference
10. Official opening of the conference

1.2 Statistic of the speech

TABLE 1

STATISTIC OF THE SPEECH

Frequency analysis

Token (running words) 12,270

Token (word list) 9,898

Tokens/Types 2.981

Types of distinct words 4,441

Sentences mean in words 478

Paragraphs mean 9,898

1 letter word 5,403

2 letter word 2,965

3 letter word 1,689

4 letter word 979

5 letter word 532

6 letter word 308

7 letter word 168

1. 3 Statistic of personal pronouns

TABLE 2

| STATISTIC OF THE SPEECH | |
|-------------------------|----|
| Personal pronouns | |
| We | 77 |
| Our | 67 |
| It | 61 |
| I | 46 |
| us | 33 |
| Asia | 24 |
| Their | 24 |
| Its | 21 |
| Africa | 20 |
| Asian | 18 |
| You | 15 |
| My | 10 |
| He | 8 |

2. Ideological and power relation analysis

In the opening section of the speech of President Soekarno, we notice that he attempted to make the event monumental by invoking the sacrifices that have been made by the predecessors and is going to be made by the current and succeeding generations. This is clear from the data that he begins to disclose his ideological beliefs and power relation. The ideology of solidarity will thrive so long as togetherness among members is maintained.

(1) "I recognize that **we** are gathered here today as a result of sacrifices. Sacrifices made by **our** forefathers and by the people of our **own** and younger generations".

Such an opening is evidence that the ideology is a bonding agent that ties together all the participating members, all the Asian and African nations, to be strong and resilient as further expressed by this excerpt as the pronouns were tightly connected to the words forefathers and own and younger generations.

(2) “For me, this hall is filled not only by the leaders of the nations of Asia and Africa; it also contains within its walls the undying, the indomitable, the invincible spirit of those who went before **us**. Their struggle and sacrifice paved the way for this meeting of the highest representatives of independent and sovereign nations from two of the biggest continents of the globe”.

The excerpt underlies the importance of sacrifice made by the current leaders which is as central as that previously made by their predecessors to guarantee the lasting struggle for independence and sovereignty. This leads to the major issue raised by the President with respect to why this conference is of significance because of the urgent agenda that the ideology itself may gain its strength through what is so-called solidarity in response to the threat confronting all nations in two continents as is evident below:

(3) You have not gathered together in a world of peace and unity and cooperation. Great chasms yawn between nations and groups of nations. **Our** unhappy world is torn and tortured, and the peoples of all countries walk in fear lest, through no fault of theirs, the dogs of war are unchained once again.

The demand for solidarity is the penultimate responsibility that ought to be achieved via the togetherness as a result of the following.

(4) Then **our** nations demanded, that **we** fought for independence, and achieved independence, and with that independence came responsibility. We have heavy responsibilities to ourselves, and to the world, and to the yet unborn generations”.

It is evident from excerpt (4) that the ideology of the President is the ideology for solidarity to fight for freedom and it has ramification for power relation among nations. Again, ideologies of solidarity and power relation are evident through this excerpt highlighted by the frequent use of pronouns in the excerpt (5). The transitive verbs in the excerpt following the agent **we** and possessive pronoun **our** as part of the agent also help strengthen the persuasive power to include the member nations in the campaign of his ideology and highlight the need for power relations.

(5) **We** are of many different nations, **we** are of many different social backgrounds and cultural patterns. **Our** ways of life are different. **Our** national characters, or colors or motifs - call it what you will - are different. **Our** racial stock is different, and even the color of **our** skin is different. But what does that matter? Mankind is united or divided by considerations other than these. Conflict comes not from a variety of skins, nor from a variety of religion, but from a variety of desires. All of **us**, I am certain, are united by more important things than those which superficially divide us. **We** are united, for instance, by a common detestation of colonialism in whatever form it appears.

Being different is not the issue, but rather what matters is more the common destination of strengthening the solidarity for establishing the common ground for opposing the oppression and defeating the fear. The rest of the speech highlighted the need that all Asian-African nations together while still realizing the differences, altogether work hand in hand to voice out the solidarity to create a peaceful world where all human beings respect one another in a more dignified way. Being aware that differences are given, the speech of the President covertly relates the solidarity with the principle of “live and let live” and “unity in diversity” as reflected within the Pancasila to remind the members that the solidarity shall not be weakened by any the given nature of diversity.

Analysis of frequently used pronouns and meanings

In order to arrive at a more convincing result of this analysis, keyword analysis of both frequently used pronouns in the speech, it is essential to present the quantitative frequency of the use. As reported in the table above, the pronoun **we** is predominant in the data which is used 77 times, then followed by **our** and **us** respectively 67 and 33 times suggesting that the speech obviously reflects the ideology of inclusion in nature which can be attributed to ideology of the oppressed and the need for power relations among the oppressed nations to work hand-in-hand to conquer fear, oppression and participate in creating a more peaceful and fair world. The analyses of the discourse have made it clear what ideology and power relations were manifested through the speech. The claim is vindicated by the data of the key word analysis and the concordances of pronoun use as can be seen in the appendix 1 and 2.

Conclusion

The hegemonic ideology of solidarity among Asian and African nations has been evidently vindicated through the use of interpersonal metafunction of the language of the President Soekarno's speech through three inclusive pronouns *we*, *our*, and *us* signifying his call for solidarity among Asian-African nations. The findings were strongly backed up by the predominant use of *we*, the predominant inclusive agent representing togetherness and membership of different nations, which functions to persuade the member nations to go about doing something for the sake of their national independence and sovereignty despite the differences and diversity.

Suggestion

By involving a limited number of corpus data which only consist of 12,270 words of speech this corpus may not be big enough, however as an individual speech is never too long to last, this analysis still has its own ground. Despite its ability to disclose the findings, however, the conclusion drawn from small scale research potentially carries with it a serious drawback. Therefore, in order for future research to produce more robust findings and conclusion, a similar corpus study using electronic analysis should consider expand the research objects involving a lot bigger size of the corpus of similar speeches by the same speaker or consider comparing it with similar speeches by different persons. The qualitative analysis is purely interpretive of the quantitative electronic data, future researchers should consider investigating the macro aspect of the speech by looking at the political situation preceding the conference and prior to the making of the speech.

References:

- Fairclough, N. (2002). Critical discourse analysis as a method in social scientific research. In Wodak, R. & Meyer, M.(Eds.), *Methods of Critical Discourse Analysis: Introducing Qualitative Researches* (pp. 121-138). London: Sage.
- Fairclough, N. (1989) *Language and Power*. (London, Longman).
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press

- Fairclough, N. (1995a). *Critical Discourse Analysis: The Critical Study of Language*. London: Longman
- Fairclough, N. (1995b). *Media Discourse*. London: Edward Arnold
- Fairclough, N. (1995) *Critical Discourse Analysis*. (London, Longman).
- Fairclough, N. & Wodak, R. (1997). *Critical Discourse Analysis*. In van Dijk, T. A. (Ed.), *Discourse as social interaction: A multidisciplinary introduction* (Vol 2, pp. 258-84). London: Sage Publications Ltd.
- Fairclough, N. and R. Wodak. (1997). *Critical Discourse Analysis*, London: Sage.
- Foucault, M. (1982). *The Subject and Power*. In H.L. Dreyfus & P. Rabinow (Eds), *Michel Foucault beyond structuralism and hermeneutics* (pp. 208-26). New York: Harvester Wheatsheaf.
- Fowler, R. (1996). *On critical linguistics*. In Caldas-Coulthard and Coulthard (eds). 3-14.
- Fowler R, Hodge R, Kress G, Trew T. (1979). *Language and Control*. London: Routledge, Kegan Paul
- Guba, E. G. & Lincoln, Y. S. (1981). *The evaluator as an instrument, Effective evaluation*, San Francisco: Jossey-Bass Publishers, pp. 128 – 152.
- Halliday, M. A. K. (1979). *Linguistic function and literary style: an inquiry into the language of William Golding's The Inheritors*. In *Linguistic Studies of Text and Discourse*. ed. Jonathan J. Webster. 88-125. Peking: Peking University Press.
- Hu Zhuanglin. (1988). *A Course of Linguistics*. Peking: Peking University Press
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. Second Edition. Thousand Oaks, CA: Sage.
- Wodak, R. (1989). *Language Power and Ideology: Studies in Political Discourse*. London: Benjamins Publishing Company.
- Wodak R. (1995). *Critical linguistics and critical discourse analysis*. See Verschueren et al 1995, pp. 204-10
- Van Dijk, (1985). *A Handbook of Discourse Analysis*. London Academic Press Limited. Volume 4.

Appendix:

1. Concordances of WE

N Concordance

1 by other and distant peoples. However, **we** cannot, we dare not, confine our
 2 distant peoples. However, we cannot, **we** dare not, confine our interests to the
 3 which lives on the other continents that **we**, the majority, are for peace, not for
 4 , not for war, and that whatever strength **we** have will always be thrown on to the
 5 , and grenades, and bamboo spears. **We** were blockaded, physically and
 6 , and others. Almost every political faith **we** encounter here - Democracy,
 7 were the birthplaces of religions. Must **we** be divided by the multiformity of our
 8 neighbours were all supporting us. **We** were given fresh courage to press
 9 to its final successful conclusion. **We** again realised to the full the truth of
 10 Violence of Nations in favour of peace. **We** can demonstrate to the minority of
 11 serried ranks of jet bombers. What can **we** do? We can do much! We can inject
 12 ranks of jet bombers. What can we do? **We** can do much! We can inject the
 13 allowed to run their course. What can **we** do? The peoples of Asia and Africa
 14 strength is dispersed and slight. **We** cannot indulge in power politics.
 15 . What can we do? We can do much! **We** can inject the voice of reason into
 16 Africa on the side of peace. Yes, we! **We**, the peoples of Asia and Africa, 1,
 17 half the human population of the world, **we** can mobilise what I have called the
 18 the voice of reason into world affairs. **We** can mobilise all the spiritual, all the
 19 and Africa on the side of peace. Yes, **we**! We, the peoples of Asia and Africa,
 20 us be full of hope and full of confidence. **We** have so much in common.
 21 and help. And I think I may say that **we** all hold dear the ideals of national
 22 - is the motto of the Indonesian State. **We** are one nation. So, let this
 23 own way, in harmony, and in peace. If **we** succeed in doing so, the effect of it
 24 independence and freedom. Yes, **we** have so much in common. And yet
 25 that it will give evidence of the fact that **we** Asian and African leaders
 26 Brothers, that for the sake of all that, **we** Asians and Africans must be united.
 27 , we have so much in common. And yet **we** know so little of each other. If this
 28 saying of one diplomat from far abroad: "**We** will turn this Asian-African
 29 practise the "Live and let live" principle, **we** are tolerant to each other. Bhinneka
 30 faiths. We have in Indonesia Moslims, **we** have Christians, we have
 31 Indonesia Moslims, we have Christians, **we** have Civa-Buddhists, we have
 32 it desires to propagate. But unless **we** realise that all great religions are
 33 with many religions and many faiths. **We** have in Indonesia Moslims, we have
 34 Christians, we have Civa-Buddhists, **we** have peoples with other creeds.
 35 thank God, we have our will to unity. **We** have our Pancha Sila. We practise

N Concordance

36 will to unity. We have our Pancha Sila. We practise the "Live and let live"
 37 peoples with other creeds. Moreover, we have many ethnic units, such as
 38 Toradjas, Balinese, etc. But thank God, we have our will to unity. We have our
 39 miles away. And it could be that, even if we ourselves escaped lightly, the
 40 , the first year of our national revolution, we of Indonesia were confronted with
 41 confronted with the question of what we were going to do with our
 42 that independence came responsibility. We have heavy responsibilities to
 43 , and to the yet unborn generations. But we do not regret them. In 1945, the first
 44 it was finally attained and secured - we never questioned that it would be
 45 would be indeed a poor imitation of what we sought. The responsibilities and
 46 moral content of independence. Indeed, we welcome the change which places
 47 that it would be attained and secured. We knew how to oppose and destroy.
 48 knew how to oppose and destroy. Then we were suddenly confronted with the
 49 been the voiceless ones in the world. We have been the unregarded, the
 50 the things of the spirit. I recognise that we are gathered here today as a result
 51 countries are colonies no more. Now we are free, sovereign and independent.
 52 country do not meet your expectation. We have, I assure you, done our best to
 53 for both our guests and your hosts. We hope that the warmth of our
 54 we are free, sovereign and independent. We are again masters in our own house.
 55 forerunner of this our great gathering, we must look to Colombo, capital of
 56 itself. That is part of the price we gladly pay for our independence. For
 57 are again masters in our own house. We do not need to go to other
 58 of Asian States in Asia itself. If we look for the forerunner of this our
 59 is no such thing as being half alive. We are often told "Colonialism is dead".
 60 only in the classic form which we of Indonesia, and our brothers in
 61 Asia and Africa know these things, for we have experienced them. Indeed, we
 62 , for we have experienced them. Indeed, we cannot yet say that all parts of our
 63 will not have been completely won until we can survey this our own world, and
 64 us. The food that we eat, the water that we drink, yes, even the very air that we
 65 that we drink, yes, even the very air that we breathe can be contaminated by
 66 about peace? Not so very long ago we argued that peace was necessary
 67 the seas will protect us. The food that we eat, the water that we drink, yes,
 68 have known it in all its ruthlessness. We have seen the immense human
 69 , rather, of controlling the world. Yes, we are living in a world of fear. The life of
 70 ideals, and, yes, be guided by dreams! We are of many different nations, we
 71 which places new burdens upon us, and we are all resolved to exert all our
 72 to the well-being of mankind. But today we are faced with a situation where the
 73 We are of many different nations, we are of many different social
 74 a common detestation of racialism. And we are united by a common
 75 is not something far and distant. We have known it in all its ruthlessness.
 76 than those which superficially divide us. We are united, for instance, by a
 77 colonialism in whatever form it appears. We are united by a common detestation

2. Concordances of OUR

N Concordance

1 of all the world are our affairs, and our future depends upon the solutions
 2 country was for the second time since our Proclamation of Independence
 3 , confine our interests to the affairs of our own continents. The States of the
 4 no longer. The affairs of all the world are our affairs, and our future depends upon
 5 of our territory occupied, a great part of our leaders imprisoned or exiled, our
 6 part of our leaders imprisoned or exiled, our existence as a State threatened.
 7 engaged in a life and death struggle. Our nation was besieged and
 8 besieged and beleaguered, much of our territory occupied, a great part of our
 9 on their distorted bodies the marks of our failure to control the forces which
 10 that of preserving peace. Without peace our independence means little. The
 11 . War would not only mean a threat to our independence, it may mean the end
 12 lightly, the unborn generations of our children would bear on their
 13 for us is not a matter of the big stick. Our statesmen, by and large, are not
 14 , we cannot, we dare not, confine our interests to the affairs of our own
 15 little. The rehabilitation and upbuilding of our countries will have little meaning.
 16 of our countries will have little meaning. Our revolutions will not be allowed to run
 17 chamber, but on the battlefield. Our envoys then were rifles, and cannon,
 18 other regions of this globe. But, again, our countries were the birthplaces of
 19 we be divided by the multiformity of our religious life? It is true, each religion
 20 . Then only can it be fully extended to our relations with our neighbouring
 21 it be fully extended to our relations with our neighbouring countries, and to
 22 Asia and a New Africa have been born! Our task is first to seek an
 23 be bitter about the past, but let us keep our eyes firmly on the future. Let us
 24 , Balinese, etc. But thank God, we have our will to unity. We have our Pancha
 25 God, we have our will to unity. We have our Pancha Sila. We practise the "Live
 26 against Indonesia and to give support to our struggle. The intellectual blockade
 27 . The intellectual blockade was broken! Our Delegates flew to New Delhi and
 28 was at that sad but glorious moment in our national history that our good
 29 moment in our national history that our good neighbour India convened a
 30 . We were given fresh courage to press our struggle onwards to its final
 31 all applied by us most completely within our own Asian and African frontiers.
 32 support which was being given to our struggle for national existence.
 33 , the Press and the common men of our Asian and African neighbours were
 34 in our part of the world would imperil our precious independence, so recently
 35 itself. If we look for the forerunner of this our great gathering, we must look to

N Concordance

36 between nations and groups of nations. Our unhappy world is torn and tortured,
 37 necessity. Today the contrast is great. Our nations and countries are colonies
 38 independent. We are again masters in our own house. We do not need to go to
 39 then? What of our children and our parents ? The burden of the
 40 is part of the price we gladly pay for our independence. For many
 41 should happen. What then? What of our newly-recovered independence
 42 independence then? What of our children and our parents ? The
 43 stay amongst us memorable for both our guests and your hosts. We hope
 44 your hosts. We hope that the warmth of our welcome will compensate for
 45 forbearance if some circumstances in our country do not meet your
 46 . We have, I assure you, done our best to make your stay amongst us
 47 by our forefathers and by the people of our own and younger generations. For
 48 continents before the spokesmen of our peoples could confer. I recall in this
 49 the tribulations through which many of our peoples have so recently passed,
 50 result of sacrifices. Sacrifices made by our forefathers and by the people of our
 51 independence. For many generations our peoples have been the voiceless
 52 , we cannot yet say that all parts of our countries are free already. Some
 53 the same condition. Yes, some parts of our nations are not yet free. That is why
 54 - call it what you will - are different. Our racial stock is different, and even
 55 stock is different, and even the colour of our skin is different. But what does that
 56 completely won until we can survey this our own world, and can say that
 57 for us because an outbreak of fighting in our part of the world would imperil our
 58 classic form which we of Indonesia, and our brothers in different parts of Asia
 59 reassurance during the darkest days of our struggle shall echo for evermore.
 60 of what we were going to do with our independence when it was finally
 61 of giving content and meaning to our independence. Not material content
 62 lived in poverty and humiliation. Then our nations demanded, nay fought for
 63 regret them. In 1945, the first year of our national revolution, we of Indonesia
 64 backgrounds and cultural patterns. Our ways of life are different. Our
 65 patterns. Our ways of life are different. Our national characters, or colours or
 66 us, and we are all resolved to exert all our strength and courage in carrying
 67 and Brothers, how terrifically dynamic is our time! I recall that, several years ago,

Concordances of US

N Concordance

1 in common. Relatively speaking, all of us gathered here today are neighbours.
2 benefit from its warm radiance. But let us be full of hope and full of confidence.
3 , the experience of colonialism. Many of us have a common religion. Many of us
4 here today are neighbours. Almost all of us have ties of common experience, the
5 motto the unifying force which brings us all together - to seek in friendly,
6 is obsolete - is first of all applied by us most completely within our own
7 presence of you all here today. It is for us to give it strength, to give it the
8 , ways and means by which each of us can live his own life, and let others
9 God is so sweet as life and liberty. Let us remember that the stature of all
10 keep our eyes firmly on the future. Let us remember that no blessing of God is
11 of humanity's majority. And let us remember, Sisters and Brothers,
12 or parts of nations are still unfree. Let us remember that the highest purpose
13 us have common cultural roots. Many of us, the so-called "underdeveloped"
14 of us have a common religion. Many of us have common cultural roots. Many of
15 us not be bitter about the past, but let us keep our eyes firmly on the future.
16 hard flints of today's circumstances. Let us not be bitter about the past, but let
17 all over the world. Therefore, it behoves us to take particular care to ensure that
18 be disinterested about colonialism? For us, colonialism is not something far and
19 than those which superficially divide us. We are united, for instance, by a
20 are often told "Colonialism is dead". Let us not be deceived or even soothed by
21 are not yet free. That is why all of us cannot yet feel that journey's end
22 invincible spirit of those who went before us. Their struggle and sacrifice paved
23 our best to make your stay amongst us memorable for both our guests and
24 , but from variety of desires. All of us, I am certain, are united by more
25 change which places new burdens upon us, and we are all resolved to exert all
26 indulge in power politics. Diplomacy for us is not a matter of the big stick. Our
27 the oceans and the seas will protect us. The food that we eat, the water that
28 success! Yes, there is diversity among us. Who denies it? Small and great
29 African neighbours were all supporting us. We were given fresh courage to
30 of the battle for peace. How can any of us be disinterested about peace? Not
31 the other anti-colonial words which gave us comfort and reassurance during the
32 that little grain of comfort is denied us for it has been made clear that the
33 argued that peace was necessary for us because an outbreak of fighting in

A CRITICAL DISCOURSE ANALYSIS OF THE BALI NINE NEWS ON *SUARA MERDEKA* WEBSITE

Ferlina, Antonius Suratno

This study aims to critically analyze (1) text structure, (2) social cognition, and (3) social context of the Bali Nine news on *Suara Merdeka* website (www.suaramerdeka.com). The method used in this research is a descriptive qualitative method used to critically look into five news about the case of the Bali Nine execution verdict. The analysis of the data indicates that the news texts are able to explain the text structure, such as the description of the background and the details of the overall texts. Second, in the social cognition dimension mostly the journalists report news about the various ways and the struggle that are done by the death row inmates and the Australian government to cancel the execution despite persistent refusal. In writing the news, the journalists neither exaggerate the news nor speak badly about The Australian Government, but they implicitly highlight that Indonesian Government is the one who has a sole authority to decide whether to carry out the execution or not and Australian Government merely adhere to the Indonesian's law. Third, the discourse about Bali Nine built in the social context raises controversy. Not all people support government action in executing the two death penalty convicts in drug cases.

Keywords: *critical discourse analysis, news, Bali Nine, Suara Merdeka, Van Dijk*

Background

Mass media serves to connect people and information. Mass media either printed or electronic have an important role in providing information to the public and reporting anything happening in the world. According to Muhtadi (1999, p. 3), the function of mass media is to disseminate information through published writings. However, it is undeniable that mass media also have an important role in influencing public perception. Cliffnotes in the article “The Functions of The Mass Media” states that the mass media do not only report the results of public opinion reported by external organizations but also increasingly incorporate their own polls into their news coverage. More importantly, newspapers and television help shape public opinion as well. Mass media are newsmakers and capable of influencing people. Through the news, they are able to build an image of certain groups, parties, or a certain person. Choices of words by reporters also play an important role in influencing public opinion which can also build an image of a party or a person.

Bali Nine is a name given to a group of nine Australian who were convicted for planning to smuggle 8.3 kg heroin from Indonesia to Australia. The members of Bali Nine are Andrew Chan, Myuran Sukumaran, Si Yi Chen, Tan Duc Thanh Nguyen, Matthew Norman, Scoot Rush, Michael Czugaj, Renae Lawrence, and Martin Stephens. Andrew Chan and Myuran Sukumaran were sentenced to death and others were sent to prison. As stated by CNNIndonesia (Kandi, 2015), the chronologies of the Bali Nine case are as follows: In April 2005, Indonesia received information from the Australian Federal Police that there was a drug smuggling attempt. Police arrested the five convicts (Andrew Chan, Scott Rush, Michael Czugaj, Renae Lawrence, and Martin Stephens) at Ngurah Rai Airport and arrested the other four at Melasti beach bungalows near Kuta beach on April 17, 2005. When they were caught, eight of them had heroine pockets taped to their bodies which are packed in plastics. Only Andrew Chan, who did not have heroine pockets on his body, but later Andrew Chan was proved as a “godfather” or the one who planned the smuggled heroin. He was also in charge of collecting heroin on their arrival in Australia and distributing SIM cards to all of the members to contact each other with the help of Sukumaran.

Andrew Chan and Myuran Sukumaran were sentenced to death. Other convicts were sentenced to life imprisonment. However, on April 26, 2006, Lawrence,

Chen, Nguyen, and Norman had their sentences reduced to 20 years. The life sentences for Czugaj and Stephens remained unchanged because the prosecutors filed appeals against the changes in their sentences. The death penalties of Andrew Chan and Myuran Sukumaran were executed on April 29, 2015, after long judicial processes.

One of the biggest and oldest local printed media in Indonesia is *Suara Merdeka* published in Semarang city, Central Java. On September 14, 1996, H. Hetami established the *Suara Merdeka* website. At first, this online media only contained news taken from *Suara Merdeka* printed media (newspaper). Then on February 11, 2000, it added its news with the actual news edition. The aim is to make *Suaramerdeka.com* not lagging behind in reporting something, so it can report up to date news or information especially about the verdict of the death penalty to the convicts. People who opposed to this death penalty, for example, The Australian Prime Minister, John Howard, repeatedly insisted on canceling the death penalty. According to Kompasiana (Rushan, 2015), some Australian people compared the two convicts of the Bali Nine with Abu Bakar Ba'asyir who was responsible for the Bali bombing in 2002 killing more than 200 people, in which 88 of them were Australian citizens. At that time, he was sentenced to nine years in prison. People who opposed the death penalty came not only from the Australian Government but also from Indonesian citizens. Some of them opinionated that the death penalty was too cruel and inhumane.

The writer was interested in analyzing this topic because first, according to a survey conducted by Nielsen Consumer Insight W2 2010, *Suara Merdeka* was one of the biggest media in Central Java. Therefore, the news published by *Suara Merdeka* has a strong effect on society. Second, there were controversies and conflicts regarding the death penalty that was given to Bali Nine members. The objective of this study is to critically analyze how *Suara Merdeka* establishes text structure, social cognition, and social context of the news about Bali Nine. The results of this study are expected to give knowledge, especially that relates to critical discourse analysis of the news in media and how the media construct the image of someone or groups.

LITERATURE REVIEW

Discourse Analysis

The term discourse analysis according to Brown and Yule (1983) is used to “describe activities at the intersection of disciplines as diverse as sociolinguistics, psycholinguistics, philosophical linguistics, and computational linguistics.” According to Johnstone (2008, p. 2), discourse analysis is “the study of language”, however, the way to understand what the difference between discourse analysis and any other approaches is by asking ourselves about what “discourse” and “analysis” is. As stated by Johnstone, the term is called “discourse analysis” rather than “language analysis” because “it is not centrally focused on language as an abstract system. It tends to be interested in what happens when people draw on the knowledge they have about language, knowledge based on their memories of things they have said, heard, seen, or written before doing things in the world for example exchange information”. Moreover, Johnstone also says it is called discourse analysis rather than “discourseology” or “discourse criticism” because of “the fact that discourse analysis typically focuses on the analytical process in a relatively explicit way.” (Johnstone, 2008, p. 3)

According to Paltridge, Zellig Harris was the one who introduced the term discourse analysis as a way of analyzing connected speech and writing for the first time in 1952. There are two main interests that Harris had. First, the examination of language beyond the level of the sentence and second, the relationship between linguistic and non-linguistic behavior. Harris (2012, p. 2) examined a way of describing how language is distributed within a text and a way in which language is combined in particular kinds and styles of texts. An important observation that he made was as follows:

Connected discourse occurs within a particular situation – whether a person speaking, or of a conversation, or of something sitting down occasionally over the period of months to write a particular kind of book in a particular literary or scientific tradition. (Harris, 2012, p. 2)

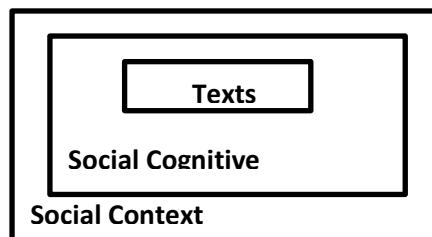
Van Dijk’s Critical Discourse Analysis

Critical Discourse Analysis is defined differently in accordance with the focus of attention in the research using CDA approach. Paltridge (2012, p. 186), defines

it as an attempt to explore the connection between the use of language and the social and the political contexts in which it occurs. It explores issues such as gender, ethnicity, cultural difference, ideology and identity and how these are both constructed and reflected in texts. It also investigated ways in which language constructs and is constructed by social relationships. In contrast, Van Dijk (1998) defined it as a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive source of power, dominance, inequality and bias. It examines how these discursive sources are maintained and reproduced within specific social, political, and historical contexts.

For Van Dijk, the main purpose of adopting the CDA approach is to analyze the structure of discourse related to the reproduction of social dominance, whether it is the form of conversations or news or genre and other contexts. Critical discourse analysis examines the use of discourse in relation to social and cultural issues such as politics, race, gender and identity and asks why the discourse is used in a particular way and what the implications are of this kind of use. Van Dijk believes that discourse research is not only about the text, but must also be seen in the production of the practice. In Critical Discourse Analysis, discourse is not considered as the practice of language study, rather as something connected to the context in which certain goals and practices including the power practice are exercised. CDA investigates how social groups fight and propose their own reality. Van Dijk's theory consists of three dimensions of analysis. They are text structures, social cognition, and social context.

Picture 1
Van Dijk's Analysis Diagram



1. Text Structure

Text structure analyses how the discourse strategies are used to describe a person or an event on how textual strategies are used to sequence events.

marginalize a group, an idea or a specific event. Van Dijk (2001) divides this into three levels :

i. Micro Structure

Micro Structure is a local meaning of a text that can be observed from the choice of words, sentences, and styles that are used in a text. Rhetorics can be seen from the use of graphics, metaphors, and expressions.

ii. Macro Structure

It is a global meaning of a text that can be observed from the topic or theme raised by a text. The macro structure consists of a news topic. News' topic can be concluded after reading, listening, or watching that news.

iii. Superstructure

It is a framework of a text, how the structure and elements of discourse are arranged in a text as a whole part like introduction, content, closing and conclusion. Schematic is the reporter's strategies to support certain theorist that are delivered by arranging the parts in a certain structure.

2. Social Cognition

Social Cognition sees how a text is produced. Social cognition associates with the reporters' mental awareness that form the text. As stated by Van Dijk quoted by Eriyanto (2001, p. 259), the text itself has no meaning, but it is given by the mental awareness process of the language users. Reporters are not seen as neutral individuals, but individuals who have varying values, experiences, and influences of ideology derived from life. An event is understood by a scheme or a model. The scheme is conceptualized as a mental structure that includes human's perspectives, social roles and events. There are several schemes to comprehend this cognition as stated by Van Dijk (2001) quoted by Eriyanto:

- a. People Schema: How a person describes and sees other people.
- b. Self Schema: How a person understands and describes him/herself.
- c. Role Schema: How someone depicts and understands somebody's role/position in society.
- d. Occasion Schema: Every occasion is always understood and described by a certain scheme.

3. Social Context

Social context analysis is used to show how meanings and social power are produced through discourse practice and legitimacy. According to Van Dijk

(2001), as stated in the Eriyanto's book, in the analysis of this society, there are two important points: power and access.

a. Power practice

This power generally is based on property or valuable resources such as money, status, and knowledge. Power is not only obtained through physical control, but also through the act of persuasion by influencing mental conditions such as beliefs, attitudes, and knowledge. Discourse analysis gives attention to domination.

b. Access

Discourse analysis gives attention to access between each group in society. Elite groups have more access than the non-powerful groups. Therefore, they have greater access to media.

With these three dimensions analysis theory by Van Dijk, the researcher can analyze the process of media to produce texts and make the news, the text structures of the news, and the way the discourse of the news is built.

There are some previous studies that also conduct research on the discourse that is built by media.

"A CDA Approach to Analysing BBC TV'S Newnight Reports on the Israel/Palestine Conflict" by Peter Allen (2013) ii. "Analisis Wacana Terhadap Teks Berita Tuntutan Pembubaran FPI SKH Kompas Edisi Februari 2012" by Khuriyati (2013)

From the research above, there are similarities in the use of critical discourse analysis by the researcher and they both also focus on the discourse built by media. However, there are also some differences between the research of the writer and the research above in terms of the subjects and the objects chosen. This research chose Suara Merdeka as the subject and news about Bali Nine as the object.

Another difference is that the writer used the three dimensions by Van Dijk while the researches above did not use the Van Dijk's theory. Peter Allen's "A CDA Approach to Analysing BBC TV'S Newnight Reports on the Israel/Palestine Conflict" used Fairclough's three levels of analysis – context, interaction, and text while Khuriyati's "Analisis Wacana Terhadap Teks Berita Tuntutan Pembubaran FPI SKH Kompas Edisi Februari 2012" used Theo Van Leeuwen dimensions. The writer chose Van Dijk's theory rather than Fairclough's or Theo Van Leeuwen's

because the writer thinks that Van Dijk's theory is the most suitable for this study because it focuses on social and cultural issues. As far as the writer knows, Fairclough's theory focuses more on

METHODOLOGY

Method of data collection

The purpose of this study is to critically analyze how the *Suara Merdeka* establishes text structure, social cognition, and social analysis of the news about Bali Nine. The writer uses documents that are the news about Bali Nine as the instruments of data collection.

According to Creswell (2014, p. 190), there are four basic types of data collection procedures in qualitative research which are observation, interviews, audio & visual, and documents. In this research, the writer uses public documents which are the news as a data collection method. The researcher will focus on collecting documents to obtain the news texts about Bali Nine on the *Suara Merdeka* website (www.suaramerdeka.com) and then observe them. Moreover, the writer, as the researcher, is qualified for the assumptions.

The method used in this study is a descriptive qualitative method. According to Djadjasudarma (2006), the descriptive-qualitative study aims to provide a systematic description of the data, characteristics, and relationships of phenomena to be studied.

1. Instrument

The instruments of this research that the writer used were public documents which were the news about Bali Nine on the *Suara Merdeka* website. The writer observed the news about Bali Nine on *Suara Merdeka* official website. Then, the writer gathered the data by copying the news script in order to analyze the data.

2. Data

The subjects of this study are the news about Bali Nine on *Suara Merdeka* website (www.suaramerdeka.com) and the object is the discourse built in the news about Bali Nine on *Suara Merdeka* website. The data of this study are the news texts related to Bali Nine on *Suara Merdeka* official website (www.suaramerdeka.com). The news are as follows:

1. *Sindikatis Bali Nine Bisa Segera dieksekusi* (Bali Nine Syndicate could be Executed soon) - February 25, 2015.
2. *Jelang Eksekusi Duo Bali Nine, KJRI Sydney dilempari Cat* (Ahead of Bali Nine Duo Execution, The Consulate General of The Republic Indonesia in Sydney was Pelted with Paint.) - March 3, 2015.
3. *Duo Gembong Bali Nine Tetap dieksekusi, Menlu Australia Kecewa* (Bali Nine Kingpin Duo were still Executed, Australian Foreign Minister was Disappointed) - March 4, 2015.
4. *Tak Ada Dasar Hukum, Barter "Bali Nine" ditolak* (Not based on the law, "Bali Nine" Barter was Declined) - March 6, 2015.
5. *dilobi Senator Australia, PBNU Kekeuh Dukung Hukuman Mati Bali Nine* (Lobbied by Australian Senator, PBNU Insisted to Support Bali Nine Death Penalty) - March 10, 2015. To collect these data, the writer used a purposive sampling method. According to Cohen, Manion, and Morrison (2007, pp. 114-115), purposive sampling is "often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought"

The writer decided to use a purposive sampling method as the method of data collection because the news was taken from the website, not from newspapers or television. Usually, reporters who write news to post on the website if there is updated information about a certain case, they will just combine the previous news with the update information and post it as new news. What the writer means is sometimes the first news and the second news has only a small difference (sometimes half of the news is just a copy and paste from the previous news). The writer did not want to use that kind of news. The writer wanted to use the news that had different topics or main points, even though it was still about the Bali Nine case. After using a purposive sampling method, the writer chose the five news that had already been mentioned above.

3. Procedure

The procedures to do this research are as follows:

1. The writer opened *Suara Merdeka* official website (www.suaramerdeka.com) by using a computer.

2. After that, the writer searched the news about Bali Nine.
3. By using a purposive sampling method, the writer chose the five news about Bali Nine previously mentioned above.
4. The data were analyzed in a descriptive method. The data were analyzed by using the three-dimension analysis by van Dijk, text structure, social cognition, and social context.
5. The data then were presented, described, and interpreted until the writer could conclude the results.

4. Data Analysis

After the researcher obtained the data, the next step was to analyze the data. The researcher used the model of discourse analysis by Teun van Dijk.

The researcher chose this model because this model consisted of three elements, text dimension, social cognition (the reporters' understanding of the event), and social context (analyzing discourse that developed in the community). This study intended to see the construction in the dimension text of the news as well as the two other elements of van Dijk.

The dimension text consists of macrostructure which is the global meaning of a text that can be observed from the topic or the theme. The element is thematic. The superstructure is the framework of a text such as introduction, content, and conclusion. The element is the schematic. The microstructure is a global meaning of a text that can be observed from the choice of words, sentences, and styles used by a text. The elements are semantics, syntax, stylistics, and rhetorical. The second is social cognition. It is how reporters' mental awareness that forms the text. The third is the social context. It is to understand what is going on in society and the impact on society after the news.

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer presented the findings and the analysis of the data which was the Bali Nine news on the *Suara Merdeka* website (www.suaramerdeka.com) using a qualitative method and Teun van Dijk's critical discourse analysis method. Van Dijk's method analysis consists of three dimensions analysis, text structure, social cognition, and social context. The results could be described as follows:

Text Structure Analysis

1. News 1: *Sindikot Bali Nine Bisa Segera Dieksekusi*

i. Macro Structure

The topic or the main theme of the news *Sindikot Bali Nine Bisa Segera dieksekusi* (Bali Nine Syndicate Can be Executed Soon) on February 25, 2015 (see the appendix 1) is the lawsuit of the duo Australian drug kingpins who were known as Bali Nine syndicates, against President Joko Widodo was rejected by the Jakarta State Administrative Court.

ii. Super Structure

At the superstructure level, the research is shown through the news schema that is presented in the news text. In this news, it starts with information that the Jakarta State Administrative Court rejected the lawsuit submitted by Andrew Chan and Myuran Sukumaran as stated in Paragraph 1.

In the second paragraph, states that by that rejection, it meant the duo could soon be executed. The next paragraphs contain flashback and detail information about the lawsuit.

Then, Paragraph 6 contains an explanation of why the lawsuit was rejected. Paragraph 7 and 8 are explanations by their lawyer who would submit an appeal.

The closing is brief information about Andrew Chan's & Myuran Sukumaran's case who was arrested for trying to smuggle 8.2 kg heroin and that this case gained great attention from the Indonesian government. By displaying the scheme as above, the reporter wanted to make readers focus their attention on the rejection of the lawsuit filed by Andrew and Myuran which made them both closer to the execution. Whereas, the lawyer of Andrew and Myuran said they would still appeal. However, the reporter didn't give the detail about an appeal that they would submit.

iii. Micro Structure

1. Semantics

The background of this news starts with information about the rejection of a lawsuit submitted by Andrew Chan and Myuran Sukumaran against President Joko Widodo.

The detail of the news lies in Paragraph 4 and Paragraph 6. Paragraph 4 is an explanation of the Jakarta Administrative Court chairman who stated that the lawsuit submitted by Andrew and Myuran was rejected. Paragraph 6 describes that Andrew and Myuran sentenced to pay some amount of money. By providing these details, the journalist wanted the readers to believe that the rejection of Andrew's and Myuran's lawsuit was true.

The purpose of this news that the reporter wants to deliver is to inform the readers about the rejection of a lawsuit submitted by Andrew Chan and Myuran Sukumaran against President Joko Widodo by The Jakarta State Administrative Court. Besides that, the reporter also wanted to inform the readers regarding the effort of the two convicted to cancel their execution by submitting a lawsuit against President Joko Widodo, even though that lawsuit was rejected by The Jakarta State Administrative Court. The reporter also wanted to inform by that rejection, it meant Andrew and Myuran could be executed soon even though actually, The chairman of The Jakarta State Administrative Court didn't say anything about the execution day.

2. Syntax

This news uses **active and also passive sentences**. One of the active sentences lies in Paragraph 3 *Sebelumnya, para penyelundup tersebut menggugat Jokowi yang telah menolak grasi yang mereka ajukan.* (Previously, the smugglers sued Jokowi who had rejected clemency that they proposed.)

The example of the passive sentence is in the second paragraph *Dengan demikian, para penyelundup yang dikenal dengan sebutan Sindikat Bali Nine itu bisa segera dieksekusi.* (Thus, the smugglers who were known as the Bali Nine Syndicate could soon be executed.)

The subject of this news is mainly *para penyelundup* (the smugglers) who are Andrew Chan and Myuran Sukumaran. By using the word *para penyelundup* as the subject, it seemed that the reporter wanted to emphasize this word. The word *para penyelundup* had a negative effect to Andrew and Myuran and it meant the reporter wanted to give a negative effect to them.

This news contains some **coherences**. The first is in Paragraph 2 *Dengan demikian, para penyelundup yang dikenal dengan sebutan Sindikat Bali Nine itu bisa segera dieksekusi.* (Thus, the smugglers who were known as the Bali Nine Syndicate could soon be executed.) The conjunction *dengan demikian* (thus) has a meaning to conclude something. In this case, the reporter concluded by him/herself that by the rejection of the lawsuit, it meant both Andrew and Myuran could be executed soon.

The conjunction *yang* (who) is to connect between the sentence *para penyelundup* and the sentence *dikenal dengan sebutan sindikat bali nine...* (were known as the Bali Nine syndicate...). Once more, the reporter used the word *para penyelundup* to refer to Andrew & Myuran and gave a negative effect to them.

The second coherence is in Paragraph 5 *Nasib gugatan Andrew Chan juga serupa* (The fate of Andrew Chan's lawsuit was also similar). This coherence has a meaning to show a comparison.

The third coherence lies in Paragraph 9 *Andrew-Myuran ditangkap di Bandara Ngurah Rai pada 2005 karena membawa 8,2 kg heroin* (Andrew Myuran were arrested at Ngurah Rai Airport in 2005 for carrying 8.2 kg of heroin.). This coherence has a meaning to show cause and effect. The reporter wanted to show that there was a clear reason why Andrew and Myuran were arrested.

The pronouns that are used in this news are *mereka* (they), *dia* (he), and *kami* (we) as shown in these paragraphs:

Sebelumnya, para penyelundup tersebut menggugat Jokowi yang telah menolak grasi yang mereka ajukan. – Paragraph 3

Dia akan melakukan perlawanan hukum dengan mengajukan banding. (He would take a legal fight by submitting an appeal.) - Paragraph 7

“Kami ingin menggunakan hak perlawanan kami,” (“We wanted to use our right of resistance,”)” - Paragraph 8

3. Stylistics

In this news, the reporter often used the word *para penyelundup* to refer to Andrew Chan and Myuran Sukumaran. The use of the word *para penyelundup* (the smugglers) refers to Andrew Chan and Myuran

Sukumaran, indicated that the reporter wanted to give a negative effect to them.

4. Rhetorics (Graphic & Metaphor)

An example of a metaphor is found in Paragraph 7 which is *perlawanan hukum* (a legal fight). *Dia akan melakukan perlawanan hukum dengan mengajukan banding.* (He would take a legal fight by submitting an appeal.) The title of this news is *Sindikate Bali Nine Bisa Segera dieksekusi* (Bali Nine Syndicate could be Executed Soon). The reporter also provided a sub-title which is *Gugatan Ke Jokowi Kandas* (Lawsuit Against Jokowi Failed). In fact, the content of this news is mainly about the rejection of Andrew Chan and Myuran Sukumaran's lawsuit against Jokowi who rejected the clemency that they proposed. The reporter also concluded by himself that by the rejection of Andrew and Myuran's lawsuit against Jokowi, then both of them could soon be executed as written in the second paragraph. Therefore, it can be indicated that the main thing the reporter wanted to convey was that the execution of the convicts can be implemented soon. The reporter concealed this hidden meaning by writing the news about the rejection of the lawsuit filed by Andrew and Myuran. Further, when we view the scheme developed by the reporter of this news, at the end of the news the reporter wrote that the convicts' lawyer did not accept this decision and would appeal. However, the reporter did not preach more about the appeal. This was the reporter's strategy to make the readers did not pay attention to the effort of the convicts to cancel their execution.

2. News 2: *Jelang Eksekusi Duo Bali Nine, KJRI Sydney Dilempar Cat*

i. Macro Structure

The topic of the news *Jelang Eksekusi Duo Bali Nine, KJRI Sydney Dilempar Cat* (Ahead of Duo Bali Nine Execution, The Consulate General of the Republic Indonesia in Sydney was pelted with paint.) dated March 3, 2015 (see the appendix 2) is an incident at The Consulate General of the Republic of Indonesia in Sydney pelted with balloons filled red paint. This incident is allegedly associated with the execution of Andrew Chan and Myuran Sukumaran.

ii. Superstructure

The schema of this news starts with a report from a press release of the Ministry of Foreign Republic Indonesia, which said that there were balloons filled with liquid thrown by someone in the front yard of the Consulate General of Republic Indonesia, one of them burst and spilled red liquid this morning, at 6 o'clock Sydney time.

The next paragraphs contain the detail or the chronology of the incident and information that the police had already come and put the police line at the gate. the Consulate General of Republic Indonesia in Sydney also delivered an appeal to all Indonesian citizens in the region of New South Wales, Brisbane and South Australia in order to always be alert and cautious.

In the closing, the reporter said that this incident allegedly associated with the execution of Andre Chan and Myuran Sukumaran.

By watching the schema as above, first, the reporter wanted to make the readers understood the chronology of the incident and then, the reporter carefully conveyed that this incident allegedly associated with the death execution of Andrew and Myuran even though the culprit of the incident had not been identified yet as well as the motive.

iii. Micro Structure

1. Semantics

The background of the news starts with the Ministry of Foreign Affairs of the Republic Indonesia who reported the finding of balloons filled with liquid by someone in the front yard of The Consulate General of Republic Indonesia in Sydney.

The detail of the news is in Paragraph 4. An official for Social and Cultural Affairs from the Consulate General of Republic Indonesia in Sydney, Nicolas Mannopo explained the chronological of the incident. *"Begitu melihat ada cairan yang tercecer di depan pintu gerbang, staf kami tersebut langsung menghubungi polisi. Polisi kemudian memeriksa cairan itu dan tidak ada zat bahaya di dalamnya. Cairan berwarna merah itu hanya cat."* ("Upon seeing liquid spilled at the front gate, our staff immediately contacted the police. The police then checked the liquid

substance and there was no dangerous chemical in it. The red liquid was just paint”)

By providing the detail, that was the reporter’s strategy to convince the reader that the incident was true through evidence and a detailed chronology that had been delivered by the witness.

The purpose of this news is to inform the incident that happened in the Consulate General of Republic Indonesia in Sydney, the finding of balloons filled with liquid thrown by someone. Another purpose is in Paragraphs 5 and 6 of this news which is to tell all of the staff and Indonesian citizens to be alert but still did their jobs. This sentence implied that this incident was evidence that the execution of Andrew and Myuran gave a negative impact on the relationship between Australia and Indonesia. It also could be disturbing Indonesian citizens residing in Australia.

The presupposition element lies in Paragraph 7 in this news. *Insiden pelemparan balon berisi cairan merah ke KJRI di Sydney itu diduga terkait eksekusi dua warga Australia yang dipidana mati dalam kasus narkoba.* (The balloons throwing incident at the Consulate General of the Republic Indonesia in Sydney was allegedly related to the execution of two Australians who were sentenced to death in drug cases.). It meant the culprit and the motive had not been identified yet, but the reporter wanted to inform the reader that the culprit might be associated with the execution of Andrew and Myuran.

2. Syntax

This news contains **passive sentences** as well as **active sentences**. The passive sentence for example lies in Paragraph 2 *Siaran pers Kementerian Luar Negeri RI pagi ini menyebutkan pukul 06.00 waktu Sydney ditemukan sejumlah balon berisi cairan yang dilemparkan oleh seseorang ke halaman depan KJRI, salah satunya pecah dan mencecerkan cairan merah.* (A press release of the Ministry of Foreign Republic Indonesia this morning mentioned at 6 o’clock of Sydney time, was found balloons filled with liquid thrown by someone in the front yard of the Consulate General of Republic Indonesia, one of them bursted and spilled red liquid.)

By looking at the structure of the sentence above, it can be seen that the subject of the sentence is the balloon filled with red liquid thrown by someone. It means that it is the main focus of this news.

There are some **coherences** that can be found in this news. The first one is *yang* (in this case is translated as who) in the first paragraph *Kantor Konsulat Jenderal Republik Indonesia (KJRI) di Sydney, Australia, dilempari balon berisi cat merah oleh seseorang yang belum diketahui identitasnya pada Selasa (3/3) pagi.* (The Office of the Consulate General of The Republic Indonesia in Sydney, Australia pelted with balloons filled red paint by someone who had not been identified on Tuesday (3/3) morning). The coherence *yang* is to connect between the sentence *seseorang* and the sentence *yang belum diketahui identitasnya*. The reporter wanted to inform that the one who threw the balloon had not yet been identified.

The second coherence is *dan* (and) in Paragraph 2 “... *salah satunya pecah dan mencecerkan cairan merah.*” (“...one of them bursted and spilled red liquid.”). The third is *serta* (as well as) in Paragraph 5 “...*termasuk pelayanan visa serta tugas kekonsuleran dan kemasyarakatan.*” (...including visa services as well as consular and social tasks.)

The **pronoun** used in this news is *kami* (our) in Paragraph 4 “*Begitu melihat ada cairan yang tercecer di depan pintu gerbang, staf kami tersebut langsung menghubungi polisi. Polisi kemudian memeriksa cairan itu dan tidak ada zat bahaya di dalamnya. Cairan berwarna merah itu hanya cat.*” (“Upon seeing liquid spilled at the front gate, our staff immediately contacted the police. The police then checked the liquid substance and there was no dangerous chemical in it. The red liquid is just paint.”)

3. Stylistics

In this news, the reporter also used the word *kelompok penyelundup* to refer to Andrew chan, Myuran Sukumaran, and other members of Bali Nine Syndicate. It meant, the reporter wanted to give a negative effect to them.

4. Rhetorics (Graphic and Metaphor)

The graphic element that can be found in this news is the use of a picture that shows two Australians who were sentenced to death in this drug case, Andrew Chan and Myuran Sukumaran.

The topic of this news is about an incident at The Consulate General of The Republic of Indonesia in Sydney that was pelted with balloons filled red paint by someone. It can be seen in the presupposition element in the analysis above that the reporter wrote this incident allegedly associated with the execution of Andrew Chan and Myuran Sukumaran. In the title, the reporter also wrote *Jelang Eksekusi Duo Bali Nine, KJRI Sydney dilempari Cat* (Ahead of Duo Bali Nine Execution, The Consulate

General of The Republic of Indonesia in Sydney pelted with paint.). However, in the first paragraph, it said that someone had not yet been identified so it could be concluded that the background and motivation of the perpetrator had not been known yet. The purpose of the reporter was nothing but to inform the readers that the culprit could be someone who did not accept the death penalty of the Bali Nine convicts.

Through this news, the reporter also implicitly wanted to give information that this death penalty case was indicated to have made the relationship between Indonesia and Australia heated as evidenced by this incident at The Consulate General of The Republic Indonesia in Sydney that was pelted with balloons filled red paint.

3. News 3: Duo Gembong Bali Nine Tetap Dieksekusi, Menlu Australia Kecewa

i. Macro Structure

The Topic of the news *Duo Gembong Bali Nine Tetap Dieksekusi, Menlu Australia Kecewa* (Duo Bali Nine Kingpin still executed, Australian Foreign Minister is Disappointed) dated March 4, 2015 (see the appendix 3) is The Australian Foreign Minister, Julie Bishop, who voiced out her disappointment of The Indonesian Government because they did not inform The Australian Government about The duo Bali Nine kingpins transfer to Nusakambangan for their execution preparation.

ii. Super Structure

The schema of the news can be described as follows:

First, the news starts with The Australian Foreign Ministry, Julie Bishop, who stated that she was disappointed with The Indonesian Government who ignored the petition of execution cancelation for the duo Bali Nine kingpins. The next paragraphs contain the explanation of Julie Bishop about her disappointment with the Indonesian Government who did not inform the Australian Government regarding the transfer of Andrew Chan and Myuran Sukumaran to Nusakambangan even though The Australian Government had requested in advance to the authorities in Indonesia. For the closing, Bishop said that she would not give up and still hope for a miracle in order for the execution could be canceled.

iii. Micro Structure

1. Semantics

The background of this news is the sentence Paragraph 1 *Lantaran permohonannya agar duo gembong Bali Nine tidak dieksekusi diabaikan,*

Menteri Luar Negeri Australia, Julie Bishop, mengaku kecewa terhadap Pemerintah Indonesia. (Because the petition of execution cancelation for duo Bali Nine kingpins was ignored, Australian Foreign Minister, Julie Bishop, was disappointed with the Indonesia Government.). This sentence, then is followed by a detail explanation of that disappointment.

The detail of this news lies in Paragraphs 2 and 5. In Paragraph 2 Bishop stated that, *"Saya kecewa dengan laporan Andrew dan Myuran akan dipindahkan oleh otoritas Indonesia dalam persiapan eksekusi mereka,"* ("I am disappointed with the report about Andrew and Myuran who will be moved by the Indonesian authorities in preparation for their execution,"). In Paragraphs 4 and 5 Bishop continued her explanation of the disappointment through an interview with Fairfax Media *"... Pemerintah Australia tidak diinformasikan mengenai pemindahan mereka ke Nusakambangan. Padahal,*

Negeri Kanguru telah meminta hal itu sebelumnya kepada otoritas di Indonesia.

“Otoritas Indonesia memang tetap menjalin komunikasi dengan konsuler kami di Bali. Tetapi, mereka belum memberikan informasi resmi mengenai rencana pemindahan Andrew dan Myuran dan hari eksekusi mereka,” (“...The Australian Government was not informed about their transfer to Nusakambangan. In fact, that land of kangaroos had requested in advance to the authorities in Indonesia.

“The Indonesian authorities did keep in touch with our consulate in Bali. But, they had not provided official information about the transfer plan of Andrew and Myuran and their execution day,”)

The purpose of this news is to inform Julie Bishop’s wishes in Paragraphs 6 and 7. In Paragraph 6 Bishop said that she still wanted The Indonesian Government to inform the execution day of Andrew Chan and Myuran Sukumaran.

Dia pun tetap meminta kepada Pemerintah Indonesia, agar menginformasikan hal itu. (She still asked the Indonesian Government to inform it).

In Paragraph 7 Bishop expressed her wish to cancel the execution by keeping in contact with the Indonesian Government. *Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (Bishop said that she still continued to contact the Ministry in Indonesia as if she wanted to make a miracle, so the execution could be cancelled).

This news mostly about Julie Bishop who felt disappointed with The Indonesian Government because they ignored her wish to cancel the execution of Andrew and Myuran. However, it was the reporter strategy to implicitly said that in this case, it was the Indonesian Government who had a full authority to decide whether to execute the two convicts or not.

2. Syntax

This news uses both **active** and **passive sentences**. For example, in Paragraph 4 *Dalam wawancara dengan Fairfax Media, Bishop turut menyebut, Pemerintah Australia tidak diinformasikan mengenai*

pemindahan mereka ke Nuskambangan. Padahal, Negeri Kanguru telah meminta hal itu sebelumnya kepada otoritas di Indonesia (In an interview with Fairfax Media,

Bishop also said the Australian Government was not informed about their transfer to Nuskambangan. In fact, the land of kangaroos had requested it in advance to the authorities in Indonesia)

By looking at the sentence above, it could be seen that the subject is The Australian Government and the object is information about Andre"s and Myuran"s transfer to Nusakambangan. That meant the reporter wanted to emphasize that the main focus of this news was about The Australian government who disappointed because the Indonesian government did not inform them about the transfer of Andrew and Myuran to Nusakambangan. The Australian Government asked the Indonesian government to provide official information to them about it.

This news uses some **pronouns** *dia* (she), *mereka* (they), and *saya* (I). The word *dia* (she) in this news is a pronoun of Julie Bishop. The word *mereka* (they) refers to the Indonesian authority and the word *saya* (I) refers to Julie Bishop in her statement which shows an official attitude of the statement giver (or in this case is Julie Bishop).

Dia pun tetap meminta kepada Pemerintah Indonesia, agar menginformasikan hal itu. (She kept asked the Indonesian Government to inform it.) – Paragraph 6.

"Tetapi, mereka belum memberikan informasi resmi..." ("But, they have not provided official information...") – Paragraph 5.

"Saya kecewa dengan laporan Andrew dan Myuran akan dipindahkan..." ("I am disappointed with the report about Andrew and Myuran who will be moved...") – Paragraph 2.

This news also uses some **coherences** in form of conjunctions such as *tetapi* (but) and *dan* (and).

"Otoritas Indonesia memang tetap menjalin komunikasi dengan konsuler kami di Bali. Tetapi, mereka belum memberikan informasi resmi mengenai rencana pemindahan Andrew dan Myuran dan hari eksekusi mereka," ("The Indonesian authorities do keep in touch with

our consulate in Bali, but, they have not provided official information about the transfer plan of Andrew and

Myuran and their execution day,”) – Paragraph 5

Bishop menyebut, kabar tersebut merupakan sebuah berita buruk dan menghancurkan hatinya. (Bishop said, the news were bad news and broke her heart)

3. Stylistics

In Paragraph 7, the reporter wrote *Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (She said she would continue to contact the Ministry in Indonesia, as if she wanted to make a miracle so the execution could be cancelled.). She in this case referred to Julie Bishop. With the words *Seolah ingin membuat keajaiban* (as if she wanted to make a miracle) the reporter implicitly said that it seemed impossible to cancel the execution and it would be a miracle if the execution could be cancelled.

4. Rhetorics (Graphic and Methapor)

The rhetoric elements in this news shown by the use of some metaphors, such as:

Negeri kanguru (The land of kangaroos) – Paragraph 4

Jelang detik-detik terakhir (Coming to the final seconds) – Paragraph 7

Membuat keajaiban (to make a miracle) – Paragraph 7

From the analysis of the news above, it can be seen in the detail and purpose elements, the reporter mainly wrote about the comments of Bishop who felt disappointed with the Indonesian Government for not informing the Australian Government regarding the transfer of Andrew Chan and Myuran Sukumuran to Nusakambangan as well as the day of their execution, although the Australian Government had already requested in advance to the authorities in Indonesia to provided any official information about the transfer and their execution day. As regards to their transfer to Nusakambangan in preparation for their execution, it meant that the Australian Government’s requested to cancel the execution of the convicts was ignored by the Indonesian Government. However, if we observed from the other side, there was

a hidden purpose to be conveyed by the reporter. The other purpose was to convince the reader that in this case, it was the Indonesian Government who has full authority to decide on the execution of the two convicts.

Further, in Paragraph 7, the reporter wrote *“Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (she said she would continue to contact the Ministry in Indonesia, as if she wanted to make a miracle so the execution could be cancelled.). With the words *Seolah ingin membuat keajaiban* (as if she wanted to make a miracle) the reporter implicitly said that it seemed impossible to cancel the execution and it would be a miracle if the execution could be canceled.

4. News 4: Tak Ada Dasar Hukum, Barter “Bali Nine” Ditolak

i. Macro Structure

The topic of the news *Tak Ada Dasar Hukum, Barter “Bali Nine” Ditolak* (Not based on the law, “Bali Nine” Barter was declined) on March 6, 2015 (see appendix 4) is that the Indonesian Government rejected the Barter offered by The Australian Government between two Bali Nine death convicts with three Indonesian citizens prisoned in Australia.

ii. Super Structure

The schema of this news starts with a sentence that explains the news“ title which is The Indonesian Government rejected an offer by the Australian Government about the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian prisoners in Australia because it was not based on Indonesia’s laws. This is followed by a statement from President Joko Widodo said that he would still maintain a good relationship with Australia. The following paragraphs contain a detail explanation of the exchange/barter offer. Then, there is a subtitle in the middle of the news which is diplomatic ethics. This subtitle contains further explanation by The Foreign Minister Retno Marsudi, The Foreign Ministry Spokesman Arrmanatha Natsir, the Ministry of Justice and Human Right Yasonna Laoly, and Professor of international law, University of Indonesia Hikmahanto Juwana. Each of them gave their explanation and their opinion regarding the exchange offer and the reasons for it. For

the closing, Attorney General M Prasetyo strengthens the refusal by saying it never comes to his mind (to accept the barter offer).

iii. Micro Structure.

1. Semantics

The background of this news is a statement that the Indonesian Government declined the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian Citizens who become prisoners in Australia. The reason was that there was no legal basis that regulated it.

The details of this news lay in some paragraphs such as in Paragraph 6. This paragraph contains a detail explanation of the exchange offer.

“Bishop menawarkan pembebasan tiga WNI yang ditahan di penjara Australia karena terlibat kasus narkoba. Ketiganya adalah Kristito Mandagi, Saud Siregar, dan Ismunandar. (Bishop offered the release of the three Indonesian citizens who were detained in Australian prison for involvement in drug cases. Those three are Kritito Mandagi, Saud Siregar, and Ismunandar.)”

Moreover, other details are in Paragraphs 9, 12, 16, and 18. Each of the paragraphs contains the explanations about the offer rejection by different people.

The Foreign Minister Retno Marsudi says, *“Tidak ada aturan hukum di Indonesia yang memungkinkan hal tersebut dapat dilakukan.”* (There is no rule of the laws in Indonesia which allows to do it.) – Paragraph 9 The Foreign Ministry Spokesman Arrmanatha Natsir stated, *“Bila memang tidak ada aturan yang mendasari, ya tidak akan bisa kita penuhi. Ini prinsip,”*(if there is no underlying rules, we can not fulfilled that. It is a principle) – Paragraph 12.

Professor of international law, University of Indonesia Hikmahanto Juwana said *“Tawaran itu juga cenderung membodohi pemerintah Indonesia. Pertukaran tahanan atau tawanan (exchange of prisoners) hanya dikenal ketika dua negara berperang. Kemudian, masing-masing negara menawan tentara yang tertangkap,* (The offer also tends to fool the Indonesian government. Exchange of prisoners known only when the

two countries are at war. Then, each country arrests soldiers)” – Paragraph 16.

Moreover, he explained further in Paragraph 18.

“Kalaupun yang dimaksud Julie Bishop adalah pemindahan terpidana (transfer of sentenced person), maka antara Indonesia dan Australia belum ada perjanjian itu,” (“Even if what Julie Bishop meant is the transfer of sentenced persons, then between Indonesia and Australia there has been no kind of an agreement”)

Mostly this news is about detail explanation by some Indonesian figures why they rejected or could not accept the exchange/barter offer. By giving those detail information, it was a kind of the reporter’s strategy to convince the readers that The Indonesian Government had reasons to reject the barter offer by The Australian government and The Australian government should respect the decision. The reporter also implicitly agreed with The Indonesian Government’s decision and asked the readers to agree too.

The purpose of this news is to inform/deliver the reason why The Indonesian Government rejected the exchange offer. For example, In Paragraph 16 which is a statement from Professor of international law, University of Indonesia Hikmahanto Juwana *“Tawaran itu juga cenderung membodohi pemerintah Indonesia. Pertukaran tahanan atau tawanan (exchange of prisoners) hanya dikenal ketika dua negara berperang.*

Kemudian, masing-masing negara menawan tentara yang tertangkap,” (The offer also tends to fool the Indonesian government. Exchange of prisoners known only when the two countries at war. Then, each country arrest soldiers)” The purpose that Hikmahanto wants to deliver is the Indonesian Government could not accept the offer because Australia and Indonesia were not in a war situation and the prisoners were arrested because they committed a crime.

2. Syntax

This news uses both **active and passive sentences**. One of the active sentences is in Paragraph 1 *Pemerintah Indonesia memastikan menolak barter dua terpidana mati anggota sindikat “Bali Nine” dengan tiga WNI*

yang menjadi narapidana di Negeri Kanguru. (The Indonesian government ensured to decline the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian Citizens who become prisoners in the land of Kangaroos.).

While the passive sentence, for example, is in the title of this *news Tak Ada Dasar Hukum, Barter Bali Nine Ditolak* (Not based on the law, Bali Nine Barter was rejected).

By looking at the sentence structure above, we can see that the subject is the Indonesian government and the object is the barter offer. The reporter implicitly wanted to highlight that the Indonesian government had decided to reject the barter offer because the Indonesian government was the one who had full authority in making the decision and the Australian Government should just respect that.

This news contains some **coherences** in the form of a conjunction such as *pasalnya* (because), *yang* (in this case translated as who and that), *dan* (and), and *namun* (but)

“Pemerintah Indonesia memastikan menolak barter dua terpidana mati anggota sindikat “Bali Nine” dengan tiga WNI yang menjadi narapidana di Negeri Kanguru. Pasalnya, tidak ada dasar hukum yang mengatur hal tersebut.” (The Indonesian government ensures to decline the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian Citizens who become prisoners in the land of kangaroos because, there is no legal basis that regulates it.) – Paragraph 1

The conjunction *pasalnya* (because) is to show a cause and effect. Therefore, the porter wanted to show that The Indonesian government had a reason to reject the barter offer because it was not based on the Indonesian’s law.

“Dia mengajukan banding dan akhirnya masa pembebasan bersyaratnya dikurangi enam tahun menjadi 19 tahun.” (He appealed and eventually reduced his parole period of six years becomes 19 years.) – Paragraph 7

This news uses some **pronouns**, for example, *mereka* (they), *dia* (he), *ia* (she), and *kita* (our).

Mereka ditangkap saat hendak menyelundupkan 252,3 kilogram heroin... (They were arrested while trying to smuggle...) – Paragraph 7.

Dia mengajukan banding... (He appealed...) – Paragraph 7.

Retno menyatakan, ia telah menyampaikan sikap pemerintah tersebut kepada Julie Bishop. (Retno said she had conveyed the government's attitude to Julie Bishop) – Paragraph 10.

"Bila memang tidak ada aturan yang mendasari, ya tidak akan bisa kita penuhi. Ini prinsip," (if there is no underlying rule, we cannot fulfill it. This is the principle) – Paragraph 12.

By using the pronoun *kita* (we), it looks like the statement from the Foreign Ministry spokesman Natsir Arrmanatha represents all Indonesian citizens.

3. Rhetorics (Graphic and Metaphor)

There are some rhetorics elements in this news in the form of a figure of speech, for example:

"...tidak ada dasar hukum yang mengatur hal tersebut." (there is no legal basis that regulates it.) - paragraph 1

Negara tetangga (neighbouring country) – paragraph 4

dipikirkan masak-masak (to be thought out) – paragraph 14

In this news, it can be seen in the detail element mostly the reporter wrote about some opinions of Indonesian figures who stated that they would support the death penalty for those convicted in drug cases. Moreover, according to Hikmahanto in Paragraph 16 he said that the offer tend to fool the Indonesian Government. By giving those details, the reporter implicitly wanted to say that he/she agreed with the Indonesian Government's decision to reject the Australian government's offer because it did not make sense and it was not based on the law.

The schema of this news starts with a fact that the Australian Government had done many ways to cancel the execution and after they failed to do diplomacy way, they tried to use intermediaries Islamic figures in Kangaroo country (Paragraph 1). The next paragraph is a statement from Australia Senate member, Nick Xenophon, who came to Nahdlatul Ulama (NU) to request support for his government's desire to postpone the death penalty against the duo Bali Nine (paragraph 2). In Paragraph 3

there is a statement from Kafrawi, a translator as well as a companion of Nick Xenophon, who said that he was worried if the death penalty continued to be executed against the duo “Bali Nine” then there would be hostility between Australia and Indonesia. The closing is a reply from the general secretary of PBNU Marsudi Syuhud who asserted PBNU supported the death penalty of traffickers and drug dealers (in the last paragraph).

iii. Micro Structure

1. Semantics

The **background** of this news is a situation that describes the Australian Government who had done many ways to cancel the execution including unsuccessful diplomacy. After their various failed ways, the Australian Government tried to seek help from Islamic figures such as PBNU (The Board of Nahdatul Ulama). By giving this information as the background, the reporter wanted to inform the readers that the Australian Government had made many efforts to cancel the execution. However, those efforts were all unsuccessful.

The **detail** elements of this news are found in Paragraphs 2 and 4. In Paragraph 2 is a statement from Australia Senate member, Nick Xenophon, who explained his reason to visit Nahdlatul Ulama (NU) was to request support for his government’s desire to postpone the death penalty.

“Kami sadar (pemberlakuan, red) hukuman mati ini hak Pemerintah Indonesia. Oleh karena itu kami tidak meminta dibatalkan, tapi mohon untuk itu ditunda, agar ke depan juga bisa menjadi pembelajaran bagi masyarakat Australia bahwa narkoba membawa bahaya yang sangat besar,” [“We realize (the implementation of) the death penalty is the right of the Indonesian Government. Therefore, we do not ask to cancel it, but we beg to delay it, so that in the future, it can also be a lesson for the Australian people that the drug smuggling is a very great danger,”]

In Paragraph 4, the General Secretary of PBNU, Marsudi Syuhud, replied to Nick Xenophon’s wish and explained their reason to support the death penalty of Bali Nine. *“Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat*

ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya,” (“We do not support all death penalties. When the Egyptian government wanted to execute political prisoners, we sent a letter to the United Nations in order to stop it. However, the drug cases are different because the drug kills 50 people in Indonesia every day,”)

The **purpose** elements in this news are in Paragraphs 1 and 2. Both of them stated the wish of the Australian Government to postpone the death penalty execution.

Berbagai cara ditempuh oleh Pemerintah Australia untuk membatalkan eksekusi mati, Andrew Chan dan Myuran Sukumaran. (There were various ways taken by the Australian Government to cancel the execution, Andrew Chan and Myuran Sukumaran) – Paragraph 1

Anggota Senat Australia, Nick Xenophon, Selasa (10/3) datang ke Pengurus Besar Nahdlatul Ulama (PBNU) untuk meminta dukungan atas keinginan pemerintahnya agar hukuman mati terhadap duo “Bali Nine” ditunda. (Australia Senate member, Nick Xenophon, Tuesday (10/3) came to Nahdlatul Ulama (NU) to request support for his government’s desire that the death penalty against the duo “Bali Nine” postponed) – Paragraph 2

The purpose of this news is the reporter wanted to give an information that PBNU insisted to support the death penalty of Andrew Chan and Myuran Sukumaran even after lobbied by The Australian government. The reporter also deliver the reason why PBNU agreed with the death execution.

There is also a **presupposition** element in this news, which is in Paragraph 3 *Lebih lanjut Kafrawi mengatakan, pihaknya khawatir jika hukuman mati tetap diberlakukan terhadap duo “Bali Nine” maka yang terjadi adalah permusuhan antara Australia dan Indonesia.* (Furthermore, Kafrawi said he was worried if Indonesia still executed the duo “Bali Nine” then there would be hostility between Australia and Indonesia.)

2. Syntax

This news uses both **active and passive sentences**. For example, in the first sentence and second sentence of Paragraph 1:

Berbagai cara ditempuh oleh Pemerintah Australia untuk membatalkan eksekusi mati, Andrew Chan dan Myuran Sukumaran. (There were various ways taken by the Australian Government to cancel the execution, Andrew Chan and Myuran Sukumaran.)

Setelah cara diplomasi tak berhasil, Australia berusaha membatalkan eksekusi mati dengan menggunakan perantara tokoh Islam negeri Kangguru. (After unsuccessful diplomacy, Australia tried to cancel executions by using intermediaries Islamic figures in kangaroo country.) By looking at the sentence structure above, we can see that the reporter wanted the readers to focus on the efforts/ the ways that the Australian government had done to cancel the execution of Andrew Chan and Myuran Sukumaran.

The **pronoun** *kami* (we) is mostly used in this news. The word *kami* in Paragraph 4, the word “*kami*” refers to PBNU.

“Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya.” (we do not support all of death penalties. When the Egyptian government wanted to execute political prisoners, we sent a letter to the United Nations in order to stop it.

But if the drug case is different, because drugs has killed 50 people in Indonesia every day.) Those sentences are a statement of Marsudi syuhud who is the secretary general of the NU. The use of the word *kami* in the statement as if he wanted to eliminate the distance between the giver of statement, the journalists, and readers so the statement seemed like it is a statement of the entire Indonesian people.

There are some **coherences** that are used in this news as follows: a cause-effect coherence

“Kami sadar (pemberlakuan, red) hukuman mati ini hak Pemerintah Indonesia. Oleh karena itu kami tidak meminta dibatalkan, tapi mohon untuk itu ditunda,...” [We realize (the implementation of) the death penalty is the right of the Indonesian Government. Therefore, we do not ask to cancel it, but we beg to delay it,..] – Paragraph 2

Coherence in form of conjunction *tetapi* (but)

“Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya,” (“We do not support all death penalties. When the Egyptian government wanted to execute political prisoners, we sent a letter to the United Nations in order to stop it, but the drug cases are different because drugs kills 50 people in Indonesia every day,”)

3. Stylistics

Lexicon element in this news is the word *kekeuh* (insist to) used by the reporter for the title of the news. According to Van Dijk as cited in the Eriyanto’s book (2001) lexicon relatetoth how people choose a word from other possibilities available words. the word *kekeuh* has other possible words such as *persisten*, *bersikeras*, etc. With the use of the word *kekeuh* by the reporter, the reporter wanted to inform the readers that PBNU really insisted to support the death penalty. The decision was inviolable and all of the Australian government’s efforts were meaningless.

4. Rhetorics (Graphic and Metaphor)

There are some **rhetorics** elements in this news in form of a figure of speech.

negeri Kangguru (Kangaroo country) - Paragraph 1 *narkoba membawa bahaya yang sangat besar* (drug has a very great danger) – Paragraph 2 *tidak semua hukuman mati kami dukung* (We do not support all death penalties.) – Paragraph 4 *narkoba sudah membunuh...* (drug has killed...) – Paragraph 4

As we can see in the analysis above, especially in the detail element of this news, there are two details that the reporter wrote about. The first one is the detail explanation of Australia Senate member, Nick Xenophon, who explained his purpose for coming to Nahdlatul Ulama (NU) which was to request support for his government’s desire to postpone the death penalty. The other detail is in the last paragraph where the General Secretary of PBNU, Marsudi Syuhud, replied to Nick Xenophon’s request

and explained why they would support the death penalty of Bali Nine. By giving the detail explanation from Marsudi, the reporter wanted to inform the readers that PBNU or The Indonesian Government has a reason to reject the Australian Government's request to postpone the death penalty and that the reporter implicitly said he/she agreed with it. Therefore, the reporter persuaded the readers to agree too.

2. Social Cognition Analysis

In Teun A. Van Dijk's point of view, discourse analysis is not limited to the structure of the text only. To uncover the hidden meaning of a text, we need a social cognition and a social context analysis. Therefore, this study also includes social cognition analysis. Social cognition is a reporter's mental awareness to produce a text. By analyzing social cognition, the writer can unload mental awareness as well as the ideology if the reporter in producing news about Bali Nine on *Suara Merdeka*'s website.

News can be used as a tool of social control. It means that news can affect public perceptions of events or particular parties reported. *Suara Merdeka* as one of the biggest media in Indonesia, especially in Central Java resulted in the news published by *Suara Merdeka* has considerable social control on society. A text is generally assumed to have no meaning. However, the assumption is actually wrong because the text is given a meaning by the writer. Every reporter has her/his own opinion, perspective, or predisposition to certain events. Therefore, in reality, the media have a tendency towards a particular party, although the media often say that they are neutral. However, it is also limited by the rules of the media that overshadowed the reporter. These demands and policies are the things that control the reporter in producing a discourse that then affects on the discourse construction and the production of discourse.

After made a text structure analysis of Bali Nine news on the *Suara Merdeka* website (www.suaramerdeka.com), then the writer analyzed the social cognition of the reporters in constructing a discourse that they wrote. To make it easy, the writer would first use a table system in this social cognition analysis. After looking at the table below, it can be seen that mostly the reporters reported news about the various ways and the struggles done by the death-row inmates and the Australian government to cancel the execution of the convicts. However, those ways always lead to failure. In writing the news, the reporters did not exaggerate

Table 2 Social Cognition Aspect of The Bali Nine News in Suara Merdeka Website (www.suaramerdeka.com)

| Edition | News“ Topic |
|--------------------|---|
| 25th February 2015 | The theme of this news is about the lawsuit filed by the Australian drug kingpin duo is known as Bali Nine Syndicate, Andrew Chan and Myuran Sukumaran, against President Joko Widodo was rejected by the Jakarta State Administrative Court. Therefore, they could soon be executed. |
| 4th March 2015 | The theme of this news is The Australian Foreign Minister, Julie Bishop, who voiced out her disappointment of the Indonesian Government because they do not inform the Australian Government about the duo Bali Nine kingpin“s transfer to Nusakambangan. |
| 6th March 2015 | The theme of this news is The Indonesian Government rejected the barter offered by The Australian |
| | The government between two Bali Nine death convicts with three Indonesian citizens prisoned in Australia because it was not based on the law. |
| 10th March 2015 | The theme of this news is The Australian Government tried to cancel the execution by using intermediaries Islamic figures. However, the Board of Nahdatul Ulama insisted to support Bali Nine death penalty even after lobbied by The Australian Senator. |

or speak badly about the Australian Government, but the reporters implicitly wanted to highlight that all of the efforts of the Australian Government to cancel the execution were „useless“ because the Indonesian Government was the one who had a full power, in this case, to decide whether to carry out the execution or not and the Australian Government should just follow the Indonesian“s laws.

For example, in the third news, the reporter wrote *Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (As if she wanted to make a miracle, she said she would continue to contact the Ministry in Indonesia, so the execution could be cancelled.). She in this case referred to Julie Bishop. With the word *Seolah ingin membuat keajaiban* (as if she wanted to make a miracle) the reporter implicitly said that it seem impossible to cancel the execution and it would be a miracle if the execution could be cancelled.

Moreover, in the news the reporter often gave the details why the Indonesian Government rejected the Australian Government"s effort to cancel the death penalty execution, for example, in the fourth news. Further, in the news the reporter also often wrote some opinions of Indonesian figures who stated that they would support the death penalty for those convicted in drug cases. For example, in the fifth news, the General Secretary of PBNU Marsudi Syuhud asserted PBNU supported the death penalty of traffickers and drug dealers.

"Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya," ("We do not support all death penalties. When the Egyptian government wanted to execute political prisoners die, we sent a letter to the United Nations in order to stop it. However, drug cases are different because drugs kills 50 people in Indonesia every day").

By giving those details, it seems that the reporter wanted to inform the readers that the Indonesian Government had some reasons and some rules which made them rejected the Australian Government"s efforts to cancel the death penalty execution and the Australian Government should respect their decision.

From the analysis above, the writer can conclude that the reporters favored the Indonesian government because the reporters often secretly expressed their approval (by giving the details why The Indonesian Government rejected all of the Australian government"s efforts) for the actions of the Indonesian Government who rejected the Australian Government"s request to cancel the death penalty of the two drug convicts known as Bali Nine Syndicate, Andrew Chan and Myuran Sukumaran.

3. Social Context Analysis

Most of the news published by *Suara Merdeka* Website is about The Australian Government who did various ways to cancel the death penalty of two death convicts Bali Nine Syndicate, Andrew Chan and Myuran Sukumaran. However, those efforts always lead to failures. The news emphasized that The Indonesian Government was the one who has full power and the Australian Government should abide by the rule of laws in Indonesia even though some of them understood the actions taken by the Australian Government was in order to protect their citizens.

However, in reality, not all of the Indonesian people supported the Government to execute two death convicts. The opinions were split. Most of the pros said one way to fight drugs was by carrying out the death penalty. In contrast, the cons also thought about humanity. With news about the Australian Government's efforts to rescue their citizens, at first, made people begin to sympathize with them. They started to ask whether it was fair or not if someone's life determined in the hands of others who also undoubtedly had sinned. The vice president of The European Commission Federic Mogherini also deplored the death penalty execution in Indonesia. German ambassador in Indonesia, Georg Withschel asked Indonesia to stop the execution because it was not effective to reduce drug crimes. Some Indonesian even gave thumbs up to the Australian Government who still tried to save their citizens until the end. They compared the Australian government with the Indonesian government that seems indifferent if one of their citizens to be put in a death penalty in other countries. However, over time, the Australian government was getting tired and frustrated because of the various failed ways to cancel the death penalty execution of Andrew Chan and Myuran Sukumaran. After failed to cancel the execution in diplomacy ways, the Australian government began to use some impolite ways which were through threats. First, the Australian government pulls its ambassadors from Jakarta. Second, they threatened to boycott tourism in Indonesia. Third, they warned that if the Indonesian government still executed Andrew and Mary, it would give a negative impact on the Indonesian citizens who were facing death penalties in other countries. Last, they even brought up again about the help that the Australian government had provided to the Indonesian government. and asked Indonesia to return the favor. Those various threats got

negative responses from the Indonesian citizens and made the Indonesian citizens to lost patience. Slowly, the sympathy at the beginning gone away and was replaced with a sense of antipathy. Indonesian citizens assumed that the Australian government did not appreciate and respect the Indonesian government's decision and tend to humiliate them.

After observing the analysis above, the writer can conclude that the news as a social control tool could provide an advantage which was to generate public opinions. News can also become a bridge of communication between the readers and the decision-maker. Therefore, The Indonesian citizens' opinions, are able to help the Indonesian Government in taking a decision on a certain event, or in this case, was the death penalty case of the duo Bali Nine convicts. Media could help produce discourse and distributed it to the reader through their news. As one of the biggest local newspapers in Indonesia, especially in Central Java, *Suara Merdeka* plays an important role in shaping the social context through the news they published. From the text structure and the social cognition analyses, it can be seen that the reporter secretly and implicitly favored the Indonesian Government to implement the death penalty. However, public opinions were still split. There are pros and cons. The pros said Indonesian sovereignty should not be dictated by other countries, while the cons, asked whether the death penalty was humane and fair or not. This social context is expected to influence the process of decision and the implication on the attempt to uphold justice in Indonesia. However, justice is relative and the President's decision had been made. The death penalty against Andrew Chan and Myuran Sukumaran had been final and irrevocable, and thus had to be implemented.

CONCLUSION AND SUGGESTION

1. Conclusion

In conclusion, the findings of this study can be summarized in the following ways:

- a. These texts are able to explain the text structure well, such as the description of the background and the details of the overall texts. By analyzing the text structure, it can help the writer to uncover the reporters' hidden purpose.
- b. In the social cognition dimension mostly the reporters reported news about the various ways and the struggle that were done by the death-row inmates

and the Australian government to cancel the execution of the convicts. However, those ways always lead to failure. In writing the news, the reporters did not exaggerate or speak badly about The Australian Government, but the reporters implicitly wanted to highlight and convince readers that the Indonesian Government was the one who had a full power, in this case, to decide whether to carry out the execution or not and the Australian Government should just follow the Indonesian"s laws.

- c. From the text structure and the social cognition analyses, it can be seen that the reporter secretly and implicitly favored the Indonesian Government to implement the death penalty and asked the readers to agree too. However, the discourse about Bali Nine's built-in society (social context) raised the pros and cons. Not all people supported government action in executing the two death penalty convicts in drug cases. News as a social control tool can provide an advantage which is to generate public opinions. These opinions, then are able to help the Indonesian Government take a decision on a certain event, or in this case, is the death penalty case of the duo Bali Nine convicts.

2. Suggestions

The writer realized that this research had some limitations. Therefore, the writer proposes some suggestions for better research in the future:

- a. The number of text news needs to be improved in order to make the analysis more reliable.
- b. If it is possible, the future research uses other data collection method such as an interview of the reporters who produce the text or people in the society. Therefore, we can improve social cognition, even though it is not absolutely necessary.

BIBLIOGRAPHY

- Allen, P. (2013). *A CDA Approach to Analysing BBC TV'S Newsnight Reports on the Israel/Palestine Conflict*. The University of Leicester.
- Brown, G., & Yulle, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Charnley, M. V. (1975). *Reporting*. New York: Holt, Rinehart, and Winston.

- Cliffnotes. *The Function of The Mass Media*. Retrieved on May 15, 2015, From cliffnotes: <http://www.cliffsnotes.com/more-subjects/americangovernment/the-mass-media/the-functions-of-the-mass-media>
- Creswell. John W. (2014). *Research design: qualitative, quantitative, and mixed methods approach*. Los Angeles: SAGE.
- Deborah Tannen, H. E. (2015). *The Handbook of Discourse Analysis*. Chichester: John Wiley & Sons.
- Djajasudarma, T. F. (2006). *Metode Linguistik: Ancangan Metode Penelitian dan Kajian*. Bandung: PT Eresco.
- Eriyanto. (2001). *Analisis Wacana: Pengantar Analisis Teks Media*. Yogyakarta: LKiS.
- Johnstone, B. (2008). *Discourse Analysis*. Malden: Blackwell.
- Kandi, R. D. (2015, April 28). Retrieved May 12, 2015, from cnnindonesia: <http://www.cnnindonesia.com/nasional/20150428185400-12-49829/kronologi-kasus-narkotik-yang-menjerat-duo-bali-nine/>
- Khuriyati. (2013). *Analisis Wacana Terhadap Teks Berita Tuntutan Pembubaran FPI SKH Kompas Edisi Februari 2012*. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga.
- Kompasiana. *Mengungkap Ulang Kasus Bali Nine*. Retrieved on May 15, 2015. From: <http://kompasiana.com/2015/01/21/mengungkap-ulang-kasus-bali-nine-697628.html>
- Louis Cohen, L. M. (2007). *Research Methods in Education*. New York: Routledge.
- Muhtadi, A. S. (1999). *Jurnalistik: Pendekatan Teori dan Praktik*. Jakarta: Logos.
- Paltridge, B. (2012). *Discourse Analysis: An Introduction*. London: Bloomsbury.
- Rushan, N. (2015, January 21). Retrieved May 15, 2015, from Kompasiana: http://www.kompasiana.com/rushanovaly/mengungkap-ulang-kasus-balinine_54f90ab3
- Susanto. (2006). *Metode Penelitian Sosial*. Surakarta: UNS.
- Van Dijk. T. A. (1998). *Ideology: A multidisciplinary approach*. London: Sage.
- Yuliaty, D. (2015, February 2015). Retrieved May 13, 2015, from suaramerdeka.com: <http://berita.suaramerdeka.com/smcetak/hetami-dan-kontestasi-media/>

CHAPTER IV

CONVERSATION ANALYSIS

Conversation analysis (hereinafter abbreviated as CA) is one approach to discourse analysis adopted from the discipline of sociology. The CA was pioneered by Harold Garfinkel, also known as the father of sociology. CA is rooted in the approach that has been developed previously, namely ethnomethodology which is influenced by the phenomenology of Alfred Schutz. However, it is different from other branches of sociology because CA is not analyzing social institutions themselves, but rather finding out how members of society form the nature of a social institution.

Conversation Analysis then is basically used to look at conversations and analyze what was said, why it was said and how it was said. CA then becomes a discipline that aims to explain the many intricacies and tacit knowledge deriving from the conversations. In most cases, everyone involved in a conversation understands what occurs during a conversation, but couldn't implicitly state why it happens that way or what social actions are being performed during the ongoing process of a conversation. Much of conversation analysis focuses on institutional interaction, how people communicate in different working environments such as lawyers in court, doctors and patients in a hospital, or teacher and students in the classroom settings, however, CA also concerns with even the most mundane and casual conversations.

In an analysis practice, the CA pays attention to the problems of social institutions and the way language works in shaping social institutions and the way social context shapes language. That is why CA is a specialist in disclosing social action manifested through conversations. CA is similar to communication ethnography in that both deal with human knowledge, however, CA has its own assumptions, methodologies (including terminology) and theoretical frameworks

Among the most generally investigatable aspects of conversation are 1. Turn-taking sequence, 2. Sequence organization, 3. Repairs, 4. Preference organization, 5. Pauses, 6. Overlaps, 7. Conversational floors.

When to use CA?

- Recurring patterns of talk -in- interaction: how the thing is done through it, how something is realized together with other participants who are doing what they are doing.
- Participants' orientations to relevant aspects of interaction which manifest through co-construction of meanings and what is characteristic to a particular institutional activity.
- Consequences of one type of action to action to what happens next within the interaction.

Three key questions deployed in the process of the CA analysis are:

1. Why that?
2. Why in that way?
3. Why in that particular context?

PEDAGOGICAL REFLEXIVITY IN THE INTERACTIONAL ORGANISATIONS OF ENGLISH CLASSES

Antonius Suratno

Conversation analysis (CA) has increasingly been used to analyze classroom interaction in pursuit of understanding of whether the reflexivity resulted from the different pedagogical purposes differences in what language teachers and learners actually 'do' interactionally. This article reports the analysis of different classroom interactions differing in instructional focuses. The result suggests that different types of pedagogical purposes display differences of the elements of the interactional organization that comprise turn-taking pattern, sequence organization, repair works, and preference organization. The same conversational architectural machinery does not necessarily reflect the same or even similar pedagogical reflexivity as a result of the diversity of micro context and instructional focus of L2 instructions.

Keywords: pedagogical reflexivity, pedagogical purposes, turn-taking patterns

Introduction

Despite being relatively recent in its acceptance as one of the research methodologies, since its early introduction by trio Sack, Schegloff and Jefferson in the early 1970's in their seminal paper entitled '*A simplest systematics for the organization of turn-taking for conversation*' (see Sack, Schegloff and Jefferson 1974), CA has gained more and more prestige in the study of human interactions. Not only has it been used to uncover the social system inherent in ordinary conversations, as the predominant object of study, but it has also been extensively devised as a method to discover the machinery underlying various institutionally-based talk-in-interactions, including that of the classroom.

This paper attempts to investigate how pedagogical reflexivity emerges in the English class interactional organizations. In the forthcoming sections of discussion, I should like to start with an account of CA as a research method and underpin that CA is a viable method in disclosing how systematic the actions are performed in interactions. Further to it, I will present how the interactional organization is operating in the classroom context (as being goal-oriented), explicate how systematic and didactic the actions are performed, and eventually show how pedagogical reflexivity is manifested within the organization of classroom interaction. As the classroom data are analyzed, I will try to reveal how the pedagogical focus in different classroom contexts is linked to the interactional organization of the classroom from which turn-taking, sequence and repair as its architectural apparatus are manifested. In addition, code-switching, as one phenomenon observable in the database, will also be discussed.

CA as a method to investigate L2 interaction

It is an undeniable fact that CA as a method of research in L2 classroom settings has gained wider recognition among ESL/EFL researchers. Irrespective of the remaining pervasive misconceptions among researchers devising CA (see Seedhouse, 2004), the move towards the future use of CA is salient. The works on CA-based approach have been flourishing in a large array of fields ranging from Courtroom Interaction (Atkinson and Drew, 1979), Medical Area (Heritage and Maynard, 2005) to among the most recent research on Media

Broadcasting (Hutchby, 2006), as well as Internet-based interactions (Jepson, 2005; Simpson, 2005). Like them, through perseverant dedication and tireless efforts, Seedhouse has made a substantial contributions to establishing CA as a vigorous research method in the study of the language used in various classroom interactions. (see Seedhouse, 1997, 1998, 1999, 2004, and 2005) The recognition and acceptance by researchers sharing the interest in L2 classroom interaction are not incidental and without reasons. Guided by three fundamental assumptions that interaction is structurally organized; contributions to interaction are contextually oriented; and on the 'a priori' presumption that no detail of interaction can be dismissed or ignored as being disorderly, irrelevant or incidental (Heritage, 1984, p.151). They all stand on a common ground that the reality of classroom interaction always makes up of orderly shared actions. They gains support from Schegloff who asserts that CA is capable of portraying and explicating the intersubjectively and socially distributed cognitions progressing in the classroom (Schegloff, 1991 in Seedhouse, 2005) and believe that there is an inextricable connectivity between pedagogical focus and interactants' actions in an interaction which leaves a unique 'fingerprint' that is different from other institutional interactions (cf. Drew and Heritage, 1992b).

Another important point is how CA as a research method works. Interactants in a conversation are guided by both context-free and context-sensitive machinery in their talk progression. In this regard Seedhouse (2005: p.3) posits that 'the organizations are part of the context-free machinery which people make use to orient themselves in indexical interaction, i.e. we employ them in a context-sensitive way'. On that basis, Drew's and Heritage's (1992b, p.19) assertion that "CA embodies a dynamic approach in which context is treated as both the project and product of the participants' own action" is of high relevance.

In devising CA as a method, the major attention is to find out the machinery of the interaction traceable through the sequence and the structure of the talk, as through it the meaningful social actions and the natural organization of interaction can be interpreted (Psathas, 1995). Social actions are manifested in turn-taking practices performed by interactants in talk-in-interaction which according to Schegloff (2000) express features of social life

that are deeply embedded in ordinary common-sense practice. There are three choices of questions underlying any description of action which provide clues pertaining to how the description is to be interpreted (Heritage 1984, p. 150). They are 1. why that (this encapsulates perspective of interaction as action), 2. Why in that way (which is expressed by means of linguistic forms), and 3. Why right now (verifiable through the developing sequence) (also see Seedhouse 2004).

Now that the actions in an interaction are interpreted, the interactional organization can also be determined. By finding out the interactional organization of an L2 classroom, the production of teacher-students and student-student social actions as well as what signify the actions can be established (see Seedhouse, 2005). Each action that makes up an interactional organization of classroom talk is governed by both context-free machinery that is usable to orient indexically to the next turn of interaction and at the same time bound to context-sensitive machinery by which participants are able to make sense of the interlocutors' action. It is through these two intertwined contexts that the social actions in talk-in-interaction can be understood and verified (ibid).

This should be evident by now that actions performed in the classroom context are systematic and methodic. Thus, the adoption of CA as a method of inquiry finds its strong ground. Following the above, as well as considering Nagretti (1999) that turn-organization is inherent in any form of conversational transaction, and through it the development of action can be unfolded, CA should be the readily and justifiably accepted vehicle to uncover how reflexivity performed a language classroom activity.

Interactional organization of L2 Interaction

An L2 classroom constitutes a unique social structure within which social actions are undertaken and performed. As a social structure, L2 classroom can be seen both as a setting for action and as the 'situ' where the social action is to be realized (Arminen, 2005). Its uniqueness makes it different from other institutional interactions as it makes up of its own interactional architecture which in order to disclose it, following Seedhouse (2004, p. 183), we should identify its core goal. i.e. that the teacher will teach the learners the L2 and students should learn the language. Again it is unique in that the core goal

remains unchanged no matter where the L2 lesson takes place and what the pedagogical framework is used by the teacher, even in the case when the role of the teacher is delegated to the learners (ibid). This, in the end, makes it a distinctive interactional feature incomparable to other institutional interactional features.

According to Seedhouse (2004, pp. 183-184), there are three distinctive features underlying characteristics of ELT discourse applicable to all L2 classrooms, i.e:

1. Language is both the vehicle and the object of instruction.
2. There is a reflexive relationship between pedagogy and interaction.
3. The linguistic forms and patterns of interaction which the learners produce are subject to evaluation by the teacher.

The three features above can be further delineated as follows. First, in an L2 classroom where interactions take place, language plays a dual role, as a vehicle and as an object, making the classroom interaction a unique interactional enterprise (see Seedhouse 2004). To put it another way, language serves as both a means and an end of the interaction. Second, the reflexive feature manifests in the way the linguistic forms and patterns of interaction are linked to the pedagogical purposes which the teacher introduces throughout the ongoing process of the instruction. During the progression of the classroom, as observable through turn-taking, both teacher and learner will from time to time display their analysis of the relationship between pedagogy and interaction. Seedhouse (2004, pp. 184-187) further illustrates, 'as the pedagogical focus varies, so does the organization of the interaction'. Third, unlike other contexts of teaching, the linguistics forms and patterns of interaction in the L2 are subject to evaluation by the teacher (ibid). However, it does not necessarily mean that every utterance made in every turn by learners has to be assessed in terms of appropriateness of meaning or accuracy of form. From previous research, evaluation is generally made only if the language production is rationally deviant from the intended pedagogical focus.

As repeatedly argued in various CA literature, every talk-in-interaction is, by nature, contextual leading to achieving the shared goals. But unlike ordinary conversation, classroom interaction is characterized by institutional goal-

orientation and the interaction is organized in a way leading to the attainment of classroom interactional goals. The progression of classroom interaction is, thereby, made up of the co-constructed actions to achieve instructional goals. Here is where context plays a paramount role in the completion of the actions. Each action in the progression of interaction is bound to adhere to both context-shaped and context-renewing principles (Heritage, 1984). The former refers to the idea that contributions would not be adequately understood unless they have reference to the context where they occur, whilst the latter refers to the notion that each action will in itself constitute a new context where the next sequential action will be formed and understood (see Seedhouse, 2004). Thus, the whole mechanism within an L2 interactional organization will vary depending on the 'social dynamic'(ibid) in which a particular sequence of the talk will manifest. As a consequence, all interactional components, i.e. adjacency pairs, turn-taking patterns, repair work, preference organization will work on the basis of what (Seedhouse (2004) termed as 'the match and mismatch' mode.

On the above basis, through the sections to come, some typologies of classroom interactional organization will be discussed by looking into the pedagogical focus. Then, the organization of turn-taking, the sequence and the repair work are scrutinized in their relationships with it. Through this way, we will be able to see how pedagogical reflexivity emerges from within.

METHODOLOGY

Data

The data used as the object of analysis were taken from 4 out of 7 different lessons given to Norwegian students. Each lesson has separate sub-lessons focusing on different goals conducted in different classrooms. For space reason, not all data are taken for analysis but rather only some extracts relevant to the purpose of analysis are chosen. Each extract taken will be put under certain headings representing different classroom pedagogical focuses. By so doing, it will clarify that talk-in-interaction happening in one single institutional context may manifest itself in different sub-varieties of context and thereby, reconfirming Seedhouse's and Richards' (2007) assertion that

‘each of the sub-varieties has its own peculiar institutional aim and appropriate interactional organization in terms of turn-taking, repair, etc.’.

Table 1: Data sampling information

The data set is taken from Norwegian Data (Seedhouse 1995b)

| Lesson | Classroom activities | Extract used |
|--------|--|--------------|
| 1 | (group and whole class discussion of a text on American immigration) | 2 |
| 2 | (group and whole class discussion of a literary text) | 1 |
| 3 | (coursebook work on a text about Australia, with some pair work) | 1 |
| 4 | (group discussion of paintings) | 1 |
| 5 | (vocabulary work including colouring, bingo and pair work) | 0 |
| 6 | (glove puppet work, singing, games) | 0 |
| 7 | (coursebook work on a text about Captain Cook, with translation and pair work) | 0 |

Data Analysis

For the purpose of this study, all data are scrutinized inductively on the basis of the parameter of the CA set for the investigation. Considering that the focus of the investigation of this classroom extract is to find out the machinery of the classroom interaction as reflected by its interactional organization, the analysis will try to disclose the social actions traceable through turn-taking organization, repair works, preference organization, topic, sequence relevant

to the analyzed extracts. I should make it clear from the onset that what is meant by organization is dissimilar with the general concept of identifying the quantity of occurrence of actions that are generally understood within quantitative SLA research tradition, but rather whether, as evident in the data, each category of action performed by both students and teacher reflectively orients to the attainment of the pedagogic-institutional goals. Analysis, thereby, should try to be consistently noticing the production of social actions deployed as a reference point for the interpretation of the interactants' actions (see Ustunel & Sedhouse 2005). It is important to reiterate that in the foregoing sections, I should like to make explicit the evidence of the reflective relationship between the social moves performed by each interactant and their link to the pedagogical goals.

Extract 1: Focus on meaning and fluency (student group discussion)

- 1 L1: explain the difference between the melting-pot and the salad bowl
- 2 ideas.
- 3 L2: I thought it was the same.
- 4 L1: yeah me too.
- 5 LL: (laugh)
- 6 L1: the difference is that., .., .., in the saladbowl there they melt or=
- 7 L2: mix
- 8 L1: =mixed all culture groups.
- 9 L2: and meltingpot that's like whole America together with=
- 10 L1: yeah?
- 11 L2: =ethnic groups and melted
- 12 L3: *eg fatter ikkje forskjellen.* ((tr: I don't get the difference))
- 13 L1: the problem is that the religion is not mixed in the saladbowl and and
it it=
- 14 L3: =do they have their own ... they keep their religion?

- 15 L1: yeah in the saladbowl.
- 16 L2: we're trying the difference between the meltingpot and the saladbowl.
- 17 T: oh that's interesting. cause we can make spend time on that later on today.
- 18 L2: ((unintelligible))
- 19 T: yeah well I think so too, and that's why you have to to read it several times to
- 20 really get into it.
- 21 L1: yeah I think so.
- 22 T: you can't just read through it ((unintelligible 2 sec)) because these this
- 23 information is really heavy thing.
- 24 → L1: e:r the difference is it is it big is it the difference between the melting-pot and
- 25 the saladbowl is it many differences?
- 26 → T: no if I'm going to say it very very shortly just in a few sentences I would say
- 27 that meltingpot-idea is that everybody who comes there with their the
- 28 different background and culture they mix in a way so that they in the end
- 29 become the typical American. that's the meltingpot-idea. e:r or the ideal
- 30 American. and the saladbowl if you have seen a saladbowl especially a
- 31 saladbowl of glass and you have all the ingredients into it you see green

32 colour, red color, yellow, you see all the ingredients e mixing in a way but

33 but keeping their e:r flavor and characteristics.

34 L1: I see.

35 L2: they don't change.

Extract 1 is taken from Lesson 1a group1 where the context is a student workgroup in which the topic brought down is the difference between the idea of the melting pot and salad bowl. The turn organization is focusing on the expression of personal meaning and on promoting fluency (Seedhouse 2004, p. 111). The pedagogical focus is on the speakers' expression of personal meaning and on the contribution of new information to the language classroom. So the turn-taking pattern is ultimately an incremental adding up contribution by group members leading to an understanding of the difference between the two ideas above. The sequence of the interaction is randomly distributed among the members of the group depending on the contribution made and personal meaning raised by each individual person.

Repair works, as can be seen on (lines 7, 12 and 14), are particularly intended to establish mutual understanding and negotiating meaning. Since the pedagogical context of this interaction is meaning and fluency, it becomes obvious that form production mistake or inaccuracy of grammar is undermined. However, though it is not particularly a linguistic form correction, line 7 is specific in that it is intended to be a lexical correction for the mistake made by L1. S/he tries to show that the word '*mix*' is a more appropriate word to substitute '*melt*'. This type of correction is necessary for the interactants to come across the meaning correctly and to get the context of interaction back on track.

By and large, the extract above can be further analyzed into the following. The group discussion was begun by L1 reading a statement written on the book asking the students to differentiate between the idea of salad bowl and melting pot. Both L1 and L2 shared the same previous understanding that both ideas were the same. However, albeit sharing the same agreement (see line 3, 4), right after LL laugh, L1 began to doubt his/her previous understanding, as s/he clearly displays it through his assertion that there must be a difference between the two

ideas. With a little hesitation showing his short of understanding about saladbowl, he said ‘..... *in the saladbowl there they melt on=*’ preceded by a pause (0.9 seconds) indicating uncertainty. In the suitable transition relevant place, L2 notices the doubt as proven by another initiated repair ‘*mix*’ instead of ‘*melt*’ which makes L1 self-repair ‘=*mix all culture groups*’. Feeling that his repair initiation is taken by L1, L2 gets the ground to suggest the idea of what melting pot is (see line 9). However, following L2’s account of what melting pot is, L1 and L3 display disaffiliated action indicating disagreement with L2’s opinion. Albeit without delay of utterance, by saying ‘*yeah?*’ (rising intonation) response, as generally indicative in dispreferred responses, L1 indicates his doubt about L2’s opinion and so does L3 by expressing his explicit disagreement. Without trying to mitigate his response, L1 reacts to L2’s statement by answering ‘*I don’t get the difference*’ in Norwegian, an example of Code-Switching intended to ask for clarification (see Ustunel and Seedhouse, 2005). So it is evident here that together L1 and L3 are co-orienting their shared disagreement to L2’s unclear point. Further to that stage, each of them takes turn by proposing their reasons for their disagreements, i.e. L1 expresses her/his negative (disaffiliated) statement ‘*the problem is that the religion is not mixed in the saladbowl and it it*’ (line 13) as another repair initiation which is then followed by other repair (line 15) ‘*yeah in the saladbowl*’ while L3 expresses disagreement (line 12) and then proposes a question (line 14) ‘=*do they have their own ... they keep their religion?*’. Here, as shown by the extract, it becomes self-evident that preference organization comes into play in a group discussion involving agreement and disagreement.

The next important point to make here is how pedagogical focus relates to the above agreement and disagreement moves displayed by the students in determining the difference between the idea of saladbowl and meltingpot. The extract points out that a group discussion involving students above ends up with a dead-end, as unfortunately none of them has a correct answer to the debated ideas. In response to the unresolved puzzle, having heard from L2’s appeal on how complicated it was to explain the difference, the teacher turns up with a brilliant approach mitigating the tension by iterating that such an issue is hard to discuss and that this can only be understood after the group discussion is properly undertaken. In this extract, however, the puzzle is resolved after L1 asks

the teacher how much difference between the two ideas is which is finally responded to by the teachers. The reason for doing that can be argued as an inseparable part of the pedagogical purpose set by the teacher which at the same time reflecting teachers' reflexivity in response to students' interaction stagnation. Rather than interrupting the debate or providing the answer early on, the teacher lets the students try to orient to one-another's co-participative meaning-searching and meaning-making. This characterizes a meaning-focused pedagogical goal that has been successfully achieved by both teachers and students. Thereby, the final turn taken by L1 and L2 above is a display of understanding in co-constructing meaning and the whole set of interaction signals the high degree of reflexivity between interaction and pedagogical purposes, as clearly indicated through its turn-taking, repair work and preference organization. By then it is right what Levinson suggested that 'the structural organization of institutional talk is rationally and functionally adapted to the point or goal of the activity in question' (Levinson 1992 in Seedhouse and Richards 2005).

Extract 2: Focus on meaning and fluency (teacher-led discussion)

Lesson 1b

Lesson 1b (the same class after the break) was a teacher- led discussion on exactly the same subject as lesson 1a (workgroup discussion).

- 1 T: yeah, but you and you also eh when eh if you go as far back as when I eh
- 2 listened to that kind of mu-music, when the Beatles eh went to America,
- 3 they said that it was impossible for a European group to have a
- 4 breakthrough
- 5 in the United States. so that I think they were the first who who really
- 6 made
- 7 a success of their music in in America. and eh: well one of them still lives
- 8 there. doesn't he? or may be two? and also, oh eh:::...,..., what do what
- 9 do they

- 7 call the other very great rock group from my youth?
- 8 L4: Stones?
- 9 T: yes, the Rolling Stones, also they have had a success, and I think they also
- 10 live in America today if I am not totally mistaken.
- 11 L1: Oh, but now you have a lot of different groups from all over the country.
- 12 T:yes. that's right. ...,..., eh:: so, would you say that diversity is reflected its
- 13 political and cultural institutions then?
- 14 LL: yes.
- 15 T: really?
- 16 L: yeah, in the cultural, not in the political.
- 17 T: not in the political. should we agree on that?
- 18 LL: ///yes///

Extract 2 is taken from Lesson 1b where the context is a teacher- led discussion bringing in the same topic previously discussed in groups. The setting of the class is no more group discussion but rather a classroom plenary one. The major aim of this discussion is to highlight the previous topic of discussion that was not properly understood by the students. The turn organization of this extract is focusing on meaning and fluency. As always, in such pedagogical focus, the expression of personal meaning is noticed by students (see line 8, 11, 14, 16, 18) and teacher (see the rest). On the whole, it looks like that the teacher is dominating the interaction, but such kind domination is common in a typically teacher-led discussion, especially if this is to make sure that the issue raised in group discussion has been thoroughly discussed and understood by the learners. Even so, as evident from the extract, the pedagogical focus is still on the speakers' expression of personal meaning and on the contribution of new information to the classroom members. While in extract 1 teacher was simply a pseudo-participant, in this extract (2), by contrast, the teacher takes a major role in the discussion. So, it is rationally understandable why the turn-taking pattern transforms into a question and answer turn, orienting to a topic comprehension

check. The sequence of the interaction is equally distributed interchangeably one to one, a T-L-T-L sequence. This reconfirms the notion that the micro context in which an interaction takes place will determine the type of interaction. In spite of the identical pedagogic focus as shown by extract 1 and extract 2 above (which are both focusing on meaning and fluency), the product of interaction is dissimilar as a result of the context differences.

As it is evident in line 8, a repair initiation is made by L4 when s/he notices that the teacher is stuck with a forgotten name. An approximately 10 second pause preceding the teacher's appeal for assistance in recalling the forgotten name of the rock group is understood by L4 as a potential trouble that makes him propose an other-initiated repair which is followed by the teacher's self-repair. In various literature, the teacher tends to initiate repair, in particular where the form and accuracy are the focus of pedagogy, but it does not seem to be the case in extract 2 above. This may be argued that repair initiation does not necessarily come from the teacher especially when the focus is meaning and fluency where new information and personal contribution are the centre of pedagogy. Using a logical common sense, the trouble of communication can happen anywhere and can be made by anyone, including by the teacher.

In this extract, teacher starts by asking the students if music could be a means by which American immigrants integrate themselves into the context of American diversity. It is obvious from the extract that the opportunity in which students can share their personal meanings is wide open. It is indicative in the extract that students are able to contribute and nominate their own information concerning the issue raised in the discussion. Being uncertain about the name of the musician, teacher tried to throw it to the floor and no sooner did s/he do it, L4 responded to him/her by saying '*Stones?*' (which at the same time functioning as a repair initiation) proposing if the name of the group intended by the teacher is Rolling Stones. This response is evidence that L4 understands the name to whom the teacher is orienting. The response was not made as a result of the teacher's nomination but rather of the student's self-analysis of the previous move by the teacher. Following L4, L1 contributes his ideas that there are many more music groups from different parts of the world to orient to the idea of diversity which is amended by the teacher by saying '*yes that's right*'.

Again, as indicated in the turn-taking, the classroom interactional focus of instruction now is on meaning instead of form. The teacher's role in building up the moves leading to it is indicative through his consistent effort to lead the student's understanding to the idea of diversity. The teacher's question '*would you say that diversity is reflected in its political and cultural institutions then?*' (line 12 and 13) following his/her agreement to L1 contribution, is evidence of such a role, as unless s/he does that, the students' understanding about the idea of diversity may not be properly understood. The choral answer by LL 'yes' (line 14) which was then followed by teacher's confirmation request '*really?*' (line 15) provides students with an impetus to be more critical about which aspect of diversity is manifested within the life of American people. By so doing, which is then responded by L (see line 16) saying '*yeah, in the cultural, not in the political*', students understand that diversity is shown through the cultural expression but not in politics. The final checking by the teacher's question '*should we agree on that?*' (line 17) results in once again the second LL's choral response 'yes' (in line 18) which is different from the previous 'yes'. This finding confirms the assertion that CA is capable of portraying and explicating the progress of intersubjectivity or socially distributed cognition (Schegloff's 1991).

Finally, unlike in the form and accuracy focus where the teacher and students are in asymmetrical position, in meaning and fluency, as accountable through the turn-taking pattern, sequence, as well as the repair works of the above extract, teacher co-exists in an equal position with students. In the former, teacher allocates turn by turn progression to make sure that students produce correct language forms as the predetermined pedagogical goal, in the latter by contrast, as indicative in the extract, regardless of how knowledgeable the teacher is about the topic of discussion, s/he tries to expose herself/himself as being in a symmetrical position with the students.

Extract 3: Focus on form and accuracy

Lessons 3i and 3ii are two consecutive 45 minute lessons involving the same teacher covering the same material with two different classes (each with about 10 students). Both classes are Ungdomsskole 8th grade and the students are aged 13-14 years.

Lesson 3i:

- 1 T: page sixteen two A .. how strange.. (student's name) would you be so kind as to
- 2 start reading?
- 3 L: a cry of help .. Tasmanian fishermen could hardly believe their eyes yesterday
- 4 afternoon .. suddenly at least fifty dolphins started jumping and diving around
- 5 their boat the blue sea .. the six foot long animals started making loud whistling
- 6 noises .. obviously they wanted something
- 7 T: thank you can you decide the next one to go on
- 8 L: (student's name)
- 9 L: the blue sea followed the dolphins until they reached
- 10 T: reached reached
- 11 L: a booyoy
- 12 LL: (laugh)
- 13 T: a buoy a buoy it's pronounced a buoy
- 14 L: a buoy.. there they found a baby dolphin caught in the fishing net .. it must have
- 15 swum into it hungry for fish and crayfish the captain said later .. when the men
- 16 set it free the intelligent dolphins whistled to thank them
- 17 T: yes (student's name) words here could you repeat intelligent
- 18 L: intelligent

- 19 T: and whistled
- 20 L: whistled
- 21 T: a living toy the next one (student's name)
- 22 L: Melvin Stacey an assist..
- 23 T: an assistant
- 24 L: at the toyshop in Adelaide got the shock of his life yesterday .. as he was taking
- 25 down a two foot teddy bear from one of the she..
- 26 T: one of the shelves
- 27 L: shelves it bit his finger .. somebody had put a live koala bear up there, far away
- 28 from its natural home among the [yore]..
- 29 T: eucalyptus eucalyptus
- 30 L: it must have=
- 31 T: = can you say eucalyptus eucalyptus?
- 32 L: eucalyptus

Extract 3 is taken from Lesson 3i where the context is teacher-fronted reading and pronunciation for accuracy. The pedagogical focus of this interaction is on form and accuracy. The teacher's dominant role typifies the interaction in which s/he is tightly in control of the interaction in order for the students to produce an accurate form of the language. The turn-taking organization is also very much directed by the teacher. The teacher allocates turn by turn progression to a specific student by mentioning name by whom a certain linguistic form should be produced within the criteria of accuracy set by the teacher. Despite the existence of one single opportunity for a student to allocate the turn to another student (see line 8), it does not mean that the teacher wishes to shift the pedagogical focus from form to meaning and fluency. Still, the student does it after the teacher asks him/her to do so. S/he is nominating only after being

nominated. Thus, again the above finding validates Seedhouse (2004, p 104), i.e. if the pedagogical focus is exclusively on the linguistic form, the organization is necessarily formal and strongly constrained within a quite sharply defined procedure. As evident in the extract, unless students produce correct reading and pronunciation, the teacher is strictly bound to impose on their production of the correct form of pronunciation. This can saliently be observable through different turns (see lines 10, 13, 17, 19, 29, and 31). Such a stern and strict form focus definitely affects the sequence of the conversation which is typically teacher-led. So, the sequence predominantly looks like this. Teacher nominates student, the student conducts a language activity, the teacher gives feedback of mistake and finally, student makes corrections (in a rigid T-L-T-L sequence). In other words, the predominant sequence organization is a teacher fronted adjacency pair.

As a consequence of such a pedagogical focus, repair works found in the above extract is mostly orienting to the production and reproduction of the correct and accurate form of pronunciation. Repair initiations are repeatedly made by the teacher, mainly intended to make the student aware of the importance of producing a correct form of language. The repairs, as it is evident in lines 10, 13, 17, 19, 29, and 31, are typically correctional kinds of repair (mistake repairs as opposed to non-mistake repairs) which are meant to correct the mistakes produced by the students. There are two types of repair initiation worth noting here, as being specific, i.e. those found in line 23 and line 27. Line 23 is a typical trajectory of other initiated move ending up with no repair, whilst, line 26 followed by line 27 follows a repair trajectory of other initiated self-repair. So, again as the teacher's pedagogical focus is a string of linguistic form productions by the learners, the repair work initiation is always made by the teacher when learner's production deviates from the pedagogical focus.

The relationship between pedagogy and interaction demonstrated in the above extract can be further explained this way. The teacher starts by introducing the purpose of the activity which is understood by a student whose name is nominated by the teacher to start reading. Being aware that there is no mistake indicative in the L's reading, the teacher rewards him/her with 'thank' before giving him/her a chance to select another student to take the next turn of reading. Unlike the previous student, this student who has just been doing his

turn produces inaccurate pronunciation of 'reached' that makes the teacher offer him/her a correctional repair initiation twice which is unfortunately ruled out. Instead of correcting L (line 16) carried on speaking and produced another inaccurate pronunciation 'buyoy' instead of 'buoy'. This time with the second offer of repair initiation, this student produces correction. Once again, since the student does not produce the expected language form, the teacher chooses to firmly re-establish the focus by producing two further models of pronunciation (intelligent and whistled) to be repeated by the student. Further to that point, the teacher's role remains the same, i.e. strictly noticing if other students also produce inaccurate forms. Once inaccurate form is produced, s/he plays her/his role as a whistle-blower and initiates correction.

No matter how irritating it might be for the students, the teacher keeps on going with her/his consistent role to over and over again re-establish the pedagogical attention. At the same time student also over and over again tries to re-orient to such pedagogical purpose by trying to produce the correct form of language. In other words, turn-taking sequence is predominantly student's form production followed by either reward if it is correct or correct model of pronunciation to be repeated if a mistake is spotted.

Extract 4: Focus on meaning and form combined

Lesson 2

A double lesson (90 minutes in total) with a 2nd year videregaende skole English literature class. The text under discussion is J.B. Priestley's "An Inspector Calls".

The first half of the double lesson will be called Lesson 2a.

The second half of the doublelesson will be called Lesson 2b.

- 1 T: all these aspects come into the word style ..., how does the writer or the speakers
- 2 in the play express themselves? (5 sec pause) then we come to symbols, what is
- 3 a symbol (5 sec pause) oh come on! what's a symbol? ..., give an example of a

4 symbol!

5 L: ((cough))

6 T: John?

7 L12: the cross

8 T: the cross! what's the cross a symbol for?

9 L12: Christianity

10 T: yes

11 L: ((unintelligible 1 sec))

12 T: other well-known symbols? Anders?

13 L5: red light

14 T: a symbol for?

15 L5: you have to stop in the traffic

16 T: danger!, other symbols?

17 L: a [dowe -dov]

18 T: a dove!

19 L: peace

20 T: a symbol of peace! good .., Lisa!

21 L8: a four-leaved clover for good luck

22 L: ((cough))

23 T: a four-leaved clover for good luck

24 L: ((cough))

25 T: what about a heart? what's that a symbol of? Herman?

26 L13: love

27 T: love .., ok, then you know what a symbol is! anything which would signify

28 something else, symbols are often used in a particular sort of literature ..,

- 29 which? (5 sec pause) novels? ..., plays?, poetry?, you find
symbols
- 30 , in poetry, and you find it in art generally, painting, yes, the
theme
- 31 of a text, is the moral or the philosophical idea conveyed by a literary
text

Extract 4 is taken from Lesson 2 English Literature Class. The pedagogic focus, as set early on by the teacher, is on meaning. As has been argued in the previous literature (for example Seedhouse 2004), the characteristic of such a pedagogical focus is primarily the contribution of personal meanings to the interaction. The interaction may be termed as focusing on meaning if learners contribute new information to the progressing interaction and on fluency if the learners nominate and contribute personally meaningful information. It is evident from the teacher's first turn where s/he starts with the need to explicate the word style and symbol which is then turn-by-turn responded to by student with word or phrases signifying meanings. In this particular context, the teacher nominates a student to contribute some different kinds of symbols and explicate what they mean. Just right in the middle of the turn-taking progression (line 18), however, the teacher without necessarily fully shifting the focus from meaning into a new focus of form and accuracy digresses into form focus. Such a phenomenon can be called an example of meaning and form focus-combined rather than fully a meaning-focused or simultaneously meaning and form focused-combined. Needless to say that such a combination is not implausible though it is not a pretty common case.

As encapsulated by Seedhouse (1997), such a simultaneous dual focus can be established as follows: first, the interaction is focused on meaning but if the linguistic errors are made by the students, they are corrected rather than ignored. Considering that linguistic form mistake is something that needs to be corrected in addition to exchanging meaning, the interaction above qualifies to be called as a dual focus interaction. As the interaction begins to take a shape, the teacher nominates the student to contribute his/her understanding of symbol by naming it and what each signifies. Four students in four different turns

(lines 7, 13, 17, and 21) nominate different kinds of symbols and contribute to the running of the interaction by proposing personally meaningful information about what the symbols mean (lines 9, 15, 19, 21, and 26). At this point, it is obvious that the focus of interaction is on meaning. Right in the middle of the turn-taking progression, however, a student (L) inaccurately pronounces 'a dove' by saying 'a dowe – dov' which the teacher notices as a potential source of trouble in the undergoing progression of talk that eventually makes her/him initiate correction (a type of repair) to put thing right. By so doing, s/he helps make other students correctly come across the example of sign and its meaning. To put it simply, such an action may be termed as co-constructing meaning. Having completed the turn and been aware that the students are cognisant about the idea of symbols and what they signify, s/he rounds it up by explicating where the symbols can generally be found.

In general, the turn-taking type is a typical question and answer where the teacher initiates questions in order to attract student's contribution to the interaction. Such a kind of turn-taking is common in meaning focus only but may not be in fluency focus only. The typical question and answer sequence as indicated in the extract above could be one common characteristic of classroom interaction where the meaning contribution is highlighted. This what makes it different from meaning and fluency focus combined. The emphasis of the above pedagogical focus is for the student to be able to nominate and contribute new information relevant to their personal knowledge. In contrast, focus on fluency is mostly typified by a self-managed interaction, usually among students. Once again context is of prime importance in understanding reflexivity between pedagogy and interaction. By way of understanding such a context of turn-taking, we can understand it as a means of achieving the pedagogical goals. (Levinson, 1979: 384). Through the question-answer sequence initiated by the teacher, both students and teachers are together to co-construct actions leading to goal achievement.

Conclusion

We have thoroughly discussed four different extracts representing different classroom pedagogic focuses. In spite of the same macro context of occurrence, i.e. L2 classrooms, viewed from its micro-context, each of the

classroom interactions has its own characteristics of the interactional organization. As the pedagogical goals vary, so do the interactional organization and it is in the micro context that the idea of reflexivity between interaction and pedagogic focuses manifests. Although sharing the same pedagogical focus, extract 1 and 2 are dissimilar. Extract 3 and 4 have sequence organizations which are similar in common but they are different in pedagogical focus. So, they have all validated the notion that the L2 classroom is indeed unique. Seeing through the different types of pedagogical purposes we managed to see the differences of the elements of the interactional organization that comprise turn-taking pattern, sequence organization, repair works, and preference organization. The same conversational architectural machinery does not necessarily reflect the same or even similar pedagogical reflexivity as a result of the diversity of micro context and instructional focus of L2 instructions. Finally, it validates the proposition that L2 interaction has a unique feature that is different from any other institutional interaction.

References:

- Arminen, I (2005) *Institutional Interaction: Studies of talk at work*. Gateshead: Ashgate Publishing Ltd.
- Heritage, J (1984) *Garfinkel and Ethnomethodology*. Oxford: Polity Press, Cambridge in association with Basic Blackwell.
- Heritage, J. and Maynard, D. W., 2005 *Communication in media care: Interaction between primary care physicians and patients*. Cambridge University Press.
- Hutchby, I. (2006) *Media Talk: Conversation analysis and the study of broadcasting*. Berkshire, UK: Open University Press.
- Jepson, Kevin (2005) Conversations – and Negotiated Interaction-in Text and Voice- Chat Rooms. *Language Learning & Technology*, Volume 9, Number 3. pp. 79-98.
- Levinson, S. C. (1979) Activity Types and Language. *Linguistics*, 17, pp. 356-99
- Pomerantz, A. M. (1984) Agreeing and disagreeing with assessments. In Atkinson and Heritage 1984, pp 57 – 101.
- Sack, H., Schegloff, E. & Jefferson, G (1974) A Simplest Systematics for the Organisation of turn taking for Conversation. *Language* 50:696- 735.

- Schegloff, E.A. (1991). Conversation analysis and socially shared cognition . In L. Resnick, J. Levine & S. Teasley (eds.), *Perspective on socially shared cognition*, Washington DC: American Psychological Association.
- Seedhouse, P. (1994) Linking pedagogical purposes to linguistic patterns of interaction|: The analysis of communication in the language classroom. *International Review of Applied Linguistics* 32, 4, 303 – 320.
- Seedhouse, P. (1996) *Learning task: A study of the interactional organisation of the L2 from a CA institutional discourse perspective*. PhD thesis, University of York, UK.
- Seedhouse, P. (1997) The case of the missing 'no': The relationship between pedagogy and interaction. *Language Learning* 47.3. 547- 583.
- Seedhouse, P. (1998) CA and the analysis of the foreign language interaction: A reply to Wagner. *Journal of Pragmatics*. 30, 85 – 102.
- Seedhouse, P (1999) The relationship between context and the organisation of repair in the L2 classroom. *International Review of Applied Linguistics* 37.1., 59 – 80.
- Seedhouse, P (2004) *The interactional architecture of the language classroom: A conversation analysis perspective*. Malden, MA: Blackwell Publishing Ltd.
- Seedhouse, P (2005) Norwegian data. York: University of York Printing Unit
- Seedhouse, P (2005) Conversation Analysis and language learning. *Journal of Language Teaching* 38, 1 -23.
- Seedhouse, P (2005b) Task a research construct. *Language Learning* 55, 3, 533 -570.
- Seedhouse, P. and Richards, K. (2007). Describing and analysing institutional varieties of interaction. In H. Bowles and P. Seedhouse (eds), *Conversation Analysis and language for specific purposes*. Linguistic Insight: Studies in language and communication. Bern: Peter Lang AG, International Academic Publishers.
- Simpson, J. (2005) Conversational Floors in Synchronous Text-Based CMC Discourse. *SAGE London: Publications Vol 7 (3): 337-361*.
- Ustunel, E. & Seedhouse, P (2005) Why that, in that way, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*, Vol. 15, No. 3

Contrastive CA: Turn Organisations of Text-based Vs Sound-based CMC

Antonius Suratno

Alongside with the Information and Communication Technology (ICT), Conversation Analysis (CA) research on human interaction developed robust analytical tools to identify and understand the unique interactional resources which are available to users in technologically mediated contexts. This is a report of the study comparing the turn organizations between text-based and Sound-based CMC, using ethnomethodological approach as the prime principle in a CA study. From the analysis, we have seen that the two modes of the Internet chat indicate the distinctive features which are typical in each of its categories. The contrastive features listed in the table above make up of its own characteristics that differentiate one mode from the other.

Keywords: *CMC, ICT, Conversation Analysis, Turn Organization*

Introduction

Research interest in CMC has gained enormous popularity in recent years. Different researchers have tried to look into different aspects of CMC phenomena. To mention among a few are Herring (1999), Nagretti (1999), Simpson (2005), Jepson (2005), Okuyama (2005), Greenfield & Subrahmanyam (2003), Smith & Gorsuch (2004). Their researches, without doubt, have contributed to the opening up this particularly under-researched area of the newly-invented technology that provides a new human communication environment. In spite of some handful of researches, the one whose nature is comparative is still hardly found. The one conducted, for instance, by Jepson (2005) was focusing on the comparative quantitative and brief qualitative account on repair moves between two NNS groups chatting online. Researches or articles comparing turn organizations found on two different modes of online conversation, i.e. text-based and voice-based chats, to the best of my knowledge is never conducted before.

Due to the reasons above, through the following limited amount of inquiry data I am trying to look into two short extracts of conversation taken from two different online chatting modes. The first extract is the typical synchronous text-based CMC and the second is the sound based CMC. The primary focus of this succinct investigation is to compare the two types of CMC in the light of the Conversation Analysis perspective, by which an effort would be invested to find out if there are some distinctive features that contrast them in terms of their turn organizations.

Method

The adoption of CA as the method of this inquiry is grounded on the belief that social actions are meaningful and have natural organization that can be discovered and analyzed (Psathas, 1995). Social actions are manifested in turn-taking practices performed by interactants in talk-in-interaction which according to Schegloff (2000) expresses features of social life that are deeply embedded in ordinary common-sense practice.

On their comparative study of SMS text messaging, Hutchby and Tanna (2008) used sequential organization terms to mean how text message exchanges can

be built up into a more extended series of turns. More specifically, Schegloff (2000) refers to it as an organizational device that would allow parties to achieve the design feature of a one-party-at-a-time principle. I use turn organization term in lieu of sequential organization which by its very basic nature has a similar meaning. I, however, slightly expand it covering a bit broader area of how turns in interaction are constructed or managed in what is so-called interaction management as proposed by Herring (1999), covering the area of overlaps and disrupted turn adjacency as manifested in the degree of sequential coherence (Herring, 1999); a term which is defined by Cook (1989) as “the property of being unified and meaningful”. Using this approach I should like to try to reveal how turn organization is constructed and managed in both types of conversation.

Following the above as well as considering Nagretti (1999) that through turn organization the development of action can be unfolded and that turn-organization is inherent in any form of conversational transaction, I consider that CA should be the most readily and justifiably accepted approach to investigate such a phenomenon. The major attention to which the analysis is going to be given is finding out the machinery of the discourse traceable through the sequence and the structure of the talk and that through it the meaning of the social actions can be interpreted (Psathas, 1995).

A. Text-based chat extract analysis

This chat was taken from the Nice Room on November 28 November 2008, at 10:18

The chat involved 4 people: Little Antonov, Fairy, Stevo 1985, Siver Shadow

1. Silver shadow: hi
2. Silver shadow: hi everyone
3. stevo1985: and drifted into a concrete bollard
4. LittleAntonov: jeezuz
5. Silver shadow: i said hi 😏
6. fairy: damn...thats bad

7. stevo1985: at 50mph
8. Silver shadow: you are so polite
9. LittleAntonov: jeez
10. fairy: not so fast
11. LittleAntonov: hr silver
12. LittleAntonov: hey
13. Silver shadow: hey
14. Silver shadow: at last
15. fairy: but yet u manged to lol
16. Silver shadow: lolz
17. fairy: at last?

Viewed from the organization of the interaction using criteria made by Herring (1999), the extract above can be said to have a lack of coherence characteristics. She posited that in a normal spoken conversation, the transition from one speaker to the next is supposed to take place with no or minimum gap, and no overlap between speakers (Herring, 1999). Following Schegloff and Sack (1973), two major features of conversation coherence are the notion of sequential relevance and its turn construction. It is apparent from the extract that each turn is joined as follows: (turn 1, 2 to turn 11 and 12) or (line 5, 8 to line 11 and 12), (turn 3 to 4 and 6), (turn 7 to 9, 10 and 15), (turn 12 to 13), (turn 14 to turn 17). This is confirming Simpson's finding (2005) that the lack of fine-tuning in CMC turn-taking is the responsibility of two fundamental facts of 1) turns cannot be seen until they are sent and 2) the visual and auditory cues which normally present in the spoken discourse underpin the turn-taking system are missing. The data also prove true what has been theorized by Schegloff (2006) in Hutchby and Tanna (2008) that a single action turn in text-based CMC can have multiple action responses.

The absence of gaze, body language, gesture and eye contact typifies the computer-mediated talks. As a result, the interactants do not know when the immediate turn is supposed to take place and which further results would come by in a less natural sequence of the talk than that normally taking place in the face-to-face conversation. Such an opinion is in line with Herring (1999) who stated that CMC interactants rely on limited channels than that of the face-to-face interaction for message transmission. She said further that participants make use of “one way” rather than “two-way” message transmission where the speed of typing and the pressing of the keyboard return button is primarily contingent. In other words, overlaps and discontinuity of talk are partly the by-product of the limited absence of the feedback.

Another unique characteristic of text-based CMC is the frequent talk breakdown as saliently indicated from line 11 on when Little Antonov responds to Silver Shadow’s gesture to get into the talk. Such an insistent interruption won’t definitely happen in a face-to-face mode of conversation. The talk about the accident that Stevo has just been undergoing is temporarily interrupted by an insistent gesture by Silver Shadow to get him involved into the talk and that the organization of talk is temporarily disrupted; a typically frequent turn adjacency disruption in multi-participant chatting as reported by Negretti (1998, and Herring (1999). In addition, as clearly indicated by the extract above, the flow of talk is not linear, in which one turn is not followed by another, and that the talk breakdown results from the interference of other interactants’, a typical sudden irrelevant turn coming in between two supposedly relevant pairs as advocated by Schegloff and Sacks (see line 48, 65 and 82).

It is obvious from the extract that turn disruption is dominant in the way the turns are organized. What makes it different from face-to-face interaction is that many of the turn construction units are frequently followed by irrelevant responses. It can be seemingly argued that either lines 1, 2 are disrupted by subsequent 7 or 8 lines or conversely line 1 and 2 themselves disrupt the conversation that was previously undergoing. The data, however, reveal that the latter is more likely to be true as it can be inferred from the further turns

that from what keeps going from line 3 on, line 4 and 6 should be the relevant responses to line 3 and that this latter analysis seems to be more accurately depicting the real motions or actions. Furthermore, line 7 is a logical continuation of line 3 as a further explanation of what driving speed Stevo 1985 had when the car accident took place.

The way the turn organization was organized and maintained can be explained as follows. The three guys (Stevo 1985, Fairy and Little Antonov) try to keep on interacting about what has just happened with Stevo 1985 in the lines to follow, but then Silver Shadow insists on having himself recognized and allowed to get into the chat. His insistence is obviously indicated by his saying of "Hi" 3 times (line 1, 2) and finally re-emphasized by saying "I said Hi" (line 5) with a stern look of emoticon signaling his petition to get involved in the talk to compensate for the lack of the usual nonverbal components (Krohn, 2004). Considering that such an effort didn't make any result, he kept on interrupting and his effort finally got paid off in line 11 after he got a response "Hey silver" from Little Antonov. So, in other words, from the perspective of turn organization, in spite of the interference or interruption, there is a clear effort by the interactants to maintain the flow of the turns by trying to ignore the interruption (line 6,7 and then 9,10).

Finally, there is an interesting thing worth mentioning out of the way the turn is managed. In spite of insistent interference by Silver Shadow as is indicated in lines 1, 2, 5, 8, 13, 14 and 16, the interactants, in this case, Little Antonov, Fairy and Stevo 1985, tried hard to keep their conversation going. Despite a brief drifting response by Little Antonov, they basically managed to maintain their turn-taking in order to perform and complete their social actions. Such a kind of phenomenon might be justified by the importance of the topical issues that according to my observation should play a very important role in such a chat room involving in particular young guys (male participants). Though it might need further research, I could say that topics that go very well with their day-to-day life will determine the success of the social action in a chat encounter as indicated in the extract above. Discussing such topics as cars (as part of young people's hobbies and pride), love, life style would make every individual interactant feel it as their own and thereby, they feel a need to

keep it going rather than shifting to other trivial things. In other words, they would feel sorry to miss the topic in spite of other people's interference.

B. Sound -based chat extract analysis

SPEAK SLOWLY

1. S1: A[h on a]ir (.) ya ya [So]ore there [(0.1) (inaudible)]
2. S2 [hh::sure] [yes ↑] [ah::]
3. S2 Anu:: your pronunciation and your accent (.) is very excellent. .hh
4. S1: Oh (laugh) .hh. Thank you very much
5. S2: (0.5) you're welcome
6. S1: I try to speak very slowly slowly because this is English practice room (.)
7. S1: So[:: (.)] everyone should talk slowly And (.)[We have] te::ya we have to wait
8. S2: [ya::] [o::k..]
9. S1 (inaudible) for comment And (.) ok :: s[o try]in out
10. S2: [ok::]
11. S1: Ya [ok (inaudible)]
12. S2: [Ok↑ I'm in here with you
13. S1: ok tryin out:::[so]what're you doing a::> what do you do for reading >
14. S2 [ya]
15. S1 Student or a worker↑
16. (0.5)
17. S2: Ok I am a:: a International teacher(.) or so (.) a:::yes:: a te. (0.2)This is....

In contrast to the previous extract, turn organization in the sound-based CMC, as observed from the extract in general, similarly follows the patterns normally taking place in verbal face-to-face talk-in-interaction. The pattern of one-speak-at-a-time as advocated by Schegloff, et.al. (1974) is salient in the data. Except for lines 2 and 3 and then 6 and 7, the rest follows the pattern of one-speak-at-a-time. Thus, compared to that of the text-based CMC, sound-based CMC can be said to be more coherent. It means that on the whole, it meets both the sequential relevance and turn construction which are similar to that of the normal face-to-face pattern. The interactants in this second

extract practice face-to-face turn adjacency conventions and adhere to discourse coherence structure, despite the absence of one another's environment such as gestures, moods or emoticons that are commonly observably present in the text-based CMC. The coherence may be particularly achieved through the attention given to the interlocutors' turn as well as the clarity of the message passed on through the relevant turn.

Even so, overlaps of utterances took place in five supposedly adjacency pairs, i.e. in lines 1 & 2, 7 & 8, 9 & 10, 11 & 12, 13 & 14. From the relevant places of overlaps mentioned, I argue that they firstly result from a lack of clarity of meanings and thereby need assurance. My opinion is validated by two overlaps made by S2 in line 2 and line 12 where both of the overlaps are expressed with a high pitch rising intonation. Secondly, other overlaps of utterance are a result of simply adherence to the interlocutors' statements. Such an attitude may be argued as social behavior needed to show that the co-interactant follows or attends what his counterpart is saying, despite the uncertainty of the real message understanding. From the data, it is obvious that S2 in some parts of the overlaps indicates his lack of understanding about what S1 is talking about but by saying either "ya" or "ok", at least he pleases his interlocutor that he follows the conversations and he allows the actions to be completed irrespective of the amount of undecipherable message. Again it is validated by three overlaps made by saying "ok" and another three overlaps made by saying "ya/yes".

Another important feature that is clearly observable through the extract is the dominant phenomenon of self-repair as a means of completing actions. Jepson (2005) claimed that repairs are made based on the interlocutors' cues and that repetition is mostly made in an effort to attend to pronunciation and communication breakdown. Thus, this phenomenon reconfirms his research finding reported in 2005. He reported that repairs of utterances are much more salient and frequently made by speakers in voice chat than that in text chat which tends to result in incorporation of meaning negotiation. The repair moves above, as I can argue, are intended to make the utterance more decipherable or understandable by the interlocutor. Such a move is indicated in line 7 when S1 repairs what she has said simply because she heard an

overlap cue from S2. The point of repeating utterance is to make sure that what she said is what should be understood by S2.

Some repetitions and repair are shown through the following samples. Repetition is first shown through lines 7 when S1 says “We have te” which she repeats the time she hears S2 say “o:::k” in a stretching utterance indicating his unconvincing understanding that makes her feel a need to repeat what she has said. The second example is in lines 9 and 13. In line 6, S1 said to the interlocutor that she has tried to speak as slowly as she could just to make sure that S2 got what she meant and wanted that S2 to respond to what she said in such a chat room for the purpose of English Language practice. She, however, did realize that she herself was the one actively speaking and she realized that she didn’t get a commensurate response from S2. Realizing that, she feels a need to speak even much slower and also feels a need to repeat some already clear words and phrases simply to make sure that S2 understands what she said to him. It is proven through line 9 when she said “*Ok... tryin out*” which she later on repeated in line 13 by saying “*ok.. tryin out*”. Repair is shown in line 13 as she realized that her question of “*What are you doing?*” is not immediately responded, she simplifies it by asking two separate questions to mean the same thing by saying “*What do you do for reading?*” and then is clarified by saying “*student or worker*” in line 17. There she finally got the response despite lengthily awaiting (0.5) / five-second pause.

C. Discussion

Unlike ordinary face-to-face talk in interaction, text and voice-based CMCs are particularly lack of paralinguistic features, despite their likely appearance in text chat. There is an obvious absence of gaze, body language, gesture and eye contact typifying the computer-mediated talks. (cite). Even so, some cues as represented by emoticons and acronyms may be usable by the text chat interactants to represent feelings and emotional states. In other words, compared to verbal face-to-face interaction, the two-mode of chats are essentially different despite voice chat’s closer similarity.

Features of two modes of CMC

| <i>Aspects of turn organisation</i> | <i>Text chat</i> | <i>Voice Chat</i> |
|-------------------------------------|-------------------------------------|--|
| Actions | multiple actions | single action |
| Cues | the use of emoticon as cues | pauses and disfluency as cues |
| Types of overlaps | common turn interruptions | common turn overlaps |
| Flow of talk | non- linear | linear, closer to the principle of one person talk at a time |
| Message transmission | one way | two-way |
| Feed back | absent | present |
| Talk breakdown | resulted from message interruptions | resulted from talk disfluency |

D. Conclusion

The above brief comparative inquiry has tried to look into the differences of both text and sound-based chats. In spite of some limitations such as in the categorization of the aspects of inquiry and the pre-validated definition of turn organization, this brief analysis has tried to overview the differences between the two modes of CMC chats. From the analysis, we have seen that the two modes of the Internet chat indicate the distinctive features which are typical in each of its categories. The contrastive features listed in the table above make up of its own characteristics that differentiate one mode from the other. To validate the result of this inquiry further research should involve the analysis of a larger amount of data since by involving more data the consistency of the differences can be more scientifically established. Besides,

to see the differences may also involve different categories, such as interaction strategy and how floors are maintained.

Reference:

- Cook, G. (1989) *Discourse*. Oxford: Oxford University Press.
- Greenfield, M. & Subrahmanyam, K. (2003) Online Discourse in a Teen Chatroom: New Codes and New Modes of Coherence in a Visual Medium. *Applied Developmental Psychology* 24, pp. 713-738.
- Herring, S. (1999) Interactional Coherence in CMC. *JCMC* 4 (4), June 1999.
- Jepson, Kevin (2005) Conversations – and Negotiated Interaction-in Text and Voice- Chat Rooms. *Language Learning & Technology*, Volume 9, Number 3. pp. 79-98
- Krohn, F, B. (2004). A generational approach to using emoticons as nonverbal communication. *Journal of Technical Writing and Communication*, 34 (4), 321-328.
- Nagretti, R (1999) Web-Based Activities and SLA: A Conversation Analysis Research Approach. *Languae Learning & Technology*, Vol 3, No 1, July 1999, pp. 75-87
- Okuyama, Y. (2005) Distance Learning Via Synchronous Computer-Mediated Communication (SCMC): Eight Factors Affecting NS-NNS Chat Interaction.
- Psathas, G (1995) *Conversation Analysis – The Study of talk-in-interaction*. Thousand Oaks, CA:Sage.
- Sacks, H and Schegloff, E. A. (1973) 'Opening up Closings', *Semiotica* 8(4): 289-327.
- Schegloff, et.al. (1974) A Simplest Systematics for the Organisation of turn taking for Conversatio. *Language* 50:696- 735

Schegloff (2000) Overlapping Talk and the Organisation of Turn-taking for Conversation. *Language in Society* 29, 1-63
Conversation: Cambridge University Press.

Simpson, J. (2005) Conversational Floors in Synchronous Text-Based CMC Discourse. *SAGE London: Publications Vol 7 (3): 337-361.*

Smith, B & Gorsuch, G.J. (2004) Synchronous Computer Mediated Communication Captured by Usability Lab Technologies: *New Interpretation. System, Vol 32, pp 553-575*

MISCELLANEOUS APPROACHES

Despite its being recent in its emergence, discourse analysis is a fast-developing field of language research, embracing methodological field, discourse analyses, comparative research, translation studies, and teaching realm. The diversity of subject areas and methodologies illuminate the scene of the expansion and development of the current research in this field. The prolific contributions made by more and more dedicated researchers open up far-reaching avenues into the realm of human thought that encompasses ideas and topics of the expanding discourses. Within each of the approaches, variations in the use of both theoretical and analytical frameworks by different researchers result in the newer and broader outlook of the field. The longer list of research topics and areas seems like inexhaustible, making each year yields novel real-life analysis of languages of various nationalities. What is more, comparative studies deploying discourse approaches are also abound. Among a few cases in point to mention is a study of discourse in the area of metaphor and a comparative study of language features contrasting written and spoken language. These two research samples using a different approach to discourse are to be presented in the section to come. The present state of the multitude of approaches to discourse analysis allows researchers to diversify the way in which identification, categorization, analysis and interpretation of data analysis is made. Metaphors, as a case in point, can be investigated across communication channels, situational contexts, genres and social spheres. A researcher can take it either in the communicative, the cognitive modeling or the multimodality perspectives, all of which may

emerge from the common ground of the Lakoffian's Conceptual Metaphor Theory.

This ever-advancing contemporary world marked by the sophistication of Information and Communication Technology (ICT) also opens up broader spheres of discourse research. Language change, language shifts, and language mixing resulted from the revolutionary change of human beings bring with it substantial ramification in the way language is used and expressed. The written language features which in the past were typically formal standard slowly resembles the spoken language styles, and vice versa. Another area worth exploring is the different features of different language written or spoken in different modes. This is not the end of the story as discourse approaches will continue to grow and expand. A few researchers in the field of psychology begin to introduce a new approach to a discourse by doing self-dialogical discourse. Other researchers from different disciplines may come up with new approaches which in turn will potentially make the field of discourse one of the richest and rosier areas of language studies that offer more choices and opportunities to venture into the language research businesses.

CROSS-CULTURAL LOVE METAPHORS IN POEMS: A CASE OF ENGLISH AND INDONESIAN

Antonius Suratno

A metaphor is a linguistic function that convey a comparison between two things that states one thing is different ways, in order help explain an idea or show hidden similarities. Unlike a simile that deploys "like" or "as" to compare ideas or concepts, a metaphor does not use these two words. This study attempts to cross-culturally compare metaphors in the love poems written in two different languages, English and Indonesian. Using qualitative approach, the data analysis demonstrated the presence of both types of metaphors in which both Indonesian and English poem writers have partly used shared source domains that have made up of the universality of the metaphor and partly culturally specific source domains that have created metaphorical variations. In addition, for the purpose of expanding the previously pervasive cognitive beliefs about a metaphor that has been so predominant, this paper has also helped underline the relevance and importance of the cultural aspect to be taken into consideration in the study of metaphor in particular where cultures other than English are involved.

Keywords: *cross-culture, metaphor, contrastive analysis, metaphorical variations*

Introduction

Research on metaphor has hitherto placed imbalanced weight on the cultural aspect as emphasis has been ultimately given to the idea that metaphor is a cognition process as it is much researched in Cognitive Science and Psychology (Gibbs 1999, Ortony 1979). Despite the general acceptance of a cultural role in metaphor, not much attention has been given to look into its entailment in metaphorical use and thereby research specifically taking culture into account is of necessary relevance (Queen 1991, Wee 2006). In addition, among the limited amount of research involving both fields of metaphor and culture, most of their conclusion was drawn primarily from English-language or English-culture-based data. Therefore, it is necessary to carry out more research focusing on cross-cultural aspects of metaphor (Ying 2007). It is in this light that the writer wishes to explore the cultural aspect of metaphor by looking into the collection of love poems from two different cultures, i.e. English and Indonesian. Despite my general agreement with the universality of metaphor, within a cross-cultural perspective, I would particularly highlight the variation of metaphor that is arguably denoting to Indonesian or English culture.

Through this paper, I should like to briefly review some literature with respect to some previous articles and studies on metaphor which specifically concerned with the use of metaphor within the cultural context in general and in the perspective of cross-cultural investigation in particular. The discussion will then move on to a brief account on the use of metaphor in poems, why people use them in their poem writing as well as how we can understand metaphor in them. Despite the fact that metaphor has been claimed to be universal, the major aim of my paper is mainly to show that besides being universal, metaphor is also culturally specific. To substantiate this position researcher will present succinct comparative data of poems written by writers of two different cultural backgrounds, i.e. Indonesian and English.

In the first part of the comparative data, the researcher will show some examples of “universality” of metaphors and on the second part, he will then underpin the existence of variations rooted from the differences of cultural backgrounds. It is worth noting that for the purpose of this current discussion, the focus of attention will only be given to how love is expressed

metaphorically within two different contexts of culture. That means any other metaphorical expressions likely present in the poem samples will be overlooked.

In analyzing a number of metaphorical expressions found in approximately 100 love poems, the two following questions will be tackled: What universal metaphors do exist in the investigated English and Indonesian poems and are there evidence for cross-cultural differences in the two and if any what has been most likely reasons for the differences?

A previous study on metaphors

Lakoff's proposition that metaphors are universally shared by humans from different cultures is drawn from the conceptual theory of metaphor which believes that bodily experience is universal (1993). Furthermore, the universality of metaphor is mostly contributed by empirical studies in cognitive science showing that besides being linguistics in nature, metaphor constitutes a fundamental concept of people's thought, reasoning, and imagination (Gibbs, et al. (2004). Researchers working on cognitive and psycholinguistic traditions are, inter alia, (Lakoff and Johnson 1990, 1999, Johnson 1987, Gibbs 1994, 1996, Turner 1996), who mostly concerned with how metaphor works in human's mind (see Kovecses 2005), although later on in their recent research some of them began to pay attention to the cultural aspect of metaphor use, for instance, Gibbs 1999). Due to their over-emphasis on the structure of the metaphorical expressions, they were prone to ignore the non-universality of the metaphorical concept (Fernandez 1991 in Kovecses 2005).

The universality of metaphor has been extensively explored within the context of cognitive and psycholinguistic studies which notably yielded hierarchical mappings and collection of metaphorical expressions. Among the most revered mapping has been the one made by Lakoff in his *Contemporary Theory of Mataphor* (1992). In his theoretical stance, he among other things mentioned the following:

| <i>Mappings</i> | <i>example</i> |
|---|-------------------------------------|
| Life is a journey | I am at the crossroad in life |
| Love is a journey | My relationship is down to the rock |
| A career is a journey | She's on the fast track |
| Achieving goals is getting something to eat | He's hungry for success |
| Lack of progress is lack of movement | We are going nowhere with the job. |

Other documented mappings among other things include: purposes are destinations, means are routes, difficulties are obstacles, counselors are guides, achievements are landmarks, choices are crossroads, a lifetime is a day, death is sleep; a lifetime is a year, death is winter, life is a struggle, dying is losing a contest against an adversary, life is a precious possession, death is a loss, time is a thief.

As yet, such a cognitive-based view has been predominantly influential in understanding the metaphorical construct which makes it a widely used research framework in the ample of previous research on metaphor. In these recent years, however, researchers working on social science have been critical to the above notion. Unlike the cognitivists who are more concerned with how metaphors work in the human mind, social scientists whose research interest mainly finds the answer to the question of what metaphors do within a socio-cultural context, are more interested in looking into the cultural aspect of metaphor (see Kovecses 2005). Deignan (2003), for instance, contends 'if culture is understood in its broadest sense, it could be argued that every aspect of human experience is filtered through it'. It means that differences of culture should contribute to the creation and the use of metaphorical expressions within different contexts of culture. This assumption gains support from Gibbs (1999 as cited in Deignan 2003) who maintains that the physical world is inextricable from the cultural world as such a world is highly constrained by cultural beliefs and values. Some evidence of cross-cultural

research has underpinned his reservation about the existence of the cultural-based metaphorical variation.

Further to Gibbs' proposition, some have begun to call for the consideration of scope expansion in metaphor research by means of taking cultural context into consideration. Among the strong proponents who suggest that culture should be given a more role in understanding metaphor is Queen (1991). In a similar vein, Wee (2006) suggests that despite the importance of the conceptual perspective of metaphor, its cultural dimension is of high relevance. In spite of general agreement with the universality of metaphor, Covceses (2005) in his recent publication has managed to make a comprehensive review of metaphor from its very cultural outlook. He established the dimensions of metaphor variation from within and from a cross-cultural perspective. From within culture, he proposes that such dimensions as social, ethnic, regional, style, subcultural, etc. can exist and he maintains that variation itself should be the corollary of differences of experience, cognitive preference and style before he finally outlines the causes of cross-cultural variations.

To put it another way, many social scientists researching metaphor generally accept both the universality and variation in the metaphorical use of language. It is by no means that in looking into the cultural specificity of metaphor researchers should necessarily extricate metaphor from its universal concept. Thus, researchers interested in cross-cultural or inter-cultural aspects of metaphor may still consider the relevance of the conceptual meanings of metaphor in their research. This paper particularly would like to view metaphor from two different angles which mean acknowledging the existence of universality as well as contend that there is a degree of cultural variation of the metaphorical expressions used in the poems, i.e. English and Bahasa Indonesia.

As regards the previous research on cross-cultural metaphor, Boers (2003) points out that metaphorical variations generally take three usages, in which the first is the most salient:

- (1) Variations as regards the particular source-target mappings that have become conventional in the given cultures;

- (2) Variations as regards value judgments related to the source or target domains shared mappings;
- (3) Variations as regards the degree of the pervasiveness of metaphor, as compared with other discourse forms.

With the saliency of the first type of variations, his finding suggests that within different cultures, the metaphor may take different source domains that map onto the same target domain. With the findings, he has made it evident that metaphor is not only strictly limited to cognition domain per se but also the product of culture as a result of differences of source domains.

Metaphor in poems

The history of metaphor might have been as old as the history of mankind as a metaphor is a way to get the message across as well as to help people explicate truths that may not be clear if they are plainly stated. It is a way to accentuate beauty, pain, happiness or any other feelings that may be undeliverable through ordinary words. As often, if we don't want to say always when we read an appropriate metaphor we are immediately drawn between the truth of the ideas and the comparison being alluded. This way, we are nurtured by the liveliness and the power of the language. Needless to say that the ability to understand metaphoric language opens up the key to the beauty of language including the one used in literary texts such as poems.

In the past, the metaphor was largely considered ornamental and limitedly used by poets or politicians but in recent days, it is an important tool for communication (see Gentner, 1982, in Lakoff & Johnson 1980). Besides, metaphoric language has been a cutting-edge phenomenon in both spoken and written discourse. Not only is it used within the context of diction or word choice in which the writers or speakers of the language express their ideas to create sense and beauty of languages such as in the prose and poems, but lexically and grammatically it is also used in mass media. For different reasons such as practicality, message conciseness, beauty effect on the language ideas, people these days are prone to develop a trend to employ metaphorical language in their daily discourse including in poem writing.

In writing a poem people usually just write exactly what they are thinking about or very often they are simply triggered by simple thoughts. These are

among the reasons why people write poems: feeling happy and therefore he/she needs to express the happiness in poems, or just feeling lonely and therefore needs to write to get rid of his/her loneliness, while others may have just fallen in love with something or someone and thereby he/she feels a need to express his/her feeling through poems. People start by writing down the poem that they have in mind, without worrying about getting muddled by complicated logical or argumentative thoughts as the main essence of writing poems is describing feelings. All that matters is finding something tangible that describes the feelings or thoughts we have written about which can be many different things such as a person, thing, object, place or any other ideas. The ideas or feelings may just be an abstract subject that needs to be turned into a concrete thing that describes what they mean to convey.

How to make the metaphor workable in a poem writing, based on my personal experience, is try to find the emphasis of the ideas or the feelings that I am trying to deliver throughout my poem, for example, I try to find words that closely express my feeling either sadness, anger, loneliness or love. Then, to add to a sense of liveliness and to provide a stronger emotional effect on the message I am delivering, I turn the concrete things in my poems into something comparable to my thoughts or feelings by taking any possible and understandable resources around my life. Here is where the role of metaphor manifests in my poem writing and through this way I allow for the metaphors to take their ultimate function in poem writing. Once this is done, I can feel the flow of the ideas and the beauty of the poetic messages as they are imbued by the beautiful presence of the metaphors.

How metaphor can be understood

In Dictionary.com, metaphor is defined as a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in "A mighty fortress is our God." Metaphor in a poem can be described as a figure of speech in which a thing is referred to as being something that it resembles within the writers' environments and is used as a source domain. As has been previously argued, the environment can be either universally or limitedly understood by people in the different contexts of culture. For example, a fierce person can be referred to as 'a lion' or a smooth

look of the sky can be referred to as 'silk'. In this way, elements that could not be described in ordinary language manifests through the metaphorical expressions.

With regard to universality and cultural variation, the word lion and silk may be limitedly used as a metaphor by writers who are familiar with the words in their environment. Thus, the word lion will be less likely used metaphorically by a poet living in an environment where a lion does not have a particular physical reference. Other examples such as the metaphor of a glimpse of hope as "a glimpse of candle light " or 'sadness' as 'dark cloud in the sky', however, could be potentially universal given the fact that both light and darkness are universally understood by all people on this planet.

In Sternberg's view metaphor contains four elements, two being items compared and the other two make up of a tenor and a vehicle, ways in which the items are linked (2009). The terms tenor can be understood as the topic, eg. 'beautiful house', and the vehicle is how the item is described, eg. 'heaven'. In understanding its concept, very often metaphor is conflated with simile as they both are very similar in particular in terms of the way the meanings are conveyed. An easy way to understand metaphor is to view it as a simile without the word "like" or 'as', or in the same way simile is metaphor using 'like' or 'as'. The obvious difference is that a simile is mainly used to compare two things, for example: "he is like a beast". By using a metaphor the writer usually assumes that the relationship will be understood by the reader without the explicit use of linking the word "like" or 'as'.

To provide an illustration, let us take a look at the following sample of metaphor poem:

For The First Time

Into my world
of darkness and silence,
you brought light and music.
When you lit my candle,
I began to see and understand
the taste and texture of love.

- John Irvine –

In the above short poem, we can see a sample of metaphor. If we take the very last line of this stanza we see that the "love" is metaphorically comparable to food that the people can taste and touch. In the first stanza, the poet initiates a relationship between darkness and light also silence with the sound of music, then on the second, when the candle is lit then it illuminates light that allows him to know what love is like. Love is something we can taste and touch.

Data collection and the origin of the poems

For the purpose of comparison, data are collected purposively by considering the theme of the poems which is 'love'. In addition, in order to closely meet the criteria for the cross-cultural investigation of the love poems, despite the anonymity of the writers, the choice of poems has also taken the diction and grammatical arrangement of the sentences of the poems into consideration (see appendix). By looking into each of the data and focusing on the use of metaphor to express the idea of love in the poems, I classify the metaphor of love into three categories, i.e.: (1) what love is, (2) who the lover is, (3) what to love means.

I should admit that assuring the origin of the poems in terms of their native language is of an eminent challenge due to the fact that many of the titles are anonymous. It is almost impossible to verify the origin of the poems found on the Internet, even if there is personal identification. The justification I can make is the choice of words (diction) and the grammatical expressions. It means that there is a possibility the poems have been adapted or translated to another language but as seen from the way messages are expressed, the possibility is relatively low.

The universality of love metaphor

In the table below, there is evidence that the ideas expressed metaphorically in the two poems are truly universal in the sense that the same ideas are expressed to mean the same sense and meaning. The similarity could be because the writers of the poems might have used the same source domains rooted from their cultures which coincidentally denote the universal ideas shared by the two cultures. In addition, the similarity could be due to the

possibility that they may have shared the same source domain to refer to the same ideas as a result of the similarity of their recognition about the resources around their day-to-day lives. They both share the same knowledge of the moon, the sun, the fire, the sunlight, bright star etc., along with each of their denotations simply because all the objects are common source domains that are equally recognized by both cultures.

(1) *the universality of 'What love is'*

| English | | Indonesian | |
|--------------------|---|---|---|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| The moon | You are the chime of warm rain, the moon that glows through the trees | Bulan (the moon) in my city, the moon in my heart... | Bulan di kotaku, bulan di hatiku... Namun di sudut hati yang lain ada yg tersenyum, |
| fire | It began as all fires do, a spark soon ignited into a blaze of warmth and colourful delight. | api (fire) burns my chest looking up while fingers stroking the warmth | api membakar dada menengadahkan jemari mengusap kehangatan |
| sun's light | The sun's light , they are all the beauty that is you. | sinar mentari (Sun light) love it's the sun light shining on my heart. | Tapi aku di butakan oleh sinar fajar mentari yang twerus kau pancarkan buatku Cinta Engkaulah <i>Sinar Mentari</i> Yang Menerangi Hati Ini mentari menyengat rerumputan batu kering |

| | | | |
|-----------------|---|---|--|
| the morning dew | the morning dew, they are all the beauty that is you. | embun pagi (morning dew) Love is the morning dew that refreshes my heart | Cinta Engkaulah Embun Pagi Yang Menyejukan Hati Ini |
| bright star | And there you were, my brightest star | bintang terang (bright star) your light is truly beautiful | Bintang yang terang sinarmu sungguh indah |
| boat | Onto the sea I sailed my boat And prayed that it would stay afloat | perahu (boat) I am drown my boat submerges. Now my boat has been anchored in my life | Aku tenggelam Perahuku karam Kini perahu tlah ditambatkan pada satu sisi kehidupan |

(2) universality of ‘who the lover is’

No universal reference to ‘who the lover is’ is found in the data.

(3) universality of ‘What to love means’

| English | | Indonesian | |
|---|---|-----------------------------|--|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| Fires sparks and ignities blaze of warmth and delight | It began as all fires do, a spark soon ignited into a blaze of warmth and colorful delight. | Burn me ... to make me warm | bakarlah diriku...supaya hangat dirimu |

In this category, the only similarity noticeable in the data is the use of 'fire'. They use it to convey the idea that love works the same way the fire does, i.e. that it ignites the flame that produces warmth. Like fire, love sparks the spirit of life and lightens life which in turns energizes anyone who feels it.

Variations of love metaphor

The data show that despite the similarities, some variations of metaphorical use are arguably present as some metaphorical expressions can be traced through the writers' cultural backgrounds. As has been previously argued, among the most commonly identified cross-cultural variations of metaphor is the variations as regards the particular source-target mappings that have become conventional in the given cultures (Boers 2003). This current comparative data confirm his proposition that the variations in the use of metaphors to express the idea of love has partly been traceable through the writers' conventional mappings rooted from each of the writers' cultural backgrounds. While not easily be argued as being cultural, some more variations do indicate the contrast between two types of the poems which may be argued as being typical variations as regards the degree of the pervasiveness of metaphor commonly used in poems or simply because of the common style shared by the poets in the same culture. Before an explanation is further provided, these are the summary of the data. The following is the comparative look of the two.

(1) variations of 'What love is'

| English | | Indonesian | |
|-----------------|---|---------------------------------------|--|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| roof | YOUR LOVE, the ultimate roof | bulan purnama (full moon) | Purnama yang mengapung di rangka langit malam ini seperti bercerita |
| force | What is love, but a force To bring the mighty low, With the strength to shame the mountains | Sinar rembulan (moon light) | Malam itu dia menoleh sesaat kepadaku Sinar Sang Rembulan pun menatap lembut pipinya |

| | | | |
|--|--|--|---|
| <p>triumph</p> | <p>What is love, but a triumph, A glorious goal attained</p> | <p>jantung hidup (life heart)</p> | <p>Cinta Engkaulah Jantung Dari Hidupku Yang Fana ini</p> |
| <p>beacon</p> | <p>What is love, but a beacon, To guide the wayward heart</p> | <p>hujan (rain)</p> | <p>Hujan menyemai benih di hati</p> |
| <p>eternity</p> | <p>And what is love, but forever, Eternal and sincere</p> | <p>bayang-bayang (shade)</p> | <p>Bayangku meneduhkanmu,</p> |
| <p>King, jewel, blue sky, clean river, white clouds, huge mountain, green-wide valley, firm – strong body, rib bone, eagle flying high</p> | <p>You're my man, my mighty king, And I'm the jewel in your crown, You're the sky so vast and blue, And I'm the white clouds in your chest, I'm a river clean and pure, Who in your ocean finds her rest, You're the mountain huge and high, I'm the valley green and wide, You're the body firm and strong, And I'm a rib bone on your side,</p> | <p>angin (wind)</p> | <p>Angin menghembuskan benih yang membawaku ke langit</p> |

| | | | |
|-----------------|---|---|--|
| | You're an eagle flying high, I'm your feathers light and brown | | |
| red rose | Our love is that of a red rose Whose splendor rises as the sun shows its face | aroma (scent) | Akan tetapi kemana pun ku berjalan aroma itu masih tetap di dekatku belum bisa ku tuk menggapainya. |
| spark | My love, the spark that ignited the day we met remains an eternal flame . | Cahaya di lorong (light in the tunnel) | "Pada akhirnya, saat semuanya usai, cahaya di ujung lorong akan meredup perlahan, lalu lenyap bersama harap |
| Air | I breathe your love: it is my air | Fajar (dawn) | Fajar yang merebak dari bening matamu, kekasihku adalah serupa kerlip kunang-kunang |
| breeze | There came a soft and gentle breeze | singgasana (throne) | Jikahati adalah istana, Cinta adalah singgasana |
| | | lilin (candle) | aku hanya ingin menghayal setiap garis wajahmu adalah purnama atau kau menjadi lilin untuk setiap malam yang dingin |

| | | | |
|--|--|--|---|
| | | sentuhan hangat (warm touch) | Pertemuan itu b'lum berganti hari Masih t'rasa sentuhan hangat |
| | | Baying-bayang (Shadow), air (water), pohon teduh (shady tree), pagi setelah petang (morning after dark), tempat untuk didiami (place to stay) | Aku butuh bayangan untuk mengikuti Aku butuh air untuk menyirami Aku butuh pohon untuk meneduhi Aku butuh pagi setelah gelap hari Aku butuh tempat untuk kudiami |
| | | air laut (sea water) | Cinta adalah air laut yang mengisi sebagian isi bumi... memberi banyak kehidupan.. |

(2) variations of 'Who the lover is'

| English | | Indonesian | |
|-------------------------------|---|--|---|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| air, spring | You are my air The spring in my step You are my everything. | sebait lagu (a stanza of song) | kekasih adalah sebait lagu melankolis yang mengalun pilupada barisan waktu |
| Sky, water, heart beat | You are the blue sky in my day, You are the water in my ocean, | kerlip kunang-kunang (glowing animal flying at night) | Kau adalah serupa kerlip kunang-kunang, |

| | | | |
|---|--|---|---|
| | You are the wind blowing through my hair, You are the beating in my heart, | on the paddy field) | |
| The hand, | Be the hand that lifts your veil Be the spark that lights you up | dua ilalang liar (two growing weeds) | <i>Kita, Katamu, adalah dua ilalang liar</i> |
| Doctor, army, umbrella, rock, shield, spirit, pillow, ear, comfort, hero, inspiration, hand and kiss | your doctor when you are ill, your army when you go to war, your umbrella when life rains down on you, your rock when you get weary, your shield when you need defense, your spirit when you are drained, your pillow when you need to rest, your voice when no one can hear you, your ear when no one will listen, your comfort when you feel pain, your hero when you are under duress, your sunshine when | bau tanah (soil smell) | <i>Kita, Katamu, adalah bau tanah basah seusai hujan pagi</i> |

| | | | |
|--|---|--|--|
| | darkness falls, your answer when questions arise, your inspiration to overcome obstacles, your hand to hold when you are frightened, your kiss that wakes you everyday | | |
|--|---|--|--|

(3) variations of 'What to love means'

| English | | Indonesian | |
|--|--|---|---|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| Igniting light and spark warmth | It began as all fires do, a spark soon ignited into a blaze of warmth and colourful delight. Dark turned to light The glowing embers provide comforting heat | Kaki-kaki hujan yang runcing (refreshing and awakening) | Kaki-kaki hujan yang runcing menyentuh ujungnya di bumi |
| give direction | A lost girl found direction, As the eastern orb rose high, The dark sky turned to blue, Like the colour of his eyes. Grey turned to blue, Lost became found | Baynagan mengikuti (the following shadow), air untuk menyirami (water to water), pohon meneduhi (tree to shadow) | Aku butuh bayangan untuk mengikuti Aku butuh air untuk menyirami Aku butuh pohon untuk meneduhi Aku butuh tempat untuk kudiami |

In all the three comparative tables above, it is obvious that the way the writers make use of both source and target mappings of ideas that are culturally specific has made the Indonesian poems in many respects different from their English counterparts. While Indonesian writers, in defining love and the lover take moon, shade, shady tree and rain, and wind as being an important source, the English counterparts do not. In addition, the way Indonesian poets use animal '*kunang-kunang*' (*fireflies*), *an animal* which is commonly noticed at night at the paddy field and '*ilalang*' *wild grass* does indicate cultural variation specific to Indonesian culture. The possible explanation to such difference could be because of the tropical climatic nature that has made Indonesian people take particularly shade, shady tree and wind as being important in their life as a means by which people get relief from the extreme heat in the day time; rain and wind altogether as two important things for Indonesian people to sustain their day-to-day agrarian lives. They both together nurture nature in particular for farmers in keeping their crops growing.

By contrast, English people do consider the heat of the sun and the sunlight in general as something being important and so much awaited rather than avoided and thereby, shade and shady trees are not generally used as the source domain. In the same way, the rain which is so pervasively used as the source domain by Indonesian writers is not used by English poets simply because English people, in general, do not so much expect it in their daily life as their life has been mostly industrialized, even for many rains is considered an annoyance. English writers instead take force, roof, and triumph as the source domain of metaphor. This is possible because they have been living in a competitive life where power, competition, resilience are among predominant aspects of day-to-day lives.

In the three tables, other variations such as doctor, kiss, umbrella, ear, pillow, hand, melancholic song, army, breeze, scent and spring can not be easily delineated culturally. They can be either universal or the typical variations that may be addressed to Boer's previous denotation that they may be examples of metaphors pervasive in the poem in general. Similarly, the use of throne, crown, the candle that appear in the poems may not be claimed as being culturally distinct.

Conclusion

The paper has primarily argued for the acceptance of both the universality and variation of metaphors as can be shown through their presence in the two cultural backgrounds of poems. It is obvious that the data presentation demonstrated the presence of both types of metaphors in which both Indonesian and English poem writers have partly used shared source domains that have made up of the universality of the metaphor and partly culturally specific source domains that have created metaphorical variations. In addition, for the purpose of expanding the previously pervasive cognitive beliefs about a metaphor that has been so predominant, this paper has also helped underline the relevance and importance of the cultural aspect to be taken into consideration in the study of metaphor in particular where cultures other than English are involved. By so doing, it helps critically verify the theory of metaphor as well as open the broader scope of research in metaphor.

References:

- Boers, F. (2003). Applied linguistics perspectives on cross-cultural variation in conceptual metaphor. *Metaphor and Symbol*, 18(4), 231-238.
- Deignan, A. (2003) Metaphorical expressions and culture: an indirect link. *Metaphor and Symbol*, 18 (4), 225-271
- Dictionary.com [online] Available at: <http://dictionary.reference.com/browse/metaphor>
- Gibbs Jr, R. W. (1999) *Metaphor in cognitive linguistics*. Amsterdam: John Benjamin
- Gibbs, R. W., Costa Lima, P.L and Francoso, E. (2004) Metaphor is grounded in embodied experience. *Journal of Pragmatics* 36, 1189-1210.
- Gentner, D. (1982). Are scientific analogies metaphors? In D. Miall (Ed.), *Metaphor: problems and perspectives*. Brighton England: Harvester Press
- Kovecses, Z. (2005) *Metaphor in culture: universality and variation*. Edinburg: Cambridge University Press.
- Lakoff, G. (1993) The contemporary theory of metaphor. In A. Artony (Ed), *Methapor and thought*, 2nd edition. Cambridge University Press, 202-251.

- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: Chicago University Press.
- Ortony, A. (1979) *Metaphor and thought*. Cambridge: Cambridge University Press
- Queen, N. (1991) "The cultural basis for metaphor". In J.W Frenandez (Ed.), *Beyond Metaphor*. Stanford: Stanford University Press, 56-93.
- Ying, S. (2007) The role of culture in metaphor. *US-China Foreign Language*, 5 (1)
- Sternberg R. J. (2009). *Cognitive Psychology* (5th Edition). Belmont: Wardsworth Cengage Learning.
- Wee, L. (2006) The cultural basis of metaphor revisited. *Pragmatics & Cognition*: 14 (1): 111-128.

Data Samples of poems are taken from:

- Kumpulan Puisi Cinta [online] available at: <http://www.1001puisicinta.co.cc/>
- Puisiku.net [online] available at: <http://www.puisiku.net/c/puisi-cinta/>
- Kumpulan Puisi Cinta [online] available at: <http://forum.kafegaul.com/archive/index.php/t-2692.html>
- Embunpagi85.Blogspot.com [online] available at: <http://embunpagi85.blogspot.com/>
- 123LovePoems.com [online] available at: <http://www.123lovepoems.com/>
- Best Love Poems Network [online] available at: http://www.bestlovepoems.net/classic_love_poems
- Azlovepoems.com [online] available at: <http://www.azlovepoems.com/firstdayofspring.shtml>

Appendix:

English Love poems

A gentle word like a spark of light,
Illuminates my soul

And as each sound goes deeper,
It's YOU that makes me whole

There is no corner, no dark place,
YOUR LOVE cannot fill
And if the world starts causing waves,
It's your devotion that makes them still

And yes you always speak to me,
In sweet honesty and truth
Your caring heart keeps out the rain,
YOUR LOVE, the ultimate roof

So thank you my Love for being there,
For supporting me, my life
I'll do the same for you, you know,
My Beautiful, Darling Wife.

- David G. Kelly –

You're my man, my mighty king,
And I'm the jewel in your crown,

You're the sun so hot and bright,
I'm your light-rays shining down,

You're the sky so vast and blue,
And I'm the white clouds in your chest,
I'm a river clean and pure,
Who in your ocean finds her rest,

You're the mountain huge and high,
I'm the valley green and wide,
You're the body firm and strong,
And I'm a rib bone on your side,

You're an eagle flying high,
I'm your feathers light and brown,
You're my man, my king of kings,
And I'm the jewel in your crown.

- Nima Akbari –

What is love, but an emotion,
So strong and so pure,
That nurtured and shared with another
All tests it will endure?

What is love, but a force

To bring the mighty low,
With the strength to shame the mountains
And halt time's ceaseless flow?

What is love, but a triumph,
A glorious goal attained,
The union of two souls, two hearts
A bond the angels have ordained?

What is love, but a champion,
To cast the tyrant from his throne,
And raise the flag of truth and peace,
And fear of death o'erthrow?

What is love, but a beacon,
To guide the wayward heart,
A blazing light upon the shoals
That dash cherished dreams apart?

And what is love, but forever,
Eternal and sincere,
A flame that through wax and wane
Will outlive life's brief years?

So I'll tell it on the mountaintops,
In all places high and low,

That love for you is my reason to be,
And will never break or bow.

- Matt Dubois –

A **path** winding across the horizon
over mountains, across seas
through blue skies and gray
never ceasing, continuous.
My love for you.

- A.J. Miller –

You are my **air**
The **sun** in my day
The **moon** in my night
The **spring** in my step
You are my everything.

You are the **stars** in the sky
The birds in the trees
The shimmer, the sparkle, the shine.
Without the light you put into my life
I would be nothing
**A single leaf on the ground in autumn,
Lost, forgotten, alone.**

You Are My Life
By Andy Hughes

You are the **stars** in my night time,
You are the blue **sky** in my day,
You are the **water** in my ocean,
You are the **light** showing me the way,
You are the **sunshine** in my eyes,
You are the **wind blowing** through my hair,
You are the **beating in my heart**,
You are my life - you're always there.

My Everything

I want be the **wind** that fills your sail
Be the **hand** that lifts your veil
Be the **moon** that moves your tides
The sun coming up in your eyes
Be **the spark** that lights you up
All that you've been dreaming of
And more ... so much more
I want be your everything!

My Dear Love

Through the darkness
I can see your **light**
And you will always **shine**
And I can feel your heart in mine
Your face I've memorized
I idolize just you.

The Spoken Features of Personal of Personal Blog Writing

Antonius Suratno

Both writing and speech are useful in conveying messages in representing verbal communication, writing differs from speech in its being a reliable form of information storage and transfer. Writing systems require shared understanding between writers and readers of the meaning behind the sets of characters that make up a script. Writing is usually recorded onto a durable medium, while speech is less formal and fleeting. This mini research explores the feature of spoken language by emphasizing how personal blog employs aspects of spoken language. By deploying pre-determined research dimensions, this project is attempting to discover the spoken features used in the personal blog. Using NVIVO qualitative analyzer, the results suggest that the Personal Blogs strongly indicate features of spoken language. From the three criteria, format, grammar, and style the writers opt for featuring the spoken style of writing to convey their intended meanings and messages. These include evidence of the format, the grammar and the style of the writing, the length of sentences, the editability, use of contractions, the briefness of sentences, the avoidance of complex sentences, the many colloquial aspects of expressions, as well as the use personal expressions. Besides, in terms of vocabulary choices, they are more the reflection of speech than writing, probably in order for them to reach out broader audience and to give the impression that the readers are very welcome to read and to closely interact with one another

Keywords: *writing system, spoken features, Personal Blogs*

Introduction

Research on written and spoken language often poses a challenge in determining parameters to be used. This is mainly because of the complexity of measures to separate the two domains and how exactly the two language modes differ. The complexity should be more acute now than it was in the past as currently, the features of both modes are getting less and less easily noticeable. With the advent of technology featuring a large range of communication media such as e-mail, short text messaging, blogging space up until many synchronous Internet chatting facilities available for people to choose from, the spoken language is more widely used in the written format. Spoken language is not only mediated restrictively by face-to-face encounters but also by the plethora of technological media. Many technologically-mediated communications may exhibit features of spoken language that can be studied from the perspective of written discourse. Previous studies have mostly given much attention to E-mail, whilst Personal Blog as another genre of the Internet-based medium of communication is still very much under-researched. This mini-project, therefore, will consider a means of exploring the feature of spoken language by emphasizing how personal blog employs aspects of spoken language. By deploying pre-determined research dimensions, this project is attempting to discover the spoken features used in the personal blog.

The prevalent notion of written language

The existence of language as a medium of communication is striking especially when we see it in terms of the writing systems. How could we not get stunned by the fact that a combination of alphabetic arrangement consisting of vowels and consonants (in an alphabetic language like English) can make up words, phrases and sentences? How could not we be amazed by the fact that particular symbols link to meanings in a language like Chinese and Japanese? Arrangements of syllables as well as a set of symbols representing meanings are made by writers to convey messages to readers in the writing systems of different languages. Myriads of messages have been documented in various record devices such as stones, leaves, books, journals, encyclopedia, up until electronic databases accessible and retrievable for various purposes.

In the earlier time, no matter how important the written language has become in the lives of human beings, unlike the spoken language, it was not considered as a language on its own, as it is merely a way of recording language by means of visible marks (Bloomfield 1933 in Venezky 1999c). Others think that spoken language is primary whilst writing is secondary as it is essentially a means of representing speech for writing (Lyons 1968, p: 38). Its being secondary is on the basis of the idea that speech came before writing (Lado 1964). This indicates that until this recent decade written language has still been placed on the peripheral rather than center of language study at least in terms of the importance.

Some linguists' reasons for the priority of speech over writing are:

1. Speech comes before writing in children's development
2. Speech comes before writing in the development of human societies
3. Some languages have spoken form, no written form, but not vice versa.
4. Some individuals cannot write, but unless with physical constraints, everyone can speak.
5. Writing is taught, while speech is not.

In day-to-day life, nonetheless, written language plays more determining factor in changing society, as social development is geared by the extent to which its members of society master a reasonable degree of literacy. The more they read and acquire knowledge through reading, the faster the society will likely progress. In a narrower sense, it can be argued that an individual person is changed by literacy. Thus, the more number of individuals are literate, the greater their opportunity to participate in changing and developing their society.

In addition, the writing system has transformed the spoken languages fixed through visual records documentable, transferable and translatable across languages both in time and spaces cumulative outside the memory of an individual person. Thus, it is true what Goody (1977) posits that writing transforms speech by abstracting its components and that written texts allow people to revisit the pre-documented thoughts for the purpose of revision and correction. These are among the features absent in the oral language. It is by

no means, however, that the aforementioned features make the written language a discrete entity separable from its spoken counterpart as features of written language can easily be found in the spoken language just as written texts can exhibit aspects of spoken language.

Complexity of differences

The linguists' interest in providing attention to the relationship or differences between spoken and written language is relatively recent. Among some literature exposing them are (Baron 2000, Biber 1988, Olson 1988, Goody and Watt 1968). Even so, up until recent years, there have still been prevalent differences of opinions among researchers and linguists concerning the importance of researching the features of written and spoken language. Some believe that the investigation on the similarity and differences is essential whilst others purport that the dichotomy is pointless. Among some attempting to differentiate them are Chafe (1982) who contrasts the explicitness and the implicitness of written language. Halliday (1985) contrasts the prosodic features and grammatical intricacy of speech with the high lexical density and grammatical metaphor of writing. Biber (1988) compares written versus spoken by using three major dimensions: functional, situational and processing consideration. Even so, many studies have not managed to offer a vigorous basis for shorting out the complexity of the differences.

There are at least two reasons why research in contrasting between written and spoken language is of high complexity. First, making a clear cut between them is not an easy job, as there are some overlapping and complementary elements in between that are not fully clear-cut. In many ways, written language is like a transcription of spoken language. People have to speak the language in order for them to be able to write or transcribe the language. Many deaf people might also still need to learn spoken language by way of deciphering lips movement. This provides evidence that written language is not separable from spoken language and that it is not difficult to agree with the notion that written language is nothing more than a transcription of spoken language expressed through a standard dialect. Further, we find it hard to show an example of written language which has no direct or indirect correspondence with the spoken language. Sign languages which originated

from spoken feature have also been recreated in the written forms represented through emoticons that are widely used in the Internet-based communications. It may have been such a connectedness that has motivated Scott Fahlman in inventing emoticons. Thus, written language is always associated with a spoken language or in some cases with a sign language. This is where the distinction between them is complex and hard to make

Secondly, studies in the area of written and spoken language often involve various areas ranging from linguistics, formality, and informality, the process of simplification, linearity and non-linearity, shared context vs. non shared context, spoken language features and written language features, etc. The area of linguistic investigation that involved analysis and definition of spoken and written varieties of a particular language can be found in Chafe 1982, Halliday 1985, Biber 1988, Miller/Weinert 1998. Written variety is generally considered more complex simply because it includes a lot of parameters such as more rules of grammar, more morphological forms, more variability in syntactic constructions. Interestingly, the more recent analysis of the written language discovers that 'writing is both less and more than a mirror of speech' (Baron 2000, p.7). She means less because it omits pronunciation, intonation and facial cues but it is more because it has its own properties such as vocabulary, syntax, and usage conventions (ibid). In contrast, the general assumption about spoken language variety is that it is simpler than the written kind. Spoken variety has a lower degree of complexity, compared to their written counterparts simply because of the above parameters. From various literature, the characteristics of both languages have been mentioned and among them are listed on the different tables below:

The features of spoken and written language can be seen on the following chart:

| SPOKEN LANGUAGE | WRITTEN LANGUAGE |
|----------------------------|--------------------------|
| Involves prosodic element | Limited prosodic element |
| Fleeting (gone as you say) | Static and permanent |
| Spontaneous first draft | Final draft |

| | |
|-----------------------------------|--------------------------------------|
| Loose expression and rephrasing | Compact expression complex grammar |
| It happens in real time (present) | It is revisited and redrafted record |
| Involves paralinguistic aspects | Lack of visual contact |
| involve intonation | Uses punctuation |
| Less formal language properties | More formal language properties |

Cook's lecture notes, 2009

The following characteristics may also worth noting.

| SPOKEN LANGUAGE | WRITTEN LANGUAGE |
|---|---------------------------------------|
| More redundancies | Using more content words |
| Simplified | Strict and complex |
| Sensitive to fashion including the use of slang | Standard grammar and lexical elements |
| Time-bound | Space bound |

The following examples are provided to illustrate the differences between the written and spoken language:

| Written Language | Spoken Language |
|---|--|
| <i>One of the expectations of university study which surprise many students commencing study is making oral presentations. Not only do students need, therefore, to develop their written skills to meet the academic</i> | <i>All students at uni have to do oral presentations in tutes. And the problem is that not most people starting uni don't know about this so they get a real shock when they get here. And suddenly they have to</i> |

expectations of their lecturers and tutors, but they also need to become competent speakers of the language of their disciplines. The level of formality of language use is one indicator. Other indicators include specific jargon and technical terminology, idiomatic use of language and even grammatical use that is specific to the discipline.

talk in front of a huge class. I mean, they've usually heard all about the weird way of writing that they have to learn to do but doing oral presentations is usually a surprise. You have to be able to understand what they want from the question so you need to know how to analyze questions carefully. And that's not easy!

From the example, we can characterize the written language as being more formal and dense. It has more technical words and more complicated sentences. Although it is easy to read, it sounds difficult to read. Spoken language, in contrast, is more loose and informal in the way words are constructed into phrases or sentences. Despite having more variety of words, each sentence tends to be shorter and is ornamented by some informal short forms of words such as *uni* for university, *don't* for do not. The use of 2nd person subject (*you*), as well as personal expression (I mean), can be spotted in the given example.

Personal weblogs

Over the last decades, Internet technology has made a fantastic leap which makes it a lot harder to distinguish between spoken and written language. E-mail as Baron (2000, p.9) puts it, has all but replaced more traditional (oral) communication. Like short messaging, it resembles the way people in the past speak in face-to-face mode. Compared to the Middle Ages language, current language, in particular in the post World War II, the written language increasingly resembles everyday speech (ibid). In many ways, e-mail is replacing conventional telephone and traditional mails for person-to-person communication. E-mail, as has been widely known, is more like a letter sent

through phone or spoken language transmitted through the Internet. This is what makes it a unique language that has both the characteristics of written and spoken language. The research by Thornton (1996) finds that what makes more and more people tend to use computers to communicate is that e-mail enables people to interact in a less constrained way than communicating face-to-face.

Like e-mail, **weblogs** (popularly known as a **blog**) have gained more and more popularity as a space to express ideas and it is among the fastest-growing Internet-mediated communication media featuring distinct characteristics. At its simplest sense, a blog is a personal web-based space for people to compile pieces of writing that are linkable to other web pages sharing the same or similar interest. One blog is usually managed by an author who compiles lists of links. Writing and editing processes of a weblog are generally managed by an editor or the blog owner by using a web browser available on the Internet. "Blogs are personal journals or reversed-chronological commentaries written by individuals and made publicly accessible on the web, and they have distinctive technological features that set them apart from other forms of CMC (Herring et. al. 2004a).

A personal blog is a site managed by an individual who compiles lists of links to personally interesting materials, ornamented by information and editorial relevant to his/her interest. The user can instantly place his/her words, thoughts or ideas onto it through one of the many pieces of blogging software available. It can be updated from time-to-time by deleting and adding new information. A personal blog generally provides space for other people sharing the same interest to provide relevant comments or posting. For the most part, it often looks like a personal diary equipped with a calendar that highlights the dates on which entries were made. Some sites have a basic text search engine to assist in finding material of interest. A personal blog may contain a record of experience, observation, advice, the know-how-knowledge, opinions and other large range of subjects.

As a publishing tool, it has the following features:

- Installation is not required as it is a-ready use software.
- No web-programming codes are needed
- opportunities for others to comment or provide feedback for each blog post;

- Linked to other users and is readily accessible by others
- User-friendly and ease of use
- The look and the way it operates depend on personal taste.

Despite being monolog in its generic nature as opposed to the dialogic nature of e-mail, the personal blog has a characteristic which is reminiscent of e-mail in a sense that it provides an opinion which then allows other people to respond to it. Thus, in this way, it permits others to exchange ideas asynchronously. From various samples observable through many personal blogs (see appendix 4), they have a certain degree of similarity in the way such a feature is presented. With such a characteristic, it also inclines to be used as a space to exchange written messages whose nature (in terms of content and linguistic features) resembles that of the e-mail. This is the major reason why Personal Blog is worth investigating and the question to be answered in this mini project is “What features of spoken language are found in personal blog language?”

Methods of study

According to Biber (1988), there is no absolute spoken and written distinction is identified in the previous study as a result of the complexity of the two. Every effort to make a clear cut distinction is always constrained by a various variety of situational, functional and processing considerations. Besides, there is no single dimension is sufficient to measure the differences. The non-existence of the single dimension is mainly on the argument that the differences between spoken and written relationship are unlikely measured using opposition model as the reality of both is continuous rather than dichotomous (binary opposition) (Biber 1988 and Baron 1981).

Biber (1988) proposes two different major categories of dimension i.e. functional, situational. Functional dimension alone, for instance, has different components that make up of very broad parameters identified within 1. integration, 2. fragmentation, 3. involvement and 4. detachment which requires a very extensive and careful study. (see Biber 1988, p. 43). Unlike Biber, Baron (2000), proposes four dimensions usable to measure the data, i.e. social dynamics, format, grammar and style. Due to space and time constraints, this project will adopt Baron (2000) by excluding social dynamics

simply because it has been clear from the way the interlocutors are physically separated. In using the three dimensions, however, I should like to make an adaptation of the model proposed by Baron by adding some measures previously used by Biber:

1. Format: includes such aspects as the length of sentences, degree of editability and the use of contractions.
2. Grammar: includes the use of 1st and 2nd person and the active verbs, the linked coordinate clauses using *and*, *or* and *but*.
3. Style: includes colloquial day-to-day spoken style and the use of personal expressions.

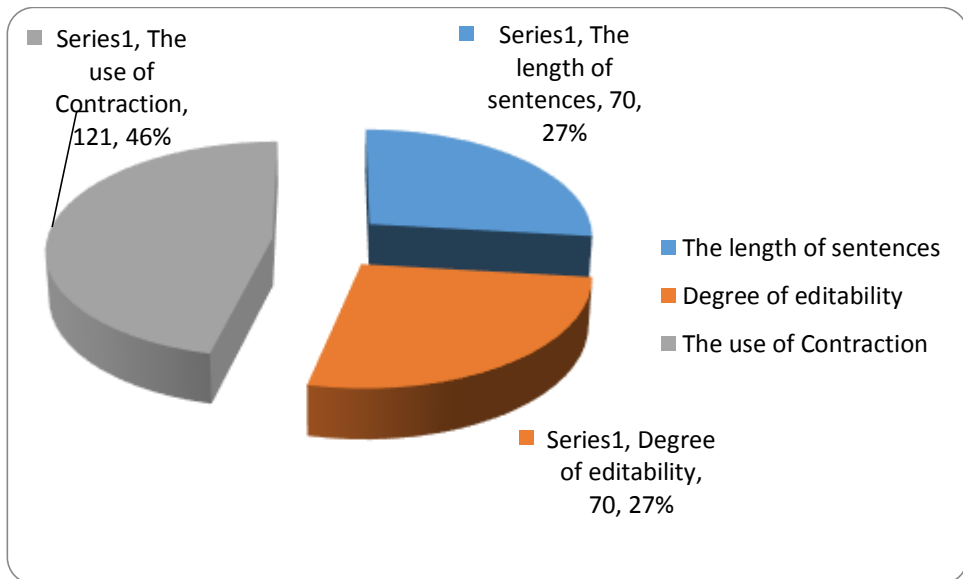
Given all the above accounts and choice of methodology, now we can start determining what features of spoken language are found on personal blogs. Seven samples of personal blogs, each with multiple pages of contents, are chosen randomly and then data are coded using QSR NVivo 8 software program to classify the qualitative data on the basis of pre-determined dimensions. This software use allows me to classify and present the features of the spoken language in a more systematic and careful way. It is worth noting, however, that the presence of percentage following every coded reference refers to the length of the sentence and in this analysis, it is not essential and thus ignored.

Findings and analysis

It is clear from the data that the spoken features are clearly noticeable in the way the Personal Blogs are written. Despite being physically written, it is evident from the data that they employ lots of spoken language to describe and express the personal messages and although it is different from e-mail in a sense that it is generally monolog as opposed to dialog, the characteristics of the spoken language bear resemblances with those found in the previous study of e-mail (see Baron 2000).

1. Format

| | | |
|-------------------------|-----------------------|------------------------|
| The length of sentences | Degree of editability | The use of Contraction |
| 70 references coded | 70 references coded | 121 references coded |



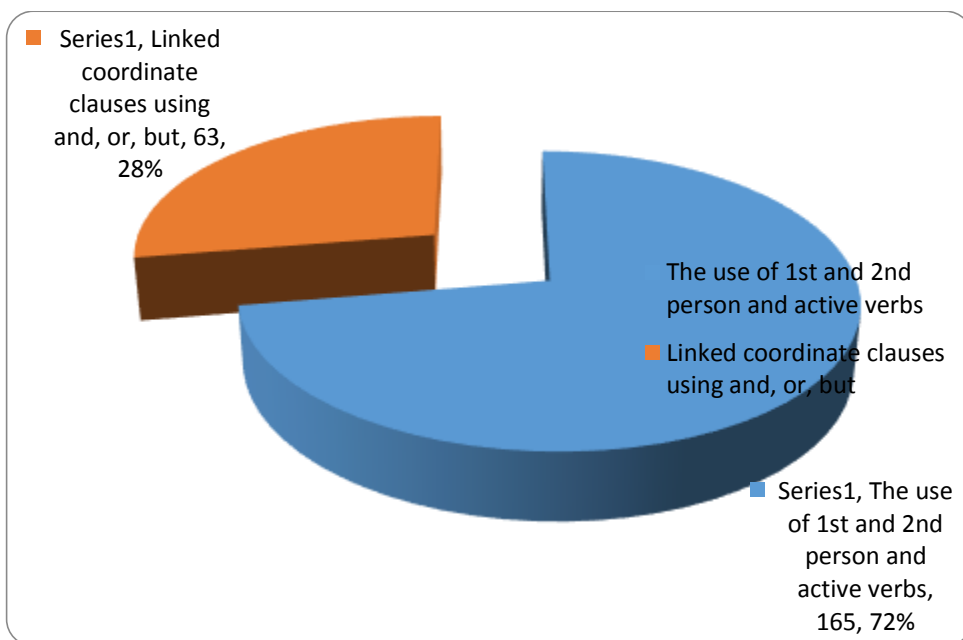
See the coded reference in appendix 1

In terms of format, the data sample of the personal blogs uses lots of contracted forms of *is*, *was*, *will*, *would*, and *had*. There are 121 encoded data from the chosen sample (see appendix 1). While, the length of sentences and editability share the same frequency, i.e. 71 encoded data for each category (see appendix 1). As it is generally understood, spoken language is simplified, not so strict about grammar and often concise. The findings showed the consistency of such characterization. The sentences tend to be short which resemble the way the ideas are expressed in oral conversation and are even very often verbless. Such examples as '*skydiver plum ejected*', '*sunny side up?*',

'Burden lifted' (see appendix 1 ref.3, 13, 48) are verbless sentences intended to shorten the expressions. Mistakes of typing, misspelling, punctuation as well as the rule of lower or upper case use are frequently spotted in the data that require editing. The examples like 'this content have been republished WITHOUT permission.', 'We're all puppets, Laurie.' And 'Health Behaviour.. How do We Change it?' (appendix 1. ref. 2, 8 and 40) are just a few to mention.

2. Grammar

| | |
|---|---|
| <p>The use of 1st and 2nd person and active verbs</p> | <p>Linked coordinate clauses using and, or, but</p> |
| <p>165 references coded</p> | <p>63 references coded</p> |



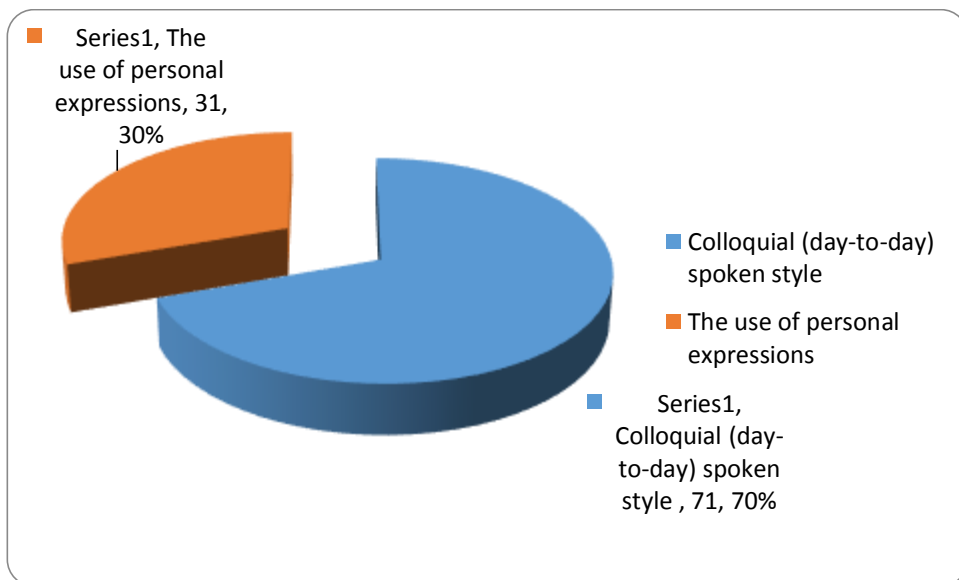
See the coded reference in appendix 2

One way of determining the spoken features of a written text is to find examples of the use of 1st and 2nd person pronouns and the use of active sentences. In his study of e-mail, Carey cited in Baron (2000), reported extensive use of those two grammatical aspects. This data similarly show lots of such grammatical features which are 165 cases of the use of 1st and 2nd persons in various active sentences. In addition,

instead of using complex subordinate clauses generally characterizing written feature, the data show that co-ordinate clauses are preferably used. There are 63 cases that managed to be encoded. This is not to claim that complex sentences were totally absent in the data. One interesting point worth mentioning here is that the data are littered with simple coordinating conjunctions more prevalent in speech such as ‘and’, ‘but’ and ‘so’; very often used in so deviant way that makes it so different from the standard structure of English. These two are taken as an illustration “*And of course Loughborough and the surrounding countryside are particularly beautiful so all their plans and those put forward by developers are deeply controversial*”. (see appendix 2, ref 24). *Today I spent a day meeting and chatting with all of the staff about the roles they carry out and what an exciting time to be involved.*” (See appendix 2, ref. 33). From the examples, we can see the deviation from the formal writing standard. ‘And’ is not acceptably used to start a sentence and ‘but’ is not supposed to be used at the beginning of the sentence.

3. Style

| Colloquial (day-to-day) spoken style | The use of personal expressions |
|--------------------------------------|---------------------------------|
| 71 references coded | 31 references coded |



See the coded reference in appendix 3

Again, the data show some more spoken features that in many respects look more like a spoken conversation. In writing their blogs, the writers were as if speaking to the reader in a similar sense that they have some kinds of interlocutory relationship. As such, the message exchange is much the same as that found email. The use of colloquial day-to-day expressions is relatively frequent, i.e. 71 cases (see appendix 3). We can see it through the following examples like *'It's gonna be fucked up!'*, *'I was noooo way.thats stupid!!!..'*, *'Don't think Lindt Bunny does though.'* (appendix 3, ref. 11, 38 and 39).

In addition to the evidence of colloquial expressions, there is also extensive use of personal expressions. Biber (1988, p.106) mentions that 'Emphatics and amplifiers both mark heightened feeling, and sentence relatives are used for attitudinal comments by the speaker ... marking high interpersonal interaction or high expression of personal feelings'. Such examples as *'I guess no amount of money would ever compensate'*, *'I think I will add an updated summary of the situation'*, *'I don't think we could sustain it spiritually either'* (appendix 3. ref. 7, 15, 19) can be found in the data. All in all, we can say that the language of the Personal Blogs has a substantial affinity with that of the spoken language rather than the written language. This may be because the writers of the Blogs mean to be accepted by the readers as being sociable and easy-going kind persons in addition to the intention to produce a more friendly and less formal style of communication. Remember that Personal Blogs more resemble a personal diary than a journal report.

Conclusion

This paper has attempted to delineate what constitutes spoken features within the context of written discourse. By looking into a set of data found in various Personal Blogs, it has managed to characterize the presence of their typical characteristics in the sample data. In spite of its written physical appearance, the selected samples of the Personal Blogs strongly indicate features of spoken language. From the three criteria, format, grammar, and style the writers opt for featuring the spoken style of writing to convey their intended meanings and messages. These include evidence of the format, the grammar and the style of the writing, the length of sentences, the editability,

use of contractions, the briefness of sentences, the avoidance of complex sentences, the many colloquial aspects of expressions, as well as the use of personal expressions. Besides, in terms of vocabulary choices, they are more the reflection of speech than writing, probably in order for them to reach out to a broader audience and to give the impression that the readers are very welcome to read and to closely interact with one another. Finally, I should admit, however, that this mini-study may have some limitations. So, since a similar study on a Personal Blog is still limited, research involving the larger sizes of data and broader dimensions may reconfirm the above findings.

References:

- Baron, S. N. (2000) *Alphabet to E-mail: How written English evolved and where it's heading*. London: Routledge
- Biber, D. (1988) *Variation across Speech and Writing*. Cambridge: CUP.
- Biber, D., and Finegan, E. 1997. Diachronic relations among speech-based and written registers in English. In *To explain the present: Studies in the changing English language in honour of Matti Rissanen*, ed. by T. Nevalainen and L. Kahlas-Tarkka, 253-275. Helsinki: Societe Neophilologique.
- Chafe, W. (1982) Integration and involvement in speaking, writing, and oral literature, in Deborah Tannen (ed.), *Spoken and Written Language: Exploring Orality and Literacy*. Norwood, NJ, Ablex
- Cook, V. (2009) Lecture note and handout. Unpublished.
- Goody, J. (1977). *The domestication of the savage mind*. New York: Cambridge University Press.
- Goody, J. & Watt, I. (1968). The consequences of literacy. In J. Goody (Ed.), *Literacy in traditional societies* (pp. 27-68). New York: Cambridge University Press.
- Halliday, M. A. K. (1985) *Spoken and Written Language*, Oxford: Oxford University Press, 1985
- Halliday, M.A.K. and Hasan, R. (1989) *Language, Context and Text: Aspects of language in a Social Semiotic Perspective*. Oxford: OUP

- Herring, S. C., Scheidt, L. A., Bonus, S., & Wright, E. (2004a). Bridging the gap: A genre analysis of weblogs. Proceedings of the 37th Hawaii International Conference on System Sciences (HICSS-37). Los Alamitos, CA: IEEE. Retrieved January 6, 2005 from <http://csdl.computer.org/comp/proceedings/hicss/2004/2056/04/205640101b.pdf>
- Lado, R. (1964c) Language teaching, a scientific approach. New York: McGraw-Hill
- Lyons, J (1968) Introduction to theoretical linguistics. London: Cambridge University Press.
- Miller & Weinert (1998) Spontaneous Spoken Language: syntax and discourse. Oxford, Claredon Press.
- Olson, D. R. (1988). From utterance to text. In E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.), Perspectives on literacy (pp. 175-189). Carbondale, IL: Southern Illinois University Press.
- Thornton, T.P. (1996) Handwriting in America. New Haven: Yale University Press.
- QSR NVivo 8. (2005-2008). QSR International Pty-Ltd.
- Venezky, R. L. (1999c) The American way of Spelling: The structure and origins of American English Orthography. Virginia; Guilford Press.

Appendix 1:

FORMAT

| The length of sentences | The degree of edibility | The use of contraction |
|--|--|--|
| <p><Internals\Is the Internet language spoken or written> - § 70 references coded [6.02% Coverage]</p> | <p><Internals\Is the Internet language spoken or written> - § 70 references coded [6.02% Coverage]</p> | <p><Internals\Is the Internet language spoken or written> - § 121 references coded [6.15% Coverage]</p> |
| <p>Reference 1 - 0.05% Coverage</p> | <p>Reference 1 - 0.05% Coverage</p> | <p>Reference 1 - 0.02% Coverage I'm better now.</p> |
| <p>TIM IS COOL! (he did not tell me to say that)</p> | <p>TIM IS COOL! (he did not tell me to say that)</p> | <p>Reference 2 - 0.06% Coverage Microsoft's new system's easier for browser switch</p> |
| <p>Reference 2 - 0.06% Coverage</p> | <p>Reference 2 - 0.06% Coverage</p> | <p>Reference 3 - 0.06% Coverage One thing's for certain, it ain't easy bein' green.</p> |
| <p>this content has been republished WITHOUT permission.</p> | <p>this content has been republished WITHOUT permission.</p> | <p>Reference 4 - 0.03% Coverage Don't Forget Daylight Savings!</p> |
| <p>Reference 3 - 0.02% Coverage</p> | <p>Reference 3 - 0.02% Coverage</p> | <p>Reference 5 - 0.11% Coverage It's been great fun on blogspot and it has been greatly beneficial to my online learning curve.</p> |
| <p>skydiverPlumb ejected</p> | <p>skydiverPlumb ejected</p> | <p>Reference 6 - 0.02% Coverage We're all puppets</p> |
| <p>Reference 4 - 0.03% Coverage</p> | <p>Reference 4 - 0.03% Coverage</p> | <p>Reference 7 - 0.05% Coverage I'm just a puppet who can see the strings</p> |
| <p>Your Hair is Different</p> | <p>Your Hair is Different</p> | <p>Reference 8 - 0.04% Coverage I'm not sure why I thought of this.</p> |
| <p>Reference 5 - 0.04% Coverage</p> | <p>Reference 5 - 0.04% Coverage</p> | <p>Reference 9 - 0.10% Coverage A friend of mine just had a birthday, and two others' are coming up, so maybe that's it.</p> |
| <p>A com-arts grad who ended up a banker</p> | <p>A com-arts grad who ended up a banker</p> | <p>Reference 10 - 0.03% Coverage Or maybe it's something else!</p> |
| <p>Reference 6 - 0.06% Coverage</p> | <p>Reference 6 - 0.06% Coverage</p> | <p>Reference 11 - 0.13% Coverage we're rounding third base we decided it was time to find a lead developer who could help make the site even better.</p> |
| <p>One thing's for certain, it ain't easy bein' green.</p> | <p>One thing's for certain, it ain't easy bein' green.</p> | <p>Reference 12 - 0.04% Coverage We're looking for someone who's ...</p> |
| <p>Reference 7 - 0.03% Coverage</p> | <p>Reference 7 - 0.03% Coverage</p> | |
| <p>Let's begin with a caveat.</p> | <p>Let's begin with a caveat.</p> | |
| <p>Reference 8 - 0.03% Coverage</p> | <p>Reference 8 - 0.03% Coverage</p> | |
| <p>We're all puppets, Laurie.</p> | <p>We're all puppets, Laurie.</p> | |
| <p>Reference 9 - 0.14% Coverage</p> | <p>Reference 9 - 0.14% Coverage</p> | |
| <p>I'm just a puppet who can see the strings, written 4 days ago, Inside many superhero stories is a Greek tragedy in hiding.</p> | <p>I'm just a puppet who can see the strings, written 4 days ago, Inside many superhero stories is a Greek tragedy in hiding.</p> | |
| <p>Reference 10 - 0.05% Coverage</p> | <p>Reference 10 - 0.05% Coverage</p> | |
| <p>There is the godlike hero, and he is flawed.</p> | <p>There is the godlike hero, and he is flawed.</p> | |
| <p>Reference 11 - 0.02% Coverage</p> | <p>Reference 11 - 0.02% Coverage</p> | |

| | | |
|---|---|---|
| <p>Sunnyside up? Reference 12 - 0.04% Coverage</p> <p>I was scheduled to work 6-close but Reference 13 - 0.07% Coverage</p> <p>went in at 10PM tonight because of a family situation ... Reference 14 - 0.04% Coverage</p> <p>20 Affirmations for Busy Mom Bloggers Reference 15 - 0.03% Coverage</p> <p>two others' are coming up Reference 16 - 0.04% Coverage</p> <p>gdgt is looking for a lead developer Reference 17 - 0.06% Coverage</p> <p>Honeymoons/Destinations Expert I'm a bit of an odd duck Reference 18 - 0.04% Coverage</p> <p>Ew, not sure if I would go for this Reference 19 - 0.10% Coverage</p> <p>The shape and form of a story helps the teller (and the listener) to organise information Reference 20 - 0.06% Coverage</p> <p>thanks for the blog and i am now an active member! Reference 21 - 0.01% Coverage</p> <p>Hear Hear!!! Reference 22 - 0.05% Coverage</p> <p>On a serious note..i couldnt agree more Reference 23 - 0.04% Coverage</p> | <p>Sunnyside up? Reference 12 - 0.04% Coverage</p> <p>I was scheduled to work 6-close but Reference 13 - 0.07% Coverage</p> <p>went in at 10PM tonight because of a family situation ... Reference 14 - 0.04% Coverage</p> <p>20 Affirmations for Busy Mom Bloggers Reference 15 - 0.03% Coverage</p> <p>two others' are coming up Reference 16 - 0.04% Coverage</p> <p>gdgt is looking for a lead developer Reference 17 - 0.06% Coverage</p> <p>Honeymoons/Destinations Expert I'm a bit of an odd duck Reference 18 - 0.04% Coverage</p> <p>Ew, not sure if I would go for this Reference 19 - 0.10% Coverage</p> <p>The shape and form of a story helps the teller (and the listener) to organise information Reference 20 - 0.06% Coverage</p> <p>thanks for the blog and i am now an active member! Reference 21 - 0.01% Coverage</p> <p>Hear Hear!!! Reference 22 - 0.05% Coverage</p> <p>On a serious note..i couldnt agree more Reference 23 - 0.04% Coverage</p> | <p>Reference 13 - 0.05% Coverage a control freak who doesn't like to plan.</p> <p>Reference 14 - 0.05% Coverage I'm married to a guy who's a more typical</p> <p>Reference 15 - 0.08% Coverage Even if you're just saying it to be nice, I still appreciate it...</p> <p>Reference 16 - 0.10% Coverage Ew, not sure if I would go for this, but there's oatmeal for a buck at Jamba Juice</p> <p>Reference 17 - 0.08% Coverage I'd like to finish this blog by taking some quotes from an excellent book</p> <p>Reference 18 - 0.04% Coverage I'm not yet the person I can be,</p> <p>Reference 19 - 0.06% Coverage I'd heard people twittering about it for a while now,</p> <p>Reference 20 - 0.04% Coverage but hadn't the time to check it out.</p> <p>Reference 21 - 0.11% Coverage It's a cool little site that lets you create a mosaic of your twitter followers or friends.</p> <p>Reference 22 - 0.02% Coverage it's a long wait.</p> <p>Reference 23 - 0.06% Coverage New Zealand hasn't taken firm hold among the people</p> <p>Reference 24 - 0.02% Coverage But I'm afraid Reference 25 - 0.07% Coverage I'd rather rush off to <u>twitter mosaic</u> and get me a pretty mug</p> |
|---|---|---|

| | | |
|--|--|---|
| <p>When i was first told of this idea,as</p> <p>Reference 24 - 0.08% Coverage</p> <p>.I was noooo way.thats stupid!!!..</p> <p>Well how bloody wrong can i be,</p> <p>Reference 25 - 0.08% Coverage</p> <p>I'm still writing my own novel (and actually nearly finished...).</p> <p>Reference 26 - 0.13% Coverage</p> <p>I think sure isn't it just a work of genius and amn't I better letting everyone have the joy of camping outside</p> <p>Reference 27 - 0.08% Coverage</p> <p>'aye, I liked that bit in the middle, y'know, where she gets drunk.</p> <p>Reference 28 - 0.05% Coverage</p> <p>for killing my enthusiasm for writing.</p> <p>Reference 29 - 0.05% Coverage</p> <p>'Fifteen and can only draw like that - shite'</p> <p>Reference 30 - 0.06% Coverage</p> <p>'Nine and she's still doing mammy and daddy pictures?</p> <p>Reference 31 - 0.07% Coverage</p> <p>The other thing I LOVED about the gallery was the music.</p> <p>Reference 32 - 0.12% Coverage</p> <p>Turns out, they used Left Bank Two, a now famous piece of anonymous library music that you can hear here...</p> <p>Reference 33 - 0.04% Coverage</p> <p>MY art would appear to the world.</p> <p>Reference 34 - 0.15% Coverage</p> | <p>When i was first told of this idea,as</p> <p>Reference 24 - 0.08% Coverage</p> <p>.I was noooo way.thats stupid!!!..</p> <p>Well how bloody wrong can i be,</p> <p>Reference 25 - 0.08% Coverage</p> <p>I'm still writing my own novel (and actually nearly finished...).</p> <p>Reference 26 - 0.13% Coverage</p> <p>I think sure isn't it just a work of genius and amn't I better letting everyone have the joy of camping outside</p> <p>Reference 27 - 0.08% Coverage</p> <p>'aye, I liked that bit in the middle, y'know, where she gets drunk.</p> <p>Reference 28 - 0.05% Coverage</p> <p>for killing my enthusiasm for writing.</p> <p>Reference 29 - 0.05% Coverage</p> <p>'Fifteen and can only draw like that - shite'</p> <p>Reference 30 - 0.06% Coverage</p> <p>'Nine and she's still doing mammy and daddy pictures?</p> <p>Reference 31 - 0.07% Coverage</p> <p>The other thing I LOVED about the gallery was the music.</p> <p>Reference 32 - 0.12% Coverage</p> <p>Turns out, they used Left Bank Two, a now famous piece of anonymous library music that you can hear here...</p> <p>Reference 33 - 0.04% Coverage</p> <p>MY art would appear to the world.</p> <p>Reference 34 - 0.15% Coverage</p> | <p>Reference 26 - 0.03% Coverage</p> <p>I'm still writing my own novel</p> <p>Reference 27 - 0.02% Coverage</p> <p>That's partly because</p> <p>Reference 28 - 0.05% Coverage</p> <p>I think sure isn't it just a work of genius</p> <p>Reference 29 - 0.06% Coverage</p> <p>and amn't I better letting everyone have the joy</p> <p>Reference 30 - 0.04% Coverage</p> <p>Partly it's because I'm positive</p> <p>Reference 31 - 0.03% Coverage</p> <p>it's 100,000 words of drivel.</p> <p>Reference 32 - 0.05% Coverage</p> <p>And there's nothing like lukewarm feedback</p> <p>Reference 33 - 0.03% Coverage</p> <p>y'know, where she gets drunk</p> <p>Reference 34 - 0.03% Coverage</p> <p>Can't remember right now.</p> <p>Reference 35 - 0.02% Coverage</p> <p>Tell me it's shit</p> <p>Reference 36 - 0.08% Coverage</p> <p>I'll write like a demon to prove you wrong. Tell me it's brilliant</p> <p>Reference 37 - 0.02% Coverage</p> <p>I'll go all red</p> <p>Reference 38 - 0.04% Coverage</p> <p>and I'll say 'Did you <i>really</i> like it?</p> <p>Reference 39 - 0.04% Coverage</p> <p>I can't wait to see it in bookshops</p> <p>Reference 40 - 0.04% Coverage</p> <p>So here's a thing that happened</p> <p>Reference 41 - 0.09% Coverage</p> |
|--|--|---|

| | | |
|---|---|--|
| <p>MY art would shine. MY art would show all those other kids what they should be achieving, how pathetic their artistic output was.</p> <p>Reference 35 - 0.13% Coverage</p> <p>Of course it was easy for them to do this because of course the villain/victim was of course black and a Muslim.</p> <p>Reference 36 - 0.14% Coverage</p> <p>This is from a newspaper that always seems to stick up for the 'Englishman in his castle' 'right to defend ones home'</p> <p>Reference 37 - 0.07% Coverage</p> <p>One of the reasons I joined the Labour Party in the early 1980s</p> <p>Reference 38 - 0.07% Coverage</p> <p>That is their right and it's not for me to choose for them.</p> <p>Reference 39 - 0.11% Coverage</p> <p>The one thing I do know is that products like alcohol, tobacco and petrol are price sensitive...</p> <p>Reference 40 - 0.05% Coverage</p> <p>Health Behaviour.. How do We Change it?</p> <p>Reference 41 - 0.04% Coverage</p> <p>I won't meet developers alone ever...</p> <p>Reference 42 - 0.09% Coverage</p> <p>Doorstepping & paying old collage friends to dig up dirt are commonplace.</p> <p>Reference 43 - 0.23% Coverage</p> | <p>MY art would shine. MY art would show all those other kids what they should be achieving, how pathetic their artistic output was.</p> <p>Reference 35 - 0.13% Coverage</p> <p>Of course it was easy for them to do this because of course the villain/victim was of course black and a Muslim.</p> <p>Reference 36 - 0.14% Coverage</p> <p>This is from a newspaper that always seems to stick up for the 'Englishman in his castle' 'right to defend ones home'</p> <p>Reference 37 - 0.07% Coverage</p> <p>One of the reasons I joined the Labour Party in the early 1980s</p> <p>Reference 38 - 0.07% Coverage</p> <p>That is their right and it's not for me to choose for them.</p> <p>Reference 39 - 0.11% Coverage</p> <p>The one thing I do know is that products like alcohol, tobacco and petrol are price sensitive...</p> <p>Reference 40 - 0.05% Coverage</p> <p>Health Behaviour.. How do We Change it?</p> <p>Reference 41 - 0.04% Coverage</p> <p>I won't meet developers alone ever...</p> <p>Reference 42 - 0.09% Coverage</p> <p>Doorstepping & paying old collage friends to dig up dirt are commonplace.</p> <p>Reference 43 - 0.23% Coverage</p> | <p>If you didn't grow up with BBC 1 you'll have no clue what I'm talking about</p> <p>Reference 42 - 0.04% Coverage</p> <p>you'll remember that Tony showed us</p> <p>Reference 43 - 0.06% Coverage</p> <p>I'd paint great pictures and be nice to my Mummy.</p> <p>Reference 44 - 0.03% Coverage</p> <p>I'd think to myself. 'Nine</p> <p>Reference 45 - 0.05% Coverage</p> <p>she's still doing mammy and daddy pictures?</p> <p>Reference 46 - 0.01% Coverage</p> <p>I'd gloat.</p> <p>Reference 47 - 0.12% Coverage</p> <p>But I'd remember the devastation of seeing a marvellous drawing with an age near or lower than mine.</p> <p>Reference 48 - 0.05% Coverage</p> <p>I'd just think 'Probably got her Mammy to help'</p> <p>Reference 49 - 0.07% Coverage</p> <p>She wasn't big into 'helping' as this was seen as 'cheating'.</p> <p>Reference 50 - 0.06% Coverage</p> <p>I've often remembered the gallery in Tony Hart's shows</p> <p>Reference 51 - 0.03% Coverage</p> <p>Turns out they didn't.</p> <p>Reference 52 - 0.04% Coverage</p> <p>While I'm hobbling down memory lane</p> <p>Reference 53 - 0.04% Coverage</p> <p>I'd always head off to my sketchpad</p> <p>Reference 54 - 0.07% Coverage</p> <p>I'd create a masterpiece that I would post off to the BBC</p> <p>Reference 55 - 0.05% Coverage</p> |
|---|---|--|

| | | |
|---|---|--|
| <p>At the same time I was also struck that if the two soldiers who were heading to Afghanistan the following day had been murdered/ killed there we may not have even noticed their names of their passing.</p> | <p>At the same time I was also struck that if the two soldiers who were heading to Afghanistan the following day had been murdered/ killed there we may not have even noticed their names of their passing.</p> | <p>When do you think they'll notice their mistake?</p> |
| <p>Reference 44 - 0.09% Coverage</p> | <p>Reference 44 - 0.09% Coverage</p> | <p>Reference 56 - 0.06% Coverage</p> |
| <p>To make sure we are not reading out 2-3 names a week of those who have fallen.</p> | <p>To make sure we are not reading out 2-3 names a week of those who have fallen.</p> | <p>I couldn't help commenting when I saw this story.</p> |
| <p>Reference 45 - 0.10% Coverage</p> | <p>Reference 45 - 0.10% Coverage</p> | <p>Reference 57 - 0.06% Coverage</p> |
| <p>Aghh so there must be something in it if he's having to deny it and so continues the lie.</p> | <p>Aghh so there must be something in it if he's having to deny it and so continues the lie.</p> | <p>I find it's the only paper people send me cuttings of</p> |
| <p>Reference 46 - 0.29% Coverage</p> | <p>Reference 46 - 0.29% Coverage</p> | <p>Reference 58 - 0.03% Coverage</p> |
| <p>And on another level I don't think we could sustain it spiritually either.</p> | <p>And on another level I don't think we could sustain it spiritually either.</p> | <p>I don't need to see a cutting</p> |
| <p>We have become a 24/7 society but I do believe the Bible that inspired Ann Pettifor to talk about Jubilee 2000 also has a lot to say about a Sabbath way of living and REST.</p> | <p>We have become a 24/7 society but I do believe the Bible that inspired Ann Pettifor to talk about Jubilee 2000 also has a lot to say about a Sabbath way of living and REST.</p> | <p>Reference 59 - 0.03% Coverage</p> |
| <p>Reference 47 - 0.15% Coverage</p> | <p>Reference 47 - 0.15% Coverage</p> | <p>Reference 60 - 0.05% Coverage</p> |
| <p>Its the wrong circumstances but hopefully we will come out the other side with a stronger sense of what our society will look like.</p> | <p>Its the wrong circumstances but hopefully we will come out the other side with a stronger sense of what our society will look like.</p> | <p>I don't know the full facts</p> |
| <p>Reference 48 - 0.02% Coverage</p> | <p>Reference 48 - 0.02% Coverage</p> | <p>Reference 61 - 0.02% Coverage</p> |
| <p>Burden lifted.</p> | <p>Burden lifted.</p> | <p>Reference 62 - 0.05% Coverage</p> |
| <p>Reference 49 - 0.05% Coverage</p> | <p>Reference 49 - 0.05% Coverage</p> | <p>therefore don't want to conclude anything</p> |
| <p>There is still too much clutter In my life</p> | <p>There is still too much clutter In my life</p> | <p>Reference 63 - 0.06% Coverage</p> |
| <p>Reference 50 - 0.10% Coverage</p> | <p>Reference 50 - 0.10% Coverage</p> | <p>I don't envy the Tory led Borough Council on this one.</p> |
| <p>I WAS emotional and still am when I hear each story but I in most respects I am never sad.</p> | <p>I WAS emotional and still am when I hear each story but I in most respects I am never sad.</p> | <p>Reference 64 - 0.06% Coverage</p> |
| <p>Reference 51 - 0.05% Coverage</p> | <p>Reference 51 - 0.05% Coverage</p> | <p>I haven't had chance today to read the full report</p> |
| <p>Reference 52 - 0.07% Coverage</p> | <p>Reference 52 - 0.07% Coverage</p> | <p>Reference 65 - 0.07% Coverage</p> |
| <p>Reference 53 - 0.05% Coverage</p> | <p>Reference 53 - 0.05% Coverage</p> | <p>A constituent has said they don't think they are paid enough.</p> |
| <p>Reference 54 - 0.05% Coverage</p> | <p>Reference 54 - 0.05% Coverage</p> | <p>Reference 66 - 0.05% Coverage</p> |
| <p>Reference 55 - 0.03% Coverage</p> | <p>Reference 55 - 0.03% Coverage</p> | <p>That's the tough part of the question I guess.</p> |
| <p>Reference 56 - 0.03% Coverage</p> | <p>Reference 56 - 0.03% Coverage</p> | <p>Reference 67 - 0.03% Coverage</p> |
| <p>Reference 57 - 0.04% Coverage</p> | <p>Reference 57 - 0.04% Coverage</p> | <p>That's how it should be.</p> |
| <p>Reference 58 - 0.04% Coverage</p> | <p>Reference 58 - 0.04% Coverage</p> | <p>Reference 68 - 0.04% Coverage</p> |

| | | |
|--|--|---|
| <p>Reference 51 - 0.16% Coverage</p> <p>I attended the No10 Reception today with the England Rugby Team to celebrate the launch of a Foundation/ Trust for injured rugby players.</p> | <p>Reference 51 - 0.16% Coverage</p> <p>I attended the No10 Reception today with the England Rugby Team to celebrate the launch of a Foundation/ Trust for injured rugby players.</p> | <p>I won't meet developers alone ever...</p> |
| <p>Reference 52 - 0.18% Coverage</p> <p>Either training and playing at Birstall RFC - Birstall RFC - or watching Leicester Tigers and England (or to be fair any other game I can get away with).</p> | <p>Reference 52 - 0.18% Coverage</p> <p>Either training and playing at Birstall RFC - Birstall RFC - or watching Leicester Tigers and England (or to be fair any other game I can get away with).</p> | <p>Reference 69 - 0.02% Coverage</p> <p>what I can't do</p> |
| <p>Reference 53 - 0.13% Coverage</p> <p>It is good to see that public pressure has finally forced some of the Banks not to pay all of their bonuses.</p> | <p>Reference 53 - 0.13% Coverage</p> <p>It is good to see that public pressure has finally forced some of the Banks not to pay all of their bonuses.</p> | <p>Reference 70 - 0.05% Coverage</p> <p>I don't know how these people can hold up</p> |
| <p>Reference 54 - 0.06% Coverage</p> <p>with OUR money in what is tantamount to gambling.</p> | <p>Reference 54 - 0.06% Coverage</p> <p>with OUR money in what is tantamount to gambling.</p> | <p>Reference 71 - 0.04% Coverage</p> <p>I won't buy a national newspaper.</p> |
| <p>Reference 55 - 0.06% Coverage</p> <p>Be the Change you Want to see in the World said Ghandi.</p> | <p>Reference 55 - 0.06% Coverage</p> <p>Be the Change you Want to see in the World said Ghandi.</p> | <p>Reference 72 - 0.06% Coverage</p> <p>well I don't know because they spoke in 'acronyms'.</p> |
| <p>Reference 56 - 0.12% Coverage</p> <p>So the old networks must remain and that is why I do this AND the old fashioned leaflets and reports.</p> | <p>Reference 56 - 0.12% Coverage</p> <p>So the old networks must remain and that is why I do this AND the old fashioned leaflets and reports.</p> | <p>Reference 73 - 0.06% Coverage</p> <p>if you don't keep up in your own field of expertise.</p> |
| <p>Reference 57 - 0.14% Coverage</p> <p>I will report here first but watch out for news in April about the way forward and hopefully some sort of answer to When?</p> | <p>Reference 57 - 0.14% Coverage</p> <p>I will report here first but watch out for news in April about the way forward and hopefully some sort of answer to When?</p> | <p>Reference 74 - 0.04% Coverage</p> <p>we don't let these terrorists win.</p> |
| <p>Reference 58 - 0.19% Coverage</p> <p>At times like this even I wound up by Politicians going on the airwaves trying to blame each other as Well as the banks for the current global economic recession.</p> | <p>Reference 58 - 0.19% Coverage</p> <p>At times like this even I wound up by Politicians going on the airwaves trying to blame each other as Well as the banks for the current global economic recession.</p> | <p>Reference 75 - 0.06% Coverage</p> <p>I didn't know whether to laugh or cry again today.</p> |
| | | <p>Reference 76 - 0.18% Coverage</p> <p>something very trivial but significant of the sort of rubbish we all have to put up with in life. It's not just me but lots of other walks of life too.</p> |
| | | <p>Reference 77 - 0.06% Coverage</p> <p>he's having to deny it and so continues the lie.</p> |
| | | <p>Reference 78 - 0.06% Coverage</p> <p>I don't have any real power to do things as an MP</p> |
| | | <p>Reference 79 - 0.04% Coverage</p> <p>People don't want to check the facts</p> |
| | | <p>Reference 80 - 0.06% Coverage</p> <p>I don't want to push all lessons of the Bible on people</p> |

| | | |
|---|---|--|
| <p>Reference 59 - 0.09% Coverage</p> | <p>Reference 59 - 0.09% Coverage</p> | <p>Reference 81 - 0.02% Coverage</p> |
| <p>But at least we are trying our hardest top tackle the impact of a recession.</p> | <p>But at least we are trying our hardest top tackle the impact of a recession.</p> | <p>its up to all of us</p> |
| <p>Reference 60 - 0.05% Coverage</p> | <p>Reference 60 - 0.05% Coverage</p> | <p>Reference 82 - 0.04% Coverage</p> |
| <p>So by all means lets criticise the policies</p> | <p>So by all means lets criticise the policies</p> | <p>that's what I really wanted today.</p> |
| <p>Reference 61 - 0.15% Coverage</p> | <p>Reference 61 - 0.15% Coverage</p> | <p>Reference 83 - 0.03% Coverage</p> |
| <p>Whilst it was clearly faith based I also think many of the answers would apply to those of other faiths and those with none.</p> | <p>Whilst it was clearly faith based I also think many of the answers would apply to those of other faiths and those with none.</p> | <p>You can't open a newspaper</p> |
| <p>Reference 62 - 0.11% Coverage</p> | <p>Reference 62 - 0.11% Coverage</p> | <p>Reference 84 - 0.02% Coverage</p> |
| <p>Whilst such work is fraught with danger I also think its more than worthwhile to be doing.</p> | <p>Whilst such work is fraught with danger I also think its more than worthwhile to be doing.</p> | <p>I don't blame them.</p> |
| <p>Reference 63 - 0.11% Coverage</p> | <p>Reference 63 - 0.11% Coverage</p> | <p>Reference 85 - 0.03% Coverage</p> |
| <p>Cameron was pulled up again by the Speaker knowing full well in advance that he was int he wrong</p> | <p>Cameron was pulled up again by the Speaker knowing full well in advance that he was int he wrong</p> | <p>I didn't just want to moan</p> |
| <p>Reference 64 - 0.13% Coverage</p> | <p>Reference 64 - 0.13% Coverage</p> | <p>Reference 86 - 0.05% Coverage</p> |
| <p>Cameron knows this doesn't look so good on telly as him getting angry and calling Brown YOU... so he does it.</p> | <p>Cameron knows this doesn't look so good on telly as him getting angry and calling Brown YOU... so he does it.</p> | <p>The Tweet doesn't allow complex arguments</p> |
| <p>Reference 65 - 0.08% Coverage</p> | <p>Reference 65 - 0.08% Coverage</p> | <p>Reference 87 - 0.06% Coverage</p> |
| <p>He sits there looking like a smug **t in total disdain of all around him.</p> | <p>He sits there looking like a smug **t in total disdain of all around him.</p> | <p>he knows that bit won't be sen by the TV news audience.</p> |
| <p>Reference 66 - 0.11% Coverage</p> | <p>Reference 66 - 0.11% Coverage</p> | <p>Reference 88 - 0.06% Coverage</p> |
| <p>watch his smug smile for long and he drives you mad when he goes out and acts man of the people.</p> | <p>watch his smug smile for long and he drives you mad when he goes out and acts man of the people.</p> | <p>Once you're up don't forget to change your socks</p> |
| <p>Reference 67 - 0.11% Coverage</p> | <p>Reference 67 - 0.11% Coverage</p> | <p>Reference 89 - 0.03% Coverage</p> |
| | | <p>I've had it for over 10yrs)</p> |
| | | <p>Reference 90 - 0.06% Coverage</p> |
| | | <p>I've always been deliberating over my bass sound.</p> |
| | | <p>Reference 91 - 0.05% Coverage</p> |
| | | <p>I'd picked up from Roger Mayer himself,</p> |
| | | <p>Reference 92 - 0.03% Coverage</p> |
| | | <p>So that's my sound for now</p> |
| | | <p>Reference 93 - 0.06% Coverage</p> |
| | | <p>I 'll go into the details of the sound themselves later</p> |
| | | <p>Reference 94 - 0.04% Coverage</p> |

| | | |
|--|--|---|
| <p>Whilst strictly a House matter rather than solely from the government it is currently a hot topic.</p> <p>Reference 68 - 0.05% Coverage</p> <p>Good news onyl soured by Agility winning it.</p> <p>Reference 69 - 0.14% Coverage</p> <p>SO the evening was full of candles, a diff wind up radio playing classics accompanied by a nice home cooked Indian meal.</p> <p>Reference 70 - 0.08% Coverage</p> <p>it's keeping me very busy . . and my brain space is filling up fast.</p> | <p>Whilst strictly a House matter rather than solely from the government it is currently a hot topic.</p> <p>Reference 68 - 0.05% Coverage</p> <p>Good news onyl soured by Agility winning it.</p> <p>Reference 69 - 0.14% Coverage</p> <p>SO the evening was full of candles, a diff wind up radio playing classics accompanied by a nice home cooked Indian meal.</p> <p>Reference 70 - 0.08% Coverage</p> <p>it's keeping me very busy . . and my brain space is filling up fast.</p> | <p>I can't afford two amps for stereo</p> <p>Reference 95 - 0.06% Coverage hey I'm not that good) then run the line into the amp.</p> <p>Reference 96 - 0.07% Coverage I've been attending the <u>future of web apps</u> conference In London</p> <p>Reference 97 - 0.03% Coverage it's keeping me very busy .</p> <p>Reference 98 - 0.07% Coverage when i've spoken to different attendees about Ethical Junction</p> <p>Reference 99 - 0.08% Coverage i've had genuine interest into our business model and what we do.</p> <p>Reference 100 - 0.07% Coverage i've been filled with so many ideas on how to expand knowledge</p> <p>Reference 101 - 0.07% Coverage I'm quite excited at the potential for Ethical Junction.</p> <p>Reference 102 - 0.05% Coverage So if you're around come and take a look,</p> <p>Reference 103 - 0.05% Coverage don't know if I have time to organise that,</p> <p>Reference 104 - 0.02% Coverage but we'll see.</p> <p>Reference 105 - 0.13% Coverage I've finally moved to a much faster and far more reliable web service.</p> <p>I know this isn't exactly interesting</p> |
|--|--|---|

| | | |
|--|--|--|
| | | <p>Reference 106 - 0.03% Coverage</p> <p>I know, it's a terrible name</p> <p>Reference 107 - 0.01% Coverage</p> <p>it's great,</p> <p>Reference 108 - 0.03% Coverage</p> <p>you'll notice a difference too</p> <p>Reference 109 - 0.02% Coverage</p> <p>and I'll confess,</p> <p>Reference 110 - 0.06% Coverage</p> <p>Maybe I'm supposed to become intensely interested</p> <p>Reference 111 - 0.06% Coverage</p> <p>it's been years since The X Files held my interest</p> <p>Reference 112 - 0.06% Coverage</p> <p>frankly I've got better things to do with my time.</p> <p>Reference 113 - 0.06% Coverage</p> <p>if the message doesn't make sense then I'm afraid</p> <p>Reference 114 - 0.03% Coverage</p> <p>you're just a litterbug.</p> <p>Reference 115 - 0.05% Coverage</p> <p>It's probably something only I would notice</p> <p>Reference 116 - 0.02% Coverage</p> <p>I'm thinking that</p> <p>Reference 117 - 0.04% Coverage</p> <p>he wasn't even wearing a jacket</p> <p>Reference 118 - 0.06% Coverage</p> |
|--|--|--|

| | | |
|--|--|--|
| | | <p>you'll even see that the bottom right part of his suit</p> <p>Reference 119 - 0.04% Coverage</p> <p>what's going on with his shirt.</p> <p>Reference 120 - 0.05% Coverage</p> <p>I'll submit the Obama photoshop disaster</p> <p>Reference 121 - 0.04% Coverage</p> <p>I suppose isn't so much a disaster</p> |
|--|--|--|

Appendix 2:

GRAMMAR

| The use of 1 st and 2 nd person and active verbs | | Linked coordinate clauses using and, or, but |
|---|---|---|
| <p><Internals\Is the Internet language spoken or written>165 references coded [2.66% Coverage]</p> <p>Reference 1 - 0.01% Coverage</p> <p>I receive</p> <p>Reference 2 - 0.02% Coverage</p> <p>You can still set</p> <p>Reference 3 - 0.01% Coverage</p> <p>We have</p> <p>Reference 4 - 0.02% Coverage</p> <p>you will receive</p> <p>Reference 5 - 0.02% Coverage</p> <p>You will now receive</p> <p>Reference 6 - 0.01% Coverage</p> <p>We add</p> <p>Reference 7 - 0.01% Coverage</p> <p>you can deny</p> | <p>Reference 113 - 0.01% Coverage</p> <p>I have heard</p> <p>Reference 114 - 0.03% Coverage</p> <p>I am now going to get hold</p> <p>Reference 115 - 0.02% Coverage</p> <p>I have a great</p> <p>Reference 116 - 0.01% Coverage</p> <p>I attach</p> <p>Reference 117 - 0.01% Coverage</p> <p>I add</p> <p>Reference 118 - 0.01%</p> | <p><Internals\Is the Internet language spoken or written> - § 63 references coded [10.83% Coverage]</p> <p>Reference 1 - 0.13% Coverage</p> <p>we will introduce new payout methods so you get your payments faster, and new lower pricings for the text links.</p> <p>Reference 2 - 0.08% Coverage</p> <p>He was captured and spent 6 years in a communist Vietnamese prison. ...</p> <p>Reference 3 - 0.09% Coverage</p> <p>I forget where I read this tip, but I have used it many times with great success.</p> <p>Reference 4 - 0.08% Coverage</p> <p>You might not notice, but a woman is very aware of these small deviations</p> <p>Reference 5 - 0.08% Coverage</p> <p>I arrived here on Friday and am getting settled in at my cousin's home</p> <p>Reference 6 - 0.06% Coverage</p> <p>I shop for a new home and await the arrival o...</p> |

| | | |
|---|--|---|
| <p>Reference 8 - 0.03% Coverage</p> <p>you don't like to appear</p> <p>Reference 9 - 0.02% Coverage</p> <p>You could see</p> <p>Reference 10 - 0.03% Coverage</p> <p>If you are not viewing</p> <p>Reference 11 - 0.01% Coverage</p> <p>I have used</p> <p>Reference 12 - 0.02% Coverage</p> <p>You might not notice</p> <p>Reference 13 - 0.01% Coverage</p> <p>I've spent</p> <p>Reference 14 - 0.01% Coverage</p> <p>I see</p> <p>Reference 15 - 0.01% Coverage</p> <p>I arrived</p> <p>Reference 16 - 0.01% Coverage</p> <p>I shop</p> <p>Reference 17 - 0.01% Coverage</p> <p>You know</p> <p>Reference 18 - 0.01% Coverage</p> <p>I have moved</p> <p>Reference 19 - 0.02% Coverage</p> <p>we had returned</p> <p>Reference 20 - 0.02% Coverage</p> <p>I fly over to</p> <p>Reference 21 - 0.02% Coverage</p> <p>I figured I would get</p> <p>Reference 22 - 0.01% Coverage</p> <p>I did dishes</p> | <p>Coverage</p> <p>I am asking</p> <p>Reference 119 - 0.02% Coverage</p> <p>I have added</p> <p>Reference 120 - 0.01% Coverage</p> <p>I believe</p> <p>Reference 121 - 0.01% Coverage</p> <p>I get</p> <p>Reference 122 - 0.01% Coverage</p> <p>I often say</p> <p>Reference 123 - 0.02% Coverage</p> <p>I won't meet</p> <p>Reference 124 - 0.02% Coverage</p> <p>I never want to</p> <p>Reference 125 - 0.02% Coverage</p> <p>I will update</p> <p>Reference 126 - 0.02% Coverage</p> <p>I will advise</p> <p>Reference 127 - 0.02% Coverage</p> <p>I have found</p> | <p>Reference 7 - 0.11% Coverage</p> <p>It's been great fun on blogspot and it has been greatly beneficial to my online learning curve</p> <p>Reference 8 - 0.05% Coverage</p> <p>There is the godlike hero, and he is flawed.</p> <p>Reference 9 - 0.08% Coverage</p> <p>Well I did dishes for most of the time, and I ended up only ta...</p> <p>Reference 10 - 0.18% Coverage</p> <p>This is required not just so that more people can help those with problems, but also so we can tackle the stigma and prejudice that exists in society.</p> <p>Reference 11 - 0.27% Coverage</p> <p>People with or having had substance use problems are critical to this process of understanding and their views and experiences must be used continually in a considered and serious manner to inform strategic service development.</p> <p>Reference 12 - 0.15% Coverage</p> <p>those stories give rise to still others, and soon we find meaning and construction within a web of story making and story living</p> <p>Reference 13 - 0.10% Coverage</p> <p>Print them off and circulate them to your family, friends, clients and work colleagues.</p> <p>Reference 14 - 0.08% Coverage</p> <p>You can do so as a full story or slowly put it together as blogs,</p> <p>Reference 15 - 0.09% Coverage</p> <p>Don't start worrying whether it is good enough or that your style is not great.</p> <p>Reference 16 - 0.15% Coverage</p> |
|---|--|---|

| | | |
|-------------------------------|--------------------------------|--|
| Reference 23 - 0.02% Coverage | Reference 128 - 0.01% Coverage | I was walking back from the kitchen, holding my macbook in the crook of one arm, and my freshly-made hot chocolate in my free hand. |
| I need to repeat | I spent | |
| Reference 24 - 0.01% Coverage | Reference 129 - 0.01% Coverage | Reference 17 - 0.23% Coverage |
| I love | I won't buy | was browsing through the sites on Damien Mulley's Tuesday Push blog there, and I came across Twitter Mosaic . I'd heard people twittering about it for a while now, but hadn't the time to check it out. |
| Reference 25 - 0.02% Coverage | Reference 130 - 0.02% Coverage | Reference 18 - 0.22% Coverage |
| I don't hang out | I Twittered on | Tell me it's brilliant and I'll go all red and my heart will beat faster and something happens behind my ears (not sure what but they tingle a bit) and I'll say 'Did you <i>really</i> like it?' |
| Reference 26 - 0.01% Coverage | Reference 131 - 0.02% Coverage | Reference 19 - 0.16% Coverage |
| I moved away | I have been asking | I can't wait to see it in bookshops where I can tell people 'buy it - but it now for the love of God and fill your head with wild lands |
| Reference 27 - 0.03% Coverage | Reference 132 - 0.02% Coverage | Reference 20 - 0.15% Coverage |
| I'm never going to get | I had 'influence' | It gave you the name, location and age of each child artist. And I would sit glued to the screen judging the artists by their age. |
| Reference 28 - 0.02% Coverage | Reference 133 - 0.02% Coverage | Reference 21 - 0.26% Coverage |
| I have been working | I have lobbied | And in the years since, I've often remembered the gallery in Tony Hart's shows, and remembered that great music, but thought it odd that the producers chose such a difficult but moving piece of music for 'homemade art'. |
| Reference 29 - 0.02% Coverage | Reference 134 - 0.03% Coverage | Reference 22 - 0.20% Coverage |
| We're looking for | I could and should just ignore | So basically we have a story idea - we will get some researchers to phone w few people with some leading questions and then announce the story as a reponse to a survey!. |
| Reference 30 - 0.01% Coverage | Reference 135 - 0.01% Coverage | Reference 23 - 0.11% Coverage |
| I found out | I did laugh | Then it becomes a story about it being proposed and before you know it I will be getting letters |
| Reference 31 - 0.01% Coverage | Reference 136 - 0.02% Coverage | Reference 24 - 0.33% Coverage |
| I still had | I got to hear | |
| Reference 32 - 0.02% Coverage | Reference 137 - 0.01% Coverage | |
| I still appreciate | | |
| Reference 33 - 0.01% Coverage | | |
| I would go | | |
| Reference 34 - 0.03% Coverage | | |
| I have recently listened to | | |
| Reference 35 - 0.02% Coverage | | |
| I have to say | | |
| Reference 36 - 0.01% Coverage | | |
| We need | | |

| | | |
|--------------------------------------|---------------------------------------|---|
| <p>Reference 37 - 0.03% Coverage</p> | <p>Coverage</p> | <p>And of course Loughborough and the surrounding countryside are particularly beautiful so all their plans and those put forward by developers are deeply controversial.</p> |
| <p>I have been banging on</p> | <p>I do laugh</p> | <p>But if we are to meet the aspirations of our young and growing families we need to find space for new housing somewhere.</p> |
| <p>Reference 38 - 0.02% Coverage</p> | <p>Reference 138 - 0.01% Coverage</p> | <p>Reference 25 - 0.10% Coverage</p> |
| <p>We need to show</p> | <p>I met</p> | <p>The next few months will be crucial and they have just finished their public consultation.</p> |
| <p>Reference 39 - 0.01% Coverage</p> | <p>Reference 139 - 0.01% Coverage</p> | <p>Reference 26 - 0.10% Coverage</p> |
| <p>We also gain</p> | <p>I realised</p> | <p>They will analyse and then come back again later this year with their preferred options.</p> |
| <p>Reference 40 - 0.02% Coverage</p> | <p>Reference 140 - 0.01% Coverage</p> | <p>Reference 27 - 0.14% Coverage</p> |
| <p>we are to more</p> | <p>I hope</p> | <p>Has everybody else had a chance to read the full report today and the background or is it just me who has been so busy?</p> |
| <p>Reference 41 - 0.02% Coverage</p> | <p>Reference 141 - 0.01% Coverage</p> | <p>Reference 28 - 0.10% Coverage</p> |
| <p>we must enhance</p> | <p>I do believe</p> | <p>By now who does not understand the need for a healthier diet and more physical activity?</p> |
| <p>Reference 42 - 0.02% Coverage</p> | <p>Reference 142 - 0.02% Coverage</p> | <p>Reference 29 - 0.29% Coverage</p> |
| <p>we can tackle</p> | <p>I don't want to push</p> | <p>I have added over the years which gives the background and helps people understand the limit of powers of government, especially local government to prevent people buying houses and deciding in the free market to convert them and let them to students</p> |
| <p>Reference 43 - 0.02% Coverage</p> | <p>Reference 143 - 0.02% Coverage</p> | <p>Reference 30 - 0.23% Coverage</p> |
| <p>I'd like to finish</p> | <p>I really wanted</p> | <p>I am often asked a whole series of questions when it's often too late and understandably people don't understand the system - what planning guidance is all about and how it is the Local Authority</p> |
| <p>Reference 44 - 0.02% Coverage</p> | <p>Reference 144 - 0.03% Coverage</p> | <p>Reference 31 - 0.12% Coverage</p> |
| <p>I have <u>blogged</u></p> | <p>I have been banging on</p> | <p>I will advise groups about how to approach Charnwood and how the</p> |
| <p>Reference 45 - 0.01% Coverage</p> | <p>Reference 145 - 0.01% Coverage</p> | |
| <p>We hear</p> | <p>You find</p> | |
| <p>Reference 46 - 0.01% Coverage</p> | <p>Reference 146 - 0.01% Coverage</p> | |
| <p>we create</p> | | |
| <p>Reference 47 - 0.01% Coverage</p> | | |
| <p>you wish</p> | | |
| <p>Reference 48 - 0.01% Coverage</p> | | |

| | | |
|-------------------------------|--------------------------------|---|
| You can do | I updated | system works for them to make their case. |
| Reference 49 - 0.02% Coverage | Reference 147 - 0.02% Coverage | Reference 32 - 0.23% Coverage |
| We can always advise | I won't be attending | There are a number of Industry, armed forces and police sachems run in parliament to get MPs out into the 'real' world and for workers in those industries to see the constraints of life in the Commons. |
| Reference 50 - 0.03% Coverage | Reference 148 - 0.01% Coverage | Reference 33 - 0.16% Coverage |
| I wholeheartedly agree | I feel | Today I spent a day meeting and chatting with all of the staff about the roles they carry out and what an exciting time to be involved. |
| Reference 51 - 0.03% Coverage | Reference 149 - 0.01% Coverage | Reference 34 - 0.07% Coverage |
| I would totally recomend | I meet | We must hold that unity so we don't let these terrorists win. |
| Reference 52 - 0.03% Coverage | Reference 150 - 0.01% Coverage | Reference 35 - 0.22% Coverage |
| I would really encourage | I attended | We were making progress as a Labour government around the edges and did make massive progress on Debt Relief - but this was all peripheral around the edges of an immoral economic system. |
| Reference 53 - 0.01% Coverage | Reference 151 - 0.01% Coverage | Reference 36 - 0.23% Coverage |
| I so thank | I can get | Or are we all just tightening our belts for a year thinking that once we come out of this mess we can return to credit, spending and consumption in the same way if in a slightly less reckless way. |
| Reference 54 - 0.02% Coverage | Reference 152 - 0.01% Coverage | Reference 37 - 0.32% Coverage |
| I was walking | I preach | I have joined campaign organisations to promote work life balance, keeping time for children, measuring well being ahead of economic growth, and re- defining our status in society not by what we own or how busy and successful we are but by how useful we are to our society. |
| Reference 55 - 0.02% Coverage | Reference 153 - 0.01% Coverage | Reference 38 - 0.19% Coverage |
| I were to trip | I twittered | It was an honour to meet and chat with the current England team but more of an honour to meet some of |
| Reference 56 - 0.02% Coverage | Reference 154 - 0.02% Coverage | |
| I try to save | I got involved | |
| Reference 57 - 0.02% Coverage | Reference 155 - 0.01% Coverage | |
| I was browsing | | |
| Reference 58 - 0.02% Coverage | | |
| I came across | | |
| Reference 59 - 0.01% Coverage | | |
| I'd heard | | |
| Reference 60 - 0.03% Coverage | | |
| hadn't the time to check | | |
| Reference 61 - 0.02% Coverage | | |
| I wouldn't advise | | |

| | | |
|-------------------------------|--------------------------------|---|
| Reference 62 - 0.01% Coverage | I stood | the injured players and the spirit they brought to No10. |
| I expected | Reference 156 - 0.01% Coverage | Reference 39 - 0.14% Coverage |
| Reference 63 - 0.01% Coverage | I have asked | I always wanted them to work and would try to impress my wife with the new toy and how it would transform my working life. |
| I follow | Reference 157 - 0.02% Coverage | Reference 40 - 0.16% Coverage |
| Reference 64 - 0.02% Coverage | I will report | Usually after a couple of days I realised it was rubbish but had to persist with the false hope that somehow it would do what it claimed. |
| I'd rather rush off | Reference 158 - 0.01% Coverage | Reference 41 - 0.14% Coverage |
| Reference 65 - 0.01% Coverage | I watched | I had strong thoughts about the way we run our planet and wanted to shape the way we worked together to make it better. |
| I recognise | Reference 159 - 0.02% Coverage | Reference 42 - 0.16% Coverage |
| Reference 66 - 0.02% Coverage | I finally cashed | have let my site evolve over the years and have tried to keep up with various changes. But this latest revolution is the most exciting. |
| I'm still writing | Reference 160 - 0.02% Coverage | Reference 43 - 0.44% Coverage |
| Reference 67 - 0.01% Coverage | I had planned to use | Winning a pile of cash cannot replace the drive and determination to be the worlds No1 in amateurs. I don't know how we strip money back out of sport to return large parts to its ideals but we need to use the credit crunch to at least take out the stupid mega cash that makes top flight football and other sports dependent for their survival on a few maverick cash rich sponsors. |
| I don't show | Reference 161 - 0.02% Coverage | Reference 44 - 0.27% Coverage |
| Reference 68 - 0.02% Coverage | I will investigate | Clearly that is nonsense but they feel if they can spend no time thinking about working with the government and business to get us out of the recession - but instead can sling mud in Gordon's general direction enough will stick. |
| I better letting | Reference 162 - 0.02% Coverage | Reference 45 - 0.27% Coverage |
| Reference 69 - 0.02% Coverage | I'd picked up | Politicians and clergy attacking all and sundry for being greedy and a 'told you so' attitude is certainly not the |
| I really liked that | Reference 163 - 0.02% Coverage | |
| Reference 70 - 0.01% Coverage | I'll go into | |
| I'll go | Reference 164 - 0.02% Coverage | |
| Reference 71 - 0.01% Coverage | I've been attending | |
| I'll say | Reference 165 - 0.03% Coverage | |
| Reference 72 - 0.01% Coverage | I have just helped finish | |
| I wish | | |
| Reference 73 - 0.01% Coverage | | |
| I can't wait | | |
| Reference 74 - 0.01% Coverage | | |
| I can tell | | |
| Reference 75 - 0.01% Coverage | | |
| I can direct | | |
| Reference 76 - 0.01% Coverage | | |

| | | |
|---|--|---|
| <p>you'll have</p> <p>Reference 77 - 0.01% Coverage</p> <p>I loved</p> <p>Reference 78 - 0.02% Coverage</p> <p>I was going to be</p> <p>Reference 79 - 0.01% Coverage</p> <p>I grew up</p> <p>Reference 80 - 0.01% Coverage</p> <p>I'd paint</p> <p>Reference 81 - 0.01% Coverage</p> <p>I would sit</p> <p>Reference 82 - 0.01% Coverage</p> <p>I'd gloat.</p> <p>Reference 83 - 0.01% Coverage</p> <p>I'd remember</p> <p>Reference 84 - 0.03% Coverage</p> <p>I'd just think 'Probably</p> <p>Reference 85 - 0.01% Coverage</p> <p>I knew</p> <p>Reference 86 - 0.01% Coverage</p> <p>I watched</p> <p>Reference 87 - 0.02% Coverage</p> <p>I've often remembered</p> <p>Reference 88 - 0.02% Coverage</p> <p>I should admit</p> <p>Reference 89 - 0.02% Coverage</p> <p>I'd always head off</p> <p>Reference 90 - 0.01% Coverage</p> <p>I'd create</p> <p>Reference 91 - 0.02% Coverage</p> <p>I would post off</p> | | <p>direction we want to go along. But we do all need to look long and hard at the dominant values that pervade society.</p> <p>Reference 46 - 0.07% Coverage</p> <p>I used to think it bizarre but it does work at deflating anger.</p> <p>Reference 47 - 0.11% Coverage</p> <p>He then gets told off by the Speaker but he knows that bit won't be seen by the TV news audience.</p> <p>Reference 48 - 0.17% Coverage</p> <p>This is why I personally loathe him so much. watch his smug smile for long and he drives you mad when he goes out and acts man of the people.</p> <p>Reference 49 - 0.17% Coverage</p> <p>New manufacturing jobs will be created and existing ones maintained, and many more jobs will be safeguarded across the country in the supply chain.</p> <p>Reference 50 - 0.33% Coverage</p> <p>It is good news for the British Economy that over 12,500 jobs will be created and safeguarded; good news for the regions that the Government is supporting significant inward investment; and good news for passengers that we are taking the steps necessary to improve their rail journeys</p> <p>Reference 51 - 0.22% Coverage</p> <p>Agility Trains has been selected as the preferred bidder for a £7.5bn contract to build and maintain a fleet of new Super Express trains for the Great Western and East Coast main lines.</p> <p>Reference 52 - 0.18% Coverage</p> <p>The project started many years ago, and hopefully it will have a chance to flourish and provide some interesting factual and gastronomic video for everyone.</p> |
|---|--|---|

| | | |
|---|--|--|
| <p>Reference 92 - 0.03% Coverage I couldn't help commenting</p> <p>Reference 93 - 0.01% Coverage I find</p> <p>Reference 94 - 0.03% Coverage I always say I don't need</p> <p>Reference 95 - 0.01% Coverage I can tell</p> <p>Reference 96 - 0.02% Coverage I don't know</p> <p>Reference 97 - 0.02% Coverage I don't know</p> <p>Reference 98 - 0.01% Coverage I joined</p> <p>Reference 99 - 0.02% Coverage I have warned</p> <p>Reference 100 - 0.01% Coverage I will push</p> <p>Reference 101 - 0.02% Coverage I listened to</p> <p>Reference 102 - 0.02% Coverage You could even get</p> <p>Reference 103 - 0.02% Coverage You have to laugh</p> <p>Reference 104 - 0.02% Coverage I will be getting</p> <p>Reference 105 - 0.02% Coverage I won't support</p> <p>Reference 106 - 0.02% Coverage I refused to support</p> | | <p>Reference 53 - 0.25% Coverage If you get a moment, check it out, there are a lot of upgrades to make, but there will be regular competitions, and some interesting ideas, on how to cater for your veggie/vegan guest or come up with some new ideas.</p> <p>Reference 54 - 0.16% Coverage Well lots to report, my camera phone sucks, the module on the n95 is faulty and i was one day out of my 28 day return policy with t-mobile !</p> <p>Reference 55 - 0.11% Coverage I met Roger Mayer at th train station, and he handed me over one of the devices in person.</p> <p>Reference 56 - 0.19% Coverage I have two pieces showing in the Pheonix (one a 3D anaglyph shot from the <u>World Of Wrestling</u> film shoot, and a black and white image I took at <u>WOMAD</u> Festival 2005)</p> <p>Reference 57 - 0.19% Coverage I am also exhibiting at one of the artists house this weekend and the next. So if you're around come and take a look, some really interesting work by all the artists</p> <p>Reference 58 - 0.29% Coverage I know this isn't exactly interesting, but a number of people have mentioned in the past that my blog was very slow and unreliable, so I thought I would just make a quick announcement to say that those problems should now be a thing of the past.</p> <p>Reference 59 - 0.17% Coverage My friend and I both looked at it and could make no sense of it, nonetheless I put the note in my pocket so I could Google it when I got back home.</p> <p>Reference 60 - 0.19% Coverage So it would seem that the author of the bizarre little notes lives somewhere around Liverpool, and</p> |
|---|--|--|

| | | |
|--|--|--|
| <p>Reference 107 - 0.01% Coverage</p> <p>We have</p> <p>Reference 108 - 0.02% Coverage</p> <p>I don't envy</p> <p>Reference 109 - 0.02% Coverage</p> <p>I will make sure</p> <p>Reference 110 - 0.02% Coverage</p> <p>I haven't had</p> <p>Reference 111 - 0.03% Coverage</p> <p>I am am not going to give</p> <p>Reference 112 - 0.03% Coverage</p> <p>I would only be relying on</p> | | <p>judging from the handwriting I doubt they're a kid playing a prank.</p> <p>Reference 61 - 0.13% Coverage</p> <p>Maybe I'm supposed to become intensely interested and begin my own journey of discovery, but it's been years since</p> <p>Reference 62 - 0.24% Coverage</p> <p>So if the author finds this blog post (and I suspect they will in time) then I would suggest that they cast their bottles further from home, and that they write something a little less cryptic in future.</p> <p>Reference 63 - 0.14% Coverage</p> <p>I did a quick Google to see if I was the only nerd in the world who has mentioned this, and it would appear that I am.</p> |
|--|--|--|

Appendix 3:

STYLE

| Colloquial (day-to-day) spoken style | The use of personal expressions |
|---|--|
| <p><Internals\ s the Internet language spoken or written></p> <p>- § 71 references coded [4.15% Coverage]</p> <p>Reference 1 - 0.04% Coverage</p> <p>We have no minimum payment amount</p> <p>Reference 2 - 0.10% Coverage</p> <p>You will now receive paycheck every 1st of the month, without any waiting period!</p> <p>Reference 3 - 0.09% Coverage</p> <p>We add a new feature where you now can deny text links that you don't like</p> <p>Reference 4 - 0.03% Coverage</p> <p>Just go to your account</p> <p>Reference 5 - 0.04% Coverage</p> <p>You could see the price here below</p> <p>Reference 6 - 0.08% Coverage</p> <p>Can Jim Darkmagic hang upside down from a rope ladder and cast spells</p> | <p><Internals\ s the Internet language spoken or written></p> <p>- § 31 references coded [2.05% Coverage]</p> <p>Reference 1 - 0.04% Coverage</p> <p>It seems obvious, to me at least</p> <p>Reference 2 - 0.07% Coverage</p> <p>You know, the things that interest her or strike her fancy.</p> <p>Reference 3 - 0.07% Coverage</p> <p>I know, two posts in a day, what will the neighbours think?</p> <p>Reference 4 - 0.07% Coverage</p> <p>I figured I would get a few deliveries and help close up.</p> <p>Reference 5 - 0.04% Coverage</p> |

| | |
|---|---|
| <p>Reference 7 - 0.03% Coverage Something is waiting for them</p> <p>Reference 8 - 0.01% Coverage TIM IS COOL!</p> <p>Reference 9 - 0.02% Coverage Smashing your face!</p> <p>Reference 10 - 0.02% Coverage Concert April 30th!</p> <p>Reference 11 - 0.03% Coverage It's gonna be fucked up!</p> <p>Reference 12 - 0.03% Coverage Who Packed Your Parachute ?</p> <p>Reference 13 - 0.03% Coverage Your Hair is Different</p> <p>Reference 14 - 0.15% Coverage I arrived here on Friday and am getting settled in at my cousin's home while I shop for a new home and await the arrival o...</p> <p>Reference 15 - 0.12% Coverage A com-arts grad who ended up a banker - go figure! One thing's for certain, it ain't easy bein' green.</p> <p>Reference 16 - 0.03% Coverage Don't Forget Daylight Savings!</p> <p>Reference 17 - 0.11% Coverage Don't forget to move your clocks ahead one hour and check your smoke detectors before bed tonight.</p> <p>Reference 18 - 0.06% Coverage Just the ramblings and passions of Marisa Shreve.</p> <p>Reference 19 - 0.02% Coverage Sunnyside up?</p> <p>Reference 20 - 0.03% Coverage A Penny Foy My Thoughts?</p> <p>Reference 21 - 0.04% Coverage I'm not sure why I thought of this.</p> <p>Reference 22 - 0.07% Coverage</p> | <p>I'm not sure why I thought of this.</p> <p>Reference 6 - 0.09% Coverage I thought it was a bit weak there in the third paragraph on the second page.</p> <p>Reference 7 - 0.07% Coverage I guess I should admit that after watching Tony's programme</p> <p>Reference 8 - 0.09% Coverage I think I would think reasonable force would be pretty heavy to stop him.</p> <p>Reference 9 - 0.08% Coverage It is wrong for me as an individual MP to do the picking for them.</p> <p>Reference 10 - 0.09% Coverage So guess what I am am not going to give a full response on here today because</p> <p>Reference 11 - 0.06% Coverage I guess no amount of money would ever compensate</p> <p>Reference 12 - 0.07% Coverage A constituent has said they don't think they are paid enough.</p> <p>Reference 13 - 0.05% Coverage guess we would all agree with that sentiment.</p> <p>Reference 14 - 0.05% Coverage I believe there are ways to use incentives</p> <p>Reference 15 - 0.06% Coverage</p> |
|---|---|

Do you realize just how privileged you and your kids are?

Reference 23 - 0.05% Coverage

Stick him in front of anything with wi-fi...

Reference 24 - 0.08% Coverage

Even if you're just saying it to be nice, I still appreciate it...

Reference 25 - 0.10% Coverage

Ew, not sure if I would go for this, but there's oatmeal for a buck at Jamba Juice

Reference 26 - 0.04% Coverage

Here are some more: 49 cent ha...

Reference 27 - 0.05% Coverage

We need so much of this type of material.

Reference 28 - 0.17% Coverage

This is required not just so that more people can help those with problems, but also so we can tackle the stigma and prejudice that exists in society.

Reference 29 - 0.08% Coverage

There is still fat too much tokenism in the field today in this regard.

Reference 30 - 0.07% Coverage

Please take some time reading the Personal Stories on this site.

Reference 31 - 0.09% Coverage

Don't start worrying whether it is good enough or that your style is not great.

Reference 32 - 0.09% Coverage

hello david, nice to touch base with you and see what you are doing on Wired In.

Reference 33 - 0.06% Coverage

thanks for the blog **and i am now an active member!**

Reference 34 - 0.04% Coverage

Dave, **your wisdom is above spot on!**

Reference 35 - 0.10% Coverage

Take up Daves offer with Lucie and his team in their wisdom to support you in any way.

Reference 36 - 0.02% Coverage

I think I will add an updated summary of the situation

Reference 16 - 0.14% Coverage

I don't know the answer but I wonder if the planning process and other civic responsibilities should be taught much earlier.

Reference 17 - 0.08% Coverage

Perhaps we should all spend a bit more time in a variety of jobs.

Reference 18 - 0.04% Coverage

So to be honest I do laugh about this.

Reference 19 - 0.06% Coverage

I don't think we could sustain it spiritually either.

Reference 20 - 0.07% Coverage

I guess that is what most people would love to do with this lot.

Reference 21 - 0.08% Coverage

I guess for half the population they have no idea what is going on.



Reference 22 - 0.10% Coverage

Well I think in the last 18 months the smart phones and iPhone have got to the stage

Reference 23 - 0.03% Coverage

I am Happy to make for now!

Reference 24 - 0.05% Coverage

| | |
|--|--|
| <p>Best wishes to all.</p> <p>Reference 37 - 0.02% Coverage</p> <p>Hear Hear!!!.</p> <p>Reference 38 - 0.08% Coverage</p> <p>I was noooo way.thats stupid!!!..</p> <p>Well how bloody wrong can i be</p> <p>Reference 39 - 0.05% Coverage</p> <p>Don't think Lindt Bunny does though.</p> <p>Reference 40 - 0.11% Coverage</p> <p>I'd heard people twittering about it for a while now, but hadn't the time to check it out.</p> <p>Reference 41 - 0.05% Coverage</p> <p>Course, you can do it for any twitter's name.</p> <p>Reference 42 - 0.05% Coverage</p> <p>wouldn't advise doing 'google' though..</p> <p>Reference 43 - 0.09% Coverage</p> <p>But I'm afraid I'd rather rush off to <u>twitter mosaic</u> and get me a pretty mug :)</p> <p>Reference 44 - 0.08% Coverage</p> <p>and rather weirdly I recognise <u>Silicon Ireland's</u> avatar in there!</p> <p>Reference 45 - 0.03% Coverage</p> <p>Can't remember right now.</p> <p>Reference 46 - 0.02% Coverage</p> <p>Tell me it's shit</p> <p>Reference 47 - 0.05% Coverage</p> <p>No? You liked that too? Oh OK. Grand.'</p> <p>Reference 48 - 0.11% Coverage</p> <p>That was the plan after the going to be a nun phase and before the going to be a vet phase.</p> <p>Reference 49 - 0.05% Coverage</p> <p>Not a bad plan as child career plans go.</p> <p>Reference 50 - 0.03% Coverage</p> <p>Pathetic! I'd gloat.</p> <p>Reference 51 - 0.07% Coverage</p> | <p>Buy I guess for \$1m for a few cricket games</p> <p>Reference 25 - 0.10% Coverage</p> <p>I also think many of the answers would apply to those of other faiths and those with none.</p> <p>Reference 26 - 0.10% Coverage</p> <p>I now think people get Affluenza was not a great recipe for economics or our well being.</p> <p>Reference 27 - 0.05% Coverage</p> <p>This is why I personally loathe him so much.</p> <p>Reference 28 - 0.00% Coverage</p> <p></p> <p>Reference 29 - 0.06% Coverage</p> <p>Very relaxing. I think as well as saving energy,</p> <p>Reference 30 - 0.00% Coverage</p> <p></p> <p>Reference 31 - 0.08% Coverage</p> <p>I suppose isn't so much a disaster as it is an Obamanation... groan.</p> |
|--|--|

She wasn't big into 'helping' as this was seen as 'cheating'.

Reference 52 - 0.03% Coverage

Turns out they didn't.

Reference 53 - 0.04% Coverage

But somehow, it never happened...

Reference 54 - 0.12% Coverage

always say I don't need to see a cutting I can tell exactly where they will have got their story from!

Reference 55 - 0.03% Coverage

So that makes it ok then.

Reference 56 - 0.05% Coverage

You have to laugh at this sort of journalism.

Reference 57 - 0.03% Coverage

They say yes and lots of it.

Reference 58 - 0.04% Coverage

Not in a jingoistic sort of way

Reference 59 - 0.10% Coverage

Aghh so there must be something in it if he's having to deny it and so continues the lie.

Reference 60 - 0.03% Coverage

That is much more fun!

Reference 61 - 0.06% Coverage

But be prepared to have to plan and think a bit more.

Reference 62 - 0.04% Coverage

I am not saying we have it right.

Reference 63 - 0.02% Coverage

I don't blame them.

Reference 64 - 0.08% Coverage

Its a scary journey but certainly one I am Happy to make for now!

Reference 65 - 0.05% Coverage

What a horrible sight and so degrading.

Reference 66 - 0.03% Coverage

I sincerely hope not.

Reference 67 - 0.09% Coverage

| | |
|---|--|
| <p>He sits there looking like a smug **t in total disdain of all around him.</p> <p>Reference 68 - 0.05% Coverage</p> <p>All rather childish from my point of view.</p> <p>Reference 69 - 0.02% Coverage</p> <p>Very relaxing.</p> <p>Reference 70 - 0.09% Coverage</p> <p>What I found inside was perplexing, and I'll confess, somewhat disappointing.</p> <p>Reference 71 - 0.09% Coverage</p> <p>But the note offered nothing more, no questions, no suppositions, nothing.</p> | |
|---|--|

Appendix 4

Raw data taken from Blog

1. Taken from www\personal blog1.mht

Yesterday, I receive an email from ask2link that announce about something new in their service. It is the sample of their email..

Dear Reza Fauzi (jak*eza),

In the current harsh economic climate and to attract more sales, we will introduce new payout methods so you get your payments faster, and new lower pricings for the text links. You can still set your own price if you do not like the prices below. Go to "Sell Text Links -> My Sites -> Settings ->Monthly Link Price"

Payout

We have no minimum payment amount - so even if you earn \$1.00, you will receive your payment. You will now receive paycheck every 1st of the month, without any waiting period!

Deny Text Links

We add a new feature where you now can deny text links that you don't like. Just go to your account "Sell Text Links -> Running Ad" and you can deny any text links that you don't like to appear on your site.

Pricings

You could see the price here below. If you like to set a different price for your text links, please go to your account and click "Sell Text Links -> My Sites -> Settings ->Monthly Link Price"

2. Taken from www\Personal Blogs Blog Directory2.mht

WWdN: In Exile

"Can Jim Darkmagic hang upside down from a rope ladder and cast spells? **Fuck yeah he can.**", written 3 days ago, Episode three of the Penny Arcade/PVP/Me D&D Podcast is online!Part 3 continues with a visit down the hole in the broken tower....Something is waiting for them (and their rop...

[Mindless Entertainment](#)

BORN TO PARTY, written 14 hours ago, TIM IS COOL! (he did not tell me to say that) Smashing your face! Concert April 30th! Lamb of God, As I Lay Dying, Children of Bodom, and Municipal Waste It's gonna be fucked up!

[Dooce](#)

I am Heather B. Armstrong and this is my blog. Chronicles my life from a time when I was single and making a lot of money to the postpartum depression that landed me in a mental hospital. **I'm better now.**

[Miss604](#)

Vancouver Opera: Blogger Night at Rigoletto, written 4 days ago, Copyright © 2009 Miss604 - Rebecca Bollwitt. If you are not viewing this post through the Miss604.com feed then this content has been republished WITHOUT permission. Visit the original article at <http://www.miss604.com/2009/03/vancou...>

[Twenty Major](#)

Careful, the 80s are coming, written 8 hours ago, It seems obvious, to me at least, that the attack on the British soldiers at the weekend was not the work of the Real IRA or any other flavour of IRA. It was clearly an attempt by some sinister organisation to drive Ireland back to the 80s. Last time...

[Tvas Jetra Blog](#)

Who Packed Your Parachute ?, written 1 day ago, Charles Plumb was a US Navy jet pilot in Vietnam. After 75 combat missions, his plane was destroyed by a surface-to-air missile. skydiverPlumb ejected and parachuted into enemy hands. He was captured and spent 6 years in a communist Vietnamese prison. ...

[The Dilbert Blog](#)

Your Hair is Different, written 3 days ago, **I forget where I read this tip**, but I have used it many times with great success. It starts with the notion that most women change their hair all the time. You might not notice, but a woman is very aware of these small deviations in everything from highlig...

[Thinking About It](#)

My adopted soldier..., written 1 week ago, **I've spent more than my share of time in airports over the past two years.** (I'm in Oregon and my family is scattered across the Midwest, South and in Peru, South America). **Each time I see a young man or young woman in Army fatigues traveling to be ...**

[Skeets Stuff](#)

Self Portrait Sunday for March 8, 2008, written 13 hours ago, **Do I look any different? I'm a new person**, one of that peculiar species identified as "**Texan**" (**once again.**) I arrived here on Friday and am getting settled in at my cousin's home while I shop for a new home and await the arrival o...

[Technology as a way of life](#)

Microsoft's new system easier for browser switch, written 2 days ago, NEW YORK (Reuters) - Microsoft Corp is developing a feature in its new operating system that allows users to turn off Internet Explorer and other key Microsoft programs. The new feature is a major step for the world's larg...

[Milk River Blog](#)

OBT: Horton Foote, written 4 days ago, Playwright, screenwriter Horton Foote dies 'Tender Mercies,' 'Trip To Bountiful' screenwriter died at age 92 The Associated Press, updated 4:36 p.m. CT, Wed., March. 4, 2009 Playwright and screenwriter Horton Foote, who movingly portrayed the broken dr...

[Pond Perspective](#)

Written under the guise of a frog, follow the ponderings, triumphs and foibles of a single woman in Manila. **A com-arts grad who ended up a banker - go figure! One thing's for certain, it ain't easy bein' green.**

[Grant Miller Media](#)

Don't Forget Daylight Savings!, written 1 day ago, Daylight Saving Time begins at 2 a.m. Sunday. Don't forget to move your clocks ahead one hour and check your smoke detectors before bed tonight. Here are some interesting facts about Daylight Savings Time:Daylight Savings Time is a form of time trav...

[Marisa's Dandelion Patch](#)

Just the ramblings and passions of Marisa Shreve. You know, the things that interest her or strike her fancy.

INDEX

A

Academic discourse, 14
 adjacency pair, **176**
 approach, 5, 12, 13, 20, 37, 44, 57,
 59, 68, 80, 85, 98, 105, 106,
 122, 123, 157, 158, 161, 162,
 170, 184, 191, 192, 193, 227,
 237

C

CA, 10, 35, 113, 158, 159, 161,
 162, 163, 165, 167, 174, 181,
 182, 183, 184, 191, 227
 CALL, **63, 83**
 CDA, 9, 10, 98, 99, 100, 101, 102,
 105, 106, 122, 123, 125, 126,
 157
 certainty markers, **23, 27**
 classroom interaction, **162, 165,**
179
 CMC, 182, 183, 185, 187, 189,
 190, 191, 220

coherences, 131, 135, 140, 144,
 149
 Collocation analysis, **87, 94**
 conceptual theory, **195**
 Concordance analysis, **87**
 concordances, **30, 31, 32, 68, 79,**
80, 84, 85, 90, 91, 95, 111
 constructivism, 6, 7, 16, 40, 66
 contexts, 4, 5, 10, 12, 19, 33, 41,
 42, 43, 44, 51, 52, 57, 65, 66,
 68, 98, 101, 122, 123, 161, 163,
 164, 192, 195, 196, 199
 contrastive analysis, 15, 16, 32,
 39, 58
 conversation analysis, 9, 159, 182
 Conversation Analysis, 10, 11, 158,
 182, 183, 191
 corpora, **15, 20, 21, 28, 32, 33, 38,**
44, 45, 46, 47, 48, 54, 59, 63,
67, 68, 69, 70, 71, 72, 78, 80,
81, 83, 84, 86, 87, 95, 97
 Corpus, **20, 63, 68, 69, 77, 78, 82,**
85, 86, 96, 97

corpus data, **59, 60, 70, 82, 83, 86,**

89, 91, 93, 95, 96, 106, 111

corpus-linguistic, **59**

Coulthart, **83**

critical, 6, 8, 61, 66, 98, 99, 100,

101, 102, 112, 113, 119, 121,

126, 129, 173, 196, 235

Critical discourse analysis, 10

cross-cultural variations, **197, 203**

D

digital analysis, **63, 68, 85, 89**

Discourse, 2, 3, 4, 5, 6, 8, 9, 11,

12, 34, 35, 37, 44, 55, 56, 57,

58, 64, 77, 78, 97, 99, 101, 112,

113, 121, 122, 123, 125, 157,

158, 182, 190, 191

discourse analysis, 4, 5, 6, 7, 8, 9,

10, 11, 12, 13, 45, 98, 99, 112,

113, 119, 121, 122, 123, 126,

128, 129, 150, 158, 192

discourse community, **15, 17, 32,**

39, 40, 41, 42, 54, 61, 77, 85

dominance, **101, 123**

E

Electronic analysis, **59, 63, 80**

F

Foucault, **8, 98, 99, 102, 112**

Functional Grammar, 13, 102

H

Halliday, 5, 13, 17, 19, 35, 41, 55,

66, 99, 100, 102, 103, 104, 105,

113, 216, 217, 227

hedges, **23, 26, 61, 62, 67, 69, 70,**

71, 74, 75, 76, 77

Hyland, **18, 19, 21, 24, 33, 35, 36,**

39, 41, 43, 44, 45, 50, 53, 55,

56, 57, 61, 62, 66, 67, 77

I

Ideational Function, **102**

identity, **7, 41, 42, 43, 44, 49, 55,**

56, 57, 65, 75, 76, 103, 122, 123

ideology, 7, 8, 54, 61, 66, 99, 100,

101, 105, 106, 109, 110, 111,

122, 124, 150

initiation, **170, 172, 173, 176**

interactants, **162, 163, 168, 169,**

183, 185, 186, 188, 189

interaction, 12, 15, 16, 17, 18, 19,

21, 22, 28, 34, 35, 37, 56, 77,

83, 84, 99, 102, 103, 112, 126,

- 159, 161, 162, 163, 164, 165,
166, 167, 169, 171, 172, 175,
176, 178, 179, 180, 181, 182,
183, 185, 186, 187, 189, 190,
191, 225
- interactional focus, **173**
- interlocutor, **188, 189**
- Interpersonal Function, **103**
- J**
- Jefferson, **161, 181**
- Johnstone, **121, 157**
- K**
- Keywords analysis, **86**
- L**
- Lakoff & Johnson, **198**
- M**
- machinery of the discourse, **184**
- Macrostructure, 10
- metadiscourse, 15, 16, 17, 18, 19,
20, 33, 34, 35, 36, 37, 55, 56, 57
- metaphor, 132, 192, 194, 195,
196, 197, 198, 199, 200, 201,
203, 207, 208, 209, 217
- Micro Structure, **124, 130, 134,
137, 142, 146**
- Microstructure, 10
- Modal auxiliary, **67, 70, 71, 73**
- move, 161, 173, 176, 188, 194,
242, 247
- N**
- Norman Fairlough, 6
- O**
- Overlaps, **159**
- P**
- Paradigms, 6
- Pauses, **159**
- positivism, 6, 7
- power, 8, 9, 54, 65, 66, 75, 76, 91,
98, 100, 101, 104, 105, 106,
107, 108, 109, 110, 111, 123,
125, 152, 153, 156, 198, 207,
232
- Preference organization, **159**
- R**
- reflexivity, **161, 163, 165, 171, 180**
- repair initiation, **170, 173, 177**
- Repairs, **159**

rhetorics, 145, 149

S

Sack, **160, 181, 185**

Schegloff, 160, 162, 163, 174, 181,
183, 185, 186, 187, 191

Seedhouse, 161, 162, 163, 164,
165, 166, 169, 170, 171, 176,
178, 179, 181, 182

self-mentions, **38, 39, 40, 41, 43,**
44, 45, 46, 47, 48, 55

Sequence organization, **159**

SFL, 9, 12, 13, 100, 102

Sinclair, **59, 78, 80, 83, 97**

social actions, **159, 162, 163, 167,**
183, 184, 187

Social Cognition, **124, 150, 151**

social context, 5, 17, 65, 66, 90,
119, 121, 123, 128, 129, 150,
155, 156, 159

Social Context, **125, 153**

Stubs, 6

superstructure, 10, 129

Systemic Functional Linguistics,
12, 101

systemic grammar, 4, 102

systemic-functional linguistics, 9

T

Textual Function, **104**

turn-taking, 161, 162, 164, 165,
166, 167, 169, 171, 172, 173,
174, 175, 177, 179, 180, 183,
185, 187

Turn-taking, **159, 191**

V

van Dijk, 5, 6, 112, 128, 129

Discourse Research in
**The Multitude
Of Approaches**

An Academic Journey of
ANTON SURATNO, MA. PhD

Discourse Research
In The Multitude of Approaches

An Academic Journey of
Anton Suratno
Faculty of Language And Arts
Soegijapranata Catholic University

©Soegijapranata Catholic University 2020

ISBN 978-623-7635-14-7 (PDF)

All rights reserved. Reproduction or transfer of part or all of the contents in this book in any form, electronically or mechanically, is not permitted, including photocopying, recording or with other storage systems, without written permission from the Author and Publisher.

Cover Design : Bayu Widiatoro

Layout : Ignatius Eko

Publisher:

Universitas Katolik Soegijapranata

Anggota APPTI No. 003.072.1.1.2019

Jl. Pawiyatan Luhur IV/1 Bendan Duwur Semarang 50234

Telpon (024)8441555 ext. 1409

Website : www.unika.ac.id

Email Penerbit : ebook@unika.ac.id

REVIEWER'S REMARK

DISCOURSE RESEARCH IN THE MULTITUDE OF APPROACHES is a book written by Antonius Suratno who has been teaching Discourse Analysis in the English Department ever since the Faculty of Language and Arts at Soegijapranata Catholic University was established in 1998. Teaching for over twenty years has made Sir Anton a master in Discourse Research. This mastery is even more proclaimed when he graduated his Doctorate Degree from Newcastle University UK with a dissertation on “Metadiscursive Interaction in Research Articles: A Case of Indonesian Scholars Writing in Bahasa Indonesia and English” in 2012.

This book is organized into five chapters. Chapter 1 introduces readers to Social Functional Linguistics as an approach for analyzing Discourse. Sir Anton had intelligently put his thoughts in using Discourse Research for his arguments in making a contrastive analysis of an interactional metadiscourse and articles written in English as compared to the Indonesian language. Having used his academic papers during his doctoral study makes this book interesting as his genuine thoughts and concern in Discourse Analysis becomes a good example to follow for his students and readers who take interest in his study. His following chapters are also equally valuable for students who want to learn how to use Discourse Analysis in their academic work.

Chapter 2 is focused on Electronic Corpus Analysis. Making use of a hedging strategy to discuss non-science student's theses and of

articles from an Economics journal becomes a commendable showcase in applying a corpus analysis. The next chapter, i.e. chapter 3 showed how to employ Critical Discourse Analysis to analyze the 1955's speech of late President Soekarno and Bali nine news from *Suara Merdeka*. Meanwhile, chapter 4 which dealt with a Conversational Analysis of the pedagogical reflexivity of the interactional organizations of English classes and text-based vs sound-based CMC; and chapter 5, which gave other kinds of approaches to deal with love metaphor English and Indonesian poems, in addition to spoken and written features of personal blogs - are equally valuable for readers who are eager to use Discourse Research fruitfully. If readers are looking for a book that springs from a down to earth researcher, then this book by Sir Anton would be the best there is!

ACKNOWLEDGMENT

I would like to express my special gratitude to Professor Ridwan Sanjaya (The Rector of Soegijapranata Catholic University) as well as the former Rector (Prof Budi Widianarko) who encouraged me to take the golden opportunity in my academic career to write books on the topic of my expertise (Discourse Analysis). Secondly, I would also like to thank my friend Dr. Ekawati Dhukut and Ignatius Eko who helped me a lot in finalizing this book within a relatively limited time frame.

I cannot express enough thanks to my colleague lecturers for their continued support and encouragement: Dr. Angelika Riyandari; Dr. Heny Hartono; and other lecturers. I offer my sincere appreciation for their tireless support and motivation to make this book into existence.

My completion of this book could not have been accomplished without the support of a few lecturers and students who were involved in making the research reports available for this publication. To Bernie – thank you for allowing my time away from you to research and write. Thanks to my parents in heaven who I believe keep on guiding me in my career journey. The countless times you kept caring for your children during our hectic youth will not be forgotten.

Finally, to my caring, loving, and supportive wife Rini Heriwati, my two daughters Bernie and Patricia. Your encouragement when the times got rough is much appreciated and duly noted. It was a great comfort and relief to know that you manage your lives despite less and less time available for you while I completed my work. My heartfelt thanks.

God Bless us all.

Antonius Suratno

Senior Lecturer at the Faculty of Language and Arts

Soegijapranata Catholic University

Table of Content

| | |
|---|----|
| OVERVIEW..... | 1 |
| Historicity, Paradigm, Domain, and Approaches to Discourse | 1 |
| Historicity | 2 |
| Analysts' Paradigms | 3 |
| Domain & Approaches | 6 |
| CHAPTER I | 9 |
| SFL IN ACADEMIC DISCOURSE..... | 9 |
| WRITERS VIS-A-VIS DISCOURSE COMMUNITY:..... | 11 |
| A CONTRASTIVE ANALYSIS OF INTERACTIONAL METADISOURSE | 11 |
| 1. Introduction | 12 |
| 2. Review of Literature | 13 |
| Methodology | 16 |
| SCHOLARS' SELVES: A CASE OF WRITERS WRITING ARTICLES IN TWO LANGUAGES | 35 |
| Introduction | 36 |
| Review of Literature | 37 |
| Conclusions | 51 |
| CHAPTER II | 55 |
| ELECTRONIC CORPUS ANALYSIS..... | 55 |
| HEDGING STRATEGY IN DISCUSSION SECTIONS OF NON-SCIENCE STUDENTS' THESES: CORPUS ANALYSIS..... | 56 |

| | |
|---|-----|
| INTRODUCTION | 57 |
| THEORETICAL REVIEW | 59 |
| Academic Discourse | 60 |
| Hedges | 63 |
| RESEARCH METHOD | 64 |
| ANALYSIS AND DISCUSSION | 66 |
| Discussion | 70 |
| CONCLUSION AND SUGGESTION | 71 |
| Suggestion | 72 |
| Evaluating the Economics Journal Articles | 75 |
| Using Electronic Analysis..... | 75 |
| Introduction | 76 |
| Theoretical Review | 77 |
| Research Methods | 80 |
| Conclusion and suggestion | 91 |
| CHAPTER III | 93 |
| CRITICAL DISCOURSE ANALYSIS | 93 |
| Power Relation and Ideology as Reflected in the President Soekarno 1955 AAC Speech's use of Pronouns | 95 |
| Introduction | 96 |
| Theoretical Review | 97 |
| Methodology | 100 |
| Conclusion | 106 |
| Suggestion | 106 |
| A CRITICAL DISCOURSE ANALYSIS OF THE BALI NINE NEWS ON | |

| | |
|--|-----|
| <i>SUARA MERDEKA</i> WEBSITE | 113 |
| 113 | |
| Background | 114 |
| LITERATURE REVIEW | 116 |
| METHODOLOGY | 120 |
| DATA ANALYSIS AND INTERPRETATION | 122 |
| CONCLUSION AND SUGGESTION | 148 |
| CHAPTER IV | 151 |
| CONVERSATION ANALYSIS..... | 151 |
| PEDAGOGICAL REFLEXIVITY IN THE INTERACTIONAL ORGANISATIONS OF ENGLISH CLASSES | 153 |
| Introduction | 154 |
| METHODOLOGY | 158 |
| Conclusion | 174 |
| Contrastive CA: Turn Organisations of Text-based Vs Sound- based CMC | 177 |
| Introduction | 178 |
| Method | 178 |
| A. Text-based chat extract analysis | 179 |
| B. Sound -based chat extract analysis | 183 |
| C. Discussion | 185 |
| D. Conclusion | 186 |
| CROSS-CULTURAL LOVE METAPHORS IN POEMS: A CASE OF ENGLISH AND INDONESIAN | 191 |
| Introduction | 192 |
| A previous study on metaphors | 193 |

| | |
|--|-----|
| Metaphor in poems | 196 |
| How metaphor can be understood | 197 |
| Data collection and the origin of the poems | 199 |
| The universality of love metaphor | 199 |
| Variations of love metaphor | 202 |
| Conclusion | 209 |
| | |
| The Spoken Features of Personal of Personal Blog Writing | 217 |
| Introduction | 218 |
| The prevalent notion of written language | 218 |
| Complexity of differences | 220 |
| Personal weblogs | 223 |
| Methods of study | 225 |
| Findings and analysis | 226 |
| Conclusion | 230 |
| | |
| INDEX | 257 |

OVERVIEW

Historicity, Paradigm, Domain, and Approaches to Discourse

Discourse is defined differently in different fields of studies. Discourse, at the macro conceptual level, is seen as the general domain of all statements in the form of spoken or written texts that have meaning and effect in the real world. In general, discourse is seen as a matter of conversation in a particular topic that occurs in society. In a more scientific domain, Michael Stubbs (1983) states that something is called a discourse if it has the characteristics of (a) attention to the use of language that is greater than sentences or utterances, (b) focus on the relationship between society and language, (c) concern with dialogical interactive tools of daily communication (in Slembrouck, 2006: 1-5).

In the linguistic realm, discourse is understood as a linguistic unit that is greater than words or sentences that can involve one or more people. In this particular area, Crystal and Cook define it as language units that are larger than sentences that have coherent meanings, specific goals, as well as contexts (in Nunan, 1993: 5). This means that discourse can be interpreted as an object or idea that is openly discussed to the public both verbally and in writing. Discourse is a complete linguistic record of communication events, both oral and written and is seen as a series of interrelated sentences and form making up of a meaning unity. The term discourse analysis was first introduced by Harris in 1952 who initiated an examination of the rules of language and explaining how sentences in a text are linked by a kind of extended grammar (Cook, 1989: 13), and at that time Harris was widely opposed by American linguists who agreed with Franz Boas, Edward Sapir, and Bloomfield. Harris was considered against the mainstream who predominantly believes that language studies should focus on the form and substance of the language itself, not other aspects. Then, in 1961 a systemic grammar emerged, which was largely initiated by Halliday. In his study, many thematic arrangements were analyzed for sentences, interfaith relations, and discourse. Furthermore, in France, many discourse analysts developed a semiotic approach, with figures such as Todorov, Barthes, and Eco.

In the area of language studies, discourse is relatively recent and comes to existence as a response to the structuralist dominant views of language. Discourse analysis in the language study is a form of dissatisfaction of formal

structural linguistic paradigms which tends to view language as a system consisting of micro-units such as affixes, phrases, words, clauses, sentences that are less concerned with language use. Although meaning often cannot be comprehensively understood in words, clauses, or sentences that are separate from the context, it often has to be seen in larger and broader units such as conversation and broader language contexts.

Historicity

In 1935, Firth once recommended that linguists should turn to study language in use. In 1964 in America, Dell Hymes developed a sociolinguistic approach to the study of speech, communication and forms of greeting, which would later become a broad and growing study of discourse. After that, discourse analysis in America was continued by tagmemic linguists, such as Pike (1967) and the conception developed was broader than Harris. At that time Pike suggested that language research that was not familiar with dictionaries and there were no bilingual informants in researching must pay attention to all nuances of the meaning of language in its use, namely its social context.

In the early 1970s, there were many philosophical studies of word acts, which were pioneered by philosophers such as Austin, Grice, and Searle. In this philosopher's view, verbal teachings are not mere sentences, but certain forms of social action. When sentences are used in a social context, a sentence does not only have the meaning of the sentence itself, but also has a meaning or illocutionary function, based on the intention, belief, or meaning of the relationship between the speaker and the listener. This development further provides a pragmatic dimension to the study of discourse (van Dijk, 1985: 5)

In the 1980s the study of discourse analysis was a settled field of study. In this era many discourse theories had emerged, for example, Stubs (1983), Brown and Yule (1983), and van Dijk (1985). The subject matter or focus of studies in this era had also expanded, such as concerning gender differences, politics, human and community emancipation, in relation to discourse. Likewise, in the 1990s, for example, the appearance of the writings of Deborah Schiffrin (1994), Guy Cook (1994), Norman Fairlough (1998).

Although the way of looking at a discourse is different, language is still the object of study. Studying a discourse on this basis is to analyze the use of language

contained in it. In this case, the use of the language is not only the linguistic aspect, but also includes aspects of composing the message, logical reasoning, and the existence of facts that can be convincing as an argument. In other words, discourse is a combination of four types of structure, namely the structure of ideas, the speaker's thought process, the choice of the speaker's language and the situation. From then on, discourse analysis has grown into a more established field of language study (Brown and Yule, 1983: 26).

Analysts' Paradigms

Discourse analysis is a study of the elements that make a coherent discourse (Cook, 1994: 6). The focus of discourse analysis studies, according to Crystal (1985) is structure, which naturally exists in spoken language, for example conversations, interviews, comments, and certain utterances. Understanding the discourse analysis above, however, is still in the basic understanding category, because the field continues to grow. As seen from the mindset of the analysts, there are three major paradigms each analyst subscribes to, namely (a) positivism-empirical, (b) constructivism, and (c) critical views.

According to the positivism-empirical perspective, the analysis of the analytical focus is focused on its regularity, which is the programmatic sentence and the cohesive discourse. Because according to this understanding, language is a connecting bridge between humans and the objects of the outside world, so the language needs to be well ordered. This positivistic tradition of discourse analysis studies the rules that must be fulfilled by the discourse for good discourse. In this view, the subject must be in a separate part of the investigated object of investigation. Analysis of the discourse of this model is still much influenced by the mindset of a transactional view of language.

Given the emphasis and interest, the positivists are primarily interested in investigating discourse from the viewpoint of cohesion and coherence. They believe that the proper piece of discourse is the one that is composed in a cohesive and coherent way. Cohesion refers to the unity of ideas linking one word to another in a well-connected fashion. Coherence, on the other hand, is the way a piece of discourse is composed in a logical set of ideas making it meaningfully understandable texts. A coherent text is non-ambiguous and well-linked in an easily perceivable meaning.

The concept of constructivism in studying discourse is different from the understanding of positivism-empiricism. In studying discourse, subjects - objects of communication cannot be separated. This mindset is much influenced by phenomenological thinking. In the realm of linguistics, this group is known as interactional views. This view strongly opposes to the positivistic/ empiricist ideas which strictly distinguishes subjects from the objects in the analysis of discourse. Constructivists do not believe that language, as the object of analysis, is extricable from human beings, as the subject of the analysis. Language is not viewed as the means by which objective realities can be understood through the correct use of language, ignoring the human subject as the language producer in discourse.

This ideology sees the subject of communication and social relations as a central aspect. The subject of communication is seen as an actor who is able to control the discourse for certain purposes. Each statement is an act of creating meaning, self-expression, and forming the speaker's identity. Through constructivist lenses, a human subject is a key actor and is central in the discourse production in particular where social meanings and connections are mended and interconnected. Therefore, the discourse analysis of this model is intended to uncover certain hidden meanings of the language. The way to do so, an analyst may position him/herself as the speaker, the writer, or the producer of the discourse by delineating the meanings from the way the discourse meanings are constructed and structured. Mediated discourse and pragmatic analyses are two cases in point.

The third and last paradigm is critical. This is called critical because it is initially meant to criticize the constructivists who are seen to be less sensitive to the process of discourse production as well as the meaning production of the discourse which is inextricable from both institutional and historical factors. The individual person producing discourse is not the neutral human subject separable from the produced discourse utterances. In contrast, they attempt to investigate the connection between the produced discourse with the implicit or explicit social, political, cultural as well as hegemonic ideology adhered to by the discourse producers. Language, thereby, shall not be deemed as a neutral means by which ideas and thoughts are expressed. Language is never a free medium of expression. Every language utterance carries with it non-independent agenda.

A critical view of discourse considers the power factor and ideology play a part in language production. They both play a role in shaping the type of subject (actor) and the behavior that follows it. In the process of producing, reproducing, and distributing discourse, the subject is very instrumental. Therefore, the resulting discourse needs to be addressed critically (criticized). Discourse analysis of this model focuses on the strength of the subject in producing discourse.

Foucault is a leading figure in philosophy who has been the progenitor of critical view. In discourse study, his critical view has been developed into some streams in critical discourse analysis. Fairclough, Ruth Wodak, and Van Dijk, and Gunter Cress have particularly been much influenced by Foucault. Subjects in the analysis of critical understanding are considered non-neutral individuals as a result of the fact that language itself is never value-free. The purpose of this type of discourse analysis in this paradigm is to look critically about: the role of certain subjects, themes, perspectives used, and certain actions that are being carried out in society. Language may be used to insert power, to oppress others, to retain power or maintain status quo. Nonetheless, the significant role of the critical view of discourse is to dismantle the hidden agenda behind the use of the language. Such issues as what power is inserted, what ideology is subscribed to, which power relation is being created and maintained, whose perspective of language is being used, what topic is dominant and why is it so, are among the potential aspects of analysis in critical discourse. Because their perspectives are always critical, this third type of discourse analysis is called critical discourse analysis.

Language data in discourse analysis are characterized by (a) that the parts of the language form a unity (interrelated), (b) prioritizing the attainment of meaning, so that the grammatical standardization is secondary, (c) the language is present in a particular context, and (d) the data originates from authentic observations, not made up. Conversely, language data in pure linguistics perspective have the following characteristics of (a) loose sentences, (b) arranged according to correct grammar, (c) without context, and (d) results of thought that tend to be artificial (Cook, 1994: 12).

Domain & Approaches

There are three research paradigms and there are four domains of discourse analysis. Discourse domains reflect which area the investigation is particularly concerned with. According to Davies and Elder (2004), they are:

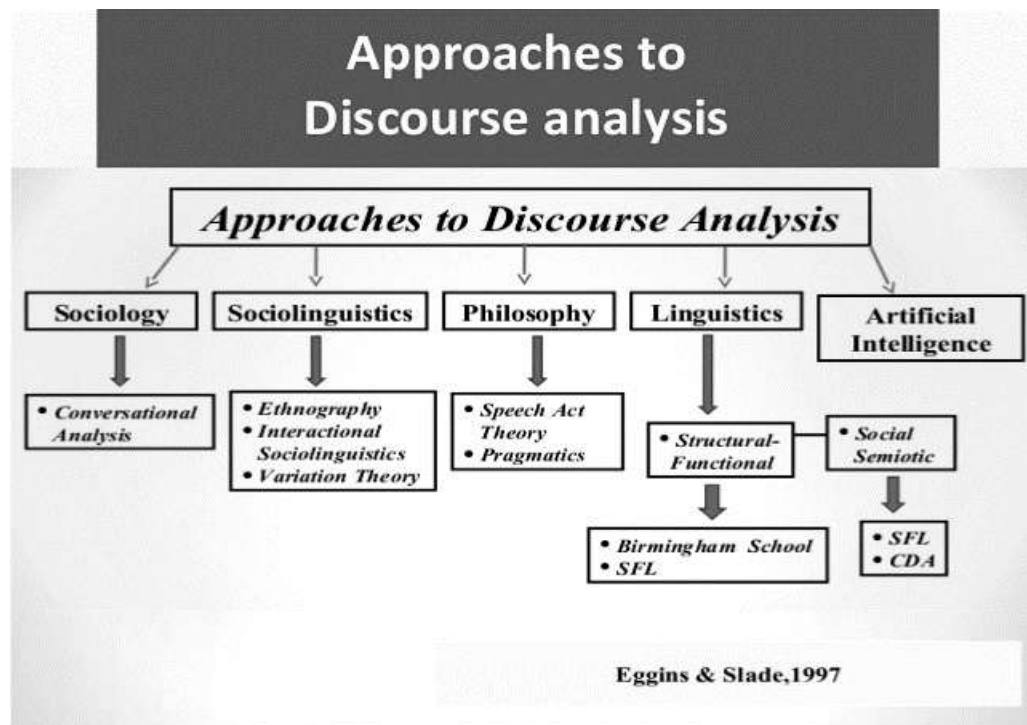
1. Rules and principles:
 - pragmatics (including speech act theory and politeness theory)
 - conversation analysis
2. Contexts and cultures:
 - ethnography of communication
 - interactional sociolinguistics
3. Functions and structures:
 - systemic-functional linguistics (SFL)
 - Birmingham school discourse analysis
 - text-linguistics
4. Power and politics:
 - pragmatic and socio-linguistics approaches to power in language, Critical Discourse Analysis (CDA)

While as for which framework an analyst generally focuses on, Van Dijk (2003) divides the discourse analysis framework into three major structures, each of which supports each other, including:

- 1) Macrostructure. This is the global/general meaning of a text which can be understood by looking at the topic of a text. The theme this discourse is not only content but also a certain side of its event. In this analysis, the meaning is inferred via discourse contexts.
- 2) The superstructure is the framework of a text: how to structure and discourse elements are arranged in full text and how discourse is structured.
- 3) Microstructure is the meaning of discourse that can be observed by analyzing words or their smaller units. Such as a prefix than signifies passive or active structures.

However, the analysis of discourse is not confined by and limited to the above framework. At risk of sounding repetitive, it must once more be stressed that a discourse analysis concerns practically any form of text; be it written, spoken or visual, etc. A written and oral discourse, both viewed as a language and social reality can be analyzed by various research approaches. These approaches

include (despite being not limited to): (1) Content Analysis, (2) Grounded Theory, (3) Ethnography of communication, (4) genre, (5) Ethnomethodological Conversation Analysis (CA), (6) Semiotic, (7) Pragmatics, (8) Critical discourse analysis (CDA), (9) Functional Pragmatic Method, (10) Hermeneutics, (11) Mediated, and (12) Multimodal approaches. The family tree proposed by Eggs and Slade below illustrates the multitude of approaches.



Discourse analysis researchers are given the freedom to choose the existing approaches depending on the discourse characteristics they face. The section to come presents some different research reports of discourse analysis using different discourse research approaches starting from structural-functional analysis of academic texts, Conversation Analysis, to variationist' approaches.

References:

- Brown, G. dan Yule, G. (1983). *Discourse Analysis I (Analisis Wacana)*. Terjemahan Oleh I. Soetikno. 1996. Jakarta: Gramedia Pustaka Utama.
- Crystal, D. (1985). Some early problems with verbs. *Child Language Teaching and Therapy*, 1, 46–53.
- Cook, Guy. 1994. *Discourse and literature: the interplay of form and mind*. Oxford: Oxford University Press.
- Fairclough, N. (1998). "Political Discourse in the Media: An Analytical Framework". Dalam Allan Bell dan Peter Garrett (ed.), *Approaches to Media Discourse*. Oxford: Blackwell Publishers.
- Schiffrin, D. 1994b *Approaches to Discourse*. Oxford: Blackwell.
- Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Chicago: The University of Chicago Press.
- Van Dijk, T. A. (2003). 18 Critical discourse analysis. In D. Tannen, D. Schiffrin & H. Hamilton (Eds.), *Handbook of discourse analysis*. (pp. 352-371). Oxford: Blackwell.

CHAPTER I

SFL IN ACADEMIC DISCOURSE

Systemic Functional Linguistics (henceforth SFL) is an approach in discourse analysis. Defined simply, SFL is a language approach that is used to analyze how the language is used in various contexts that exist in everyday social interaction, both in the form of speech and writing. In this definition, systemic is defined as a whole system, while functional is something that can be used or applied in various kinds of scientific fields. Thus, SFL as an approach in the study of discourse can be used and can be categorized as a multifunctional approach to analyzing oral and written discourse. Systemic Functional Linguistics in linguistics is also often referred to as Functional Grammar, but the word grammar, in this case, is different from the general understanding of grammar which is interpreted as the study of the rules of language form. SFL views language with a broader perspective because language is viewed as resources for making meaning and as a means that allows us to be able to communicate ideas and interpret their meanings.

This approach was introduced by M.A.K Halliday in the 1960s. He believed that language research should be seen as a part of Sociology rather than Psychology. His thinking was heavily influenced by his teacher, J.R. Firth, an English linguist who argues that language is a system and that of context is essential to explicate meaning. In the SFL, there are 3 metafunctions serving as the basis for analysis, namely: 1. Ideational (related to the knowledge of the discourse), 2. Interpersonal (related to interpersonal relationships or people around the discourse), and 3. Textual (relating to how the discourse is arranged and forming meaning in the spoken and written discourse). This is a language approach to studying discourse in the activities of discourse analysis.

In the language field, the SFL approach greatly influences grammar in the realm of linguistic development and opens up new horizons that influence language research. In examining a language, SFL looks at language based on function, specifically phonological level, morpheme, and syntax. The advantage of this approach is that we can know that each phoneme (sound) has a function so that it can distinguish meanings. Each articulated ideas have contents and

expressions, and hence its functions emerge. Then at a greater level, namely syntax, this approach emphasizes the preposition function and sentence structure, meaning that the linguistic elements in a sentence can be explained by referring to the function so that a logical understanding is generated. After all, SFL has succeeded in seeing each component of language based on functions and inspired the idea of the relationship between structure and function of language, such as those working in the academic discourse.

Academic discourse refers to all kinds of language used and produced in academic settings - by academic members which include teachers, lecturers, and students, in written, spoken and online forms. Academic discourse, also known as the concept of how students communicate scholarly ideas and build relationships with their learning activities in general, is a valuable factor to consider in teaching. Communication is very important for all students to succeed, and academic discourse emphasizes appropriate communication to allow progress in-class activities and project work.

Academic discourse can cover everything from lecturing, reporting, listening, to debating, from presentation to metacognition and even writing to criticizing. Teaching your students to communicate and interact with the use of academic vocabulary is the core of academic discourse.

For most students, the concept of academic discourse is not a naturally discernible concept. Instead, it must be modeled by educators, and both are taught and recognized by students and teachers. Strategic instruction is very important to give students ideas of what academic discourse is, as well as how it feels and looks. Integrating the development of these skills can enrich communication in the classroom and encourage deeper retention and learning. Academic discourse is not something that comes easily to most students; rather, it is something that needs to be taught, scaffolded by teachers. With strategic instruction around what academic discourse sounds, looks and feels like, it can be a useful tool that enriches all classroom interactions and facilitates deeper learning and retention. As we have developed the key elements of academic discourse, research on academic activities may reflect on how academic discourse could become stronger in the classrooms.

WRITERS VIS-A-VIS DISCOURSE COMMUNITY: A CONTRASTIVE ANALYSIS OF INTERACTIONAL METADISOURSE

This article reports a contrastive analysis of interactional metadiscourse used in research articles written in Bahasa Indonesia (BI) and English (Eng) by Indonesian scholars. This case study involved 6 scholars of 6 distinct disciplines (Economics, Medicine, Ecology, Applied Linguistics, Literature, and American Studies) writing research articles (RAs) in two languages BI and Eng., made up of two corpora, 30 BI and 30 Eng. Drawing on Interpersonal Metadiscourse (IMD), the analysis focused on the use of five metadiscourse devices to determine the text interactivity and the extent writers reach out to different target readers. Quantitative analysis unleashes that there is a significant difference between the two corpora where Eng RAs use a higher frequency of IMD despite variations of distribution. The differences reflect contextually different expectations about what RAs should be like in two different languages which are notably intended to different audiences, local and international. Differences of the audience seem to have affected strategies in interaction, resulting in the deployment of more devices as they write Eng RAs and thus making them more interactive than BI RAs. The aforementioned variations of devices use are attributable to differences of disciplines as a response to different discourse communities.

Keywords: interactional metadiscourse, academic writing, research articles, contrastive analysis, discourse community

1. Introduction

In this highly competitive world, academics all over the world are involved in prestige contest of publishing activities. Publishing has become a prime target of all research endeavors as it has been one of the inevitable consequences of the digital era as it is becoming an academic norm (Salem and Baumill, 2013). To comply with the existing norm, they are compelled to write research reports in the various journals in the language which is representative to broader audiences. It has been generally accepted that writing research articles, one of the businesses of academic writing, is an act of academic discourse. Like oral communication, it manifests through the act of writing which can be investigated in terms of its' interactivity.

Interest in the study of textual devices deployed by academic writers has recently gained momentum due to the strategic roles of academic articles in the dissemination of science and knowledge in the midst of the mushrooming of journal publishers. Various literature have reviewed research reports on written textual devices and are generally of the opinion that such studies contribute to new insights on discursive and pragmatic aspects of texts, and thus they are considered to potentially improve the communicative function of texts and facilitate readers to better comprehend textual meanings. Through such undertaking, researchers may investigate textual meanings beyond sentence level by way of exposing what discursive devices are tacitly deployed and how they add up to writers' attempts to reach out to target readers.

The domain of study is contrastive rhetoric upon which various academic texts from different cultures and disciplines have been contrasted. Very few research, if we don't want to say any, reports how the same persona of writers write articles in two different languages and how they consider the audience through the deployment of metadiscourse elements. Researchers in this area are generally of the opinion that rhetorical styles are bound to be nationally linked and hence contrastive rhetoric is known to be intercultural contrastive analysis. This study takes its inspiration from socio-constructivism which sees writing as a meaning-making activity and whose nature is both individually and socially oriented. Drawing from such a notion, it could be postulated that textual rhetorical style should not only be the result of the differences of nation-state cultural and disciplinary backgrounds writers have grown up in, but also for

whom the texts are written. Thus, making this study unique in that it attempts to investigate how the same persona of writers interacts with different target readers.

This is a discourse study, an interpretive discovery of the meaning of the language used by the actors in describing and understanding social phenomenon' (Abdelal, et al., 2006, p.709). Also, following Vande Kopple (1985, p. 87), interpersonal metadiscourse helps express writers' personalities and how writers react to the propositional content of text which characterizes interaction with the readers and thus constitute an important means of facilitating communication, supporting writers' position and making a relationship with readers.

Metadiscourse embodies the idea that writing goes beyond and above the level of the basic propositional information. It is traditionally linkable to written discourse whereby writers indicate to their readers how they can organize, classify, interpret, evaluate, and react to the texts (Vande Kopple, 1985, p.83). Studies of this sort are grounded on the beliefs that writers leave their footprints on their writing which may unravel writers' attempt to interact with the audience; drawing on *pathos* and *ethos* which refer to the personal appeal of writers' feeling, character, credibility and authority.

This study attempts to discover if the same persona of writers differs in his or her deployment of interpersonal metadiscourse and if their understanding of the discourse community has something to do with strategies of interaction with the readers. This study is expected to be significant in critically contributing to the proposition that writers are influenced by the DC and genre in which the texts are written and to provide input to the teaching of writing.

2. Review of Literature

The most widely-known strand of research taking the social context of writing is Contrastive Rhetoric (although there are newly emerging approaches to writing, e.g. Barton & Papien, 2010). From the available literature, much research on metadiscourse has helped to conceptualize context into that of national or linguistic culture. Among researchers who have devised such a context as the primary research frameworks are Garces (1996) and Moreno (1997) comparing Spanish and English RAs, Zarei (2011) contrasting Persian and English.

Socio-constructivists see writing as a meaning-making activity whose nature is both individually and socially oriented. Halliday & Hassan (1985) contend that language is primarily the domain of sociology (also see Halliday, 1978) due to its socially creative function, for which context and discourse are intertwined. Context underlies discourse with its features used to interpret discourse; but because speakers' role manifests through texts, then discourse is a means by which context is observable (Van Dijk, 2008, p 131). Drawing from the understanding that communicative events are accomplished by a series of interlocking acts realized linguistically (Kress & Van Leeuwen, 2001) to persuade readers, writers can devise appropriate lexical signaling such as metadiscourse. The understanding of how the members of the community communicate one another encompasses, among other things, the people involved, the mode of interaction, the medium used, and the purposes. Communities create discourse and discourse creates communities (Devitt, 1993) influence the conceptualization of genre theory and efforts to investigate the interplay between the two. The context in the genre is argued to entail a complex interaction of situation, genre and culture (Devitt, 2004) but due to the complexity of the interaction, the context is generally simplified as a DC. Writing in an academic context, therefore, is writing in a social setting as well as writing for its social members. In written communication, one of the elements which can be exerted to promote interaction and to overtly bridge the two aspects is metadiscourse (Hyland, 2005). The good choice of such elements presupposes an awareness of readers' expectations, but in order to cater for the expectation of the readers, writers are constrained by adherence to the applicable DC norms. Some social constructivist researchers address the interpersonal aspects under the terms "voice as self-representation" (Cherry, 1988; Ivanič & Camps, 2001) and "stance" (Hyland, 1999, 2004). Other scholars in second-language writing explore the same issue using "voice" term (Prior, 2001; Matsuda, 2001; Atkinson, 2001). For the evaluative language, the issue of writer's dialogic features has been explored under the term "authorial stances" (Biber & Finegan, 1989; Hunston & Thompson, 2000) and "evaluation" of entities and propositions (Thetela, 1997; Hood, 2004). Other researchers explored the concept of interpersonal to investigate interactions under the term "metadiscourse", which refers to a rhetorical domain regulating communicative language functions.

The early conceptualization of interpersonal taking the metadiscursive perspectives provides these further accounts. A distinction was made between the metadiscursal and propositional elements. Anything that links to the propositions is categorized as textual, which helps to organize what is called a coherent discourse, and the rest, as interpersonal, which conveys the writers' attitudes to the texts (see Vande Kopple, 1985). This concept of metadiscourse was used in early research by (e.g. Crismore *et al.*, 1993; Hyland, 1998b, 2000). Later on, interpersonal metadiscourse is further understood to help writers express personalities, indicate reactions to the propositional content of texts, and characterize the interaction with readers about the content (Hyland, 2005). As pointed out by Hyland (2002a) and Thompson (2001), interests in the interpersonal aspect of writing have expanded beyond the scope of European languages (Zhang & Zhang 2002; Rui & Xin, 2009), despite constraints in different genres (Myers, 2001).

Interpersonal metadiscourse interaction

The notion of interaction in discourse study should not be the sole phenomenon in the spoken discourse, as both spoken and written modes of communication share some basic elements, i.e. agents and messages. Writing, though clearly monologic as an activity, is nonetheless dialogic in its communicative structure' (Nystrand, 1986, p.36). The two share communicative orientation in common which allows interactions to happen albeit achievable through different properties.

Previous studies on interaction in writing have contributed to the understanding of the reader or audience's strategic roles in writing processes, as bringing in the audience into the texts improves the quality of writing products (Thompson, 2001). Other researchers, Hyland (2004b, 2005); Thompson and Thetela, (1995); Thompson, (1997); Myers, (1999); Hyland, (2000; 2005) adopts different theoretical frameworks to come up with the accounts of what interaction means in the written discourse.

Thompson (2001), using both interactive and interactional resources, outlines the lexico-grammatical features signaling the other voices in the textual contexts. Hyland (2005) adopts this model to explore interaction, believing that interaction can be achieved by both textual and interpersonal metadiscourse simultaneously. Nonetheless, Halliday and Hasan' (1976, pp. 26–27) emphasize

that interpersonal function concerns the social, expressive and conative functions of language, highlighting speakers' angle, attitudes and judgments. In spite of agreeing with Hyland (2004a, 2005), I personally contend that the notion of interaction should primarily be externally oriented mainly because interaction requires two parties to get involved in, i.e. writers and readers. Dafouz-Milne (2008) provides assurance that both textual and interpersonal metadiscourse qualify to fulfill persuasive functions, but persuasion is a matter of degree of persuasiveness. The persuasive degree of both textual and interpersonal metadiscourse stretches in the persuasion continuum, as illustrated below:

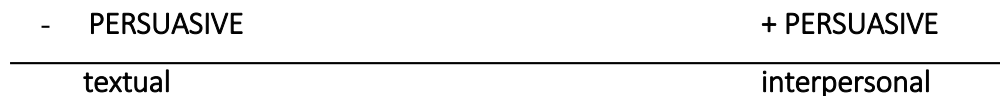


Figure 2.2 Degree of explicit persuasion in the metadiscourse continuum (Dafouz-Milne, 2008, p.33)

Thus, it is clear that textual and interpersonal metadiscourse lies on different levels of explicitness in their persuasive functions. Research by Williams' (1989) and Crismore and Farnsworth's (1989; 1990) reveals that writers of scientific texts wanting to persuade the audience using logical, ethical, and emotional arguments, tend to use a larger amount of interpersonal metadiscourse than textual metadiscourse. I, therefore, consider the model developed by Crismore, et al. (1993) is a compatible analytical tool for this study.

Methodology

This study employs descriptive quantitative and qualitative approaches. Despite using quantitative approach, analysis does not primarily put an emphasis on generalizing the findings from the research samples, but rather from the theories and thus, it is typically "analytic inductive" referring to a systematic examination of similarities or differences between various social phenomena in order to develop concepts or ideas (see Robinson, 1951 and Denzin & Lincoln, 2005). The primary data were collected out of the selected articles which mad up text corpora to be tagged quantitatively to determine the frequencies of the IMD devices use.

Chi-square statistic was deployed to find out whether the differences or similarities of the elements in the two corpora, if any, are statistically different. Finally, the qualitative method was adopted to display the co-textual and contextual use of each device in the unfolding discourse.

Corpus and discourse are incorporated to invigorate the research design, as both are complementary to each other in looking into the data. The former may inform the various taken for granted yet often very important aspects of language use, and the advantage is it's being instantaneously able to investigate the language in sizable samples of text corpora. Hyland (2009, p. 110), while the later helps contextualize the quantitative findings.

Table 3.4 IMD taxonomy (Crismore, et al., 1993)

| Category | Functions | Subcategory | Tokens in text |
|-------------------|--|---|--|
| Hedges | Express commitment to the truth value of the text | <i>Epistemic verbs</i> <i>Probability adverbs</i> <i>Epistemic</i> | May/might/ must Probably/ perhaps / maybe It is likely |
| Certainty markers | Express total commitment to the truth value of the text | | Undoubtedly/ clearly/ certainly |
| Attributors | Refers to the source of information | | X claims that... According to.... |
| Attitude markers | Express writer's affective values towards text and readers | <i>Deontic verbs</i> <i>Attitudinal adverbs</i> <i>Attitudinal adjectives</i> <i>Cognitive verbs</i> | Have to/ must/needs to Unfortunately/ remarkably It is absurd/ it is surprising I feel/ I think/ I believe |
| Commentaries | Help to establish reader-writer relationships through the text | <i>Rhetorical questions</i> <i>Direct address to the reader</i> | What is the future of applied linguistic research like? You must understand |

Research subjects are six scholars who were academically productive as shown by the frequency of publication in BI and Eng. Data selection was made on the basis of the article length of the average 3000 words per article in order to maintain the balance of comparison and the analytical model adopted Crismore, et al. (1993), whereby metadiscursive interaction was judged by the frequencies of the occurrence of each of the investigated categories.

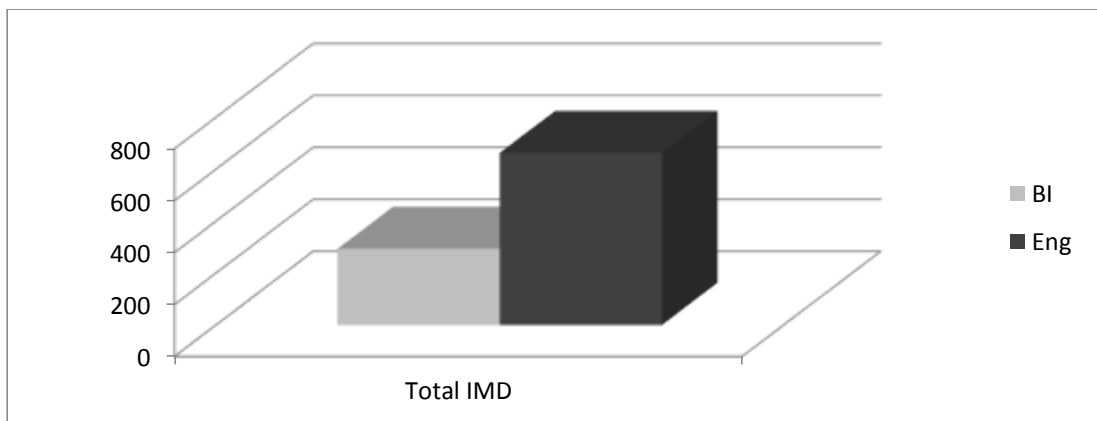
Data presentation and analysis

1. Quantitative Analyses

The section to follow present the results of data analysis.

1.1 Contrastive IMD in BI and Eng RAs

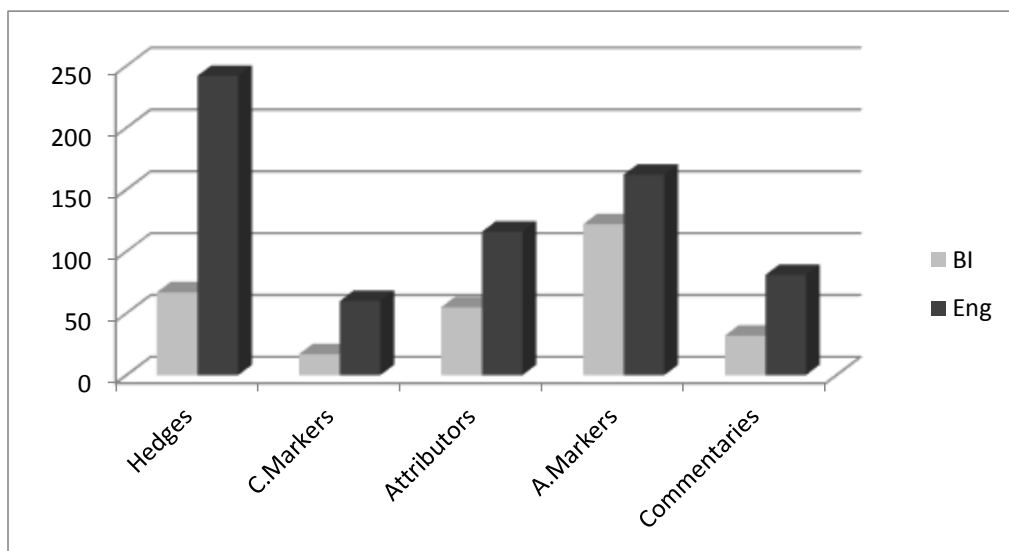
This is the look of the comparison.



Graph 4.1 Contrast between BI and Eng RAs

As shown in Graph 4.1, RAs written in Eng used more than twice larger number of devices than those written in BI. (BI, $n=293$; Eng, $n=662$). The average number of devices per 1000 words used in Eng RAs is considerably higher (6.89) than in BI RAs (3.0). All in all, the general outlook of the contrast between the two categories of texts that emerges indicates that Eng RAs use more overt interaction devices than BI RAs. Chi-square statistic indicates that the difference is highly significant ($\chi^2=145.805$; $p=0.000$) at the 5% level of significance. This suggests that the difference between BI and Eng IMD frequencies is not simply by chance.

The following is the detailed look of the contrast between Eng and BI RAs.



Graph 4.2 Contrast between BI and Eng in each element

As each element in 60 investigated RAs was contrasted, a distinct look between BI and Eng RAs emerges. From the most to the least frequent, here come subsequently hedges, attitude markers, attributors, commentaries and certainty markers. Chi-square value displays a statistical significant difference ($\chi^2=31.214$; $p = 0.000$) at the 5% level of significance. By treating the data as categorical data: 0-15= low, 16-30=average, and 31-59= high, the cross-tabulation of IMD frequency indicates a significant difference, in particular, the high category of case frequency. This Table clarifies how data of the elements of IMD as the set variables in this study were distributed.

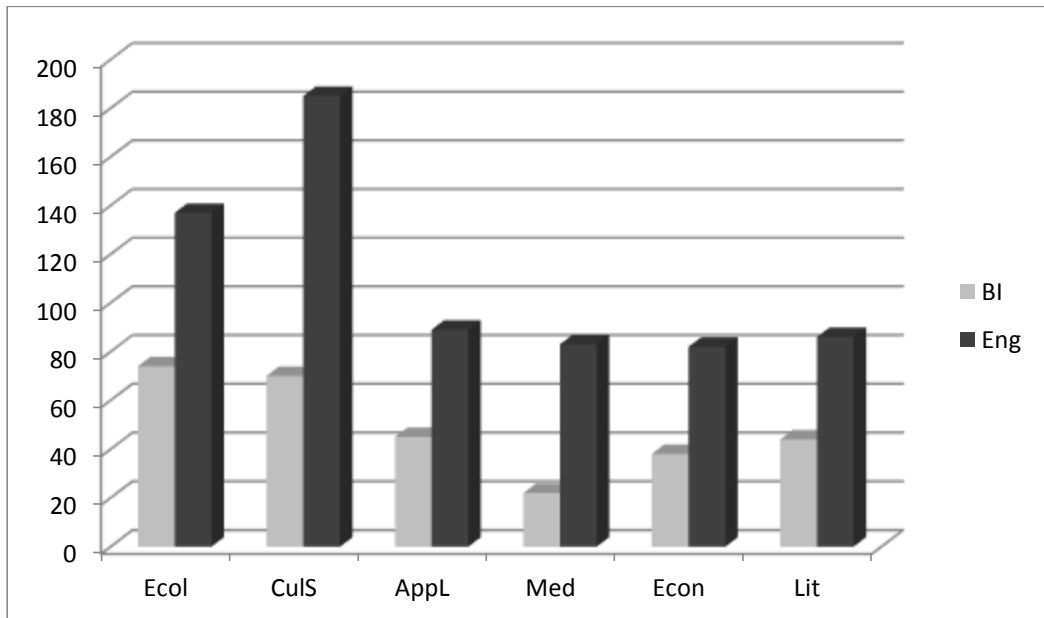
Table 4.1 Cross-tabulation of BI and Eng IMD

| | | | Score Category | | | Total |
|--------|------------|-----------------|----------------|---------|-------|--------|
| | | | Low | Average | High | |
| BI-Eng | Indonesian | Count | 80 | 66 | 147 | 293 |
| | | % within BI-Eng | 27.3% | 22.5% | 50.2% | 100.0% |
| | English | Count | 33 | 65 | 573 | 671 |
| | | % within BI-Eng | 4.9% | 9.7% | 85.4% | 100.0% |
| Total | | Count | 113 | 131 | 720 | 964 |
| | | % within BI-Eng | 11.7% | 13.6% | 74.7% | 100.0% |

The results display the frequency of use (85.4%) in Eng RAs, in contrast to (50.2%) in BI RAs in high category, however, the opposite is true with regard to the low category, albeit the very low margin of difference. The contrast signals that writers might have uniformly considered that they need to deploy more elements when they write Eng RAs and it is in the language that the idea of DC and the implied readers are embedded which has influenced the decision.

1.2. IMD viewed from a disciplinary perspective

This section of the analysis is linked to disciplines.



Graph 4.3 Contrast between BI and Eng RAs

It displays the distribution of the IMD devices across the 6 investigated disciplines and an extreme contrast is noticeable in Cultural Studies and Medicine. The rests of disciplines remain different despite showing a slightly similar look of case frequency. Eng RAs use twice as many as BI RAs, despite an indication of variability, signaling the possible link with disciplinary culture (Hyland, 1999; 2004b).

IMD is used 11.38 times in every 1000 words. Medical RAs are interesting in that they use IMD almost as frequently as the three disciplines in Eng RAs, but with a very small number of frequency in BI RAs. As situated within each individual discipline, the patterns of distributions vindicate the characteristic of disciplinary

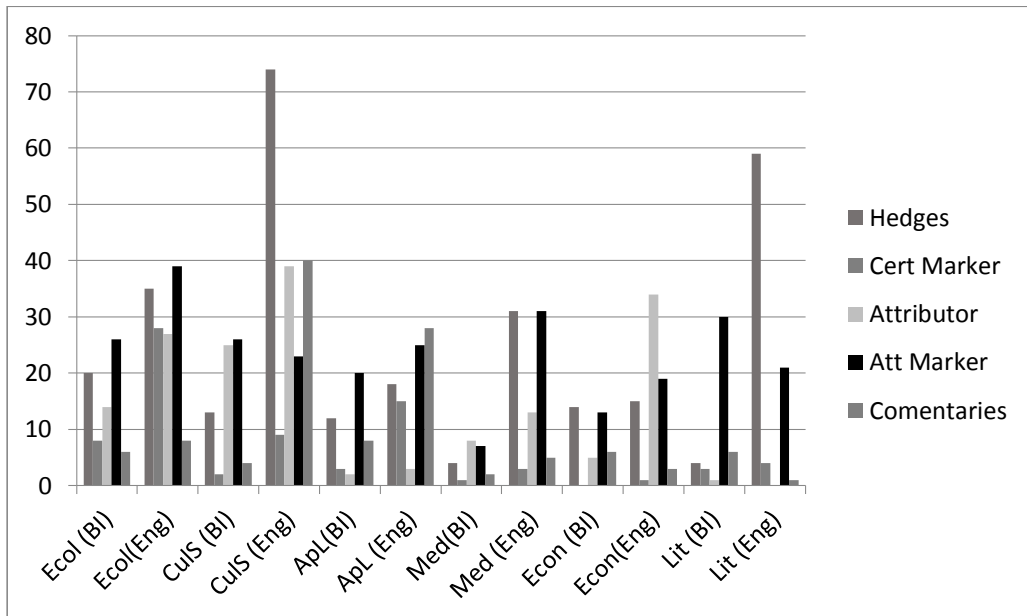
variations. Chi-square statistic indicates ($\chi^2 = 11.699$; $p = 0.039$) at the 0.05 level of significance.

Table 4.2 below presents an overall picture of the frequency of IMD on each individual case of disciplines.

Table 4.2 Frequency of IMD elements in BI vs. Eng

| Elements | Ecology | Cultural studies | Applied Linguistics | Medical | Economic s | Literature |
|---------------|----------|------------------|---------------------|---------|------------|------------|
| Hedges | 20 ; 35 | 13 ; 74 | 12 ; 18 | 4 ; 31 | 14 ; 25 | 4 ; 59 |
| Cert. Markers | 8 ; 28 | 2 ; 9 | 3 ; 15 | 1 ; 3 | 0 ; 1 | 3 ; 4 |
| Attributors | 14 ; 27 | 25 ; 39 | 2 ; 3 | 8 ; 35 | 5 ; 34 | 1 ; 0 |
| Att. Markers | 26 ; 39 | 26 ; 23 | 20 ; 25 | 7 ; 41 | 13 ; 19 | 30 ; 21 |
| Commentaries | 6 ; 8 | 4 ; 40 | 8 ; 28 | 2 ; 1 | 6 ; 3 | 6 ; 1 |
| Total | 74 ; 137 | 70 ; 185 | 45 ; 89 | 22 ; 83 | 38 ; 82 | 44 ; 85 |

As depicted in each individual case below, the difference does not necessarily mean that writers always use more IMD in Eng RAs. Despite the evidently higher total frequency of cases in the use of IMD in Eng RAs, there are a few exceptions in Cultural Studies and Literature in the way attitude markers were employed, as well as in the frequency of commentaries in Economics and Literature RAs. Unlike the rest of the cases where writers deploy more IMD devices, Cultural Studies and Literature scholars used fewer attitude markers in Eng RAs (subsequently 26; 23, and 30; 21). The same is true with Economics and Literature in the use of commentaries (subsequently 6; 3, and 6; 1). Subjects of the research probably feel a need to be more interactive when writing Eng RAs, but there is a case where writers need to do otherwise when writing BI RAs. It is probably due to the need to comply with the demands of the readers relevant to each individual discipline.



Graph 4.4 Frequency of IMD individual device in BI and Eng RAs.

2. Co-text and context analysis

Co-textual and contextual analyses are instrumental in showing how each device performs its discourse function in the texts.

2.1. Hedges

The use of hedges appears to signal the varying levels of writers' confidence overstatements or simply modesty in claim-making. It ranges from writers' considerate nature not to be overconfident or being modest about the knowledge claim he/she makes. The following excerpts are made available to provide a clearer account of what discourse functions hedges serve.

(1a). Community itself is not always homogeneous. There is always gender as well as wealth differences and there are conflicting interests that **may** result from those differences. (*CuS-Eng2*)

(1b) Angka angka ini terkesan cukup tinggi, tetapi **kemungkinan** jika dicermati kondisi di lapangan baik kegunaan maupun mutu sarana **kemungkinan** besar tingkat akses aktualnya jauh lebih rendah. (*Eco-BI1*)

*These figures look high, however, **probably** if both the use and the infrastructure quality were seen in their real condition, the actual degree of access is **likely** much lower.*

These excerpts show writers' intentions to appeal to the readers signaling the purpose of interacting with the readers by leaving the propositions open to the floor to accept or to decline. By using *may* in (1a), the writer aspires to reveal the lack of certainty about proposition or the lack of belief about its truth value, although it may also indicate his/her caution in the claim-making. By saying so, the writer is essentially attempting to minimize erroneous claims, while *probably* in (1b) indicates how the writer lacks conviction as regards the truth value of the proposition. *Likely* is intended to show the readers a degree of unpredictability, although the outcome of the suggested propositions may be more certain than uncertain. In (1b), there is a double uncertainty, i.e. writer is not sure as to why the figure is high, and if it will remain the same should the condition be changed, and second, if the real-life condition is changed, will the raised issues also change. The writer is leaving with the readers as for the appropriate interpretations of the proposed ideas. There is a chance for the writers to leave a particular issue open for discussion, especially when the issues concern putative, contentious, or controversial issues.

(2a). Societal fields or sectors are such institutional arrangements, and their influence on organizations *may be* great, resulting in isomorphism, the tendency for likeness: banks, as part of a banking sector, will tend to look organizationally alike, hospitals will tend to look the same organization-wise after a while, and government departments will... (*Eco-Eng1*)

(2b). Kondisi ini *boleh jadi* turut mendukung terciptanya sistem matriloakaal bilokaal disamping sistem patriloakaal yang merupakan tradisi asli keluarga Tionghoa di Tiongkok. Hasilnya yang unik adalah budaya campuran dalam keluarga-keluarga tersebut. (*Lit-B11*)

This condition probably contributes to the creation of matriloal-bilocal system in addition to the Chinese original patriloal tradition belonging to Tionghoa families in Tiongkok. The unique result is a mixed culture of the families.

Hedges in the last two excerpts were deployed to mitigate statements. By using *may be* (in 2a) and *boleh jadi* (*probably* in 2b), the writer attempts to soften the tone of the propositions to avoid a likely head-on collision with other people's claims. As a case in point, the sense of sentence (2a) would convey different

meaning should the writer replace *maybe* with *is* or even *must be*. In the same vein, should the phrase *boleh jadi (probably)* in sentence (2b) be omitted, the sense or tone of the sentence will radically change.

2.2. Certainty Markers

Being the least frequently used, it is by no means that certainty markers play a less essential role in persuasion. By saying *certainly* (in Eng RAs) or *tentu* or *pasti* (in BI RAs), the writers allow the readers to know the tone or the mood of the proposition that imbues the sense of certainty. With a high level of certainty, writers signal the readers for not necessarily questioning the truth value of the statement, as a result of the conveyed sense of assurance. By using *certainly* in “Solidarity is *certainly* not a new concept in Christian...”, for instance, not only does the writer make his/her proposition strong, but also convince readers about the validity of the claim which at once play a two-way evaluative function. By using *certainly* or *tentu*, the writers intend to ascertain the readers as regards the truth of the knowledge.

(3a). With that in mind, I consequently understand why Grove commented: “had de Tocqueville visited the U.S. recently, he **certainly** would have added another American cultural value. (*CulS-Eng4*)

(3b). Kondisi ini **tentu** menimbulkan dampak negatif berupa gangguan kesehatan masyarakat dan pencemaran lingkungan. (*Med-BI1*)

*This condition **certainly** brings about negative effects such as health hazards and environmental pollution.*

Certainty markers *certainly* and *tentu (certainly)* allow the writers to make his/her proposition stronger. In (3a), preceded by “had.....” signaling the first clause of a conditional sentence and *certainly* in the completion clause, the argument becomes more robust. Similarly in (3b), by using *tentu (certainly)*, the writer intends to convey a strong message that, unless due care is taken seriously, health hazards and environmental pollution are inevitable. In spite of sharing the interactional role in the texts, different degrees of certainty, however, will vary its effect on the readers. Compared to the above extracts, sample (3c) should affect differently on the readers’ interpretation,

(3c) To my understanding, it seems that the concept of interaction that Brown (1989) proposed in his article is *somewhat* different from this current article due to the mentioning of the mutual aspect of communication¹.

due to the difference in the degree of claim certainty. The word *somewhat* in (3c), preceded by a clause with copula *seems*, conveys an apparent dubitable sense or less convincing tone in the part of the writer and the proposed ideas. Compared to the extracts found in the Eng RAs corpora, with marker *somewhat*, the sense of assurance of sentence (3c) is downgraded.

2.3. *Attributors*

According to in Eng and *menyatakan (claim)* are two most frequently used attributors.

Attribution deals with who is projected as the responsibility bearer of assertions in the texts (Hunston, 2000), displaying voices in the texts because it reveals how evaluation is performed in citation practice (Thompson & Ye, 1991). Different voices in the texts can either be assimilated or kept separate (Fairclough, 1992) and the way persuasion works 'is not just about making a strong case for one's own view but rather about taking account of others' views in the furtherance of one's own' (Charles, 2009, p. 167). In such a practice, writers may assimilate or separate statements from the cited information. All writers in this study opted for separating them to allow the readers to notice the link between the cited information and their positions relative to the citations. Assimilating can be done by paraphrasing and putting the name of the writers and year of publication in between parentheses, which in effect, tacitly attributes the origin of the information.

(4a) Sanghvi 2006 ***claimed*** that head and neck cancers are common in India and account for about 30 of cancers in males and about 13 in females. ***According to*** John Andrew Ridge's study 2009 head and neck cancer is more common in men, 66 to 95 of cases occurring in men. (*Med-Eng3*)

(4b) Khususnya perihal iklan, Sobur ***menyatakan*** bahwa memahami "komunikasi periklanan" kajian semiotika tidak hanya memperhatikan "bahasa sebagai alatnya" namun juga "gambar, warna, dan bunyi" (2004:116). (*CuIS-BI4*)

¹ The sample is self-created to provide contrast with the extract taken from corpora.

*In particular regarding advertisement, Sobur **claims** that in understanding ‘Advertising communication’ semiotic analysis does not merely pay attention to ‘language as its means’ but also ‘picture, colour, and sounds’ (2004:116).*

Through the use of the word *claimed* in (4a) and *claim* in (4b), for instance, the writer provides a hint to readers as regards his/her acknowledgement of other people’s opinions or positions, which is needed to help the readers to link with his/her position in the upcoming propositions, and (in 4a), by attributing that neck cancers are common in India to Sangvi’s (2006) claim. Similarly, using the phrase *according to*, the writer intends to attribute the ideas to the originator, in this case, the study by John Andrew Ridge. In most cases, it is only after the writer states the position relative to the cited ideas that the words *claim* and *according to* begin to show a particular evaluative function that links self-position with other people’s standpoints pertinent to the argued propositions. There is a slight difference between (4a) and (4b), in that, before acknowledging other person’s ideas, the writer in (4b) starts by introducing the issue to which the cited information will be linked. Attributors function to indicate the writer’s acknowledgment of others’ opinions, needed to strengthen her/his position and to help make the readers aware of the newly proposed ideas relative to the existing knowledge. This is partly what has been referred to by Bakhtin (1994) as dialogism, in that all languages are dialogic in a way that new knowledge is intermingled with the existing ones, despite frequently resulting in a double-voicing or ventriloquism, meaning that bringing in new ideas and linking them to other people’s inevitably involve interpretation and reinterpretation.

2.4. Attitudinal Markers

In the analysis of concordances, the word *interesting* or *menarik* (in BI) is intended by the writer that the point s/he makes specifically provides an interest in different respects relevant to the circumstances around which the adjectives are used, such as “*interesting in... , because... or to know..., etc.*”. Whereas, *unfortunately*, or *sayangnya* (in BI), is used to imply that beyond the proposed arguments, there is a residual negative sense needed to be stated that warns the readers not to take it for granted in understanding the proposed ideas. The following excerpts are made available to clarify their discourse functions.

(4a). The company demanded a fixed peso-dollar exchange rate for the repayment of its external debt and/or another rate increase of 42%. After a long renegotiation finally in 2006 President Kirchner decided to terminate the contract and return the company to the state control. ***The most interesting*** of the case of Argentine is the privatization of Buenos Aires water supply provision during 1993 to 2006. (*Eco-Eng3*)

(4b). Staging (stadium) histopatologik leher setelah diseksi elektif dan rekurensi pada leher setelah observasi, telah dipakai untuk menentukan kecepatan metastasis occult berbagai tumor berbeda dalam berbagai literatur. ***Sayangnya***, tidak satupun dari metode ini yang seluruhnya sempurna. (*Med-BI4*)

Neck histopathologic staging, post elective dissection and recurrence on the neck after observation, have been used to determine the spread of metastasis occult of various tumors. Unfortunately, none of the methods is perfect.

With the use of the word *interesting* or *menarik* (in BI) and *unfortunately* or *sayangnya* (in BI), both in the concordances samples and in the two extracts, I presume that the primary effect on the readers will be the transferable shared attitude to the propositions because prior to discerning the upcoming proposed ideas, the readers have been assisted by the writers' guiding sense of attitude to them, which overtly provides a meaningful hint of the intended meanings. Where the attitude markers are present, the readers are brought into the nuance of the message which brings them to sensing positively or negatively over the proposed ideas. In (4a) the phrase *the most interesting* is used to highlight how come privatisation over water had ever been made before it was eventually taken under the state control in 2006, which is in itself interesting, while in (4b) *sayangnya* is used to express a regret about the existing methods (in spite of their pervasive use). From the samples, we can see that attitude markers can be said to function as a bonding agent by linking between the preceding and the following propositions through a sense-positioning function of the markers, like in (4a), writer initiates the sentence by unraveling the prevalent use of 2 methods to determine the spread of cancerous tumors, then the proposition following attitude marker, *sayangnya*, is indicating the ineffectiveness of both methods which is regrettable.

2.5. Commentaries

Commentaries function themselves as the devices to interact with the readers by explicitly and implicitly involving the readers in the unfolding discussions. The direct reference to the readers *anda* (*you*), along with the accompanying words in the sentence where the pronoun *you* appears, helps make the text explicit in treating the readers as the discursive agents by being allowed to help judge and participate in the unfolding discussions. In the concordances above, by using *anda*, the writer directly invites the readers to get involved by experiencing something, such as “If *you* type correctly...” (12) and “*You* may change...” (13). In (12), by saying *anda* (*you*) in a subjunctive sentence, the writer invokes the reader as the doer who should be performing something, and in (13) the writer essentially conveys a message that it is not somebody else but you (the reader) who may change something. Compared to the rhetorical questions, this type of commentary is certainly more explicit in referring to the readers. Different from samples (12) and (13), with the question *how* in (82) “How is its aesthetical value?” the readers are assumed by the writer to be present to address the issues by way of describing some possible characteristics in order for something to be categorized as being aesthetic in value, or in (84), the question *why* may demand that the readers find the answer to the question raised by the writer. Hence, the use of the rhetorical questions, as shown in the concordances above as well as the examples from the extracts below, provides examples of how the readers are involved in a direct dialogue by answering the questions. Research on this type of dialogue has been done by Thompson (2001) and part of his claims is that questions are assignable to the readers in-the-text by assuming that they are raised on readers’ behalf.

(5a) Sebagai contoh, jika **anda** ingin membuat test pilihan ganda, langkah yang harus **anda** lakukan adalah klik Add Question pada status bar sebagaimana yang muncul pada tampilan berikut. (*ApL-BI4*)

*For example, if **you** wish to create a multiple choice test, the step **you** should be doing is click Add Question on status bar as shown on the following screen.*

(5b). *Why is it easy to influence postmodern consumers to buy the products shown on ads?* (*CuIS-Eng3*)

Unlike in the concordances samples, the writer uses commentaries *anda* in (5a) to explicitly guide the reader to complete a particular procedure as expressed in a subjunctive mode of “if *you...*, *you should...*”. In (5b), the writer implies that the readers know the reasons why it is easy to influence the consumers to buy the products shown on ads? Question *why*, persuades the readers to explore some other alternatives answers, before eventually aligning themselves with the writer that, it is indeed true that ads influence consumers better than other selling methods. Although equally implying the readers to be the agent who should answer the questions, different questions may bring different dialogical effects. As illustrated above, the question word *how* in the samples of concordances is different from *why* in that the readers may be challenged to describe an object (82) or possibly to solve problem (81).

Conclusions

Having seen the devices in two corpora and put them in the contrastive analysis, the results indicate that despite being written by the personal of writers, devices used in BI RAs are distinct from those used in Eng RAs suggesting that in writing RAs writers have taken the target readers of a specific discourse community to which the texts are written into prime consideration. Given that writers are drawn to prioritize the need to reach out readers and are more committed to promoting a more intense impact on readers in processing the text when writing Eng RAs than they are when writing BI RAs, there is an indication that differences in audiences seem to have played a major role in their decisions to use metadiscourse devices. Writers make use of the devices more intensely and more persuasively interact with the readers when they write Eng RAs, as demonstrated by twice more frequent use of metadiscourse in Eng RAs, making the Eng RAs more interactive than the BI RAs. This vindicates that discourse community very much influence writers' decision. Writing in different languages is fundamentally writing for different audiences, language culture as well as in different linguistic styles.

The second conclusion was drawn from the attempt to situate the contrast between the two investigated corpora within two contexts in which RAs were written. Disciplinary context is more revealing in accounting for the difference.

Despite showing a similar pattern of use in terms of total frequency counts, as each of the devices was further investigated, each writer indicated an idiosyncratic style of writing distinguishing one from the other and highlighting each individual writer's specific disciplinary background. This result is consistent with the previous studies (Hyland, 1999, 2004, 2005; Dahl, 2004; Yakhontova, 2006) which revealed that writers of distinct disciplinary backgrounds interact with readers within the contextual boundary of disciplinary culture.

The variations of data distributions of IMD in the RAs in both languages suggest that any decision made by writers belonging to either soft or hard fields, or as an individual, are presumably linked to the necessity to conform to the norms of the disciplinary cultures in order for the texts to be accepted by the relevant members of DC, although at the same time they indicate each individual writer's strategy to manifest an idiosyncratic style of writing. With each writer's attempt to interact and persuade potential addressees, it is obvious that RAs are not necessarily pure impersonal which only allows for the texts to speak for themselves in order to maintain objectivity. The texts even gain more credibility through writers' efforts to project themselves all along with the evolving discourse by way of commenting, stating position, taking a stance, and projecting discourse trajectory which facilitates readers' access to the texts.

References

- Abdelal R, Herrera Y. M, Johnston A.I., McDermott, R. (2006). Identity as a variable. *Perspectives on Politics* 4, 695–711.
- Atkinson, D. (2001). Reflections and refractions on the JSLW special issue on voice. *Journal of Second Language Writing*, 10, 107–124.
- Bakhtin, M.M. (1994). *Speech Genres & Other Late Essays*. Translated by V.W. McGee, Edited by Emerson, C. & Holquist, M. University of Texas Press, Austin, Texas.
- Barton, D. & Papen, U. (2010). *The anthropology of writing: understanding textually-mediated social worlds*. Continuum, London.
- Biber, D., & Finegan, E. (1989). Styles of stance in English: Lexical and grammatical marking of evidentiality and affect. *Text*, 9 (1), 93–124.
- Charles, M. (2009). Stance, interaction and the rhetorical patterns of restrictive adverbs: Discourse roles of only, just, simply and merely. In M., Charles,

- D., Pocerari, and S., Hunston (Eds). Academic writing (pp. 162-169). London: Continuum.
- Cherry, R. D. (1988). Ethos versus persona: Self-representation in written discourse. *Written communication*, 5 (3), 251-276.
- Crismore, A. & Farnsworth, R. (1990). Metadiscourse in popular and professional science discourse. In W. Nash (ed.), *The Writing Scholar* (pp. 118–136). London: Sage.
- Crismore, A., & Farnsworth, R. (1989). Mr. Darwin and his readers: Exploring interpersonal metadiscourse as a dimension of ethos. *Rhetoric Review*, 8 (1), 91–112.
- Crismore, A., Markkanen, R., & Steffensen, M., S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written Communication*, 10 (1), 39–71.
- Dafouz-Milne, E. (2008). The pragmatic role of textual and interpersonal metadiscourse markers in the construction and attainment of persuasion: A cross-linguistic study of newspaper discourse. *Journal of Pragmatics*, 40 (1), 95-113.
- Dahl, T. (2004). Textual metadiscourse in research articles: a marker of national culture or of academic discipline. *Journal of Pragmatics* 36, 1807-1825.
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage.
- Devitt, A., J. (2004). *Writing genres*. Carbondale: Southern Illinois University Press.
- Devitt, A.J. (1993). "Generalising about genre: new conceptions of an old concept." *College Composition and Communication* 44(4), 573-86.
- Fairclough, N. (1992). *Discourse and social change*. Cambridge: Polity Press.
- Garces, C., V. (1996). Contrastive ESP rhetoric: Metatext in Spanish-English economics texts. *English for Specific Purposes*, 15 (4), 279–294.
- Halliday, M. A. K. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M. A. K., & Hasan, R. (1985). *Language. Context and text: Aspects of language in a social-semiotic perspective*. Geelong, Australia: Deakin University Press.

- Halliday, M. A. K. (1978). *Language as a social semiotic: The social interpretation of language and meaning*. London: Edward Arnold.
- Hood, S. (2004). *Appraising research: Taking a stance in academic writing*. Unpublished Ph.D. thesis, University of Technology Sydney.
- Hunston, S. & Thompson, G. (Eds.) (2000). *Evaluation in text: Authorial stance and the construction of discourse*. London: Oxford University Press.
- Hyland, K. (2009). *Teaching genre in the disciplines: How applied linguistics can help*. Paper presented at the TESOL conference, Denver, CO.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.
- Hyland, K. (2004a). *Patterns of engagement: dialogic features and L2 undergraduate writing*. In L. Ravelli and R. Ellis (Eds.), *Analysing academic writing: contextualized frameworks* (pp. 6–23). London: Continuum.
- Hyland, K. (2004b). *Disciplinary interactions: metadiscourse in L2 postgraduate writing*. *Journal of Second Language Writing* 13, 133–151.
- Hyland, K. (2002a). *Teaching and researching writing*. Harlow: Longman.
- Hyland, K. (2000). *Disciplinary discourses. Social interactions in academic writing*. London: Pearson Education.
- Hyland, K. (1999). *Academic attribution: citation and the construction of disciplinary knowledge*. *Applied Linguistics*, 20 (3), 341–367.
- Hyland, K. (1998b). *Persuasion and context: The pragmatics of academic metadiscourse*. *Journal of Pragmatics*, 30 (4), 437–455.
- Ivanič, R. & Camps, D. (2001). *I am how I sound: Voice as self-representation in L2 writing*. *Journal of Second Language Writing*, 10, 3–33.
- Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Oxford UP.
- Matsuda, P. K. (2001). *Voice in Japanese written discourse implications for second language writing*. *Journal of Second Language Writing*, 10, 35–53.
- Moreno, A. I. (1997). *Genre constraints across languages: Causal metatext in Spanish and English RAs*. *English for Specific Purposes* 16 (3), 161–179.

- Myers, G. (2001). 'In my opinion': The place of personal views in undergraduate essays. In M. Hewings (ed.), *Academic writing in context* (pp. 63–78). Birmingham: The University of Birmingham Press.
- Myers, G. (1999), 'Interaction in writing: principles and problems'. In C. Candlin and K. Hyland (Eds.), *Writing: Texts, processes and practice* (pp. 40-61). London: Longman.
- Nystrand, M (1986). *The structure of written communication: Stud LED in reciprocity between writer and reader*. Orlando: Academic Press.
- Prior, P. (2001). Voices in text, mind, and society. *Sociohistoric accounts of discourse acquisition and use. Journal of Second Language Writing*, 10, 55–81.
- Robinson, W. S. (1951). The logical structure of analytic induction. *American Sociological Review*, Vol 16, no 6, pgs 812-818.
- Rui, K. & Xin, X. (2009). An empirical study on metadiscourse. *CELEA Journal*, 32, pp. 53-64.
- Salem, D., N., and Marcia M. B. (2013). "Conflict of Interest in Open-Access Publishing", *New England Journal of Medicine* 369, no. 5, pp.: 369-491. doi: 10.1056/NEJMc1307577.
- Thetela, P. (1997). *Evaluation in academic research articles*. Unpublished Ph.D. thesis, University of Liverpool.
- Thompson, S. E. (1997). *Presenting research: A study of interaction in academic monologue*. Unpublished Ph.D. Thesis, University of Liverpool.
- Thompson, G. (2001). Interaction in academic writing: Learning to argue with the reader. *Journal of Applied Linguistics*, 22 (1), 58–77.
- Thompson, G. & Thetela, P. (1995). The sound of one hand clapping: The management of interaction in written discourse. *Text*, 15 (1), 103–127.
- Thompson, G. & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics*, 12, 365-382.
- Vande Kopple, W. (1985). Some exploratory discourse on metadiscourse. *College Composition and Communication* 36, 82-93.
- Van Dijk, T. A. (2008). *Discourse and context: A sociocognitive approach*. Cambridge: CUP.
- Williams, J. (1989). *Style: ten lessons in clarity and grace* (5th ed.). Boston: Scott, Foresman.

- Yakhontova, T. (2006). Cultural and disciplinary variation in Academic Discourse: The issue of influencing factors. *Journal of English for Academic Purposes* 5(2), 153-167.
- Zarei, G. (2011). A Contrastive Study on Metadiscourse Elements Used in Humanities vs. Non-Humanities across Persian and English. *English Language Teaching*, 4, (1), 42-50.
- Zhang, X. F & Zhang, H. R (2002). Metadiscourse and teaching of writing in college English; *Journal of Gansu Education College(Social Sciences)*,1, 2-14.

SCHOLARS' SELVES: A CASE OF WRITERS WRITING ARTICLES IN TWO LANGUAGES

Antonius Suratno

This study aims to investigate the deployment of self-mentions in research articles written in Bahasa Indonesia (BI) and English (Eng) by Indonesian scholars. This study involves six scholars of six distinct disciplines writing research articles (RAs) in BI and Eng. Two corpora, each consisting of 30 research articles, were contrasted to find out how the same writers display the facets of self as they write articles in different languages and their possible motives. Data of self-mentions were analyzed quantitatively in terms of the frequency, types, and qualitatively in patterns of use to establish the contrast between the two. The results show that writers displayed two very distinct facets of self as they write in different languages which suggests that they are drawn to prioritize the need to reach out to the readers and are more committed to promoting a more intense impact on readers in processing the text when writing Eng RAs than they are when writing BI RAs. Despite obvious disciplinary variations and idiosyncratic styles, the person-markers used in the two investigated corpora also suggest that writers have taken the target readers of specific discourse communities into prime consideration. Target audiences are a determinant factor in the decisions to use devices. Context and co-text analysis vindicate writers' commitment to knowledge claims strong with attempts to involve readers in the unfolding texts, besides promoting self as committed writers.

Keywords: text interactivity, self-mentions, facets of self, research articles, contrastive analysis

Introduction

Academic writing has played a paramount role in disseminating scientific research results to academic members. One of the academic genres most frequently used as a means of sharing scientific findings is a research article (Jezo, 2010). No wonder, despite the competitiveness, academics all over the world are persistent in getting their work published, as an academic publication is the benchmark of academic success.

Writing articles, one of the academic writing activities, constitutes an act of academic discourse. In such a nature it is inextricable from the message, medium and audience. Just like communication in general, academic discourse which manifests through the act of writing can be investigated in terms of its' interactional aspect.

The last two decades have witnessed the rise of interest in the study of textual devices used by academic writers alongside the rise of interest in the areas of pragmatic and discursive aspects of academic texts. Studies of this sort allow researchers to delve text meanings beyond sentence level through discursive devices and the results of which potentially provide meaningful feedback to the writers in improving comprehensibility as a result of their interactive functions.

Little is unfolded with respect to how the same persona of scholars writing in two different languages considers audience through the deployment of self-mentions to display the facets of self. Self-mentions also known as person-markers mark the presence of writers in the text that signify efforts to engage and involve the readers in the unfolding texts (see for instance Hyland, 2004b; Tse and Hyland, 2006) and thus constitute an important means of facilitating communication, supporting writers' position and building a relationship with readers.

Built upon socio-constructivism, this study raises questions whether the same persona of writers differs in the deployment of self-mentions when writing RAs in BI and Eng and if their understanding of discourse community (DC) affects the strategies in writing. There are three inextricable aspects linkable to academic writing activities: the actors, the writing activity and the context which will be the highlight of this endeavor.

The impetuses to this study are the recent research on intercultural variation of written academic discourse generally investigated under the research umbrella of Contrastive Rhetoric (CR) (Kaplan, 1966, Hinds, 1983, Crismore, et al., 1993,

Connor, 1996 and 2002) and the role of the context in which discourse is shaped and how it shapes the discourse (Jorgenson & Phillips, 2002) with preceding research on genre (Swales, 1990). Last but not least, in the previously predominant stream of cross-cultural research, little is unfolded in respect of how the same scholars writing in two different languages consider the audience through the deployment of self-mentions.

The prime motivation for conducting this research is the idea that writers leave their fingerprints on their writing which may reveal the writers' efforts to interact with their audience. Secondly, the substantive role of writers' awareness of the audience in the creation of text and in generating meaning as well as how self-mentions are used in different research articles have not been adequately understood.

This study is expected to be significant for a number of reasons, i.e. to contribute critically to the proposition that writers are influenced by the DC and genre in which the texts are written and to provide input to the teaching of writing in particular in the Indonesian context, since the result may be of benefit to language teachers to better understand Indonesian academic discourse so that they may be able to provide students with broader analytical tools for use in academic writing

Review of Literature

Socio-constructivism in writing

Socio-constructivism views actors as meaning makers and reality constructors within their environment and purposes (Bruner, 1996). Constructivism in the perspective of writing sees writing as a meaning-making activity whose nature is both individually and socially oriented. Thus, there are at least three inextricable aspects: the actors, the writing activity and the context which manifests in the writer and (imagined) readers, the situated activity of writing, and the creation of meanings. This connectedness is linked to Halliday & Hassan (1985) who contend that texts are never purely linguistics- emphasizing the semiotic function in discourse and in creating meaning in the social contexts. The interplay between context & discourse is often illustrated as follows: 'context underlies discourse with its features used to interpret discourse; but because speakers' role

manifests through texts, then discourse is a means by which context is observable like through *I, here, interesting, etc.*' (Van Dijk, 2008, p 131).

Genre, such as RAs which is generally believed to be both constraining and creative, should not be separable from the contexts in which the texts are created. A context may emerge in different types which is recognizable through the language the texts are written in and the disciplines of the writers which may be connectable to the concept of discourse community, a determinant and instrumental aspect in text creation. Communicative events, noticeable through the texts, are accomplished by a series of interlocking acts realized linguistically (Kress & Van Leeuwen, 2001) and in an academic discourse they, as argued by Georgakopoulou and Goutsos (1997), are useable to persuade readers.

Interaction through self-mentions

Self-mentions in academic writing have been noted to have contributed to the interactional function in discourse. As claimed by Hyland (2005), they have enhanced writers' credibility as regards the knowledge claims. Through self-mentions, Hyland (2004) whose investigation was on the view of writing as social engagement, managed to reveal the ways in which writers project themselves into discourse to signal their attitudes and commitments. Secondly, self-mentions may be revealed through the accompanying knowledge-stating verbs such as *argue, claim, suggest, propose, maintain, assume* and *believe*, which help increase knowledge accountability (Malmström, 2008).

Research on self-mentions gains inspiration in the study of language and identity. Among the shared view underlying research on identity is the notion that language is inseparable from the analysis of contexts (De Fina et al., 2006, p.22), and in academic discourse, there exist the so-called social identities. They are 'multi-faceted and dynamic constructs that derive from individuals' real affiliations to social groups and categories' (Sokol, 2005, p.322). They consist of different individuals with different identities who altogether make up an academic community. In his term, academic community refers to a group of scholars who share various values, assumptions, and practices ascribed to the 'pursuit and dissemination of knowledge...values that are shared and communicated by members of academia' (ibid., p.323) inside which individual members construct identity by maximizing the socially available resources inherent in the community.

We, therefore, could say that writing is not only a means by which information is circulated and disseminated but also a site where identity is constructed. Ivanič (1998, p. iv) argues that writing is an act of identity which mediates self-positioning in discourse by aligning self or contesting other-selves. The first persons *I* or *we*, for instance, maybe associated with knowledge claims and beliefs, acknowledging their responsibility and property rights (Ivanič, 1998, p.308), whilst by avoiding them 'writer is withdrawing from all responsibility for an academic essay' (p. 306). Identity construction presupposes community acceptance whereby meanings are accepted socially. Thus, Canagarajah is right to advocate that, writing should not be limitedly-defined as a text construction, but rather as 'a rhetorical negotiation for achieving social meanings and functions' (2005, p. 64).

As has been argued, among others, by Benwell and Stokoe (2006), Ivanič (1998), identity is something fluid, open to change and subject to contestation. In order for the member to be part of the discourse community, every individual member has to negotiate his/her own identity to a degree whereby he/she meets the expectation of the community. Sokol (2005, p.324), in a similar vein, suggests that 'Members of the academic community negotiate their identity within the range of possibilities accepted by this community and ascribed in its communicative practices'.

Ivanič (1998, pp.90-106) proposes four aspects of identity that can be constructed through the act of writing: autobiographical self (writer's sense of root), discursal self (choices of the form), self as author (choices of content), and possibilities for selfhood (the social contexts of writing). Nonetheless, research of identity in academic writing context has been predominantly on self as author. This could be because identity in the academic written discourse is a matter of the claim of authority, which is strongly associated with it. Authority pertains to the claim made by the writers in respect of the source of the contents of the information in the texts which is most clearly recognizable through the authors' presence in the texts. This is, probably the reason why the self of author, is considered as one of the clearest revelatory indicators of the writer's presence. Previous research on identity focusing on the self of author has been done, among others, by Sokol (2005), Vassileva (2000, 2004) Hyland, (2002b, 2002c), and Tessuto (2008) who investigated the authorial presence as measured by the

frequency of self-mentions. The criteria for determining writers' identities are grounded on the use of subject and object pronouns. Explicitness is determined by the overall number of occurrences in the texts as well as by the location where the pronouns were found. Other researchers have seen self-as-author as something which concerns with the writers' voice, in the sense of the writers' position, opinions, and beliefs. Among researchers investigating identity using voice are Ramanathan (1996); Ramanathan and Atkinson, (1999); Matsuda (2001, 2007), Ivanič and Camps (2001).

From the available literature, however, there are two schools of thought as to whether writers should be covert or overt in revealing self. The difference is resulted from the opposing principles abide by different academic circles, as the by-product of the opposing beliefs about what constitutes formal and scientific in academic writing. On the one hand, scientific proponents believe that academic arguments should be purely impersonal to maintain the objectivity and neutrality of knowledge so that academic writing is, in itself, a fully voiceless depiction of reality (see Hyland, 2002a, 2002b). On the other, the opposing view believes that an overt person's revelation reinvigorates scientific claims (ibid.). The two typically represents hard science and soft science adversary.

The old notion, currently still prevailing in many style guides of academic writing, explicitly recommends that academic writing should be distanced from a personal claim by avoiding the overt sighting of person-markers in order to maintain the objectivity of knowledge. This view has been rejected by Harwood (2005) who claims that in recent days this old view is no more tenable and has lost its empirical grounds. His claim has gained supports from other research findings. Some corpus studies on the use of personal pronouns in the academic writing have identified a number of functions that *I* and *we* can play role in the academic writing (see for instance, Hyland, 2001; Tang & John, 1999, Vassileva, 1998; Gragson & Selzer, 1990). Further to such a claim, Harwood (2005) proposes four functions of the pronouns in the academic texts which help writers to:

- (1) organize the text and guide readers through the argument (e.g. First I will discuss x...)
- (2) state personal opinions and knowledge claims (e.g. On the basis of my data, I would claim....)

- (3) recount experimental procedure and methodology (e.g. We interviewed 60 subjects over the space of several months)
- (4) acknowledge funding bodies, institutions, and individuals that contributed to the study in some way (e.g. I thank Professor X for his help with the calculations.)

Discourse functions of the self-mentions to reveal identity is certainly not fixed. Considering that 'Members of academic community negotiate their identity within the range of possibilities accepted by the community and inscribed in its communicative practices' (Sokol 2005, p. 324), different pronouns used in different contexts of discourse may function differently.

Research method

Whilst the approach is a case study, the analytical tool used in this study is corpus-based contrastive rhetoric. The primary data are the selected articles that make up text corpora. Via quasi quantitative mappings, this study seeks to locate the differences in the use of self-mentions and also to identify their possible cross-linguistic resemblances between BI and Eng RAs. Whilst, qualitative analysis in this research is to trace the presence of the devices in the real context of use to help substantiate the quantitative findings. This study incorporates corpus and discourse analysis, both of which are complementary to each other in looking into the data.

This case study investigates genre of RAs written in BI and Eng by six scholars. The whole set of data for the research was collected in 4 universities in Semarang, Central Java for convenience reasons. The procedure taken were: collecting pre-published RAs written by the subjects; selecting RAs on the basis of inclusion criteria; and establishing the final pre-analysed corpora.

Scholars in this study refer to lecturers who are academically productive as shown by the frequency of publication in BI and Eng in local and international journals. The average length is 3000 words per article. Wordsmith 5.0 was employed as an automatic search for self-mentions.

The self-mentions contrasted encompass:

| Singular case | | | | | | Plural case | | | | | |
|---------------|-----|-----------|-----|------------|-----|-------------|-----|-----------|-----|------------|-----|
| Subjective | | Objective | | Possessive | | Subjective | | Objective | | Possessive | |
| B.I | Eng | B.I | Eng | B.I | Eng | B.I | Eng | B.I | Eng | B.I | Eng |
| Saya | I | saya | Me | saya | My | Kita | We | Kita | Us | Kita | Our |

Part of the analyses highlights the frequencies of self-mentions use (with the exclusion of words such as the author, the researcher) to see the patterns of use. Co-text and context of use were to disclose their discourse functions. By adapting Hyland (2002c) and Hardwood (2005), self-mentions were analyzed descriptively. The higher the number, the more obvious the writers' commitment to knowledge claim and more explicit their effort to involve the readers in the unfolding texts.

Data analysis and interpretation

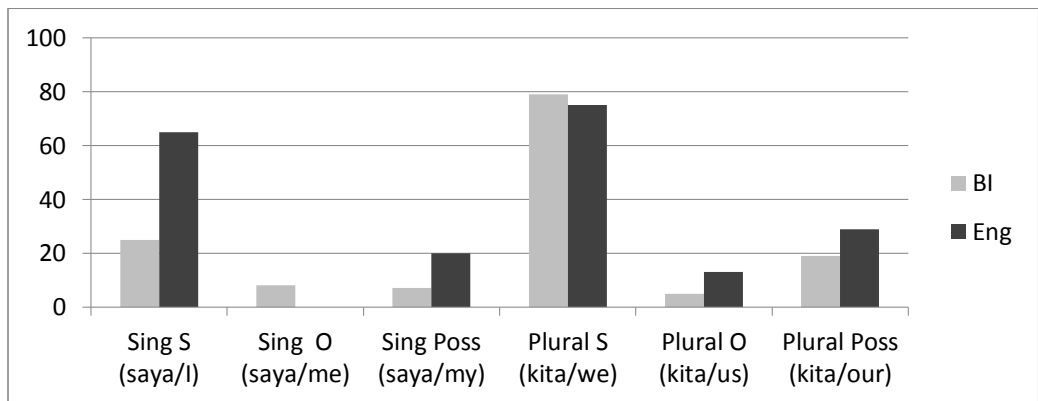
Below is the distribution of self-mentions.

Table 1. Singular and plural cases of self-mentions in BI and Eng

| Discipline | Singular | | | | | | Plural | | | | | |
|-------------------|-------------|-----------|-------------|-----------|---------------|-------------|-------------|-----------|-------------|-----------|---------------|--------------|
| | saya (S) | I (S) | Saya (O) | Me (O) | saya (pos) | My (pos) | Kami (S) | We (S) | kita (O) | Us (O) | kita (pos) | Our (pos) |
| <i>Ecology</i> | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 10 | 0 | 1 | 1 | 8 |
| <i>Cult-Stud</i> | 12 | 31 | 4 | 0 | 5 | 11 | 6 | 39 | 1 | 9 | 5 | 13 |
| <i>App. Ling</i> | 1 | 27 | 1 | 0 | 0 | 8 | 37 | 6 | 0 | 2 | 7 | 2 |
| <i>Medical</i> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| <i>Economic</i> | 9 | 5 | 3 | 0 | 2 | 1 | 11 | 18 | 3 | 1 | 0 | 4 |
| <i>Literature</i> | 3 | 2 | 0 | 0 | 0 | 0 | 13 | 2 | 1 | 0 | 6 | 2 |
| Total | 25 | 65 | 8 | 0 | 7 | 20 | 79 | 75 | 5 | 13 | 19 | 29 |

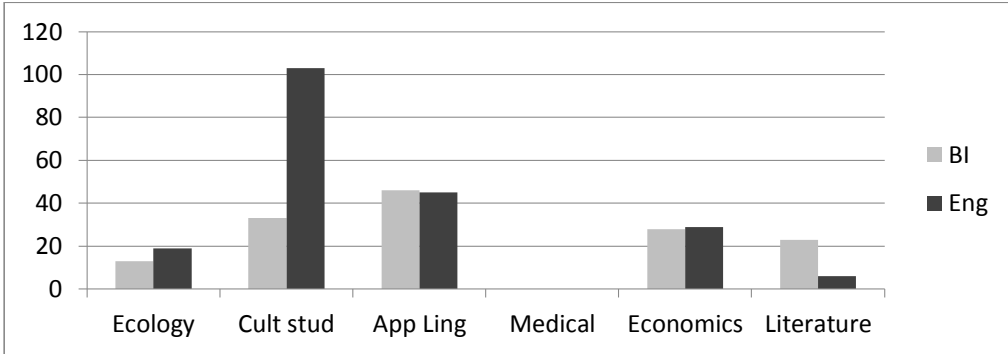
The total self-mentions in all cases is higher in Eng than that in BI RAs. However, as evident in the data, despite the high degree of variations across disciplines, the subject cases of *I* and *we* (subsequently 65; 75) in Eng and *saya* and *kita* (subsequently 25; 79) in BI RAs, rank the highest. While overall, the use of *I* is

higher than *saya* in the total cases of occurrence (65; 25), the opposite is true as regards the total cases of *we* as opposed to *kita/kami* (79; 75). The second highest case is possessive plural *kita* and *our*, subsequently 19 and 29 cases. While the plural object case is consistently low in BI, it is not in Eng RAs. There appears to be a deviant case in singular object pronoun of *me* and *saya*, in that *me* is non-existent in all Eng RAs, whereas *saya* has 8 cases in BI RAs. The following graph may provide a clearer outlook.



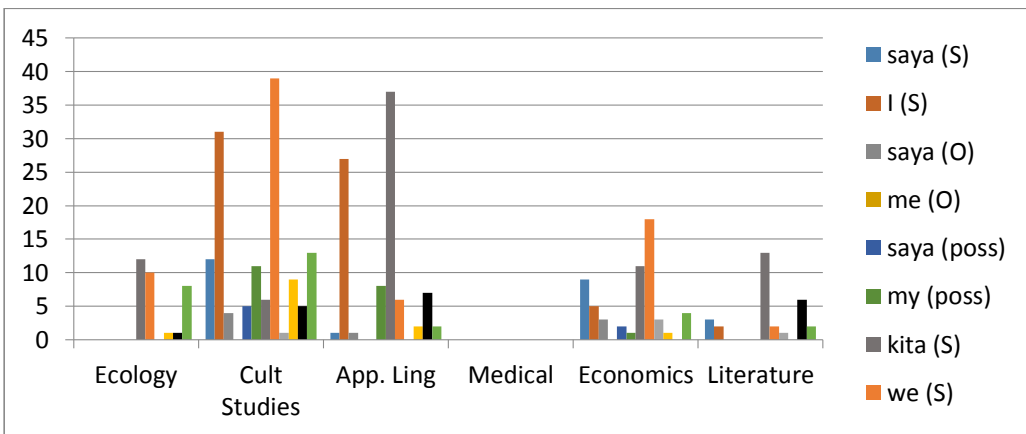
Graph 1. The total frequency of self-mentions in two corpora

The Graph shows that there is a clear difference between the two corpora. All in all, the writers tend to employ more self-mentions when writing Eng RAs with the exception of the non-occurrence of *me* as a singular object pronoun with zero case which may well be linkable to agency-related reasons, and slightly more use of the plural subject *kita* in all BI corpora which may be attributable both the exclusive or inclusive meanings in BI. Despite more than double occurrence of *I* as a singular subject pronoun (as compared to *saya*), *we* as a plural subject pronoun case is less than *kita* in BI RAs. Also despite having comparatively similar look between singular and plural possessive pronouns, the total occurrence of plural cases is higher in Eng RAs, even more than twice higher in the case of singular possessive. The object pronouns rank the lowest, and are even markedly non-existence in singular case of Eng RAs.



Graph 2. Comparison of the total case frequency of disciplinary self-mentions

Writers of different disciplines differ in expressing self which indicates varied styles of writing. The table below elaborates the cases in the context of disciplinary.



Graph 3. Distribution of self-mentions cases across disciplines

In Graph 3, variation is more revealing through the distribution of cases across six disciplines. Overall, the frequency of cases in both corpora can be called randomly distributed. Inconsistency is shared by five writers as regards the preference of pronouns use in BI and Eng Ras where the most extreme cases are demonstrated by Applied Linguistics and Cultural Studies writers, suggesting that despite the disciplinary constraint, the use of pronouns is highly idiosyncratic..

Co-text and context of self-mentions

Below is the immediate co-text and context where the subject case of *saya* and *kita* in BI as well as *I* and *we* in Eng RAs occurs. The table below lists the first four most frequent verbs which co-occur with the two- subjective pronouns (singular and plural cases) in two languages.

Table 2. Frequency of verbs co-occurrence in BI RAs

| Verbs that co-occur with <i>saya</i> (S) | | Verbs that co-occur with <i>kita</i> (S) | |
|--|--------------|--|--------------|
| <i>Verbs</i> | <i>Cases</i> | <i>Verbs</i> | <i>Cases</i> |
| tafsirkan, artikan (<i>interpret</i>) | 3 | harus/wajib (<i>must/have to</i>) | 6 |
| diskripsikan (<i>describe</i>) | 2 | melihat, saksikan, perhatikan (<i>see</i>) | 5 |
| asumsikan (<i>assume</i>) | 2 | boleh (<i>may</i>) | 4 |
| mencoba (<i>try</i>) | 1 | berharap (<i>hope</i>) | 2 |

This table lists the four most frequent verbs which co-occur with the two- 1st person subject pronouns.

Table 3. Frequency of verbs co-occurrence in Eng RAs

| Verbs that co-occur with <i>I</i> (S) | | Verbs that co-occur with <i>we</i> (S) | |
|---------------------------------------|--------------|--|--------------|
| <i>Verbs</i> | <i>Cases</i> | <i>Verbs</i> | <i>Cases</i> |
| believe | 3 | need to /have to/ can/ must/ought to/should | 8 |
| prefer | 2 | see | 5 |
| examine | 2 | conclude | 3 |
| outline | 2 | outline | 2 |

There appears to be a very close resemblance both in the choice of verbs co-occurring with plural subject *kita* and *we*, in particular in the case modal verb use like *can*, *have to*, *must*, *should*. Interestingly, however, it is not the case with singular subject cases. The top four verbs co-occurring with pronouns in both corpora are almost identical in the frequency of use which may suggest similar functions attributed to the pronouns.

The frequent use of modal verbs such as *must/have to* and *need to* signals writers' attitude to the propositions which indicates confidence or assurance in stating them. The second most frequent verbs are *see/can see*, denoting a mental activity which is apparently intended to mean understanding processes or comprehension. The third frequent verbs used are *believe* and *interpret* which

like *see* involves the mental activity which implies the intention of the writers to express the attitude to the suggested propositions. Of the affinities, there is a deviant case where verb *boleh(may)* which co-occurs with the subject case *kita(we)* (only in BI RAs) is relatively high. This might suggest that writers intend to express caution in proposing ideas.

The table below lists the first four most frequent verbs co-occurring with the two-possessive pronouns.

Table 4. Frequency of words co-occurring with possessive pronouns in BI RAs

| Nouns that co-occur with <i>saya (poss)</i> | | Nouns that co-occur with <i>kita (poss)</i> | |
|---|--------------|---|--------------|
| <i>Nouns</i> | <i>Cases</i> | <i>Noun</i> | <i>Cases</i> |
| penelitian (research) | 2 | pemikiran (idea) | 2 |
| disertasi (dissertation) | 2 | problematika (problem) | 1 |
| perhatian (attention) | 2 | identitas (identity) | 1 |
| pemahaman (understanding) | 1 | bangsa (race) | 1 |

This table compares the frequency of nouns cases that co-occur with the 1st person plural possessive cases of *my* and *our* in Eng RAs.

Table 5. Frequency of words co-occurring with possessive pronouns in Eng RAs

| Nouns that co-occur with <i>my (poss)</i> | | Nouns that co-occur with <i>our (poss)</i> | |
|---|--------------|--|--------------|
| <i>Nouns</i> | <i>Cases</i> | <i>Nouns</i> | <i>Cases</i> |
| opinion | 4 | culture | 2 |
| concern | 3 | Lives | 1 |
| findings | 3 | needs | 1 |
| interest | 2 | Time | 1 |

The two tables show some affinities in the frequency of words co-occurrence in both BI and Eng RAs despite its rarity. However, from the functional perspective, there is a difference of emphasis between the case of singular and plural possessive pronouns. While the singular possessive pronouns along with the accompanying nouns are intended to show writers' authority as regards the knowledge claims, the plural possessive pronouns are used by the writers to manifest intentions to get the readers engaged in the unfolding discussions.

The extracts below help make the notion of interactive functions conspicuous. Besides showing authority, by saying *I propose*, the writer, likely means to say *I propose to you (readers)*; a sign of invitation to the readers to be in the hopeful

position of agreeing with the writer, in spite of the freedom to be for or against her/him. While by saying *we should note*, the writer apparently means to involve the readers in considering the importance of the issues being proposed.

(1a). *I propose* that actually, as the example of the debate between Friedman and Mackey, not only the hierarchical principles of state can be found in the market and civil society actors, but also the principles of market such as mentioned in the above key. (*Eco-Eng3*)

(1b). *We should note* that Shakespeare's England was not a multi-racial society. These historical accounts describe the prejudiced attitudes displayed by either the state or the common people towards the existence of foreigners in their realm. (*Lit-Eng5*)

By saying *I propose* in (1a), the writer also warns the readers about an up-coming important issue to notice, for them to consider accepting or declining, and by saying so, at the same time, the writer is self-positioning his own interpretation relative to the proposed issues. While in (1b), by using a clause *we should note*, the writers intentionally attempt to engage the readers to judge the importance of the truth value of the proposition, which is likely meant to prevent the readers from misunderstanding the sentences that follow. Thus, it is not simply a notice, it is rather a reminder for not being wrong about the proposition. It is clear from the context, *we* in (1b) is not a plural 1st person subject referring to more than a single writer, but rather performs a function of engaging the readers in the texts. In the sections to follow, there are instances in which the personal pronoun *I* and *kami* (exclusive *we* in BI) are used for the purpose of 'organizing the text and guiding the readers through the argument' as referred to by (Hyland, 2001) (see excerpt 2a and 2b). The personal pronoun *kami* here, is exclusive in nature, referring to more than one writers rather than inclusive reference involving readers as an insider party, which, in itself, makes it different from *kita* (or *we* in Eng) which often has a more inclusive meaning as shown by one example of *we* in the extract (1b) above. In spite of having the same discursive function, *I* (2a) and *kami* (2b) are different in that *I* represent the writer as a single person writer, while *kami* (*we*) refers to co-writers. The writers show their commitment by making themselves clear to the readers in demystifying the ideas of the texts.

(2a). Thirdly *I would like also to show* the strategies used and if possible the supporting condition that makes a certain actor influential, though for the supporting strategies for sure they are case-specific. (*Eco-Eng1*)

(2b). *Kami tidak akan membahas* lebih lanjut karena pembahasan tersebut sudah barang tentu diluar signifikansi penelitian ini. Kita tunggu BAN PT sebagai mitra pembina dan bukan momok bagai dewa. (*ApL-B15*)

We will not discuss it further because it is beyond this research significance. We wait for BAN PT as the partner patron rather than a fearful god.

As evident in (2a), the personal pronoun *I* explicitly denotes the writer (as a single person) and in (2b) *we* denotes co-authors, but both discursively share the same function in revealing the authority of the scholar-selves. "I would like" in a grammatical context generally indicates an intention to do something or a wish to achieve something. By saying *I would like also to show...* (in 2a), the writer displays her/his authority to clarify something by showing an evidence about what the readers should particularly be wary of. Unlike *I* in the two contexts above, the discursive meaning of *we* in (2b) is no more an intention but rather a promise or notification. By saying *Kami tidak akan membahas* (*We will not discuss*), a noticeable intent to outline ideas, the writer initiates a promise which is followed by a clause signifying the reason why.

There are cases in which author's presence was marked and where the pronoun *we* was used. These are the examples of cases in which the authors of the RAs speak on behalf of the readers and make a joint claim. It seems that such a discourse function often gains significance when the writers believe that knowledge has been accepted as a general truth. By using *we* to refer to both the writer and the readers, the writer is potentially less liable to any erroneous claim. Such functions add up to the sense of writers' commitment.

(3a). "**We** are on the threshold of a new era which is the bearer of great hopes and disturbing questions. What will be the effect of the changes taking place? Will everyone be able to take advantage of a global market? (*Eco-Eng4*)

(3b). So, culture signs or codes, such as the examples illustrated are not easy to recognize unless **we** have a chance to grow within a culture. Solomon (1988: 4) explains that **we** may not always recognize the cultural codes that surround us, because most influential signs are not words et al., instead they are usually objects

and social practices with hidden meanings that **we** usually are not accustomed to looking for. (*CuIS-Eng5*)

We in the two extracts above are not meant to refer to the writers themselves. In (3a), by using *we*, followed by “on the threshold of a new era”, the writer involves the readers in invoking the current world where all the people (obviously all-inclusive) should be facing both hopes and threats altogether. Whereas, in (3b) through pronoun *we*, the writer intends to remind the readers about the condition under which people have to be aware of. If a similar question is posed as to “Who has a chance to grow within the culture?”, the answer would be again all-inclusive.

Another case involving readers in the text is realized through the use of possessive pronoun *our*:

(4a). One of the criteria in judging how modern the culture of society is, in my opinion, can be based on how close the offers made by advertisements meet **our** daily needs or dreams. (*CuIS-Eng3*)

(4b). Kesimpulan yang dapat kita tarik di sini adalah bahwa QW penting sebagai salah satu software pembuat test yang dapat mendukung implementasi e-learning di dunia pendidikan **kita**. (*ApL-BI4*). *The conclusion we can draw here is that QW is one of the important test-makers of software which can support e-learning implementation in our education.*

Our is followed by a noun in Eng, while *kita* comes after a noun in BI. Discursively, as shown in contexts, the above possessive pronouns display the same discourse function in which the writers clearly intend to engage the readers in the unfolding discussion. Reminiscent of the functions performed by extract (4a) and (bb), the writers wittingly refer to the readers subsequently as the owner of knowledge. Hyland (2001, p. 123) claims that verbs like *think*, *believe* allow writers to ‘build a personal ethos through an impression of certainty, assurance and conviction on the views expressed, an image strengthened with the use of personal pronouns’. In another study such as (Studer, 2008), such words have an evaluative function which amounts to the writer’s commitment to the propositional truth. In the data, the examples of verbs, which come before pronoun *saya* in BI RAs and after pronoun *I* in Eng RAs, suggest such an attribute to the writers in better convincing the readers.

(5a). Selain sifat orang Amerika yang mandiri, iklan ini, **menurut saya** juga memperlihatkan budaya Amerika yang masyarakatnya bisa diandalkan rasa kepercayaannya terhadap masing-masing, dan selalu siap untuk menghadapi segala macam tantangan. (CulS-BI2). *Besides showing Americans as being independent, I think this advertisement also shows that they are very reliable society and ready to deal with all sorts of challenges.*

(5b). Understanding this value, **I believe** this can explain why we hear an American saying, such as to not put off tomorrow what you can do today and when there's a will there is a way. (CulS-Eng4)

As we can see in the extracts, the personal voice like “I think” and “I believe” could help make the text more objectively expressed through its evaluative function which in itself proves Knapp and Watkins’ (2005, p. 206) right that grammatical resources of voice and modality are tightly linked to each other as the key devices of arguing. Besides making the statement sound more objective, by saying *menurut saya* (*I think* in BI, in (5a) the writer also avoids expressing too blatant conviction about the truth value of her/his ideas in anticipation of a hefty clash with the likely reaction of the readers. *I believe* in (5b), on the other hand, discursively shares the writer’s belief about the proposed ideas. The writer again initiates a proposition about what “understanding this value could mean”, but unlike in (5a), this time the writer has a stronger belief about why his/her proposition should be trusted.

Another interesting point to make out of the corpus analysis is the use of inclusive pronoun *we* and *kita* (*we* in BI) providing a means by which the authors appoint the readers as the agents to take action in response to the proposed issues to strengthen his bond with the readers. They frequently use the first person plural pronouns (*kita* and *we*) in both BI and Eng RAs as shown below.

(6a). It is an urgent task of the International Organizations to help promote a sense of responsibility for the common good. But to achieve this **we** must never lose sight of the human person, who must be at the centre of every social project. (Eco-Eng5)

(6b). **Kita** bisa saksikan bagaimana gilanya orang jual ideology pepesan kosong, banyak janji tidak ada bukti. Rakyat dijadikan korban ambisi kekuasaan. (ApL-BI2). **We** can witness how crazy people sell non-sense ideologies. People have been sacrificed at the cost of power ambition

We in the last two excerpts is mainly intended to acknowledge the readers as the important actors in the texts. All pronouns *we*, immediately followed by modal verbs, subsequently *must* in 'we must never lose', and *can* in "we can see" witness" are meant to give a stronger sense of acknowledging the readers as the joint-agents in the texts. Through pronouns *we*, the readers are assigned to witness the value of the ideas.

Conclusions

Having seen the devices in two RAs corpora and put them in the contrastive outlook, the data indicate that despite being written by the same persona of writers, devices used in BI RAs corpora are distinct from those in Eng RAs corpora. Writers in writing RAs have taken the target readers of the differing discourse community into prime consideration. Writers are more committed to helping readers in processing the text when writing Eng RAs than they are when writing BI RAs, suggesting that differences in audiences have played a major role in their decisions to use devices. This finding provides an insight that different uses of devices do not necessarily result from the differences of writers' national backgrounds but rather as a result of the language in which RAs are written.

The second conclusion was drawn from the attempt to situate the contrast between the two investigated corpora. The results suggest that disciplinary context is more revealing in accounting for the difference. Despite showing a random pattern of use in terms of total frequency counts for each individual device and despite the disciplinary constraint, each writer indicated an idiosyncratic style of writing. This result is consistent with the previous studies (Hyland, 1999, 2004, 2005; Dahl, 2004; Yakhontova, 2006) in that self-mentions display writers' attempts to interact with readers by way of promoting the sense of engagement in manifesting attempts to interact with the readers.

References

- Benwell, B., & Stokoe, E. (2006). *Discourse and Identity*. Edinburg: Edinburgh University Press Ltd.
- Bruner, J. (1996). *The Culture of Education*, Cambridge, MA: Harvard University Press.

- Canagarajah, S. (Ed.). (2005). *Reclaiming the local in language policy and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Connor, U. (2002). New directions in contrastive rhetoric. *TESOL Quarterly*, 36, 493–510.
- Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspects of second-language writing*. Cambridge: Cambridge University Press.
- Crismore, A., Markkanen, R., & Steffensen, M., S. (1993). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written Communication*, 10 (1), 39–71.
- Dahl, T. (2004). Textual metadiscourse in research articles: a marker of national culture or of academic discipline. *Journal of Pragmatics* 36, 1807-1825.
- De Fina, A., Schiffrin, D. & Bamberg, M. (Eds.) (2006). *Discourse and identity*. Cambridge: Cambridge University Press.
- Georgakopoulou, A., & Goutsos, D. (1997). *Discourse analysis – An introduction*. Edinburgh: Edinburgh University Press.
- Gragson, G. & Selzer, J. (1990). Fictionalizing the readers of scholarly articles in biology. *Written Communication*, 7(1), 25-58.
- Halliday, M. A. K., & Hasan, R. (1985). *Language. Context and text: Aspects of language in a social-semiotic perspective*. Geelong, Australia: Deakin University Press.
- Harwood, N. (2005). 'Nowhere has anyone attempted...In this article, I aim to do just that' A corpus-based study of self-promotional I and we in academic writing across four disciplines Nigel Harwood. *Journal of Pragmatics* 37, 1207–1231.
- Hinds, J. (1983). Contrastive rhetoric: Japanese and English. *Text*, 3, 183-195.
- Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London: Continuum.
- Hyland, K. (2004a). Patterns of engagement: dialogic features and L2 undergraduate writing. In L. Ravelli and R. Ellis (Eds.), *Analysing academic writing: contextualized frameworks* (pp. 6–23). London: Continuum.
- Hyland, K. (2004b). Disciplinary interactions: metadiscourse in L2 postgraduate writing. *Journal of Second Language Writing* 13, 133–151.
- Hyland, K. (2002a). *Teaching and researching writing*. Harlow: Longman.

- Hyland, K. (2002b). Directives: argument and engagement in academic writing. *Journal of Applied Linguistics*, 23 (2), 215–239.
- Hyland, K. (2002c). Authority and invisibility: Authorial identity in academic writing. *Journal of Pragmatics*, 34, 1091–1112.
- Hyland, K. (2001). The humble servant of discipline?: Self-mention in research articles. *English for Specific Purposes*, 20, 207–226.
- Hyland, K. (1999). Academic attribution: citation and the construction of disciplinary knowledge. *Applied Linguistics*, 20 (3), 341–367.
- Ivanič, R. (1998). *Writing and identity: The discursive construction of identity in academic writing*. Amsterdam: John Benjamins Publishers.
- Ivanič, R. & Camps, D. (2001). I am how I sound: Voice as self-representation in L2 writing. *Journal of Second Language Writing*, 10, 3–33.
- Jezo, E.D. (2010). Teaching academic discourse writing in ESP courses for medical students and professionals. *US-China Foreign Language*.8 (76), 1.
- Jorgenson, M., W. & Phillips, L. (2002). *Discourse analysis as theory and method*. London: Sage Publications.
- Kaplan, R. B. (1966). Cultural thought patterns in intercultural education, 2nd Ed. *Language Learning*, 16, 1–20.
- Knapp and Watkins' (2005
- Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. London: Oxford UP.
- Malmström, H. (2008). Knowledge-stating verbs and contexts of accountability in linguistic and literary academic discourse. *Nordic Journal of English Studies*, 7(3), 35–60.
- Matsuda, P. K. (2001). Voice in Japanese written discourse implications for second language writing. *Journal of Second Language Writing*, 10, 35–53.
- Matsuda, P. K. (2007).
- Ramanathan, B. R. (1996). Audience and voice in current L1 composition texts: Some implications for ESL student writers. *Journal of Second Language Writing*, 5 (1), 21–34.
- Ramanathan, V. & Atkinson, D. (1999). Individualism, academic writing, and ESL writers. *Journal of Second Language Writing*, 8 (1), 45–75.

- Sokol, M. (2005). Academic identity construction in E-discussion lists: A case study. In G. Cortese, A. Duszak (eds). *Identity, community, discourse: English in intercultural settings*. Bern: Peter Lang AG.
- Studer, 2008),
- Swales, J. M. (1990). *Genre Analysis: English in academic and research settings*. Cambridge. Cambridge University Press.
- Tang, R., & John, S. (1999). The 'I' in identity: Exploring writer identity in student academic writing through the first person pronoun. *English for Specific Purposes*, 18, (1), 23–39.
- Tessuto, G. (2008). Writer identity in the introduction section of academic Law research articles: Exploring metadiscourse strategies. *Linguistica e Filologia*, 27, 39-58.
- Tse, P. & Hyland, K., (2006). "Gender and Discipline: Exploring Metadiscourse Variation in Academic Book Reviews". In: Hyland, Ken / Bondi, Marina (eds.), *Academic Discourse Across Disciplines* (pp.177-202). Bern: Peter Lang.
- Van Dijk, T. A. (2008). *Discourse and context: A sociocognitive approach*. Cambridge: CUP.
- Vassileva, I. (2000). *Who is the author? A contrastive analysis of authorial presence in English, German, French, Russian and Bulgarian academic discourse*. Sankt Augustin: Asgard Verlag.
- Vassileva, I. (2004). *The perception of authorship across disciplines and cultures. In proceeding of the 14th European Symposium on Language for Special Purposes*. Surrey: the University of Surrey, Guildford.
- Vassileva, I. (1998). Who am I/Who are We in Academic Writing?: A Contrastive Analysis of Authorial Presence in English, German, French, Russian and Bulgarian. *International Journal of Applied Linguistics* 8(2), 163-190.
- Yakhontova, T. (2006). Cultural and disciplinary variation in Academic Discourse: The issue of influencing factors. *Journal of English for Academic Purposes* 5(2), 153-167.

CHAPTER II

ELECTRONIC CORPUS ANALYSIS

Electronic analysis of texts in linguistic research is relatively current because it only began to gain recognition in the late 1980s through John Sinclair with corpus-based research (analysis of a collection of texts) to examine classroom discourses and later developed a Collins Cobuild dictionary project at the University Birmingham, UK, which bases its dictionary entries on the use of language in a real context or use in real everyday human life scrutinized via corpus data. Electronic linguistic analysis bases its findings on empirical evidence that leads to the perspective of the use of real, everyday language so as to open an understanding of how language works in the context of a particular discourse. Based on the above definition, corpus linguistics is the study of corpus data of language using natural linguistic models; Analyses are usually performed using specialized software on a computer. Thus, corpus linguistics is a method of obtaining and analyzing data quantitatively and qualitatively, not a theory of language or even a single branch of linguistics on an equal footing, such as sociolinguistics or applied linguistics. The corpus-linguistic approach can be used to describe linguistic features and test hypotheses formulated in different linguistic frameworks. Here are just a few examples that incorporate recording of different stages of language learning to provide information for learning a foreign language. Historical corpora can be used to track the development of specific features in English history, such as changes in the use of the modal verbs *must* or *should*; appearance of modal verbs *going* and *wanna*; or sociolinguistic markers of specific age groups, such a use as discourse marker, can be explored for the purposes of sociolinguistic or discourse-analytical research.

The great advantage of the corpus-linguistic method is that language researchers don't have to rely on their own or other intuition of native speakers or even complex examples. Rather, they can use a great deal of authentic, natural language data obtained from different speakers or writers to confirm or refute/disconfirm their own hypotheses about specific linguistic features on the basis of a strong and solid empirical basis.

HEDGING STRATEGY IN DISCUSSION SECTIONS OF NON-SCIENCE STUDENTS' THESES: CORPUS ANALYSIS

Antonius Suratno

This research is conducted with a view to investigating the students' theses stored in the thesis repository. The purpose of this study is to disclose the way students express academic hedging in presenting academic ideas in Chapter IV of their these discussion sections. By deploying electronic analysis application this study attempts to analyze the way students use hedging techniques in expressing academic ideas so that the results are expected to contribute to the quality of students' academic writing and can help students who will write their theses. The analysis which involves corpus data with the accumulated collection of more than 100,000 words suggests that modal verbs were predominant devices used to hedge. Students tend to overuse Modal Auxiliary (62.6 %) with hedging devices of *can*, 36.75% of the total Modal Verbs. This may indicate that *can* is the most familiar hedge typically taught to and digested by Indonesian EFL learners. The misused hedging devices by the students showed that they are lack of knowledge of other relevant and less contentious devices to claim their academic findings such as *may*, *could be*, *may likely*, etc. This research is expected to provide input to students who will write a thesis in order to consider expanding the repertoire of hedging devices to produce academic writings that are more convincing and acceptable by other fellow academics who may disagree with statements or academic statements that potentially cause polemic or refutation from other academics.

Keywords: electronic analysis, thesis corpus, hedging, academic ideas

INTRODUCTION

Over the past years, the use of hedges has gained increasing interests of linguistic researchers, especially those working on the area of discourse, and even more specifically those focusing on academic discourse area (e.g., Gillaerts & Van de Velde, 2010; Hyland & Tse, 2004; Peterlin, 2005). The interests are not without reason as hedges play a critical role in academic discourse, especially where academic texts can manifest various aspects that can feed into the dissemination of scientific knowledge. In addition, students' final research paper, is one of the products of academic activities in the broader area of academic discourse may be of a vital means by which academic members record and share their academic viewpoints through the presentation of new academic findings whereby they argue and claim knowledge which requires ratification and acceptance from the relevant academic member of community called academic discourse community.

The research on hedges in academic fields may help to investigate and find an essential element of academic argument because through them writers generally exert into their writings ideas and propositions that include claims of knowledge and rationale through their texts (e.g., Hyland, 1998; Hewings, 2006). Such an activity is considered as an act of knowledge sharing that employ academic messages in the academic communicative encounters among members of a specific discourse community encompassing people from different disciplines or discourse communities, despite the varied discourse strategies relevant to the subject matter and the target audience, and the nature of the communicated information based on the accepted genre and ideology of the discipline or discourse community (Bazeman, 1988).

One of the problems confronting students in writing an academic text is the use of hedges and boosters. Students are not generally trained to specifically write in academic styles. If they happen to be so, they are not well aware of the use and importance of hedges in their academic texts. They are innocent and as they are shown their mistakes in the use of hedges, they are often confused about what they exactly are and how to use them (Macintyre, 2013). Hedges are written devices useable for communicative strategies conveying the writer's degree of confidence about the truth value of their academic proposition and expressing an attitude to the audience (Hyland, 2004). Hedges

sometimes is also known to be devices to express academic politeness and useable to downtone academic claims.

A proper use of hedges enables writers to express a proportional strength and truth value of opinion and perspective expressed in the academic statements, to present unproven claims with caution and to enter to a dialogue with their audience (Hyland, 2005). Thus, the importance of hedges in academic discourse lies in their contribution to uplift the academic discourse onto a higher degree of acceptance by the readers. They provide an appropriate rhetorical tool and interactive means of communication, conveying both epistemic and affective meanings. In Hyland's term, they serve as a medium of ethos and pathos deliverance. That way hedges do not only convey writer's degree of confidence in the truth value of a proposition, but also an attitude to the audience. Despite their importance, however, hedges, the students are not enough equipped with the knowledge of use and function and often still find them difficult to use.

Previous literature and research on hedges in academic discourse suggest that there are still many beginner lack the knowledge of hedges. As a result, they are prone to overuse, underuse, or misused them in their writing signaling their limited knowledge and experience of utilising this important rhetorical device for their writing weaponry. This present research, thereby, is meant to respond to the above issue by investigating the undergraduate students' final academic paper written by students of non-science subjects.

The contribution that this kind of research may be giving is that more and more academics and scientists wishing to improve the quality of their academic writing may take this as a reference. This may also expand the types of research by maximizing the potential that the electronic sophistication for analyzing the texts and that this also enriches the newly found research method dubbed as corpus and discourse study stream. The highlight of this research model is that it may potentially shed a new light into a new perspective on texts analysis useable for assessing the general portrayal of the text as well as scrutinizing the general features of the texts on the basis of disciplines which later can be readily exposed for learning and comparing various texts from different disciplinary backgrounds.

THEORETICAL REVIEW

Electronic Text Analysis

Text analysis develops alongside technological development or to be precise the very part of CALL in language learning area. Electronic analysis or digital analysis is another word for corpus analysis. The differences of the meaning lie on the emphasis in which the first term puts more emphasis on process, whereas the second stresses the product (Adolphs, 2002). Corpus analysis is much used in corpus linguistic study which is a study of language which puts more weight on the rules and principles analysis where a large amount of data in the forms of words or phrases or sentences and altogether make up of corpora. To put it simpler, a corpus linguistic study is a study that is made on the basis of large size of textual data collection on the aspects of linguistics analysable through different aspects of language or categories of analyzable elements of language. The single corpus should generally be homogeneous in nature in that the collection of the text corpora should consist of the same types or the same genre of texts.

Due to its requirement to have a sizable corpus, the way to analyze requires electronic tools rather than a time-consuming manual procedure of analysis. Recent technology offers different types of software to assist the researcher to study big corpora, among a few to mention are Wordsmith Tool, Antconc Tool, etc. This present research will particularly employ the second as an electronical analyzer tool. Computer software corpus analyzer is capable of conducting scanning of big data and produces output almost instantly, as a result, researchers can enjoy speedy and easily analyzable data. The software can conduct various analyses such as Keywords, statistically count frequency, concordance, and collocation. This is the reason why this type of analysis is relatively recent due to the fact that corpus study and corpus analysis did not come to existence until computer technology was invented. In linguistic world it is only beginning to be known in the 1980s, and it was not until the technology of analysis capacity was made available and storage of data began to be capable of accommodating such purposes.

Academic Discourse

Academic writing is one of the forms of academic discourse that can be used to describe a wide range of texts, ranging from book chapters, research reports, undergraduate essays, academic abstracts, laboratory reports, book chapters, theses to dissertations. Due to its diversity, it raises a question about the status of academic writing. Nash (1990, p. 9) one time questions whether “academic writing” can be called a “genre”.

Academic writing is an academic text used to disseminate and distribute knowledge of a particular discipline to relevant academic circles or discourse communities. For the interest of this current study, academic writing is limitedly defined within the context of students’ final research paper, a piece of academic writing aimed to report a study by students as partial fulfillment of the undergraduate degree completion in Indonesian academic culture.

As a part of the academic discourse, academic writers have to comply with an academic etiquette as the writers claim the knowledge truth or ownership and as such, they are bound to be cautious not to overconfidence about the absolute truth of the knowledge. An attempt to do so is classed as a hedging practice, academic politeness and cautiousness about the way knowledge is shared with the relevant members of the community in the context of academic discourse.

Although writing has gained its importance in education since the 1990s, it remains a relatively new field of study (Sperling & Freedman, 2001). This may be partly as a result of the old notion that writing is second to speaking, given that speaking came before writing (Lado, 1964) and that spoken language is primary whilst writing is essentially a means of representing speech for writing (Lyons, 1968, p: 38). No matter how important the written language has become in the lives of human beings, unlike the spoken language, it was not considered a language in its own right, as it is merely a way of recording language by means of visible marks (Bloomfield, 1933 in Venezky, 1999c). Consequently, the status of written language remains peripheral rather than central in the language study, at the very least, in terms of attention.

Currently, dichotomy between written and spoken language is no longer at issue. In referring to literacy as being embedded in the social context, Ivancic (1998, p. 59) summarises that the distinction between spoken and written

language is getting less and less easy to make, given the “speechifying” effects of communication technology. What is shared in common is that both have the same social purposes applicable in the social contexts? Purposes and interpersonal relationships are inherent in both modes of communication that should allow them to gain equal status in human discourse. That is to say that they two should receive equal attention by linguists, discourse analysts and pedagogues alike.

Writing, particularly in the contemporary information and technology age, is recognized as a key factor in academic lives (Sperling & Freedman, 2001) and it has had tremendous effects on people and society (Ong, 1982). Writing enables us to learn a set of concepts, a skill of language analysis, and rhetorical strategies. The more we know how language and persuasion work, the more features of styles and arguments we can recognize and use. Through writing, we get involved in the dissemination and distribution of the knowledge and information to the members of the academic world in particular and the rest of the society in general. Another reason why writing is so important is that it helps shape our knowledge, visualize our thinking as well as reflect human nature as social beings.

Of equal importance is academic writing. Although literature on academic writing begins to be available and sheds light on conceptual ideas in written discourse such as writers’ voices, authorship, creativity, identity, integrity, power, disciplinary variations, written discourse structure, text in context, etc., research on academic written discourse is still in need of reinforcement in terms of the guiding conceptual theories and methods due to the lack of strong constructs underlying research undertaking in academic writing (Matsuda & Atkinson, 2008).

Its relative contribution to the teaching of academic writing remains to be questioned as well. At the same time, efforts to establish research in academic writing have, in fact, indicated a noticeable expansion. This is obvious in Ivanic (1998) who brought in the insight for analyses of students’ writing that encompasses the concepts of writing as a social practice, identity, and ideologies in the knowledge-making processes. Whilst the first two are the interest in this current study, the last belongs in the more critical view of writing whose concern is primarily on the issue of power and ideology in the practice

of writing. With respect to the notion of academic literacy as a social practice, she highlights the importance of the role that writing plays in the process of social construction of knowledge, as reflected by some work, for instance, by (Bazerman, 1988; Geisler, 1994; Hyland, 2000). Through the concept, academic writing may be used to introduce students to the sense of discipline to develop the appropriate ways of expressing and using knowledge in order for them to enter into and gain acceptance from academic discourse members.

Socio-constructivism in writing (Bruner, 1996) views actors or agents as meaning makers and reality constructors within their environment and purposes. Constructivism in learning, in general, is widely known to be based on an assumption that learning is the process of knowledge construction through assimilation and accommodation, but in the perspective of writing, socio- sees writing as a meaning-making activity whose nature is both individually and socially oriented. Thus, there are at least three inextricable aspects: the actors, the writing activity and the context which manifests in the writer and (imagined) readers, the situated activity of writing, and the creation of meanings (texts).

This kind of connectedness may be linked to (Halliday & Hassan, 1985) who contend that texts are never purely linguistics- emphasizing the semiotic function in discourse and in creating meaning in the social contexts. This is among Halliday's legacy handed down to the mainstream study of discourse that language in use is not primarily the domain of psychology nor a cognitively-bound phenomenon, but rather as part of Sociology (see Halliday, 1978) to mean that language is a means to create meanings in the social life of the language users. Unlike structuralism (Saussure, 1983) which sees meanings as deriving from the internal relationships among signifiers with the propensity of undermining the role of the agents, constructivistic perspective discourse is symbolic (representing personal beliefs, values), and situated (takes place within a social context). The interplay between context & discourse is often illustrated as follows: 'context underlies discourse with its features used to interpret discourse; but because speakers' role manifests through texts, then discourse is a means by which context is observable through linguistic devices like through *I, here, interesting, etc'*. (Van Dijk, 2008, p 131), including hedges.

Hedges

Hedges are defined as devices that show a writer's decision to withstand complete commitment to a proposition that allows information to be presented as an opinion rather than an accredited fact (Hyland, 2005). Hedges plays a pivotal role in academic writing that help strengthens the credibility and trustworthiness of academic propositions and assuring the readers to believe that what is being stated is academically convincing. Hedges are one of the communicative strategies deployable to convey the writer's degree of confidence in the truth of a proposition as well as to express an attitude to the potential audience (Hyland, 2004). The proper use of hedges may, in turn, enables the writers to express a perspective on the shared knowledge, to mend a dialogue with the potential audience about the truth value of the knowledge with caution (Hyland, 2005). Hedges can also serve its function as a means by which the writers may down-tone the claim of the knowledge especially when the exact truth of a proposition can never be fully proven.

The use of hedges appears to signal the varying levels of writers' confidence overstatements or simply modesty in claim-making. It ranges from writers' considerate nature not to be overconfident or being modest about the knowledge claim he/she makes, such as shown in the examples of *mungkin* (may/maybe) and *may* taken from the corpora

In this study hedges are modified based on Mojica's 2005 and Hyland's 2004 Modal auxiliary includes modal and lexical verbs like *may*, *might*, *can*, *could*, *will*, *would*, and phrases that use any or a combination of these like *it may seem to appear*, *it might be suggested*. *Should* is taken as a booster as in Mojica (2005). Second, Epistemic lexical verbs include verbs that show epistemic acts such as *seems*, *appear*, *look*, *believe*, etc. The third category is epistemic adjectives and adverbs like *possibly*, *likely*, *probably*. Adjective, as well as adverbs, like *certainly*, *definitely* which are used to show confidence in the knowledge claim/s. In this last category there may be a combination of tentative verbs and modals together with self-mention, the device is considered a hedge when the claim seems to have been mitigated strengthened like in the example, *the researcher strongly believes* which made use of a tentative verb but was made certain by the use of the adverb *strongly*, even though such a combination is often categorized as boosters.

This study examined over fifty undergraduate theses on non-scientific subjects of economics, psychology, and communication of the randomly selected Chapter IV discussion section of the final research project reports taken from Soegijapranata Catholic University library repository. The selection of theses was limited to those written and submitted in the school year 2015-2018, making up a total of 100,000 words corpora. It is only the section of research discussion that was selected and collected into a corpus ready to be examined prior to analysis.

RESEARCH METHOD

Nature of research

This research is a corpus-based electronic analysis using *Anconc Software Corpus Analyzer*, the characteristics of which is relying on the machine producing a digital output of data readily analyzable both quantitatively and qualitatively. Due to its nature, it can be designed into either qualitative or quantitative research or even the two are altogether mixed into a blended research approach depending on the research objectives. In this particular project, a digital analysis will be geared to producing the data of text keywords, concordances, and collocation which mainly quantitative in nature. However, as the output of data also reveal the element of language context, the result of which can also be analyzed qualitatively to show how certain relevant data are used within the contexts of discourse, making it a qualitative as well. Thus, it can be said that this model of research is mixed method research. It is quantitative in the sense that the electronic data will present the mapping of the frequency and even statistical distribution, but it is also qualitative in that the digital data can portray the characteristics of language within the socio context of use and thus qualitative. What is new in this type of research is that the roles and the sophistication of computer is exploitable for scrutinizing and portraying the texts on the basis of certain aspects relevant to the intended focus of research. In the broader sense, it can be a versatile analyzer depending on the research purpose.

This study is descriptive in nature. A simple frequency count was used, making this study qualitative research. Determining the differences of the types of hedging devices use in the investigated corpora Eventually, the fact that there

are still many undergraduate students who lack the knowledge of hedges in terms of use and function which often results in overusing, underusing, and even misusing them in their writing makes this research relevantly done to provide them with valuable inputs and feedback which they need in their academic writing. Therefore, the present research was conducted to investigate how hedges have been used by non-science undergraduate students in their final research reports, in particular in the way they do so in Chapter IV in which they present the data and research findings.

Data source

Data to be analyzed were taken from the campus library repository data of students' theses.

Research stages:

Text identification stage

Corpus study requires a large number of electronic data which is generally called text corpora making it a large body of texts. In this stage, researcher will set up an inclusion and exclusion criteria to screen relevant from the irrelevant ones. This can be done by setting what corpus is going to be made, for instance, by determining the length of each corpus size, the genre of the text to determine the similarity of the characteristics of the text, as well as the purity of the text in a way that allows the machine to analyze only what is supposed to be analyzed. Say for instance, appendix, list of references, or index generally constituting part of the body of text are not the primary part of the body of the text. This research will deal with the size of corpora involving 100.000 (one hundred thousand) words of non-science undergraduate students' final research paper garnered randomly from Thesis Repository.

On the completion of the data collection, data are to be refined by omitting the irrelevant parts of the text and once the finely refined data have been established they are joined together to make up of a corpus data in the RTF data format readily analyzable. This way, it is expected that the output of the electronic analysis represents the characteristic of the investigated text.

Data analysis

Once the corpus data making process is completed, it is high time to come to the analysis stage. Electronic data analysis will only focus on 3 major aspects of hedges (excluding boosters), i.e.:

1. Modal auxiliary. It is an analysis that will involve word search which will be useable to investigate the auxiliary use in the corpora both in frequency and in the context of use.
2. Epistemic lexical verbs. This time word search function will be deployed to words or phrases that express writers' expressions that show believes, hopes, expectations, predictions, assumptions, projection, etc.
3. Epistemic adjectives and adverbs. This analysis focuses on the result of the words or phrases that express feelings, attitudes expressed in adjectives or adverbs forms. The two parts of speech can generally express the degree of evaluation about knowledge or proposition that may reveal intensity, quantity, frequency, quantity, etc.
4. Miscellaneous, which encompasses any expression of a certain extent, assumption, indicator, etc.

Overall the aspects to be investigated is summarized in the following table:

Table 1: Four categories of hedges

| Types | Samples |
|----------------------------------|---|
| Modal auxiliary | might, could, would, etc. |
| Epistemic lexical verbs | seem, assume, suggest, etc. |
| Epistemic adjectives and adverbs | perhaps, likely, mainly, etc. |
| Miscellaneous | certain extent, assumption, indicator, etc. |

ANALYSIS AND DISCUSSION

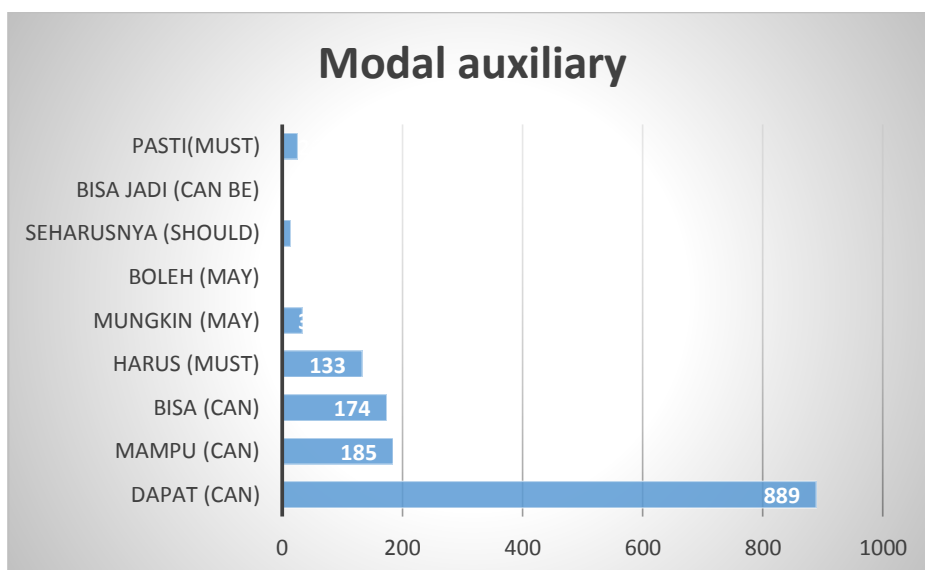
This research has been completed and the following section presents the analysis of data and discusses the findings: The data presentation is divided into some sections, i.e data presentation and discussion.

Data Presentation

From the corpus analysis, done through keyword search, the following is the summary of the hedges devices used throughout the whole analyzed corpora.

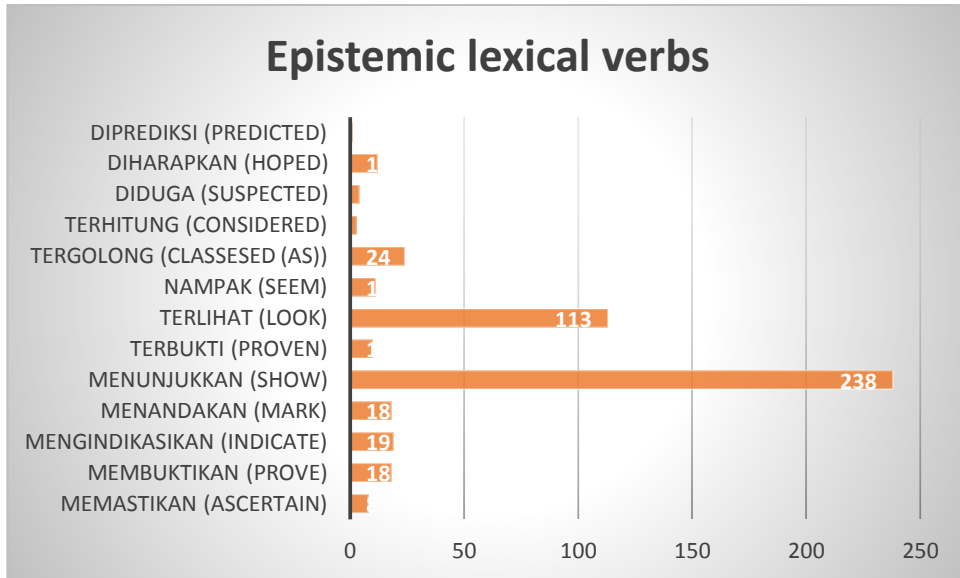
| Types | Frequency | Percent (%) |
|----------------------------------|------------------|--------------------|
| Modal auxiliary | 1458 | 62.6 |
| Epistemic lexical verbs | 459 | 19.8 |
| Epistemic adjectives and adverbs | 410 | 17.6 |
| Miscellaneous | 0 | 0 (%) |

Modal Auxiliary

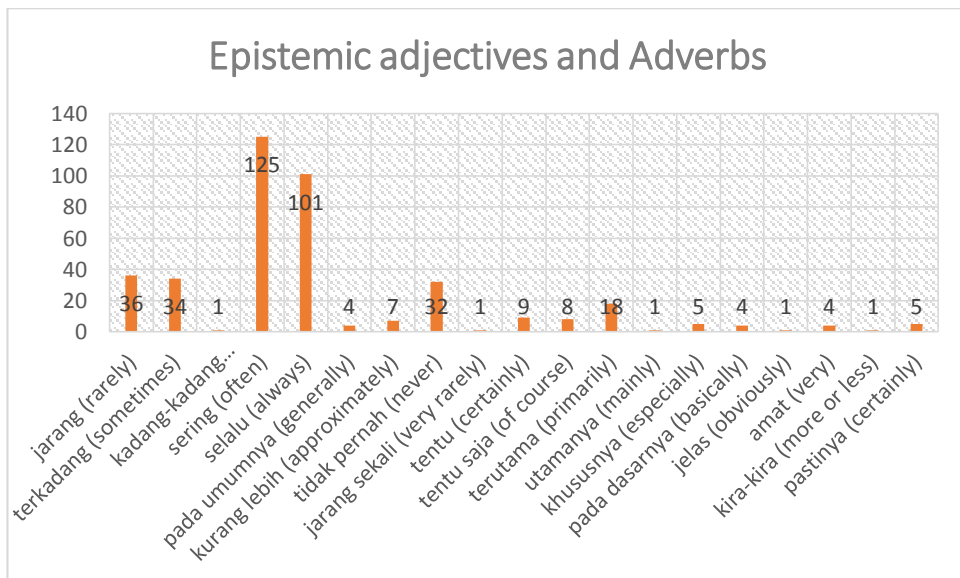


Of the displayed data, an outstanding phenomenon is the predominant use of *dapat* (can) which is non-comparable to other modal auxiliaries. This suggests that students have high confidence or even they can be said to have been overconfident about the propositions or the claim of the knowledge in their writing. In contrast, they tend to ignore the importance of downtoning them in order for the ideas or preposition to get easily accepted by the potential readers. This is vindicated by the very few modal auxiliary of may, might, maybe in the overall investigated corpora.

Epistemic lexical verbs



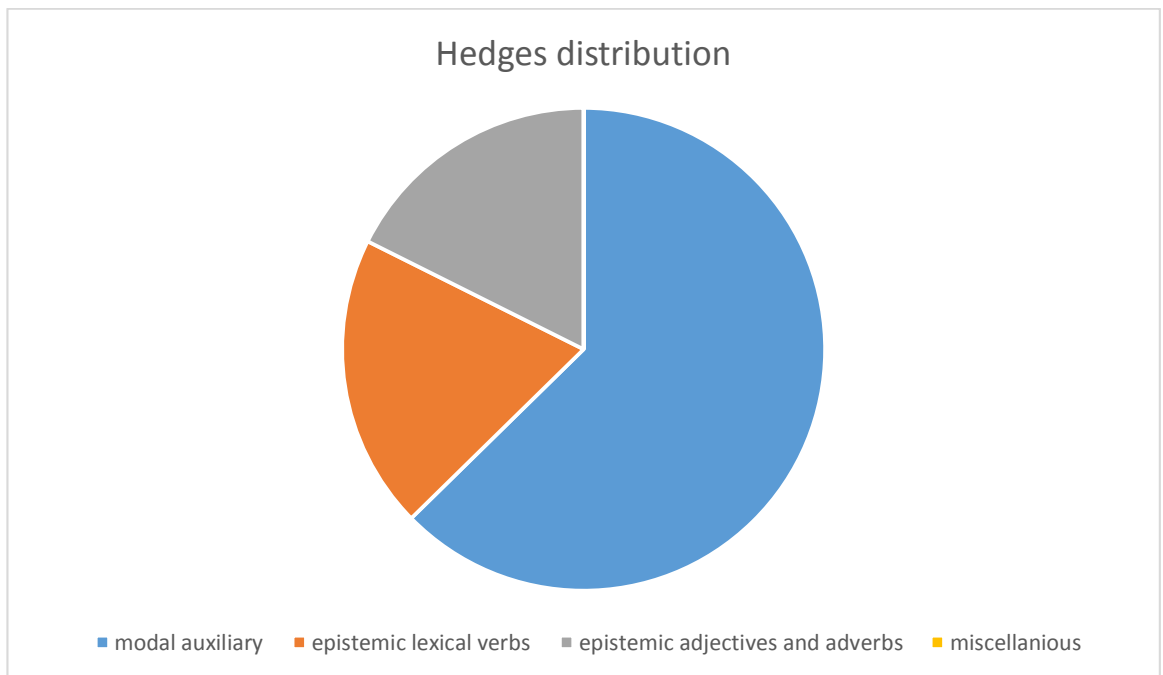
Epistemic adjectives and adverbs



Among the most frequently used devices are *often* and *always* to display writer's experience or factual truth about the academic prepositions and findings

Distribution of lexical frequency

| <i>Types</i> | <i>Frequency</i> | <i>Percent</i> |
|----------------------------------|-------------------------|--|
| Modal auxiliary | 1458 | Dapat 889 Mampu 185 Bisa 174 Harus 133 Mungkin 34 Boleh1 Seharusnya 14 Bisa jadi 2 Pasti 26 |
| Epistemic lexical verbs | 459 | Memastikan 8 Membuktikan 18 Mengindikasikan 19 Menandakan 18 Menunjukkan 238 Terbukti 10 Terlihat 113 Nampak 1 Tergolong 24 Terhitung 3 Terbukti 10 Diduga 4 Diharapkan 12 Diprediksi 1 |
| Epistemic adjectives and adverbs | 410 | Jarang 36 Terkadang 34 Kadang-kadang 1 Sering 125 Selalu 101 Pada umumnya 4 Kurang lebih 7 Tidak pernah 32 Jarang sekali 1 Tentu 9 Tentu saja 1 Terutama 18 Utamanya 1 Khususnya 5 Pada dasarnya 4 Jelas 1 Amat 4 Kurang lebih 7 Kira-kira 1 Pastinya 5 |
| Miscellaneous | 2327 | 0 |

The overall look of hedges distribution:**Discussion**

Modal verbs as the highest frequently occurred in the articles overused hedging devices of *can* (frequency = 1.096) or 36.75% of the total modal verbs (frequency = 2.982). The overused modal verb *can* explains that *can* is the most familiar hedge typically taught to and digested by Indonesian EFL learners. Furthermore, the researcher also found the misuse of a hedging device of *can*. The misused hedging devices by the students showed that they lack knowledge of English rhetoric. Moreover, the highest rate of *universal pronoun* (frequency = 914) or 60.65% of the total boosters (frequency = 1.507) found in the articles written by undergraduate students indicated that the students overstated and exaggerated the statements which represented a valid rhetorical means of conveying the power of the writers conviction and obvious evidential truths. The use of the universal pronouns in the article can project a hyperbolic and inflated impression. The students used more modal hedges as a way of reducing

the risk of opposition, being precise in reporting results, and also as a means of being polite.

Furthermore, hedging enables the writers to minimize their presence in their writing, highlighting the tentativeness of propositions advanced by authors. Therefore, it can be said that the writers prefer to obscure their authorial identity while advancing their opinion. However, at the same time, boosters were also found in large numbers even though they were not as many as hedges in the students' articles when they were sure that their claims share some universal understanding to win the approval of their readers.

CONCLUSION AND SUGGESTION

There were five types of hedges used in the articles written by undergraduate students. They were modal verbs, epistemic adjectives, epistemic lexical verbs, epistemic adverbs, and epistemic nouns. Furthermore, there were three types of boosters in the articles. They are universal pronouns, amplifiers, and emphatics. Of the total hedges and boosters, modals verbs comprised more than half of the total hedging and boosting devices. Epistemic adjectives, epistemic lexical verbs, epistemic adverbs, epistemic nouns and boosters comprised the remaining. It is interesting to note that combined together the employment of the remaining hedges and boosters was still lower than that of the modal verbs. Modal verbs, the highest in the frequency, occurred in the articles were the overused hedging devices of *can* (frequency 1.096) or 36.75% of the total modal verbs (2.982 times). The overused modal verb *can* explains that it is the most familiar hedge typically taught to and digested by Indonesian EFL learners. Furthermore, the researcher also found the misuse of a hedging device of *can*. The misused hedging devices by the students showed that they lack knowledge of English rhetoric. Moreover, the highest rate of *universal pronoun* (frequency = 914) or 60.65% of the total boosters (frequency = 1.507) found in the articles written by undergraduate students indicated that the students overstated and exaggerated the statements which represented a valid rhetorical means of conveying the power of the writers' conviction and obvious evidential truths. The use of the universal pronouns in the article can project a hyperbolic and inflated impression. The students used more modal hedges as a way of reducing the risk of opposition, being precise in reporting results, and

also as a means of being polite. Furthermore, hedging enables the writers to minimize their presence in their writing, highlight the tentativeness of propositions advanced by authors. Therefore, it can be said that the writers prefer to obscure their authorial identity while advancing their opinion. However, at the same time, boosters were also found in large numbers even though they were not as many as hedges in the students' articles when they were sure that their claims share some universal understanding to win the approval of their readers.

Suggestion

Based on the results, this research suggests the EFL lecturers pay attention to the significance of hedges and boosters to enrich the students' knowledge of the parts of the discourse. This might become a reference for advisors to have much attention on students under their guidance. Familiarizing students with the rule and norms of academic writing might help students, especially those who write their final assignments. Moreover, the present research can be a stepping stone for future researchers to investigate hedges and boosters in an academic context, written or spoken for the comparison. There can be further studies on certain hedges and boosters typically employed by a particular group of people. There can also be further research investigating the functions or motivations behind the use of hedges and boosters in academic writings by also interviewing the authors. Finally, the studies on hedges and boosters in academic spoken discourse, for instance in English debate, can be carried out for the sake of exploration of English linguistics in general.

As the nature of data influences the use of hedges, RAs in different disciplines follow their own patterns. This study found that writers in AL, a soft-applied science, tended to employ more hedges than those in CE, a hard-applied science. Because data in soft science are quite abstract and appear to be subjectively analyzed, writers in AL are likely to show fuzziness and to leave space for negotiation whereby a sense of politeness is shown. When compared to data in soft science, those in hard science are more precise with numerical figures, and tend to be more objectively analyzed to avoid ambiguous interpretations; however, writers in CE also offered a room for alternative interpretations and representations to achieve precision in scientific claims and

to express politeness as well. Arising from these differences and similarities, writing conventions should be considered in teaching as rhetoric allows RAs to be recognizable within each discourse community. Besides, different forms of hedges and the reasons underlying the use of hedges should be taken into great consideration as well.

References:

- Adolphs, S. (2006). *Introducing electronic text analysis*. London: Routledge.
- Camiciottoli, B. (2003). Metadiscourse and ESP reading comprehension: an exploratory study. *Reading in a Foreign Language* 15, 28-44.
- Chomsky, Noam. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press
- Hyland, K. (2004). *Metadiscourse: Exploring interaction in writing*. NY: Continuum Discourse Series.
- Jalal, F. (2009). Rendah, publikasi peneliti Indonesia di jurnal internasional. *Suara Pembaharuan Daily*. 1 July 2009. South East Asia : Indonesia : Interview with Dr. Fasli Jalal. Director General of Higher Education. Retrieved June 20, 2010 from / http://www.winne.com/dn_interview.php?intervid=2668.
- Krieger, D. (2003). Corpus Linguistics: What It Is and How It Can Be Applied to Teaching. *The Internet TESL Journal* 9, no. 3 (March): page nr. <http://iteslj.org/Articles/Krieger-Corpus.html> (accessed April 10, 2013).
- Meyer, C. (2002). *English Corpus Linguistic: An Introduction*. Cambridge: CUP.
- Meyer, P. (1997). Hedging strategies in written academic discourse: Strengthening the argument by weakening the claim. In R. Markkanen & H. Schroder (Eds.), *Hedging and Discourse: Approaches to the analysis of a pragmatic phenomenon in academic text*, (pp.21-41). New York: Walter de Gruyter.
- Mojica, L. (2005). Filipino authors' ways of showing detachment/commitment in their English academic papers. In D. Dayag & J.S. Quakenbush (Eds.), *Linguistics and language education in the Philippines and beyond: a festschrift in honor of Ma. Lourdes S. Bautista*, (pp. 511-525). Manila: Linguistic Society of the Philippines.

- Sinclair, J. M.(1998) Corpus evidence in language description, In Gerry Knowles, Tony Mcenery, Stephen Fligelstone, Anne Wichman, (Eds.) *Teaching and language corpora*. Longman pp. 27-39
- Sinclair, J. M. (1997) Corpus evidence in language description. In A. Wachtman (ed.) *Teaching and Language Corpora*. London: Longman.
- Suratno, A. (2012) Metadiscursive Interaction in Research Articles: A Case of Indonesian Scholars Writing in Indonesian and English (unpublished dissertation).
- Thomson Scientific (2004).Scholarly research, publishing, and analysis.
Retrieved March 2010 from
http://thomsonreuters.com/products_services/science/academic/.

Evaluating the Economics Journal Articles Using Electronic Analysis

Antonius Suratno

This small scale research project attempts to evaluate academic research articles in order to find out the linguistic and lexicogrammatical aspects through electronic analysis. This is essentially a corpus study research, a type of research combining quantitative and qualitative approaches, in which some aspects of writing which encompass keywords, concordances, collocation were electronically scrutinized. The object of investigation is a text corpus of research articles in the discipline of Economics published in the reputable journals involving 10 articles making up of 28000 words corpora. By using electronic data in the form of text corpora of journal articles which were analyzed electronically using Antconc software, the results indicate that economic article corpora typify texts belonging to social science dominant with the characteristics of social science texts as can be vindicated by the keywords and concordances of modality which manages to highlights the frequent use of hedging in expressing and claiming social knowledge and research findings. Samples of hedging, in particular, where modal verbs such as *can*, *may*, *might* were predominant in the claim of knowledge indicating that the claim of the truth of the knowledge is non-exact type. Unlike the hard science researchers whose fields were grounded on the positivistic views, the economic texts written by the researchers in the field of Economics are parts of the research and therefore the claim tends to be interpretive. and that in doing so, researchers are part of the whole research activities. In addition, this research provides a valuable contribution to prospective writers who wish to write in the economic journals to get themselves familiar with the styles of the economic discipline despite the fact that the analysis of keywords and collocation did not specifically indicate typical characteristics of economic texts.

Keywords: *electronic analysis, scientific articles, corpus, keywords analysis, collocation, concordances*

Introduction

Electronic analysis of text corpora is a relatively new approach to studying texts as it did not get its popularity until John Sinclair began to introduce a corpus study in the 1980s in which he was actively investigating various classroom discourse and then his research team managed to build a widely known dictionary called *Collin Cobuild* in the University of Birmingham, UK. whose entries were made on the basis of the language in use refined through corpus studies. Text analysis, in its actual use, relies on empirical evidence which pertains to the actual use of the language so that it allows the researcher to identify how that particular language in such a particular context of works.

Recently English has been one of the languages used by people to get involved in academic competition especially where academic competition is concerned. This is particularly at issue because the demand for publication is an inevitable part of academic life and coupled with the fact that the opportunity for publication is getting more wide open. Unluckily, however, as reported by Thomson Scientific (2004), a contribution that Indonesian scientists and researchers have made via International publication remains relatively low (only 522), compared to the other counterparts from the neighboring countries such as Malaysia (1,428), Thailand (2,397) or Singapore (5,781). As admitted by Jalal (2009), the publication in the form of books or scientific articles for knowledge and research publication in the International journal bearing Indonesian names is only 0.8 articles per million populations, meaning that the number is still very low considering the population number in the whole.

Given the fact, efforts have to be done, among other things, by evaluating the work of the Indonesian academics in terms of the aspects of the text quality as well as the styles of writing which can be done by doing electronic text analysis. The objectives of such an attempt is to find out if there indeed a close to ideal quality of text which may be of a model for other scientists to learn from, or at the very least to be used as a means for them to reflect what has been the downsides of their works so that they can gradually improve their own and start producing qualified work which is more competitive. This research, therefore, tries to answer the following questions, i.e. is analysis through electronic analysis is indeed possible and if a certain analytical procedure can expose the characteristics of good texts. In other words, it overall will be capable of

evaluating Economic journal articles through the electronic analysis of the text corpora and analyzing them based on certain categories of text analysis so that the common characteristics of text form a certain discipline can manifest and useable for reflection and learning.

The contribution that this kind of research may be giving is that more and more academics and scientists wishing to publish their works in the International journals may take this as a reference. This may also expand the types of research by maximizing the potential that the electronic sophistication for analyzing the texts and that this also enriches the newly found research method dubbed as a corpus and discourse study stream. The highlight of this research model is that it may potentially give a new light into a new perspective on texts analysis useable for assessing the general portrayal of the text as well as scrutinizing the general features of the texts on the basis of disciplines which later can be readily exposed for learning and comparing various texts from different disciplinary backgrounds.

Theoretical Review

Corpus analysis

Corpus in English corpus means a collection of texts. According to Baker (2010: 93), the corpus is a collection of texts both written and oral stored on a computer. Baker defines the corpus found only in electronic media. A corpus is a collection of writings written by someone in the form of hard and soft copies. Corpus in the form of hard copy can be exemplified such as books, magazines, dictionaries, and newspapers. Examples of soft copy can be applications, websites, online dictionaries, and so forth.

From this understanding, it can be said that the corpus is a collection of texts both oral and written in print and electronic media and can be used as a source of data analysis. In this case, all types of linguistic units (words, phrases, clauses, sentences, and discourse) are sure to be part of the corpus as long as they are collected into one unified form, but not if they do not become a unit (collection) then they cannot be called a corpus. Therefore, the corpus data are also identical to a large amount of data having a substantial amount of quantity. Therefore, the corpus is also referred to as a language bank. Furthermore, the corpus can only be readily analyzable so long as they have been refined to contain only the

homogeneous type of data and data source that contains readily analyzable linguistic units

From another point of view, a corpus can also be built from what one can collect from both oral and written sources. Oral sources can be obtained from recordings, interviews, and discussions. Written sources can be generated from books, novels, newspapers, magazines, web, blogs, journals, and so forth. After the text is collected, it then becomes a data set called the corpus. This will become a corpus if the language unit can become a database.

Corpora-based research

The use of large corpora as the basis of the research is new and interesting considering that on its initial stage of development, it used to get strong resistance from the structural linguists on the pretext that there was no way to investigate language on the basis of texts. Noam Chomsky, for instance, argued that research focus on the real use of language does not represent true knowledge of language science because language study should primarily about competence not performance (1965). Over time, the technological advancement as the new theory of learning slowly changed coupled by the offer of technology, computer technology has made the impossible possible not only because of its reliability and capability but also because of its contribution into the linguistics study began to materialize and its real advantages for language learning through CALL (*Computer-Assisted Language Learning*) was getting more and more acceptance. Alongside, the research endeavor based on corpora also began to gain acknowledgment in particular since Sinclair and Coulthart managed to extensively study the corpora in the project design of dictionary built out of the corpus data also as they made use of the corpus study in the areas of classroom discourse which contributed much to understanding classroom interaction. Two worth noting monumental works were a contextual study of language (Sinclair, 1987) on the syndication of Birmingham University, the UK resulting in the making of *Collin Cobuild* dictionary, then followed by an attempt to study *language acquisition* on language acquirement.

The researcher of this current study has also ever taken its advantages to studying a corpus of research articles data to investigate *authority* in academic writing where he put emphasis on how pronouns were used in two types of soft science and hard science texts corpora (Suratno, 2012, *unpublished dissertation*).

In addition to some other research on corpus in the area of syntax and social representation of discourse, et cetera. Among the standing out capacities that the electronic corpus analyzer can do in the search of language corpus is *concordance* upon which the software computer technology is smart and quick in doing *quick search* another area of job is Keyword study to go into a detailed study of words or phrases, making wordlist and counting frequency of a certain linguistic category (Meyer, 2002).

In the field of language learning, electronic analysis has been devised to enrich the material development for vocabulary and grammar as it is capable of producing a quick search of for patterns of vocabulary and grammar use in the corpus collection the result of which reflects the actual use of language relevant to the context of both spoken and written social interaction. The analyzer software can produce various lists of concordances and collocations, wordlist or keywords of the analyzed corpus from which idiomatic expressions and grammatical expressions can be generated readily useable, further analyzed or compared to other corpora. Almost all types of text genre, either written or spoken, either fiction or non-fiction, either natural or non-natural use of language can be analyzed using the software. Thus, the obvious advantage of the corpus analyzer software is that it can read the large size of data swiftly do search processing of words or phrases out of almost unlimited numbers of words. It becomes clear from the above account that corpus analysis using corpus analyzer software is a beneficial research process and that the software is a reliable tool useable for various research purposes.

Electronic Analysis and Its Potentials

Krieger (2003) made an attempt to investigate language in the context of day-to-day use which tend to ignore the role of register in its use, while the fact indicates that it is registered in which genre of language can be identified and that it is in it as well that an account of how language works and how it is used can be understood. As generally know, language can be classified into various registers such as fiction and non-fiction, literary and non-literary, academic and non-academic. Even within one genre, say for instance, academic genre, language can make up of various sub-genre like research articles, laboratory reports, lecture, academic discussion, general lecture, conference presentation, classroom hand-outs, lecture modules, etc. An electronic analysis is capable of exposing and

showing that language works differently depending on in which genre it is used, the consequently different genre with its every unique characteristic cannot be generalized and therefore each has to be understood and treated differently (ibid.).

Research on the research articles written by different writers is not primarily intended to build a theory of academic writing but rather to provide a picture of how academic text like research article is written from which the empirical data can display the general patterns, writers' tendencies in word choice, common phrases, or even sentence patterns. The electronic analysis of language may be capable of exposing how the language of different genres behaves in conveying ideas, messages, facts, habits and even the writers' cultural values characterizing his/her discourse community, making a certain genre of texts is comparable to other genres. After all, the electronic analysis may be geared to produce analyses of texts from the area of genres, linguistic patterns, lexico-grammatical aspects, phonological aspects, morphology to discourse.

Research Methods

This research is a corpus-based electronic analysis using *Anconc Software Corpus Analyzer*, the characteristics of which is relying on the machine producing a digital output of data readily analyzable both quantitatively and qualitatively. Due to its nature, it can be designed into either qualitative or quantitative research or even the two are altogether mixed into a blended research approach depending on the research objectives. In this particular project, a digital analysis will be geared to producing the data of text keywords, concordances, and collocation which mainly quantitative in nature. However, as the output of data also reveal the element of language context, the result of which can also be analyzed qualitatively to show how certain relevant data are used contextually within discourse, making it a qualitative as well. Thus, it can be said that this model of research is mixed method research. It is quantitative in the sense that the electronic data will present the mapping of the frequency and even statistical distribution, but it is also qualitative in the sense that the digital data can portray the characteristics of language within the socio context of use and thus qualitative. What is new in this type of research is that the roles and the sophistication of computers are exploitable for scrutinizing and portraying the

texts on the basis of certain aspects relevant to the intended focus of research. In the broader sense, it can be a versatile analyzer depending on the research purpose.

Research stages:

Text identification stage

Corpus study requires a large number of electronic data which is generally called text corpora making it a large body of texts. In this stage, the researcher will set up an inclusion and exclusion criteria to screen relevant from the irrelevant ones. This can be done by setting what corpus is going to be made, for instance, by determining the length of each corpus size, the genre of the text to determine the similarity of the characteristics of the text, as well as the purity of the text in a way that allows the machine to analyze only what is supposed to be analyzed. Say for instance, appendix, list of references, or index generally constituting part of the body of text are not the primary part of the body of the text. In this research, due to the time constraint, will only deal with a small size corpus study involving less than 30,000 words of Economics journal articles collected out of 10 data of article samples.

On the completion of the data collection, data are to be refined by omitting the irrelevant parts of the text and as the finely refined data have been established they are joined together to make up of corpus data. Readily analyzable. This way, it is expected that the output of the electronic analysis represents the characteristic of the intended text, in this case, Economic journal articles.

Data collection and transformation

Any paper-based data have to be transformed into digital data in order to be readily analyzable. Data to be analyzed were taken from the already published journal articles so that it does not specifically require the researcher to transform the data from the non electronic to electronic data.

Data analysis stage

Once the corpus data making process is completed, it now high time to come to the analysis stage.

Electronic data analysis will only focus on 3 major aspects, i.e.:

1. Keywords analysis. It is a kind of analysis that will present the frequency data of the keywords the most to the least frequently used in the corpora. From

this, the researcher can see what words are predominant which characterize the text to be categorized as the text of a certain text genre.

2. Concordance analysis. This type of analysis allows the researcher to scrutinize certain linguistic functions and the frequency of such use. For instance, how the pronoun 'I' is used in the corpus and how frequent it is used. So, in addition, to see the data from the quantity, the analysis can be deepened into in what context that particular word is used so that the socio context of the language can be established with regards to question why.
3. Collocation analysis. This analysis focuses on the tendency particular words in the text co-occur with or what word a certain word closely associates within the actual use of text. For instance, the word 'business' might possibly collocate with 'plan' or 'running', so that the collocation in the text may manifest in the phrase such as a business plan or running business. The advantage of this analysis is that it can help identify the generic and common expressions pertain to a particular field of study, in this case, Economics

Data Analysis and Interpretation

Stages of the research has been completed and the following are the data presentation and interpretation

Text analysis is broken down into the following:

1. Keyword Analysis

#Word Types: 3273

#Word Tokens: 28623

#Search Hits: 0

Number of Keyword Frequency

| | | |
|---|------|------|
| 1 | 2087 | the |
| 2 | 1199 | of |
| 3 | 772 | and |
| 4 | 720 | to |
| 5 | 600 | in |
| 6 | 505 | a |
| 7 | 494 | that |
| 8 | 441 | is |

| | | |
|----|-----|------------|
| 9 | 356 | for |
| 10 | 325 | x |
| 11 | 253 | we |
| 12 | 244 | are |
| 13 | 242 | this |
| 14 | 231 | with |
| 15 | 208 | as |
| 16 | 183 | on |
| 17 | 172 | be |
| 18 | 159 | by |
| 19 | 148 | model |
| 20 | 134 | cash |
| 21 | 131 | value |
| 22 | 127 | rm |
| 23 | 125 | s |
| 24 | 120 | not |
| 25 | 119 | an |
| 26 | 117 | investment |
| 27 | 114 | which |
| 28 | 112 | it |
| 29 | 111 | our |
| 30 | 109 | or |
| 31 | 103 | firms |
| 32 | 100 | capital |
| 33 | 97 | dividends |
| 34 | 97 | firm |
| 35 | 97 | public |
| 36 | 94 | at |
| 37 | 94 | internet |
| 38 | 92 | dividend |
| 39 | 92 | these |
| 40 | 91 | private |

| | | |
|----|----|----------|
| 41 | 90 | e |
| 42 | 90 | have |
| 43 | 88 | from |
| 44 | 84 | than |
| 45 | 83 | business |
| 46 | 81 | their |
| 47 | 80 | also |
| 48 | 80 | can |
| 49 | 78 | will |
| 50 | 76 | labor |

The digital analysis found out that of 28.000 words analyzed, there were 3273 keywords found in the overall corpus data. The above table shows only the top 50 keywords frequently used by the writers which among the predominantly used economic terms include such words as **model, cash, values, investment, firm, capital, dividends, business, and labors**. Interestingly, the word *the* and *of* are on the first and second top list. It is understandable given the two function words in English tend to be ubiquitously present to be part of the way sentences are constructed and different ideas are expressed. That's why they are called function words. In other words, the two words will also generally lie on among the top rank in any other text, Despite the frequency, the two cannot be used to show the specificity of the words within the context of the discipline of studies.

Concordance Analysis

In this current research modal verbs as the signifiers of hedging in academic writing were chosen for concordance analysis due to the reason that they can show how the writers express their ideas related to knowledge, its truth and knowledge claims relevant to the subject matter. Therefore, a conclusion can be drawn if they typify the discipline under study.

The next table shows that the writers most frequently use subsequently, *can*, *will*, and *may*. Specifically with the use of *modal verbs can*, the writers are being positive and confident about the phenomenon they are investigating, besides also expressing abilities or capabilities in doing something. While, the word **will**, indicates that there is an obvious optimism by the writers that ideas

and phenomena related to the economic situation and the fact related to the research findings are positive.

| Number | Modal Verbs | Frequency |
|--------|-------------|-----------|
| 1 | Can | 80 |
| 2 | Will | 78 |
| 3 | May | 52 |
| 4 | Should | 34 |
| 5 | Might | 19 |
| 6 | Could | 14 |
| 7 | Must | 10 |
| 8 | have to | 2 |
| 9 | Probably | 1 |

So, altogether through the use of the two modal verbs, the waters show a great optimism that something can be done or can be changed or that something will be done or will change. For the closer look of such social context, please refer to the sample of concordances below which clarify the above account

- 1 netary shocks, and that this correlation **can** actually be reversed if there are sufficient
- 2 a faster rate of accumulation and growth **can** also be justified as an equilibrium.
- 3 CRSP as delisted because of liquidation\97 **can** also be motivated by reprivatization
consider
- 4 , the incentives to be public or private **can** also change. Yet the above-cited papers
- 5 hrough the accumulation of capital. Finally we **can** also compute the nominal wage and price:
6 costs of separating ownership from control, but **can** also refer to administrative costs (e.g., ?
- 7 lower curve where the trace is positive **can** also represent a region of indeterminacy
with
- 8 profit maximiza\AD tion in each industry **can** be combined to find the relationship of
- 9 ereotype the reprivatization rate, since rms **can** be delisted or absorbed into another ?rm
- 10 oposals, and design documents) because a document **can** be delivered faster and is ready to
- 11 and of the optimal timing of IPOs **can** be derived without specifying the
probabilitie

12 externalities, and the ease with which labor **can** be drawn into employment - that is - the

13 ?rms\?c risks. This intuition **can** be expressed formally by considering

14 the customer goodwill). Our evidence shows that these **can** be further broken down into short- and

15 sition, or merger). This delisting category **can** be interpreted as pure reprivatization.

16 Howe al business cycle' framework. A few observations **can** be made. First, we saw that introducing

17 constraints which, following Poterba and Summers, **can** be modeled in terms of the impact

18 above.) Fig. 2 indicates that indeterminacy **can** be obtained with the externality

19 paramet taken public (if it is private) or **can** be privatized again (if it is public).

20 ?ow falls below CF . Because the company **can** be reprivatized, ?rm value is a convex

From the concordances samples, it becomes obvious how the writers present the empirical data about the economy were expressed with optimism and certainty that something can be: used, expressed, motivated, as well as can; change, count, etc.

Words that collocate with **may** in corpus data

1 consume an enormous amount of time and **may** actually interfere with a company's ability

2 , L) and $U_2(C, L)$. This nonseparability **may** allow the labor supply curve to slope

3 ly different either. Introducing an HP filter **may** also further improve the match. In Figs.

3 results obtained in one-sector models we **may** also obtain an aggregate labor demand

4 curve

5 t generate markups, these increasing returns **may** amplify the movement of labor into

6 pro , perhaps because using dividends as a signal **may** appear to be inconsistent with dividends

7 being . As intra- nets start to mature, there **may** be a resurgence of the power

8 relationships) suggests that the level play- ing \?A?eld **may** be about to become less level. How

9 labor supply, then an increase in L **may** be associated with an increase in

10 consumption

11 for which the trace is positive, they **may** be attracting and surrounding a

12 completely

11 new shares; those with lower credit ratings **may** be compelled to issue new shares, and

12 we account for the additional labor that **may** be drawn out of leisure and into

| | | |
|----|---|--|
| 13 | model, in a two-sector model externalities | may be either aggregate or sector-specific. The |
| 14 | use of funds, the cost of capital | may be independent of the dividend tax rate. |
| 15 | characteristics or temporary conditions, | may be less likely to use dividend fluctuations |
| 16 | may perceive that their cost of funds | may be reduced by paying out a higher |
| 17 | the firms relying less on new issues | may be relying more on debt, as discussed |
| 18 | likely to issue shares, these large firms | may be relying on debt, rather than external |
| 19 | sectors, the expected higher rate of return | may be self-fulfilling. Such a scenario will |
| 20 | with the technology shocks. This structure | may capture the idea that sunspots are |
| | simply | |

The concordance data of may indicate that the writers expressed the truth of the facts and realities about economic condition being reported. The modal word *may* is used to express caution and courtesy in presenting the realities of knowledge and the knowledge claims. In academic writing, it is generally known as hedging expression, an expression of taking a distance from the exact truth value of the knowledge and knowledge claims. By doing so, writers, in particular where soft science or social science is concerned. In social science knowledge tend to be non-exact, interpretive, debatable, fleeting, sometimes subjective and constructivistic. Even when a claim of research pertains to significance social science put a lower degree of significance level (of generally 0.05 as opposed to 0.02 in hard science such as math and physics. Thus, it is essential for researchers in social science to consider being soft and cautious and polite in stating claim in order for them to get confronted by the opposing sides of ideas made by more authoritative scientists. Unlike the pure science where facts and findings more frequently be based on the laboratory and experimental bases, the social science is in contrast more relativistic. As can be seen from the sample of concordance, '*perhaps because using dividends as a signal **may** appear to be inconsistent with dividends being..*', the writer did not only use **may** in the sentence, but also the word **perhaps** vindicating that knowledge claim was built through extra care and that the fact being presented is both infinite and tentative.

Collocation of modal verb **might** in the corpus

| | | |
|----|--|--|
| 1 | account for trends in dividend levels that | might be attributable to a variety of common |
| 2 | unattractive for tax reasons alone, but they | might be even more unattractive because of |
| 3 | non- | |
| 3 | 8) becomes: An example of this specification | might be the restriction that new share issues |
| 4 | discussion we identify three channels that | might break this link. (1) The first possibil |
| 5 | extreme and unrealistic. For example, one | might construct a signaling model in which |
| 6 | ther | |
| 6 | ditors, analysts, investors), activities which | might enhance the value of the firm. They |
| 7 | subsequent tables for the Tobit model. One | might explain the findings thus far as simply |
| 8 | down, and some of the good firms | might find it advantageous to lower their |
| 9 | dividend | |
| 9 | that industry sector and product nature | might have something to do with Internet |
| 10 | commerce | |
| 10 | outlined in Farmer and Guo (1995) one | might hope to use models in this class |
| 11 | firms to the public. For example, companies | might issue stock to finance investment |
| 12 | opport | |
| 12 | than an outage of the telephone network | might not be as quickly detected as the |
| 13 | adoption, there is hope that small businesses | might not miss out in this round of |
| 14 | of paying dividends. Without such shocks, we | might observe a separating equilibrium in |
| 15 | which go | |
| 15 | 35.6% for 1980-1990. The Welch statistics | might overestimate the reprivatization rate, |
| 16 | sin | |
| 16 | increased disclosure of inside information that | might reduce the competitive advantages of |
| 17 | th | |
| 17 | needs and cash flow resources, our estimates | might reflect not only these responses, but |
| 18 | also | |
| 18 | variation, a simple if inelegant correction that | might seem appropriate is to include fixed firm |
| 19 | : the relevant cost under the new view | might well have fallen over time as well. |

As compared with the use of **may**, the data of concordance involving modal verb '**might**' highlight the similar situation and meaning in that writers feel a need to be wary of the facts and realities. The word might even collocates with *be* and *seem* which underlines the importance for the writers to tone the claim down implying that social knowledge has to be rigidly verified to make it valid or to get it accepted, besides, of course, for the politeness reasons.

Collocation Analysis

Collocation is closely connected to word association and as it is the text of economic discipline, the word chosen for collocation was intentionally selected for analysis. The following is the data showing how the words **economic/economics** collocate in the corpus data in the context which may precede or follow the words.

#Total No. of Collocate Types: 45

#Total No. of Collocate Tokens: 60

| | | | | | |
|----|---|---|---|----------|----------------|
| 1 | 1 | 0 | 1 | 12.21992 | nisms |
| 2 | 1 | 0 | 1 | 12.21992 | mecha |
| 3 | 1 | 0 | 1 | 12.21992 | impetus |
| 4 | 1 | 1 | 0 | 12.21992 | emerges |
| 5 | 1 | 1 | 0 | 12.21992 | continuum |
| 6 | 1 | 0 | 1 | 11.21992 | unlike |
| 7 | 1 | 1 | 0 | 10.63496 | features |
| 8 | 1 | 1 | 0 | 10.63496 | dynamic |
| 9 | 1 | 0 | 1 | 10.21992 | part |
| 10 | 1 | 1 | 0 | 10.21992 | obvious |
| 11 | 1 | 1 | 0 | 10.21992 | main |
| 12 | 1 | 0 | 1 | 10.21992 | interpretation |
| 13 | 1 | 0 | 1 | 10.21992 | circumstances |
| 14 | 1 | 1 | 0 | 9.89800 | equilibria |
| 15 | 1 | 1 | 0 | 9.63496 | provides |
| 16 | 2 | 1 | 1 | 9.63496 | positively |
| 17 | 2 | 2 | 0 | 9.51949 | good |
| 18 | 2 | 0 | 2 | 9.21992 | affect |
| 19 | 1 | 1 | 0 | 9.05000 | correlated |
| 20 | 1 | 1 | 0 | 9.05000 | actual |
| 21 | 1 | 1 | 0 | 8.89800 | make |
| 22 | 1 | 1 | 0 | 8.51949 | particular |
| 23 | 1 | 1 | 0 | 8.31303 | waves |
| 24 | 1 | 1 | 0 | 8.31303 | finally |
| 25 | 1 | 0 | 1 | 8.21992 | work |
| 26 | 1 | 0 | 1 | 7.82761 | conditions |
| 27 | 1 | 0 | 1 | 7.69636 | models |
| 28 | 1 | 0 | 1 | 7.41257 | data |
| 29 | 1 | 1 | 0 | 7.26573 | section |

| | | | | | |
|----|---|---|---|---------|---------------|
| 30 | 1 | 1 | 0 | 7.26573 | ipos |
| 31 | 1 | 0 | 1 | 7.17553 | technology |
| 32 | 1 | 0 | 1 | 7.17553 | condition |
| 33 | 1 | 0 | 1 | 6.79366 | xad |
| 34 | 1 | 0 | 1 | 6.63496 | ows |
| 35 | 1 | 1 | 0 | 6.63496 | indeterminacy |
| 36 | 2 | 0 | 2 | 6.15384 | cash |
| 37 | 1 | 1 | 0 | 5.93452 | will |
| 38 | 1 | 0 | 1 | 5.71213 | private |
| 39 | 1 | 0 | 1 | 5.66534 | at |
| 40 | 1 | 1 | 0 | 5.38703 | which |
| 41 | 1 | 1 | 0 | 5.32511 | an |
| 42 | 3 | 3 | 0 | 4.57607 | in |
| 43 | 7 | 2 | 5 | 4.00006 | the |
| 44 | 4 | 2 | 2 | 3.99231 | of |
| 45 | 1 | 0 | 1 | 3.27156 | that |

Collocation analysis did not specifically show typical samples of words collocating or associating with the two above mentioned words., except for the listed words of **effect, condition, conditions, circumstances, and indeterminacy** which can make up of phrases typically of economic senses like economic effect, economic condition, economic circumstances, and economic indeterminacy. Whereas, the rest of the list, which turns out to be higher in frequency did not specifically refer to economic terminologies or expressions

From the data presented out of the three types of analysis and interpretation, the following findings can be drawn, First, there has been the non-significant frequency of terms or keywords which specifically characterized the corpus data of economic discipline. The majority of keywords employed by the writers turns out to be non-economics, inspire of the fact that such a phenomenon is not surprising. Second, viewed from the concordances data of modal verbs in the corpus data, the use of them signified the characteristics of the texts under scrutiny as being a typical text of social science with the predominant use of modal verbs as the device for expressing politeness or hedging. Third, analysis of words collocating with the word economic and economics show relative low frequency which may be interpretable into the fact that in that particular texts under study, it may happen that writers did not much theorize the issue of

economics but probably put more emphasis on presenting empirical data about economic discipline. It can finally be said that the characteristics of language that managed to be exposed through the electronic analysis did not produce an outstanding new phenomenon, except that the text under study clearly typifies the social science texts.

Conclusion and suggestion

Conclusion

This research was an attempt to evaluate the corpus data of economic research articles through an electronic analysis by emphasizing three aspects, i.e. keywords, concordances, and collocation analyses; subsequently to find out the mapping of the important words frequently used throughout the corpora, concordances to explore the frequency of certain word occurrence and how they used in the texts, and to know how the keywords of economic is associated with in the context of economic texts. As data were presented and analyzed the findings suggest that, despite the insignificant use of economic keywords and minimum number of words collocated with the words economic, the analysis of concordances managed to show that overall the texts under study typically signify the characteristics of the social science texts strong with the nature of being personal, interpretive, cautious in knowledge claims and the claim of the truth of the knowledge as can be seen from the use of modal verbs.

Suggestion

Researchers realized that this research is done by involving a limited number of corpus data, in which only 28.000 words taken from the limited number of articles were used for analysis. Despite its ability to disclose the findings, the conclusion drawn from small scale research potentially carries with it a serious drawback. Therefore, in order for future research to produce more robust findings and conclusion, a similar corpus study using electronic analysis should consider expanding the research objects covering a lot bigger size of the corpus. Considering that despite using a mixed-method, the qualitative analysis is purely interpretive of the quantitative electronic data, future researchers should consider using a separate research instrument such as an interview or panel discussion involving academic writing in the research articles journals to dig deeper into the processes of writing and first-hand opinion about the issue under

study. Ideal corpus study may also consider making a comparative study of different corpus to see how different genres of texts reveal different lexicogrammatical characteristics.

References:

- Adolphs, S. (2006). *Introducing electronic text analysis*. London: Routledge.
- Baker, P. (2010). *Corpus Methods in Linguistics*. In Litosseliti, Lia. 2010. *Research Methods in Linguistics*. New York: Continuum International Publishing Group.
- Chomsky, Noam. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press
- Jalal, F. (2009). Rendah, publikasi peneliti Indonesia di jurnal internasional. *Suara Pembaharuan Daily*. 1 July 2009. South East Asia : Indonesia : Interview with Dr. Fasli Jalal. Director General of Higher Education. Retrieved June 20, 2010 from / http://www.winne.com/dn_interview.php?intervid=2668.
- Krieger, D. (2003). *Corpus Linguistics: What It Is and How It Can Be Applied to Teaching*. *The Internet TESL Journal* 9, no. 3 (March): page nr. <http://iteslj.org/Articles/Krieger-Corpus.html> (accessed April 10, 2013).
- Meyer, C. (2002). *English Corpus Linguistic: An Introduction*. Cambridge: CUP.
- Nystrand, M. (1982) *What Writers Know: The Language, Process, and Structure of Written Discourse*. NewYork: Academic
- Sinclair, John (1998) *Corpus evidence in language description*, In Gerry Knowles, Tony Mcenery, Stephen Fligelstone, Anne Wichman, (Eds.) *Teaching and language corpora*. Longman pp. 27-39
- Sinclair, J. M. (1997) *Corpus evidence in language description*. In A. Wachtman (ed.) *Teaching and Language Corpora*. London: Longman.
- Suratno, A. (2012) *Metadiscursive Interaction in Research Articles: A Case of Indonesian Scholars Writing in Indonesian and English* (unpublished dissertation).
- Thomson Scientific (2004) *Scholarly research, publishing, and analysis*. Retrieved March 2010 from http://thomsonreuters.com/products_services/science/academic/.

CHAPTER III

CRITICAL DISCOURSE ANALYSIS

Critical discourse analysis (CDA) is an approach that may provide an explanation of a text (social reality) that is being studied by a person or dominant group whose tendency has a certain goal to get what is desired. In the day-to-day life of people where language is used to convey meanings inextricable from context. Language is used by people to express various human interests because all language production is never neutral and free from human interests, meaning none is value-free. Therefore, the analysis of language is meant to disclose what motives have influenced the author to produce a text. In addition, it must also be realized that behind the discourse is the desired meaning and image and the interests being fought for.

Critical discourse analysis or critical discourse analysis represents a variety of theories, methodologies, and definitions which include concepts of discourse theory and critical theory that suggest a method for uncovering the relationship between various perspectives. Analysis of critical discourse or critical discourse analysis (CDA) is the study of the text, speech, sermons, or visual images to find or express various meanings shared and contribute or represent social structures and ideologies. The basis for critical discourse analysis is the philosophical concept of Michel Foucault.

Texts relevantly scrutinized using CDA approach are those produced to express power, domination, and inequality that is practiced, reproduced, or distributed within any form of written texts and conversations in social and political contexts. This analysis takes a position against the current of domination in a large framework to fight social injustice. This approach, therefore, typically belongs to a social constructivist approach which believes that world representation is discursive linguistic, historical meaning and knowledge are created through social interaction. In addition, CDA can also be devised to critically analyze various social issues such as gender inequality and racism, discrimination, ideology, and power imbalances. A concrete example is how men and women are represented in the media and how various ethnic groups appear in public policy-related documents. Critical discourse analysis experts were inspired by several predecessors such as

Frankfurt and Jurgen Habermas, Antonio Gramsci, Michel Foucault, Mikhail Bakhtin, Michael Halliday, Robert Hodge and Gunther Kress.

CDA can be said to be a critique of linguistics and sociology. According to Schiffrin (1994), CDA provides theories and methods that can be used to conduct empirical studies of the relationships between discourse and social and cultural development in different social domains. To analyze discourse, one of which can be seen in the linguistic area, namely by paying attention to the sentences contained in the text that can use the theory of critical discourse analysis (Jorgensen and Phillips, 2002)

References:

Schiffrin, Deborah. (1994). *Approaches to Discourse*. Oxford: Blackwell.

Jorgensen, Marianne W, and Phillips, Louise J (2002). *Discourse Analysis as Theory and Method*. London: SAGE Publications

Power Relation and Ideology as Reflected in the President **Soekarno 1955 AAC Speech's use of Pronouns**

Antonius Suratno

Ideology and power relation are among the major interests of critical discourse analysts. The ideology is a set of beliefs through which power and power relation are maintained in human discourse. It goes without saying that ideology and language are intertwined, and along with power, ideology is analyzable through Hallidayan's SFL theoretical framework outlining linguistic forms and functions. This research, as a part of a bigger project comparing Soekarno 1955' and Jokowi 2015's speeches, aims to investigate the power relation and ideology as manifest through the use of pronouns in the historical artifact of President Soekarno 1955 AAC speech. The analysis is grounded on Halliday (1979) and Fairclough's (1989) theory of CDA. Through qualitative analytical procedures, involving Word Smith concordance analyzer software, this research discovers that both power relations and ideology were clearly reflected in the use of pronouns we, us and our as a means of invoking solidarity among member countries represented by the delegates participating in the AAC. The use of the pronouns was rhetorically intended to reinforce the need to work hand-in-hand against the oppression of other countries.

Keywords: *Ideology, power relation, solidarity, pronouns, CDA*

Introduction

This paper, based on Critical Discourse Analysis theory and Systemic Functional Linguistics, analyzes President Soekarno's 1955 AAC speech mainly from the viewpoint of an interpersonal metafunction. This paper examines the persuasive strategies of the President in convincing the members of the participating countries about the covert ideology of the oppressed nations and how power relations among member countries are reflected through discourse. In this paper, the writer will present, through CDA lense, an analytical framework, i.e. personal pronouns used in the speech of the President as the devices to persuade the audience to believe that among the oppressed nations they have, shoulder to shoulder, shared common concern and solidarity.

The objective of the study is to critically analyze the discourses of President Soekarno with regard to the issue confronting Asian and African countries for being the oppressed nations and the need to call for establishing the common ground in order for them to get listened to by the rest of the world. This study, hence, attempts to:

1. find out the way ideology is built up through the use of pronouns throughout the speech.
2. through the use of pronouns, discover the President's representation of ideology and power relation.

The rationale for the speech within the critical discourse perspective.

In this study, the writer intentionally selected this historical speech due to some reasons. Firstly, despite the age, an event that has 60 years elapsed remains relevant to the current era especially in line with the 60th AAC anniversary that takes place in 2015. Secondly, the speech is indeed monumental and yet dormant undiscovered and therefore interesting to be revived and critically investigated. Critical linguistics, also called Critical Discourse Analysis (CDA), is a type of research that primarily studies the way power, dominance, and inequality are enacted, reproduced through the text and talk in the social as well as political contexts. With that in mind, a critical discourse analyst may take a position in order to understand, expose, and primarily criticize the above enactment (Van Dijk, 1985). This is because the purpose of CDA is to analyze "opaque as well as transparent structural relationships of dominance, discrimination, power and control as manifested in language" (Wodak 1995:204). The utmost objective of

any CDA study is to unravel the underlying implicit agenda which is implied in the discourse ready to be discovered.

Theoretical Review

M.A.K. Halliday, through his Systemic Functional Grammar (SFL), has been considered the progenitor of CDA who has inspired much research particularly in the stream of critical analytical discourse. SFL derived Systemic Grammar and Functional Grammar. Despite the plurality of approaches in the CDA, due to the differences of emphasis and orientation, he, along with Fowler R, Hodge R, Kress G, Trew T. (1979) and Foucault (1981) has much influence in the later development of CDA research methodologies. Foucault's assertion, that, "In every society, the production of discourse is at once controlled, selected, organized and redistributed by a number of procedures" (1981, p. 52) adds up to the more recent methodological choices that later on colors the growth of CDA. According to Hu Zhuanglin (1988: 307), there are two integral frameworks inextricable from linguistic theory, i.e. systemic and functional grammar. On the one hand, the language within systemic grammar may explicate the internal relations in language as a system network, or meaning potential, where subsystems of the language allow the language users to be able to make choices. On the other, language, within the functional grammar point of view, serves as a means of social interaction. The infinite practical functions deriving from the two is generally encapsulated into a set of functions widely known as meta-functions which are inherent in every language. The concept of linguistic meta-function encompasses three functions: ideational, interpersonal and textual.

A. Ideational Function

The first metafunction is the ideational function. It makes up the content function of language. Through this function, the language encodes the cultural experience and the speaker encodes his own individual experience of the things relevant to each individual person. The ideational function is divided into experiential and logical functions. In a sense, linguistically, we bring the world into being such as in the following example.

Promise me, and I'll never ask you more.

The first half of the sentence shows us an action (promise), a kind of oath representing a human action, a thing that is acted upon. While, the second half, a doer (in this case I) does another action, ask for, something, more, which can mean anything. The whole sentence conveys the meaning of a worldly phenomenon that represents the human experience in the world. It is through this function that the speaker or writer delivers his experience of the world: his reactions, cognitions, and perceptions, and also his linguistic acts of speaking and understanding (Halliday, 1971: 332) that is unknown to the hearer.

B. Interpersonal Function

In this function, speaker or writer is using language as a means of intrusion into the speech event: the expression of his comments, attitudes and evaluations, and also of the relationship that he sets up between himself and the listener—in particular, the communication role that he adopts of informing, questioning, greeting, persuading, and the like (Halliday, 1971:333). It is some kind of participatory function of language through which the speaker intrudes himself into the context of the situation. Through this function, he may express personal attitudes, judgments or even attempt to influence others. It expresses the role relationships associated with the communication which may disclose identity by virtue of relationships with other people making itself an essential part of the personalizing process. By saying this:

Promise me, and I'll never ask you more.

a speaker roughly means "I request you to do something, and having done so, I am determined not to do something else." The above sentence does not merely serve as a reality representation, but also a means by which the speaker and hearer are interacting with each other. As becomes clear from the sample, the sentence has two halves, the first half a request and the second half a promise, which indicates its interpersonal role in the social interaction processes.

There are two linguistic devices included in this interpersonal function, modality and mood. Mood refers to what role the speaker plays in the speech situation as well as what role he assigns to the addressee. By making a request, the speaker selects the imperative mood and assigns hearers or readers to either comply with or turn him down. For example, by saying 'Will you help me!', may mean you either come to help or go and ignore me.

Modality, on the one hand, is a linguistic device that functions to express personal judgment over the content of the message of communication. It spans from two extremes; low to high or positive to negative. It is one of the most important systems in social communication. In addition, modality can also show a social role relationship which scales up or down the sense of formality and the intensity of power relationship upon knowledge, as well as inclusiveness or exclusiveness of reality. In most languages, the interpersonal function of modality may be expressed through such devices as modal verbs, modal adverbs, adjectives, personal pronouns, notional verbs, tense, direct and indirect speeches.

C. Textual Function

The third metafunction of language is called textual function which Halliday (1971:334) describes as, "Language makes links between itself and the situation, and discourse becomes possible because the speaker or writer can produce a text and the listener or reader can recognize one" which is further clarified as follows: We may assume that in all languages the clause has the character of a message: it has some form of an organization giving it the status of a communicative event. But there are different ways in which this may be achieved. In English, as in many other languages, the clause is organized as a message by having a special status assigned to one part of it. One element in the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message." (Halliday 1971, p 37)

The textual function, therefore, is a language mechanism that allows a stretch of spoken or written text to become a coherent discourse making it systematic instead of random one. Despite sharing the same ideational and interpersonal functions, two sentences may be different in terms of textual coherence (Hu Zhuanglin, 1988: 315). It is the textual function that makes the text a text, as without it we are unable to deliver specific communicative purposes or convey communication messages. Text, therefore, is not simply a bunch of a random word list but rather a well-woven linguistic structure. Without textual metafunction, language is simply unusable at all (Hu Zhuanglin, 1988).

CDA views discourse-language use in speech and writing as a form of social practice (Fairclough and Wodak (1997: 55). This is an approach that tends to investigate the relationships between discursive practices and social structures.

The relationship is a two-way dialectical in nature in which the discursive event is shaped by situations and which at the same time shapes them. In other words, society is framed by the linguistic forms which shape and be shaped by society. Certain linguistic forms may function as a tool to convey ideology and power. Ideology is a set of cultural beliefs, values, and attitudes owned by the society that underlie and justify either the status quo or movements to change it. It does not belong to an individual but rather a shared belief in society. This is in line with Van Dijk (2000: 7) who asserts that ideologies are the fundamental beliefs of a group and its members. Power relation, on the other hand, is a relationship between one group with another group that underlies ideologies. Power is a complex and an abstract concept, and an infinitely important influence on our lives.

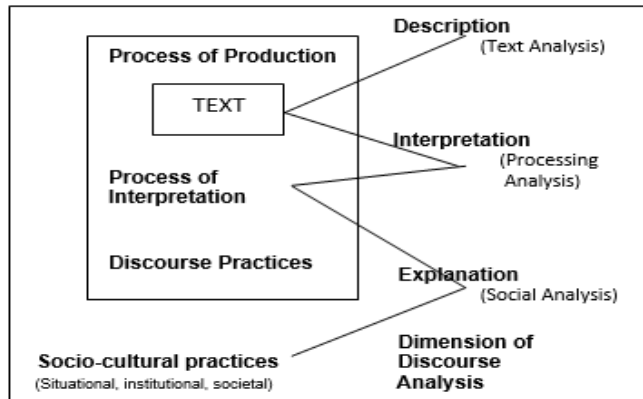
Pronoun, an interpersonal metafunction of language, is a substitute for a noun which is often used for the sake of brevity, partly to avoid repetition of a noun, or partly to avoid the necessity of definite statement. Following Halliday (1971), a pronoun is one of the devices in discourse to convey interpersonal meaning and thus it can be inferred that ideology and power relation may be manifested through the use of the pronouns in discourse.

Methodology

This is a qualitative inquiry in its very nature because it is designed to reveal a phenomenon and the results of which are descriptive rather than predictive. In its venture to the findings, however, a quasi quantitative procedure was involved to map out the data of the speech prior to qualitative analysis. This research, precisely, covers the way in which the ideology and power relation are manifested in the pronouns used in the speech. The instrument of this research is the researcher himself (see Lincoln & Guba, 1981). In qualitative research, the researcher may be of a research instrument himself/herself. As the instrument, the researcher collects the data and interprets them. The research involved the collection of a corpus of 12,270 words of speech.

CDA approach, as suggested by Fairclough (1995a), is generally used to investigate the relationships between discursive practices and the social structures and it is also useable to explore the ways such practices reflect the ideology and power relations in the community. This is on the ground that

language plays a crucial role in both revealing social processes and interactions in the society which is clearly shown through this illustration.



Dimensions of Discourse Analysis (Fairclough, 1989)

The corpus data gathered were analyzed in terms of its discourse functions of structure and lexico grammatical features, in this case, the pronouns. In the data analysis stage, the researcher considers adopting the aspects proposed by Fairclough above. It is an analysis of the latent content of a body of communicated material through classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect (Krippendorff, 2004).

Fairclough gains relevance in the three stages of analysis:

- 1 text analysis (description),
- 2 processing analysis (interpretation),
- 3 social analyses (explanation).

What is useful about this approach is that it enables the researcher to focus on the devices that make up the text, the linguistic selections, their juxtapositioning, their sequencing, their co-occurrence and so on. This way it is expected that this endeavor is able to disclose the ideologies and power relations as reflected in the pronouns used in the speech.

Findings and Discussion

1. The mapping of the speech

1.1 Speech outline.

The President's address can be internally divided into the following parts:

1. Welcoming the guests
2. Acknowledging the importance of the conference
3. Pointing out to the peace crisis in the world
4. Emphasizing the need for cooperation
5. Maintaining independence by referring to the Indonesian struggle
6. Condemning colonialism
7. Call for voicing out the common concern to the world
8. Diversity is a challenge but not a hindrance for cooperation
9. The need to assure the success of the conference
10. Official opening of the conference

1.2 Statistic of the speech

TABLE 1

STATISTIC OF THE SPEECH

Frequency analysis

Token (running words) 12,270

Token (word list) 9,898

Tokens/Types 2.981

Types of distinct words 4,441

Sentences mean in words 478

Paragraphs mean 9,898

1 letter word 5,403

2 letter word 2,965

3 letter word 1,689

4 letter word 979

5 letter word 532

6 letter word 308

7 letter word 168

1. 3 Statistic of personal pronouns

TABLE 2

| STATISTIC OF THE SPEECH | |
|-------------------------|----|
| Personal pronouns | |
| We | 77 |
| Our | 67 |
| It | 61 |
| I | 46 |
| us | 33 |
| Asia | 24 |
| Their | 24 |
| Its | 21 |
| Africa | 20 |
| Asian | 18 |
| You | 15 |
| My | 10 |
| He | 8 |

2. Ideological and power relation analysis

In the opening section of the speech of President Soekarno, we notice that he attempted to make the event monumental by invoking the sacrifices that have been made by the predecessors and is going to be made by the current and succeeding generations. This is clear from the data that he begins to disclose his ideological beliefs and power relation. The ideology of solidarity will thrive so long as togetherness among members is maintained.

(1) "I recognize that **we** are gathered here today as a result of sacrifices. Sacrifices made by **our** forefathers and by the people of our **own** and younger generations".

Such an opening is evidence that the ideology is a bonding agent that ties together all the participating members, all the Asian and African nations, to be strong and resilient as further expressed by this excerpt as the pronouns were tightly connected to the words forefathers and own and younger generations.

(2) “For me, this hall is filled not only by the leaders of the nations of Asia and Africa; it also contains within its walls the undying, the indomitable, the invincible spirit of those who went before **us**. Their struggle and sacrifice paved the way for this meeting of the highest representatives of independent and sovereign nations from two of the biggest continents of the globe”.

The excerpt underlies the importance of sacrifice made by the current leaders which is as central as that previously made by their predecessors to guarantee the lasting struggle for independence and sovereignty. This leads to the major issue raised by the President with respect to why this conference is of significance because of the urgent agenda that the ideology itself may gain its strength through what is so-called solidarity in response to the threat confronting all nations in two continents as is evident below:

(3) You have not gathered together in a world of peace and unity and cooperation. Great chasms yawn between nations and groups of nations. **Our** unhappy world is torn and tortured, and the peoples of all countries walk in fear lest, through no fault of theirs, the dogs of war are unchained once again.

The demand for solidarity is the penultimate responsibility that ought to be achieved via the togetherness as a result of the following.

(4) Then **our** nations demanded, that **we** fought for independence, and achieved independence, and with that independence came responsibility. We have heavy responsibilities to ourselves, and to the world, and to the yet unborn generations”.

It is evident from excerpt (4) that the ideology of the President is the ideology for solidarity to fight for freedom and it has ramification for power relation among nations. Again, ideologies of solidarity and power relation are evident through this excerpt highlighted by the frequent use of pronouns in the excerpt (5). The transitive verbs in the excerpt following the agent **we** and possessive pronoun **our** as part of the agent also help strengthen the persuasive power to include the member nations in the campaign of his ideology and highlight the need for power relations.

(5) **We** are of many different nations, **we** are of many different social backgrounds and cultural patterns. **Our** ways of life are different. **Our** national characters, or colors or motifs - call it what you will - are different. **Our** racial stock is different, and even the color of **our** skin is different. But what does that matter? Mankind is united or divided by considerations other than these. Conflict comes not from a variety of skins, nor from a variety of religion, but from a variety of desires. All of **us**, I am certain, are united by more important things than those which superficially divide us. **We** are united, for instance, by a common detestation of colonialism in whatever form it appears.

Being different is not the issue, but rather what matters is more the common destination of strengthening the solidarity for establishing the common ground for opposing the oppression and defeating the fear. The rest of the speech highlighted the need that all Asian-African nations together while still realizing the differences, altogether work hand in hand to voice out the solidarity to create a peaceful world where all human beings respect one another in a more dignified way. Being aware that differences are given, the speech of the President covertly relates the solidarity with the principle of “live and let live” and “unity in diversity” as reflected within the Pancasila to remind the members that the solidarity shall not be weakened by any the given nature of diversity.

Analysis of frequently used pronouns and meanings

In order to arrive at a more convincing result of this analysis, keyword analysis of both frequently used pronouns in the speech, it is essential to present the quantitative frequency of the use. As reported in the table above, the pronoun **we** is predominant in the data which is used 77 times, then followed by **our** and **us** respectively 67 and 33 times suggesting that the speech obviously reflects the ideology of inclusion in nature which can be attributed to ideology of the oppressed and the need for power relations among the oppressed nations to work hand-in-hand to conquer fear, oppression and participate in creating a more peaceful and fair world. The analyses of the discourse have made it clear what ideology and power relations were manifested through the speech. The claim is vindicated by the data of the key word analysis and the concordances of pronoun use as can be seen in the appendix 1 and 2.

Conclusion

The hegemonic ideology of solidarity among Asian and African nations has been evidently vindicated through the use of interpersonal metafunction of the language of the President Soekarno's speech through three inclusive pronouns *we*, *our*, and *us* signifying his call for solidarity among Asian-African nations. The findings were strongly backed up by the predominant use of *we*, the predominant inclusive agent representing togetherness and membership of different nations, which functions to persuade the member nations to go about doing something for the sake of their national independence and sovereignty despite the differences and diversity.

Suggestion

By involving a limited number of corpus data which only consist of 12,270 words of speech this corpus may not be big enough, however as an individual speech is never too long to last, this analysis still has its own ground. Despite its ability to disclose the findings, however, the conclusion drawn from small scale research potentially carries with it a serious drawback. Therefore, in order for future research to produce more robust findings and conclusion, a similar corpus study using electronic analysis should consider expand the research objects involving a lot bigger size of the corpus of similar speeches by the same speaker or consider comparing it with similar speeches by different persons. The qualitative analysis is purely interpretive of the quantitative electronic data, future researchers should consider investigating the macro aspect of the speech by looking at the political situation preceding the conference and prior to the making of the speech.

References:

- Fairclough, N. (2002). Critical discourse analysis as a method in social scientific research. In Wodak, R. & Meyer, M.(Eds.), *Methods of Critical Discourse Analysis: Introducing Qualitative Researches* (pp. 121-138). London: Sage.
- Fairclough, N. (1989) *Language and Power*. (London, Longman).
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press

- Fairclough, N. (1995a). *Critical Discourse Analysis: The Critical Study of Language*. London: Longman
- Fairclough, N. (1995b). *Media Discourse*. London: Edward Arnold
- Fairclough, N. (1995) *Critical Discourse Analysis*. (London, Longman).
- Fairclough, N. & Wodak, R. (1997). *Critical Discourse Analysis*. In van Dijk, T. A. (Ed.), *Discourse as social interaction: A multidisciplinary introduction* (Vol 2, pp. 258-84). London: Sage Publications Ltd.
- Fairclough, N. and R. Wodak. (1997). *Critical Discourse Analysis*, London: Sage.
- Foucault, M. (1982). *The Subject and Power*. In H.L. Dreyfus & P. Rabinow (Eds), *Michel Foucault beyond structuralism and hermeneutics* (pp. 208-26). New York: Harvester Wheatsheaf.
- Fowler, R. (1996). *On critical linguistics*. In Caldas-Coulthard and Coulthard (eds). 3-14.
- Fowler R, Hodge R, Kress G, Trew T. (1979). *Language and Control*. London: Routledge, Kegan Paul
- Guba, E. G. & Lincoln, Y. S. (1981). *The evaluator as an instrument, Effective evaluation*, San Francisco: Jossey-Bass Publishers, pp. 128 – 152.
- Halliday, M. A. K. (1979). *Linguistic function and literary style: an inquiry into the language of William Golding's The Inheritors*. In *Linguistic Studies of Text and Discourse*. ed. Jonathan J. Webster. 88-125. Peking: Peking University Press.
- Hu Zhuanglin. (1988). *A Course of Linguistics*. Peking: Peking University Press
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. Second Edition. Thousand Oaks, CA: Sage.
- Wodak, R. (1989). *Language Power and Ideology: Studies in Political Discourse*. London: Benjamins Publishing Company.
- Wodak R. (1995). *Critical linguistics and critical discourse analysis*. See Verschueren et al 1995, pp. 204-10
- Van Dijk, (1985). *A Handbook of Discourse Analysis*. London Academic Press Limited. Volume 4.

Appendix:

1. Concordances of WE

N Concordance

1 by other and distant peoples. However, **we** cannot, we dare not, confine our
 2 distant peoples. However, we cannot, **we** dare not, confine our interests to the
 3 which lives on the other continents that **we**, the majority, are for peace, not for
 4 , not for war, and that whatever strength **we** have will always be thrown on to the
 5 , and grenades, and bamboo spears. **We** were blockaded, physically and
 6 , and others. Almost every political faith **we** encounter here - Democracy,
 7 were the birthplaces of religions. Must **we** be divided by the multiformity of our
 8 neighbours were all supporting us. **We** were given fresh courage to press
 9 to its final successful conclusion. **We** again realised to the full the truth of
 10 Violence of Nations in favour of peace. **We** can demonstrate to the minority of
 11 serried ranks of jet bombers. What can **we** do? We can do much! We can inject
 12 ranks of jet bombers. What can we do? **We** can do much! We can inject the
 13 allowed to run their course. What can **we** do? The peoples of Asia and Africa
 14 strength is dispersed and slight. **We** cannot indulge in power politics.
 15 . What can we do? We can do much! **We** can inject the voice of reason into
 16 Africa on the side of peace. Yes, we! **We**, the peoples of Asia and Africa, 1,
 17 half the human population of the world, **we** can mobilise what I have called the
 18 the voice of reason into world affairs. **We** can mobilise all the spiritual, all the
 19 and Africa on the side of peace. Yes, **we**! We, the peoples of Asia and Africa,
 20 us be full of hope and full of confidence. **We** have so much in common.
 21 and help. And I think I may say that **we** all hold dear the ideals of national
 22 - is the motto of the Indonesian State. **We** are one nation. So, let this
 23 own way, in harmony, and in peace. If **we** succeed in doing so, the effect of it
 24 independence and freedom. Yes, **we** have so much in common. And yet
 25 that it will give evidence of the fact that **we** Asian and African leaders
 26 Brothers, that for the sake of all that, **we** Asians and Africans must be united.
 27 , we have so much in common. And yet **we** know so little of each other. If this
 28 saying of one diplomat from far abroad: "**We** will turn this Asian-African
 29 practise the "Live and let live" principle, **we** are tolerant to each other. Bhinneka
 30 faiths. We have in Indonesia Moslims, **we** have Christians, we have
 31 Indonesia Moslims, we have Christians, **we** have Civa-Buddhists, we have
 32 it desires to propagate. But unless **we** realise that all great religions are
 33 with many religions and many faiths. **We** have in Indonesia Moslims, we have
 34 Christians, we have Civa-Buddhists, **we** have peoples with other creeds.
 35 thank God, we have our will to unity. **We** have our Pancha Sila. We practise

N Concordance

36 will to unity. We have our Pancha Sila. We practise the "Live and let live"
 37 peoples with other creeds. Moreover, we have many ethnic units, such as
 38 Toradjas, Balinese, etc. But thank God, we have our will to unity. We have our
 39 miles away. And it could be that, even if we ourselves escaped lightly, the
 40 , the first year of our national revolution, we of Indonesia were confronted with
 41 confronted with the question of what we were going to do with our
 42 that independence came responsibility. We have heavy responsibilities to
 43 , and to the yet unborn generations. But we do not regret them. In 1945, the first
 44 it was finally attained and secured - we never questioned that it would be
 45 would be indeed a poor imitation of what we sought. The responsibilities and
 46 moral content of independence. Indeed, we welcome the change which places
 47 that it would be attained and secured. We knew how to oppose and destroy.
 48 knew how to oppose and destroy. Then we were suddenly confronted with the
 49 been the voiceless ones in the world. We have been the unregarded, the
 50 the things of the spirit. I recognise that we are gathered here today as a result
 51 countries are colonies no more. Now we are free, sovereign and independent.
 52 country do not meet your expectation. We have, I assure you, done our best to
 53 for both our guests and your hosts. We hope that the warmth of our
 54 we are free, sovereign and independent. We are again masters in our own house.
 55 forerunner of this our great gathering, we must look to Colombo, capital of
 56 itself. That is part of the price we gladly pay for our independence. For
 57 are again masters in our own house. We do not need to go to other
 58 of Asian States in Asia itself. If we look for the forerunner of this our
 59 is no such thing as being half alive. We are often told "Colonialism is dead".
 60 only in the classic form which we of Indonesia, and our brothers in
 61 Asia and Africa know these things, for we have experienced them. Indeed, we
 62 , for we have experienced them. Indeed, we cannot yet say that all parts of our
 63 will not have been completely won until we can survey this our own world, and
 64 us. The food that we eat, the water that we drink, yes, even the very air that we
 65 that we drink, yes, even the very air that we breathe can be contaminated by
 66 about peace? Not so very long ago we argued that peace was necessary
 67 the seas will protect us. The food that we eat, the water that we drink, yes,
 68 have known it in all its ruthlessness. We have seen the immense human
 69 , rather, of controlling the world. Yes, we are living in a world of fear. The life of
 70 ideals, and, yes, be guided by dreams! We are of many different nations, we
 71 which places new burdens upon us, and we are all resolved to exert all our
 72 to the well-being of mankind. But today we are faced with a situation where the
 73 We are of many different nations, we are of many different social
 74 a common detestation of racialism. And we are united by a common
 75 is not something far and distant. We have known it in all its ruthlessness.
 76 than those which superficially divide us. We are united, for instance, by a
 77 colonialism in whatever form it appears. We are united by a common detestation

2. Concordances of OUR

N Concordance

1 of all the world are our affairs, and our future depends upon the solutions
2 country was for the second time since our Proclamation of Independence
3 , confine our interests to the affairs of our own continents. The States of the
4 no longer. The affairs of all the world are our affairs, and our future depends upon
5 of our territory occupied, a great part of our leaders imprisoned or exiled, our
6 part of our leaders imprisoned or exiled, our existence as a State threatened.
7 engaged in a life and death struggle. Our nation was besieged and
8 besieged and beleaguered, much of our territory occupied, a great part of our
9 on their distorted bodies the marks of our failure to control the forces which
10 that of preserving peace. Without peace our independence means little. The
11 . War would not only mean a threat to our independence, it may mean the end
12 lightly, the unborn generations of our children would bear on their
13 for us is not a matter of the big stick. Our statesmen, by and large, are not
14 , we cannot, we dare not, confine our interests to the affairs of our own
15 little. The rehabilitation and upbuilding of our countries will have little meaning.
16 of our countries will have little meaning. Our revolutions will not be allowed to run
17 chamber, but on the battlefield. Our envoys then were rifles, and cannon,
18 other regions of this globe. But, again, our countries were the birthplaces of
19 we be divided by the multiformity of our religious life? It is true, each religion
20 . Then only can it be fully extended to our relations with our neighbouring
21 it be fully extended to our relations with our neighbouring countries, and to
22 Asia and a New Africa have been born! Our task is first to seek an
23 be bitter about the past, but let us keep our eyes firmly on the future. Let us
24 , Balinese, etc. But thank God, we have our will to unity. We have our Pancha
25 God, we have our will to unity. We have our Pancha Sila. We practise the "Live
26 against Indonesia and to give support to our struggle. The intellectual blockade
27 . The intellectual blockade was broken! Our Delegates flew to New Delhi and
28 was at that sad but glorious moment in our national history that our good
29 moment in our national history that our good neighbour India convened a
30 . We were given fresh courage to press our struggle onwards to its final
31 all applied by us most completely within our own Asian and African frontiers.
32 support which was being given to our struggle for national existence.
33 , the Press and the common men of our Asian and African neighbours were
34 in our part of the world would imperil our precious independence, so recently
35 itself. If we look for the forerunner of this our great gathering, we must look to

N Concordance

36 between nations and groups of nations. Our unhappy world is torn and tortured,
 37 necessity. Today the contrast is great. Our nations and countries are colonies
 38 independent. We are again masters in our own house. We do not need to go to
 39 then? What of our children and our parents ? The burden of the
 40 is part of the price we gladly pay for our independence. For many
 41 should happen. What then? What of our newly-recovered independence
 42 independence then? What of our children and our parents ? The
 43 stay amongst us memorable for both our guests and your hosts. We hope
 44 your hosts. We hope that the warmth of our welcome will compensate for
 45 forbearance if some circumstances in our country do not meet your
 46 . We have, I assure you, done our best to make your stay amongst us
 47 by our forefathers and by the people of our own and younger generations. For
 48 continents before the spokesmen of our peoples could confer. I recall in this
 49 the tribulations through which many of our peoples have so recently passed,
 50 result of sacrifices. Sacrifices made by our forefathers and by the people of our
 51 independence. For many generations our peoples have been the voiceless
 52 , we cannot yet say that all parts of our countries are free already. Some
 53 the same condition. Yes, some parts of our nations are not yet free. That is why
 54 - call it what you will - are different. Our racial stock is different, and even
 55 stock is different, and even the colour of our skin is different. But what does that
 56 completely won until we can survey this our own world, and can say that
 57 for us because an outbreak of fighting in our part of the world would imperil our
 58 classic form which we of Indonesia, and our brothers in different parts of Asia
 59 reassurance during the darkest days of our struggle shall echo for evermore.
 60 of what we were going to do with our independence when it was finally
 61 of giving content and meaning to our independence. Not material content
 62 lived in poverty and humiliation. Then our nations demanded, nay fought for
 63 regret them. In 1945, the first year of our national revolution, we of Indonesia
 64 backgrounds and cultural patterns. Our ways of life are different. Our
 65 patterns. Our ways of life are different. Our national characters, or colours or
 66 us, and we are all resolved to exert all our strength and courage in carrying
 67 and Brothers, how terrifically dynamic is our time! I recall that, several years ago,

Concordances of US

N Concordance

1 in common. Relatively speaking, all of us gathered here today are neighbours.
2 benefit from its warm radiance. But let us be full of hope and full of confidence.
3 , the experience of colonialism. Many of us have a common religion. Many of us
4 here today are neighbours. Almost all of us have ties of common experience, the
5 motto the unifying force which brings us all together - to seek in friendly,
6 is obsolete - is first of all applied by us most completely within our own
7 presence of you all here today. It is for us to give it strength, to give it the
8 , ways and means by which each of us can live his own life, and let others
9 God is so sweet as life and liberty. Let us remember that the stature of all
10 keep our eyes firmly on the future. Let us remember that no blessing of God is
11 of humanity's majority. And let us remember, Sisters and Brothers,
12 or parts of nations are still unfree. Let us remember that the highest purpose
13 us have common cultural roots. Many of us, the so-called "underdeveloped"
14 of us have a common religion. Many of us have common cultural roots. Many of
15 us not be bitter about the past, but let us keep our eyes firmly on the future.
16 hard flints of today's circumstances. Let us not be bitter about the past, but let
17 all over the world. Therefore, it behoves us to take particular care to ensure that
18 be disinterested about colonialism? For us, colonialism is not something far and
19 than those which superficially divide us. We are united, for instance, by a
20 are often told "Colonialism is dead". Let us not be deceived or even soothed by
21 are not yet free. That is why all of us cannot yet feel that journey's end
22 invincible spirit of those who went before us. Their struggle and sacrifice paved
23 our best to make your stay amongst us memorable for both our guests and
24 , but from variety of desires. All of us, I am certain, are united by more
25 change which places new burdens upon us, and we are all resolved to exert all
26 indulge in power politics. Diplomacy for us is not a matter of the big stick. Our
27 the oceans and the seas will protect us. The food that we eat, the water that
28 success! Yes, there is diversity among us. Who denies it? Small and great
29 African neighbours were all supporting us. We were given fresh courage to
30 of the battle for peace. How can any of us be disinterested about peace? Not
31 the other anti-colonial words which gave us comfort and reassurance during the
32 that little grain of comfort is denied us for it has been made clear that the
33 argued that peace was necessary for us because an outbreak of fighting in

A CRITICAL DISCOURSE ANALYSIS OF THE BALI NINE NEWS ON *SUARA MERDEKA* WEBSITE

Ferlina, Antonius Suratno

This study aims to critically analyze (1) text structure, (2) social cognition, and (3) social context of the Bali Nine news on *Suara Merdeka* website (www.suaramerdeka.com). The method used in this research is a descriptive qualitative method used to critically look into five news about the case of the Bali Nine execution verdict. The analysis of the data indicates that the news texts are able to explain the text structure, such as the description of the background and the details of the overall texts. Second, in the social cognition dimension mostly the journalists report news about the various ways and the struggle that are done by the death row inmates and the Australian government to cancel the execution despite persistent refusal. In writing the news, the journalists neither exaggerate the news nor speak badly about The Australian Government, but they implicitly highlight that Indonesian Government is the one who has a sole authority to decide whether to carry out the execution or not and Australian Government merely adhere to the Indonesian's law. Third, the discourse about Bali Nine built in the social context raises controversy. Not all people support government action in executing the two death penalty convicts in drug cases.

Keywords: *critical discourse analysis, news, Bali Nine, Suara Merdeka, Van Dijk*

Background

Mass media serves to connect people and information. Mass media either printed or electronic have an important role in providing information to the public and reporting anything happening in the world. According to Muhtadi (1999, p. 3), the function of mass media is to disseminate information through published writings. However, it is undeniable that mass media also have an important role in influencing public perception. Cliffnotes in the article “The Functions of The Mass Media” states that the mass media do not only report the results of public opinion reported by external organizations but also increasingly incorporate their own polls into their news coverage. More importantly, newspapers and television help shape public opinion as well. Mass media are newsmakers and capable of influencing people. Through the news, they are able to build an image of certain groups, parties, or a certain person. Choices of words by reporters also play an important role in influencing public opinion which can also build an image of a party or a person.

Bali Nine is a name given to a group of nine Australian who were convicted for planning to smuggle 8.3 kg heroin from Indonesia to Australia. The members of Bali Nine are Andrew Chan, Myuran Sukumaran, Si Yi Chen, Tan Duc Thanh Nguyen, Matthew Norman, Scoot Rush, Michael Czugaj, Renae Lawrence, and Martin Stephens. Andrew Chan and Myuran Sukumaran were sentenced to death and others were sent to prison. As stated by CNNIndonesia (Kandi, 2015), the chronologies of the Bali Nine case are as follows: In April 2005, Indonesia received information from the Australian Federal Police that there was a drug smuggling attempt. Police arrested the five convicts (Andrew Chan, Scott Rush, Michael Czugaj, Renae Lawrence, and Martin Stephens) at Ngurah Rai Airport and arrested the other four at Melasti beach bungalows near Kuta beach on April 17, 2005. When they were caught, eight of them had heroine pockets taped to their bodies which are packed in plastics. Only Andrew Chan, who did not have heroine pockets on his body, but later Andrew Chan was proved as a “godfather” or the one who planned the smuggled heroin. He was also in charge of collecting heroin on their arrival in Australia and distributing SIM cards to all of the members to contact each other with the help of Sukumaran.

Andrew Chan and Myuran Sukumaran were sentenced to death. Other convicts were sentenced to life imprisonment. However, on April 26, 2006, Lawrence,

Chen, Nguyen, and Norman had their sentences reduced to 20 years. The life sentences for Czugaj and Stephens remained unchanged because the prosecutors filed appeals against the changes in their sentences. The death penalties of Andrew Chan and Myuran Sukumaran were executed on April 29, 2015, after long judicial processes.

One of the biggest and oldest local printed media in Indonesia is *Suara Merdeka* published in Semarang city, Central Java. On September 14, 1996, H. Hetami established the *Suara Merdeka* website. At first, this online media only contained news taken from *Suara Merdeka* printed media (newspaper). Then on February 11, 2000, it added its news with the actual news edition. The aim is to make *Suaramerdeka.com* not lagging behind in reporting something, so it can report up to date news or information especially about the verdict of the death penalty to the convicts. People who opposed to this death penalty, for example, The Australian Prime Minister, John Howard, repeatedly insisted on canceling the death penalty. According to Kompasiana (Rushan, 2015), some Australian people compared the two convicts of the Bali Nine with Abu Bakar Ba'asyir who was responsible for the Bali bombing in 2002 killing more than 200 people, in which 88 of them were Australian citizens. At that time, he was sentenced to nine years in prison. People who opposed the death penalty came not only from the Australian Government but also from Indonesian citizens. Some of them opinionated that the death penalty was too cruel and inhumane.

The writer was interested in analyzing this topic because first, according to a survey conducted by Nielsen Consumer Insight W2 2010, *Suara Merdeka* was one of the biggest media in Central Java. Therefore, the news published by *Suara Merdeka* has a strong effect on society. Second, there were controversies and conflicts regarding the death penalty that was given to Bali Nine members. The objective of this study is to critically analyze how *Suara Merdeka* establishes text structure, social cognition, and social context of the news about Bali Nine. The results of this study are expected to give knowledge, especially that relates to critical discourse analysis of the news in media and how the media construct the image of someone or groups.

LITERATURE REVIEW

Discourse Analysis

The term discourse analysis according to Brown and Yule (1983) is used to “describe activities at the intersection of disciplines as diverse as sociolinguistics, psycholinguistics, philosophical linguistics, and computational linguistics.” According to Johnstone (2008, p. 2), discourse analysis is “the study of language”, however, the way to understand what the difference between discourse analysis and any other approaches is by asking ourselves about what “discourse” and “analysis” is. As stated by Johnstone, the term is called “discourse analysis” rather than “language analysis” because “it is not centrally focused on language as an abstract system. It tends to be interested in what happens when people draw on the knowledge they have about language, knowledge based on their memories of things they have said, heard, seen, or written before doing things in the world for example exchange information”. Moreover, Johnstone also says it is called discourse analysis rather than “discourseology” or “discourse criticism” because of “the fact that discourse analysis typically focuses on the analytical process in a relatively explicit way.” (Johnstone, 2008, p. 3)

According to Paltridge, Zellig Harris was the one who introduced the term discourse analysis as a way of analyzing connected speech and writing for the first time in 1952. There are two main interests that Harris had. First, the examination of language beyond the level of the sentence and second, the relationship between linguistic and non-linguistic behavior. Harris (2012, p. 2) examined a way of describing how language is distributed within a text and a way in which language is combined in particular kinds and styles of texts. An important observation that he made was as follows:

Connected discourse occurs within a particular situation – whether a person speaking, or of a conversation, or of something sitting down occasionally over the period of months to write a particular kind of book in a particular literary or scientific tradition. (Harris, 2012, p. 2)

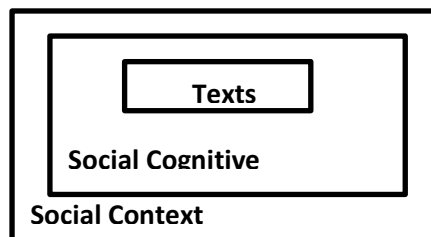
Van Dijk’s Critical Discourse Analysis

Critical Discourse Analysis is defined differently in accordance with the focus of attention in the research using CDA approach. Paltridge (2012, p. 186), defines

it as an attempt to explore the connection between the use of language and the social and the political contexts in which it occurs. It explores issues such as gender, ethnicity, cultural difference, ideology and identity and how these are both constructed and reflected in texts. It also investigated ways in which language constructs and is constructed by social relationships. In contrast, Van Dijk (1998) defined it as a field that is concerned with studying and analyzing written and spoken texts to reveal the discursive source of power, dominance, inequality and bias. It examines how these discursive sources are maintained and reproduced within specific social, political, and historical contexts.

For Van Dijk, the main purpose of adopting the CDA approach is to analyze the structure of discourse related to the reproduction of social dominance, whether it is the form of conversations or news or genre and other contexts. Critical discourse analysis examines the use of discourse in relation to social and cultural issues such as politics, race, gender and identity and asks why the discourse is used in a particular way and what the implications are of this kind of use. Van Dijk believes that discourse research is not only about the text, but must also be seen in the production of the practice. In Critical Discourse Analysis, discourse is not considered as the practice of language study, rather as something connected to the context in which certain goals and practices including the power practice are exercised. CDA investigates how social groups fight and propose their own reality. Van Dijk's theory consists of three dimensions of analysis. They are text structures, social cognition, and social context.

Picture 1
Van Dijk's Analysis Diagram



1. Text Structure

Text structure analyses how the discourse strategies are used to describe a person or an event on how textual strategies are used to sequence events.

marginalize a group, an idea or a specific event. Van Dijk (2001) divides this into three levels :

i. Micro Structure

Micro Structure is a local meaning of a text that can be observed from the choice of words, sentences, and styles that are used in a text. Rhetorics can be seen from the use of graphics, metaphors, and expressions.

ii. Macro Structure

It is a global meaning of a text that can be observed from the topic or theme raised by a text. The macro structure consists of a news topic. News' topic can be concluded after reading, listening, or watching that news.

iii. Superstructure

It is a framework of a text, how the structure and elements of discourse are arranged in a text as a whole part like introduction, content, closing and conclusion. Schematic is the reporter's strategies to support certain theorist that are delivered by arranging the parts in a certain structure.

2. Social Cognition

Social Cognition sees how a text is produced. Social cognition associates with the reporters' mental awareness that form the text. As stated by Van Dijk quoted by Eriyanto (2001, p. 259), the text itself has no meaning, but it is given by the mental awareness process of the language users. Reporters are not seen as neutral individuals, but individuals who have varying values, experiences, and influences of ideology derived from life. An event is understood by a scheme or a model. The scheme is conceptualized as a mental structure that includes human's perspectives, social roles and events. There are several schemes to comprehend this cognition as stated by Van Dijk (2001) quoted by Eriyanto:

- a. People Schema: How a person describes and sees other people.
- b. Self Schema: How a person understands and describes him/herself.
- c. Role Schema: How someone depicts and understands somebody's role/position in society.
- d. Occasion Schema: Every occasion is always understood and described by a certain scheme.

3. Social Context

Social context analysis is used to show how meanings and social power are produced through discourse practice and legitimacy. According to Van Dijk

(2001), as stated in the Eriyanto's book, in the analysis of this society, there are two important points: power and access.

a. Power practice

This power generally is based on property or valuable resources such as money, status, and knowledge. Power is not only obtained through physical control, but also through the act of persuasion by influencing mental conditions such as beliefs, attitudes, and knowledge. Discourse analysis gives attention to domination.

b. Access

Discourse analysis gives attention to access between each group in society. Elite groups have more access than the non-powerful groups. Therefore, they have greater access to media.

With these three dimensions analysis theory by Van Dijk, the researcher can analyze the process of media to produce texts and make the news, the text structures of the news, and the way the discourse of the news is built.

There are some previous studies that also conduct research on the discourse that is built by media.

"A CDA Approach to Analysing BBC TV'S Newnight Reports on the Israel/Palestine Conflict" by Peter Allen (2013) ii. "Analisis Wacana Terhadap Teks Berita Tuntutan Pembubaran FPI SKH Kompas Edisi Februari 2012" by Khuriyati (2013)

From the research above, there are similarities in the use of critical discourse analysis by the researcher and they both also focus on the discourse built by media. However, there are also some differences between the research of the writer and the research above in terms of the subjects and the objects chosen. This research chose Suara Merdeka as the subject and news about Bali Nine as the object.

Another difference is that the writer used the three dimensions by Van Dijk while the researches above did not use the Van Dijk's theory. Peter Allen's "A CDA Approach to Analysing BBC TV'S Newnight Reports on the Israel/Palestine Conflict" used Fairclough's three levels of analysis – context, interaction, and text while Khuriyati's "Analisis Wacana Terhadap Teks Berita Tuntutan Pembubaran FPI SKH Kompas Edisi Februari 2012" used Theo Van Leeuwen dimensions. The writer chose Van Dijk's theory rather than Fairclough's or Theo Van Leeuwen's

because the writer thinks that Van Dijk's theory is the most suitable for this study because it focuses on social and cultural issues. As far as the writer knows, Fairclough's theory focuses more on

METHODOLOGY

Method of data collection

The purpose of this study is to critically analyze how the *Suara Merdeka* establishes text structure, social cognition, and social analysis of the news about Bali Nine. The writer uses documents that are the news about Bali Nine as the instruments of data collection.

According to Creswell (2014, p. 190), there are four basic types of data collection procedures in qualitative research which are observation, interviews, audio & visual, and documents. In this research, the writer uses public documents which are the news as a data collection method. The researcher will focus on collecting documents to obtain the news texts about Bali Nine on the *Suara Merdeka* website (www.suaramerdeka.com) and then observe them. Moreover, the writer, as the researcher, is qualified for the assumptions.

The method used in this study is a descriptive qualitative method. According to Djadjasudarma (2006), the descriptive-qualitative study aims to provide a systematic description of the data, characteristics, and relationships of phenomena to be studied.

1. Instrument

The instruments of this research that the writer used were public documents which were the news about Bali Nine on the *Suara Merdeka* website. The writer observed the news about Bali Nine on *Suara Merdeka* official website. Then, the writer gathered the data by copying the news script in order to analyze the data.

2. Data

The subjects of this study are the news about Bali Nine on *Suara Merdeka* website (www.suaramerdeka.com) and the object is the discourse built in the news about Bali Nine on *Suara Merdeka* website. The data of this study are the news texts related to Bali Nine on *Suara Merdeka* official website (www.suaramerdeka.com). The news are as follows:

1. *Sindikrat Bali Nine Bisa Segera dieksekusi* (Bali Nine Syndicate could be Executed soon) - February 25, 2015.
2. *Jelang Eksekusi Duo Bali Nine, KJRI Sydney dilempari Cat* (Ahead of Bali Nine Duo Execution, The Consulate General of The Republic Indonesia in Sydney was Pelted with Paint.) - March 3, 2015.
3. *Duo Gembong Bali Nine Tetap dieksekusi, Menlu Australia Kecewa* (Bali Nine Kingpin Duo were still Executed, Australian Foreign Minister was Disappointed) - March 4, 2015.
4. *Tak Ada Dasar Hukum, Barter "Bali Nine" ditolak* (Not based on the law, "Bali Nine" Barter was Declined) - March 6, 2015.
5. *dilobi Senator Australia, PBNU Kekeuh Dukung Hukuman Mati Bali Nine* (Lobbied by Australian Senator, PBNU Insisted to Support Bali Nine Death Penalty) - March 10, 2015. To collect these data, the writer used a purposive sampling method. According to Cohen, Manion, and Morrison (2007, pp. 114-115), purposive sampling is "often (but by no means exclusively) a feature of qualitative research, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought"

The writer decided to use a purposive sampling method as the method of data collection because the news was taken from the website, not from newspapers or television. Usually, reporters who write news to post on the website if there is updated information about a certain case, they will just combine the previous news with the update information and post it as new news. What the writer means is sometimes the first news and the second news has only a small difference (sometimes half of the news is just a copy and paste from the previous news). The writer did not want to use that kind of news. The writer wanted to use the news that had different topics or main points, even though it was still about the Bali Nine case. After using a purposive sampling method, the writer chose the five news that had already been mentioned above.

3. Procedure

The procedures to do this research are as follows:

1. The writer opened *Suara Merdeka* official website (www.suaramerdeka.com) by using a computer.

2. After that, the writer searched the news about Bali Nine.
3. By using a purposive sampling method, the writer chose the five news about Bali Nine previously mentioned above.
4. The data were analyzed in a descriptive method. The data were analyzed by using the three-dimension analysis by van Dijk, text structure, social cognition, and social context.
5. The data then were presented, described, and interpreted until the writer could conclude the results.

4. Data Analysis

After the researcher obtained the data, the next step was to analyze the data. The researcher used the model of discourse analysis by Teun van Dijk.

The researcher chose this model because this model consisted of three elements, text dimension, social cognition (the reporters' understanding of the event), and social context (analyzing discourse that developed in the community). This study intended to see the construction in the dimension text of the news as well as the two other elements of van Dijk.

The dimension text consists of macrostructure which is the global meaning of a text that can be observed from the topic or the theme. The element is thematic. The superstructure is the framework of a text such as introduction, content, and conclusion. The element is the schematic. The microstructure is a global meaning of a text that can be observed from the choice of words, sentences, and styles used by a text. The elements are semantics, syntax, stylistics, and rhetorical. The second is social cognition. It is how reporters' mental awareness that forms the text. The third is the social context. It is to understand what is going on in society and the impact on society after the news.

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer presented the findings and the analysis of the data which was the Bali Nine news on the *Suara Merdeka* website (www.suaramerdeka.com) using a qualitative method and Teun van Dijk's critical discourse analysis method. Van Dijk's method analysis consists of three dimensions analysis, text structure, social cognition, and social context. The results could be described as follows:

Text Structure Analysis

1. News 1: *Sindikate Bali Nine Bisa Segera Dieksekusi*

i. Macro Structure

The topic or the main theme of the news *Sindikate Bali Nine Bisa Segera dieksekusi* (Bali Nine Syndicate Can be Executed Soon) on February 25, 2015 (see the appendix 1) is the lawsuit of the duo Australian drug kingpins who were known as Bali Nine syndicates, against President Joko Widodo was rejected by the Jakarta State Administrative Court.

ii. Super Structure

At the superstructure level, the research is shown through the news schema that is presented in the news text. In this news, it starts with information that the Jakarta State Administrative Court rejected the lawsuit submitted by Andrew Chan and Myuran Sukumaran as stated in Paragraph 1.

In the second paragraph, states that by that rejection, it meant the duo could soon be executed. The next paragraphs contain flashback and detail information about the lawsuit.

Then, Paragraph 6 contains an explanation of why the lawsuit was rejected. Paragraph 7 and 8 are explanations by their lawyer who would submit an appeal.

The closing is brief information about Andrew Chan's & Myuran Sukumaran's case who was arrested for trying to smuggle 8.2 kg heroin and that this case gained great attention from the Indonesian government. By displaying the scheme as above, the reporter wanted to make readers focus their attention on the rejection of the lawsuit filed by Andrew and Myuran which made them both closer to the execution. Whereas, the lawyer of Andrew and Myuran said they would still appeal. However, the reporter didn't give the detail about an appeal that they would submit.

iii. Micro Structure

1. Semantics

The background of this news starts with information about the rejection of a lawsuit submitted by Andrew Chan and Myuran Sukumaran against President Joko Widodo.

The detail of the news lies in Paragraph 4 and Paragraph 6. Paragraph 4 is an explanation of the Jakarta Administrative Court chairman who stated that the lawsuit submitted by Andrew and Myuran was rejected. Paragraph 6 describes that Andrew and Myuran sentenced to pay some amount of money. By providing these details, the journalist wanted the readers to believe that the rejection of Andrew's and Myuran's lawsuit was true.

The purpose of this news that the reporter wants to deliver is to inform the readers about the rejection of a lawsuit submitted by Andrew Chan and Myuran Sukumaran against President Joko Widodo by The Jakarta State Administrative Court. Besides that, the reporter also wanted to inform the readers regarding the effort of the two convicted to cancel their execution by submitting a lawsuit against President Joko Widodo, even though that lawsuit was rejected by The Jakarta State Administrative Court. The reporter also wanted to inform by that rejection, it meant Andrew and Myuran could be executed soon even though actually, The chairman of The Jakarta State Administrative Court didn't say anything about the execution day.

2. Syntax

This news uses **active and also passive sentences**. One of the active sentences lies in Paragraph 3 *Sebelumnya, para penyelundup tersebut menggugat Jokowi yang telah menolak grasi yang mereka ajukan.* (Previously, the smugglers sued Jokowi who had rejected clemency that they proposed.)

The example of the passive sentence is in the second paragraph *Dengan demikian, para penyelundup yang dikenal dengan sebutan Sindikat Bali Nine itu bisa segera dieksekusi.* (Thus, the smugglers who were known as the Bali Nine Syndicate could soon be executed.)

The subject of this news is mainly *para penyelundup* (the smugglers) who are Andrew Chan and Myuran Sukumaran. By using the word *para penyelundup* as the subject, it seemed that the reporter wanted to emphasize this word. The word *para penyelundup* had a negative effect to Andrew and Myuran and it meant the reporter wanted to give a negative effect to them.

This news contains some **coherences**. The first is in Paragraph 2 *Dengan demikian, para penyelundup yang dikenal dengan sebutan Sindikat Bali Nine itu bisa segera dieksekusi.* (Thus, the smugglers who were known as the Bali Nine Syndicate could soon be executed.) The conjunction *dengan demikian* (thus) has a meaning to conclude something. In this case, the reporter concluded by him/herself that by the rejection of the lawsuit, it meant both Andrew and Myuran could be executed soon.

The conjunction *yang* (who) is to connect between the sentence *para penyelundup* and the sentence *dikenal dengan sebutan sindikat bali nine...* (were known as the Bali Nine syndicate...). Once more, the reporter used the word *para penyelundup* to refer to Andrew & Myuran and gave a negative effect to them.

The second coherence is in Paragraph 5 *Nasib gugatan Andrew Chan juga serupa* (The fate of Andrew Chan's lawsuit was also similar). This coherence has a meaning to show a comparison.

The third coherence lies in Paragraph 9 *Andrew-Myuran ditangkap di Bandara Ngurah Rai pada 2005 karena membawa 8,2 kg heroin* (Andrew Myuran were arrested at Ngurah Rai Airport in 2005 for carrying 8.2 kg of heroin.). This coherence has a meaning to show cause and effect. The reporter wanted to show that there was a clear reason why Andrew and Myuran were arrested.

The pronouns that are used in this news are *mereka* (they), *dia* (he), and *kami* (we) as shown in these paragraphs:

Sebelumnya, para penyelundup tersebut menggugat Jokowi yang telah menolak grasi yang mereka ajukan. – Paragraph 3

Dia akan melakukan perlawanan hukum dengan mengajukan banding. (He would take a legal fight by submitting an appeal.) - Paragraph 7

“Kami ingin menggunakan hak perlawanan kami,” (“We wanted to use our right of resistance,”)” - Paragraph 8

3. Stylistics

In this news, the reporter often used the word *para penyelundup* to refer to Andrew Chan and Myuran Sukumaran. The use of the word *para penyelundup* (the smugglers) refers to Andrew Chan and Myuran

Sukumaran, indicated that the reporter wanted to give a negative effect to them.

4. Rhetorics (Graphic & Metaphor)

An example of a metaphor is found in Paragraph 7 which is *perlawanan hukum* (a legal fight). *Dia akan melakukan perlawanan hukum dengan mengajukan banding.* (He would take a legal fight by submitting an appeal.) The title of this news is *Sindikate Bali Nine Bisa Segera dieksekusi* (Bali Nine Syndicate could be Executed Soon). The reporter also provided a sub-title which is *Gugatan Ke Jokowi Kandas* (Lawsuit Against Jokowi Failed). In fact, the content of this news is mainly about the rejection of Andrew Chan and Myuran Sukumaran's lawsuit against Jokowi who rejected the clemency that they proposed. The reporter also concluded by himself that by the rejection of Andrew and Myuran's lawsuit against Jokowi, then both of them could soon be executed as written in the second paragraph. Therefore, it can be indicated that the main thing the reporter wanted to convey was that the execution of the convicts can be implemented soon. The reporter concealed this hidden meaning by writing the news about the rejection of the lawsuit filed by Andrew and Myuran. Further, when we view the scheme developed by the reporter of this news, at the end of the news the reporter wrote that the convicts' lawyer did not accept this decision and would appeal. However, the reporter did not preach more about the appeal. This was the reporter's strategy to make the readers did not pay attention to the effort of the convicts to cancel their execution.

2. News 2: *Jelang Eksekusi Duo Bali Nine, KJRI Sydney Dilempar Cat*

i. Macro Structure

The topic of the news *Jelang Eksekusi Duo Bali Nine, KJRI Sydney Dilempar Cat* (Ahead of Duo Bali Nine Execution, The Consulate General of the Republic Indonesia in Sydney was pelted with paint.) dated March 3, 2015 (see the appendix 2) is an incident at The Consulate General of the Republic of Indonesia in Sydney pelted with balloons filled red paint. This incident is allegedly associated with the execution of Andrew Chan and Myuran Sukumaran.

ii. Superstructure

The schema of this news starts with a report from a press release of the Ministry of Foreign Republic Indonesia, which said that there were balloons filled with liquid thrown by someone in the front yard of the Consulate General of Republic Indonesia, one of them burst and spilled red liquid this morning, at 6 o'clock Sydney time.

The next paragraphs contain the detail or the chronology of the incident and information that the police had already come and put the police line at the gate. the Consulate General of Republic Indonesia in Sydney also delivered an appeal to all Indonesian citizens in the region of New South Wales, Brisbane and South Australia in order to always be alert and cautious.

In the closing, the reporter said that this incident allegedly associated with the execution of Andre Chan and Myuran Sukumaran.

By watching the schema as above, first, the reporter wanted to make the readers understood the chronology of the incident and then, the reporter carefully conveyed that this incident allegedly associated with the death execution of Andrew and Myuran even though the culprit of the incident had not been identified yet as well as the motive.

iii. Micro Structure

1. Semantics

The background of the news starts with the Ministry of Foreign Affairs of the Republic Indonesia who reported the finding of balloons filled with liquid by someone in the front yard of The Consulate General of Republic Indonesia in Sydney.

The detail of the news is in Paragraph 4. An official for Social and Cultural Affairs from the Consulate General of Republic Indonesia in Sydney, Nicolas Mannopo explained the chronological of the incident. *"Begitu melihat ada cairan yang tercecer di depan pintu gerbang, staf kami tersebut langsung menghubungi polisi. Polisi kemudian memeriksa cairan itu dan tidak ada zat bahaya di dalamnya. Cairan berwarna merah itu hanya cat."* ("Upon seeing liquid spilled at the front gate, our staff immediately contacted the police. The police then checked the liquid

substance and there was no dangerous chemical in it. The red liquid was just paint”)

By providing the detail, that was the reporter’s strategy to convince the reader that the incident was true through evidence and a detailed chronology that had been delivered by the witness.

The purpose of this news is to inform the incident that happened in the Consulate General of Republic Indonesia in Sydney, the finding of balloons filled with liquid thrown by someone. Another purpose is in Paragraphs 5 and 6 of this news which is to tell all of the staff and Indonesian citizens to be alert but still did their jobs. This sentence implied that this incident was evidence that the execution of Andrew and Myuran gave a negative impact on the relationship between Australia and Indonesia. It also could be disturbing Indonesian citizens residing in Australia.

The presupposition element lies in Paragraph 7 in this news. *Insiden pelemparan balon berisi cairan merah ke KJRI di Sydney itu diduga terkait eksekusi dua warga Australia yang dipidana mati dalam kasus narkoba.* (The balloons throwing incident at the Consulate General of the Republic Indonesia in Sydney was allegedly related to the execution of two Australians who were sentenced to death in drug cases.). It meant the culprit and the motive had not been identified yet, but the reporter wanted to inform the reader that the culprit might be associated with the execution of Andrew and Myuran.

2. Syntax

This news contains **passive sentences** as well as **active sentences**. The passive sentence for example lies in Paragraph 2 *Siaran pers Kementerian Luar Negeri RI pagi ini menyebutkan pukul 06.00 waktu Sydney ditemukan sejumlah balon berisi cairan yang dilemparkan oleh seseorang ke halaman depan KJRI, salah satunya pecah dan mencecerkan cairan merah.* (A press release of the Ministry of Foreign Republic Indonesia this morning mentioned at 6 o’clock of Sydney time, was found balloons filled with liquid thrown by someone in the front yard of the Consulate General of Republic Indonesia, one of them bursted and spilled red liquid.)

By looking at the structure of the sentence above, it can be seen that the subject of the sentence is the balloon filled with red liquid thrown by someone. It means that it is the main focus of this news.

There are some **coherences** that can be found in this news. The first one is *yang* (in this case is translated as who) in the first paragraph *Kantor Konsulat Jenderal Republik Indonesia (KJRI) di Sydney, Australia, dilempari balon berisi cat merah oleh seseorang yang belum diketahui identitasnya pada Selasa (3/3) pagi.* (The Office of the Consulate General of The Republic Indonesia in Sydney, Australia pelted with balloons filled red paint by someone who had not been identified on Tuesday (3/3) morning). The coherence *yang* is to connect between the sentence *seseorang* and the sentence *yang belum diketahui identitasnya*. The reporter wanted to inform that the one who threw the balloon had not yet been identified.

The second coherence is *dan* (and) in Paragraph 2 “... *salah satunya pecah dan mencecerkan cairan merah.*” (“...one of them bursted and spilled red liquid.”). The third is *serta* (as well as) in Paragraph 5 “...*termasuk pelayanan visa serta tugas kekonsuleran dan kemasyarakatan.*” (...including visa services as well as consular and social tasks.)

The **pronoun** used in this news is *kami* (our) in Paragraph 4 “*Begitu melihat ada cairan yang tercecer di depan pintu gerbang, staf kami tersebut langsung menghubungi polisi. Polisi kemudian memeriksa cairan itu dan tidak ada zat bahaya di dalamnya. Cairan berwarna merah itu hanya cat.*” (“Upon seeing liquid spilled at the front gate, our staff immediately contacted the police. The police then checked the liquid substance and there was no dangerous chemical in it. The red liquid is just paint.”)

3. Stylistics

In this news, the reporter also used the word *kelompok penyelundup* to refer to Andrew chan, Myuran Sukumaran, and other members of Bali Nine Syndicate. It meant, the reporter wanted to give a negative effect to them.

4. Rhetorics (Graphic and Metaphor)

The graphic element that can be found in this news is the use of a picture that shows two Australians who were sentenced to death in this drug case, Andrew Chan and Myuran Sukumaran.

The topic of this news is about an incident at The Consulate General of The Republic of Indonesia in Sydney that was pelted with balloons filled red paint by someone. It can be seen in the presupposition element in the analysis above that the reporter wrote this incident allegedly associated with the execution of Andrew Chan and Myuran Sukumaran. In the title, the reporter also wrote *Jelang Eksekusi Duo Bali Nine, KJRI Sydney dilempari Cat* (Ahead of Duo Bali Nine Execution, The Consulate

General of The Republic of Indonesia in Sydney pelted with paint.). However, in the first paragraph, it said that someone had not yet been identified so it could be concluded that the background and motivation of the perpetrator had not been known yet. The purpose of the reporter was nothing but to inform the readers that the culprit could be someone who did not accept the death penalty of the Bali Nine convicts.

Through this news, the reporter also implicitly wanted to give information that this death penalty case was indicated to have made the relationship between Indonesia and Australia heated as evidenced by this incident at The Consulate General of The Republic Indonesia in Sydney that was pelted with balloons filled red paint.

3. News 3: Duo Gembong Bali Nine Tetap Dieksekusi, Menlu Australia Kecewa

i. Macro Structure

The Topic of the news *Duo Gembong Bali Nine Tetap Dieksekusi, Menlu Australia Kecewa* (Duo Bali Nine Kingpin still executed, Australian Foreign Minister is Disappointed) dated March 4, 2015 (see the appendix 3) is The Australian Foreign Minister, Julie Bishop, who voiced out her disappointment of The Indonesian Government because they did not inform The Australian Government about The duo Bali Nine kingpins transfer to Nusakambangan for their execution preparation.

ii. Super Structure

The schema of the news can be described as follows:

First, the news starts with The Australian Foreign Ministry, Julie Bishop, who stated that she was disappointed with The Indonesian Government who ignored the petition of execution cancelation for the duo Bali Nine kingpins. The next paragraphs contain the explanation of Julie Bishop about her disappointment with the Indonesian Government who did not inform the Australian Government regarding the transfer of Andrew Chan and Myuran Sukumaran to Nusakambangan even though The Australian Government had requested in advance to the authorities in Indonesia. For the closing, Bishop said that she would not give up and still hope for a miracle in order for the execution could be canceled.

iii. Micro Structure

1. Semantics

The background of this news is the sentence Paragraph 1 *Lantaran permohonannya agar duo gembong Bali Nine tidak dieksekusi diabaikan,*

Menteri Luar Negeri Australia, Julie Bishop, mengaku kecewa terhadap Pemerintah Indonesia. (Because the petition of execution cancelation for duo Bali Nine kingpins was ignored, Australian Foreign Minister, Julie Bishop, was disappointed with the Indonesia Government.). This sentence, then is followed by a detail explanation of that disappointment.

The detail of this news lies in Paragraphs 2 and 5. In Paragraph 2 Bishop stated that, *"Saya kecewa dengan laporan Andrew dan Myuran akan dipindahkan oleh otoritas Indonesia dalam persiapan eksekusi mereka,"* ("I am disappointed with the report about Andrew and Myuran who will be moved by the Indonesian authorities in preparation for their execution,"). In Paragraphs 4 and 5 Bishop continued her explanation of the disappointment through an interview with Fairfax Media *"... Pemerintah Australia tidak diinformasikan mengenai pemindahan mereka ke Nusakambangan. Padahal,*

Negeri Kanguru telah meminta hal itu sebelumnya kepada otoritas di Indonesia.

“Otoritas Indonesia memang tetap menjalin komunikasi dengan konsuler kami di Bali. Tetapi, mereka belum memberikan informasi resmi mengenai rencana pemindahan Andrew dan Myuran dan hari eksekusi mereka,” (“...The Australian Government was not informed about their transfer to Nusakambangan. In fact, that land of kangaroos had requested in advance to the authorities in Indonesia.

“The Indonesian authorities did keep in touch with our consulate in Bali. But, they had not provided official information about the transfer plan of Andrew and Myuran and their execution day,”)

The purpose of this news is to inform Julie Bishop’s wishes in Paragraphs 6 and 7. In Paragraph 6 Bishop said that she still wanted The Indonesian Government to inform the execution day of Andrew Chan and Myuran Sukumaran.

Dia pun tetap meminta kepada Pemerintah Indonesia, agar menginformasikan hal itu. (She still asked the Indonesian Government to inform it).

In Paragraph 7 Bishop expressed her wish to cancel the execution by keeping in contact with the Indonesian Government. *Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (Bishop said that she still continued to contact the Ministry in Indonesia as if she wanted to make a miracle, so the execution could be cancelled).

This news mostly about Julie Bishop who felt disappointed with The Indonesian Government because they ignored her wish to cancel the execution of Andrew and Myuran. However, it was the reporter strategy to implicitly said that in this case, it was the Indonesian Government who had a full authority to decide whether to execute the two convicts or not.

2. Syntax

This news uses both **active** and **passive sentences**. For example, in Paragraph 4 *Dalam wawancara dengan Fairfax Media, Bishop turut menyebut, Pemerintah Australia tidak diinformasikan mengenai*

pemindahan mereka ke Nuskambangan. Padahal, Negeri Kanguru telah meminta hal itu sebelumnya kepada otoritas di Indonesia (In an interview with Fairfax Media,

Bishop also said the Australian Government was not informed about their transfer to Nuskambangan. In fact, the land of kangaroos had requested it in advance to the authorities in Indonesia)

By looking at the sentence above, it could be seen that the subject is The Australian Government and the object is information about Andre"s and Myuran"s transfer to Nusakambangan. That meant the reporter wanted to emphasize that the main focus of this news was about The Australian government who disappointed because the Indonesian government did not inform them about the transfer of Andrew and Myuran to Nusakambangan. The Australian Government asked the Indonesian government to provide official information to them about it.

This news uses some **pronouns** *dia* (she), *mereka* (they), and *saya* (I). The word *dia* (she) in this news is a pronoun of Julie Bishop. The word *mereka* (they) refers to the Indonesian authority and the word *saya* (I) refers to Julie Bishop in her statement which shows an official attitude of the statement giver (or in this case is Julie Bishop).

Dia pun tetap meminta kepada Pemerintah Indonesia, agar menginformasikan hal itu. (She kept asked the Indonesian Government to inform it.) – Paragraph 6.

"Tetapi, mereka belum memberikan informasi resmi..." ("But, they have not provided official information...") – Paragraph 5.

"Saya kecewa dengan laporan Andrew dan Myuran akan dipindahkan..." ("I am disappointed with the report about Andrew and Myuran who will be moved...") – Paragraph 2.

This news also uses some **coherences** in form of conjunctions such as *tetapi* (but) and *dan* (and).

"Otoritas Indonesia memang tetap menjalin komunikasi dengan konsuler kami di Bali. Tetapi, mereka belum memberikan informasi resmi mengenai rencana pemindahan Andrew dan Myuran dan hari eksekusi mereka," ("The Indonesian authorities do keep in touch with

our consulate in Bali, but, they have not provided official information about the transfer plan of Andrew and

Myuran and their execution day,”) – Paragraph 5

Bishop menyebut, kabar tersebut merupakan sebuah berita buruk dan menghancurkan hatinya. (Bishop said, the news were bad news and broke her heart)

3. Stylistics

In Paragraph 7, the reporter wrote *Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (She said she would continue to contact the Ministry in Indonesia, as if she wanted to make a miracle so the execution could be cancelled.). She in this case referred to Julie Bishop. With the words *Seolah ingin membuat keajaiban* (as if she wanted to make a miracle) the reporter implicitly said that it seemed impossible to cancel the execution and it would be a miracle if the execution could be cancelled.

4. Rhetorics (Graphic and Methapor)

The rhetoric elements in this news shown by the use of some metaphors, such as:

Negeri kanguru (The land of kangaroos) – Paragraph 4

Jelang detik-detik terakhir (Coming to the final seconds) – Paragraph 7

Membuat keajaiban (to make a miracle) – Paragraph 7

From the analysis of the news above, it can be seen in the detail and purpose elements, the reporter mainly wrote about the comments of Bishop who felt disappointed with the Indonesian Government for not informing the Australian Government regarding the transfer of Andrew Chan and Myuran Sukumuran to Nusakambangan as well as the day of their execution, although the Australian Government had already requested in advance to the authorities in Indonesia to provided any official information about the transfer and their execution day. As regards to their transfer to Nusakambangan in preparation for their execution, it meant that the Australian Government’s requested to cancel the execution of the convicts was ignored by the Indonesian Government. However, if we observed from the other side, there was

a hidden purpose to be conveyed by the reporter. The other purpose was to convince the reader that in this case, it was the Indonesian Government who has full authority to decide on the execution of the two convicts.

Further, in Paragraph 7, the reporter wrote “*Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (she said she would continue to contact the Ministry in Indonesia, as if she wanted to make a miracle so the execution could be cancelled.). With the words *Seolah ingin membuat keajaiban* (as if she wanted to make a miracle) the reporter implicitly said that it seemed impossible to cancel the execution and it would be a miracle if the execution could be canceled.

4. News 4: Tak Ada Dasar Hukum, Barter “Bali Nine” Ditolak

i. Macro Structure

The topic of the news *Tak Ada Dasar Hukum, Barter “Bali Nine” Ditolak* (Not based on the law, “Bali Nine” Barter was declined) on March 6, 2015 (see appendix 4) is that the Indonesian Government rejected the Barter offered by The Australian Government between two Bali Nine death convicts with three Indonesian citizens prisoned in Australia.

ii. Super Structure

The schema of this news starts with a sentence that explains the news“ title which is The Indonesian Government rejected an offer by the Australian Government about the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian prisoners in Australia because it was not based on Indonesia’s laws. This is followed by a statement from President Joko Widodo said that he would still maintain a good relationship with Australia. The following paragraphs contain a detail explanation of the exchange/barter offer. Then, there is a subtitle in the middle of the news which is diplomatic ethics. This subtitle contains further explanation by The Foreign Minister Retno Marsudi, The Foreign Ministry Spokesman Arrmanatha Natsir, the Ministry of Justice and Human Right Yasonna Laoly, and Professor of international law, University of Indonesia Hikmahanto Juwana. Each of them gave their explanation and their opinion regarding the exchange offer and the reasons for it. For

the closing, Attorney General M Prasetyo strengthens the refusal by saying it never comes to his mind (to accept the barter offer).

iii. Micro Structure.

1. Semantics

The background of this news is a statement that the Indonesian Government declined the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian Citizens who become prisoners in Australia. The reason was that there was no legal basis that regulated it.

The details of this news lay in some paragraphs such as in Paragraph 6. This paragraph contains a detail explanation of the exchange offer.

“Bishop menawarkan pembebasan tiga WNI yang ditahan di penjara Australia karena terlibat kasus narkoba. Ketiganya adalah Kristito Mandagi, Saud Siregar, dan Ismunandar. (Bishop offered the release of the three Indonesian citizens who were detained in Australian prison for involvement in drug cases. Those three are Kritito Mandagi, Saud Siregar, and Ismunandar.)”

Moreover, other details are in Paragraphs 9, 12, 16, and 18. Each of the paragraphs contains the explanations about the offer rejection by different people.

The Foreign Minister Retno Marsudi says, *“Tidak ada aturan hukum di Indonesia yang memungkinkan hal tersebut dapat dilakukan.”* (There is no rule of the laws in Indonesia which allows to do it.) – Paragraph 9 The Foreign Ministry Spokesman Arrmanatha Natsir stated, *“Bila memang tidak ada aturan yang mendasari, ya tidak akan bisa kita penuhi. Ini prinsip,”*(if there is no underlying rules, we can not fulfilled that. It is a principle) – Paragraph 12.

Professor of international law, University of Indonesia Hikmahanto Juwana said *“Tawaran itu juga cenderung membodohi pemerintah Indonesia. Pertukaran tahanan atau tawanan (exchange of prisoners) hanya dikenal ketika dua negara berperang. Kemudian, masing-masing negara menawan tentara yang tertangkap,* (The offer also tends to fool the Indonesian government. Exchange of prisoners known only when the

two countries are at war. Then, each country arrests soldiers)” – Paragraph 16.

Moreover, he explained further in Paragraph 18.

“Kalaupun yang dimaksud Julie Bishop adalah pemindahan terpidana (transfer of sentenced person), maka antara Indonesia dan Australia belum ada perjanjian itu,” (“Even if what Julie Bishop meant is the transfer of sentenced persons, then between Indonesia and Australia there has been no kind of an agreement”)

Mostly this news is about detail explanation by some Indonesian figures why they rejected or could not accept the exchange/barter offer. By giving those detail information, it was a kind of the reporter’s strategy to convince the readers that The Indonesian Government had reasons to reject the barter offer by The Australian government and The Australian government should respect the decision. The reporter also implicitly agreed with The Indonesian Government’s decision and asked the readers to agree too.

The purpose of this news is to inform/deliver the reason why The Indonesian Government rejected the exchange offer. For example, In Paragraph 16 which is a statement from Professor of international law, University of Indonesia Hikmahanto Juwana *“Tawaran itu juga cenderung membodohi pemerintah Indonesia. Pertukaran tahanan atau tawanan (exchange of prisoners) hanya dikenal ketika dua negara berperang.*

Kemudian, masing-masing negara menawan tentara yang tertangkap,” (The offer also tends to fool the Indonesian government. Exchange of prisoners known only when the two countries at war. Then, each country arrest soldiers)” The purpose that Hikmahanto wants to deliver is the Indonesian Government could not accept the offer because Australia and Indonesia were not in a war situation and the prisoners were arrested because they committed a crime.

2. Syntax

This news uses both **active and passive sentences**. One of the active sentences is in Paragraph 1 *Pemerintah Indonesia memastikan menolak barter dua terpidana mati anggota sindikat “Bali Nine” dengan tiga WNI*

yang menjadi narapidana di Negeri Kanguru. (The Indonesian government ensured to decline the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian Citizens who become prisoners in the land of Kangaroos.).

While the passive sentence, for example, is in the title of this *news Tak Ada Dasar Hukum, Barter Bali Nine Ditolak* (Not based on the law, Bali Nine Barter was rejected).

By looking at the sentence structure above, we can see that the subject is the Indonesian government and the object is the barter offer. The reporter implicitly wanted to highlight that the Indonesian government had decided to reject the barter offer because the Indonesian government was the one who had full authority in making the decision and the Australian Government should just respect that.

This news contains some **coherences** in the form of a conjunction such as *pasalnya* (because), *yang* (in this case translated as who and that), *dan* (and), and *namun* (but)

“Pemerintah Indonesia memastikan menolak barter dua terpidana mati anggota sindikat “Bali Nine” dengan tiga WNI yang menjadi narapidana di Negeri Kanguru. Pasalnya, tidak ada dasar hukum yang mengatur hal tersebut.” (The Indonesian government ensures to decline the barter of two death convicts, members of the syndicate “Bali Nine” with three Indonesian Citizens who become prisoners in the land of kangaroos because, there is no legal basis that regulates it.) – Paragraph 1

The conjunction *pasalnya* (because) is to show a cause and effect. Therefore, the porter wanted to show that The Indonesian government had a reason to reject the barter offer because it was not based on the Indonesian’s law.

“Dia mengajukan banding dan akhirnya masa pembebasan bersyaratnya dikurangi enam tahun menjadi 19 tahun.” (He appealed and eventually reduced his parole period of six years becomes 19 years.) – Paragraph 7

This news uses some **pronouns**, for example, *mereka* (they), *dia* (he), *ia* (she), and *kita* (our).

Mereka ditangkap saat hendak menyelundupkan 252,3 kilogram heroin... (They were arrested while trying to smuggle...) – Paragraph 7.

Dia mengajukan banding... (He appealed...) – Paragraph 7.

Retno menyatakan, ia telah menyampaikan sikap pemerintah tersebut kepada Julie Bishop. (Retno said she had conveyed the government's attitude to Julie Bishop) – Paragraph 10.

"Bila memang tidak ada aturan yang mendasari, ya tidak akan bisa kita penuhi. Ini prinsip," (if there is no underlying rule, we cannot fulfill it. This is the principle) – Paragraph 12.

By using the pronoun *kita* (we), it looks like the statement from the Foreign Ministry spokesman Natsir Arrmanatha represents all Indonesian citizens.

3. Rhetorics (Graphic and Metaphor)

There are some rhetorics elements in this news in the form of a figure of speech, for example:

"...tidak ada dasar hukum yang mengatur hal tersebut." (there is no legal basis that regulates it.) - paragraph 1

Negara tetangga (neighbouring country) – paragraph 4

dipikirkan masak-masak (to be thought out) – paragraph 14

In this news, it can be seen in the detail element mostly the reporter wrote about some opinions of Indonesian figures who stated that they would support the death penalty for those convicted in drug cases. Moreover, according to Hikmahanto in Paragraph 16 he said that the offer tend to fool the Indonesian Government. By giving those details, the reporter implicitly wanted to say that he/she agreed with the Indonesian Government's decision to reject the Australian government's offer because it did not make sense and it was not based on the law.

The schema of this news starts with a fact that the Australian Government had done many ways to cancel the execution and after they failed to do diplomacy way, they tried to use intermediaries Islamic figures in Kangaroo country (Paragraph 1). The next paragraph is a statement from Australia Senate member, Nick Xenophon, who came to Nahdlatul Ulama (NU) to request support for his government's desire to postpone the death penalty against the duo Bali Nine (paragraph 2). In Paragraph 3

there is a statement from Kafrawi, a translator as well as a companion of Nick Xenophon, who said that he was worried if the death penalty continued to be executed against the duo “Bali Nine” then there would be hostility between Australia and Indonesia. The closing is a reply from the general secretary of PBNU Marsudi Syuhud who asserted PBNU supported the death penalty of traffickers and drug dealers (in the last paragraph).

iii. Micro Structure

1. Semantics

The **background** of this news is a situation that describes the Australian Government who had done many ways to cancel the execution including unsuccessful diplomacy. After their various failed ways, the Australian Government tried to seek help from Islamic figures such as PBNU (The Board of Nahdatul Ulama). By giving this information as the background, the reporter wanted to inform the readers that the Australian Government had made many efforts to cancel the execution. However, those efforts were all unsuccessful.

The **detail** elements of this news are found in Paragraphs 2 and 4. In Paragraph 2 is a statement from Australia Senate member, Nick Xenophon, who explained his reason to visit Nahdlatul Ulama (NU) was to request support for his government’s desire to postpone the death penalty.

“Kami sadar (pemberlakuan, red) hukuman mati ini hak Pemerintah Indonesia. Oleh karena itu kami tidak meminta dibatalkan, tapi mohon untuk itu ditunda, agar ke depan juga bisa menjadi pembelajaran bagi masyarakat Australia bahwa narkoba membawa bahaya yang sangat besar,” [“We realize (the implementation of) the death penalty is the right of the Indonesian Government. Therefore, we do not ask to cancel it, but we beg to delay it, so that in the future, it can also be a lesson for the Australian people that the drug smuggling is a very great danger,”]

In Paragraph 4, the General Secretary of PBNU, Marsudi Syuhud, replied to Nick Xenophon’s wish and explained their reason to support the death penalty of Bali Nine. *“Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat*

ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya,” (“We do not support all death penalties. When the Egyptian government wanted to execute political prisoners, we sent a letter to the United Nations in order to stop it. However, the drug cases are different because the drug kills 50 people in Indonesia every day,”)

The **purpose** elements in this news are in Paragraphs 1 and 2. Both of them stated the wish of the Australian Government to postpone the death penalty execution.

Berbagai cara ditempuh oleh Pemerintah Australia untuk membatalkan eksekusi mati, Andrew Chan dan Myuran Sukumaran. (There were various ways taken by the Australian Government to cancel the execution, Andrew Chan and Myuran Sukumaran) – Paragraph 1

Anggota Senat Australia, Nick Xenophon, Selasa (10/3) datang ke Pengurus Besar Nahdlatul Ulama (PBNU) untuk meminta dukungan atas keinginan pemerintahnya agar hukuman mati terhadap duo “Bali Nine” ditunda. (Australia Senate member, Nick Xenophon, Tuesday (10/3) came to Nahdlatul Ulama (NU) to request support for his government’s desire that the death penalty against the duo “Bali Nine” postponed) – Paragraph 2

The purpose of this news is the reporter wanted to give an information that PBNU insisted to support the death penalty of Andrew Chan and Myuran Sukumaran even after lobbied by The Australian government. The reporter also deliver the reason why PBNU agreed with the death execution.

There is also a **presupposition** element in this news, which is in Paragraph 3 *Lebih lanjut Kafrawi mengatakan, pihaknya khawatir jika hukuman mati tetap diberlakukan terhadap duo “Bali Nine” maka yang terjadi adalah permusuhan antara Australia dan Indonesia.* (Furthermore, Kafrawi said he was worried if Indonesia still executed the duo “Bali Nine” then there would be hostility between Australia and Indonesia.)

2. Syntax

This news uses both **active and passive sentences**. For example, in the first sentence and second sentence of Paragraph 1:

Berbagai cara ditempuh oleh Pemerintah Australia untuk membatalkan eksekusi mati, Andrew Chan dan Myuran Sukumaran. (There were various ways taken by the Australian Government to cancel the execution, Andrew Chan and Myuran Sukumaran.)

Setelah cara diplomasi tak berhasil, Australia berusaha membatalkan eksekusi mati dengan menggunakan perantara tokoh Islam negeri Kangguru. (After unsuccessful diplomacy, Australia tried to cancel executions by using intermediaries Islamic figures in kangaroo country.) By looking at the sentence structure above, we can see that the reporter wanted the readers to focus on the efforts/ the ways that the Australian government had done to cancel the execution of Andrew Chan and Myuran Sukumaran.

The **pronoun** *kami* (we) is mostly used in this news. The word *kami* in Paragraph 4, the word “*kami*” refers to PBNU.

“Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya.” (we do not support all of death penalties. When the Egyptian government wanted to execute political prisoners, we sent a letter to the United Nations in order to stop it.

But if the drug case is different, because drugs has killed 50 people in Indonesia every day.) Those sentences are a statement of Marsudi syuhud who is the secretary general of the NU. The use of the word *kami* in the statement as if he wanted to eliminate the distance between the giver of statement, the journalists, and readers so the statement seemed like it is a statement of the entire Indonesian people.

There are some **coherences** that are used in this news as follows: a cause-effect coherence

“Kami sadar (pemberlakuan, red) hukuman mati ini hak Pemerintah Indonesia. Oleh karena itu kami tidak meminta dibatalkan, tapi mohon untuk itu ditunda,...” [We realize (the implementation of) the death penalty is the right of the Indonesian Government. Therefore, we do not ask to cancel it, but we beg to delay it,..] – Paragraph 2

Coherence in form of conjunction *tetapi* (but)

“Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya,” (“We do not support all death penalties. When the Egyptian government wanted to execute political prisoners, we sent a letter to the United Nations in order to stop it, but the drug cases are different because drugs kills 50 people in Indonesia every day,”)

3. Stylistics

Lexicon element in this news is the word *kekeuh* (insist to) used by the reporter for the title of the news. According to Van Dijk as cited in the Eriyanto’s book (2001) lexicon relatetoth how people choose a word from other possibilities available words. the word *kekeuh* has other possible words such as *persisten*, *bersikeras*, etc. With the use of the word *kekeuh* by the reporter, the reporter wanted to inform the readers that PBNU really insisted to support the death penalty. The decision was inviolable and all of the Australian government’s efforts were meaningless.

4. Rhetorics (Graphic and Metaphor)

There are some **rhetorics** elements in this news in form of a figure of speech.

negeri Kangguru (Kangaroo country) - Paragraph 1 *narkoba membawa bahaya yang sangat besar* (drug has a very great danger) – Paragraph 2 *tidak semua hukuman mati kami dukung* (We do not support all death penalties.) – Paragraph 4 *narkoba sudah membunuh...* (drug has killed...) – Paragraph 4

As we can see in the analysis above, especially in the detail element of this news, there are two details that the reporter wrote about. The first one is the detail explanation of Australia Senate member, Nick Xenophon, who explained his purpose for coming to Nahdlatul Ulama (NU) which was to request support for his government’s desire to postpone the death penalty. The other detail is in the last paragraph where the General Secretary of PBNU, Marsudi Syuhud, replied to Nick Xenophon’s request

and explained why they would support the death penalty of Bali Nine. By giving the detail explanation from Marsudi, the reporter wanted to inform the readers that PBNU or The Indonesian Government has a reason to reject the Australian Government's request to postpone the death penalty and that the reporter implicitly said he/she agreed with it. Therefore, the reporter persuaded the readers to agree too.

2. Social Cognition Analysis

In Teun A. Van Dijk's point of view, discourse analysis is not limited to the structure of the text only. To uncover the hidden meaning of a text, we need a social cognition and a social context analysis. Therefore, this study also includes social cognition analysis. Social cognition is a reporter's mental awareness to produce a text. By analyzing social cognition, the writer can unload mental awareness as well as the ideology if the reporter in producing news about Bali Nine on *Suara Merdeka*'s website.

News can be used as a tool of social control. It means that news can affect public perceptions of events or particular parties reported. *Suara Merdeka* as one of the biggest media in Indonesia, especially in Central Java resulted in the news published by *Suara Merdeka* has considerable social control on society. A text is generally assumed to have no meaning. However, the assumption is actually wrong because the text is given a meaning by the writer. Every reporter has her/his own opinion, perspective, or predisposition to certain events. Therefore, in reality, the media have a tendency towards a particular party, although the media often say that they are neutral. However, it is also limited by the rules of the media that overshadowed the reporter. These demands and policies are the things that control the reporter in producing a discourse that then affects on the discourse construction and the production of discourse.

After made a text structure analysis of Bali Nine news on the *Suara Merdeka* website (www.suaramerdeka.com), then the writer analyzed the social cognition of the reporters in constructing a discourse that they wrote. To make it easy, the writer would first use a table system in this social cognition analysis. After looking at the table below, it can be seen that mostly the reporters reported news about the various ways and the struggles done by the death-row inmates and the Australian government to cancel the execution of the convicts. However, those ways always lead to failure. In writing the news, the reporters did not exaggerate

Table 2 Social Cognition Aspect of The Bali Nine News in Suara Merdeka Website (www.suaramerdeka.com)

| Edition | News“ Topic |
|--------------------|---|
| 25th February 2015 | The theme of this news is about the lawsuit filed by the Australian drug kingpin duo is known as Bali Nine Syndicate, Andrew Chan and Myuran Sukumaran, against President Joko Widodo was rejected by the Jakarta State Administrative Court. Therefore, they could soon be executed. |
| 4th March 2015 | The theme of this news is The Australian Foreign Minister, Julie Bishop, who voiced out her disappointment of the Indonesian Government because they do not inform the Australian Government about the duo Bali Nine kingpin“s transfer to Nusakambangan. |
| 6th March 2015 | The theme of this news is The Indonesian Government rejected the barter offered by The Australian |
| | The government between two Bali Nine death convicts with three Indonesian citizens prisoned in Australia because it was not based on the law. |
| 10th March 2015 | The theme of this news is The Australian Government tried to cancel the execution by using intermediaries Islamic figures. However, the Board of Nahdatul Ulama insisted to support Bali Nine death penalty even after lobbied by The Australian Senator. |

or speak badly about the Australian Government, but the reporters implicitly wanted to highlight that all of the efforts of the Australian Government to cancel the execution were „useless“ because the Indonesian Government was the one who had a full power, in this case, to decide whether to carry out the execution or not and the Australian Government should just follow the Indonesian“s laws.

For example, in the third news, the reporter wrote *Seolah ingin membuat keajaiban, dia mengatakan tetap terus menghubungi para Menteri di Indonesia, agar eksekusi bisa dibatalkan.* (As if she wanted to make a miracle, she said she would continue to contact the Ministry in Indonesia, so the execution could be cancelled.). She in this case referred to Julie Bishop. With the word *Seolah ingin membuat keajaiban* (as if she wanted to make a miracle) the reporter implicitly said that it seem impossible to cancel the execution and it would be a miracle if the execution could be cancelled.

Moreover, in the news the reporter often gave the details why the Indonesian Government rejected the Australian Government's effort to cancel the death penalty execution, for example, in the fourth news. Further, in the news the reporter also often wrote some opinions of Indonesian figures who stated that they would support the death penalty for those convicted in drug cases. For example, in the fifth news, the General Secretary of PBNU Marsudi Syuhud asserted PBNU supported the death penalty of traffickers and drug dealers.

"Tidak semua hukuman mati kami dukung. Ketika Pemerintah Mesir akan mengeksekusi mati tahanan politik, kami bersurat ke PBB agar bisa menghentikan itu. Tapi kalau narkoba beda, karena narkoba sudah membunuh 50 orang di Indonesia setiap harinya," ("We do not support all death penalties. When the Egyptian government wanted to execute political prisoners die, we sent a letter to the United Nations in order to stop it. However, drug cases are different because drugs kills 50 people in Indonesia every day").

By giving those details, it seems that the reporter wanted to inform the readers that the Indonesian Government had some reasons and some rules which made them rejected the Australian Government's efforts to cancel the death penalty execution and the Australian Government should respect their decision.

From the analysis above, the writer can conclude that the reporters favored the Indonesian government because the reporters often secretly expressed their approval (by giving the details why The Indonesian Government rejected all of the Australian government's efforts) for the actions of the Indonesian Government who rejected the Australian Government's request to cancel the death penalty of the two drug convicts known as Bali Nine Syndicate, Andrew Chan and Myuran Sukumaran.

3. Social Context Analysis

Most of the news published by *Suara Merdeka* Website is about The Australian Government who did various ways to cancel the death penalty of two death convicts Bali Nine Syndicate, Andrew Chan and Myuran Sukumaran. However, those efforts always lead to failures. The news emphasized that The Indonesian Government was the one who has full power and the Australian Government should abide by the rule of laws in Indonesia even though some of them understood the actions taken by the Australian Government was in order to protect their citizens.

However, in reality, not all of the Indonesian people supported the Government to execute two death convicts. The opinions were split. Most of the pros said one way to fight drugs was by carrying out the death penalty. In contrast, the cons also thought about humanity. With news about the Australian Government's efforts to rescue their citizens, at first, made people begin to sympathize with them. They started to ask whether it was fair or not if someone's life determined in the hands of others who also undoubtedly had sinned. The vice president of The European Commission Federic Mogherini also deplored the death penalty execution in Indonesia. German ambassador in Indonesia, Georg Withschel asked Indonesia to stop the execution because it was not effective to reduce drug crimes. Some Indonesian even gave thumbs up to the Australian Government who still tried to save their citizens until the end. They compared the Australian government with the Indonesian government that seems indifferent if one of their citizens to be put in a death penalty in other countries. However, over time, the Australian government was getting tired and frustrated because of the various failed ways to cancel the death penalty execution of Andrew Chan and Myuran Sukumaran. After failed to cancel the execution in diplomacy ways, the Australian government began to use some impolite ways which were through threats. First, the Australian government pulls its ambassadors from Jakarta. Second, they threatened to boycott tourism in Indonesia. Third, they warned that if the Indonesian government still executed Andrew and Mary, it would give a negative impact on the Indonesian citizens who were facing death penalties in other countries. Last, they even brought up again about the help that the Australian government had provided to the Indonesian government. and asked Indonesia to return the favor. Those various threats got

negative responses from the Indonesian citizens and made the Indonesian citizens to lost patience. Slowly, the sympathy at the beginning gone away and was replaced with a sense of antipathy. Indonesian citizens assumed that the Australian government did not appreciate and respect the Indonesian government's decision and tend to humiliate them.

After observing the analysis above, the writer can conclude that the news as a social control tool could provide an advantage which was to generate public opinions. News can also become a bridge of communication between the readers and the decision-maker. Therefore, The Indonesian citizens' opinions, are able to help the Indonesian Government in taking a decision on a certain event, or in this case, was the death penalty case of the duo Bali Nine convicts. Media could help produce discourse and distributed it to the reader through their news. As one of the biggest local newspapers in Indonesia, especially in Central Java, *Suara Merdeka* plays an important role in shaping the social context through the news they published. From the text structure and the social cognition analyses, it can be seen that the reporter secretly and implicitly favored the Indonesian Government to implement the death penalty. However, public opinions were still split. There are pros and cons. The pros said Indonesian sovereignty should not be dictated by other countries, while the cons, asked whether the death penalty was humane and fair or not. This social context is expected to influence the process of decision and the implication on the attempt to uphold justice in Indonesia. However, justice is relative and the President's decision had been made. The death penalty against Andrew Chan and Myuran Sukumaran had been final and irrevocable, and thus had to be implemented.

CONCLUSION AND SUGGESTION

1. Conclusion

In conclusion, the findings of this study can be summarized in the following ways:

- a. These texts are able to explain the text structure well, such as the description of the background and the details of the overall texts. By analyzing the text structure, it can help the writer to uncover the reporters' hidden purpose.
- b. In the social cognition dimension mostly the reporters reported news about the various ways and the struggle that were done by the death-row inmates

and the Australian government to cancel the execution of the convicts. However, those ways always lead to failure. In writing the news, the reporters did not exaggerate or speak badly about The Australian Government, but the reporters implicitly wanted to highlight and convince readers that the Indonesian Government was the one who had a full power, in this case, to decide whether to carry out the execution or not and the Australian Government should just follow the Indonesian"s laws.

- c. From the text structure and the social cognition analyses, it can be seen that the reporter secretly and implicitly favored the Indonesian Government to implement the death penalty and asked the readers to agree too. However, the discourse about Bali Nine's built-in society (social context) raised the pros and cons. Not all people supported government action in executing the two death penalty convicts in drug cases. News as a social control tool can provide an advantage which is to generate public opinions. These opinions, then are able to help the Indonesian Government take a decision on a certain event, or in this case, is the death penalty case of the duo Bali Nine convicts.

2. Suggestions

The writer realized that this research had some limitations. Therefore, the writer proposes some suggestions for better research in the future:

- a. The number of text news needs to be improved in order to make the analysis more reliable.
- b. If it is possible, the future research uses other data collection method such as an interview of the reporters who produce the text or people in the society. Therefore, we can improve social cognition, even though it is not absolutely necessary.

BIBLIOGRAPHY

- Allen, P. (2013). *A CDA Approach to Analysing BBC TV'S Newsnight Reports on the Israel/Palestine Conflict*. The University of Leicester.
- Brown, G., & Yulle, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Charnley, M. V. (1975). *Reporting*. New York: Holt, Rinehart, and Winston.

- Cliffnotes. *The Function of The Mass Media*. Retrieved on May 15, 2015, From cliffnotes: <http://www.cliffsnotes.com/more-subjects/americangovernment/the-mass-media/the-functions-of-the-mass-media>
- Creswell. John W. (2014). *Research design: qualitative, quantitative, and mixed methods approach*. Los Angeles: SAGE.
- Deborah Tannen, H. E. (2015). *The Handbook of Discourse Analysis*. Chichester: John Wiley & Sons.
- Djajasudarma, T. F. (2006). *Metode Linguistik: Ancangan Metode Penelitian dan Kajian*. Bandung: PT Eresco.
- Eriyanto. (2001). *Analisis Wacana: Pengantar Analisis Teks Media*. Yogyakarta: LKiS.
- Johnstone, B. (2008). *Discourse Analysis*. Malden: Blackwell.
- Kandi, R. D. (2015, April 28). Retrieved May 12, 2015, from cnnindonesia: <http://www.cnnindonesia.com/nasional/20150428185400-12-49829/kronologi-kasus-narkotik-yang-menjerat-duo-bali-nine/>
- Khuriyati. (2013). *Analisis Wacana Terhadap Teks Berita Tuntutan Pembubaran FPI SKH Kompas Edisi Februari 2012*. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga.
- Kompasiana. *Mengungkap Ulang Kasus Bali Nine*. Retrieved on May 15, 2015. From: <http://kompasiana.com/2015/01/21/mengungkap-ulang-kasus-bali-nine-697628.html>
- Louis Cohen, L. M. (2007). *Research Methods in Education*. New York: Routledge.
- Muhtadi, A. S. (1999). *Jurnalistik: Pendekatan Teori dan Praktik*. Jakarta: Logos.
- Paltridge, B. (2012). *Discourse Analysis: An Introduction*. London: Bloomsbury.
- Rushan, N. (2015, January 21). Retrieved May 15, 2015, from Kompasiana: http://www.kompasiana.com/rushanovaly/mengungkap-ulang-kasus-balinine_54f90ab3
- Susanto. (2006). *Metode Penelitian Sosial*. Surakarta: UNS.
- Van Dijk. T. A. (1998). *Ideology: A multidisciplinary approach*. London: Sage.
- Yuliaty, D. (2015, February 2015). Retrieved May 13, 2015, from suaramerdeka.com: <http://berita.suaramerdeka.com/smcetak/hetami-dan-kontestasi-media/>

CHAPTER IV

CONVERSATION ANALYSIS

Conversation analysis (hereinafter abbreviated as CA) is one approach to discourse analysis adopted from the discipline of sociology. The CA was pioneered by Harold Garfinkel, also known as the father of sociology. CA is rooted in the approach that has been developed previously, namely ethnomethodology which is influenced by the phenomenology of Alfred Schutz. However, it is different from other branches of sociology because CA is not analyzing social institutions themselves, but rather finding out how members of society form the nature of a social institution.

Conversation Analysis then is basically used to look at conversations and analyze what was said, why it was said and how it was said. CA then becomes a discipline that aims to explain the many intricacies and tacit knowledge deriving from the conversations. In most cases, everyone involved in a conversation understands what occurs during a conversation, but couldn't implicitly state why it happens that way or what social actions are being performed during the ongoing process of a conversation. Much of conversation analysis focuses on institutional interaction, how people communicate in different working environments such as lawyers in court, doctors and patients in a hospital, or teacher and students in the classroom settings, however, CA also concerns with even the most mundane and casual conversations.

In an analysis practice, the CA pays attention to the problems of social institutions and the way language works in shaping social institutions and the way social context shapes language. That is why CA is a specialist in disclosing social action manifested through conversations. CA is similar to communication ethnography in that both deal with human knowledge, however, CA has its own assumptions, methodologies (including terminology) and theoretical frameworks

Among the most generally investigatable aspects of conversation are 1. Turn-taking sequence, 2. Sequence organization, 3. Repairs, 4. Preference organization, 5. Pauses, 6. Overlaps, 7. Conversational floors.

When to use CA?

- Recurring patterns of talk -in- interaction: how the thing is done through it, how something is realized together with other participants who are doing what they are doing.
- Participants' orientations to relevant aspects of interaction which manifest through co-construction of meanings and what is characteristic to a particular institutional activity.
- Consequences of one type of action to action to what happens next within the interaction.

Three key questions deployed in the process of the CA analysis are:

1. Why that?
2. Why in that way?
3. Why in that particular context?

PEDAGOGICAL REFLEXIVITY IN THE INTERACTIONAL ORGANISATIONS OF ENGLISH CLASSES

Antonius Suratno

Conversation analysis (CA) has increasingly been used to analyze classroom interaction in pursuit of understanding of whether the reflexivity resulted from the different pedagogical purposes differences in what language teachers and learners actually 'do' interactionally. This article reports the analysis of different classroom interactions differing in instructional focuses. The result suggests that different types of pedagogical purposes display differences of the elements of the interactional organization that comprise turn-taking pattern, sequence organization, repair works, and preference organization. The same conversational architectural machinery does not necessarily reflect the same or even similar pedagogical reflexivity as a result of the diversity of micro context and instructional focus of L2 instructions.

Keywords: *pedagogical reflexivity, pedagogical purposes, turn-taking patterns*

Introduction

Despite being relatively recent in its acceptance as one of the research methodologies, since its early introduction by trio Sack, Schegloff and Jefferson in the early 1970's in their seminal paper entitled '*A simplest systematics for the organization of turn-taking for conversation*' (see Sack, Schegloff and Jefferson 1974), CA has gained more and more prestige in the study of human interactions. Not only has it been used to uncover the social system inherent in ordinary conversations, as the predominant object of study, but it has also been extensively devised as a method to discover the machinery underlying various institutionally-based talk-in-interactions, including that of the classroom.

This paper attempts to investigate how pedagogical reflexivity emerges in the English class interactional organizations. In the forthcoming sections of discussion, I should like to start with an account of CA as a research method and underpin that CA is a viable method in disclosing how systematic the actions are performed in interactions. Further to it, I will present how the interactional organization is operating in the classroom context (as being goal-oriented), explicate how systematic and didactic the actions are performed, and eventually show how pedagogical reflexivity is manifested within the organization of classroom interaction. As the classroom data are analyzed, I will try to reveal how the pedagogical focus in different classroom contexts is linked to the interactional organization of the classroom from which turn-taking, sequence and repair as its architectural apparatus are manifested. In addition, code-switching, as one phenomenon observable in the database, will also be discussed.

CA as a method to investigate L2 interaction

It is an undeniable fact that CA as a method of research in L2 classroom settings has gained wider recognition among ESL/EFL researchers. Irrespective of the remaining pervasive misconceptions among researchers devising CA (see Seedhouse, 2004), the move towards the future use of CA is salient. The works on CA-based approach have been flourishing in a large array of fields ranging from Courtroom Interaction (Atkinson and Drew, 1979), Medical Area (Heritage and Maynard, 2005) to among the most recent research on Media

Broadcasting (Hutchby, 2006), as well as Internet-based interactions (Jepson, 2005; Simpson, 2005). Like them, through perseverant dedication and tireless efforts, Seedhouse has made a substantial contributions to establishing CA as a vigorous research method in the study of the language used in various classroom interactions. (see Seedhouse, 1997, 1998, 1999, 2004, and 2005) The recognition and acceptance by researchers sharing the interest in L2 classroom interaction are not incidental and without reasons. Guided by three fundamental assumptions that interaction is structurally organized; contributions to interaction are contextually oriented; and on the 'a priori' presumption that no detail of interaction can be dismissed or ignored as being disorderly, irrelevant or incidental (Heritage, 1984, p.151). They all stand on a common ground that the reality of classroom interaction always makes up of orderly shared actions. They gains support from Schegloff who asserts that CA is capable of portraying and explicating the intersubjectively and socially distributed cognitions progressing in the classroom (Schegloff, 1991 in Seedhouse, 2005) and believe that there is an inextricable connectivity between pedagogical focus and interactants' actions in an interaction which leaves a unique 'fingerprint' that is different from other institutional interactions (cf. Drew and Heritage, 1992b).

Another important point is how CA as a research method works. Interactants in a conversation are guided by both context-free and context-sensitive machinery in their talk progression. In this regard Seedhouse (2005: p.3) posits that 'the organizations are part of the context-free machinery which people make use to orient themselves in indexical interaction, i.e. we employ them in a context-sensitive way'. On that basis, Drew's and Heritage's (1992b, p.19) assertion that "CA embodies a dynamic approach in which context is treated as both the project and product of the participants' own action" is of high relevance.

In devising CA as a method, the major attention is to find out the machinery of the interaction traceable through the sequence and the structure of the talk, as through it the meaningful social actions and the natural organization of interaction can be interpreted (Psathas, 1995). Social actions are manifested in turn-taking practices performed by interactants in talk-in-interaction which according to Schegloff (2000) express features of social life

that are deeply embedded in ordinary common-sense practice. There are three choices of questions underlying any description of action which provide clues pertaining to how the description is to be interpreted (Heritage 1984, p. 150). They are 1. why that (this encapsulates perspective of interaction as action), 2. Why in that way (which is expressed by means of linguistic forms), and 3. Why right now (verifiable through the developing sequence) (also see Seedhouse 2004).

Now that the actions in an interaction are interpreted, the interactional organization can also be determined. By finding out the interactional organization of an L2 classroom, the production of teacher-students and student-student social actions as well as what signify the actions can be established (see Seedhouse, 2005). Each action that makes up an interactional organization of classroom talk is governed by both context-free machinery that is usable to orient indexically to the next turn of interaction and at the same time bound to context-sensitive machinery by which participants are able to make sense of the interlocutors' action. It is through these two intertwined contexts that the social actions in talk-in-interaction can be understood and verified (ibid).

This should be evident by now that actions performed in the classroom context are systematic and methodic. Thus, the adoption of CA as a method of inquiry finds its strong ground. Following the above, as well as considering Nagretti (1999) that turn-organization is inherent in any form of conversational transaction, and through it the development of action can be unfolded, CA should be the readily and justifiably accepted vehicle to uncover how reflexivity performed a language classroom activity.

Interactional organization of L2 Interaction

An L2 classroom constitutes a unique social structure within which social actions are undertaken and performed. As a social structure, L2 classroom can be seen both as a setting for action and as the 'situ' where the social action is to be realized (Arminen, 2005). Its uniqueness makes it different from other institutional interactions as it makes up of its own interactional architecture which in order to disclose it, following Seedhouse (2004, p. 183), we should identify its core goal. i.e. that the teacher will teach the learners the L2 and students should learn the language. Again it is unique in that the core goal

remains unchanged no matter where the L2 lesson takes place and what the pedagogical framework is used by the teacher, even in the case when the role of the teacher is delegated to the learners (ibid). This, in the end, makes it a distinctive interactional feature incomparable to other institutional interactional features.

According to Seedhouse (2004, pp. 183-184), there are three distinctive features underlying characteristics of ELT discourse applicable to all L2 classrooms, i.e:

1. Language is both the vehicle and the object of instruction.
2. There is a reflexive relationship between pedagogy and interaction.
3. The linguistic forms and patterns of interaction which the learners produce are subject to evaluation by the teacher.

The three features above can be further delineated as follows. First, in an L2 classroom where interactions take place, language plays a dual role, as a vehicle and as an object, making the classroom interaction a unique interactional enterprise (see Seedhouse 2004). To put it another way, language serves as both a means and an end of the interaction. Second, the reflexive feature manifests in the way the linguistic forms and patterns of interaction are linked to the pedagogical purposes which the teacher introduces throughout the ongoing process of the instruction. During the progression of the classroom, as observable through turn-taking, both teacher and learner will from time to time display their analysis of the relationship between pedagogy and interaction. Seedhouse (2004, pp. 184-187) further illustrates, 'as the pedagogical focus varies, so does the organization of the interaction'. Third, unlike other contexts of teaching, the linguistics forms and patterns of interaction in the L2 are subject to evaluation by the teacher (ibid). However, it does not necessarily mean that every utterance made in every turn by learners has to be assessed in terms of appropriateness of meaning or accuracy of form. From previous research, evaluation is generally made only if the language production is rationally deviant from the intended pedagogical focus.

As repeatedly argued in various CA literature, every talk-in-interaction is, by nature, contextual leading to achieving the shared goals. But unlike ordinary conversation, classroom interaction is characterized by institutional goal-

orientation and the interaction is organized in a way leading to the attainment of classroom interactional goals. The progression of classroom interaction is, thereby, made up of the co-constructed actions to achieve instructional goals. Here is where context plays a paramount role in the completion of the actions. Each action in the progression of interaction is bound to adhere to both context-shaped and context-renewing principles (Heritage, 1984). The former refers to the idea that contributions would not be adequately understood unless they have reference to the context where they occur, whilst the latter refers to the notion that each action will in itself constitute a new context where the next sequential action will be formed and understood (see Seedhouse, 2004). Thus, the whole mechanism within an L2 interactional organization will vary depending on the 'social dynamic'(ibid) in which a particular sequence of the talk will manifest. As a consequence, all interactional components, i.e. adjacency pairs, turn-taking patterns, repair work, preference organization will work on the basis of what (Seedhouse (2004) termed as 'the match and mismatch' mode.

On the above basis, through the sections to come, some typologies of classroom interactional organization will be discussed by looking into the pedagogical focus. Then, the organization of turn-taking, the sequence and the repair work are scrutinized in their relationships with it. Through this way, we will be able to see how pedagogical reflexivity emerges from within.

METHODOLOGY

Data

The data used as the object of analysis were taken from 4 out of 7 different lessons given to Norwegian students. Each lesson has separate sub-lessons focusing on different goals conducted in different classrooms. For space reason, not all data are taken for analysis but rather only some extracts relevant to the purpose of analysis are chosen. Each extract taken will be put under certain headings representing different classroom pedagogical focuses. By so doing, it will clarify that talk-in-interaction happening in one single institutional context may manifest itself in different sub-varieties of context and thereby, reconfirming Seedhouse's and Richards' (2007) assertion that

‘each of the sub-varieties has its own peculiar institutional aim and appropriate interactional organization in terms of turn-taking, repair, etc.’.

Table 1: Data sampling information

The data set is taken from Norwegian Data (Seedhouse 1995b)

| Lesson | Classroom activities | Extract used |
|--------|--|--------------|
| 1 | (group and whole class discussion of a text on American immigration) | 2 |
| 2 | (group and whole class discussion of a literary text) | 1 |
| 3 | (coursebook work on a text about Australia, with some pair work) | 1 |
| 4 | (group discussion of paintings) | 1 |
| 5 | (vocabulary work including colouring, bingo and pair work) | 0 |
| 6 | (glove puppet work, singing, games) | 0 |
| 7 | (coursebook work on a text about Captain Cook, with translation and pair work) | 0 |

Data Analysis

For the purpose of this study, all data are scrutinized inductively on the basis of the parameter of the CA set for the investigation. Considering that the focus of the investigation of this classroom extract is to find out the machinery of the classroom interaction as reflected by its interactional organization, the analysis will try to disclose the social actions traceable through turn-taking organization, repair works, preference organization, topic, sequence relevant

to the analyzed extracts. I should make it clear from the onset that what is meant by organization is dissimilar with the general concept of identifying the quantity of occurrence of actions that are generally understood within quantitative SLA research tradition, but rather whether, as evident in the data, each category of action performed by both students and teacher reflectively orients to the attainment of the pedagogic-institutional goals. Analysis, thereby, should try to be consistently noticing the production of social actions deployed as a reference point for the interpretation of the interactants' actions (see Ustunel & Sedhouse 2005). It is important to reiterate that in the foregoing sections, I should like to make explicit the evidence of the reflective relationship between the social moves performed by each interactant and their link to the pedagogical goals.

Extract 1: Focus on meaning and fluency (student group discussion)

- 1 L1: explain the difference between the melting-pot and the salad bowl
- 2 ideas.
- 3 L2: I thought it was the same.
- 4 L1: yeah me too.
- 5 LL: (laugh)
- 6 L1: the difference is that., .., .., in the saladbowl there they melt or=
- 7 L2: mix
- 8 L1: =mixed all culture groups.
- 9 L2: and meltingpot that's like whole America together with=
- 10 L1: yeah?
- 11 L2: =ethnic groups and melted
- 12 L3: *eg fatter ikkje forskjellen.* ((tr: I don't get the difference))
- 13 L1: the problem is that the religion is not mixed in the saladbowl and and
it it=
- 14 L3: =do they have their own ... they keep their religion?

- 15 L1: yeah in the saladbowl.
- 16 L2: we're trying the difference between the meltingpot and the saladbowl.
- 17 T: oh that's interesting. cause we can make spend time on that later on today.
- 18 L2: ((unintelligible))
- 19 T: yeah well I think so too, and that's why you have to to read it several times to
- 20 really get into it.
- 21 L1: yeah I think so.
- 22 T: you can't just read through it ((unintelligible 2 sec)) because these this
- 23 information is really heavy thing.
- 24 → L1: e:r the difference is it is it big is it the difference between the melting-pot and
- 25 the saladbowl is it many differences?
- 26 → T: no if I'm going to say it very very shortly just in a few sentences I would say
- 27 that meltingpot-idea is that everybody who comes there with their the
- 28 different background and culture they mix in a way so that they in the end
- 29 become the typical American. that's the meltingpot-idea. e:r or the ideal
- 30 American. and the saladbowl if you have seen a saladbowl especially a
- 31 saladbowl of glass and you have all the ingredients into it you see green

32 colour, red color, yellow, you see all the ingredients e mixing in a way but

33 but keeping their e:r flavor and characteristics.

34 L1: I see.

35 L2: they don't change.

Extract 1 is taken from Lesson 1a group1 where the context is a student workgroup in which the topic brought down is the difference between the idea of the melting pot and salad bowl. The turn organization is focusing on the expression of personal meaning and on promoting fluency (Seedhouse 2004, p. 111). The pedagogical focus is on the speakers' expression of personal meaning and on the contribution of new information to the language classroom. So the turn-taking pattern is ultimately an incremental adding up contribution by group members leading to an understanding of the difference between the two ideas above. The sequence of the interaction is randomly distributed among the members of the group depending on the contribution made and personal meaning raised by each individual person.

Repair works, as can be seen on (lines 7, 12 and 14), are particularly intended to establish mutual understanding and negotiating meaning. Since the pedagogical context of this interaction is meaning and fluency, it becomes obvious that form production mistake or inaccuracy of grammar is undermined. However, though it is not particularly a linguistic form correction, line 7 is specific in that it is intended to be a lexical correction for the mistake made by L1. S/he tries to show that the word '*mix*' is a more appropriate word to substitute '*melt*'. This type of correction is necessary for the interactants to come across the meaning correctly and to get the context of interaction back on track.

By and large, the extract above can be further analyzed into the following. The group discussion was begun by L1 reading a statement written on the book asking the students to differentiate between the idea of salad bowl and melting pot. Both L1 and L2 shared the same previous understanding that both ideas were the same. However, albeit sharing the same agreement (see line 3, 4), right after LL laugh, L1 began to doubt his/her previous understanding, as s/he clearly displays it through his assertion that there must be a difference between the two

ideas. With a little hesitation showing his short of understanding about saladbowl, he said ‘..... *in the saladbowl there they melt on*’ preceded by a pause (0.9 seconds) indicating uncertainty. In the suitable transition relevant place, L2 notices the doubt as proven by another initiated repair ‘*mix*’ instead of ‘*melt*’ which makes L1 self-repair ‘= *mix all culture groups*’. Feeling that his repair initiation is taken by L1, L2 gets the ground to suggest the idea of what melting pot is (see line 9). However, following L2’s account of what melting pot is, L1 and L3 display disaffiliated action indicating disagreement with L2’s opinion. Albeit without delay of utterance, by saying ‘*yeah?*’ (rising intonation) response, as generally indicative in dispreferred responses, L1 indicates his doubt about L2’s opinion and so does L3 by expressing his explicit disagreement. Without trying to mitigate his response, L1 reacts to L2’s statement by answering ‘*I don’t get the difference*’ in Norwegian, an example of Code-Switching intended to ask for clarification (see Ustunel and Seedhouse, 2005). So it is evident here that together L1 and L3 are co-orienting their shared disagreement to L2’s unclear point. Further to that stage, each of them takes turn by proposing their reasons for their disagreements, i.e. L1 expresses her/his negative (disaffiliated) statement ‘*the problem is that the religion is not mixed in the saladbowl and it it*’ (line 13) as another repair initiation which is then followed by other repair (line 15) ‘*yeah in the saladbowl*’ while L3 expresses disagreement (line 12) and then proposes a question (line 14) ‘=*do they have their own ... they keep their religion?*’. Here, as shown by the extract, it becomes self-evident that preference organization comes into play in a group discussion involving agreement and disagreement.

The next important point to make here is how pedagogical focus relates to the above agreement and disagreement moves displayed by the students in determining the difference between the idea of saladbowl and meltingpot. The extract points out that a group discussion involving students above ends up with a dead-end, as unfortunately none of them has a correct answer to the debated ideas. In response to the unresolved puzzle, having heard from L2’s appeal on how complicated it was to explain the difference, the teacher turns up with a brilliant approach mitigating the tension by iterating that such an issue is hard to discuss and that this can only be understood after the group discussion is properly undertaken. In this extract, however, the puzzle is resolved after L1 asks

the teacher how much difference between the two ideas is which is finally responded to by the teachers. The reason for doing that can be argued as an inseparable part of the pedagogical purpose set by the teacher which at the same time reflecting teachers' reflexivity in response to students' interaction stagnation. Rather than interrupting the debate or providing the answer early on, the teacher lets the students try to orient to one-another's co-participative meaning-searching and meaning-making. This characterizes a meaning-focused pedagogical goal that has been successfully achieved by both teachers and students. Thereby, the final turn taken by L1 and L2 above is a display of understanding in co-constructing meaning and the whole set of interaction signals the high degree of reflexivity between interaction and pedagogical purposes, as clearly indicated through its turn-taking, repair work and preference organization. By then it is right what Levinson suggested that 'the structural organization of institutional talk is rationally and functionally adapted to the point or goal of the activity in question' (Levinson 1992 in Seedhouse and Richards 2005).

Extract 2: Focus on meaning and fluency (teacher-led discussion)

Lesson 1b

Lesson 1b (the same class after the break) was a teacher- led discussion on exactly the same subject as lesson 1a (workgroup discussion).

- 1 T: yeah, but you and you also eh when eh if you go as far back as when I eh
- 2 listened to that kind of mu-music, when the Beatles eh went to America,
- 3 they said that it was impossible for a European group to have a
- 4 breakthrough
- 5 in the United States. so that I think they were the first who who really
- 6 made
- 7 a success of their music in in America. and eh: well one of them still lives
- 8 there. doesn't he? or may be two? and also, oh eh:::...,..., what do what
- 9 do they

- 7 call the other very great rock group from my youth?
- 8 L4: Stones?
- 9 T: yes, the Rolling Stones, also they have had a success, and I think they also
- 10 live in America today if I am not totally mistaken.
- 11 L1: Oh, but now you have a lot of different groups from all over the country.
- 12 T:yes. that's right. ...,..., eh:: so, would you say that diversity is reflected its
- 13 political and cultural institutions then?
- 14 LL: yes.
- 15 T: really?
- 16 L: yeah, in the cultural, not in the political.
- 17 T: not in the political. should we agree on that?
- 18 LL: ///yes///

Extract 2 is taken from Lesson 1b where the context is a teacher- led discussion bringing in the same topic previously discussed in groups. The setting of the class is no more group discussion but rather a classroom plenary one. The major aim of this discussion is to highlight the previous topic of discussion that was not properly understood by the students. The turn organization of this extract is focusing on meaning and fluency. As always, in such pedagogical focus, the expression of personal meaning is noticed by students (see line 8, 11, 14, 16, 18) and teacher (see the rest). On the whole, it looks like that the teacher is dominating the interaction, but such kind domination is common in a typically teacher-led discussion, especially if this is to make sure that the issue raised in group discussion has been thoroughly discussed and understood by the learners. Even so, as evident from the extract, the pedagogical focus is still on the speakers' expression of personal meaning and on the contribution of new information to the classroom members. While in extract 1 teacher was simply a pseudo-participant, in this extract (2), by contrast, the teacher takes a major role in the discussion. So, it is rationally understandable why the turn-taking pattern transforms into a question and answer turn, orienting to a topic comprehension

check. The sequence of the interaction is equally distributed interchangeably one to one, a T-L-T-L sequence. This reconfirms the notion that the micro context in which an interaction takes place will determine the type of interaction. In spite of the identical pedagogic focus as shown by extract 1 and extract 2 above (which are both focusing on meaning and fluency), the product of interaction is dissimilar as a result of the context differences.

As it is evident in line 8, a repair initiation is made by L4 when s/he notices that the teacher is stuck with a forgotten name. An approximately 10 second pause preceding the teacher's appeal for assistance in recalling the forgotten name of the rock group is understood by L4 as a potential trouble that makes him propose an other-initiated repair which is followed by the teacher's self-repair. In various literature, the teacher tends to initiate repair, in particular where the form and accuracy are the focus of pedagogy, but it does not seem to be the case in extract 2 above. This may be argued that repair initiation does not necessarily come from the teacher especially when the focus is meaning and fluency where new information and personal contribution are the centre of pedagogy. Using a logical common sense, the trouble of communication can happen anywhere and can be made by anyone, including by the teacher.

In this extract, teacher starts by asking the students if music could be a means by which American immigrants integrate themselves into the context of American diversity. It is obvious from the extract that the opportunity in which students can share their personal meanings is wide open. It is indicative in the extract that students are able to contribute and nominate their own information concerning the issue raised in the discussion. Being uncertain about the name of the musician, teacher tried to throw it to the floor and no sooner did s/he do it, L4 responded to him/her by saying '*Stones?*' (which at the same time functioning as a repair initiation) proposing if the name of the group intended by the teacher is Rolling Stones. This response is evidence that L4 understands the name to whom the teacher is orienting. The response was not made as a result of the teacher's nomination but rather of the student's self-analysis of the previous move by the teacher. Following L4, L1 contributes his ideas that there are many more music groups from different parts of the world to orient to the idea of diversity which is amended by the teacher by saying '*yes that's right*'.

Again, as indicated in the turn-taking, the classroom interactional focus of instruction now is on meaning instead of form. The teacher's role in building up the moves leading to it is indicative through his consistent effort to lead the student's understanding to the idea of diversity. The teacher's question '*would you say that diversity is reflected in its political and cultural institutions then?*' (line 12 and 13) following his/her agreement to L1 contribution, is evidence of such a role, as unless s/he does that, the students' understanding about the idea of diversity may not be properly understood. The choral answer by LL 'yes' (line 14) which was then followed by teacher's confirmation request '*really?*' (line 15) provides students with an impetus to be more critical about which aspect of diversity is manifested within the life of American people. By so doing, which is then responded by L (see line 16) saying '*yeah, in the cultural, not in the political*', students understand that diversity is shown through the cultural expression but not in politics. The final checking by the teacher's question '*should we agree on that?*' (line 17) results in once again the second LL's choral response 'yes' (in line 18) which is different from the previous 'yes'. This finding confirms the assertion that CA is capable of portraying and explicating the progress of intersubjectivity or socially distributed cognition (Schegloff's 1991).

Finally, unlike in the form and accuracy focus where the teacher and students are in asymmetrical position, in meaning and fluency, as accountable through the turn-taking pattern, sequence, as well as the repair works of the above extract, teacher co-exists in an equal position with students. In the former, teacher allocates turn by turn progression to make sure that students produce correct language forms as the predetermined pedagogical goal, in the latter by contrast, as indicative in the extract, regardless of how knowledgeable the teacher is about the topic of discussion, s/he tries to expose herself/himself as being in a symmetrical position with the students.

Extract 3: Focus on form and accuracy

Lessons 3i and 3ii are two consecutive 45 minute lessons involving the same teacher covering the same material with two different classes (each with about 10 students). Both classes are Ungdomsskole 8th grade and the students are aged 13-14 years.

Lesson 3i:

- 1 T: page sixteen two A .. how strange.. (student's name) would you be so kind as to
- 2 start reading?
- 3 L: a cry of help .. Tasmanian fishermen could hardly believe their eyes yesterday
- 4 afternoon .. suddenly at least fifty dolphins started jumping and diving around
- 5 their boat the blue sea .. the six foot long animals started making loud whistling
- 6 noises .. obviously they wanted something
- 7 T: thank you can you decide the next one to go on
- 8 L: (student's name)
- 9 L: the blue sea followed the dolphins until they reached
- 10 T: reached reached
- 11 L: a booyoy
- 12 LL: (laugh)
- 13 T: a buoy a buoy it's pronounced a buoy
- 14 L: a buoy.. there they found a baby dolphin caught in the fishing net .. it must have
- 15 swum into it hungry for fish and crayfish the captain said later .. when the men
- 16 set it free the intelligent dolphins whistled to thank them
- 17 T: yes (student's name) words here could you repeat intelligent
- 18 L: intelligent

- 19 T: and whistled
- 20 L: whistled
- 21 T: a living toy the next one (student's name)
- 22 L: Melvin Stacey an assist..
- 23 T: an assistant
- 24 L: at the toyshop in Adelaide got the shock of his life yesterday .. as he was taking
- 25 down a two foot teddy bear from one of the she..
- 26 T: one of the shelves
- 27 L: shelves it bit his finger .. somebody had put a live koala bear up there, far away
- 28 from its natural home among the [yore]..
- 29 T: eucalyptus eucalyptus
- 30 L: it must have=
- 31 T: = can you say eucalyptus eucalyptus?
- 32 L: eucalyptus

Extract 3 is taken from Lesson 3i where the context is teacher-fronted reading and pronunciation for accuracy. The pedagogical focus of this interaction is on form and accuracy. The teacher's dominant role typifies the interaction in which s/he is tightly in control of the interaction in order for the students to produce an accurate form of the language. The turn-taking organization is also very much directed by the teacher. The teacher allocates turn by turn progression to a specific student by mentioning name by whom a certain linguistic form should be produced within the criteria of accuracy set by the teacher. Despite the existence of one single opportunity for a student to allocate the turn to another student (see line 8), it does not mean that the teacher wishes to shift the pedagogical focus from form to meaning and fluency. Still, the student does it after the teacher asks him/her to do so. S/he is nominating only after being

nominated. Thus, again the above finding validates Seedhouse (2004, p 104), i.e. if the pedagogical focus is exclusively on the linguistic form, the organization is necessarily formal and strongly constrained within a quite sharply defined procedure. As evident in the extract, unless students produce correct reading and pronunciation, the teacher is strictly bound to impose on their production of the correct form of pronunciation. This can saliently be observable through different turns (see lines 10, 13, 17, 19, 29, and 31). Such a stern and strict form focus definitely affects the sequence of the conversation which is typically teacher-led. So, the sequence predominantly looks like this. Teacher nominates student, the student conducts a language activity, the teacher gives feedback of mistake and finally, student makes corrections (in a rigid T-L-T-L sequence). In other words, the predominant sequence organization is a teacher fronted adjacency pair.

As a consequence of such a pedagogical focus, repair works found in the above extract is mostly orienting to the production and reproduction of the correct and accurate form of pronunciation. Repair initiations are repeatedly made by the teacher, mainly intended to make the student aware of the importance of producing a correct form of language. The repairs, as it is evident in lines 10, 13, 17, 19, 29, and 31, are typically correctional kinds of repair (mistake repairs as opposed to non-mistake repairs) which are meant to correct the mistakes produced by the students. There are two types of repair initiation worth noting here, as being specific, i.e. those found in line 23 and line 27. Line 23 is a typical trajectory of other initiated move ending up with no repair, whilst, line 26 followed by line 27 follows a repair trajectory of other initiated self-repair. So, again as the teacher's pedagogical focus is a string of linguistic form productions by the learners, the repair work initiation is always made by the teacher when learner's production deviates from the pedagogical focus.

The relationship between pedagogy and interaction demonstrated in the above extract can be further explained this way. The teacher starts by introducing the purpose of the activity which is understood by a student whose name is nominated by the teacher to start reading. Being aware that there is no mistake indicative in the L's reading, the teacher rewards him/her with 'thank' before giving him/her a chance to select another student to take the next turn of reading. Unlike the previous student, this student who has just been doing his

turn produces inaccurate pronunciation of *'reached'* that makes the teacher offer him/her a correctional repair initiation twice which is unfortunately ruled out. Instead of correcting L (line 16) carried on speaking and produced another inaccurate pronunciation *'buyoy'* instead of *'buoy'*. This time with the second offer of repair initiation, this student produces correction. Once again, since the student does not produce the expected language form, the teacher chooses to firmly re-establish the focus by producing two further models of pronunciation (intelligent and whistled) to be repeated by the student. Further to that point, the teacher's role remains the same, i.e. strictly noticing if other students also produce inaccurate forms. Once inaccurate form is produced, s/he plays her/his role as a whistle-blower and initiates correction.

No matter how irritating it might be for the students, the teacher keeps on going with her/his consistent role to over and over again re-establish the pedagogical attention. At the same time student also over and over again tries to re-orient to such pedagogical purpose by trying to produce the correct form of language. In other words, turn-taking sequence is predominantly student's form production followed by either reward if it is correct or correct model of pronunciation to be repeated if a mistake is spotted.

Extract 4: Focus on meaning and form combined

Lesson 2

A double lesson (90 minutes in total) with a 2nd year videregaende skole English literature class. The text under discussion is J.B. Priestley's "An Inspector Calls".

The first half of the double lesson will be called Lesson 2a.

The second half of the doublelesson will be called Lesson 2b.

- 1 T: all these aspects come into the word style ..., how does the writer or the speakers
- 2 in the play express themselves? (5 sec pause) then we come to symbols, what is
- 3 a symbol (5 sec pause) oh come on! what's a symbol? ..., give an example of a

4 symbol!

5 L: ((cough))

6 T: John?

7 L12: the cross

8 T: the cross! what's the cross a symbol for?

9 L12: Christianity

10 T: yes

11 L: ((unintelligible 1 sec))

12 T: other well-known symbols? Anders?

13 L5: red light

14 T: a symbol for?

15 L5: you have to stop in the traffic

16 T: danger!, other symbols?

17 L: a [dowe -dov]

18 T: a dove!

19 L: peace

20 T: a symbol of peace! good .., Lisa!

21 L8: a four-leaved clover for good luck

22 L: ((cough))

23 T: a four-leaved clover for good luck

24 L: ((cough))

25 T: what about a heart? what's that a symbol of? Herman?

26 L13: love

27 T: love .., ok, then you know what a symbol is! anything which would signify

28 something else, symbols are often used in a particular sort of literature ..,

- 29 which? (5 sec pause) novels? ..., plays?, poetry?, you find symbols
- 30 , in poetry, and you find it in art generally, painting, yes, the theme
- 31 of a text, is the moral or the philosophical idea conveyed by a literary text

Extract 4 is taken from Lesson 2 English Literature Class. The pedagogic focus, as set early on by the teacher, is on meaning. As has been argued in the previous literature (for example Seedhouse 2004), the characteristic of such a pedagogical focus is primarily the contribution of personal meanings to the interaction. The interaction may be termed as focusing on meaning if learners contribute new information to the progressing interaction and on fluency if the learners nominate and contribute personally meaningful information. It is evident from the teacher's first turn where s/he starts with the need to explicate the word style and symbol which is then turn-by-turn responded to by student with word or phrases signifying meanings. In this particular context, the teacher nominates a student to contribute some different kinds of symbols and explicate what they mean. Just right in the middle of the turn-taking progression (line 18), however, the teacher without necessarily fully shifting the focus from meaning into a new focus of form and accuracy digresses into form focus. Such a phenomenon can be called an example of meaning and form focus-combined rather than fully a meaning-focused or simultaneously meaning and form focused-combined. Needless to say that such a combination is not implausible though it is not a pretty common case.

As encapsulated by Seedhouse (1997), such a simultaneous dual focus can be established as follows: first, the interaction is focused on meaning but if the linguistic errors are made by the students, they are corrected rather than ignored. Considering that linguistic form mistake is something that needs to be corrected in addition to exchanging meaning, the interaction above qualifies to be called as a dual focus interaction. As the interaction begins to take a shape, the teacher nominates the student to contribute his/her understanding of symbol by naming it and what each signifies. Four students in four different turns

(lines 7, 13, 17, and 21) nominate different kinds of symbols and contribute to the running of the interaction by proposing personally meaningful information about what the symbols mean (lines 9, 15, 19, 21, and 26). At this point, it is obvious that the focus of interaction is on meaning. Right in the middle of the turn-taking progression, however, a student (L) inaccurately pronounces 'a dove' by saying 'a dowe – dov' which the teacher notices as a potential source of trouble in the undergoing progression of talk that eventually makes her/him initiate correction (a type of repair) to put thing right. By so doing, s/he helps make other students correctly come across the example of sign and its meaning. To put it simply, such an action may be termed as co-constructing meaning. Having completed the turn and been aware that the students are cognisant about the idea of symbols and what they signify, s/he rounds it up by explicating where the symbols can generally be found.

In general, the turn-taking type is a typical question and answer where the teacher initiates questions in order to attract student's contribution to the interaction. Such a kind of turn-taking is common in meaning focus only but may not be in fluency focus only. The typical question and answer sequence as indicated in the extract above could be one common characteristic of classroom interaction where the meaning contribution is highlighted. This what makes it different from meaning and fluency focus combined. The emphasis of the above pedagogical focus is for the student to be able to nominate and contribute new information relevant to their personal knowledge. In contrast, focus on fluency is mostly typified by a self-managed interaction, usually among students. Once again context is of prime importance in understanding reflexivity between pedagogy and interaction. By way of understanding such a context of turn-taking, we can understand it as a means of achieving the pedagogical goals. (Levinson, 1979: 384). Through the question-answer sequence initiated by the teacher, both students and teachers are together to co-construct actions leading to goal achievement.

Conclusion

We have thoroughly discussed four different extracts representing different classroom pedagogic focuses. In spite of the same macro context of occurrence, i.e. L2 classrooms, viewed from its micro-context, each of the

classroom interactions has its own characteristics of the interactional organization. As the pedagogical goals vary, so do the interactional organization and it is in the micro context that the idea of reflexivity between interaction and pedagogic focuses manifests. Although sharing the same pedagogical focus, extract 1 and 2 are dissimilar. Extract 3 and 4 have sequence organizations which are similar in common but they are different in pedagogical focus. So, they have all validated the notion that the L2 classroom is indeed unique. Seeing through the different types of pedagogical purposes we managed to see the differences of the elements of the interactional organization that comprise turn-taking pattern, sequence organization, repair works, and preference organization. The same conversational architectural machinery does not necessarily reflect the same or even similar pedagogical reflexivity as a result of the diversity of micro context and instructional focus of L2 instructions. Finally, it validates the proposition that L2 interaction has a unique feature that is different from any other institutional interaction.

References:

- Arminen, I (2005) *Institutional Interaction: Studies of talk at work*. Gateshead: Ashgate Publishing Ltd.
- Heritage, J (1984) *Garfinkel and Ethnomethodology*. Oxford: Polity Press, Cambridge in association with Basic Blackwell.
- Heritage, J. and Maynard, D. W., 2005 *Communication in media care: Interaction between primary care physicians and patients*. Cambridge University Press.
- Hutchby, I. (2006) *Media Talk: Conversation analysis and the study of broadcasting*. Berkshire, UK: Open University Press.
- Jepson, Kevin (2005) Conversations – and Negotiated Interaction-in Text and Voice- Chat Rooms. *Language Learning & Technology*, Volume 9, Number 3. pp. 79-98.
- Levinson, S. C. (1979) Activity Types and Language. *Linguistics*, 17, pp. 356-99
- Pomerantz, A. M. (1984) Agreeing and disagreeing with assessments. In Atkinson and Heritage 1984, pp 57 – 101.
- Sack, H., Schegloff, E. & Jefferson, G (1974) A Simplest Systematics for the Organisation of turn taking for Conversation. *Language* 50:696- 735.

- Schegloff, E.A. (1991). Conversation analysis and socially shared cognition . In L. Resnick, J. Levine & S. Teasley (eds.), *Perspective on socially shared cognition*, Washington DC: American Psychological Association.
- Seedhouse, P. (1994) Linking pedagogical purposes to linguistic patterns of interaction|: The analysis of communication in the language classroom. *International Review of Applied Linguistics* 32, 4, 303 – 320.
- Seedhouse, P. (1996) *Learning task: A study of the interactional organisation of the L2 from a CA institutional discourse perspective*. PhD thesis, University of York, UK.
- Seedhouse, P. (1997) The case of the missing 'no': The relationship between pedagogy and interaction. *Language Learning* 47.3. 547- 583.
- Seedhouse, P. (1998) CA and the analysis of the foreign language interaction: A reply to Wagner. *Journal of Pragmatics*. 30, 85 – 102.
- Seedhouse, P (1999) The relationship between context and the organisation of repair in the L2 classroom. *International Review of Applied Linguistics* 37.1., 59 – 80.
- Seedhouse, P (2004) *The interactional architecture of the language classroom: A conversation analysis perspective*. Malden, MA: Blackwell Publishing Ltd.
- Seedhouse, P (2005) Norwegian data. York: University of York Printing Unit
- Seedhouse, P (2005) Conversation Analysis and language learning. *Journal of Language Teaching* 38, 1 -23.
- Seedhouse, P (2005b) Task a research construct. *Language Learning* 55, 3, 533 -570.
- Seedhouse, P. and Richards, K. (2007). Describing and analysing institutional varieties of interaction. In H. Bowles and P. Seedhouse (eds), *Conversation Analysis and language for specific purposes*. Linguistic Insight: Studies in language and communication. Bern: Peter Lang AG, International Academic Publishers.
- Simpson, J. (2005) Conversational Floors in Synchronous Text-Based CMC Discourse. *SAGE London: Publications Vol 7 (3): 337-361*.
- Ustunel, E. & Seedhouse, P (2005) Why that, in that way, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*, Vol. 15, No. 3

Contrastive CA: Turn Organisations of Text-based Vs Sound-based CMC

Antonius Suratno

Alongside with the Information and Communication Technology (ICT), Conversation Analysis (CA) research on human interaction developed robust analytical tools to identify and understand the unique interactional resources which are available to users in technologically mediated contexts. This is a report of the study comparing the tern organizations beyween text-based and Sound-based CMC, using ethnomethodological approach as the prime principle in a CA study. From the analysis, we have seen that the two modes of the Internet chat indicate the distinctive features which are typical in each of its categories. The contrastive features listed in the table above make up of its own characteristics that differentiate one mode from the other.

Keywords: *CMC, ICT, Conversation Analysis, Turn Organization*

Introduction

Research interest in CMC has gained enormous popularity in recent years. Different researchers have tried to look into different aspects of CMC phenomena. To mention among a few are Herring (1999), Nagretti (1999), Simpson (2005), Jepson (2005), Okuyama (2005), Greenfield & Subrahmanyam (2003), Smith & Gorsuch (2004). Their researches, without doubt, have contributed to the opening up this particularly under-researched area of the newly-invented technology that provides a new human communication environment. In spite of some handful of researches, the one whose nature is comparative is still hardly found. The one conducted, for instance, by Jepson (2005) was focusing on the comparative quantitative and brief qualitative account on repair moves between two NNS groups chatting online. Researches or articles comparing turn organizations found on two different modes of online conversation, i.e. text-based and voice-based chats, to the best of my knowledge is never conducted before.

Due to the reasons above, through the following limited amount of inquiry data I am trying to look into two short extracts of conversation taken from two different online chatting modes. The first extract is the typical synchronous text-based CMC and the second is the sound based CMC. The primary focus of this succinct investigation is to compare the two types of CMC in the light of the Conversation Analysis perspective, by which an effort would be invested to find out if there are some distinctive features that contrast them in terms of their turn organizations.

Method

The adoption of CA as the method of this inquiry is grounded on the belief that social actions are meaningful and have natural organization that can be discovered and analyzed (Psathas, 1995). Social actions are manifested in turn-taking practices performed by interactants in talk-in-interaction which according to Schegloff (2000) expresses features of social life that are deeply embedded in ordinary common-sense practice.

On their comparative study of SMS text messaging, Hutchby and Tanna (2008) used sequential organization terms to mean how text message exchanges can

be built up into a more extended series of turns. More specifically, Schegloff (2000) refers to it as an organizational device that would allow parties to achieve the design feature of a one-party-at-a-time principle. I use turn organization term in lieu of sequential organization which by its very basic nature has a similar meaning. I, however, slightly expand it covering a bit broader area of how turns in interaction are constructed or managed in what is so-called interaction management as proposed by Herring (1999), covering the area of overlaps and disrupted turn adjacency as manifested in the degree of sequential coherence (Herring, 1999); a term which is defined by Cook (1989) as “the property of being unified and meaningful”. Using this approach I should like to try to reveal how turn organization is constructed and managed in both types of conversation.

Following the above as well as considering Nagretti (1999) that through turn organization the development of action can be unfolded and that turn-organization is inherent in any form of conversational transaction, I consider that CA should be the most readily and justifiably accepted approach to investigate such a phenomenon. The major attention to which the analysis is going to be given is finding out the machinery of the discourse traceable through the sequence and the structure of the talk and that through it the meaning of the social actions can be interpreted (Psathas, 1995).

A. Text-based chat extract analysis

This chat was taken from the Nice Room on November 28 November 2008, at 10:18

The chat involved 4 people: Little Antonov, Fairy, Stevo 1985, Siver Shadow

1. Silver shadow: hi
2. Silver shadow: hi everyone
3. stevo1985: and drifted into a concrete bollard
4. LittleAntonov: jeezuz
5. Silver shadow: i said hi 😏
6. fairy: damn...thats bad

7. stevo1985: at 50mph
8. Silver shadow: you are so polite
9. LittleAntonov: jeez
10. fairy: not so fast
11. LittleAntonov: hr silver
12. LittleAntonov: hey
13. Silver shadow: hey
14. Silver shadow: at last
15. fairy: but yet u manged to lol
16. Silver shadow: lolz
17. fairy: at last?

Viewed from the organization of the interaction using criteria made by Herring (1999), the extract above can be said to have a lack of coherence characteristics. She posited that in a normal spoken conversation, the transition from one speaker to the next is supposed to take place with no or minimum gap, and no overlap between speakers (Herring, 1999). Following Schegloff and Sack (1973), two major features of conversation coherence are the notion of sequential relevance and its turn construction. It is apparent from the extract that each turn is joined as follows: (turn 1, 2 to turn 11 and 12) or (line 5, 8 to line 11 and 12), (turn 3 to 4 and 6), (turn 7 to 9, 10 and 15), (turn 12 to 13), (turn 14 to turn 17). This is confirming Simpson's finding (2005) that the lack of fine-tuning in CMC turn-taking is the responsibility of two fundamental facts of 1) turns cannot be seen until they are sent and 2) the visual and auditory cues which normally present in the spoken discourse underpin the turn-taking system are missing. The data also prove true what has been theorized by Schegloff (2006) in Hutchby and Tanna (2008) that a single action turn in text-based CMC can have multiple action responses.

The absence of gaze, body language, gesture and eye contact typifies the computer-mediated talks. As a result, the interactants do not know when the immediate turn is supposed to take place and which further results would come by in a less natural sequence of the talk than that normally taking place in the face-to-face conversation. Such an opinion is in line with Herring (1999) who stated that CMC interactants rely on limited channels than that of the face-to-face interaction for message transmission. She said further that participants make use of “one way” rather than “two-way” message transmission where the speed of typing and the pressing of the keyboard return button is primarily contingent. In other words, overlaps and discontinuity of talk are partly the by-product of the limited absence of the feedback.

Another unique characteristic of text-based CMC is the frequent talk breakdown as saliently indicated from line 11 on when Little Antonov responds to Silver Shadow’s gesture to get into the talk. Such an insistent interruption won’t definitely happen in a face-to-face mode of conversation. The talk about the accident that Stevo has just been undergoing is temporarily interrupted by an insistent gesture by Silver Shadow to get him involved into the talk and that the organization of talk is temporarily disrupted; a typically frequent turn adjacency disruption in multi-participant chatting as reported by Negretti (1998, and Herring (1999). In addition, as clearly indicated by the extract above, the flow of talk is not linear, in which one turn is not followed by another, and that the talk breakdown results from the interference of other interactants’, a typical sudden irrelevant turn coming in between two supposedly relevant pairs as advocated by Schegloff and Sacks (see line 48, 65 and 82).

It is obvious from the extract that turn disruption is dominant in the way the turns are organized. What makes it different from face-to-face interaction is that many of the turn construction units are frequently followed by irrelevant responses. It can be seemingly argued that either lines 1, 2 are disrupted by subsequent 7 or 8 lines or conversely line 1 and 2 themselves disrupt the conversation that was previously undergoing. The data, however, reveal that the latter is more likely to be true as it can be inferred from the further turns

that from what keeps going from line 3 on, line 4 and 6 should be the relevant responses to line 3 and that this latter analysis seems to be more accurately depicting the real motions or actions. Furthermore, line 7 is a logical continuation of line 3 as a further explanation of what driving speed Stevo 1985 had when the car accident took place.

The way the turn organization was organized and maintained can be explained as follows. The three guys (Stevo 1985, Fairy and Little Antonov) try to keep on interacting about what has just happened with Stevo 1985 in the lines to follow, but then Silver Shadow insists on having himself recognized and allowed to get into the chat. His insistence is obviously indicated by his saying of "Hi" 3 times (line 1, 2) and finally re-emphasized by saying "I said Hi" (line 5) with a stern look of emoticon signaling his petition to get involved in the talk to compensate for the lack of the usual nonverbal components (Krohn, 2004). Considering that such an effort didn't make any result, he kept on interrupting and his effort finally got paid off in line 11 after he got a response "Hey silver" from Little Antonov. So, in other words, from the perspective of turn organization, in spite of the interference or interruption, there is a clear effort by the interactants to maintain the flow of the turns by trying to ignore the interruption (line 6,7 and then 9,10).

Finally, there is an interesting thing worth mentioning out of the way the turn is managed. In spite of insistent interference by Silver Shadow as is indicated in lines 1, 2, 5, 8, 13, 14 and 16, the interactants, in this case, Little Antonov, Fairy and Stevo 1985, tried hard to keep their conversation going. Despite a brief drifting response by Little Antonov, they basically managed to maintain their turn-taking in order to perform and complete their social actions. Such a kind of phenomenon might be justified by the importance of the topical issues that according to my observation should play a very important role in such a chat room involving in particular young guys (male participants). Though it might need further research, I could say that topics that go very well with their day-to-day life will determine the success of the social action in a chat encounter as indicated in the extract above. Discussing such topics as cars (as part of young people's hobbies and pride), love, life style would make every individual interactant feel it as their own and thereby, they feel a need to

keep it going rather than shifting to other trivial things. In other words, they would feel sorry to miss the topic in spite of other people's interference.

B. Sound -based chat extract analysis

SPEAK SLOWLY

1. S1: A[h on a]ir (.) ya ya [So]ore there [(0.1) (inaudible)
2. S2 [hh::sure] [yes ↑] [ah::]
3. S2 Anu:: your pronunciation and your accent (.) is very excellent. .hh
4. S1: Oh (laugh) .hh. Thank you very much
5. S2: (0.5) you're welcome
6. S1: I try to speak very slowly slowly because this is English practice room (.)
7. S1: So[:: (.)] everyone should talk slowly And (.)[We have] te::ya we have to wait
8. S2: [ya::] [o::k..]
9. S1 (inaudible) for comment And (.) ok :: s[o try]in out
10. S2: [ok::]
11. S1: Ya [ok (inaudible)]
12. S2: [Ok↑ I'm in here with you
13. S1: ok tryin out:::[so]what're you doing a::> what do you do for reading >
14. S2 [ya]
15. S1 Student or a worker↑
16. (0.5)
17. S2: Ok I am a:: a International teacher(.) or so (.) a:::yes:: a te. (0.2)This is....

In contrast to the previous extract, turn organization in the sound-based CMC, as observed from the extract in general, similarly follows the patterns normally taking place in verbal face-to-face talk-in-interaction. The pattern of one-speak-at-a-time as advocated by Schegloff, et.al. (1974) is salient in the data. Except for lines 2 and 3 and then 6 and 7, the rest follows the pattern of one-speak-at-a-time. Thus, compared to that of the text-based CMC, sound-based CMC can be said to be more coherent. It means that on the whole, it meets both the sequential relevance and turn construction which are similar to that of the normal face-to-face pattern. The interactants in this second

extract practice face-to-face turn adjacency conventions and adhere to discourse coherence structure, despite the absence of one another's environment such as gestures, moods or emoticons that are commonly observably present in the text-based CMC. The coherence may be particularly achieved through the attention given to the interlocutors' turn as well as the clarity of the message passed on through the relevant turn.

Even so, overlaps of utterances took place in five supposedly adjacency pairs, i.e. in lines 1 & 2, 7 & 8, 9 & 10, 11 & 12, 13 & 14. From the relevant places of overlaps mentioned, I argue that they firstly result from a lack of clarity of meanings and thereby need assurance. My opinion is validated by two overlaps made by S2 in line 2 and line 12 where both of the overlaps are expressed with a high pitch rising intonation. Secondly, other overlaps of utterance are a result of simply adherence to the interlocutors' statements. Such an attitude may be argued as social behavior needed to show that the co-interactant follows or attends what his counterpart is saying, despite the uncertainty of the real message understanding. From the data, it is obvious that S2 in some parts of the overlaps indicates his lack of understanding about what S1 is talking about but by saying either "ya" or "ok", at least he pleases his interlocutor that he follows the conversations and he allows the actions to be completed irrespective of the amount of undecipherable message. Again it is validated by three overlaps made by saying "ok" and another three overlaps made by saying "ya/yes".

Another important feature that is clearly observable through the extract is the dominant phenomenon of self-repair as a means of completing actions. Jepson (2005) claimed that repairs are made based on the interlocutors' cues and that repetition is mostly made in an effort to attend to pronunciation and communication breakdown. Thus, this phenomenon reconfirms his research finding reported in 2005. He reported that repairs of utterances are much more salient and frequently made by speakers in voice chat than that in text chat which tends to result in incorporation of meaning negotiation. The repair moves above, as I can argue, are intended to make the utterance more decipherable or understandable by the interlocutor. Such a move is indicated in line 7 when S1 repairs what she has said simply because she heard an

overlap cue from S2. The point of repeating utterance is to make sure that what she said is what should be understood by S2.

Some repetitions and repair are shown through the following samples. Repetition is first shown through lines 7 when S1 says “We have te” which she repeats the time she hears S2 say “o:::k” in a stretching utterance indicating his unconvincing understanding that makes her feel a need to repeat what she has said. The second example is in lines 9 and 13. In line 6, S1 said to the interlocutor that she has tried to speak as slowly as she could just to make sure that S2 got what she meant and wanted that S2 to respond to what she said in such a chat room for the purpose of English Language practice. She, however, did realize that she herself was the one actively speaking and she realized that she didn’t get a commensurate response from S2. Realizing that, she feels a need to speak even much slower and also feels a need to repeat some already clear words and phrases simply to make sure that S2 understands what she said to him. It is proven through line 9 when she said “*Ok... tryin out*” which she later on repeated in line 13 by saying “*ok.. tryin out*”. Repair is shown in line 13 as she realized that her question of “*What are you doing?*” is not immediately responded, she simplifies it by asking two separate questions to mean the same thing by saying “*What do you do for reading?*” and then is clarified by saying “*student or worker*” in line 17. There she finally got the response despite lengthily awaiting (0.5) / five-second pause.

C. Discussion

Unlike ordinary face-to-face talk in interaction, text and voice-based CMCs are particularly lack of paralinguistic features, despite their likely appearance in text chat. There is an obvious absence of gaze, body language, gesture and eye contact typifying the computer-mediated talks. (cite). Even so, some cues as represented by emoticons and acronyms may be usable by the text chat interactants to represent feelings and emotional states. In other words, compared to verbal face-to-face interaction, the two-mode of chats are essentially different despite voice chat’s closer similarity.

Features of two modes of CMC

| <i>Aspects of turn organisation</i> | <i>Text chat</i> | <i>Voice Chat</i> |
|-------------------------------------|-------------------------------------|--|
| Actions | multiple actions | single action |
| Cues | the use of emoticon as cues | pauses and disfluency as cues |
| Types of overlaps | common turn interruptions | common turn overlaps |
| Flow of talk | non- linear | linear, closer to the principle of one person talk at a time |
| Message transmission | one way | two-way |
| Feed back | absent | present |
| Talk breakdown | resulted from message interruptions | resulted from talk disfluency |

D. Conclusion

The above brief comparative inquiry has tried to look into the differences of both text and sound-based chats. In spite of some limitations such as in the categorization of the aspects of inquiry and the pre-validated definition of turn organization, this brief analysis has tried to overview the differences between the two modes of CMC chats. From the analysis, we have seen that the two modes of the Internet chat indicate the distinctive features which are typical in each of its categories. The contrastive features listed in the table above make up of its own characteristics that differentiate one mode from the other. To validate the result of this inquiry further research should involve the analysis of a larger amount of data since by involving more data the consistency of the differences can be more scientifically established. Besides,

to see the differences may also involve different categories, such as interaction strategy and how floors are maintained.

Reference:

- Cook, G. (1989) *Discourse*. Oxford: Oxford University Press.
- Greenfield, M. & Subrahmanyam, K. (2003) Online Discourse in a Teen Chatroom: New Codes and New Modes of Coherence in a Visual Medium. *Applied Developmental Psychology* 24, pp. 713-738.
- Herring, S. (1999) Interactional Coherence in CMC. *JCMC* 4 (4), June 1999.
- Jepson, Kevin (2005) Conversations – and Negotiated Interaction-in Text and Voice- Chat Rooms. *Language Learning & Technology*, Volume 9, Number 3. pp. 79-98
- Krohn, F, B. (2004). A generational approach to using emoticons as nonverbal communication. *Journal of Technical Writing and Communication*, 34 (4), 321-328.
- Nagretti, R (1999) Web-Based Activities and SLA: A Conversation Analysis Research Approach. *Languae Learning & Technology*, Vol 3, No 1, July 1999, pp. 75-87
- Okuyama, Y. (2005) Distance Learning Via Synchronous Computer-Mediated Communication (SCMC): Eight Factors Affecting NS-NNS Chat Interaction.
- Psathas, G (1995) *Conversation Analysis – The Study of talk-in-interaction*. Thousand Oaks, CA:Sage.
- Sacks, H and Schegloff, E. A. (1973) 'Opening up Closings', *Semiotica* 8(4): 289-327.
- Schegloff, et.al. (1974) A Simplest Systematics for the Organisation of turn taking for Conversatio. *Language* 50:696- 735

Schegloff (2000) Overlapping Talk and the Organisation of Turn-taking for Conversation. *Language in Society* 29, 1-63
Conversation: Cambridge University Press.

Simpson, J. (2005) Conversational Floors in Synchronous Text-Based CMC Discourse. *SAGE London: Publications Vol 7 (3): 337-361.*

Smith, B & Gorsuch, G.J. (2004) Synchronous Computer Mediated Communication Captured by Usability Lab Technologies: *New Interpretation. System*, Vol 32, pp 553-575

MISCELLANEOUS APPROACHES

Despite its being recent in its emergence, discourse analysis is a fast-developing field of language research, embracing methodological field, discourse analyses, comparative research, translation studies, and teaching realm. The diversity of subject areas and methodologies illuminate the scene of the expansion and development of the current research in this field. The prolific contributions made by more and more dedicated researchers open up far-reaching avenues into the realm of human thought that encompasses ideas and topics of the expanding discourses. Within each of the approaches, variations in the use of both theoretical and analytical frameworks by different researchers result in the newer and broader outlook of the field. The longer list of research topics and areas seems like inexhaustible, making each year yields novel real-life analysis of languages of various nationalities. What is more, comparative studies deploying discourse approaches are also abound. Among a few cases in point to mention is a study of discourse in the area of metaphor and a comparative study of language features contrasting written and spoken language. These two research samples using a different approach to discourse are to be presented in the section to come. The present state of the multitude of approaches to discourse analysis allows researchers to diversify the way in which identification, categorization, analysis and interpretation of data analysis is made. Metaphors, as a case in point, can be investigated across communication channels, situational contexts, genres and social spheres. A researcher can take it either in the communicative, the cognitive modeling or the multimodality perspectives, all of which may

emerge from the common ground of the Lakoffian's Conceptual Metaphor Theory.

This ever-advancing contemporary world marked by the sophistication of Information and Communication Technology (ICT) also opens up broader spheres of discourse research. Language change, language shifts, and language mixing resulted from the revolutionary change of human beings bring with it substantial ramification in the way language is used and expressed. The written language features which in the past were typically formal standard slowly resembles the spoken language styles, and vice versa. Another area worth exploring is the different features of different language written or spoken in different modes. This is not the end of the story as discourse approaches will continue to grow and expand. A few researchers in the field of psychology begin to introduce a new approach to a discourse by doing self-dialogical discourse. Other researchers from different disciplines may come up with new approaches which in turn will potentially make the field of discourse one of the richest and rosier areas of language studies that offer more choices and opportunities to venture into the language research businesses.

CROSS-CULTURAL LOVE METAPHORS IN POEMS: A CASE OF ENGLISH AND INDONESIAN

Antonius Suratno

A metaphor is a linguistic function that convey a comparison between two things that states one thing is different ways, in order help explain an idea or show hidden similarities. Unlike a simile that deploys "like" or "as" to compare ideas or concepts, a metaphor does not use these two words. This study attempts to cross-culturally compare metaphors in the love poems written in two different languages, English and Indonesian. Using qualitative approach, the data analysis demonstrated the presence of both types of metaphors in which both Indonesian and English poem writers have partly used shared source domains that have made up of the universality of the metaphor and partly culturally specific source domains that have created metaphorical variations. In addition, for the purpose of expanding the previously pervasive cognitive beliefs about a metaphor that has been so predominant, this paper has also helped underline the relevance and importance of the cultural aspect to be taken into consideration in the study of metaphor in particular where cultures other than English are involved.

Keywords: *cross-culture, metaphor, contrastive analysis, metaphorical variations*

Introduction

Research on metaphor has hitherto placed imbalanced weight on the cultural aspect as emphasis has been ultimately given to the idea that metaphor is a cognition process as it is much researched in Cognitive Science and Psychology (Gibbs 1999, Ortony 1979). Despite the general acceptance of a cultural role in metaphor, not much attention has been given to look into its entailment in metaphorical use and thereby research specifically taking culture into account is of necessary relevance (Queen 1991, Wee 2006). In addition, among the limited amount of research involving both fields of metaphor and culture, most of their conclusion was drawn primarily from English-language or English-culture-based data. Therefore, it is necessary to carry out more research focusing on cross-cultural aspects of metaphor (Ying 2007). It is in this light that the writer wishes to explore the cultural aspect of metaphor by looking into the collection of love poems from two different cultures, i.e. English and Indonesian. Despite my general agreement with the universality of metaphor, within a cross-cultural perspective, I would particularly highlight the variation of metaphor that is arguably denoting to Indonesian or English culture.

Through this paper, I should like to briefly review some literature with respect to some previous articles and studies on metaphor which specifically concerned with the use of metaphor within the cultural context in general and in the perspective of cross-cultural investigation in particular. The discussion will then move on to a brief account on the use of metaphor in poems, why people use them in their poem writing as well as how we can understand metaphor in them. Despite the fact that metaphor has been claimed to be universal, the major aim of my paper is mainly to show that besides being universal, metaphor is also culturally specific. To substantiate this position researcher will present succinct comparative data of poems written by writers of two different cultural backgrounds, i.e. Indonesian and English.

In the first part of the comparative data, the researcher will show some examples of “universality” of metaphors and on the second part, he will then underpin the existence of variations rooted from the differences of cultural backgrounds. It is worth noting that for the purpose of this current discussion, the focus of attention will only be given to how love is expressed

metaphorically within two different contexts of culture. That means any other metaphorical expressions likely present in the poem samples will be overlooked.

In analyzing a number of metaphorical expressions found in approximately 100 love poems, the two following questions will be tackled: What universal metaphors do exist in the investigated English and Indonesian poems and are there evidence for cross-cultural differences in the two and if any what has been most likely reasons for the differences?

A previous study on metaphors

Lakoff's proposition that metaphors are universally shared by humans from different cultures is drawn from the conceptual theory of metaphor which believes that bodily experience is universal (1993). Furthermore, the universality of metaphor is mostly contributed by empirical studies in cognitive science showing that besides being linguistics in nature, metaphor constitutes a fundamental concept of people's thought, reasoning, and imagination (Gibbs, et al. (2004). Researchers working on cognitive and psycholinguistic traditions are, inter alia, (Lakoff and Johnson 1990, 1999, Johnson 1987, Gibbs 1994, 1996, Turner 1996), who mostly concerned with how metaphor works in human's mind (see Kovecses 2005), although later on in their recent research some of them began to pay attention to the cultural aspect of metaphor use, for instance, Gibbs 1999). Due to their over-emphasis on the structure of the metaphorical expressions, they were prone to ignore the non-universality of the metaphorical concept (Fernandez 1991 in Kovecses 2005).

The universality of metaphor has been extensively explored within the context of cognitive and psycholinguistic studies which notably yielded hierarchical mappings and collection of metaphorical expressions. Among the most revered mapping has been the one made by Lakoff in his *Contemporary Theory of Mataphor* (1992). In his theoretical stance, he among other things mentioned the following:

| <i>Mappings</i> | <i>example</i> |
|---|-------------------------------------|
| Life is a journey | I am at the crossroad in life |
| Love is a journey | My relationship is down to the rock |
| A career is a journey | She's on the fast track |
| Achieving goals is getting something to eat | He's hungry for success |
| Lack of progress is lack of movement | We are going nowhere with the job. |

Other documented mappings among other things include: purposes are destinations, means are routes, difficulties are obstacles, counselors are guides, achievements are landmarks, choices are crossroads, a lifetime is a day, death is sleep; a lifetime is a year, death is winter, life is a struggle, dying is losing a contest against an adversary, life is a precious possession, death is a loss, time is a thief.

As yet, such a cognitive-based view has been predominantly influential in understanding the metaphorical construct which makes it a widely used research framework in the ample of previous research on metaphor. In these recent years, however, researchers working on social science have been critical to the above notion. Unlike the cognitivists who are more concerned with how metaphors work in the human mind, social scientists whose research interest mainly finds the answer to the question of what metaphors do within a socio-cultural context, are more interested in looking into the cultural aspect of metaphor (see Kovecses 2005). Deignan (2003), for instance, contends 'if culture is understood in its broadest sense, it could be argued that every aspect of human experience is filtered through it'. It means that differences of culture should contribute to the creation and the use of metaphorical expressions within different contexts of culture. This assumption gains support from Gibbs (1999 as cited in Deignan 2003) who maintains that the physical world is inextricable from the cultural world as such a world is highly constrained by cultural beliefs and values. Some evidence of cross-cultural

research has underpinned his reservation about the existence of the cultural-based metaphorical variation.

Further to Gibbs' proposition, some have begun to call for the consideration of scope expansion in metaphor research by means of taking cultural context into consideration. Among the strong proponents who suggest that culture should be given a more role in understanding metaphor is Queen (1991). In a similar vein, Wee (2006) suggests that despite the importance of the conceptual perspective of metaphor, its cultural dimension is of high relevance. In spite of general agreement with the universality of metaphor, Covceses (2005) in his recent publication has managed to make a comprehensive review of metaphor from its very cultural outlook. He established the dimensions of metaphor variation from within and from a cross-cultural perspective. From within culture, he proposes that such dimensions as social, ethnic, regional, style, subcultural, etc. can exist and he maintains that variation itself should be the corollary of differences of experience, cognitive preference and style before he finally outlines the causes of cross-cultural variations.

To put it another way, many social scientists researching metaphor generally accept both the universality and variation in the metaphorical use of language. It is by no means that in looking into the cultural specificity of metaphor researchers should necessarily extricate metaphor from its universal concept. Thus, researchers interested in cross-cultural or inter-cultural aspects of metaphor may still consider the relevance of the conceptual meanings of metaphor in their research. This paper particularly would like to view metaphor from two different angles which mean acknowledging the existence of universality as well as contend that there is a degree of cultural variation of the metaphorical expressions used in the poems, i.e. English and Bahasa Indonesia.

As regards the previous research on cross-cultural metaphor, Boers (2003) points out that metaphorical variations generally take three usages, in which the first is the most salient:

- (1) Variations as regards the particular source-target mappings that have become conventional in the given cultures;

- (2) Variations as regards value judgments related to the source or target domains shared mappings;
- (3) Variations as regards the degree of the pervasiveness of metaphor, as compared with other discourse forms.

With the saliency of the first type of variations, his finding suggests that within different cultures, the metaphor may take different source domains that map onto the same target domain. With the findings, he has made it evident that metaphor is not only strictly limited to cognition domain per se but also the product of culture as a result of differences of source domains.

Metaphor in poems

The history of metaphor might have been as old as the history of mankind as a metaphor is a way to get the message across as well as to help people explicate truths that may not be clear if they are plainly stated. It is a way to accentuate beauty, pain, happiness or any other feelings that may be undeliverable through ordinary words. As often, if we don't want to say always when we read an appropriate metaphor we are immediately drawn between the truth of the ideas and the comparison being alluded. This way, we are nurtured by the liveliness and the power of the language. Needless to say that the ability to understand metaphoric language opens up the key to the beauty of language including the one used in literary texts such as poems.

In the past, the metaphor was largely considered ornamental and limitedly used by poets or politicians but in recent days, it is an important tool for communication (see Gentner, 1982, in Lakoff & Johnson 1980). Besides, metaphoric language has been a cutting-edge phenomenon in both spoken and written discourse. Not only is it used within the context of diction or word choice in which the writers or speakers of the language express their ideas to create sense and beauty of languages such as in the prose and poems, but lexically and grammatically it is also used in mass media. For different reasons such as practicality, message conciseness, beauty effect on the language ideas, people these days are prone to develop a trend to employ metaphorical language in their daily discourse including in poem writing.

In writing a poem people usually just write exactly what they are thinking about or very often they are simply triggered by simple thoughts. These are

among the reasons why people write poems: feeling happy and therefore he/she needs to express the happiness in poems, or just feeling lonely and therefore needs to write to get rid of his/her loneliness, while others may have just fallen in love with something or someone and thereby he/she feels a need to express his/her feeling through poems. People start by writing down the poem that they have in mind, without worrying about getting muddled by complicated logical or argumentative thoughts as the main essence of writing poems is describing feelings. All that matters is finding something tangible that describes the feelings or thoughts we have written about which can be many different things such as a person, thing, object, place or any other ideas. The ideas or feelings may just be an abstract subject that needs to be turned into a concrete thing that describes what they mean to convey.

How to make the metaphor workable in a poem writing, based on my personal experience, is try to find the emphasis of the ideas or the feelings that I am trying to deliver throughout my poem, for example, I try to find words that closely express my feeling either sadness, anger, loneliness or love. Then, to add to a sense of liveliness and to provide a stronger emotional effect on the message I am delivering, I turn the concrete things in my poems into something comparable to my thoughts or feelings by taking any possible and understandable resources around my life. Here is where the role of metaphor manifests in my poem writing and through this way I allow for the metaphors to take their ultimate function in poem writing. Once this is done, I can feel the flow of the ideas and the beauty of the poetic messages as they are imbued by the beautiful presence of the metaphors.

How metaphor can be understood

In Dictionary.com, metaphor is defined as a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in "A mighty fortress is our God." Metaphor in a poem can be described as a figure of speech in which a thing is referred to as being something that it resembles within the writers' environments and is used as a source domain. As has been previously argued, the environment can be either universally or limitedly understood by people in the different contexts of culture. For example, a fierce person can be referred to as 'a lion' or a smooth

look of the sky can be referred to as 'silk'. In this way, elements that could not be described in ordinary language manifests through the metaphorical expressions.

With regard to universality and cultural variation, the word lion and silk may be limitedly used as a metaphor by writers who are familiar with the words in their environment. Thus, the word lion will be less likely used metaphorically by a poet living in an environment where a lion does not have a particular physical reference. Other examples such as the metaphor of a glimpse of hope as "a glimpse of candle light " or 'sadness' as 'dark cloud in the sky', however, could be potentially universal given the fact that both light and darkness are universally understood by all people on this planet.

In Sternberg's view metaphor contains four elements, two being items compared and the other two make up of a tenor and a vehicle, ways in which the items are linked (2009). The terms tenor can be understood as the topic, eg. 'beautiful house', and the vehicle is how the item is described, eg. 'heaven'. In understanding its concept, very often metaphor is conflated with simile as they both are very similar in particular in terms of the way the meanings are conveyed. An easy way to understand metaphor is to view it as a simile without the word "like" or 'as', or in the same way simile is metaphor using 'like' or 'as'. The obvious difference is that a simile is mainly used to compare two things, for example: "he is like a beast". By using a metaphor the writer usually assumes that the relationship will be understood by the reader without the explicit use of linking the word "like" or 'as'.

To provide an illustration, let us take a look at the following sample of metaphor poem:

For The First Time

Into my world
of darkness and silence,
you brought light and music.
When you lit my candle,
I began to see and understand
the taste and texture of love.

- John Irvine –

In the above short poem, we can see a sample of metaphor. If we take the very last line of this stanza we see that the "love" is metaphorically comparable to food that the people can taste and touch. In the first stanza, the poet initiates a relationship between darkness and light also silence with the sound of music, then on the second, when the candle is lit then it illuminates light that allows him to know what love is like. Love is something we can taste and touch.

Data collection and the origin of the poems

For the purpose of comparison, data are collected purposively by considering the theme of the poems which is 'love'. In addition, in order to closely meet the criteria for the cross-cultural investigation of the love poems, despite the anonymity of the writers, the choice of poems has also taken the diction and grammatical arrangement of the sentences of the poems into consideration (see appendix). By looking into each of the data and focusing on the use of metaphor to express the idea of love in the poems, I classify the metaphor of love into three categories, i.e.: (1) what love is, (2) who the lover is, (3) what to love means.

I should admit that assuring the origin of the poems in terms of their native language is of an eminent challenge due to the fact that many of the titles are anonymous. It is almost impossible to verify the origin of the poems found on the Internet, even if there is personal identification. The justification I can make is the choice of words (diction) and the grammatical expressions. It means that there is a possibility the poems have been adapted or translated to another language but as seen from the way messages are expressed, the possibility is relatively low.

The universality of love metaphor

In the table below, there is evidence that the ideas expressed metaphorically in the two poems are truly universal in the sense that the same ideas are expressed to mean the same sense and meaning. The similarity could be because the writers of the poems might have used the same source domains rooted from their cultures which coincidentally denote the universal ideas shared by the two cultures. In addition, the similarity could be due to the

possibility that they may have shared the same source domain to refer to the same ideas as a result of the similarity of their recognition about the resources around their day-to-day lives. They both share the same knowledge of the moon, the sun, the fire, the sunlight, bright star etc., along with each of their denotations simply because all the objects are common source domains that are equally recognized by both cultures.

(1) *the universality of 'What love is'*

| English | | Indonesian | |
|--------------------|---|---|---|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| The moon | You are the chime of warm rain, the moon that glows through the trees | Bulan (the moon) in my city, the moon in my heart... | Bulan di kotaku, bulan di hatiku... Namun di sudut hati yang lain ada yg tersenyum, |
| fire | It began as all fires do, a spark soon ignited into a blaze of warmth and colourful delight. | api (fire) burns my chest looking up while fingers stroking the warmth | api membakar dada menengadahkan jemari mengusap kehangatan |
| sun's light | The sun's light , they are all the beauty that is you. | sinar mentari (Sun light) love it's the sun light shining on my heart. | Tapi aku di butakan oleh sinar fajar mentari yang twerus kau pancarkan buatku Cinta Engkaulah <i>Sinar Mentari</i> Yang Menerangi Hati Ini mentari menyengat rerumputan batu kering |

| | | | |
|-----------------|---|---|--|
| the morning dew | the morning dew, they are all the beauty that is you. | embun pagi (morning dew) Love is the morning dew that refreshes my heart | Cinta Engkaulah Embun Pagi Yang Menyejukan Hati Ini |
| bright star | And there you were, my brightest star | bintang terang (bright star) your light is truly beautiful | Bintang yang terang sinarmu sungguh indah |
| boat | Onto the sea I sailed my boat And prayed that it would stay afloat | perahu (boat) I am drown my boat submerges. Now my boat has been anchored in my life | Aku tenggelam Perahuku karam Kini perahu tlah ditambatkan pada satu sisi kehidupan |

(2) universality of ‘who the lover is’

No universal reference to ‘who the lover is’ is found in the data.

(3) universality of ‘What to love means’

| English | | Indonesian | |
|---|---|-----------------------------|--|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| Fires sparks and ignities blaze of warmth and delight | It began as all fires do, a spark soon ignited into a blaze of warmth and colorful delight. | Burn me ... to make me warm | bakarlah diriku...supaya hangat dirimu |

In this category, the only similarity noticeable in the data is the use of 'fire'. They use it to convey the idea that love works the same way the fire does, i.e. that it ignites the flame that produces warmth. Like fire, love sparks the spirit of life and lightens life which in turns energizes anyone who feels it.

Variations of love metaphor

The data show that despite the similarities, some variations of metaphorical use are arguably present as some metaphorical expressions can be traced through the writers' cultural backgrounds. As has been previously argued, among the most commonly identified cross-cultural variations of metaphor is the variations as regards the particular source-target mappings that have become conventional in the given cultures (Boers 2003). This current comparative data confirm his proposition that the variations in the use of metaphors to express the idea of love has partly been traceable through the writers' conventional mappings rooted from each of the writers' cultural backgrounds. While not easily be argued as being cultural, some more variations do indicate the contrast between two types of the poems which may be argued as being typical variations as regards the degree of the pervasiveness of metaphor commonly used in poems or simply because of the common style shared by the poets in the same culture. Before an explanation is further provided, these are the summary of the data. The following is the comparative look of the two.

(1) variations of 'What love is'

| English | | Indonesian | |
|-----------------|---|---------------------------------------|--|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| roof | YOUR LOVE, the ultimate roof | bulan purnama (full moon) | Purnama yang mengapung di rangka langit malam ini seperti bercerita |
| force | What is love, but a force To bring the mighty low, With the strength to shame the mountains | Sinar rembulan (moon light) | Malam itu dia menoleh sesaat kepadaku Sinar Sang Rembulan pun menatap lembut pipinya |

| | | | |
|--|---|-------------------------------|--|
| triumph | What is love, but a triumph , A glorious goal attained | jantung hidup (life heart) | Cinta Engkaulah Jantung Dari Hidupku Yang Fana ini |
| beacon | What is love, but a beacon , To guide the wayward heart | hujan (rain) | Hujan menyemai benih di hati |
| eternity | And what is love, but forever , Eternal and sincere | bayang-bayang (shade) | Bayangku meneduhkanmu, |
| King, jewel, blue sky, clean river, white clouds, huge mountain, green-wide valley, firm – strong body, rib bone, eagle flying high | You're my man, my mighty king , And I'm the jewel in your crown , You're the sky so vast and blue, And I'm the white clouds in your chest, I'm a river clean and pure, Who in your ocean finds her rest, You're the mountain huge and high, I'm the valley green and wide, You're the body firm and strong, And I'm a rib bone on your side, | angin (wind) | Angin menghembuskan benih yang membawaku ke langit |

| | | | |
|-----------------|---|---|--|
| | You're an eagle flying high, I'm your feathers light and brown | | |
| red rose | Our love is that of a red rose Whose splendor rises as the sun shows its face | aroma (scent) | Akan tetapi kemana pun ku berjalan aroma itu masih tetap di dekatku belum bisa ku tuk menggapainya. |
| spark | My love, the spark that ignited the day we met remains an eternal flame . | Cahaya di lorong (light in the tunnel) | "Pada akhirnya, saat semuanya usai, cahaya di ujung lorong akan meredup perlahan, lalu lenyap bersama harap |
| Air | I breathe your love: it is my air | Fajar (dawn) | Fajar yang merebak dari bening matamu, kekasihku adalah serupa kerlip kunang-kunang |
| breeze | There came a soft and gentle breeze | singgasana (throne) | Jikahati adalah istana, Cinta adalah singgasana |
| | | lilin (candle) | aku hanya ingin menghayal setiap garis wajahmu adalah purnama atau kau menjadi lilin untuk setiap malam yang dingin |

| | | | |
|--|--|--|---|
| | | sentuhan hangat (warm touch) | Pertemuan itu b'lum berganti hari Masih t'rasa sentuhan hangat |
| | | Baying-bayang (Shadow), air (water), pohon teduh (shady tree), pagi setelah petang (morning after dark), tempat untuk didiami (place to stay) | Aku butuh bayangan untuk mengikuti Aku butuh air untuk menyirami Aku butuh pohon untuk meneduhi Aku butuh pagi setelah gelap hari Aku butuh tempat untuk kudiami |
| | | air laut (sea water) | Cinta adalah air laut yang mengisi sebagian isi bumi... memberi banyak kehidupan.. |

(2) variations of 'Who the lover is'

| English | | Indonesian | |
|-------------------------------|---|--|---|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| air, spring | You are my air The spring in my step You are my everything. | sebait lagu (a stanza of song) | kekasih adalah sebait lagu melankolis yang mengalun pilupada barisan waktu |
| Sky, water, heart beat | You are the blue sky in my day, You are the water in my ocean, | kerlip kunang-kunang (glowing animal flying at night) | Kau adalah serupa kerlip kunang-kunang, |

| | | | |
|---|--|--|---|
| | You are the wind blowing through my hair, You are the beating in my heart, | on the paddy field) | |
| The hand, | Be the hand that lifts your veil Be the spark that lights you up | dua ilalang liar (two growing weeds) | <i>Kita, Katamu, adalah dua ilalang liar</i> |
| Doctor, army, umbrella, rock, shield, spirit, pillow, ear, comfort, hero, inspiration, hand and kiss | your doctor when you are ill, your army when you go to war, your umbrella when life rains down on you, your rock when you get weary, your shield when you need defense, your spirit when you are drained, your pillow when you need to rest, your voice when no one can hear you, your ear when no one will listen, your comfort when you feel pain, your hero when you are under duress, your sunshine when | bau tanah (soil smell) | <i>Kita, Katamu, adalah bau tanah basah seusai hujan pagi</i> |

| | | | |
|--|---|--|--|
| | darkness falls, your answer when questions arise, your inspiration to overcome obstacles, your hand to hold when you are frightened, your kiss that wakes you everyday | | |
|--|---|--|--|

(3) variations of 'What to love means'

| English | | Indonesian | |
|--|--|--|---|
| <i>Metaphor</i> | <i>Examples</i> | <i>Metaphor</i> | <i>Examples</i> |
| igniting light and spark warmth | It began as all fires do, a spark soon ignited into a blaze of warmth and colourful delight. Dark turned to light The glowing embers provide comforting heat | Kaki-kaki hujan yang runcing (refreshing and awakening) | Kaki-kaki hujan yang runcing menyentuh ujungnya di bumi |
| give direction | A lost girl found direction, As the eastern orb rose high, The dark sky turned to blue, Like the colour of his eyes. Grey turned to blue, Lost became found | Baynagan mengikuti (the following shadow), air untuk menyirami (water to water), pohon meneduhi (tree to shadow) | Aku butuh bayangan untuk mengikuti Aku butuh air untuk menyirami Aku butuh pohon untuk meneduhi Aku butuh tempat untuk kudiami |

In all the three comparative tables above, it is obvious that the way the writers make use of both source and target mappings of ideas that are culturally specific has made the Indonesian poems in many respects different from their English counterparts. While Indonesian writers, in defining love and the lover take moon, shade, shady tree and rain, and wind as being an important source, the English counterparts do not. In addition, the way Indonesian poets use animal '*kunang-kunang*' (*fireflies*), an animal which is commonly noticed at night at the paddy field and '*ilalang*' wild grass does indicate cultural variation specific to Indonesian culture. The possible explanation to such difference could be because of the tropical climatic nature that has made Indonesian people take particularly shade, shady tree and wind as being important in their life as a means by which people get relief from the extreme heat in the day time; rain and wind altogether as two important things for Indonesian people to sustain their day-to-day agrarian lives. They both together nurture nature in particular for farmers in keeping their crops growing.

By contrast, English people do consider the heat of the sun and the sunlight in general as something being important and so much awaited rather than avoided and thereby, shade and shady trees are not generally used as the source domain. In the same way, the rain which is so pervasively used as the source domain by Indonesian writers is not used by English poets simply because English people, in general, do not so much expect it in their daily life as their life has been mostly industrialized, even for many rains is considered an annoyance. English writers instead take force, roof, and triumph as the source domain of metaphor. This is possible because they have been living in a competitive life where power, competition, resilience are among predominant aspects of day-to-day lives.

In the three tables, other variations such as doctor, kiss, umbrella, ear, pillow, hand, melancholic song, army, breeze, scent and spring can not be easily delineated culturally. They can be either universal or the typical variations that may be addressed to Boer's previous denotation that they may be examples of metaphors pervasive in the poem in general. Similarly, the use of throne, crown, the candle that appear in the poems may not be claimed as being culturally distinct.

Conclusion

The paper has primarily argued for the acceptance of both the universality and variation of metaphors as can be shown through their presence in the two cultural backgrounds of poems. It is obvious that the data presentation demonstrated the presence of both types of metaphors in which both Indonesian and English poem writers have partly used shared source domains that have made up of the universality of the metaphor and partly culturally specific source domains that have created metaphorical variations. In addition, for the purpose of expanding the previously pervasive cognitive beliefs about a metaphor that has been so predominant, this paper has also helped underline the relevance and importance of the cultural aspect to be taken into consideration in the study of metaphor in particular where cultures other than English are involved. By so doing, it helps critically verify the theory of metaphor as well as open the broader scope of research in metaphor.

References:

- Boers, F. (2003). Applied linguistics perspectives on cross-cultural variation in conceptual metaphor. *Metaphor and Symbol*, 18(4), 231-238.
- Deignan, A. (2003) Metaphorical expressions and culture: an indirect link. *Metaphor and Symbol*, 18 (4), 225-271
- Dictionary.com [online] Available at: <http://dictionary.reference.com/browse/metaphor>
- Gibbs Jr, R. W. (1999) *Metaphor in cognitive linguistics*. Amsterdam: John Benjamin
- Gibbs, R. W., Costa Lima, P.L and Francoso, E. (2004) Metaphor is grounded in embodied experience. *Journal of Pragmatics* 36, 1189-1210.
- Gentner, D. (1982). Are scientific analogies metaphors? In D. Miall (Ed.), *Metaphor: problems and perspectives*. Brighton England: Harvester Press
- Kovecses, Z. (2005) *Metaphor in culture: universality and variation*. Edinburg: Cambridge University Press.
- Lakoff, G. (1993) The contemporary theory of metaphor. In A. Artony (Ed), *Metaphor and thought*, 2nd edition. Cambridge University Press, 202-251.

- Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. Chicago: Chicago University Press.
- Ortony, A. (1979) *Metaphor and thought*. Cambridge: Cambridge University Press
- Queen, N. (1991) "The cultural basis for metaphor". In J.W Frenandez (Ed.), *Beyond Metaphor*. Stanford: Stanford University Press, 56-93.
- Ying, S. (2007) The role of culture in metaphor. *US-China Foreign Language*, 5 (1)
- Sternberg R. J. (2009). *Cognitive Psychology* (5th Edition). Belmont: Wardsworth Cengage Learning.
- Wee, L. (2006) The cultural basis of metaphor revisited. *Pragmatics & Cognition*: 14 (1): 111-128.

Data Samples of poems are taken from:

- Kumpulan Puisi Cinta [online] available at: <http://www.1001puisicinta.co.cc/>
- Puisiku.net [online] available at: <http://www.puisiku.net/c/puisi-cinta/>
- Kumpulan Puisi Cinta [online] available at: <http://forum.kafegaul.com/archive/index.php/t-2692.html>
- Embunpagi85.Blogspot.com [online] available at: <http://embunpagi85.blogspot.com/>
- 123LovePoems.com [online] available at: <http://www.123lovepoems.com/>
- Best Love Poems Network [online] available at: http://www.bestlovepoems.net/classic_love_poems
- Azlovepoems.com [online] available at: <http://www.azlovepoems.com/firstdayofspring.shtml>

Appendix:

English Love poems

A gentle word like a spark of **light**,
Illuminates my soul

And as each sound goes deeper,
It's YOU that makes me whole

There is **no corner, no dark place**,
YOUR LOVE cannot fill
And if the world starts causing waves,
It's your devotion that makes them still

And yes you always speak to me,
In sweet honesty and truth
Your caring heart keeps out the rain,
YOUR LOVE, the ultimate **roof**

So thank you my Love for being there,
For supporting me, my life
I'll do the same for you, you know,
My Beautiful, Darling Wife.

- David G. Kelly –

You're my man, my mighty king,
And I'm the **jewel** in your crown,

You're the sun so hot and bright,
I'm your light-rays shining down,

You're the sky so vast and blue,
And I'm the white clouds in your chest,
I'm a river clean and pure,
Who in your ocean finds her rest,

You're the mountain huge and high,
I'm the valley green and wide,
You're the body firm and strong,
And I'm a rib bone on your side,

You're an eagle flying high,
I'm your feathers light and brown,
You're my man, my king of kings,
And I'm the jewel in your crown.

- Nima Akbari –

What is love, but an emotion,
So strong and so pure,
That nurtured and shared with another
All tests it will endure?

What is love, but a force

To bring the mighty low,
With the strength to shame the mountains
And halt time's ceaseless flow?

What is love, but a triumph,
A glorious goal attained,
The union of two souls, two hearts
A bond the angels have ordained?

What is love, but a champion,
To cast the tyrant from his throne,
And raise the flag of truth and peace,
And fear of death o'erthrow?

What is love, but a beacon,
To guide the wayward heart,
A blazing light upon the shoals
That dash cherished dreams apart?

And what is love, but forever,
Eternal and sincere,
A flame that through wax and wane
Will outlive life's brief years?

So I'll tell it on the mountaintops,
In all places high and low,

That love for you is my reason to be,
And will never break or bow.

- Matt Dubois –

A **path** winding across the horizon
over mountains, across seas
through blue skies and gray
never ceasing, continuous.
My love for you.

- A.J. Miller –

You are my **air**
The **sun** in my day
The **moon** in my night
The **spring** in my step
You are my everything.

You are the **stars** in the sky
The birds in the trees
The shimmer, the sparkle, the shine.
Without the light you put into my life
I would be nothing
**A single leaf on the ground in autumn,
Lost, forgotten, alone.**

You Are My Life
By Andy Hughes

You are the **stars** in my night time,
You are the blue **sky** in my day,
You are the **water** in my ocean,
You are the **light** showing me the way,
You are the **sunshine** in my eyes,
You are the **wind blowing** through my hair,
You are the **beating in my heart**,
You are my life - you're always there.

My Everything

I want be the **wind** that fills your sail
Be the **hand** that lifts your veil
Be the **moon** that moves your tides
The sun coming up in your eyes
Be **the spark** that lights you up
All that you've been dreaming of
And more ... so much more
I want be your everything!

My Dear Love

Through the darkness
I can see your **light**
And you will always **shine**
And I can feel your heart in mine
Your face I've memorized
I idolize just you.

The Spoken Features of Personal of Personal Blog Writing

Antonius Suratno

Both writing and speech are useful in conveying messages in representing verbal communication, writing differs from speech in its being a reliable form of information storage and transfer. Writing systems require shared understanding between writers and readers of the meaning behind the sets of characters that make up a script. Writing is usually recorded onto a durable medium, while speech is less formal and fleeting. This mini research explores the feature of spoken language by emphasizing how personal blog employs aspects of spoken language. By deploying pre-determined research dimensions, this project is attempting to discover the spoken features used in the personal blog. Using NVIVO qualitative analyzer, the results suggest that the Personal Blogs strongly indicate features of spoken language. From the three criteria, format, grammar, and style the writers opt for featuring the spoken style of writing to convey their intended meanings and messages. These include evidence of the format, the grammar and the style of the writing, the length of sentences, the editability, use of contractions, the briefness of sentences, the avoidance of complex sentences, the many colloquial aspects of expressions, as well as the use personal expressions. Besides, in terms of vocabulary choices, they are more the reflection of speech than writing, probably in order for them to reach out broader audience and to give the impression that the readers are very welcome to read and to closely interact with one another

Keywords: *writing system, spoken features, Personal Blogs*

Introduction

Research on written and spoken language often poses a challenge in determining parameters to be used. This is mainly because of the complexity of measures to separate the two domains and how exactly the two language modes differ. The complexity should be more acute now than it was in the past as currently, the features of both modes are getting less and less easily noticeable. With the advent of technology featuring a large range of communication media such as e-mail, short text messaging, blogging space up until many synchronous Internet chatting facilities available for people to choose from, the spoken language is more widely used in the written format. Spoken language is not only mediated restrictively by face-to-face encounters but also by the plethora of technological media. Many technologically-mediated communications may exhibit features of spoken language that can be studied from the perspective of written discourse. Previous studies have mostly given much attention to E-mail, whilst Personal Blog as another genre of the Internet-based medium of communication is still very much under-researched. This mini-project, therefore, will consider a means of exploring the feature of spoken language by emphasizing how personal blog employs aspects of spoken language. By deploying pre-determined research dimensions, this project is attempting to discover the spoken features used in the personal blog.

The prevalent notion of written language

The existence of language as a medium of communication is striking especially when we see it in terms of the writing systems. How could we not get stunned by the fact that a combination of alphabetic arrangement consisting of vowels and consonants (in an alphabetic language like English) can make up words, phrases and sentences? How could not we be amazed by the fact that particular symbols link to meanings in a language like Chinese and Japanese? Arrangements of syllables as well as a set of symbols representing meanings are made by writers to convey messages to readers in the writing systems of different languages. Myriads of messages have been documented in various record devices such as stones, leaves, books, journals, encyclopedia, up until electronic databases accessible and retrievable for various purposes.

In the earlier time, no matter how important the written language has become in the lives of human beings, unlike the spoken language, it was not considered as a language on its own, as it is merely a way of recording language by means of visible marks (Bloomfield 1933 in Venezky 1999c). Others think that spoken language is primary whilst writing is secondary as it is essentially a means of representing speech for writing (Lyons 1968, p: 38). Its being secondary is on the basis of the idea that speech came before writing (Lado 1964). This indicates that until this recent decade written language has still been placed on the peripheral rather than center of language study at least in terms of the importance.

Some linguists' reasons for the priority of speech over writing are:

1. Speech comes before writing in children's development
2. Speech comes before writing in the development of human societies
3. Some languages have spoken form, no written form, but not vice versa.
4. Some individuals cannot write, but unless with physical constraints, everyone can speak.
5. Writing is taught, while speech is not.

In day-to-day life, nonetheless, written language plays more determining factor in changing society, as social development is geared by the extent to which its members of society master a reasonable degree of literacy. The more they read and acquire knowledge through reading, the faster the society will likely progress. In a narrower sense, it can be argued that an individual person is changed by literacy. Thus, the more number of individuals are literate, the greater their opportunity to participate in changing and developing their society.

In addition, the writing system has transformed the spoken languages fixed through visual records documentable, transferable and translatable across languages both in time and spaces cumulative outside the memory of an individual person. Thus, it is true what Goody (1977) posits that writing transforms speech by abstracting its components and that written texts allow people to revisit the pre-documented thoughts for the purpose of revision and correction. These are among the features absent in the oral language. It is by

no means, however, that the aforementioned features make the written language a discrete entity separable from its spoken counterpart as features of written language can easily be found in the spoken language just as written texts can exhibit aspects of spoken language.

Complexity of differences

The linguists' interest in providing attention to the relationship or differences between spoken and written language is relatively recent. Among some literature exposing them are (Baron 2000, Biber 1988, Olson 1988, Goody and Watt 1968). Even so, up until recent years, there have still been prevalent differences of opinions among researchers and linguists concerning the importance of researching the features of written and spoken language. Some believe that the investigation on the similarity and differences is essential whilst others purport that the dichotomy is pointless. Among some attempting to differentiate them are Chafe (1982) who contrasts the explicitness and the implicitness of written language. Halliday (1985) contrasts the prosodic features and grammatical intricacy of speech with the high lexical density and grammatical metaphor of writing. Biber (1988) compares written versus spoken by using three major dimensions: functional, situational and processing consideration. Even so, many studies have not managed to offer a vigorous basis for shorting out the complexity of the differences.

There are at least two reasons why research in contrasting between written and spoken language is of high complexity. First, making a clear cut between them is not an easy job, as there are some overlapping and complementary elements in between that are not fully clear-cut. In many ways, written language is like a transcription of spoken language. People have to speak the language in order for them to be able to write or transcribe the language. Many deaf people might also still need to learn spoken language by way of deciphering lips movement. This provides evidence that written language is not separable from spoken language and that it is not difficult to agree with the notion that written language is nothing more than a transcription of spoken language expressed through a standard dialect. Further, we find it hard to show an example of written language which has no direct or indirect correspondence with the spoken language. Sign languages which originated

from spoken feature have also been recreated in the written forms represented through emoticons that are widely used in the Internet-based communications. It may have been such a connectedness that has motivated Scott Fahlman in inventing emoticons. Thus, written language is always associated with a spoken language or in some cases with a sign language. This is where the distinction between them is complex and hard to make

Secondly, studies in the area of written and spoken language often involve various areas ranging from linguistics, formality, and informality, the process of simplification, linearity and non-linearity, shared context vs. non shared context, spoken language features and written language features, etc. The area of linguistic investigation that involved analysis and definition of spoken and written varieties of a particular language can be found in Chafe 1982, Halliday 1985, Biber 1988, Miller/Weinert 1998. Written variety is generally considered more complex simply because it includes a lot of parameters such as more rules of grammar, more morphological forms, more variability in syntactic constructions. Interestingly, the more recent analysis of the written language discovers that 'writing is both less and more than a mirror of speech' (Baron 2000, p.7). She means less because it omits pronunciation, intonation and facial cues but it is more because it has its own properties such as vocabulary, syntax, and usage conventions (ibid). In contrast, the general assumption about spoken language variety is that it is simpler than the written kind. Spoken variety has a lower degree of complexity, compared to their written counterparts simply because of the above parameters. From various literature, the characteristics of both languages have been mentioned and among them are listed on the different tables below:

The features of spoken and written language can be seen on the following chart:

| SPOKEN LANGUAGE | WRITTEN LANGUAGE |
|----------------------------|--------------------------|
| Involves prosodic element | Limited prosodic element |
| Fleeting (gone as you say) | Static and permanent |
| Spontaneous first draft | Final draft |

| | |
|-----------------------------------|--------------------------------------|
| Loose expression and rephrasing | Compact expression complex grammar |
| It happens in real time (present) | It is revisited and redrafted record |
| Involves paralinguistic aspects | Lack of visual contact |
| involve intonation | Uses punctuation |
| Less formal language properties | More formal language properties |

Cook's lecture notes, 2009

The following characteristics may also worth noting.

| SPOKEN LANGUAGE | WRITTEN LANGUAGE |
|---|---------------------------------------|
| More redundancies | Using more content words |
| Simplified | Strict and complex |
| Sensitive to fashion including the use of slang | Standard grammar and lexical elements |
| Time-bound | Space bound |

The following examples are provided to illustrate the differences between the written and spoken language:

| Written Language | Spoken Language |
|---|--|
| <i>One of the expectations of university study which surprise many students commencing study is making oral presentations. Not only do students need, therefore, to develop their written skills to meet the academic</i> | <i>All students at uni have to do oral presentations in tutes. And the problem is that not most people starting uni don't know about this so they get a real shock when they get here. And suddenly they have to</i> |

expectations of their lecturers and tutors, but they also need to become competent speakers of the language of their disciplines. The level of formality of language use is one indicator. Other indicators include specific jargon and technical terminology, idiomatic use of language and even grammatical use that is specific to the discipline.

talk in front of a huge class. I mean, they've usually heard all about the weird way of writing that they have to learn to do but doing oral presentations is usually a surprise. You have to be able to understand what they want from the question so you need to know how to analyze questions carefully. And that's not easy!

From the example, we can characterize the written language as being more formal and dense. It has more technical words and more complicated sentences. Although it is easy to read, it sounds difficult to read. Spoken language, in contrast, is more loose and informal in the way words are constructed into phrases or sentences. Despite having more variety of words, each sentence tends to be shorter and is ornamented by some informal short forms of words such as *uni* for university, *don't* for do not. The use of 2nd person subject (*you*), as well as personal expression (I mean), can be spotted in the given example.

Personal weblogs

Over the last decades, Internet technology has made a fantastic leap which makes it a lot harder to distinguish between spoken and written language. E-mail as Baron (2000, p.9) puts it, has all but replaced more traditional (oral) communication. Like short messaging, it resembles the way people in the past speak in face-to-face mode. Compared to the Middle Ages language, current language, in particular in the post World War II, the written language increasingly resembles everyday speech (ibid). In many ways, e-mail is replacing conventional telephone and traditional mails for person-to-person communication. E-mail, as has been widely known, is more like a letter sent

through phone or spoken language transmitted through the Internet. This is what makes it a unique language that has both the characteristics of written and spoken language. The research by Thornton (1996) finds that what makes more and more people tend to use computers to communicate is that e-mail enables people to interact in a less constrained way than communicating face-to-face.

Like e-mail, **weblogs** (popularly known as a **blog**) have gained more and more popularity as a space to express ideas and it is among the fastest-growing Internet-mediated communication media featuring distinct characteristics. At its simplest sense, a blog is a personal web-based space for people to compile pieces of writing that are linkable to other web pages sharing the same or similar interest. One blog is usually managed by an author who compiles lists of links. Writing and editing processes of a weblog are generally managed by an editor or the blog owner by using a web browser available on the Internet. "Blogs are personal journals or reversed-chronological commentaries written by individuals and made publicly accessible on the web, and they have distinctive technological features that set them apart from other forms of CMC (Herring et. al. 2004a).

A personal blog is a site managed by an individual who compiles lists of links to personally interesting materials, ornamented by information and editorial relevant to his/her interest. The user can instantly place his/her words, thoughts or ideas onto it through one of the many pieces of blogging software available. It can be updated from time-to-time by deleting and adding new information. A personal blog generally provides space for other people sharing the same interest to provide relevant comments or posting. For the most part, it often looks like a personal diary equipped with a calendar that highlights the dates on which entries were made. Some sites have a basic text search engine to assist in finding material of interest. A personal blog may contain a record of experience, observation, advice, the know-how-knowledge, opinions and other large range of subjects.

As a publishing tool, it has the following features:

- Installation is not required as it is a-ready use software.
- No web-programming codes are needed
- opportunities for others to comment or provide feedback for each blog post;

- Linked to other users and is readily accessible by others
- User-friendly and ease of use
- The look and the way it operates depend on personal taste.

Despite being monolog in its generic nature as opposed to the dialogic nature of e-mail, the personal blog has a characteristic which is reminiscent of e-mail in a sense that it provides an opinion which then allows other people to respond to it. Thus, in this way, it permits others to exchange ideas asynchronously. From various samples observable through many personal blogs (see appendix 4), they have a certain degree of similarity in the way such a feature is presented. With such a characteristic, it also inclines to be used as a space to exchange written messages whose nature (in terms of content and linguistic features) resembles that of the e-mail. This is the major reason why Personal Blog is worth investigating and the question to be answered in this mini project is “What features of spoken language are found in personal blog language?”

Methods of study

According to Biber (1988), there is no absolute spoken and written distinction is identified in the previous study as a result of the complexity of the two. Every effort to make a clear cut distinction is always constrained by a various variety of situational, functional and processing considerations. Besides, there is no single dimension is sufficient to measure the differences. The non-existence of the single dimension is mainly on the argument that the differences between spoken and written relationship are unlikely measured using opposition model as the reality of both is continuous rather than dichotomous (binary opposition) (Biber 1988 and Baron 1981).

Biber (1988) proposes two different major categories of dimension i.e. functional, situational. Functional dimension alone, for instance, has different components that make up of very broad parameters identified within 1. integration, 2. fragmentation, 3. involvement and 4. detachment which requires a very extensive and careful study. (see Biber 1988, p. 43). Unlike Biber, Baron (2000), proposes four dimensions usable to measure the data, i.e. social dynamics, format, grammar and style. Due to space and time constraints, this project will adopt Baron (2000) by excluding social dynamics

simply because it has been clear from the way the interlocutors are physically separated. In using the three dimensions, however, I should like to make an adaptation of the model proposed by Baron by adding some measures previously used by Biber:

1. Format: includes such aspects as the length of sentences, degree of editability and the use of contractions.
2. Grammar: includes the use of 1st and 2nd person and the active verbs, the linked coordinate clauses using *and*, *or* and *but*.
3. Style: includes colloquial day-to-day spoken style and the use of personal expressions.

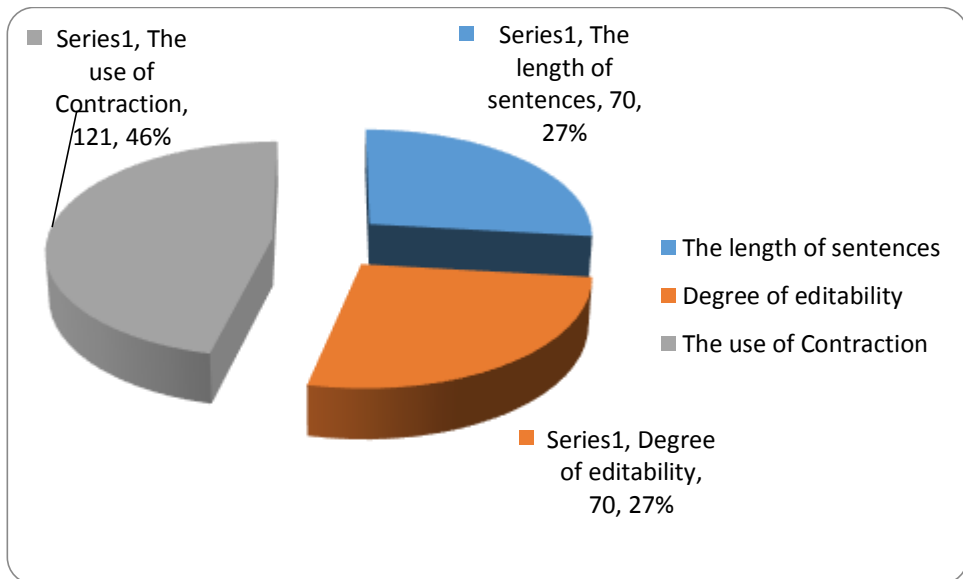
Given all the above accounts and choice of methodology, now we can start determining what features of spoken language are found on personal blogs. Seven samples of personal blogs, each with multiple pages of contents, are chosen randomly and then data are coded using QSR NVivo 8 software program to classify the qualitative data on the basis of pre-determined dimensions. This software use allows me to classify and present the features of the spoken language in a more systematic and careful way. It is worth noting, however, that the presence of percentage following every coded reference refers to the length of the sentence and in this analysis, it is not essential and thus ignored.

Findings and analysis

It is clear from the data that the spoken features are clearly noticeable in the way the Personal Blogs are written. Despite being physically written, it is evident from the data that they employ lots of spoken language to describe and express the personal messages and although it is different from e-mail in a sense that it is generally monolog as opposed to dialog, the characteristics of the spoken language bear resemblances with those found in the previous study of e-mail (see Baron 2000).

1. Format

| | | |
|-------------------------|-----------------------|------------------------|
| The length of sentences | Degree of editability | The use of Contraction |
| 70 references coded | 70 references coded | 121 references coded |



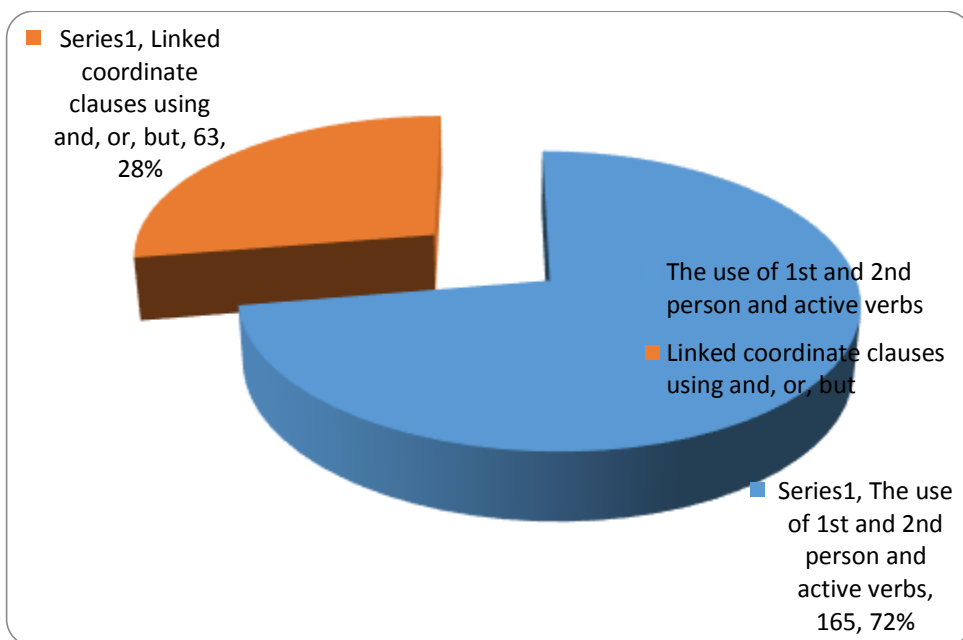
See the coded reference in appendix 1

In terms of format, the data sample of the personal blogs uses lots of contracted forms of *is*, *was*, *will*, *would*, and *had*. There are 121 encoded data from the chosen sample (see appendix 1). While, the length of sentences and editability share the same frequency, i.e. 71 encoded data for each category (see appendix 1). As it is generally understood, spoken language is simplified, not so strict about grammar and often concise. The findings showed the consistency of such characterization. The sentences tend to be short which resemble the way the ideas are expressed in oral conversation and are even very often verbless. Such examples as '*skydiver plum ejected*', '*sunny side up?*',

'Burden lifted' (see appendix 1 ref.3, 13, 48) are verbless sentences intended to shorten the expressions. Mistakes of typing, misspelling, punctuation as well as the rule of lower or upper case use are frequently spotted in the data that require editing. The examples like 'this content have been republished WITHOUT permission.', 'We're all puppets, Laurie.' And 'Health Behaviour.. How do We Change it?' (appendix 1. ref. 2, 8 and 40) are just a few to mention.

2. Grammar

| | |
|---|---|
| The use of 1st and 2nd person and active verbs | Linked coordinate clauses using and, or, but |
| 165 references coded | 63 references coded |



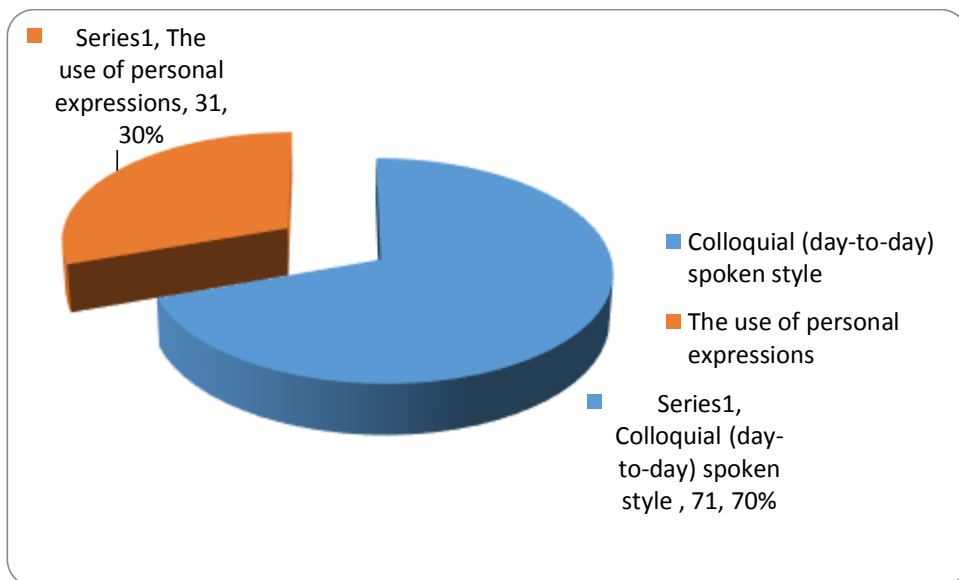
See the coded reference in appendix 2

One way of determining the spoken features of a written text is to find examples of the use of 1st and 2nd person pronouns and the use of active sentences. In his study of e-mail, Carey cited in Baron (2000), reported extensive use of those two grammatical aspects. This data similarly show lots of such grammatical features which are 165 cases of the use of 1st and 2nd persons in various active sentences. In addition,

instead of using complex subordinate clauses generally characterizing written feature, the data show that co-ordinate clauses are preferably used. There are 63 cases that managed to be encoded. This is not to claim that complex sentences were totally absent in the data. One interesting point worth mentioning here is that the data are littered with simple coordinating conjunctions more prevalent in speech such as ‘and’, ‘but’ and ‘so’; very often used in so deviant way that makes it so different from the standard structure of English. These two are taken as an illustration “*And of course Loughborough and the surrounding countryside are particularly beautiful so all their plans and those put forward by developers are deeply controversial*”. (see appendix 2, ref 24). *Today I spent a day meeting and chatting with all of the staff about the roles they carry out and what an exciting time to be involved.*” (See appendix 2, ref. 33). From the examples, we can see the deviation from the formal writing standard. ‘And’ is not acceptably used to start a sentence and ‘but’ is not supposed to be used at the beginning of the sentence.

3. Style

| Colloquial (day-to-day) spoken style | The use of personal expressions |
|--------------------------------------|---------------------------------|
| 71 references coded | 31 references coded |



See the coded reference in appendix 3

Again, the data show some more spoken features that in many respects look more like a spoken conversation. In writing their blogs, the writers were as if speaking to the reader in a similar sense that they have some kinds of interlocutory relationship. As such, the message exchange is much the same as that found email. The use of colloquial day-to-day expressions is relatively frequent, i.e. 71 cases (see appendix 3). We can see it through the following examples like *'It's gonna be fucked up!'*, *'I was noooo way.thats stupid!!!..'*, *'Don't think Lindt Bunny does though.'* (appendix 3, ref. 11, 38 and 39).

In addition to the evidence of colloquial expressions, there is also extensive use of personal expressions. Biber (1988, p.106) mentions that 'Emphatics and amplifiers both mark heightened feeling, and sentence relatives are used for attitudinal comments by the speaker ... marking high interpersonal interaction or high expression of personal feelings'. Such examples as *'I guess no amount of money would ever compensate'*, *'I think I will add an updated summary of the situation'*, *'I don't think we could sustain it spiritually either'* (appendix 3. ref. 7, 15, 19) can be found in the data. All in all, we can say that the language of the Personal Blogs has a substantial affinity with that of the spoken language rather than the written language. This may be because the writers of the Blogs mean to be accepted by the readers as being sociable and easy-going kind persons in addition to the intention to produce a more friendly and less formal style of communication. Remember that Personal Blogs more resemble a personal diary than a journal report.

Conclusion

This paper has attempted to delineate what constitutes spoken features within the context of written discourse. By looking into a set of data found in various Personal Blogs, it has managed to characterize the presence of their typical characteristics in the sample data. In spite of its written physical appearance, the selected samples of the Personal Blogs strongly indicate features of spoken language. From the three criteria, format, grammar, and style the writers opt for featuring the spoken style of writing to convey their intended meanings and messages. These include evidence of the format, the grammar and the style of the writing, the length of sentences, the editability,

use of contractions, the briefness of sentences, the avoidance of complex sentences, the many colloquial aspects of expressions, as well as the use of personal expressions. Besides, in terms of vocabulary choices, they are more the reflection of speech than writing, probably in order for them to reach out to a broader audience and to give the impression that the readers are very welcome to read and to closely interact with one another. Finally, I should admit, however, that this mini-study may have some limitations. So, since a similar study on a Personal Blog is still limited, research involving the larger sizes of data and broader dimensions may reconfirm the above findings.

References:

- Baron, S. N. (2000) *Alphabet to E-mail: How written English evolved and where it's heading*. London: Routledge
- Biber, D. (1988) *Variation across Speech and Writing*. Cambridge: CUP.
- Biber, D., and Finegan, E. 1997. Diachronic relations among speech-based and written registers in English. In *To explain the present: Studies in the changing English language in honour of Matti Rissanen*, ed. by T. Nevalainen and L. Kahlas-Tarkka, 253-275. Helsinki: Societe Neophilologique.
- Chafe, W. (1982) Integration and involvement in speaking, writing, and oral literature, in Deborah Tannen (ed.), *Spoken and Written Language: Exploring Orality and Literacy*. Norwood, NJ, Ablex
- Cook, V. (2009) Lecture note and handout. Unpublished.
- Goody, J. (1977). *The domestication of the savage mind*. New York: Cambridge University Press.
- Goody, J. & Watt, I. (1968). The consequences of literacy. In J. Goody (Ed.), *Literacy in traditional societies* (pp. 27-68). New York: Cambridge University Press.
- Halliday, M. A. K. (1985) *Spoken and Written Language*, Oxford: Oxford University Press, 1985
- Halliday, M.A.K. and Hasan, R. (1989) *Language, Context and Text: Aspects of language in a Social Semiotic Perspective*. Oxford: OUP

- Herring, S. C., Scheidt, L. A., Bonus, S., & Wright, E. (2004a). Bridging the gap: A genre analysis of weblogs. Proceedings of the 37th Hawaii International Conference on System Sciences (HICSS-37). Los Alamitos, CA: IEEE. Retrieved January 6, 2005 from <http://csdl.computer.org/comp/proceedings/hicss/2004/2056/04/205640101b.pdf>
- Lado, R. (1964c) Language teaching, a scientific approach. New York: McGraw-Hill
- Lyons, J (1968) Introduction to theoretical linguistics. London: Cambridge University Press.
- Miller & Weinert (1998) Spontaneous Spoken Language: syntax and discourse. Oxford, Claredon Press.
- Olson, D. R. (1988). From utterance to text. In E. R. Kintgen, B. M. Kroll, & M. Rose (Eds.), Perspectives on literacy (pp. 175-189). Carbondale, IL: Southern Illinois University Press.
- Thornton, T.P. (1996) Handwriting in America. New Haven: Yale University Press.
- QSR NVivo 8. (2005-2008). QSR International Pty-Ltd.
- Venezky, R. L. (1999c) The American way of Spelling: The structure and origins of American English Orthography. Virginia; Guilford Press.

Appendix 1:

FORMAT

| The length of sentences | The degree of edibility | The use of contraction |
|--|--|--|
| <p><Internals\Is the Internet language spoken or written> - § 70 references coded [6.02% Coverage]</p> | <p><Internals\Is the Internet language spoken or written> - § 70 references coded [6.02% Coverage]</p> | <p><Internals\Is the Internet language spoken or written> - § 121 references coded [6.15% Coverage]</p> |
| <p>Reference 1 - 0.05% Coverage</p> | <p>Reference 1 - 0.05% Coverage</p> | <p>Reference 1 - 0.02% Coverage I'm better now.</p> |
| <p>TIM IS COOL! (he did not tell me to say that)</p> | <p>TIM IS COOL! (he did not tell me to say that)</p> | <p>Reference 2 - 0.06% Coverage Microsoft's new system's easier for browser switch</p> |
| <p>Reference 2 - 0.06% Coverage</p> | <p>Reference 2 - 0.06% Coverage</p> | <p>Reference 3 - 0.06% Coverage One thing's for certain, it ain't easy bein' green.</p> |
| <p>this content has been republished WITHOUT permission.</p> | <p>this content has been republished WITHOUT permission.</p> | <p>Reference 4 - 0.03% Coverage Don't Forget Daylight Savings!</p> |
| <p>Reference 3 - 0.02% Coverage</p> | <p>Reference 3 - 0.02% Coverage</p> | <p>Reference 5 - 0.11% Coverage It's been great fun on blogspot and it has been greatly beneficial to my online learning curve.</p> |
| <p>skydiverPlumb ejected</p> | <p>skydiverPlumb ejected</p> | <p>Reference 6 - 0.02% Coverage We're all puppets</p> |
| <p>Reference 4 - 0.03% Coverage</p> | <p>Reference 4 - 0.03% Coverage</p> | <p>Reference 7 - 0.05% Coverage I'm just a puppet who can see the strings</p> |
| <p>Your Hair is Different</p> | <p>Your Hair is Different</p> | <p>Reference 8 - 0.04% Coverage I'm not sure why I thought of this.</p> |
| <p>Reference 5 - 0.04% Coverage</p> | <p>Reference 5 - 0.04% Coverage</p> | <p>Reference 9 - 0.10% Coverage A friend of mine just had a birthday, and two others' are coming up, so maybe that's it.</p> |
| <p>A com-arts grad who ended up a banker</p> | <p>A com-arts grad who ended up a banker</p> | <p>Reference 10 - 0.03% Coverage Or maybe it's something else!</p> |
| <p>Reference 6 - 0.06% Coverage</p> | <p>Reference 6 - 0.06% Coverage</p> | <p>Reference 11 - 0.13% Coverage we're rounding third base we decided it was time to find a lead developer who could help make the site even better.</p> |
| <p>One thing's for certain, it ain't easy bein' green.</p> | <p>One thing's for certain, it ain't easy bein' green.</p> | <p>Reference 12 - 0.04% Coverage We're looking for someone who's ...</p> |
| <p>Reference 7 - 0.03% Coverage</p> | <p>Reference 7 - 0.03% Coverage</p> | |
| <p>Let's begin with a caveat.</p> | <p>Let's begin with a caveat.</p> | |
| <p>Reference 8 - 0.03% Coverage</p> | <p>Reference 8 - 0.03% Coverage</p> | |
| <p>We're all puppets, Laurie.</p> | <p>We're all puppets, Laurie.</p> | |
| <p>Reference 9 - 0.14% Coverage</p> | <p>Reference 9 - 0.14% Coverage</p> | |
| <p>I'm just a puppet who can see the strings, written 4 days ago, Inside many superhero stories is a Greek tragedy in hiding.</p> | <p>I'm just a puppet who can see the strings, written 4 days ago, Inside many superhero stories is a Greek tragedy in hiding.</p> | |
| <p>Reference 10 - 0.05% Coverage</p> | <p>Reference 10 - 0.05% Coverage</p> | |
| <p>There is the godlike hero, and he is flawed.</p> | <p>There is the godlike hero, and he is flawed.</p> | |
| <p>Reference 11 - 0.02% Coverage</p> | <p>Reference 11 - 0.02% Coverage</p> | |

| | | |
|---|---|--|
| <p>Sunnyside up?</p> <p>Reference 12 - 0.04% Coverage</p> <p>I was scheduled to work 6-close but</p> <p>Reference 13 - 0.07% Coverage</p> <p>went in at 10PM tonight because of a family situation ...</p> <p>Reference 14 - 0.04% Coverage</p> <p>20 Affirmations for Busy Mom Bloggers</p> <p>Reference 15 - 0.03% Coverage</p> <p>two others' are coming up</p> <p>Reference 16 - 0.04% Coverage</p> <p>gdgt is looking for a lead developer</p> <p>Reference 17 - 0.06% Coverage</p> <p>Honeymoons/Destinations Expert I'm a bit of an odd duck</p> <p>Reference 18 - 0.04% Coverage</p> <p>Ew, not sure if I would go for this</p> <p>Reference 19 - 0.10% Coverage</p> <p>The shape and form of a story helps the teller (and the listener) to organise information</p> <p>Reference 20 - 0.06% Coverage</p> <p>thanks for the blog and i am now an active member!</p> <p>Reference 21 - 0.01% Coverage</p> <p>Hear Hear!!!</p> <p>Reference 22 - 0.05% Coverage</p> <p>On a serious note..i couldnt agree more</p> <p>Reference 23 - 0.04% Coverage</p> | <p>Sunnyside up?</p> <p>Reference 12 - 0.04% Coverage</p> <p>I was scheduled to work 6-close but</p> <p>Reference 13 - 0.07% Coverage</p> <p>went in at 10PM tonight because of a family situation ...</p> <p>Reference 14 - 0.04% Coverage</p> <p>20 Affirmations for Busy Mom Bloggers</p> <p>Reference 15 - 0.03% Coverage</p> <p>two others' are coming up</p> <p>Reference 16 - 0.04% Coverage</p> <p>gdgt is looking for a lead developer</p> <p>Reference 17 - 0.06% Coverage</p> <p>Honeymoons/Destinations Expert I'm a bit of an odd duck</p> <p>Reference 18 - 0.04% Coverage</p> <p>Ew, not sure if I would go for this</p> <p>Reference 19 - 0.10% Coverage</p> <p>The shape and form of a story helps the teller (and the listener) to organise information</p> <p>Reference 20 - 0.06% Coverage</p> <p>thanks for the blog and i am now an active member!</p> <p>Reference 21 - 0.01% Coverage</p> <p>Hear Hear!!!</p> <p>Reference 22 - 0.05% Coverage</p> <p>On a serious note..i couldnt agree more</p> <p>Reference 23 - 0.04% Coverage</p> | <p>Reference 13 - 0.05% Coverage a control freak who doesn't like to plan.</p> <p>Reference 14 - 0.05% Coverage I'm married to a guy who's a more typical</p> <p>Reference 15 - 0.08% Coverage Even if you're just saying it to be nice, I still appreciate it...</p> <p>Reference 16 - 0.10% Coverage Ew, not sure if I would go for this, but there's oatmeal for a buck at Jamba Juice</p> <p>Reference 17 - 0.08% Coverage I'd like to finish this blog by taking some quotes from an excellent book</p> <p>Reference 18 - 0.04% Coverage I'm not yet the person I can be,</p> <p>Reference 19 - 0.06% Coverage I'd heard people twittering about it for a while now,</p> <p>Reference 20 - 0.04% Coverage but hadn't the time to check it out.</p> <p>Reference 21 - 0.11% Coverage It's a cool little site that lets you create a mosaic of your twitter followers or friends.</p> <p>Reference 22 - 0.02% Coverage it's a long wait.</p> <p>Reference 23 - 0.06% Coverage New Zealand hasn't taken firm hold among the people</p> <p>Reference 24 - 0.02% Coverage But I'm afraid</p> <p>Reference 25 - 0.07% Coverage I'd rather rush off to <u>twitter mosaic</u> and get me a pretty mug</p> |
|---|---|--|

| | | |
|--|--|---|
| <p>When i was first told of this idea,as</p> <p>Reference 24 - 0.08% Coverage</p> <p>.I was noooo way.thats stupid!!!..</p> <p>Well how bloody wrong can i be,</p> <p>Reference 25 - 0.08% Coverage</p> <p>I'm still writing my own novel (and actually nearly finished...).</p> <p>Reference 26 - 0.13% Coverage</p> <p>I think sure isn't it just a work of genius and amn't I better letting everyone have the joy of camping outside</p> <p>Reference 27 - 0.08% Coverage</p> <p>'aye, I liked that bit in the middle, y'know, where she gets drunk.</p> <p>Reference 28 - 0.05% Coverage</p> <p>for killing my enthusiasm for writing.</p> <p>Reference 29 - 0.05% Coverage</p> <p>'Fifteen and can only draw like that - shite'</p> <p>Reference 30 - 0.06% Coverage</p> <p>'Nine and she's still doing mammy and daddy pictures?</p> <p>Reference 31 - 0.07% Coverage</p> <p>The other thing I LOVED about the gallery was the music.</p> <p>Reference 32 - 0.12% Coverage</p> <p>Turns out, they used Left Bank Two, a now famous piece of anonymous library music that you can hear here...</p> <p>Reference 33 - 0.04% Coverage</p> <p>MY art would appear to the world.</p> <p>Reference 34 - 0.15% Coverage</p> | <p>When i was first told of this idea,as</p> <p>Reference 24 - 0.08% Coverage</p> <p>.I was noooo way.thats stupid!!!..</p> <p>Well how bloody wrong can i be,</p> <p>Reference 25 - 0.08% Coverage</p> <p>I'm still writing my own novel (and actually nearly finished...).</p> <p>Reference 26 - 0.13% Coverage</p> <p>I think sure isn't it just a work of genius and amn't I better letting everyone have the joy of camping outside</p> <p>Reference 27 - 0.08% Coverage</p> <p>'aye, I liked that bit in the middle, y'know, where she gets drunk.</p> <p>Reference 28 - 0.05% Coverage</p> <p>for killing my enthusiasm for writing.</p> <p>Reference 29 - 0.05% Coverage</p> <p>'Fifteen and can only draw like that - shite'</p> <p>Reference 30 - 0.06% Coverage</p> <p>'Nine and she's still doing mammy and daddy pictures?</p> <p>Reference 31 - 0.07% Coverage</p> <p>The other thing I LOVED about the gallery was the music.</p> <p>Reference 32 - 0.12% Coverage</p> <p>Turns out, they used Left Bank Two, a now famous piece of anonymous library music that you can hear here...</p> <p>Reference 33 - 0.04% Coverage</p> <p>MY art would appear to the world.</p> <p>Reference 34 - 0.15% Coverage</p> | <p>Reference 26 - 0.03% Coverage</p> <p>I'm still writing my own novel</p> <p>Reference 27 - 0.02% Coverage</p> <p>That's partly because</p> <p>Reference 28 - 0.05% Coverage</p> <p>I think sure isn't it just a work of genius</p> <p>Reference 29 - 0.06% Coverage</p> <p>and amn't I better letting everyone have the joy</p> <p>Reference 30 - 0.04% Coverage</p> <p>Partly it's because I'm positive</p> <p>Reference 31 - 0.03% Coverage</p> <p>it's 100,000 words of drivel.</p> <p>Reference 32 - 0.05% Coverage</p> <p>And there's nothing like lukewarm feedback</p> <p>Reference 33 - 0.03% Coverage</p> <p>y'know, where she gets drunk</p> <p>Reference 34 - 0.03% Coverage</p> <p>Can't remember right now.</p> <p>Reference 35 - 0.02% Coverage</p> <p>Tell me it's shit</p> <p>Reference 36 - 0.08% Coverage</p> <p>I'll write like a demon to prove you wrong. Tell me it's brilliant</p> <p>Reference 37 - 0.02% Coverage</p> <p>I'll go all red</p> <p>Reference 38 - 0.04% Coverage</p> <p>and I'll say 'Did you <i>really</i> like it?</p> <p>Reference 39 - 0.04% Coverage</p> <p>I can't wait to see it in bookshops</p> <p>Reference 40 - 0.04% Coverage</p> <p>So here's a thing that happened</p> <p>Reference 41 - 0.09% Coverage</p> |
|--|--|---|

| | | |
|--|--|---|
| <p>MY art would shine. MY art would show all those other kids what they should be achieving, how pathetic their artistic output was.</p> | <p>MY art would shine. MY art would show all those other kids what they should be achieving, how pathetic their artistic output was.</p> | <p>If you didn't grow up with BBC 1 you'll have no clue what I'm talking about</p> |
| <p>Reference 35 - 0.13% Coverage</p> | <p>Reference 35 - 0.13% Coverage</p> | <p>Reference 42 - 0.04% Coverage</p> |
| <p>Of course it was easy for them to do this because of course the villain/victim was of course black and a Muslim.</p> | <p>Of course it was easy for them to do this because of course the villain/victim was of course black and a Muslim.</p> | <p>you'll remember that Tony showed us</p> |
| <p>Reference 36 - 0.14% Coverage</p> | <p>Reference 36 - 0.14% Coverage</p> | <p>Reference 43 - 0.06% Coverage I'd paint great pictures and be nice to my Mummy.</p> |
| <p>This is from a newspaper that always seems to stick up for the 'Englishman in his castle' 'right to defend ones home'</p> | <p>This is from a newspaper that always seems to stick up for the 'Englishman in his castle' 'right to defend ones home'</p> | <p>Reference 44 - 0.03% Coverage I'd think to myself. 'Nine</p> |
| <p>Reference 37 - 0.07% Coverage</p> | <p>Reference 37 - 0.07% Coverage</p> | <p>Reference 45 - 0.05% Coverage she's still doing mammy and daddy pictures?</p> |
| <p>One of the reasons I joined the Labour Party in the early 1980s</p> | <p>One of the reasons I joined the Labour Party in the early 1980s</p> | <p>Reference 46 - 0.01% Coverage I'd gloat.</p> |
| <p>Reference 38 - 0.07% Coverage</p> | <p>Reference 38 - 0.07% Coverage</p> | <p>Reference 47 - 0.12% Coverage But I'd remember the devastation of seeing a marvellous drawing with an age near or lower than mine.</p> |
| <p>That is their right and it's not for me to choose for them.</p> | <p>That is their right and it's not for me to choose for them.</p> | <p>Reference 48 - 0.05% Coverage I'd just think 'Probably got her Mammy to help'</p> |
| <p>Reference 39 - 0.11% Coverage</p> | <p>Reference 39 - 0.11% Coverage</p> | <p>Reference 49 - 0.07% Coverage She wasn't big into 'helping' as this was seen as 'cheating'.</p> |
| <p>The one thing I do know is that products like alcohol, tobacco and petrol are price sensitive...</p> | <p>The one thing I do know is that products like alcohol, tobacco and petrol are price sensitive...</p> | <p>Reference 50 - 0.06% Coverage I've often remembered the gallery in Tony Hart's shows</p> |
| <p>Reference 40 - 0.05% Coverage</p> | <p>Reference 40 - 0.05% Coverage</p> | <p>Reference 51 - 0.03% Coverage Turns out they didn't.</p> |
| <p>Health Behaviour.. How do We Change it?</p> | <p>Health Behaviour.. How do We Change it?</p> | <p>Reference 52 - 0.04% Coverage While I'm hobbling down memory lane</p> |
| <p>Reference 41 - 0.04% Coverage</p> | <p>Reference 41 - 0.04% Coverage</p> | <p>Reference 53 - 0.04% Coverage I'd always head off to my sketchpad</p> |
| <p>I won't meet developers alone ever...</p> | <p>I won't meet developers alone ever...</p> | <p>Reference 54 - 0.07% Coverage I'd create a masterpiece that I would post off to the BBC</p> |
| <p>Reference 42 - 0.09% Coverage</p> | <p>Reference 42 - 0.09% Coverage</p> | <p>Reference 55 - 0.05% Coverage</p> |
| <p>Doorstepping & paying old collage friends to dig up dirt are commonplace.</p> | <p>Doorstepping & paying old collage friends to dig up dirt are commonplace.</p> | |
| <p>Reference 43 - 0.23% Coverage</p> | <p>Reference 43 - 0.23% Coverage</p> | |

| | | |
|---|---|--|
| <p>At the same time I was also struck that if the two soldiers who were heading to Afghanistan the following day had been murdered/ killed there we may not have even noticed their names of their passing.</p> | <p>At the same time I was also struck that if the two soldiers who were heading to Afghanistan the following day had been murdered/ killed there we may not have even noticed their names of their passing.</p> | <p>When do you think they'll notice their mistake?</p> |
| <p>Reference 44 - 0.09% Coverage</p> | <p>Reference 44 - 0.09% Coverage</p> | <p>Reference 56 - 0.06% Coverage</p> |
| <p>To make sure we are not reading out 2-3 names a week of those who have fallen.</p> | <p>To make sure we are not reading out 2-3 names a week of those who have fallen.</p> | <p>I couldn't help commenting when I saw this story.</p> |
| <p>Reference 45 - 0.10% Coverage</p> | <p>Reference 45 - 0.10% Coverage</p> | <p>Reference 57 - 0.06% Coverage</p> |
| <p>Aghh so there must be something in it if he's having to deny it and so continues the lie.</p> | <p>Aghh so there must be something in it if he's having to deny it and so continues the lie.</p> | <p>I find it's the only paper people send me cuttings of</p> |
| <p>Reference 46 - 0.29% Coverage</p> | <p>Reference 46 - 0.29% Coverage</p> | <p>Reference 58 - 0.03% Coverage</p> |
| <p>And on another level I don't think we could sustain it spiritually either.</p> | <p>And on another level I don't think we could sustain it spiritually either.</p> | <p>I don't need to see a cutting</p> |
| <p>We have become a 24/7 society but I do believe the Bible that inspired Ann Pettifor to talk about Jubilee 2000 also has a lot to say about a Sabbath way of living and REST.</p> | <p>We have become a 24/7 society but I do believe the Bible that inspired Ann Pettifor to talk about Jubilee 2000 also has a lot to say about a Sabbath way of living and REST.</p> | <p>Reference 59 - 0.03% Coverage</p> |
| <p>Reference 47 - 0.15% Coverage</p> | <p>Reference 47 - 0.15% Coverage</p> | <p>Reference 60 - 0.05% Coverage</p> |
| <p>Its the wrong circumstances but hopefully we will come out the other side with a stronger sense of what our society will look like.</p> | <p>Its the wrong circumstances but hopefully we will come out the other side with a stronger sense of what our society will look like.</p> | <p>I don't know the full facts</p> |
| <p>Reference 48 - 0.02% Coverage</p> | <p>Reference 48 - 0.02% Coverage</p> | <p>Reference 61 - 0.02% Coverage</p> |
| <p>Burden lifted.</p> | <p>Burden lifted.</p> | <p>Reference 62 - 0.05% Coverage</p> |
| <p>Reference 49 - 0.05% Coverage</p> | <p>Reference 49 - 0.05% Coverage</p> | <p>therefore don't want to conclude anything</p> |
| <p>There is still too much clutter In my life</p> | <p>There is still too much clutter In my life</p> | <p>Reference 63 - 0.06% Coverage</p> |
| <p>Reference 50 - 0.10% Coverage</p> | <p>Reference 50 - 0.10% Coverage</p> | <p>I don't envy the Tory led Borough Council on this one.</p> |
| <p>I WAS emotional and still am when I hear each story but I in most respects I am never sad.</p> | <p>I WAS emotional and still am when I hear each story but I in most respects I am never sad.</p> | <p>Reference 64 - 0.06% Coverage</p> |
| <p>Reference 51 - 0.05% Coverage</p> | <p>Reference 51 - 0.05% Coverage</p> | <p>I haven't had chance today to read the full report</p> |
| <p>Reference 52 - 0.07% Coverage</p> | <p>Reference 52 - 0.07% Coverage</p> | <p>Reference 65 - 0.07% Coverage</p> |
| <p>Reference 53 - 0.05% Coverage</p> | <p>Reference 53 - 0.05% Coverage</p> | <p>A constituent has said they don't think they are paid enough.</p> |
| <p>Reference 54 - 0.05% Coverage</p> | <p>Reference 54 - 0.05% Coverage</p> | <p>Reference 66 - 0.05% Coverage</p> |
| <p>Reference 55 - 0.03% Coverage</p> | <p>Reference 55 - 0.03% Coverage</p> | <p>That's the tough part of the question I guess.</p> |
| <p>Reference 56 - 0.03% Coverage</p> | <p>Reference 56 - 0.03% Coverage</p> | <p>Reference 67 - 0.03% Coverage</p> |
| <p>Reference 57 - 0.04% Coverage</p> | <p>Reference 57 - 0.04% Coverage</p> | <p>That's how it should be.</p> |
| <p>Reference 58 - 0.04% Coverage</p> | <p>Reference 58 - 0.04% Coverage</p> | <p>Reference 68 - 0.04% Coverage</p> |

| | | |
|--|--|---|
| <p>Reference 51 - 0.16% Coverage</p> <p>I attended the No10 Reception today with the England Rugby Team to celebrate the launch of a Foundation/ Trust for injured rugby players.</p> | <p>Reference 51 - 0.16% Coverage</p> <p>I attended the No10 Reception today with the England Rugby Team to celebrate the launch of a Foundation/ Trust for injured rugby players.</p> | <p>I won't meet developers alone ever...</p> |
| <p>Reference 52 - 0.18% Coverage</p> <p>Either training and playing at Birstall RFC - Birstall RFC - or watching Leicester Tigers and England (or to be fair any other game I can get away with).</p> | <p>Reference 52 - 0.18% Coverage</p> <p>Either training and playing at Birstall RFC - Birstall RFC - or watching Leicester Tigers and England (or to be fair any other game I can get away with).</p> | <p>Reference 69 - 0.02% Coverage</p> <p>what I can't do</p> |
| <p>Reference 53 - 0.13% Coverage</p> <p>It is good to see that public pressure has finally forced some of the Banks not to pay all of their bonuses.</p> | <p>Reference 53 - 0.13% Coverage</p> <p>It is good to see that public pressure has finally forced some of the Banks not to pay all of their bonuses.</p> | <p>Reference 70 - 0.05% Coverage</p> <p>I don't know how these people can hold up</p> |
| <p>Reference 54 - 0.06% Coverage</p> <p>with OUR money in what is tantamount to gambling.</p> | <p>Reference 54 - 0.06% Coverage</p> <p>with OUR money in what is tantamount to gambling.</p> | <p>Reference 71 - 0.04% Coverage</p> <p>I won't buy a national newspaper.</p> |
| <p>Reference 55 - 0.06% Coverage</p> <p>Be the Change you Want to see in the World said Ghandi.</p> | <p>Reference 55 - 0.06% Coverage</p> <p>Be the Change you Want to see in the World said Ghandi.</p> | <p>Reference 72 - 0.06% Coverage</p> <p>well I don't know because they spoke in 'acronyms'.</p> |
| <p>Reference 56 - 0.12% Coverage</p> <p>So the old networks must remain and that is why I do this AND the old fashioned leaflets and reports.</p> | <p>Reference 56 - 0.12% Coverage</p> <p>So the old networks must remain and that is why I do this AND the old fashioned leaflets and reports.</p> | <p>Reference 73 - 0.06% Coverage</p> <p>if you don't keep up in your own field of expertise.</p> |
| <p>Reference 57 - 0.14% Coverage</p> <p>I will report here first but watch out for news in April about the way forward and hopefully some sort of answer to When?</p> | <p>Reference 57 - 0.14% Coverage</p> <p>I will report here first but watch out for news in April about the way forward and hopefully some sort of answer to When?</p> | <p>Reference 74 - 0.04% Coverage</p> <p>we don't let these terrorists win.</p> |
| <p>Reference 58 - 0.19% Coverage</p> <p>At times like this even I wound up by Politicians going on the airwaves trying to blame each other as Well as the banks for the current global economic recession.</p> | <p>Reference 58 - 0.19% Coverage</p> <p>At times like this even I wound up by Politicians going on the airwaves trying to blame each other as Well as the banks for the current global economic recession.</p> | <p>Reference 75 - 0.06% Coverage</p> <p>I didn't know whether to laugh or cry again today.</p> |
| | | <p>Reference 76 - 0.18% Coverage</p> <p>something very trivial but significant of the sort of rubbish we all have to put up with in life. It's not just me but lots of other walks of life too.</p> |
| | | <p>Reference 77 - 0.06% Coverage</p> <p>he's having to deny it and so continues the lie.</p> |
| | | <p>Reference 78 - 0.06% Coverage</p> <p>I don't have any real power to do things as an MP</p> |
| | | <p>Reference 79 - 0.04% Coverage</p> <p>People don't want to check the facts</p> |
| | | <p>Reference 80 - 0.06% Coverage</p> <p>I don't want to push all lessons of the Bible on people</p> |

| | | |
|---|---|--|
| <p>Reference 59 - 0.09% Coverage</p> | <p>Reference 59 - 0.09% Coverage</p> | <p>Reference 81 - 0.02% Coverage</p> |
| <p>But at least we are trying our hardest top tackle the impact of a recession.</p> | <p>But at least we are trying our hardest top tackle the impact of a recession.</p> | <p>its up to all of us</p> |
| <p>Reference 60 - 0.05% Coverage</p> | <p>Reference 60 - 0.05% Coverage</p> | <p>Reference 82 - 0.04% Coverage</p> |
| <p>So by all means lets criticise the policies</p> | <p>So by all means lets criticise the policies</p> | <p>that's what I really wanted today.</p> |
| <p>Reference 61 - 0.15% Coverage</p> | <p>Reference 61 - 0.15% Coverage</p> | <p>Reference 83 - 0.03% Coverage</p> |
| <p>Whilst it was clearly faith based I also think many of the answers would apply to those of other faiths and those with none.</p> | <p>Whilst it was clearly faith based I also think many of the answers would apply to those of other faiths and those with none.</p> | <p>You can't open a newspaper</p> |
| <p>Reference 62 - 0.11% Coverage</p> | <p>Reference 62 - 0.11% Coverage</p> | <p>Reference 84 - 0.02% Coverage</p> |
| <p>Whilst such work is fraught with danger I also think its more than worthwhile to be doing.</p> | <p>Whilst such work is fraught with danger I also think its more than worthwhile to be doing.</p> | <p>I don't blame them.</p> |
| <p>Reference 63 - 0.11% Coverage</p> | <p>Reference 63 - 0.11% Coverage</p> | <p>Reference 85 - 0.03% Coverage</p> |
| <p>Cameron was pulled up again by the Speaker knowing full well in advance that he was int he wrong</p> | <p>Cameron was pulled up again by the Speaker knowing full well in advance that he was int he wrong</p> | <p>I didn't just want to moan</p> |
| <p>Reference 64 - 0.13% Coverage</p> | <p>Reference 64 - 0.13% Coverage</p> | <p>Reference 86 - 0.05% Coverage</p> |
| <p>Cameron knows this doesn't look so good on telly as him getting angry and calling Brown YOU... so he does it.</p> | <p>Cameron knows this doesn't look so good on telly as him getting angry and calling Brown YOU... so he does it.</p> | <p>The Tweet doesn't allow complex arguments</p> |
| <p>Reference 65 - 0.08% Coverage</p> | <p>Reference 65 - 0.08% Coverage</p> | <p>Reference 87 - 0.06% Coverage</p> |
| <p>He sits there looking like a smug **t in total disdain of all around him.</p> | <p>He sits there looking like a smug **t in total disdain of all around him.</p> | <p>he knows that bit won't be sen by the TV news audience.</p> |
| <p>Reference 66 - 0.11% Coverage</p> | <p>Reference 66 - 0.11% Coverage</p> | <p>Reference 88 - 0.06% Coverage</p> |
| <p>watch his smug smile for long and he drives you mad when he goes out and acts man of the people.</p> | <p>watch his smug smile for long and he drives you mad when he goes out and acts man of the people.</p> | <p>Once you're up don't forget to change your socks</p> |
| <p>Reference 67 - 0.11% Coverage</p> | <p>Reference 67 - 0.11% Coverage</p> | <p>Reference 89 - 0.03% Coverage</p> |
| | | <p>Reference 90 - 0.06% Coverage</p> |
| | | <p>I've always been deliberating over my bass sound.</p> |
| | | <p>Reference 91 - 0.05% Coverage</p> |
| | | <p>I'd picked up from Roger Mayer himself,</p> |
| | | <p>Reference 92 - 0.03% Coverage</p> |
| | | <p>So that's my sound for now</p> |
| | | <p>Reference 93 - 0.06% Coverage</p> |
| | | <p>I 'll go into the details of the sound themselves later</p> |
| | | <p>Reference 94 - 0.04% Coverage</p> |

| | | |
|--|--|---|
| <p>Whilst strictly a House matter rather than solely from the government it is currently a hot topic.</p> <p>Reference 68 - 0.05% Coverage</p> <p>Good news onyl soured by Agility winning it.</p> <p>Reference 69 - 0.14% Coverage</p> <p>SO the evening was full of candles, a diff wind up radio playing classics accompanied by a nice home cooked Indian meal.</p> <p>Reference 70 - 0.08% Coverage</p> <p>it's keeping me very busy . . and my brain space is filling up fast.</p> | <p>Whilst strictly a House matter rather than solely from the government it is currently a hot topic.</p> <p>Reference 68 - 0.05% Coverage</p> <p>Good news onyl soured by Agility winning it.</p> <p>Reference 69 - 0.14% Coverage</p> <p>SO the evening was full of candles, a diff wind up radio playing classics accompanied by a nice home cooked Indian meal.</p> <p>Reference 70 - 0.08% Coverage</p> <p>it's keeping me very busy . . and my brain space is filling up fast.</p> | <p>I can't afford two amps for stereo</p> <p>Reference 95 - 0.06% Coverage hey I'm not that good) then run the line into the amp.</p> <p>Reference 96 - 0.07% Coverage I've been attending the <u>future of web apps</u> conference In London</p> <p>Reference 97 - 0.03% Coverage it's keeping me very busy .</p> <p>Reference 98 - 0.07% Coverage when i've spoken to different attendees about Ethical Junction</p> <p>Reference 99 - 0.08% Coverage i've had genuine interest into our business model and what we do.</p> <p>Reference 100 - 0.07% Coverage i've been filled with so many ideas on how to expand knowledge</p> <p>Reference 101 - 0.07% Coverage I'm quite excited at the potential for Ethical Junction.</p> <p>Reference 102 - 0.05% Coverage So if you're around come and take a look,</p> <p>Reference 103 - 0.05% Coverage don't know if I have time to organise that,</p> <p>Reference 104 - 0.02% Coverage but we'll see.</p> <p>Reference 105 - 0.13% Coverage I've finally moved to a much faster and far more reliable web service.</p> <p>I know this isn't exactly interesting</p> |
|--|--|---|

| | | |
|--|--|--|
| | | <p>Reference 106 - 0.03% Coverage</p> <p>I know, it's a terrible name</p> <p>Reference 107 - 0.01% Coverage</p> <p>it's great,</p> <p>Reference 108 - 0.03% Coverage</p> <p>you'll notice a difference too</p> <p>Reference 109 - 0.02% Coverage</p> <p>and I'll confess,</p> <p>Reference 110 - 0.06% Coverage</p> <p>Maybe I'm supposed to become intensely interested</p> <p>Reference 111 - 0.06% Coverage</p> <p>it's been years since The X Files held my interest</p> <p>Reference 112 - 0.06% Coverage</p> <p>frankly I've got better things to do with my time.</p> <p>Reference 113 - 0.06% Coverage</p> <p>if the message doesn't make sense then I'm afraid</p> <p>Reference 114 - 0.03% Coverage</p> <p>you're just a litterbug.</p> <p>Reference 115 - 0.05% Coverage</p> <p>It's probably something only I would notice</p> <p>Reference 116 - 0.02% Coverage</p> <p>I'm thinking that</p> <p>Reference 117 - 0.04% Coverage</p> <p>he wasn't even wearing a jacket</p> <p>Reference 118 - 0.06% Coverage</p> |
|--|--|--|

| | | |
|--|--|--|
| | | <p>you'll even see that the bottom right part of his suit</p> <p>Reference 119 - 0.04% Coverage</p> <p>what's going on with his shirt.</p> <p>Reference 120 - 0.05% Coverage</p> <p>I'll submit the Obama photoshop disaster</p> <p>Reference 121 - 0.04% Coverage</p> <p>I suppose isn't so much a disaster</p> |
|--|--|--|

Appendix 2:

GRAMMAR

| The use of 1 st and 2 nd person and active verbs | | Linked coordinate clauses using and, or, but |
|---|---|---|
| <p><Internals\Is the Internet language spoken or written>165 references coded [2.66% Coverage]</p> <p>Reference 1 - 0.01% Coverage</p> <p>I receive</p> <p>Reference 2 - 0.02% Coverage</p> <p>You can still set</p> <p>Reference 3 - 0.01% Coverage</p> <p>We have</p> <p>Reference 4 - 0.02% Coverage</p> <p>you will receive</p> <p>Reference 5 - 0.02% Coverage</p> <p>You will now receive</p> <p>Reference 6 - 0.01% Coverage</p> <p>We add</p> <p>Reference 7 - 0.01% Coverage</p> <p>you can deny</p> | <p>Reference 113 - 0.01% Coverage</p> <p>I have heard</p> <p>Reference 114 - 0.03% Coverage</p> <p>I am now going to get hold</p> <p>Reference 115 - 0.02% Coverage</p> <p>I have a great</p> <p>Reference 116 - 0.01% Coverage</p> <p>I attach</p> <p>Reference 117 - 0.01% Coverage</p> <p>I add</p> <p>Reference 118 - 0.01%</p> | <p><Internals\Is the Internet language spoken or written> - § 63 references coded [10.83% Coverage]</p> <p>Reference 1 - 0.13% Coverage</p> <p>we will introduce new payout methods so you get your payments faster, and new lower pricings for the text links.</p> <p>Reference 2 - 0.08% Coverage</p> <p>He was captured and spent 6 years in a communist Vietnamese prison. ...</p> <p>Reference 3 - 0.09% Coverage</p> <p>I forget where I read this tip, but I have used it many times with great success.</p> <p>Reference 4 - 0.08% Coverage</p> <p>You might not notice, but a woman is very aware of these small deviations</p> <p>Reference 5 - 0.08% Coverage</p> <p>I arrived here on Friday and am getting settled in at my cousin's home</p> <p>Reference 6 - 0.06% Coverage</p> <p>I shop for a new home and await the arrival o...</p> |

| | | |
|---|--|---|
| <p>Reference 8 - 0.03% Coverage</p> <p>you don't like to appear</p> <p>Reference 9 - 0.02% Coverage</p> <p>You could see</p> <p>Reference 10 - 0.03% Coverage</p> <p>If you are not viewing</p> <p>Reference 11 - 0.01% Coverage</p> <p>I have used</p> <p>Reference 12 - 0.02% Coverage</p> <p>You might not notice</p> <p>Reference 13 - 0.01% Coverage</p> <p>I've spent</p> <p>Reference 14 - 0.01% Coverage</p> <p>I see</p> <p>Reference 15 - 0.01% Coverage</p> <p>I arrived</p> <p>Reference 16 - 0.01% Coverage</p> <p>I shop</p> <p>Reference 17 - 0.01% Coverage</p> <p>You know</p> <p>Reference 18 - 0.01% Coverage</p> <p>I have moved</p> <p>Reference 19 - 0.02% Coverage</p> <p>we had returned</p> <p>Reference 20 - 0.02% Coverage</p> <p>I fly over to</p> <p>Reference 21 - 0.02% Coverage</p> <p>I figured I would get</p> <p>Reference 22 - 0.01% Coverage</p> <p>I did dishes</p> | <p>Coverage</p> <p>I am asking</p> <p>Reference 119 - 0.02% Coverage</p> <p>I have added</p> <p>Reference 120 - 0.01% Coverage</p> <p>I believe</p> <p>Reference 121 - 0.01% Coverage</p> <p>I get</p> <p>Reference 122 - 0.01% Coverage</p> <p>I often say</p> <p>Reference 123 - 0.02% Coverage</p> <p>I won't meet</p> <p>Reference 124 - 0.02% Coverage</p> <p>I never want to</p> <p>Reference 125 - 0.02% Coverage</p> <p>I will update</p> <p>Reference 126 - 0.02% Coverage</p> <p>I will advise</p> <p>Reference 127 - 0.02% Coverage</p> <p>I have found</p> | <p>Reference 7 - 0.11% Coverage</p> <p>It's been great fun on blogspot and it has been greatly beneficial to my online learning curve</p> <p>Reference 8 - 0.05% Coverage</p> <p>There is the godlike hero, and he is flawed.</p> <p>Reference 9 - 0.08% Coverage</p> <p>Well I did dishes for most of the time, and I ended up only ta...</p> <p>Reference 10 - 0.18% Coverage</p> <p>This is required not just so that more people can help those with problems, but also so we can tackle the stigma and prejudice that exists in society.</p> <p>Reference 11 - 0.27% Coverage</p> <p>People with or having had substance use problems are critical to this process of understanding and their views and experiences must be used continually in a considered and serious manner to inform strategic service development.</p> <p>Reference 12 - 0.15% Coverage</p> <p>those stories give rise to still others, and soon we find meaning and construction within a web of story making and story living</p> <p>Reference 13 - 0.10% Coverage</p> <p>Print them off and circulate them to your family, friends, clients and work colleagues.</p> <p>Reference 14 - 0.08% Coverage</p> <p>You can do so as a full story or slowly put it together as blogs,</p> <p>Reference 15 - 0.09% Coverage</p> <p>Don't start worrying whether it is good enough or that your style is not great.</p> <p>Reference 16 - 0.15% Coverage</p> |
|---|--|---|

| | | |
|-------------------------------|--------------------------------|--|
| Reference 23 - 0.02% Coverage | Reference 128 - 0.01% Coverage | I was walking back from the kitchen, holding my macbook in the crook of one arm, and my freshly-made hot chocolate in my free hand. |
| I need to repeat | I spent | |
| Reference 24 - 0.01% Coverage | Reference 129 - 0.01% Coverage | Reference 17 - 0.23% Coverage |
| I love | I won't buy | was browsing through the sites on Damien Mulley's Tuesday Push blog there, and I came across Twitter Mosaic . I'd heard people twittering about it for a while now, but hadn't the time to check it out. |
| Reference 25 - 0.02% Coverage | Reference 130 - 0.02% Coverage | Reference 18 - 0.22% Coverage |
| I don't hang out | I Twittered on | Tell me it's brilliant and I'll go all red and my heart will beat faster and something happens behind my ears (not sure what but they tingle a bit) and I'll say 'Did you <i>really</i> like it?' |
| Reference 26 - 0.01% Coverage | Reference 131 - 0.02% Coverage | Reference 19 - 0.16% Coverage |
| I moved away | I have been asking | I can't wait to see it in bookshops where I can tell people 'buy it - but it now for the love of God and fill your head with wild lands |
| Reference 27 - 0.03% Coverage | Reference 132 - 0.02% Coverage | Reference 20 - 0.15% Coverage |
| I'm never going to get | I had 'influence' | It gave you the name, location and age of each child artist. And I would sit glued to the screen judging the artists by their age. |
| Reference 28 - 0.02% Coverage | Reference 133 - 0.02% Coverage | Reference 21 - 0.26% Coverage |
| I have been working | I have lobbied | And in the years since, I've often remembered the gallery in Tony Hart's shows, and remembered that great music, but thought it odd that the producers chose such a difficult but moving piece of music for 'homemade art'. |
| Reference 29 - 0.02% Coverage | Reference 134 - 0.03% Coverage | Reference 22 - 0.20% Coverage |
| We're looking for | I could and should just ignore | So basically we have a story idea - we will get some researchers to phone w few people with some leading questions and then announce the story as a reponse to a survey!. |
| Reference 30 - 0.01% Coverage | Reference 135 - 0.01% Coverage | Reference 23 - 0.11% Coverage |
| I found out | I did laugh | Then it becomes a story about it being proposed and before you know it I will be getting letters |
| Reference 31 - 0.01% Coverage | Reference 136 - 0.02% Coverage | Reference 24 - 0.33% Coverage |
| I still had | I got to hear | |
| Reference 32 - 0.02% Coverage | Reference 137 - 0.01% Coverage | |
| I still appreciate | | |
| Reference 33 - 0.01% Coverage | | |
| I would go | | |
| Reference 34 - 0.03% Coverage | | |
| I have recently listened to | | |
| Reference 35 - 0.02% Coverage | | |
| I have to say | | |
| Reference 36 - 0.01% Coverage | | |
| We need | | |

| | | |
|-------------------------------|--------------------------------|--|
| Reference 37 - 0.03% Coverage | Coverage | |
| I have been banging on | I do laugh | And of course Loughborough and the surrounding countryside are particularly beautiful so all their plans and those put forward by developers are deeply controversial. |
| Reference 38 - 0.02% Coverage | Reference 138 - 0.01% Coverage | But if we are to meet the aspirations of our young and growing families we need to find space for new housing somewhere. |
| We need to show | I met | |
| Reference 39 - 0.01% Coverage | Reference 139 - 0.01% Coverage | Reference 25 - 0.10% Coverage |
| We also gain | I realised | The next few months will be crucial and they have just finished their public consultation. |
| Reference 40 - 0.02% Coverage | Reference 140 - 0.01% Coverage | Reference 26 - 0.10% Coverage |
| we are to more | I hope | They will analyse and then come back again later this year with their preferred options. |
| Reference 41 - 0.02% Coverage | Reference 141 - 0.01% Coverage | Reference 27 - 0.14% Coverage |
| we must enhance | I do believe | Has everybody else had a chance to read the full report today and the background or is it just me who has been so busy? |
| Reference 42 - 0.02% Coverage | Reference 142 - 0.02% Coverage | Reference 28 - 0.10% Coverage |
| we can tackle | I don't want to push | By now who does not understand the need or a healthier diet and more physical activity? |
| Reference 43 - 0.02% Coverage | Reference 143 - 0.02% Coverage | Reference 29 - 0.29% Coverage |
| I'd like to finish | I really wanted | I have added over the years which gives the background and helps people understand the limit of powers of government. especially local government to prevent people buying houses and deciding in the free market to convert them and let them to students |
| Reference 44 - 0.02% Coverage | Reference 144 - 0.03% Coverage | Reference 30 - 0.23% Coverage |
| I have <u>blogged</u> | I have been banging on | I am often asked a whole series of questions when its often too late and understandably people don't understand the system - what planning guidance is all about and how it is the Local Authority |
| Reference 45 - 0.01% Coverage | Reference 145 - 0.01% Coverage | Reference 31 - 0.12% Coverage |
| We hear | You find | I will advise groups about how to approach Charnwood and how the |
| Reference 46 - 0.01% Coverage | Reference 146 - 0.01% Coverage | |
| we create | | |
| Reference 47 - 0.01% Coverage | | |
| you wish | | |
| Reference 48 - 0.01% Coverage | | |

| | | |
|---|--|--|
| <p>You can do</p> <p>Reference 49 - 0.02% Coverage</p> <p>We can always advise</p> <p>Reference 50 - 0.03% Coverage</p> <p>I wholeheartedly agree</p> <p>Reference 51 - 0.03% Coverage</p> <p>I would totally recomend</p> <p>Reference 52 - 0.03% Coverage</p> <p>I would really encourage</p> <p>Reference 53 - 0.01% Coverage</p> <p>I so thank</p> <p>Reference 54 - 0.02% Coverage</p> <p>I was walking</p> <p>Reference 55 - 0.02% Coverage</p> <p>I were to trip</p> <p>Reference 56 - 0.02% Coverage</p> <p>I try to save</p> <p>Reference 57 - 0.02% Coverage</p> <p>I was browsing</p> <p>Reference 58 - 0.02% Coverage</p> <p>I came across</p> <p>Reference 59 - 0.01% Coverage</p> <p>I'd heard</p> <p>Reference 60 - 0.03% Coverage</p> <p>hadn't the time to check</p> <p>Reference 61 - 0.02% Coverage</p> <p>I wouldn't advise</p> | <p>I updated</p> <p>Reference 147 - 0.02% Coverage</p> <p>I won't be attending</p> <p>Reference 148 - 0.01% Coverage</p> <p>I feel</p> <p>Reference 149 - 0.01% Coverage</p> <p>I meet</p> <p>Reference 150 - 0.01% Coverage</p> <p>I attended</p> <p>Reference 151 - 0.01% Coverage</p> <p>I can get</p> <p>Reference 152 - 0.01% Coverage</p> <p>I preach</p> <p>Reference 153 - 0.01% Coverage</p> <p>I twittered</p> <p>Reference 154 - 0.02% Coverage</p> <p>I got involved</p> <p>Reference 155 - 0.01% Coverage</p> | <p>system works for them to make their case.</p> <p>Reference 32 - 0.23% Coverage</p> <p>There are a number of Industry, armed forces and police sachems run in parliament to get MPs out into the 'real' world and for workers in those industries to see the constraints of life in the Commons.</p> <p>Reference 33 - 0.16% Coverage</p> <p>Today I spent a day meeting and chatting with all of the staff about the roles they carry out and what an exciting time to be involved.</p> <p>Reference 34 - 0.07% Coverage</p> <p>We must hold that unity so we don't let these terrorists win.</p> <p>Reference 35 - 0.22% Coverage</p> <p>We were making progress as a Labour government around the edges and did make massive progress on Debt Relief - but this was all peripheral around the edges of an immoral economic system.</p> <p>Reference 36 - 0.23% Coverage</p> <p>Or are we all just tightening our belts for a year thinking that once we come out of this mess we can return to credit, spending and consumption in the same way if in a slightly less reckless way.</p> <p>Reference 37 - 0.32% Coverage</p> <p>I have joined campaign organisations to promote work life balance, keeping time for children, measuring well being ahead of economic growth, and re- defining our status in society not by what we own or how busy and successful we are but by how useful we are to our society.</p> <p>Reference 38 - 0.19% Coverage</p> <p>It was an honour to meet and chat with the current England team but more of an honour to meet some of</p> |
|---|--|--|

| | | |
|-------------------------------|--------------------------------|---|
| Reference 62 - 0.01% Coverage | I stood | the injured players and the spirit they brought to No10. |
| I expected | Reference 156 - 0.01% Coverage | Reference 39 - 0.14% Coverage |
| Reference 63 - 0.01% Coverage | I have asked | I always wanted them to work and would try to impress my wife with the new toy and how it would transform my working life. |
| I follow | Reference 157 - 0.02% Coverage | Reference 40 - 0.16% Coverage |
| Reference 64 - 0.02% Coverage | I will report | Usually after a couple of days I realised it was rubbish but had to persist with the false hope that somehow it would do what it claimed. |
| I'd rather rush off | Reference 158 - 0.01% Coverage | Reference 41 - 0.14% Coverage |
| Reference 65 - 0.01% Coverage | I watched | I had strong thoughts about the way we run our planet and wanted to shape the way we worked together to make it better. |
| I recognise | Reference 159 - 0.02% Coverage | Reference 42 - 0.16% Coverage |
| Reference 66 - 0.02% Coverage | I finally cashed | have let my site evolve over the years and have tried to keep up with various changes. But this latest revolution is the most exciting. |
| I'm still writing | Reference 160 - 0.02% Coverage | Reference 43 - 0.44% Coverage |
| Reference 67 - 0.01% Coverage | I had planned to use | Winning a pile of cash cannot replace the drive and determination to be the worlds No1 in amateurs. I don't know how we strip money back out of sport to return large parts to its ideals but we need to use the credit crunch to at least take out the stupid mega cash that makes top flight football and other sports dependent for their survival on a few maverick cash rich sponsors. |
| I don't show | Reference 161 - 0.02% Coverage | Reference 44 - 0.27% Coverage |
| Reference 68 - 0.02% Coverage | I will investigate | Clearly that is nonsense but they feel if they can spend no time thinking about working with the government and business to get us out of the recession - but instead can sling mud in Gordon's general direction enough will stick. |
| I better letting | Reference 162 - 0.02% Coverage | Reference 45 - 0.27% Coverage |
| Reference 69 - 0.02% Coverage | I'd picked up | Politicians and clergy attacking all and sundry for being greedy and a 'told you so' attitude is certainly not the |
| I really liked that | Reference 163 - 0.02% Coverage | |
| Reference 70 - 0.01% Coverage | I'll go into | |
| I'll go | Reference 164 - 0.02% Coverage | |
| Reference 71 - 0.01% Coverage | I've been attending | |
| I'll say | Reference 165 - 0.03% Coverage | |
| Reference 72 - 0.01% Coverage | I have just helped finish | |
| I wish | | |
| Reference 73 - 0.01% Coverage | | |
| I can't wait | | |
| Reference 74 - 0.01% Coverage | | |
| I can tell | | |
| Reference 75 - 0.01% Coverage | | |
| I can direct | | |
| Reference 76 - 0.01% Coverage | | |

| | | |
|---|--|--|
| <p>you'll have</p> <p>Reference 77 - 0.01% Coverage</p> <p>I loved</p> <p>Reference 78 - 0.02% Coverage</p> <p>I was going to be</p> <p>Reference 79 - 0.01% Coverage</p> <p>I grew up</p> <p>Reference 80 - 0.01% Coverage</p> <p>I'd paint</p> <p>Reference 81 - 0.01% Coverage</p> <p>I would sit</p> <p>Reference 82 - 0.01% Coverage</p> <p>I'd gloat.</p> <p>Reference 83 - 0.01% Coverage</p> <p>I'd remember</p> <p>Reference 84 - 0.03% Coverage</p> <p>I'd just think 'Probably</p> <p>Reference 85 - 0.01% Coverage</p> <p>I knew</p> <p>Reference 86 - 0.01% Coverage</p> <p>I watched</p> <p>Reference 87 - 0.02% Coverage</p> <p>I've often remembered</p> <p>Reference 88 - 0.02% Coverage</p> <p>I should admit</p> <p>Reference 89 - 0.02% Coverage</p> <p>I'd always head off</p> <p>Reference 90 - 0.01% Coverage</p> <p>I'd create</p> <p>Reference 91 - 0.02% Coverage</p> <p>I would post off</p> | | <p>direction we want to go along. But we do all need to look long and hard at the dominant values that pervade society.</p> <p>Reference 46 - 0.07% Coverage</p> <p>I used to think it bizarre but it does work at deflating anger.</p> <p>Reference 47 - 0.11% Coverage</p> <p>He then gets told off by the Speaker but he knows that bit won't be sen by the TV news audience.</p> <p>Reference 48 - 0.17% Coverage</p> <p>This is why I personally loathe him so much. watch his smug smile for long and he drives you mad when he goes out and acts man of the people.</p> <p>Reference 49 - 0.17% Coverage</p> <p>New manufacturing jobs will be created and existing ones maintained, and many more jobs will be safeguarded across the country in the supply chain.</p> <p>Reference 50 - 0.33% Coverage</p> <p>It is good news for the British Economy that over 12,500 jobs will be created and safeguarded; good news for the regions that the Government is supporting significant inward investment; and good news for passengers that we are taking the steps necessary to improve their rail journeys</p> <p>Reference 51 - 0.22% Coverage</p> <p>Agility Trains has been selected as the preferred bidder for a £7.5bn contract to build and maintain a fleet of new Super Express trains for the Great Western and East Coast main lines.</p> <p>Reference 52 - 0.18% Coverage</p> <p>The project started many years ago, and hopefully it will have a chance to flourish and provide some interesting factual and gastronomic video for everyone.</p> |
|---|--|--|

| | | |
|---|--|--|
| <p>Reference 92 - 0.03% Coverage I couldn't help commenting</p> <p>Reference 93 - 0.01% Coverage I find</p> <p>Reference 94 - 0.03% Coverage I always say I don't need</p> <p>Reference 95 - 0.01% Coverage I can tell</p> <p>Reference 96 - 0.02% Coverage I don't know</p> <p>Reference 97 - 0.02% Coverage I don't know</p> <p>Reference 98 - 0.01% Coverage I joined</p> <p>Reference 99 - 0.02% Coverage I have warned</p> <p>Reference 100 - 0.01% Coverage I will push</p> <p>Reference 101 - 0.02% Coverage I listened to</p> <p>Reference 102 - 0.02% Coverage You could even get</p> <p>Reference 103 - 0.02% Coverage You have to laugh</p> <p>Reference 104 - 0.02% Coverage I will be getting</p> <p>Reference 105 - 0.02% Coverage I won't support</p> <p>Reference 106 - 0.02% Coverage I refused to support</p> | | <p>Reference 53 - 0.25% Coverage If you get a moment, check it out, there are a lot of upgrades to make, but there will be regular competitions, and some interesting ideas, on how to cater for your veggie/vegan guest or come up with some new ideas.</p> <p>Reference 54 - 0.16% Coverage Well lots to report, my camera phone sucks, the module on the n95 is faulty and i was one day out of my 28 day return policy with t-mobile !</p> <p>Reference 55 - 0.11% Coverage I met Roger Mayer at th train station, and he handed me over one of the devices in person.</p> <p>Reference 56 - 0.19% Coverage I have two pieces showing in the Pheonix (one a 3D anaglyph shot from the <u>World Of Wrestling</u> film shoot, and a black and white image I took at <u>WOMAD</u> Festival 2005)</p> <p>Reference 57 - 0.19% Coverage I am also exhibiting at one of the artists house this weekend and the next. So if you're around come and take a look, some really interesting work by all the artists</p> <p>Reference 58 - 0.29% Coverage I know this isn't exactly interesting, but a number of people have mentioned in the past that my blog was very slow and unreliable, so I thought I would just make a quick announcement to say that those problems should now be a thing of the past.</p> <p>Reference 59 - 0.17% Coverage My friend and I both looked at it and could make no sense of it, nonetheless I put the note in my pocket so I could Google it when I got back home.</p> <p>Reference 60 - 0.19% Coverage So it would seem that the author of the bizarre little notes lives somewhere around Liverpool, and</p> |
|---|--|--|

| | | |
|--|--|--|
| <p>Reference 107 - 0.01% Coverage</p> <p>We have</p> <p>Reference 108 - 0.02% Coverage</p> <p>I don't envy</p> <p>Reference 109 - 0.02% Coverage</p> <p>I will make sure</p> <p>Reference 110 - 0.02% Coverage</p> <p>I haven't had</p> <p>Reference 111 - 0.03% Coverage</p> <p>I am am not going to give</p> <p>Reference 112 - 0.03% Coverage</p> <p>I would only be relying on</p> | | <p>judging from the handwriting I doubt they're a kid playing a prank.</p> <p>Reference 61 - 0.13% Coverage</p> <p>Maybe I'm supposed to become intensely interested and begin my own journey of discovery, but it's been years since</p> <p>Reference 62 - 0.24% Coverage</p> <p>So if the author finds this blog post (and I suspect they will in time) then I would suggest that they cast their bottles further from home, and that they write something a little less cryptic in future.</p> <p>Reference 63 - 0.14% Coverage</p> <p>I did a quick Google to see if I was the only nerd in the world who has mentioned this, and it would appear that I am.</p> |
|--|--|--|



Appendix 3:

STYLE

| Colloquial (day-to-day) spoken style | The use of personal expressions |
|---|--|
| <p><Internals\ s the Internet language spoken or written></p> <p>- § 71 references coded [4.15% Coverage]</p> <p>Reference 1 - 0.04% Coverage</p> <p>We have no minimum payment amount</p> <p>Reference 2 - 0.10% Coverage</p> <p>You will now receive paycheck every 1st of the month, without any waiting period!</p> <p>Reference 3 - 0.09% Coverage</p> <p>We add a new feature where you now can deny text links that you don't like</p> <p>Reference 4 - 0.03% Coverage</p> <p>Just go to your account</p> <p>Reference 5 - 0.04% Coverage</p> <p>You could see the price here below</p> <p>Reference 6 - 0.08% Coverage</p> <p>Can Jim Darkmagic hang upside down from a rope ladder and cast spells</p> | <p><Internals\ s the Internet language spoken or written></p> <p>- § 31 references coded [2.05% Coverage]</p> <p>Reference 1 - 0.04% Coverage</p> <p>It seems obvious, to me at least</p> <p>Reference 2 - 0.07% Coverage</p> <p>You know, the things that interest her or strike her fancy.</p> <p>Reference 3 - 0.07% Coverage</p> <p>I know, two posts in a day, what will the neighbours think?</p> <p>Reference 4 - 0.07% Coverage</p> <p>I figured I would get a few deliveries and help close up.</p> <p>Reference 5 - 0.04% Coverage</p> |

| | |
|---|---|
| <p>Reference 7 - 0.03% Coverage Something is waiting for them</p> <p>Reference 8 - 0.01% Coverage TIM IS COOL!</p> <p>Reference 9 - 0.02% Coverage Smashing your face!</p> <p>Reference 10 - 0.02% Coverage Concert April 30th!</p> <p>Reference 11 - 0.03% Coverage It's gonna be fucked up!</p> <p>Reference 12 - 0.03% Coverage Who Packed Your Parachute ?</p> <p>Reference 13 - 0.03% Coverage Your Hair is Different</p> <p>Reference 14 - 0.15% Coverage I arrived here on Friday and am getting settled in at my cousin's home while I shop for a new home and await the arrival o...</p> <p>Reference 15 - 0.12% Coverage A com-arts grad who ended up a banker - go figure! One thing's for certain, it ain't easy bein' green.</p> <p>Reference 16 - 0.03% Coverage Don't Forget Daylight Savings!</p> <p>Reference 17 - 0.11% Coverage Don't forget to move your clocks ahead one hour and check your smoke detectors before bed tonight.</p> <p>Reference 18 - 0.06% Coverage Just the ramblings and passions of Marisa Shreve.</p> <p>Reference 19 - 0.02% Coverage Sunnyside up?</p> <p>Reference 20 - 0.03% Coverage A Penny Foy My Thoughts?</p> <p>Reference 21 - 0.04% Coverage I'm not sure why I thought of this.</p> <p>Reference 22 - 0.07% Coverage</p> | <p>I'm not sure why I thought of this.</p> <p>Reference 6 - 0.09% Coverage I thought it was a bit weak there in the third paragraph on the second page.</p> <p>Reference 7 - 0.07% Coverage I guess I should admit that after watching Tony's programme</p> <p>Reference 8 - 0.09% Coverage I think I would think reasonable force would be pretty heavy to stop him.</p> <p>Reference 9 - 0.08% Coverage It is wrong for me as an individual MP to do the picking for them.</p> <p>Reference 10 - 0.09% Coverage So guess what I am am not going to give a full response on here today because</p> <p>Reference 11 - 0.06% Coverage I guess no amount of money would ever compensate</p> <p>Reference 12 - 0.07% Coverage A constituent has said they don't think they are paid enough.</p> <p>Reference 13 - 0.05% Coverage guess we would all agree with that sentiment.</p> <p>Reference 14 - 0.05% Coverage I believe there are ways to use incentives</p> <p>Reference 15 - 0.06% Coverage</p> |
|---|---|

| | |
|--|--|
| <p>Do you realize just how privileged you and your kids are?</p> <p>Reference 23 - 0.05% Coverage Stick him in front of anything with wi-fi...</p> <p>Reference 24 - 0.08% Coverage Even if you're just saying it to be nice, I still appreciate it...</p> <p>Reference 25 - 0.10% Coverage Ew, not sure if I would go for this, but there's oatmeal for a buck at Jamba Juice</p> <p>Reference 26 - 0.04% Coverage Here are some more: 49 cent ha...</p> <p>Reference 27 - 0.05% Coverage We need so much of this type of material.</p> <p>Reference 28 - 0.17% Coverage This is required not just so that more people can help those with problems, but also so we can tackle the stigma and prejudice that exists in society.</p> <p>Reference 29 - 0.08% Coverage There is still fat too much tokenism in the field today in this regard.</p> <p>Reference 30 - 0.07% Coverage Please take some time reading the Personal Stories on this site.</p> <p>Reference 31 - 0.09% Coverage Don't start worrying whether it is good enough or that your style is not great.</p> <p>Reference 32 - 0.09% Coverage hello david, nice to touch base with you and see what you are doing on Wired In.</p> <p>Reference 33 - 0.06% Coverage thanks for the blog and i am now an active member!</p> <p>Reference 34 - 0.04% Coverage Dave, your wisdom is above spot on!</p> <p>Reference 35 - 0.10% Coverage Take up Daves offer with Lucie and his team in their wisdom to support you in any way.</p> <p>Reference 36 - 0.02% Coverage</p> | <p>I think I will add an updated summary of the situation</p> <p>Reference 16 - 0.14% Coverage I don't know the answer but I wonder if the planning process and other civic responsibilities should be taught much earlier.</p> <p>Reference 17 - 0.08% Coverage Perhaps we should all spend a bit more time in a variety of jobs.</p> <p>Reference 18 - 0.04% Coverage So to be honest I do laugh about this.</p> <p>Reference 19 - 0.06% Coverage I don't think we could sustain it spiritually either.</p> <p>Reference 20 - 0.07% Coverage I guess that is what most people would love to do with this lot.</p> <p>Reference 21 - 0.08% Coverage I guess for half the population they have no idea what is going on.</p> <p>Reference 22 - 0.10% Coverage Well I think in the last 18 months the smart phones and iPhone have got to the stage</p> <p>Reference 23 - 0.03% Coverage I am Happy to make for now!</p> <p>Reference 24 - 0.05% Coverage</p> |
|--|--|

| | |
|--|--|
| <p>Best wishes to all.</p> <p>Reference 37 - 0.02% Coverage</p> <p>Hear Hear!!!.</p> <p>Reference 38 - 0.08% Coverage</p> <p>I was noooo way.thats stupid!!!..</p> <p>Well how bloody wrong can i be</p> <p>Reference 39 - 0.05% Coverage</p> <p>Don't think Lindt Bunny does though.</p> <p>Reference 40 - 0.11% Coverage</p> <p>I'd heard people twittering about it for a while now, but hadn't the time to check it out.</p> <p>Reference 41 - 0.05% Coverage</p> <p>Course, you can do it for any twitter's name.</p> <p>Reference 42 - 0.05% Coverage</p> <p>wouldn't advise doing 'google' though..</p> <p>Reference 43 - 0.09% Coverage</p> <p>But I'm afraid I'd rather rush off to <u>twitter mosaic</u> and get me a pretty mug :)</p> <p>Reference 44 - 0.08% Coverage</p> <p>and rather weirdly I recognise <u>Silicon Ireland's</u> avatar in there!</p> <p>Reference 45 - 0.03% Coverage</p> <p>Can't remember right now.</p> <p>Reference 46 - 0.02% Coverage</p> <p>Tell me it's shit</p> <p>Reference 47 - 0.05% Coverage</p> <p>No? You liked that too? Oh OK. Grand.'</p> <p>Reference 48 - 0.11% Coverage</p> <p>That was the plan after the going to be a nun phase and before the going to be a vet phase.</p> <p>Reference 49 - 0.05% Coverage</p> <p>Not a bad plan as child career plans go.</p> <p>Reference 50 - 0.03% Coverage</p> <p>Pathetic! I'd gloat.</p> <p>Reference 51 - 0.07% Coverage</p> | <p>Buy I guess for \$1m for a few cricket games</p> <p>Reference 25 - 0.10% Coverage</p> <p>I also think many of the answers would apply to those of other faiths and those with none.</p> <p>Reference 26 - 0.10% Coverage</p> <p>I now think people get Affluenza was not a great recipe for economics or our well being.</p> <p>Reference 27 - 0.05% Coverage</p> <p>This is why I personally loathe him so much.</p> <p>Reference 28 - 0.00% Coverage</p> <p></p> <p>Reference 29 - 0.06% Coverage</p> <p>Very relaxing. I think as well as saving energy,</p> <p>Reference 30 - 0.00% Coverage</p> <p></p> <p>Reference 31 - 0.08% Coverage</p> <p>I suppose isn't so much a disaster as it is an Obamanation... groan.</p> |
|--|--|

She wasn't big into 'helping' as this was seen as 'cheating'.

Reference 52 - 0.03% Coverage

Turns out they didn't.

Reference 53 - 0.04% Coverage

But somehow, it never happened...

Reference 54 - 0.12% Coverage

always say I don't need to see a cutting I can tell exactly where they will have got their story from!

Reference 55 - 0.03% Coverage

So that makes it ok then.

Reference 56 - 0.05% Coverage

You have to laugh at this sort of journalism.

Reference 57 - 0.03% Coverage

They say yes and lots of it.

Reference 58 - 0.04% Coverage

Not in a jingoistic sort of way

Reference 59 - 0.10% Coverage

Aghh so there must be something in it if he's having to deny it and so continues the lie.

Reference 60 - 0.03% Coverage

That is much more fun!

Reference 61 - 0.06% Coverage

But be prepared to have to plan and think a bit more.

Reference 62 - 0.04% Coverage

I am not saying we have it right.

Reference 63 - 0.02% Coverage

I don't blame them.

Reference 64 - 0.08% Coverage

Its a scary journey but certainly one I am Happy to make for now!

Reference 65 - 0.05% Coverage

What a horrible sight and so degrading.

Reference 66 - 0.03% Coverage

I sincerely hope not.

Reference 67 - 0.09% Coverage

| | |
|---|--|
| <p>He sits there looking like a smug **t in total disdain of all around him.</p> <p>Reference 68 - 0.05% Coverage</p> <p>All rather childish from my point of view.</p> <p>Reference 69 - 0.02% Coverage</p> <p>Very relaxing.</p> <p>Reference 70 - 0.09% Coverage</p> <p>What I found inside was perplexing, and I'll confess, somewhat disappointing.</p> <p>Reference 71 - 0.09% Coverage</p> <p>But the note offered nothing more, no questions, no suppositions, nothing.</p> | |
|---|--|

Appendix 4

Raw data taken from Blog

1. Taken from www\personal blog1.mht

Yesterday, I receive an email from ask2link that announce about something new in their service. It is the sample of their email..

Dear Reza Fauzi (jak*eza),

In the current harsh economic climate and to attract more sales, we will introduce new payout methods so you get your payments faster, and new lower pricings for the text links. You can still set your own price if you do not like the prices below. Go to "Sell Text Links -> My Sites -> Settings ->Monthly Link Price"

Payout

We have no minimum payment amount - so even if you earn \$1.00, you will receive your payment. You will now receive paycheck every 1st of the month, without any waiting period!

Deny Text Links

We add a new feature where you now can deny text links that you don't like. Just go to your account "Sell Text Links -> Running Ad" and you can deny any text links that you don't like to appear on your site.

Pricings

You could see the price here below. If you like to set a different price for your text links, please go to your account and click "Sell Text Links -> My Sites -> Settings ->Monthly Link Price"

2. Taken from www\Personal Blogs Blog Directory2.mht

WWdN: In Exile

"Can Jim Darkmagic hang upside down from a rope ladder and cast spells? **Fuck yeah he can.**", written 3 days ago, Episode three of the Penny Arcade/PVP/Me D&D Podcast is online!Part 3 continues with a visit down the hole in the broken tower....Something is waiting for them (and their rop...

[Mindless Entertainment](#)

BORN TO PARTY, written 14 hours ago, TIM IS COOL! (he did not tell me to say that) Smashing your face! Concert April 30th! Lamb of God, As I Lay Dying, Children of Bodom, and Municipal Waste It's gonna be fucked up!

[Dooce](#)

I am Heather B. Armstrong and this is my blog. Chronicles my life from a time when I was single and making a lot of money to the postpartum depression that landed me in a mental hospital. **I'm better now.**

[Miss604](#)

Vancouver Opera: Blogger Night at Rigoletto, written 4 days ago, Copyright © 2009 Miss604 - Rebecca Bollwitt. If you are not viewing this post through the Miss604.com feed then this content has been republished WITHOUT permission. Visit the original article at <http://www.miss604.com/2009/03/vancou...>

[Twenty Major](#)

Careful, the 80s are coming, written 8 hours ago, It seems obvious, to me at least, that the attack on the British soldiers at the weekend was not the work of the Real IRA or any other flavour of IRA. It was clearly an attempt by some sinister organisation to drive Ireland back to the 80s. Last time...

[Tvas Jetra Blog](#)

Who Packed Your Parachute ?, written 1 day ago, Charles Plumb was a US Navy jet pilot in Vietnam. After 75 combat missions, his plane was destroyed by a surface-to-air missile. skydiverPlumb ejected and parachuted into enemy hands. He was captured and spent 6 years in a communist Vietnamese prison. ...

[The Dilbert Blog](#)

Your Hair is Different, written 3 days ago, **I forget where I read this tip**, but I have used it many times with great success. It starts with the notion that most women change their hair all the time. You might not notice, but a woman is very aware of these small deviations in everything from highlig...

[Thinking About It](#)

My adopted soldier..., written 1 week ago, **I've spent more than my share of time in airports over the past two years.** (I'm in Oregon and my family is scattered across the Midwest, South and in Peru, South America). **Each time I see a young man or young woman in Army fatigues traveling to be ...**

[Skeets Stuff](#)

Self Portrait Sunday for March 8, 2008, written 13 hours ago, **Do I look any different? I'm a new person**, one of that peculiar species identified as "**Texan**" (**once again.**) I arrived here on Friday and am getting settled in at my cousin's home while I shop for a new home and await the arrival o...

[Technology as a way of life](#)

Microsoft's new system easier for browser switch, written 2 days ago, NEW YORK (Reuters) - Microsoft Corp is developing a feature in its new operating system that allows users to turn off Internet Explorer and other key Microsoft programs. The new feature is a major step for the world's larg...

[Milk River Blog](#)

OBT: Horton Foote, written 4 days ago, Playwright, screenwriter Horton Foote dies 'Tender Mercies,' 'Trip To Bountiful' screenwriter died at age 92 The Associated Press, updated 4:36 p.m. CT, Wed., March. 4, 2009 Playwright and screenwriter Horton Foote, who movingly portrayed the broken dr...

[Pond Perspective](#)

Written under the guise of a frog, follow the ponderings, triumphs and foibles of a single woman in Manila. **A com-arts grad who ended up a banker - go figure! One thing's for certain, it ain't easy bein' green.**

[Grant Miller Media.](#)

Don't Forget Daylight Savings!, written 1 day ago, Daylight Saving Time begins at 2 a.m. Sunday. Don't forget to move your clocks ahead one hour and check your smoke detectors before bed tonight. Here are some interesting facts about Daylight Savings Time:Daylight Savings Time is a form of time trav...

[Marisa's Dandelion Patch](#)

Just the ramblings and passions of Marisa Shreve. You know, the things that interest her or strike her fancy.

INDEX

A

Academic discourse, 14
 adjacency pair, **176**
 approach, 5, 12, 13, 20, 37, 44, 57,
 59, 68, 80, 85, 98, 105, 106,
 122, 123, 157, 158, 161, 162,
 170, 184, 191, 192, 193, 227,
 237

C

CA, 10, 35, 113, 158, 159, 161,
 162, 163, 165, 167, 174, 181,
 182, 183, 184, 191, 227
 CALL, **63, 83**
 CDA, 9, 10, 98, 99, 100, 101, 102,
 105, 106, 122, 123, 125, 126,
 157
 certainty markers, **23, 27**
 classroom interaction, **162, 165,**
179
 CMC, 182, 183, 185, 187, 189,
 190, 191, 220

coherences, 131, 135, 140, 144,
 149
 Collocation analysis, **87, 94**
 conceptual theory, **195**
 Concordance analysis, **87**
 concordances, **30, 31, 32, 68, 79,**
80, 84, 85, 90, 91, 95, 111
 constructivism, 6, 7, 16, 40, 66
 contexts, 4, 5, 10, 12, 19, 33, 41,
 42, 43, 44, 51, 52, 57, 65, 66,
 68, 98, 101, 122, 123, 161, 163,
 164, 192, 195, 196, 199
 contrastive analysis, 15, 16, 32,
 39, 58
 conversation analysis, 9, 159, 182
 Conversation Analysis, 10, 11, 158,
 182, 183, 191
 corpora, **15, 20, 21, 28, 32, 33, 38,**
44, 45, 46, 47, 48, 54, 59, 63,
67, 68, 69, 70, 71, 72, 78, 80,
81, 83, 84, 86, 87, 95, 97
 Corpus, **20, 63, 68, 69, 77, 78, 82,**
85, 86, 96, 97

corpus data, **59, 60, 70, 82, 83, 86,**

89, 91, 93, 95, 96, 106, 111

corpus-linguistic, **59**

Coulthart, **83**

critical, 6, 8, 61, 66, 98, 99, 100,

101, 102, 112, 113, 119, 121,

126, 129, 173, 196, 235

Critical discourse analysis, 10

cross-cultural variations, **197, 203**

D

digital analysis, **63, 68, 85, 89**

Discourse, 2, 3, 4, 5, 6, 8, 9, 11,

12, 34, 35, 37, 44, 55, 56, 57,

58, 64, 77, 78, 97, 99, 101, 112,

113, 121, 122, 123, 125, 157,

158, 182, 190, 191

discourse analysis, 4, 5, 6, 7, 8, 9,

10, 11, 12, 13, 45, 98, 99, 112,

113, 119, 121, 122, 123, 126,

128, 129, 150, 158, 192

discourse community, **15, 17, 32,**

39, 40, 41, 42, 54, 61, 77, 85

dominance, **101, 123**

E

Electronic analysis, **59, 63, 80**

F

Foucault, **8, 98, 99, 102, 112**

Functional Grammar, 13, 102

H

Halliday, 5, 13, 17, 19, 35, 41, 55,

66, 99, 100, 102, 103, 104, 105,

113, 216, 217, 227

hedges, **23, 26, 61, 62, 67, 69, 70,**

71, 74, 75, 76, 77

Hyland, **18, 19, 21, 24, 33, 35, 36,**

39, 41, 43, 44, 45, 50, 53, 55,

56, 57, 61, 62, 66, 67, 77

I

Ideational Function, **102**

identity, **7, 41, 42, 43, 44, 49, 55,**

56, 57, 65, 75, 76, 103, 122, 123

ideology, 7, 8, 54, 61, 66, 99, 100,

101, 105, 106, 109, 110, 111,

122, 124, 150

initiation, **170, 172, 173, 176**

interactants, **162, 163, 168, 169,**

183, 185, 186, 188, 189

interaction, 12, 15, 16, 17, 18, 19,

21, 22, 28, 34, 35, 37, 56, 77,

83, 84, 99, 102, 103, 112, 126,

- 159, 161, 162, 163, 164, 165,
166, 167, 169, 171, 172, 175,
176, 178, 179, 180, 181, 182,
183, 185, 186, 187, 189, 190,
191, 225
- interactional focus, **173**
- interlocutor, **188, 189**
- Interpersonal Function, **103**
- J**
- Jefferson, **161, 181**
- Johnstone, **121, 157**
- K**
- Keywords analysis, **86**
- L**
- Lakoff & Johnson, **198**
- M**
- machinery of the discourse, **184**
- Macrostructure, 10
- metadiscourse, 15, 16, 17, 18, 19,
20, 33, 34, 35, 36, 37, 55, 56, 57
- metaphor, 132, 192, 194, 195,
196, 197, 198, 199, 200, 201,
203, 207, 208, 209, 217
- Micro Structure, **124, 130, 134,
137, 142, 146**
- Microstructure, 10
- Modal auxiliary, **67, 70, 71, 73**
- move, 161, 173, 176, 188, 194,
242, 247
- N**
- Norman Fairlough, 6
- O**
- Overlaps, **159**
- P**
- Paradigms, 6
- Pauses, **159**
- positivism, 6, 7
- power, 8, 9, 54, 65, 66, 75, 76, 91,
98, 100, 101, 104, 105, 106,
107, 108, 109, 110, 111, 123,
125, 152, 153, 156, 198, 207,
232
- Preference organization, **159**
- R**
- reflexivity, **161, 163, 165, 171, 180**
- repair initiation, **170, 173, 177**
- Repairs, **159**

rhetorics, 145, 149

S

Sack, **160, 181, 185**

Schegloff, 160, 162, 163, 174, 181,
183, 185, 186, 187, 191

Seedhouse, 161, 162, 163, 164,
165, 166, 169, 170, 171, 176,
178, 179, 181, 182

self-mentions, **38, 39, 40, 41, 43,**
44, 45, 46, 47, 48, 55

Sequence organization, **159**

SFL, 9, 12, 13, 100, 102

Sinclair, **59, 78, 80, 83, 97**

social actions, **159, 162, 163, 167,**
183, 184, 187

Social Cognition, **124, 150, 151**

social context, 5, 17, 65, 66, 90,
119, 121, 123, 128, 129, 150,
155, 156, 159

Social Context, **125, 153**

Stubs, 6

superstructure, 10, 129

Systemic Functional Linguistics,
12, 101

systemic grammar, 4, 102

systemic-functional linguistics, 9

T

Textual Function, **104**

turn-taking, 161, 162, 164, 165,
166, 167, 169, 171, 172, 173,
174, 175, 177, 179, 180, 183,
185, 187

Turn-taking, **159, 191**

V

van Dijk, 5, 6, 112, 128, 129