

**TEXTUALITY FOUND ON THE JAKARTA POST
IN EDUCATION SECTION OF OPINION COLUMNS**

THESIS

By

MUNJIZAH SYARIFATUN NIYA

NIM 10320047



**ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG
2015**

**TEXTUALITY FOUND ON THE JAKARTA POST
IN EDUCATION SECTION OF OPINION COLUMNS**

THESIS

Presented to

Maulana Malik Ibrahim State Islamic University of Malang

In partial fulfillment of the requirements for the degree of *Sarjana Sastra* (S.S.)

By

Munjizah Syarifatun Niya
NIM 10320047

Advisor

Dr. Meinarni Susilowati



ENGLISH LANGUAGE AND LETTERS DEPARTMENT

FACULTY OF HUMANITIES

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG

2015

APPROVAL SHEET

This is to certify that Munjizah Syarifatun Niya's thesis entitled *Textuality Found on The Jakarta Post in Education Section of Opinion Columns* has been approved by thesis advisor for further approval by the Board of Examiners.

Malang, 3rd July 2015

Approved by:
The Advisor,



Dr. Meinami Susilowati
NIP : 196705031999032005

Acknowledged by
The Head of the English Language
and Letters Department,



Dr. Syamsuddin, M. Hum
NIP : 196911222006041001

Approved by
The Dean of Faculty of Humanities
Maulana Malik Ibrahim State Islamic University of Malang,



Dr. Hj. Istiadah, M.A.
NIP 19670313 199203 2 002

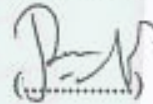
LEGITIMATION SHEET

This is to certify that **MUNJIZAH SYARIFATUN NIYA**'s thesis entitled **Textuality found on The Jakarta Post in Education section of Opinion columns** has been approved by the board of examiners as the requirement for the degree of *Sarjana Sastra (S.S)* in English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

The Board of Examiners

1. Dr. Hj. Rohmani Nur Indah, M. Pd.
NIP: 197609102003122002 (Examiner)
2. Agus Eko Cahyono, M. Pd.
NIP: 198208112011011008 (Chair)
3. Dr. Meinarni Susilowati
NIP: 196705031999032005 (Advisor)

Signatures



(.....)

Approved by
The Dean of Humanities Faculty
Maulana Malik Ibrahim State Islamic University of Malang,



Dr. Hj. Istiqoh, M.A.

NIP 19670313199203 2 002

STATEMENT OF AUTHENTICITY

I declare the thesis entitled *Textuality found on The Jakarta Post in Education section of Opinion columns* is truly my original work to accomplish the requirement for the degree of *Sarjana Sastra (S.S)* in English Language and Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang.

It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, 3rd July 2015



Munjizah Syarifatun Niya

NIM 10320047

MOTTO

“Think big and act now

Bismillah”



DEDICATION

This thesis is dedicated to my parents and my self



ACKNOWLEDGMENT

All praise is due to Allah SWT for giving merciful, blessing and for sending the best people around the writer so that write her thesis. Shalawat and salam are always blessed upon the Prophet Muhammad SAW for his guidance to the right way of life.

Thank awfully to my parents whom always pray for me everytime. My sincere gratitude to Dr. Meinarni Susilowati as my advisor who guided me to accomplish this thesis.

Million thanks to my beloved friends; Sofiyah, Riska, Ainul, Zakiyah, Mr. Sulhan, and Ms. Kasih for support me.

Malang, 3rd July 2015

Munjizah Syarifatun Niya
NIM 10320047

ABSTRACT

Niya, Munjizah Syarifatun. 2015. *Textuality Found on The Jakarta Post in Education Section of Opinion Columns*. Thesis. English Language and Letters Departement. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang.

The Advisor : Dr. Meinarni Susilowati

Key words : Textuality, Cohesion, Coherence, Intentionality, Informativity, Acceptability, Situationality, Intertextuality.

Textuality is the requirement that occurs in a text as a product. It is the property of text being understood by readers through linguistics and textual patterns. According to Robert de Beaugrande, there are seven standards to analyze the text as textuality or not. Such as cohesion, Coherence, intentionality, informativity, acceptability, situationality, and intertextuality.

This paper employs the theory of seven standards of textuality by Robert & Dessler (1981), which was divided into three sub-theory. First is text-centered data including cohesion and coherence, which are related with the text itself. Second is user-centered notions include intentionality, acceptability, and informativity. Those standards correlate with the message the reader gets from the text. And the third is authors' presence including situationality and intertextuality. Those standards relate with what the author gives to the reader.

This research is formulated to found elements of seven standards of textuality by Robert de Beaugrande on The Jakarta Post in Education section of Opinion Columns. The design of the research uses discourse analysis which focuses on *The Jakarta Post in Education section of opinion columns* as a research object. The researcher uses qualitative method to determine that textuality which occurs in the text based on a social context. The data were taken from *The Jakarta Post* newspaper which was published on November 2014.

The result of this research is that textuality is indeed found on The Jakarta Post in Education section of Opinion Columns. All standards found in texts. Reference is the dominate elements occur in cohesion, and causal relation often occur in a text because it is argument types. Five other standards also found in texts, as they are subjective. In other words, the result of the data can vary according to many situations. This happens because every person has their own different background and subjectivity.

مجردة

نيا، منجزة شريفة، 2015 ، النصيه في جاكرتا بوست الرأي عمود مع موضوع التعليم. أطروحة، في قسم اللغة الانكليزية وآدابها. كلية العلوم الإنسانية. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف : الدكتور مينرني سوليس تيباواتي . الكلمات الرئيسية النصيه والتلاحم والتماسك ، والتعمد ، وتقبله ، ، النصيه التماسك التماسك القصد الاستعلامات المقبولة

النصيه هي الحالة التي يجب أن تكون موجودة في النص نتيجة المنتج. النصيه هي وسيلة القارئ على فهم النص من خلال الأنماط اللغوية والنصية. وفقا روبرت دي بوكرندي ، هناك سبعة معايير لتحليل ما إذا كان النص الذي ورد في النصيه أو لا. سبعة معايير هي التلاحم والتماسك ، والتعمد ، استعلامات ، وتقبله ، حاله ، الحرفيه. وتقبله

هذا البحث باستخدام نظرية سبعة القياسية النصيه روبرت و ديسلر (1981) تقسيم الصف السابع من الثلاثة الفرعية النظريات. الأول هو البيانات استنادا إلى النص بما في ذلك التماسك والاتساق على حد سواء حيث ربط النص نفسه. والثاني هو الفكرة التي تركز على المستخدم بما في ذلك ، المعايير التي تتطابق مع الرسالة التي حصل عليها القارئ من خلال النص. والثالث هو وجود الكاتب الذي دخل في الظرفية و الحرفية . كل من هذه المعايير تتعلق ماذا المؤلف تعطي للقارئ.

هذه الدراسة تم العثور على العناصر السبعة القياسية الحرفية عن روبرت دي بوكرندي في جاكرتا بوست على عمود الرئي من قسم التعليم. تصميم البحوث باستخدام تحليل الخطاب الذي يركز على جاكرتا بوست في عمود رأي قسم التعليم والهدف من البحث. الباحثون باستخدام الأساليب النوعية لتحديد الحرفية التي تحدث في النص استنادا إلى السياق الاجتماعي. البيانات مأخوذة من صحيفة جاكرتا بوست التي نشرت في شهر تشرين الثاني / نوفمبر 2014 .

نتائج هذه الدراسة هو أن الحرفية في الواقع وجدت في جاكرتا بوست في رأي عمود في قسم التعليم. العناصر التي تهيمن يحدث في التماسك هو المرجعية. وبالمثل ، فإن العلاقة السببية التي غالبا ما تحدث في النص المدرج في نوع من جدلية النص. خمسة معايير أخرى هي أيضا وجدت في النص لأنه هو ذاتي. وبعبارة أخرى ، فإن نتائج البيانات يمكن أن تختلف وفقا للحالة. يحدث هذا لأن كل شخص لديه الخلفية ذاتية مختلفة.

ABSTRAK

Niya, Munjizah Syarifatun. 2015. *Tekstualitas pada The Jakarta Post pada Kolom Opini dengan bagian pendidikan*. Skripsi, Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Dr. Meinarni Susilowati

Kata kunci : Tekstualitas, Kohesi, Koherensi, Intensionalitas, informativitas, akseptabilitas, situasionalitas, intertekstualitas.

Tekstualitas adalah syarat yang harus ada di dalam teks sebagai hasil dari produk. Tekstualitas adalah sebuah media bagi pembaca untuk memahami teks melalui pola linguistik dan tekstual. Menurut Robert de Beaugrande, ada tujuh standar untuk menganalisa apakah teks tersebut termasuk dalam tekstualitas atau tidak. Ketujuh standar tersebut adalah kohesi, koherensi, intensionalitas, informativitas, akseptabilitas, situasionalitas, dan intertekstualitas.

Penelitian ini menggunakan teori tujuh standar tekstualitas oleh Robert & Dessler (1981) yang membagi ketujuh standar tersebut menjadi 3 sub-teori. Pertama adalah data yang berpusat pada teks termasuk kohesi dan koherensi dimana keduanya terkait dengan teks itu sendiri. Kedua adalah gagasan yang berpusat pada pengguna termasuk intensionalitas, informativitas, dan akseptabilitas. Standar-standar tersebut berkorelasi dengan pesan yang didapat oleh pembaca dari dalam teks. Dan yang ketiga adalah kehadiran penulis yang masuk pada situasionalitas dan intertekstualitas. Kedua standar tersebut berhubungan dengan apa yang penulis berikan kepada pembaca.

Penelitian ini dibuat untuk menemukan unsur-unsur dari tujuh standar tekstualitas oleh Robert de Beaugrande dalam *The Jakarta Post* pada Kolom Opini bagian pendidikan. Desain penelitian menggunakan analisis wacana yang berfokus pada *The Jakarta Post* dalam Kolom Opini bagian Pendidikan sebagai objek penelitian. Peneliti menggunakan metode kualitatif untuk menentukan tekstualitas yang terjadi dalam teks berdasarkan konteks sosial. Data diambil dari Koran *The Jakarta Post* yang di terbitkan pada bulan November 2014.

Hasil dari penelitian ini adalah bahwa tekstualitas memang ditemukan pada *The Jakarta Post* dalam Kolom Opini pada bagian pendidikan. Elemen yang mendominasi terjadi dalam kohesi adalah referensi. Begitu pula hubungan kausal yang sering terjadi dalam teks termasuk kedalam jenis argumentative teks. Kelima standar lain juga ditemukan di dalam teks karena bersifat subyektif. Dengan kata lain, hasil dari data dapat bervariasi sesuai dengan situasi. Ini terjadi karena setiap orang memiliki latar belakang dan subyektifitas yang berbeda

TABLE OF CONTENTS

COVER SHEET	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
CERTIFICATE OF THESIS AUTHORSHIP	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
ABSTRACT	viii
TABLE OF CONTENT	xii
CHAPTER I: INTRODUCTION	
1.1 Background of study.....	1
1.2 Research Question	5
1.3Objective of study.....	6
1.4Significance of the study	6
1.5Scope and Limitation.....	6
1.6 Research Method	6
1.6.1 Research Design.....	6
1.6.2 Data Sources.....	7
1.6.3 Research Instrument.....	8
1.6.4 Data Collection and Analysis.....	8
1.7 Definition of key terms.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 Text.....	10
2.2 Cohesion	11
2.2.1 Reference.....	11
2.2.2 Substitution.....	13
2.2.3 Ellipsis	14

2.2.4 Conjunction	14
2.2.5 Lexical Cohesion	15
2.3 Coherence	16
2.4 Intentionality.....	19
2.5 Acceptability.....	19
2.6 Informativity.....	20
2.7 Situationality.....	20
2.8 Intertextuality	20
2.9 Previous Study.....	21
CHAPTER III: FINDINGS AND DISCUSSIONS	
3.1 Findings	22
3.1.1 Article 1.....	23
3.1.2 Article 2.....	32
3.2 Discussions	47
CHAPTER IV: CONCLUSIONS AND SUGGESTIONS	
4.1 Conclusions	49
4.2 Suggestions.....	49
REFERENCES.....	51
APPENDIXES.....	53

CHAPTER I INTRODUCTION

1.1. Background of study

Textuality is the requirement that occurs in a text as a product. Neubert states that textuality reflects certain social and communicative constraints, that it is also a compendium of features that each text must possess to be classified as text. The process of these mechanisms is then embodied in recognizable linguistics patterns at textual surface (Neubert, 2005, p. 69-70). Overall, textuality is the property of text understood by readers through linguistics and textual patterns.

It is not simple to decide whether or not the text is a textuality. However, the theory of Beaugrande and Dessler can cover both of these linguistics and textual patterns. He stated that the standards of textuality include all aspects; the surface (cohesion), the conceptual relations (coherence), the author and reader's attitude (intentionality and acceptability), understanding (informativity), the setting (situationality) and the relation with the other knowledge (intertextuality) (Hossein, 2011, p. 50, Beaugrande & Dessler, 1981, p. 2)

Linguistic surface is needed by textuality as the base point to process. As Neubert states that it is induced by the linguistic surface but not confined to it (Neubert, 2005, p. 70), therefore it can be analyzed from cohesion, which concerns the ways in which actual words we hear or see are mutually connected

within a sequence. It is a semantic relation between an element in the text and some other elements that are crucial to the interpretation of it (Halliday & Hasan, 1976, p. 8). It means that the real words in text are connected by a sequence of events. According to Halliday & Hasan (1976), there are some elements that we have to know and build in cohesion, they are reference, substitutions, ellipsis, conjunction and lexical cohesion.

Conceptual relation can be analyzed from coherence. It concerns the ways in which the components of the textual word configure the concepts and relations, which underlie that the surface text is accessible and relevant (Beaugrande and Dessler, 1981, p.3). It means that coherence concerns the relevance of author's concept and lexical choices.

Intentionality is related with the author's goal. It concerns with the text producer's attitude that the set of occurrences should constitute a cohesive and coherent text which is instrumental in fulfilling the producer's intention (Chruszczewski, 2009, p. 2). It means that intentionality discusses the author's perspective in the goal of the author in communicating through text.

Acceptability deals with the readers' responses whether the text is suitable or not. It deals with the text receiver's attitude in which the set of occurrences should constitute a cohesive and coherent text having some uses or relevances for the receiver (Chruszczewski, 2009, p. 3).

The fifth is informativity. It concerns to the uniqueness and the newest information of the text, to the extent in which the occurrence of the presented text is known or unknown (Chruszczewski, 2009, p. 3).

Situationality concerns with several factors that make a text relevant to particular situation or occurrence. Finally, intertextuality concerns with the factor which makes the utilization of one text dependent upon the knowledge of one or more previously encountered texts (Beaugrande & Dessler, 1981: 9-10). They also state that a text does not fully complete seven standards of textuality, it is not called as a text.

“Cohesion and coherence are text-centered” (Chruszczewski, 2009, p.2). It means both of them focus only on a text. It refers to real words in a text that are mutually connected by a sequence. It also depends on grammatical forms and conventions. Coherence focuses on the sense of text that deals with the surface text. There are two components which depend on a textual world such as concepts and relations.

Intentionality, acceptability and informativity are called user-centered notions (Chruszczewski, 2009, p.2), meaning that these standards are related to the activity of a textual communication by producers and receivers. Intentionality focuses on the text producer's attitude while cohesion and coherence act as instruments to fulfill the producer's intentions. In order to know the producer's intentions, we have to understand the text according to cohesion and coherence aspects.

Acceptability deals with text receiver's attitude which is cohesion and coherence as instruments to have relevancies to the receiver, or in other words, how the readers receive some understandings that are relevant to their interest. Informativity concerns on how expected/unexpected or known/unknown are the occurrences in the text.

Situationality and intertextuality are the authors' presence (Chruszczewski, 2009, p. 3), meaning that a text must be relevant with an occurrence situation of both the context and the reader. It is a challenge for authors to combine their views and situations. Meanwhile, Intertextuality is the author's mind, meaning that they need their knowledge, experiences, and previous readings to affect the reader's perception and emphasize their knowledge in a text.

The important point of the seven standards of textuality is so we can measure a text by its textuality, not only from the text itself, but also from the other aspects such as readers' and author's side. In other words, it is a device to measure the accuracy between lexical choices by the writer's and the reader's understanding, that it can be found in written and spoken text. The researcher takes written text because it mostly attends to grammatical form, and also qualifies one of the seven standards of textuality by Robert de Beaugrande. Different with the written one, a spoken text focused on conveying the message.

Textuality can also be found in newspapers. There are many newspapers in Indonesia, one of them is The Jakarta Post, which is used as the subject of the research especially on the 'opinion' column. In The Jakarta Post, opinion columns are divided into two parts, one is opinion section that is written by the media staff or an expert of certain subject, and the second one which is called a "reader's forum", including "text your say", "your letter" and "a letter to the editor". It contains the readers' comments on the issues or opinions, comments, or clarification to the editor. The researcher focusses on investigating the 'opinion' column of The Jakarta Post. The purpose of opinion section is mainly to persuade

people about the issues that happened in our country, beside the researcher knowing their style and characteristic of writers based on their lexical choices.

The researcher analyzed the opinion section on education issues for two reasons, firstly because elements of cohesion are varied. All of elements build the cohesion such as reference, substitution, ellipsis, conjunction and lexical cohesion which appear in the text. Second, the researcher chooses ellipsis as an indicator to define the topic because the quantity of ellipsis on education issues is more potential than others. In addition, we also see various vocabularies were written in the same format but they were done with different forms and expressions.

There are some previous studies relevant to this research. First, Sa'idah (2009) focuses on the types of cohesion in English Translation of Surah Al-Furqon by M. Marmaduke Pickthall, in which she found the types and functions in the subject. Second, Haririn (2012) focuses on cohesion and coherence on opinion column in The Jakarta Post. He focuses to find four elements to achieve coherence in his subject. Therefore, the researcher in this particular context focuses on seven standards of textuality in written text by Robert de Beaugrande.

1.2. Research Question

Based on the background of study above, there is a research question that guides this study: How is textuality found in Education section of opinion column on The Jakarta Post?

1.3. Objective of study

Based on the problem stated before, the purpose of this study is intended to describe about the textuality found in Education section of opinion columns on The Jakarta Post.

1.4. Significance of the study

This research is expected to give contributions to Discourse Analysis both in theoretical and practical levels. Theoretically, the findings of this research will be able to develop knowledge especially about discourse and text. Therefore, the result of this study may become new references to get a deeper understanding.

Practically, for the next researchers who are interested in this study can make this research as references to do the next research in the same area or analyze textuality using constitutive and generative principles.

1.5. Scope and Limitation

The researcher focuses on seven standards of textuality which is used to analyze opinion columns of The Jakarta Post published on November 2014 especially on education topics. The researcher takes two texts because in The Jakarta Post published on November 2014 there are two texts which discuss about education.

1.6. Research Method

1.6.1. Research Design

This research uses qualitative design as the method to conduct this research because it needs to explore textuality and understanding the

process of textuality (Creswell, 2012, p. 16). It also does not use numeral data for this research. Qualitative method is appropriate for this research because this method is worth to determine textuality that occurs in text based on particular social context (Creswell, 2012, p. 43). It means textuality is a phenomenon that occurs in our society. This research described textuality descriptively, so this method called descriptive qualitative.

Besides, this research used Discourse Analysis as an approach because Discourse Analysis as the tool to look at “larger unit of texts such as conversational and textual organizational patterns that are typical of particular uses of languages, or genres” (Martin & Swales in Paltridge, 2010, p. 256).

1.6.2. Data Source

The primary data are taken from The Jakarta Post published on November 2014 because the researcher wants the newest data to analyze. The researcher did not take all opinion columns The Jakarta Post published on November 2014 and takes education as a topic. It is different from the other topics such as economics and political which have little ellipsis in a text. In this research, the researcher finds two opinions about education issues published on November 2014.

1.6.3. Research Instrument

The researcher uses human research instrument as the main tool of her research, because she cannot use the other instrument to collect data.

1.6.4 Data Collection and Analysis

The researcher does several steps to collect the data. Firstly, the researcher reads all of sections in The Jakarta Post published on November 2014 in order to look for the section suitable with the research question. Second, she classifies the section based on particular topics. As she explained above, opinion columns are divided into two parts. There is opinion section that is written by an official or expert of certain subjects and “reader’s forum”. The researcher finds three kinds of opinions such as economics, politics, and educations. Third, the researcher takes one article for each topic begin choosing the topics based on cohesion term especially in ellipsis. Finally, she chooses education because that topic is richer features of textuality.

After collecting the data, the researcher begins looking for the general information about the author. After that, the researcher identifies these texts with seven standards of textuality by Robert & Dessler. As explain above, the main points of this research are cohesion and coherence because these standards focus on the text. It begins with cohesion by Halliday & Hasan (1976). Then the researcher identifies coherence and the

other five standards (intentionality, informativity, acceptability, situationality, and intertextuality) by Renkema (2004)

1.7 Definition of key terms

Textuality: the property of text being understood by readers through linguistics and textual patterns.

Cohesion: a semantic relation between an element in the text and some other element that is crucial to the interpretation of it (Halliday & Hasan 1976: 8)

Coherence: the connection that knowledge of the reader can be requirement to qualify as a text (Renkema, 2004, p. 49).

Intentionality: the text producer's attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intention (Chruszczewski, 2009, p.2).

Acceptability: the text receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some use or relevance for the receiver (Chruszczewski, 2009, p. 3).

Informativity: the extent in which the occurrence of the presented text is known or unknown (Chruszczewski, 2009, p. 3).

Situationality: the aspects that makes a text relevant to a situation of occurrence.

Intertextuality: the factor which makes the utilization of one text dependent upon knowledge of one or more previously encountered texts (Beaugrande & Dessler, 1981, p. 9-10).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories which are related to this research. It begins with definition of text, seven standards of textuality namely cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. The detailed explanation is described below.

2.1 Text

There are some definitions of text from the expert. The first is Brown & Yule (1983, p.6), stating that text as a technical term refers to the verbal record of communicative act. This statement is related with the manner of production. They explain some steps of production both spoken and written. In written text, steps of production start from what the author wants, punctuation, word choices, relation between author's mind and authors says, etc.

Second is Halliday & Hasan (Brown & Yule, 1983, p. 191). They argue that text as semantic unit: a unit not of form but of meaning. It means that Halliday & Hasan define text from the cohesive relations which create texture. They also state that textures are the requirement to define these set of sentences are text or not (Brown & Yule, 1983, p. 191).

Finally, Robert de Beaugrande & Dessler (cited in Renkema, 2004, p. 49), state that the text is a communicative occurrence which is has to meet seven standards of textuality: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. Every standard will be explained deeply in the sub-parts.

2.2. Cohesion

Cohesion is the primary factor to define text as a text through textuality. There are some definitions from experts. Beaugrande & Dessler state that Cohesion concerns the ways in which actual words we hear or see mutually connected within a sequence. The surface components depend upon each other according to grammatical forms and conventions, such that cohesion rests upon grammatical dependencies (Beaugrande and Dessler, 1981, p. 3). Beaugrande and Dessler also said there are seven devices of cohesion such as recurrence, partial recurrence, parallelism, paraphrase, pro-form, ellipsis, tense and aspect and junction.

Cohesion is the connection which results when the interpretation of a textual element is dependent on another element in the text (Renkema, 2004, p. 49). He uses Halliday and Hasan's theory about types of cohesion. Different from Beaugrande & Dessler, they define five types of cohesion; substitutions, ellipsis, reference, conjunction, and lexical cohesion. Sanna (2006) argued that cohesion refers to grammatical and lexical elements on the surface text which was connected with the other element of text.

2.2.1 Reference

Reference is the specific nature of the information that is signaled for retrieval (Halliday & Hasan, 1976, p. 31). In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text (Eggins, 1994, p. 95). There are two general types of reference; exophoric and

endophoric. Exophoric is reference that must be made to the context of situation. Whereas endophoric is reference which purely use cohesive theory. Endophoric reference divided into two types; anaphoric and cataphoric. Anaphoric refers to any reference that “point backwards” to previously mentioned information in text, when the information needed for the interpretation is in the preceding portion of the text. Cataphoric refers to any reference that “point forward” to information that will be presented later in the text, when the information needed for the interpretation is to be found in the part of the text that follows.

There are three main types of reference. Such as personal, demonstrative, and comparative reference. Personal reference is reference by means of function in the speech situation, through the category of person (Halliday & Hasan, 1976, p. 37). Such as speaker as a first person, addressee as a second person and another participant as a third person. There are three classes of personal such as pronoun, possessive determiner or possessive adjective and possessive pronoun. Demonstrative reference is indirect reference by means of location, on a scale of proximity (Halliday & Hasan, 1976, p. 37). It is divided into two such as adverbial demonstrative (here, there, now and then) refers to the location of a process in space or time and selective nominal demonstratives (this, these, that, those and the) refers to the location of a person or an object participating in the process.

Comparative reference is indirect reference by means of identity or similarity (Halliday & Hasan, 1976, p. 37). It is divided into two types: general and particular comparison. General comparison is meant comparison that is simply in terms of likeness and unlikeness, without respect to any particular property: two things may be the same, similar or different (Halliday & Hasan, 1976, p.77). The adjectives function in the nominal group as deictic or epithet and the adverbs function in the clause as adjunct. Particular comparison means comparison that is in respect of quantity or quality. The adjectives functions in the nominal group either as numerative or epithet and the adverbs function in two ways: either as adjunct in the clause or as sub- modifier, in which case they occur within an epithet or a numerative or within an adjunct (Halliday & Hasan, 1976, p.80).

2.2.2 Substitution

Substitution is a relation between linguistic items, such as words or phrases in the level of lexico grammatical (Halliday & Hasan, 1976, p.89). It is the replacement of a word (group) or sentence segment by a ‘dummy’ word. The reader or listener can fill in the correct element based on the preceding sentences (Renkema, 1993, p. 37). There are three types of substitution: nominal, verbal, and clausal. In nominal substitution, the most typical substitution words are “one and ones” and they substitute

noun. In verbal substitution, the most common substitute is the verb “do” and sometimes use in conjunction with “so”. In clausal substitution, an entire clause is substituted and though it may seem to be similar to nominal and verbal substitution.

2.2.3 Ellipsis

Similar to substitution, ellipsis is a grammatical rather than semantic relationship. The difference between substitution and ellipsis is that in the former a substitution counter occurs in the slot and the presupposed item is replaced. Ellipsis also has three types such as nominal, verbal, and clausal (Halliday & Hasan, 1976, p.143).

2.2.4 Conjunction

Conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. It signals the way the writer wants the reader to relate what is about to be said to what has been said before (Baker, 2001, p. 191). He also said that the main relations of conjunction classify into five; additive, adversative, causal, temporal and continuatives

There are some key words in each types of conjunction (Baker, 2001, p. 191).

Additive : and, or, also, in addition, furthermore, besides, similarly, likewise, by contrast, for instance;

Adversative : but, yet, however, instead, on the other hand, nevertheless, at any rate, as matter of fact;

Causal : so, consequently, it follows, for, because, under the circumstances, for this reason;

Temporal : then, next, after that, on another occasion, in conclusion, an hour later, finally, at last;

Continuatives : now, of course, well, anyway, surely, after all.

2.2.5 Lexical Cohesion

Lexical cohesive devices refer to the role played by the selection of vocabulary in organizing relation within text (Baker, 1992, p. 202). It is deals with the word used to connect the sentences. Paltridge (2012) stated that there are five kinds of lexical cohesion such as repetition, synonymy, antonymy, hyponymy, meronymy and collocation.

Repetition refers to words that are repeated in a text. This includes words which are inflected for tense or number and words which are derived from particular items. Synonymy refers to words which are similar in meaning. antonymy describes opposite or contrastive meaning. Hyponymy refers to classes of lexical items where the relationship between them one of 'general-specific'. Meronymy is where lexical items are in a 'whole to part' relationship with each other.

Collocation describes association between vocabulary items which have a tendency to co-occur such as combination of adjectives and nouns, verbs and nouns and expectancy relations where there is a predictable relationship between a verb and either the subject or the object of the verb (Paltridge, 2006, p. 139). According to Halliday & Hasan theory, collocation covers any instance which involves a pair of lexical items that are associated with each other in the language in some way (Baker, 1992, p. 203).

2.3 Coherence

According to (Rankema, 2004, p. 49), Coherence is the connection that knowledge of the reader can be requirement to qualify as a text. (Hormann in Hossein, 2010, p. 52) stated that continuity of senses is defined as the foundation of coherence which results from the configuration of concepts, expressed relations, and the receivers' knowledge of the world. Mostly same as Hormann's theory, (Hatim & Mason in Hossein, 2010, p.53) define coherence as the procedures which ensure conceptual connectivity, including logical relations; organization of events, objects, and situations; and continuity in human experience. Overall, mostly experts argued that coherence is connection between concepts, relations, and receivers' knowledge.

Rankema said that there are two types of coherence: the additive relation and the causal relation.

The additive relation can be traced back to conjunction and as such is related to various types of coordination such as *and*, *but*, *or*, or an equivalent of these words.

There are four major types that should be discussed:

- a) Conjunction: links things which have the same status. It is an additive relation, when we connecting two interdependent events or situations mentioned within a sentence. The characteristic of conjunction used word ‘and, moreover, also, in addition, besides, furthermore, etc’.

Ex.

The great birds like to roost in trees in parks just outside the town, and since 1885 the local citizens have made the best situation.

- b) Disjunction: links things which have alternative status. It is most used ‘or’ (sometimes expanded to ‘either-or’, ‘whether or not’, etc.)

Ex.

A man must not be too precipitate, or he runs over it [his hat]; he must not rush to the opposite extreme, or he loses it altogether.

- c) Contra junction: links things having the same status but appearing incongruous or incompatible in the textual world. It used word *but*, *however*, *yet*, *nevertheless*, etc. The function of contra

junction to cause problematic transitions at points where seemingly improbable combinations of events or situations arise.

Ex.

Discouraged aides talked openly on the trip becoming a debacle. But at the last minute Carter achieved a victory of presidential diplomacy.

- d) Subordination: links things when the status of one depends on that of the other. It is represented by a large repertory of junctive expressions: 'because', 'since', 'as', 'thus', 'while', 'therefore', etc. Subordinating junctives make common types of coherence explicit such as cause and temporal proximity (then, next, before, after, since, whenever, while, during, etc.

Ex.

It would befoul Long Beach Harbor with oil spills and seriously worsen the local smog problem, because merely unloading the oil would release hydrocarbon fumes into the atmosphere.

A causal relation can be traced back to an implication and is as such related to subordination. The most important causal relations are the seven types: cause, reason, means, consequence, purpose, condition, concession. These discourse relations can be distinguished as follows. A cause indicates a consequence that is outside the domain of volition. A reason always indicates that a volitional aspect is present. A means is a deliberate utilization of a cause in order to achieve a volitional consequence. A purpose is a volitional consequence. A condition is a necessary or possible cause or reason for a possible consequence. A

concession is a cause or reason for which the expected consequence fails to occur, or the yielding of a point (Rankema, 2004, p. 109).

2.4 Intentionality

Intentionality is the producers' intentions in a text for specific goal. It means that "writers and speakers must have the conscious intention of achieving specific goals with their message, for instance, conveying information or arguing an opinion" (Rankema, 2004, p.50). Neubert & Shreve (1992) believe that intentionality is not really about an author's intention, because sometimes the text does not accomplish what the author intends. It is about the effects of an author's decisions on the text and their subsequent impact on the receptive intentions of the reader (Hossein, 2010, p. 55).

2.5 Acceptability

Acceptability requires that sequence of sentences be acceptable to the intended audience in order to qualify as a text (Rankema, 2004, p.50). Neubert & Shreve (1992) stated that the receiver must be able to determine what kind of text the sender intended to send, and what was to be achieved by sending it (Hossein, 2010, p. 56). In other words text becomes acceptable, if readers determine to accept the text depends on reader informations' need.

2.6 Informativity

In formativeness is necessary in discourse. A text must contain new information. The term of informativity is to designate the extent to which a presentation is new or unexpected for the receivers. Usually, the notion applied to content, but occurrences in any language subsystem might be informative. If a reader knows everything contained in a text, then it does not qualify. Likewise, if a reader does not understand what is in a text, it also does not qualify as a text (Rankema, 2004, p.50)

2.7 Situationality

Situationality is essential to textuality. so, it is important to consider the situation in which the text has been produced and dealt with. The term situationality is a general designation for the factors which render a text relevant to a current or recoverable situation of occurrences. If the dominant function of a text is to provide a reasonably unmediated account of the situation model, situation monitoring is being performed. If the dominant function is to guide the situation in a manner favorable to the text producer's goals, situation management is being carried out. (Rankema, 2004, p.49)

2.8 Intertextuality

The term of textuality is subsuming the ways in which the production and reception of a given text depend upon the participants' knowledge of other texts. It means that a sequence of sentences is related by form or meaning to other

sequence of sentences (Rankema, 1993, p. 36). Means that intertextuality concerns about the ability of the authors to give information through their knowledge, writing skill and lexical choices to make readers prove that these text are acceptable for them.

2.9 Previous Studies

There are some previous studies relevant to this research. First, Sa'idah (2009) focuses on the types of cohesion in English Translation of Surah Al-Furqon by M. Marmaduke Pickthall. She uses Robert and Dessler theory of seven standards which are sequence of sentences to qualify a text such as cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. She analyzes types of cohesion and the function. Second, Haririn (2012) focuses on cohesion and coherence on opinion column in The Jakarta Post. In cohesion, she uses Rankema's theory, whereas in coherence, she uses Oshima and Hogue theory about four elements to achieve coherence in a text repeating the key noun, using consistent pronoun, use transition signal is to link the idea and logical order.

From the previous studies above, this study focuses on seven standards of textuality on the opinion column of The Jakarta Post by Robert de Beaugrande & Dessler (1981). They are cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality. The researcher thinks this research is different from others because it coverage all aspects on seven standards of textuality by Robert & Dessler.

CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter presents and discusses findings on textuality found on The Jakarta Post in opinion columns. When presenting the data, the researcher refers to the research problem, and the data analysis is based on the theory proposed by Halliday and Hasan (1976) for cohesion, Renkema (2004) for coherence, intentionality, acceptability, informativity, situationality and intertextuality.

3.1 Findings

This research investigates textuality on The Jakarta Post in opinion columns. These are classified into two parts, opinion articles written by officials or experts and written readers forum. The opinions written by experts focus on education topics because they have richer features of textuality. This research consists of two articles. The first article was written by Master of Philosophy from University of Indonesia. The second article was written by an associate professor of Atma Jaya Catholic University. The detailed information about the articles will be described below.

The whole data were purposely coded to know the relation between one paragraph to another. In the beginning, the data were presented with coding scheme to make the analysis easier. Number one (1) is the code for cohesion which is put behind the datum. Coherence uses number two (2) as a code which is put at the front of the datum. These configurations are used to differentiate between cohesion and coherence. On the other five standards, we cannot use code to analyze them because they have to be analyzed a lot deeper into the whole article. Therefore, those standards will be discussed after cohesion and coherence.

3.1.1 Article 1

The researcher took this text from The Jakarta Post newspaper especially in opinion column published on November 06, 2014. With title "Civic Education". This text was written by Satrio Wahono from Jakarta. He has a degree of Master of Philosophy from University of Indonesia. In this text, the writer discussed about the methods of civic education which he believed can build the nation's high quality human resources. He gave three methods to make that subject more interesting.

Civic education

Civic education plays a strategic role in building the nation's high-quality human resources. (2.1) It is compulsory in our (1.1) universities to (2.2) "educate youths to become civilized and (1.2) well-mannered citizens equipped with (1.3) knowledge about their (1.4) rights and (1.5) obligations as (1.6) part of their (1.7) society and (1.8) the global community", the guide to the subject says.

(2.3) However (1.9), this character-building subject is often (1.10) boring for (1.11) students, partly because (1.12) some (1.13) lecturers still employ the subject as (1.14) a means of indoctrination to instill ideological values within students.

(2.4) This is unfortunate, since civic education in Indonesia actually (1.16) involves a variety of themes for students: democracy, human rights, the state and Constitution, regional autonomy and (1.17) the state philosophy, Pancasila.

(2.5) Therefore (1.18), civic education lecturers should employ effective methods to make civic education a more (1.19) enjoyable subject to study.

(2.6) As (1.20) a lecturer of civic education myself at several universities, I can share at least three such methods.

(2.7) Method 1: students can be invited to engage in democratic practices by designing programs for (1.21) fictional political parties competing in a simulated general election.

(2.8) Students work in groups and come up with fictional political parties complete with ideological platforms and (1.22) concrete programs. When all of the groups have finish presenting their (1.23) parties, the students are asked to organize an election to select the best political parties.

(2.9) The winning party and members are rewarded with the highest (1.24) grade for this (1.25) particular assignment. (2.10) The assignment can be further improved and (1.25) expanded by asking students to simulate campaigns for fictional presidential or (1.26) regional head candidates. Discussions during the campaigns usually became heated, since most (1.28) students want to criticize policies promoted by the fictional candidates.

(2.11) Another advantage of this (1.29) approach is that (1.30) it trains students to be politically literate and (1.31) accustomed to open dialogue as well as (1.32) debate.

(2.11) Method 2: students are asked to present papers under the umbrella theme "If I (1.33) were one of our (1.34) founding fathers/mothers".

(2.12) They are assigned to study the minds of the nation's founding leaders, such as (1.35) Sukarno, Mohammad Hatta, Sutan Syahrir, Tan Malaka, RA Kartini and (1.36) others, and (1.37) further imagine what those (1.38) figures would do about current problems such as (1.39) corruption and (1.40) separatism.

(2.13) To minimize plagiarism, lecturers should require students to use and (1.41) underline several (1.42) key words in their (1.43) papers. (2.14) Method 3: students are involved in a debate activity called the “devil’s advocate”. In this (1.44) game, the class is divided into pros and cons, and (1.45) each side must zealously support controversial ideas.

(2.14) There (1.46) is a limitless (1.47) number of suitable controversial ideas: the elimination of capital punishment, a referendum to separate from the republic, the transformation of Indonesia into a theocratic country, the elimination of presidential elections by popular vote.

(2.15) This (1.48) game never fails to stimulate a heated debate. (2.16) As (1.49) a result, students will be accustomed to think critically, tolerate differences in arguments and view problems more (1.50) comprehensively from widely differing perspectives.

(2.17) At the very least (1.51), the students in my (1.52) civic education class, when engaged in activities like (1.53) those (1.54) I have detailed here (1.55), seem to show more (1.56) enthusiasm following the course and find the subjects a little bit more (1.57) fun to study.

The writer is a scholar of sociology and Master of Philosophy from the University of Indonesia who lecturer in civic education and other subjects.

There are eight data found in the first paragraph, which were included in references and conjunctions. First is “*our (1.1)*” in the second sentence which refers to the author and readers that replace the context. In this datum, the word “*our (1.1)*” is a personal reference which refers to the plural form. This is called as personal exophoric reference, meaning that this word which is included in pronoun functions in identifying the context and the situation. Then, the word “*and (1.2&1.8)*” represents additive conjunctions which has a function of connecting two words. The next datum “*with (1.3)*” represents additive conjunction which functions in adding the previous sentence. Next is “*their (1.4&1.7)*” in that paragraph refers to “*our*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means that those words were included in pronoun which has a function in specify things or object “*our*” which is followed by its pronoun, hence it is called anaphoric reference.

For coherence, there are two causal relations with different types. The first one is a consequence type, in a bid to show how to build the nation’s high-quality human resources. The second type is a purpose, because it explains about why

civic education plays a strategic role to build the nation's high-quality human resources.

In the second paragraph, there are six data that appear, consisting of conjunctions and references. "however (1.9)" in this datum is adversative that retrospective power of "and" so we called adversative conjunction. In addition, this datum included in emphatic contrastive. First is "often (1.10) and some (1.13)" are comparative references that comparison in terms of quantity. Because those refer to number of repetition something. Second, "for (1.11) and because (1.12)" are causal conjunctions because it words show a reason to add the explanation. And then, the word "as (1.14)" represents the concept of similarity that reference to word "subject". Similarity is a part of comparative reference. In addition, that datum called anaphoric because "as" its followed by "subject". The coherence of that paragraph is additive relation. Because in that paragraph, there is a keyword of contrast "however (2.3)"

In third paragraph, we found two data. First, "actually (1.16)" is a kind of adversative conjunction in contrastive avowal. The writer uses this conjunction to make the reader aware about the situation. And the word "and (1.17)" represents additive conjunction which has function connecting two words or to make a code that the word after conjunction is the last word of that sentence. The coherence in this paragraph is also causal relation of means types because it is explanation the previous paragraph.

In the next paragraph, there are two kinds of cohesive devices. Such as conjunction and reference. First, is "Therefore (1.18)" is a general conjunction to shows cause of the previous sentence. And "more (1.19)" is a comparative

reference that shows comparison in term of quality of “*enjoy*”. There is a causal relation with purpose type because it is the purpose how people enjoyable with civic education subject.

The fifth paragraph is the word “*as (1.14)*” represents the concept of similarity that reference to word “*lecturer*”. Similarity is a part of comparative reference. In addition, that datum called cataphoric because “*lecturer*” followed by “*as*”. About relation of this paragraph is a causal relation with consequence types. We can look at the beginning sentence that he has to share methods that make people enjoy with civic education subject. It has relations with him as a lecturer of civic education.

In the next paragraph, there are conjunction and reference. As explain above, the word “*and (1.22)*” is conjunction which has function to adding explanation of previous sentence. The word “*their (1.23)*” in second sentence is refers to “*Students*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, this word includes pronoun which has function to specify thing or object. “*Students*” is followed by its pronoun called anaphoric reference. In that paragraph, the writer begins with explain the first method generally. It called this sentence as a causal relation with means type. Because this sentence is explanation of “*I can share at least three such methods*”. And this paragraph also a causal relation with means. Because this paragraph is deeply explained about method 1.

In eighth paragraph, the word “*the highest (1.24)*” is comparative reference with superlative degree. Actually, highest is not referential because it

includes self- defining. In other word, “*highest*” can stand by itself. The function is different if the previous word is an article. After that, “*this*” refers to “*organize an election to select the best political parties*”. “*This*” include demonstrative participant as modifier because it word following noun “*particular*” and called demonstrative anaphoric reference. Then, the word “*and (1.25)*” is conjunction which has function to adding explanation of previous sentence. The word “*or (1.26)*” also conjunction as a disjunction. Means that, the writer gives an option to select what the reader wants. The last is “*most (1.28)*” as comparative reference which compare the term of quantity because it followed by noun “*students*”. In eighth paragraph, first sentence is still causal relation with means types. Because it concerns in method 1. Then, in second sentence, the writer explains the purpose of that method and called causal relation with purpose type.

The ninth paragraph, there are four data that appear in that paragraph. First is demonstrative reference by “*this (1.29)*” that refers to “*discussions*”. The word “*this*” in that paragraph shows singular form. Same as “*this (1.29)*”, the word “*that (1.30)*” also shows singular form. Both of data called demonstrative reference with singular form. Those data followed by noun called demonstrative anaphoric reference as a modifier. Then, the word “*and (1.31)*” is conjunction which has function to adding explanation of previous sentence. Last is “*as well as (1.32)*” is comparative reference as a similarity in term of quality. That paragraph is additive relation with addition key word. We can read that the writer explains another purpose of using method 1.

The next paragraph, there are two personal references. First, the word “*I (1.33)*” in that sentence refers to “*students*”. “*I*” is also as pronoun by specifying

subject as a head. This is called personal anaphoric reference. It means, this word includes pronoun which has function to specify thing or object. “*Students*” is followed by its pronoun called anaphoric reference. The word “*our (1.34)*” in that paragraph refers to “*all of people*”. In this datum, the word “*our*” is a personal reference which refers to speaker and reader. This is called as personal exophoric reference. It means, this word includes pronoun which has function to specify thing or object and “*our*” refers to the context. As a sixth paragraph, this paragraph also called causal relation with mean type. Because it explanation of other methods in fifth paragraph.

The next paragraph, there are five data that appear in a text. First, “*such as (1.35&1.39)*” is a comparative reference that contains of similarity in term of plural. Then, the word “*and (1.36, 1.37 &1.40)*” is conjunction which has function to adding explanation of previous sentence. And “*those (1.38)*” is a demonstrative anaphoric reference that shows the term of plural. “*those*” refers to previous sentence “*Sukarno, Mohammad Hatta, Sutan Syahrir, Tan Malaka, RA Kartini and others*”. This paragraph also causal relation with means type because it is explanation of previous paragraph.

Then, word “*and*”, “*their*”, “*this*” and “*several*” appear in that paragraph. The word “*and (1.41)*” is conjunction which has function to adding explanation of previous sentence. “*several (1.42)*” is comparative reference with the term of quality because the word “*several*” is followed by noun “*key words*”. The word “*their (1.43)*” in the second sentence refers to “*Students*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, this word is pronoun

which has function to specify thing or object. “*Students*” is followed by its pronoun called anaphoric reference. In the last sentence, demonstrative reference “*this (1.44)*” refers to “*method 2*”, called demonstrative anaphoric reference. Coherence in that paragraph is causal relation with purpose type because the writer wants to remind the readers about some cases often happened in that method. This paragraph is also the explanation of the sixth paragraph about other method. In the second sentence, we called causal relation a means type

The thirteenth paragraph, words “*there*” and “*a limitless*” appear in that paragraph. The word “*there (1.46)*” is a kind of demonstrative reference that refers to general. Its means that “*there*” in this paragraph refers to general controversial ideas, not particular ideas. “*limitless (1.47)*” is a kind of comparative reference with comparative adjective which function is as comparison of quantity. The coherence in this paragraph is a causal relation with means type because it is an explanation of previous sentence about controversial ideas.

There are three data that appear. First, “*this (1.48)*” in the first sentence refers to “*devil’s advocate*”, called demonstrative anaphoric reference. Second, the word “*as (1.49)*” represents the concept of similarity that refers to word previous sentence. Similarity is a part of comparative reference. In addition, that datum is called anaphoric because “*This game never fails to stimulate a heated debate*” is followed by “*as*” and called as comparative anaphoric reference. The word “*more (1.50)*” is comparative reference with adverb, as the comparison of quality. There are two causal relations in this paragraph. First, causal relation with reason because the sentences explain that “*devil’s advocate*” game never fails to

stimulate debate. Second, it is explanation of the result of that game, called causal relation with purpose.

The last paragraph, there are seven data that appear in cohesion. “*at very at least (1.51)*” is a conjunction with adversative relation. Because it shows clarification of previous sentence. “*my (1.52)*” in the first sentence refers to “*the writer*” and it called as personal exophoric reference. “*my*” also as pronoun by specifying subject as a head. This is called personal exophoric reference. This word includes in pronoun which has function to specify thing or object. The third data is “*like (1.53)*” represents the concept of similarity that is reference to word “*those*”. Similarity is a part of comparative reference. In addition, that datum is called cataphoric because “*like*” refers to the next word “*those*”. It is called comparative cataphoric reference. And the word “*those*” is a part of demonstrative reference as a plural form. “*those*” refers to “*method 1, 2, and 3*”, called demonstrative anaphoric reference. Demonstrative “*those*” indicates plural form as a head and refers to “*method 1, 2, and 3*”. The word “*here (1.55)*” is a kind of demonstrative reference that refers to particular thing. It means that “*here*” in this paragraph refers to particular to his methods. And the last, the word “*more (1.56&1.57)*” is comparative reference with adjective. Finally, the coherence of this paragraph is causal relation with condition because this paragraph explains how condition of his class when he teaches.

This article intends to show how students learn civic education more fun and critical. He gives some methods to make students enthusiasm in civic education. He prefers students work in groups because it build students’

characters. In the first paragraph, he explains purposes of learning civic education. In the second and the third paragraph, the writer explains the reality of learning civic education subject and those themes. In the fourth paragraph, he gives his opinion generally. Then, he proves his opinion by explaining three methods from the fifth paragraph.

The next standard is acceptability. This article is a good article for readers especially lecturers because it can be resources to improve the way they teach. Those methods are also useful for students because they practice directly, although its only simulation. Then, the fifth standard is informativity. There are some information from this article. The first, civic education is an important subject to build our nationalism. The second, some lecturers teach their subjects with the same method. Thus, teachers must be creative to make students interested in their subjects. Means that, they have to use various methods to make students more interest. Finally, learning, playing and practicing are suitable methods to make students interested in their subjects because not only learning about theory, they also practicing that theory by playing games.

The next standard is situationality. Students are more interested in student-centered approach rather than teacher-centered. It is because of the teacher's primary role is to coach and facilitate student learning. This approach makes students enjoy to learn. The last standard is intertextuality. This article also fulfills the requirement of intertextuality. As explained above, the first paragraph explained purposes of learning civic education. Then, explained the situation of

learning civic education subjects and those themes. After that, he states his opinion and proves his opinion in those paragraphs.

3.1.2 Article 2

The researcher taken this text from The Jakarta Post newspaper especially in opinion column published on November 30, 2014. Entitled "Social media as a safe site for subverting a teacher's power". This text was written by Setiono Sugiharto from Jakarta. He is an associate professor of Atma Jaya Catholic University.

In this text, the writer discusses about three students of senior high school in Riau province which are lampoon their teachers in social media. They get penalties from what they already done. He gives some opinions about this case as an expert.

November 30, 2014

Social media as a safe site for subverting a teacher's power

Setiono Sugiharto
Jakarta

Three senior high school students from Siak regency, Riau province, have of late been under a media spotlight. (2.1) Having lampooned their (1.1) teacher via social media, (2.2) they (1.2) were temporally expelled from school, (2.3) before eventually being allowed to return.

(2.4) The school apparently felt offended by the students' facebook statuses, which read "when we (1.3)'re late, we (1.4) get punished, if teachers are late, they (1.5) just escape penalty."

(2.5) There's little doubt that (1.6) the presence of high-tech gadgets has made people highly literate and critical. (2.6) While people can keep detached from others, on their (1.7) social media they (1.8) can still exercise "authority" as (1.9) those (1.10) who have the right to express who they actually are (1.11). (2.7) Social media has created a safe site for them (1.12) to comfortably explore their (1.13) identities without necessarily conforming to established discourses.

(2.8) It is in this (1.14) context that (1.15) the case of the three students above needs to be understood. (2.9) First, the classroom is a microscopic powerladen site, with teachers often free to exercise control over students. (2.10) opposing this authority by directly showing overt resistance is considered subservise, especially where a culture of "total obedience" is still inculcated into students.

(2.11) Second, schools keep students under surveillance by censoring students' patterns of verbal behavior (i.e. their (1.16) identities) that (1.17) don't conform to the established school regulations as (1.18) they (1.19) are often deemed institutionally improper and undesirable. (2.12) With strict school regulations, students may feel that (1.20) their (1.21) preferred identities are under threat.

(2.13) Social media like facebook and twitter have been considered by many as (1.22) cozy and (1.23) safe sites to show off one's true identity. (2.14) Thus, the three high school students found it (1.24) more effective to subvert their (1.25) teachers' power through social media. (2.15) Voicing their (1.26) critical thoughts on hidden sites free from surveillance is a common strategy of the oppressed.

(2.16) We have witnessed how social media has created furor over the use of dissent by the common people against officials considered to have abused power

(2.16) Interestingly, critical voices may not always take a linguistic form but (1.27) are (1.28) also manifested through such practices as (1.29) pictorial parodies, satires and jokes, the use of which are (1.30) facilitated and disseminated by social media.

(2.17) The students' posted messages can be interpreted as (1.31) covert resistance against power inequality and (1.32) injustices (1.33) faced in school. (2.18) The students' blatant and (1.34) direct call for a fair treatment of tardiness would have been highly unlikely, given their (1.35) subservient role and (1.36) lack of bargaining power. (2.19) Thus, being critical in an open public site, like (1.37) a school, is avoided at all cost as (1.38) students would be likely to face institutional penalties.

(2.20) Through this (1.39) surveillance-free space, they (1.40) have not only celebrated freedom to opine, (2.21) but (1.41) they (1.42) also display a critical attitude against any effort to undermine their (1.43) identities.

(2.22) It is however (1.44) ironic that (1.45) the students ought to face penalties due to their (1.46) criticism of their (1.47) teacher's tardiness, while advances in digital technology have paved the facilitation of critical thinking in education.

(2.23) Yet, though the school might have felirked about the students' posted messages the detached, critical voices the student developed via social media should not be undermined. (2.24) What their (1.48) criticism have shown us (1.49) is that (1.50) the students, while seemingly obedient and (1.51) docile in classrooms have managed to develop complex oppositional discourses outside of the classroom that (1.52) outsmart their (1.53) teachers. (2.25) This (1.54) is indeed a witty strategy to subvert the domination of the teacher's power.

The writer is an associate professor at Atma Jaya Catholic University, Jakarta

In the first paragraph, there are two kinds of personal reference. First is the word "*their (1.1)*" in second sentence refers to "*three Students of senior high school in Riau province*". In this datum, the word "their" is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, this word included in pronoun which has function to specify thing or object "*Three Students of senior high school in Riau province*" is followed by its pronoun called as anaphoric reference. Second, the word "*they (1.2)*" in the second sentence refers to "*three Students of senior high school in Riau province*". "*They*" is also as pronoun by specifying subject as a head. This is called as personal anaphoric reference. It means, this word is included as pronoun

which has function to specify thing or object. *“Three Students of senior high school in Riau province”* is followed by its pronoun and called anaphoric reference.

There are two data that appear in the first paragraph. *“Three senior high school students from Siak regency, Riau province, have of late been under a media spotlight. (2.1) Having lampooned their teacher via social media, they were temporally expelled from school, before eventually being allowed to return”*. There is relation between first and second sentences. First sentence shows the case of this text. Means, that author introduced the text generally. Then the second sentence represents supporting sentence which consists of causal factor. According to Renkema, this relation called causal relation with causal type. The second and third datum appear in second sentence *“Having lampooned their teacher via social media, (2.2) they were temporally expelled from school, (2.3) before eventually being allowed to return”*.

The second paragraph consists of three data. *“We”* (1.3&1.4) refers to *“three Students of senior high school in Riau province”*. *“we”* categorized as pronoun by specifying subject as a head and called as personal anaphoric reference. It means, this word concluded in pronoun which has function to specify thing or object. *“Three Students of senior high school in Riau province”* is followed by its pronoun and called anaphoric reference. The word *“they (1.5)”* is different from the previous paragraph. It refers to *“teachers”* in that sentence. And the word *“teacher”* will be followed by *“they”*. This word is called personal reference that refers to the third person plural. As previous datum, these are called personal anaphoric reference.

There are three sentences connected by comma. The relation between the first and the second sentences (2.2) are consequence types. The second sentence shows the consequence of lampoon their teachers. It is called causal relation with consequence. Thus, between the second and the third sentences (2.3) are conjunctions “before” to connect those sentences. This relation called as additive relation. The fourth datum in the second paragraph “(2.4) *The school apparently felt offended by the students’ facebook statuses, which read “when we’re late, we get punished, if teachers are late, they just escape penalty.”* explained how students lampoon their teachers via social media. It is included in causal relation which means type.

In the third paragraph, there are several data that consist of reference and ellipsis. First, word “*that (1.6)*” refers to “the students’ facebook statuses”. “*That*” is called demonstrative participant as modifier because this word is followed by noun. In addition, it is possible to add noun clause in that sentence like “There’s little doubt that “*the students’ facebook statuses*” presence of high-tech gadgets has made people highly literate and critical. Then, the word “*their (1.7&1.13)*” in the second and third sentences refer to “*people*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. This word includes in pronoun which has function to specify thing or object. “*people*” is followed by its pronoun called anaphoric reference. Then, the word “*they (1.8)*” in the second sentence refers to “*people*”. “*They*” is pronoun by specifying subject as a head. This is called personal anaphoric reference. It means, this word is included in pronoun which has function to specify thing or object. “*people*” is followed by its pronoun called

anaphoric reference. The word “*as* (1.9)” represented the concept of similarity that reference to word “*those*”. Similarity is a part of comparative reference. In addition, that datum is called cataphoric because “*as*” refers to the next word “*those*” called comparative cataphoric reference. The word “*those* (1.10)” is a part of demonstrative reference as a plural form. “*those*” refers to “*people*”. They are called demonstrative anaphoric reference because “*those*” indicates plural form as a head and refers to “*people*”. Then, the word “*are* (1.11)” in the end of second sentence indicates clausal ellipsis because the writer omitted a clause “*highly literate and critical*”. The original sentence is “*While people can keep detached from others, on their social media they can still exercise “authority” as those who have the right to express who they actually are* (1.12). it is possible omit the ellipsis like “*While people can keep detached from others, on their social media they can still exercise “authority” as those who have the right to express who they actually are highly literate and critical*”. The last datum is the word “*them*” in the third sentence refers to “*people*”. The word “*Them*” also pronoun as an object of preposition. This is called as personal anaphoric reference. It means, this word includes in pronoun which has function to specify thing or object. “*people*” is followed by its pronoun that called anaphoric reference.

Then, the researcher found three data that consist of causal relation with different types. “(2.5) *There’s little doubt that the presence of high-tech gadgets has made people highly literate and critical*”. That sentence shows possible reasons to literate and critical other people. It is categorized as condition type. Then “(2.6) *While people can keep detached from others, on their social media they can still exercise “authority” as those who have the right to express who they*

actually are. (2.7) Social media has created a safe site for them to comfortably explore their identities without necessarily conforming to established discourses”.

When read it carefully, those sentences (2.6 & 2.7) are deliberately stressing to previous sentence. Those sentences as causal relation which means types.

In the fourth paragraph, there are two data called demonstrative reference. “*this (1.14)*” refers to “the students lampoon their teacher”. “*This*” include in demonstrative participant as modifier because it word was followed by noun “*context*” called demonstrative exophoric reference. Based on the context “*That*”, it includes in demonstrative participant as modifier because it was followed by noun “*the case of the three students*” and called as demonstrative cataphoric reference.

“(2.8) *It is in this context that the case of the three students above needs to be understood*”, is categorized as a purpose type of causal relation. In the previous datum, the author states that social media as a safe site to express what they want. It might be to describe general knowledge before discussing his opinion. After that, he begins to explain his reason to make readers know the condition of three senior high students of Riau province. We can look the next sentence how he gives some reasons. “(2.9) *First, the classroom is a microscopic powerladen site, with teachers often free to exercise control over students*”, called this sentence as a reason type of causal relation. Although, before the author continued his reasons, he states the contrast opinion to make readers choose the position that they want to stand for. “(2.10) *opposing this authority by directly showing overt resistance is considered subservise, especially where a culture of “total obedience” is still inculcated into students*”. It is called as additive relation

because the word “opposing” is shows coherence. In this texts with the tittle “Social media as a safe site for subverting a teacher’s power” by Setiono Sugiharto.

In the fifth paragraph, there are six data of reference. First, “their (1.16&1.21)” in the first and the last sentence refer to “students” in the previous words. In this datum, the word “their” is a personal reference which refers to the third person plural. Those are called as personal anaphoric reference. It means, those words included in pronoun which have function to specify thing or object. “students” is followed by its pronoun called anaphoric reference. Second, “that (1.17)” includes into demonstrative reference as head because the word “that” in that sentence as pronoun and not followed by noun. Third “as (1.18)” is keyword of comparative reference with nominal group. The word “as” followed by noun and the function as numerative. Fourth, “they (1.19)” in first sentence refers to “students”. The word “They” is also as pronoun by specifying subject as a head. This is called as personal anaphoric reference. It means, this word included in pronoun which has function to specify thing or object. “students” is followed by its pronoun and called anaphoric reference. Fifth, “that (1.20)” is include in demonstrative reference as modifier because the word “that” in that sentence is followed by pronoun “their”.

The next paragraph in “(2.11) *Second, school keep students under surveillance by censoring students’ patterns of verbal behavior (i.e. their identities) that don’t conform to the established school regulations as they are often deemed institutionally improper and undesirable*”, it is called reason type of causal relation. Because the author gives statement about the problem to be

understood. The next sentence is “(2.12) *With strict school regulations, students may feel that their preferred identities are under threat*” it is called as additive relation because it uses “with” as a keyword and the function adding the previous sentence.

In the next paragraph, the researcher found five data. First is “*as (1.22)*” is keyword of comparative reference with nominal group. It functions as numerative because refers to “*many*”. Second, the word “*and (1.23)*” represents additive conjunction which has function to adding the previous sentence. Next is, “*It (1.24)*” refers to “*social media*” in the previous sentence. The word “*it (1.24)*” is kind of personal reference which represent non-human. This utterance called personal anaphoric reference. That word “*social media*” followed by “*it*”. Finally, the word “*their (1.25&1.26)*” in the second and the last sentence refers to “*three high school Students*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, those words include in pronoun which has function to specify thing or object. “*three high school Students*” is followed by its pronoun called anaphoric reference.

Then the sentence “(2.13) *Social media like facebook and twitter have been considered by many as cozy and safe sites to show off one’s true identity*” called as causal relation of condition type. It is reason for a possible consequence which is related to that case. The author gives their conclusions in the next sentence “(2.14) *Thus, the three high school students found it more effective to subvert their teachers’ power through social media*”. It called as additive relation with “*thus*” as a conjunction. After the author gives conclusion, he explains the

purpose in the next sentence. “(2.15) *Voicing their critical thoughts on hidden sites free from surveillance is a common strategy of the oppressed*” as causal relation with purpose type.

In eighth paragraph, the researcher found four data that represent reference, conjunction and ellipsis. First is conjunction “*but (1.27)*” in this datum is adversative that retrospective power of “and” called adversative conjunction. Second is ellipsis. In this paragraph, the writer omitted word: critical voices before the word “are” as a clausal ellipsis in “*Interestingly, critical voices may not always take a linguistic form but are also manifested through such practices as pictorial parodies,...*”. This sentence coming from the original one as “*Interestingly, critical voices may not always take a linguistic form but critical voices are also manifested through such practices as pictorial parodies,...*”. Third is the word “*as (1.29)*” represents the concept of similarity that reference to “*such practices*”. Similarity is a part of comparative reference. In addition, that datum called anaphoric because “*as*” refers to the previous clause “*such practices*”. And called as comparative anaphoric reference. The fourth “*are (1.30)*” in the end of eighth paragraph indicates nominal ellipsis. Because the writer omitted noun phrases “*pictorial parodies, satires and jokes*”. The original sentence is “*..... such practices as pictorial parodies, satires and jokes, the use of which are (1.30) facilitated and disseminated by social media*” and possible to write the full sentence like “*.... such practices as pictorial parodies, satires and jokes, the use of which pictorial parodies, satires and jokes are facilitated and disseminated by social media*”.

In the next paragraph, there are seven data include in conjunction, ellipsis, and reference. First, the word “*as (1.31)*” represents the concept of similarity that reference to “*covert resistance*”. Similarity is also part of comparative reference. In addition, that datum called cataphoric because “*as*” refers to the next word “*covert resistance*”. This called as comparative cataphoric reference. Different with above, “*as (1.38)*” is keyword of comparative reference with nominal group which refers to “*students*” which functions as numerative. Second, the word “*and (1.32)*” represents additive conjunction which has function adding the previous sentence. Third is nominal ellipsis which found after “*and*”. The writer omitted noun to make the text enjoy to be read. The original sentence is “... *covert resistance against power inequality and injustices (1.44) faced in school.*”. It is possible to write the full sentence like “... *covert resistance against power inequality and power injustices faced in school*”. Fourth, are “*and (1.34 &1.36)*” in the second sentence same as a previous sentence called additive conjunction because has function adding the previous explanation. Fifth, the word “*their (1.35)*” in the second sentence is refers to “*school*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, this word as pronoun which has function to specify thing or object. “*School*” is followed by its pronoun and called anaphoric reference. Sixth, “*like (1.37)*” is a comparative reference which represents similarity. The word “*like*” refers to “*an open public site*” called as demonstrative anaphoric reference.

The author asked reader about the effect of social media in the world. The researcher proves in the sentence “(2.16) *We have witnessed how social media has*

created furor over the use of dissent by the common people against officials considered to have abused power". Automatically, it is categorized as causal relation with condition type.

Tenth paragraph includes reference and conjunction. "*this (1.39)*" include in demonstrative reference as modifier because the word "this" followed by noun phrase "*surveillance free-space*". Second is "*they (1.40&1.42)*" in that sentence refers to "*three senior high school students*". "They" also as pronoun by specifying subject as a head. This is called as personal anaphoric reference, meaning that this word as pronoun which has function to specify thing or object. "*Three senior high school students*" is followed by its pronoun called anaphoric reference. "*But (1.41)*" in this datum is adversative that retrospective power of "*and*" called adversative conjunction. Means that "but" is contrary to expectation. The last is "*their (1.43)*". The word "*their (1.43)*" in that paragraph refers to "*three senior high school students*". In this datum, the word "their" is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, this word as pronoun which has function to specify thing or object. "*Three senior high school students*" is followed by its pronoun called anaphoric.

"(2.17) Interestingly, critical voices may not always take a linguistic form but are also manifested through such practices as pictorial parodies, satires and jokes, the use of which are facilitated and disseminated by social media". This sentence includes in additive relation which functions as an addition. The connection between the previous sentence and this sentence is the word "interestingly". Therefore, this sentence is called additive relation.

Before the last, there are four data such as conjunction, demonstrative reference, and personal reference. First, the word “*however (1.44)*” is conjunction which is contrastive adversative because it represents contrast with the expectation. Second, the word “*that (1.45)*” included in demonstrative reference as modifier because the word “*that*” is followed by noun. Then, the word “*their (1.46&1.47)*” in that paragraph refers to “*three senior high school students*”. In this datum, the word “*their*” is a personal reference which refers to the third person plural called as personal anaphoric reference. It means, this word includes in pronoun which has function to specify thing or object. “*three senior high school students*” is followed by its pronoun so we called anaphoric.

“(2.18) *The students’ posted messages can be interpreted as covert resistance against power inequality and injustices faced in school*” shows cause of social media created against power abuse in datum (2.16) and it called as a causal relation with cause type. After that, the author gives more explanation about previous sentence that called causal relation with means types. As the researcher see in this sentence “(2.19) *The students’ blatant and direct call for a fair treatment of tardiness would have been highly unlikely, given their subservient role and lack of bargaining power*”. That sentence shows causal relation with means type. The author gives addition with the next sentence which is use “*thus*” to connect between the previous and the next sentence as datum 2.20. “(2.20) *Thus, being critical in an open public site, like a school, is avoided at all cost as students would be likely to face institutional penalties*”.

The final paragraph, there are seven data. Those are personal references, demonstrative references and conjunctions. First, the word “*their (1.481.53)*” in

that paragraph refers to *“three senior high school students”*. In this datum, the word “their” is a personal reference which refers to the third person plural. This is called as personal anaphoric reference. It means, this word includes in pronoun which has function to specify thing or object. *“three senior high school students”* is followed by its pronoun called anaphoric.

Next is the word *“Us (1.49)”* in second paragraph is third person as a reader called personal exophoric reference because in the previous sentence, the writer does not mention the reader. Then, the word *“that (1.50&1.52)”* include in demonstrative reference as modifier because the word *“that”* followed by noun *“students and outsmart”*. Then, the word *“and (1.51)”* in the second sentence same as a previous sentence called additive conjunction because the function is adding the previous explanation. The last is *“this (1.54)”* include in demonstrative reference as head because the word *“this”* in that sentence as pronoun.

In this paragraph, the researcher found causal and additive relation. *“(2.21) Through this surveillance-free space, they have not only celebrated freedom to opine, (2.22) but they also display a critical attitude against any effort to undermine their identities.* First is causal relation which appears in the beginning sentence with consequence. This sentence explains the reason of surveillance free space make freedom to opine and critical attitude. The second is additive relation with the word “but also”. The function is connecting another sentence. *“(2.23) It is however ironic that the students ought to face penalties due to their criticism of their teacher’s tardiness, while advances in digital technology have paved the facilitation of critical thinking in education”*. This paragraph included in causal relation with condition types. We called this because this

sentence shows condition at that time. “(2.24) *Yet, though the school might have felt irked about the students’ posted messages the detached, critical voices the student developed via social media should not be undermined.* (2.25) *What their criticism have shown us is that the students, while seemingly obedient and docile in classrooms have managed to develop complex oppositional discourses outside of the classroom that outsmart their teachers.* (2.26) *This is indeed a witty strategy to subvert the domination of the teacher’s power”*. In the last paragraph, the researcher found causal relation with different types. In datum (2.24) shows the reason for which the expected consequence fails to occur called causal relation with concession type. In the second sentence, (2.25) the researcher classifies that utterances as a reason of the previous sentence. It means causal relation with reason type. And the last sentence shows us that it explains more about previous sentence. As the researcher see above, the last sentence is a conclusion of those opinions.

Intentionality is the writer’s intention in specific goal. In this article, the researcher as a reader get the point that he intends to show his opinion about students criticizes their teachers via social media. He wants reader to be understood their situation. According to this article, the first and the second paragraph, the writer describes the case. In the third paragraph, he describes his opinion generally. In the next paragraph, the writer emphasizes their opinions to prove his arguments. First, in the school environment often happened power abuse from teachers or students itself. Second, social media is a place for create and share what they want. Last, school is a place which member of school has to obey

the role but something one of member doing power abuse. Those opinions appeared in the fourth paragraph.

The next standard is acceptability. The researcher as a reader accept this article because of some reasons. Firstly, in their ages, adolescent had been critical phase. Secondly, social media as safe site to share their identity. As the researcher have seen in a school, students prefer to silent when teachers give time to ask a question. Meanwhile, when we look their social media, they update something actively. Means that, they prefer share, comment, or uploaded something in social media rather than virtual communication. It because they feel comfortable in social media rather than in real world.

About informativity, this article gives some information. In this case, indirectly the writer gives reader information that there is abuse from teachers to their students. Actually, teachers must accept critical to improve the way they teach.

The sixth standard is situationality. That social media is a second place of people feel comfortable except the world. They not only as a citizen of their country, they also netizen in network. Netizen is abbreviation from network and citizen. In other word, citizen is a person who regularly uses the internet. It starts from teenager up to older people. This article could be show that they prefer share in social media rather than virtual communication. Thus, People more interested in to open their voices via media social.

The last standard is intertextuality. The researcher measures intertextuality from the relation one paragraph to another based on the author's knowledge. The first paragraph, the writer describes the case generally. After that, he explains

detail of the first paragraph. In the third paragraph, the writer gives his opinion generally about that case. The fourth and the fifth paragraph is the detail explanation for the third paragraph to prove his opinions. The sixth and the seventh paragraph is the detail explanation of the third sentence in the third paragraph. The eighth paragraph until the end are explanations for the sixth paragraph.

3.2 Discussions

Based on the findings, textuality was found in two articles. The most data that appeared in cohesion are reference, ellipsis, and conjunction. In the first data, the most dominant datum that appears is personal anaphoric reference. While the second data, the writers mostly used comparative reference such as comparison quantity and quality. There is reason why he often uses references in that text. The writer uses personal references to emphasize the subject of this text. Means that, the writer consistently uses “they, their, them” to focus on the subjects such as three students of senior high school, students, and teachers. In the second analysis, the writer often uses comparative references to compare the writer methods and influence the reader about his methods. About coherence, the most data that appeared are causal relation with reason, means and purpose types. It because of those articles include in argumentative text. Those types are useful to prove opinions and influence readers.

Those articles intend on giving information and arguing writer’s arguments to persuade readers. Then the researcher as a reader also stated those are include on acceptability because writers use acceptable vocabularies. It shows

that they want to give information to all of people who read those articles. Then, those articles also give new information to the reader. From first article, the researcher gets new information that LPP (Learn, Play and Practice) methods is suitable to make students interested in their subject. While second article, the researcher stated indirectly, there is abus from teacher to students.

Those articles also fulfill the standard of situationality. First article shows that students centered approach is more interest than teachers centered approach. It properly happens in this era because of technological improvement. Students intent to learn by themselves and must be creative. Second articles stated that International Network as second home for people around the world especially social media. Social media also become a comfortable place for doing anything. Last standard is intertextuality. Those articles have the same pattern. In the beginning paragraph, writers show the fact, topic or situation which want to discuss. In the middle paragraph, they give arguments to communicate with readers. And the end of paragraph they prove their arguments by showing reasons to persuade reader in order to agree with them.

Finally, the researcher has conclusion that textuality found in written text uses seven standards of textuality by Beaugrande and Dessler (1981). The result of that theory is always change because of different knowledge.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion. The conclusion is made based on the data analysis. The suggestion is given to the next researcher who is interested in this study.

4.1 Conclusion

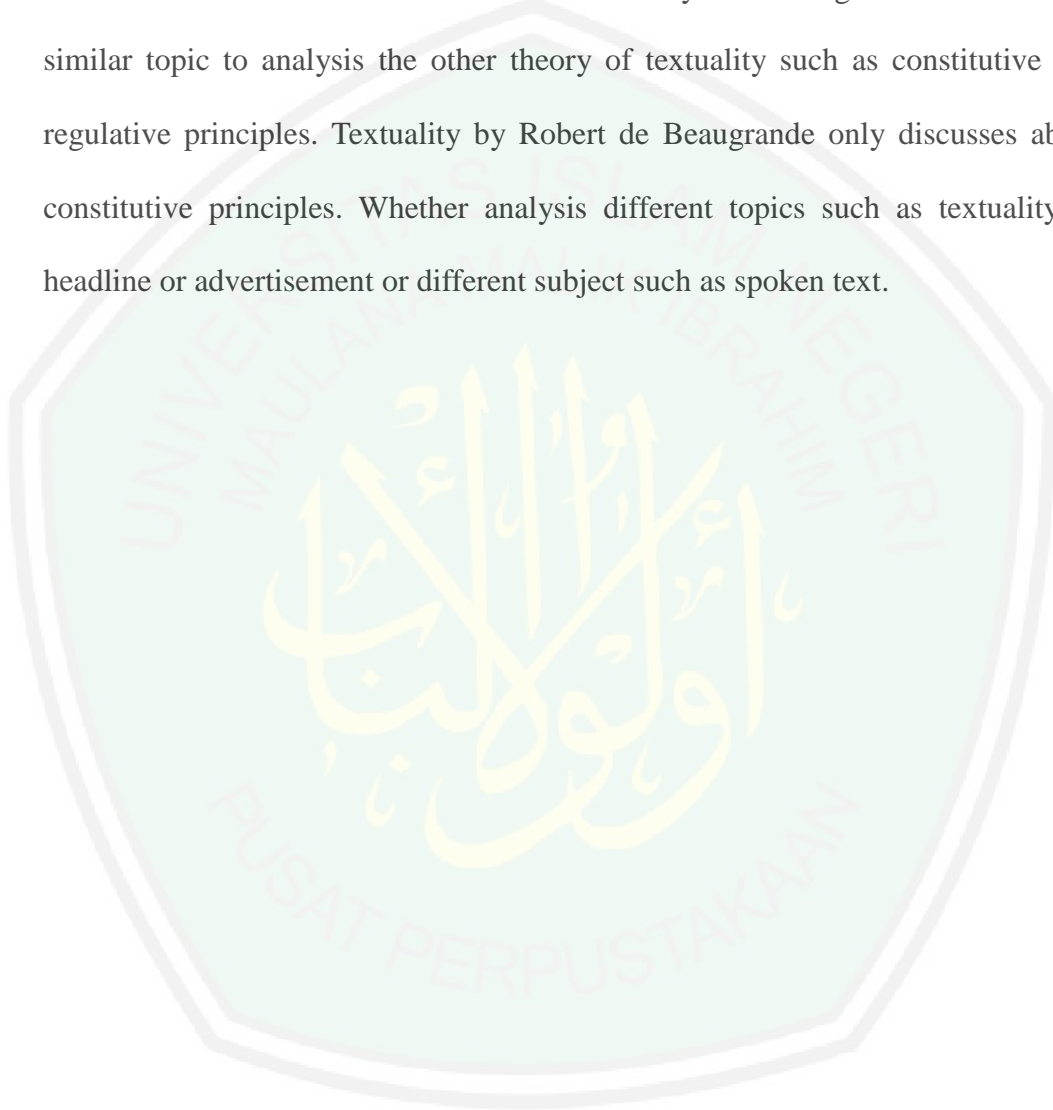
From this analysis, it can be summarized that textuality was found in opinion columns of The Jakarta Post. The theory of seven standards of textuality by Robert & Dessler divided into three. First is text centered include cohesion and coherence. Those are related with text it self. Second is user-centered notions including intentionality, acceptability, and informativity. Those standards relate to what the reader gets the message from the text. And third is authors present include situationality and intertextuality. Those standards relate to what the author gives to the reader. User-centered notions and authors present are subjective. In other words, result of data can be varied. It happens because every people have different background.

4.2 Suggestion

Based on findings of the study and also all the analysis above, the purpose of this research is to give useful contribution for linguistics students who are learning discourse especially textual communication. However, the researcher

realizes that in the process of reaching those purposes, this research is still imperfect.

The researcher suggests for the next researcher, especially the student of Maulana Malik Ibrahim State Islamic University of Malang who conducts the similar topic to analysis the other theory of textuality such as constitutive and regulative principles. Textuality by Robert de Beaugrande only discusses about constitutive principles. Whether analysis different topics such as textuality of headline or advertisement or different subject such as spoken text.



REFERENCES

- Baker, M. 1992. *In Other Words: A Coursebook on Translation*. USA and Canada: Routledge.
- Bloor, T. B. 2004. *The Functional Analysis of English*. USA: oxford.
- Creswell, J. W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Pearson.
- Eggs, S. 2005. *An Introduction to Systemic Functional Linguistics*. London: Continuum.
- Haririn. 2012. *Cohesion and Coherence on Opinion Column in The Jakarta Post*. Malang: Maulana Malik Ibrahim State Islamic University.
- Hasan, M. A. 1976. *Cohesion in English*. London: Longman.
- Hoey, M. 2001. *Textual Interaction: An Introduction to Written Discourse Analysis*. London & New York: Routledge.
- Lee-Schoenfeld, V. 2007. *Beyond Conference: The Syntax of Opacity in German*. Amsterdam, Philadelphia: John Benjamins.
- M, B. 1992. *In Other Words: A Coursebook on Translation*. USA and Canada: Routledge.
- Mikhchi, H. H. 2011. Standards of Textuality: Rendering English and Persian Texts Based on a Textual Model. *Journal of Universal Language 12-1*.
- Paltridge, B. 2012. *Discourse Analysis*. London: Continuum.
- Rankema, J. 1993. *Discourse Studies: An Introduction Textbook*. Amsterdam, Philadelphia: John Benjamins.

Renkema, J. 2009. *Discourse of Course: An Overview of research in discourse studies*. Amsterdam: John Benjamins.

Renkema, J. 2004. *Introduction to Discourse Studies*. Amsterdam, Philadelphia: John Benjamins.

Saidah. 2009. *Types of Cohesion in English Translation of Surah Al-Furqon by M. Marmaduke*. Malang: English Language and Letters Departement: Maulana Malik Ibrahim State Islamic University.

Shreve, A. N. 2005. *Translation as Text Translation Studies*. London: The Kent.

Tanskanen, S. K. 2006. *Collaborating towards Coherence Lexical Cohesion in English Discourse*. Amsterdam, Philadelphia: John Benjamins.

Yule, G. B. 1989. *Discourse Analysis*. Cambridge: Cambridge University Press.



APPENDIX



civic education



Satrio Wahono
JAKARTA

Civic education plays a strategic role in building the nation's high-quality human resources. It is compulsory in our universities to educate youths to become civilized and well-mannered citizens equipped with knowledge about their rights and obligations as part of their society and the global community", the guide to the subject says.

However, this character-building subject is often boring for students, partly because some lecturers still employ the subject as a means of indoctrination to instill ideological values within students.

This is unfortunate, since civic education in Indonesia actually involves a variety of themes for students: democracy, human rights, the state and Constitution, regional autonomy and the state philosophy, Pancasila.

Therefore, civic education lecturers should employ effective methods to make civic education a more enjoyable subject to study.

As a lecturer of civic education myself at several universities, I can

ing the campaigns usually become heated, since most students want to criticize policies promoted by the fictional candidates.

Another advantage of this approach is that it trains students to be politically literate and accustomed to open dialogue as well as debate.

Method 2: students are asked to present papers under the umbrella theme "If I were one of our founding fathers/mothers".

They are assigned to study the minds of the nation's founding leaders, such as Sukarno, Mohammad Hatta, Sutan Syahrir, Tan Malaka, RA Kartini and others, and further imagine what those figures would do about current problems such as corruption and separatism.

To minimize plagiarism, lecturers should require students to use and underline several key words in their papers. Method 3: students are involved in a debate activity called the "devil's advocate". In this game, the class is divided into pros and cons, and each side must zealously support controversial ideas.

There is a limitless number of suitable controversial ideas: the elimination of capital punishment, a referendum to separate from the republic, the transformation of Indonesia into a theocratic country, the elimination of presidential elections by popular vote.

This game never fails to stimulate a heated debate. As a result, students will be accustomed to think critically, tolerate differences in arguments and view problems more comprehensively from widely differing perspectives.

At the very least, the students in my civic education class, when engaged in activities like those I have detailed here, seem to show more enthusiasm following the course and find the subject a little bit more fun to study.

The writer is a scholar of sociology and a Master of Philosophy from the University of Indonesia who lectures in civic education and other subjects.

Can Anies deliver better education?

Gigay Gitta Acikgenc
JAKARTA

After postponing the announcement of the new Cabinet, President Joko "Jokowi" Widodo finally released the official list. The debate over the appointees is still raging. I am skeptical about a less controversial member, new Education Minister Anies Baswedan. He perhaps would have been more suited continuing his former position as Jokowi's spokesperson. He is very good at winning people's trust. He is very optimistic

assessment, the Progress in International Reading Literacy Study. In 2012, in a survey by the OECD called PISA (the Program for International Student Assessment), Indonesia came in 64th place for mathematics and 65th for science — from 65 countries.

What's more, our students' empathy is highly questionable. Increasing incidence of bullying and group violence sometimes ending in death, and activities that promote an exclusive way of thinking instead of supporting religious diversity are worrisome. We are far from creating a society that can be a home for all.

challenges, but whose presence can invite all parties to solve them. We need a leader who inspires, opens new perspectives, raises new awareness, gives us hope. We need leaders who can move people!

Anies will now be put to his own test. His arguments will need to inspire his deputies to decide, for instance, on a moratorium of the Kurikulum 2013. He needs to help teachers and related stakeholders realize that the National Examination is an output-based, one-size-fits-all formula that eliminates students' individuality. He needs to raise public awareness that in order to create a better education system, the education system

governor is likely only a matter of time before he is no longer any significant barrier to his installment. Those who continue to oppose Ahok will only hit a wall.

written to the Jakarta City Council to prepare for the appointment of the 106-seat Jakarta Regional Representative Council to Ahok's inauguration, except for the Jakarta Democratic Party.

regulation in lieu of law (Peraturan Gubernur), regents and mayors of a governor's province. In 2004 on regional administration, the vacancy for the remainder of the term will be filled by the governor's appointees.

states that Ahok is the only person to be inaugurated as Jakarta governor. The Jakarta faction of the Gerindra Party, said he could not accept the Ministry. He said there would be a Supreme Court responded to "consultation" on supposed legal whether a deputy governor automatic

is also been challenged by several groups, including the Islamic Defenders Front (FPI), the Betawi Brotherhood (FBB) and the Betawi Brotherhood.

premise Court's legal opinion regarding Ahok. However, they reflect insensibility — a leader with a full many problems.

questioned Ahok's capability and authority as acting governor. The Jakarta faction's lack of credible arguments for

governor Joko "Jokowi" Widodo, Ahok carried out bureaucratic efficiency in the city administration. As undoubtedly also commit to eradicating corruption. He is a city administration leader so that the city administration will gear. As acting governor, Ahok only full gear. He cannot, for example, sign agreements in connection with new projects, but he is needed to solve various problems. He is needed to solve various problems of commuters relate to the justice system. He is needed to solve various problems of commuters relate to the justice system. He is needed to solve various problems of commuters relate to the justice system.

in review

itional House

got another glimpse of the downside of de- politicians in the House of Representa- endlessly for power and position. ; while the legislature may be dysfunctional, the performance of the government of kowir" Widodo. He helps us keep faith in

nains divided between the Red-and-White olitical parties that oppose the government nesia Coalition of four pro-government red a truce after going separate ways, but olve the issue of House leadership.

wi was right in ordering his Cabinet end any House hearings until the lead- tled. When asked why, he responded: ld the government entertain?

s also become clear that Golkar, the larg- osition coalition, is having an internal airman Aburizal Bakrie is holding on to ing dissent from factions disillusioned by eir eyes, Aburizal is a big failure. one from mounting a serious challenge izal has hastened the date of the con-



PT/Awo

gress to this weekend in Bali, though the original plan called for the congress to occur in the first quarter of 2015.

His chal- lengers, including former wel- fare minister Agung Lak-

Agung Lak-

stry minister MS Hidayat, refused to be

opinion

Social media as a safe site for subverting a teacher's power

Setiono Sugiharto
JAKARTA

Three senior high school students from Siak regency, Riau province, have of late been under a media spotlight. Having lampooned their teacher via social media, they were temporarily expelled from school, before eventually being allowed to return.

The school apparently felt offended by the students' Facebook statuses, which read "When we're late, we get punished, if teachers are late, they just escape penalty."

There's little doubt that the presence of high-tech gadgets has made people highly literate and critical. While people can keep detached from others, on their social media they can still exercise "authority" as those who have the right to express who they actually are. Social media has created a safe site for them to comfortably explore their identi-

It is however ironic that the students ought to face penalties due to their criticism of their teacher's tardiness.

ties without necessarily conforming to established discourses.

It is in this context that the case of the three students above needs to be understood. First, the classroom is a microscopic power-

laden site, with teachers often free to exercise control over students. Opposing this authority by directly showing overt resistance is considered subversive, especially where a culture of "total obedience" is still inculcated into students.

Second, schools keep students under surveillance by censoring students' patterns of verbal behavior (i.e. their identities) that don't conform to the established school regulations as they are often deemed institutionally improper and undesirable. With strict school regulations, students may feel that their preferred identities are under threat.

Social media like Facebook and Twitter have been considered by many as cozy and safe sites to show off one's true identity. Thus, the three high school students found it more effective to subvert their teachers' power through social media. Voicing their critical thoughts on hidden sites free from surveillance is a common strategy of the oppressed.

We have witnessed how social media has created furor over the use of dissent by the common people against officials considered to have abused power.

Interestingly, critical voices may not always take a linguistic form but are also manifested through such practices as pictorial parodies, satires and jokes, the use of which are facilitated and disseminated by social media.

The students' posted messages can be interpreted as covert resistance against power inequality and injustices faced in school. The students' blatant and direct call for a

fair treatment of tardiness would have been highly unlikely, given their subservient role and lack of bargaining power. Thus, being critical in an open public site, like a school, is avoided at all cost as students would be likely to face institutional penalties.

Through this surveillance-free space, they have not only celebrated freedom to opine but they also display a critical attitude against any effort to undermine their identities.

It is however ironic that the students ought to face penalties due to their criticism of their teacher's tardiness, while advance in digital technology have paved the facilitation of critical thinking in education.

Yet, though the school might have fel- icked about the students' posted messages the detached, critical voices the student developed via social media should not be undermined. What their criticisms have shown us is that the students, while seemingly obedient and docile in classrooms have managed to develop complex oppositional discourses outside of the classroom that outsmart their teachers. This is indeed a witty strategy to subvert the domination of the teacher's power.

The writer is an associate professor at Atma Jaya Catholic University, Jakarta.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS HUMANIORA

Jalan Gajayana 50 Malang 65144 Telepon (0341) 570872, Faksimile (0341) 570872
Website: <http://humaniora.uin-malang.ac.id>

BUKTI KONSULTASI

Nama : Munjizah Syarifatun Niya
NIM : 10320047
Jurusan : Bahasa dan Sastra Inggris
Dosen Pembimbing : Dr. Meinarni Susilowati
Judul Skripsi : Textuality Found on The Jakarta Post in Education Section of
Opinion Columns

No	Materi Konsultasi	Tanggal	Tanda Tangan
1	Chapter I	07 Mei 2015	1.
2	Revisi Chapter I	13 Mei 2015	2.
3	Chapter II	22 Mei 2015	3.
4	Revisi Chapter II	28 Mei 2015	4.
5	Chapter III	3 Juni 2015	5.
6	Revisi Chapter III	8 Juni 2015	6.
7	Revisi Chapter III	12 Juni 2015	7.
8	Revisi Chapter III	18 Juni 2015	8.
9	Chapter IV	22 Juni 2015	9.
10	Revisi Chapter IV	30 Juni 2015	10.
11	Revisi Keseluruhan	2 Juli 2015	11.

Malang, 3rd July 2015
Approved by
The Head of The English
Language and Letters Department

Dr. Syamsudin, M. Hum
NIP 19691122200604 1 001

CURRICULUM VITAE

Name : Munjizah Syarifatun Niya
Place/Date of Birth : Malang, 7th May 1992
Address : Jl. Kelengkeng no.204. RT. 11 RW 01 Kebonsari Kec.
Tumpang
Kab. Malang
Parents : Burhanudin Aziz and Latifah Choiriyah
Siblings : Munjizah Syarifatun Niya
Anja Idarotun Nafisah
Ahmad Balya Harvi Aqwa
Hanida Rahmadani
Email : aqniya92@gmail.com
Motto : Berusaha dan Berdo'a
Message : Awali dengan Basmallah
Sex : Female
Religion : Islam
Nationality : Indonesian
Educational Background:
1. English Language and Letters Department in the State Islamic University
of Malang (2010- now).
2. SMA AL-RIFA'IE (2007 - 2010)
3. SMP AL-RIFA'IE (2004 - 2007)
4. SDN 01 Tumpang (1999 - 2004)
5. RA AL HIDAYAH Tumpang (1997-2009)