

# A Text Analysis of Discourse Semantics of Social Context or Lexicogrammar (An Analysis on Text in Context of Meaning Beyond the Clause)

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## Abstract

This research deals with finding the content of the text. In this research, writer conducts it in the form of discourse analysis (A text analysis of discourse semantics) on a text that is entitled " A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS ", and then writer used descriptive qualitative research .After investigating the data, writer found some findings that the content of the text concerning Munir written by Hidayat it involves matters in relation to the concept of discourse semantics of social context or lexicogrammar in the context of meaning beyond the clause for the cases (1) interpreting social discourse, it discusses about a framework for discussion where this is as the model of language in social context that has been developed within the broad field of systemic functional linguistics (SFL) that denotes one of perspectives that will be introduced viz three levels of language: as grammar, as discourse, and as social context, (2) appraisal: negotiating attitude, it is about Negotiating attitude, Kinds of Attitude, Amplifying attitudes, (3) ideation: Representing experience, it pertains about representing experience, sequences of meaning, doing: Ocurring activities, being: Focusing on entities, classifying and describing within elements, (4) conjunction: Connecting events, it extends about the logic of discourse and four kinds of logic, connecting arguments, continuatives, countering our expectations, and (5) identification: tracking participants, it is about keeping track, and who's who: Identifying people. Thus it can be taken conclusion that based on some findings about five matters above and the content of the text, accordingly it concerns an analysis on text in context of meaning beyond the clause which constitutes a part of a text analysis of discourse semantics of social context or lexicogrammar.

**Keywords:** Text analysis, discourse semantics, social context/lexicogrammar, meaning beyond the clause

## 1. Introduction

### 1.1. Background

Text analysis can be approached from various disciplinary perspectives. In context of this analysis, the writer approaches the analysis of written text by asking why the text is written to the attention of literacy researchers, why do they need to be analyzed, and how texts and theoretical research to in form their analysis and empirical in literacy. Written text becomes the attention of literacy researchers because of the ability to read and understand them is the definition for literacy. But the text written is far from monolithic. There are number of genres of written texts, distinguished by the purpose or function and form(e.g. informative, narrative, persuasive, poetry etc). And in the genre, texts vary both in form and content. The main purpose of the written text analysis is to describe the form and content. It is important to do it because well-established empirical findings indicate that the form and content have an impact on how readers read, understand, remember, and learn from written text.

Analysis does not escape from discourse, because discourse is a certain type of communicative or social activities performed by either an individual or social groups (social context). Whereas, discourse analysis is a general term for a number of approaches to analyze written, vocal, or sign language use or any significant semiotic event (Wikipedia 2008).

Discourse also does not escape from Semantic, because semantics is the study of the meaning of linguistic expressions which denotes a part of the discourse itself (Thomason 2012). Meanwhile, relation between the analysis and the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause concerns about (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants.

Based on the description above background, writer is interested in doing the analysis in the text with the title " A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS ". A TEXT ANALYSIS OF DISCOURSE SEMANTICS OF SOCIAL CONTEXT OR LEXICOGRAMMAR (An analysis on Text in Context of Meaning Beyond the Clause)

### 1.2. Focus

This analysis focuses on discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause: A text analysis about A decade of Injustice for Munir's Real Killers.

### 1.3. Problem Formulation

How is the text about A decade of Injustice for Munir's Real Killers in relation to the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause for the cases (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants?

### 14. Objective

From the above formulation of the problem, then the objective of this analysis is: To analyze the text about A decade of Injustice for Munir's Real Killers in relation to the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause for the cases (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants.

## 2. Review of Literature

### 2.1 Semantic Discourse Analysis: Social Context, Lexicogrammar

#### A. Discourse Analysis

Discourse analysis is concerned with meaning in use, in other words by the meaning which is produced by speakers/writers and understood by listeners/readers in everyday life. And then, discourse and semantics can be defined as follows:

#### B. Discourse

Discourse can be defined in two ways: (1) A functional approach to discourse claims that language has multiple functions. The task of discourse analysis using this approach is to analyse the functions of language, the way that language is used (*meaning as use*), what we do with language when we use it. In other words discourse analysis views discourse as a social phenomenon rather than a purely linguistic one, and (2) A structural definition of discourse defines it as a unit of language above the level of the sentence. This approach looks for constituents which have particular relationships with each other and that can occur in a restricted number of arrangements. The problem with this approach is that the units in which people speak do not look like sentences and are often not grammatically correct.

In other words, discourse is, a certain type of communicative or social activities performed by either an individual or social groups (Yang and Sun 2010)

#### C. Semantics

Whereas, Semantics on the other hand is concerned with the conventional meaning of words and sentences. The word *mean* is used in English to convey intention (*I didn't mean to hurt you*), to indicate a sign (*those black clouds mean rain*) and to the sense of words and sentences ("dog" means "cane"). Semantics is concerned with the last of these three and lexical semantics is concerned with the meaning of words. However word and sentence meaning is not the only kind of meaning with which we are concerned in this module

#### D. Social Context

In SFL, social context is modeled through register and genre theory where a natural relation is posited between the organization of language and the organization of social context, built up around the notion of kinds of meaning, and interpersonal meaning is related to the enactment of social relations (social reality), or tenor; ideational meaning is related to the construction of institutional activity ('naturalized reality'), or field; and textual meaning is related to information flow across media (semiotic reality), or mode (Martin 2002).

#### E. Lexicogrammar

According to **Christopher Gledhill** (2011). The term **lexicogrammar** refers to two distinct but related notions: (1) the typical lexical and grammatical environment of a sign as it is habitually used in naturally occurring texts or 'discourse', and (2) the core stratum of 'wording' in Michael Halliday's model of language, which serves to mediate between the lower stratum of 'sounding' (graphology/phonology) and higher 'meaning' (semantics/discourse). As this notion was first developed in the framework of Systemic Functional Linguistics (SFL) (Halliday 1961, Fries *et al.* 2002, Halliday & Matthiessen 2004), it is important to set out here some of the core features of the SFL approach.

"Just as lexis and grammar are considered to form a single stratum, Halliday considers that the **lexicogrammar** is not a separate system or 'module' apart from semantics, but is rather an underlying component of the meaning-making system of a language. The stratum of semantics is thus not thought of as an abstract or logical structure, but rather as the medium through which humans use language to interact in their social and cultural context. A consequence of this is that the language, and in particular the lexicogrammar, is structured by the expressive and communicative functions it has evolved to convey."

### 2.2 Meaning Beyond the Clause

According to Halliday and Hasan (in Martin 2002) the inventory of cohesive resources was organized as:

- reference
- ellipsis
- substitution
- conjunction
- lexical cohesion

*Reference* refers to resources for identifying a participant or circumstantial element whose identity is recoverable. In English the relevant resources include demonstratives, the definite article, pronouns, comparatives, and the phoric adverbs *here*, *there*, *now*, and *then*. Ellipsis refers to resources for omitting a clause, or some part of a clause or group, in contexts where it can be assumed. In English conversation, rejoinders are often made dependent through omissions of this kind: 'Did they win?' 'Yes, they did.' Some languages, including English, have in addition a set of place holders which can be used to signal the omission-e.g., *so* and *not* for clauses, *do* for verbal groups and *one* for nominal groups. This resource of place holders is referred to as substitution. *Ellipsis* and *substitution* are sometimes treated as a single resource. From the perspective of English, *ellipsis* is substitution by zero; more generally, looking across languages, it might be better to think of substitution as ellipsis (signaled) by something. Reference, ellipsis, and substitution involve small closed classes of items or gaps, and have together been referred to as grammatical cohesion.

Also included as grammatical cohesion is the typically much larger inventory of connectors which link clauses in discourse, referred to as *conjunction*. This resource comprises linkers which connect sentences to each other, but excludes paratactic and hypotactic (coordinating and subordinating) linkers within sentences, however, includes all connectors, whether or not they link clauses within or between sentences.

### 2.3 What will be analyzed?

#### A. Interpretating social discourse

According to Martin and Rose (2003:1), interpretating social discourse means treating discourse as more than a sequence of clause and focus on meaning beyond the clause, on resources that lead us from one clause to another as a text unfolds. Interpretating social discourse also means that treating discourse as more than an incidental manifestation of social activity and for interpreting social discourse, is with texts in social contexts. Social discourse rarely consists of just single clauses, rather social contexts develop as sequences of meanings comparing texts.

#### B. Appraisal: negotiating attitude

Appraisal is concerned with **evaluation**: the **kinds of attitudes** that are negotiated in a text, the **strength** of the feelings involved and the **ways** in which **values are sourced** and **readers aligned** (Martin & Rose, in Priyanto 2012).

Appraisal deals with three aspects:

1. Kinds of attitudes,
2. Strength of attitudes: how the attitudes are amplified,
3. Sources of attitudes: who makes the evaluation and how the readers are aligned.

#### Kinds of Attitudes

Basically, there are three main types of attitudes: expressing emotion, judging character, and valuing the worth of thing (Martin & Rose 2003). The resources to realize these aspects respectively are affect, judgement, and appreciation. People can choose to evaluate either affect, or judgement, or appreciation at one speech event; but at the same time, they will always also choose how to amplify their attitudes, and the source of their attitudes. (Priyanto 2012).

#### C. Ideation: representing experience

Representing experience is an exploration how our texts represent people's experience-in common sense what they are 'about'. The texts represent the same field of social activity that are from various perspectives, for example as personal or institutional, or from one's own perspective or from others' perspectives (Martin and Rose 2003:66).

#### D. Conjunction: connecting events

Conjunction looks at inter-connections' between' processes: adding, Comparing, sequencing, or explaining them. These are logical meanings that link figures in sequence.

The meaning of conjunction is realized through wordings that include conjunctions, but also other kinds of wordings. Another common class of items that realizes links between figures will be referred to here as 'continuatives', words like even, still, yet, atso; we will look at how these are distinct after we have discussed conjunction in general from the point of view of its meanings in discourse.

Conjunctions serve as logical connections between figures, adding them together, comparing them, sequencing them in time, or explaining their causes, purposes or conditions. These are all types of logical relations between figures. While ideation represents experience as figures and taxonomies of people. things. processes and qualities, conjunction (Martin and Rose 2003:110)

### **E. Identification: tracking participants**

Identification is concerned with tracking participants: with introducing people and things into a discourse and keeping track of them once there. These are textual resources, concerned with how discourse makes sense to the reader by keeping track of identities.

In order to make sense of discourse, one thing we need is to be able to keep track of who or what is being talked about at any point. When we first start talking about somebody or something, somebody or something we may name them, but then we often just identify them as *she*, *he* or *it*. By this means our listener/reader can keep track of exactly which person or thing we are talking about, i.e. which participant in the discourse. There are many other ways of introducing participants into a discourse, and keeping track of them as we go, that we will explore (Martin and Rose 2003:145)

### **3. Research Methodology**

In this research methodology, the methodology used is a qualitative methodology that denotes the descriptive data in the form of written or spoken words of people and behaviors that can be observed. It is equal to what are stated by Bogdan and Taylor (In Moore 1997), "qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken words and observable behavior".

According to Hancock, Ockleford and Windridge (2009), qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are. It is concerned with the social aspects of our world and seeks to answer questions about: why people behave the way they do, how opinions and attitudes are formed, how people are affected by the events that go on around them, and how and why cultures and practices have developed in the way they have.

Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson et al, in Stemler 2001). Thus, this study aims to analyze the text content in "<http://www.thejakartapost.com/news/2014/09/07/a-decade-injustice-time-find-munir-s-real-killers.html>", so it will be in getting new interpretations of how the text content to the site in view [www.wisatahati.com](http://www.wisatahati.com) more complex way.

#### *3.1 Types of research*

The type of research that is used is discourse analysis, it is a model that is used to examine documents in the form of text, picture, symbols and so forth.

Basically discourse analysis is a systematic technique for analyzing and managing message, a tool for analyzing the contents of behavior. Discourse analysis is used to examine the documents in the form of text, picture, symbols and so forth.

Considering the approach and kind of the research uses discourse analysis, so the definition of the method is an analysis method that is integrative and more conceptually to determine the identify, manage and analyze documents in order to understand the meaning.

The reason researcher used different approaches and types of research above because this study aims to get a new interpretation of a text entitled "A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS".

#### *3.2 Data collection technique*

To obtain the data, many ways that were used, but not all forms can use all the existing techniques. All must be adjusted to the situation that become the subject of research.

Data collection technique done by writer in this research was the study of literature and documentation. It was done considering that the study that was done namely study in the text, not in the field. That is why, writer did not use interview or questionnaire to collect data that was required. In this study, writer used a method of documentation.

#### *3.3 Data analysis technique*

In this study, writer used discourse analysis because analyzing a text on a website "<http://www.thejakartapost.com/news/2014/07/a-decade-injustice-time-find-munir-s-real-killers.html>". In addition, writer used the model of Van Dijk approach which consists of six elements namely semantic structure, thematic structure, schematic structure, syntactic structure, stylistic structure, and rhetorical structure to analyze the existing data. Because analyzing the content of the text contained in a text on the site. The description gives an idea of how important this data analysis in the aspect of the research objectives.

Of the many models were introduced in discourse analysis developed by some experts, perhaps Van Dijk is the model that is popular. According to Van Dijk (In Sholiha 2009) research on discourse is not enough based on the text alone, because the text is just the result of a production process which must also be observed. Van Dijk showed a text that consists of some structures or levels in which each part is mutually supported for

each other. He divided it into three levels. Firstly, the macro structure. This is a global or common meaning in a text that can be observed by looking at the topic or theme is emphasized in the news. Secondly, the super structure. It is a discourse structure associated with the framework of a text, how sections of text are arranged into news as a whole. Thirdly, the micro structure is a discourse that can be observed from a small piece of text viz words, sentences, propositions, clause, paraphrase, and the following picture is part of the three structures were presented Van Dijk..

Discourse structure	Thing which is observed	Element
Macro structure	Thematic: Theme or topic that become a headline in the schematic news	Topic
Super Structure	Schematic: How part and sequence of news is totally managed in the form of schema in the text.	Schema
Micro Structure	Semantic: The meaning that is emphasized in the text of news. Syntactic: Part of the sentence (Form ,composition) which is choosed. Stylistic: Part of word choice which is used in the text of news.	Setting, detail, meaning, presupposition, the form of sentence, coherence, pronoun, nominalization, lexicon, figure of speech, the graphic, metaphor ,

#### 4. Discussion

In analyzing the text that has a title “A decade of Injustice-Time to Find Munir’s Real Killers”, writer will analyze it in relation to the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause for the cases (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants. What exactly are discussed for each of cases.

##### 4.1 Interpreting social discourse

One of matters that is important to convey in this case namely , *a framework for discussion*. A framework for discussion is the model of language in social context that has been developed within the broad field of systemic functional linguistics (SFL) and have been actively concerned for several generations with the semantics of discourse.

Related with the SFL, there is one of perspectives that will be introduced viz three levels of language: as grammar, as discourse, and as social context (known as the strata of language).

Writer would like to show a text in correlation with grammar, discourse and social context as follows:

Look at this text below:

#### **A DECADE OF INJUSTICE-TIME TO FIND MUNIR’S REAL KILLERS**

*Today marks exactly 10 years since Indonesia lost one of its most courageous and compassionate voices — Munir Said Thalib.*

*On Sept. 7, 2004, Munir, as he was affectionately known, was slipped arsenic while in transit in Singapore during a trip to Amsterdam, and didn’t make it through the flight alive. A decade later, we’re still no closer to finding the masterminds behind his murder.*

*One of Indonesia’s most prominent human rights campaigners, Munir took up the cause of dozens of activists who were subjected to enforced disappearance. He co-founded two prominent human rights organizations, helped to uncover evidence of military responsibility for human rights violations in Aceh, Papua and Timor Leste (formerly East Timor), and made recommendations to the government on bringing high-ranking officials to justice. In September 1999, he was appointed to the Commission of Inquiry into Human Rights Violations (KPP-HAM) in East Timor.*

*I was personally lucky enough to work closely with Munir before his tragic death. I first met him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation. I, along with other student activists, met him frequently at his office in 1998, when we organized many protests against Soeharto’s government.*

*Later, in 2004, he asked me to join his organization, the Commission for Missing Persons and Victims of Violence (Kontras), where I worked for more than eight years before moving to Amnesty International. I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.*

*Many of us still live by one of his most famous sayings: “What we must fear most is fear itself, because fear affects our judgment.”*

*Although three people have been convicted of Munir’s murder, there are credible allegations that those responsible for his death at the highest levels have not been brought to justice. The three convicted were all employees of Garuda Indonesia, the state airline that Munir used on the day of his murder, but it is highly*



*unlikely that they acted alone.*

*Former National Intelligence Agency (BIN) official Muchdi Purwopranjono faced trial in 2008, but was acquitted and many activists claim the process was flawed. Further, the findings of a 2005 independent fact-finding team into the killing, which was established by the authorities, was disregarded by the government and has never been published.*

*Munir's case cannot be seen in isolation, but is indicative of the wider culture of impunity surrounding attacks and harassment of human rights defenders in the country. In Indonesian there's even the word, *dimunirkan* (munirization), which applies when someone has been killed in mysterious circumstances.*

*Although the worst violence of the Soeharto era has subsided, many activists in Indonesia still live with daily threats, and it is all too rare that those responsible for the past killings of human rights defenders have been brought to justice.*

*While outgoing President Susilo Bambang Yudhoyono showed little political will to bring Munir's real killers to justice, president-elect Joko "Jokowi" Widodo has made lofty promises to make human rights a priority once he takes office in October.*

*Unfortunately, Jokowi got off to an inauspicious start when he appointed Abdullah Mahmud Hendropriyono, a former BIN head, to his transition team. Hendropriyono was the head of BIN at the time of Munir's murder and many human rights groups believe was involved in Munir's assassination — though Hendropriyono has always denied the allegations. Outrage from Munir's widow at the appointment forced Jokowi's camp to reaffirm their commitment to resolving Munir's case.*

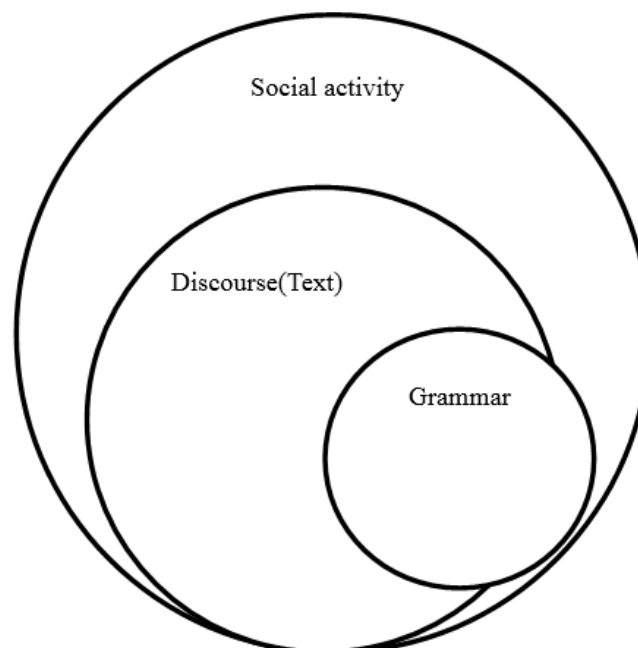
*When Jokowi takes office, he has a golden opportunity to send a clear message that impunity for the killing of human rights defenders will no longer be tolerated. A first step should be to release the 2005 fact-finding report into Munir's killing to establish the truth. Secondly, he should ensure a new, independent police investigation into the case, so that everyone responsible — regardless of their official position — are held to account.*

*Munir was a unique voice and Indonesia owes him a debt of gratitude for all he has done for human rights in our country.*

*On the 10th anniversary of his death, the least we can do is ensure that his murder is not forgotten and that the real killers are brought to justice.*

(<http://www.thejakartapost.com/news/2014/09/07/a-decade-injustice-time-find-munir-s-real-killers.html>, retrieved on 1<sup>st</sup> December 2014)

From the text above, there are points of view on discourse namely from social activity and grammar. In order words, the points of view on discourse for the text owns three elements that consists of grammar, discourse and social activity (see the diagram below).



#### 4.2 Appraisal: negotiating attitude

##### A. Negotiating attitude

As we know that appraisal is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned. APPRAISAL is a

system of interpersonal meanings. We use the resources of APPRAISAL for negotiating our social relationships, by telling our readers how we feel about things and people.

Hidayat's story in this case, he outlines attitude to Munir's work, his character (people), and the emotions of those involved (feelings):

He begins with the value of Munir's work:

a **human rights lawyer** with the Indonesian Legal Aid Foundation.

He then turns to character:

a **very courageous and persistent** human rights defender

an **inspiring** guru

a **unique** voice

He describes emotional response to their relationship, and his own and his feelings on their separation:

**Personally lucky enough**

Thus these evaluations in the context of Hidayat's story can be divided into three basic kinds according to what is being appraised viz the value of thing, and people's character.

### B. Kinds of Attitude

Concerning this case, there are two kinds of attitude we have identified: affect (people's feelings), judgement (people's character).

#### *Expressing our feelings (affect)*

In this case, to express feelings in discourse based on Hidayat's story, it can be seen from good feeling only (positive affect). In his exemplum, Hidayat describes his emotion.

I was **personally lucky enough** to work closely with Munir before his tragic death

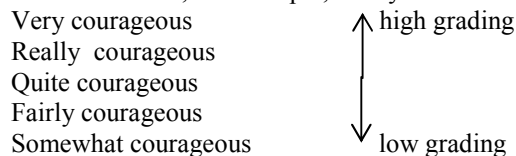
#### *judgements of people's character*

Based on Hidayat's story, Judgements of people's character can be seen just from positive aspect:

very courageous, persistent, inspiring and unique

### C. Amplifying attitudes

One of feature of attitude is owning gradation. It means that in placing courage on a scale and ranks it highly in relation to other, for example, Hidayat describes Munir as *very courageous*.



Some choices turn the volume up (e.g. very) and others tone it down (e.g. somewhat). In English we seem to have more resources for turning the volume up than down. In this section we will look at two kinds of resources for amplification. The first is for 'turning the volume up or down'. These include words that intensify meanings, such as *very/really*, and vocabulary items that include degrees of intensity, such as *happy/delighted/ecstatic*. We refer to this kind of amplifying as **force**. The second kind involves 'sharpening' or 'softening' categories of people and things, using words such as *about/ exactly or real/sort of/kind of*. We refer to this kind of amplifying as focus.

## 4.3 Ideation: representing experience

### A. Representing Experience

Representing experience is an exploration how our texts represent people's experience-in common sense what they are 'about'. The texts represent the same field of social activity that are from various perspectives, for example as personal or institutional, or from one's own perspective or from others' perspectives.

### B. Sequences of Meaning

It is an exploration for the sequences of ideational meanings within each phrase.

The sequences of meanings consist of some parts as follows:

#### *Sequence of phase*

In this sequence of phases, there are matters that are important to pay attention in the text namely 'Getting sympathy'. It has correlation with sequence within phase and others.

Hidayat's story :

'Getting sympathy'

*I first met him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation.*

#### *Sequence within phase*

At the Incident of Hidayat's story . It begins with, the 'Getting sympathy' can be divided into two parts: 'meeting' the young man, and then a 'description' of his qualities.

'meeting'

*I first met him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation.*

‘description’

*I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.*

### **Sequence of activity and description**

Throughout this sequence of events, Hidayat/ he describes that there are various of kinds of activities (In bold).

I first **met** him

He **asked** me

I **worked**

We **organized**

Thus, there are three names of elements of meaning in this case: participant, processes, and qualities.

See elements of meaning below:

1. Who the sequences is about : It is **participant** such as Hidayat, Munir.
2. What they are doing in each step: It is **process** such as met, asked, worked,and
3. What they are like: It is **quality** such as a very courageous and persistent human rights defender, inspiring , unique.

### **C.Doing: Focusing Activities**

Figure of ‘doing’ represent material actions: what people do,or what happens.

The recount unfolds as a sequence of activities, most of which are kinds of doing, but the sequence also includes a figure of saying.

See examples:

Some of senetences in correaltion with a sequence of activities that are taken from the text ( Hidayat’s story) and which include **kinds of doing** and **saying** as follows:

Sentences that include **kinds of doing**:

1. I first **met** him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation.
2. I **worked** for more than eight years before moving to Amnesty International.
3. He **asked** me to join his organization, the Commission for Missing Persons and Victims of Violence (Kontras).
4. One of Indonesia’s most prominent human rights campaigners, Munir **took up** the cause of dozens of activists who were subjected to enforced disappearance.
5. While outgoing President Susilo Bambang Yudhoyono **showed** little political will to bring Munir’s real killers to justice, president-elect Joko “Jokowi” Widodo **has made** lofty promises to make human rights a priority once he takes office in October.

The sentence that include **kinds of saying** such as ,many of us still live by one of his most famous **sayings**: “What we must fear most is fear itself, because fear affects our judgment.”

The first **doing figure** here is an example of ‘happened’. And it can involve **one** or **two participants**:

I worked

We organized

I first met **him**

He asked **me**

Whereas in the context of **figure of saying** can expand the event sequence of a story, as dialogue, as reflections to events. All these are used by Hidayat to develop hir story:

Many of us still live by one of his most famous sayings: “What we must fear most is fear itself, because fear affects our judgment.”

### **D.Being: Focusing on Entities**

Figure of ‘being’ are used most commonly to ascribe qualities to people and things, to classify them as one thing or another, to name their parts, or to identify them. In this case, based on the text (Hidayat’s story) can be conveyed two matters viz quality and part.

#### **Qualities**

Being figures can be used to describe a quality of a person or thing, such as *courageous*:

(he was) very courageous

That quality such as this can be intensified:

Very courageous	↑	high grading
Really courageous		
Quite courageous		
Fairly courageous		
Somewhat courageous	↓	low grading

A person or thing can be described with various kinds of qualities, as is Munir. How they are described a matter of perspective. From the perspective of ‘courage’, He is described as courageous, from the perspective of ‘persistence’ he was persistent, and from the perspective of ‘inspiration’ he was inspiring.



## Parts

Part is a way of description to what people own, in other words, a way of describing things and people is their parts. These may involve process of 'having'. But based on the text (Hidayat's story), it correlates with possession only such as *his organization, its most courageous and compassionate voices, his most famous saying, and his death*.

### E. Classifying and Describing within Elements

#### Qualities and classes

Within elements, qualities and classes can be applied to people and things as follows. For example, Hidayat describes Munir as:

a very courageous and persistent human rights defender

Here the phrase '*human rights defender*' classifies Munir, *very courageous and persistent* further describes him, and in his twenties specifies how young he was. These classes and qualities could each have been phrased as separate figures:

He was a <b>human rights defender</b>	class	'what kind'
He was <b>very courageous and persistent</b>	quality	what like'

#### Parts

The possessive reference is one way of expressing a part-whole relation, for example the parts of a goanna (*his organization, its most courageous and compassionate voices, his most famous saying, and his death*).

#### 4.4 Conjunction: connecting events

##### A. The logic of discourse and Four Kinds of Logic

Conjunction look at inter-connections between processes: adding, comparing, sequence, or explaining them. These are logical meanings that link figures in sequences. So, we can say that there are four general kinds of logical relations that conjunctions realize in English course namely (a) **addition**, it means 'adding together', for example '*and*', (b) **comparison**, it means 'comparing', for example '*like*', (c) **time**, it means 'sequencing in time' for example '*then, finally*', and (d) **consequence**, it means 'explaining causes' for example '*all because*'. Based on the conception above, so general kinds of logical relations that conjunctions realize in the text (Hidayat's story) as follows.

1. Conjunction 'addition' (adding together) such as *and, further, not only...but also, and secondly*

We can see it in the sentences:

- Today marks exactly 10 years since Indonesia lost one of its most courageous **and** compassionate voices — Munir Said Thalib'.
- **Further**, the findings of a 2005 independent fact-finding team into the killing, which was established by the authorities, was disregarded by the government and has never been published.
- I remember Munir as **not only** a very courageous and persistent human rights defender, **but also** as an inspiring guru who trained many excellent rights activists in the country.
- **Secondly**, he should ensure a new, independent police investigation into the case, so that everyone responsible — regardless of their official position — are held to account.

2. Conjunction 'comparison' (comparing) such as *but*(comparison for the contrast).

See the sentence.

- Munir's case cannot be seen in isolation, **but** is indicative of the wider culture of impunity surrounding attacks and harassment of human rights defenders in the country.

3. Conjunction 'Time' (sequencing in time) such as *while, when, as, since, and before*.

See the sentences below.

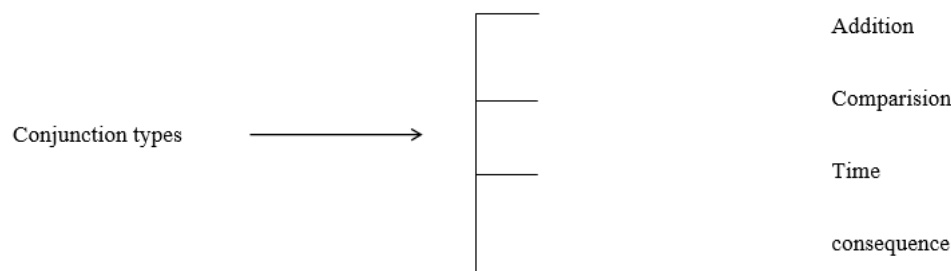
- **While** outgoing President Susilo Bambang Yudhoyono showed little political will to bring Munir's real killers to justice, president-elect Joko "Jokowi" Widodo has made lofty promises to make human rights a priority once he takes office in October.
- I first met him in 1996 **when** he was a human rights lawyer with the Indonesian Legal Aid Foundation.
- On Sept. 7, 2004, Munir, **as** he was affectionately known
- Today marks exactly 10 years **since** Indonesia lost one of its most courageous and compassionate voices — Munir Said Thalib.
- I worked for more than eight years **before** moving to Amnesty International.

4. Conjunction 'consequence' (explaining cause) such as *because*.

Look at the sentence.

- Many of us still live by one of his most famous sayings: "What we must fear most is fear itself, **because** fear affects our judgment."

So, it can be shown in the figure ‘conjunction types’ for four element that include four general kinds of logical relations that conjunctions realize in the text (Hidayat’s story) as follows:



### B.Connecting Arguments

Based on the text (Hidayat’s story), it can be pertained about connecting argument in the context of ordering argument. In this case, internal time is a small set of resources for telling readers that a new stage is beginning (*firstly, secondly*). As such they can be used in similar ways to internal addition. See stage of argument as follows:

#### Argument 1

A first step should be to release the 2005 fact-finding report into Munir’s killing to establish the truth.

#### Argument 2

Secondly, he should ensure a new, independent police investigation into the case.

### C.Continuatives

The kind of logical relation expressed by this continuative is addition (*too, also, as well*), comparison (*so (did he); only, just; even*) and time (*already; finally, at last; still; again*). But for the text (Hidayat’s story) can be seen from the continuative of time nemely *still* as the following sentences.

- Many of us **still** live by one of his most famous sayings: “What we must fear most is fear itself, because fear affects our judgment.”
- Although the worst violence of the Soeharto era has subsided, many activists in Indonesia **still** live with daily threats, and it is all too rare that those responsible for the past killings of human rights defenders have been brought to justice.

### D.Countering Our Expectations

The most common realization of counterexpectation is *but*. Here are two examples:

#### Concessive:

Munir’s case cannot be seen in isolation,

**but** is indicative of the wider culture of impunity surrounding attacks and harassment of human rights defenders in the country.

#### Concessive:

The three convicted were all employees of Garuda Indonesia, the state airline that Munir used on the day of his murder,

**but** it is highly unlikely that they acted alone.

If paying attention closely for the these examples, *but* realizes concessive causes. However *but* can also contrast, which can be confusing. If testing whether the relation is concession by trying to substitute *but* with conjunctions that we realize consequential meaning(*although*):

**Although** the worst violence of the Soeharto era has subsided, many activists in Indonesia still live with daily threats, and it is all too rare that those responsible for the past killings of human rights defenders have been brought to justice.

#### 4.5 Identification: tracking participants

##### A.Keeping Track

Pay attention for this sentence:

**He** asked **me** to join **his organization, the Commission for Missing Persons and Victims of Violence (Kontras)**.

Of the sentence above, there are three participants namely He, me, the Commission for Missing Persons and Victims of Violence (Kontras). **He** here is Munir whereas **me** is a writer (Hidayat). What’s being talked about: his organisation, because it is indefinitely. Hidayat introduce organisation that is named the Commission for Missing Persons and Victims of Violence (Kontras) where Munir works. In this case can be seen at the sentence as follows:

His organisation that is named the Commission for Missing Persons and Victims of Violence (Kontras).

The other participant that refer to with 'the' which seems to assume we already know what he's talking about. So this assumption is certainly justified:

#### **The Commission for Missing Persons and Victims of Violence (Kontras)**

The other example is about somebody, we may name them, but then we identify them.

Look at this sentence:

I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.

Or it can be seen in the shorter sentence:

Munir as not only **a very courageous and persistent human rights defender**, but also as **an inspiring guru**

*A very courageous and persistent human rights defender and an inspiring guru*

In the sentence above, there are three participants viz **I, Munir, a very courageous and persistent human rights defender**, and **an inspiring guru**. What's being talked about: a very courageous and persistent human rights defender, and an inspiring guru, because it is indefinitely. Hidayat introduces a very courageous and persistent human rights defender, and an inspiring guru that is named Munir. Munir is introduced as a very courageous and persistent human rights defender, and an inspiring guru. It means that we know who's being referred to. Of course, a very courageous and persistent human rights defender, and an inspiring guru refer to Munir. In this case can be seen at the sentence as follows:

**Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru**

#### **B. Who's Who: Identifying People**

Let's see the sentence below:

I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.

As we look at that the basic strategy in this case is to use 'a' and 'an' to introduce *a very courageous and persistent human rights defender*, and *an inspiring guru*. The words 'a' and 'an' tell that this someone whose identity we cannot assume. When we cannot assume an identity it is 'indefinite', so a participant with 'a' and 'an' known as definite.

## **5. Conclusion**

Based on the content of the text that has a title " A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS ", it pertains matters in relation to the concept of discourse semantics of social context or Lexicogrammar in the context of Meaning Beyond the Clause for the cases (a) interpreting social discourse, it discusses about a framework for discussion where this is as the model of language in social context that has been developed within the broad field of systemic functional linguistics (SFL) that denotes one of perspectives that will be introduced viz three levels of language: as grammar, as discourse, and as social context. (b) appraisal: negotiating attitude, it is about Negotiating attitude, Kinds of Attitude, Amplifying attitudes, (c) ideation: representing experience, it pertains about Representing Experience, Sequences of Meaning, Doing: Focusing Activities, Being: Focusing on Entities, Classifying and Describing within Elements (d) conjunction: connecting events, it extends about The logic of discourse and Four Kinds of Logic, Connecting Arguments, Continuatives, Countering Our Expectations, and (e) identification: tracking participants, it is about Keeping Track, and Who's Who: Identifying People.

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