



**CONTEXT OF SITUATION CONTAINED
IN ENGLISH COMMERCIAL ADVERTISEMENT**

THESIS

**Submitted as a Partial Fulfillment for the Requirement
For the Degree of Magister Pendidikan
in English**

by

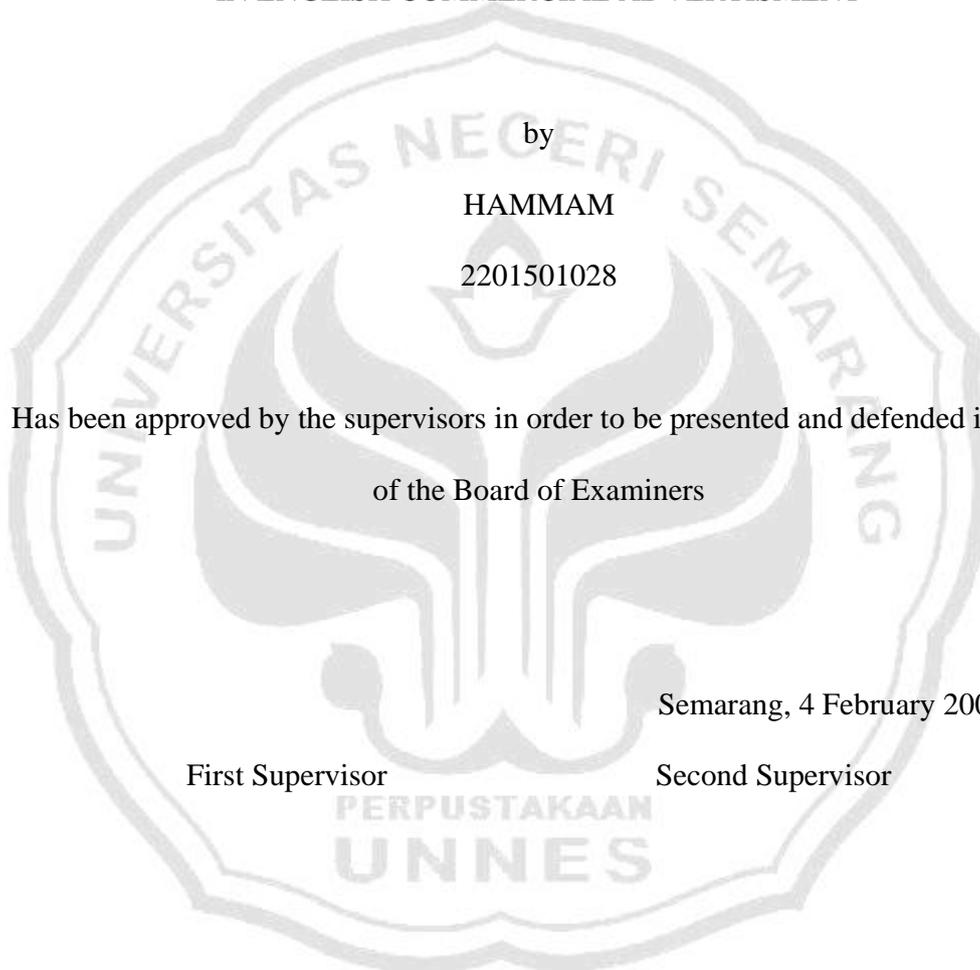
**Hamman
2201501028**

**GRADUATE PROGRAMME
SEMARANG STATE UNIVERSITY**

2006

APPROVAL

CONTEXT OF SITUATION CONTAINED
IN ENGLISH COMMERCIAL ADVERTISMENT



by

HAMMAM

2201501028

Has been approved by the supervisors in order to be presented and defended in front
of the Board of Examiners

Semarang, 4 February 2006

First Supervisor

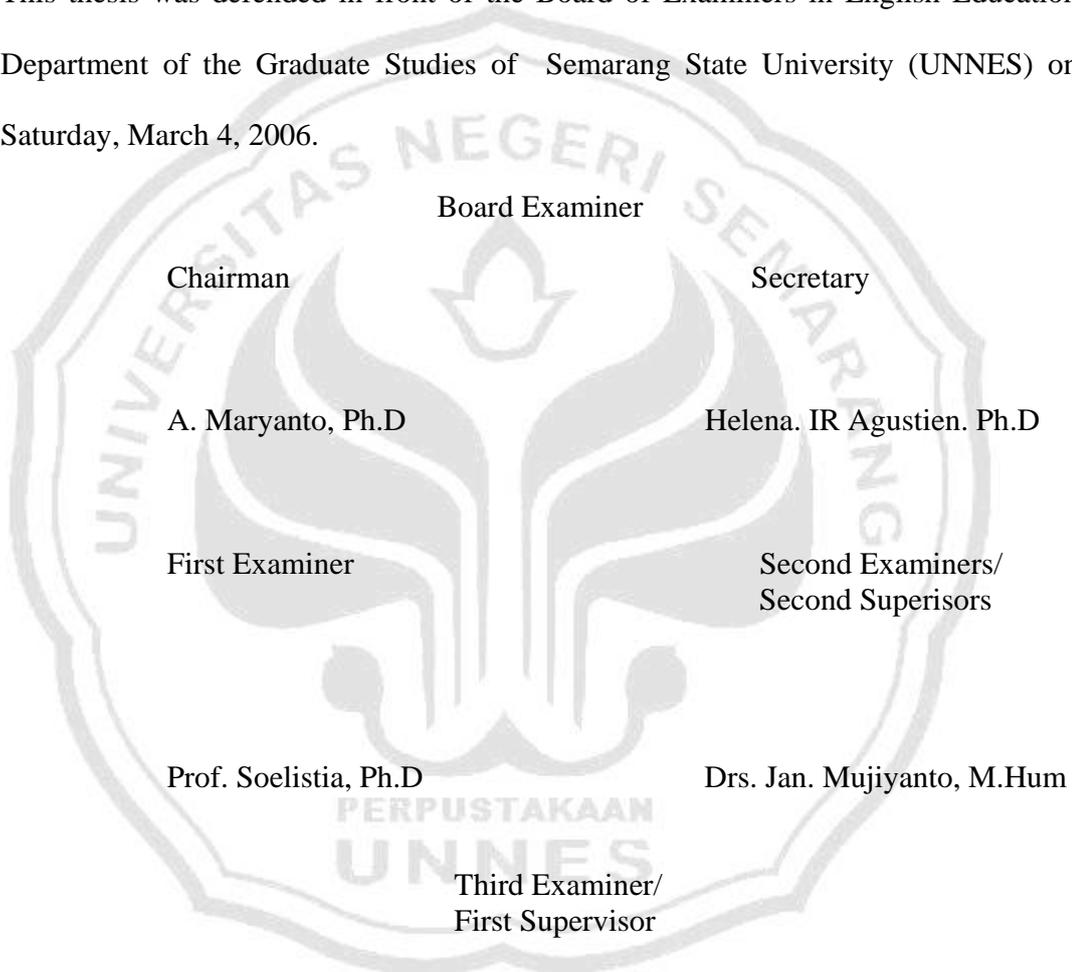
Second Supervisor

Prof. Mursid Saleh, Ph.D
NIP.130354512

Drs. Yan Mujiyanto, M.Hum.
NIP.131281221

APPROVAL

This thesis was defended in front of the Board of Examiners in English Education Department of the Graduate Studies of Semarang State University (UNNES) on Saturday, March 4, 2006.



Prof. Mursid Saleh, Ph.D

DEDICATION



This thesis is dedicated:

1. My beloved wife, Anis Fadilah S.Pd
2. My beloved mother, Hj. Asmiyatun
and father, H. Sanadi
3. My beloved mother in law, Hj. Euis
Hermawati and father in law,
Drs. H. Entjum Ma'sum
4. My beloved brothers and sisters

MOTTO

‘Allah will exalt in degree those of you who believe, and those who have been granted knowledge’ (QS: Al-Mujadilah 28:11).



ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful

All the praises and thanks be to Allah, I would like to express my sincerest appreciation and deep gratitude to the following people who have encouraged and supported me completing this thesis. I think that this thesis could not have been finished without their motivation, suggestion, and guidance. However, I shall mention them as presented in the following:

1. Maryanto, Ph.D the Director of Post Graduate of State Semarang University
2. Prof. Mursid Saleh, Ph.D, the first supervisor, who has guided and given me suggestion during the completion of this thesis
3. Drs. Yan Mujiyanto, M.Hum, who has evaluated and guided me during completion of this thesis
4. All of the lecturers of Post Graduate particularly in English Studies for their guidance and knowledge, I had obtained during my study
5. All of my friends of the Post Graduate particularly in English Studies who support and help me when I am doing this thesis.
6. The Librarians of State Semarang University who allowed me to write and read many books which are important for this thesis.

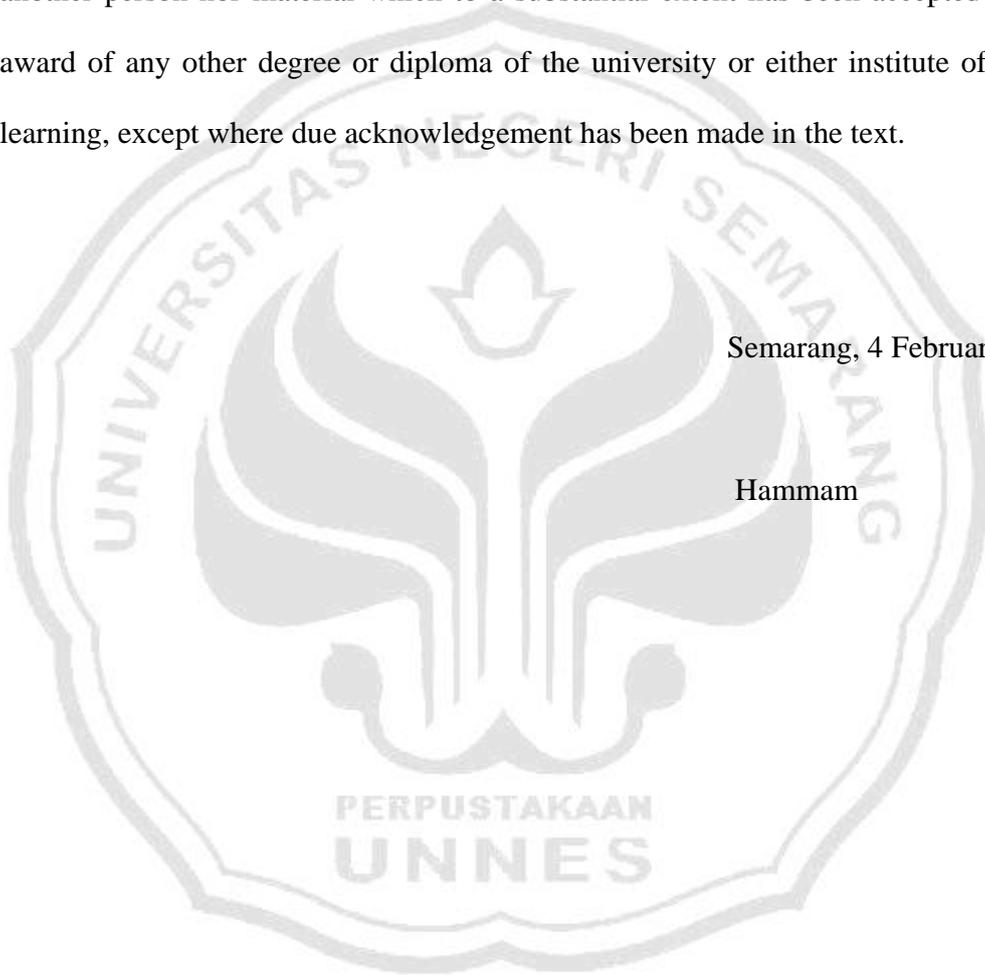
The Writer

DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or either institute of higher learning, except where due acknowledgement has been made in the text.

Semarang, 4 February 2006

Hamman



ABSTRACT

Hammam, 2006. *The Context of Situation Contained in English Commercial Advertisement*.

Thesis. English Studies, Graduate Program of Semarang State University.

Supervisor I. Prof. Mursid Saleh, II. Drs. Yan Mujiyanto, M.Hum.

Keywords: Context of Situation, Commercial Advertisement, Discourse.

The background of the study in this research is that in business field, one of the functions of English is used as a medium for advertising certain products. The products, especially that are popular, usually use English to write some elements of advertisements such as: headline, body copy, label, etc as a means of promoting them. English, as text, will be used to persuade, influence, and create new images of the customers toward certain product and services.

The problem of this research can be stated as follows: What are the contexts of situation contained in English Commercial Advertisement. The objective of this study is to analyze the context of situation; field, tenor and mode, of English Commercial Advertisement.

In order to get the finding of this thesis objectively, the writer performed a research, provided with the descriptive qualitative approach. The data used is in the form of discourse, sentence, phrase and words gained from English Commercial Advertisement found in the three of newspapers; *Republika*, *The Jakarta Post*, and *Kompas* that published January 2000 until January 2005. Method of data collection is documentation. Technique of Data Analysis uses the context situation analysis as formulated by Halliday and Hasan (1985:14).

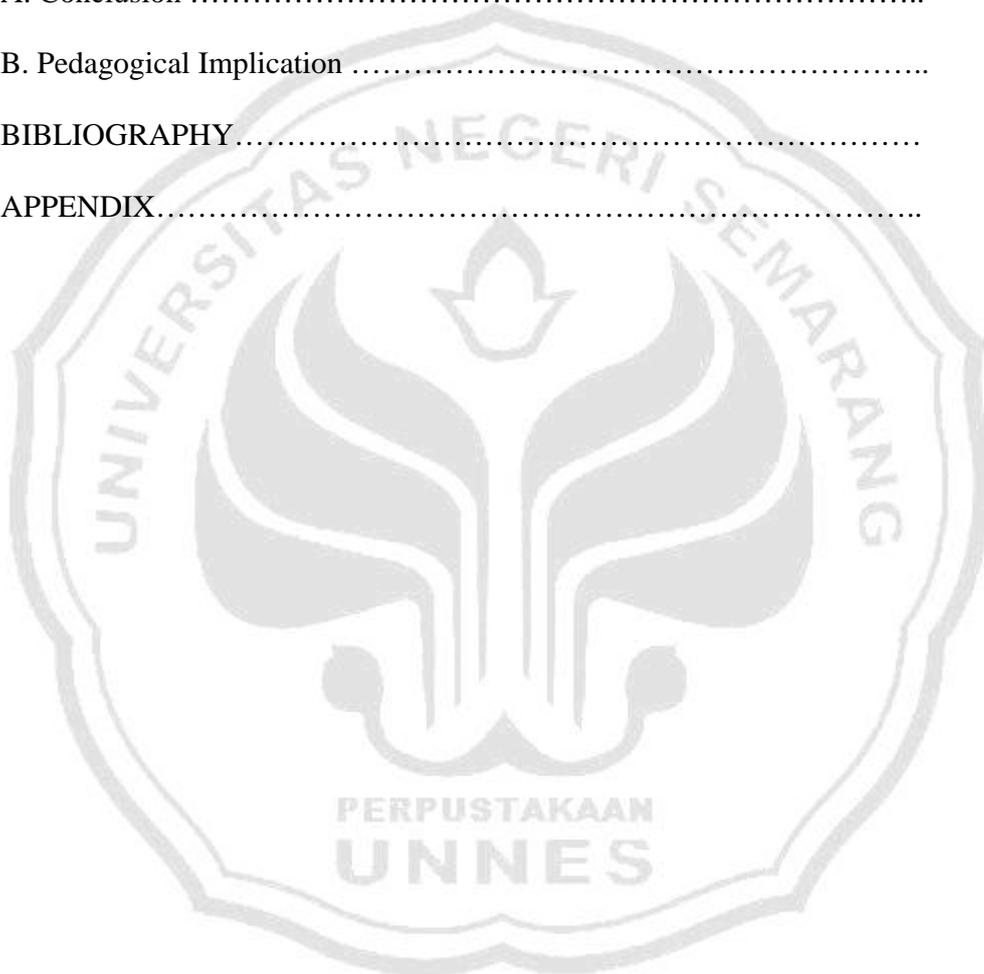
The writer has found that the field of English Commercial Advertisements tells about vacancies, enrollment at elementary school and university, job training, and seminar. The tenor of them indicates the relation between the copywriter and readers is not equal. The modes of the texts are realized in the form of clause complex, paratactic and hypotactic.

TABLE OF CONTENTS

| | |
|--|------|
| APPROVAL | ii |
| LEGITIMATION..... | iii |
| MOTTO | iv |
| DEDICATION | v |
| ACKNOWLEDGEMENT | vi |
| TABLE OF CONTENTS..... | viii |
| ABSTRACT | v |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Study..... | 1 |
| B. Problem Identification | 4 |
| C. Limitation of the Study | 4 |
| D. Statement of the Study | 5 |
| E. Purpose of the Study | 5 |
| F. Significant of the Study | 5 |
| G. Outline of the Thesis | 6 |
| CHAPTER II REVIEW OF RELATED LITERATURE..... | 7 |
| A. Discourse and Discourse Analysis | 7 |
| B. Discourse and Text | 8 |

| | |
|---|----|
| C. Spoken and Written Language | 11 |
| D. Context | 13 |
| E. Context of Situation | 14 |
| 1. Field | 16 |
| 2. Tenor | 17 |
| 3. Mode | 19 |
| F. Relationship of Text and Context of Situation..... | 24 |
| G. Advertising..... | 28 |
| 1. Definition of Advertising | 28 |
| 2. Types of Advertising | 28 |
| 3. Element of Advertising | 30 |
| 4. Function of Advertising | 31 |
| CHAPTER III RESEARCH METHOD..... | 32 |
| A. Approach | 32 |
| B. Source of Data | 32 |
| C. Data | 33 |
| D. Method of Data Collection | 34 |
| F. Technique of Data Analysis | 34 |
| CHAPTER IV DATA DESCRIPTION AND INFERENCE..... | 37 |
| A. Data Description | 37 |

| | |
|--|----|
| B. Data Inference | 66 |
| CHAPTER V CONCLUSION AND SUGGESTION..... | 73 |
| A. Conclusion | 73 |
| B. Pedagogical Implication | 75 |
| BIBLIOGRAPHY..... | 77 |
| APPENDIX..... | 79 |



CHAPTER I: INTRODUCTION

In order to discuss the study more systematically and easier to understand, in this chapter, the writer intends to clarify some sub-chapters such as, background of the study, problem identification, limitation of the scope, statement of the problem, purpose of the study, significant of the study, and outline of the thesis.

A. Background of the Study

Generally, in Indonesia English is used not only in academic field but also used in business field. English is used in academic field where it is used as a means of communication in education whether in the oral or written form. A teacher explains subject-matter in the classrooms using English, asks his or her students using English as well. There are many schools that take English as compulsory subject-matter for their students. Besides that English is also used as a means of transferring knowledge in the learning and teaching process whether through written or spoken forms. In the written forms, there are many references written in English while spoken one when the teacher interacts or converses with his or her students.

In the business field, one of the functions of English is used as a medium for advertising certain products. The products, especially that are popular, usually use English to write some elements of the advertisements such as: headline, body

copy, baseline, label, etc as a means of promoting them. The products, promoted by using English texts, can be found in mass media like magazine, newspaper, and television whether in spoken or written forms. For instance, a copywriter, one who writes interesting advertisement texts such as: tagline, slogan, and series of text endeavors to attract attention, interest, and desire of the consumers buying the products in written forms. On the other hand, there are also many interesting advertisement texts that can be found in spoken form like radio, television, movie, etc, and also have the same goal. In other words, there are many kinds, types, and ways of English texts found in advertisements in order to change the conviction and action of the consumers.

In written advertisements, language in specific English text will be used to persuade, influence, and create new images of the customers toward certain products and services. Indeed, the main objective of advertisements is to attract the interest of customers and at the end they use the products and service promoted. In line with this, in accordance with structural semiotics (Noviani. 2002:ix), in order to attract the consumers as much as possible, the written advertisements that consist of many texts must be able to reflect the reality of their society or community, called social reference. It means that every advertisement which is suitable with their social reference will help the readers or consumers to understand them easily. Otherwise, if the written advertisements do not have any social reference, these advertisements will be left by the consumers. So the copywriters, when they construct texts especially English written texts, should

have had well understanding of the context of situation and culture of a society or community where the customers lived in.

The English texts as a language found in the written advertisements have two functions; as a means of transaction and interaction. *First*, transaction means a language, English texts, is used to express an 'information' or idea from the speaker or writer to the listener or reader. It is also called as ideational meaning (Halliday, 1970). *Second*, interaction means a language, English texts, is used to express a social and personal relationship such as: feeling, mood, and attitude. Halliday (1970) called this, as interpersonal meaning. While as a language, an advertisement also has a function as means of communication. In this case, there are two type functions; information and transformation (Noviani, 2002:25). *First*, information means that an advertisement is used to give information or make the customers know characteristics of the products promoted. Later on, then it is called as primary discourse because it focuses on the quality of the promoted products. *Second*, transformation means that the advertisement is used to change the consumers mind about label, lifestyle, expense patterns, and techniques how to reach success. Then it is called as secondary discourse, it focuses on a social relationship.

The above phenomena are interesting to be studied in specific English written texts used in commercial advertisements. By using English written texts as a medium of advertisements whether in label or tagline, the products will arise some problems. One of the problems is that there will be difficulties for Indonesian

people to understand the texts whether grammatically or semantically. Besides, Indonesian language is not interesting any more for companies that will advertise their products. It has been protested by Kunardi (2002) that using English in advertisement plank is very apprehensive.

Other problems are about the context of situation and culture of English text used in commercial advertisement. The question which may rise from this is whether there is any relationship between English text used in advertisements with both the context of situation and culture in specific Indonesia.. However, related to the above problems, in this study, the writer intends to propose a thesis entitled ‘CONTEXT OF SITUATION CONTAINED IN ENGLISH COMMERCIAL ADVERTISEMENTS’.

B. Problem Identification.

From the above description, the problems will arise particularly related with the English written texts, which are used in education advertisements found in newspaper. The English written texts have many kinds and forms such as: slogan, tagline, body copy, picture, etc. They have specific rules or grammar and register in order to transfer idea and create social relationship.

C. Limitation of the Study

The writer restricts his study to analyze the context of situation such as, field, tenor, and mode of English commercial advertisement found daily newspaper,

which is the most popular in Indonesia. The newspaper are The Jakarta Post, *Kompas*, and *Republika*.

D. Statement of the Problem

The writer is going to talk about one question; how does the context of situation (register), field, tenor, and mode depict English advertisement found in the daily news paper?.

E. Purpose of the Study

The writer writes the thesis with minimally four purposes. The purposes in the study are as follows:

1. To describe the field contained in the English commercial advertisement texts used in the daily newspaper.
2. To find the tenor depicted in the texts published in the daily newspaper.
3. To describe the mode contained in the texts found in the daily newspaper.

F. Significance of the Study

There are two reasons why the writer is interested in this study. Those reasons are based on academic and practical (non-academic) purposes. In academic view point, this study will benefit as a medium to apply the linguistics theory in advertisement field. This linguistics theory is going to develop by the problems in society. It is also as basis for the next similar research.

In practical point of view, this study will be useful for the readers who are interested in the register analysis and the copywriter, who write advertisement texts.

G. Outline of the Thesis

Here, the writer presents the thesis into five chapters. The thesis organization is as follows:

Chapter I is concerned with introduction of thesis which covers; background of the study, problem identification, limitation of the scope, statement of the problems, purposes of the study, signification of the study, and thesis organization.

Chapter II deals with review or related literature that covers theoretical framework such as: definition of discourse and discourse analysis, discourse and text, spoken and written text, context of situation (register) and relationship between text and context situation (register), definition of advertisements, types of advertisement, and function advertisement.

Chapter III concerns with research methods such as: subject of the research, source of the data, the data, method of data collection, and method of data analysis.

Chapter IV describes the result of analyzed data or it is called data presentation that consists of data presentation and data interpretation.

Chapter V is closure that contains the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

To explain the problems of this study, in chapter two, the writer will elaborate a theoretical framework. It will provide many issues such as: discourse and discourse analysis, text and discourse analysis, spoken and written language, context of situation, the relationship between text and context of situation, and commercial advertisements. In context of situation (register), the writer will classify the issues into three parts such as: field, tenor, and mode. At the end this chapter, he explains a commercial advertisements issues such as: definition, types of commercial advertisements, and function of commercial advertisements.

A. Discourse and Discourse Analysis

Nunan (1993:5) defines discourse as a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit, such as; a sermon, joke or narrative. He also explains that the discourse stretches of language perceived to be meaningful, unified, and purposive. Based on the Nunan's definition, it can be called that discourse analysis means an effort to analyze the stretches of language larger than sentence whether spoken or written and they are often meaningful, unified (coherence), and purposive.

Further, Nunan (1993:5) explains that discourse means to the interpretation of the communicative event in context. He further states that discourse can be

defined as a stretch of language consisting of several sentences, which are perceived as being related in some way. Schiffrin (1994:24) states that discourse is viewed as a level of structure higher the sentence, or higher than another unit of text.

Meanwhile, Harris in Schiffrin (1994:24) also explains that discourse analysis procedurally is as a formal methodology, derived from structural methods of linguistic analysis such a methodology could break a text down into relationship among its lower – level constitution. Meanwhile Stubbs (1983:1) defines that discourse analysis refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistics units, such as conversational or written texts. The discourse analysis is also concerned with language in use in social contexts, and in particular with interaction or dialogue between speakers.

B. Discourse and Text.

Halliday and Edward (1994:108) state that the concept of text is the instances of linguistic interaction in which people actually engage; whatever is said, or written, in an operational context, as distinct from a *citational* context like that of words listed in a dictionary.

For some purposes it may suffice to conceive of a text as a kind of ‘super sentence’, a linguistic unit that is in principle greater in a size than a sentence but of the same kind. It has long been clear, however, that discourse has its own

structure that is not constituted out of sentences in combination; and in a socio-linguistic perspective it is more useful to think of text as encoded in sentences, not as composed of them. Hence what Cicourel (1969) refers to as omissions by speaker are not so much omissions as encoding, which the hearer can decode because she/he shares the principles of realization that provide the key to the code. In other words, a text is a semantic unit; it is the basic unit of the semantic process.

At the same time, text represents choice. A text is 'what is meant', selected from the total set of options that constitute what can be meant. In other word, text can be defined as actualized meaning potential which is the paradigmatic range of semantic choice that is represent in the system, and to which the members of a culture have access in their language. According to Malinowski, it can be characterized in two ways of distinction between the context of situation and the context of culture (Halliday and Hasan, 1985:5).

Malinowski in Hallidaay and Hasan (1985:5) writes that the context of culture is the entire semantic system of the language. This is a fiction, something which can not be described. The context of situation is also a particular semantic system, or set of subsystems, which is associated with particular type of situation or social context. This is too a fiction; but something that may be more easily describable.

Halliday and Hasan (1985:10) give notion the text as the product in the sense that it is output, something that can be recorded and studied, having a certain

construction that can be represented in systemic terms. Nunan (1993:5) defines a text as a piece of naturally occurring spoken, written, or signed discourse identified for purposes of analysis. It is often a language unit with a definable communicative function, such as conversation, a poster, etc. In other words, the term 'text' is technical term, to refer to the verbal record of communicative act. In short, the difference between discourse and text that discourse is language in action, text is the written record of that interaction.

In order to get clearer information of the difference between discourse and text, Mulyani (2003: 168-169) will elaborate it clearly. She explains that the difference between both discourse and text is clear-cut. Texts are as a technical term, to refer verbal recorded and communication act. The texts always reflects relations as follows:

1. A relation among unity within the texts that formed cohesion and hierarchy.
2. A relation unity of texts former and other texts in culture.
3. A relation unity of an intention of the text writer and respond from the reader or hearer.
4. A referential relation between texts and context.

Meanwhile in accordance with Aminuddin (1989:4), discourse analysis has a scope in the following:

1. The objective form of a language is text.
2. Discourse has relation with some elements outside the text such as, reference, presupposition, implication, and inference.

3. It relates with the context and pragmatic aspects
4. It relates with ideational, textual, interpersonal meaning.

Based on the above explanation, even though both discourse and text are really different, they cannot be separated each other. In fact, a text constitutes a physical form of discourse or as a product of discourse, a text is a concrete thing.

C. Spoken and Written Language

Halliday (198 5b) in Nunan (1993:9) suggests that written language is used for action and information. It is used in action such as; public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, and computer manuals. It is used for information for instance, news papers, current affair magazines, advertisements, political pamphlets, and for entertainment like comic strips, fiction books, poetry, drama, newspaper features, and film subtitles. These different purposes will be reflected in the characteristics of the texts themselves: letters have different characteristics from newspaper editorials, which have different characteristics from poem, and so on.

Chafe in Schiffrin (1994:24) explains that spoken language is produced in units with intonational and semantics closure – not necessarily syntactic closure.

In order to make clear enough the different between spoken and written language, the writer will present table quoted from Eggins (1994:57) in the following:

Table: 1 characteristics features of spoken and written language

| Spoken and written language: The linguistic implication of Mode | |
|--|--|
| Spoken language | Written Language |
| 1. turn – taking organization | 1. monologic organization |
| 2. context dependent | 2. context independent |
| 3. dynamic structure: - Interactive staging - Open-ended | 3. synoptic structure - Rhetorical staging - closed finite |
| 4. spontaneity phenomena (false starts, hesitations, interruption, overlap, incomplete clause) | 4. final draft (polished) indications of earlier draft removed |
| 5. everyday lexis | 5. prestige lexis |
| 6. non-standard grammar | 6. standard grammar |
| 7. grammatical complexity | 7. grammatical simplicity |
| 8. lexical sparse | 8. lexical dense |

D. Context

It is Malinowski who claims that language only becomes intelligible when it is placed within its context of situation. In line with this terms, he wants to capture the fact the situation in which the words uttered “ can never be passed over as irrelevant to the linguistics expression”, and that “ the meaning of any single word is to a very high degree depend on its context” (Eggins 1994:50 –51).

By giving this explanation, then he develops that language must be both functional and semantics. It means that a language makes reference to why people use it and it also deals with how language means.

The writer further quotes from Malinowski who makes an important association, between the fact that language only makes sense, has meaning when it is interpreted within its context and a language is also functional resource. He states completely in the following:

It should be clear at once that the conception of meaning as contained in an utterance is false and futile. A statement, spoken in real life, is never detached from the situation in which it has been uttered. For each verbal statement by a human being has the aim and function of expressing some thought or feeling actual at that moment and in situation, and necessary for some reason or other to be made known to another person or persons – order either to serve purposes of common action, or to establish ties of purely social communication, or else to deliver the speaker of violent feelings or passions..... utterance and situation are bound up inextricably with each other and the context of situation is indispensable for the understanding of the words a word without linguistic context is a mere figment and stands for nothing by it self, so in reality of a spoken living tongue, the utterance has no meaning except in the context of situation (Eggins 1994:52)

E. The Context of Situation (Register)

Halliday and Edward (1994:109) define that situation is the environment in which the text comes to life. This is well-established concept in linguistics, going back at least to Wegener (1885). It played a key part in Molinowski's ethnography of language, under the name of 'context of situation; Molinowski's notions were further developed and made explicit by Firth (1957:182), who maintained that the context of situation was not to be interpreted in concrete terms as a sort of audiovisual record of the surrounding 'props' but was, rather, an abstract representation of the environment in terms of certain general categories having relevance to the text. The context of situation may be totally remote from what is going on round about during the act of speaking or writing.

It will be necessary to represent the situation in still more abstract terms if it is to have a place in a general sociolinguistic theory; and to conceive of it not as situation but as situation as type, in the sense of what Bernstein refers to as a 'social context'. This is essentially, a semiotic structure. It is a constellation of meaning deriving from the semiotics system that constitutes the culture.

If it is true that a hearer, given the right information can make sensible guesses about what the speaker is going to mean – and this seems a necessary assumption, seeing that communication does take place – then this 'right information' is what we mean by the social context. It consists of those general properties of the situation which collectively function as determinants of text, in

that they specify the semantic configurations that the speaker will typically fashion in context of the given type.

However, such information relates not only 'downward' to the text but also upward to the linguistic system and to the social system. The situation' is a theoretical socio-linguistic construct; it is for this reason that we interpret a particular situation type, or social context, as semiotic structure. The semiotic structure of a situation type can be represented as a complex of three dimensions: the ongoing social activity, called field, the role relationships involved, called tenor, and the symbolic or rhetoric channel, called mode. Furthermore, the field is the social action in which the text is embedded; it includes subject-matter, as one special manifestation. The tenor is the set of role relationships among the relevant participant; it includes level of formality as one particular instance. The mode is the channel or wavelength selected, which is essentially the function that is assigned to language in the total structure of the situation; it includes the medium (spoken or written), which is explained as a functional variable.

Field, tenor, and mode are not kinds of language use, nor are they simply components of the speech setting. They are conceptual framework for representing the social context as the semiotic environment in which people exchange meanings. Given an adequate specification of the semiotic properties of the context in terms of field, tenor, and mode. It should be able to make sensible predictions about semantic properties of text associated with it. To do this, however, requires an intermediary level-some concept of text variety, or register.

Both the situation and the register associated with it can be described to varying degrees of specificity; but the existence of register is a fact of everyday and combinations of options that are at risk under particular environmental conditions. Since these options are realized in the form of grammar and vocabulary, the register is recognizable as a particular selection of words and structures. But it is defined in terms of meanings; it is not an aggregate of conventional forms of expression superposed on some underlying content by 'social factors' of one kind or another. It is the selection of meanings that constitutes the variety to which a text belongs.

Meanwhile Martin (1994:498) defines that register is as the configuration of semantic resources that members of the culture associate with a situation type. It is the meaning potential that is accessible in a given social context. This definition refers to what Halliday (1978:111) called as context of situation – presumably what is referred to as situation (non – linguistics phenomena). In order to depict the context of situation Halliday then he has three characterizations, called field, mode, and tenor. His descriptions are presented as follows:

1. Field

According to Martin (1992:404) that field is also called as social action, what is actually taking place. It refers to what is happening, to the nature of the social action that is taking place. It tells what is that the participants are engaged in, in which the language figures as some essential component. Besides, Martin (1992:536) also explains that field is as a set of

activities oriented to some global institutional purpose or more informally, field provides the semiotic interpretation of what count as an answer to the question /What do **you** do?/.

Meanwhile in accordance with Eggins (1994:67) that field is as the situational variable that has to do with the focus of the activity in which it is engaged. Eggins, further, has made the characteristics of field language. He distinguishes the language bridge game used by the beginner and advance level. Based on these levels, there are two kinds language, called technically and everyday language. In order to get understand easily the writer would like summarize the different both of them in the following:

Table 2 Technical vs everyday language

| Technical and everyday language: The linguistics implication of Field | |
|--|--|
| Technical Language | Everyday Language |
| Technical terms | everyday terms |
| Words only “insiders” understand | <i>words interactants all understand</i> |
| Acronyms | full names |
| Abbreviated syntax | standard syntax |
| Technical action processes | identifying processes |
| Attributive descriptive process | defining terms |

In line with the technical and everyday language, Eggins (1994:67) also provides the differences between technical and everyday situation. She summarizes both differences as follows:

Table 3 Technical vs everyday situation

| Technical Situation | Everyday Situation |
|---------------------------------|-----------------------------------|
| Assumed knowledge | “common knowledge” |
| an activity / institution/ area | no (or little) assumed. Knowledge |
| deep taxonomies | Shallow taxonomies |
| Detailed sub – classification | Limited sub – classification |

2. Tenor

Tenor conveys the role structure, who is taking part. It refers to who is taking part, to the nature of the participants; their statuses and roles. This is what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved (Martin 1992:404).

Tenor can also defined as the social action role relationships played by interactants. For instance, the roles are such as student / lecturer, customer / salesperson, and friend / friend. In other words, tenor particularly focuses on building roles among interactants or pioneering. A building on pioneering

studies of language variation and role relationship variables is such as formality, politeness, and reciprocity. Cate Poynton (1985), Brown (1960), and Gilman (1972) in Eggin (1994:64) have suggested that tenor can be broken down into three different continua: power, affective involvement, and contact. In order to get better understanding among those terms, the writer will elaborate them in the following:

1. Power

There are two types of power, called equal and unequal. The equal power is described as a relationship between friend and friend while the unequal power is conveyed as a boss and an employee. It can be presented in the figure as follows:



Figure 4 The power continuum

2. Contact

It means the role that are being played among the interactants whether the relationship comes to be frequent or infrequent contact. The contact here can be conveyed in the following:



Figure5.The contact continuum

3. Affective involvement

It realizes the situation of the affective involvement between interactants whether high or low. For instance, friends or lovers are affectively involved, whereas work associates are typically not. The affective involvement can be seen in the following:



Figure 6. The affective involvement continuum

The affective involvement will have an impact on how to use language. Based on typical tenor dimension, the impact consists of two situation types, the informal and formal as presented below:

Figure 7. Formal and Informal Situation

| Informal | Formal |
|----------------------------|---------------------------------|
| equal power | Unequal, hierarchic power |
| Frequent | Infrequent, or one-off, contact |
| High affective involvement | Low affective involvement |

2.5.3 Mode

Mode is the symbolic organization, in other words, it tells what role language is playing. Mode refers to what part language is playing, what is it that the participants are expecting the language to do for them in the situation:

the symbolic organization of text, the status that it has, and its function in the context including channel (Martin 1992:404).

Eggins (1994:53) defines that mode is referred simply to the role language which is playing in an interaction. She also quotes Martin's opinion (1984) that the role can be seen as involving two simultaneous continua which describes two different types of distance in the relation between language and situation. The types of distance are called spatial (interpersonal) and experiential distance. Both distances can be seen below:

3.1. Spatial/interpersonal distance

A spatial/interpersonal distance is as the continuum ranges situation according to the possibilities of immediate feedback between the interactants. Eggins makes figure traditional (casual conversation) and modern communication mode (telephone, e-mail, fax, radio, and novel) to convey the interpersonal distance as follows:

Table 8. spatial or interpersonal distance continuum



| CC | Telephone | e-mail | Fax | Radio | Novel |
|-----------|------------------|---------------|------------|--------------|--------------|
| + V C | - Visual | - Visual | - Visual | - Visual | - Visual |
| + Aural | + Aural | - Aural | - Aural | One-way | - Aural |
| + IF | + IF | + RF | -+RF | DF | - F |

Abbreviation Note:

CC= Casual Conversation

VC= Visual Contact

RF= Rapid Feedback

F= Feedback

IF= Immediate Feedback

DF= Delayed Feedback

From the above figure table it can be seen that at one pole of the continuum, the situation of casual conversation, then, there is both visual and aural contact, and thus feedback is immediate. For instance, if there is a disagreement one of among the interactants, they can say so straightway, or to their face.

3.2. Experiential distance

An experiential distance is the range situations according to the distance between language and the social process occurring. In order to get easily understanding, Eggins (1994:54) draws the experiential distance below:

Table 9 the experiential distance continuum



| | | | |
|--|----------------------|--|-------------------------|
| language accompanying social process, language as ACTION | | Language constituting social process, language as REFLECTION | |
| Playing a game | Commentating | Recounting Experience | Constructing Experience |
| e.g. bridge | e.g. calling a match | e.g. report in the news paper | e.g. non-fiction |

Based on the above, there are two poles, language as action and language as reflection. At one pole, language as action, a language can be relayed on a situation such as playing a game. The language later on is being used to accompany the activity of interactants who are involved in it. Contrast with the above pole, language as reflection, a language is being used to reflect on experience rather than to enact something.

Another situation in the mode that need to be conveyed in study is spoken and written language situation. Eggins (1994:55) characterize the basic contrast between spoken and written language use. The different both spoken and written is presented in the following:

Table 10. Mode: characteristics of spoken/written language situation

| Mode: typical situation of language use | |
|---|---------------------------|
| Spoken | Written |
| + interactive | Non-interactive |
| 2 or more participants | One participant |
| Face-to-face | Not face-to-face |
| In the same place at the same time | On his/her own |
| + language as action | Not language as action |
| Using language to accomplish some task | Using language to reflect |
| + spontaneous | Not spontaneous |

| | |
|---|---------------------------------|
| Without rehearsing what is going to be said | Planning, drafting, & rewriting |
| + casual | Not casual |
| Informal and everyday | Formal and special occasions |

F. The Relationship of Text and Context of Situation

1. Definition of Context of Situation

The word /context/ in English means /con – text/, the words and the sentences before and after the particular sentence that one was looking at. While the word /situation/ means verbal environment. So the context of situation means environment of text (Malinowski in Hasan and Halliday 1985:6). Hasan and Halliday (1976:21) define that context of situation means all of those extra – linguistic factors which have some bearing on the text itself.

Firth (in Martin 1992:497) explains that context is one of a number of levels of analysis (alongside grammar, morphology, lexis, phonology and phonetics) required for linguistics to make statements of meaning about text. From this definition, Firth was interested in analysing the context of situation into four variables such as; the participants in the situation, the action of the participants, other relevant features of the situation and effect of verbal communication. *First*, the participant in the situation describes persons and personalities, corresponding more or less to what sociologists would regard as the statuses and roles of the participants. *Second*, the action of the participants includes what they are doing both their verbal and non verbal action. *Third*, other relevant features of the situation indicate the surrounding objects and events, so far as they have some bearing on what is going on. *Finally*, the effects of the verbal action represent what changes were brought about by what the participants in the situation had to say.

2. Relationship of Text and Context of Situation

To understand a text appropriately, as a product of social activities, there must be a context or co – text. Malinowski (1923) in Halliday and Hasan (1989:9) defines con-text as the words and the sentences before and after the particular

sentence that one was looking at. He also characterize context as a total environment, not only including verbal but also situation in which the text was uttered, called nonverbal. Later on he introduced the two notions that he called the context of situation and culture.

While Halliday and Hasan (1985:12) classified into three concepts in order to be a text or discourse intelligible. They called these as three features of the text situation; field, tenor and mode. First, field refers to what is happening, to the nature of the social action that is taking place. Second, tenor refers to who is taking part, to the nature of the participants, their status and roles. The last, mode is to refer what part the language is playing, what it is that the participants are expecting to do for them in that situation.

The relationship between text and context of situation is indispensable. Every text bears a specific context. The specific context can be depicted by identifying the three elements of the context of situations such as, field, tenor, and mode. In line with this, the field is expressed through the experiential meaning. The tenor is expressed through the interpersonal function in the semantics, and the mode is expressed through the textual function in the semantics.

In order to make them clear the writer will figure out in the following:

Table. 11

| SITUATION: | (realized by) | TEXT: |
|--|---------------|--|
| Feature of the context | | Functional component of semantic system |
| Field of discourse (what is going on) | | Experiential meanings (transitivity, naming, etc.) |
| Field of discourse (what is going on) | | Interpersonal meanings (mood, modality, person, etc) |
| Mode of discourse (role assigned to language) | | Textual meanings (theme, information, cohesive relation) |

3. Relation of Context of Situation and Advertisement texts

Advertisement as a text is a semiotic system organized based on the codes that reflect certain values, attitude and belief. Every message of an advertisement has two types of meaning; explicit and implicit. Those two meaning are realized or constructed in a symbol called text. As a text, it must have a specific construction like news, novel, short story, etc in order to be understood easily.

Thus, Noviani (2002:25) classified the function of advertisement texts into two categories; informational and transformational. The informational means

that the texts of advertisement inform to the customers about the characteristics of a product. Meanwhile transformational means that an advertisement texts endeavor to change attitude owned by the consumers toward brand, patterns of shopping, life styles, and the techniques to reach a success.

Furthermore, William (in Noviani 2002:25) said that an advertisement has two discourses, primary and secondary. Primary discourse focuses on the quality of products advertised while secondary discourse constitutes a social relationship applied in the advertisement. So in line with this, the context of situation tells about the social environment reflected in the texts in order to the texts be understood well.

G. Advertising

1. Definition of Advertising

According to Dominick (1987:358), advertising is any paid form of non-personal presentation and promotion of ideas, goods, and service usually paid for by an identified sponsor.

Meanwhile it is based on the one offered by the American Marketing Association: Advertising is the paid non-personal, and usually persuasive presentation of ideas, goods, and services by identified sponsors through various media (Gamble and Gamble,1966:297). In addition, according to Jefkins (1982:135), advertising aims to persuade people to buy.

From the definition above, it can be concluded that advertising is one of mass communication means used for presentation of ideas, products, and services by identified sponsor through mass media, with the intention of information and persuading perspective.

2. Types of Advertising

In accordance with Madjadikara, (2004:17), there are two types of advertisements; commercial and non-commercial. Commercial advertisement is an advertisement which supports a marketing campaign of a product or service. Non-commercial advertisement is an advertisement which constitutes social marketing campaign that aims to sell an idea for public service interest.

While from the users point of view, Gamble 1984:371), divides the advertising into four types. The types are presented in the following:

1. Consumer and Business Advertising

A consumer advertising is directed at people who are expected to use a product or service for personal reasons. The business advertising is addressed to people who are expected to use to product or service for business reasons or to resell the product or service.

2. Local and National Advertising

Local advertising is paid for by a dealer who sales directly to the consumers.

National advertising refers to those advertising messages that are paid for by

the owner of a product or service that is or will be sold through various stores or distributor.

3. Direct mail Advertising

The direct mail advertising is an advertising that its function as one of the basic medium to carry the message

4. Image and Public – Service advertising

Image advertising is non product advertising comes in various forms. In addition the public-service advertising is noncommercial and is sponsored by or for institution civic group, religion or political organization.

3. Element of Advertising

Usually, a written advertisement consists of a headline, an illustration, a body copy, a slogan, and logotype. Gamble and Gamble (1984: 315-317, states that the element of advertising have five parts namely:

1. A headline

The purpose of the headline is to get the attention of the audience – the specific audience to whom the advertisement is directed. It is also the key factor in getting people to read the body copy.

2. A body copy

It is to stimulate interest in and create a desire for what is being advertised.

To be effective body copy must be easy to understand and believable.

3. A slogan

It summarizes the campaign theme. For example, the city never sleeps (slogan from *City Bank*) and a great way to fly (slogan from Singapore Airline).

4. An illustration

It is designed to attract attention. The headline and illustration should complete a thought.

5. A logotype

It is a special design of the name of the advertisers which is used repeatedly in the advertising.

4. Function of Advertising

By advertising, people can be influenced to learn better products and services, to take care of their health and to improve their way of living. It stimulates wants, shows the differences among various products or services, and shows how various needs and wants can be fulfilled.

Meanwhile, creative code in American Association of Advertising Agencies (in Gamble 1986:330), states to the advertisers that it is a primary way of persuading people to buy his goods and services, within the framework of a highly competitive economic system. He entitled to regard advertising as a dynamic means of building his business and his profits.

Advertising has an important role information and influence perspective consumers. The function of advertising is to carry a desired message of goods, services, or ideas from procedures to consumers.



CHAPTER III

RESEARCH METHOD

In this chapter, I explain the research method that consists of approach, source of data, technique of collecting data, and technique of analyzing data. In analyzing the data, I used the theory developed by Halliday called context of situation. Then, I will elaborate them in following clearly.

A. Approach

The writer uses a *Descriptive Qualitative* method in this research. It is called the descriptive one since the researcher looks for, collects, classifies, then analysis the data for drawing the conclusions. It is called the qualitative one since the collected data are in the forms of sentences and they are classified into their categories for getting conclusions. Furthermore, this description showed that in qualitative research, the writer makes conclusion through the collected data that are described before.

B. Source of Data

In a research, source of data is very important to be known. It can explain the

subject from which the data are obtained (Arikunto, 1992:102). The data itself may be in the forms of discourses, sentences, phrases, or words from the advertisement found news paper, magazines, books, etc.

The source of data in this research are three newspapers which are popular in Indonesia; The Jakarta Post, Kompas, and *Republika*, the edition of January 2000 until January 2005. The writer takes them since they have a lot of advertisements especially using English in their each issue and they are popular newspaper for Indonesian societies, in specific for tertiary educational institutions and for the intellectual people. As a matter of fact, The Jakarta Post, *Kompas* and *Republika* are well known newspapers that have been widely distributed around Indonesia including Central Java.

C. Data

The data of this research are English commercial advertisement texts used in advertisements found in newspapers particularly in The Jakarta Post, Kompas, and *Republika*. The data taken from them were classified based on the types of advertised products or services. The advertisements are published in those newspapers from January 2000 to January 2005.

According to Jefkins (1997:39), there are many kinds of advertising such as products, goods, and services that would be classified as follows:

1. Consumer and Business to Business
2. Local and National

3. Direct mail Advertising
4. Image and Public – Service
5. Financial
6. Retail
7. Vacancy

Based on the kinds of advertisement above, however, the writer intends to analyze the English commercial advertisements particularly in education fields which are found in The Jakarta Post, Kompas, and Republika from January 2000 to January 2005. It is impossible for him to analyze all of the types of English commercial advertisements. Another reason is because this research is Case Study Research one so that it must analyze the unique of data gathered deeply and elaborate them appropriately (Arikunto 2002:120).

D. Method of Data Collection

The method of data collection used in this research is documentation. The writer collects the data of English commercial advertisements found in national newspaper, such as The Jakarta Post, *Republika*, and *Kompas* published from January 2000 to January 2005. Then, the writer classifies, copies, cuts, and gives codes the collected data.

E. Technique of Analyzing Data

After I have collected the data, the next step to be conducted is data analysis. This procedure is intended to find out the characteristics of the data which are adjusted to the research objectives. There are thirty six data taken from Republika , The Jakarta, and Kompas. I take two data from each newspaper every year from 200 – 2005 so I get 36 data. Then, I divide the data into five types of advertisement as presented below:

1. advertisement of higher education, found 20 data
2. primary school, found 5 data
3. vacancy in education such a teacher, officer, found 2 data
4. seminar, found 7 data
5. scholarship, found 2 data

I will analyze them by using context of situation theory as suggested by Halliday and Hasan (1985:14). The model of data analysis is divided into two steps and they will be presented as follows:

1. Data Presentation

Text 1.2 (from a radio talk by the Bishop of Woolwich)

The Christian should therefore take atheism seriously, not only so that he may be able to answer it, but so that he himself may still be able to be a believer in the mid-twentieth century. With this in mind, I would ask you to expose yourself to the three thrusts of modern atheism. These are not so much three types of atheism – each is present in varying degree in any representative type – so much as three motives which have implied man, particularly over the past hundred years, to question the God of their up – bringing and ours. They may be represented by three summary statements:

God is intellectually superfluous;

God is emotionally dispensable;

God is morally intolerable
Let us consider each of them in turn

2. Situational Description:

Field : Maintenance of institutionalized system of beliefs; religion (Christianity), and the members' attitudes towards it; semi-technical

Tenor : Authority (in both senses, i.e. person holding authority, and specialist) to the audience; audience unseen and unknown (like readership), but relationship institutionalized (pastor to flock)

Mode : Written to be read aloud; public act (mass media: radio); monologue; text is whole of relevant activity lecture; persuasive, with rational argument.

The field is thus the maintenance of an institutionalized system of beliefs: the nature of the Christian religion, and of people's attitude towards it, at a semi – technical level. *The tenor* is that of an authority to an audience. He is an authority in both senses: he holds authority in the Church, as a bishop, and he is an authority on religion, a theologian. He cannot see the audience, and does not know them; but his relationship to them is institutionalized in the culture, as that of pastor to flock. *The mode* is that of a text that was written in order to be read aloud, as a public act on the mass media, it was monologue, in which the text itself was the whole of the relevant activity – nothing else significant was happening. And it is persuasive discussion, based on rational argument.

CHAPTER IV

DATA DESCRIPTION AND INFERENCE

This chapter consists two parts, data description and inference. In the data description, the writer describes the data by using a model mentioned in chapter three (Halliday's model), called context of situation. The data inference presents each characteristic of the data and compare them with theories in chapter two. The data description and inference can be seen in the following:

A. Data Description

Data 1: (Republika), Sabtu, 6 Mei 2000

Tasya is a magazine which fulfills the children needs of education and entertainment. By now Tasya is particularly distributed in five big cities in Java and some cities outside. With the luxurious edition and super content, the readers of Tasya are kids who come from middle up family.

Because of our fast-growing and the need of professional personnel, We invite you to join us. You must be experienced, creative, Mac-computer literate, 30 years old (max. age). You must be experienced, S-1 (Marketing) graduate, PC literate, single, 30 years old (max. age). You are, at least, student of management, has own vehicle and good personality. Send your application letter, CV, and a recent photograph to :

HRD Division
Majalah Tasya
Kebayoran Lama Plaza Blok B-2
Jl. Raya Kebayoran Lama No. 194 A
Jakarta 12220

Situational Description:

Field : Description of Tasya magazine for children and seeking qualified Professionals to join or to be in charge of some position such as, Head of Graphic Design, Head of Advertising and Promotion, Freelance Marketing staff, called VACANCY

Tenor : Authority (the copy writer, a person who writes an advertisement) to the readers (unseen and known separated by the time place)

Mode : Written text, mass media

Field of Text:

The above text tells the readers two cases. First, the description of the objects is clearly expressed in the language through of process that are being written about, which are all processes of either existence and condition. Processes to convey with the existence and condition are involved when the copywriter is writing about fulfilling, distributing, and coming. These processes persuade the readers that the magazine will fulfill the needs of the children psychologically such as education, fun, and knowledge in general. In other words the magazine are very important for the children. Second, it talks about persuasion and invitation from the copywriter to the readers especially (unemployment) in order to apply as one of candidate from Tasya Magazine. This can be seen from verb such as invite and the readers must also have to fulfill the requirements. I also find the same field from the data number 6, 8, 19, 23, and 26 (see the appendix).

Tenor of Text:

The interaction between copywriter and readers is most directly expressed in terms of the person selections in the grammar. In this particular readers' grammar, at this position as subordinate, they refers to readers more than two readers or many as *you* and the copywriter as representation of company which hired it uses pronoun *we*. The company is more powerful because it determines the requirements to the readers who are less powerful and they have obey the requirement. The powerness of the company also can seen from the mood. It offers a job but it demands the readers on the otherhand. Later on, tenor of the text can be broken down into tree aspects such as, power, contact, and affective involment. In order to get better understanding tenor of the above text, it will be explained in the following:

a) Power

The power continuum of the above text is unequal power. It means non-reciprocal power like boss / employee. In this context the copywriter is more powerful rather than the readers.

b) Contact

The contact continuum of this text is occasional because between the copywriter and the readers do not see each other directly (unseen). They have different time and place in writing and reading of the text.

c) Affective Involvement

The affective continuum of this text is formal situation. It can be identified by the situation such as formal, hierarchic power, infrequent, or one – off contact, low affective involvement. While the language used in formal situation can be characterized such as, neutral lexis, formal lexis (full forms, no slang), titles, no name, etc.

Mode of Text:

The mode is, of course, written language, planned or un-spontaneous text. The written language is clearly expressed in the statement forms, the statement informs and persuades the readers, *Tasya is a magazine which fulfills the children needs of education and entertainment*. Further, related to the mode, Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

a). Spatial/Interpersonal distance

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and feedback. In other word, the text is written text so that between the writer and the reader does not meet each other. The text belongs to use modern communication mode such as, faxes, telexes, and electronic, magazine, etc.

b). Experiential distance

The continuum of experiential distance means the ranges according to distance between language and social process. This text tells about recounting experience like report in newspaper. In experiential distance commonly is divided into two poles, language accompanying social process, called language as ACTION, on the other hand, language constituting social process, called language as reflection. The text of this advertisement tends to use language as reflection. It means that the copywriter reflects her/his intention in order to attract the readers through the language. By the language constructed will influence them interested in the vacancy with some position such as Head graphic design, head of advertising and promotion division, and freelance marketing staff.

Besides the situation, there is also two more linguistics features that are highly sensitive to mode variation: the degree of grammatical complexity, and the lexical density of the language chosen. The writer is going to convey the text as follows:

a) Nominalization

The text used in Vacancy of Majalah Anak – anak TASYA: *SAHABAT KITA* is dominantly spoken text although it is in written form. In order to get better understanding, in the following the writer analyzes it clearly:

Tasya is a magazine // which fulfills the children needs of education and entertainment. // By now Tasya is particularly distributed in five big cities in Java and some cities outside.// With the luxurious edition and super content, the readers of Tasya are kids who come from middle up family. // Because of

our fast-growing and the need of professional personnel, We invite you to join us.// You must be experienced, creative, Mac-computer literate, 30 years old (max. age).//You must be experienced, S-1 (Marketing) graduate, PC literate, single, 30 years old (max. age). //You are, at least, students of management, has own vehicle and good personality//.

In sentence 1, it consists one sentence made up of two clauses (*Tasya is a magazine // which fulfills the children needs of education and entertainment*). The two clauses are linked with a connector WH- which. Each of the two clauses describes a magazine (TASYA) and its function (*fulfills the children needs of education and entertainment*), expressed by different verb */-is/*, and */-fulfills-/*, performed by a non-human actor (a name of magazine 'Tasya'), with the actor occupying first position in each clause. In sentence 2-9, actually there will be nominalization of the verb used in every sentence (2nd – 9th) but they are mostly using human actors lied on the first sentence such as, *Taysa, we, the readers, you, you, and you*. Moreover, in this text, the copywriter frequently uses casual conversation formations such as, *we invite you, you must be experience, you are at least, and send your application*. Those expressions show the readers that it seems visual contact, aural, and immediate feedback. In short, there is no nominalization in the text and there is a spoken language form even though the advertisement is composed in written form.

Data 2, (Republika), Senin 15 Mei 2000

International Tertiary Education in Yogyakarta

THE FIRST ESTABLISHED INTERNATIONAL PROGRAM IN INDONESIA

International Program Faculty of Economics

Universitas Islam Indonesia Yogyakarta in cooperation with The Faculty of Commerce University of Wollongong Australia offers Dual Degree for undergraduate level (S1) majoring in Accounting, Economics, and Management. The program is designed to equip the graduates with business knowledge, skills, and attitude in order to face the global and rapidly changing era. They are expected to be able to compete and win globally.

- **Participants will have two certificates:** S1 level certificate (accredited) from the Universitas Islam Indonesia and Bachelor of Commerce (B.Com) certificate from the University of Wollongong, Australia (for students who undertake dual degree program)
- **The Academic Activities** such as lectures, discussion, seminars, assignments, exams, consultations, and so forth are conducted in English.
- **The Board of Lecturers** consists of graduates from well – known universities in the U.S, Australia, Canada, United Kingdom, Japan, Philippines, Thailand, and Indonesia.

The Program accepts transfer students from accredited around the world. Admission for Academic Year 2000/2001

Early Admission:

- a. Admission Registration: March 1 to June 3, 2000
- b. Admission Exam (Computer – Based Exam): Every Saturday and Sunday within the period of registration (March 1 – June) at 08.30 to 12.30
- c. Exam Materials: Mathematics, Logic, Islam, and English

Regular Admission (RA):

- a. Admission Registration: June 5 to July 23, 2000
- b. Admission exam:
Every day within the period of registration (June 5 to July 23, 2000) at, shift I 08.00 – 12.30 and shift II 13.00 – 15.00
- c. Exam Materials: The same as above

Indirect Admission through UPCM UII

The participants who are accepted in the Faculty of Economics – UII through UPCM – UII can join the IP by undertaking the English exam.

- a. Admission Registration: June 26 to August 8, 2000
- b. Admission Exam: Every day within the period of July 26 to August 8, 2000 at: shift I 07.30 – 10.30, shift II 10.45 – 13.45, shift III 14.45 – 17.00
- c. Exam Materials: English

For further information, please contact us during office hours: International Program Faculty of Economics, Universitas Islam Indonesia (UII).

Kampus Condong Catur Yogyakarta 55283, phone: 62 – 274 – 881721
(direct) 881546 fax 62 274 882599

Situational Description:

Field : Promotion of Dual Program UII and UWA

Tenor : Authority (the copy writer, a person who writes an advertisement), UII and to UWA, the readers (unseen and known separated by the time place), parents and the students who graduate from SMA

Mode : **Written text, mass media**

Field of Text:

An advertisement of Dual program UII and UWA is clear and distinct. Texts found in this advertisement use verb *offers*. It means that a copywriter tells readers especially the graduates of senior high school that the copywriter offers dual program from UII and UWA. In other words, the copywriter gives something (service of education or dual program UII and UWA) and the readers receive it. From the text, it can also be found a common sense taxonomies such as *offers, designed, expected* which are easier to understand easily.

In order to attract readers the copywriter also presents the strength of this program such as *the participants will have two certificates, the academic activities are presented in English, the qualified lecturers, and various students around the world*. Besides, the copywriter gives information to the readers in detail. The same field, I also find the same field from the data number 4, 5, 7, 9, 12, 13, 15, 17, 18, 22, 24, 28, 29, 30, 33,34, 35, and 36.

Tenor of the Text:

The social role relationships played by interactants in this text are between the copywriter and the readers. The copywriter represents UII and UWA while the readers are parents and students who graduate from senior high school. Tenor of the text can be broken down into three aspects such as, power, contact, and affective involvement. In order to get better understanding tenor of the above text, it will be explained in the following:

a) Power

The power continuum of the above text is unequal power. It means non-reciprocal power like boss / employee. In this context the copywriter is more powerful rather than the readers.

b) Contact

The contact continuum of this text is occasional because between the copywriter and the readers do not see each other directly (unseen). They have different time and place in writing and reading of the text.

c) Affective Involvement

The affective continuum of this text is formal situation. It can be identified by the situation such as formal, hierarchic power, infrequent, or one – off contact, low affective involvement. While the language used in formal situation can be characterized such as, neutral lexis, formal lexis (full forms, no slang), titles, no name, etc.

Mode of Text:

Mode of the text is written language. Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

a). Spatial/Interpersonal distance

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and feedback. In other word, the text is written text so that between the writer and the reader does not meet each other. The text belongs to use modern communication mode such as, faxes, telexes, and electronic, magazine, etc.

b). Experiential distance

The continuum of experiential distance means the ranges according to distance between language and social process. This text tells about recounting experience like report in newspaper. In experiential distance commonly is divided into two poles, language accompanying social process, called language as ACTION, on the other hand, language constituting social process, called language as reflection. The text of this advertisement tends to use language as reflection. It means that the copywriter reflects her/his intention in order to attract the readers through the language.

Besides the situation, there is also two more linguistics features that are highly sensitive to mode variation: the degree of grammatical complexity, and the lexical density of the language chosen. The writer is going to convey the text as follows:

a). Nominalization

The text used in International Tertiary Education in Yogyakarta is both written and spoken form. Here, in the following, the writer gives examples of written and spoken text found in that advertisement.

a.1) Example of Written Text found in the Advertisement.

International Program Faculty of Economics Universitas Islam Indonesia Yogyakarta in cooperation with The Faculty of Commerce University of Wollongong Australia offers Dual Degree for undergraduate level (S1) majoring in Accounting, Economics, and Management.// The program is designed to equip the graduates with business knowledge, skills, and attitude in order to face the global and rapidly changing era.

a.2) Example of Spoken Text found in the Advertisement.

They are expected to be able to compete and win globally.

If it is compared between example a.1 and a.2, those examples will be different from one and another. In example a.1, there are two sentences made up of one clause in each sentence. From each clause conveys the concrete action (*offers, designed*), expressed by verbs, performed by different non-human actors (*UII and UWA, The programs*). On the other hand, in example a.2, it consists of one

sentence made up of one clause. It describes the abstract action (*expected, compete, and win*), expressed by verbs, performed by one human actor, pronoun (*they*).

b). Lexical density and Grammatical Intricacy

It is by turning verbs and other parts of speech into nouns, then, it can increase the possible content of a text, called lexical density. While grammatical intricacy relates to the number of clauses per sentence, and can be calculated by expressing the number of clauses in a text as a proportion.

Data 3: (The Jakarta Post), Friday, June 2, 2000

SINGAPORE INTERNATIONAL SCHOOL is pleased to announce the launching of the SINGAPORE INTERNATIONAL PRE – SCHOOL.

REGISTRATION NOW OPENS

- Admission : All Expat and Indonesian pupils are eligible
- Type : Playgroup, Kindergarten, Primary 1& 2
- Location : Gandaria, South Jakarta
- Term : Starts mid-July 2000 for the new school year
- Teachers : All key teachers are expatriates and fully qualified
- Classes : Low pupil-teacher ratio. All classes fully air-cond
- Support : In collaboration with Singapore International School

Registration immediately to ensure a place for your Child
Contact: Mr. Freddy K. (Tel: 739-8935/739-8914)
 c/o Singapore International School (Jakarta)
 Jl. Terusan Gandaria No.I. Kebayoran Lama, South Jakarta

Field : Promotion and announcement of the launching of the SINGAPORE
INDONESIAN PRE - SCHOOL (SIS).

Tenor : Authority (the copy writer, a person who writes an advertisement), the
Singapore Indonesian Pre-School (SIS) to the readers (unseen and
known separated by the time place).

Mode : Written text, mass media

Field of the Text:

The above text invites the readers to attend the launching of Singapore International Pre-School (SIS) and at the same time the copywriter (SIS) gives information when the registration is opened for all *expat* and Indonesian pupils. The description of requirement and condition of the Singapore-International pre-School which consists of type, admission, location, term, teachers, and classes is relatively clear presented in the advertisement. The language used in the text is everyday field, more familiar to the readers, the lexis tends to consist of everyday words. The everyday words found on it are like *pleased, announce, launching, registration, and open*. The words or terms also use standard syntax, simple present, passive voice. There is no acronyms, abbreviated syntax and identifying the process is easy to understand by common readers. I also find like the above field from the data number, 10, 11, 21, and 27.

Tenor of the Text:

The social role relationships played by interactants in this text are between the copywriter and the readers. The copywriter represents Singapore International Pre-School (SIS) and the readers represents parents in general who looks for schools particularly such as, playgroup, kinder garden, and primary school to their children. In order to know more how the relationship between the copywriter and the readers, tenor of the text can be broken down into three aspects such as: power, contact, and affective involvement. The writer will explain it in the following:

a) Power

The power continuum of the above text is equal power. It means that the copywriter and the readers have the same power to influence each other. They have to be friends and they need one and another. It is not like boss and employee, there is different power among them.

b) Contact

The contact continuum of this text is frequent because the copywriter treats the readers as colleague. Despite the copywriter does not meet each other. S/he uses familiar terms so that it is as a fact that there is frequent contact among them.

c) Affective Involvement

The affective continuum of this text is informal situation. This refers to the extent to which the interactants are emotionally involved or committed in a

situation (in the text situation). This condition is clearly described by the copywriter through informal language and colloquial lexis.

Mode of Text:

Mode of the text is written language, drafted, and planned. Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

a). Spatial/Interpersonal distance

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and feedback. In other word, the text is written text so that between the writer and the reader does not meet each other. In addition, the text tends use modern communication mode especially newspaper.

b). Experiential distance

The continuum of experiential distance means the ranges according to distance between language and social process. This text tells about recounting experience like report in a newspaper. In experiential distance commonly is divided into two poles, language accompanying social process, called language as ACTION, on the other hand, language constituting social process, called LANGAUGE as REFLECTION. The text of this advertisement tends to use language as reflection. It means that the copywriter reflects her/his intention in order to attract the readers through the language.

Besides the situation, there is also two more linguistics features that are highly sensitive to mode variation: the degree of grammatical complexity, and the lexical density of the language chosen. The writer is going to convey the text as follows:

a). Nominalization

The text used in Singapore International School (SIS) is both written and spoken form. Here, in the following, the writer gives examples of spoken (found from the text) and written (should be found from the text) in that advertisement.

a.1) Example of spoken text found in the advertisement.

Singapore International School (SIS) is pleased to announce the launching of the Singapore Indonesian Pre-School. Registration now opens.

a.2) Example of written text found in the advertisement.

The reason of Singapore International School pleasing the readers in Indonesia is announcement the launching and opening registration of The Singapore Indonesian Pre-School.

If the writer compares between example a.1 and a.2, those example will be different from one and another. In example a.1, there are two sentences made up of one clause in each sentence. From each clause conveys the concrete action (*invites, opens*), expressed by verbs, performed by different non-human actors (*Singapore International School and Singapore Indonesian Pre-School*). On the other hand, in example a.2, from the text, it is gained an information that the message has somehow been condensed to fit into only one clause. This

has been achieved by turning the action of *is pleased, to announce, opens* into nouns: *pleasing, announcing, and opening*: the traditional category of abstract nouns.

Data 4: (Republika), Sabtu, 10 Apri 2002

STUDY IN CANADA

OPEN SEMINAR

Columbia International College will hold a seminar on:

- Canadian High School & Pre-University studies
- Video presentation
- Parents and students interview after seminar

Eligible students, parents and educators are welcome. Bring along all school reports and certificates for evaluation.

Jakarta, May 21, 2002, at 3:00 pm

Canadian Education Center World Trade Center, 11th floor

Samarinda, May 22, 2002, at 6:30 pm

Hotel Bumi Senyur Jl.P. Diponegoro 17-19

Balikpapan May 23, 2002, at 6:30 pm

Hotel Dusit Balikpapan Jl. Jendral Sudirman

Interview and placement test for seminar attendees only download sample placement test at our web-site.

e-mail inquirv preferred:

Situational Description:

Field : Studying in Canada Opens Seminar

Tenor : Authority (the copy writer, a person who writes an advertisement) to the readers (unseen and known separated by the time place)

Mode : Written text, mass media

Field of the Text:

The above text invites the readers to join one-day seminar of in Canada, Columbia International College. The seminar is opened for students, parents, and educators. The description of the condition of Studying in Canada Opens Seminar is very clear and intelligible. The language used in the text is everyday field, more familiar to the readers, the lexis tends to consist of everyday words. The words or terms also use standard syntax, simple present and future in active voice forms. There is no acronyms, abbreviated syntax and identifying the process is easy to understand by common readers. The writer also finds the same field from the data number 16 and 20.

Tenor of the Text:

The social role relationships played by interactants in this text are between the copywriter and the readers. The copywriter represents study in Canada Columbia International College and the readers represents parents of senior high school who looks for university particularly in Canada. In order to know more how the relationship between the copywriter and the readers, tenor of the text can be broken down into tree aspects such as, power, contact, and affective involvement. The writer will explain it in the following:

a) Power

The power continuum of the above text is equal power. It means that the copywriter and the readers have the same power to influence each other. They

have to be friends and they need one and another. It is not like boss and employee, there is different power among them.

b) Contact

The contact continuum of this text is frequent because the copywriter treats the readers as colleague although the copywriter does not meet each other. S/he uses familiar terms so that it is as a fact that there is frequent contact among them.

c) Affective Involvement

The affective continuum of this text is informal situation. This refers to the extent to which the interactants are emotionally involved or committed in a situation (in the text situation). This condition is clearly described by the copywriter through informal language and colloquial lexis.

Mode of Text:

Mode of the text is written language, drafted, and planned. Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

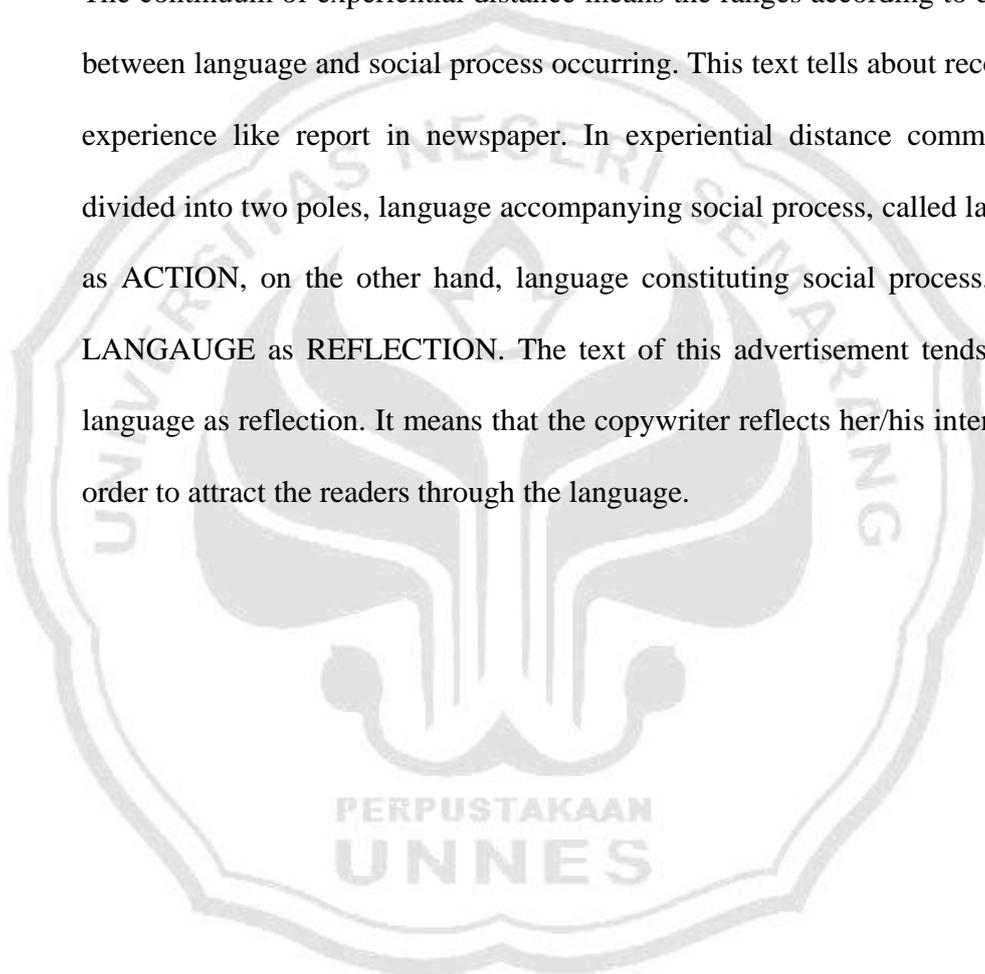
a). Spatial/Interpersonal distance

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and feedback. In other word, the text is written text so that between the writer and

the reader does not meet each other. In addition, the text tends use modern communication mode especially newspaper.

b). Experiential distance

The continuum of experiential distance means the ranges according to distance between language and social process occurring. This text tells about recounting experience like report in newspaper. In experiential distance commonly is divided into two poles, language accompanying social process, called language as ACTION, on the other hand, language constituting social process, called LANGAUGE as REFLECTION. The text of this advertisement tends to use language as reflection. It means that the copywriter reflects her/his intention in order to attract the readers through the language.



Data 5: (Republika), Kamis, 9 Desember 2004**TRAINING IN REPUBLIC OF KOREA**

We, PT AMRI MEGATAMA who have contracted for the right of trainee dispatch with the Korea Federation of Small and Medium Business, wish to employ people who have a desire to participate in the Industrial Training Program in Effect in the Republic of Korea under the following terms and conditions, for dispatch to a training company as an industrial trainee. From the applicants, KFSB will conduct random access draw by computer system and announce the results publicly.

Requirement of Trainee:

1. The number of persons to be recruited: 46 persons (male:46 persons)
2. Requirements for application:
 - Height: 155 to 190 cm (male), 145 to 185 (female)
 - Eyesight: 0,7 adjusted vision or higher (excludes color blind persons)
 - Age: 20 to 40 years
 - Education with at least 9 years of education
 - Healthy persons (excludes indisposed persons on the certified medical test or mentally unperfected persons)
 - Persons who have no criminal record
 - Person who are not against Korean Immigration Control Law.

UNNES

Persons without experience of industrial trainee in Korea

3. Subscription document: A set of application form
4. The application period: December 7th - December 11th 2004
5. Application or question: PT. Amri Margata Jl. Tebet Barat IX No.2 Jakarta Selatan Indonesia telephone: (021) 830 1737 (12 line)
6. How to subscribe: By mail or visiting

The number of persons to be selected finally:

1. The number of persons to be selected finally: 23 persons (male:23 persons)
2. Final selecting method: trainees will be selected through random access draw by computer system which performs by KFSB

Condition for Trainee Selection:

1. Training company: Medium or small sized manufacturing company in the Republic of Korea.
2. Training period: 1 year (it could be extended to another years when the trainee passed the qualification test and obtained the status of training employment).
3. Basic training allowance: in accordance with the minimum wage in effect in the Republic of Korea.
4. Basic training hours and wages: Korean currency 56,7,260 won, based on 44 hours per week, 226 hours per month.
5. Extended training hours and wages: 150% of hourly wage, based on 12 hours per week.
6. Return air-fund: Korean company pays for it when the trainees complete the contract.
7. Practical training period and allowance: Practical training for three month following entry into Korea (80% of basic wage for three months following entry into Korea).

With respect to the person who do not meet the condition for selection, and persons who demand terms outside the scope of the training conditions, the contract for dispatching the trainee shall be terminated and the trainee has to return to home country.

Other Condition:

1. Meals and lodging: gratuitous 3 meals and lodging for training period (1 year)
 2. Holidays: Sunday and legal holidays
 3. Medical insurance: Korean company and trainee pay it even.
 4. Medical insurance: Korean company pays it (treatment of industrial accident injury, and compensation of remaining disability).
 5. The insurance of clearance of back training allowance: Korean Company pays it.
 6. Personal accident insurance: KFSB and Manpower Supply Agency pay it possible to be obtain separate injury insurance considering working condition.
- Total amount of Hiring and Dispatch Commission: Pay after final selection as trainee: PT.AMRI MEGATAMA
 Address: Jl.Tebet Barat IX No.2 Jakarta Selatan telp: (021) 8301737 (12)
 Fax: (021)8301739 e-mail: amri_Indonesia@yahoo.com

Situational Description:

Field : Promotion of Training in Republic of Korea

Tenor : **Authority (the copywriter, a person who writes an advertisement) to the readers (unseen and known separated by the time place)**

Mode : Written text, mass media

Field of the Text:

The above text of advertisement informs to the readers to join Training in Republic of Korea. It tells about the requirement of trainee, person without experience of industrial trainee in Korea, the number of persons to be selected

finally, condition for trainee selection, and other conditions. The training is very attractive, the copywriter presents some of facilities and the facilities are clearly explained in other conditions. The description of the training uses a simple language, everyday field, more familiar to the readers, the lexis tends to consist of everyday words. The everyday words found on it are like *contracted*, *wish to employ*, *will conduct*, and *announce*. The words or terms also using standard syntax, simple present in passive and active voice form. There is no acronyms, abbreviated syntax, picture, and identifying the process is easy to understand by common readers. The field of vacancy is only found from data in this number.

Tenor of the Text:

The social role relationships played by interactants in this text are between the copywriter and the readers. The copy writer represents PT AMRI MEGATAMA who have conducted Training in Republic of Korea and the readers represent parents and the graduate students of senior high school who looks for job training particularly in Korea.

In order to know more how the relationship between the copy writer and the readers, tenor of the text can be broken down into three aspects such as, power, contact, and affective involvement. The writer will explain it in the following:

a) Power

The power continuum of the above text is equal power. It means that the copywriter and the readers have the same power to influence each other. They

have to be friends and they need one and another. It is not like boss and employee, there is different power among them.

b) Contact

The contact continuum of this text is frequent because the copywriter treats the readers as colleague although the copywriter does not meet each other. S/he uses familiar terms so that it is as a fact that there is frequent contact among them.

c) Affective Involvement

The affective continuum of this text is informal situation. This refers to the extent to which the interactants are emotionally involved or committed in a situation (in the text situation). This condition is clearly described by the copy writer through informal language and colloquial lexis.

Mode of Text:

Mode of the text is written language, drafted, and planned. Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

a). Spatial/Interpersonal distance

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and feedback. In other word, the text is written text so that between the writer and

the reader does not meet each other. In addition, the text tends to use modern communication mode especially newspaper.

b). Experiential distance

The continuum of experiential distance means the ranges according to distance between language and social process occurring. This text tells about recounting experience like report in newspaper. In experiential distance commonly is divided into two poles, language accompanying social process, called language as ACTION, on the other hand, language constituting social process, called LANGAUGE as REFLECTION. The text of this advertisement tends to use language as reflection. It means that the copywriter reflects her/his intention in order to attract the readers through the language.

Data 6: (Republika), Jum'at, 27 Mei 2005

Canadian International Development Agency

M A SCHOLARSHIP

The Department of Religious Affairs (MORA) in cooperation with Canadian International Development Agency (CIDA) in Canada launches a new Master of Arts (S2), Interdisciplinary Islamic Studies at UIN Syarif Hidayatullah Jakarta and UIN Sunan Kalijaga Yogyakarta. The Lecturers of the program are from both Mc Gill University and Indonesia. The applicants will be selected of administrative and academic requirements. The selected participants will receive scholarship during their 2 - year study. The application date is 1st July – 20th September 2005

Further Information contact:

Program Pascasarjana UIN Jakarta , Jl. Kertamukti Pisangan Ciputat 15419
 Jakarta, Indonesia. Tel: (62-21) 7499736,7401472, Fax: (62-21)
 7499736,74700919, e-mail: iisjkt2003@yahoo.com. Or Program Pascasarjana
 UIN Sunan Kalijaga. Jl. Marsda Adisucipto Yogyakarta 55281 Telp: (62-274)
 557889, 557978 Fax: (0274)557889 e-mail: iissw-iainyk@yahoo.com

Situational Description:

Field : Promotion of M.A Scholarship of Interdisciplinary Studies

Tenor : Authority (the copywriter, a person who writes an advertisement), Mc Gill or CIDA and Indonesia to the readers (unseen and known separated by the time place) especially the students who graduate from IAIN or STAIN (State Islamic Studies Institute).

Mode : Written text, mass media

Field of the Text:

The above text contains offering commodity (information) from The Department of Religious Affairs (MORA) in cooperation with Canadian International Development Agency (CIDA) in Canada to the readers who lives in Indonesia that there is MA scholarship of Interdisciplinary Studies at UIN Syarif Hidayatullah Jakarta and UIN Sunan Kalijaga Yogyakarta. There are two reasons that make this program is interesting. *First*, the lecturers are not only from

Indonesia but also from Canada. *Second*, the applicants selected are promised getting scholarship during study. The text of the advertisement is very clear and easy to understand. The language used in the text is everyday field, more familiar to the readers, the lexis tends to consist of everyday words. The everyday words found on it are like *launches, are, will be selected, and will receive*. The words or terms also use standard syntax, simple present in passive voice form. There is no acronyms, abbreviated syntax and identifying the process is easy to understand by common readers. Another field, scholarship is also found from the same newspaper from the data number 32.

Tenor of the Text:

The social role relationships played by interactants in this text are between the copywriter and the readers. The copywriter represents The Department of Religious Affairs (MORA) in cooperation with Canadian International Development Agency (CIDA) in Canada and the readers represents graduates from State or Private Islamic Institute (PTAIN/PTAIS) who looks for MA scholarship in Interdisciplinary Studies.

In order to know more how the relationship between the copywriter and the readers, tenor of the text can be broken down into three aspects such as, power, contact, and affective involvement. The writer will explain it in the following:

- a) Power

The power continuum of the above text is equal power. It means that the copywriter and the readers have the same power to influence each other. They have to be friends and they need one and another. It is not like boss and employee, there is different power among them.

b) Contact

The contact continuum of this text is frequent because the copywriter treats the readers as colleague although the copywriter does not meet each other. S/he uses familiar terms so that it is as a fact that there is frequent contact among them.

c) Affective Involvement

The affective continuum of this text is informal situation. This refers to the extent to which the interactants are emotionally involved or committed in a situation (in the text situation). This condition is clearly described by the copywriter through informal language and colloquial lexis.

Mode of Text:

Mode of the text is written language, drafted, and planned. Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

a). Spatial/Interpersonal distance

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and

feedback. In other word, the text is written text so that between the writer and the reader does not meet each other. In addition, the text tends use modern communication mode especially newspaper.

b). Experiential distance

The continuum of experiential distance means the ranges according to distance between language and social process occurring. This text tells about recounting experience like report in newspaper. In experiential distance commonly is divided into two poles, language accompanying social process, called language as ACTION, on the other hand, language constituting social process, called LANGAUGE as REFLECTION. The text of this advertisement tends to use language as reflection. It means that the copywriter reflects her/his intention in order to attract the readers through the language.

B. Data Inference

After describing the data using the context of situation as presented by Halliday, the writer will compare the result of those data described above. The comparison of the data is by using register variables such as, field, tenor, and mode. The analysis will be presented in the following:

1. English advertisement text of vacancy (Data Presentation 1, Republika, The Jakarta Post, and Kompas)
 1. Field

English advertisement texts found in the data presentation number one are talking about vacancy. The vacancy is about Tasya magazine and International Tertiary Education in Yogyakarta. The Jakarta Post promotes Singapore International School and Assumption University of Thailand. Meanwhile Kompas informs vacancy of ISS Consulting and promotes City School of Commerce. In the field of vacancy, there are six English advertisement texts.

2. Tenor

English advertisement texts found in Republika, The Jakarta Post, and Kompas are written, unequal, occasional and formal.

3. Mode

English advertisement texts found in Republika, The Jakarta Post, and Kompas are non-interactive, one participant, not face to face, language as reflection, planning, drafting, rewriting, formal and special occasion. The texts are realized in clauses complex. The uses of clause complex are indicated by paratactic and hypotactic.

2. English advertisement texts of University or High Education (Data Presentation 2: Republika, The Jakarta Post, and Kompas)

1. Field

English advertisement texts found in the Data Presentation number 2 inform of IPMI Business School under graduate (S1) . The Jakarta Post

promotes National University of Singapore (Business School) and Singapore International School. Meanwhile Kompas promotes the National University of Singapore (Faculty of Arts and Social Sciences).

2. Tenor

English advertisement texts found in Republika, The Jakarta Post, and Kompas are written, unequal, occasional and formal.

3. Mode

English advertisement texts found in Republika, The Jakarta Post, and Kompas are non-interactive, one participant, not face to face, language as reflection, planning, drafting, rewriting, formal and special occasion. The texts are realized in clauses complex. The uses of clause complex are indicated by paratactic and hypotactic.

3. English advertisement texts of Primary and Elementary (Data Presentation number 3, Republika, The Jakarta Post, and Kompas)

1. Field

It consists of English advertisement texts of Primary School such as Singapore International School, Singapore International School moves to Bonavista, SD Lentera Kasih, The New Zealand International School Jakarta.

2. Tenor

English advertisement texts found in Republika, The Jakarta Post, and Kompas are written, unequal, occasional and formal.

3. Mode

English advertisement texts found in Republika, The Jakarta Post, and Kompas are non-interactive, one participant, not face to face, language as reflection, planning, drafting, rewriting, formal and special occasion. The texts are realized in clauses complex. The uses of clause complex are indicated by paratactic and hypotactic.

4. English advertisement texts of Seminar (Data Presentation 4, Republika, The Jakarta Post, and Kompas)

1. Field

It describes about Study in Canada Opens Seminar, International Project Management, and Managers Briefing 2003.

2. Tenor

English advertisement texts found in Republika, The Jakarta Post, and Kompas are written, unequal, occasional and formal.

3. Mode

English advertisement texts found in Republika, The Jakarta Post, and Kompas are non-interactive, one participant, not face to face, language as reflection, planning, drafting, rewriting, formal and special occasion. The

texts are realized in clauses complex. The uses of clause complex are indicated by paratactic and hypotactic.

5. English advertisement texts of Training (Data Presentation 5: Republika,)

1. Field

English advertisement texts of training are talking about training conducted PT Amri Megatama. The text is only found in Republika.

2. Tenor

English advertisement text found in Republika, is written, unequal, occasional and formal.

3. Mode

English advertisement texts found in Republika is non-interactive, one participant, not face to face, language as reflection, planning, drafting, rewriting, formal and special occasion. The texts are realized in clauses complex. The uses of clause complex are indicated by paratactic and hypotactic.

6. English advertisement texts of Scholarship (Data Presentation 6: Republika,)

1. Field

English advertisement texts of training are talking about MA scholarshin in Canada and STIE Tazkia Jakarta. Those two texts are only found in Republika.

2. Tenor

English advertisement texts found in *Republika*, are written, unequal, occasional and formal.

3. Mode

English advertisement texts found in *Republika* is non-interactive, one participant, not face to face, language as reflection, planning, drafting, rewriting, formal and special occasion. The texts are realized in clauses complex. The uses of clause complex are indicated by paratactic and hypotactic.

In order to get easier understanding the writer summarizes in the following:

| Number of Data | Register Variable | English Advertisement Texts Found in Newspapers | | |
|----------------|-------------------|---|---|--|
| | | Republika | The Jakarta Post | Kompas |
| Data 1 | Field | vacancy and promotion of Tasya Magazine | - | vacancy and promotion of English first |
| | Tenor | unequal, occasional and formal | | unequal, occasional and formal |
| | Mode | written to be read, using human actors | | written to be read, using human actors |
| Data 2 | Field | promotion of Master in Public Policy | promotion of English for Foreign Students | promotion of NUS |
| | Tenor | unequal, occasional and formal | unequal, occasional and formal | unequal, occasional and formal |

| | | | | |
|--|-------------|--|---|---|
| | Mode | written to be read, using human actors | written to be read, using human actors | written to be read, using human actors |
|--|-------------|--|---|---|

| Number of Data | Register Variable | English Advertisement Texts Found in Newspapers | | |
|-------------------|----------------------|---|---|---|
| | | Republika | The Jakarta Post | Kompas |
| Data 3 | Field | - | promotion of SD Lentera Kasih | offering study in Singapore International School |
| | Tenor | | unequal, occasional and formal | unequal, occasional and formal |
| | Mode | | written to be read, ideas, reason linked by relation processes | written to be read, ideas, reason linked by relation processes |
| Data 4 | Field | offering seminar of Study in Canada | Seminar of International Project Manag... | - |
| | Tenor | unequal, occasional and formal | unequal, occasional and formal | |
| | Mode | written to be read, ideas, reason linked by relation processes | written to be read, ideas, reason linked by relation processes | |
| Data 5 | Field | offering training | - | - |
| | Tenor | equal, occasional and informal | | |
| | Mode | written to be read, using human actors | | |

| | | | | |
|---------------|--------------|---|---|---|
| | | | | |
| Data 6 | Field | offering scholarship | - | - |
| | Tenor | equal, occasional and informal | | |
| | Mode | written to be read, using human actors, interrogative | | |



CHAPTER V

CONCLUSION AND PEDAGOGICAL IMPLICATION

Finally, in chapter five the researcher divides it into two sub-topics; conclusion and pedagogical implications. First, Conclusion tells about the finding of this research. The second, the implication of finding toward education contains how should a teacher teach English to his or her students, how the students learn English, and how copywriters write a good and communicative advertisements. Those two parts will be presented in the following:

Conclusion

Finally based on the problem statements and the data analysis, the researcher will draw three conclusions and pedagogical implications as follows:

1. The field of English Commercial Advertisement texts contains five types; vacancies of education, enrollment of the new students at Primary school and University, job training and seminar of education. Those five types are realized into implicitly in the forms of information, offering, and requesting. The writer has found that Republika usually delivers English commercial advertisements in information forms, while Jakarta Post presents English commercial advertisements mostly in offering forms, and Kompas conveys the English commercial advertisements also in the most variety forms.

2. The tenor of texts contains three types of social relation; unequal, equal, occasional, formal and informal relation. While the information delivered by the copywriter uses formal relation and a clause in particular structure, a declarative clause, offering uses informal relation and interrogative clause, and command uses unequal, formal relation and imperative forms.

The relation between the copywriter and the readers is unequal power while the psychological involvement between both the copywriter and the reader is that there is no psychological involvement. The readers and the copywriter are separated by the time and place.

3. The mode of texts is delivered in the same way written forms, modern channel through newspaper. All English commercial advertisement is delivered by modern channel; newspaper. There is no face to face interaction, no feedback, and no oral communication. The language used in English commercial advertisement has two roles as action and reflection that realized in the form of clause complex, by using paratactic and hypotactic.

In order to be easy to understand, the researcher will present the above conclusion in table form as follows:

| <i>Newspaper</i> | Context Situation English Commercial Advertisement | | |
|------------------|---|-----------------|---|
| | Field | Tenor | Mode |
| Republika | vacancies, promotion, job training, and seminar | unequal, formal | written, no face to face interaction, no feedback, uses clause complex |

| | | | |
|------------------|-------------------------------------|---------------------------------|---|
| The Jakarta Post | vacancies, enrollment, | unequal, formal equal, informal | written, no face to face interaction, no feedback, uses clause complex. |
| Kompas | vacancy, promotion, offering study, | unequal , formal, | written, no face to face interaction, no feedback, uses clause complex |

Pedagogical Implications

Based on the reasearch conclusion above, the researcher has three pedagogical implications as presented below:

1. For the teachers

In line with with the Comptence Based Curricullum (CBC), the teacher should use contextual ingredients as his/her medium on language teaching and learning. The students won't only learn English from their handbook but also from other sources such as, magazine, newspaper, and soon.

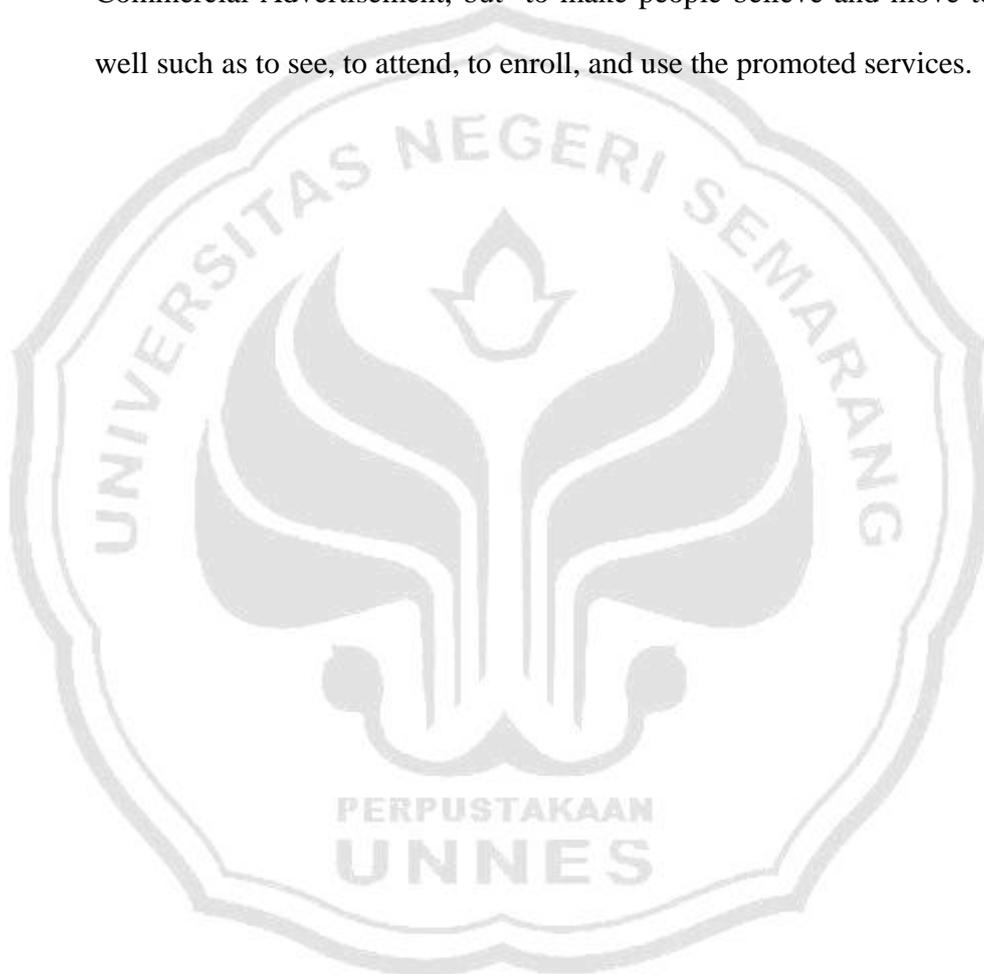
2. For the students

It will be helpful for the students who want to work as a copywriter to know how to write the English commercial advertisement whether directly or indirectly attract the readers move to act something.

3. For the Copywriters

The copywriters can create good advertisement texts and gain good benefit from them. It is being successful, if the copywriters make better field, tenor, and mode containing in English commercial advertisements to influence and

attract their readers and consumers by considering affect of field, tenor, and mode. In other words, it is not only as a means of information and invitation for the people who want to know and understand the content English Commercial Advertisement, but to make people believe and move to act as well such as to see, to attend, to enroll, and use the promoted services.



Bibliography:

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Djajasudarma. T. Fatimah. 1994. *Wacana Pemahaman dan Hubungan Anatarunsur*. Bandung: Eresco.
- Eggs, Suzanne. 1994. *An Introduction to Systemic Functional Linguistics*. London: Pinter Publisher.
- Fiske, John. 1994. *Introduction to Communication Studies*, New York: Routledge.
- Garot and Wignell. 1994. *Making Sense of Functional Grammar: An Introductory Work Book*. Sydney: Gerd Stabler.
- Halliday, M.A.K. 1994. *An Introduction to Functional Grammar*. New York: Edward Arnold.
- Halliday, M. A. K, 1994. *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. New York: Routledge.
- Halliday M. A. K and Hasan, Ruqaiya. 1989. *Language, Context, and Text: Aspects of Language in a Social – Semiotic*. Victoria: Deakin University Press.
- Halliday M. A. K and Hasan, Ruqaiya. 1994. *Cohesion in English*. Singapore: Longman Singapore.
- Jefkins, Frank. 1997. *Periklanan*. Edisi Ketiga. Jakarta: Erlangga.
- Kunardi. 1992. *Memperhatikan, Penggunaan Bahasa Asing Dalam Reklame*. Reepublika. 11.06.2002. Hlm.3
- LittleJohn, W. Stephen. 1999. *Theories of Human Communication*. Melbourne: Wadworth Publishing Company.
- Madjadikara, Agus S. 2004. *Bagaimana Biro Iklan Memproduksi Iklan*. Jakarta: Gramedia.

- Makmuroh, Umi Hanik. 1997. *The Effect of Persuasion in Advertisement Texts in Newsweek Magazine*. Thesis. Surakarta: Program Sarjana.
- Martin, J.R. 1992. *English Text: System and Structure*. Amsterdam: John Benyamin Company.
- Mohan Terry, Mc Gregor Helen, and Strano Zofia, 1992. *Communicating Theory and Practice*. New South West: Harcourt Brace Jovanovich Ltd.
- Moloeng, Lexy J. 2002. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Noviani, Ratna, 2002. *Jalan Tengah Memahami Iklan Antara realitas, Representasi, dan Simulasi*. Yogyakarta: Pustaka Pelajar.
- Nunan, David. 1992. *Research Method in Language Learning*. New York: Cambridge University Press.
- Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin Group.
- Santosa, Riyadi. 1996, *Bahasa Dalam Konsep Semiotika*. Surakarta: UNS Press.
- Schiffrrin, Deborah. 1994. *Approaches to Discourse*. Cambridge: Blackwell Publisher.
- Sobur, Alex. 2002. *Analisis Teks Media. Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing*. Bandung: PT Remaja Rosda Karya.
- Stubbs, Michael. 1983. *Discourse Analysis: The Sociolinguistics Analysis of Natural Language*. Oxford: Basil Blackwell.
- Sumarlam. Dr. (Ed.) 2003. *Teori dan Praktek Analisis Wacana*. Surakarta: Pustaka Cakra.

TABLE OF ENGLISH ADVERTISEMENTS

| NO | NEWS PAPER | DATE OF PUBLISHING | TITLE |
|-----------|-------------------|-----------------------------|--|
| 1. | Republika | Sabtu, 6 Mei 2000 | Tasya Magazine |
| 2. | Republika | Senin, 15 Juni, 2000 | International Tertiary Education |
| 3. | The Jakarta Post | Friday, June 2, 2000 | Singapore International School |
| 4. | The Jakarta Post | Saturday, June 10, 2000 | Globalize Your Education |
| 5. | Kompas | Sabtu, 3 Juni 2000 | English for Foreign Students |
| 6. | Kompas | Sabtu, 3 Juni 2000 | ISS Consulting |
| 7. | Republika | Sabtu, 30 Juli 2001 | Be a Wise Parent |
| 8. | Republika | Senin, 23 Agustus 2001 | Kolij Universiti Kejuruteraan |
| 9. | The Jakarta Post | Tuesday, October 9, 2001 | A Lifetime of Learning |
| 10. | The Jakarta Post | Wednesday, October 10, 2001 | Singapore International School Moves to Bona Vista |
| 11. | Kompas | Selasa, 1 Mei, 2001 | SD Lentera Kasih |
| 12. | Kompas | Selasa, 1 Mei 2001 | The National University of Singapore |
| 13. | Republika | Sabtu, 10 April 2001 | Study in Canada |
| 14. | Republika | Sabtu, 10 April 2001 | Study in Canada Open Seminar |
| 15. | The Jakarta Post | Monday, December 2, 2002 | Singapore Management University |
| 16. | The Jakarta Post | Tuesday, December 10, 2002 | International Project Management |
| 17. | Kompas | Senin, 11 Maret, 2002 | Study in Melbourne |
| 18. | Kompas | Sabtu, 18 Mei 2002 | Study in Singapore |
| 19. | Republika | Kamis, 23 Agustus 2003 | English Teachers Urgently Needed |
| 20. | Republika | Saabtu, 8 November 2003 | Managers' Briefing 2003 |

| | | | |
|-----|------------------|----------------------------|--|
| 21 | The Jakarta Post | Tuesday, June 17, 2003 | <i>The New Zealand International School Jakarta</i> |
| 22 | The Jakarta Post | Wednesday, October 1, 2003 | The Master in Public Policy |
| 23 | Kompas | Minggu, 2 November 2003 | English First |
| 24 | Kompas | Minggu, 9 November 2003 | PPM Graduate School of Management |
| 25 | Republika | Kamis, 9 Desember 2004 | Training in Republic of Korea |
| 26 | Republika | Jum'at 10 Desember 2004 | Challenging The Change |
| 27 | The Jakarta Post | Sunday, May 9, 2004 | The British International School |
| 28 | The Jakarta Post | Sunday, May 9, 2004 | Sekolah Pelita Harapan |
| 29 | Kompas | Rabu, 18 Agustus 2004 | Trisakti International Business School |
| 30 | Kompas | Selasa, 24 Agustus 2004 | Imago School of Advertsing |
| 31 | Republika | Jum'at, 27 Mei 2005 | Canadian International Development Agency: M A Scholarship |
| 32. | Republika | Sabtu, 30 Juli 2005 | STIE Tazkia Scholarship |
| 33. | The Jakarta Post | Monday, January 3, 2005 | Open House Sekolah Pelita Harapan |
| 34. | The Jakarta Post | Monday, January 10, 2005 | Prifysgol Cymru University of Wales |
| 35. | Kompas | Selasa, 4 Januari 2005 | Cisco Networking Academy Program |
| 36. | Kompas | Rabu, 5 Januari 2005 | Universitas Pelita Harapan |