

**INTERCONNECTEDNESS PRINCIPLE IN
THE EDUCATIONAL NEWS PUBLISHED
BY THE JAKARTA POST**

THESIS

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**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

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**THE INTERCONNECTEDNESS PRINCIPLE IN
THE EDUCATIONAL NEWS PUBLISHED
BY THE JAKARTA POST**

THESIS

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2011**

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ABSTRACT

Masita, Eni, 2011., **Interconnectedness Principle in the Educational News published by the Jakarta Post**. Study Program of English, University of Brawijaya. Supervisor: Endang Sasanti; Co-supervisor: Didik Hartono.

Keywords: Interconnectedness, Discourse, Discourse Analysis, Coherence, Cohesion, Interpretation Principles, Headlines, the Jakarta Post, Educational News.

Nowadays, mass media is growing rapidly as technology advances. It can be seen from public convenience in accessing information about the latest hot news. This phenomenon has successfully proved that language is used to exchange information which is often called with transactional function. One of mass media that is able to attract thousands of readers is newspaper that provides information from all aspect of life. The information is arranged in the form of related texts that are dependent each other. In this study, the writer was interested in correlating the cohesion and coherence in the Jakarta Post. In addition, the correlation would be used to analyze the principle of interpretation in the headlines.

This study used qualitative approach in relation to the study in depth It meant that the writer tended to analyze the data inductively. She conducted documentary analysis because the data were in the form of written discourse in which the data consisted of headlines and texts of the educational news that published by the Jakarta Post on April 2011.

The study revealed that there were correlation among cohesion, feature of context and principle of interpretation in the news. These associated to form coherent texts that a sense of being a whole. It could be proven from the role of cohesive devices that related all elements in the texts include words, phrases, clauses, sentences and paragraph. Besides, the apparent connections also took part in constructing coherent text. It could be felt by the existence of context that underlying the meaning. These analyses of cohesion and coherence could be used to investigate the analogy and locality principle of interpretation in the headlines.

The writer suggested the future writers to find other objects of the study and apply other theories. So they could compare the similarities and differences between the writer's work and theirs. She also gave the suggestions to the English students who are interested in conducting study in discourse analysis to learn more about coherence in the spoken discourse that has a relation with social, economic or politic context.

ABSTRAK

Masita, Eni. 2011. **Prinsip Interkoneksi di dalam Berita Pendidikan yang diterbitkan oleh koran Jakarta Pos**. Program Studi Bahasa Inggris, Universitas Brawijaya. Pembimbing: (I) Endang Sasanti (II) Didik Hartono.

Kata Kunci: Keterkaitan, Wacana, Analisis Wacana, Koherensi, Kohesi, Interpretasi Prinsip, Headlines, Jakarta Pos, Berita Pendidikan.

Saat ini, media massa berkembang pesat sejalan dengan kemajuan teknologi. Hal ini dapat dilihat dari kenyamanan masyarakat dalam mengakses informasi tentang berita panas terbaru. Fenomena ini telah berhasil membuktikan bahwa bahasa digunakan untuk bertukar informasi yang sering disebut dengan fungsi transaksional. Salah satu media massa yang mampu menarik ribuan pembaca adalah surat kabar. Ini menyediakan informasi dari semua aspek kehidupan. Dalam studi ini, penulis tertarik untuk mengkorelasikan kohesi dan koherensi pada Jakarta Post. Selain itu, korelasi tersebut akan digunakan untuk menganalisis prinsip interpretasi dalam headlines.

Penelitian ini menggunakan pendekatan kualitatif yang berkaitan dengan penelitan secara mendalam. Hal ini berarti bahwa penulis cenderung menganalisis data secara induktif. Ia menggunakan analisis dokumen sebab data dalam studi ini berbentuk wacana dimana data tersebut terdiri dari headline dan teks dari berita pendidikan yang dipublikasikan oleh Koran Jakarta Post bulan April 2011.

Penelitian ini menunjukkan bahwa terdapat korelasi antara kohesi, fitur dari konteks dan prinsip interpretasi dalam berita. Hal ini keterkaitan dalam pembentukan teks yang koheren dimana saling berkaitan satu sama lain membentuk keasatuan utuh. Hal ini dapat dibuktikan dari peran perangkat kohesif yang menghubungkan semua elemen dalam teks memasukkan kata-kata, frase-frase, klausa- klausa, kalimat-kalimat dan paragraf- paragraf. Selain itu, koneksi berperan dalam membangun teks koheren. Ini bisa dirasakan dengan adanya konteks yang mendasari arti. Jadi analisis ini terbukti bahwa kohesi dan koherensi berkorelasi untuk membangun keutuhan dalam teks berita pendidikan. Analisis tentang kohesi dan koherensi tersebut dapat digunakan untuk menganalisis penggunaan prinsip analogi dan localitas interpretasi dalam berita utama.

Penulis menyarankan para penulis untuk menggunakan objek lain dan menerapkan teori-teori lainnya. Sehingga mereka dapat membandingkan persamaan dan perbedaan antara pekerjaan penulis dan mereka. Dia juga memberikan saran untuk siswa Inggris yang tertarik melakukan studi dalam analisis wacana untuk mempelajari lebih lanjut tentang koherensi dalam bahasa lisan yang memiliki hubungan dengan konteks sosial, ekonomi atau politik.

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First of all the writer would like to express her highest gratitude to the God for all the blessing, gift and guidance that make it possible for her to complete this thesis. Furthermore, the writer also realized that this work would not be finished on time without the assistance, supports, encouragement, guidance, and prayer from people she loved.

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Thanks for all, let God reciprocates their kindness.

Last but not the latest, this thesis hopefully gives a valuable contribution for the English department students, especially for those who intend to develop their knowledge in Discourse Analysis.

Malang, 18 August 2011

Eni Masita

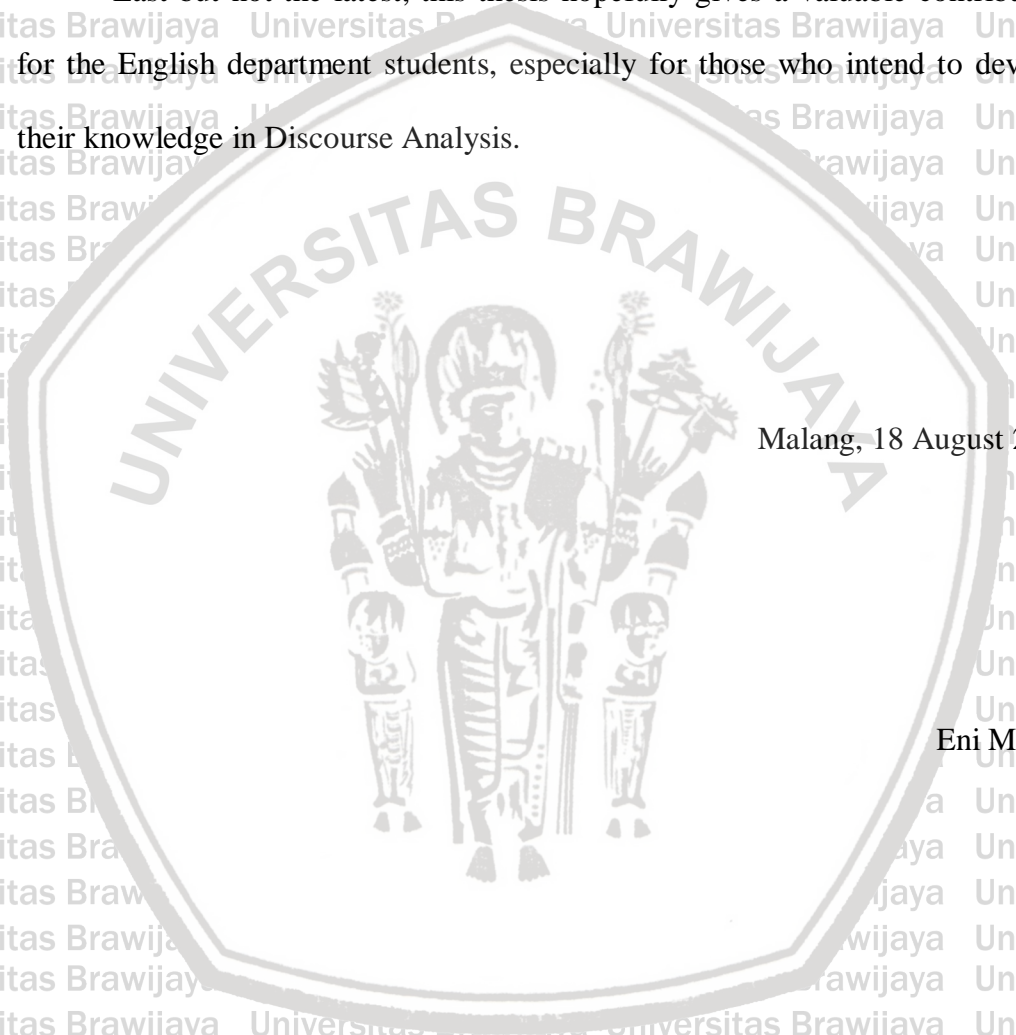


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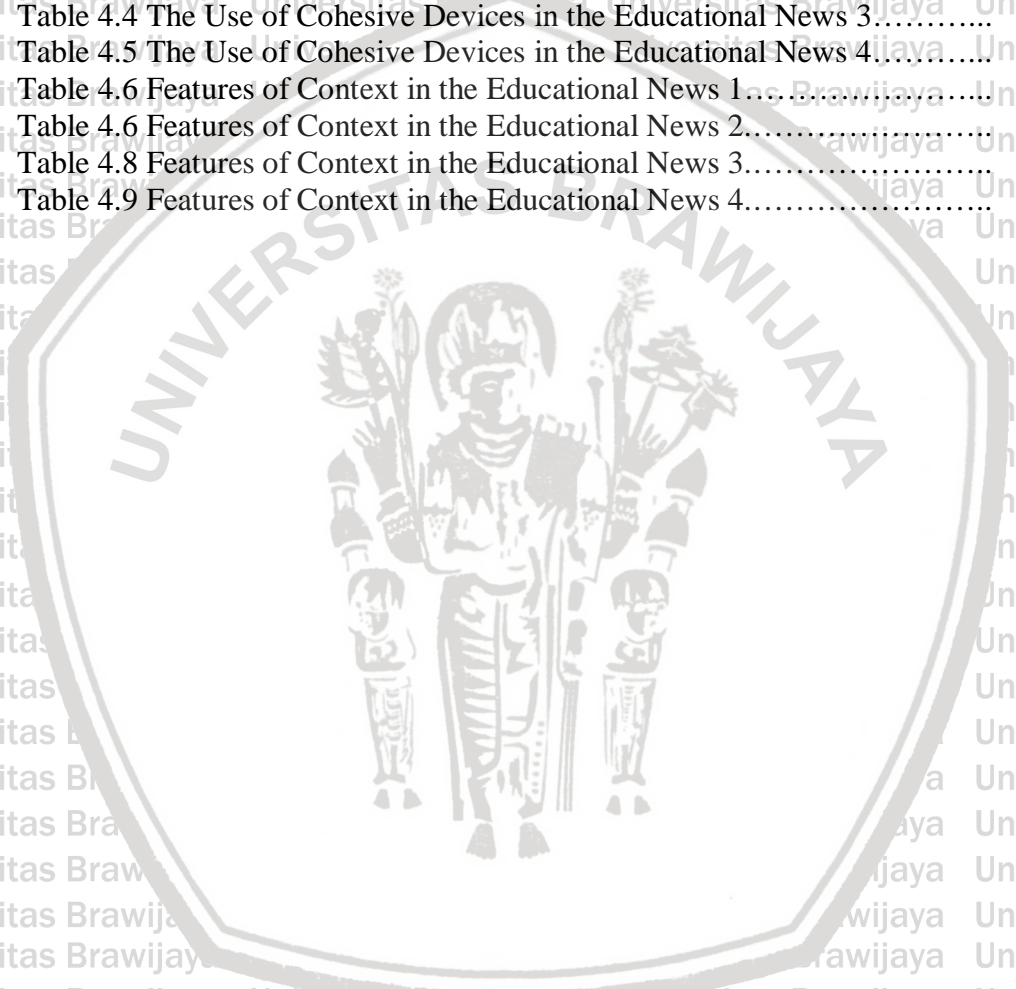
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CHAPTER I

INTRODUCTION

This chapter is intended to present the background of the study, the problems, the objectives of the study and definitions of key terms

1.1 Background of the Study

Nowadays, mass media is growing rapidly as technology advances. It can be seen from public convenience in accessing information about the latest hot news through television, radio, magazine, newspaper and internet. The presented information are easy to understand by the public. It is a reflection of the main purpose of the media that would like to transfer the intended message of the news to its readers. This phenomenon has successfully proved that language is used to exchange information which is often called with transactional function. According to Brown and Yule (1983, p. 2) "the value of the use language is to transmit information". From the word "transmit", it can be seen that language has an important role to transfer information from the sender to the receiver. One of mass media that is able to attract thousands of readers is newspaper.

Moreover, the newspaper provides information from all aspect of life such as education, politics, economics, entertainment, etc. It is able to give great influence to the society. This kind of written discourse can create certain perspective of the society toward the certain issue. The information in the newspaper is arranged in the form of related texts that are dependent each other.

According to Beaugrandel (1997, cited in Tanskanen 2006, p. 4) discourse is “a set of interconnected texts”. Interconnection here means that the texts are constructed by sequences of words, phrases, clauses or sentences and paragraphs that hang together. In addition, Hoey (2001, cited in Tanskanen 2006, p. 3) also stated that “discourse means text with a context”. So practically, discourse is presented in the written form which constructs interconnected texts that have a context.

Furthermore, the definition of discourse above has a relation with a text as Halliday and Hasan (1976, p. 1) stated. “A text is any passage, spoken or written, of whatever length that does form a unified whole”. So in other word , a text contains messages in which in order to understand the message, the readers are required to investigate first what makes sequences of words, phrases, clauses or sentences are dependent each other. It is why, understanding the messages in the the text is difficult regardless the existence of cohesion and coherence in it.

Moreover, to reveal the relation between cohesion and coherence in the discourse, the writer was interested in investigating what makes these sequences within a text coherent.

In this study, the writer was interested in correlating the cohesion and coherence in the Jakarta Post. This newspaper is the only English newspaper in Indonesia that has a good reputation in the education sector because it successfully established The Newspaper in Education or NIE. This program provides an educational service to encourage and preserve the next generation of

newspaper readers in keeping their lifelong reading skills through the use of newspapers. (<http://nie.thejakartapost.com/>).

Furthermore, the Jakarta Post concerned to publish the education news taking place in Indonesia in April 2011. It revealed that this newspaper showed its attention to the education sector. At that time, the educational news became interesting issues in the public since there were many problems regarding the case in national examinations and educational assistance. These news were a kind of written discourse that reflected the sense of being a whole.

The analysis of cohesion and coherence in the educational texts here were used to investigate the principle of interpretation that appeared in the news headline. According to Brown and Yule (1983, p. 59), there are two types of interpretation principle. The "first" one is often called the principle of local interpretation in which it instructs the hearers or the readers not to construct a context any larger than they need to interpret. The "second" one is the principle of analogy that is the principle in which the readers will experience a great deal of data then they will describe and interpret the intended message by relating the data to their past similar experience. In relating these past similar experiences, the readers can compare recent experience to the previous similar experience. Those two principles are used to analyze discourse which appears in the form of poems, advertisements, proverbs, articles, public notices, and report even in news.

In this study, the writer would like to analyze the appropriate principle of interpretation in the headlines based on Brown and Yule' theory and features of context based on Hymes's theory. These analyses were purposed to reveal that

stretch of language is coherent and meaningful. Moreover, the writer would use Paltridge's Theory to analyze the existence of cohesive devices in the texts. This theory explains the use of cohesive devices in making interconnection in sequences of words, phrases, clauses and sentences clear. The analysis of correlation between cohesion and coherence would help the writer in analyzing the principle of interpretation in the headlines. Finally, she decided to conduct the study entitled *Interconnectedness Principle in the Educational News published by the Jakarta Post*.

1.2 Problems of the Study

Based on the previous background of the study, the problems of the study can be formulated as follows:

1. What types of cohesive devices are used to make the texts of Educational news published in the Jakarta Post coherent?
2. What features of context are presented in the text of Educational news published in the Jakarta Post?
3. What type of interpretation principle is found in the Educational news headlines in the Jakarta Post?

1.3 Objectives of the Study

Based on the problems of the study above, the objectives of the study are:

1. to figure out the type of cohesive devices used to make the texts of Educational news published in the Jakarta Post coherent.

2. to reveal the features of context presented in the texts of Educational news published in the Jakarta Post
3. to describe the type of interpretation principle that is found in the Educational news headlines in the Jakarta Post.

1.4 Definitions of the Key Terms

In order to prevent misinterpretation, it is important to define the key terms, as follows:

1. **Interconnectedness** : A state of being connected reciprocally. It means that all elements in the discourse are dependent each other in which the relation can create a sense of unity.

(<http://www.thefreedictionary.com/>

interconnectedness)

2. **Discourse** : A set of interconnected texts” (Beaugrandel, cited in

Tanskanen 2006, p. 4)

3. **Discourse Analysis** : Attempts to study the organization of language above the sentence, or above the clause, and therefore to study larger linguistic units, such as

conversational exchanges or written texts. (Stubbs 1983, p. 1)

4. Cohesion : Relations in meaning that exist within a text and that define it as a text (Halliday and Hassan 1976, p.4)

5. Coherence : A state or situation in which all the parts or ideas fit together well so that they form a united whole (Lenk 1998, p. 13)

6. Interpretation Principle : Principles that are used to interpret discourse from the sender to the receiver (Brown and Yule, 1983, p. 59).

6. Headline : A line of words printed in large letters at the top of a page or an article, especially in a newspaper.(Oxford dictionary, p. 551)

7. The Jakarta Post : An English newspaper in Indonesia that has an educational program to provide the educational service (<http://nie.thejakartapost.com/>).

7. **Educational News** : Information about recent events in education in Indonesia.



CHAPTER II

REVIEW OF RELATED LITERATURE

The writer would like to review the related literature in this chapter. The literatures are considered to be the important sources concerning the topic being discussed. The related literature would be about (1) Definition of Discourse and Discourse Analysis (2) The Concept of Coherence, (3) Principles of Interpretation and (4) The Previous Studies.

2.1 Definition of Discourse and Discourse Analysis

It is interesting to investigate the language we use in our daily communication. We often have some questions of how we interpret the message successfully, how we make sense of what we have read and how we recognize well-constructed texts. These curiosities prove that we are undertaking what is known as Discourse Analysis. According to Stubbs (1983, p. 1) "Discourse Analysis is attempts to study the organization of language above the sentence, or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts". Brown and Yule (1983, p. 1) argued that "discourse analysis is committed to an investigating of what and how that language is used for. From the definition above, it can be concluded that discourse analysis is a study to investigate language both written or spoken used in communication. Related to the discourse analysis, Yule (2006, p. 124) stated that the word 'discourse' is usually defined as 'language beyond the sentence' and the

analysis of discourse typically concerned with the study of language in text and conversation.

2.2 The Concept of Coherence

“The key to concept of coherence is not something which exists in the language, but “something which exists in people” stated by Yule (2006, p. 126).

This statement reveals that people attempt to make sense of what they read or hear. Then they try to interpret a message which is in line with their experience of the way the world is. But their ability of making sense is a small part of general ability that they need to arrive at the right interpretation based on their experience.

They need to relate all elements in the texts to get a coherent interpretation because they have to create meaningful connectors which are not expressed by the words or sentences. Here a good example, adapted from Widdowson (1978, cited in Yule 2006, p. 127)

Nancy : That's the telephone
Ron : I am in the bath
Nancy : Ok

There are not cohesive devices within this dialogue. Cohesion always deals with the connections evident in the discourse. In many cases, however, there are connections between successive sentences which are not apparent in the text element. So the readers have to create a context that is possible to that situation.

Moreover, people often do a common misunderstanding in which they only need to interpret the meaning of messages by mere understanding of words

or structure of sentences. “We certainly rely on the syntactic structure and lexical items used in linguistic message to arrive at interpretation, but it is a mistake to think that we operate only with the literal input to our understanding” stated by Brown and Yule (1983, p. 223). From this phenomenon, we need to know the importance of understanding coherence that helps them to construct a concept of situation in the discourse to avoid misinterpretation of the messages.

Stubbs also added (1983, cited in Mey, 2001, p. 153) “coherence captures the content based on connection among words that make them produce sense”. It means that in order to interpret a message in the discourse correctly, readers have to be able to investigate the connection among ideas that form a united whole. From the three linguists’ opinion previously, it is more or less explicates that coherence requires the aspect of language which enable the reader to make sense on it – of what it is that creates a feeling of unity in stretch of language.

2.3 The Patterns of Cohesion

Paltridge (2006, p. 130-37) described that cohesive and coherent texts are created by the patterns of cohesion. He mentioned the main patters of cohesion.

These are reference, lexical cohesion, conjunction, substitution and ellipsis.

2.3.1 Reference

Reference is used to help the readers of a written discourse to identify the meaning of thing by retrieving to the other thing that has relevant information

from either within or outside the text. There are the main reference patterns that exist in the discourse. These are anaphoric, cataphoric and exophoric.

2.3.1.1 Anaphoric reference

Anaphoric reference is a type of connection in which the meaning of things in a text such as words or phrases can be defined by referring back to the other words or phrases that exists earlier. Here is an example of anaphoric reference that is shown in *italic* in the sentence bellow:

Dina loves shopping. *She* spends a lot of money every month.

Pronoun “she” refers to “Dina”

2.3.1.2 Cataphoric reference

Cataphoric reference identifies a thing such as a word or phrase by referring forward to another word or phrase which is used later in the sentence.

This definition is quite similar with the definition proposed by Rankeman (1993, p. 73). He defined “cataphora” as forward- referential pronouns. Both have a meaning that cataphoric reference is a connection in which the meaning of particular items such as words or phrases can be defined by referring to the other

words or phrases that exists in the following clause. The clearer explanation will be present in an example of anaphoric reference is shown in *italic* in the sentence bellow:

“Here *he* comes, the super star from US....it’s *Mice Charlton*.”

“He” refers to “Mice Charlton”

2.3.1.3 Exophoric reference

Exophoric reference helps readers to identify the meaning of certain words by looking outside the text to the situation in which the text occurs. It means that exophoric reference requires the readers to examine the context situation where the text taking place.

Customer : What kind of book would **you** say this is?

Where would you put it on **your** bookshelves?

According to the customer's utterance here, it can be seen that both speakers clearly know what book is being referred to the conversation. 'You' and 'Your' are also examples of exophoric reference.

2.3.2 Lexical cohesion

Paltridge (2006, p. 130-137) proposed lexical cohesion as relationships in meaning between lexical items in a text, in particular, content words and the relationship between them. In short, lexical cohesion is a connection among lexical items in a text such as words, phrases or clauses in which the connection underlines the meaning of the text in a whole. The main kinds of lexical cohesion are repetition, synonymy, antonymy, homonymy, meronymy and collocation.

2.3.2.1 Repetition

Repetition refers to words or phrases that are often repeated in the text several times.

A **conference** will be held on national environment policy.

At this *conference* the issue of salination will play an important role.

The word “conference” is repeated.

2.3.2.2 Synonymy

Synonymy is the similar meaning of words in a sentence such as “date” and “go out”, “blokes” and “men” in the following example:

Yesterday, Michael asked me to go out together. But, I could not go on dating because I was busy.

2.3.2.3 Antonymy

Antonymy refers to words that have opposite or contrastive meanings such as “stupid” and “smart”, “long” and “short” in the following text:

Carolline is a **stupid** girl, in contrary her twins, Carmella is a **smart** girl.

The adjective “stupid” has opposite meaning with the adjective “smart”

2.3.2.4 Hyponymy

Hyponymy refers to words that have relationship where the relationship between them can be in the form of “general to specific”, “class to member” or “an example of “.

For example:

We were in town today shopping for *furniture*. We saw a lovely *table*.

Table is co-hyponymy of the super ordinate, furniture

2.3.2.5 Meronymy

Meronymy explains a relation among lexical items in a text that has a part-whole relationship such as the relationship between 'eyes' and 'nose' in the relation to the item 'face' are co-meronyms of the super ordinate item 'face'.

These relationships could be represented diagrammatically as follows:



2.3.2.6 Collocation

Collocation is a kind of association between vocabulary items which always co-occur in a text. It means that collocation deals with the relationship between words that often occur in the same context. Some examples are: "sheep" and "wool" or "college and "student "or "congress and "politicians.

2.3.3 Conjunction

Conjunction is a connection that links words, phrases, clauses, sentences or paragraphs to create a sense of being a whole. In addition, according to Halliday and Hasan (1976) conjunctions divided into additive, adversative, causal and temporal conjunctions. Moreover, Martin and Rose (2003, cited in Paltridge 2006, p. 140) extend Halliday and Hasan's work in this area, categorize conjunctions into additive, comparative, temporal and consequential conjunctions.

Martin and Rose's work on conjunction is summarized in the following table:

Table 2.1 Categorization of conjunction according to Martin and Rose

Logical Relation	Meaning	Examples
Addition	Addition	And, besides, in addition
	Alteration	Or, if not-then, alternatively
Comparison	Similarity	Like, as if, similarly
	Contrast	But, whereas, on the other hand
Time	Successive	Then, after, subsequently, before, previously
	Simultaneous	While, meanwhile, at the same time
Consequence	Cause	So, because, since, before
	Means	By, thus, by this means
	Purpose	So as, in order to, lest, for fear of
	Condition	If, provided that, unless

Source: Martin and Rose (2003, cited by Paltridge 2006, p. 140)

In short, conjunctions can be categorized into 4 groups based on logical relation. These are additional, comparison, time and consequence that have an important role to unify sequences of words, phrases, clauses or sentences in order to make these interconnected each other.

2.3.4 Substitution

Substitution is the replacement of word or sentence by other word that has no relation at all. It can involve substituting an item for a noun. In the following example, 'one' substitutes for the noun 'apple':

- These **apples** are on the table. You can take some fresh **ones**.

It can involve substituting an item from a verb. In this example 'done' substitutes from the verb group 'has visited the doctor':

A: **Have** you **visited the doctor**?

B: I have not **done** it yet, but I will **do** soon.

An item may also substitute from a clause. In the following example, ‘so’ substitutes from the clause ‘you’re still happy’

A: That’s great to hear *you’re still happy*

B: Oh yes very much *so*

2.3.5 Ellipsis

Ellipsis is the omission of a word or part of a sentence. The omitted word or part can be recovered by referring to a preceding element in the text. Ellipsis can be the omission of a noun or noun group, a verb or verbal group, or a clause.

In the following extract, from a radio call-in show, there are examples of ellipsis in each of the caller’s responses. In the caller’s first response the main clause ‘I want to say’ is ellipsed. In the second response ‘It was over’ is ellipsed. These are ellipsed as the caller’s responses build on the content of what has been said before and are, thus’ not necessary for an understanding of what the caller wants to say.

Indeed, including these items would be unnatural in this kind of interaction:

- Announcer : Gary, what did you want to say to Allison tonight?
Caller : (I want to say) that I’m so sorry for the fight we had the other night.
Announcer : What was that over?
Caller : (It was over) something rather silly actually
Announcer : They usually are, aren’t they?
Caller : Yeah (They usually are silly) and (I want to say) that I love her very much and (I want to say that) we’ll have to stick it through, you know.

2.4 Context

Analyzing the context of the text is one of the crucial parts in the discourse analysis. A context is not necessarily delivered from the physical situations and factors, more realistically, the relationship between context and text is interacted and they are mutually dependent to each other. Both context and the text provide evidences for the existence of each other.

Wijana (1996, cited in Rahardi 2005, p. 50) argued that context in linguistic research is a social setting that underlines the speech. Here, the social setting means all “background knowledge” possessed by both encoder and decoder, as speaker and hearer, or writer and reader. Another, context includes the entire situation from out of context which influence the language use, such as language user and situation where the language is used or produced.

Furthermore, Hymes (1964, cited in Brown & Yule 1983, p. 38) set about specifying the features of context which may be relevant to the identification of a type of speech event in a way reminiscent of Firth’s, as follows:

1. Addressor is the speaker or the writer who produces the utterances, while the addressee is the listener or the reader who is recipient the utterances
2. Topic refers to what is being talked about
3. Setting refers to the environment of both in terms of where the event is situated in place and time, and in term of physical

interaction of interactants with respect to posture, gesture and facial expression.

4. Channel is the way of maintaining the contact between the participants- by speech, writing, singing, smoke signals etc.

5. Code refers to what language or dialect or style is being used. There are variety of language based topic that is being talked.

These are variety of language legislation, journalistic language, scientific language, literary language.

6. Message form represents what form is intended - chat, sermon, news, debate, lecture, fairy tale, letter, poem and sonnet.

7. Event is the nature of communicative event - a genre of text is type of text. Here are some genres that are classified based on social function.

Table 2.2 Genres of Text

No	Genre	Social Function
1.	Recount	To retell events for the purpose of informing or entertaining.
2.	Narrative	To amuse, entertain and deal with actual or vicarious events in different ways.
3.	Instructional	To tell how to do or make something
4.	Informative report	To provide factual information on a topic
5.	Explanation	To tell how something works or explain the process
6.	Argument	To put forward a point of view

Source: Harris, 2003, p. 89

8. Keys refer to the tone, manner in which a particular message is conveyed, e.g. light-hearted, serious, precise, informal, formal

light, humorous, comic, serious, grave, decorous, personal,
subjective, objective, impersonal casual, offhanded, impassioned,
loose, rambunctious, reasoned, reasonable, zany, experimental,
controlled, reserved, plainspoken, simple, ornate, elaborate.

9. Purpose refers to what the participants intend to come about as the result of the communicative event.

From various definitions given to “context”, the conclusion that can be drawn is the context refers to knowledge of the world, of the speaker, of the social convention, of what is going on around us as we read or listen in order to make sense of the language we are encountering. Besides, it also implies that we cannot simply understand sentence or utterance or stretch of language without being aware of its context. Thus, sentences and context are unity related to each other.

2.5 Principles of Interpretation

In discourse analysis, there are two kinds of principles, local and analogy principle. “Local principle instructs the reader not to construct a context any longer than he needs to arrive at an interpretation” (Brown and Yule, 1983, p. 59).

In this principle, the readers usually assume a local interpretation in respect of time, place and participants.

Furthermore, they said that the locally principle may only be vaguely conceptualized. It means that the readers are allowed to utilize their knowledge of real world and experience of similar event in interpreting the language which they encounter. Here is the example:

The baby cried

The mummy picked her up

It is impossible to image that the first of these sentences describes one event and the second describes another, quite unrelated, event (so the person identified as 'a mother' may be picking up a chair in the course of cleaning room).

The principle of local interpretation however, will guide us to construct a limited context in which 'the mother' is mentioned baby's mother and the expression 'her' is used to refer to the previously mentioned baby. Moreover the sequence of events will be understood as happening adjacently in time and situated adjacently in place. It does not even occur to the reader that the baby might have cried one year in Singapore and be picked up by her mother a year later in Aden. It would, of course, be possible to establish a setting in which such a sequence of events would be plausible, but if no such setting is established, the reader will assume a local interpretation in aspect of time, place and participants.

Analogy is the principle in which the readers will experience a great deal of data or written discourse then they will describe and interpret the intended message by relating the data to their past similar experience. In relating these past similar experiences, the readers can compare recent experience to the previous similar experience. It will provide a reasonably secure framework for interpretation for the reader. It is one of the fundamental heuristic which readers adopt in determining interpretation in context. In line with locality, analogy needs also the reader's ability to utilize his knowledge of the real world and his

experience of similar events in interpreting the language which he encounters as in the following example: “Kecantikannya seperti rembulan”

In this case, there is a comparison between “Kecantikan” and “Rembulan” in which have the similar characteristics. Basically, both the local and analogy principle require the user’s ability to utilize his knowledge and experience to interpret the language which is encountered. The one that differentiate the local and analogy principle is the way to identify it. In local principle, the interpretation is in term of time, place, and participants, while in analogy principle the analysis is done by relating thing to the past similar experience.

2.5 Previous Studies

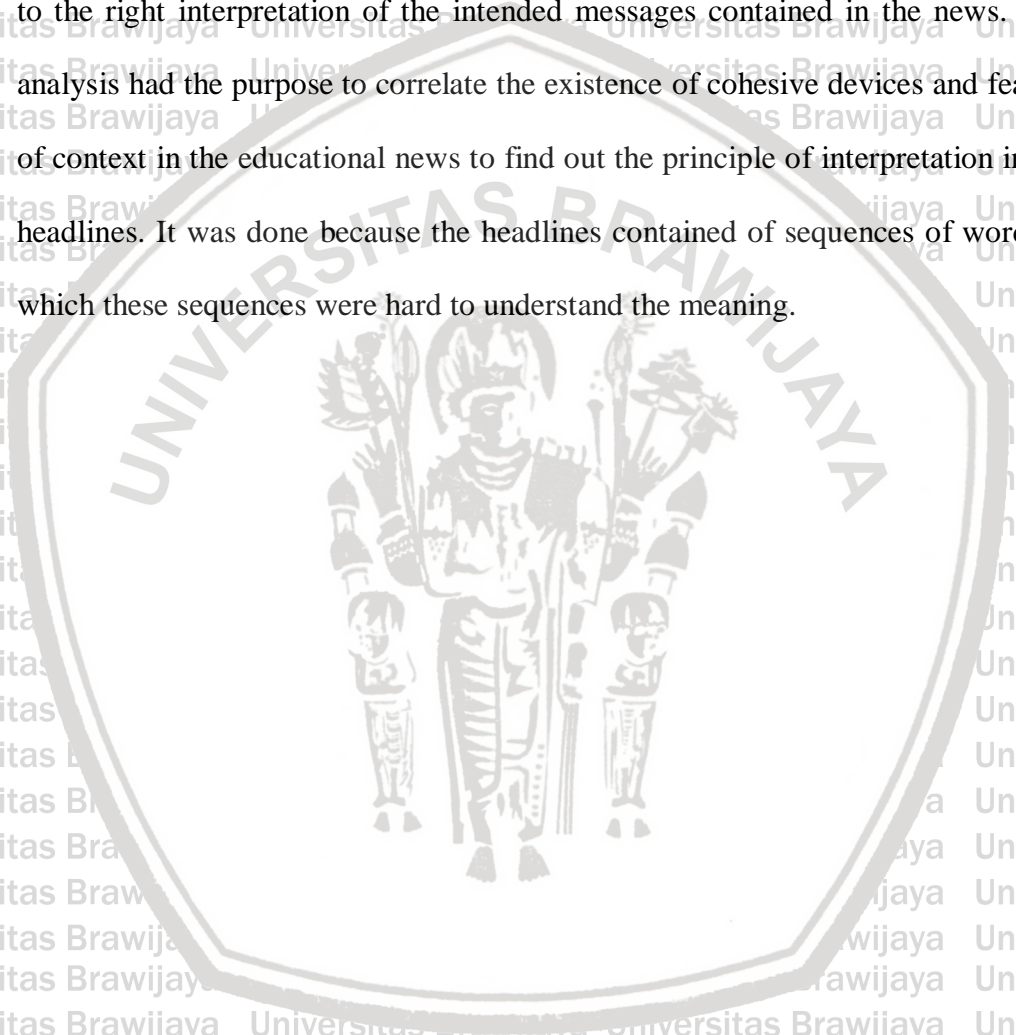
The writer used some relevant studies that related to her study. The first study was a journal entitled “The interconnectedness Principle and the Semiotic Analysis of Discourse” by Marcel Danesi (1998) from University of Toronto. In his study, he investigated of how meaning in the verbal discourse was shaped by a syntagmatic chain of signifieds or concepts. Danesi used data from everyday conversation among students of University of Toronto. He used the interconnectedness principle to relate disparate and heterogeneous stretches of conversation to each other. From the analysis, it could be proven that the meanings contained in the conversation were shaped by the connotative circuits in which it provided the “conceptual maps” that keep discourse acts meaningful. In short, this principle was appropriate to be used in this thesis since it investigated the meaning that was contained in the discourse. In this case, the intended

discourse was the educational news. Moreover, this principle could also be used to correlate cohesion and coherence in the news that have a relation in constructing meaning.

Furthermore, the writer also related her study with the similar previous studies that discussed about cohesion, coherence and principle of interpretation was conducted by two students of English Department. The first one was "The Study of Coherence in Mr. Pecut Column of Jawa Pos Newspaper" by Mukharomah (2006). The study investigated the use of formal links based on Cook's theory presented in Mr. Pecut Column of Jawa Pos Newspaper. Her study showed that in Mr. Pecut column, the sequences of sentence used some types of formal links to give sense that the utterances that Mr. Pecut produced were coherent. These findings were appropriate with the characteristics of written discourse that should have the quality of unity to make the readers or the receivers understand.

The second one was "Language Functions Reflected on Written Discourse in The Jakarta Post Headlines by Kusumadewi (2007). She analyzed the language function and principle of interpretation in the headlines. She used two theories to solve the problems of the study. First theory was purposed by Halliday for analyzing the language function. Then second theory was Brown and Yule's theory. The study was purposed to help the news readers understand the function of language use in the headlines. Related to the principle of interpretation, she found out that only local interpretation that existed in the headlines since the headlines were constructed by simple sentence.

After reviewing the journal and previous studies above, the writer found the uniqueness of this study. The main goal of her study was to analyze the use of cohesion, coherence and principle of interpretation in the educational news deeply. It meant that through this study the writer would help the readers to arrive to the right interpretation of the intended messages contained in the news. This analysis had the purpose to correlate the existence of cohesive devices and feature of context in the educational news to find out the principle of interpretation in the headlines. It was done because the headlines contained of sequences of words in which these sequences were hard to understand the meaning.



CHAPTER III

RESEARCH METHODS

Methodology is an important point in a research which determines the validity and automatically the accuracy of the research. This chapter tried to present the methodological activities in this study. The detailed activities would be elaborated in the following sections.

3.1 Research Design

3.1.1 Research Approach

This study concerned with cohesive devices, features of context and the principle of interpretation presented in the educational news of the Jakarta Post published in April 2011. The writer used qualitative approach proposed by McMillan and Schumacher (1993, p. 479). They defined qualitative research as, “primarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories.” This definition implies that data and meaning emerge “organically” from the research context.

Furthermore Bogdan and Biklen (1992, p 29-23) described some characteristics of qualitative research, as follows:

1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.
2. Qualitative research is descriptive. The data collected are in the form of words or pictures rather than numbers.
3. Qualitative researchers are concerned with process rather than simply with outcomes or products.

4. Qualitative researchers tend to analyze their data inductively. They do not search out the data or evidence to prove or disprove hypotheses they hold before entering the study.
3. Meaning is of essential concern to the qualitative approach. Researchers who use this approach are interested in the ways different people make sense out of their lives.

From the characteristics above, the qualitative approach was appropriate for language research as the writer did. It helped the writer in selecting the research topic, formulating the research problems, collecting and analyzing the data. In addition, this research method covered the type of research, the data source, the data collection and data analysis.

3.1.2 Type of Research

There were some types of qualitative approaches. In this study, the writer used textual analysis as one of the types of qualitative research approaches. *Ary, et al* (2002) called textual analysis as content or documentary analysis.

Content or documentary analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The material analyzed can be textbooks, newspapers, speeches, television programs, advertisements, musical compositions, or any of a host of other types of document (p. 442)

The textual analysis investigated texts in the educational news that were formed by sequences of words, phrases, clauses or sentences that hang together.

The news was taken from the Jakarta Post. The textual analysis helped the writer to analyze the interconnection within these sequences. In addition, the article is a kind of text. So reading a text is far more complex stated Michael McCarthy (1991, p. 27). It means that understanding the text requires the readers to interpret

the ties and make sense of them in which they have to bring the text as what the writer of the text puts into it.

3.2 Data Source

The main data of the study were news taken from the Jakarta Post published in April 2011. Not all news were taken but only news discussed about education. The writer concerned with the educational news taking place in Indonesia. These data were chosen because this news was interesting news that became hot discussion in public. The collected data were in the form of texts and headlines as one of the qualitative data sources suggested by Myers (2002, p. 15).

He suggested that qualitative data sources include observation and participant observation (fieldwork), interviews, questionnaires, documents, texts, the researcher's impressions and reactions.

3.3 Data Collection

There are four types of data collection in the qualitative research proposed by Creswell (2002, p. 185-188). These are observations, interviews, documents and audiovisual materials. Since the data collected were in the form of document taken from the news published in the Jakarta Post, the writer used documentation as the method to gather the data. Documentation method is the method which looks for the data such as book, newspaper, magazine to gain an understanding of the phenomenon under the study. The writer designed some steps in collecting the data, as follows:

1. Collecting the Jakarta Post during April 2011. Here, the writer read all headlines of the educational news in order to make easy in selecting the data. This time was the right time to select the educational news since this month was the time when the educational issues such as national examination and the distribution of education assistance became interesting topic being discussed by the public. In addition, 2011 is the year when the writer did the research therefore the data obtained were the most recent data.

2. Selecting the educational news based on criteria that the writer decided.

Here, the writer took the news based on the purposeful sampling.

According to Wiersman (1995, p. 298) the logic of purposeful sampling is based on a sample of information rich cases that are studied in depth.

There is no assumption that all members of the population are equivalent data source, but those selected are believed to be information- rich cases.

So sampling was expected to be the representation of all the educational news published in the Jakarta Post since the selection of the data based on

prior identified criteria. The considerations of selecting the data were (1) the selected news occurred in Indonesia, (2) the data contained educational problems. In this study, the writer took 4 data from 21 educational news.

The four data were the selected data that became the most highlighted news in the educational section page. The selected data were in the form of headlines and texts of educational news.

3.4 Data Analysis

Based on the problems of the study stated before, there were three parts to be analyzed. The first one was analyzing the cohesive devices used in the text. Then she analyzed the features of context in the text. The last was analyzing the headlines news using the interpretation principles. The data analysis covered some processes as described in the followings:

- a) Displaying the selected data in which the data consisted of the headlines and texts. The writer retyped the text systematically based on the date of publication.
- b) Describing the cohesive devices used in the texts that have been underlined in the texts before. Then the writer categorized these cohesive devices in the table based on the logical relation.
- c) Describing the features of context presented in the texts. To make the understanding of the description easy, the writer placed the explanation in the form of tables.
- d) Categorizing the headlines into the appropriate principle of interpretation, and then describing the data for the purpose of explaining why the data could be categorized into a certain principle.
- e) Drawing conclusion based on the result of the analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discussed the findings and results of the data analysis. Specifically, data description, result of analysis and discussion were presented respectively in this chapter.

4.1 Finding

In this section, the writer described all the data which were taken from the Jakarta Post during April 2011. The data descriptions were presented based on the issuing data of the educational news after being selected based on criteria which were shown as follows.

Table 4.1 The list of selected data arranging based of date of publication

Date of Publication	Headlines
April 1	Schools disappoint parents with poor achievement
April 4	Minister' has to explain' BOS delay
April 18	National exam fails to close quality gap
April 20	Police probe leakage of examination answer keys

4.2 Analysis

As stated in the Chapter 1, the writer would like to describe the use of cohesive devices, the feature of context in the text and the principle of interpretation in the headlines.

4.2.1 The Analysis of Cohesive Devices in the Educational News

In this section, the writer would present the use of cohesive devices in the texts in the Education News. The result of the analysis would be presented in the following tables.

Table 4.2 The Use of Cohesive Devices in the Educational News 1:

” Schools disappoint parents with poor achievement” (see Appendix 1)

No	Type of Cohesive	Explanation	Position
1	Reference	Anaphoric Reference	Line 2 par. 2 Line 1 par. 3 Line 4 par. 3 Line 1 par. 4 Line 1 par. 5 Line 4 par. 5
		Anaphoric Reference	Line 1 par. 7 Line 2 par. 7 Line 3 par. 7 Line 3 par. 8
		Anaphoric Reference	Line 1 par. 7 Line 1 par. 8
		Anaphoric Reference	Line 1 par. 9 Line 1 par. 10 Line 2 par. 10
		Cataphoric Reference	
		Exophoric Reference	
2	Lexical Cohesion	Repetition	RSBI status Line 4 par. 1 Line 4 par. 3
		Repetition	RSBI schools Line 1 par. 2 Line 4 par. 7 Line 3 par. 8
		Repetition	RSBI Junior High School Line 3 par. 2

Continuation Table...

No	Type of Cohesive	Explanation	Position	
2	Lexical Cohesion	RSBI Junior High School	Line 1 par. 6 Line 1 par. 9	
		Academic achievement	Line 3 par. 1 Line 3 par. 7 Line 3 par. 9	
		Achievement	Line 2 par. 2 Line 4 par. 6 Line 2 par. 8	
		School	Line 3 par. 1 Line 2 par. 3 Line 2 par. 5	
		School fee	Line 4 par. 5	
		Repetition	Line 4 par. 5	
		Grade	Line 1 par. 3 Line 3 par. 3	
		Extra	Line 1 par. 10 Line 1 par. 4 Line 1 par. 5	
		Student	Line 3 par. 2 Line 2 par. 3 Line 4 par. 7 Line 3 par. 9 Line 2 par. 10	
		Parent	Line 1 par. 1 Line 4 par. 5 Line 1 par. 7	
		Synonymy	Extra = additional	Line 1 par. 4 Line 3 par. 4
		Antonymy	Dissatisfying academic achievements = poor academic achievements	Line 2 par. 1 Line 3 par. 9
		Hyponymy	International >> National	Line 4 par. 1 Line 5 par. 10
		Meronymy	Computer units and language laboratory are members of facilities in school	par. 8
		Collocation	Academic achievements	Line 3 par. 1

Continuation Table....

No	Type of Cohesive	Explanation	Position	
2	Lexical Cohesion	Collocation	Academic achievements	Line 3 par. 7 Line 3 par. 9
			RSBI school	Line 1 par. 2 Line 4 par. 7 Line 3 par. 8
			School fee	Line 4 par. 5 Line 2 par. 6
			Extra time	Line 1 par. 4
3	Conjunction	Addition	Or	Line 2 par. 2 Line 3 par. 3
			And	Line 3 par. 5 Line 4 par. 8
		Comparison	-	-
		Time	While	Line 2 par. 3
		Consequence	If	Line 1 par. 2
			Because	Line 2 par. 6
4	Ellipsis	-	-	
5	Substitution	-	-	

The cohesive devices present in the texts of the Educational news are displayed in the previous table. The clear explanation will be presented below:

1. References

- a) The pronoun “she” in line 1 par. 3, line 1 par. 4, line 1 and 3 par. 5 is anaphoric. It refers back to “Yanti” in line 3 par. 2 and line 5 par. 3 respectively who is a parent of a state-run RSBI Junior High School student in Banyumas regency, Central Java.

- b) The pronoun “he” in line 2 and 3 par. 7, line 3 par. 8 is anaphoric. It refers back to “Marso” in line 1 par. 7 who is a parent of a state-run RSBI high school student in Banyumas, Central Java.
- c) The pronoun “I” in line 1 par. 8 is anaphoric. It refers back to “Marso” in line 1 par. 7 who is a parent of a state-run RSBI high school student in Banyumas, Central Java.
- d) The pronoun “he” in line 1 and 2 par. 10 is anaphoric. It refers back to “Suryanto” in line 1 par. 9 who is a teacher at state-run RSBI Junior High School SMPTN 1 Purwokerto.
- e) The pronoun “it” in line 1 par. 2 is expletive “it” which has not meaning in the sentence.
- f) The pronoun “it” in line 1 par. 6 is expletive “it” which has not meaning in the sentence.
- g) The pronoun “it” in line 1 par. is expletive “it” which has not meaning in the sentence.

From the explanation above, it can be interpreted that reference is used to acquire the identity of a certain item and to form unity.

2. Lexical cohesions

- a) The repetition can be in the form of words or phrases as listed below:

Form of repetition	Member of repetition
Words	Achievement, school, grade, extra, student, parent
Phrases	RSBI status, RSBI schools, RSBI Junior High School, academic achievement, school fee

In the word level, the word “extra” occurs twice in the texts while other words like “grade”, “students”, “parent” occurs more than twice while in the phrase level “RSBI Junior High School” is the most frequent repeated.

b) Synonymy is the similar meaning of the words or phrases. It can be any part of speech such as nouns, verbs, adjectives, adverbs or prepositions as long as both members of the pair are the same part of speech. These are some synonyms found in the texts as follow:

- Extra = additional
- Dissatisfying academic achievements = poor academic achievements

The existence of synonyms in the texts is used to limit the repetition of the same words.

a) Antonymy is defined as contrastive meaning of words or phrases.

- International >< National

The adjective “International” has a contrastive meaning with the adjective “National”

c) Hyponymy is the [semantic relation](#) when certain subclass of other words.

Computer units and language laboratory are members of school’s facilities class.

d) Collocation describes associations between vocabulary items which have a tendency to co-occur.

- Academic achievements

- RSBI schools

- School fee

- Extra time

3. Conjunctions

Conjunctions are defined as the words that link words, phrases or clauses.

The conjunctions found in the texts are:

- The conjunction “or” in line 2 par. 2 indicates that an alternative exists in the sentence which is the choices between “mediocre” or “below average”.

The conjunction provides a transition from the first adjective to the alternative adjective.

- The conjunction “or” in line 3 par. 3 takes on the internal sense of “an alternative interpretation”. The conjunction provides a transition from “grade of two” and “grade of one”.

- The conjunction “and” in line 3 par. 5 is embodied in the form of coordination. It links phrases “the admission fee” and “a monthly school fee” which are the requirements for studying in the schools.

- The conjunction “and” in line 4 par. 8 constructs the relation in the form of coordination. It links phrases “computer units” and “language laboratory” that both are included in the school’s facilities.

- The conjunction “while” in line 2 par. 3 shows a relation in term of time. In the texts, it means “at the same time”

- The conjunction “if” in line 1 par. 2 indicates conditional expression. In the sentence, the speaker “Yanti” makes a statement and then transitions to a qualifier. It reveals the uselessness of studying in an RSBI school with the result of the poor academic achievement of the students.

- The conjunction “because” in line 2 par. 6 means “for this reason”. The first independent clause is a statement. The conjunction provides a transition to the reason the statement was made.

Non-RSBI Junior High Schools do not required anything BECAUSE
 Effect (clause 1)
everything has been covered by BOS fund.
 Cause (clause 2)

**Table 4. 3 The Use of Cohesive Devices in the Educational News 2:
 “Minister’ has to explain’ BOS delay (see appendix 2)**

No	Type of Cohesive	Explanation	Position
1	Reference	Anaphoric Reference	The pronoun “it” is anaphoric that refers to the process of transferring funds directly to the school by the central government. Line 3 par. 7
		Cataphoric Reference	The pronoun “this” is anaphoric that refers to the practice of paying a sum of money to local officials done by school principals. Line 1 par.13
		Exophoric Reference	
2	Lexical Cohesion	Repetition	Disbursement Line 2 par. 1 Line 2 par. 3 Line 3 par. 7 Line 5 par.11
			Ombudsman Line 4 par. 1 Line 1 par. 2 Line 4 par. 3

Continuation Table....

No	Type of Cohesive	Explanation	Position
2	Lexical Cohesion	Repetition	BOS fund Line 3 par. 1 Line 5 par. 2 Line 2 par. 3 Line 3 par. 4 Line 3 par. 6 Line 2 par. 9 Line 1 par.10 Line 3 par.11 Line 1 par.12
			National Education Ministry Line 1 par. 4 Line 4 par. 6 Line 2 par.10
			Local administration Line 3 par. 3 Line 1 par. 5
			Government Line 3 par. 6 Line 1 par. 7 Line 3 par. 9 Line 3 par.10
			Regency Line 4 par. 2 Line 2 par. 4
			Municipality Line 3 par. 2 Line 2 par. 4
			Budget Line 6 par. 2 Line 5 par. 7
			School Line 3 par. 4 Line 2 par. 7 Line 4 par. 9
			Synonymy -
			Antonymy -
			Hyponymy
			Meronymy
		Collocation	BOS fund Line 3 par. 1 Line 5 par. 2 Line 2 par. 3 Line 3 par. 4 Line 3 par. 6 Line 2 par. 9 Line 1 par. 10 Line 3 par. 11 Line 1 par. 12

Continuation Table...

No	Type of Cohesive	Explanation	Position
2	Lexical Cohesion	Collocation	Central government
3	Conjunction	Additional	And
		Comparison	However
		Time	After
			While
		Consequence	Because
4	Ellipsis	-	
5	Substitution	-	

The cohesive devices present in the texts of the educational news as displayed in the previous table. The clear explanation will be presented below:

1. References

- a) The pronoun "it" in line 3 par. 7 is anaphoric. It refers back to the process of transferring funds directly to the school by the central government.
- b) The pronoun "this" in line 1 par. 13 is anaphoric. It refers back to the practice of paying a sum of money to local officials done by school principals.

c) The pronoun “this” in line 3 par. 13 is anaphoric. It refers back to the practice of allocating a sum of money to settle school’ debts by inflating the fund.

d) The pronoun “he” in line 4 par. 13 is anaphoric. It refers back to “Jumono” who is the Indonesian Association of Care Parent on Education (APPI)’s secretary

From the explanation above, it can be interpreted that reference is used to acquire the identity of a certain item and to form unity.

2. Lexical cohesion

a) The repetition can be in the form of words or phrases as listed below:

Form of repetition	Member of repetition
Words	Disbursement, ombudsman, government, municipality, school, budget.
Phrases	BOS fund, National education Ministry, Local administration.

In the word level, the words “regency”, “budget” and “municipalities” occur twice in the text while other words like “disbursement”, “government”, “school”, “ombudsman” occurs more than twice while in the phrase level “BOS fund” is the most frequent repeated

b) Collocation describes associations between vocabulary items which have a tendency to co-occur.

- BOS fund

- Central government

3. Conjunctions

Conjunctions are defined as the words that link words, phrases or clauses.

The conjunctions found in the text are:

- The conjunction “and” in line 2 par. 2 combines two subjects “Home Minister” and “National Education Minister” in the sentence.

- The conjunction “and” in line 4 par. 2 combines two subjects “regencies” and “municipalities” in the sentence.

- The conjunction “and” in line 4 par. 5 combines phrases “Indonesia Corruption Watch” (ICW) and “the Indonesian association of Care Parent on Education” (APPI) in the adverb clause.

- The conjunction “and” in line 2 par. 11 combines two subjects “West Nusa Tenggara” and “Yogyakarta”.

- The conjunction “and” in line 7 par. 11 combines subjects “Maluku, North Sulawesi, North Sumatra, Papua” and “West Papua”.

- The conjunction “however” in line 3 par. 3 can function as an adverb. In this case “however” means nevertheless or yet. It expresses the contrast meaning between two sentences in the text.

- The conjunction “however” in line 2 par. 7 has a sense of contrast between two sentences. In this case, the contrast expression occurs when the BOS fund’s distributions was done directly by the government. On the other hand, the disbursement was distributed slowly.

- The conjunction “after” in line 3 par. 5 begins an adverb clause within a sentence. It shows the successive events when Budi Santoso, an Ombudsman produces the utterance “The ministry should explain why local administrations do not pay adequate attention to the instruction” in the second session after he attempts a meeting with activists from Indonesia Corruption Watch (ICW) and the Indonesia Association of Care Parent on Education (APPI) as the first session.

- The conjunction “after” in line 2 par. 12 explains the successive events in when the clause “many school principals paid a sum of money to local officials” begins as the first event. Then it is followed by the second event “they received the BOS fund”

- The conjunction “while” in line 1 par. 6 shows a relation in term of time. In the text, it means “at the same time”.

- The conjunction “because” in line 1 par. 10 means “for this reason”. The first independent clause is a statement. The conjunction provides a transition to the reason the statement was made.

- Schools properly manage the BOS fund BECAUSE

Effect (clause 1)

the National Education Ministry on behalf of the government directly transferred the fund to the schools.

Cause (clause 2)

Table 4. 4 The Use of Cohesive Devices in the Educational News 3:

“National exam fails to close quality gap” (see appendix 3)

No	Type of Cohesive	Explanation	Position
1	Reference	Anaphoric Reference	Line 2 par. 8
			Line 1 par. 9
			Line 1 par. 11
		Cataphoric Reference	Line 3 par. 12
			Line 4 par. 12
2	Lexical Cohesion	Repetition	The pronoun “he” is anaphoric that refers to “Muhammad Abduhzen” who is the chairman of Indonesia Teachers Association (PGRI) research and development division.
			The pronoun “I” is anaphoric that refers to “Muhammad Abduhzen”
			The pronoun “they” is anaphoric that refers to students of Papua.
			-
			-
			The national examination
			Line 2 par. 1
			Line 1 par. 2
			Line 4 par. 3
			Line 4 par. 12
			Line 1 par. 13
			The remedial review
			Line 2 par. 3
Line 1 par. 4			
Failure			
Line 2 par. 2			
Line 2 par. 5			
Line 4 par. 5			
Line 1 par. 6			
Line 3 par. 6			
Line 5 par. 6			
Line 1 par. 10			
Improve			
Line 3 par. 1			
Line 1 par. 13			
The national exam			
Line 2 par. 15			
Line 1 par. 16			
High school students			
Line 2 par. 2			
Line 2 par. 5			
Students			
Line 4 par. 5			

Continuation Table....

No	Type of Cohesive	Explanation	Position	
2	Lexical Cohesion	School	Line 4 par. 6 Line 3 par. 7 Line 4 par. 7 Line 3 par. 15	
		Lag	Line 3 par. 3 Line 3 par. 14	
		Repetition	Percent	Line 1 par. 5 Line 1 par. 6 Line 3 par. 7
			Province	Line 3 par. 4 Line 3 par. 5 Line 2 par. 7 Line 2 par. 10 Line 2 par. 16
		Synonymy	-	-
		Antonymy	-	Line 1 par. 16
		Hyponymy	Undeveloped areas: East Nusa Tenggara, Central Sulawesi, North Maluku, West Papua and Central Kalimantan.	Line 3 par. 2 Line 4 par. 2 Line 5 par. 2
		Meronymy	-	-
		Collocation	National examination	Line 2 par. 1 Line 1 par. 2 Line 4 par. 3 Line 4 par. 12
			Remedial review	Line 1 par. 13 Line 2 par. 3 Line 1 par. 4
			Social science	Line 3 par. 5 Line 4 par. 7
			Remedial exam	Line 2 par. 6
3	Conjunction	Additional And	Line 1 par. 1 Line 4 par. 2 Line 3 par. 4 Line 3 par. 7 Line 1 par. 8 Line 3 par. 8	

Continuation table....

No	Type of Cohesive	Explanation	Position
3	Conjunction	Additional	And
		Comparison	But
		Time	-
		Consequence	Because
4	Ellipsis	-	-
5	Substitution	-	-

The cohesive devices present in the texts of the educational news are displayed in the previous table. The clear explanation will be presented below:

1. References

- a) The pronoun “he” in line 1 par. 9, line 1 par. 11, and line 3 par. 12 is anaphoric. It refers back to Muhammad Abduhzen who is a chairman of Indonesia Teachers Association (PGRI) research and development division.
- b) The pronoun “I” in line 1 par. 12 is anaphoric. It refers back to “Muhammad Abduhzen”.
- a) The pronoun “they” in line 3 par. 12 is anaphoric. It refers back to students of Papua.

In conclusion, the sentences in the educational news present anaphoric references. The existence of these references proves that sequences of the sentences in the news are united. It means that the texts have a quality a unity.

2. Lexical cohesion

b) The repetition can be in the form of words or phrases as listed below:

Form of repetition	Member of repetition
Words	failure, improve, students, lag, school, percent, province
Phrases	The national examination, the remedial review, the national exam, high school students

In the word level, the words “improve”, “leg” and “school” occurs twice in the text while other words like “failure”, “student” and “percent” occurs more than twice while in the phrase level “The National Examination” is the most frequent repeated.

c) Antonymy is defined as contrastive meaning of words or phrases.

- Strong >< weak

The adjective “strong” has a contrastive meaning with the adjective “weak”

d) Hyponymy is the [semantic relation](#) in which one word is the hypernym of another. Hyponymy, the relation in which words stand when their extensions stand in the relation of class to subclass.

East Nusa Tenggara, Central Sulawesi, North Maluku, West Papua and Central Kalimantan are involved in undeveloped area

c) Collocation describes associations between vocabulary items which have a tendency to co-occur.

- National examination

- Remedial review

- Social science

- Remedial exam

3. Conjunctions

Conjunctions are defined as the connectors that link words, phrases or clauses.

There are some conjunctions found in the texts:

- The conjunction “and” in line 1 par. 1 combines two subjects “Eastern Indonesia” and “disadvantaged provinces”.

- The conjunction “and” in line 4 par. 2 combines some subjects “Central Kalimantan” and “other undeveloped areas” such as “East Nusa Tenggara”, “Central Sulawesi”, “North Maluku”, “West Papua”.

- The conjunction “and” in line 3 par. 4 link two different years. These are “2008” and “2009”.

- The conjunction “and” in line 3 par. 7 combines two phrases “1,57 percent of students failing their exam in West Papua” and “65 of 4, 135 social science students failing in 2010”

- The conjunction “and” in line 1 par. 8 combines the phrase “Indonesian Teachers Association (PGRI) research” and “PGRI development”.

- The conjunction “and” in line 3 par. 8 combines “the surprising of West Papua rapid development” and “the need of investigating its rapid development”.

- The conjunction “and” in line 3 par. 10 combines “the ranking 11th” and “the ranking of 15th” Yogyakarta.

- The conjunction “and” in line 2 par. 11 combines phrases “Yogyakarta’s modern facilities” and “Yogyakarta’s good track record” that are advantages of schools in Yogyakarta.

- The conjunction “and” in line 3 par. 13 combines phrases “ the teaching process” and” the learning process”

- The conjunction “and” in line 2 par. 16 combines phrases “ the strong provinces” and” the weak provinces”

- The conjunction “and” in line 3 par. 16 combines “ the effort of the government in analyzing the factor” and” the effort of government in providing aid”

- The conjunction “and” in line 2 par. 17 combines “Yogyakarta” and “West Papua”.

- The conjunction “but” in line 4 par. 6 contrasts the reduction of East Nusa Tenggara failure rate to 7, 73 from 20, 631 students that still catch up with other areas in Indonesia.

- The conjunction “but” in line 1 par. 12 means contrary. The conjunction facilitates the transition between independent clauses by conveying a sense

that the meaning of the second clause is going to be different from the sense expressed in the first clause.

- The conjunction “because” in line 4 par. 6 means “for this reason”. The first independent clause is a statement. The conjunction provides a transition to the reason the statement was made.

East Nusa Tenggara reduced its failure rate to 7,73 from 20,631 students, but nationally it still lagged behind BECAUSE

Effect (clause 1)

the national failure rate was 1,21 percent.

Cause (clause 2)

- The conjunction “because” in line 3 par. 14 shows cause-effect of an event.

National Commission for Children Protection (Komnas Anak) chairman Arist Merdeka Sirait said the education gap in Indonesia would remind

Effect (clause 1)

BECAUSE regular schools in remote areas had limited access to educational facilities.

Cause (clause 2)

Table 4.5 The Use of Cohesive Devices in the Educational News 4:

“Police probe leakage of examination answer keys “(see appendix 4)

No	Type of Cohesive	Explanation	Position
1	Reference	Anaphoric Reference	Line 1 par. 5 Line 1 par. 6
		Anaphoric Reference	Line 2 par. 7 Line 1 par. 7

Continuation Table....

No	Type of Cohesive	Explanation	Position
1	Reference	Anaphoric Reference	The pronoun "they" is anaphoric that refers to Roland and his friends Line 2 par. 10 Line 3 par. 10
		Cataphoric Reference	-
		Exophoric Reference	-
2	Lexical Cohesion	Repetition	Answers Line 2 par. 1 Line 1 par. 3 Line 2 par. 5
		Investigate	Line 1 par. 1 Line 2 par. 4 Line 1 par. 5
		Solution	Line 1 par. 6 Line 4 par. 9
		The exam solutions	Line 1 par. 8 Line 1 par. 10
		National Examination	Line 3 par. 1 Line 5 par. 5
		Exam	Line 1 par. 2 Line 3 par. 2 Line 2 par. 5 Line 3 par. 5 Line 3 par. 7
		Students	Line 1 par. 6 Line 1 par. 7 Line 1 par. 9
		Text message	Line 2 par. 3 Line 2 par. 6 Line 3 par. 7
		Receive	Line 1 par. 6 Line 2 par. 7 Line 2 par. 9
		Spread	Line 1 par. 3 Line 2 par. 5 Line 1 par. 1
		Case	Line 2 par. 4 Line 2 par. 5
		Cheat	Line 2 par. 2 Line 2 par. 10

Continuation table....

No	Type of Cohesive	Explanation	Position	
2	Repetition	Question	Line 1 par. 3 Line 2 par. 5	
		Police	Line 1 par. 4 Line 2 par. 4 Line 4 par. 10	
		Spread = Distribute	Line 1 par. 3 Line 1 par. 8	
		Safeguard=Secure	Line 3 par. 2 Line 5 par. 5	
		Antonymy	-	
	Lexical Cohesion	Hyponymy	-	
		Meronymy	-	
		Collocation	National examination	Line 3 par. 1 Line 5 par. 5
			Text message	Line 2 par. 3 Line 2 par. 6 Line 3 par. 7
			Paper sheet	Line 2 par. 3
Public school	Line 3 par. 3			
3	Conjunction	Additional	And Line 2 par. 3 Line 3 par. 5 Line 2 par. 7	
		Or	Line 1 par. 5	
	Comparison	However	Line 3 par. 9	
	Time	-	-	
Consequence	Because	Line 2 par. 10		
4	Ellipsis	-	-	
5	Substitution	-	-	

The cohesive devices present in the texts of the educational news are displayed in the previous table. The clear explanation will be presented below:

1. References

- a) The pronoun “we” in line 1 par. 5 and line 1 par. 6 is anaphoric. It refers back to Gaffair as Bandarlampung City Police Chief and his personnel.
- b) The pronoun “he” in line 2 par. 7 is anaphoric. It refers back to Roland who is a student from a public high school in Bandarlampung.
- c) The pronoun “they” in line 2 and 3 par. 10 is anaphoric. It refers back to Roland and his friends.

From the explanation above, it can be interpreted that reference is used to acquire the identity of a certain item and to form unity.

2. Lexical cohesions

- a) The repetition can be in the form of words or phrases as listed below:

Form of repetition	Member of repetition
Words	answers, investigate, solution, exam, students, receive, spread, case, cheat, question, police
Phrases	text message, the exam solutions, National Examination

In the word level, the words “investigate”, “cheat”, “question” and “case” occur twice in the text while other words like “answer”, “solution”, “exam” and “student” occur more than twice while in the phrase level “text message” is repeated three times.

- b) Synonymy is the similar meaning of the words or phrases. It can be any [part of speech](#) such as [nouns](#), [verbs](#), [adjectives](#), [adverbs](#) or [prepositions](#) as long

as both members of the pair are the same part of speech. These are some synonyms found in the texts as follows:

- Spread = Distribute

- Safeguard = Secure

c) Collocation describes associations between vocabulary items which have a tendency to co-occur.

- National examination

- Text message

- Paper sheet

- Public school

3. Conjunctions

Conjunctions define as the words as connectors that links words, phrases or clauses. There are some conjunctions found in the texts:

- The conjunction “and” in line 2 par. 3 joins phrases “text messages” and “paper sheets”

- The conjunction “and” in line 3 par. 5 combines two words “participants” and “parents”

- The conjunction “and” in line 2 par. 7 coordinates two subjects “Roland” and “his friends”.

- The conjunction “or” in line 1 par. 5 indicates that an alternative exists in the sentences. The choice of adjectives is “care” or alternatively “not care”.

The conjunction provides a transition from the first adjective to the alternative adjective.

- The conjunction “or” in line 1 par. 5 alternates two nouns that have opposite meanings. The choice is “real” or alternatively “fake”
- The conjunction “however” in line 3 par. 9 functions as an adverb. It links the first sentence and the second sentence. In this case “however” means although or yet. It expresses the contrast between “a number of students still buy the answer sheet from someone for Rp. 50.000 per copy” although “the codes on the solutions were different from that of the questionnaires.”

4.2.2 The Analysis of Features of Context in the Educational News

In this section, the writer would present the features of context in the texts of the Educational News. The result of the analysis would be presented in the following tables.

Table 4.6 Features of Context in the Educational News 1:

“Schools disappoint parents with poor achievement” (see Appendix 1)

No	Features of context	Explanation
1.	The addressor	The Jakarta Post
2.	The addressees	The readers of the Jakarta Post
3.	Topic	The disappointment of parents to the poor academic achievement of their children studying at run-state RSBI schools compared with non- RSBI schools.
4.	Setting	Banyumas Regency, Central Java
5.	Channel	Writing
6.	Code	The journalistic language in delivering messages which are simple, clear, communicative and understandable.
7.	Message-form	News
8.	Event	Informative Report
9.	Key	Serious
10.	Purpose	The readers know that many parents in Banyumas regency are disappointed because their children who are studying in run-state RSBI schools gain dissatisfying academic achievement. However they have paid a lot of money for admission fees and a monthly school fee.

The texts of the educational news with the headline “Schools disappoint parents with the poor achievement” contain the features of context as displayed in the previous table. Here are the clear explanations about these features:

1. **The addressor** is the Jakarta post that has an important role to write and publish the news which contains the messages to the readers or **the addressees** about the disappointment of parents toward the poor academic achievements of their children

2. **Topic** refers to what is being talked about in the news entitle “**Schools disappoint parents with poor achievement**”.

Topic:

The disappointment of parents to the poor academic achievement of their children studying at run-state RSBI schools compared with non RSBI schools.

Supported ideas:

- Yanti, a parent of a state run RSBI Junior High School student in Banyumas said that it is pointless to study at an RSBI school because this school does not guarantee a good achievement for her son although she had to spend extra money in special sessions with a private tutor in order to increase her son’s grade and pay Rp. 5 million for the admission fee and a monthly school fee of Rp. 150.000.
- Marso, a parent of a state-run RSBI Junior High School student expressed the same disappointment as Yanti feels because her

daughter's academic achievement is merely average. However, the school has better facilities compared with non-RSBI schools.

3. Setting is the place where the event happens. The disappointment of parents toward the poor academic achievements of their children occurred in the Banyumas regency, Central Java not in other places where the School Pilot Project (RSBI) is programmed.

4. Channel is writing. It means that the information is presented in the form of written texts in the newspapers.

5. Code refers to what language or dialect or style is being used. In this case, the information is published by the newspapers involving the products of the journalists' activities. The journalistic language in delivering messages is simple, communicative and understandable.

6. Message form is news.

7. Event is the nature of communicative event - a genre of text is informative report that has a function to inform the readers or listeners about events of the day which are considered newsworthy or important.

8. Key is the tone, manner in which a particular message is conveyed. The tone of the news here is serious.

9. Purpose is the intention of the writer in publishing the news to the readers in which the news can construct the assumptions or conclusions. The purpose of the news here is to give the information to the readers that many parents in Banyumas regency are disappointed because their children who are studying in run-state RSBI schools gain dissatisfying

academic achievement. Although they have paid a lot of money for admission fees and a monthly school fee.

Table 4.7 Features of Context in the Educational News 2 :

“Minister’ has to explain’ BOS delay” (see Appendix 2)

No	Features of Context	Explanation
1.	The addressor	The Jakarta Post
2.	The addressees	The readers of the Jakarta Post
3.	Topic	The delays in disbursement of the BOS fund
4.	Settings	Maluku, North Sulawesi, North Sumatra, Papua and West Papua.
5.	Channel	Writing
6.	Code	The journalistic language in delivering messages which are simple, clear, communicative and understandable.
7.	Message-form	News
8.	Event	Informative Report
9.	Key	Serious
10.	Purpose	The readers know that the disbursement of BOS fund to the schools faces constraints. This constraint lies on the distribution system that triggers controversy. An ICW monitoring division coordinator on public service of the ICW said that the shifting of BOS funds worth 16, 8 trillion from the Minister of National Education to the regional administrations would spur more corruption.

The texts of the educational news with the headline “Minister’ has to explain’ BOS delay” contain the features of context as displayed in the previous table.

- 1. The addressor** is the Jakarta Post that has an important role to write and publish the news which contains the messages to the readers or **the addressees** about the delays in disbursement of the BOS fund.
- 2. Topic** is refers to what is being talked about in the news entitle **“Minister’ has to explain’ BOS delay”**

Topic: The delays in disbursement of the BOS fund.

Supported ideas:

- Local administrations do not pay adequate attention to the instruction from the National Education Ministry to distribute the BOS fund to the schools.

- A joint circular letter was signed by Home and National Education Minister on Dec. 28, 2010 that ordered regional leaders at regencies and municipalities to disburse the BOS fund on schedule. Unfortunately, the circular letter did not yield the desired effect.

- To receive the BOS fund quickly, many school principals had to pay a sum of money to local officials.

3. **Setting** is the place where the event takes place. In this case, it takes place in Maluku, North Sulawesi, North Sumatra, Papua and West Papua.

4. **Channel** is writing. It means that the information is presented in the form of written texts in the newspapers.

5. **Code** refers to what language or dialect or style is being used. In this case, the information is published by the newspapers involving the products of the journalists' activities. The journalistic language in delivering messages is simple, communicative and understandable.

6. **Message form** is news in which the news has to be informative to the readers.

7. Event is the nature of communicative event - a genre of text is informative report that has a function to inform the readers or listeners about events of the day which are considered newsworthy or important.

8. Key is the tone, manner in which a particular message is conveyed. The tone of this news is serious.

9. Purpose is the intention of the writer in publishing the news to the readers in which the news can construct the assumptions or conclusions. The purpose of the news here is to give the information to the readers that the disbursement of BOS fund to the schools faces constraints. This constraint lies on the distribution system that triggers controversy. An ICW monitoring division coordinator on public service of the ICW said that the shifting of BOS funds worth 16, 8 trillion from the Minister of National Education to the regional administrations would spur more corruption.

Table 4. 8 Features of Context in the Educational News 3: "National exam fails to close quality gap" (see Appendix 3)

No	Features of Context	Explanation
1.	The addressor	The Jakarta Post
2.	The addressers	The readers of the Jakarta Post
3.	Topic	The National Exam can not make the quality of education in certain areas in Indonesia equal.
4.	Settings	East Nusa Tenggara, Central Sulawesi, North Maluku, West Papua and Central Kalimantan.
5.	Channel	The written texts
6.	Code	The journalistic language is simple, clear, communicative and understandable.
7.	Message-form	News
8.	Event	Informative Report
9.	Key	Serious

Continuation Table....

No	Features of Context	Explanation
10.	Purpose	The readers know that Indonesian government has still not been able to eliminate the education gap among the regions in Indonesia. This can be seen from the cause of the failure of national exams in several areas associated with the unavailability of educational facilities.

The texts of the educational news with the headline “National exam fails to close quality gap” contain the features of context as displayed in the previous table. Here are the clear explanations about these features:

1. **The addressor** is the Jakarta Post that has an important role to write and publish the news which these contain the messages to the readers or **the addressees** about The National Exam that cannot make the quality of education in certain areas in Indonesia equal.

2. **Topic** is refers to what is being talked about in the news entitle” **National exam fails to close quality gap”**.

Topic: National Examination result in 2008-2009 could not make the quality of education in certain areas in Indonesia equal.

Supported ideas:

- Eastern Indonesia and disadvantaged provinces still lagged behind the national standard despite the national examination system designed to improve the quality of education.

- Undeveloped areas such as East Nusa Tenggara, Central Sulawesi, North Maluku, West Papua and Central Kalimantan ranked at the

bottom of the list in 2008-2009. It could be seen through the high failure rate in national examination among high school students.

- The high failure in national examination prompted the National Education Ministry to introduce a remedial review of core subjects in 2009 in schools in preparation for the national examination.

- National Commission for Children Protection (Komnas Anak) chairman Arist Merdeka Sirait said the education gap in Indonesia would remind because regular schools in remote areas had limited access to educational facilities.

3. **Setting** is the place where the event takes place. In this case, it takes place in East Nusa Tenggara, Central Sulawesi, North Maluku, West Papua and Central Kalimantan.

4. **Channel** is writing. It means that the information is presented in the form of written texts in the newspapers.

5. **Code** refers to what language or dialect or style is being used. In this case, the information is published by the newspapers involving the products of the journalists' activities. The journalistic language in delivering messages is simple, communicative and understandable.

6. **Message form** is news in which the news has to be informative to the readers.

7. **Event** is the nature of communicative event - a genre of text is informative report that has a function to inform the readers or listeners about events of the day which are considered newsworthy or important.

8. **Key** is the tone, manner in which a particular message is conveyed. The tone of this news is serious.

9. **Purpose** is the intention of the writer in publishing the news to the readers in which the news can construct the assumptions or conclusions. The purpose of the news here is to give the information to the readers that Indonesian government has still not been able to eliminate the education gap between the regions in Indonesia. This can be seen from the cause of the failure of national exams in several areas associated with the unavailability of educational facilities.

Table 4.9 Features of Context in the Educational News 4:

“Police probe leakage of examination answer keys” (see Appendix 4)

No	Features of Context	Explanation
1.	The addressor	The Jakarta Post
2.	The addressers	The readers of the Jakarta Post
3.	Topic	The leakage of examination answers keys in Bandar Lampung.
4.	Setting	Bandar Lampung
5.	Channel	The written texts
6.	Code	The journalistic language is simple, clear, communicative and understandable.
7.	Message-form	News
8.	Event	Informative Report
9.	Key	Serious
10.	Purpose	The readers know that the leakage practice takes place in one of the regions in Indonesia, Bandar Lampung. It is done by people who are not responsible, which is a form of terror on the world of education. The readers as parents are hoped to be careful to guide their children toward this case.

The texts of the educational news with the headline “National exam fails to close quality gap” contain the features of context as displayed in the previous table. Here are the clear explanations about these features:

1. The addressor is the Jakarta post that has an important role to write and publish the news which these contain the messages to the readers or **the addressees** about the leakage of examination answers keys in Bandar Lampung.

2. Topic refers to what is being talked about in the news entitle “**Police probe leakage of examination answer keys**”

Topic: The leakage of examination answers keys in Bandar Lampung.

Supported ideas:

- Bandar Lampung City Police is currently investigating the reported circulation of answers for the ongoing high school national examinations.
- The answers of test questions were spread via text message and paper sheets in a number of public schools in Bandar Lampung.
- Bandar Lampung City police chief Adj. Sr. Comr. Guntor Gaffair had posted hundreds of personnel to secure schools holding the National Examination in an effort to prevent cheating.

3. Setting is the place where the event takes place. In this case, it takes place in in Bandar Lampung.

4. Channel is writing. It means that the information is presented in the form of written texts in the newspapers.

5. **Code** refers to what language or dialect or style is being used. In this case, the information is published by the newspapers involving the products of the journalists' activities. The journalistic language in delivering messages is simple, communicative and understandable.

6. **Message form** is news in which the news has to be informative to the readers.

7. **Event** is is the nature of communicative event - a genre of text is informative report that has a function to inform the readers or listeners about events of the day which are considered newsworthy or important.

8. **Key** is the tone, manner in which a particular message is conveyed. The tone of this news is serious.

9. **Purpose** is the intention of the writer in publishing the news to the readers in which the news can construct the assumptions or conclusions. The purpose of the news here is to give the information to the readers that the leakage practice takes place in one of regions in Indonesia, Bandar Lampung. It is done by people who are not responsible and is a form of terror on the world of education. The readers as parents are hoped to be careful to guide their children toward this exam case in several areas associated with the unavailability of educational facilities.

4.2.3 The Analysis of the Interpretation Principles in the Educational News

Headlines

In this section, the writer would analyze the principles of interpretation applied in the headlines of the Educational news. As explained in Chapter two, the principles of interpretation that purposed by Brown and Yule are divided into two principles. These are local and analogy principle. Local interpretation is the way to interpret a discourse in which the readers are instructed not to construct a context any longer in order to arrive at an interpretation. On the other hand, analogy principle is the principle in which readers have to relate something they face to their past similar experience to arrive to the interpretation. In this case the relation can be comparing recent experience to the previous similar experience. The thing here can be idea, principle, point of view or thought. So this part would like to show the result of the analysis.

H1 : Schools disappoint parents with poor Achievement

From the headline above, it could be seen the presence of the analogy principle. It occurred because there was something that had to be constrained by past similar experience. So it led the readers to interpret the intended message based on the context that was discussed in the news completely before arriving to the right interpretation of the headline. Related the context of the news, the headline should be interpreted as follows:

1. The schools stated in the headline should not be interpreted as the building where students learn. It occurred because it was impossible to interpret that

the building could make parents disappointed with poor achievement. But, actually the schools here were reflections of the actors who work in the education field such as the National Education Minister, officials in the education office, principals and teachers. They must be responsible for failure in achieving the mission high academic achievement in state run RSBI junior and high schools.

2. The disappointment experienced by parents was actually a disappointment that was addressed to the executors International School Pilot Project. They had failed to achieve the main goal of improving student academic achievement. It could be seen through the academic achievement RSBI school students who got lower grades than non-RSBI students

H2 : Minister' has to explain' BOS delay

The headline was constructed by short and simple sentence. According to the context of the news, it was clear that this headline applied locality principle in which the readers were instruct not to create a context any larger than it was required. So the headline above should be interpreted as follows:

1. BOS should be interpreted as School Operational Assistance fund that it had to disburse quickly to regions and municipalities without having to wait until the proposed regional budgets were approved by local legislative bodies.
2. The intended minister stated in the headline was Home minister, Gunawan Fauzi who should explain the causes of long delay in the disbursement of School Operating Assistance (BOS) fond.

3. There must be some reasons of why the disbursements of BOS fund fully to the regions in Indonesia such as Maluku, North Sulawesi, North Sumatra, Papua and West Papua was delayed.

H3 : National exam fails to close quality gap

The analogy principle was applied in the headline above. According to the context that was constructed in the news, the interpretation should be described as follows:

1. The National Exams as stated in the headline above should not be blamed as the cause of failure in closing the gap in educational quality among regions in Indonesia. If the readers had examined the news carefully, they could see that actually the national examination was just a system designed to improve the quality of education. Based on the context of the news, if there was a failure in its implementation, it must be caused by the teaching and learning process.
2. Lack of educational infrastructure was not a reason for an area experiencing a failure in the National Examination if it was compared with other regions. This was evidenced by West Papua that had gained higher achievement than Yogyakarta had achieved.

H4 : Police probe leakage of examination answer keys

The headline above was applied the analogy principle. Based on the context that was built in the news, the interpretation should be described as follows:

The term "leakage" should not be interpreted as something that happens in a bucket that is being perforated. In this case, leakage gave another meaning that is, the spread of an answer key without permission of the parties authorized to the answer.

4.3 Discussion

After having the analysis above, the writer would like to discuss it in depth. Related to the problems of the study stated in the chapter 1, there were three parts that were analyzed. These were the use of cohesive devices, features of context in the text and the interpretation principle in the headlines.

First, the writer analyzed the types of cohesive devices that presented in the texts of the educational news by placing them in the table. It was used with the aim of making easy in explaining. It could be seen that the cohesive devices exist in the text. It meant that the texts were constructed by related sentences in which these related sentences produced the coherent texts as purposed by Paltridge (2006, p. 30). He mentioned that those cohesive and coherent texts are created by the patterns of cohesion. The main patterns of cohesions are reference, lexical cohesion, conjunctions, substitution and ellipsis. There are anaphoric, cataphoric and exophoric reference. From these kinds of reference, the enaphoric reference

was the most frequent reference. Moreover, the lexical cohesion consists of repetition, synonymy, antonymy, hyponymy, meronymy and collocation. The analysis revealed that not all lexical cohesion appeared in the texts, only repetitions was the most frequent lexical cohesion in the texts.

The other types of cohesion that link words, phrases, clauses or sentences in the texts are conjunctions. Almost all kind of conjunctions that are divided based on the logical relation occurred in the texts. On the other hand, ellipsis and substitution never presented in the text.

Moreover, the second analysis focused on the presence of the features of context in the texts of the educational news. Hymes (1964) in Brown and Yule (1983, p. 38-39) displays the features of context into: (1) addressor, (2) addressees, (3) topic, (4) setting, (5) channel, (6) code, (7) message-form, (8) event, (9) key and (10) purpose. By using the theory, the writer described the features of context in the texts to give the clear understanding of the intended messages of the news from the news writer to the readers. After having the analysis, she found out the similarities and differences of all news. All news had the same features of context in terms of addressor, addressees, channel, code, message form and event. The addressor was the Jakarta Post that had a role in writing and publishing the news, the addressees were the readers of the Jakarta Post, the channel was the written text, the code was journalist language, the message-form was news, the event was item news and the key was serious. On the other hand, the differences of all news were found in terms of topic, setting, and

purpose. These differences occur because every news discusses a different topic that influenced the setting, key and purpose.

The third analysis was about the presence of principle of interpretation in the headline news. As it had been explained in the analysis of cohesive devices in the educational news, it could be seen that cohesive devices helped the writer in analyzing the feature of context by understanding the relation among sequences of words, phrases, clauses, sentences and paragraphs that were linked by the role of cohesive devices. Moreover, from these two previous analyses, the writer used the interconnectedness principle to correlate the role of cohesive devices and the feature of context in the texts to get the clear understanding of the intended message of the news. The interconnectedness principle provided a framework for studying the meaning in the discourse. It related what would appear to be unrelated between cohesive devices and the feature of context. She used the principle to arrive to the right interpretation to investigate the existence of the interpretation principle in the headlines. The analysis showed that there were three headlines that applied the analogy principle since in order to get the understanding of the headlines; the writer had to examine the context of the news that could be used to interpret the headlines correctly. It was appropriate to the definition of analogy principle purposed by Hymes (1983, p. 59), he explained that analogy principle is the principle in which the readers will experience a great deal of data or written discourse then they will describe and interpret the intended message by relating the data to their past similar experience. Here context of the news became the past similar experience that was related to the interpretation of the headlines.

In contrary, there was one headline that applied locality principle. It occurred because the readers were instructed not to thing larger than it was required as Brown and Yule theory about analogy principle. The arrangement of words in this headline was simple and understandable. So before the readers went to the context, they could build their own context by their interpretation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented some conclusions dealing with the result of the study discussed in the previous chapters. This part also combined some suggestion that can be used to gain better insight, particularly for further writers and the English students.

5.1 Conclusions

Based on the analysis about the use of cohesive devices, the presence of feature in the educational news and the principle of interpretation applied in the headlines. These analyses had correlation each other. In other word, cohesive devices, coherence in the context and principle interpretation associated to form coherent texts that a sense of being a whole. It could be proven from the role of cohesive devices that related all elements in the texts included words, phrases, clauses, sentences and paragraph. Besides, the apparent connections also took part in constructing coherent text. It could be felt by the existence of context that underlying the meaning. So these analyses were proven that cohesion and cohesion correlate in order to construct a sense of being a whole in the texts of educational news.

Furthermore, the collaboration of cohesion and coherence became the fundamental for analyzing the principle of interpretation in the headlines. The headlines were created by sentences that needed deep investigation before getting

the right interpretation. By the help of cohesive devices in the texts, the writer could build the context of the news. Here, context became the important role to understand the intended meaning of the news. This understanding was useful to interpret the headlines by using analogy or locality principle.

5.2 Suggestions

After completing this thesis, the writer realizes that it was far from perfect. There were many shortcomings that need perfection. Therefore, some suggestions were necessary to make it better. First, the writer would like to suggest the future writers to use this thesis as reference. It can be useful to be a consideration to start further research in the discourse analysis field. The future writers were expected to find other objects of the study and apply other theories. So they can compare the similarities and differences between the writer's work and theirs.

The second, the writer suggested the English students who are interested in conducting study in discourse analysis to learn more about coherence in the spoken discourse that has a relation with social, economic or politic context.

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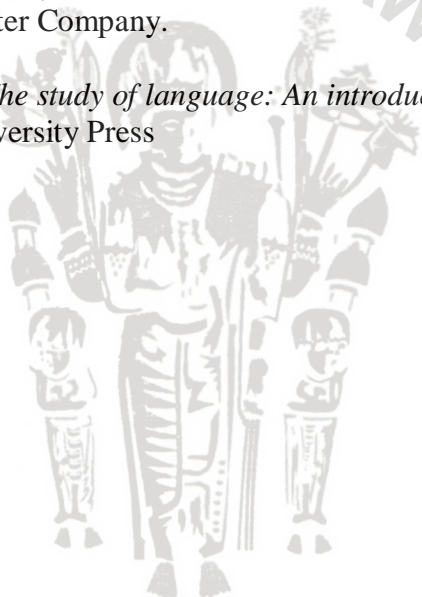
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UNIVERSITAS BRAWIJAYA

Appendixes



Appendix 1: Schools disappoint parents with poor achievement

Paragraph	Texts	Line
1	Parents in Banyumas regency, Central Java, have expressed disappointment over the dissatisfying <u>academic achievements</u> of their children admitted to <u>schools that had attained the International School Pilot Project (RSBI) status.</u>	1 2 3 4
2	" <u>It is pointless that my boy goes to an RSBI school if his achievements are mediocre or even below average</u> " said <u>Yanti, 43</u> , whose son is a <u>student at a state-run RSBI junior high school in Banyumas.</u>	1 2 3 4
3	<u>She said her son received a grade of five on a 10 point scale score in math, while many other students at the same school received grades of two or even one in the same subject.</u> " <u>So what is special about the RSBI status, other than its extremely expensive fees?</u> " <u>Yanti asked Wednesday.</u>	1 2 3 4 5
4	<u>She said that just to get five; her son had to spend extra time in special sessions with a private tutor, which meant additional expenses for her.</u>	1 2 3
5	<u>She also said she spent extra to have her son admitted to the school- a favorite in the regency's capital of Purwokerto. She paid Rp. 5 million (US\$570) for the admission fee and a monthly school fee of Rp.150.000. She said some parents even more than that.</u>	1 2 3 4 5
6	" <u>Isn't it incredible that non-RSBI junior high schools, which require nothing for the school fee because everything has been covered by the School Operation Body (BOS) have much better achievements?</u> "	1 2 3 4
7	<u>Marso, 43, a parent of a state-run RSBI senior high school student, expressed the same centimeters. He said his daughter's academic achievement was merely average. He considered this to be insufficient for a student of an RSBI school.</u>	1 2 3 4
8	" <u>I can say it is not a success. With much better facilities, the achievement should be much better than that of non-RSBI schools,</u> " <u>he said pointing to the school's complete facilities, including computer units and language laboratory.</u>	1 2 3 4
9	<u>Surjatno, a teacher at state-run RSBI junior high school SMPN 1 Purwokerto, denied the accusations saying that his students had poor academic achievements.</u>	1 2 3
10	<u>He said of the seven grade nine classes, only two were included in the RSBI program. He assured that the students of these two classes had an average score above the minimum requirement of 7,5 for all subjects included in the national exam.</u>	1 2 3 4

Appendix 2: Minister ‘has to explain’ BOS delay

Paragraph	Texts	Line
1	Home minister Gamawan Fauzi should explain the long delay in the <u>disbursement</u> of School Operating Assistance (BOS) fund, <u>hampering school</u> activities nationwide, an <u>Ombudsman</u> says.	1 2 3
2	Budi Santoso, an <u>Ombudsman</u> for education affairs, said that a joint circular letter, signed by Home <u>and</u> National Education Minister on Dec. 28, 2010, had ordered regional leaders at <u>regencies and municipalities</u> to quickly disburse <u>the BOS fund</u> without having to wait until their proposed regional <u>budgets</u> were approved <u>by</u> local legislative bodies.	1 2 3 4 5 6
3	The circular letter was issued as part of government’s efforts to ensure the <u>disbursement of the BOS fund</u> by <u>local administrations</u> was on schedule. <u>However</u> , the letter did not yield the desired effect, Indonesia’s <u>Ombudsman</u> said.	1 2 3 4
4	The National Education Ministry said as of March 29, 359 of 497 <u>regencies and municipalities</u> had begun distributing <u>the BOS fund</u> to their <u>schools</u> .	1 2 3
5	“(The ministry) should explain why <u>local administrations</u> do not pay adequate attention to the instruction, “Budi said <u>after</u> a meeting with activists from Indonesia Corruption Watch (ICW) <u>and</u> the Indonesian Association of Care Parent on Education (APPI)	1 2 3 4 5
6	While addressing the 2011 Financial Note on August, 16, 2010, President Susilo Bambang Yudhoyono said the <u>government</u> decided to shift <u>BOS funds</u> worth Rp. 16.8 trillion (US\$ 1.93 billion) from the <u>National Education Ministry</u> to the regional administrations in an effort to strengthen the decentralization system.	1 2 3 4 5 6
7	<u>Previously</u> , the central <u>government</u> transferred funds directly to the <u>schools</u> . The transfer, <u>however</u> , sparked concern that it would slow down the BOS <u>disbursement</u> . It has been common understanding that proposed regional <u>budgets</u> have tardy approvals- three to six months late- from local legislative councils.	1 2 3 4 5
8	Febri Hendri of ICW’s monitoring division coordinator on public service said the government’s decision would on Spur more corruption	1 2 3
9	According to research by an independent agency under the World Bank, only 3 percent of the total <u>BOS fund</u> , disbursed by the <u>government</u> during 2005-2010 for <u>200,000 schools</u> , was <u>improperly</u> used.	1 2 3 4
10	Febri said schools properly manage the <u>BOS fund</u> <u>because</u> the <u>National Education Ministry</u> on behalf of the <u>government</u> directly transferred the fund to the <u>schools</u> .	1 2 3
11	Six provinces, comprising central java, Gorontalo, Jakarta, West Java, West Nusa Tenggara, <u>and</u> Yogyakarta, has distributed 100 percent of their <u>BOS fund</u> , the education ministry said. Six other provinces showed a low <u>disbursement</u> rate: Maluku (45, 5 percent), North Sulawesi (46,7 percent), North Sumatra (48,5 percent), Papua (20,7 percent) <u>and</u> West Papua (9,1 percent).	1 2 3 4 5 6

Continuation Table....

Paragraph	Texts	Line
12	Febri said many <u>school</u> principals received the <u>BOS fund after</u> paying a sum of money to local officials.	1 2
13	APPI secretary Jumono said <u>this</u> had a rippling effect. "They then have to allocate a sum of money to settle their debts, including interest, by inflating the fund. <u>This is illegal,</u> " <u>he</u> told <i>The Jakarta Post</i> .	1 2 3 4

Appendix 3: National Exam fails to close quality gap

Paragraph	Texts	Line
1	Eastern Indonesia and disadvantaged <u>provinces</u> still lag behind the national standard and disadte the <u>national examination</u> system designed to <u>improve</u> the quality of education.	1 2 3
2	National Examination results in 2008-2009 showed a high <u>failure</u> rate among <u>high school students</u> national wide, with underdeveloped <u>areas, such as East Nusa Tenggara, Central Sulawesi, North Maluku, West Papua and Central Kalimantan,</u> ranking at the bottom of the list.	1 2 3 4 5
3	This prompted the Ministry of National Education to introduce a <u>remedial review</u> of core subjects in 2009 in schools throughout the country in preparation for the <u>national examination</u> .	1 2 3
4	Even with the <u>remedial review</u> program in place, East Nusa Tenggara reminded among the lowest ranking <u>provinces</u> , where it had been in 2008 <u>and</u> 2009.	1 2 3
5	In 2008, East Nusa Tenggara recorded 44, 78 <u>percent failure</u> rate among its 17,401 <u>high school students</u> majoring in social science, In 2009 the <u>province</u> recorded 37,85 percent <u>failure</u> rate from 18,566 <u>students</u> .	1 2 3 4
6	The overall national <u>failure</u> rate in 2009 was 8,22 <u>percent</u> . In 2010, when a <u>remedial exam</u> was introduced, East Nusa Tenggara reduced its <u>failure</u> rate to 7,73 from 20,631 <u>students</u> , <u>but</u> nationally it still <u>lagged</u> behind <u>because</u> the national <u>failure</u> rate was 1,21 <u>percent</u> .	1 2 3 4 5
7	West Papua, which ranked 30 th among the nation's 33 <u>provinces</u> in 2009, <u>improved</u> its position to 18 th with only 1,57 <u>percent</u> of <u>students</u> failing their <u>exam</u> <u>and</u> only 65 of 4,135 social science <u>students</u> failing in 2010.	1 2 3 4
8	Indonesian Teachers Association (PGRI) research <u>and</u> development division chairman <u>Muhammad Abduhzen</u> said West Papua's rapid improvement was surprising <u>and</u> needed to be investigated.	1 2 3 4

Continuation Table...

Paragraph	Texts	Line
9	He expressed his disbelief that West Papua ranked higher than Yogyakarta last year, which was categorized as part of the more developed region of Western Indonesia.	1 2 3
10	Yogyakarta recorded a <u>failure</u> rate of 7,86 in 2010, placing it 33th among 33 provinces. In 2008, Yogyakarta ranked 11 th and ranked 15 th in 2009	1 2 3
11	Abduhzen said he could not understand how Yogyakarta, with its modern facilities and good track record, could slide down below West Papua, which lacked educational infrastructure.	1 2 3
12	“I do not want to hurt everyone’s feelings, but no matter how much education in Papua has improved, it is hard to believe they are able to compete with Yogyakarta,” he said. He added that he thought the <u>national examination</u> should be abolished.	1 2 3 4
13	The <u>national examination</u> does nothing to <u>improve</u> a student’s performance. This can only be done by improving the teaching and learning process, “he said.	1 2 3
14	National Commission for Children Protection (Komnas Anak) chairman Arist Merdeka Sirait said the education gap in Indonesia would remind <u>because</u> regular schools in remote areas had limited access to educational facilities.	1 2 3 4
15	National Education standard Body (BNSP) member Mungin Eddy Wibowo said the <u>national exam</u> was meant to map <u>student</u> competency.	1 2 3
16	“From the <u>national exam</u> , we can see a map of the strong and <u>weak</u> provinces. Then the government can analyze the factors and provide aid to such provinces, “he said.	1 2 3
17	With such a system the ministry should have given more money to Yogyakarta and less to West Papua	1 2

Appendix 4: Police probe leakage of examination answer keys

Paragraph	Texts	Line
1	Bandarlampung City Police are currently <u>investigating</u> the reported circulation of <u>answers</u> for the ongoing high school national examinations.	1 2 3
2	The three-day exam began Monday. The reported <u>cheating</u> , should it be true, would mock the government’s pledge to <u>safeguard</u> the integrity of the <u>exams</u> .	1 2 3

Continuation Table...

Paragraph	Texts	Line
3	Thought to <u>answers</u> to test questions, the info was spread via text messages and paper sheets on Monday and Tuesday in a number of public schools in Bandarlampung.	1 2 3
4	Bandarlampung City police chief Adj.Sr.Comr.Guntor Gaffair said <u>police</u> were <u>investigating</u> the case.	1 2
5	"We don't care whether <u>or</u> not the <u>solutions</u> were <u>real or fake</u> . The <u>spread</u> of <u>answers</u> to exam <u>questions</u> has caused anxiety among <u>exam</u> participants <u>and</u> parents," Gaffar said, adding that he had posted hundreds of personnel to <u>secure</u> schools holding the <u>National Examination</u> in an effort to prevent <u>cheating</u> .	1 2 3 4 5
6	"We have asked the <u>students</u> who received the <u>solutions</u> , especially through <u>text message</u> , to report to us," said Gaffar.	1 2
7	Roland, a <u>student</u> from a public high school in Bandarlampung, said he <u>and</u> several of his friends received the <u>exam</u> input through <u>text messages</u> on Monday morning.	1 2 3
8	"A person had ever distributed the <u>exam solutions</u> at <u>school</u> ," Roland said on Tuesday.	1 2
9	A number of <u>students</u> acknowledged that they had received the "answer" sheet from someone for Rp 50,000 (about U\$ 5,75) per copy. <u>However</u> , the codes on the <u>solutions</u> were different from that of the questionnaires.	1 2 3 4
10	"Those who had spread the <u>exam solutions</u> only intended to <u>cheat</u> <u>students</u> . <u>They</u> are regarded as desperate <u>because</u> <u>they</u> were brave enough to come to schools despite the presence of <u>police</u> personnel," said Ronald	1 2 3 4
11	Bandarlampung City School Principal Council head Berchah Pitoe was said the case was regarded as a form of terror against the educational world.	1 2 3

Appendix 5: Berita Acara Bimbingan Skripsi



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5. Tanggal Mengajukan : 11 Maret 2011
6. Tanggal Selesai Revisi : 18 Agustus 2011
7. Nama Pembimbing : I. Dra. Endang Sasanti, M.A
II. Didik Hartono, S.S
8. Keterangan Konsultasi:

No	Tanggal	Materi	Pembimbing	Paraf
1	11 Maret 2011	pengajuan dan persetujuan judul skripsi	Pembimbing I	
2	12 Maret 2011	pengajuan dan persetujuan judul skripsi	Pembimbing II	
3	14 Maret 2011	pengajuan BAB I	Pembimbing II	
4	16 Maret 2011	Pengajuan BAB I	Pembimbing I	
5	21 Maret 2011	revisi BAB I	Pembimbing I	
6	25 Maret 2011	revisi BAB I	Pembimbing II	
7	30 Maret 2011	revisi BAB I	Pembimbing I	
8	1 April 2011	revisi BAB I	Pembimbing II	
9	6 April 2011	pengajuan BAB II dan III	Pembimbing II	
10	11 April 2011	pengajuan BAB II dan III	Pembimbing I	
11	25 April 2011	revisi BAB II dan III	Pembimbing II	
12	4 Mei 2011	revisi BAB II dan III	Pembimbing I	
13	9 Mei 2011	seminar proposal	Pembimbing I	
14	9 Mei 2011	seminar proposal	Pembimbing II	
15	18 Mei 2011	pengajuan BAB IV dan V	Pembimbing I	
16	18 Mei 2011	pengajuan BAB IV dan V	Pembimbing II	
19	10 Juni 2011	revisi BAB IV dan V	Pembimbing I	

20	13 Juni 2011	revisi BAB IV dan V	Pembimbing II
21	17 Juni 2011	revisi BAB IV dan V	Pembimbing I
23	15 Juli 2011	revisi Bab IV dan V	Pembimbing I
24	20 Juli 2011	revisi BAB IV dan V	Pembimbing I
25	28 Juli 2011	seminar hasil skripsi	Pembimbing I
26	28 Juli 2011	seminar hasil skripsi	Pembimbing II
27	29 Juli 2011	revisi hasil skripsi	Pembimbing II
28	1 Agustus 2011	revisi hasil skripsi	Pembimbing I
29	3 Agustus 2011	revisi hasil skripsi	Penguji II
30	5 Agustus 2011	revisi hasil skripsi	Penguji I
31	11 Agustus 2011	ujian akhir skripsi	Pembimbing I
32	11 Agustus 2011	ujian akhir skripsi	Pembimbing II
33	15 Agustus 2011	Acc skripsi	Pembimbing II
34	17 Agustus 2011	Acc skripsi	Pembimbing I
35	17 Agustus 2011	Acc skripsi	Penguji II
36	18 Agustus 2011	Acc skripsi	Penguji II

9. Telah dievaluasi dan diuji dengan nilai:



Dosen Pembimbing I

Malang, 18 Agustus 2011

Dosen Pembimbing II

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