

An Overview of Applied Linguistics

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Abstract

The application of linguistics to the study and improvement of language teaching, language learning, language planning, communication between groups, speech therapy and the management of language handicap, systems of communications, translating and interpreting, and lexicography. The bulk of the work of applied linguists to date has related to language teaching and language learning and especially English as a foreign or second language. This study tries to review the study of language, concerns itself with all aspects of how people use language and what they must know in order to do so. As a universal characteristic of the species, language has always held a special fascination for human beings. This study try to explore the branches of linguistics are concerned with how languages are structured, how languages are used, and how they are spoken.

Keyword: *Applied linguistics, linguistics*

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INTRODUCTION

1. What is Applied Linguistics?

It is an interdisciplinary field of research and practice dealing with practical problems of language and communication that can be identified, analysed or solved by applying available theories, methods and results of Linguistics or by developing new theoretical and methodological frameworks in Linguistics to work on these problems.

It is also an area of work that deals with language use in professional settings, translation, speech pathology, literacy, and language education; and it is not merely the application of linguistic knowledge. It can be clarified as the branch of linguistics that is concerned with practical applications of language studies, such as language teaching, translation, and speech. It provides the theoretical and descriptive foundations for the investigation and solution of language-related problems, especially those of language education (first-language, second-language and foreign-language teaching and learning), and also problems of translation and interpretation, lexicography, forensic linguistics.

2. What is the difference among (theoretical) linguistics, applied linguistics and linguistics applied?

Linguistics is the study of language in general. It is the study of language in all its aspects. It seeks to understand the nature of language as a universal human faculty and means of communication. It also provides a methodology for exploring universal or culture-specific ways in which languages of

the world are structured and used. Linguistics also involves investigation of language variation over time and between different societies. The major branches of the discipline of linguistics include semantics, phonetics and phonology, syntax, morphology and sociolinguistics.

Whereas, applied linguistics is applying theoretical linguistics to other field or disciplines outside language. Applied linguistics focuses upon the development of policy and professional practice in a range of language-related areas. Drawing on general linguistics as well as areas such as anthropology, sociology and psychology, applied linguistics examines issues such as second language acquisition, language curriculum design and methodology, language testing and assessment, speech pathology and language use in the community. Meanwhile, linguistics Applied is the linguistic theory (such as transformational linguistics) applied to describe a certain language.

3. How many types of *Process* are there in English? Elaborate your answer by writing down examples!

There are six processes in English, those are; material, mental, relational, behavioral, verbal, and existential.

a. Material

Material is the process which happens outside human physical and commonly can be added -ing (V+ing). Example:

The man study in the room

b. Mental

Mental is the process that occurs inside human being and normally cannot be

added by ing (not V+ing). It is divided to four categories; cognition (know, realize, remember, ...), affection (like, love, hate, enjoy, ...), perception (see, feel, hear, ...), and desirability (want, wish, intend, ...).

Example: Rizki enjoy the journey with his friend much

c. Relational

Relational is the process that goes on both inside and outside human being. It is split up to three kinds, namely: identification ($N \wedge BE \wedge N$), attribution ($N \wedge BE \wedge ADJ$), and possession ($N \wedge BE \wedge ADV$). For example : BE (is, are, was, ...), become, sound, look, play, have, possess, get, ...)

Example: English is one of international languages

d. Behavioral

Behavioral is the process that appears in physiological. (smile, laugh, sleep, bow, die, ...)

Example: The man sleep on the bed

e. Verbal

Verbal is the process that describes information human and non-human participant. It is that-clause (projection) such as say, tell, ask, order, instruct, ...

Example: Riza **said** hello to me

f. Existential

Existential is the process clarifying existence of entity. The verbs used are there ^ BE, come, go,...

Example; There is a card in his pocket

4. What is *Circumstance*?

Circumstance is the complement and adverbial. it is an optional and not controlled

or governed by the Process. It is is a condition (time, place, etc.) of set facts that accompanies or influences some event or activity. That is, ccircumstances are general across process types (precisely because they are less centrally involved in the process than participants)

5. How is *Speech Function* coded by *Mood* in English?

There are four speech functions i.e. statement, question, command, and offer. And there are three moods in English, specifically: declarative, interrogative, and imperative.

- If speech function is formed by a statement, its mean that it is a declarative.(mood declarative).
- If speech function is formed by a question, the mood is interrogative.
- If command, the mood is imperative.
- If offer, the mood is possible to be formed by declarative, interrogative or imperative.

6. What is *textual function*?

Textual function is one of metafunctions analyzing text to organize message which is relevance to context (linguistic and social). It is also to create written and spoken texts which cohere within themselves and which fit the particular situation in which they are used.

7. What is the difference between *unmarked* and *marked Theme*? To clarify your answer, write down at least two examples!

Unmarked Theme is the theme that is pointed by the existence of subject in the beginning of sentence; for example

- I sited at a park yesterday.

- b. My mother always serves a meal every morning

Marked Theme is the theme that is not pointed by the existence of subject in the beginning of sentence; for example

- a. In Jakarta I go to Ancol
b. Yesterday I was sad

8. What is *logical function*?

Logical Function expands the relation between two variables that is the relation of clauses in clause complex related words: relate relatives, relatively, relation, and ratio.

9. What is the difference between *multivariate and univariate analysis*?

Multivariate analysis is the analysis of clause where one clause or one unit of clause is analyzed as having more than one function depending on the type of metafunction (i.e. experiential, interpersonal or textual). It occurs in clause.

Univariate analysis is the analysis of clause complex where one clause is analyzed by its function on its own relation to another clause forming a clause complex. This analysis is referred to logical function and occurs in clause complex.

10. What is *cohesion*? How is cohesion achieved in English?

Cohesion is link of meaning for achieving unity in text/discourse using non-structural elements. There are six cohesion devices that make cohesion is achieved in English, that are; reference, ellipsis/substitution, conjunction, and lexical cohesion.

Part B

1. Explain the differences among the terms *Actor, Subject and Theme*. Write down at least three examples to support your answer.

Actor is the logical subject / constituent which is the doer of the action, the constituent that actually carries out the process.

Subject is the grammatical subject/ constituent of which something is predicated, the constituent we can argue about.

Theme is the psychological subject / constituent which is the concern of the message, the information that is the point of departure of the message.

Example : - The redback spider gave its prey a poisonous bite.

Subject/Actor/Theme

Subject, Actor and Theme are fused/conflated onto the same participant.

- A poisonous bite was given to the captured beetle by the redback spider.

Subject/Theme Actor

Here we have the roles of subject and theme conflated in the constituent, a poisonous bite, while the Actor, the redback spider, is now a separate constituent.

- A poisonous bite the captured beetle was given by the redback spider.

Theme Subject Actor

Here all three different subjects are played by different constituents; the point of departure for the message is a poisonous bite, while the grammatical subject is the captured beetle, with the redback spider as the doer of the action.

- By the redback spider the captured beetle was given a poisonous bite.

Theme/Actor Subject

A final variation gives us Theme and Actor conflating on by the redback spider, which is not the same constituent, is the grammatical Subject, the captured beetle.

2. What is *valency of Proccess*? Explain the terms *avalent, monovalent, bivalent and trivalent* by citing examples!

Valency of Proccess is number of Participant attracted or bound by the Process. In this case, Circumstance is not controlled or governed by the Process.

- a. Avalent is the process that doesn't bound any partipant (rain, snow...)

Example; it snowed

- b. Monovalent is the process that bound one participant (walk, go, sleep...)

Example; John slept

- c. Bivalent is the process that bound two participants (hit, see, meet...)

Example; I met maria

- d. Trivalent is the process that bound three participants. (send, buy, tell...)

Example; John sent maria a card

3. What is a *Range*? Write down at least two examples.

Range is another name for the process. It is the element (participant) that specifies the range or scope of the process.

Example; She gave me a smile (smiled)
/ (range : behavioral)

We do a little dance (dance) / (range : material).

4. How is *Finite* different from *Predicator*?

The finite is indicated by the tensed element of the verb. It is the auxiliary verb. While, the predicator is indicated by the non-tensed (or nonfinite) element or elements of the verbal group. It is verb that says about the subject of a sentence.

5. How do you distinguish a *Subject* from a *Complement*?

Subject is described as English mood that can form the sentence as declarative, interrogative and imperative.

Complement is an element of the clause which is potential to be promoted to be the subject.

6. What is the difference of *Simple* from *Multiple Theme*. Explain your answer by citing examples.

Simple Theme is one element of the clause functions as the Theme. Multiple Theme is consist of more than one element of the clause functions as the Theme.

Example: (He was absent) **because** he was ill.

"He was absent" ; is simple theme because there is only one element, that is "he".

"because he was ill" ; is multiple theme due to two elements (because, he) compose theme.

7. What is a *projection*? Elaborate that *quasi-projection* applies in bahasa indonesia.

A projection is the representation of linguistic experience in another linguistic experience. *Quasi-projection* applies in bahasa indonesia;

" pemerintah akan menaikkan gaji PNS. Kita harus memperbaiki keadaan dan meningkatkan

kesejahteraan mereka. Hal ini penting sebagai indikator perbaikan” kata menteri

“ pemerintah akan menaikkan gaji PNS. Kita harus memperbaiki keadaan dan meningkatkan kesejahteraan mereka. Hal ini penting sebagai indikator perbaikan” (adalah) kata menteri
kata menteri (adalah) “ pemerintah akan menaikkan gaji PNS. Kita harus memperbaiki keadaan dan meningkatkan kesejahteraan mereka. Hal ini penting sebagai indikator perbaikan”

8. What is *Modality*? Elaborate the difference of *Modalization* from *Modulation* by writing down examples.

Modality is personal judgment, opinion, ‘flavour’ or ‘seasoning’ to a speech function by the addresser which lies between positive and negative polars of the speech function.

Modalization : the way in which modality is used in utterances, depending on(i) the state of knowledge of the speaker concerning the modalized situation and (ii) the assumed state of knowledge of the hearer concerning the same situation.

Modulation: the second dimension of modality complementing modalization in preposition. With preposition we will remember that we will not argue about its and it’s but about degrees of probability in between. There is also a scale in between but the scale is not possibility or usuality, but of obligation and inclination.

9. How is *experiential metaphor* different from *interpersonal metaphor*? Write down at least two examples to support your answer!

Experiential metaphor is an experience (rather than language) that represents something.

Example: Jonh completed the work.

Interpersonal metaphor is thus the hinge between the ideational and the interpersonal modes of constructing the self.

Example: I think the man is in the office now

10. Explain the terms *Grammatical Intracacy* and *Lexical Density*. To clarify your answer, write down examples.

Grammatical Intracacy is number and depth of clause in a complex

Lexical Density is number of lexical items per clause

1. My uncle left for Bosnia to serve in the army, which worries us

1a. My uncle’s army service in Bosnia leaves us a worry.

LG and LD

a. My uncle left for Bosnia to serve in the army, which worries us

1. my uncle left for Bosnia

2. to serve in the army

3. which worries us

b. my uncle’s army service in Bosnia leaves us a worry

| | Written | Spoken |
|-----|---------|--------|
| G I | 1/1 L | 3/2H |
| LD | 6H | 2 L |

APPLICATION**1. Analyze the following texts experientially, interpersonally and textually.**

1. Suzanne saw a tiger yesterday.

| | | | | | |
|---------|-----------------|------------|------------|-------------------------------------|-----------------|
| Suzanne | saw | | a tiger | yesterday | |
| Senser | Process; mental | | Phenomenon | Circumstance; location; temporal | Experiential |
| Subject | Did | see | Complement | Adjunct | Interpersonally |
| | Finite | Predicator | | | |
| MOOD | | RESIDUE | | | |
| THEME | RHEME | | | | |

2. The man sitting under the tree built this bridge years ago.

| | | | | | | | |
|---------|------------------------|-------------------|-------------|-------------|----------------------------------|---------------|--|
| The man | sitting under the tree | built | | this bridge | years ago | | |
| Actor | | Process: material | | Goal | Circumstance: location; temporal | Experiential | |
| Subject | Adjunct | did | build | Complement | Adjunct | interpersonal | |
| | | Finite | Predicator | | | | |
| MO | R E - | OD | - S I D U E | | | | |
| THEME | | RHEME | | | Textual | | |

3. Last week the team reported the case to the committee.

| | | | | | | |
|--|----------|-----------------|------------|------------|---------------------------|---------------|
| Last week | the team | reported | | the case | to the committee | |
| Circumstance; location; temporal | Sayer | Process: verbal | | verbiage | Beneficiary: recipient | Experiential |
| Adjunct | Subject | did | report | Complement | Adjunct | Interpersonal |
| | | finite | predicator | | | |
| R E - | MOOD | | S I D U E | | | |
| THEME | RHEME | | | | | |

4. Ben and Ali smoked cigarettes in the classroom.

| | | | | | |
|-------------|-------------------|------------|------------|---------------------------------|---------------|
| Ben and Ali | smoked | | cigarettes | in the class room | |
| Actor | Process: material | | Goal | Circumstance: location; spatial | Experiential |
| Subject | Did | smoke | Complement | Adjunct | Interpersonal |
| | Finite | predicator | | | |
| MOOD | | RESIDUE | | | |
| THEME | RHEME | | | | |

5. Benny had breakfast early.

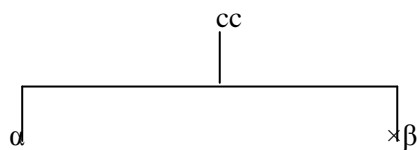
| | | | | | |
|---------|-------------------|------------|------------|----------------------|---------------|
| Benny | had | | breakfast | early | |
| Actor | Process: material | | Goal | Circumstance: manner | Experiential |
| Subject | Did | have | Complement | Adjunct | Interpersonal |
| | Finite | predicator | | | |
| MOOD | | RESIDUE | | | |
| THEME | RHEME | | | | Textual |

6. There were two boys in the room.

| | | | | | |
|----------------------|--------|---------|-----------|-------------------------------|---------------|
| There Were | | | two boys | in the room | |
| Process: existential | | | Existence | Circumstance: loc: spatial | Experiential |
| | Finite | subject | Adjunct | | Interpersonal |
| | MOOD | | | | |
| RE SIDUE | | | | | |
| THEME | RHEME | | | | Textual |

2. Analyze the following clause complexes in terms of logical function by using tree diagrams.

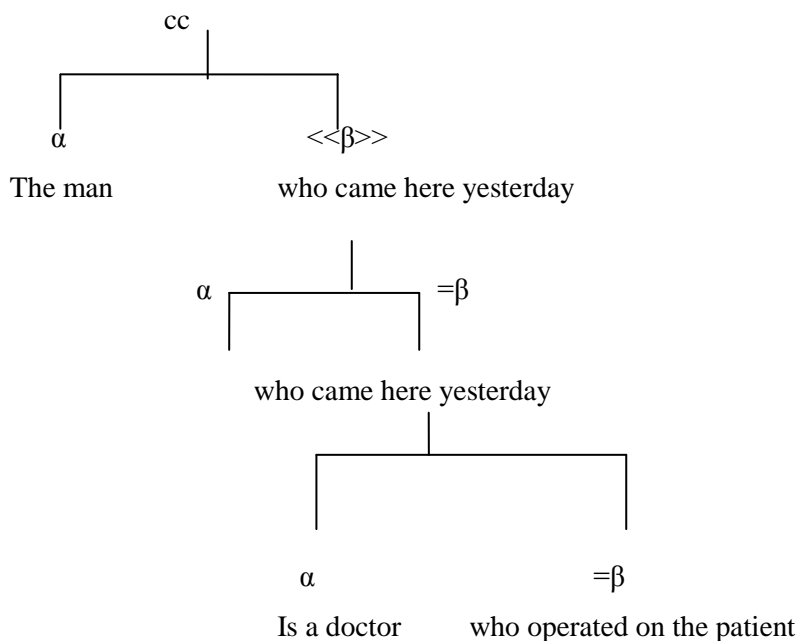
1. Maria was absent but her brother arrived much earlier at the ball party.



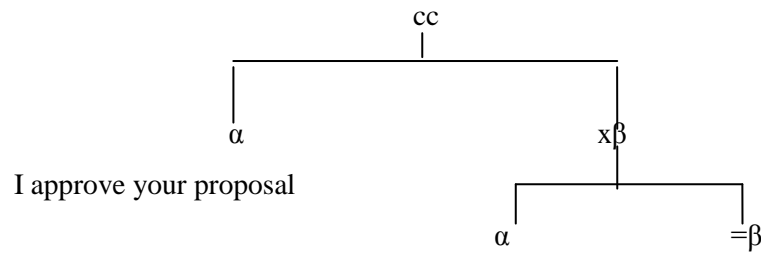
Maria was absent

but her brother arrived much earlier at the ball party

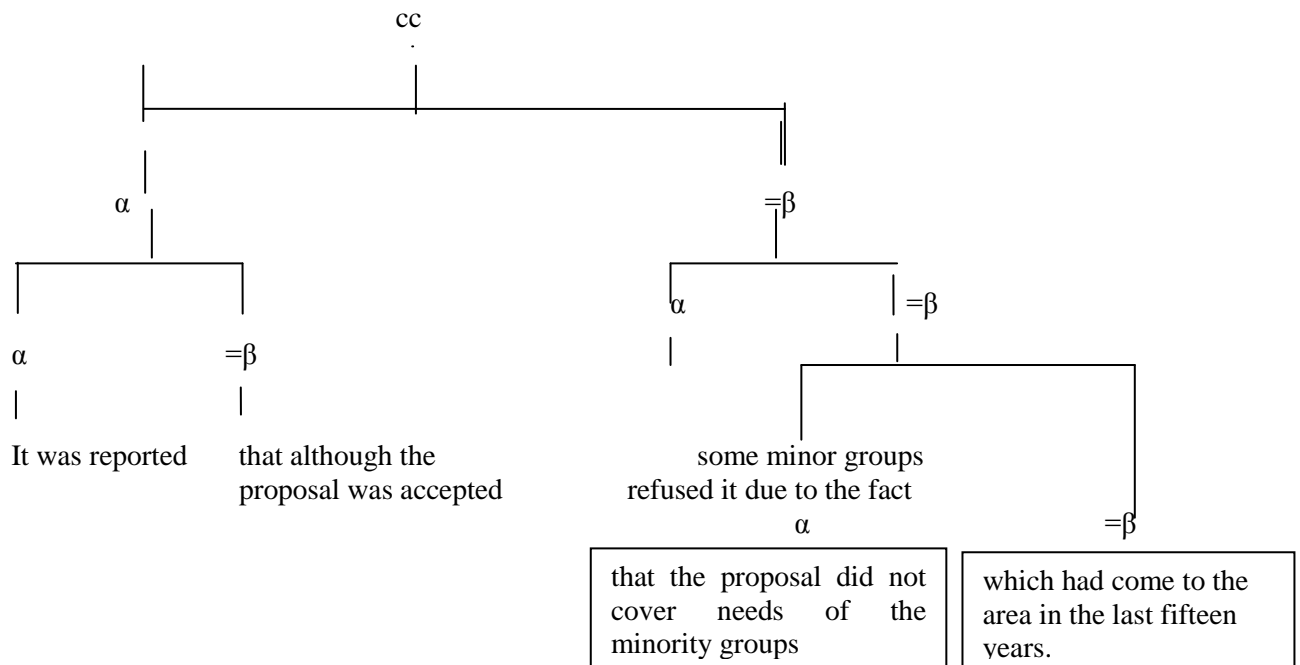
2. The man, who came here yesterday, is a doctor, who operated on the patient.



3. I approve your proposal on condition that you will obey all regulations, which are concerned with humanitarian impacts on their applications.



4. On condition that you will obey all regulations which are concerned with humanitarian impacts on their applicationsIt was reported that although the proposal was accepted, some minor groups refused it due to the fact that the proposal did not cover needs of the minority groups, which had come to the area in the last fifteen years.



3. Read the following clause complex.

The police officer confirmed that the corpse in the ward was a teenager with blonde hair and 178 cm-height, who had been reported missing from the camping area near the forest and seen by the villagers in the boat

rowing race with her boy friend three days before.

Do the following problems.

1. How many clauses are there?
2. There are four clauses in the text.
3. Analyze the clauses experientially, interpersonally and textually.

a. The police officer confirmed

| | | | |
|--------------------|----------------|------------|------------------------|
| The police officer | Confirmed | | |
| Sayer | Process:verbal | | Experiential function |
| Subject | Did | Confirm | Interpersonal function |
| | Finite | Predicator | |
| Mood | | Residue | |
| Topical | Rheme | | Textual function |
| Theme | | | |

b. The corpse in the world was a teenager with a blonde hair and 178 cm-height

| | | | |
|------------------------------|-------------------|---|------------------------|
| That the corpse in the world | was | a teenager with a blonde hair and 178 cm-height | |
| Token | Pro: relationtial | value | Experiential function |
| Subject | Finite | complement | Interpersonal function |
| MOOD | | RESIDUE | |
| THEME | RHEME | | Textual function |

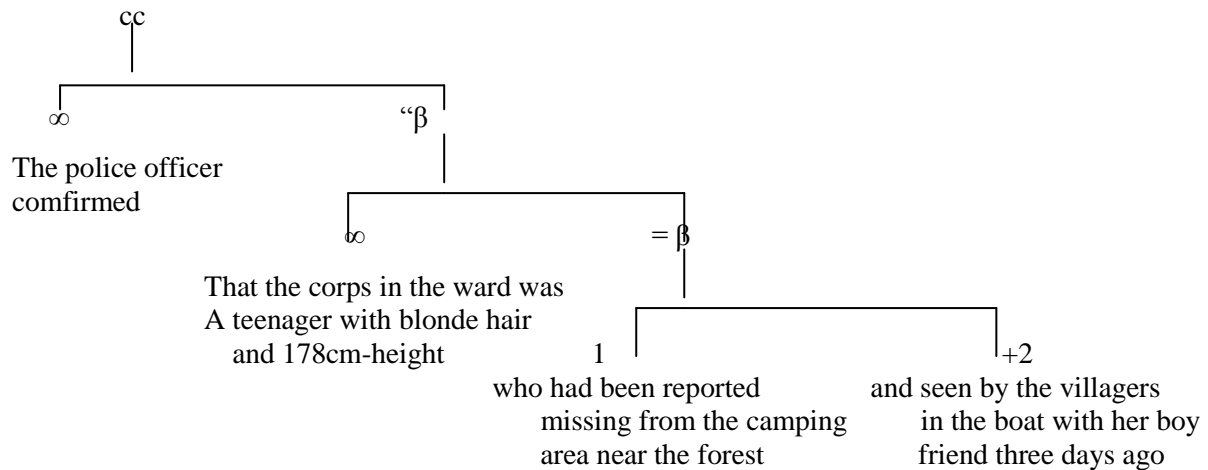
c. Who had been reported missing from the camping area near the forest

| | | | | | |
|---------|----------------|------------|-----------------------------|------------------------------------|---------------------------|
| Who | had been | reported | missing from the camping | near the forest | |
| Sayer | Process verbal | | Verbiage | Circumstance; location:spartial | Experiential function |
| Subject | finite | Predicator | adjunt | | Interpersonal function |
| MOOD | | RESIDUE | | | |
| THEME | RHEME | | | | Textual function |

d. And seen by the villagers in the boat rowing race with her boy friend three days before

| | | | | | | |
|---------------------|-------------------|------------|------------------|-------------------------|----------------------|---------------------|
| And | seen | | by the villagers | in the boat rowing race | with her boy friend | three days before |
| | Process: material | | Phenomenon | Cir:location;spartial | Circum:accompariment | Circum:loc;temporal |
| | Was | Seen | | | | |
| | Finite | predicator | Complement | Adjunct | | |
| | Mood | Residue | | | | |
| Conjunction textual | Rheme | | | | | |
| Theme | | | | | | |

- e. Draw a tree diagram to represent logical relations among the clauses.



- f. How many strata are there in the clause complex?

There are three strata in the clause complex

- g. Count the Grammatical Intricacy and Lexical Density of the clause complex.

| | Spoken | Written |
|-----|--------|---------|
| G I | 4/3 H | 1/1 L |
| LD | 26/4 L | 27 H |

Written: The police officer's confirmation on a blonde hair and 178 cm height teenager

1. Analyze the clauses experientially, interpersonally and textually.

My aunt rang me up this morning

| | | | | |
|---------|-------------------|--------------------|--------------|---------------|
| My aunt | rang up | me | this morning | |
| Actor | process: material | Goal | Circumstance | Experiential |
| Subject | did Finite | ring predicator | complement | Adjunct |
| MOOD | | RESIDUE | | Interpersonal |
| THEME | RHEME | | | Textual |

She informed me

| | | | |
|---------|-------------------|----------------------|---------------|
| She | informed | me | |
| Actor | process: material | Goal | Experiential |
| Subject | did Finite | Inform predicator | complement |
| MOOD | | RESIDUE | Interpersonal |

corpse in the ward was a consequence of the villagers' report of her missing from the camping area near the forest and their sight of her in the boat rowing race with her boy friend three days before.

4. Read the following clause complex.

My aunt rang me up this morning and informed that she did not catch the 7 o'clock train as she woke up late and therefore she would be arriving much late at my sister's wedding-party by the evening train, which upset my mother.

Do the following problems

| | | | | |
|------------------|-----------------|------------|--------------|---------------|
| THEME | RHEME | | | Textual |
| She woke up late | | | | |
| She | woke up | | late | |
| Actor | process: mental | | Circumstance | Experiential |
| Subject | did | Wake | complement | Interpersonal |
| | Finite | predicator | | |
| MOOD | | RESIDUE | | Textual |
| THEME | RHEME | | | |

She would be arriving much late at my sister's wedding party by the evening train

| | | | | | |
|---------|-------------------|---------------|------------------------------|----------------------|---------------|
| She | would be arriving | late | at my sister's wedding party | by the evening train | |
| Actor | process: material | Circumstance | Goal | Goal | Experiential |
| Subject | Will be | arrive | Adjunct | Complement | Complement |
| | Finite | predicator or | | | Interpersonal |
| MOOD | RESIDUE | | | | Textual |
| THEME | RHEME | | | | |

She upset my mother

| | | | |
|---------|-----------------|------------|---------------|
| She | upset | my mother | |
| Actor | process: mental | Goal | Experiential |
| Subject | did | upset | Interpersonal |
| | Finite | predicator | |
| MOOD | RESIDUE | | |
| THEME | RHEME | | Textual |

2. Condense the clause complex into a single clause by applying the mechanism of grammatical metaphor.

My aunt rang me up this morning:

- the rang of my aunt was up me and informed that she did not catch the 7 o'clock train :
- on the information of the latest train as she woke up late:
- as a consequence of belated getting up and therefore she would be arriving much late at my sister's wedding-party by the evening train,
- consequently, the belated arriving at my sister's wedding party by the evening train which upset my mother.

e. that upset my mother

A single clause after condensing

The rang of my aunt was up me on the information of her latest train as a consequence of belated getting up that consequently belated arriving at my sister's wedding party by the evening train that upset my mother.

- Identify the changes of the lexicogrammatical aspects or categories from the congruent clause complex to the metaphorical representation.

Rang up ----- ring = verb -----

noun = process ---- thing

Did not catch --- miss = verb ----

noun = aspect of process ---- thing

Woke up --- wake = verb ---- noun

= process ---- thing

Late ---- late = Adverb ----
 adjective = manner ---- quality
 Would be arriving --- arrival = verb
 ---- noun = aspect of process ----
 thing

Therefore ---- as a consequence =
 conjunction ---- prep.phrase =
 relator ----- circumstance

Upset ----- upset = verb ----- noun
 = process ---- thing

- g. Count the Grammatical Intricacy and Lexical Density of both the clause complex and its metaphorical representation.

| | | |
|----|---------|--------|
| | Written | Spoken |
| GI | 1/1 L | 5/4 H |
| LD | 17 H | 18/5 L |

FIELD WORK

1. Observe interactions of sellers and buyers in two situations: sales of commodities which last shorter (fruit, veggies) and longer (textiles, fabric, electronic devices).

The observation is on fruit and textile commodities.

Text I (fruit commodity)

| | | | | | |
|----------|---------|---------------|-----------------------|----------|---------------|
| Can | I | Have | One kilogram of mango | Sir ? | |
| Process; | Token | Realizational | Value | | Experiential |
| Finite | Subject | Predicator | complement | | Interpersonal |
| MOOD | | RESIDUE | | | |
| THEME | RHEME | | | Vocative | Textual |
| | | | | E | |

| | | | | | |
|--------------|---------|---------------------|------------|------------|---------------|
| Of course | You | Can have | | It | |
| | Token | Process; relational | | Value | Experiential |
| | Subject | Finite | predicator | Complement | Interpersonal |
| | MOOD | | RESIDUE | | |
| Continuative | | | | | Textual |
| THEME | | RHEME | | | |

2. Record the conversations and transcribe them into verbal texts.

Text I (fruit commodity)

Buyer ; can I have one kilogram manggo, sir?

Seller ; of course, here you are

Buyer ; how much is it?

Seller ; it is 15.000 rupiahs per kilogram

Buyer ; can I get it with 13000 rupiahs, sir?

Seller ; ok, you may take it.

Text II (textile commodity)

Seller ; what can I do for you, girl?

Buyer ; I need a trouser sir.

Seller ; what kind of colors do you want?

Buyer ; a black one, please!

Seller ; here you are!

Buyer ; how much is it?

Seller ; it is 85.000 rupiahs

Buyer ; may I get it with 70.000 rupiahs?

Seller ; hmmm, you can take it 75000 rupiahs

Buyer ; ok, I take it sir.

3. Analyze the two texts experientially, interpersonally, textually and logically.

| | | | |
|----------------------|---------------------|---------|---------------|
| How much | Is | It? | |
| Circumstance; extent | Process; relational | Carrier | Experiential |
| Complement | Finite | Subject | Interpersonal |
| RESIDUE | MOOD | | |
| THEME | RHEME | | Textual |

| | | | |
|---------|---------------------|----------------------------|---------------|
| It | Is | 15000 rupiahs per kilogram | |
| Carrier | Process; relational | Attribute | Experiential |
| Subject | Finite | Complement | Interpersonal |
| MOOD | | RESIDUE | |
| THEME | RHEME | | Textual |

| | | | | | | |
|---------|---------|------------|------------|--------------------|----------|---------------|
| Can | I | Get | It | With 13000 rupiahs | Sir? | |
| Process | Token | Relational | Value | Range; material | | Experiential |
| Finite | Subject | Predicator | Complement | Adjunct | | Interpersonal |
| MOOD | | RESIDUE | | | | |
| THEME | RHEME | | | | Vocative | Textual |

| | | | | | |
|--------------|---------|----------|------------|------------|---------------|
| Ok | You | May | Take | it | |
| | Token | Process; | Relational | Value | Experiential |
| | Subject | Finite | Predicator | Complement | Interpersonal |
| | MOOD | | RESIDUE | | |
| Continuative | | | | | |
| Theme | Rheme | | | | Textual |

Text II (textile commodity)

| | | | | | |
|-------|----------|---------|------------|-------------|---------------|
| What | Can | I | Do | For you? | |
| | Process; | Actor | Material | Beneficiary | Experiential |
| | Finite | Subject | Predicator | adjunct | Interpersonal |
| | MOOD | | RESIDUE | | |
| THEME | | RHEME | | | Textual |

| | | | | |
|---------|-----------------|------------|------------|---------------|
| I | Need | | A trouser | |
| Senser | Process; mental | | phenomenon | Experiential |
| Subject | do | need | complement | Interpersonal |
| | Finite | Predicator | | |
| MOOD | | RESIDUE | | |
| THEME | RHEME | | | Textual |

| | | | | |
|----------------------|----------|---------|------------|---------------|
| What kind of colors | do | You | Want? | |
| Circumstance; matter | Process; | Senser | Mental | Experiential |
| | Finite | Subject | Predicator | interpersonal |
| | MOOD | | RESIDUE | |
| THEME | RHEME | | | Textual |

| | | | | |
|---------|-----------------|------------|-------------|---------------|
| I | Want | | a black one | |
| Senser | Process; mental | | Phenomenon | Experiential |
| subject | do | Want | complement | Interpersonal |
| | Finite | Predicator | | |
| MOOD | | RESIDUE | | |
| THEME | RHEME | | | Textual |

| | | | |
|---------------------|---------------------|---------|---------------|
| How much | Is | It? | |
| Circumstance; etent | Process; relational | Carrier | Experiential |
| Complement | Finite | Subject | Interpersonal |
| RESIDUE | MOOD | | |
| THEME | RHEME | | Textual |

| | | | |
|---------|---------------------|----------------|---------------|
| It | Is | 85.000 rupiahs | |
| Carrier | Process; relational | Attribute | Experiential |
| Subject | Finite | Complement | Interpersonal |
| MOOD | | RESIDUE | |
| THEME | RHEME | | Textual |

| | | | | | |
|----------|---------|------------|------------|---------------------|---------------|
| May | I | get | it | With 70.000 rupiahs | |
| Process; | Token | Relational | Value | Range; material | Experiential |
| Finite | Subject | Predicator | Complement | Adjunct | Interpersonal |
| MOOD | | RESIDUE | | | |
| THEME | | RHEME | | | Textual |

| | | | | | |
|---------|----------|------------|------------|------------------------|---------------|
| You | Can | Take | It | With 750.00 rupiahs | |
| Token | Process; | Relational | Value | Range; material | Experiential |
| Subject | Finite | Predicator | Complement | adjunct | Interpersonal |
| MOOD | | RESIDUE | | | |
| THEME | RHEME | | | | Textual |

| | | | | | | |
|--------------|---------|---------------------|------------|------------|----------|---------------|
| Oke | I | take | | it | Sir | |
| | Token | Process; relational | | Value | | Experiential |
| | Subject | Finite | Predicator | Complement | | interpersonal |
| | MOOD | | RESIDUE | | | |
| Continuative | | | | | Vocative | |
| THEME | RHEME | | | | | Textual |

4. Identify the similarities and differences of the two texts in terms of lexicogrammatical aspects.

a. Experiential function

| No | Process | Text I | | Text II | |
|----|----------|--------|-------------|---------|-------------|
| | Type | Number | Percent (%) | Number | Percent (%) |
| 1 | Material | 1 | 14,28 | 1 | 11,11 |
| 2 | Mental | | | 3 | 33,33 |

| | | | | | |
|---|-------------|---|-------|---|-------|
| 3 | Relational | 6 | 85,71 | 5 | 55,55 |
| 4 | Behavioral | | | | |
| 5 | Verbal | | | | |
| 6 | Existantial | | | | |

b. Interpersonal function

| No | Speech Function | Text I | | Text II | |
|----|-----------------|--------|------------|---------|-------------|
| | | Number | Percent(%) | Number | Percent (%) |
| 1 | Statement | 3 | 50 | 5 | 55,55 |
| 2 | Question | 2 | 33,33 | 3 | 33,33 |
| 3 | Offer | 1 | 16,66 | 1 | 11,11 |
| 4 | command | | | | |

c. Textual function

| No | Textual function | Text I | | Text II | |
|----|------------------|--------|------------|---------|-------------|
| | | Number | Percent(%) | Number | Percent (%) |
| 1 | Unmark simple | 1 | 16,66 | 4 | 44,44 |
| 2 | UMT | 2 | 33,33 | 1 | 11,11 |
| 3 | MST | 3 | 50 | 4 | 44,44 |
| 4 | MMT | | | | |
| | | | | | |

d. Logical function

| No | Type | Text I | | Text II | |
|----|-----------------------|--------|-------------|---------|-------------|
| | | Number | Percent (%) | Number | Percent (%) |
| 1 | $1=2$ | | | | |
| 2 | $1+2$ | | | | |
| 3 | 1×2 | | | | |
| 4 | $1''2$ | | | | |
| 5 | $1'2$ | | | | |
| 6 | $\alpha = \beta$ | | | | |
| 7 | $\alpha + \beta$ | | | | |
| 8 | $\alpha \times \beta$ | | | | |

From the findings, it can be described that there are the similarities and the differences between the interaction of the seller and the buyers in two situations. In experiential function the conversation in text I is dominated by relational process (85%) and less of material process (14%). Whereas, in text II, the conversation that used relational process is only (55%) and also involved mental (33%) and material (11,11) process. In addition, in interpersonal function, the conversation in text I is involving statement (50%) and question (30%) and the rest is offer

(16%). While, in text II, it is found that the statement (55%) and question (30%) and the rest is offer (11%).

In short, from both of texts, it can be described that there is no significance differences between the languages that is used in that two situations. The people use language as functional that is to make meanings and the meanings that they are exchanged is influenced by the social and cultural context. In fruit commodity, the buyer starts the conversation first and the language that is used is less formal and to the point. In contrast, in

textile commodity, the conversation is started by the seller and the dialogue takes longer than in the fruit commodity. Language in this case, has developed in response to three kinds of social-functional needs. The first is to be able to construe experience in terms of what is going on around us and inside us. The second is to interact with the social world by negotiating social roles and attitudes. The third

and final need is to be able to create messages with which we can package our meanings in terms of what is New or Given, and in terms of what the starting point for our message is, commonly referred to as the Theme. That can be called these language functions as metafunctions, and refers to them as ideational, interpersonal and textual respectively.

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