LOGICO SEMANTIC RELATION IN AN ARTICLE " MOTIVATION IN EDUCATION" BY DIANA STIRLING

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Abstract

This research focused on the analysis of conjuction in articles entitled "motivation in education" by Diana Stirling. The conjunction has an important function for a text because it connects one unit and another unit to make text. Informing cohesive sentences that require proper conjunction to make easier for a readers to understand the contents of the text. Conjunction consists of three parts, namely of elaboration, extention, and enhancement. In this research, the researcher analyzed an article titled "motivation in education" by Diana Stirling regarding the use of deep conjunctions of the article and how many conjunctions are used in article. The method used is qualitative to analyze conjunction in a article. The result showed that from this research Diana Stirling gave many addition to support her argument and present them the fact. The total of addition is 75 from 96 conjunctions.

Keywords: *Conjunction, Elaboration, Extention, Enhancement*

INTRODUCTION

The sentence is an important part of present a text because they are related to one other. The logical relationship of the text generally referred to cohesion. Based on Halliday and Hasan (cited in Kheirkhah, 2016) , cohesion has a semantic concept, serves as refers to a relation of meaning that exist within the text and define it as a text. Haliday 1989 (cited in Kheirkhah, 2016), cohesion occurs where the interpretation of some elements in discourse is dependent each other.

In this study, researcher focus to analyze the conjunction and to accumulate them in article entitled " motivation in education". The article not only motivates teachers but also students as well to make the school environment more independent. The teachers must know how to improve not only the result but also welfare vitality in school. The reason researcher chose this article to be analyzed was because the content in the article was interesting and motivating in education. A good article can make it easier for readers to understand the contents of the article, for that conjunction is needed to make sentence cohesion.
Conjunctions are words that link two clauses in one sentence. Based on the explanation above Halliday and Hasan 1976: 5 (cited in Kheirkhah, 2016), a conjunction is one of four kinds of cohesive devices in texts and the relationship expressed by the conjunctions are termed as conjunctive relations.

Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings, there are not primarily devices for reaching out into the predicting or following of text, but there are express certain meaning which presupposes the presence of other components in the discourse Haliday and Hasan, 1976: 226 (cited in Maghriby, 2012). The classification of conjunctive relations and includes phrasal types as well as single- word everyday items such as and, but, or, etc. According to Gerot and Wignell : 1994 (cited in Leon Ping, 2019) , the logico-

semantic relationships are of two broad kinds Expansion (comprising Extension, Enhancement, and Elaboration), and Projection (comprising Locution and Idea). According to (Gerot &Wignell, 1994), Expansion links process by providing additional information.

Based on Halliday 1985: 196-197 (cited in Kheirkhah, 2016), the first is elaboration means one clause that expands another by elaborating on it (or some portion of it) by restating in other words, specifying in greater detail, commenting, or exemplifying. According to (Gerot &Wignell, 1994), elaboration involves four relationships: specifying in greater detail, restatement, exemplication, and comment, shown through the sign (=). Elaboration consist of opposition : is a word or phrase which explains other preceding phrase or clause,(e.g : in other word, that is, for example), and clarification: the elaborated element is not simply restated but reinstated, summarized, made more precise or in some other any clarified the purposes of discourse, (e.g: or, rather, by the way, any way, more especially, to resume, in conclusion, actually).

The second is Extention, means one clause expands another by extending beyond it by adding some new elements, giving an exception to it, or offering an alternative. According to (Gerot &Wignell, 1994), this extends the meaning of one clause by adding something new. It involves 'and', 'but'and 'or'. Type relationships and is marked by (+) sign. Extention consists of addition: additive conjunction acts to structurally coordinate or link by adding to the presupposed item divided into positive,e.g (and, but, however) and variation: includes replacive instead, subtractive, except, and alternative or types, e.g (instead, alternatively).

Enhancement means one clause expands another by embellishing around it by qualifying it with some circumstantial feature of time, place, cause or condition. According to (Gerot &Wignell, 1994), this involves circumstantial relationships where the circumstantial information is coded as a new clause rather than within clause. This can betemporal, conditional, causal, concessive, spatial or manner. It is marked through an (x) sign. Enhancement consists of spatiotemporal: spatial relations are being used as text creating cohesive devices and the most apparently spatial cohesion is in terms of metaphorical space,e.g (there, previously) and causal – conditional: relate especially to result, reason, or purpose,e.g (consequently, in that case). According the explanation, the researchers focused on analyzing the use of conjunction and accumulate them according in article Motivation Education (by Stirling, 2016).

METHOD

The research was conducted using a Qualitative method. Based on explanation Taylor 1984 (cited in Efransyah, 2018) , the qualitative method makes the researcher develop concepts, insight, and understanding from the pattern in the data rather than assess preconceived models, hypothesis or theories. The qualitative method is suitably used to analyze and accumulate them in the article. The content of the data was the analysis of article Motivation In Education by Diana Stirling. There are some procedures in this research namely, first the researcher took the data of the article from the internet in *http://www.learndev.org>Stirling_MotEdu*. The second, researcher accumulated data. The third, researcher grouped data and recorded into the data sheets.The forth, researcher analyzed data samples using conjunctions in the article. The last, researcher discussed the data.

RESULTS AND DISCUSSION

Results

Conjunction classified into elaboration, extention, and enhancement

1.   Elaboration consists of two-part, which are apposition and clarification. In this article, the total use of 19 kinds of elaboration, with the total use of apposition is 8 and the clarification is 11.

a.   Apposition   : 8
    1.   In other words   : 0
    2.   That is   : 4
    3.   For example   : 4

b.   Clarification   : 11
    1.   Or   : 3
    2.   Rather   : 7
    3.   By the way   : 0
    4.   Anyway   : 0
    5.   More especially : 0
    6.   To resume   : 0
    7.   In conclusion   : 0
    8.   Actually   : 1

2.   Extention consists of two parts, which are additive and variation. In this article, the total use of 75 kinds of extention, with the total use of additive is 75 and variation is 0.

a.   Addition   : 75
    1.   And   : 58
    2.   But   : 12
    3.   However   : 5

b.   Variation   : 0
    1.   Instead   : 0
    2.   Alternatively   : 0

3.   Enhancement consists of two-part, which are spatio- temporal and causal – conditional. In this article, the total use 2 kind of enhancement, with the total use spatio – temporal is 2 and causal – conditional is 0.

a.   Spatio temporal   : 2
    1.   There   : 1
    2.   Previously   : 1

b.   Causal condition   : 0
    1. Consequently   : 0
    2. In that case   : 0
    3. So   : 0

The result in this research will be present in a table

Type of conjunction		Number of conjunctions	Total	Percentation %	Total of use conjuntion
Elaboration (=)	Apposition	8	19	20 %	96
	Clarification	11			
Extention (+)	Addition	75	75	78%	
	Variation	-			
Enhancement (X)	Spatio-temporal	2	2	2 %	
	Clausal-coditional	-			

Discussion

In this article, there are 19 ellaboration which consist of 2 part namely apposition and clarification. The reseachers discussed the results of the analysis as follows.

Data 1
 "Burnout syndrome as described by Maslach and Jackson is a condition frequently seen in those who are in people-centered professions. It is a reaction to ongoing stress <u>that is</u> characterized by three dimensions: emotional exhaustion, depersonalization, and a feeling of a lack of personal accomplishment (page 8)."

"That is" to explain the previous clause, which refers to the cause of reaction ongoing stress by three dimensions: emotional exhaustion, depersonalization, and a feeling of a lack of personal accomplishment.

Data 2
"*When motivation becomes extrinsic, rewards become more salient, teachers leaving the profession often mention salary, <u>for example</u>, even though they typically know what to expect as a salary when they choose a teaching career (page 10)"*.

" For example " to explain the previous clause which is referred to as motivation extrinsic for the teacher, that they wouldn't be so concerned about salaries if rewards become more salient.

Data 3
 "Identification refers to motivation based on an understanding of the importance <u>or</u> value of behavior, in spite of its lack of immediate interest (page 4).

" Or" for summarize from the previous clause which is motivation based on understanding mean is the value of behavior.

Data 4
 "strongly suggest the absence of positive experiences undermines commitment and efficacy <u>rather</u> than the occurrence of negative events"(page 6).

"Rather " to explain the purpose of the discourse outlined by the writer. The writer says it is better not to have a positive experience than a negative event.

Data 5

"*However, research suggests that such a style of controlled motivation may <u>actually</u> undermine intrinsic motivation, reconfiguring what was once an inherently enjoyable activity such that it becomes an activity oriented toward external rewards*"*(page 10).*
"Actually" to make the previous explanation more precise/clear.

In this article, there are 75 addition .
Data 1
 "*In fact, some teachers' motivational components do not seem to be limited to uni-faceted <u>and</u> stable representations such as a global contextualized motivational*"*(page 8).*
"And" it functions as the addition of item in the sentence to support the arguments of the writer.

Data 2
" *Not only is this important in work settings, <u>but</u> also in other aspects of life*"*(page 13)*
" But" it functions as the addition of item in the sentence to support the arguments of the writer.

Data 3
"*Money and status are not strong motivators to become a teacher in most well-developed educational systems <u>however</u>, these extrinsic factors can come into play when the realities of teaching become apparent and the intrinsic motivations are not enough to keep some teachers going*" *(page 3).*
"However" as the addition of item in the sentence to support the arguments of the writer.

In this article, there are 2 Spatio – temporal.
Data 1
"*Barmby's survey, referred to in the <u>previously</u> section about why teachers enter the profession, also asked an open-ended question about what extrinsic factors could have dissuaded the respondent from becoming a teacher*" *(page 7).*
" Previously" as feature of time, where the Barmby survey has carried out the survey.

CONCLUSION

Based on the data analysis, the most conjunction are addition. Addition conjunction serves as a link by adding to the supported item into positive, so Diana Stirling gaves many reasons that she explained her article to support her argument and complete it with various facts. The total of addition is 75 from 96 conjunctions used in this article. The second one of the conjunctions used in the article are Elaboration (19) and the last is enhancement with are about conjunction 2. Among other conjunctions, the use of addition is the most because commonly used in writing for example 'and', 'but'. The use of conjunction 'and' can make one idea chronological and clarify the previous clause, while 'but' is usually used to connect two different ideas.

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