



# **A GENRE ANALYSIS OF FACEBOOK CHATTING TEXTS**

## **JOURNAL ARTICLE**

**Submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Sastra* (S.S) in English Language**

**By:  
Yohana Ekky Putri  
Sunardi**

**ENGLISH STUDY PROGRAM FACULTY OF HUMANITIES  
DIAN NUSWANTORO UNIVERSITY  
SEMARANG  
2015**

**PAGE OF APPROVAL**

This journal article has been approved by the Advisor, English Study Program, Faculty of Humanities, Dian Nuswantoro University on 5 March 2015.

Advisor,

A handwritten signature in black ink, appearing to be 'Sunardi', written on a light blue rectangular background.

**Sunardi, S.S., M.Pd.**

## A GENRE ANALYSIS OF FACEBOOK CHATTING TEXTS

Yohana Ekky Putri, Sunardi

English Department, Dian Nuswantoro University

### ABSTRACT

*This thesis is entitled A Genre Analysis of Facebook Chatting Texts. It aims at describing the genre of Facebook chatting text that constitutes the social function, the schematic structure and the linguistic features. In the book of Analysing Casual Conversation by Eggins and Slade (1997), it is said that chatting cannot be described in generic terms, in other words, the schematic structure cannot be defined. However, the researcher was challenged to find not only the schematic structure but also the social function and the linguistic features of chatting text. Purposive sampling was used in selecting the data. There are four texts taken from a friend's Facebook account that were selected as the data. Two of the texts are between her and her friends, and two others are between her and two strangers seen from the frequency of the communication done by the participants. The data were analyzed by using descriptive qualitative method after segmenting it into clauses and classifying them using systemic functional linguistic (SFL) metafunctions analysis. From the analysis, there are 223 clauses found. From the clauses that have been analyzed, it is found that the social function of Facebook chatting texts is to discuss about something under one or more certain topics. Then, the schematic structure is (Greeting) ^ Opening Conversation ^ [Bringing the Topic ^ Discussion]π ^ (Pre-closing) ^ Farewell, in which Greeting and Pre-closing are optionally used in chatting. Lastly, there are 14 linguistic features that include material and relational processes as the mostly used processes, declarative as the mostly used mood, and ideational theme as the mostly used theme.*

**Keywords** : chatting, discourse, Facebook, genre analysis, systemic functional linguistic

*Skripsi berjudul A Genre Analysis of Facebook Chatting Texts bertujuan untuk mendeskripsikan genre teks chatting Facebook yang terdiri dari social function, schematic structure dan linguistic features-nya. Dalam buku Analysing Casual Conversation yang ditulis oleh Eggins Slade (1997), dikatakan bahwa chatting tidak dapat di deskripsikan dalam generic terms, dengan kata lain schematic structure chatting tidak dapat ditentukan. Namun, peneliti tertantang bukan hanya untuk mencari schematic structure tetapi juga social function dan linguistic features dari chatting. Dalam memilih data, purposive sampling digunakan sebagai metode. Terdapat empat teks yang diambil dari akun Facebook seorang teman dari peneliti sebagai data. Dua teks adalah chatting antar teman, dan dua lainnya adalah antar orang asing, dilihat dari frekuensi komunikasi yang dilakukan oleh partisipan. Dengan menggunakan metode deskriptif kualitatif, data diklasifikasikan ke dalam klausa-klausa dengan analisis metafungsi SFL. Dari analisis yang telah dilakukan, didapati sejumlah 223 klausa. Melalui klausa-klausa yang telah dianalisis, ditemukan bahwa social function dari teks chatting Facebook adalah untuk mendiskusikan sesuatu yang berisi satu atau lebih topik. Kemudian schematic structure teks chatting Facebook adalah (Greeting) ^ Opening Conversation ^ [Bringing the Topic ^ Discussion]π ^ (Pre-closing) ^ Farewell, dimana Greeting dan Pre-closing adalah opsional kegunaannya di chatting. Terakhir, didapati 14*

*linguistic features yang termasuk proses material dan relational sebagai proses terbanyak yang digunakan, declarative sebagai mood yang terbanyak digunakan, dan ideational theme sebagai theme yang terbanyak digunakan.*

**Kata kunci** : *analisis genre, chatting, discourse, Facebook, systemic functional linguistic*

## **INTRODUCTION**

Ever since its establishment, the Internet has created a lot of information-sharing networks, the most notable of which is the World Wide Web (WWW). An information network class called "online social networks" has become very popular throughout the world and even competes with traditional Web usage. According to data taken from Statista.com, in June 2014, social networking sites such as Facebook (over 1,280 million users) QZone (more than 644 million users), Google (more than 342 million users), LinkedIn (more than 300 million), Twitter (over 255 million users) and Tumblr (more than 230 million users) are some examples of the highly popular networks used to find and organize the community. These networks are used by a worldwide community and it is very interesting in a wide variety of reasons. For example, users tend to interact in a community on a regular basis, often sharing interests, and trust each other to a certain extent.

Conventional communication is usually done face to face between two or more people. However, internet has provided a great bridge for everyone around the world to communicate. The online media communications which are popularly used nowadays are Facebook, Twitter, Path, Tumblr, Blackberry Messenger (BBM), Viber and Whatsapp. These media facilitate their users to have instant messaging or so-called online chatting, like a real face-to-face communication.

In communicating, Jennifer Coates (1993:169), following Labov, said that language change occurs "when a new linguistic form, used by some sub-group within a speech community, is adopted by other members of that community and accepted as the norm". This is where the Internet takes an important role as a media liaison for its users who are facilitated to communicate with people from all over the world in making a new linguistic form.

In the process of communication, specifically via online chatting done by one person with another, there comes a certain result, which is a discourse that has various topics whenever a communication is started in another time or even in the same time, similar stages of how to open a communication, to sustain the communication, and also to close the communication. In addition, it can be found that this discourse has many unique features of language. One of the reasons is because online chatting is basically in form of written text, but seen through the language used, it appears to be a type of spoken discourse.

Fairclough (1995a: 14) once stated that genre analysis is 'a socially ratified way of using language in connection with a particular type of social activity'. This obviously explains that online chatting is also a type of social activity, because it involves two or more people interacting with each other using language. Motivated by Eggin and Slade's theory saying that chat cannot be characterized in generic terms, the researcher was challenged to take a study on chatting. However, online chatting was taken as the subject of this study.

Furthermore, Martin (1984: 25) states that 'a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture.' It means that in online chatting there are goal, stages and also a certain language used. Therefore, this study aims at discovering the social function (goal), the schematic structure (stages) and the linguistic features of the language used in online chatting.

In this study, Facebook is chosen as the site of chatting because according to Statista.com mentioned above, it is the mostly used social media in the world and it has friendly features ease the users to communicate, even with strangers. The data taken from Facebook chatting has the characteristics of which a genre carries. Therefore it is worth to analyze. In this study, the data were analyzed using genre analysis under systemic functional linguistic (SFL). The reason why the researcher used SFL as an approach is because the relation between genre and schematic structure in SFL is explained more systematically and explicitly.

## GENRE

Genres are very important in our everyday life and we do not realize how much we use them, how much they affect us, how much they determine the way we act and understand the others.

Martin (1984:25) states that 'a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture' and 'genres are how things get done, when language is used to accomplish them' (*ibid.* 1985b:248).

Based on what Martin has defined, Eggins (2004:56) categorizes genres into several kinds:

- a. literary genres : short stories, autobiographies, ballads, sonnets, fables, tragedies
- b. popular fiction genres: romantic novels, whodunits, sitcoms
- c. popular non-fiction genres: instructional manuals, news stories, profiles, reviews, recipes, how-to features
- d. educational genres: lectures, tutorials, report/essay writing, leading seminars, examinations, text-book writing  
and also some extensive everyday genres in daily life such as:
  - e. buying and selling things ('transactional' genres)
  - f. seeking and supplying information
  - g. telling stories
  - h. gossiping
  - i. making appointments
  - j. exchanging opinions
  - k. going to interviews, and
  - l. chatting with friends.

Seen from the categories, a genre is divided into three parts: (1) social function, (2) schematic structure and (3) linguistic features. To analyze these parts, a genre analysis on SFL approach can be done. As stated by Eggins and Slade (1997:70), genre analysis is 'a first step towards making explicit the cultural and social basis of language in use'. Genre can be used:

- a. To make explicit why some texts are successful and appropriate while others are not;
- b. To contrast type of genre and their realizations in pragmatic contexts and interpersonal context;

- c. To understand similarities and differences between non-fiction and fiction genres; and
- d. To carry out critical text analysis.  
Further explanations are described below.

**a. Social function**

Halliday described three aspects in any situation that have linguistic consequences: field, mode and tenor (Eggins, 2004:90). Social function can be defined through one of the three aspects, field that is.

Field is defined 'as the situational variable that has to do with the focus of the activity in which we are engaged. Sometimes field can be glossed as the 'topic' of the situation' (Eggins, *ibid*:103).

**b. Schematic Structure**

Schematic structure according to Eggins (*ibid*:59) is simply defined as 'the staged, step-by-step organization of the genre'. Supporting her, Martin (1985b:251) said 'schematic structure represents the positive contribution genre makes to a text: a way of getting from A to B in the way a given culture accomplishes whatever the genre in question is functioning to do in that culture.'

Eggins (2004:60-61) suggests two fundamental concepts of schematic structure of genre which are constituency and labeling.

1. Constituency

A genre is made up of constituent stages – constituent structure, the structure by which the whole, complete interaction is made up of parts: a Beginning, a Middle and an End.

2. Functional Labeling

There are two kinds of criteria in labeling:

- Formal criteria

The text can be divided into stages/parts according to the form of the different constituents. This approach emphasizes sameness, as the text is divided so that each unit/stage is a constituent of the same type. In other words, formal criteria ask how each constituent relate formally to the whole.

- Functional criteria

The genre can be divided into stages/parts according to the function of the different constituents. This approach emphasizes difference, as the text is divided into the different functions of each stage. In other words, functional criteria ask how each constituent relate functionally to the whole.

The schematic structures of some texts are listed (Eggins and Slade, 1997:268) as follows:

**Table 1**

Genre	Schematic Structure
Narrative	(Abstract) ^ (Orientation) ^ Complication ^ Evaluation ^ Resolution ^ (Coda) [Labov and Waletzky 1967]
Anecdote	(Abstract) ^ (Orientation) ^ Remarkable Event ^ Reaction ^ (Coda) [Plum 1988, Rothery 1990]
Exemplum	(Abstract) ^ (Orientation) ^ Incident ^ Interpretation ^ (Coda) [Plum 1988, Martin 1995]
Recount	(Abstract) ^ Orientation ^ Record of the Events ^ (Coda) [Plum 1988, Rothery 1990, Martin 1992]
Observation/ Comment	(Orientation) ^ Observation ^ Comment ^ (Coda) ^ (Completion) [Martin and Rothery 1986]
Opinion	Opinion ^ Reaction ^ (Evidence) ^ (Resolution) [Horvarth and Eggins 1995]
Gossip	Third Person Focus ^ Substantiating Behavior ^ (Probe) / Pejorative Evaluation ^ (Defence) ^ (Response to Defense) ^ (Concession) ^ (Wrap-up). [Slade 1995]
Joke Telling	Schematic structure not yet explored
Sending Up	Cannot be characterized in generic terms
Chat	Cannot be characterized in generic terms

**c. Linguistic Features**

Linguistic features can be found using SFL approach, particularly its metafunctions which are ideational metafunction, interpersonal metafunction and textual metafunction.

**1. Ideational Metafunction**

The ideational metafunction is language concerned with creating and sustaining an experience theory. TRANSITIVITY is one of its major grammatical systems. The field of the discourse is the major influence to this metafunction.

TRANSITIVITY or so-called clause as representation has three semantic categories: Circumstances, Processes, Participants.

Circumstances constitute Time, Place, Manner, Cause, Accompaniment, Matter, and Role. Participants are who/which takes roles in the process. Processes as the central of Transitivity has seven different types.

**i. Material Process**

It expresses the notion that some entity physically does something – which may be done to some other entity.

e.g.

Kerr	dismissed	Whitlam
Actor	Material	Goal

**ii. Behavioral Process**

It refers to the physiological and psychological behavior like breathing, dreaming, snoring, smiling, watching, listening, and pondering.

e.g.

<b>Kerr</b>	<b>snores</b>	<b>loudly</b>
Behaver	Behavioral	Circumstance: Manner

**iii. Mental Process**

It refers to sensing such as feeling (affective or reactive), thinking (cognitive) and perceiving (perceptive).

e.g.

<b>Kerr</b>	<b>likes</b>	<b>nice clothes</b>
Senser	Mental:Affect	Phenomenon

**iv. Verbal Process**

It is the process of saying, or more accurately, of symbolically signaling.

e.g.

<b>Kerr</b>	<b>slurred</b>	<b>Howard</b>
Sayer	Verbal	Target

**v. Relational Process**

It involves states of being and having.

e.g.

<b>Kerr</b>	<b>Is</b>	<b>a fine horn player</b>
Carrier	Attributive	Attribute

**vi. Existential Process**

It refers to the process of existence.

e.g.

<b>There</b>	<b>is</b>	<b>Kerr</b>	<b>in the garden</b>
	Existential	Existent	Circ: Place

**vii. Meteorological Process**

It depicts everything about nature. It always begins with the word 'it' which has no representational function but still provide a Subject.

e.g.

<b>It</b>	<b>'s hot</b>
	Meteorological

**2. Interpersonal Metafunction**

The interpersonal metafunction is concerned to the grammatical resources that enable speakers to enact their complex and diverse interpersonal relations. MOOD and Modality is one of its major grammatical. The tenor of the discourse is the major influence to this metafunction.

MOOD or so-called clause as exchange has two elements which are Subject, and Finite. Subject is realized by a nominal group and Finite is part of the verbal group. As the remainder of each clause, if there is a remainder, is called Residue.



e.g.

<b>Kerr</b>	<b>Comes</b>	<b>Early</b>
Subject	Finite	Residue
Mood		

### 3. Textual Metafunction

The textual metafunction focuses on the creation of text, with the presentation of ideational and interpersonal meanings as information that can be shared by speaker and listener in text unfolding in context. THEME is one of the major textual systems. The mode of the discourse is the major influence to this metafunction.

THEME or so-called clause as message has two categories which are Theme and Rheme. Theme is what comes first in a clause, and Rheme is the rest of it. Theme is categorized into ideational, textual and interpersonal theme.

#### i. Ideational Theme

It may be the first nominal group in the clause, nominal group complexes, adverbial groups, prepositional phrases or embedded clauses.

e.g.

<b>Kerr</b>	<b>goes to the store</b>
Theme	Rheme

#### ii. Textual Theme

It relates the clause to its context. It can be Continuatives and/or Conjunctive Adjuncts and Conjunctions.

e.g.

<b>Right,</b>	<b>what we want</b>	<b>is a bucket of ice cream.</b>
Cont.	Topical	Rheme
Theme		

#### iii. Interpersonal Theme

It can be Modal Adjuncts, Vocatives, Finite or Wh-elements.

e.g.

<b>Kerr,</b>	<b>We</b>	<b>decided to wait for you</b>
Vocative	Topical	Rheme
Theme		

## RESEARCH METHOD

### a. Research Design

Descriptive qualitative method is used in this study to analyze the problem. It is used to describe the subject or the object of the research based on the fact or reality. As Issac and Michael (1981: 46) states "descriptive qualitative method describes the population and the evidence of the data systematically, factually, and accurately." This study uses this method to describe the analysis of genre of Facebook chatting texts: their social function, schematic structure and linguistic features.

**b. Unit of Analysis**

The unit of analysis in this study is every clause in the texts under study of chatting.

**c. Source of Data**

The source of the data in this study is chatting texts between two persons which are taken from a Facebook account of the researcher's friend: two chats between strangers and two chats between friends. The terms 'friend' and 'stranger' here is defined by the frequency of communication done by two parties. Ones that have higher frequency of communication refer to 'friends' and reversely, ones that have lower frequency of communication refer to 'strangers'.

The first text is between an Indonesian girl and an Australian boy. They talked about an RFID microchip in Europe for about 15 minutes on January 26, 2014. The second text is between an Indonesian girl and a South African girl. Being new to each other, they only introduced one to each other by telling each other's country for about 40 minutes on October 13, 2013. The third text is between an Indonesian girl and an American woman. They discussed about the American woman's health and planned on doing video call for about 27 minutes on April 26, 2014. The fourth text is between an Indonesian girl and a Pakistani girl. They introduced one to each other by telling each other's country for about 20 minutes on July 19, 2014.

**d. Method of Data Collection**

The techniques in collecting the data are:

1. Getting permission

The researcher made a deal with her friend along with her partner in communications in order to get a permission to share her messages to public (*see Appendices for statements of agreement*).

2. Documenting

The researcher searched several texts of chatting between two persons to be used as the data, each taken from the researcher's friend's Facebook account.

3. Selecting

From the texts collected, four are chosen, two of them are between strangers, and two are between friends.

**e. Method of Data Analysis**

The steps in analyzing the data are:

1. Segmenting each text into clauses

2. Identifying each text using SFL's metafunctions to find the social function, the schematic structure and the linguistic features.

3. Interpreting the findings

4. Drawing the conclusion

**FINDINGS AND DISCUSSIONS**

This research took 4 chatting texts from a friend's Facebook account. After segmenting the data into clauses, there are 223 clauses found. From the clauses found, the genre of Facebook chatting texts are analyzed using SFL approach as explained below.

## a. Social Function

### 1. The Social Function of Text 1

In the first text, Stefani chatted with her friend, Spencer from Australia, whom she has known for long enough. They were chatting about an issue of a chip in Europe.

<sup>7</sup> Stefani : *I just wanna ask about the chip in Europe.*

<sup>8</sup> Spencer : *That's bad  
Oh my goodness*

### 2. The Social Function of Text 2

In the second text, Stefani chatted with her friend, Mikhaila from South Africa, whom she has known before but never talked with in a long period of time. They talked with each other and recalled their memories from the last time they talked. Stefani opened their conversation by questioning Mikhaila's origin and so did Mikhaila until they finally discussed about each other's countries.

<sup>7</sup> Stefani : *yeahhh... hehehhe. By the way I a little bit forget, where do you come from.. hehe*

<sup>8</sup> Mikhaila : *haha! I'm from South Africa :)*

### 3. The Social Function of Text 3

In the third text, Stefani chatted with her very close friend, Carmen from the United States of America. They talked about Carmen's health issue followed by her plan to have a surgery, and having video call.

<sup>3</sup> Carmen : *I'm hanging in there . I have been having health issues since the gallbladder infections*

<sup>13</sup> Carmen : *...I know you want to Web cam. Maybe we can do tomorrow?*

### 4. The Social Function of Text 4

In the fourth text, Stefani chatted with a new friend, Humaira from Pakistan, whom she just knew at the moment. They discussed Stefani's origin, Indonesia.

<sup>9</sup> Humaira : *yes ,i have read some where about nutmeg plants of indonesia ...is country famous for them?*

<sup>11</sup> Humaira : *ok ...what's your mother tongue language of idonesia*

### 5. Summary

In summary, the social function of chatting text is to discuss about something under one or more certain topics.

## b. Schematic Structure

### 1. The Schematic Structure of Text 1

The first text has the schematic structure as written below:

OC ^ BT ^ D ^ Pc ^ F

Key to symbols:

OC : Opening Conversation

Pc : Pre-closing

BT : Bringing the Topic

F : Farewell

D : Discussion

This chatting is begun by the Opening Conversation that is marked when Stefani asked the availability of Spencer to which he engaged instantly and briefly without even asking about Stefani's condition either. It is done in turn number 1-2.

Bringing the Topic stage is done by Stefani when she showed a screenshot picture of the article of the microchip to Spencer in the turn number 7. Discussion stage where Stefani was more to giving questions and Spencer was more to giving answer. This stage is done from turn number 8-22.

After they discussed this, Stefani asked Spencer to give her further information about the microchip if he knew more about it in the Pre-closing stage in turn number 23-24. The Farewell stage is in turn number 26-27 which are Spencer's thank and Stefani's Farewell expression, 'God bless you' that is based on their religious background whenever two parties say farewell.

## 2. The Schematic Structure of Text 2

The second text has the schematic structure as written below:

$G \wedge OC \wedge BT \wedge D \wedge Pc \wedge F$

*Key to symbols:*

<i>G</i>	: Greeting	<i>D</i>	: Discussion
<i>OC</i>	: Opening Conversation	<i>Pc</i>	: Pre-closing
<i>BT</i>	: Bringing the Topic	<i>F</i>	: Farewell

Stefani mentioned her friend's name in Greeting stage that was engaged by Mikhaila from turn number 1-2. The Opening Conversation is marked by asking each other's conditions. This stage occurred from turn number 3-6.

Bringing the Topic stage is marked by Stefani's question about the origin of Mikhaila. It occurred in turn number 7. In Discussion stage, Stefani and Mikhaila interviewed each other and shared their life background. This stage occurred from turn number 8-21.

The Pre-closing stage and Farewell in this text went together. Mikhaila thanked Stefani for being willing to pray for her. Stefani also thanked Mikhaila and commented briefly about Mikhaila's hope to become a writer. These stages occurred in turn number 22-23.

## 3. The Schematic Structure of Text 3

The third text has the schematic structure as written below:

$G \wedge [BT \wedge D (\wedge OC)] \pi \wedge F$

*Key to symbols:*

<i>G</i>	: Greeting	<i>D</i>	: Discussion
<i>OC</i>	: Opening Conversation	<i>F</i>	: Farewell
<i>BT</i>	: Bringing the Topic		

In Greeting stage, Carmen became the first to begin the chatting. She used 'Hi' that is followed by the first name of her friend, Stefani which she engaged with the same greeting word. This stage occurred in turn number 1-2. The Opening Conversation did not occur after Greeting, because in turn number 3,

Carmen brought a topic by telling Stefani about her health issue. They talked about it in Discussion stage from turn number 4-13.

Bringing the Topic stage occurred for the second time in turn number 13 when Carmen mentioned about doing a video call. They had some discussion about it for a while, and then they eventually ended up by having no time to do video call at that moment. This stage occurred from turn number 14-26.

The Pre-Closing stage occurred in turn number 27 when Carmen said she would check the application Stefani mentioned in the previous turn and ended in turn number 28 when Stefani responded with a very brief comment 'cool'. In Farewell stage, Carmen thanked Stefani. This stage occurred in turn number 29-30.

#### 4. The Schematic Structure of Text 4

The fourth text has the schematic structure as written below:

$G \wedge OC \wedge BT \wedge D \wedge Pc \wedge F$

Key to symbols:

<i>G</i>	: Greeting	<i>D</i>	: Discussion
<i>OC</i>	: Opening Conversation	<i>Pc</i>	: Pre-closing
<i>BT</i>	: Bringing the Topic	<i>F</i>	: Farewell

In Greeting stage, Humaira became the first participant to begin the chatting by asking Stefani's condition – but without addressing Stefani's name – that is engaged by Stefani who then returned the same question to Humaira. This stage occurred in turn number 1-4. The Opening Conversation began in the same lines as in Greeting stage, that is Humaira's question about Stefani's condition.

Bringing the Topic began when Humaira gave Stefani a question about her origin in turn number 5. The Discussion stage constituted more questions about Indonesia. This stage occurred from turn number 6-12.

The Pre-closing stage marked by Humaira's information to leave and continue their conversation on Facebook later. It occurred in turn number 13. Their conversation ended in Farewell stage when Humaira said 'bye' and Stefani thanked her and followed by farewell expression 'Have a nice day!' in turn number 13-14.

#### 5. Summary

The schematic structure of chatting Text is (Greeting)  $\wedge$  Opening Conversation  $\wedge$  [Bringing the Topic  $\wedge$  Discussion] $\pi$   $\wedge$  (Pre-closing)  $\wedge$  Farewell. Greeting and Pre-closing are optional, and Bringing the Topic and Discussion are recursive.

#### c. Linguistic Features

There are 14 linguistic features found in chatting text analyzed as follows:

1. Material and relational are mostly used processes,

**Table 2**

Process	1		2		3		4	
	Σ	%	Σ	%	Σ	%	Σ	%
Material	12	25.5	19	24.1	19	30.2	5	14.7
Mental	8	17.0	7	8.9	7	11.1	5	14.7
Verbal	6	12.8	6	7.6	1	1.6	0	0
Behavioral	0	0	1	1.3	0	0	2	5.9
Relational	11	23.4	22	27.8	23	36.5	12	35.3
Existential	1	2.1	2	2.5	1	1.6	0	0

2. Declarative is the mostly used mood,

**Table 3**

Mood	1		2		3		4	
	Σ	%	Σ	%	Σ	%	Σ	%
Declarative	28	59.6	49	62.0	45	71.4	17	50.0
Interrogative	8	17.0	7	8.9	6	9.5	7	20.6
Imperative	2	4.3	1	1.3	0	0	0	0

3. Ideational theme is the mostly used theme,

**Table 4**

Theme	1		2		3		4	
	Σ	%	Σ	%	Σ	%	Σ	%
Ideational	19	40.4	33	41.8	25	39.7	14	41.2
Interpersonal	8	17.0	3	3.8	6	9.5	2	5.9
Textual	11	23.4	21	26.6	20	31.7	8	23.5

4. Usually present tense is used, but other tenses are likely,
5. Mostly uses short sentences or clauses even a word, and lowercase instead of uppercase,
6. Sometimes omits pronoun, form of verb be and essential punctuation,
7. Uses contraction and abbreviation/clipping, and alteration of words form,
8. Uses parenthesis and exclamation mark,
9. Uses smileys or emoticons or stickers,
10. Uses repetition of letter or punctuation and capitalization for emphasis,
11. Uses onomatopoeia: a word that represents the sound it describes,
12. Uses linking words,
13. Sometimes uses descriptive language, and
14. Sometimes repairs typo or wrong words already sent.

## CONCLUSION

From the analysis that has been done by the researcher, it can be concluded that:

- a. The social function of chatting text is to discuss about something under one or more certain topics.
- b. The schematic structure of chatting Text is (Greeting) ^ Opening Conversation ^ [Bringing the Topic ^ Discussion]π ^ (Pre-closing) ^ Farewell.

- c. The linguistic features of chatting text are:
1. Material and relational are mostly used processes,
  2. Declarative is the mostly used mood,
  3. Ideational theme is the mostly used theme,
  4. Usually present tense is used, but other tenses are likely,
  5. Mostly uses short sentences or clauses even a word, and lowercase instead of uppercase,
  6. Sometimes omits pronoun, form of verb be and essential punctuation,
  7. Uses contraction and abbreviation/clipping, and alteration of words form,
  8. Uses parenthesis and exclamation mark,
  9. Uses smileys or emoticons or stickers,
  10. Uses repetition of letter or punctuation and capitalization for emphasis,
  11. Uses onomatopoeia,
  12. Uses linking words,
  13. Sometimes uses descriptive language, and
  14. Sometimes repairs typo or wrong words already sent.

#### **BIBLIOGRAPHY**

- Bakhtin, M.M. 1986. *Speech Genre and Other Late Essays*. Austin : University of Texas Press.
- Bishop, J. 2009. *Enhancing the understanding of genres of web-based communities: The role of the ecological cognition framework*. *International Journal of Web-Based Communities*, 5(1), 4-17.
- Chandler, Daniel. 1997. *An Introduction to Genre Theory*. <http://visual-memory.co.uk/daniel/Documents/intgenre/intgenre.html> (retrieved on Sep 24, 2014).
- Cherny, Lynn. 1999. *Conversation and community: chat in a virtual world*. Stanford, CA: CSLI Publications.,
- Cho, T. 2010. *Linguistic Features of Electronic Mail in the Workplace: A Comparison with Memoranda*. *Language@Internet*, 7, article 3. (urn:nbn:de:0009-7-27287)
- Coates, Jennifer. 1993. *Women, men, and language: a sociolinguistic account of gender differences in language*. *Studies in language and linguistics* (2 ed.). Longman. p. 228. ISBN 978-0-582-07492-7.
- Crystal, David. 2004. *Language and the Internet*. Cambridge : Cambridge University Press.
- Crystal, David. 2005. *The Scope of Internet Linguistics*, paper presented at the American Association for the Advancement of Science meeting.
- Davis, Boyd H., and Jeutonne P. Brewer. 1997. *Electronic Discourse: Linguistic Individuals In Virtual Space*. Albany, NY: State University of New York Press.
- Eggins, Suzanne. 2004. *An Introduction to Systemic Functional Linguistics*. London: Continuum.
- Eggins, Suzanne and Diana Slade. 1997. *Analysing Casual Conversation*. London: Cassell.
- Elmer-Dewitt, Philip. 1994. *Bards of the Internet*. *Time*, 4 July, 66–7.
- Fairclough, N. 1995a. *Critical Discourse Analysis: Papers In The Critical Study Of Language*. *Language in social life series*. London; New York: Longman.
- Hymes, Dell. 1974. *Foundations in Sociolinguistics: An Ethnographic Approach (Conduct and Communication)*.

- Isaac, S., & Michael, W. B. 1981. *Handbook in Research and Evaluation*. San Diego: EdITS Publishers.
- Kress, Gunther. 2003. *Literacy in the New Media Age*. London: Routledge Print.
- Martin, J.R. 1984. *Language, Register and Genre*. In F. Christie (ed.) *Children Writing: A Reader*. Geelong, Vic.: Deakin University Press, 21-9.
- Martin, J.R. 1985b. *Process And Text: Two Aspects Of Semiosis*. In Benson and Greaves 1985, 248-74.
- Martin, J.R. 1997. *Working With Functional Grammar*. Arnold: London; New York.
- Paolillo, John. 1999. *The Virtual Speech Community: Social Network and Language Variation on IRC*. *Journal of Computer-Mediated Communication* 4(4).
- Top Info Post. *RFID microchip*. [www.topinfopost.com](http://www.topinfopost.com). (Retrieved on Jan 21, 2015).
- Roberts, R et al. 2005. *New Hart's Rules: The Handbook Of Style For Writers And Editors*. Oxford University Press. ISBN 0-19-861041-6.
- Statista.com. 2014. *Global Social Networks Ranked by Number of Users*. <http://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/> (Retrieved on July 1, 2014).
- Straus, Jane. "Parentheses — Punctuation Rules". *The Blue Book of Grammar and Punctuation*. [grammarbook.com](http://grammarbook.com). (Retrieved on Jan 21, 2015).
- Swales, J. 1990. *Genre Analysis: English In Academic And Research Settings*. Cambridge: Cambridge University Press.
- Wallace, P. 1999. *The Psychology of the Internet*. Cambridge, UK: Cambridge University Press.
- Wikipedia.com. *Facebook*. [www.wikipedia.com/Facebook](http://www.wikipedia.com/Facebook) (Retrieved on July 1, 2014).



