

METONYMY OF THE WORD 'INDONESIA' IN PHRASES 'PROUD OF INDONESIA' USED ON FACEBOOK

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Abstract

Simply defined, metonymy is a phenomenon in which two things are associated, so that one thing stands for the other, i.e. the source stands for the target. (Evans and Green, 2006, p. 314; Barcelona, 2003) The example from Evans and Green (2006, p. 312) is “England beat Australia in the 2003 rugby World Cup final.” In that example, England and Australia stand for their own national football teams. The example is whole-for-part metonymy. Generally classified, the types of metonymy are whole for part and part for whole. (Barcelona, 2003, p. 239) What it means by “whole for part” is a general thing represents a specific thing. It goes the other way around for “part for whole”. As everyone uses metonymy very often, it is everyone’s awareness towards metonymy that should be increased. Metonymy is a powerful tool (Guan, 2009, p. 179). It is a “cognitive tool for people’s conceptualization of the world” (Guan, 2009, p. 179) and particularly “for guiding inferencing in the interpretation of spoken discourse” (Kriskovic & Tominac, 2009, p. 50).

Keywords: metonymy, mapping, Facebook

Introduction

Metonymy also has many practical and theoretical functions. It is no doubt that in linguistics, metonymy is very important. Bredin argues that metonymy is “one of the great survivors among tropes” (1984, p. 47) If we have to reduce all tropes, metonymy will survive in the reduced list. (Bredin, 1984, p. 47) Metonymy is generally important in practical language use, language principles, mental processes.(Bredin, 1984; Jakobson, 2003; Barcelona, 2003; Evan and Green, 2006; Song, 2011)

In this study, the researchers find that the word “Indonesia” in Facebook users’ posts of “proud of Indonesia” refers to many different things. By studying that, the researchers can elaborate Facebook users’ conceptualization of the word Indonesia when they say “proud of Indonesia”. This study may raise various issues relating to people’s perceptions of Indonesia. Thus, this research aims to elaborate the targets and the domain of the word “Indonesia” in Facebook users’ posts of “proud of Indonesia”.

Metonymy

Metonymy has been studied for at least two thousand years by rhetoricians, for two hundred years by historical semanticists, and for about ten years by cognitive linguists. It is clear that metonymy existed since thousands years ago. Metonymic thinking was

characterized in general terms as that which allows us “to conceptualize one thing by means of its relation to something else” (Lakoff and Johnson 1980:39)

Kövecses dan Radden in Evans dan Green (2006, p. 312) argue, “Metonymy is a cognitive process in which one conceptual entity, the vehicle, provides mental access to another conceptual entity, the target, within the same domain” Kövecses dan Radden use the term vehicle, while Barcelona uses the term source. Both of the terms do not have radical difference and can replace each other. Source/vehicle is something in utterances and writing. Meanwhile, target is the intended meaning. In the research, the researchers use the term source and refer to Barcelona’s definition. Barcelona states, “Metonymy is a mapping of a conceptual domain, the source, onto another domain, the target. Source and target are in the same functional domain and are linked by a pragmatic function, so that the target is mentally activated.” (2003, p. 246) For part-for-whole metonymy, the source is the subcategory while the target is the category. (For whole-for-part metonymy, it is the other way around.)

Metonymy is different from a metaphor. A metaphor draws resemblance between two different things as in “You are sunlight and I moon” – Sun And Moon from Miss Saigon. Sunlight (and moon) and human are two different things without any association but it attempts to describe one thing in terms of another based on a supposed similarity. Metonymy, however, develops relation on the grounds of close associations (contiguity) as in “The White House is concerned about terrorism.” The White House here represents the people who work in it. (Barcelona, 2003)

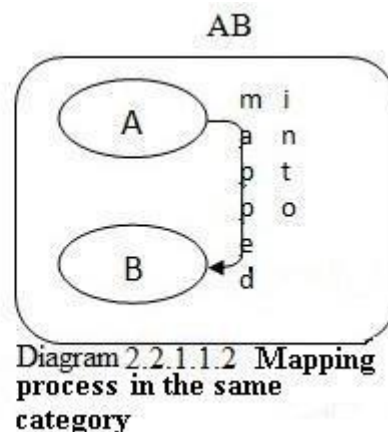
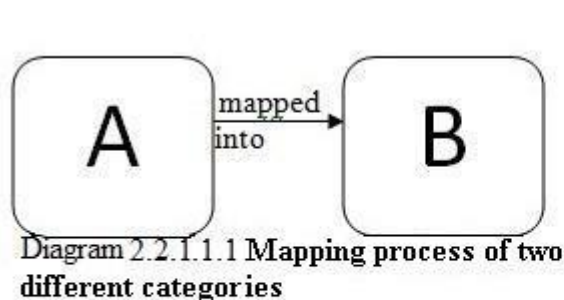
Context and domain are very important in metonymy. Barcelona (2003, p. 246) mentions the words domain and pragmatic function in the definition of metonymy. Barcelona also explains in a different page of the same article, "The identification of the metonymic the target is dependent on the context "(2003, p. 215)

Another important thing in metonymy is contiguity. “The metaphoric is based upon substitution and similarity, the metonymic upon predication, contexture and contiguity.” (Jakobson, 2003, p. 41) Contiguity is a direct or close relation between two entities. (Evans dan Green, 2006) It should be understood that being close is not the same as being similar.

Mapping

Lakoff and Turner in Ibanez and Velasco (2003, p. 493) elaborate the difference between mapping in metonymy and mapping in metaphor:

- (i) *In metaphor there are two conceptual domains, while metonymy involves only one conceptual domain.*
- (ii) *Metonymies, but not metaphors, involve a 'stand-for' relationship between the source and target domains...*
- (iii) *In metaphor a whole schematic structure, called the source domain, is mapped, together with its accompanying logic, onto another whole schematic structure, called the target, and its logic; the function of the mapping is to allow us to understand and reason about the target in terms of the source. In contrast, a metonymy is primarily used for reference: we refer to an entity by means of another entity.*



Fauconnier in Evans dan Green (2006) identified three types of mapping, projection mapping, pragmatic function mappings, and schema mappings. Mappings in this research are pragmatic function mappings since mapping processes in metonymy are pragmatic function mappings:

Pragmatic function mappings are established between two entities by virtue of a shared frame of experience. For example, metonymy, which depends upon an association between two entities so that one entity can stand for the other, is an instance of a pragmatic function mapping. (Evans dan Green, 2006, p. 167)

Evans dan Green use the term *shared frame of experience* while Goossens uses the term *same (structured) conceptual domain*, "For a metonymy the mapping is from an element A to an element B within the same (structured) conceptual domain." (Goossens, 2003, p. 368) Experience and concept will be elaborated in the discussion about domain.

Metonymy sometimes being compared with metaphor, the use of the metaphor and the metonymy or the characteristics. Friedrich and Schmid (2006), compared with metaphor, the range of source and target concepts in metonymies is normally restricted to concrete concepts. Although metonymies are only restricted in concrete concepts, metaphor strengthen the concept of metonymy by adding more sources. Friedrich and Schmid (2006) also added, in addition, metonymies are also more straightforward than metaphors: their major goal is to refer to an entity, prototypically a person, denoted by the target concept by means of the source concept.

Mapping in metonymy is asymmetrical (Barcelona, 2003, p. 226) What is meant by the symmetrical mapping are two elements that are not in the same circle, two things are matched according to their basic structures as happened in the diagram 2.2.1.1.1. Basic structures which are matched must be parallel. Unlike the diagram 2.2.1.1.1, what happens in diagram 2.2.1.1.2 is asymmetrical mapping. Asymmetrical mapping does not consider the basic structural similarities but it considers the closeness between the two elements. Non-parallel lines can possibly happen from A to AB, AB to A, and A to B. It is stated by Barcelona in his article:

A mapping, "in its most general mathematical sense, is a correspondence between two sets that assigns to each element in the first a counterpart in the second" (Fauconnier 1997: 1)...Mapping, in this sense, is facilitated if both structures have a basic degree of structural "match."...This match does not seem to occur in metonymy. In metonymy, the projection proceeds from a whole onto a part, a part onto a whole, or a part onto a part of a domain (2003, p. 225)

In conclusion, mappings in metonymy are pragmatic function mappings which should consider a pragmatic function mainly context. The mappings occur in one domain, are asymmetrical, and basically have the function of inference but some of them serve as a reference.

Domain

Regarding domain, Barcelona argues, "In sum, the notion of domains must flexibly understood in either its taxonomic or its functional sense" (2003, p. 239) Regarding the term taxonomy, Croft and Cruse (2004, p. 148) further explains, "It is not difficult to find cases where a satisfactory taxonomy seems to be founded on a single-property division. Take the case of spoons: These are taxonomized on the basis of what they are used in connection with (a teaspoon, coffee spoon, spoon, soup spoon etc)"

The most important thing of spoons is their utility, so the types of spoons based on the use are considered to be the taxonomy of "spoon".

Other terms which are often attached to the term domain are "conceptual" and "experiential" (or "experience"). For example, in Barcelona's (2003, p. 246) definition of metonymy, Barcelona says, "Metonymy is a mapping of a conceptual domain" and in Evans and Green's (2006, p. 211) explanation about words, Evans and Green say:

In contrast, a number of scholars, such as Fillmore (1975, 1977, 1982, 1985a and Fillmore and Atkins 1992) and Langacker (1987) have presented persuasive arguments for the view that words in human language are never represented Independently of context. Instead, Reviews These linguists argue that words are always understood with respect to frames or domains of experience.

After knowing that the conceptual domain includes domain taxonomical and functional domains, the next question is whether the conceptual domain also includes experiential domain. Yes, conceptual domain also includes experiential domain. There has been a process of creating subjective meanings in the formation of experiential domain. Experiential domain is different from experience. Based on the opinion of Clausner and Croft, the experience of being outside the human mind, and the mind as active participants, interpret that experience in a certain way:

theoretical principle that underlies cognitive semantics concerns the relationship between semantic representations in the mind and the world roomates speakers experience. The principle here is that the mind is an active participant in the creation of semantic structure, and conceptualizes or construes the experiences of the speakers in the world in Certain ways. The same experience may be conceptualized by speakers in different ways. (Clausner and Croft, 1999, p. 2-3)

Besides functional relationships and taxonomy, the experience is also very important to be considered in analyzing domain. Matlock and his colleagues found that humans' thinking is closely linked to their experience, "Boroditsky and Ramscar (2002) demonstrate the intimate relationship between abstract thinking and more experience-based forms of knowledge." (Matlock, et al., 2003, p. 2) A domain based on experiences is a domain that is formed on the insights of experiences. Experiential domain does not include things that have never been experienced by a person, for example, if a person does not have knowledge about the farm, he will not know the relationship between humans and goats, in other words he will not group humans and goats in the same experiential domain. Experiential domain can differ from one person to another.

Experiential domain is closely related to functional domain as experiential domain considers the background of one's experience while functional domain considers the context, which also includes background knowledge. Therefore, the term functional domain experiential also used by Barcelona:

Now if source domain X and target domain Y are linked by a pragmatic function, then one of them may eventually be mapped onto the other in a metonymic relationship. Irrespective of the fact that they belong or not to the same overall taxonomic domain, this pragmatic link shows that they are grouped in the same functional experiential domain (2003, p. 237)

Pragmatic function determines whether two subdomains can be grouped in one functional experiential domain since it is pragmatic function that connects that of two subdomains.

From All the explanations regarding the domain, domain characteristics can be summarized as follows. Domain is formed inside one's mental representation, at least based on the taxonomic relationships, and it will be even better if the domain is based on one's experience or knowledge. However, taxonomic relationship should be ignored if it is not supported by at least one of the three types of context. Taxonomic relationship alone cannot determine whether two subdomains can be grouped in one functional experiential domain.

The example for the Domain in Metonymy is "Denmark shot down the Maastricht treaty" (Taken from Metaphor and Metonymy in Comparison and Contrast by Mouton de Gruyter). The sentence above was nothing to do with military acts or a particular piece of territory in Europe. The sentence above contains both metonymy and metaphor. *Denmark* is a metonymy for voters of Denmark and the predicate of the sentence, *shot down* is a metaphor for cause to fail. Croft (1993), states that in the view of cognitive linguistics, word meaning is encyclopedic and semantic space comprises the whole of a common sense experience or world knowledge. The acquaintance is arranged in the domains but the notion of domain itself has never been explored in great detail in cognitive linguistics.

Types of Metonymy

According to Barcelona, "The pragmatic function link between the source and the target is sometimes quite generic (Often just PART => WHOLE, or WHOLE => PART)" (2003, p. 239). Many, if not indeed most, students of metonymy have observed recurrent types of relations between the explicit and implicit elements forming patterns such as PART FOR WHOLE, WHOLE FOR PART, GARMENT FOR PERSON, CONTAINER FOR CONTENTS, PLACE FOR INSTITUTION, PRODUCER FOR PRODUCT, INSTRUMENT FOR RESULT, MATTER FOR ARTEFACT, etc. In the more recent cognitive approaches, it is also accepted that there are metonymic semantic patterns. As has already been pointed out, these are not simply a matter of language but considered to be conceptual. Linguistic examples of metonymy are instances of such conceptual metonymies and, according to Lakoff and Johnson (1980), they influence our thoughts and actions. Since there appears to be no finite list of conceptual metonymies (in Panther and Thornburg (2003: 271-273) alone, there are 75 different conceptual metonymies listed in the index), they are probably not intended as part of a classification.

However, there are also patterns of the more specific kind which seem to serve as models and which could be described as generalised constructions (or parts of constructions) with variable productive force. The assumption involved in assigning some patterns the status of generalised construction is the following: when metonymic expressions in certain contexts serve some communicative need particularly well, a kind of schematisation process can be initiated. The result is a low-level but nevertheless generalised and productive pattern with its own specifications and restrictions, a pattern which represents the idiomatic way within a

language community to express certain notions. In the research, the author only uses these type of metonymy in general namely, whole for part, part for whole, and part for part.

Context

Crystal (1980: 108) states that context is a general term used in linguistics and phonetics to refer to specific parts of an utterance (or text) near or adjacent to a unit which is the focus of attention. The occurrence of a unit (e.g. a sound, word) is partly or wholly determined by its context, which is specified in terms of the unit's relations, i.e. the other features with which it combines as a sequence. An utterance may carry multiple meanings. Therefore, it is the role of the context to determine which meanings of the utterance that should be taken.

Context according Cutting (2002) is divided into three, namely situational context (context of situation), background knowledge context (the context of background knowledge), and co-textual context (the context of co-text). The situational context or context of the situation is the situation that takes place at the moment of the interaction occurs between the parties. Context of the situation is, "what speakers know about what they can see around them" (Cutting, 2002, p. 3) the context of the situation allows speakers to describe something with reference to the things that are in the vicinity. Background knowledge context according to Cutting (2002: 3) is what they know about each other and the world. Moreover, the background knowledge context also included: cultural general knowledge (that most people carry with them in their minds, about areas of life) and interpersonal knowledge (specific and possibly private knowledge about the history of the speakers themselves) (Cutting 2002, p. 5). The background knowledge is, "what they know about each other and the world" (Cutting, 2002, p. 3) Then the context of co-text is, "what they know about what they have been saying." (Cutting, 2002, p. 3). Co-textual context is the context of the text itself or the linguistic context is known as co-textual context. All the definitions use plural subjects, speakers and they. Plural subjects are used because the context involves an understanding from both sides who which interact (speaker and listener).

There are several kinds of grammatical cohesion. However, this research focuses on text cohesion which is a mixture of endophora and exophora, associative endophora because associative endophora is often used in many Facebook posts. "Associative endophora is half way between endophora and exophora, Because It depends partly on knowledge of what went before or after within the same text, and partly on the background knowledge of the cultural or interpersonal context" (Cutting, 2002, p. 11) Cutting provides an explanation of associative endophora, "There are occasions when the noun phrases (these can be nouns or pronouns) are not linked explicitly to each other, but one noun phrase is linked to entities simply associated with the other noun phrase. This is called associative endophora." (Cutting, 2002, p. 10)

Method

Data Collection Technique

The researchers search "proud of Indonesia" on Facebook and select the top four posts by official accounts and the top four posts by personal accounts. The data of the research are secondary data since the data discussed by the researcher are documents from the Internet.

Data Analysis Techniques

Data in this study are analyzed by using extralingual-relation comparative technique. Extralingual-relation comparative technique means that the researchers analyze the meanings of words in the source domain and the target domain, and also analyze the context that connects the source domain and the target domain.

In addition to the extralingual-relation comparative technique, the comparative match referential analysis is also used in this study. The author connects the words used by

Facebook users with the realities which the language referred to when searching for taxonomic relationships and the functional relationships between the target domain and the source domain.

Metonymy as the object of this study is analyzed by using the theory of Barcelona. The researchers analyze the context by using the theory of context by Joan Cutting while the meanings of the words in the source domain and the target domain are analyzed based on the definition from Oxford Dictionary, Merriam-Webster Dictionary, and Longman Dictionary. It is important to know the definitions of every word because taxonomic relationships between the source domain and the target domain can be known only after knowing the literal meaning of the word. Domain contained in the data is analyzed using Barcelona's theory as the main theory and supported by Clausner and Croft theory.

Data classification techniques

Once the researchers confirm that the posts contain metonymy, the next thing to do is to classify the data. The researchers classify the types of metonymy based on the theory Kovecses and Radden regarding metonymy-producing relationship. The types of metonymy elaborated in this study are part for whole and whole for part.

Data Analysis

In this section, we provide evidences that the phrases discussed contain metonymy. We often provide definitions from dictionaries to analyze the contiguity of the phrases discussed.

Data 1

“Great Statue of GWK Bali. Really proud of Indonesia”



Joseph Krisna Wirayudha
28 October at 07:40 · 🌐

Great Statue of GWK Bali. Really proud of Indonesia ❤️👍😊

GWK - Peletakan Kulit Pertama Pada Patung Garuda Wisnu Kencana
Client : Garuda Wisnu Kencana Cultural Park Title : Peletakan Kulit Pertama Pada Patung Garuda Wisnu Kencana Type : Event Documentation Web:...
YOUTUBE.COM

👍 Like 💬 Comment ➦ Share

In this Facebook post, the source domain is Indonesia. The target domain is Indonesian artifact.



Indonesia and Indonesian artifact can be deemed to be in the same domain because it meets the following requirements:

1. It is supported by the situational context.
2. There is background knowledge supporting the formation of the domain.
3. It is supported by associative endophora
4. It is supported by the definitions of Indonesia and country.

The situational context in this post is the picture of GWK. As elaborated in literature review, situational context is what both writer and reader can see. From the picture, readers can see the land on which GWK is located. Readers can relate the land to Indonesia because by the definition, Indonesia is a land.

According to Cambridge Advanced Learner's Dictionary online, Indonesia is “a country in Southeast Asia formed of a group of islands”. According to Cambridge Advanced Learner's Dictionary online, country is “an area of land that has its own government, army, etc.” According to Longman Dictionary, a country is “an area of land that is controlled by its own government, president, king, etc.” According to Oxford English Dictionary Online, country is “A nation with its own government, occupying a particular territory.” According to Merriam-Webster Online, country is “an indefinite usually extended expanse of land” Since Indonesia is a land and the picture of GWK is on a land, readers can relate GWK to Indonesia.

However, knowing that GWK is on a land and Indonesia is a land is not enough. People need background knowledge that GWK is in Indonesia or Bali is in Indonesia. People may find it hard to see the relation of the sentence “Great Statue of GWK Bali.” and “Really proud of Indonesia” if they do not know that Bali is in Indonesia.

If people have the background knowledge that Bali is in Indonesia, people may find associative endophora in the Facebook post. The expression of reference in the Facebook post is the word “Indonesia”, which refers to the word “Bali”, mentioned previously.

Data 2

Puteri Indonesia

Today @keziawarouw doing Runway @indonesiafashionweekofficial for @ivan_gunawan #KEDJORA #proudofindonesia #indonesiadesigner #kudus #bordir



In this Facebook post, the source domain is Indonesia. The target domain is Indonesian garment.



Indonesia and Indonesian garment can be deemed to be in the same domain because it meets the following requirements:

1. It is supported by the situational context.
2. It is supported by the definitions of Indonesia, country, nation, structure, and garment.
3. It is supported by background knowledge context.

The situational context in this post is the picture of garment. As elaborated in literature review, situational context is what both writer and reader can see. From the picture, readers can see the picture of designing clothes, which is a part of making clothes. Readers can associate the process of making clothes with economic structure, after that economic structure with nation, after that nation with country, and after that country with Indonesia. By the definitions, garment, economic structure, nation, country, and Indonesia are contiguous.

According to Cambridge Advanced Learner's Dictionary online, Indonesia is “a **country** in Southeast Asia formed of a group of islands”. According to Oxford English Dictionary Online, country is “A **nation** with its own government, occupying a particular territory.” According to Longman Dictionary of Contemporary English Online, nation is “a country,

considered especially in relation to its people and its social or **economic structure**” According to Longman Dictionary of Contemporary English Online, structure is “a situation where **activities** are carefully organized and planned”

According to Longman Dictionary of Contemporary English Online, garment is “a piece of clothing.” There is additional information in the box called “Register”, “Garment is used in business contexts, especially in American English, to talk about the **business of making** and selling clothes.” A business of making and selling something is an economic activity. It can be inferred that garment is a part of economic structure since economic structure includes activities of making and selling.

Readers can also relate the garment to Indonesia because the user wrote “Runway @Indonesiafashionweekofficial”. If readers have background knowledge that Indonesia Fashion Week is held in Indonesia, that some models do runway in Indonesia Fashion Week and that people doing runway usually wear garment designed by notable designers, people will relate the garment in the Facebook post to Indonesia.

Data 3

Facebook post by Ramaadhnn’s personal Facebook account



Kain Tapis Is One of The Most Beautiful Cloth In Indonesia #proudoftapis #proudoflampung #proudofindonesia #tapislpg

Indonesia
Indonesian
garment

Crystal (1980: 108) states that context is a general term used in linguistics and phonetics to refer to specific parts of an utterance (or text) near or adjacent to a unit which is the focus of attention. Context in a sentence posted by a facebook account named Raamadhn reveals his admiration for a *Kain Tapis* that is one of the results of culture in Indonesia. In his posts the account of Raamadhn shows his pride through a sentence that praises the beauty of a suit

made from a *Kain Tapis*. The context of this phrase clearly reveals that there is a product of a culture of a nation or country which is then praised and admired as a pride. Hastag created there are four phrases namely #proudoftapis #proudoflampung #proudofindonesia #tapislpg. The author will only focus on #proudofindonesia. In this context the context representing the word Indonesia is a nation or country and its culture. The evidence of this context is that the *Kain Tapis* is a cultural product from Lampung is closely related to Indonesia. Lampung is one of the provinces in Indonesia. When there is a context that unifies both *Kain Tapis* as a cultural product of Lampung and Lampung as part of Indonesia is in the same domain. This is one of the perfect forms of metonymy using background knowledge context.

Data 4

Facebook post by Watch Studio Indonesia's Facebook official account



cool, calm, confident with #wishyourwatch #batik #proudofindonesia posted with a picture of a model wears batik

Indonesia
Indonesian
garment

The context in the sentence posted by the official facebook account called Watch Studio Indonesia reveals a description of the batik cloth being worn by a model in the photo which is the result of culture in Indonesia. Crystal (1980: 108) states that context is a general term used in linguistics and phonetics to refer to specific parts of an utterance (or text) near or adjacent to a unit which is the focus of attention. Context according Cutting (2002) is divided into three, namely situational context (context of situation), background knowledge context (the context of background knowledge), and co-textual context (the context of co-text). In the post account Watch Studio Indonesia describes batik being worn by the model emits cool, calm, confident aura through three words that are considered capable of

representing the picture of batik and the model. The context of this phrase clearly reveals that there is a product of a culture of a nation or country that is then described with three words that contain a pride. Hastag created there are #wishyourwatch #batik #proudofindonesia. The author will only focus on #proudofindonesia. In this context the context representing the word Indonesia is a nation or country, its culture and model of a model of origin of Indonesia wearing that batik. The evidence of this context is the word batik in the second hastag after #wishyourwatch refers to a cultural product from Indonesia. And the people of Indonesia through this post are invited to take pride in batik. When there is a context that unites both the batik as a cultural product with the Indonesian people who have batik as part of the cultural results have a relationship means that both are in the same domain. It is also one of the perfect forms of metonymy using background knowledge context.

Data 5 Sally Taher

This is super COOL transformation!! Proud of Indonesia



In this facebook post, the source domain is Indonesia. The target domain is Indonesian system.



Indonesia and Indonesian artifact can be deemed to be in the same domain because it meets the following requirements:

5. It is supported by definitions of Indonesia, country, and government
6. It is supported by readers' background knowledge
7. It is supported by readers' interpersonal knowledge

The situational context in this post is the picture of Indonesian online fining system. As elaborated in literature review, situational context is what both writer and reader can see. From the picture, readers can see the system which Indonesia has now. Readers can relate the land to Indonesia because by the definition, Indonesia is a land.

According to Cambridge Advanced Learner's Dictionary online, Indonesia is "a country in Southeast Asia formed of a group of islands". According to Longman Dictionary, a country is an area of land that is controlled by its own government, president, king, etc. According to Oxford English Dictionary Online, country is "A nation with its own government, occupying a particular territory." According to Merriam-Webster Online, country is "an indefinite usually extended expanse of land". Based on Cambridge Advanced Learner's Dictionary, government is "the system used for controlling a country, city, or group of people " Since Indonesia has its own system and the picture of online fining system is a form of system, readers can relate system to Indonesia.

Since they have interpersonal knowledge of experiencing a certain system in indo, the example of the system is *sistem tilang online* (online fining system).

If somebody is getting finned, they must have been ordered to show their citizenship card and driving license. The citizenship card and driving license are related to citizenship. Citizenship is connected to Indonesia. So when people interacted with fining system, they are aware of Indonesia. So at some points, when Indonesian people think of Indonesian system they also think of Indonesia. Therefore Indonesian people have background knowledge that Indonesian system is a part of Indonesia.

People are aware that every fining system belongs to a particular country. When people talk about fining system they will ask whose it is. And here the researchers discussed about fining system in Indonesia which goes online.

Data 6

Yuni Santika

Proud of indonesia

Laut nan indah, gunung nan megah ,Dunia masih punya banyak tempat untuk dijelajahi



In this Facebook post, the source domain is Indonesia. The target domain is Indonesian tourist attractions.



Indonesia and Indonesian artifact can be deemed to be in the same domain because it meets the following requirements:

1. It is supported by the situational context.
2. It is supported by associative endophora

The situational context in this post is the picture of a beach in Indonesia. As elaborated in **Literature Review**, situational context is what both writer and reader can see. From the picture, readers can see the land on which beach is located. Readers can relate the land to Indonesia because by the definition, Indonesia is a land.

According to Cambridge Advanced Learner's Dictionary online, Indonesia is "a country in Southeast Asia formed of a group of islands". According to Cambridge Advanced Learner's Dictionary online, country is "an area of land that has its own government, army, etc." According to Longman Dictionary, a country is "an area of land that is controlled by its own government, president, king, etc." According to Oxford English Dictionary Online, country is "A nation with its own government, occupying a particular territory." According to Merriam-Webster Online, country is "an indefinite usually extended expanse of land" Since Indonesia is a land and the picture of the beach is on a land, readers can relate the beach in the picture to Indonesia.

However, knowing that the tourist attraction, in this case is the beach is on a land and Indonesia is a land is not enough. People need background knowledge that the beach in the picture is in Indonesia. People may find it hard to see the relation of the sentence "Great Statue of GWK Bali." and "Really proud of Indonesia" if they do not know that Bali is in Indonesia.

People may find associative endophora in the Facebook post. The expression of reference in the Facebook post is Indonesia, which refers to a place in Indonesia. People do not have the information that the beach in the picture is in Indonesia but from the caption, we know that the beach in the picture is in Indonesia.

Data 7

Dukung Puteri Indonesia di ajang Miss Universe

Semoga Bunga Bisa Mengharumkan nama INDONESIA @Regran from @ivan_gunawan.
Arti sahabat sangat luar biasa ... nga mungkin semua terjadi tanpa kalian guys
@rinaldyyunardi @intanavantie.inav @mryogiepratama @andreasodangofficial
@erasoekamto @iwantirta_batik 😊love u berats #indonesiadesigner #proudofindonesia



In this Facebook post, the source domain is Indonesia. The target domain is Indonesian art.



Indonesia and Indonesian artifact can be deemed to be in the same domain because it meets the following requirements:

1. It is supported by definitions of art, Indonesia, country, nation, and culture.
2. It is supported by situational context
3. It is supported by background knowledge

The situational context in this post is the picture of Indonesian contestant in Miss Universe. As elaborated in literature review, situational context is what both writer and reader can see. The contestant is wearing a sash and "Indonesia" is written on it. Readers can relate the sash which the contestant from Indonesia is wearing a sash written "Indonesia" so the readers do not need difficulties in finding the obvious sign.

According to Oxford English Dictionary Online art is "Something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings" another definition is "Works created by artists: paintings, sculptures, etc., that are created to be beautiful or to express important ideas or feelings". According to Longman Dictionary, a country is an area of land that is controlled by its own government, president, king, etc.

According to Oxford English Dictionary Online, country is “A nation with its own government, occupying a particular territory.” According to Merriam-Webster Online, country is “an indefinite usually extended expanse of land”. Based on Oxford English Dictionary Online Nation is “a large body of people united by common descent, history, culture, or language, inhabiting a particular state or territory.” According to Oxford English Dictionary Online Culture is “the arts and other manifestations of human intellectual achievement regarded collectively.” By the definitions art, Indonesia, country, nation, and culture are contiguous.

The background knowledge of the post is that we know that the designers who designed the dress and the accessories are from Indonesia. The one who posted the picture wrote hashtags some of famous Indonesian designers.

Findings and Discussion

The Students’ Involvement in the Implementation of Semantic Mapping Technique

From the observations, the implementation of semantic mapping could actively involve the students’ reading activities dealt with pre-, whilst-, and post-reading activities. The syllabus was presented as guidance to the preparation of teaching materials, the detailed data showed that (1) the teacher had presented syllabus which was suitable with 2006 Curriculum of KTSP; (2) he used it as a guidance to make suitable lesson plans with 2006 Curriculum of KTSP; (3) the teacher provided the components of syllabus such as: the syllabus identity of learning, standard competence, basic competence, learning materials, learning activities, indicators of achieving competence, assessment, time allocation, and sources of learning.

Concerning with finding out the suitable lesson plan components in the preparation of teaching materials, the lesson plan guideline from meeting 1 showed that (1) the teacher did not mention (number of meeting) as one of the identity sub components in his lesson plan; (2) he also did not provide specific teaching goals; (3) he did not write (exploration and confirmation) as one of sub components of teaching – learning activities; (4) he did not include (answer key) as one of learning assessment sub components.

Then, the researcher suggested on how to make good lesson plans based on the guidance about Standard Process for Basic and Secondary School after meeting 1. The lesson plan guideline from meeting 2 showed that the teacher had completed all lesson plan components and its sub components. Similarly, the lesson plan guideline from meeting 3 and 4, the teacher had fulfilled all components of lesson plan.

Dealing with the students’ photograph, the researcher took pictures while students learning reading comprehension in all of meetings. In this case, she wanted to know the real implementation of semantic mapping technique in the effort of helping to do comprehension and observed the students’ involvement in the three- reading stages as described in the following.

Dealing with the result of student mapping, they had clearly understood on how to comprehend a text through semantic mapping. In pre reading, (1) they planned to make mapping by making big circle in the middle then connected to other small circles; (2) they wrote the text structure concerning with the topic and put the words into mapping.

In whilst reading, (3) they put the words the related with the orientation, complication, and resolution of the story; (4) they shared mapping to other groups; (5) they corrected and completed mapping.



Figure 1. Whilst-reading activity

In post reading, (6) they presented mapping on the white board; (7) the teacher gave feedback; (8) they listened the feedback and responded it. In other words, students were sitting and discussing a loud and others were walking around to share mapping, and they had greatly involved in the three reading stages.

The Students' Response to the Implementation of Semantic Mapping Technique

From the interview, it was found that the 20 students had positive responses or had agreement that the implementation of semantic mapping increased their learning reading comprehension. It also could be seen from the quotation below.

“Semantic mapping is easily to find story meaning.”
(Student 1/ ARJ)

It was found that of the 16 students were active in the involvement and the whole students (20 students) like the activities. Thus, semantic mapping increased the students' involvement in reading activities. And of 20 students were motivated to read. Semantic mapping helped them brainstorm vocabularies, and could connect their background knowledge.

“Semantic mapping is very helpful to motivate students.”
(Student 5/ ABD)

On the basis of the data analysis, it can be said that students had positive responses to the implementation of semantic mapping in the learning of reading comprehension. In addition, most of them got benefits of the technique used in the three reading stages. Most of them could enrich their vocabularies by finding vocabulary contextually and understand the meaning of the story since they could easily find the detailed information, main idea, and topic. However, most of them stated that the technique spent a lot of time to study.

Dealing with the documentation mainly in the field notes, The researcher described the students' responses toward the implementation of semantic mapping technique by using field notes in the second, third, and fourth meeting during the teaching and learning process in the classrooms since the teacher only introduced and explained the semantic mapping procedure in the first meeting. The field note of second meeting in the three reading stages revealed that some students were interested in some activities in the implementation of semantic mapping technique such as: vocabulary brainstorming activities, reading aloud, finding detailed information, making or answering questions through mapping. However, other students were

reluctant in finding contextual vocabularies, finding topic or main idea, and presenting summary of a story through semantic mapping.

Meanwhile, the field note from the third and fourth meeting mentioned that most of students were interested in almost of activities in the implementation of semantic mapping technique such as: vocabulary brainstorming activities, reading aloud, finding detailed information, finding main idea, and making or answering questions through mapping. However, other few students still cannot make or present a summary of a story based on mapping. Here, the researcher suggested to do peer tutoring as a help to the students who could not present a summary of a story based on mapping. So, all of them would involve in presenting a summary.

Conclusion

The domain of Indonesia includes Indonesian artifact, Indonesian garment, Indonesian system, Indonesian art, and Indonesian tourist attractions. Three Facebook posts have Indonesian garment as the target domains.

As the researchers mentioned previously, metonymy is a powerful tool (Guan, 2009, p. 179). It is a “cognitive tool for people’s conceptualization of the world” (Guan, 2009, p. 179) When people announce on Facebook that they are proud of Indonesia, they are actually partially proud. Mostly, they are proud of Indonesian garment. There are people who are proud of Indonesian art, tourist attractions, and system.

More and more researches are needed to find out the things Indonesian people never announce that they are proud of. More researches then can elaborate the conceptualization of the things Indonesian people are never proud of. More researches are also needed to elaborate the statistical data regarding the words used along with hashtag of “#proudoIndonesia”.

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