

## **ABSTRACT**

### **TEXT, CONTEXT, AND SOCIAL COGNITION OF EDUCATION DISCOURSE IN *KOMPASIANA* SITE AND ITS IMPLICATION TO THE BAHASA INDONESIA LEARNING IN JUNIOR HIGH SCHOOL**

By

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The research discuss about text, context, and social cognition of education discourse in Kompasiana site, and its implication to Bahasa Indonesia learning in Senior High School. The text components analyzed are theme, schema, background, detail, purpose, assumption, nominalization, sentence form, sentence coherence, conditional coherence, contrast coherence, word replacement, lexicon, graphic, and metaphor. Meanwhile, text is assumed as the situation, accident, and some external condition. Social cognition denotes discourse production process which involves individual or someone cognition from the discourse writer. The implication of research result discuss about the planning of learning implemented in teaching learning process in the school. This research is carried out to analyze and describe text, context, and social cognition of education discourses in Kompasiana site and apply the result of the research in Bahasa Indonesia learning in Junior High School. The method used in this research is qualitative method with critical discourse analysis by Van Dijk. Based on the result of the research and discussion, text components in every discourse reveals the critical facts in society. Meanwhile, context denotes external component which affect text production process so the discourse become more comprehensive. Then, social cognition or social knowledge which becomes the framework of writer could emphasize the discourse result. The result of the research could be used as teaching material and text book. As teaching material, the result of the research (Learning Planning) could be used as the learning procedure, and it could be implemented in the school. Meanwhile, as textbook, the result is useful for increase knowledge and information about critical discourses.

**Keywords:** critical discourse analysis, Van Dijk, *Kompasiana*