

TEACHING DISCOURSE ANALYSIS BY USING SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH IN ENGLISH

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Abstract

The aim of this research were; to validate materials for teaching discourse analysis by using systemic functional linguistic approach and to describe practicality of materials for teaching discourse analysis by using systemic functional linguistic approach in English education department of IAIN Padangsidempuan. This research was Research and Development which aimed to create a material design of Discourse Analysis based on Systemic Functional Linguistics. This research used 4D Model with the process define, design, develops and dissemination. The sample of this research was 20 students of English Education Department of State Institute for Islamic Studies Padangsidempuan on eighth semester. The technique for collecting the data was observation, questionnaire, interview and test. The result showed that the research of material design development categorized into valid according to validators and students' questionnaire. The content of textbook had been appropriate with the competencies on the syllabus, and the component had been appropriate with the elements that had been determined. The materials for teaching Discourse Analysis had been practical. It could be seen from the learning process, the content, time allocation and student's needs. The Discourse Analysis materials based on Systemic Functional Linguistic was been effective.

Keywords: *Teaching Material, Discourse Analysis and SFL Approach.*

INTRODUCTION

The issue right now in our society has very various kinds of discourse such as chatting or wall information in social media, humor, insults, critics, description, explanation, procedure, argumentation, narration, history, report, visual picture and teaching and the material. The kinds of discourse need to be analyzed in terms of research to show their real experience. Thus, in language study especially in the development of human experience is very dynamic, it means that life and the progress are full of exchange of experience, discourse analysis is needed.

Discourse analysis has two words on it, discourse and analysis. Analysis is process of examining the detail of something in order to understand and to explain it, while discourse is oral and written language uses. By joining the two words, discourse and analysis, they mean that discourse analysis is the process of

examining the detail of discourse in order to understand and to explain the meaning of discourse.

Discourse analysis is a term which has come to have different interpretations for scholars working in different disciplines. It means that it plays in so many fields. Discourse analysis plays to describe the real human experience by the text and the context of how the human experience is represented, related, exchanged and organized as discourse (Halliday, 2003). To represent, to relate, to exchange and to organize mean that some requirements must be numbered and then analyzed on discourse (Halliday & Matthiessen, 2004). The requirements at last are named teaching materials in education.

The nature of discourse is language and the use (Halliday, 2003). Language means such morphs, words; groups, phrases, clauses, sentences and paragraph or they are all named text. The scope of discourse analysis can be illustrated as the following.

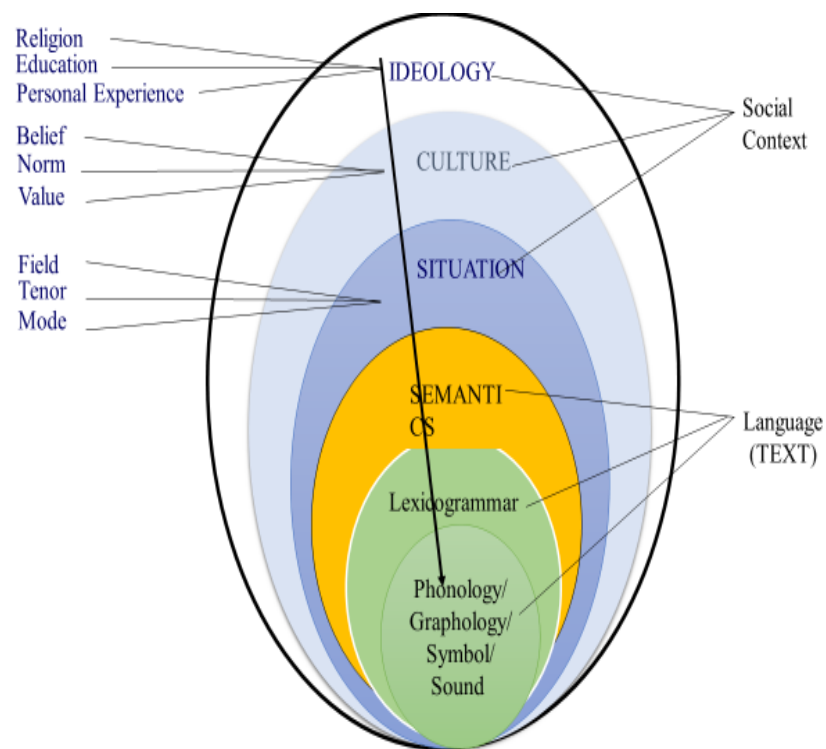


Figure 1 Scope of Discourse Analysis in Language (Saragih, 2006)

The scope of discourse analysis in language and the use in social context will be detailed in this book as the main points. To detail them all, there will also be way to comprehend, to understand and to master the materials or scopes of discourse analysis. Thus, in discourse analysis, there must be approach to understand and explain the meaning of discourse and the scopes. Thereby, systemic functional linguistic approach is applied.

Systemic functional linguistic is developed by the British linguist M.A.K Halliday in 1970s. This major approach to the study of grammar is very significant because it is as the bridge between social and language structure in a precise manner. Systemic Functional Linguist (SFL) is an approach of linguistic that concerns to the language as a social semantic system (Kazemian, Behnam, & Ghafoori, 2013). Besides, SFL is also defined as an approach that refers to the idea in which a language formed by a series of system in which the speaker or the writer has unlimited choice of ways in creating meaning (Hidayat, 2014). It means that SFL is an approach of linguistic study that relates the every single unit of language structure to the context of the language.

Systemic functional linguistics approach is very potential and important to develop materials for teaching discourse analysis because so many English Education departments especially in Indonesia do not develop this approach (Saragih, 2005). This fact can be seen in many curriculums and syllabus of universities in Indonesia. They just focus on the level of semantics and pragmatics elements based on the Chomskian theory and approach. It means that many terminologies in discourse analysis material especially are still with relevance to the approach.

Traditional perspective on language is namely said traditional grammar (Halliday, 1985). It is the theory of language elements and how the language elements are structured based on the eight parts of speech in tenses. Traditional grammar focuses on the grammar of English standard. It is usually compared to Latin. It means that English students are expected to study names of parts of speech, elaborating sentences in textbook and identifying or correcting grammar or in general, it is called passive language approach.

Teaching Material

Teaching material is the process of attending people's needs, involved knowledge, skill and attitude to achieve the competencies that has been determined (Smith, 1978). Generally, linguistic features are characterized by major studies or materials of linguistics (Villa, 2017). They are explored in language teaching by started from phonetics, phonology, morphology, syntax, semantics and pragmatics. Semantics and pragmatics are two materials talking about meaning (Wierzbicka, 2007). Semantics is science of meaning in text, and pragmatics is science of meaning in social context. The two of them are looking walking together and cannot be separated in analyzing meaning. In reality, for many cases, to join the two meanings together are not easy and it needs features or materials simpler and easier. Discourse analysis plays such in this case. It means that it covers such as materials of semantics and pragmatics in analyzing meaning of text and the meaning of the social context by developing the materials for teaching discourse analysis.

Discourse Analysis

Discourse analysis is a material in examining a discourse (Saragih, 2006). Analysis defined as the process of examining the detail of something in order to understand and to explain it, while discourse is oral and written language uses (Dictionary.Cambridge.org, 2004). By joining the two words, discourse and analysis, they mean that they are the process of examining the detail of discourse in order to understand and to explain the meaning of discourse.

The nature of discourse is language and the use (Halliday, 2003). Language means such morphs, words; groups, phrases, clauses, sentences and paragraph or they are all named text. The language use means such the interpretation, interaction, organization or genre, kinds of speech, literature works, sciences, education, essays, communication, textbook, translation, registers, discussions, interviews, drama, TV programs, semiotic codes such pictures, film, symbols, comic strips, colors, and other visual aspects (Sinar, 2012). In discourse analysis, there must be approach to understand and explain the meaning of discourse. Thereby, systemic functional linguistic approach is applied.

Discourse analysis plays to describe the real human experience by the text and the context of how the human experience is represented, related, exchanged and organized as discourse. To represent, to relate, to exchange and to organize mean that some requirements must be numbered and then analyzed on discourse. The requirements at last are named teaching materials in education.

Systemic Functional Linguistics

Systemic functional linguistics is a newest approach in language study developed by M. A. K. Halliday. He is a world linguist from British and now he lives in Australia as an emeritus professor which English is as the language study. Now, systemic functional linguistics has been applied in many languages.

Systemic functional linguistics derives language perspective as the generativism (Halliday, 1985). It means that it continues the preceded perspectives, they are traditional and transformational perspectives. It gives such elaborations of language elements on based meaning. This means that every language elements are created by meaning, and then meaning is comprehended by language elements.

Systemic functional linguistics defines that language is human experience (Halliday, 1994). It means that language is humans' creation of their experiences are organized in terms of words, groups, phrases, clauses, sentences or text, and at last they are expressed in sounds and symbols in general. Language is creation and human experience is creator.

There are three elements of situation; they are field tenor and mode (Halliday & Matthiessen, 2004). They have been the grammar of how an experience is represented, related, exchanged and organized. That is named as metafunctions in Systemic Functional Linguistics. Metafunctions are analysis of text and context functions. Metafunctions is referred to the Systemic Functional Linguistics created by Halliday. The publication is along with a number of his colleagues. First published was 1985 and had gone on through numerous reprinting of the second edition, was published 1994 and the last was the third edition published 2004. Metafunctions mean that language is functional.

Language can be explored in written and oral language or not from the functional point of view (Halliday & Matthiessen, 2014). Metafunctions work in the clause, sentence, phrase, because metafunctions state that they simultaneously encode three strand meanings, Experiential, textual and Interpersonal (Gerrot & Wignell, 1994). To be able to read, listen effectively and understand a certain text, which one of them has to be able to interpret it in terms of its metafunctions (Halliday, 1985). Metafunctions have three types of meaning within grammatical structure of a clause (Halliday, 1994). A clause is a unit in which three of different kinds are combined, namely Logical or Experiential (clause as representation), Interpersonal function (clause as an exchange) and Textual (clause as a message).

Furthermore, Functional grammar refers to an approach to language on the principle of the roles or functions played by language or the functions are given by human being to language in their life as social being (Saragih, 2006). Based on the view, Saragih elaborates functional study firstly is based on the principle of the language that language is structured in responding to the needs of person as a social being for language. The same thing of views is given by Halliday that language has involved satisfying the human needs. Secondly, functional approach refers to the concept that human being use language in other to fulfil three functions known as Metafunctions, namely to represent (Ideational), to exchange (Interpersonal) and to organize (Textual) experience. Thirdly, functional approach implies that each elements or units of language in any level are explained by reference to its function in the total linguistic system.

RESEARCH METHODOLOGY

The design, development and evaluation of learning programs and products are at the core of learning technology (Richey & Klein, 2014). This research used research and development. There are two categories of developmental research, generalizable or contextually specific (Richey & Klein, 2014). Research and ddevelopment is a research which is used to create a product and to test the effectiveness of the product (Sugiyono, 2012). The product that has been

developed in this research is learning material of Discourse Analysis. The steps are: a) identifying the needs of textbook materials, b) presenting the validated materials, c) specifying the clearness aspects of materials, d) and evaluating practicality of the materials.

RESEARCH FINDINGS

The validation result drops point which validator shows that the textbook based on Systemic Functional Linguistics has been valid. The content of textbook has been appropriate with the competencies on the syllabus, and the component has been appropriate with the elements that have been determined.

Table 1 The Result of Textbook Material Aspects

| Indicators | Average | Category |
|--|----------------|-----------------|
| Accommodate SFL | 2,67 | Valid |
| Accommodates concept, definition, procedures, symbol and characteristics for supporting the concept. | 3,00 | Valid |
| Accommodate explanation, example and exercise to support concept understanding. | 3,33 | Very Valid |
| The concept affirmed by pictures and table. | 3,33 | Very Valid |
| Material can increase learning quality. | 3,00 | Valid |
| Accommodate the picture that can help the students to understand the material | 2,67 | Valid |
| Example can motivate the students' creativity thinking. | 3,00 | Valid |
| The example is appropriate with the problem | 3,00 | Valid |

Table 2 The Result of Presenting Material Validation

| No | Indicators | Average | Category |
|-----------|--|----------------|-----------------|
| 1 | Accommodate learning indicator and the sequence of learning material | 3,33 | Very Valid |
| 2 | Accommodate the instruction | 2,67 | Valid |
| 3 | Present material and students' prerequisite ability that has been owned by students | 3,33 | Very Valid |
| 4 | The way to present material involve the students actively to find discourse analysis concept | 2,67 | Valid |
| 5 | The way to present material motivate the students to ask | 3,00 | Valid |
| 6 | Visually, the concept writing, idea, | 2,67 | Valid |

| | | | |
|---|---|------|-------|
| | terminology, rule and conclusion presented clearly. | | |
| 7 | The way to present material does not give the impression that discourse analysis is difficult | 2,67 | Valid |
| 8 | The way to present material is interesting and clear | 3,00 | Valid |

Table 3 The Result of Language and the Clearness of Material Aspect

| No | Indicators | Average | Category |
|----|--|---------|------------|
| 1 | The use of language is appropriate with structure and grammar. | 3,25 | Very Valid |
| 2 | The use of sentence involve students' logical thinking | 3,00 | Valid |
| 3 | Sentence structure is appropriate with student's ability | 3,00 | Valid |
| 4 | The use of communicative language | 3,00 | Valid |
| 5 | The use of letter and sentence are suitable with students | 3,25 | Vey Valid |
| 6 | The use of language helps the students to construct knowledge | 3,00 | Valid |

Besides, The materials for teaching Discourse Analysis have been practical. It can be seen from the learning process, the content, time allocation and student's needs. It can be seen from the table below:

Table 4. The Result of Students' Practicality Questionnaire

| No | Statement | % | Conclusion |
|----|--|--------|----------------|
| 1 | The material in the design material based on Systemic Functional Linguistics is easy to be understood | 83,75% | Very Practical |
| 2 | The lecture process by using design material based on Systemic Functional Linguistics helps me to learn independently | 88,75% | Very Practical |
| 3 | The presentation of material based on Systemic Functional Linguistic help me to comprehend more about discourse analysis | 85% | Very Practical |
| 4 | The lecture process by using design material based on Systemic Functional Linguistics helps me to think creatively | 85% | Very Practical |

| | | | |
|---------|--|--------|----------------|
| 5 | The design material based on Systemic Functional Linguistics gives me chance to repeat my study at home | 92,5% | Very Practical |
| 6 | The design material based on Systemic Functional Linguistics makes me comprehend about the concept of discourse analysis | 88,75% | Very Practical |
| 7 | The time which is given is appropriate | 88,75% | Very Practical |
| 8 | By design material based on Systemic Functional Linguistics, I can study whenever | 87,5% | Very Practical |
| Average | | 87,5% | Very Practical |

DISCUSSION

The question “how is a design material for teaching discourse analysis by using Systemic Functional Linguistics approach in English education department of IAIN Padangsidimpuan?” it has been answered, based on the description of material design validation by validator. The description showed that the material design was valid; it means that the material design has been able to test what should be tested.

The material accommodated learning indicator and the sequence of learning material accommodated the instruction. Then, it presented material and students’ prerequisite ability that has been owned by students. The way to present material involves the students actively to find discourse analysis concept. The way to present material motivated the students to ask. Visually, the concept writing, idea, terminology, rule and conclusion presented clearly. The way to present material did not give the impression that discourse analysis is difficult. And the way to present material was interesting and clear.

The learning material validation for material aspect categorized into valid and it was very clear. It can be concluded that the material which presented in learning material accommodated concept, definition, procedures, symbol and characteristics for supporting the concept. It accommodated explanation, example and exercise to support concept understanding. The concept affirmed by pictures and table. The material can increase learning quality. It accommodated the picture

that could help the students to understand the material. Example could motivate the students' creativity thinking. The example was appropriate with the problem. The validation of language and the clearness of learning material categorized into valid. It can be concluded that the use of language was appropriate with structure and grammar, the use of sentence involved students' logical thinking. Sentence structure was appropriate with student's ability. Then the use of communicative language, the use of letter and sentence were suitable with students and the use of language helped the students to construct knowledge.

The observation focused to see whether the learning process of discourse analysis by using material design can be understood and used easier, and the time that has been designed is appropriate or no. Based on the observation, it can be said that the use of discourse analysis material was practical. As long as lecture process, there was no serious problem. The students were easy to use the material design. It was because when lecture process being happen, just a little of students who asked about the content and material design presentation. The students who found some difficulties in comprehending material design are the students who have low ability. So, based on the criteria, the material design practicality is based on Systemic Functional Linguistic categorized very practical.

CONCLUSION

This research is R&D research towards Discourse Analysis textbook based on Systemic Functional Linguistics. From the discussion, it can be concluded that: The validation result drops point which validator shows that the textbook based on Systemic Functional Linguistics has been valid. The content of textbook has been appropriate with the competencies on the syllabus, and the component has been appropriate with the elements that have been determined. The materials for teaching Discourse Analysis have been practical. It can be seen from the learning process, the content, time allocation and student's needs

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