Tien Rafida

Metafunction And Social Context Expressed by Chinese Young Generation

Bilingualism and Multilingualism

Tien Rafida

Metafunction And Social Context Expressed by Chinese Young Generation

Bilingualism and Multilingualism

LAP LAMBERT Academic Publishing

DEDICATION

This fantastic book is dedicated first and foremost to myself. I never expected, in a million years, I would arrive at this particular point that I can complete this excellent book. I also dedicate this to God (Allah SWT), to my beloved parents, **Arifin** and **Zubaidah**, also to my father-in-law, **Drs.Thaharuddin,AG** and mother-in-law, **Dra. Rosdiani** for all their love, patience and support.

This book becomes terrific with the support of my lovely husband to every dream I creates, **Rusdi Ananda** and my sweetest children (**Annisa Ariftha, Salsabila Hadiyanti, Fathurrahman** without whom it was almost impossible to complete this very special book.

ACKNOWLEDGEMENT

Bismi Allah al-Rahman al-Rahim

It is my gratitude to Allah SWT, God Almighty, who always bestow His guidance and mercy, Peace be upon the Prophet Muhammad, family, friends and the Muslims and successor muslimat message of Islam entirely. Human life is dynamic and colorful. It may be true if someone's activity day by day is just filled with a routine that does not change. In society, writing is still a very limited circle habit. Only certain people who have a culture of good writing. By writing, it is not only able to bring a stack of mosaic insights in our brain, but actually writing is also able to empower and makes our lives more qualified.

Formally, this book aims to fulfill and complete the public understanding on **METAFUNCTION AND SOCIAL CONTEXT EXPRESSED BY CHINESE YOUNG GENERATION IN MEDAN.** It can not be denied that the writer has received a lot of contribution, guidance, feedback and constructive advices from various parties to make this book perfect. For that, on this occasion, specifically the author would like to convey appreciation and gratitude to the following person:

1. **Dr. Jailani, M.Ag,** a famous lecturer in UIN Ar-Raniry Banda Aceh
2. Rektor, vice rector and all of the staff in Universitas Islam Negeri (UINSU) Sumatera Utara
3. Dean of Tarbiyah Faculty, and all of vice dean in Tarbiyah Faculty, UINSU, Medan.
4. I am, as the writer, cannot do as you have done to me. I just want to say, may God bless all of you, amiin!

FOREWARD

The book is designed to determin the context of the language. The context of the language relates to the context of the situation, the cultural context, and the context of ideology. Therefore, every clause in the Indonesia language and the language of the United Kingdom used by the younger generation of Chinese in Medan will be identified and analyzed the ideational function, interpersonal function, and the function tekstualnya.

From the results of the analysis of the metafungsi language, the researchers will undertake a test cross against the context of the situation, the cultural context, and the context of ideology as something berkonstrual in the use of the language of Indonesia and the United Kingdom became the second language of the younger generation of Chinese community in Medan. Thus, it can be found metafungsi relationship patterns of language and social context text discourse written in Indonesia and the United Kingdom by the younger generation of ethnic Chinese in Medan.

The results of this study focused on systemic functional grammar and social context that have listed in formulation of research. The formulation of research focuses on these five aspects.

1. Ideational function as the first part of systemic functional grammar discusses the result of description and the analysis that classified in the experiential function and logical function.
2. Ideational function as the second part of systemic functional grammar discusses the action and reaction that appear from discourse texts of Chinese young generation at three schools in Medan.
3. Textual function as the third part of systemic functional grammar discusses the appearance familiar theme and unfamiliar theme in discourse texts of Chinese young generation in Medan.
4. Social contexts as one variable which separated from systemic functional grammar discusses the interrelatedness situational context,

cultural context, and the ideological context discourse texts of the younger generation Chinese ethnic in Medan.

5. Correlation of systemic functional grammar and social context discusses

Medan, 08th December 2016

Wassalam

The Writer,

Dr. Tien Rafida, M.Hum

METAFUNCTION AND SOCIAL CONTEXT OF THE IMLEK TET OF THE STUDENTS IN MEDAN

CHAPTER I
INTRODUCTION

1.1 Background

Language plays an important role in the communication process a multiethnic society. Multiethnic society agreed to assign one of the languages in the language of their ethnic group that allows people to communicate with one ethnic with ethnic others. Therefore, multiethnic society who do not have one instruction language often cause confusion and misunderstanding in the process of inter-ethnic communication. To accelerate the understanding of the communication process, in Medan city, for example, there are Indonesian as an instruction language in the system of inter-ethnic communication.

Indonesian in the density of Indonesian youths dated October 28, 1928 was decided by the youth as the third item of the Youth Pledge, which reads, "We are Male and Female from Indonesia, uphold the Indonesian national language". Therefore, the people of Indonesia to Indonesian as a means of inter-ethnic communication. Meanwhile, ethnic languages and foreign languages still used by speakers of the same language. The use model language like this pose influence upon between languages so that the use of Indonesian in bilingual and multilingual society, as happened in the city of Medan becomes the basic concept of this research.

In the context of the use of the Indonesian, Joseph Errington (2000) in Bonvillain (2003: 374) said, *"As currently spoken, the Indonesian has incorporated numerous borrowings from English."* (Karena terus diucapkan, bahasa Indonesia sudah menggabungkan sejumlah kata serapan dari bahasa Inggris). To complement the vocabulary, do the adaptation of the words of the ancient Javanese language and Sanskrit. However, English is considered the community can come up with "something modern" while the ancient Javanese language and Sanskrit criticized as navigistik and traditional. In fact, Bonvillain (2003: 375) says, *"English has, therefore, exerted its dominance as the major international language, infiltrating the local dominant language of Indonesia."* (Bahasa Inggris sudah menyatakan kekuatannya sebagai bahasa internasional utama merangkap bahasa lokal Indonesia). The position of English as it is an option to accompany the use of Indonesian by the Chinese ethnic educated youth.

In bilingual and multilingual, the use of Indonesian, ethnic languages, and foreign language occurs in public communication in Medan. In fact, a Chinese ethnic can communicate in Hokkien, Indonesian, English, and one of the ethnic languages. Geographically, it is caused the concentration

of settlements field in Medan, for example, the settlement areas to the Tanah Karo is dominated Karonese; the settlements toward the Malacca Strait coast there are settlements which are speaking Javanese and in Malacca Strait itself there is a resident who concentrate to speak Malay; settlements toward Tembung there is a resident who speak Mandailingnese; settlements toward Lubukpakam there is a resident who speak Bataknese; and settlements in the city center there is a resident who speaks Hokkien as the main language of the Chinese community in Medan.

Chinese people are the focus of this research is a tribal group that originated from China and settles in the city of Medan. According Basarshah II (2010: 17-18), the Chinese community in Medan consists of various ethnics, such as Puntis / Canton (Khong Hu), Khek (Hakka), Hokklo (Teochiu and Hailhok Hong), and Hokkien (Amoy). In general, 80% of Chinese people are Buddhists. However, according to Sofyan Tan (2004: 20), "Generally, the Chinese community in North Sumatra included the Buddhist in their identity card, but in fact they are mostly adherent of Khong Hu." This Chinese is part of researching in bilingualism where Indonesian and English as a foreign language for the Chinese people themselves, because in their family use their ethnic languages, so they speak Hokkien fluently than Indonesian and English. However, the younger generation of ethnic Chinese experience process to learn language before working and settle down. In this learning process Chinese ethnic learn Indonesian and English . The effectiveness and efficiency of using the structure of Indonesian and English as a foreign language, but become the learning language in school it is caused problems that will be parsed and resolved in this research.

The choice of language by the younger generation of the Chinese ethnic in this research has a historical background. The Chinese ethnic ever dominated a number of the settlement in Medan. According Volkstelling (1930) in the Ancient and Primitive (1998: 102), the Chinese ethnic became much settlement in Medan in 1930 with the number of 27 287 people (35.63%). In fact, according to the report by John Anderson (1823) in the beam (1989: 1) they were least Chinese in Labuhan Deli and it was just a stall and shop owners who looked poor. In fact, according to Pelzer (1985) in Jufrida (2007: 26), when J. Nienhuys came to Tanah Deli at the first time to open a tobacco plantation, Nienhuys only find 20 Chineses are about 1,000 residents of Medan at that time (1863).

The use of language in the life of the Chinese community in Medan become a major problem, especially in upholding the Indonesian as the national language. It is caused the fanaticism of Medan communities are high classified in using their ethnic languages, so that the Chinese people choose to use Hokkien or Mandarin in conversation fellow ethnic as a follow up of the original ethnic customs of North Sumatra which uses its ethnic in their conversation fellow ethnic. Therefore, the government curbs the use of the Chinese language group by closing schools Kuo Min Tang (1958) and schools PRC (1965) by reason of China's involvement in the PRRI-PERMESTA

and G 30 S / PKI. Schools were then grouped at the National School of Special Projects (SNPK) with the concept of the school was open to speed up the process of assimilation. However, the SNPK failed until born a concept of intermingling private schools in the New Order government. Failure to develop the SNPK caused by the followings.

Most, if not all, from this SNPK considered its Chinese language lesson rather than idealism that is contained in the Government's intention. Total of SNPK was both official and dark in the hundreds, especially in Sumatra and West Kalimantan and were out of control again. Finally there was the Commander action Kowilhan I which prohibited the establishment of "New style Chinese school" by taking over the problems drastically in 1974. With a decree number TR / 589 / KANWIL / X / 1973 dated October 2, 1973 then all SNPK in Sumatra and West Kalimantan were closed, then the students spread-blend. (Sigit, 1990: 12).

Historically, the language used by the Chinese community itself were divided in to three groups, they were a Chinese who spoke Indonesian language, Dutch language and Chinese language. Chinese's hybrid community, the born of more local control of Indonesian and Dutch.According to Yang (2005: 32), "With the schools Dutch-Chinese, who use the Dutch language as the medium of instruction, the Hybrid community was divided into groups of Indonesian and Dutch-speaking."

In the context of Indonesian, according Siauw Giok Tjhan in Yang (2005: 76), "The fact that the Indonesian-Malay sometimes also used in publications parties demonstrate their historical links with groups of employers elite hybrid of the early decades were not so mastered the Dutch language. "thus, the ethnic Chinese ethnic still maintained their mother language while selecting Indonesian and Dutch as a second language group. The position of the Dutch language changed to English after the Dutch colonized Indonesia so that Chinese ethnic prefer speaking Indonesian in their national communications and English in the communications elite, international.

The position of bilingualitas and multilingualitas – as experienced by ethnic Chinese in Medan-researched by Susan Gal (1978) the Oberwart, Hungary. Gal in Bonvillain (2003: 343-344) found some predictions are believed to be in the negative level in making the selection of bilingual language in Oberwart, including speech situation, age, gender, and social networking ordinary speakers. When I was with doctors, government officials, and young people, most of them chose the language of Germany. When talking with parents and those who are older, mostly spoke Hungarian. Interaction with class and age variations, depending on the age and speakers. A person who is older trying to utter the famous Hungarian language, whereas younger housing residents speak with the language of Germany. The bilingual speakers associated with Germany in their capacity with users

other than the language of the two social classes of network it works basically remains high, namely Hungary's society and the workers. Thus, bilingual in Oberwart using two languages in different situations, i.e. Hungarian as mother tongue and the language of Germany as a foreign language.

Based on the above explanation, the researchers chose to examine the text of the discourse of the younger generation of ethnic Chinese in Medan in bahasa Indonesia and the United Kingdom. This is caused in the family and social life of his fellow ethnic Chinese used Chinese. However, in the language used in the school of communication of Indonesia; and, in a more specific communications elite used the language of the United Kingdom. Thus, there is the condition of bilingual and multilingual communication in the ethnic Chinese community in Medan city.

The condition occurs in most bilingual ethnic Chinese, particularly those who have yet to obtain higher education. Conversely, multilingual conditions occur in the younger generation at the high school level (high school) acquisition-oriented higher education and global life. Therefore, the condition of multilingual research focus, which is due to the younger generation of ethnic Chinese have been acquiring foreign language learning and knowing at the time when one should use Chinese language and at the time when one should use the language of Indonesia or the language of the United Kingdom. To that end, the object of this research will focus on high school students speak Chinese mothers in school renewal in the city of Medan, both high school residing in urban centres or which is in the suburbs.

In line with the above statement, in the language used in the context of the younger generation of ethnic Chinese, a researcher is interested in researching and analyzing the metafungsi language and social context by using the theory of LSF (Systemic Functional Linguistics). In the context of the LFS, according to Halliday (1994) in Saragih (2006:1) says the language is a system of meaning and other systems (the form and expression) to realize the meaning of it. Thus, language is a social phenomenon that exists as a social and linguistic semiotik is the text berkonstrual (mutually define and reference) and the social context which aspects influenced the use of the language.

Theoretically, according to Saragih (2007:1-6), language in the theory of LFS has three functions. First, the function of language in human life is structured on the basis of its objectives so that the language is determined by the social context of the context of the situation (the register) and culture (culture) in which includes the context of ideology (ideology). Second, the language function as metafungsi language to expose the (ideational function), Exchange (interpretation

function), and stringing (textual function). Third, the textual function of language in which each language is a functional unit against a larger unit which unit it became.

In this research, the elements of the metafungsi language in the structure of text languages remain determined by the context of the language. The context of the language relating to the context of the situation, the cultural context, and the context of ideology. Therefore, every clause in the Indonesia language and the language of the United Kingdom used by the younger generation of Chinese in Medan will be identified and analyzed the ideational function, interpersonal function, and the function tekstualnya. From the results of the analysis of the metafungsi language, the researchers will undertake a test cross against the context of the situation, the cultural context, and the context of ideology as something berkonstrual in the use of the language of Indonesia and the United Kingdom became the second language of the younger generation of Chinese community in Medan. Thus, it can be found metafungsi relationship patterns of language and social context text discourse written in Indonesia and the United Kingdom by the younger generation of ethnic Chinese in Medan.

1.2 outline of the Problem.

The main issue will be the focus of this research is the use of bahasa Indonesia and United Kingdom language in the text of the discourse of the younger generation of ethnic Chinese. The younger generation in this study are ethnic Chinese who became a high school student in the city of Medan. The problem was spelled out in five formula which refers to the metafungsi language and social context as follows.

(1) How the functions of the ideational text Indonesia-language and discourse-speaking United Kingdom used by the younger generation of ethnic Chinese in Medan?

(2) how the interpersonal function of language discourse text Indonesia and United Kingdom language used by the younger generation of ethnic Chinese in Medan?

(3) how the textual function of Indonesia-language discourse and text-speaking ethnic Chinese young generation United Kingdom in Medan?

(4) how the cultural context, the context of the situation, and the context of ideology discourse in texts speak Indonesia and United Kingdom speaking younger generation of ethnic Chinese in Medan?

(5) how the patterns of relationship metafungsi and social context text Indonesia-language discourse and communication system in the United Kingdom the younger generation of ethnic Chinese in Medan?

1.3 research objectives

This research aims to describe and search for a particular pattern in the metafungsi language and social context of the text of the discourse of the young generation of ethnic Chinese in Medan city that detail can be outlined as follows.

(1) Identify and analyze the functions of language discourse text ideational Indonesia and United Kingdom language used by the younger generation of ethnic Chinese in Medan.

(2) identify and analyze the function of interpersonal discourse text speak Indonesia and United Kingdom language used by the younger generation of ethnic Chinese in Medan.

(3) identify and analyze the function of textual discourse text speak Indonesia and United Kingdom speaking younger generation of ethnic Chinese in Medan.

(4) Identify and analyze the cultural context, the context of the situation, and the context of ideology discourse in texts speak Indonesia and United Kingdom speaking younger generation of ethnic Chinese in Medan.

(5) Analyze and define pattern relationships metafungsi language and social context text Indonesia-language and discourse-speaking ethnic Chinese young generation United Kingdom in the city of Medan.

1.4 Benefits Research

Research on metafungsi and social context of Indonesian and English language in the text of the discourse of the younger generation of ethnic Chinese in Medan projected on the following three benefits.

 (1) the material of the study of discourse and speaking in Indonesia-speaking United Kingdom for speakers of Chinese in Medan. This quiz be input for Governments and other interested parties to understand the culture and life of Chinese ethnic ideology that is reflected in the use of language.

(2) the availability of a description of the structure of the discourse of language Indonesia into United Kingdom with Chinese speakers who resides outside the territory of the original speakers of that language. Description of the structure of this discourse can be input for researchers to compare the use of the language in the communication system in the region of origin of the language speakers by language speakers in the area of perantauannya.

(3) advanced study Material analysis of discourse, especially against the metafungsi language that is konstrual related to the context of the situation, the cultural context, and the context of ideology using the theory of Systemic Functional Linguistics. Results of the study penalitian this becomes input for researchers who want to understand and examine further the use of the language of Indonesia and United Kingdom language of the younger generation of ethnic Chinese in Medan.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE

2.1 Literature review

Research on the use of Indonesian and English among the ethnic Chinese or "Chinese Offspring" long ago. Malay-language publishing literary works written by Chinese writers has spawned the term beretnik Sino-Malay Literature. In fact, Claudine Salmon which examines the use of the Malay language in the ethnic Chinese literature stating they contribute to the development of the Indonesian language. More Claudine Salmon explains,

> So in conclusion we found there are "Malay Chinese" real, but actually a Malay language spoken in cities in Java, by all ethnic groups, both Javanese and Dutch and Chinese people, and that the language is different from the Malay Sumatra piecemeal introduced by the officials of the Central Library. (Salmon, 1983: 108).

The use of Indonesian ethnic Chinese amongst themselves create conflict. According to the research Twang Peck Yang of the National University of Singapore to the Chinese business elite in Indonesia, a conflict that occurred between Chinese crossbreed and novice (entrants) in the mastery of the Chinese language or Chinese and Indonesian. In the novice, the source of a sense of superiority to the group related to the crossbreed culture. Yang (2005: 29) concludes, "According to them, the group peranakan not know anything about China, especially about their ancestral land, and that they should be ashamed for not being able to speak Chinese." Thus, the position of Indonesian stronger among the business elite peranakan Chinese than the Chinese novice.

Research that focuses on the Chinese community in Medan lead to the conclusion that the use and linkage with the local language is dominant in a group of ethnic Chinese in Medan although their attitude towards Indonesian positive. Research conducted by Syahron Lubis, et al. from the

Faculty of Letters, USU Medan formulates the tradition of ethnic Chinese language which they termed as China follows.

> The use of ethnic languages very dominant at home. Nearly 80% of respondents reported speaking areas in the house. However, the use of Indonesian in the workplace is more dominant than the local language (39.4%). Language use premises outside school hours and outside the office / home / school is similar to the use of Chinese. However, approximately 90% of respondents admitted to using Indonesian in writing intra-ethnic communication, such as communication by mail or leave a written message. (Lubis, 1995: 261).

More broadly, Tengku Luckman Sinar doing research on the historical background of the ethnic Chinese in Medan. According Rays (1989: 8-9), in the 19th century, the situation is characteristic of Medan has led the Chinese people still retain their tribal language and customs of their tribe each. In fact, Chinese people do not how to speak well. The situation was further strengthened by two things. First, by the attitude of the Malays themselves, which is due to the hospitality and openness to adapt, not demanding that the foreigners speak good Malay, but enough to understand the origin of everyday communication at the trade center. Secondly, the Dutch government encourages Chinese people to be more exclusive by setting Hollandsch-Chineesche School (Primary School Dutch-Chinese) in addition Hollansch-Inlandsche School (Primary School Dutch-Indonesian).

The attitude of the Malays against immigrants, according to the settlement situation of ethnic groups in Medan in the 19th century, and the establishment of special schools has resulted Dutch-Chinese Chinese people obtain discriminatory treatment in mastering the Malay language, which then became the framework of Indonesian. This is supported by the ethnic Chinese background as expressed by the Rays (1989: 9) below.

> Intellectual trends of the Chinese that time in the field to learn the language and Malay culture is also very low given the Chinese people who come, not from the intellectuals of China, but is of the peasant class and the proletariat even can not speak Mandarin (the national language of China) once even. Only after Indonesia became independent, it was after the Chinese schools are integrated with Indonesian schools, and the prohibition of Chinese characters and Chinese celebrations like Barongsai after the 1960s, they began to speak Indonesian.

The study focused on the use of Indonesian by ethnic Chinese in Medan performed by Agus Bambang Herman, et al. from the Institute for Language Medan (2007). The study focused on parents who work as employers have resulted in the fact that Indonesian is the main language to communicate with PNS / TNI / Polri (100%), employer / employee (97.37%), and consumers (92.11%), both in care of licensing and launched its trading business. In addition, the Indonesian language is more widely used by Chinese businessmen in the city of Medan at the time of doing business in a business rather than in the family. At home, the Chinese businessman using Hokkien and Mandarin as a language that remains accompanying business communication. Conditions that lead Indonesian Chinese businessmen in Medan do not meet the standards of an effective sentence, standardization words, shortening words and spelling and punctuation. However, the language used by employers that high educational background. Thus, the higher the education, the better employers use Indonesian language.

2.2 Framework for Systemic Functional Linguistic Theory

2.2.1 Text and Discourse

LSF theory in the context can not be separated from the text, discourse, and the context itself. According to Halliday (1974) in Sudaryat (2009: 143), "... a text is an operational unit of language" that one priority is inseparable from the content of the speech, narrative style, and narrative context. More completely, Halliday and Hassan (1985: 11) explain the meaning of the text as follows:

A text is a form of exchange, and the fundamental form of text is dialougue of interaction between speakers. It means that every text is meaningful because it can be related to interaction among speakers, and ultimate to normal everyday spontaneous dialougue. In view of that, text is a product of envirement, a product of a continous process of choices in meaning that can be represented in language.

(The text is a form of exchange and a text form that the fundamental is a dialogue interaction between speakers. This means that every text has meaning because it can be linked to

the interaction between the speaker and the only tool for general conversation everyday spontaneous. Therefore, the text is environmental products that can be represented in the language.)

Based on the above understanding, the text is placed within the context of orality. Instead, based on the expert opinion of the language gave some limits discourse formulated by Rays (2008: 6) as follows:

There is some sense of discourse is the utterance; words; greater than speech; said; whole speech is a unity. There is also argued that the discourse as a whole language most complete, both oral and written, is seen as a kind of social practice, and the grammatical units the highest and complete form of clauses and sentences or units, use of language, information unit, how the new information is introduced and old information end.

Based on the above opinion, Kress (1985) in the beam (2008: 6-7) concluded that the text terms tend to be used in discussing matters based / oriented language, form and structure of the language. Rather, the term discourse tends to be used in discussing the things that are oriented to social factors. Thus, the text is a category that is included in or arising from the linguistic domain whereas social discourse is a domain that gets expression in the text.

In addition to the above opinion, Sudaryat (2009: 143) distinguish between text and discourse in relation to the context. Differences with the text of discourse is described as follows:

Text refers to the concrete form of language use in the form of a string of sentences that carry certain propositions as a whole. As a concrete embodiment of the discourse is formed by a string of words, text has a composition, sequence and characterize a particular distribution. While the discourse refers to the complexity of the aspects that is formed by the interaction between aspects of language as embodied in the text with the outer aspect of the language.

Based on the above opinion, the text refers to the writing of discourse while referring to what became the talk related to social factors and matters beyond the aspects of language. This study refers to the text as a result of writing and not as a result of the speech or narrative. Instead, the discourse is related to what became the talk related to the external aspects of the language is called context.

2.2.2 Context

LSF theory introduced by Michael Alexander Kirkwood Halliday known as M.A.K. Halliday from Sudney University, Australia. In formulating his theory, Halliday was influenced by his teacher, J.R. Firth from the University of London. Firth himself was influenced by his teacher, Malinovski in formulating ideas about the context. Firth disciples like Halliday, Gregory, and Martin developed the theory LSF linking language with the situational context (*registers*), the cultural context (*genre*), and the context of ideology (*ideology*).

In the context of relations with the language, the study was based on an initial understanding of the text, context and discourse. Guy Cook (1994) in Eriyanto (2008: 9) suggests three things are central in terms of discourse, namely text, context and discourse, as follows.

Text is all forms of the language, not just the words printed on sheets of paper, but also all kinds of expressions of communication, speech, music, pictures, sound effects, images and so on. Context include all situations and things that are beyond the text and affect the use of language, such as the participants in the language, a situation in which the text is produced, its intended function, and so on. Discourse here, then interpreted as text and context together.

Understanding is in line with the opinion of Halliday and Hasan (1985:10) which defines a text as a functional language, "language that is functional". Functional intent here means the language that do the same work in one context and not the words or pharses that may be written isolated person on the board. Therefore, the use of language in communication have a relationship with the social context and the target of LFS theory in relation to the context of the situation. The following shows the position of the language in a social context.
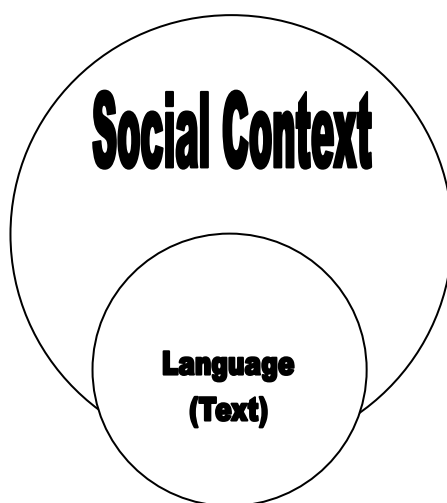
Figure 2.1: Language in Relation to Social Context

(Adapted from Martin, 1993: 142; Saragih, 2011: 50)

In general, Kleden in Sudaryat (2009: 141) explains that the context is a specific space and time facing a person or group of people. Therefore, to understand any cultural creations or discourse requires a review that is contextual. It makes context is important, particularly when internalized textually so as to be open to reading and interpretation.

In line with the above definition, Edward T. Hall in Parera (2004: 227) says, "information taken out of context is meaningless and can not reliably: Interpreted." The meaning and the information obtained and interpreted can not be separated from the context. Context is formed due to the interaction of settings, activities and relationships. Settings include the time and place the situation occurred; activity is all behavior that occurs in the interaction language; and, the relationship includes the relationships between the participants spoke and said that can be determined by gender, age, status, kinship, and kedinasan.Sejalan relationship with the above definition, Edward T. Hall in Parera (2004: 227) says, "information taken out of context is meaningless and can not reliably: interpreted. "the meaning and the information obtained and interpreted can not be separated from the context. Context is formed due to the interaction of settings, activities and relationships. Settings include the time and place the situation occurred; activity is all behavior that occurs in the interaction language; and, the relationship includes the relationships between the participants spoke and said that can be determined by gender, age, status, kinship, and official relations.

In the interpretation of discourse, Hymes looked at the role of context has a double role, on the one hand limits the possible distance interpretation, on the other hand, as supporting the intended interpretation. Hymes (1962) in Brown and Yule (1996: 38) stated as follows:

The use of a form of identifying a particular language differences within the meanings. Context, to support the distance difference meanings. If a form is used in a context is to get rid of meanings possible for the context and the other from the meanings that can be signified by the form: context rid of the consideration of meanings possible for the form, which was different from the meanings which can be supported by the context.

More specifically, Hymes (1962) in Brown and Yule (1996: 39) formulated the characteristics of contexts, such as channel, code, message format, events, key, and purpose. The

key features and objectives is a characteristic that appears later in the articles Hymes that characterizes the additional context. More, the characteristics of the context are: (i) channel or channel (how the relationship between the participants in the event are maintained -with speech, writings, signs, signs of smoke); (Ii) code or the code (languages, dialects, or the style of AAPA language used); (Iii) the form of messages or message-form (the form of what is meant -obrolan, debates, sermons, stories, sonnets, love letters, and so on); (Iv) the event or events (peristwa communicative nature, where there may be inserted a genre -so sermon or prayer may be part of a larger event, such as khotah in a mosque or a church service); and, (v) key or the key (which involves the evaluation-whether it was a good sermon, testimony sad, and so on); and, destination or purpose (what is intended participants should occur as a result of the events of communication).

In line with the characteristics of the context in which the language formulated by Hymes, the context in view M.A.K. Halliday consists of the situational context and cultural context. In the context of the culture are ideological context, which later split into the cultural context and ideological context. In the first context, the relationships with the context of the situation in the LFS reference to the conditions and environment that accompanies or is in progress when the use of language in progress or when interactions occur among users language. Halliday and Hasan (1985: 12) divides the context of the situation on three characteristics, namely the field of discourse, tenor of discourse and mode of discourse.
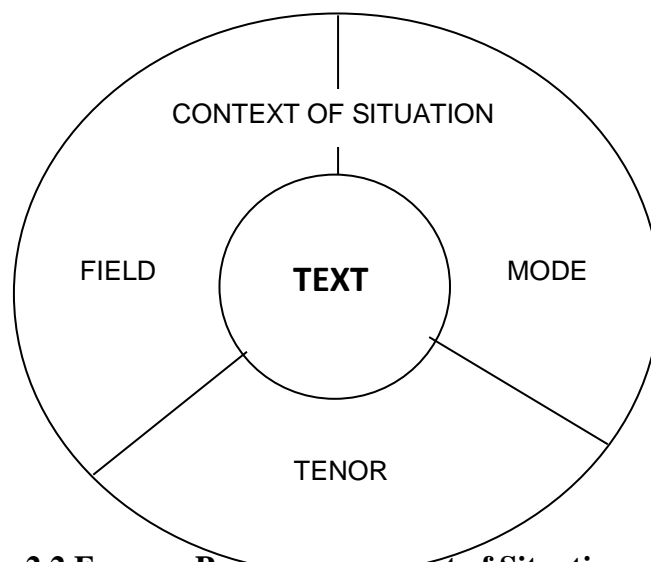
2.2 Frames: Parameter Context of Situation
(Butt, dkk., 2003:4)

Halliday and Hasan (1985) in Choliludin (2007: 10-13) explains the difference three traits context of the situation, as noted below.

(1) Field of discourse is an abstract term for saying 'what is happening' which refers to the substance of the linguistic choice of the speaker. Different linguistic selection made by different speakers depending on the type of actions, in addition to the act of speaking directly, which they see themselves when taking part in it.

(2) The tenor of discourse is an abstract term for the relationship between those who took part in berbicara.bahasa people use vary depending on the type of relationship, such as interpersonal relationship between mother and child, the doctor and the patient, or the degree of the upper and lower a patient will not use the word expletive to call a doctor in front of him and a mother will not initiate the request to his son by saying, "I'm sorry if it can be if you ..."

(3) Mode of discourse refers to the type of role played by language (speech / speeches, essays, lectures, instruction), which is kind of expected role partispian to language in a given situation: organization of text that symbolic status owned and function in the context of including interface (oral / written or a combination of both), and also the mode of rhetoric, what is being accomplished by the text in the following categories this condition is persuasive, exposure, didactic, and similar things.

In addition to the context of the situation, a language closely related to the cultural context. According to Martin (1984) in the beam (2008: 64) defines the cultural context as a genre. Genre is a social process that is gradual and goal oriented. The social activity is determined by the text which involves the speaker / writer to the listener / reader. In this respect, according Saragih (2006: 222), the culture of the language user must map out what to do by certain participants in a particular way. Thus, identifying and analyzing the language in the cultural context in detail define the configuration of the content elements, pelibat, and how

In the context of the culture are ideological context. According to Kress and Hodge (1979) in the beam (2008: 64), the study of language ideology discuss relations with society and culture due to the influence of socio-political demands. Saragih (2006: 239) states that the context of ideology as a social concept set what he should do or should not do as members of society. Thus, text and discourse can not be separated from ideological considerations because the text is the realization of ideology and ideology can be explored from the text. It can be identified from the image below..
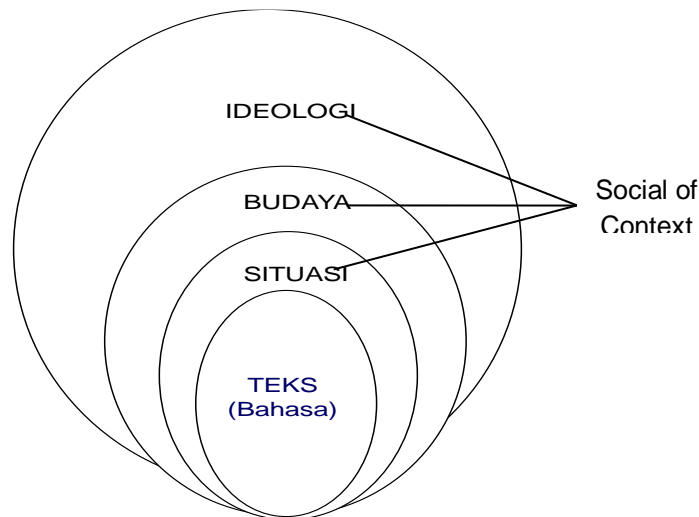
Figura 2.3: Strata Teks dan Konteks Sosial

Pictures of text and context of social strata above shows the social context made up of three elements. According to Martin (1992) as disclosed by Saragih (2011: 51), the social context consists of the situational context, cultural context, and the context of ideology. In semiotic, ideological context as an element that is farthest from the text that is considered as an element of an abstract semiotic. Thus, the social context of the most adjacent to the text as a representation language is the context of the situation, both based on the characteristics of the terrain of discourse, pelibat discourse, as well as a means of discourse.

2.2.3 Language Metafungsi

Metafungsi language is a term that refers to the function of language in language usage by the speakers. The concept is based on the interaction among users metafungsi language in exposing, exchanging, and arranging or organizing experience that connects with the internal form language and its use in the semiotic social context in communication systems. The third is based on the communication function, Halliday (1994: xiii) and Eggins (1994: 3) dividing the components metafungsi three languages, namely ideational function, interpersonal function and textual function. These three functions described by Halliday (2002: 392) below.

> *The semogenic operations performed by a grammer ask, abvionly, extremely complex. Neuroscientists explain the evaluation of the mamalian brain, including that of homo sapiens, interms of its modelling the increasingly complex relationships between the organism and its environment. The explanation foregrounds the construal of experience (the* ideational

metafunction); so we need to make explicit also its bringing about the increasingly complex interactions between one organism and another (the interpersonal metafunction). To this must be added the turther complexity, in a grammar –based higher- order semiotic, of creating a parallel reality in the form of a continuous flow of meaning (the textual metafunction). It could be argued that, since language has to encompas all other phenomena, language itself must be the most complex phenomenon of all

Figuratively, Eggins put metafungsi language at the semantic level. This semantic level can be classified again above the level of the last clause as part of the analysis metafungsi language. Instead, metafungsi language are within the cultural context and the context of the situation behind the language. In the context of the theory of LFS, metafungsi position between leksikogramar language and social context contained in figura 2.4 below.
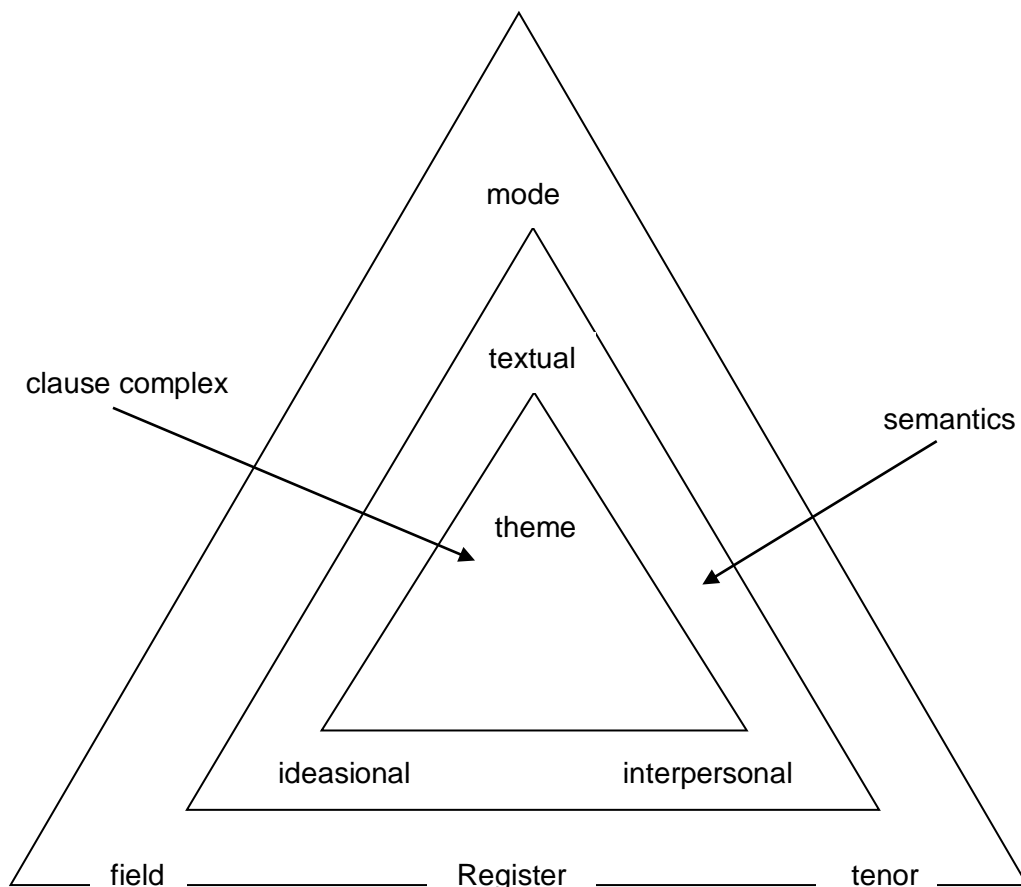
Frame 2.4: Lexicogrammar, Metafungsi, dan Context of Social

In the context of identifying and penganalisisasan metafungsi language in the text of the discourse of the younger generation of ethnic Chinese in Medan, this study focused on the elements contained in the language metafungsi figura 2.5 below.
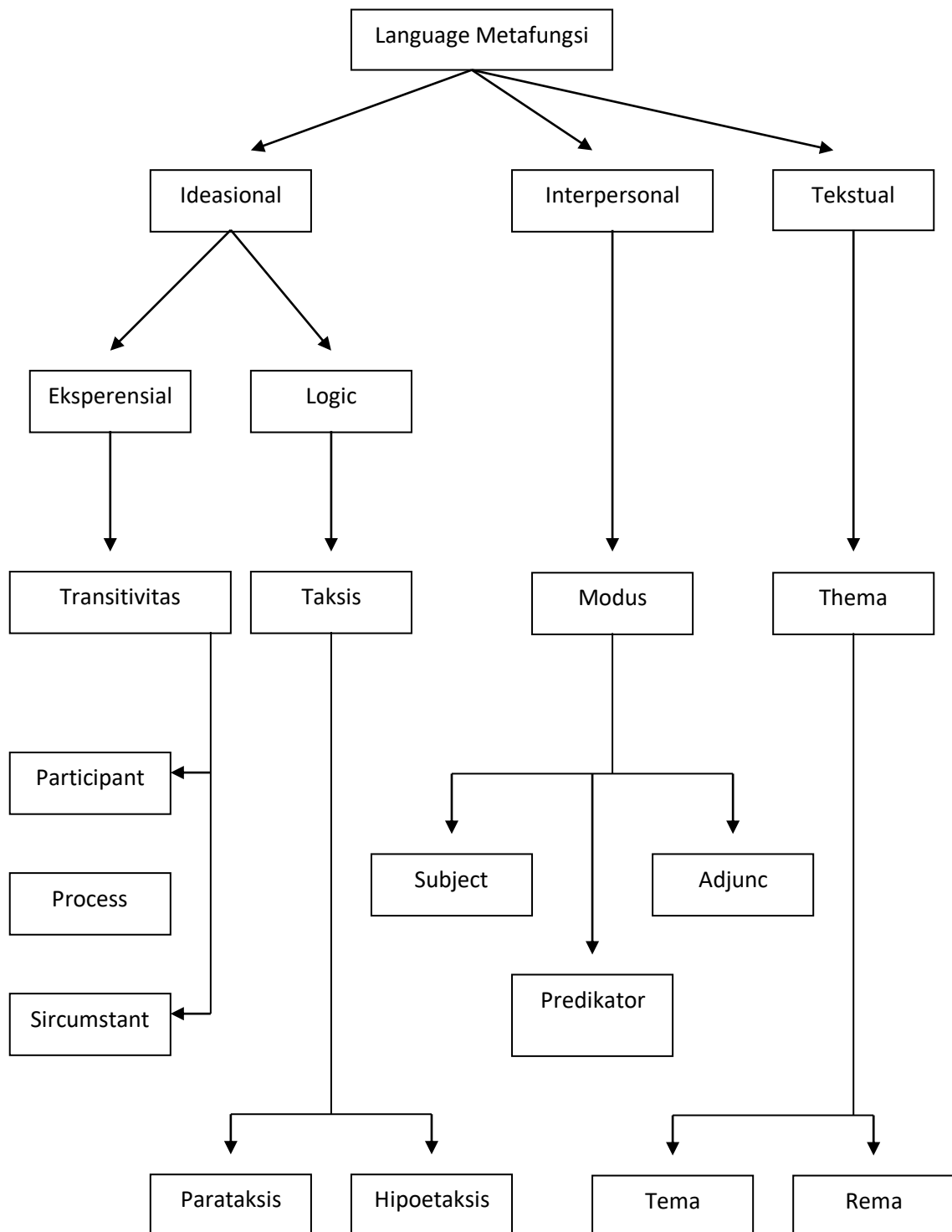
Frame 2.5: Language Metafungsi Chart

Based figura 2.5, then the study of these languages will be memokuskan metafungsi on four aspects. First, the identification and analysis of the process, participants, and sirkumstan as transitivity in experiential functions and logic functions that identify and analyze parataxis and hipoetaksis as taksis in text logic functions. Secondly, the identification and analysis of the subject, predikator finite, and adjung as a mode in interpersonal functioning. Third, the identification of themes and Rema as in the scene classification textual function.

2.2.3.1 Function IDEATIONAL

Ideational function comes from an understanding of the experience. This function can be expressed by the question: what has happened, including what one does and to whom, where, when, why, and how logical relationships occur between one another (Ray, 2008: 28). Ideational function can be seen from experiential functions and logic functions. Experiential function to be studied is the process, participants, and sirkumstan while logic functions to be studied is parataxis and hipoetaksis.

According Saragih (2011: 64), "experiential function is the function of language to describe the human experience. Reality occurs in the natural and social universe experienced by humans as individuals. "Instead," The function of language logically connects the unit experiences with other units. Human experience occurred on or composed of parts. ".

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Methods

This study uses the paradigm of positivism and post-positivism with qualitative methods as application paradigm of post-positivism and quantitative methods as application paradigm positivism. Therefore, this study did methodological triangulation resulting in the realization of qualitative and quantitative methods in a study. According to Denzin (1978) in Tashakkori and Teddlie (2010: 27), "methodological triangulation involves the use of methods and qualitative and quantitative data to assess the same symptoms in a study of the same or different in complementary studies."

Methodological triangulation used in this study is combining qualitative and quantitative research methods. Combining is done with the use of quantitative methods to expand the qualitative assessment. Creswell (1995) in Tashakkori and Teddlie (2010: 75-76) refer to this design as a two-stage design. This is due to stage researchers conducted qualitative research studies and then carry out quantitative research phase, or vice versa. Therefore, Tashakkori and Teddlie (2010: 76), "In other words, in order KUAL / KUAN researchers begin by collecting and analyzing data qualitatively on a subject that is relatively unexplored and use the results to design stages of quantitative research on the study of the following . "

The first research method was applied to the study metafunction of language and social context text of discourse of Chinese younger generation in this field is a qualitative method. According Bungin (2007: 6) qualitative methods of research models that put researchers to start

thinking inductively, that capture the fact or social phenomena through observation in the field, and then analyze it and try to do the theory based on what was observed. In the operation of qualitative methods, this study uses descriptive qualitative research methods. According Bungin (2007: 68), the method of qualitative descriptive study aimed to describe, summarize a variety of conditions, situations, or social phenomena that exist in society who becomes the object of research as well as trying to attract that reality to the surface of a one character, model, or picture about a particular situation.

Instead, to expand the qualitative study used quantitative methods. In the operation of quantitative methods, this study used a descriptive correlation method by integrating SPSS 17. Quantitatively, qualitative data such as metafunction of language and social context converted into ordinal scale and tested, and performed on the data relating to test data requirements, statistical tests, and test the influence. Test shows the influence of the correlation between metafunction of language and social context. Thus, the incorporation of qualitative and quantitative methods in this study can identify and analyze the text, context, and written discourse the work of the younger generation ethnic Chinese in Medan in accordance with the concepts that apply in theory LSF so finding a relationship pattern metafunction of language and social context in written communications systems younger generation ethnic Chinese in Medan.

3.2 Hypothesis

The research was based on a determination of quantitative data for testing hypothesis metafunction of language and social context. metafunction of language acts as a variable X (the independent variable) while the social context acts as a variable Y (the dependent variable). The hypothesis used in the study is Ho with Ha as an alternative hypothesis. Ho expressed in the statement, "There is no significant relationship between metafunction of language with social context" while Ha expressed in the statement, "There is a significant relationship between metafunction of language with social context."

3.3 Variables and Indicators Quantitative Data

Based on the validity and Reliability questionnaire this study, the variables and indicators focused on the quantitative data contained in the statement of the results of the questionnaire research trial. The questionnaire was designed with three groupings, namely the statement of the respondent's identity, language metafunction of variable, and variable social context. metafunction of language variable is the independent variable that is encoded with variable indicator variable X. X is designed from metafunction of languages, such as ideational function, interpersonal function and textual function. Sequentially, the indicator variable X (metafunction of language) contains the following statement.

Table 3.1: Variable indicator X (Metafunction of Language)

No.	Variable indicator X	The labeling Table	Scale
(1)	(2)	(3)	(4)
1	Language serves to explain or describe the language user experience.	Language for the experience function	Ordinal
2	Language serves to connect something in accordance with the logic of language users concerned.	Language for logic functions	Ordinal

(1)	(2)	(3)	(4)
3	Language serves to exchange experiences in the language of interaction among users.	Language for the function of exchange of experience	Ordinal
4	Language function compose a message in a communication system.	Language for communication functions	Ordinal
5	In the process of assembling clause (equivalent phrase), you keep putting the perpetrator appropriately, both as a subject and discussion purposes.	Language for placement function subject and purpose	Ordinal
6	Perfect experience realized in clause consisting of three elements, namely the process (equivalent with verb), participants (equivalent with subject or object), and circumstance (equivalent information).	Speaking experience	Ordinal

(1)	(2)	(3)	(4)
7	The process material or process activities that have participants in clause that can be tracked with the question: what has happened? What is wrong? Or, what happens?	Language material process	Ordinal
8	In the clause, the mental process characterized by the presence of the participants of a human or human-like that engaged in the process of *seeing*, *feeling* or *ponder*.	Mental language process	Ordinal
9	In Indonesian language, relational process as the process of connecting or markers *being* not commonly used but in grammatical forms is still present in the clause.	Relational process Indonesian language	Ordinal
10	Circumstance aspect which is equivalent to an adverb (adverb) is the environment, nature or location of the process material, mental, and relational.	Circumstance aspect language	Ordinal
11	The essence of an experience is the process because in addition to the process of determining the number and categories of participants also circumstance indirectly determine the level of probability.	Experience probability level language	Ordinal

(1)	(2)	(3)	(4)
1	If two speakers use language to interact, one thing they do is to establish social relationships between them using the structure of the clause as complete.	Interaction speakers for social relations	Ordinal
2	In the expose and exchange of experience, the structure of the clause requires modality or words that are meaningful view, consideration, or the personal opinion of the experience exchanged, as the saying definitely, probably, always, compulsory, or want.	The structure of the clause in the form of modality	Ordinal
3	To compose a message in the clause, the two aspects of the grammar used is the theme (the starting point of a message or the first element of the clause) and Rema (elements clause after the theme).	Theme and Rema language	Ordinal
4	The singular is the not "with mark" form whereas the plural is the the singular form "with mark" for more modest than the plural form so that it becomes an effective option in conveying the message communication.	Effectiveness speak based singular-plural	Ordinal
5	The frequency of usage active sentence is not a sentence that "mark" whereas passive sentences is the sentences "with mark" for active sentence is the sentence that is commonly used in a variety of contexts, while the passive voice is used is limited to a certain context.	Frequency active-passive sentences in a context	Ordinal

Correspondingly with the determination metafunction of the language variables as independent variables were coded with the variable X then assigned a social context variables as dependent variable that is encoded with variable Y. Y variable indicator designed from the social context, such as the situational context, cultural context, and the context of ideology. Sequentially, displayed indicator variable Y (social context) containing 16 statements below.

Tabel 3.2: Variable indicator Y (Konteks Sosial)

No.	Variable indicator Y	The labeling Table	Scale
(1)	(2)	(3)	(4)
1	In the communication, the existing language has	Communication to the	Ordinal

	a relationship with the situational context, cultural context, and the context of ideology.	Regarding the Situation, Context Culture and Ideology	
2	Language user in using language tied to the context of the situation that made up what was said, who talking about something discussion, and how the talks were conducted.	Language User Bound Context of The Situation	Ordinal
3	In social interaction, someone must understand the terrain of discourse or thing being spoken or read or occur, or what actually occupied the involved so that interaction can take place smoothly.	User Language Must Understand Terrain Discourse	Ordinal

In complience with the determination of the language metafungtion variables as independent variables that are encoded with variable X then assigned a social context variables as dependent variable that is encoded with variable Y. Y variable indicator designed from the social context, such as the situational context, cultural context, and the context of ideology. Sequentially, displayed indicator variable y (the context of social) contains 16 questions here

Table 3.2: Indicators Variable Y (The Social Context)

No.	Indicators Variabel Y	Labeling Table	Scala
(1)	(2)	(3)	(4)
1	1 In the communication, the language that you have a relationship with the situational context, cultural context, and the context of ideology.	Communication Regarding the Situation, Context Culture and Ideology	Ordinal
2	User Language in using language tied to the context of the situation that made up what was said, who talking about something discussion, and how the talks were conducted. User Language Context Situation Tied Ordinal	. User Language tied Context Situation .	Ordinal
3	In social interaction, one must understand the terrain of discourse or thing being spoken or read or occur, or what actually occupied the pelibat so that interaction can take place smoothly.	User Language Discourse Must Understand Terrain	Ordinal
(1)	(2)	(3)	(4)

4	4 Fill or essentially the subject can be followed by everyone or only be followed by specialists such as specific expert or experts rely on formality, user status language, emotional engagement, and frequency of contact or interact with the issues and the people involved in it.	User Language Principal Talks Must Understand	Ordinal
5	Meaning in language usage are formed in a context that is realized with the language (like orality and literacy) and not the language (such as gestures, facial expressions, and the stride).	User Language Must Understand The Meaning of orality and the movements of the English	Ordinal
6	The role of language in interaction depends on the readiness of language users to plan, streamline, and select media in the realization of the language.	Depending on the language role Readiness Language User	Ordinal
7	Role of positive language occurs when the interaction among users language can occur with the scenarios that have been planned in advance.	The role of language Positive Scenario Depending on .	Ordinal

(1)	(2)	(3)	(4)
8	. The role of negative language occurs when the interaction among users as their language may occur or occur spontaneously	Languages Negative Role occurred Spontaneous	Ordinal
9	The distance of time and place is crucial in giving feedback among users of language and language involvement with the reality that it represents	. Time and Place Affecting Net Feedback	Ordinal
10	. 10 distance and time factor does not preclude the language user to provide feedback.	Distance and Time Not Block the User Language	Ordinal
11	The text used can directly represent the events that occurred, such as live coverage on television news shows.	Text May Represent Activities Net	Ordinal
12	Medium most effective in using the language in context is the spoken language	. Effective Oral Language as a Medium Language in Context	Ordinal
13	13 The cultural context of the language user to determine what may be done by certain participants in certain ways. 13 The cultural context of the language user to determine what may be done by certain participants in certain ways.	Cultural Context Restricting User Actions English	Ordinal
14	In an effort to achieve the goal, the language user requires a stage or text structure for English language users.	User not Require Stage in Achieving	Ordinal

(1)	(2)	(3)	(4)
15	15 User languages into account the context of ideology or social concept that states what seharusnyadilakukan or should not do as members of society.	User Language Considering Social Concepts in Action	Ordinal
16	The text is the realization of ideology and ideology can be traced in the text.	Text is the realization of ideology	Ordinal

3.4 Population and Sample

This research of population was younger generation of ethnic Chinese in Medan. This population is scattered in various districts in the city of Medan. For more focusing on using Bahasa and English that is used by the younger generation of ethnic Chinese in Medan, the target population for the research will be determined by taking a sample of the population that can be accessed by researchers. Samples of this research will be determined by means of a random sample, that sample members drawn from a population based opportunities are known. According Sudjana (1992: 169), "A random sample is usually has precedence must be obtained for research compared with other kinds of samples."

Based on this research population, the sample will be used as research material is the younger generation ethnic Chinese who acquire formal education in the city of Medan. The research sample is the target of this study will be randomly selected on the younger generation of ethnic Chinese who became a high school student Sutomo 1, SMA Budi Utomo, and SMA Wahidin Sudirohusodo. All of these schools are located in the city of Medan which has a majority ethnic Chinese students and Chinese language as their mother language and Bahasa and English as a second language in their communication process.From that school, student in third senior high school are becomed a research sample was randomly assigned as samples this.

3.5 Data Collection Procedures

This research uses data collection procedures in the form of standardized tests. According to Arikunto (2006: 224) A standardized test is difference from teacher-made tests. Teacher-made tests prepared by the teacher with a particular procedure but have not experienced the trials many times so it is unknown traits and kindness. Instead, standardized tests are tests that have undergone trials

many times so that it can be a document that guaranteed potency testing institute. In the standardized tests included performance procedures, time required, the material is covered, as well as the validity and realibitasnya. Before going to collect data in standardized test, the first step is conducted by researchers (1) establishes the sample and population; (2) processing the permits required for the collection and analysis of data; (3) the identification of data and analysis of data on potential research samples; (4) discussing the findings of descriptive research with the promoter; (5)It is proportional validated findings with the theory of LFS in order to obtain input for the research developed at the implementation stage.

Implementation of research will be conducted in the form of standardized tests such as the writing of discourse in Indonesian and English with the following stages. (1) The first stage is the pilot phase of writing discourse in Indonesian language and form of composition and theme free. Freedom in the trial writing this discourse to make room for creativity of young Chinese people to express their thoughts and feelings. From results of essay writing, it will be classified form of composition and essay theme is the most preferred for the design and theme of the discourse sample at a later stage. If not found forms and themes of discourse most written by this sample, the test phase is repeated to give direction to write one of two selection forms and themes bouquet is the most preferred by the sample being tested first. (2) The second stage is the stage of writing discourse Bahasa to the literary structure consisting of an introductory paragraph (at least one paragraph), paragraph content or discussion or proof (at least 2 paragraphs), and the closing paragraph of the form of conclusion or solution (at least one paragraph). This stage requires all the research sample to write the essay with the forms and themes of the most widely selected by the research sample in the test phase of essay writing. Indonesian-language text which is the main ingredient metafungtion language studies, both internally as well as construal in the context of the situation, cultural context, and the context of the ideology behind the text.

(3) The third stage is the stage of writing discourse in English with the literary structure consisting of an introductory paragraph (at least one paragraph), paragraph content or discussion or proof (at least 2 paragraphs), and the closing paragraph of the form of conclusion or solution (at least one paragraph). This stage requires all the research sample to write the essay with forms and themes in accordance with the forms and themes in writing in Indonesian language discourse. This English-language text, as well as Indonesian-language text, a key ingredient metafungtion language studies, both internally as well as construal in the context of the situation, cultural context, and the context of the ideology behind of the text target.

3.6 Data Analysis Techniques

In principle, the data analysis will be done during data collection. The data analyzed came from field notes consist of a description of data and reflection data. Description of the data is a record of the researchers associated with the observations and test results while the data reflect a response researchers concerned with the description of data that serves as part of the initial analysis of research data

.

Data obtained through field notes then reduced through the electoral process, simplification, abstraction and transformation of raw data into categories based metafungtion language in theory LFS. The data is analyzed repeatedly carefully through the four stages of data analysis. The fourth stage of the data analysis it is (1) an analysis of the domain (domain analysis); (2) The taxonomic analysis (taxonomic analysis); (3) analysis of the components (componential analysis); and, (4) analysis of themes (discovering cultureal themes). According Spradley (1979: 90), during the analysis of data on four stages, researchers still intersperse with the analysis phase of data collection, in order to obtain the data and results of data analysis are valid and representative.

CHAPTER IV

DESCRIPTION AND QUALITATIVE DATA ANALYSIS

4.1 Inrtoduction to description and qualitative data analysis

This part entitled "Description and qualitative data analysis" as the begining of research data explanation. This part is started by level description that consist of two things. They are : (i) Tionghoa ethnic education institution as sub chapter that describe history and update condition of 3 education institution – school – for young generation of tionghoa ethnic in Medan. (ii) The word text of Tionghoa ethnic young generation in Medan as description refering and qualitative data analysis that completed by title, writer's name, school orgin, and code that related by taking label of qualitative text.

Level description is followed by description and data analysis that done by qualitative. Qualitative data is described and analyzed in this part consists of two groups, those are lenguage matafunction group and social contex group. Lenguage metafunction group consists of ideasional function, interpersonal function, and textual function. On the contrary, social contex group consists of situation contex, culture contex, and ideology contex. Describing and analyzing the metafunction and social context is arranged by these arranging.

1. Ideational function is described and analyzed by two aspects, those are experential function and logic function. Data from every text is tabulated by according to kinds of every ideational function and described in sum table form and persentation of ideational kinds, using bahasa indonesia text or english text. According to table is done by ideasional function analysis that focused by every spreading element from every kind that consist of word text ideasional function of Tionghoa ethnic young generation in Medan.

2. Interpersonal function is described and analyze from two aspects, those are action and rection. Frequency of every element from action and reaction in table form that done by the same design with ideational function, using Bahasa Indonesia text or English text. According table is done by interpersonal function analysis that focused on taking appear every element that consists of action aspect and reaction aspect that success identified from word text of Tionghoa ethnic young generation in Medan.

3. Textual function is described and analyzed from two aspects, those are theme and rema. Describing is focused on general theme identification result and not general. Identification result is described in table form, using Bahasa Indonesia text or English text. According to table is done spreading analysis that cause dominant and non dominant some theme on word text Tionghoa ethnic young generation in Medan.

4. Social contex is described and analyzed according to identification of situation contex, culture contex, and ideology contex in word text of Tionghoa ethnic young generation in Medan. Special for situation contex is done by identification and analyzing according to word condition, word sourcer, and word expediant.

4.1.2 Interpersonal Functions of the Discourse Text of Tionghoa Ethnic

Interpersonal function in the text of the discourse of the younger generation of Tionghoa ethnic in Medan city is characterized by the appearance of action and reaction. Systemically, the action is characterized by giving / information = 'statement' , requesting / information = 'question', giving / goods and services = 'bid' (offer), and request / goods and services = ' command' . Otherwise, the reaction can rise the mental processes, the epithet, modalities, euphemism and connotative.

At 4.11 the tables on the number and percentage of actions in the text of discourse research Indonesian language there is inequality in the distribution of the types of action. This is due to the

action of the Indonesian language text only reveal the kind of statement that is encoded by the (S) and the question is encoded with (Q). On the contrary, other actions such as orders and bids are not found in one text. Thus, the appearance of the action in the text of discourse in Indonesian language written by the young generation of Tionghoa ethnic in Medan are in the form of a statement of absolute dominance, punctuated by action of the question.

Actions question is only found in the text 1 BU-1 BIN whereas in another text contained only action statement. The appearance of the action expressed by the dominance of the action statement was greeted by a reaction in the form of mental processes, the epithet, modalities, euphemism and connotative. The appearance of these reactions do not dominate but rather spread according to social context. Here is presented the distribution of actions and reactions in the text of the discourse of the young generation of Tionghoa ethnic in Medan.

Table 4.11: Number and Percentage of Actions in the Discourse Text of the Young Generation of Tionghoa Ethnic Speak Indonesian

Kind of Actions	Number and Percentage of Actions															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
Statement (S)	53	93	23	100	28	100	25	100	39	100	34	100	45	100	40	10
Question (Q)	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Command (C)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Offer (O)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**57**	**100**	**23**	**100**	**28**	**100**	**25**	**100**	**39**	**100**	**34**	**100**	**45**	**100**	**40**	**10**

Table 4.12: Number and Percentage of Reactions in the Discourse Text of the Young

Generation of Tionghoa Ethnic Speak Indonesian

Kind of reactions	Number and Percentage of Reactions															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
Mental Process	0	0	15	50	7	87,5	4	66,7	6	54,5	3	50	15	50	4	6
Epithet	11	73,3	2	6,7	0	0	0	0	0	0	0	0	2	6,7	0	0
Modality	4	26, 7	1	3,3	0	0	0	0	0	0	0	0	1	3,3	0	0
Euphenism	0	0	11	36,7	1	12,5	1	16,7	1	9,1	1	16.7	11	36,7	1	1
Connotative	0	0	1	3,3	0	0	1	16,7	4	36,4	2	33.3	1	3,3	1	1
Total	**15**	**100**	**30**	**100**	**8**	**100**	**6**	**100**	**11**	**100**	**6**	**100**	**30**	**100**	**6**	**1**

4.1.3 Textual Function of the Discourse Text of Tionghoa Ethnic

Textual function in the text is marked by the presence of themes and hair. The theme serves as a marker reason act followed by hair and other themes. Identifying themes and hair will be focused on the presence of a common theme, and the unusual theme. The common and unusual themes can appear in all types of clauses so that identification will be carried out on all of the clauses contained in the Indonesian language text and the English text.

The results of the identification of themes in the text to be used as research material is presented in the table 4.15 below:

Table 4.15: Number of Common Theme and Unusual Theme in the Discourse Text of Young

Generation of Tionghoa Ethnic Indonesian Language

No.	The source of text	Number of Theme			Theme Percentage (%)		
		TL	TTL	TL + TTL	TL	TTL	TL + TTL
1	BU-1 BIN	33	22	55	60	40	100
2	BU-2 BIN	16	15	31	51,6	48,4	100
3	BU-3 BIN	14	23	37	37,8	62,2	100
4	SS-1 BIN	23	18	41	56,1	43,9	100
5	SS-2 BIN	16	24	40	40	60	100
6	SS-3 BIN	22	17	34	64,7	35,3	100
7	WS-1 BIN	72	97	169	42,6	57,4	100
8	WS-2 BIN	18	52	70	25,7	74,3	100
9	WS-3 BIN	13	27	40	32,5	67,5	100

4.2 Level description

4.2.1 Tionghoa ethnic education institution in Medan

The language metafunction research is focused on word text of Tionghoa ethnic young generation in Medan. Word text written by the young generation on imlek word that celabrated by Tionghoa ethnic. On the contrary, young generation in this research is focused on learning in SMA level and taking place in Medan. The young generation that get student status exist in 3 education institution, those are Budi Utomo, Sutomo, and Wahidin Sudirohusodo.

First, SMA Budi Utomo, Medan. Before 1975, nor educational institution of Budi Utomo is actually educational institution of Abadi Jaya. It take palce in street according to the name's founder Budi Utomo association that is Jalan Wahidin No.8 A Medan. Abadi Jaya's school building is semipermanent or we can call state of emergency, because walls in

every classes (local) is just limited by boards that can be open when they hold ceremony or reception. Because the crossbeam of spreating among the classes isn't too solid and strong, so it can influence learning procces, esspecially because student voises or when the teacher explain in class so of course the voise of the teacher will be heared by another class while do learning procces too. Furthemore, there are 50 students in every class (fifty), that is bad condition because the good class condition is in every class just 35 (thirty five) up to 40 (forty) students.

The school name of Abadi Jaya is changed to Budi Utomo since there was instuction from Laksus Pangkopkamtib region I, with letter "Instruction Implementer Team / Radiogram Laksus Pangkopkamtib region I No.TR 589/Hanwil/II/1973, No. 32/team/Inst. Laksus/74 Date 10 january 1974, about wipping out/going down merk board and changing the new educational institution name that before from speciall project national school (SNPK) in North Sumatera. Because publishing instruction of changing the name of speciall project national school, so Abadi Jaya's educational institution as one of speciall project national school via requesting to Assimilation Implementer Helper Team in North Sumatera province essence in Medan, Date 26 November 1973 estimate proposal for Abadi Jaya's educational institution name, that was Budi Utomo.

The background of using Budi Utomo's name as the name of educational institution that using with reasons that can be recieved by Assimilation Implementer Helper Team in North Sumatera province essence. Because of that, education department and civilization of North Sumatera province sugest to ex school of speciall project to search nationalist name.

In celebration of using Budi Utomo's name as Abadi Jaya's name changing educational institution. So on 5th December 1975, educational institution do certificate of notary by notary Agoes Salim, so because of that,Budi Utomo's name is celebrated as the name of educational institution. Since changing the name of Abadi Jaya become Budi

Utomo, so the basic school national educational institution icon and the high school is changed at this picture.

Budi Utomo educational institution is located in Jalan Wahidin No. 8 A Medan, in the east and the west is limited by resident, in the south is limited by Gang Lurah that taken place by many resident, in general consist of emergency resident, because taken place by poor resident in economic problem. So because of that many their children do nothing on the road full day and around Budi Utomo educational institution, so we can say the thing is one of factor that disturb the claim of learning process in Budi Utomo Institution.

SMA Budi Utomo has point of view and mission "Creating Decipline Student, Smart, Superior, and good attitude". On the contrary, school mission is: (i) Improving educational institution decipline to improve school image; (ii) Giving the best service to student, student head, and society: (iii) Improving learning activities process to get *output* and *outcome* that make superior. This thirth mission is realizated by this strategy :

In step to do making educational institution as taking wink in organization asas also KTSP and KBK explaination in PBM so headmaster is helped by worker unit members that consist of : Edukatip problem, administration problem, OSIS problem, Pramuka problem, Humasy Problem, Pencinta Alam, and Subject teacher.

Appropriate with study KTSP the hours of study with students class X,XI-SIA,XI-SIS,III-IPA, and III-IPS in the senior high scool is 36 hours every week but there was have class to add ability study to use. KTSP become 41 hours every week.

Education management in the school have purpose be autonomous and use school pass through gift competence, profit and the resources to increase quality of school. Autonomous MPMBS will :

1. School as education institute to know strength, weakness, opportunity and tread to themselves compared to another institutes until school can optimize available resource to improve institute.

2. School more know needs, especially input will developed and used in process education appropriate with level development and needs students.

3. School can responsible every education to government, parent and society until school will endeavor to implement and target realize quality of education has been planned.

4. School can used competition with another schools to improve quality of education through inovatif efforts with supports parent students society and government regional.

Implementation MPMBS is used teachers school creativity and upgrading system education be based on directive and leadership from chairman of the foundation education Budi Utomo and vicechairman of the foundation,coach instruction Budi Utomo in the meeting Paripurna the beginning of the year 2011/2012 this year in this year study used standard SMA will apply management upgrading quality of school (MPMBS) and formed CITRA DAN IMEF BUDI UTOMO until foundation education Budi Utomo Abdi Nusa become place of develompement of study and place development defend existence institution in the competition in carry out mission in yhe education.

Second, SMA Sutomo I Medan, institution Sutomo is school swasta Medan, Indonesia managed of foundation institution Sutomo. This group include Sutomo 1 it is from Play group, TK, SD, SMP,SMA both and Sutomo 2 it is from TK, SD SMP, and SMA both of them, Sutomo 1 it is scholl more dominat and more known.

The beginning Sutomo is sutung school (蘇東; "east Sumatera ") it was founded from 1926. In the February 25, 1958 the name of school changed Sutomo with formed college foundation

Sutomo by Soo Lean Toii, Oei Moh Toan, and Hadi Kusuma (khoo peng Huat). The begining sutomo only education prepare SD, until SMA. Level TK to know in the 1964 while play group the beginning from 1992.

The beginning all about activities in the level education occupy vcampus Martinus lubis, but 1978 activities Tk and SD moved to new campus in Jalan Jambi. Planned to school moved to Jalan Pancing in Medan Tembung did not realized because crisis financial Asia jump at Indonesia middle 1990. Since 2004 it has been process started construction new building s in campus SMP/SMA sutomo 1.

In the 1982 it was founded Sutomo 2 in Pulo Brayan school another sutomo the beginning know "Sutomo 1". More then 15 thousand students school in the institution sutomo. Majority students are descent Tionghoa (around 80%), but ethnic Tionghoa represent 40% composition teachers . Too much teachers in SMP/SMA Sutomo 1 are ethnic society Batak.

As for visi and misi has been Sutomois "become institution Sutomo as institute education intelligent and excellent in displace knowledge and technology to all society and build nation character". On the contrary, misi institution is " compose students excellent, creative, intelligent, skilled, be responsible, dynamic, and well behaved, along with pious to God almighty".

Since study 1995/96 opened "plus class" (excellent class) in order to accommodate students more excellent where is presenter of.

lesson faster than the general grade. In 2001 SMA Sutomo 1 granted permission by the Director General Education Center to open the Class Acceleration in which a high school education can be completed within period of 2 years. In 2005 it opened the International Class is still in the stage of

"effort" before it is operated entirely in 2007/2008. The international Class uses the subject of material be presented in English.

Students of Sutomo has several times joins in the Olympics of science (both Physics, Biology, Chemistry) math and computer science in the country and overseas, with the acquisition a bronze medal, silver, until the gold medal. From extracurricular activities, the basketball team is the most prominent. Sutomo high school's basketball team won the national championship high school basketball (HEXOS Cup) in 2006. At the instituation Sutomo extracurricular activities, there are many extracurricular activities, some of which are: language, art, modelling, sport, technology of information, design club, bulletin, music , guidance Olympics.

Alumnus of Sutomo joined the alumnus association named of Alumni Sutung / Sutomo Medan. The several famous alumnus are: Abdillah – the mayor of Medan (2000- 2008), Supandi Kusuma - the chairman of Wushu Indonesia 2005- 2009, the owner Daily Analysis, Amin Wijaya – the owner of Bank Kesawan, Sofyan Tan - activists, community leaders, candidates of Medan mayor in the election of 2010, Bachtiar Karim - Musim Mas Group's owner, and Nelson Tansu - Professor of Lehigh University

Third, Wahidin Sudirohusodo senior high school, Medan. Dr. Wahidin Sudirohusodosenior high school Medan located at Jalan Kl. Yos Sudarso Km. P. 16.5 Rambai, Martubung Village, district of Medan Labuhan. Therefore in Education Foundation Dr. Wahidin Sudirohusodo Medan has education levels start from Play Group, kindergarten, elementary, junior high and senior high school students of Dr. Wahidin Sudirohusodo junior high school each year register go to senior high school of Dr. Wahidin Sudirohusodo Medan, and partly originate from outside of the Dr. Wahidin Sudirohusodo junior high school.

The curriculum was compiled by the education unit enable to adjustment of educational programs to the needs and the potential that exists in the school. Dr. Wahidin Sudirohusodo senior high school as a unit of education providers are also taking into account developments and future challenge. Developments and challenge, for example with regard to: (1) the development of science and

technology, (2) the globalization that enable very rapid flow changes and mobility between and across sectors and places, (3) the information age, (4) the impact of globalization on behavior change and human morals, (5) changes in public awareness and parents towards education, (6) and the era of free trade.

Challenge and an opportunity that must to be responsed by Dr. Wahidin Sudirohusodo senior high school, so that the vision of the school is be expected to comply with the direction of those developments. Vision is not other than moral image that describes the profile of the school in the future. However, the school's vision have to within the corridor of national education policy. Vision also should pay attention and consider (1) the potential of the school, and (2) expectations of the society served by the school.

In formulating the vision, the parties concerned (stakeholders) deliberation, so that the school's vision represents the aspirations of the various groups involved, so that the entire group of involved (teachers, official employes, students, parents, community, government) together play an active role to make it happen.

Vision is generally formulated with philosophical phrases, distinctive, and memorable. Vision Dr. Wahidin Sudirohusodo senior high school formulated as follows: "Creating Reliable Human Resources Through Sustainable Quality Education Process In Order To Achieve Objectives of Education." The Vision above reflects the ideals of Dr. Wahidin Sudirohusodo senior high school Medan oriented forward with regard to the potential present, in accordance with the norms and expectations of society, a strong desire to a better changes, passion and commitment encourages all people in schools, and encouraging change for the better. To make it happen, Dr. Wahidin Sudirohusodo senior high school Medan determine strategic's steps set forth in the following mission: create the Indonesia's humans which has personality, Faithful and Devoted to God Almighty, Prioritize Quality To Produce the excellent human Resources.

3. Provide Students The whole aspect of Knowledge, Development and Compassion

4. Making Students For Assets in National Development In The Future

The general objective SMA Dr. Wahidin Sudirohusodo field as one of the schools of secondary education is to improve intelligence, knowledge, personality, character, and skills to live independently and to follow further education. Principals and teachers as well as with the approval of the School Committee - High School Dr. Wahidin Sudirohusodo Medan, set goals for the short term, medium term and long term.

SMA Dr. Wahidin Sudirohusodo founded in 1979 began the year standing until now headed by Uzeir H. Nasution: Teacher Permanent / PNS (60), Teacher BP / BK (4 persons), Employee Administration, Computer Technician, laboratory staff, UKS, librarians, security and daily employees. There is also the school's budget comes from government funds and funds raised from the parents of learners. In the 2010/2011 school year, every student is charged Iyuran Routine School Committee Rp 195,000, - per month and only incidental donations charged to students of Class X (new students), amounting to Rp 835,000, - per-student.

Number of students in the Academic Year 2010/2011 totaled 818 people, consisting of Class X as many as 279 people, as many as 253 Class XI

Class XII people and as many as 285 people. Distribution of the number of students between classes fairly evenly. Learners in Grades X as much as 7 group learning, learners Grade XI IPA program as much as 2 study groups, Class XI IPS program as much as 5 study groups, Class IA Program XII as much as 2 study groups and Class XII IS Program as 6 classes. All students come from the city of Medan.

The state of the parents of students classified as very diverse consisting of a variety of work / livelihood, ranging from the civil service, the army / Private Employees, Wirswasta, Merchants, and others. By varying the work of parents of learners, would be different from the level of economic status of parents of learners. Traditionally, students come from traders (36.67%), entrepreneurs (25.30%), private sector employees (12.22%), fishing (6.85%), farmers (4.52%), employees of state-owned enterprises (3.06%), civil servants (2.57%), TNI / Polri (1.22%), and others (7.58%).

Accomplishments ever achieved / achieved SMA Dr. Wahidin Sudirohusodo field in the last 3 years. Competition level of Medan, North Sumatra, such as marching band, speech promotion, marching bands, speeches Japanese, Olympic Chemistry, English debate, and Libala Cup.

4.2.2 Text Discourse Youths Ethnic Chinese in Medan

Text discourse younger generation ethnic Chinese who used the data of this study were 18 texts. Texts were selected randomly with the principle amount equal representation of each school of the three schools were used as background research, namely SMA Budi Utomo, SMA Sutomo 1, and SMA Wahidin Sudirohusudo. Grouping each text elaborated in accordance with the serial number of the text, the post title, author name, and home schools. Instead, each coded text description and analysis of the data according to the serial number of the text, abbreviations of school names and serial numbers penuulis text, as well as the type of language abbreviations used by the author in the text. All 18 texts are elaborated in accordance with the following grouping and coding.

1. Lunar Night at Namsan Tower by Christy Livana, Class XII SIA SMA Budi Utomo, Medan (Code text: T-1 BU-1 BIN).

2. Chinesse New Year 2563 by Christy Livana, Class XII SIA SMA Budi Utomo, Medan (Code text: T-2 BU-1 BIG).

3. Lunar Festive atmosphere and Sad by Erich Setiawan, Class XII SIS SMA Budi Utomo, Medan (Code text: T-3 BU-2 BIN).

4. Lunar by Erich Setiawan, Class XII SIS SMA Budi Utomo, Medan (Code text: T-4 BU-2 BIG).

5. Lunar by Yuliani Evalina, Class XII SIA SMA Budi Utomo, Medan (Code text: T-5 BU-3 BIN).

6. Chinese New Year by Yuliani Evalina, Class XII SIA SMA Budi Utomo, Medan (Code text: T-6 BU-3 BIG).

7. Lunar New Year Celebration by Aristo, Class XII-01 SMA Sutomo 1, Medan (Code text: T-7 SS-1 BIN).

1. *Chinese Lunar New Year* by Aristo, Grade XII Science-01 SMA Sutomo 1, Medan (Text code: T-8 SS-1 BIG).

2. Chinese New Year by Fanny, Grade XII Social-03 SMA Sutomo 1, Medan (Text code: T-9 SS-2 BIN).

3. *Celebrate Chinese New Year* by Fanny, Grade XII Social-03 SMA Sutomo 1, Medan (Text code: T-10 SS-2 BIG).

4. Chinese New Year Tradition by Vievi Wijaya, Grade XII Social-03 SMA Sutomo 1, Medan (Text code: T-11 SS-3 BIN).

5. *Lunar New Year* by Vievi Wijaya, Grade XII Social-03 SMA Sutomo 1, Medan (Text code: T-12 SS-3 BIG).

6. Chinese New Year Celebration 2563 by Evi, Grade XII Science-1, SMA Wahidin Sudirohusodo, Medan (Text code: T-13 WS-1 BIN).

7. *My Experience on Lunar New Year* by Evi, Grade XII Science-1 SMA Wahidin Sudirohusodo, Medan (Text code: T-14 WS-1 BIG).

8. Activity on Chinese New Yearby Meli Yanti, Grade XII Science-1 SMA Wahidin Sudirohusodo, Medan (Text code: T-15 WS-2 BIN).

9. *Chinese New Year 2563* by Meli Yanti, Grade XII Science-1 SMA Wahidin Sudirohusodo, Medan (Text code: T-16 WS-2 BIG).

10. Chinese New Year Celebration 2563 by Ricky, Grade XII Social-3 SMA Wahidin Sudirohusodo, Medan (Text code: T-17 WS-3 BIN).

11. *Chinese New Year* by Ricky, Grade XII Social-3 SMA Wahidin Sudirohusodo, Medan (Text code: T-18 WS-3 BIG).

1.3 Description and Metafunction Analysis of Discourse Text Language of Chinese Ethnic

4.1.1 Idetional Function of Discourse Text Language of Chinese Ethnic

Idetional function in this research data is explained in deductive manner with kind of detail and sum of process that be found in Indonesia language and English Language discourse text. Then, looked from which process that more dominant that used by young generation in discourse writing. The dominant signed with mulberry of percentage from each process. The following displayed table in sum from percentage process of each text.

Table 4.1: Sum and Process of Percentage Discourse Text of Young Generation of Chinese ethnic in Indonesian Language

Sum and Process of Percentage

of ...ess	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2		WS-3	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
...lism	14	24,5	23	30,3	7	25	9	36	3	7,7	9	26.4	2	2,9	27	62.7	26	38,3
	11	19,2	15	19,7	7	25	4	16	6	15,4	3	8.82	10	16,7	0	0	2	3
...nal	4	8	31	40,8	4	14,3	5	20	7	17,9	5	14.7	19	31,7	3	6.97	19	27,9
...or	18	31,6	4	5,3	2	7,14	1	4	13	33,3	11	32.3	3	4,3	13	30.2	4	5,8
	4	8	2	2,6	1	3,6	1	4	4	10,3	4	11.7	34	49,3	0	0	1	1,5
...tialis	5	8,7	1	1,3	7	25	5	20	6	15,4	2	5.88	1	1,4	0	0	16	23,5
	57	100	76	100	28	100	25	100	39	100	34	100	69	100	43	100	68	100

Table 4.2: Sum and Process of Percentage Discourse Text of Young Generation of Chinese ethnic in

English Language

	Sum and Process of Percentage															
Kind of Process	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	
Materiailsm	18	66,7	13	23,2	13	22,8	25	46,3	26	53,1	10	26,3	30	58.8	23	
Mental	3	11,1	4	7,1	7	12,3	2	3,7	0	0	9	23,7	4	7.8	13	
Relational	0	0	29	51,8	30	52,6	16	29,6	17	34,7	7	18,4	5	9.8	15	
Behavior	0	0	4	7,1	5	8,8	3	5,6	5	10,2	4	10,5	4	7.8	15	
Verbal	3	11,1	2	3,6	1	1,8	5	9,3	0	0	5	13,2	3	5.9	0	

Existentialism	3	11,1	4	7,1	1	1,8	3	5,6	1	2,0	3	7,9	5	9.8	1
Total	**27**	**100**	**56**	**100**	**57**	**100**	**54**	**100**	**49**	**100**	**38**	**100**	**51**	**100**	**67**

Beside on table 4.1 kind of the process of located in the ninth text discourse speak Indonesia in description in the study is the process of materials, mentally, relational, the behavior of verbal and existentially.The process of the sixth there are three types of the process of that appear in all the text, namely the process of material, the process of a more relational and the process of the behavior of instead, the process of mental, the process of verbal, and the process of a existential there is no in all the text. Thus, the number of the process in the text discourse this study.

The sixth kind of the process in the eighteeth text discourse in the uk in indentification with the findings were a little more as there are on the table 4.2 shows the process of material as the only process contained in 18 text discourse the younger generation ethnic Tionghoa in Medan.

Then, the process of an existential occupy second order circulation contained in the text discourse this study.The process of an existential contained in 17 text and just there is no in the text 17 SW-3.Thus,the number of the process of that appear in the text discourse in uk is scattered uneven in the whole text.In fact,the category of this leaves only the process of material as a kind of the process of located in the whole discourse.

In addition to the process of contained elements of Sirkumstan in the function ideasional text discourse the younger generation ethnic tionghoa.The number of and the percentage sirkumstan in to 18 text this study stamped on the table 4.3 and table 4.4 following.

Tabel 4.3: Total and Percentage of Teks Sirkumstan Chienese Ethnic Discourse Younger Generation Speak

Indonesian

kind of Sirkumstan	Total and percentage of Sirkumstan															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	
Location	7	47	25	54,3	16	80	8	66,7	7	46.7	2	20	17	38,6	32	6
Platform	3	20	0	0	1	5	4	33,3	3	20	4	40	0	0	0	
Method	0	0	0	0	1	5	0	0	0	0	0	0	4	9,1	0	
Cause	0	0	0	0	1	5	0	0	0	0	4	40	5	11,4	7	1
Area	0	0	4	8,7	0	0	0	0	0	0	0	0	6	13,6	3	5
Existential	1	6,5	17	37	1	5	0	0	0	0	0	0	3	6,8	0	
Participation	3	20	0	0	0	0	0	0	5	33.3	0	0	6	13,6	11	2
Character	1	6,5	0	0	0	0	0	0	0	0	0	0	1	2,3	0	
View	0	0	0	0	0	0	0	0	0	0	0	0	2	4,5	0	
Total	**15**	**100**	**46**	**100**	**20**	**100**	**12**	**100**	**15**	**100**	**10**	**100**	**44**	**100**	**53**	**1**

Tabel 4.4: Total and Percentage of Teks Sirkumstan Chienese Ethnic Discourse Younger Generation Speak

Inggris

Kind of Sirkumstan	Total and Percentage of Sirkumstan															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
Location	6	46, 2	20	74,1	13	56,5	20	60.6	5	33,3	3	23,1	28	50.9	20	6
Platfrom	0	0	0	0	0	0	2	6.1	0	0	0	0	3	5.5	1	3
Method	3	23	1	3,7	0	0	3	9.1	2	13,3	0	0	10	18.2	0	
Cause	0	0	0	0	0	0	1	3.0	2	13,3	0	0	1	1.8	0	
Area	4	30,8	0	0	1	4,4	5	15.1	1	6,6	3	23,1	10	18.2	5	1
Existensial	0	0	5	18,5	9	39,1	0	0	0	0	3	23,1	0	0	2	6
Participle	0	0	0	0	0	0	2	6.1	4	66,6	0	0	3	5.5	3	9
Character	0	0	0	0	0	0	0	0	1	6,6	0	0	0	0	0	
View	0	0	1	3,7	0	0	0	0	0	0	4	30,7	0	0	0	
Total	13	100	27	100	23	100	33	100	15	100	13	100	55	100	31	1

From the table 4.3 identified 9 kinds sirkumstan in the text Indonesia language . in that 9 kinds is location , platform , manner , insentive , district , existential , broadcaster , role , view . in that 9 kinds sirkumstan is not spread to all in 9 text Indonesia language . from that 9 text its have 1 kinds , that is aspect location spread in all text Indonesia language . in another sirkumstan kind is not spread clearly , even usually that is only have 3 or 4 text Indonesia language .

relative same situation appear in aspect location in text English language . from the table 4.4 identified 9 kinds sirkumstan in text English language in this case . in that 9 kinds is location , platform , manner , insentive , district , existential , broadcaster , role , view . from that 9 kinds only have 1 kind sirkumstan in all this text research, that is location . and then aspect district not only the environmental aspect contained in the text , that is text 3 BU-2 BIN . in another research , aspect role only have in 1 teks (teks 9 SS-2BIN) and aspect view only have 2 teks , that is 3 BU-2 BIN and teks 7 SS-3 BIN .

Descriptions of the next ideational function is the function said. Functions said that berrhasil identified in the text of discourse associated with the logical relationship that is characterized by the statement, inquiries, bids and orders. The presence of said functions in Indonesian and English language text shown in the following table.

Table 4.5 Number and Percentage of Text Function Said Discourse of Chinese Ethnic Youths Speak Indonesia

	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2		WS-3	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
n	53	93	27	100	28	100	25	100	36	100	34	100	8	38,1	31	100	68	100
ent	4	7	0	0	0	0	0	0	0	0	0	0	9	42.8	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	3	14.3	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	1	4,8	0	0	0	0
tal	57	100	27	100	28	100	25	100	36	100	34	100	21	100	31	100	68	100

Column header span: Number and Percentage Of function Said

Table 4 . 6 Number and Percentage Of Text Function Said Discourse Of Chinese Ethnic Youths Speak English

ind ction aid	Number and Percentage Of Function Said																	
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2		WS-3	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
ion	27	100	25	100	40	100	54	100	54	100	31	75.6	57	100	67	100	15	100
ment	0	0	0	0	0	0	0	0	0	0	4	9,8	0	0	67	0	0	0
s	0	0	0	0	0	0	0	0	0	0	4	9,8	0	0	0	0	0	0
s	0	0	0	0	0	0	0	0	0	0	2	4,9	0	0	0	0	0	0
otal	27	100	25	100	40	100	54	100	54	100	41	100	57	100	67	100	15	100

Based on table 4.5 Indonesia language texts there is one say function that has same spreading. Say function that spread in all of Indonesia language text is declarative sentence or statement. The other say function such as interrogative, offer, and imperative only have in a text, it is 11SS-3 BIN. On this text, declarative sentence don't dominate because it is only spread until 38.1. Position of this sentence is moved by interrogative sentence with spreading until 42.8. On behind, for other text the declarative sentence position dominate absolutely, 100%.

The Model of say spreading function in Indonesia language is different with in English. The Domination that almost absolute is signed by dominate declarative sentence in all of English text. By the other word, say declarative function is on first rank in all of text, even on 8 of 9 texts spread absolutely (100%) in the text. So say function in young generation ethnic Tionghoa text in Medan dominated by declarative at least use interrogative sentence, offer, and imperative. Even, if it

needed by social concept in speaking so interrogative sentence, offer, and imperative must be avoided in communication system for young generation ethnic Tionghoa in Medan.

Table 4.7: Numbers and Percentage Modus Text Young Generation Ethnic Tionghoa in Indonesia language

Type of Modus	Numbers and Percentage Modus																	
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2		WS-3	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
Declarative	53	93	27	100	2	100	25	100	36	100	34	100	6	35.	31	100	68	100
Interrogative	4	7	0	0	0	0	0	0	0	0	0	0	8	47.	0	0	0	0
Imperative	0	0	0	0	0	0	0	0	0	0	0	0	3	17.	0	0	0	0
Total	**57**	**100**	**27**	**100**	**2**	**100**	**25**	**100**	**36**	**100**	**34**	**100**	**17**	**100**	**31**	**100**	**68**	**100**

Type of Modus	Number and Percentage Modus															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
Declarative	27	100	25	100	40	100	54	100	54	100	31	86,1	57	100	67	10
Interrogative	0	0	0	0	0	0	0	0	0	0	2	5,5	0	0	0	0
Imperative	0	0	0	0	0	0	0	0	0	0	3	8,3	0	0	0	0
Total	27	100	25	100	40	100	54	100	54	100	36	100	57	100	67	10

Base on table 4.7 about number and percentage modus there is equal at the same level with number and percentage of statement function, not only in Indonesia language but also in English.

Modus in Indonesia language is dominated type of declarative modus. Declarative modus spread in all text, even only one Indonesia text is not dominated by declarative modus, it is text 11 SS-3 BIN. On this text, three types of modus that identified in the text, it is declarative (35.3%), interrogative (47.1%), and imperative (17.6%). Because of that, Indonesia text use declarative modus spread all over with high domination level.

The other way, on table 4.8 about number and percentage modus in English there is domination declarative modus totally. Other word, all of text use declarative modus with using level 86.1% until 100%. Using level 86.1% there's only in text 12 SS-3 BIG. On text 8 there is interrogative modus it is 5.5% and imperative modus it is 8.3%. So, English text use declarative modus totally with domination level almost absolute.

Clause on ethnic Tionghoa text in Medan can be described base on the logic relation. This logic relation is identified from paratactic and hypotactic are part of ideational logic function. The following page will show number and percentage logic relation in Indonesia text and English.

Tabel 4.9: The Sum and Presentation of the Logic Connection Discourse Text of the Young Generation of Tionghoa Ethnic Speak Indonesia

Kind of The Logic Connection	The Sum and Presentation of the Logic Connection															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
1 = 2	2	8	4	36.4	5	41,7	3	25	4	36.4	2	20	4	11,8	4	9,
1 + 2	4	16	0	0	4	33,3	3	25	0	0	0	0	3	8.8	10	24
1 x 2	4	16	1	9.1	2	16,7	4	33,4	1	9.1	4	40	3	8.8	2	4,
1 "2	8	32	0	0	0	0	0	0	0	0	0	0	5	14.7	0	0
1'2	1	4	0	0	0	0	0	0	0	0	0	0	2	5.9	0	0
a = ß	3	12	2	18.2	0	0	1	8,3	2	18.2	0	0	1	2.9	7	17
a + ß	1	4	2	18.2	0	0	0	0	2	18.2	3	30	5	14.7	1	2,
a x ß	0	0	2	18.2	1	8,3	1	8,3	2	18.2	1	10	7	20.6	7	17
a "ß	1	4	0	0	0	0	0	0	0	0	0	0	3	8.8	0	0
a 'ß	1	4	0	0	0	0	0	0	0	0	0	0	1	2.9	0	0
Total	25	100	11	100	12	100	12	100	11	100	10	100	34	100	41	10

Tabel 4.10: The Sum and Presentation of the Logic Connection Discourse Text of the Young Generation of

Tionghoa Ethnic Speak English

Kind of The Logic Connection	The Sum and Presentation of The Logic Connection															
	BU-1		BU-2		BU-3		SS-1		SS-2		SS-3		WS-1		WS-2	
	J	P	J	P	J	P	J	P	J	P	J	P	J	P	J	P
1 = 2	0	0	7	46,7	9	39,1	9	34.6	9	39,1	7	22,9	12	40	1	7
1 + 2	4	25	3	20	7	30,4	5	19.2	7	30,4	3	9,7	2	6,7	0	0
1 x 2	0	0	0	0	4	17,4	2	7.7	4	17,4	8	25,8	5	16,7	3	2
1 "2	1	6,3	0	0	0	0	1	3.8	0	0	1	3,2	0	0	0	0
1'2	8	50	0	0	0	0	0	0	0	0	1	3,2	1	3,3	0	0
a = ß	0	0	5	33,3	0	0	4	15.4	0	0	2	6,4	1	3,3	8	5
a + ß	1	6,3	0	0	2	8,7	5	19.2	2	8,7	4	12,9	0	0	2	1
a x ß	2	11,5	0	0	1	4,3	0	0	1	4,3	4	12,9	9	30	0	0
a "ß	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
a 'ß	0	0	0	0	0	0	0	0	0	0	1	3,2	0	0	0	0
Total	**16**	**100**	**15**	**100**	**23**	**100**	**26**	**100**	**23**	**100**	**31**	**100**	**30**	**100**	**14**	**1**

Berdasarkan `tabel 4.9 tentang jumlah persentase hubungan logis dalam teks wacana generasi muda etnik Tionghoa di Kota Medan yang menggunakan bahasa Indonesia terdapat fakta bahwa tidak terdapat jenis hubungan logis yang tersebar merata pada semua teks berbahasa Indonesia. Hal ini menunjukkan tingkat variasi yang tinggi dalam kelogisan fungsi ideasional dalam teks wacana yang ditulis oleh generasi muda etnik Tionghoa di Kota Medan.

Meskipun secara horizontal tidak terdapat persebaran yang merata dari jenis hubungan logis pada seluruh teks tetapi terdapat pemenuhan seluruh fungsi hubungan logis dalam teks. Teks tersebut adalah teks 1 BU-1 BIN dan teks 13 WS-1 BIN. Kedua teks ini memenuhi persyaratan sebagai sebuah teks yang di dalam teks tersebut terdapat seluruh jenis hubungan logis.

Keadaan yang berbeda terdapat dalam terks berbahasa Inggris. Berdasarkan teks 4.10 jumlah dan persentase hubungan logis terdaspat persebaran jenis hubungan logis yang sangat tidak merata. Bahkan, terdapat satu jenis hubungan logis yang dikodekan dengan a "ß yang tidak terdapat dalam satu teks pun. Kemudian, jenis hubungan logis yang dikodekan dengan a 'ß hanya terdapat pada satu teks, yakni teks 12 SS-3 BIG. Dengan demikian, teks berbahasa Inggris mengalami persebaran jenis hubungan logis yang lebih banyak tidak merata dibandingkan dengan teks berbahasa Indonesia.

Based on tabel 4.9 about the sum presentation of the logic connection in the discourse text the young generation of Tionghoa ethnic in Medan city who are using Indonesia language there is a fact that did not find the kind of logic connection be spread evenly to all of Indonesia text. This thing is showing the high various level in the logica ideational function in the discourse text that writen by the young generation of Tionghoa ethnic in the Medan city.

Although in the horizontal is not find the spread out evenly from the kind of logic connection to all of the text but there was filled to all of the logic connection function in the text. The text is 1 BU-1 BIN text and 13 WS-1 BIN. Both of the text are complying the request as a text there is find the kind all of the logic connection.

The different situation was found in the English text. Based on text 4.10 about the sum presentation of the logic connection there was found the very unevenly the spread out of the logic connection's kind. In fact, there is a kind of the logic connection coded by a "ß did not find in every text. Then, the kind of the logic connection which coded by a "ß just found in only text, that is text 12 SS-3 BIG. Thus, the English text had more un evenly spread out of the logic connection than Indonesia text.

Become a tradition in every china new year celebration. Related to the zodiac in Chinese society that has specific meanings.

The agent of the discourse in the text and the context that china new year is a tradition every year commonly celebrated with parents, siblings, relatives, and other societies. The entire societies in celebrating Chinese New Year is filled with joy and with happiness. They tell each other to exchange experiences with each other and apologize for the older ones. With served some typical foods. Social relations between actors in the discourse over is very closely with each other. They interact and share experience stories (sharing) to relatives and other family. From dimensional positive aspect is for Chinese New Year celebration has a value of joy that is celebrated by the Chinese society with a close relative.

Means discourse in the text is the text that is written to be read as a informal declaration. This one-way communication causes indirect feedback (dulayed feedback) because there are no

interruptions or responses from participants who attended. Conversely, the dimension of discourse in the text was being written needless to say (written to be read as a thought). This means of communication channel associated with the activities undertaken by the form of information through writing. In this discourse tells that the function of language as a reflection of the using of language-oriented storytelling (statement) that is reflected in the use of nouns (nouns). Forms of nouns refer to anaforik and through conjunctions that connect one process to another, for example conjunctions and, that, and yet

. 4.   Teks 6 BU-3 BIG

The final text that contain the situation in the context in this description is derived from Budi Utomo senior high school is the text 6 BU-3 BIG. English text is still tells China New Year with family as identified in the field of discourse. Terrain discourse in this text is Chinese New Year as a tradition to be celebrated in the spring time. When the Chinese New Year arrived, they had a tradition of giving children in the form of fruit, then pray to God. The adults give red packets for each child, and if they meet someone, they must say 'Kiong Hi' and finally celebrate the Cap Go Mek 'with a lantern festival.

The agent of the discourse in this text is the Chinese people who celebrate the China New Year as a tradition to celebrate in the spring time. Then, this text was written to be read as a informal declaration. The function of language is a form of the noun as a reverensi with anatorik and through conjuction connect one process to another, for example: and, that, such as, and by.

Second, the context of the discourse text younger generation ethnic Chinese residing in Sutomo 1 senior high school, Medan. The context of the text here refers to the context of the situation, both in the field of discourse, pelibat discourse, as well as a means of discourse. The following will be described in the context of the situation discourse text younger generation ethnic Chinese residing in Sutomo 1 Senior High School, Medan.

1. Teks 7 SS-1 BIN

Terrain discourse in the text and the contex tells Chinese New Year Celebration. Story telling is delivered via text (text) as well as informs you about the tradition of hospitality treatment eaten during Chinese New Year, a tradition that is carried out when the Chinese New Year takes place, rituals to be the belief of Chinese society, the myth of the giant Nien, the epitome of a color and division angpao to someone who don't get married yet.

The agent of the discourse in the text and the context is about the legend of the giant Nien that pose a threat to the Chinese society, with its power to eat the crops and livestock of the

villagers. small childs wear a red shirt and play fireworks becomes the most feared by Nien, and this is a tradition for Chinese people to wear the color red as a symbol of well-being and prosperity during the lunar new year progresses. From dimensional aspect is positive because the Chinese New Year is a celebration of the long-awaited enumerated by the Chinese society to interact more deeply with one another and as the key to happiness in life.

Means discourse in the text is the text that is written to be read as a declaration that is informal. This one-way communication causes indirect feedback (dulayed feedback) because there are no interruptions or

On the contrary, the discourse dimension in the text is the writing that written is not needed said (it is written to be read as a paradigm). This way is related with event to lead the communication that is done in form of the information by writing. In this discourse, the role of language is as reflection, is the using of language which oriented in telling (statement) that reflected in the using of noun. The form of noun refers to anaphoric and through conjunction that relate a process to each others, such as the conjunction and, constitute, and nonetheless.

1. Text 8 SS-I BIG

The text will be analyzed to prepare before the Chinese Lunar New Year. As some people do many kinds activities to welcome to new year, ones hang the lamp in front of house to begin the fireworks. Instead, some people sell the new year decoration at side road. There is a story tells about the application of using firework and red when Chinese Lunar New Year. It was remembered in the mount and always terror the nearest village people in the night of new year. When it attacked, it would bring sadness to village people. One day, the day before night of new year, all of village people had left village, except an old man. He said, "I will eliminate the animals once and all of them." In the middle of night, Nian approached village. The sense of life there, except tat house. Nian walked to there but he was afraid to come in. The house was decorated with red ornament. The parents in the house made a noise and shot the firework to air to made be afraid the animals. Finally, Nian passed away and never be annoyed by them again.

The author writes about the days along Chinese Lunar New Year from first day. They visited the high ranking male of family until the fifteenth day. The last fifteenth days of Chinese Lunar New Year, people would pray by offering something such as some fruits and cake. It was signed as the last of Chinese Lunar New Year. The thing of discourse is written to be read as declarative informal. Consequently, the communication of direction is suggested to answer indirectly for the

participant that present. On the contrary, the dimension of the text in written text is a text that should not tell about something. It is related with the event that be done by information and communication channel from written text. In this discourse, the role of language is as reflection from the using that oriented from the story in using of noun.

The form of anaphoric noun refers and through anaphoric and through a relation to a process with others, such as *and, that, but, except, nonetheless.*

2. Text 9 SS-BN

The discourse centre in the text and context is telling about Chinese Lunar New Year 2012. This telling is delivered by writing text and to give an information about the event of Chinese Lunar New Year, begin the habitual activities that be done by a Tionghoa family when Chinese Lunar New Year, how the event is done until the last of Chinese Lunar New Year.

Besides of describing how the Chinese Lunar New Year is, the reader also knows the traditional in Chinese Lunar New Year that be done by Tionghoa society. This statement in the discourse of text is the really and truly event in Tionghoa society in Indonesia.

As language, the certain grammar and structure determines the subject of discourse in the text. This structure involves people's participant and not people. The participant is not a human that is determined in the text is Chinese Lunar New Year repetitively and this made Chinese Lunar New Year as….

Participation center of Discourse. Participation of Chinese New Year followed by the process of behaviors .

The subject of discourse in the text and the context are I and my family who are the chinese descendants. Chinese new year celebration is celebrated by Chinese community is the center of the text is narrated by the writer. There are many stories that tell us about the relationship of behavior that do by Tionghoa community. From the side of dimentional aspect is a positive activity for Chinese New Year celebration to teach people to socialize with other people, especially to the older than us.

The vehicle of discourse in the text is writing and written to be read as a informal declaration. This one-way communication make an effect of indirect feedback (*dulayed feedback*) by reason of there are no interruptions or responses from participation in attendance. On the contrary, the dimention of discourse in the text is writing that written needless to say (written to be read as a intellection). This vehicle have a relation with communication channel activity that carried out by the information form by means of writing. In this discourse, the role of language as a reflction is the application language that be oriented in story-telling (statements) is reflect in the use of nomina (nouns). The nomina form refers to anaforic and by way of conjunction that connecting one process to another, for examples of conjuction is *like, that* and *when.*

4. 10 SS-2 BIG Text

The field of discourse in the contexts of the Chinese New Year's story-telling. The story-telling is delivered by writing (text) as well as informing you about the celebration of Chinese new year, how did they celebrate and how did they prepare everything to welcome the Imlek's day. Morever, from the text we can know how they make prepare on a large scale and joyfully.

Besides telling about the imlek's celebration, the readers also know how rituals that they did from the first day until 15th day of the Imlek's celebration. On the first day, they welcomed the God of the earth to the world. On the second day, they prayed to all deith and their god. On the third day, it's time for childrend to visited their parents. On the fifth day, they were stay at home and welcome the god, and no one can visited their relative's home, and for people who break the role, they will get a bad day. The sixth day, they visited their relative and friend's home. On the seventh day, they celebrated the birth of all creatures on the world. And on the eighth day they made a dinner for all the family, and that night they prayed to Tiang gong, the Creator God and so on.

The subject of discourse in the text and the context are the writer and the majority of chinese people who are celebrated the chinese new year. Chinese society celebrate the Lentern festival. The fireworks were made to celebrate the death of the evil spirit. The chinese new year is a holiday where on that day there were so many kind of foods to eaten. Many friends and family celebrated this holiday together. Almost every night, they ate the foods that cooked with family and friends. The foods is also gave to the dead ancestors. Jay were eaten by all people at new year's day. Jay is a root vegetable. Also other foods were eaten by all people like whole fish. Including the head and the tail to abudance. Also eaten chicken with head and tail for prospectively. The food such as fish and chicken were eaten with the head because it is a symbol of completeness. The noodles are eaten, it was not cut to symbol of longevity. Steamed wheat bread and small cakes are eaten. All of the food were eaten on the Chinese new year, it means that abudance and wealth.

The vehicle of discourse in the text is writing and written to be read as a informal declaration. This one-way communication make an effect of indirect feedback (*dulayed feedback*) by reason of there are no interruptions or responses from participation in attendance. On the contrary, the dimention of discourse in the text is writing that written needless to say (written to be read as a intellection). This vehicle have a relation with communication channel activity that carried out by the information form by means of writing. In this discourse, the role of language as a reflction is the application language that be oriented in story-telling (statements) is reflected in the use of nomina (nouns). The nomina form refers to anaforic and by way of conjunction that connecting one process to another, for examples of conjuction is *like, and, that* and *however*.

5. 11 SS-3 BIN Text

The field of discourse in the contexts of the tradition of Chinese New Year's story-telling 2012. . The story-telling is delivered by writing (text) as well as informing you

inform on the activities of the celebration of the Lunar New Year, starting from the initial viewing habits of a Chinese family during Chinese New Year celebrations, how the activities carried out until the end of the Chinese New Year celebrations.

In addition to describing how the Chinese New Year celebrations, the reader knows nothing any tradition in celebration of Chinese Lunar made public .The statement contained in the text of discourse is the actual occurrence for the Chinese community in Indonesia.

In grammar, specific grammatical structure determines the subject of discourse in text. This structure involves human and nonhuman participants. Participants not a man to dominate in the text is the Lunar New Year celebrations as the center is repetitive and this makes the Chinese New Year as a central participant in the discourse. Participants Lunar New Year followed by a process of behavior

The participate discourse in the text and the context is I and the family were of Chinese descent. Chinese New Year celebration that is celebrated by the Chinese community is the center of the text narrated by the author. Many communicating relationship behavior committed by chinese people.

Dimensional aspect of the Lunar New Year celebrations is positive because it teaches people to be more sociable with others, especially older

Means discourse in the text is the text that is written to be read as a declaration that is informal. This one-way communication Causes Feedback indirect (**dulayed feedback**) because there are no interruptions or responses from participants who attended. Conversely, the dimension of discourse in the text was being written needless to say (written to be read as a thought). This means of communication channel associated with the activities undertaken by the form of information through writing. In this discourse is the role of language as a reflection of that is the use

of language-oriented storytelling (statement) is reflected in the use of nouns (nouns). Forms of nouns referring to anaforik and through conjunctions connecting one process to another, for example conjunctions and, that, however, and despite ago.

1.   The   12   SS-3   BIG

The lunar new year is a story of a legendary past in China. But until now the Chinese community around the world trust to make it a tradition that should and must to be observed because of their belief in this story will be happiness and blessings they would find.

The participate discourse in the text and the context is all the people of China that exist in the world, both men and women. Young or old in a family china. Then, Means discourse in the text is certainly due to the celebration of the lunar new year is enlivened by the entire community china then the house of worship or mall is central places for the people of china to publish and distribute information about the celebration of this day to the public non china with feel with trinkets typical bright   red   color   is   a   central   place   tad.

Third, the context of the discourse text younger generation ethnic Chinese who are in high school Wahidin Sudirohusodo, Medan. Text discourse identified from SMA is described below.

1.   Text   14   WS-1   BIG

Texts will be analyzed is the Lunar New Year is the biggest celebration in ethnic Chinese. For example is the Lunar New Year. Before the day of the Lunar New Year, which is called "cap sa meh" where several people gathered at the home of their grandmother or grandfather to eat. At 12 midnight, praying time. After that, one is usually able to hear and see the fireworks that symbolize to live the Chinese New Year. Lunar New Year, children are getting "angpao" Chinese tradition.

In the text, the children are very interesting in that year because she was wearing new clothes and the best and went to his grandmother's house, and said "Kiong hi" to her grandmother, uncle, aunt, and cousins.And later, they gave him "angpao" or pocket red. Although the Lunar New next year, he will graduate high school abroad. From the point of view of the action and reaction of discourse above, the most dominant species is the act of revelation, while other types of action as an act of questions, commands, and offers are not the same in this text. And the word that most often appear   above   the   text   in   the   Lunar   New   Year,   as   a   topic   of   discourse.

He has experience on the lunar new year. He and his family gathered at his grandmother's house for a meal that hold their own event

in a restaurant. He followed his family to pray at midnight . On the day of the Lunar New Year, he was wearing the best new clothes and went to his grandmother's house. "Kiong hi" said his grandmother, uncle, aunt, and cousin, and then they, one by one immediately issued a "angpao" or

red pocketfor him. Angpao is a Chinese tradition. This is a statement for the text. "The problem that children like most is getting" angpao " which the tradition of the Chinese people ..." He visited the other houses. He had an appointment with his classmates to visiting his friends' houses. He passed that day happily. Throughout the day of the Lunar New Year, he visited 'home, have lunch together and play the game" yakuza " with his friend. According to him ,. This is the last year to celebrate with his friends because he will pass Pockect family and friends. Lunar New year is the biggest day or celebration and is awaited by ethnic Chinese. The text gives some information about the Lunar New year as the Chinese tradition.

Means discourse in the text was written to read as an informal declarative. This resulted in one-way communication is advised not to reply immediately because there is no interference or feedback from the participants. The other way, the dimension of discourse in the written text is a text that did not have to say. This means in relationwith activities undertaken by the channel of communication of information through written form. In this discourse,the role of language is a reflection of the use of oriented stories in the use of nouns. The noun form anaphoric reference and through and through connected to the process along with other processes, such as and, it, however.

1. Text 17 WS-3 BIN

Terrain discourse in the text and the context is telling about the activities of the Chinese New Year 2563. The story is conveyed through the text as well as informing about the activities carried out during the day to celebrate Chinese New Year. Where the figure is about going to the temple, a large family gathering during the celebration imlek., on the way to her grandmother's house ,. Then the characters in this story also tells about the journey they go to Berastagi. Where in Berastagi their visit to places of religious worship such as Buddhist temples dharmasanti, bukkitkubuh and Taman AlamLumbini until return to the house.

The Subject in the text and context of the Chinese community was celebrating the feast day or a great day they called Lunar. Where custom or tradition tionghoa when celebrating Chinese New Year fest to their relative's house to gather together to celebrate the festivities. This is confirmed by a statement "at home has been a lot of people coming brother of my father and my father's sister and their kids pay a visit to me. In this discourse structure, roles or participants involved by meeting a family at home. From dimensional aspect is positive for the Chinese New Year is an important thing where we could gather with his family and celebrate the excitement of the Chinese New Year together once a year.

Means discourse in the text is the text that is written to be read as a declaration that is informal. This one-way communication Causes Feedback indirect (dulayed feedback) because there are no

interruptions or responses from participants who attended. The other way, the dimension of discourse in the text was being written needless to say (written to be read as a thought). This means of communication channel associated with the activities undertaken by the form of information through writing. In this discourse is the role of language as a reflection of that is the use of language-oriented storytelling (statement) is reflected in the use of nouns . Forms of nouns referring to anaforik and through conjunctions connecting one process to another, for example after the conjunctions and "and".

CHAPTER V

DESCRIPTION AND ANALYSIS OF QUANTITATIVE DATA

5.1   Introduction of Quantitative Data

The fifth section describes and analyze with quantitative data from questionnaire sample. Qualitative data is the data development of aspects meta function language   and social context of the qualitative research result. Therefore, this quantitative research based on the results of quantitative research so the sample was used as respondents in quantitative research. Thus the subject and the research focus is the same thing so triangulation methods of research can be done by validity and representative.

Essentially, the description and analysis of quantitative data consist of two main parts, namely the test results of questionnaire and all of questionnaire distribution on young generation of Tionghoa ethnic in three educational institutions in Medan, namely SMA Budi Sutomo, SMA Sutomo 1, and SMA Wahidin Sudirohusodo. Test of questionnaires carried out on 30 samples consist of 10 students from XII grade on the three senior high school. Otherwise, distribution of the questionnaire has been filled, returned, an came from students whose parents were Tionghoa ethnic used quantitative data were processed by SPSS version 17. The number of questionnaires were used quantitative data came from 174 people details 45 people derived from SMA Budi Sutomo area, 78 people of SMA Sutomo 1, and 51 people from SMA Wahidin Sudirohusodo.

In detailing, description and analysis of quantitative data consist of five stages.

1. Test data requirements. This section is the result of questionnaire of 30 samples. This test consist of 2 parts, namely validity and reliability test, both to the x variable or y variable

2. Frequency analysis. This section is the first description and analysis of the tabulation the distribution of questionnaire. Frequency analysis devided into three section, namely characteristic of research sample, meta-function language frequency, and frequency of social context. The characteristics of study sample contain of young generation data tabulation as a research samples, while the frequency meta-function language and social context contain the tabulation of level truth statement on the questionnaire that corresponds to the current condition of the sample study.

3. Descriptive analysis. This section is a description and statistical analysis of the x variable and y variable. Therefore this section consist of descriptive statistic meta-fungsi language and statistical descriptive sosial context. Statistic contain of output SPSS to show N (questionnaire amount), minimum numeral, maximum numeral, mean, and standard deviation.

4. Test of assumption basis. This section is description and analysis the data quantitative that show normalitas data dissemination in filling questionnaire sample study. Therefore, the test of assumtion basis is known as data normalitas test. Data normalitas is tested with Kosmogorov-Smirnov and test of Homogenitas

5. Bivariat analysis. This section is description and data analysis that function to test research hypothetical. Analysis is done in 2 ways, namely simple corelation analysis and simple regression linier analysis.

5.2 Test data requirements

Test data requirements in quantitative study is determined by questionnaire test, namely test of validity and reliability. According to Umar (2008 : 224) validity test aims are to find the unfit questions and must be replaced. The meanwhile, the reability test to find out wether the questionnaire can be used repeatly a feature of reliable instrument. Thus, validity and reliability test of quantitative data determine in reading and comprehension of sample research concerning questionnaire study.

In overall, validity and reliability is done by *reliability analysis* in 17 SPSS. According to Priyatno (2009:167) " Reliability analysis is used to detect solicitation and consistency to gauge in using a scale or qustionnaire. In other words, these data requirements test result to determine wether the measuring instrument that tested still tauted if that were tested back. Therefore, if the questionnaire test result unreliable, questions or statement that have tested tobe repaired or eliminited from questionnaire.

Test data requirement by the trial way in researching questionnaire on a group samples is declared valid and reliable accordance with the SPSS output. According to Umar (2008 : 244) the trials results is declared valid because the values of colleration under the second column of the right *corrected item total correlation* is on standars value, appropriate with the N value (samples number) at R column (product moment). According to Wibowo (2012:47), in using of analysis of this item corrected to avoid coefficient value of the item or overestimate. Therefore the analysis is used as a measurement of the correlation of each score item of the total score as well as corrective action to overestimate the value of the correlation coefficient was.

Otherwise, stability is based on *reliability statistic* table the result of SPSS output that contain of numeric values in column *Cronbach's Alpha* and *N of Items.* According to Wibowo (2012: 52), this test calculates the coefficient alpha with data provisions stated reliable if R alpha positive and r alpha > r tabel df = (α, n-2). Besides that, according to Sakeran (1992) in Wibowo (2012:53), to determine the acceptability of reliability could use the determinant restrictions, for example 0,6,

than the *Cronbach's Alpha* value, less than 0,6, is considered less reliable, while *Cronbach Alpha* 0,7 acceptable and over 0,8 otherwise good.

On line with the opinion level of reliability can be seen from the coefficient of reliability as listed in this following table. (validity and reliability of the tables contained in appendix 5 under subtitles 1. Data test requirement)

Tabel 5.1: Index Reliability coefficient

No.	Interval value	Criteria
1	< 0,20	Very low
2	0,20 – 0,399	Low
3	0,40 – 0,599	Enough
4	0,60 – 0,799	High
5	0,80 – 1,00	Very high

Source : Agung Edy Wibowo. 2012. *Practical application SPSS in researching.* Yogyakarta: Gava Media, page 53.

5.2.1 Validity Test

Validity test of questionnaire with 16 statements on x variables and y variable were tested on 30 survey respondents were selected randomly from three schools with the provisions of each school were selected 10 people. Based on the result test of questionnaire is known that SPPS output in the form of *Case Processing Summary* shows that no data is removed or 100 % questionnaire data read by the program 17SPSS.

Validity test is done by identifying the correlation in the item total statistics table under column *Corrected Item-Total Correlation.* For the variable x is among 470-805 and y variable among 377-721. The correlation coefficient values are in positive condition and greater than the r value of table df = ((α, n-2) product moment with N=30 the significance 0,05 and two sides are 0,361. Therefore, the validity of the test variable result is declared the x variable and y variable of the questionnaire research meta-function language is valid because the correlation value. *Corrected item- total correlation* the lowest of the two variables on the value R table df= (α, n-2), namely 0.3777> 0,361.

(83,9%). But, there are the research sample derived from the other tribe like Kong Hu (6 persons or 3,4%), Tio Ciu (6 persons or 3,4%), Khek (3 persons or 1,7%), Hai Lok Long (2 persons or 1,1%), along with Leng Nga and Hai Lan each 1 person (0,6%).

In addition have a father from the Hokkien tribe and the tribes from China, this research sample also identify father's ownership from the origin tribe of Indonesia. The father's tribe is Batak (7 persons or 4%) along with Melayu and Nias each 1 person (0,6%). Although it has a father have a Batak, Melayu, and Nias tribe but from the questionnaire data they have a mother from the Tionghoa ethnic group.

Table 5.3: Father's Tribe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hokkien	146	83.9	83.9	83.9
	Batak	7	4.0	4.0	87.9
	Melayu	1	6	6	88.5
	Kong Hu	6	3.4	3.4	92.0
	Tio Ciu	6	3.4	3.4	95.4
	Leng Nga	1	6	6	96.0
	Khek	3	1.7	1.7	97.7
	Hai Lok Long	2	1.1	1.1	98.9
	Hai Lan	1	6	6	99.4
	Nias	1	6	6	100.0
	Total	174	100.0	100.0	

109

Fourth, from the mother's tribe aspect. The same condition with father's tribe also happen to this research sample of mother's tribe. Mother's tribe dominated by Hokkien tribe that amount 152 persons (87,4%). Tionghoa ethnic domination still add by the other mother's tribe like Kong Hu (5 persons or 2,9%), Khek (2 persons or 1,1%), along with Tio Ciu and Hai Lok each one person (0,6%). The opposite, research sample that have father's tribe from the Tionghoa ethnic group there are 13 persons (7,5%) a thousand from the origin of Indonesian tribe. Mother's tribe that is not Tionghoa ethnic are Java (7 persons or 4%), Batak (5 persons or 2,9%), and Melayu (1 person or 0,6%). Mother's tribe from this 174 research sample can be identify from the table below.

Table 5.4 : Mother's Tribe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hokkien	152	87.4	87.4	87.4
	Batak	5	2.9	2.9	90.2
	Melayu	1	6	6	90.8
	Jawa	7	4.0	4.0	94.8
	Kong Hu	5	2.9	2.9	97.7
	Tio Ciu	1	6	6	98.3
	Khek	2	1.1	1.1	99.4
	Hai Lok Long	1	6	6	100.0
	Total	174	100.0	100.0	

Fifth, from the family's position aspect. In this case there are two things will be described, the number of siblings and children which number on

110

family (see the appendix 3 below the subtitle Frequency Analysis). From the number of sibling there are a large number of position can be influenced by a younger generation. This thing due to as much 67 sample persons (38,5%) have two siblings, 52 persons (29,9%) have one sibling, and 37 persons (21,3%) have three siblings. From 174 samples there are only 2 persons be located as a only one child in the family. The details of the number of sibling can be identify from the table.

Table 5.5 : Number of Sibling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One person	52	29.9	29.9	29.9
	Two persons	67	38.5	38.5	68.4
	Three persons	37	21.3	21.3	89.7
	Four persons	9	5.2	5.2	94.8
	Five persons	6	3.4	3.4	98.3
	More than 5 persons	1	6	6	98.9
	Only one child	2	1.1	1.1	100.0
	Total	174	100.0	100.0	

The big potention in the spread of influence to many persons in the family get a support from the child's order position in the family. From the data of tabulation result, there are 54 sample persons be located as a first child in the famiy. With the same number or 31% left located as a second child in the family. Child birth sequence in this family give a good located in the family. The term of "brother" or "sister" attached in

Themselves most samples of this study. More, the birth order of children in the family can be identified in the following table.

Table 5.6: Position Birth Order of Children in Families.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	54	31.0	31.0	31.0
	Two	54	31.0	31.0	62.1
	Three	38	21.8	21.8	83.9
	Four	19	10.9	10.9	94.8
	Five	4	2.3	2.3	97.1
	On top of that all	5	2.9	2.9	100.0
	Total	174	100.0	100.0	

Sixth, the language used by different research samples in every sphere of language usage. In the family, this sample using local languages / tribe of 132 people (75.9%), Indonesian many as 32 people (18.4%), English as much as 7 people (4%), and mixed language sebaanyak 3 (1.7%). The dominance of tribal languages in the family experienced a shift when communicating with the tribesmen. Consider the following table.

Table 5.7: Language Fellow Associate with Tribe

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Valid Indonesian	60	34.5	34.5	34.5
	Local Language / Parts	111	63.8	63.8	98.3
	Mixed Language	3	1.7	1.7	100.0
	Total	174	100.0	100.0	

Based on table 5.7, as many as 111 people (63.8%) using tribal languages in dealing with other tribes. This percentage is down by 12.1% from the percentage of tribal language in the family. This situation raises Indonesian consumption of 18.4% to 34.5% with other tribes. Instead, the language used in the study sample mix with people from different ethnic group dominated by Indonesian. Amounting to 145 people (83.3%) claimed to speak Indonesian filler questionnaires with different tribes. However, there are 28 people (16.1%) were still using tribal languages in dealing with people different tribes. This can be identified from the frequency and percentages in the following table.

Table 5.8: Associating language with Different Parts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Valid Indonesia	145	83.3	83.3	83.3
	Local Language / Parts	28	16.1	16.1	99.4

	Frequency	Percent	Valid Percent	Cumulative Percent
English	1	.6	.6	100.0
Total	174	100.0	100.0	

5.3.2 Frequencymetafungsi language

Frequency metafungsi language of 174 questionnaires were entered into SPSS 17 provide output that varies. The frequency is based on the distribution level of the truth of any statement item. The level of truth is expressed with selection number 1 means very incorrect or is not in accordance with reality; 2 significant figures are not correct or does not correspond to reality; 3 significant figures are not always right or always correspond to reality; number 4 means true or correspond to reality; and, number 5 means very right or very similar to reality. Thus, the higher the number selected, the more true that statement is contained in each variable.

Based on SPSS output obtained 16 metafungsiahasa frequency table. The following will be described and analyzed the frequency and percentage of variable X (metafungsi language) in view of the younger generation of ethnic Chinese in Medan.

1. Statement number one variable X reads, "The language used to describe or illustrate the experience of users of the language." This statement obtained following frequencies and percentages.

Table 5.9: Language for the functions experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Valid Very untrue	2	1.1	1.1	1.1

	Frequency	Percent	Valid Percent	Cumulative Percent
Not true	13	7.5	7.5	8.6
Not always true	77	44.3	44.3	52.9
True	50	28.7	28.7	81.6
Very true	32	18.4	18.4	100.0
Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement gained positive responses from the sample of the combined frequency number of correct answers and so is truly greater than the frequency of the other answer choices.

Choice answers. Based on the table, this statement is considered by the study sample as something that really amount to 50 people (28.7%), and very correctly numbered 32 people (18.4%).

This was followed by a neutral answer or not always properly numbered 77 people (44.3%). Conversely, giving negative feedback form is not really only amounted to 13 persons (7.5%) and very incorrect amount to 2 (1.1%).

Thus, the statement, "The language used to describe the experience of users of the language," the response has been positive and validation this statement as true and correspond to reality speaking younger generation ethnic Chinese in Medan.

2. Statement two variables X reads, "Language serves to connect something in accordance with the logic of language users concerned." This statement gets the frequency and persetase below.

Tabel 5.10: Language for Logic Functions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	6	3.4	3.4	3.4
	Not True	6	3.4	3.4	6.9
	Not Always True	56	32.2	32.2	39.1
	True	66	37.9	37.9	77.0
	Very True	40	23.0	23.0	100.0

Tabel 5.10: Language for Logic Functions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	6	3.4	3.4	3.4
	Not True	6	3.4	3.4	6.9
	Not Always True	56	32.2	32.2	39.1
	True	66	37.9	37.9	77.0
	Very True	40	23.0	23.0	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement obtained positive responses of the study sampl

Based on the table, this statement is most widely considered by the study sample as something that really amounted to 66 (37.9%). This was followed by a response is not always correctly numbered 56 (32.2%), and very true of 40 people (23%).
e as more choose the correct and very correct and supported by not always true.

Conversely, giving negative feedback in the form of incorrect and absolutely untrue respectively amounted to only 6 (3.4%). Thus, the statement, "The language used to describe or illustrate the experience of users of the language," the response has been positive and to validation this statement as true.

3. Statement number three variables X reads, "The language serves to exchange experiences in the interaction among users of language." This statement gets the following frequencies and percentages.

Tabel 5.11: Language for the function of exchange of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	1	.6	.6	.6
	Not True	4	2.3	2.3	2.9
	Not Always True	41	23.6	23.6	26.4
	True	87	50.0	50.0	76.4
	Very True	41	23.6	23.6	100.0

Tabel 5.11: Language for the function of exchange of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	1	.6	.6	.6
	Not True	4	2.3	2.3	2.9
	Not Always True	41	23.6	23.6	26.4
	True	87	50.0	50.0	76.4
	Very True	41	23.6	23.6	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement obtained positive responses of the study sample more choose correct and very correct. Based on the table, this statement is considered by the study sample as something that really amounts to 87 people.

(50%). This was followed by a very correct responses totaled 41 people (23.6%), and neutral (not always correctly) amounted to 41 people (23.6%).

Conversely, giving negative feedback form is not true only 4 people (2.3%) and very incorrect numbered 1 (0.6%). Thus, the statement, "The language used to describe or illustrate the experience of users of the language," the response has been positive and memvaliditasi this statement as true or correspond to reality.

4. Statement of variable X number four reads, "Language function compose a message in a communication system." This statement received a response sample as indicated in the following table.

Tabel 5.12: Languange for Message Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	8	4.6	4.6	4.6
	Not True	1	.6	.6	5.2
	Not Always True	61	35.1	35.1	40.2

	Frequency	Percent	Valid Percent	Cumulative Percent
True	40	23.0	23.0	63.2
Very True	64	36.8	36.8	100.0
Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement obtained positive responses of the study sample bauseec many choose very true and correct.

Based on the table, this statement is considered by the study sample as something very true amounted to 64 (36.8%). Followed by the correct response of 40 people (23%),

And the neutral (not always true) total 61 person (35,1%). Instead, the people who gives negative responsand it is not true only 8 person (4,6%), and the people who not true only 1 person (0,6%). Therefore, the statement "The function of language is to describe the experience of the language user." get positive respons and proving this statement is true.

5. The statement on variable number's X stated, "In process string up the clause (equivalent sentence), you keep putting the object or the purpose of a conversation." This statement get a sample research respons, as state the following table:

Table 5.13: The language has a function as keep putting the subject and the purpose

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	13	7.5	7.5	7.5
	Not always true	54	31.0	31.0	38.5
	true	47	27.0	27.0	65.5
	Very true	60	34.5	34.5	100.0
	Total	174	100.0	100.0	

According to the table *output* SPSS to the statement number variable X. This statement get positive respons because many sample research who choosing the right sample. Based on the table,

this statement reputed by sample research be a right something and total 60 person (34,5%), and then followed by the right respons total 47 person (27%), and the neutral (not always true) total 54 person (31%). Instead, the people who gives negative respons and it is not true only 13 person (7,5%), and nothing who choosing very true. Therefore, the statement "In process string up the clause (equivalent sentence), you keep putting the object or the exact place, either be a subject or the pupose of conversation, get positive respons and proving this statement is true.

6. The statement variable number's X, "a complete experience realized in clause consisting of three element, that is the process (equivalent the verb), participants (equivalent of subject or object), and sirkumstan (equivalent of descriptions)". This statement get a respons sample, as state the following table:

Tabel 5.14: Complete experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very not true	9	5.2	5.2	5.2
	Not true	14	8.0	8.0	13.2
	Not always true	69	39.7	39.7	52.9
	True	46	26.4	26.4	79.3
	Very true	36	20.7	20.7	100.0
	Total	174	100.0	100.0	

According to the table is *output* or SPSS for statement variable number's X. This statement get a positive respons sample because the cabined of frequency true and very treand more than to choose not always true and very not true. According to the table, this statement considered with sample for the neutral think with choice the answer not always true total to 69 person (39,7%), however, this a neutrally is covered by a join respons to the correct numbering, total 46 person total (26,4%), and very true total 36

person (20,7%). Otherwise, who give a negative respons that is not true and total 14 person 9 person (8%) and very not true total 9 person (9,2%). Therefore, a statement "A complete experience realized in clause consisting of three element, that is process (equivalent the verb), participants (equivalents subject or object) or sirkumstan (equivalents description)," get a positive respons and to validitaized this statemnt for the ttue thinks and.

7. The sound of statement variable number's X, " A material process or activities process and have a participantsin clause can be a tracked with a question: what? Has happened? What's up or what happened?" this statement get a positive respons sample and the foolowing table:

Tabel 5.15: Process of material language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not very true	1	.6	.6	.6
	Not true	2	1.1	1.1	1.7
	Not always true	65	37.4	37.4	39.1
	True	70	40.2	40.2	79.3
	Very true	36	20.7	20.7	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement gained positive responses from the sample because more are choosing the correct answer and very correct than the other answers. Based on the table, this statement is considered by the study sample as something that is numbered 70 people (40.2%). This was followed by a very correct responses totaled 36 people (20.7%), and neutral (not always correctly) amounted to 65 (37.4%). Conversely, giving negative feedback form is not true only account for 2 persons (1.1%) and very incorrect numbered 1 (0.6%). Thus, the statement, "The process of material or process activities that have participants in clause can be tracked with the

question: what has happened? What is wrong? Or, what happened? "The response has been positive and

has been valid this statement as true and correspond to reality.

8. Statement of the number of variables X reads, "In clause, the mental process characterized by the

presence of the participants of a human or human-like engaged in the process of seeing, feeling or

speculate." This statement received a response research samples as outlined in the following table

Table 5.16: Mental Language Process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Its not true	8	4.6	4.6	4.6
	Not true	6	3.4	3.4	8.0
	Not always true	85	48.9	48.9	56.9
	True	50	28.7	28.7	85.6
	Very True	25	14.4	14.4	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement tends to

obtain positive feedback from the research sample because more are choosing a neutral answer or

not always correct than the combined answers correct and very correct. Based on the table, this

statement is considered by the study sample as something that is not always the correct amount to 85 people (48.9%). Followed by the correct responses totaled 50 people (28.7%), and very true total 25 persons (14.4%). Conversely, giving negative feedback form is not true only for the amount of people (3.4%) and very incorrect amount to 8 people (6.4%). Thus, the statement, "In the clause, the mental process is characterized by the presence of the participants of a human or human-like engaged in the process of seeing, feeling or speculate," the response has tended to positive and memvaliditasi this statement is closer to the truth and in accordance with reality-speaking generation young ethnic Chinese in Medan.

9. Statement of the number of variables X reads, "In Indonesian, relational process as the process of connecting or not commonly used markers being but in grammatical forms is still present in the clause. "This statement received a response sample as indicated in the following table.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	3	1.7	1.7	1.7
	Not True	20	11.5	11.5	13.2
	Not always True	77	44.3	44.3	57.5
	True	32	18.4	18.4	75.9
	Very True	42	24.1	24.1	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for the variable number X. This statement tends to obtain positive responses of the study sample as more neutral than the combined answers correct and very correct answer. Based on the table, this statement is considered by the study sample as something that is not always true amounted to 77 people (44.3%). This was followed by a very correct responses totaled 42 (24.1%), and was numbered 32 people (18.4%). Conversely, giving

negative feedback form is not true only of 20 people (11.5%) and so did not really amount to 3 (1.7%). Thus, the statement, "In Indonesian, relational process as the process of connecting or markers being not commonly used but in grammatical forms is still present in the clause," received no response.

5. 2 1 Validity Test

Questionnaire of the validity test with 16 representation or variable X and 16 representation for variable Y is tested to 30 respondents of research who are chosen randomly from the three schools with the provision 10 people for each school. Based on the questionnaire, known that SPSS output formed as Case Processing Summary shows that there is no data excluded found or 100% of questionnaire data can be read by SPSS 17 program.

Validity test is occured by identifying the correlation scores in the table of item-Total Statistic below the coulom Corrected Item-Total Correlation. This correlation value in coulom of Corrected Item-Total Correlation for the variable X which is between 470-805 and for the variable Y between 377-721. The coefficient value is in the positive condition and larger than r value table df=(a, n-2) product moment with N=30 in the significancy 0.05 and 2 sides is 3.61. Therefore, the result of variable validity test alleged that variable X and variable Y research questionnaire of language metafungsi is valid because the minimum correlation value of Corrected Item-Total Correlation between both variables is above r value table df= (a,n-2), is 0.377>0.361.

5.2 2 Reliability Test

Reliability test is occured based on the output in program SPSS 17 that consist of Case Processing Summary, Reliability Statistics, and Item-Total Statistics. Output Case Processing Summary explained the amount of valid data to process and to exclude; output reliability statistics display the reliability analysis result by a technique. Cronbach Alpha for revealing whether the qustioning item reliable; and the output item-total statistics shows the validity of questioning item.

According to the output reliabity of metafungsi language and social context , we can see that the valid data comes to 10 with the percentage 100% and no data excluded. This output supported by the Output Reliability Statistics metafungsi language and social context is alleged reliable. This is caused by the value of Cronbach Alpha with N =30 respondents in each 16 questioning items found that the value of Cronbach's Alpha variable X (metafungsi language) is 0.925 and the value of Cronbach's Alpha for variable Y (social context) is 0.920.

The value of Cronbach's Alpha for both variables substituted on two relibility standards. First, reliability alleged below 0.6 is not really good, while 0.7 is acceptable, and above 0.8 is classified as good. According to this assessment standard , then the reliability for variable X and reliability for variable Y is classified as good because it stands above 0.8 . Second, according to the reliabily coefficient index of the table above, then the reliability for X variable and reliability for Y variable stand on the highest position ranged 0.80-1.00.

5.3 Description Analysis

5.3 1 Characteristic of Research Sampling

Characteristics of research sampling which focused on the description and data analysis are the age, gender, father tribe, mother tribe, position in the family, and language used in the communication. Other identities are name, class, dwelling are not described. These are because the questionnaire is confidential; class is absolute because only derived from class XII without any different studies program, and the dwelling is also absolute because it only focused on the variable questionnaire domiciled in Medan.

First, from the age aspect, this research sampling mostly derived from the young generation in the range of age 17-17.9 years old. The group of this age amounted 78 people or 44.8 %. The group of age which following that group as the most sample is group in age 16-16.9 years old amounted 59 people (33.9%) then the group with the age of 18 years old or above amounted 36 people (20.7%). Then the group of age which is the most

Something that really amounts to 42 people (24,1%). Then followed by a very correct responses totalled 36 people(20,7%),and not too correctly numbered 58 people(33,3%).on the contrary,gives a negative response in the form of not really only amounted to 35 people(20,1%) and is not really amount to 3 people(1,7%). Therefore,statement"when the two speakers use language to interact,one thing they do is to establish a social relationship between them by using the structure of a complete clause,received a positive response and validates this statement as true and correspond to reality.

Statement variable number X reads," In describing and exchanging experiences,structure of the clause requires modality or word meaningfullview,consideration,or the personal opinion of the experience exchange,as the word certainly,may,perhaps,always,required,or want." This statements received a response sample as indicated in the following table.

Table5.21: The structure of the clause in the form of modality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It's not true	8	4.6	4.6	4.6
	Not true	12	6.9	6.9	11.5
	It wasn't always right	60	34.5	34.5	46.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Right	60	34.5	34.5	80.5
Very true	34	19.5	19.5	100.0
Total	174	100.0	100.0	

The table above is an output SPSS to a number of variable X. This assertion is getting a positive reponse from the research because more people think it's true and very true than the other answer. Based on the table,the statement is considered by the research as something that is around 60 people(34,5%). Then followed by the response of the right of 34 people (19,5),and not necessarily the case of 60 people(34,5%). On the contrary,giving negative responses in the form of it amounted to only 12 people(6,9) and is not true of 8 people(4,6%). Thus, the statement, "in exposing and share experiences, the structure of the clauses need modalities or words that are meaningful view, consideration, or personal opinion on the experience in exchange, as must be, maybe, perhaps, always, must or need." Get a positive response and validate this statement as the truth and in accordance with the reality.

14. the number of variables X reads "to assemble a message in the clauses, two aspects of the language used is the theme (the starting point a message or elements of the firs clause) and Rema (elements caluse is a theme)." The stetment is a response to the research as stated in the table below.

Tabel 5.22: The Theme and Rema The language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	It's not true	2	1.1	1.1	1.1
	Not true	7	4.0	4.0	5.2
	It wasn't always right	77	44.3	44.3	49.4
	right	63	36.2	36.2	85.6
	Very true	25	14.4	14.4	100.0
	total	174	100.0	100.0	

The above table is an SPSS output to statement number variable X.This statement is a positive response from the research sample for more answers correct and very correct than the other answer. Based on the table,this statement is considered by the study sample as something that really amounted to 63 (36,2%). This was followed by a very correct responses totalled 25 people (14,14 %) and not always correctly numbered 77 (44,3 %). By contrct which gives a negative domesticity be untrue amounted to 7 people (4,0%) and very incorrect amount to 2 people (1,1%). Thus,thestatement,"to compose a message in the clause,the two aspects of the grammar used is a theme (the starting point of a message or the first element clause) and rhema clause (elements clause after the theme),"which received positive response and validate this statement as truth in accordance with the reality of language.

Tabel 5.25: comunnication be related to situation, culture context and ideology.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not really true	3	1.7	1.7	1.7
	Not true	13	7.5	7.5	9.2
	Not always true	56	32.2	32.2	41.4
	True	51	29.3	29.3	70.7
	Really true	51	29.3	29.3	100.0
	Total	174	100.0	100.0	

Tabel above is *output* SPSS for the statement number of statistical variable Y. This expression acquire positive respond from the sample research because there are more combination of the correct answer and uncorrect answer than the other answer chioces. Based on the tabel, this statement reputed by sample research as something that is true aggregate 51 people (29,3%) and it is true same aggregate, 51 people (29,3%). And than followed by the neutral respond or not always true aggregate 56 people (32%). The other

way, who gives the negative respond like uncorrect only 13 people (7,5%) and really uncorrect only 3 people (1,7%). Because of that, statement, "In communication, the language that have connection with the context of situation, the context of culture, and the context of ideology," get the positive respond and validitated this statement as the fact and appropriate with the context of social languages young generation Tionghoa ethnic in Medan city.

1. The variable statetment Y number caw, "The language user use the language related with the contexs of situation that contains what is talking about, who is talking about the discussion, and how the conversation is done." This statetment was responded by sample research like the fact from the table.

2.

Tabel 5.26: Language user related the context of situation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not really true	9	5.2	5.2	5.2
	Not true	10	5.7	5.7	10.9
	Not always true	51	29.3	29.3	40.2
	True	65	37.4	37.4	77.6
	Really true	39	22.4	22.4	100.0
	Total	174	100.0	100.0	

The table above is *output* SPSS for the statement variable number Y. This statement is acquire the positive respond from the sample research because there are more combination of the correct answer and uncorrect answer. Based on the tabel, this statement reputed by sample research as something that true aggregate 65 people (37,4%). And than followed by the responding that really true aggregate 39 people (22,4%) and not always aggregate 51 people (29,3%). The other way, who gives the negative respond like uncorrect only 10 people (5,7%) and really uncorrect only 9 people (5,2%). Because of that, "The language

user use the language related with the contexs of situation that contains what is talking about, who is talking about the discussion, and how the conversation is done." Get the positive respond and validitated this statement as the fact and appropriate the context of social languages.

3. The statement variable Y number caw, "In social interaction, someone must be comprehend the discourse terrain or matter is in talking about or reading or happening or what the real invlovers busying so that the interaction can running well." This statement was responded by sample research like the fact from the table.

Tabel 5.27: Language user must be comprehend the discourse terrain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not really true	3	1.7	1.7	1.7
	Not true	3	1.7	1.7	3.4
	Not always true	37	21.3	21.3	24.7
	True	74	42.5	42.5	67.2
	Really true	57	32.8	32.8	100.0
	Total	174	100.0	100.0	

The table above is *output* SPSS for the statement variable number Y. This statement is acquire the positive respond from the sample research because there are more combination of the true answer and very true answer. Based on the tabel, this statement reputed by sample research as something that true aggregate 74 people (42,5%). And than followed by the responding that really true aggregate 57 people (32,8%), and

never true are 37 people (21,3%). The other way, who give the negative respond that not true and really not

true in each other 3 people (1,7%)

3 persons (1,7%). Thus, in a statement "In social interaction,someone must comprehend about discourse terrain or the matter which was talking or reading or happening or what was the really bussining by subject in order to interact fluently, "get positive respon and validating this statement a fact and agree with languaging of social context.

4. The statement of number variable Y caw "capacity or main topic the authentic can follows by everyone or only follow by specialist or certain professional depend on formality,The status of using language, complicity of emotion, and contact or oftentimes in interact with problems and people whom complicity in it. This statement reputed by research sample like fact in the following table.

Table 5.28: User of language must comprehend the main of topic.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	So not true	11	6.3	6.3	6.3
	Not true	8	4.6	4.6	10.9
	Not always true	70	40.2	40.2	51.1
	True	39	22.4	22.4	73.6
	So true	46	26.4	26.4	100.0
	Total	174	100.0	100.0	

The table on is output SPSS to the statement number variable Y. This statement get positive respon from research sample because the combine of correct answer and so correct is more many than the other choise. Based on the table, this statement has reputed by research sample as a very true aggregate 46 persons (26,4%), next follow by true respon aggregate 39 persons (22,4%) and it is not always true aggregate 70 persons (40,2%). On the contrary, whom gives negative respon is so not true aggregate 11 persons (6,3%) and it is not true aggregate 8 persons (6,3%). Thus, the statement "capacity or main topic the authenticcan follow by everyone or only can follow by specialist like the certain expert or specialist depand on formality, status of using language, complicity in emotion and contact or oftentimes in interact with problems and people whom complicity in it". Get positive rspon and validation this statement as a fact and agree with the social context.

5. Statement of Y variable number caw, "the meaning of using language was formed by contect that has realized with language (like orality and keberaksaraan) and no language (like hand gestures, facial expression and footsteps)". This statement has responded by research sample like a fact in the following table.

Table 5.29: User Language must comprehand the meaning of orality and the motion of language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	So not true	4	2.3	2.3	2.3
	Not True	15	8.6	8.6	10.9
	Not Always True	45	25.9	25.9	36.8
	True	53	30.5	30.5	67.2
	So true	57	32.8	32.8	100.0
	Total	174	100.0	100.0	

The table on is output SPSS to the statement number variable Y. This statement get possitve respon from research sample because the combine of true frequency and so right more than choice frequence of the other answer. Based on the table , this statement was reputed by research sample as a fact aggregate 57 persons (32,8%). Next follow by right respon aggregate 53 persons (30,5%), and not always true aggregate 45 persons (25,9%). On the contrary whom give negative respon is not true only about 15 persons (8,6%) and so not true aggregate 4 persons (2,3%). Thus, the statement "Meaning of using language has formed in context that realized with language (like orality and keberaksaraan) and no language (like hands gestures, facial expression, and footsteps)". Get positive respon and has validation this statement as a truth and agree with social context linguistic of ethnic the young generation of ethnic Tionghoa in Medan city.

6. This variable number Y caw,"the character of language in interaction hanging on the readiness of using language in planning, streamline,and choosing media in objectifying language". This statement has reputed by research sample in the following table.

Tabel 5.33: Time and Place influence the things in Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Truly Incorrect	6	3.4	3.4	3.4
	Incorrect	19	10.9	10.9	14.4
	Not always Correct	62	35.6	35.6	50.0
	Correct	31	17.8	17.8	67.8
	Truly Correct	56	32.2	32.2	100.0
	Total	174	100.0	100.0	

From the table we know that SSPS' *output* shows the number of variabel Y. This Idea gets a positive conception from the identify sample. From the table, this idea is considered by identify sample as the truly correct number of 56 persons (32,2%) and correct 31 persons (17,8%). Then followed by netral idea or not always correct of 62 persons (35,6%). From the other hand, the people who don't give negative idea just 19 persons (10,9%) and really incorrect 6 persons (3,4%). Finally, the idea of "The Factor of Space and Place is very important to give the things to Language Users with reality that representative, "get the idea that validate this idea as the correctness and appropriate with social context in language.

10. the idea of variable Y is, "The Factor of Space and Place don't obscure the users of language in giving the things." This things is commented by the identify sample as the facts in this table below.

Tabel 5.34: time and place don't abonden the language users

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Truly Incorrect	10	5.7	5.7	5.7
	Incorrect	15	8.6	8.6	14.4
	Not Always Correct	47	27.0	27.0	41.4
	Correct	62	35.6	35.6	77.0
	Truly correct	40	23.0	23.0	100.0

Tabel 5.34: time and place don't abonden the language users

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Truly Incorrect	10	5.7	5.7	5.7
	Incorrect	15	8.6	8.6	14.4
	Not Always Correct	47	27.0	27.0	41.4
	Correct	62	35.6	35.6	77.0
	Truly correct	40	23.0	23.0	100.0
	Total	174	100.0	100.0	

From the table we know that SSPS' *output* shows the number of variabel Y. This Idea gets a positive conception from the identify sample. From the table, this idea is considered by identify sample as the truly correct number of 62 persons (35,6%) and correct 46 persons (23%). Then followed by netral idea or not always correct of 47 persons (27%). From the other hand, the people who don't give negative idea just 15 persons (8,4%) and really incorrect 10 persons (5,7%). Finally, the idea of "The Factor of Space and Place is very important to give the things to Language Users with reality that representative, "get the idea that validate this idea as the correctness and appropriate with social context in language.

11. the idea of variable Y is, "the text that used can representative the actitity that is going on, as a cover in television news. " This things is commented by the identify sample as the facts in this table below.

Tabel 5.35: Text can representative the actitity in language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Truly Incorrect	2	1.1	1.1	1.1
	Incorrect	20	11.5	11.5	12.6
	Not Always Correct	51	29.3	29.3	42.0
	Correct	38	21.8	21.8	63.8
	Truly Correct	63	36.2	36.2	100.0

Tabel 5.35: Text can representative the actifity in language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Truly Incorrect	2	1.1	1.1	1.1
	Incorrect	20	11.5	11.5	12.6
	Not Always Correct	51	29.3	29.3	42.0
	Correct	38	21.8	21.8	63.8
	Truly Correct	63	36.2	36.2	100.0
	Total	174	100.0	100.0	

From the table we know that SSPS' *output* shows the number of variabel Y. This Idea gets a positive conception from the identify sample. From the table, this idea is considered by identify sample as the correct number of 63 persons (36,2%) and correct 38 persons (21,8%). Then followed by netral idea or not always correct of 51 persons (56,3%). From the other hand, the people who don't give negative idea just 20 persons (11,5%) and truly incorrect 2 persons (1,1%). Finally, the idea of "the text that used can representative the actifity that is going on, as a cover in television news. Can get the positive response and to validate this statement as the correctness and appropriate with social context in language.

12. . the idea of variable Y is, "the medium that most effective in releasing language in the context is spoken language.

Tabel 5.36: Spoken Language is effective as a medium at the context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Wrong	8	4.6	4.6	4.6
	Wrong	26	14.9	14.9	19.5
	Not Really True	48	27.6	27.6	47.1
	True	40	23.0	23.0	70.1
	Very True	52	29.9	29.9	100.0
	Result	174	100.0	100.0	

The table above is an output SPSS to statement to a number of variable Y. This assertion is getting positive response from the research. Based on the table, this statement considered by the research as a something that was really true is amounted by 52 people (29,9%) and true is amounted by 40 people (23%). Then it followed by a neutral or not really true amounted by 48 people (27,6%). On the contrary, who gave negative responses or wrong is amounted by 26 people (14,9%) and very wrong is amounted by 8 people (4,6%). By doing so, that statement , "The most effective medium in realizing the language in the context is the spoken language" is getting a positive response and validating that as the truth and accordance with the reality context of social language.

1. Statement variable Y is mentioned, "The context of user culture language is determined what may be have done by the participants were given a certain way .". This statement is responding by research sample like the fact in the table below.

Table 5.37: The culture context is limited action language user.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Wrong	10	5.7	5.7	5.7
	Wrong	16	9.2	9.2	14.9
	Not Really True	39	22.4	22.4	37.4
	True	62	35.6	35.6	73.0
	Very True	47	27.0	27.0	100.0
	Result	174	100.0	100.0	

The table above is an output SPSS to statement to a number of variable Y. This assertion is getting positive response from the research. Based on the table, this statement considered by the research as a something that was true is amounted by 62 people (35,6%) and was really true is amounted by 47 people (27%). Then it followed by a neutral or not really true amounted by 39 people (22,4%). On the contrary, who gave negative responses or wrong is amounted by 16 people (9,5%) and very wrong is amounted by 10

people (5,7%). By doing so, that statement "The context of user culture language is determined what may be have done by the participants were given a certain way" is getting a positive response and validating that as the truth and accordance with the reality context of social language.

2. Statement variable Y is mentioned, "In an effort to achieve the goal, the language need the stage or the structure of the text because the language may not reach a destination once said." This statement is responding by research sample like the fact in the table below.

Tabel 5.38: Pemakai bahasa memerlukan tahap dalam mencapai tujuan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangat tidak benar	3	1.7	1.7	1.7
	Tidak benar	8	4.6	4.6	6.3
	Tidak selalu benar	49	28.2	28.2	34.5
	Benar	60	34.5	34.5	69.0
	Sangat benar	54	31.0	31.0	100.0
	Total	174	100.0	100.0	

The table above is an output SPSS to statement to a number of variable Y. Based on the table, this statement considered by the research as a something that was true is amounted by 60 people (34,5%) and was really true is amounted by 54 people (31%). Then it followed by a neutral or not really true amounted by 49 people (28,2%). On the contrary, who gave negative responses or wrong is amounted by 8 people (4,6%) and very wrong is amounted by 3 people (1,7%). By doing so, that statement "In an effort to achieve the goal, the language need the stage or the structure of the text because the language may not reach a destination once said." is getting a positive response and validating that as the truth and accordance with the reality context of social language.

Statement variable Y is mentioned, " The user language considering the context of ideology or the concept of social that what you are supposed to do or shouldn't do as a member.

This Statement was received by a sample of such a fact in the following table.

Tabel 5.39: Language users consider the concept of social action

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Incorrect	8	4.6	4.6	4.6
	Incorrect	23	13.2	13.2	17.8
	Not always Correct	48	27.6	27.6	45.4
	Correct	62	35.6	35.6	81.0
	Very Correct	33	19.0	19.0	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for a variable number Y. This statement obtained positive responses of the study sample. Based on the table, this statement is considered by the study sample as something that correct amounted to 62 people (35.6%) and very correct amounted to 33 people (19%). And then followed by a neutral response or are not always correct amount of 48 people (27.6%). Otherwise, who gave negative response such incorrect amount of 23 people (13.2%) but have not the support answers very incorrect which amounted to only 8 people (4.6%). Thus, the statement, "Language users consider the context of ideology or slocial conflict stating what should be done or should not do as members of the society," received the poitive response and facilittate this statement as truth and reality in accordance with the social context of language.

16. Statement of variable Y numbers reads, "Text is the realization of ideology and ideology can be traced in the text." This Statement was received by a sample of such a fact in the following table.

Tabel 5.40: The text is the realization of ideology

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid					
	Very incorrect	19	10.9	10.9	10.9
	Incorrect	8	4.6	4.6	15.5
	Not always correct	45	25.9	25.9	41.4
	Correct	60	34.5	34.5	75.9
	Very Correct	42	24.1	24.1	100.0
	Total	174	100.0	100.0	

The above table is a statement SPSS output for a variable number Y. This statement obtained positive responses of the study sample. Based on the table, this statement is considered by the study sample as correct amounte of 60 people (34.5%) and very correct amounted to 42 people (24.1%). And then followed by a neutral response or are not always correct amount 45 people (25.9%). Otherwise, who gave negative response such incorrect amount of 19 people (10.9%) but have not the support answers very incorrect which amounted to and did not really amount to 8 people (4.6%). Thus, the statement, "The text is the realization of ideology and ideology can be traced in the text," received the poitive response and facilittate this statement as truth and reality in accordance with the reality of social contacts speaking younger generation ethnic Chinese in Medan.

5.4 Data Normality Test

Data normality test is part of the basic assumption test. Hypotheses testing aimed at establishing research normality. Normality is done in two ways, namely Tests of normality and One-Sample Kolmogorov-Smirnov Test. From the results of the Kolmogorov-Smirnov test for normality can be ascertained whether the quantitative data and analyzed by parametric or nonparametric. Therefore, the quantitative data of this study first tested in parametric Tests of normality. From SPSS output is known that the total score metafunction language and social

contact with 174 sample worth significance of 0.000 (see Table 5:43). Hence the significance of the variables X and Y is less than 0.05, it can be concluded that the population data of all the variables are not normally distributed. Thus, the quantitative data of this study can not be analyzed but as a parametric nonparametric.

Tabel 5.41: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Total Score of Social Contacts	.112	174	.000	.916	174	.000
Total Score Metafunction Language	.100	174	.000	.941	174	.000

a. Lilliefors Significance Correction

Nonparametric analysis does not require the normal data in parametric tests. In the known nonparametric test data normality test called One-Sample Kolmogorov-Smirnov Test. Based on SPSS output that is listed in the table below 5:44 is known that the significant value of the variable X is 0.060

Sample Kolmogorov-Smirnov Test. Based on *output* SPSS which listed on the table 5.44 below is known that the value of signification of variable X s 0,060. According   Wibowo (2012:72), recudual value curves standarted, have normally date spreading. If Kolmogorov-Smirnov Z < Z table are Asymp value. Sig. (2-tailed) > α.

Tabel 5.42: One-Sample Kolmogorov-Smirnov Test

	Total score language metafunction

N		174
Normal Parameters[a,b]	Mean	58.03
	Std. Deviation	8.985
Most Extreme Differences	Absolute	.100
	Positive	.094
	Negative	-.100
Kolmogorov-Smirnov Z		1.324
Asymp. Sig. (2-tailed)		.060

a. Test distribution is Normal.

b. Calculated from date.

Based on table Kolmogorov-Smirnov sample test above so we can conclude that research date in analysing nonparamatic distribution normally. It's caused by the level of significant with one semple of variabl language matafunction evaluate 0,060 > 0,50. So because, of that research date normally in nonparamatic analysis classifical of distribution . Although date normallity level is low enough.

5.1 Analisys of Bivariat

5.5.1 Simple correlation analysis

Correlation of variabel X (Languae metafunction) to variable Y (social context) based on pearson correlation (*Product Moment Pearson*). The using of pearson correlation purposed to measure the relationship between the variable X and variabel Y. From these both variable will be viewed bivarat correlation. Accordig to priyatno (2009:109), in calculating the correlation will be obtained correlation show the relationship between . Nilai korelasi berkisat antara 0 sampai 1 atau 0 sampai -1. Jika nilai semakin mendekati 1 atau -1, hubungan semakin erat; sebaliknya, jika mendekati 0, hubungan semakin lemah." Menurut Arikunto (19970 dalam Wibowo (2012:111), tingkat keeratan korelasi tersebut dapat diukur dengan koefisien korelasi dalam tabel berikut.

Tabel 5.43: Koefisien Korelasi

No.	Nilai Interval	Kriteria
1	< 0,20	Sangat Rendah
2	0,20 – 0,399	Rendah
3	0,40 – 0,599	Cukup
4	0,60 – 0,799	Tinggi
5	0,80 – 1,00	Sangat Tinggi

Sumber: Agung Edy Wibowo. 2012. *Aplikasi Praktis SPSS dalam Penelitian.* Yogyakarta: Gava Media.

Berdasarkan *output* data komputer dengan program SPSS 17dalam tabel 5.48, diperoleh nilai koefisien korelasi antara variabel X (metafungsi bahasa) dengan variabel Y (konteks sosial) sebesar 0,610 dengan dua bintang. Hal ini berarti nilai koefisien mendekati 1 dan berada pada rentang nilai 0,60-0,799 sehingga dapat disimpulkan bahwa hubungan semakin erat dengan koefisien korelasi yang tinggi antara metafungsi bahasa dengan konteks sosial. Dengan demikian, nilai koefisien korelasi dengan N=174 lebih besar dari nilai r tabel sehingga menunjukkan hubungan yang positif. Artinya, jika kualitas metafungsi bahasa meningkat, maka juga akan meningkat konteks sosial berbahasa generasi muda etnik Tionghoa di Kota Medan.

Tabel 5.44: Korelasi Metafungsi Bahasa dengan Konteks Sosial

		Jumlah Skor Total Metafungsi Bahasa	Jumlah Skor Total Konteks Sosial
Jumlah Skor Total Metafungsi Bahasa	Pearson Correlation	1	.610[**]
	Sig. (2-tailed)		.000
	N	174	174

Jumlah Skor Total Konteks Sosial	Pearson Correlation	.610**	1
	Sig. (2-tailed)	.000	
	N	174	174

**. Correlation is significant at the 0.01 level (2-tailed).

Setelah diperoleh adanya hubungan yang erat antara variabel metafungsi bahasa dengan konteks sosial, maka dilakukan uji signifikasi. Menurut Priyatno (2009:113), "Uji signifikasi dimaksudkan untuk mengetahui apakah terdapat hubungan signifikan atau tidak di antara variabel yang ada. Pengujian menggunakan uji dua sisi (*two tailed*). Signifikan artinya nyata ("berarti"); maksudnya, hubungan yang terjadi dapat diberlakukan untuk populasi." Pengujian ini dilakukan dengan

level of significant 0,05 which means chances of a maximum 5% for that, it needs to formulated of hypothesis and criteria for testing.

Hypothesis the research of using Ha : " There are significant connection between metafunction the language of social context "until Ho of Ha is "No there is a significant connection between metafunction the language of the social context "To test hypothesis the agreement criteria of testing "if the significance get less than > 0.05 so it Ho be rejected.

From the output SPSS got the significant of 0,000. With significant <0,05 and Ho be rejected and can be concluded that there is a significant connection between metafunction with the social context, it gives significant that 95% the decision of the language construction the social context in the functioning of ideasional, interpersonal and textual language is right. So because of that, metafunction in effect significant to the social context in the text discourse of the absolute ethnic Tionghoa in Medan.

5.52. Analysis the regression of the linear simple

Analysis the regression of the linear simply is a study of one independent variable with dependent variable are tied. They are also called variable X is in this study is metafunction in the dependent variable or variable Y are in this study is the social context. According to Priyanto (2006:55) "Analysis is Intended to Predict the Value of Dependent Variable if the Value of the Variable the Independent has increased and discreased ant to know the relationship between variables are Independent whether positive or negative."

Analysis the regression in this study uses a summary, ANOVA[b], and coefficient. The list processing computer provided output SPSS the following:

Table 5.45: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	610[a]	373	369	7.051

a. The number of the result metafunction the language

b. the number of the total social context.

Based on the table above, multiple R is a coefficient of the correlation, which is a value measure of the changing the relationship between Independent Variable and Dependent Variable. This value is the root of coefficient were (R^2) the value of a 0,610 can be Interpreted that they are Independent Variable to have a relationship more closely with dependent variable and Dependent Variable and the relationship has a positive direction. Then, the value of R^2=0,373 to give meaning that 37,3% of the social context in can be explained by variable metafunction the language while the rest is explained by the variables that are not studied in this research.

Output the two are described in the analysis of the regression this is a chart ANOVA. To answer Ha: "There is a significant between metafunction the language with the social context" of the table shows that the regression.

Level of significance 0,000.This value is smaller than 0,05 or value of sig < a.This means hypotesi declaratory significant relationship between metafungsi with acceptable social context.

Table 5.46 : ANOVA[b]

Model	Sum of squares	df	Mean Square	F	Sig
1.Regression	5080.280	1	5080.280	102.187	.000
Residual	8551.059	172	49.715		
Total	13631.339	173			

a.Predictors : (Constant),The number of the scores metafungsi language

b.Dependent Variable : The number of the scores of the context social

Beside using the probability value or sig, another way is to use the f value count. Assesment criteria is if f count is greater than f table then hypothesis is accepted,and vice.Based on the table 5.50,f count has a value of 102.187 while the f table is greater than 85 have lower scores than 2.712.This means calculating F>F table so that the hypothesis HA accepted and HO rejected.

The third output explained in simple linear regression is a table of coefficients Ha is not correlation between metafungsi language with context social. Ho is correlation between metafungsi language with context social.Testing this hypothesis can be defind from the following this confficient table.

Table 5.47 : Coefficients [a]

Model	Unstandardized Coefficients		Standarized Coefficients	t	Sig
	B	Std Error	Beta		
1. (Constant)	24.100	3.503		6.880	.000
The number of the scores Metafungsi languange	.603	.060	.610	10.109	.000

a.Dependent Variable : The number of the score of the context social.

Based on the table above, the value of the coefficient of regressing metafungsi language had the rate of significant 0,000.This value smaller than 0,05 or value meaning refused HO and receive Ha.In other words, there is a significant correlation between metafungsi the language in context of social. Coefficient regression variable x of 0,603 meaningful if the coefficient correlation metafungsi language increased 1 point of the truth or the appropriateness of the context of social in having an increase of 0,603. The coefficient worth positive that is happening positive relationships between metafungsi the language in context of social. So,the higher metafungsi the language of the more increasing the appropriateness of the context of social in the younger generation ethnic tionghoa in the Medan city.

CHAPTER VI

THE RESULTS OF RESEARCH AND DISCUSSION

6.1 Introduction of Discussion

The discussion on the results of this study focused on systemic functional grammar and social context that have listed in formulation of research. The formulation of research focuses on these five aspects.

1. Ideational function as the first part of systemic functional grammar discusses the result of description and the analysis that classified in the experiential function and logical function.

2. Ideational function as the second part of systemic functional grammar discusses the action and reaction that appear from discourse texts of Chinese young generation at three schools in Medan.

3. Textual function as the third part of systemic functional grammar discusses the appearance familiar theme and unfamiliar theme in discourse texts of Chinese young generation in Medan.

4. Social contexts as one variable which separated from systemic functional grammar discusses the interrelatedness situational context, cultural context, and the ideological context discourse texts of the younger generation Chinese ethnic in Medan.

5. Correlation of systemic functional grammar and social context discusses

6.2 Ideational Function of Chinese Younger Generation's Discourse Text

Discourse texts of Chinese younger generation bring up two version of writing, there are discourse text in Indonesian and English. From Indonesian text there are three kinds of process that appear in all text, there are material process, relational process, and the behavior process. Otherwise, English texts show the material process as the only one process that in all texts.

The appearance of material process in Indonesian text and English text give the meaning that every discourse text have participants. According to Halliday in Sinar (2010:32), "material process is 'activity' process and 'event' that have participants, for examples things or human who take the parts or involved selves in the activities with involvement of other participants." This thing means all discourse text of Chinese ethnic young generation in Medan keep show subject or responsible in every events or activities that being held.

Activities or events with the presence of participants and verb give places for location aspect in sirkumstan text. It means, every text present clause which has location, as well as Indonesian texts and English texts. This condition gives the important meanings of material process, participants, and location for persistence life young generation of Chinese ethnic in Medan.

In existential, the existences of Chinese ethnic young generation signed by the presence of material process, participants, and location. This presence was supported by function, said Chinese ethnic young generation who prioritize declarative sentences or statements, as well as Indonesian text and English text. The employing of statements sentences positioned young generation as news reporter in their social life. Moreover, they minimize other sentences, like statement, offer, and command.

6.3 Interpersonal Function Discourse Text of Chinese Young Generation.

Discourse text of Chinese young generation appears the action and reaction. Every appearance of action appears reaction too. The appearance of action that express by the dominance of action statement was welcomed by reaction that form mental process, epithet, modality, euphemism, and connotative in clause that wrote by young generation. According sinar (2010:48) system of clause was represented through the structure of clause that consists of two main substance, those are moda and residue. Substance of moda is consist of subject, and finite

meanwhile the substance of residue is consist of a predicator, one or more predicator, and some kinds of different adj.

In discourse text of young generation, This interpersonal function knew from clause structure that in Indonesian know by pattern of SPOK and in English with pattern moda and residue. Based on the case can know that discourse text of young generation bring up actor or main player with secondary actor. According to sinar (2010:50), main player is person who in authoritative control the declaration which exchanged or execute the job that traded. Otherwise, secondary actor is a person who wants to know the declaration which exchanged or person who did the transaction command.

The actor or main player in text show the writer who in authoritarian control the discourse. Otherwise, secondary actor was consist of friends and writer's family. The appearance of writer in discourse text gives meaning toward action by statement. This thing gives the indication that writer restricted by question, offer, and command in celebrated Chinese new year to friends and family. Therefore, the reaction which appear is only mental process, epithet, modality, euphemism, and Connotative that minimized the embarrassment and possibility of unrest for friends and family of Chinese young generation in Medan.

6.1 Textual Function Discourse Text of Chinese Young Generation

Discourse text of Chinese young generation in Medan show unfamiliar theme as the most theme appeared in the clause. The appearance of familiar theme based on presence of modus, that is declarative modus, interrogative, and imperative, thus otherwise for unfamiliar theme. Therefore, using unfamiliar theme in discourse text of young generation give indication that young generation want the delivery of first message based on the important things and not based on standard structure of sentences, for example SPOK (subject, predicate, object, and adverb)