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SYSTEMIC FUNCTIONAL LINGUISTICS IN CURRICULUM 2013

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Proceedings of International Conference
on the 2nd English Linguistics, Literature and Education (ELITE)
10 -11 October 2014

Editors:
Santi Erliana
M. Zaini Miftah

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FOREWORD

The proceedings, *The Multifaceted Dimensions of English Linguistics, Literature and Education*, are the selected papers that were presented in the 2nd English Linguistics, Literature and Education (ELITE) International Conference in Indonesia conducted at the State Islamic College of Palangka Raya, Central Kalimantan, on 10 -11 October 2014. The title of the proceedings was taken from the theme of the International Conference.

The conference was organized by English Education Study Program of the State Islamic College of Palangka Raya in cooperation with the Association of Teachers of English Linguistics, Literature and Education (ELITE) in Indonesia. English Linguistics, Literature and Education is a discussion forum that researchers, practitioners (lecturers, teachers and instructors) and teachers can expose their ideas, researches and products on language teaching of English Linguistics, Literature and Education. One of the annual activities is international conference which is aimed at testing out ideas and perspectives of all researchers, practitioners (lecturers, teachers, instructors) with intellectual bearings that can be different one another and to share a similar frames of reference. This conference is objected to bring together a broader spectrum of scholars to have an intellectual conversation.

With the compilation of the conference papers, it is expected that the proceedings will be beneficial for the practitioners (lecturers, teachers and instructors) participating in the conference. Also, it is hoped that this proceedings will be useful for those who are interested in the development of their knowledge in language teaching of English Linguistics, Literature and Education.

The appreciation is addressed to the organization of the conference and the publication of the proceedings. First, it is addressed to the Chairman of State Islamic College of Palangka Raya (Dr. Ibnu Elmi A.S. Pelu, SH., MH) as well as the President of ELITE (Dr. Hj. Like Raskova O., M.Ed). The gratitude is also addressed to the plenary speakers of the conference, Prof. Rodney H Jones (City University of Hongkong, Hongkong), Prof. Peter Mickan (Adelaide University, Australia), Prof. Joko Nurkamto, M. Pd (Sebelas Maret State University), and Handoyo Puji Widodo, S. Pd., Postgrad. Dipl. Appl. Ling,. MA (University of Adelaide, South Australia). Finally, the deepest thanks go to the members of the organizing committee, and all lecturers and students of English Education Study Program of the State Islamic College of Palangka Raya who gave their attention and time for the success of the international conference.

Palangka Raya, 26 December 2014

Editors

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SYSTEMIC FUNCTIONAL LINGUISTICS IN CURRICULUM 2013

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Abstract: This article entitled systemic functional linguistics in curriculum 2013. This paper describes about how to guide scientific approach through the systemic functional linguistics in Curriculum 2013. This curriculum is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. Instructional activities of all subjects have the same approach, that is scientific through observing, questioning, associating, experimenting, and networking. By understanding those scientific approaches and know how to apply it in the classroom, the teachers can play their roles during teaching and learning process. Because curriculum 2013 is based on process oriented, not product oriented. The nature of language as a social semiotic system; that is, as a resource for meaning across the many and constantly changing contexts of human interaction needed in order to develop meaningful learning. Now, we look at the whole thing simultaneously from a number of Systemic Functional Linguistics was perspective contributing towards the total interpretation of scientific approaches in curriculum 2013. SLF describes language in terms of set of choices of meaning, thus SLF is an approach to linguistics that considers language as a social semiotic system. Whereas considered systems to refer to possibilities subordinated to structure, Systemic functional linguistics is also functional" because it considers language to have evolved under the pressure of the particular functions that the language system has to serve.

Keywords: *systemic functional linguistics scientific approaches, curriculum 2013*

INTRODUCTION

The use of curriculum 2013 is the dilemma that so influence in education. It is caused due to not finding the appropriate teaching methodology with the 2013 curriculum. However, it has not become problems by some teachers and should also not be disputed. Halliday has given a way out to facilitate learning by using the text in the learning methodology. Theory in the context of the LSF can not be separated from the text, discourse, and context itself. According to Halliday (1974) in Sudaryat (2009: 143), "*... a text is an operational unit of language*" that the making can not be separated from the content of speech, narrative style, and narrative context.

The terms used in the text tend to talk about things oriented language, form and structure of language. In contrast, the term tends to be used in the discourse discuss things oriented to social factors. Thus, the text is included in the category or arising from linguistic domain while the domain of social discourse that gets expression in the text.

Theory in the context of the LSF can not be separated from the text, discourse, and context itself. According to Halliday (1974) in Sudaryat (2009: 143), "*... a text is an operational unit of language*" that the making can not be separated

from the content of speech, narrative style, and narrative context. More fully, Halliday (1985: 11) explains the meaning of the text as follows:

A text is a form of exchange, and the fundamental form of the 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, the text is a product of environment, a product of a continuous process of choices in meaning that can be Represented in language.

Halliday and Hasan (1985: 10) which defines the text as a functional language, "language that is functional". Functional intent here means the language that do the same work in a context and not words or isolated sentences which may be written one on top of the board. Thus, the use of language in communication has a relationship with the social context and the target of LSF theory in relation to the context of the situation.

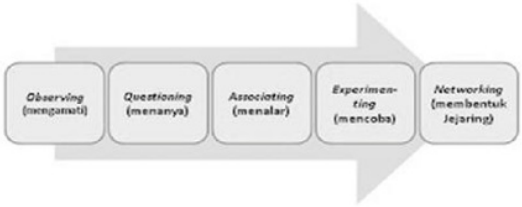
SCIENTIFIC APPROACH

Understanding Scientific Approach

Curriculum 2013 emphasizes on modern pedagogical dimension in learning, using a scientific approach. Scientific derived English scientific meaning, which is science, the science or based on science. (Team Prima Pen, t.th: 339). While the approach is the approach which means that embodies the basic concepts, inspire, strengthen, and underlying thinking about something. Thus, the scientific approach (Scientific Approach) in the study in question here is how the applied learning method based on a particular scientific theory. Scientific approach means that the basic concepts underlying the formulation inspiring or teaching method by applying scientific characteristics. Scientific learning approach (scientific teaching) is part of the pedagogical approach to learning in the classroom implementation that underlies the application of the scientific method.

Understanding the application of a scientific approach to learning does not only focus on how to develop student competence in observation or experiment, but how to develop the knowledge and thinking skills that can support creative activity in innovating or work. Through : Observing [mengamati], Questioning [menanya], Experimenting [mencoba], Associating [menalar], Networking [Membentuk networks].

View of the above, be adopted scientific learning steps involved five steps as shown below:



Operational measures of scientific learning are as follows.

Observing

Method of prioritizing meaningfulness observe the learning process (learning meaningfull). This method has certain advantages, such as the media presents a real object, learners happy and challenged, and easy implementation. With the observation method learners found that there is a relationship between the object being analyzed with the learning materials used by the teacher.

Inquire

Effective teachers can inspire students to improve and develop the realm of attitudes, skills, and knowledge. By the time the teacher asked, at the same time he guided or guide the learners to learn well. When the teacher to answer questions learners, when it was anyway she pushed her care was to be penyimak and a good learner.

Reasoning

The term "reasoning" within the framework of the learning process with the scientific approach adopted in the curriculum in 2013 to illustrate that teachers and learners are active participants. Compressive point certainly in

many ways and situations to be more active learners rather than teachers. Reasoning is the process of thinking logically and systematically over-the empirical facts that can be observed to obtain a conclusion in the form of knowledge. The term refers to the association in learning kemamuan associate classify diverse ideas and diverse events to then put it into a fragment of memory. During special events transfer to the brain, stored in a reference to the experience of other events

Trying

To obtain a real or authentic learning, learners have to try or experiment, especially for materials or substances that are compatible. Application of the experimental method or try intended to develop various domains of learning objectives, the attitudes, skills, and knowledge. Real learning activities for this are: (1) determine the theme or topic in accordance with the basic competencies according to the demands of the curriculum; (2) study the ways the use of tools and materials are available and must be provided; (3) study the relevant theoretical basis and the results of previous experiments; (4) perform and observe the experiment; (5) noted that the phenomenon occurs, analyze, and present data; (6) draw conclusions on the results of the experiment; and (7) make reports and communicate the results of the experiment.

Network Learning/Collaborative

What is collaborative learning.? Collaborative learning is a personal philosophy, is more than just learning techniques in school classes. Collaboration is the essence of the interactions of philosophy and lifestyle that puts humans and pemaknaikerjasama as interaction structures, well-designed and deliberate as to facilitate collective efforts in order to achieve a common goal. Internet use is highly recommended in learning or collaborative classroom. Due to it, the internet is one of the learning network with access to and availability of extensive information and easy.

By using a scientific study, the five-step learning can be implemented several learning activities of students, as in the diagram below:

KEGIATAN	AKTIVITAS BELAJAR
MENGAMATI (*OBSERVING*)	MELIHAT, MENGAMATI, MEMBACA, MENDENGAR, MENYIMAK (TANPA DAN DENGAN ALAT)
MENANYA (*QUESTIONING*)	• MENGAJUKAN PERTANYAAN DARI YANG FAKTUAL SAMPAI KE YANG BERSIFAT HIPOTESIS • DIAWALI DENGAN BIMBINGAN GURU SAMPAI DENGAN MANDIRI (MENJADI SUATU KEBIASAAN)
PENGUMPULAN DATA (*EXPLORING*)	• MENENTUKAN DATA YANG DIPERLUKAN DARI PERTANYAAN YANG DIAJUKAN • MENENTUKAN SUMBER DATA (BENDA, DOKUMEN, BUKU, EKPERIMEN) • MENGUMPULKAN DATA
MENGASOSIASI *(ASSOCIATING)*	• MENGANALISIS DATA DALAM BENTUK MEMBUAT KATEGORI, MENENTUKAN HUBUNGAN DATA/KATEGORI • MENYIMPULKAN DARI HASIL ANALISIS DATA • .....
MENGKOMUNIKASIKAN (*COMMUNICATING*)	• MENYAMPAIKAN HASIL KONSEPTUALISASI • DALAM BENTUK LISAN, TULISAN, DIAGRAM, BAGAN, GAMBAR ATAU MEDIA LAINNYA

In the implementation of the 2013 Indonesian curriculum into science tractor (the carrier of knowledge). In this function be towing accelerate language development of students' mastery of science. The development of knowledge of students in line and in tune with the development of language skills. Proficiency mastered the meaning and structure of Indonesian as well as a wealth of knowledge.

Students took a language proficiency skills in mengiteraksikan the ideas of both written and vebal on social interaction in mind menudukung disclosure in education, economics, politics, law, and industry. Role memediakan thoughts in writing is now more important in life in line with the growth of knowledge and information and communication technology is increasingly rapidly.

Term-Based Text

The term text, also often called the genre is a unit of language in written or oral dimediakan with certain organizational system to express meaning in a particular context as well. Riyadi states that the text is the language that is being used in a particular context. This view states that the text can appear in the form of oral and written language can not be separated from the system context.

The term is often akin to text genre terms because language is a social process activities that proceed in stages to achieve a certain goal as stated Wiratno which refers to Martin and Rose (2003).

Genres related to cultural and social backgrounds that underlie created a text. Therefore, recognize the text in depth would not be separated from the cultural values and social goals underlying. Further analysis through specific text can be recognized also spiritual values or moral purpose underlying the growth of social and cultural values. Analysis like this can bring an understanding of the dimensions of the genre widely alongside narrowly introduction of text types perusal.

Text or genre can be as discourse (discourse). The term discourse according to a large dictionary (1) verbal communication; conversation; (2) says that the overall environment is a unity; (3) complete the environmental unit of language is realized in the form of an essay or report intact, such as novels, books, articles, speeches or sermons; (4) the environment or to think in a systematic procedure; capability or process gives consideration based on common sense; (5) the exchange of ideas verbally. Distinguishing text, genre, and discourse is a product of a different perspective on the reality of language in context. Language may appear in the form of strutur, as a medium of social interaction to achieve certain goals, or as a whole said that based on the systematic and logical way of thinking.

The text clearly seen from the physical dimensions can its existence, its structure can be analyzed, and its elements can be identified. Viewed from an abstract dimension, text is a unit of meaning inherent in its use of language in a particular context. Judging from the dimensions of the social process bermanka text aligned with the genre. When viewed from the communication process in the narrative as a whole or pemediaan mind, the text is the same as meaningful discourse.

The results of the analysis of various dimensions, the text has the following characteristics:

1. Having a cohesive organization system
2. Express the meaning.
3. Structured in context
4. Media can be in the form of written and spoken
5. Step Development Text

Step in the development of learning Indonesian text using the following four steps:

1. Building a Context (MK)
2. Forming models of text (Modeling)
3. Build text together (MTB)
4. Build text independently (MTM)

Text-based English language learning has implications for the implementation of learning can not be separated from the text in oral and written form. Integrative scientific learning process into four steps by observing activities, inquire, try, reasoning, menyaji, and create.

Typical integration in learning Indonesian will result in the following models:

1. **Build context** through the activity observed in the context of text and inquire about the various issues related to the observed text. In the context of the build steps students can be encouraged to understand the spiritual values, cultural values, goals that underlie the text wake. In this process students explore the content of the text and the values implicit in it. Here students can uncover observation report for follow-up material in learning activities.
2. **Forming models** through to try and make sense to formulate a model structure of phonological, grammatical, lexical, and meaning of the text read. In this step students are encouraged to raise curiosity by taking into account (1) symbol, (2) sound (3) grammar and (4) the meaning. Through the analysis of facts and data on text that students acquire the model learned affixes, imkata structure, phrases, clauses, sentences, or paragraphs. All of these students have learned in the context of its use. At this stage students can explore text types studied, and identify their characteristics. Activity recognition process not as the ultimate goal of learning, but as the initial activity for mengembangkandaya copyright.
3. **Build together** a text with the text still in activity try, reasoning, and creating a collaborative manner, followed by menyaji. Students use models to explore the results of text to build a text by collaborating in the group. Through these activities is expected of all students can gain experience to create the text as a basis for developing individual competencies.
4. **Develop independently** text with pressure points on the student can demonstrate competence in creating individually. Therefore, the dimensions of Indonesian language learning activities must fulfill four basic steps, six steps to develop skills in scientific activity, two models of collaborative and individual activities, and berdimesi move and work.

What Products Are Expected to Learn?

The most important thing is to determine the competence of teachers consider to be achieved that is tailored to the needs of life in the context of the present and the future. Target achievement of excellence competence needs to be adjusted with potential students, social context, environment, and the carrying capacity of the school. Advantages that teachers need to pay attention to is the advantage in the process of text that can move and realize students through the learning process.

Prior to determining competency indicators that can reach students, teachers need to pay attention to core competencies, Basic Competence, Indicators of the achievement of competence and attention, teacher book and student books as the basis for the preparation of lesson plans.

Indicators of competence include;

1. Development of attitudes, knowledge and skills in a balanced way.
2. Skills to organize data, facts, or information obtained from the activities of seeing, hearing, feeling, and by empowering knowledge that has been previously occupied.
3. Mastery of linguistic concepts
4. Skilled high thinking
5. Developing collaborative activity.
6. Develop Produce work experience students need work in a real turn on.
7. Variations of the model works can be seen that all types of products with industry usage guidelines or manuals, for all the work guidelines require, require formatting, even dropping death is still required text description of death. Diperkukan text anywhere.

Reflected in indicators of spiritual values, cultural values, and social values that can be the basis of the development of the moral, linguistic knowledge, factual information or data that students can use to develop the

skills of logical and systematic high, the use of language in the collaboration, and the work in the form of text.

CONCLUSION

Systemic functional linguistics theory is helpful curriculum-based learning system 2013, the methodology is a methodology text very basic curriculum in 2013 regarding the Observe, inquire, reason, trying and learning networks/ collaborating. By using the methodology text learners can understand the teaching of English is good and right. Good and perfect text made by learners show that the quality of learning English is very good.

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