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Social Context on Systemic Functional Linguistics at Young Generations of Chinese Ethnic in Medan

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Abstract: Bilingual condition occurs mostly at Chinese ethnics, mainly for people who have not received higher education. On the other hand, multilingual condition occurs for people who have studied at least senior high school and global life. LSF theory with situational context (registers), the cultural context (genre), and the context of ideology (ideology). 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 includes all situations and things that are beyond the text and affects the use of language, such as the participants in the language, a situation in which the text is produced, its intended function. The relationship between metafunction and social context of discourse texts in Indonesian and English at communication systems of Chinese young generation ethnics in Medan is positive and increasingly close and shows a correlation between two variables.

I. Introduction

The most younger generation of Chinese ethnic in Medan is using Indonesia and English language when they create a communication in a family and social life in Chinese environment. However, in school, they communicate using Indonesia language and for the elite communication, they use English language. Thus, there are bilingual and multilingual communication for Chinese ethnics in Medan. Bilingual condition occurs mostly at Chinese ethnics, mainly for people who have not received higher education. On the other hand, multilingual condition occurs for people who have studied at least senior high school and global life. Therefore, this multilingual condition happens at the young generation who has gained foreign language learning and knowing and they have known when they use Chinese, Indonesian or English language. This research will be centered on senior high school student in Medan or at the suburb of Medan who use their mother language, Chinese language, as the way of communication. Based on this, the researcher is interested in examining and analyzing meta-function of a language and its social context using LSF Theory (Systemic Functional Linguistics).

II. Methodology

2.1 Text and Discourse

Theory context in LSF cannot be separated from the text, discourse, and its context. According to Halliday (1974) in Sudaryat (2009: 143), "a language of the text is an operational unit". Completely, Halliday and Hasan (1985: 11) explain the meaning of text as follows: A text is a form of exchange, and the fundamental form of text is dialogue of interaction between speakers. It means that every text is meaningful because it can be related to interact among speakers, and ultimate to normal everyday spontaneity dialogue. 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 a language. Based on the above understanding, the text is placed within the context of orally. According to Kress (1985) in Sinar (2008: 6-7) concludes that the term text tends to be used in discussing form and structure of the language. While the term discourse tends to be used in discussing things that are oriented to social factors. Thus, the text is a category that arises 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) distinguishes 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 which is used in the form of a string of sentences that carry certain prepositions as a whole. As a concrete embodiment of the discourse, it is formed by a string of words. Text has a composition, sequence and characterize in 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 while discourse refers to the discussion in society and another thing 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. While discourse is related to the external aspects of the language which is called context.

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I. Introduction

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II. Methodology

2.1 Text and Discourse

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In addition to the above opinion, Sudaryat (2009: 143) distinguishes 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 which is used in the form of a string of sentences that carry certain propositions as a whole. As a concrete embodiment of the discourse, it is formed by a string of words. Text has a composition, sequence and characterize in 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 while discourse refers to the discussion in society and another thing 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. While discourse is related to the external aspects of the language which is called context.

1.2 Context

LSF theory is introduced by Michael Alexander Kirkwood Halliday known as M.A.K. Halliday from Sidney University, Australia. In formulating his theory, Halliday is influenced by his teacher, J.R. Firth from London University. Firth himself is influenced by his teacher, Malinovski, in formulating ideas about the context. Firth disciples like Halliday, Gregory, and Martin developed LSF theory with situational context (registers), the cultural context (genre), and the context of ideology (ideology). In the context of relations with the language, the study is 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 includes all situations and things that are beyond the text and affects 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 is interpreted as text and context together." This 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 here means the language that does the same work in one context and not the words or phrases that may be written isolated by person on the board. Thus, the use of language in communication has 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.

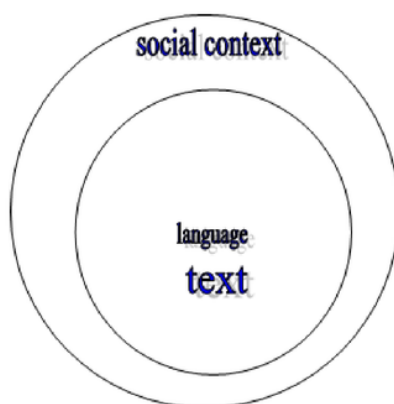


Figure.1 Language in Relation to Social Context.
(Adapted from Martin, 1993:142; Saragih, 2011:50)

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 important, particularly when it is internalized textually so as to be open reading and interpretation.

III. Discussion

3.2 Quantitative Data

Quantitative data is the development data of aspects that come from meta-function language and social context of qualitative research results. Therefore, this quantitative is based on qualitative research results that the study sample also use respondent in qualitative research. Thus, the subject studied and the research focus is the same thing so methods of research can be done with a valid and representative. In essence, the description and analysis of quantitative data consists of two main parts, namely the test results of questionnaires and the results of the distribution of the entire questionnaire on the younger generation of ethnic Chinese in three educational institutions in Medan, SMA Budi Utomo, SMA Sutomo 1, and SMA Wahidin. The trial questionnaire is conducted on 30 samples consisting of 10 students of class XII that are at the third level. In contrast, the distribution of questionnaires is conducted on each of the two classes at a third grade, level XII. The questionnaire has been filled out, returned, which is processed by SPSS version 17. Number of questionnaires used is 174, comprising 45 students came from SMA Budi Utomo, 78 from SMA Sutomo 1, and 51 from SMA Wahidin Sudirohusodo. In detail, description and analysis of quantitative data consists of the following five stages.

1. Test Data Requirements

This section is the result of a test questionnaire to 30 sample. This test consists of two parts, the validity and reliability test, both to variable X and variable Y.

2. Frequency Analysis.

This section is a description and analysis of the first of the tabulation of the distribution of questionnaires. Frequency analysis is divided into three sections, namely sample characterized research, frequency of meta-function language and social context frequency. Characteristics of the study sample tabulation shows the younger generation while the frequency of meta-function language and social context contain a tabulation level of truth of the statement on the questionnaire that corresponds to the current condition of the study sample.

3. Descriptive Analysis

This section is a description and statistical analysis of the variables X and Y. Therefore, this section only consists of descriptive statistics of meta-function language and social context. SPSS Statistics provides output that shows N (the number of questionnaires), the minimum number, maximum number, mean, and standard deviation.

4. Test of Basic Assumptions.

This section is a description and analysis of quantitative data showing the normality of the distribution of the data on the results of the study sample questionnaire. Therefore, the basic assumption is known as data normality test. Normality of the data is tested with Kosmogorov-Smimov test and homogeneity test.

5. Bivariat Analysis.

This section is decrypted and the data analysis function to test the research hypothesis. The analysis is done in two ways, namely simple correlation analysis and simple linear regression analysis.

3.2 Data Requirement Test

Test data requirements in quantitative research is determined by testing the questionnaire, ie validity and reliability testing. According to Umar (2008: 224), "The validity test aims to find questions that are not feasible and must be replaced. Meanwhile, the reliability test is to determine whether the questionnaire can be used repeatedly as a feature of the instrument is reliable. "Thus, the validity and quantitative data reliability determines legibility to a research questionnaire. Overall, validity and reliability analysis are performed using the SPSS 17.

Table.1 Coefficient Reliability Index

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 Applications of Research in SPSS*. Yogyakarta: Gava Media, page

3.3 Validity Test

Validity test is done by giving 16 questions to X variables and 16 questions to Y variables 16 questions to 30 respondents selected randomly from three schools with the provisions of each school selected 10 people. Based on the trial results, it is known that the questioner charging SPSS output in the form of case processing summary shows that no data is removed or 100% questionnaire data is read by SPSS 17. The correlation value for variable X is between 470-805 and in Y is between 377-721. The correlation coefficient is in a state of positive and greater than the value of r table $df = (n-2)$ product moment with $N = 30$ at 0.05 and the second side is 0,361. Thus, the test result validity variable is declared that the variables X and Y questionnaire research meta-function language is valid for correlation values of *Corrected Item-Total Correlation* of the lowest of the two variables are above the value of r table $df = (n-2)$, namely $0.377 > 0.361$.

3.4 Reliability Test

Reliability testing carried out in accordance with the output of SPSS 17 which is composed the case processing summary, reliability statistics, and item-total statistics. Output case processing summary describes the number of valid data to be processed and the data issued; output reliability statistics show results of analysis of reliability with Cronbach Alpha techniques to confirm whether the item in question is already reliable; and, output item-total statistics explains the validity of the item in question. Based on reliability analysis output and social context, it can be seen that the data is valid amounted to 10 with a percentage of 100% and no data is released (excluded). Output is powered by the output of reliability statistics in meta-function of language and social context otherwise reliable. It is due to the value of Cronbach Alpha with $N = 30$ respondents with 16

items for each question found that Cronbach's Alpha value of the variable X (meta-function of language) is 0.925 and Cronbach's Alpha value of the variable Y (social context) is 0.920. Value Cronbach 'Alpha both substituted on two standard variable. First, reliability is expressed less than 0.6 is unfavorable, while 0.7 is acceptable, and above 0.8 is good. Based on this assessment, the standard X and Y variables included in both categories because it is above 0.8. Secondly, according to the coefficient index table reliability X and Y variables are at a very high level because they are in the range of 0.80 to 1.00.

3.5 Characteristics of Study Sample

Characteristics of the study sample is focused on the description and analysis of the following data: age, gender, father's ethnicity, mother's clan, position in the family, and the language used in communicating. Identity of another form of the name, class, and place of residence are not described. It is due to the charger name confidential questionnaire; class is absolute because it comes from a class of XII without distinction elective courses; and, the residence is absolute because it only focuses on filling the questionnaire that reside in the city of Medan. First, from the aspect of age, the study samples are mostly from the younger generation who are in the age range from 17 to 17.9 years. This age group totaled 78 people, or 44.8%. The age group that follows this age group as the highest sample was from 16 to 16.9 years of age group totaled 59 people (33.9% 0 and a group of the same age or over 18 years amounted to 36 (20.7%). Later, the group minimum age is 16 years old that have not been numbered 1 (0.6%). In other words, the majority of this sample are younger generations of Chinese ethnic who are in the age range of 17 years. the frequency distribution of the age of the sample can be identified from the following table:

Table.2 The Age of Research Sampling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 16 years old	1	.6	.6	.6
	16 - 16.9 years old	59	33.9	33.9	34.5
	17 - 17.9 years old	78	44.8	44.8	79.3
	Same or above 18 years old	36	20.7	20.7	100.0
	Total	174	100.0	100.0	

3.6 Social Context Frequency

Y variable frequency (social context) is designed together with a X variable frequency (meta-function of language). Therefore, SPSS output for the Y variable remains filled by the frequency of voters and the percentage of voters in accordance with the response to his statement. Here is the description and analyzing the sequence to see the frequency table variable Y: Statement of Y variable, "In the communication, the language that you expresses have a relationship with the situational context, cultural context, and the context of ideology. "This statement is addressed by the study sample as a fact in the following table:

Table. 3 Communication Regarding to the Situation, Cultural Context and Ideology Frequency

	Frequency	Percent	Valid Percent	Cumulative Percent
Very Untrue	3	1.7	1.7	1.7
Untrue	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
Very true	51	29.3	29.3	100.0
Total	174	100.0	100.0	

The table above is a statement of SPSS for a Y variable number. This statement obtains positive responses of the study sample as more combination of correct and incorrect answers than other answer choices. Based on the table, this statement is considered by the study sample as something true amounted to 51 students (29.3%) and very correctly the same number, 51 people (29.3%). It is followed by a neutral response or are not always properly numbered 56 (32%). Conversely, giving negative feedback form is not true only amounted to 13 persons (7.5%) and very untrue amounted to only 3 (1.7%). Thus, the statement, "In the communication, the language that you have a relationship with the situational context, cultural context, and the context of ideology," the response has been positive and this statement as true according to the social context speaking at younger generation of Chinese ethnics in Medan .

2. Statement Y Variable. "User language within a language is bound to the context of situation: what was said, who talking about something discussion, and how conversation is done." This statement is addressed by the study sample as a fact in the following table:

Table. 4 The User Language Is Bound With Situation Context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	9	5.2	5.2	5.2
	Untrue	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
	Very true	39	22.4	22.4	100.0
	Total	174	100.0	100.0	

The table above is an output of SPSS to statement number Y variable. This statement obtains positive responses of the study sample as more combined answers is true and very true. Based on the table, this statement is considered by the study sample as something that really amounted to 65 (37.4%). It is followed by a very true responses totaled 39 (22.4%), and does not always true 51 students (29.3%). Conversely, giving negative feedback form is not really only about 10 people (5.7%) and very untrue amounted to only 9 (5.2%). Thus, the statement, "User language within a language is bound to the context of the situation : what is said, who talking about something discussion, and how conversation is done," receive a positive response and this statement as truth and appropriate social context of language.

3. Statement of Y variable, "In social interaction, one must understand the terrain of discourse or things that are being said or read or occur, or what actually occupied the speaker so that interaction can take place smoothly." This statement is addressed by the study sample as a fact in the following table:

Table. 5 Users Should Understand The Language of Discourse Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	3	1.7	1.7	1.7
	Untrue	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
	Very true	57	32.8	32.8	100.0
	Total	174	100.0	100.0	

The table above is a statement output of SPSS for Y variable. This statement obtains positive responses of the study sample as more combined answers true and very true. Based on the table, this statement is considered by the study sample as something that true amounted to 74 people (42.5%). It is followed by a very true response 57 students (32.8%), and not always true 37 people (21.3%). Conversely, giving negative feedback in the form of incorrect and absolutely untrue respectively 3 (1.7%). Thus, the statement, "In social interaction, one must understand the terrain of discourse or things that are being said or read or occur, or what actually occupied the listener so that interaction can take place smoothly." The response has been positive and this statement as truth and according to the social context of language.

4. Statement of Y variable reads, "Fill or subject essentially can be followed by everyone or only be followed by specialists such as specialists or experts which are dependent on formalities, user status language, emotional involvement, and contact or frequency interacts with matter and the involved in it. "this statement can be seen at the following table:

Table.6 The User Language Must Understand The Subject of Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	11	6.3	6.3	6.3
	Untrue	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
	Very true	46	26.4	26.4	100.0
	Total	174	100.0	100.0	

The table above is a statement output of SPSS for a Y variable. This statement gains positive responses from the sample due to a combination of true answers and very true, more than any other answer choices. Based on the table, this statement is considered by the study sample as something very true 46 people (26.4%). Followed by the true response 39 (22.4%), and not always true 70 people (40.2%). Conversely, giving negative feedback in the form of a very incorrect only a total of 11 (6.3%) and do not really 8 people (6.3%). Thus, the statement, "The content or subject in essence can be followed by everyone or only be followed by specialists such as specialists or experts are dependent on formalities, user status language, emotional involvement, and contact or frequency interacts with problems and people involved in it, "received a positive response and this statement as true and according to the its social context.

5. Statement of Y variable: "The meaning in language usage is formed in a context that is realized by the language (like orally and literacy) and not the language (such as gestures, facial expressions, and the stride)." This statement is addressed by the study sample at the following table:

Table. 7 The User Language Must Understand The Meaning of Spoken and Gestures Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Untrue	4	2.3	2.3	2.3
	Untrue	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
	Very true	57	32.8	32.8	100.0
	Total	174	100.0	100.0	

The table above is a statement of SPSS for a Y variable. This statement gains positive responses from the sample because of the combined true and very true frequency greater than the frequency of the other answer choices. Based on the table, this statement is considered by the study sample as something very true amounted to 57 people (32.8%). Followed by true response 53 (30.5%), and not always true 45 people (25.9%). Conversely, giving negative feedback form is untrue only 15 persons (8.6%) and very true 4 people (2.3%). Thus, the statement, "The meaning in language usage are formed in a context that is realized by the language (like orally and literacy) and not the language (such as gestures, facial expressions, and footsteps)," the response has been positive and this statement as truth and according to the social context of the Chinese ethnics - speaking youth in the City Medan.

6. Statement of Y variable reads, "User language takes into account the context of ideology or social concept that states what should be done or should not done as members of society." This statement is addressed by the study sample as a fact in the following table:

Table. 8 The User Language Considers the Concept of Social Action

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

The table above is a statement of SPSS for a Y variable. This statement obtains positive responses of the study sample. Based on the table, this statement is considered by the study sample as something that true 62 (35.6%) and very true 33 (19%). It is followed by a neutral response or is not always true 48 people (27.6%). Conversely, giving negative feedback in the form of not properly 23 people (13.2%) but did not have the support answers very untrue only 8 (4.6%). Thus, the statement, "User language into account the context of ideology or social concept that states what should be done or should not done as members of the public," the response has been positive and this statement as true and correspond to reality of language.

3.7 Social Context at Discourse Text

Discourse text used by the youth of Chinese ethnics in Medan reflects its discourse with the situational context, cultural context, and the context of ideology. Situational context rises field discourse, *pelibat* discourse and means of discourse which is constant. Its constant is not caused by the weakness of the creative power of the younger generation but by the same assignment in this research data collection. Assignment requires that young generation to write discourse text about *Imlek*, which raises the terrain of discourse, *pelibat* discourse and means discourse that almost same. Terrain discourse that emerged from discourse of young generation is telling about Chinese New Year celebration with their family and friends. Therefore, these celebrations bring *pelibat* discourse consisting of family members and friends who celebrate *Imlek* together. Although there are similarities in the field of discourse and *pelibat* discourse, the young generation is still working to bring out the distinguishing feature in writing discourse. It is written in two versions, the descriptions and narration.

IV. Conclusion

The relationship between meta-function and social context of discourse texts in Indonesian and English at communication systems of Chinese young generation ethnics in Medan is positive and increasingly close and shows a correlation between two variables. It means if the quality of meta-function of language increased, it will also increase the truth of social context in speaking.

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