The Application of Linguistics in Language Teaching

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PREFACE

Linguistics and literature are important for language teaching because they can be likened to the relationship of knowledge about engine and the skill in driving a car. It will be better for the driver to supported with some knowledge about the car or the engine so that he can drive it well and know how to overcome some engine trouble in case he has to face it. In the same way it will be better if a language teacher has some knowledge about, for instance, the characteristics of language in general and the specific language he is teaching in particular. In this relation, he should know how language works and express meaning, and what structures are used in the particular language he is teaching.

By studying linguistics and literatures, a language teacher will have deeper insights into the nature of language, and act accordingly in teaching the language. For instance, when he agrees that the use of language is a matter of habits and practice, in teaching it to his students he must implant the habit of using it for communication until it becomes deeply established.

This book is generated from the first Nommensen International Seminar on Language Teaching (1st NISOLT) themed with “The Nuances of Linguistics and Literature in Language Teaching” held by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University (NHU) on October 5th, 2017. The seminar purpose, as a starting point, was to enlighten scholars on a new outlook and issues about linguistics, literature, and language teaching across three countries, i.e. Indonesia, Malaysia, and Singapore. Further, this scientific meeting is expected to be a place of sharing information about recent issues on language teaching around ASEAN.

Singapore, 2018

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CHAPTER I.
A CONTRASTIVE ANALYSIS BETWEEN MALAY AND INDONESIAN VERBS SERIALIZATION

Paitoon M. Chaiyanara

Indonesian and Malay Archipolago (IMA) are two of many dialects in this peninsular that has verb serialization, i.e. a string of verbs occurring in sequence or serially within a clause. This phenomenon of these dialect has some times been noted in passing but rarely, to my knowledge, has it been singled out and investigated as to its specific linguistic properties and how these properties are to be accounted for in grammar. In this report I will present a description which will account for the properties, both syntactic and semantic, of Verb Serialization in Peninsula Malay and Indonesian Society and how they are to be described in relation to other aspects of the linguistic structure of this language. Since Verb Serialization exists in several languages of the same area of the world it is hoped that the following discussion will also provide insight into the structure of these other dialects.
1. Data

A sentence in IMA may consist of a single verb, which may be transitive or intransitive, or adjective.

i) Ali membeli pisang. (BI/BM)
   [nominator] [verb] [objective]
   * Ali buy banana.
   (Ali bought a banana)

ii) Omar menangis. (BI/BM)
    N V
    *Omar cry.
    (Omar cried)

iii) Anak nakal. (BI)
    Budak nakal. (BM)
    N Adj
    *Child nutty
    (naughty boy)

Verb Serialization in IMA, as in many other Malay dialects, is the occurrence of two or more verbs in sequence one after the other.
iv) Hasnah membaca buku. (BI/BM)

Hasnah read book

(Hasnah read the book.)

v) Hasnah pergi membeli buku. (BI/BM)

Hasnah go buy book

(Hasnah went to buy the book)

vi) Hasnah berlari untuk pergi membeli buku. (BI)

Hasnah berlari pergi membeli buku. (BM)

*Hasnah run go buy book.

(Hasnah ran to buy the book.)

vii) Hasnah berlari kembali untuk membeli buku. (BI)

Hasnah berlari balik pergi membeli buku. (BM)

*Hasnah run return go buy book

(Hasnah returned running to buy the book.)
Verb Serialization need not be confined to sequences of verbs alone, however. Oftentimes is mixture of transitive and intransitive verbs, along with objects and locational nouns, occurring in a series.

viii) Hasnah membawa pulang buku ke rumah. (BI)
    N V ~ V N Pre N
    Hasnah mengambil buku balik ke rumah. (BM)
    N V N V Pre N
    *Hasnah take book return to home
    (Hasnah brought the book home.)

ix) Ali mengambil kayu pulang untuk membina meja. (BI)
    N V N V Pre V N
    Ali mengambil kayu balik membuat meja.
    N V N V V N
    *Ali take wood return build table
    (Ali brought wood to build a table.)

x) Hasnah menyuruh Ali memikul kayu balik ke rumah.
    N V N V N V Pre N
    *Hasnah ask Ali carry wood return to home
    (Hasnah asked Ali carry the wood home.)
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xi) Hasnah datang kembali membantu Ali membina meja. (BI)

\[
\begin{array}{cccccccc}
N & V & V & V & N & V & N \\
Hasnah datang balik menolong Ali membuat meja. (BM)
\end{array}
\]

*Hasnah come return help Ali build table
(Hasnah returned to help Ali build the table)

Although adjective are marked as verbs in IMA (cf. iii), their occurrence in Verb Serialization is rarer and appears to be limited to those adjectives which can function as modifiers to other verbs.

xii) Ali berperilaku baik. (BI)

\[
\begin{array}{cccccccc}
N & V & Adj \\
Ali berperangai baik. (BM)
\end{array}
\]

*Ali do good
(Ali is behaving well.)

xiii) Hasnah hidup bahagia. (BI/BM)

\[
\begin{array}{cccccccc}
N & V & Adj \\
Hasnah live happy
\end{array}
\]

*(Hasnah life is happy.)
xiv) Rumah Hasnah terletak tinggi.
   N   N   V   Adj.
   House Hasnah locate high
   (Hasnah house is build high up off the ground.)

xi) Hasnah merenovasi kembali rumahnya. (BI)
   N   V   V   N
   Hasnah mengubah-elok rumah semula. (BM)
   N   V   N   Adv.
   *Hasnah renovate house anew.
   (Hasnah renovated anew her house.)

The objective of this research is to present a grammar of Verb Serialization in IMA which will be descriptive of all that is relevant about series verbs in this dialect. To accomplish this objective, I shall argue that, in spite of their popularity in current grammatical descriptions, transformational rules make quite misleading and sometimes ambiguous prediction in describing the properties, whether syntactic or semantic, of verb Serialization in IMA. Instead I shall argue that all the relevant facts of Verb Serialization are adequately described by a grammar employing:-
1) Phrase Structure rules to account for the syntactic properties of Verb Serialization, and 2) Interpretative rules to account for the semantic properties of Verb Serialization.
2. A Phrase Structure Description

Verb Serialization, i.e. the fragment of IMA illustrated above and which I have chosen to term Verb Serialization, properly begins in relation to the following PS rules.

(a). $S \rightarrow NP + PDP$
(b). $PDP \rightarrow (Aux) \ VP^* (S)$
(c). $VP \rightarrow V (NP)$
(d). $NP \rightarrow N (S)$

The symbols and interpretations of these rules are well known in linguistic circles so I will not take the space to spell out their details. Of crucial importance to discussion, however, is the claim that the above rules make about Verb Serialization, namely that a series of verbs in IMA from VP*. While the asterisk in VP* will eventually have to replaced by a more precise symbol, it is still useful at this stage of our discussion, for it means that in a PS derivation one or more Verbs Phrase may be enumerated thus specifying a node of the structure in Figure 1.
The category VP* makes two specific claims about Verb Serialization. First, VP* states that Verb Serialization, in addition to S, has a recursive property of its own in the linguistic structure of IMA. Understood in this sense recursion means repetition, i.e. the grammar may enumerate one or any number of Verb Phrases independently of the symbol S or of underlying sentences. Thus Verb Serialization is not ‘reducible to a certain combination of single sentences’ out of which would raise deeply embedded VP nodes to be surface structure constituents of an initial verb, a grammar would finally enumerate a string of verbs. Rather, as based on the grammar proposed above, any \( V_{1+n} \) of a series is
enumerated from a VP directly specified by a rule of the base component of grammar.

Second, VP* makes the claim that Verb Serialization is sub-propositional, and not propositional, in character. VP* in a grammar of IMA states that Verb Serialization is fundamentally different from the propositional character which is inherent in the symbol S. Each $V_{1+n}$, in other words, does not constitute a separate proposition (which would then have to be described via an underlying S and transformational rules); rather, a $V_{1+n}$ form is a constituent part of a proposition, i.e. S, in grammar of IMA. What this sub-propositional character of Verb Serialization is, of course, will be brought out in the discussion of this report.

2.1 The Argument from Syntax

In the rules (a) to (d) above there are two occurrences of embedded S: the first is in (b) which is the rule generating Verb Complementation in IMA, and the second is in (d) which the rule for Relativization for IMA. At first blush it would appear reasonable to derive each $V_{1+n}$ from either of these two construction, [S]_{PDP} or [S]_{NP}, arguing in effect that a $V_{1+n}$ is particular surface structure manifestation of an underlying verb complement or relative clause. But to derive sequences of verbs from underlying S, whether it is [S]_{PDP} or [S]_{NP}, by means of
transformational rules runs into a major obstacle. Since it make no
difference whether the underlying S is a verb complement or
relative clause, for either source give rise to the same problem,
consider only the examples below which would purport to derive
the second verb of a verb series from an underlying [S]NP or
relative clause.

xvii) Ali menggunakan gergaji memotong kayu.

\(\text{Ali} \ \text{use} \ \text{saw} \ \text{cut} \ \text{wood}\)

\((\text{Ali used the saw to cut the wood.})\)

xviii) Ali menggunakan gergaji yang terletak di dalam rumah.

\(\text{Ali} \ \text{use} \ \text{saw} \ \text{which locate} \ \text{at} \ \text{in} \ \text{house}\)

\((\text{Ali used the saw which was in the house.})\)

Sentence xvii contains a verb phrase composed of a series
of two verbs; xviii contains no instance of Verb Serialization but
does have relative clause modifying the noun “gergaji” (saw). Now
suppose that xvii is derived from a structure as displayed in figure
2, which in turn in to be compared which figure 3, the deep
structure of sentence xviii. A brief perusal of these two figures
reveals exactly the same underlying structure for both Verb
Serialization and Relativization. According to the scheme in figure
2 the second verb of the verb series of sentence xvii, “memotong”
(to cut) is to be derived from an embedded S₁, dominated by an NP; in figure 3 the relative clause of xviii, “terletak di dalam rumah” (which was in the house), is likewise derived from an embedded S₁ dominates by an NP. In both instances the NP is further dominated by PDP.
A Contrastive Analysis between Malay and Indonesian Verbs Serialization

Figure 2

```
NP                          PDP
   VP                          NP
   N                           S1
  Ali mengguna gergaji yang terletak di dalam rumah
  Ali use saw which locate in house
```

Figure 3

Now if $S_1$ in Figure 2 is to be raised and adjoined to $S_0$ to generate xvii, what information is there in the structure of Figure 3 that would prevent $S_1$ from also being raised when it should remain dominated by NP in order to be a relative clause modifying “gergaji” (saw) in sentence xviii? There is no such structural
information in Figure 3 and indeed the same rule that would raise $S_1$ in Figure 3 to generate the grammatical sentence.

xxi) Ali menggunakan gergaji terletak di dalam rumah.

$Ali \ use \ saw \ locate \ at \ in \ house$

(Ali is using the saw which in the house.)

The phrase “terletak di dalam rumah” in this sentence is no longer, as can readily be surmised from the English translation, a relative clause but has taken on a different function altogether. Clearly this is a sequence of grammatical events we want to avoid, for to derive transformationally a $V_{1+n}$ (in this case the second verb of a series) from an underlying $[S]_{NP}$ is to assert that both Verb Serialization and relative clauses are to be thus derived, hence neither one can really be derived, or worse still something entirely different emerges as the output of the rule.

The source of this impasse of deriving either Verb Serialization or relative clauses from an underlying $S$ can be traced to the fact that a transformational approach to generating sequences of verbs in IMA fails to assign correct structural descriptions to the data, or more precisely, fails to assign any structural description to Verb Serialization. This pitfall, however, is avoided in the grammar proposed in 2(a)–(d): $VP^*$ assigns a separate structural description
to sequences of verbs apart from both Relativization and Verb Complementation. The latter two constructions are unambiguously, and in a straightforward manner, derived from \([S]_{NP}\) and \([S]_{PDP}\) respectively, and sequences of verbs are enumerated by PS rule, as shown by the scheme in Figure 1, unrelated to verb complements or relative clauses.

Enumerating a sequence of several verbs from \(VP^*\) instead of deriving them from underlying S’s is to be preferred because the latter fails to adequately the data. However, this is a negative argument and nothing is really established by negation alone. A hypothesis is ultimately established by positive argument, i.e. by showing that it can account for wide range of data in addition to the data that another hypothesis fails to account for. The PS rules of 2(a)-(d) accomplish this positive aspect. For example, these rules make the correct prediction that Verb Serialization, i.e. \(VP^*\), may be enumerated for any and all occurrences of \(S\) contained in the rules. That is, sequences of verbs may occur in verb complements and relative clauses in addition to occurring in main clauses.

The categories \(S\) and \(VP^*\) in the rules 2(a)-(d) state that they may be embeddings within the structure of Malay language. And no matter how deep the embedding is, Verb Serialization may also occur thus producing for a sentence containing several embedded clauses a great number of verbs. To illustrate this with a
very long sentence would be too tedious, but a moderately long sentence would perhaps not be in appropriate at this point. Sentence xx contains, in


(The child who came to see Ali returned running to carry the wood which had not yet brought back by Ali yesterday.)

Its surface form, a total of eight verbs, but it would be a mistake to assume that all eight comprise a single series. Structurally there are four such series:-

xx (a). Relative Clause of Main Clause

[budak [yang datang melawat Ali]_{s} ]_{NP}

N Rel-Pro V V N

child who come see Ali

(b). Main Clause

… [berlari pulang menolong angkat ]

V V V V

run return help carry
(c). Relative Clause of Verb Complement

[kayu [yang belum dibawa pulang oleh ALI]s ]NP

N   Rel-Pro   Neg   V   V   Pre   N

Rules 2.a)-(d) can enumerate all the structures contained in xx. The occurrences of S in these rules will generate the four clauses noted: the main clause, two relative clauses and a verb complement. And category VP*, since it is a constituent part of S and every S enumerated by the PS rules, will specify the various verbs needed for each clauses.

2.2 The Argument from Semantics

The PS rules proposed in 2.(a)-(d) opens the way to account for an even more important aspect of Verb Serialization in Malay. Earlier I made the statement that Verb Serialization is sub-propositional, and not propositional, in character. It is time to make explicit this sub-propositional characteristic verb serial in Malay.

When verb serialization in language as Malay is contrasted with English we see that verbs occurring in sequence do not necessarily describe separate events or actions occurring serially; rather, all verbs in a series refer to a single proposition, the proposition contained in the S dominating the whole construction.
The initial verb, or $V_1$, of a series is propositional, i.e. this is the verb that carries the true predicate meaning of the initial verb. Depending on the propositional content of the initial verb the functional meaning of a $V_{1+N}$ may be an extra semantic component added on to the inherent semantic content already contained in the verb or it may comprise some radical alternation of the meaning of the verb.

Here of course is an unavoidable ambiguity in my choice of terms, but an ambiguity that can be readily sorted out without any difficulty. The syntactic construction I call Verb Serialization I also characterize a sub-propositional. The term sub-propositional in this sense means that a sequence of verbs is to be described within the context of the single proposition as opposed to deriving the verbs from separate proposition. The one verb of a series I call propositional is directly related to this proposition as opposed to any subsequent verb which is not but related functionally to the initial verb. In a difference but very real sense, and this is where the ambiguity emerges, all verbs occurring after the initial verb are sub-propositional in that they are not related to the proposition of $S$ but are functional extensions of the initial verb which, to borrow a phrase from tradition, is the main verb. The former sense of sub-proposition has already been described in previous section of this
report; the latter sense, where sub-propositional equals functional, is the focus of this section.

As example of where a functional meaning is added on to the semantic content of a verb can be seen in a two verb series denoting Goal. Sentences (iv) and (v) above, here repeated, when compared brings out this additional characteristic.

iv) Hasnah membaca buku.

\[\begin{array}{ccc}
N & V & N \\
\text{Hasnah} & \text{read} & \text{book} \\
\text{(Hasnah read the book.)} \\
\end{array} \]

v) Hasnah pergi membeli buku.

\[\begin{array}{ccccc}
N & V & \sim & V & N \\
\text{Hasnah} & \text{go} & \text{buy} & \text{book} \\
\text{(Hasnah went to buy the book)} \\
\end{array} \]

In (iv) the verb “membaca” (read) stated only the proposition that Hasnah readed at least one book, whether it was goal of some other action is not specified. In (v), however, “membeli” (to buy) being the second verb of a series, states the additional meaning that the Goal of the verb “pergi” (to go) was the buying of the book; the semantic structure of “membeli” (to buy) is not altered in any radical way with the exception that,
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because of the serial environment it finds itself in, a functional meaning of Goal has been attached.

One of the more noticeable functional performed by Verb Serialization in Malay is That of Instrumental.

(xxi) Ali mengambil kayu membuat meja
    Ali take wood build table
    (Ali built the table with wood.)

(xxii) Ali menggunakan gergaji memotong kayu
    Ali use saw cut wood
    (Ali cut off the wood with a saw.)

(xxiii) Ali mempunyai gergaji memotong kayu
    *Ali has saw cut wood
    (Ali has a saw to cut off the wood.)

One should not be deceived by the English translations of these sentences into believing that, e.g. in (xxi) and (xxii), it is the second verb that is the main verb and that the initial verb of the series donates some type of auxiliary status. The fact that the translational equivalent of the second verb in Malay happens to be the main verb in the English is due to the way Instrument is constructed in English and therefore has no bearing on the structural description of the Instrument in Malay. Indeed sentence
(xxiii) was included for this every reason, to show that the Instrument construction in Malay is related to sequences of verbs. In each of three sentences above the initial Verb Phrase, comprising of V+NP, is propositional and the second Verb Phrases is functional describing what is done with the initial Verb Phrase.

The verb “pergi” (to go) and “datang” provided the functional meaning of movement and direction to other verbs which, unlike their English equivalents, do not communicate such meanings.

(xxix) Ali mengambil kayu
*Ali take wood
(Ali took the wood.)

(xxv) Ali mengambil kayu pulang ke rumah
*Ali take wood back to home
(Ali took the wood home.)

(xxvi) Ali mengambil kayu datang ke rumah
*Ali take wood come to home
(Ali brought the wood home.)

The verb “mengambil” (to take) in (xxiv) makes no statement about movement, hence the reason for the translating it in
this instance as ‘selected’ instead of ‘took’ which has the additional meaning of movement in Malay one must attach the verbs ‘to go’ or ‘to come’ to the Verb Phrase Mengambil+NP thus giving the whole construction the meaning of movement or direction away from in the former case, and of movement or direction away toward in the latter case. These functional meaning of “pergi” (to go) and “datang” (to come) are related semantically to the propositional meanings of ‘go’ and ‘come’ respectively but this relation must not blur the distinction that still exits between the two types of meanings, a distinction that corresponds to a difference in syntactic environment.

The above examples are sufficient, I believe, to illustrate the sub-propositional, i.e. functional, nature contained in Verb Serialization in Malay. Many more examples and verbs could be given. We now have an idea of what a grammar for a language such as Malay much account for in describing sequences of verbs. Such a grammar must be able to make explicit two facts about verbs in Malay: 1) when a verb occurs alone or initially in a series of verbs its meaning is propositional; and 2) when a verb occur in V1+N position of a series its meaning is functional.

The syntactic rules of 16i-iv makes this difference explicit, more precisely opens the way for a correct characterization of this difference in a description of Malay verbs. Now a transformational
approach, deriving each $V_{1+N}$ from an underlying S, fails to make this characterization. Consider, for example, the following sentence containing a series of four verbs.

35) Ali pergi mengambil balik kayu untuk membuat meja

   Ali go take back wood for build table

   (Ali return back to brought the wood to built the table.)

Only the initial verb above “pergi” (to go) may be said to be propositional in meaning. The other three verbs relate some functional meaning to the meaning of this initial verb: “mengambil” (to take) states the purpose of movement; “balik” (back) communicates movement and direction toward speaker; “membuat” (build) states the goal of bringing the wood.

Now if these latter three verbs, “mengambil”, “balik” and “membuat” are used as single words in clauses their meaning are propositional: ‘to brought’, ‘to come back’ and ‘to build’ respectively. Therefore, the problem in transformational description is this: if these three verbs are derived from as many embedded sentences and having by virtue of this type of deep structure propositional meanings assigned to them in the deep structure, how and when in the process of description are their functional interpretations to be assigned?
If we assume that each of these verbs is derived from an embedded sentence specified by PS rules of the base component, and since functional readings are determined by the relational patterns between elements observed in linguistic structure, then the functional interpretation of Verb Serialization in Malay must wait until the proper patterns have first been generated by the grammar. This means simply that no functional interpretation can be given until the transformational component has mapped all underlying propositions into certain surface patterns after which they can be assigned the proper interpretation, i.e. reassigned functional reading to replace the propositional readings of the deep structure.

2.3 An Interpretative Description

A grammar must be capable of giving a formal accounting of the semantic properties of language, and not only of its syntactic properties. To accomplish this in grammar of Verb Serialization in Malay, I propose that the semantics of Verb Serialization be accounted for by means of interpretative rules. Two types of interpretative rules are needed for the semantics of verbs in Malay. One type is interpretative rule of account for the deference in meaning between the $V_1$ and $V_{1+n}$ of the verb series. The second type is interpretative rule of a more idiosyncratic sort to account for
the lexical-specific meanings of various verbs occurring in $V_{1+n}$ positions.

Rule PDP $\rightarrow$ (Aux) VP* (S) may theoretically enumerate any number of Verb Phrases for the predicate Phrase. Whether a particular verb in any Verb Phrase thus enumerated is propositional or functional in meaning depends upon its syntactic environment, i.e. depends upon the position in which it occurs in PDP. This difference in meaning, as has already been noted in previous section, can be summarized in two parts:-

36)

a. If a verb is the initial verb of PDP then its meaning is propositional;

b. if a verb follows an initial verb in PDP then its meaning is functional or assumes a functional component in addition to its propositional meaning.

Given this formulation we can see that the semantics of Verb Serialization in a language as Malay parallels what Chomsky (1965:73) said about functional notions, viz. ‘that information concerning grammatical function … can be extracted directly from the rewriting rules of the base’. While the functional uses of each $V_{1+n}$ is not ‘grammatical, i.e. as Chomsky was using the term in the sense of being a Subject or Object, the usage is still functional in a
very real sense and moreover can be extracted from the rule rewriting PDP into VP*.

Formulation 36 can be formalized simply enough in grammar of Malay. Two interpretative rule are needed, the inputs of each being a matrix of syntactic features specifying the syntactic environment a verb may occur in. The output of rule is an interpretation or reading assigned to the matrix of syntactic features. For example, the syntactic information as summarized in 36a can be formalized in a matrix form and assigned a reading by means of rule 37:-

\[
37) \begin{cases} 
+V \\
+NP \ (Aux) \\
\end{cases} = \text{Propositional}
\]

This rule states that a verb occurring following an NP and optional Aux, which adequately characterize the initial verb position of verb series, is propositional in meaning. 36b may be formally accounted for in a similar fashion:-

\[
38) \begin{cases} 
+V \\
+VP \\
\end{cases} = \text{Functional}
\]
Stating that a verb occurring following a verb is functional in meaning. Both rules are unordered in respect of each other since neither one depends upon the output of the other.

Rules 37 and 38 are rules of interpretation of one type that is needs to describe the semantics of Verb Serialization in Malay. However, rules of a more highly specific sort are also needed, for each verb occurring in a $V_{1+n}$ position also carries a specific functional meaning not carried by any other verb. For example, Aspect of Present Continuation is carried by /terletak/ ‘to be located’ while movement may be carried by the verb /pergi/ ‘to go’.

To adequately account for these other factors in a grammar of Malay, there must be idiosyncratic interpretative rules for the various verbs involved. That is, it is not enough to state that /pergi/ ‘to go’ may be functional in a certain syntactic environment; a grammar must also have an explicit way of stating which functional meaning of the many which are possible is communicated by the verb.

The verb /memberi/ ‘to give’ is an excellent illustration of this need, for it has two functional meanings, each one depending upon the particular syntactic environment it occurs in, which is demonstrated in the following two rules:-

$$39	ext{a}. \quad \begin{cases} \text{memberi} & \text{-- to give} \\ +\text{VP} & \text{(NP)} \end{cases} = \text{‘on behalf of’}$$
In each matrix above the gross ‘to give’ is intended to stand for the set of semantic features giving the meaning of verb; the syntactic feature spicify the environment wherein the meaning occurs and the equation gives the specific functional meaning which is base on the syntactic environment. As can be seen it is in adequate to state merely that the verb /memberi/ is functional in the environment [+VP____]. This is true but the grammar of Malay must further be capable of specifying what functional meaning to be assigned. In the case of /memberi/ this was accomplished in 39a and b by giving more detailed specification of each syntactic environment the verb may occur in, and because more details are specified the correct functional meaning can be assigned in each instance.

As 39 shows, there is a need, in any complete grammar of Malay base on the model used in this research, for lexical interpretative rules of highly specified sort, more so than rule 38 demonstrates. Yet this is not to say that rule 38 should be dropped from grammar of Malay, for it still captures a distinctive difference in the usage of verb in Malay and as such paves the way for
describing the more specific functional meanings of individual Malay verbs. In a way rule 38, as indeed rule 37 is also, is a semantic redundancy rule which assigns redundant semantic feature functional to any verb happening to occur in the environment [+VP____]. That is because of rule 38, the reading functional need not be repeatedly assigned in a grammar via a separate but identical rule for each verb which happens to have the syntactic feature [+VP____] in it matrix. Because rule automatically makes this assignment for all such verbs, a grammar containing this rule thereby become a more highly valued device for describing Malay language, especially the property of Verb Serialization in Malay. On the other hand, rule 38 can do no more than make simple assignment of functional, no matter how important this fact is in describing Malay. There are still semantic facts of a more specific nature about individual verbs occurring in Verb Serialization in Malay which must be explicated in grammar. Hence the need for rules of the type that 39a and 39b represent.

2.4 A Modification

Rule \[ \text{PDP } \rightarrow \text{(Aux) VP* (S)} \] may theoretically enumerate any number of Verb Phrase, hence verbs, for a clause. In other words, any arbitrary number of verbs, say 50 verbs, may be enumerated for any one clause and the grammar as now constructed
would state that such a large number is grammatical. Obviously something is wrong. There is an upper limit to the number of words, phrase and clauses that may occur in a single sentence in language, and it appears quite counterintuitive to say that this limit is only a matter of performance and not of competence, as has been the wont in the theoretical discussions on the nature of language. That is, as in case of Verb Serialization in Malay, no Malay speaker speaks a series of 50, 40, or even 25 verbs. And the reason have to do not with a luck of language performance (such as short memory span) but with the knowledge that no one speaks a clause containing so many verbs. The problem remaining, therefore, is explicating the basis of this knowledge.

However, explicating this knowledge in a grammatical description of Malay is yet a difficult problem. While this may be beyond our present capabilities in constructing a grammar for Malay language. We can still make a few observations. For example, I have been able to construct a sentence in Malay containing a series of seven verbs.

40) Hamdan pergi memandu lori mengambil kayu keluar dari hutan

\[
\begin{align*}
  \text{N} & \quad \text{V} & \quad \text{V} & \quad \text{N} & \quad \text{V} & \quad \text{N} & \quad \text{N} \\
membina rumah Ali pulang balik \\
  \text{V} & \quad \text{V} & \quad \text{N} & \quad \text{N}
\end{align*}
\]
“Hamdan riding a truck took wook out of the forest and retured back to build a house for Ali”

This sentence has been accepted by several Malay speakers. Conceptually I know of no other verb whose meaning can be added to the others above without turning the sentence into an ungrammatical sentence. Perhaps this sentence represents the maximum number of verbs that can occur in Verb Serialization, for in order to expand this sentence into a longer sentence containing more words, especially verbs, other constructions such as relative clauses and adjectives must be added.

Because there is limit to the number of verbs that may occur in a series in a Malay clause, we must return to our syntactic verbs of 2. A Phrase Structure Description (a) – (d) and make an important modification: The asterisk of VP* in (b)PDP $\rightarrow$ (Aux) VP* (S) must be replaced by a more precise symbol to more accurately characterize this fact about Verb Serialization. Assuming that seven verbs is the upper limit of the number of verbs that may occur in a Malay clause, I propose rule 2. (b’) which takes into account this limited nature of Verb Serialization.
A Contrastive Analysis between Malay and Indonesian Verbs Serialization

2. (b’)  

\[ PDP \rightarrow (\text{Aux}) \ VP^n \ (S) \ n \leq 7 \]

That is, a grammar of Malay will now enumerate for a clauses only up to seven Verbs Phrases, cutting off the enumeration of any more verbs at this points thus eliminating the chance of generating an ungrammatical sentence with a verb series containing 8, 12 or even more verbs.

However, amended rule (b’) is only an observation of what apparently is the case with Verb Serialization in Malay; the rule offers us no hypothesis or explanation as to why only seven verbs, or some other finite number, should occur in series. The explanation for this limitation, I believe, is to be found in the functional structure of natural language, a subject we still know little about. That is, since each \( V_{1+n} \) in Malay is intimately bound up semantically with a functional meaning, such as Goal, Movement, Dative, etc., we would know many verbs may occur in a series if we knew how many such functions there really are in natural language. Intuitively there appears to be only a finite number of functions we ever use in language, and if there are only n-number functions in natural language then there can be only n-number of \( V_{1+n} \)’s that may occur in Malay clause minus any functions carried by other parts of speech (e.g. Locative by the Malay preposition /dalam/ ‘in’). This difference plus the initial verb
of a series would then give the total number of verbs that could possibly occur in Verb Serialization in Malay.

Because of the functional nature of Verb Serialization it would appear nature that Case Grammar, as proposed by Fillmore (1968, 1969) and other, would be a source of information in this matter but unfortunately this does not turn out to be true. While there are similarities there are also crucial differences, viz. Case Grammar is concerned with nouns and there range of meaning in relation to certain verbs while a description of Verb Serialization in Malay is concerned with verbs and there range of meanings in relation to certain other verbs. Some of the case in Case Grammar, e.g. Benefactive, Instrumental and Directional, are indeed similar to what has been described for sequences of verbs in Malay; but such case as Agentive and Objective are totally foreign to the functional structure of Verb Serialization. So while Fillmore has defined twelve cases we see not all are applicable in helping us determine how many verbs may occur in a series in a language as Malay.

Furthermore when a closer comparison is made between Case Grammar and Verb Serialization we see a number of intrinsic differences, so it is not sufficient to merely say that if we knew how many different functions there are in Case Grammar then we would know how many verbs may occur in a series. Case Grammar and Verb Serialization form is effect, two different, albeit overlapping
subsystems within the functional structure of language. There for, if we desire to know the n-number of functions the predicate subsystem may contain, and the latter number is in all probability different from the number of Case observed to be needed by Case Grammar in order to describe the various relationships holding between nouns and verbs.

Therefore, while modified rules 2. (b’) is a more precise formalization than 2. (b), it is still tentative at this stage of our knowledge. We have yet to learn what is the exact number of verbs that may occur in series, but more importantly we have yet to learn the precise reason why there is this limitation.

References


A Contrastive Analysis between Malay and Indonesian Verbs Serialization


CHAPTER II.
THE IMPORTANCE OF DICTION IN COMMUNICATION

Indirawati Zahid

1. Introduction

As a human being, we communicate 24/7. So what does communication mean? Communication is a word with diverse meanings. Why? It is because the meaning of every single word used depends on the perception of the language user. According to West, R and H. Turner, L. (2010),

In the most fundamental way, communication depends on our ability to understand one another. Although our communication can be ambiguous ( ... ), one primary and essential goal in communicating is understanding.

As we are dealing with “perception”, not all meanings convey by the word - meanings given in the dictionary will have the same perception meaning with what other people understand. The causes of these problems are - different backgrounds of the language user such as academic qualifications, experiences, surroundings and
upbringing. Therefore, when we involve ourselves in communication, we are leading to either a good or a bad situation if we, as a language user, fail to communicate in the right way, setting, time and situation. This statement might sound scary for all of us as a language user, but we have to admit the truth of it. Look around us, specifically in language studies, we have so many theories regarding how to communicate, how to use language in a proper way, how to create conflict free situations and many more. In linguistics, for example we have theories of language politeness – Brown and Levinson (1975 and 1987), Grice (1975), Leech (1983) among Western linguists, while in Indonesia and Malaysia, we have well known researchers such as Almarhum Tenas Effendy (2011), Pekan Baru, Riau, Indonesia, Awang Sariyan (2007) and Asmah Omar (2000), Malaysia to name a few. And if I must say that the research in communication like politeness is blooming in universities all over the world regardless of their ethnicity and country. Thus, it shows us the importance of being a competent language user in all situations.

Diction is generally defined as a choice of words. Choice of words mean we, as a writer or speaker, will try our best to choose the most appropriate word to convey our message according to our objective of communication. The purpose of choosing the correct
word aligned with a communication objective is to help the audience to understand the communication well. If the speaker fails to pass the message according to their communication objective, the communication is considered failed.

Therefore, for this speech, I will present to you some examples – authentic data, the importance of diction in communication. My discussion will be based on my data collected from my small-scale research done since last year, 2016 and it is currently still ongoing. All data are in Malay language.

2. Heard About NOISE?

The answer – surely YES! Noise in this discussion is not the ordinary noise we understood as a language user. Noise here, in the communication field means distortion, which are divided into four types;

![Figure 1.3](image-url)
Source – originator of a message
Message – words, sounds, actions, or gestures in interaction
Receiver – recipient of a message
Channel – pathway to communication
Noise – distortion in channel not intended by the source

1. Physical noise
2. Psychology noise
3. Semantic noise
4. Physiology noise

These four disruptions unfortunately happens to every one of us. Below is a brief explanation about noise.

a). Physical noise
Physical noise in this case refers to our surroundings such as the room, hall, area etc which will influence our auditory perception and understanding of the speech. When the room/hall/area is too noisy until the audience can’t hear the speech clearly, this will create a problem of understanding the whole speech. In this situation the exact word, which was supposed to be heard, becomes a totally different word with a similar sound. Let’s say if in Malay
The Importance of Diction in Communication

the speaker say “subur” (fertilize) but the audience hear as “kubur” (cemetery), this will most probably mislead the audience in understanding the whole discussions.

Tanah subur di sekitar Kampung Raja.

Tanah kubur di sekitar Kampung Raja.

Imagine: A speech about a fertilized land which has good prospects for agriculture but unfortunately, the audience heard it as a cemetery. This will create misleading information. So many questions will pop up such as – “Cemetery will be used for agriculture?”, “Is it appropriate?” “Will the government allow it?” “Don’t we agree that the cemetery is a sacred place?”

In the above case in linguistics, it usually occurs in homophony word, which shares the same area of articulation. Let us see the next example, in Malay utterance, the word hodoh/bodoh (ugly/silly):

“Kenapa buat begitu, hodoh benar.” (Why do that? It looks so ugly)

instead of

“Kenapa buat begitu, bodoh benar” (Why do that? It’s so silly)
The second expression will cause a hard blow to the audience compared to the first one. According to Brown & Levinson (1987) theory, this is considered as face threatening act (FTA), translated in Malay linguistic as tindakan ancaman muka. According to Brown & Levinson (1987), a FTA is an act, which challenges the face wants of an interlocutor. It may threaten either the speaker's face or the hearer's face, and they may threaten either positive face or negative face. While according to Asmah (2000), the second expression will cause more impact on people’s dignity (maruah diri). This shows how serious it can be. Wrong choice of words with wrong auditory perception will create conflict amongst the speaker and the audience.

b). Psychology noise
As a human being, we have our own principles towards certain issues, people and situations, which lead to different beliefs and ideology. In this case, this noise can influence our view about everything around us. For example, our opinion about a certain public figure such as a politician and their party. Based on this belief and ideology, we may support he/she or otherwise. If we support them, we will give good comments towards them and will be willing to support their cause and their constituencies. Even if
their principles towards certain issues are wrong, we are still inclined to agree with them. And vice versa.

c). Semantic noise
This noise referred to as the competency in language, specifically in the meaning of words and jargon. As a language user, if we do not understand the meaning of a word or jargon used in the communication we were involved in, the objective of the communication is not achievable. Thus, as a speaker we should try our level best to know what is our audience’s background, general knowledge about subject matter etc., as this will help to minimize the problems that we may encounter. Look at the example below:
In this case, the car owner has semantic incompetency on the term \textit{green vehicle} (kenderaan hijau). He/she only interprets the term literally, by translating it, \textit{car} = \textit{kereta} and \textit{green}=\textit{hijau}. Based on that understanding, he/she would obviously park his/her car at that particular bay. I must commend the obedience of this car owner. But unfortunately he/she has semantic incompetency to understand the real meaning of the stated term. This term has only recently been introduced to our society and he/she may not be aware of this term or is too naive about the development in language and technology. Therefore, we could not blame this semantic incompetency solely on the language user. And perhaps different background, academic level, surroundings etc., has led to this situation too. This happens everywhere and every time. In rural areas for example, older generation knows about \textit{angin ahmar}, a kind of illness, which causes half of our body to be paralyzed or losing the ability to speak. But not all of them knows the medical term such as \textit{stroke}, a synonym of \textit{angin ahmar}, and so does the younger generation, they too, do not know the existence of the illness called \textit{angin ahmar}. On the other hand, illness like \textit{taun} for example is popularly used in Malaysia, but not \textit{cholera}, thus, when asked about \textit{cholera}, most of the younger generation are not
familiar with this term. The same with \textit{batuk kering}, which is the synonym of \textit{tuberculosis}.

Semantic incompetency may lead some language users to think that the medical terms such as \textit{cholera} and \textit{tuberculosis} are new discoveries in the medical field. In this case, medical officers/doctor\'s should minimize this misunderstanding by providing simpler explanations such as a common term used by the audience. Technical terms will normally prompt difficulties to the audience/patient. And the worst part, it may alarm the patients on the seriousness of their illness. Bear in mind, not all illnesses are serious and cannot be cured.

d). \textbf{Physiology noise}

This noise is in our body, in our system, which will also influence our understanding in communication. Our health and feelings influence very much on our understanding towards something. Feeling nervous or stress on certain situations such as in exams (written or oral) will interrupt our focus/concentration. This situation creates fear. When we are scared or afraid of something, we will experience the perception that everything around us is difficult to handle. Therefore, the success of communication process is in doubt.
3. Discussions

For this discussion, I will focus on semantic noise among language users. My data are from learners of Malay language as a second language. Data are collected from students from a few universities in China. All the students had just completed their 2\(^{nd}\) year of studying Malay language at their home university. They are now pursuing their studies in University of Malaya for a credit transfer. This credit transfer is equivalent to 3\(^{rd}\) year studies in their home country. Although all the students already learned Malay language for almost 2 years, the competency of speaking and understanding all vocabularies in Malay language are not up to par. All the students are facing difficulties to understand the Malay language used by native speakers. When asked about this problem, the answers were, Malay speakers speak too fast, the pronunciation used are quite different from what they have learned in their home country and usually all Malay speakers will switch to an English word when a Chinese student cannot understand them. These are the three main reasons why they are facing difficulties when learning Malay language in Malaysia.

Reasons number one and three are a common factor in Malaysia. And I think it happens everywhere in the world. When we are learning a foreign language, what we learn is the “slowly
but surely” steps of speaking the language. Whereas for native speakers, they are using their mother tongue, thus, the speed of articulation of every utterance cannot be denied. Reason number 2, the Chinese student learned the pronunciation of sebutan baku (formal pronunciation/standard pronunciation) which means all sounds will be pronounced (with certain exception) such as [saya] not [saye], [kuda] not [kude] but with the exception for [bola] not [bole]. The problems only happened for a short period. After a few weeks in University of Malaya, this problem was solved. I am sure it is very different in Indonesia, because I heard good comments given by students from South Korea saying that if someone wants to learn Malay /Indonesia language, the best way is to go to Indonesia. According to him, Malaysians tend to switch the language from Malay to English, in sense of minimizing the difficulties faced by the foreigner to understand the communication, which seldom happens in Indonesia.

4. **How NOISE causes misunderstanding: Semantic noise.**

Our objective in communication is to make the message understood by the audience. This is not an easy task. We cannot take for granted that people involved in communication will understand very well our objective of communication. We as a
The Importance of Diction in Communication

speaker must have mapping structure of communication, such as word to use (this is considered as a basic requirement), structure of sentences/utterances, how to utter the sentences/utterances, etc. Indirectly, we cannot deny the importance of diction in communication. Wrong choice of words can lead to so many perceptions of meanings. Look at the discussions below:

**Discussion 1**

1. Johan disuruh oleh Prof. Wu ... Johan was commanded by Prof. Wu.

**Background:** This sentence is from an email sent to me. I personally know both Johan and Prof Wu. Knowing that Prof. Wu is a very nice person and Johan is a staff of Prof Wu, as a native speaker, I prefer Johan to use the word *diminta*, which sounds more “polite” than *disuruh*. *Disuruh* in Malay language has a hidden meaning¹ – *dipaksa/being forced* and *using authority*. Johan in this case wrote the sentence based on his knowledge and competency as a learner of the Malay language without thinking of its hidden meaning. It is not wrong for Johan to use *disuruh* in this sentence, as he referred to his subordinate position in this situation. Unfortunately, when the word *disuruh* is used, as a native speaker,

¹ = pragmatic meaning
I have the feeling that Johan did not want to write an email to me in the first place but he was forced by Prof Wu and in his capacity as a subordinate, he had no choice. As a result of that, I felt bad about his situation. My suggestion is if he wants to be formal in this email, he must write:

2. Saya diarahkan oleh Prof Wu ... I was directed by Prof. Wu.

In sentence number 2, Johan’s name must be replaced with word saya – a pronoun. Therefore, I have no questions about who is Johan and who is Prof Wu in that case. The “tone” of the email will be considered formal.

**Discussion 2**

1. Aminah *ditukarkan* ke Pusat Sukan. Aminah was transferred to the Sports Centre.

2. Aminah *bertukar* ke Pusat Sukan. Aminah has transferred to the Sports Centre.

Word *bertukar* dan *ditukarkan* has different hidden meanings. These hidden meanings will lead to certain perceptions to the audience especially to the native speaker. Generally, both words refer to a situation - a person named Aminah who is now at Pusat
Sukan/ the Sports Centre. The process of being transferred to the Pusat Sukan is an issue in this case. Whether, **First**: Aminah, herself asked for the transfer or **Second**: Aminah never asked for a transfer but has been forced to transfer. In this case, Aminah is not willing to go anywhere. Semantic feature willingness vs. being forced will create a perception to the audience. Being forced which means without her consent, shows something bad has happened in Aminah’s previous work place. And her superior took action by transferring her to another place. For Malay language learners as a second language, they may be not aware of this implication especially regarding people’s reputation. Learners assumed *ditukarkan* and *bertukar* has the same basic meaning. The fact is that an affix connotes certain functions towards the overall meaning of the word.

**Discussion 3**

**Context** - an invitation to a meeting: A student was asked to contact a professor to attend a meeting next week. When the director of faculty asked the student about the progress of the invitation, the student answered, “**Semuanya ok. Saya suruh dia (professor) datang**” / Everything is ok, I asked him/her to come.
The above case shows impolite conversation between the student and the director and the answer on how he/she explains what has been done. Same case as in Discussion 1, the word suruh means force. Only in this case, someone with a different rank (student) is not permitted to use the word suruh. He/she must use the word meminta or memohon, such as in this sentence saya memohon jasa baik beliau untuk datang/ I asked for his/her willingness/readiness to come. Furthermore, the use of the pronoun dia is not appropriate or polite. He/she must replace the word dia with beliau. In Malay language, the word beliau (pronoun) refers to someone who has a higher rank and holds certain post. But again, we can’t expect more from foreigners who has only learned Malay language for 2 years.

**Discussion 4**


Above case occurs when the student refers to an English-Malay dictionary for the word blow. Since the student has only a limited amount of Malay vocabulary in their mind, but know and understand that the word blow is used with flute (collocation), they found the equivalent word for blow is hembus. Thus, translating
their sentence as above, Ali menghembus seruling. Hembus dan tiup in Malay are synonyms. The difference between these two words are tiup has semantic features used to describe a process for producing sound from musical instruments whereas hembus is a word usually used to describe a breathing process. The students thought if the word is synonymous, they could use it interchangeably.

**Discussion 5**

Context – A student wants to meet a lecturer, but has no appointment made before hand. While waiting, the student meets the director of the faculty. At the same time a clerk managed to contact a lecturer who is in the meeting. The lecturer asked the student to wait for 10 minutes while she tries to settle some issues for the meeting. But this conversation has spread:

1. Pengarah telah campur tangan dalam perkara itu. The director has intervened in that matter.

Word campur tangan means interfere. Interfere has a negative connotation. It means in this context, the director has forced the lecturer to meet the student. The truth is, there is no forcing action in this case. The lecturer already told the student to wait for 10
minutes before she will come to meet the student. The student may not be aware of this situation. She simply spread the news. This action has tarnished the lecturer’s reputation. For Malay native speakers, the word campur tangan is a word which should be avoided. The meaning of this word will create conflict.

5. **Diction is Important**

The discussion above shows some examples of diction in communication. We want to create a conflict-free situation. Nobody in this world wants conflict. As in Malay proverbs, terlajak kata buruk padahnya, because of bad choice of words we will face implications that will ruin our future. Nobody wants this. As mentioned in the first part of this paper, wrong choice of words will lead to face threatening to the audience. When the audience felt he/she is being embarrassed, the speaker in this case has already created psychology “noise” to the audience. The audience/hearer will hate or, in the worst situation, have the desire to inflict retribution to the speaker whenever they have the opportunity to do so. This should be avoided, because for Malays, air muka or dignity is very important.

Bear in mind, not all lessons are included in the book. It means there are no specific language guidebooks that discuss how
to use language in an appropriate way. People learn about customs, values and language from their elders and surroundings. Books only documented certain topics of the language, system and structure. How to communicate depends very much on how creative and experienced the speaker is in handling the communication processes. Wrong choice of salutation for example, will create uneasy situations. A person with a title of Datuk/Tan Sri will feel angry and disappointed because of the wrong salutation. As for one case in my faculty, a very well known professor was addressed as Makcik (Aunty) by a student. She was so upset to the point she suggested that in the future, during orientation week for new students/foreigners should include a lesson on how to greet an academician.

Language learners should be exposed to the real world of learning. For me, it is a part and parcel where students/learners should be encouraged to take part in all activities which will introduce them to daily language use. Get them involved with a native speaking family. In University of Malaya, we have a programme called Jalinan Masyarakat/Student with Society, which for two weeks; the student will live with their adopted family. The objective of this programme is to let the student learn more about Malay customs, values and new words which some of it could not
be found in books. Furthermore, at the same time, they will indirectly learn about diction in communication.

No doubt, students will have a dictionary with them, whether in the form of hardcopy or softcopy. However, dictionaries can only give the definition of the words but does not have explanations on how to make a sentence with it. Same goes with books. Therefore having a dictionary or language book is not enough. Involvement with society is essential to learn language. Remember the case of the South Korean student, I mentioned before? He learned Malay/Indonesian language through his involvement with native speakers, as he immersed himself with the society. Now he can speak Indonesia/Malay fluently with a native speaker accent! Practice makes perfect.

In class/lecture, language lessons can only be taught as a structure and system where students/learners learn about grammar. If we really want to produce students with a certain level of competency to speak Malay/Indonesia language, this is simply not enough. As mentioned before, the involvement with society is necessary.
6. **Conclusions**

To create conflict free situations, diction in communication is necessary. Relying on books or dictionaries is not enough. Learners/Students should be encouraged to involve themselves in society. Only society can teach them real communication. Books only discuss about the systems and structures of language – grammar. While dictionaries can only give the definition of words. These are considered basic knowledge and skills. Should the learners/students want to learn more - how to use language in the way of native speakers, learners/students should be part of the society.

Classes or lectures only provides a limited amount of experience in language use. Previous cases proved that although the students/learner learns the grammar in class or lectures, they still make many mistakes. This is because teachers or lecturers cannot focus on all the students at the same time.

In an ideal situation, students in a language class should not be more than 15. And students should be allowed to learn the language at their own pace. Teachers/lecturers must create a fun and conducive environment by involving the students in all the activities in class/lecture. Encourage the students to speak more. My personal experience of learning Mandarin and French a long
time ago, my lecturer brought us to a shopping complex to learn to speak Mandarin while my French teacher gave us an extra class when he is having his tea break (informal lesson). The learning process should be fun and entertaining. However, the usual feedback from students/learners are that language classes are quite boring, too tense and worst of all – the teacher/lecturer is too serious. And I have that kind of experience as well.

Lastly, try to have more patience when we teach language to foreigners. They do not know our culture, customs and values. They will make many mistakes, and creates many unpleasant situations, which are not easy to handle. Be patient. And for once put ourselves in their shoes and we would also make the same mistakes too. Good luck to all of us.

**References**


## Appendix Proficiency Test 1: Understanding the Meaning of the Word (Synonym)

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<tr>
<td>Meminta</td>
<td>Saya <em>meminta</em> maaf - neutral</td>
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<td>Menuntut</td>
<td>Saya <em>menuntut</em> hutang saya dibayar.–(forcing, formal)</td>
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<td>Menagih</td>
<td>Saya <em>menagih</em> hutang saya dibayar. - (forcing, informal)</td>
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<tr>
<td>Merayu</td>
<td>Saya <em>merayu</em> hutang saya dibayar. – (appeal, with tone of asking mercy)</td>
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<td><strong>Kata Ganti nama – Pronoun</strong></td>
<td></td>
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<tr>
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<td><em>Saya</em> minta maaf</td>
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<tr>
<td>Aku (I)</td>
<td><em>Aku</em> minta maaf.</td>
</tr>
<tr>
<td></td>
<td>The use of this pronoun depends on social distance</td>
</tr>
</tbody>
</table>

**Kata Nama – Noun**

| Sumbangan (contribution) | Pihak sekolah telah mendapat *sumbangan* untuk acara itu. – (formal) |
| Bantuan (help)           | Pihak sekolah telah mendapat *bantuan* untuk acara itu. – (formal – usually this word being used after) |
| Derma (donation) | something bad happened) Pihak sekolah telah mendapat derma untuk acara itu.- (less formal, collected in many ways) |
| **Kata Adjektif – Adjective** | |
| Anggun | **Anggun** – penampilan (graceful - appearance, attractive) |
| Cantik | **Cantik** – beautiful general reference to nice looking, face, dress etc. |
| Jelita | **Jelita** – beautiful, specific to nice looking face |
| **Kata Nama – Noun** | |
| Wanita | **Wanita** – polite. |
| Perempuan | **Perempuan** – has negative connotative meaning. |
| **Kata Nama – Noun** | |
| Nasihat | **Nasihat** (advice - guidance in specific way) - Ibu **menasihati** saya supaya belajar bersungguh-sungguh. / Mom advised me to study hard. |
| Panduan | **Panduan** (guidance – “general” such as guide book) Buku **panduan** itu sudah diterbitkan. / The handbook has been published. |
CHAPTER III.
METALINGUISTIC CAPACITY OF LEARNING ENGLISH IN BILINGUAL BASED EDUCATION
(A Case Study of Third Grade Primary Students in Pematangsiantar)

Selviana Napitupulu

1. Introduction

Bilingualism is a term that has been used to describe an attribute of individual children as well as social institutions. Bilingual education is a complex phenomenon with multiple realities (Othe-guy, 1982; Cazden and Snow, 1990). Beyond our original definition of bilingual education as the use of two languages in education, the term “bilingual education” has been extended to also encompass educational programs for students who are speakers of minority language, even when instruction is monolingual (Homberger, 1991).

Bilingualism has many advantages such as positive cognitive gains, intellectual growth, critical and creative thinking, greater metalinguistic competence, enhanced executive control, benefits in linguistic knowledge, cognitive flexibility, better problem solving and higher-order thinking skills have been approved in studies done by researchers in language domain.
Metalinguistic knowledge or competence is typically defined as the learners' ability to correct, describe, and explain second language (L2) errors (Roehr, 2007). The famous linguist, Noam Chomsky (1975), has defined the field of metalinguistic as "the subject knowledge of the characteristics and structures of language." Metalinguistic awareness refers to the understanding that language is a system of communication, connected to the rules, and forms the basis for the ability to discuss different ways of using language (Kuile, et al., 2010). Roehr (2007) pointed out that metalinguistic ability refers primarily to “the possibility of using language above the surface structures, of using language in an abstract way, of thinking deeply it, while making use of it in our understanding and observations”. Metalinguistic is an awareness of the language, its structures and functions that let the speakers of that language to think about and use the language consciously.

Metalinguistic Capacity is complete linguistic ability in terms of system of structure, meaning, and usage, which are based on observation, experimentation, and assessment in a scientific way. Research over the past 30 years has consistently found that bilingual children exhibit advantages on metalinguistic tasks relative to their monolingual peers (see Adesope, Lavin, Thompson, & Ungerleider, 2010, for a review).

The research on metalinguistic presents an asymmetry between linguistic production and linguistic comprehension with
comprehension seeming to be easier than production. It is in fact a very well known fact that learners learn to understand structures far earlier than to produce them (Bates, Thal, Finlay, & Clancy, 2002).

Metalinguistic Questions comprise of “How do people understand the meaning of a word?”, “How do people find words when they want to talk about things?”, and “Are some words easier or harder for people to understand?” The first and the third questions are the main questions that need to be answered in this article.

Language learning is mostly started during the toddler and preschool years and to a lesser extent, during primary school. Therefore, children growing up in bilingual homes and receiving bilingual education easily acquire language. Children who are growing up in homes where two different languages are spoken usually acquire both languages simultaneously. Although their acquisition of each language may be somewhat slower than that of children who are acquiring a single language, their development in the two languages combined is equivalent to that of monolingual children. Bilingual language learners proceed through the same patterns of language and speech development as children acquiring a single language. Their first words usually are spoken at about one year of age, and they begin stringing two words together at about age two. Even if the two languages do not share similarities in pronunciation, children eventually master them both. Children
often find easier to express a specific idea in one language rather than the other. Some children may begin to prefer one language over the other, particularly if that language is spoken more frequently in their home or school. Bilingual children usually are not equally skilled in both languages. Often they understand more in one language but speak more in the other.

In Indonesia, there are lots of schools which are applying bilingual based education. North Sumatera is one of the provinces which bilingual based school and even International school growing massively. Just like in one of the districts named Pematangsiantar, the bilingual based school seems appear massively.

In many countries, English is a compulsory subject in the early primary grades (Nikolov, 2009; Pinter, 2006). The condition is the same as in Indonesia that English subject is a compulsory subject in junior or senior high schools and even up to university. Eventhough, some school in primary schools do not put English as a compulsory subject. The teachers use English to teach some subjects while the other subjects are taught in Indonesian. There must be difficulty faced by those bilingual schools in the teaching and learning process. There are lots of factors affecting the students’ English performance such as “English is a foreign language” to Indonesian learners, the habit to use mother tongue (traditional/racial language) and tendency to use Indonesian
language as a universal language used in many parts of life. Research over the past 30 years has consistently found that bilingual children exhibit advantages on metalinguistic tasks relative to their monolingual peers (see Adesope, Lavin, Thompson, & Ungerleider, 2010, for a review). This large body of research enables us to more precisely delineate the conditions under which a bilingual advantage is observed.

In this paper, the writer starts by reviewing a theoretical framework for understanding how bilingualism may lead to metalinguistic ability. We then evaluate the research data that uses metalinguistic tasks by making an observation of children learning English in Bilingual based education in one of the primary private schools at the third grade.

Vocabulary is one of the mental lexicon that should be mastered by the students in bilingual based school. Vocabulary learning in bilingual based school especially for beginner language learners is a controversial issue and there are contradictory views regarding positive effects of bilingualism in this regard. Researchers have tried to find the reasons behind the poor performance of bilinguals in learning vocabulary. It is important to be researched because it gives the readers information as reference of how bilingual based school helps the learners to master the vocabulary. Vocabulary is the entrance to the wider component of a language. The more quickly a learner masters the vocabulary, the
more quickly a learner masters grammar. As the result, the learners will be able to apply the use of language earlier.

The development of the mental lexicon in bilingual children has increased in research over recent years, and has shown many complexities including the notion that bilingual speakers contain additional and separate mental lexicons for their other languages. Jiang, Nan (2000) stated that as a child acquires their vocabulary, two separate aspects of the mental lexicon develop named the lexeme and the lemma. According to Levelt, Willem (1992) lexeme is defined as the part of the mental lexicon that stores morphological and formal information about a word, such as the different versions of spelling and pronunciation of the word. The lemma is defined as the structure within the mental lexicon that stores semantic and syntactic information about a word, such as part of speech and the meaning of the word. Jiang, Nan (2000) stated that research has shown that the lemma develops first when a word is acquired into a child's vocabulary, and then with repeated exposure the lexeme develops.

For an individual to successfully perform a metalinguistic task (i.e., a task that require attending to and manipulating the form of language, (Cummins, 1978), three prerequisites are necessary. First, children have to recognize that a language’s form, such as the phonological structure of a spoken word, is separate from its meaning. Second, after having this fundamental knowledge, the
children are needed to selectively attend to the required linguistic feature, usually form, without being distracted by the meaning. Third, children are able to focus on the form, they must have sufficient language knowledge to determine the meaning in sentences.

Throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3–5, word learning takes place both in conversation and through reading. Word learning often involves physical context, builds on prior knowledge, takes place in social context, and includes semantic support. The phonological loop and serial order short-term memory may both play an important role in vocabulary development.

Through the metalinguistics knowledge and the metalinguistic capacity, metalinguistic questions comprising of “How do people understand the meaning of a word?”, “How do people find words when they want to talk about things?”, and “Are some words easier or harder for people to understand?” need to be observed. In this article the writer would like to investigate how the children on the third grade of primary school understand the meaning of the words? Are the all the words produced completely understood? The investigation is addressed to the metalinguistic capability of learning English in bilingual based education of the third grade students of primary school.
2. Discussion

As stated above, to recognize the students metalinguistic capability in comprehending and producing English words, the task of producing any English words are directly responded by the students. To see whether the students understand the words produced, their oral production is transcribed and asked the students to say the meanings in Indonesian. Furthermore, to make sure the students really understand the meaning of the words produced, they are asked to write the words in their own sentences. The representative data can be seen in this following table.

Table 1
Student Word Production and Comprehension (Data 1)

<table>
<thead>
<tr>
<th>No</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fighting</td>
<td><em>Berkelahi</em> The boy always fighting</td>
</tr>
<tr>
<td>2</td>
<td>Iron</td>
<td><em>Besi</em> She found an iron</td>
</tr>
<tr>
<td>3</td>
<td>Shadow</td>
<td><em>Bayangan</em> He is shadow</td>
</tr>
<tr>
<td>4</td>
<td>Shade</td>
<td><em>Bayang</em> He sit in shade</td>
</tr>
<tr>
<td>5</td>
<td>Tree</td>
<td><em>Pohon</em> He like the tree</td>
</tr>
<tr>
<td>6</td>
<td>Buildings</td>
<td><em>Bangunan</em> We make a buildings</td>
</tr>
<tr>
<td>7</td>
<td>Cat</td>
<td><em>Kucing</em> He have a cat</td>
</tr>
<tr>
<td>8</td>
<td>Dog</td>
<td><em>Anjing</em> He like dog</td>
</tr>
<tr>
<td>9</td>
<td>Lion</td>
<td><em>Singa</em> He found lion in the zoo</td>
</tr>
<tr>
<td>10</td>
<td>Shark</td>
<td><em>Hiu</em> He fight with shark</td>
</tr>
<tr>
<td>11</td>
<td>Dinosaur</td>
<td><em>Dinosaurus</em> He looked the fossil of dinosaur</td>
</tr>
<tr>
<td>12</td>
<td>Strings</td>
<td><em>Dawai</em> He see a string</td>
</tr>
<tr>
<td>No</td>
<td>English</td>
<td>Indonesian</td>
</tr>
<tr>
<td>----</td>
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<td>------------</td>
</tr>
<tr>
<td>13</td>
<td>Round</td>
<td>Bulat</td>
</tr>
<tr>
<td>14</td>
<td>I</td>
<td>Saya</td>
</tr>
<tr>
<td>15</td>
<td>You</td>
<td>Kamu</td>
</tr>
<tr>
<td>16</td>
<td>They</td>
<td>Mereka</td>
</tr>
<tr>
<td>17</td>
<td>We</td>
<td>Kita</td>
</tr>
<tr>
<td>18</td>
<td>She</td>
<td>Dia</td>
</tr>
<tr>
<td>19</td>
<td>He</td>
<td>Dia</td>
</tr>
<tr>
<td>20</td>
<td>It</td>
<td>Untuk Benda</td>
</tr>
<tr>
<td>21</td>
<td>Fence</td>
<td>Pagar</td>
</tr>
<tr>
<td>22</td>
<td>Friends</td>
<td>Teman</td>
</tr>
<tr>
<td>23</td>
<td>Woman</td>
<td>Wanita</td>
</tr>
<tr>
<td>24</td>
<td>Math</td>
<td>Matematika</td>
</tr>
<tr>
<td>25</td>
<td>English</td>
<td>Inggris</td>
</tr>
<tr>
<td>26</td>
<td>Science</td>
<td>Ipa</td>
</tr>
<tr>
<td>27</td>
<td>And</td>
<td>Dan</td>
</tr>
<tr>
<td>28</td>
<td>Then</td>
<td>Setelah Itu</td>
</tr>
<tr>
<td>29</td>
<td>Louder</td>
<td>Lebih Kuat</td>
</tr>
<tr>
<td>30</td>
<td>Smaller</td>
<td>Lebih Kecil</td>
</tr>
<tr>
<td>31</td>
<td>Bigger</td>
<td>Lebih Besar</td>
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<tr>
<td>32</td>
<td>Biggest</td>
<td>Paling Besar</td>
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<tr>
<td>33</td>
<td>Smallest</td>
<td>Paling Kecil</td>
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<tr>
<td>34</td>
<td>Book</td>
<td>Buku</td>
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<tr>
<td>35</td>
<td>Table</td>
<td>Meja</td>
</tr>
<tr>
<td>36</td>
<td>Chair</td>
<td>Kursi</td>
</tr>
<tr>
<td>37</td>
<td>Cupboard</td>
<td>Lemari</td>
</tr>
<tr>
<td>38</td>
<td>Electricity</td>
<td>Listrik/Elektrik</td>
</tr>
<tr>
<td>39</td>
<td>Sun</td>
<td>Matahari</td>
</tr>
<tr>
<td>40</td>
<td>Moon</td>
<td>Bulan</td>
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</tbody>
</table>
The following is the result of reviewing the students’ metalinguistic capability in learning English as a foreign language in the aspect of lexicon (word), semantics (meaning), and syntax (sentence structure).
Table 2

Metalinguistic Capability in Comprehension and Production

<table>
<thead>
<tr>
<th>No</th>
<th>Metalinguistic Ability</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lexicon</td>
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<tr>
<td></td>
<td>Verb</td>
</tr>
<tr>
<td>1</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>fully understood</td>
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<tr>
<td>2</td>
<td>-</td>
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<tr>
<td></td>
<td>fully understood</td>
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<td>3</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>partly not understood</td>
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</tbody>
</table>

1. Noun + Verb (Adv)
2. Noun + Verb + Noun (Adv)
3. Noun + Verb “Be”
4. Positive Sentence
5. Negative Sentence
6. Comparative Sentence
1. Noun + Verb (Adv)
2. Noun + Verb + Noun (Adv)
3. Positive Sentence
4. Interrogative sentence
1. Noun + Verb +
<table>
<thead>
<tr>
<th></th>
<th>1. Noun + Verb</th>
<th>2. Noun + Verb + Noun</th>
<th>Positive sentence</th>
<th>Negative sentence</th>
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<tbody>
<tr>
<td>4</td>
<td>partly not understood</td>
<td>partly not understood</td>
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<td>partly not understood</td>
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<td>5</td>
<td>fully understood</td>
<td>fully understood</td>
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<td>fully understood</td>
<td>fully understood</td>
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<td>6</td>
<td>partly not understood</td>
<td>partly not understood</td>
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<td>partly not understood</td>
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<td>7</td>
<td>Excellent</td>
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<td>8</td>
<td>fully understood</td>
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<td>3.</td>
<td>Noun + Verb “Be”</td>
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<td>4.</td>
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<td>Positive Sentence</td>
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The table above indicates that the metalinguistic ability varies from individual to another one. As stated by Bialystok (2001), bilingualism impacts each of these three facets of metalinguistic ability (i.e., an individual’s capacity to use knowledge about language, but in different ways. Recognizing the relation between words and their meanings requires understanding the arbitrariness of language. The word meanings they attach to the words are largely influenced by the learners' experience of the world, in addition to the influence of the society they live in and their L1 (first language).

Based on data in the production process, the children have metalinguistic capacity to produce a different number of words and different types. Some can produce more while the others produce less; some can write various sentence patterns while some write few patterns. To produce language, learners need to do something; they need to create linguistic form and meaning and in so doing, discover what they can and cannot do (Swain 1995: 127). The third grade students of primary school studying English as a foreign language taught by bilingual based education have different metalinguistic capability in producing the words. Basically, they have recognized some types of words, namely Noun, Pronoun, Verb, Adjective, Adverb, and Conjunction. The frequency of occurrence of each type is various; but the most dominant one is noun (100%), while the other types are below 30%. The production of
the parts of speech is followed by the comprehension. The students can understand the words produced; it can be seen from the words meaning given in their second language (Indonesia). Their understanding on the word meaning produced is also clarified by their sentence building in different sentence pattern and sentence forms (syntactic structure). There are three simple sentence patterns made by the students, namely: 1) Noun + Verb (Adv), 2) Noun + Verb + Noun(Adv), and 3) Noun + Verb be(Adv). Some students understand all the word meanings, but a few do not understand the meaning of some words so that they could not write the word into sentences.

In order to develop speedy access to extant language knowledge for fluent productive performance, learners need opportunities to use their knowledge in meaningful contexts, and this naturally requires output. Producing the TL may serve as `the trigger that forces the learner to pay attention to the means of expression needed in order to successfully convey his or her own intended meaning' (Swain 1985: 249).

3. Conclusion

With respect to the first metalinguistic questions, it was found that the third grade students of primary school learning English in bilingual based-education have metalinguistic capacity in language comprehension and production. They have ability of producing
some parts of speech and their linguistic knowledge on them were correlated with the words meaning (semantic meaning) mentioned in their second language (Indonesian). Among the parts of speech, it was found that noun is easier for children on the age of 6 to 8 to understand. Based on the data analyzed, the children successfully understand most of the words they produced. It can be seen from the lexical meanings given by the students in Indonesian. Furthermore the comprehension of the word meaning in English is clearly displayed in the sentences made by the children. It can be judged “very good” for the partly not understood and “excellent” for their comprehensibility in all words they produce and for linguistic well-formedness; even though there are a few of the sentences which are unwell-formedness.

References
Bialystok, E. (1999). Levels of bilingualism and levels of linguistic awareness. Developmental Psychology, 24, 560-567


CHAPTER IV.
SFL AND STA-BASED LANGUAGE TEACHING

Sanggam Siahaan

I. Introduction
A. Background

Language has the functions to represent experience, exchange and medium for the experience and exchange to lay in a context. The combination between language and its context is text. Naturally the native speakers of a language learn texts from their own society in the daily interaction. The acquisition of the unconscious knowledge on the texts begins since the early years of a child life up to its maturity time. This article is posted to focus on how to put a narrative text into the classroom Instruction based on Systemic Functional Linguistics and Scientific Teaching Method for evolving a sense of learning a life natural language in the classroom setting. This teaching method is believed to have the capacity to let the learners have dominant activities in the classroom. By the stages of this method, the learners can be directed to the intended behavior unconsciously. The objective is to help learners cover a kind of creative knowledge on a narrative text in language by five stages, they are: observation, question, association, analysis and communication. This idea can produce
some significance such as providing a short cut formal learning to the whole language acquisition stages, decreasing language learning anxiety or effective filter of language learning, increasing motivation to be positive, active, creative, dynamic, cooperative and independent learning behavior and providing access to a richful media of learning sources. In addition to that, it can also yield a motivation to apply the same approach to the other kinds of functional text.

B. Problem Statement
In relation to context discussed in the background presented above, the problem statement can be formulated as follows:

1. What functional aspects of a narrative text can be learned in a classroom instruction?
2. How are the aspects of the narrative text learned in a classroom instruction?
3. Why can the aspects of the narrative text be learned in a classroom instruction?

C. Significance
This article has some significance. It can contribute the information of a language acquisition into a short cut formal learning in the classroom instruction. It can decrease language learning anxiety or
effective filter of language learning. It can increase the motivation of the language learners to be positive, active, creative, dynamic, cooperative and independent learning behavior. It can provide access to abundant learning sources. In addition to that, it can also yield a motivation to apply the same approach to the other kinds of functional text.

II. Related Literature

A. Systemic Functional Linguistics

Systemic Functional Linguistics is a study of language based on sociosemiotics. It investigates how a meaning is represented (Halliday, 1994). It studies how language and the culture of a society work together to symbolize meaning. In this study, it is contended that a part of the meaning is transmitted by the linguistic features and their structure (Hasan and Halliday, 1985). The other part is contributed by its context components. It is said that grammar is the power house of meanings. But the creation of meaning is also extended to culture, ideology and purpose.

B. Language Metafunctions

Language metafunctions are matrix systems. They are one in three functions, they are ideational, interpersonal and textual (Gerot and Wignell, 1994). Language has three metafunctions. First is ideational. It represents an experience as a meaning. Second is
interpersonal. It represents a communicative exchange. Third is textual. Its representation is a media for the ideational and interpersonal to work. Ideational can be associated with field and interpersonal with tenor, while textual with mode.

1. **Ideational Metafunctions**

Ideational metafunctions represent human experience (Gerot and Wignell, 1994). It is also called as a message. It is the message of a phenomenon. It can be a doing. It can also be a happening. It can also be a going on. Further, it can be a human. It can also be an animal. In addition, it can be a place or it can be a time or an existence.

2. **Interpersonal Metafunctions**

Interpersonal metafunctions exchange a meaning (Gerot and Wignell, 1994). In a social communicative interaction, people exchange a commodity such as good, service and information. They use language to exchange the commodity. They exchange it by a text. So it is contended that language is a text or a meaning or a commodity such as good like human or animal or place, etc., or a service like doing or happening or going, etc., or information about whatever thing.
3. Textual Metafunctions

Textual metafunctions provide a media on how to represent meanings and exchange good, service and information (Gerot and Wignell, 1994). It uses the grammar and lexis of the language to structure a text. In addition, the bigger textual patterns such as beginning, middle and ending and transitional signals such as first, next, after that, after wards, in addition to that, further, moreover, finally and the likes. These are all applied to structure meanings in a text.

C. Text

A text is any meaningful linguistic unit in context (Halliday, MAK, 1985). It has lots of meaning. It does not represent only one meaning. It symbolizes several meanings. As a linguistic unit, it can be as small as a word or as big a book. It can be a phrase or a clause or a paragraph or an essay. A text is a meaning represented by a linguistic unit its context.

1. Meaning

Meaning is systemic (Halliday, 1994). It is created by a network system existing a linguistic unit and its context components. Each of these components give a contribution to the creation of a meaning.
2. Linguistic unit

A linguistic unit is a word or a group of words (a phrases) or a clause or a group of clauses such as a paragraph or the one which is bigger than a paragraph (Halliday, 1994).

3. Context

Context is divided into linguistic context and non-linguistic context (Halliday, 1994; Halliday, and Hasan, 1976; Halliday and Matthiessen, 2004). A linguistic context is a linguistic unit. It can be placed in front of a text or behind the text. A non-linguistic context can be classified into culture, ideology and purpose. Culture refers to the tradition such as what happens when, where and how. This can relate to the selection of linguistic units and their structure. Purpose can be the purpose goal and outcome. Ideology refers to the belief or the conduct of life.

D. Scientific Teaching Method

Scientific Teaching Method (STM) meant in this article is a classroom instruction referring to a process of five scientific stages in the language competence acquisition. The stages, they are observing, questioning, associating, analyzing and communicating involves with the theory of language which is contended as a text. Here the text focused on is a narrative. Theoretically, its ideational and interpersonal metafunctions is to represent a moral message by recounting an event in the past to entertain the readers. This
The function is associated with the belief and culture or tradition of the writer and the readers of the text. In addition to that its textual metafunctions to represent the mode is begun by an orientation of the event followed by an evaluation and soon after that by a complication. Then it is followed by a sequence of related events as a resolution to the conflict. The text mode is ended by a reorientation. Further, it is dominated by material processes such as intransitive and transitive verbs, living actors such as human or animal doing actions and goals as the recipients of the actions, circumstances such as adverbs of place, direction, time, tool, companion, reason, cause and purpose.

III. Teaching a Narrative Text Based on SFL and STA
The following models an SFL and STM-Based Teaching a narrative text. It applies the conceptions of the two approaches. The classroom activities are oriented to these materials: 1. the purpose of a narrative text, i.e., to represent a moral lesson by recounting an event in the past as well as to entertain the readers; 2. the moral lesson which is associated to the belief and culture or tradition of the writer and the readers of the text; 3. the generic structure of the text which is begun by an orientation of an event and followed by an evaluation and soon after that by a complication, then it is followed by a sequence of related events as a resolution to the conflict, and after that it is ended by a reorientation; and 4. the
linguistic features which are dominated by material processes such as intransitive and transitive verbs, living actors such as human or animal doing actions and goals as the recipients of the actions, circumstances such as adverbs of place, direction, time, tool, companion, reason, cause and purpose.

The process of the classroom activities follows the five stages, they are: 1. observation; 2. question; 3. association; 4. analysis; and 5. communication. This process is illustrated as in the following.

**Stage 1: Observing**

The classroom activity in this stage is focused on the observation of characteristics of the aspects of a narrative text as follows:

**Data <1>: Instruction for the Observation**

1. Identify the purpose goal and outcome of a text
2. Identify the ideology of the text author
3. Identify the culture/tradition of the text author
4. Identify the generic structure of the text
5. Identify the dominant lexicogrammatical feature of the text
**Telaga warna**


Hanna Silalahi
Data <3>

1. The text has a purpose to communicate that a child must appreciate the gift its parents.
2. The text shows that the people in the text trust that the royal family must have an heir to the throne.
3. The text shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.
4. The generic structure of the text is as follows.

Orientation:
Dahulu kala hiduplah seorang raja dan ratu di sebuah kerajaan. Keadaan yang sejahtera namun tidak bagi mereka yang tak dikanuniai keturunan.

Complication:
Ratu bersedih dan sering menangis yang membuat raja memutuskan untuk pergi ke hutan dan berdoa disana setiap hari.

Resolution:
Permohonan nya terwujud beberapa bulan kemudian sang putri lahir. Semakin hari sang putri bertumbuh sangat cantik dan tiada seorangpun yang mampu menandingi. Orang tua nya sangat

Reorientation:
Semua orang terdiam. Para wanita sangat sedih termasuk sang ratu.

Coda:
Tiba-tiba dari bawah tanah mata air muncul. Kemudian tempat itu berubah menjadi sebuah danau yang besar. Orang-orang menyebut nya telaga warna karena menyebarkan warna yang indah.

The lexicogrammatical features found in the text are as follows.
- 8 intransitive verbs
- 12 transitive verbs
- 20 Clauses

The classroom observation on a narrative text can be extended to the translation version of the text as shown as in the following.
Data <4>:

**Telaga Warna**

Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child. The queen became sad and often cried that made the king went to the jungle and prayed there every day. Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor. Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

Mesri Silaban
The followings are the result of the classroom observation:

Data <5>:

1. The translation of this text has a purpose to communicate that a child must appreciate the gift its parents.
2. This translation shows that the people in the text trust that the royal family must have an heir to the throne.
3. This translation shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.
4. The generic structure of this translation is as follows.

Orientation:
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child.

Complication:
The queen became sad and often cried that made the king went to the jungle and prayed there every day.

Resolution:
Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so
that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor.

Reorientation:
Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

The lexicogrammatical features found in the text are as follows.
- 8 intransitive verbs
- 12 transitive verbs
- 20 Clauses

**Stage 2: Questioning**
The classroom activity in this stage is focused on questioning the characteristics of the aspects of a narrative text as follows:
Data <6>:

- What is the purpose goal and outcome represented in the text?
- What is the ideology of the people represented in the text?
- What is the culture/tradition of the people represented in the text?
- What is the generic structure of the text created?
- What are the dominant lexicogrammatical features used in the text?

Data <7>:

**Telaga warna**


Hanna Silalahi

The followings are the answers found and given to the questions:

Data <9>:

- The text has a purpose to communicate that a child must appreciate the gift its parents.
- The text shows that the people in the text trust that the royal family must have an heir to the throne.
- The text shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.
- The generic structure of the text is as follows.

Orientation: Dahulu kala hiduplah seorang raja dan ratu di sebuah kerajaan. Keadaan yang sejahtera namun tidak bagi mereka yang tak dikaruniai keturunan.
Complication: Ratu bersedih dan sering menangis yang membuat raja memutuskan untuk pergi ke hutan dan berdoa disana setiap hari.

Resolution:

Reorientation:
Semua orang terdiam. Para wanita sangat sedih termasuk sang ratu.

Coda:
Tiba-tiba dari bawah tanah mata air muncul. Kemudian tempat itu berubah menjadi sebuah danau yang besar. Orang-orang menyebut nya telaga warna karena menyebarkan warna yang indah.
The lexicogrammatical features found in the text are as follows.

- 8 intransitive verbs
- 12 transitive verbs
- 20 Clauses

The classroom activities on questioning can be extended to the translation of the text as shown as in the following.

Data <10>:

- What is the purpose goal and outcome represented in the text?
- What is the ideology of the people represented in the text?
- What is the culture/tradition of the people represented in the text?
- What is the generic structure of the text created?
- What are the dominant lexicogrammatical features used in the text?

Data <11>:

**Telaga Warna**

Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child. The queen became sad and often cried that
made the king went to the jungle and prayed there every day. Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor. Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

Mesri Silaban

The followings are the answers found and given to the questions:

Data <12>:

- The text has a purpose to communicate that a child must appreciate the gift its parents.
- The text shows that the people in the text trust that the royal family must have an heir to the throne.
The text shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.

The generic structure of the text is as follows.

Orientation:
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child.

Complication:
The queen became sad and often cried that made the king went to the jungle and prayed there every day.

Resolution:
Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor.
Reorientation:
Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

The lexicogrammatical features found in the text are as follows.
- 8 intransitive verbs
- 12 transitive verbs
- 20 Clauses

Stage 3: Associating
In this stage, the classroom activity done is to review the characteristics of a narrative text by reading more examples of the text. This activity is to investigate more information about the text. The objective is to know further information to be compared and contrasted to the result of the observation and question stages. The followings are examples of a narrative text found in the social media used by a classroom.
Association 1

Data <13>: An Indonesian narrative version entitled “Bawang Merah Bawang Putih”

Once upon time there lived two little girls. Their name are Bawang Putih and Bawang Merah. Bawang Merah and Bawang Putih had opposite characters and personalities. Bawang Putih was diligent, kind, honest and humble girl. while, Bawang merah was so lazy, glamorous, proud and envious girl. Bawang Putih lived with her stepmother and her stepsister Bawang Merah. Her stepmother and Bawang Merah treated Bawang Putih badly. Once morning Bawang Putih was washing some clothes in a river. Accidentaly her stepmother clothes were was away by a river and a found an old women who gave her a small and big pumpkin. Bawang Putih told about the clothes, the old woman and the pumpkins. When she opened, they found jewelry. Bawang Merah choose the big pumpkins. Unfortunately it was full of snake. The Widow and Bawang Merah her daughter finally realized what they did all this time was wrong and asked Bawang Putih to forgive them.

Association Result:

Data <14>

- The moral message communicated by the text is not to be greedy for everything.
• The Ideology of the people in the text is that everyone has equal rights for everything that they have.
• The culture of the people in the text is that a stepmother must loves her biological child and her step equally for forth happiness.
• Generic structure:

Orientation:

Complication:
Suatu pagi Bawang Putih sedang mencuci beberapa pakaian di sungai. Tanpa sengaja pakaian ibu tirinya ditinggalkan oleh sebuah sungai dan ditemukan seorang wanita tua yang memberinya labu kecil dan besar.
Resolution:
Bawang Putih menceritakan tentang pakaian, wanita tua dan labu tersebut. Saat dibuka, mereka menemukan perhiasan. Bawang Merah memilih labu besar. Sayangnya itu penuh dengan ular

Coda: Janda dan Bawang Merah Putri nya akhirnya menyadari apa yang mereka lakukan selama ini salah dan meminta Bawang Putih untuk memaafkan mereka.

Lexicogrammatical Feature:
6 Intransitive verbs
4 Transitive verbs
12 Clauses

Data <15>:
Once upon a time there lived two little girls. Their names are BawangPutih and BawangMerah. Bawang Merah and Bawang Putih had opposite characters and personalities. Bawang Putih was diligent, kind, honest and humble girl. while, Bawang merah was so lazy, glamorous, proud and envious girl. BawangPutih lived with her stepmother and her stepsister Bawang Merah. Her stepmother and Bawang Merah treated Bawang Putih badly. Once morning Bawang Putih was washing some clothes in a river. Accidentally her stepmother clothes were was away by a river and a
found an old women who gave her a small and big pumpkin. BawangPutih told about the clothes, the old woman and the pumpkins. When she opened, they found jewelry. BawangMerah choose the big pumpkins. Unfortunately it was full of snake. The Widow and Bawang Merah her daughter finally realized what they did all this time was wrong and asked Bawang Putih to forgive them.

Lidia Tampubolon

The result of the association on the translation version

Data <16>: An English translation version of the same legend entitled “Bawang Merah Bawang Putih”

- The moral message communicated by the text we must love our brothers and sisters, even if we are not our siblings, and never be greedy for anything to gain happiness.
- The Ideology of the people in the text is we must have a humble, and we must love our brothers and sisters, even if we are not our siblings
- The culture of the people in the text is that the people of the kingdom come to the palace in the royal birthday celebration and bring presents to the princess.
- Generic structure:
Orientation:
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child.

Complication:
The queen became sad and often cried that made the king went to the jungle and prayed there every day.

Resolution:
Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor.

Reorientation:
Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.
Lexico Grammatical Feature
8 intransitive verbs
12 transitive verbs
20 Clauses

Association 2
Data <17>: An Indonesian narrative version entitled “Timun Mas”
Cerita timun mas mengisahkan tentang perjalanan hidup seorang nenek tua dan anaknya, timun mas. Timun mas adalah anak yang ajaib, dia berasal dari dalam timun berwarna keemasan. Saat dewasa ada seorang raksasa yang akan memakan timun mas. Sebelum kejadian itu timun mas sudah dikabari oleh ibunya. Jadi dia diberi beberapa bibit tanaman, bibit ini dapat memberi kekuatan yang dahsyat. Saat kejadian timun mas berlari, dia melempar satupersatu bibit ajaib. Hingga akhirnya sang raksasa mati. Timun mas dan ibunya pun hidup damai..

Noralina Gultom

Observation result :
The moral message communicated by the text: Moral messages containing that we shouldn't threaten and force evil to others because we will get the punishment accordingly. A very nasty giant penalty by drowning in Lake mud due to wanting to kill Cucumber
Mas. Therefore, the wisdom of fairy tales cucumber mas in English we should not have a malicious intent to others.

The ideology of people in the text: Every decision must be considered first the impact that will occur, and every problem there must be a way out and every patience will surely bear good results. The culture of the people in the text: a mother who loves her daughter sincerely even though the child isn't her biological child

Generic Structure:
Orientation:
Memperkenalkan seorang ibu yang ingin sekali mempunyai anak, dan akhirnya menemukan seorang bayi dalam sebuah timun mas dan menamainya timun mas

Complication:
Saat ibu itu bertemu dengan seorang raksasa yang ingin memakan timun mas, namun sang ibu tidak memperbolehkannya dan menyuruh raksasa menunggu hingga timun mas tumbuh dewasa dan berusia 17 tahun. Sang ibu membesarkan timun mas dan terus mencari cara agar timun mas tidak dijadikan makanan oleh raksasa
Resolution:
Sang ibu menceritakan kejadian yang sebenarnya ke timun mas, dan menemukan caranya, yaitu menyuruh timun mas lari dan memberikan sebuah kantung yang berisi biji bijian yang nantinya bisa tumbuh dengan cepat dan menjerat sang raksasa

Lexicogrammatical Feature
3 Intransitive verbs
4 Transitive verbs
7 Clauses

Data <18>

Timun Mas
The cucumber story tells the story of the journey of an elderly grandmother and her son, cucumber mas. Cucumber mas is a miraculous child, he comes from in a golden cucumber. When an adult there is a giant who will eat cucumber mas. Before the incident the cucumber has been preached by his mother. So he was given some seeds of plants, these seeds can give a powerful power. When the cucumber incident ran, he threw one of the magic seeds together until finally the giant died. Cucumber mas and his mother was living in peace.

Olivia Sitompul
Data <19>

Observation result:

The moral message communicated by the text:
Moral messages containing that we shouldn't threaten and force evil to others because we will get the punishment accordingly. A very nasty giant penalty by drowning in Lake mud due to wanting to kill Cucumber Mas. Therefore, the wisdom of fairy tales cucumber mas in English we should not have a malicious intent to others.

The ideology of people in the text:
Every decision must be considered first the impact that will occur, and every problem there must be a way out and every patience will surely bear good results.

The culture of the people in the text:
A mother who loves her daughter sincerely even though the child isn't her biological child

Generic Structure:
Orientation:
Introducing a mother who is eager to have a child, and finally finding a baby in a cucumber mas and named it a cucumber mas.
Complication:
When the mother meets a giant who wants to eat tiimun mas, but the mother does not allow it and told the giant to wait until the cucumber grew up and was 17 years old. The mother raises the cucumber mas and continues to look for ways to keep the cucumber not used as food by the giant

Resolution:
The mother tells the truth to the cucumber, and finds out how to get the cucumber run and give a bag of seeds that will grow quickly and trap the giant

Lexicogrammatical Feature:
3 Intransitive verb
4 Transitive verb
7 Clauses

Stage 4: Analyzing
The classroom activities done in this stage is for the generalization of what a narrative text is about. This stage is the summary of the learning process from observing, questioning and associating stages. The following illustrates the result of the three stages.
The summary of what a narrative text is about:

1. To entertain the readers
2. To communicate a moral lesson
3. The general pattern of a narrative text:
   Orientation>complication>resolution>reorientation
4. The lexicogram
5. Lexico Grammatical Feature 8 intransitive verbs 12 transitive verbs 20 Clauses matical features dominating a narrative text:
   Transitive/intransitive verbs, actor subject, goal object, spatial and temporal adverbs

Stage 5: Communicating
The activities in this stage are submitting narrative texts written by the students. They are uploaded into a social media provided for the classroom group. All the members of the group can read a message uploaded into the group. The followings are copies taken from the classroom group.

Student 1:

Putri Salju
Dahulu kala ada tinggallah seorang anak yang bernama Putri Salju. Dia tinggal bersama bibinya dan pamannya karena orang tuanya meninggal. Suatu hari dia mendengar bibi dan pamannya berbicara

Novita Siagian

Student 2

The Crying Stone

Once upon a time there lived a mom with her daughter. Her daughter was so pretty but she was a lazy girl. Every day, she forced her mother to do all alone while she was only dressing in her bedroom. One day, she persuaded her mom to go to a town market. They had a long trip till finally they arrived. All men were so
surprise cause of her beauty but they got confused of the girl behind her. When a person asked the woman, she said "she's my servant". Her mother tried to restraining for a moment. The girl declared the same answer for everyone. Finally, her mother couldn't strive and prayed to God. God heard her prayer. Suddenly the rebellious girl changed to be a stone which was begun from her feet till all her body. She cried and imploring an amnesty but all had been so late. Finally, people knew that as the Crying Stone. Because there was still a Crying sign in the Stone.

Mesri Silaban

Student 3

Legenda Surabaya

Student 4:

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very luar dan tidak banyak makanan dilaut. Baya sangat marah ketika dia tahu bahwa sura mengingkari janjinya. Mereka berkelahi lagi. Mereka berdua saling melukai satu sama lain. Sura menggigit ekor baya. Baya pun melakukan hal yang sama kepada sura. Dia menggigit sangat kuat sampai akhirnya sura menyerah dan kembali ke laut. Baya pun senang.

Gustina Saragi
hard until Sura finally gave up and went back to the sea. Baya was happy.

Febryn. I. T. Nainggolan

Student 5:

Putri Hijau


Olivia Sitompul

**Student 6:**

**The Green Princess**

Putri Hijau is the daughter of the king who came from Deli Tua, Medan who entered into the Sultanate of Deli. It is said that the Green Princess demanded the king from the soil of Aceh named
Sultan Mukhayat Syah and wanted to marry him, but experienced obstacles. When the king of Aceh was about to go to the Green Princess to make a proposal, the sister of the Green Princess asked the Sultan of Aceh to ask for his hand but the Green Princess rejected his proposal. This is why the Acehnese Sultan became angry and became the reason for the war between the Acehnese army and the Deli Sultanate. When war broke out, Mamban Khayali, who was the sister of the Green Princess, transformed herself into cannon that could fire on the enemy. At that time, Mambang Khayali felt thirsty, but was forbidden to drink because it would endanger his condition. Finally because he felt his joints were weak because he kept tearing the cannons, his body split in two. His head was bounced into Aceh and his back was in the Deli.

When the Deli Sultanate during the war, finally Putri Hijau arrested and taken to the Kingdom of Aceh. Previously, Mambang Yazid had sent a message to the Green Princess to ask the Aceh King to be placed in a glass coffin and call him when the Green Princess arrived in the Kingdom of Aceh. While holding a ceremony on the beach. Princess Green stepped out of her chest and called Mambang Yazid. Suddenly there came a strong wind and heavy rain accompanied by lightning, and big waves. Then came a giant dragon from the waves and headed straight for the ship Sultan of Aceh. The ship of the Sultan of Aceh was struck with its tail until
the ship split in two and drowned immediately. Sultan Mukhayat Shah survived.

Noralina Gultom

Student 7

Banyuwangi


Hetty Siswanti

Student 8

Banyuwangi

Once upon time, from the eastern tip of the island of Java, there was a kingdom led by a King named Prabu Sulahkromo. He is assisted by a brave, wise and handsome patih named patih
Sidopekso, and patih Sidopekso has a very beautiful wife named Sri Tanjung, and because of her beauty makes the King fall in love with her. To realize his love for Sri Tanjung, the king deliberately gave the task to the patih Sidopekso to go to maintain the border area then go Sidopekso patih. Along with the departure of Sidopekso, the king began his action by seducing and teasing Sri Tanjung, but Sri Tanjung remained faithful to her husband. Because the king felt his love was unrequited, he began to slander Sri Tanjung by saying that Sri Tanjung was a seductive woman who teased the king. Although he was slandered by the king, Sri Tanjung remained faithful to her husband, Sidopekso. When the Sidopekso officer returns to the palace, he hears the slander that his wife has cheated on him, let alone hearing it directly from the king and he believes it. Then he goes to his wife, then his wife explains the truth that in fact he is not cheating and remains a faithful wife. However, the already angry Sidopekso patrons did not believe his wife's words and wanted to kill him. Then they went to the river. Before Sidopekso's patriarch kills his wife Sri Tanjung said "If I really cheated on you, then this cloudy river will become more turbid and smelly, but if this cloudy river turns into clear and fragrant then I am your faithful wife". Patih Sidopekso who did not care about his wife's words then stabbed his wife with a dagger and threw his corpse into the river. Instantly, the murky river turned
clear and fragrant. And then Patih Sidopekso regretted his actions that did not distrust his wife's honest and faithful words.

Puspita S Marbun

Student 9:

Legenda Pohon Enau


Rani Purba
**Students 10:**

**The Legend of the Enau Tree**

Orientation: Once upon a time a happy family lived, with two children, a child named Tar Iluh and a daughter named Beru Sibou. Happiness ends when their father dies. Since then the mother worked hard to make her sick and die. Then Tare Iluh and Beru Sibou stayed at their uncle's house. Tare Iluh decides to go to another village to find a job, but instead of looking for a job he gambles. He keeps losing bets, making him have lots of debt. Then he came home for not being able to pay the debt. The news appeared for his brother Beru Sibou. Beru Sibou ended up climbing the tree and singing, but no one listened to his song. Then pray to God, Lord, I am willing to pay all my brother's property, with tears, my hair, and all the parts of the body to be used by them, but free of my brother. Right after the prayer comes slowly Beru Sibou's body transforms into a tree that all parts of the tree can use. Finally everyone knows the enau tree, because of its many benefits.

Monri Butarbutar

**IV. Conclusion**

Teaching language in the classroom is teaching a text. It is a must to teach the metafunctions of the text, they are ideational, interpersonal and textual in its context with components, i.e., linguistic context and non linguistic context such as culture, ideology and purpose. The significance of SFL and STA-Based
Teaching Method can motivate learners to have positive thinking and active, creative, cooperative, dynamic and independent learning behavior.

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