



# AMBSI SUMUT 2014 International Conference on Language and Education 2014

# ICOLE

**2<sup>nd</sup> AM BSI SUMUT**



# INTERNATIONAL CONFERENCE ON LANGUAGE AND EDUCATION



**THEME:**

*“Exploring the Opportunities in Language Learning and Education to Face the Global Challenges”*



**Madani Hotel Medan, North Sumatera, Indonesia  
Saturday December 13<sup>th</sup>, 2014**



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**2<sup>nd</sup> International Conference on Language and Education**

*"Exploring the Opportunities in Language Learning and Education to Face the Global Challenges".*



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**2<sup>ND</sup> AMBSI SUMUT INTERNATIONAL CONFERENCE  
ON LANGUAGE AND EDUCATION 2014**

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**2<sup>nd</sup> International Conference on Language and Education**

*"Exploring the Opportunities in Language Learning and Education to Face the Global Challenges".*

# **BOOK OF INTERNATIONAL CONFERENCE**

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2<sup>nd</sup> AMBSI SUMUT International Conference on Language and Education 2014  
in Madani Hotel Medan, Indonesia

**Theme: "Exploring the Opportunities in Language Learning and Education  
to Face the Global Challenges" on December 13<sup>th</sup>, 2014**

**Keynote Addresses:**

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Matthew Lambert (British Council - United Kingdom)

Dr. Ahmad Azman bin Mukhtar (Universiti Utara Malaysia - Malaysia)

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## **Preface**

First of all, we are very grateful to the Rector of State University of Medan, Prof. Dr. Ibnu Hajar Damanik, Msi. The Representative of Vice Rector 3 State University of Medan, Mr. Wanapri Pangaribuan, M.T. The Dean of Languages and Arts Faculty, Dr. Isda Pramuniati, M.Hum. The Head of English and Literature Department, Prof. Dr. Sumarsih, M.Pd. The Head of English Literature Study Program, Dra. Meisuri, M.A. The speakers : Prof. Amrin Saragih, M.A, Ph.D. and Prof. Dr. Lince Sihombing, M. Pd. The distinguished speakers : Prof. Dr. Nena P. Valdez, Dr. Ahmad Azman bin Mokhtar, and Mr. Matthew Lambert and all the committee members who have strongly supported to hold our Internasional Conference on **"The Opportunities in Language Learning and Education to Face the Global Challenges"**.

Thanks must also go to the authors of the Conference's paper, whose contribution serve as rich sources of stimulatın and inspiration to explore the issues of Language Competences and Soft Skill. The quality of the contributions could further be ensured and improved with the generous help of the editors and the program committee members.

Last not but least, we express gratitude to Universiti Utara Malaysia, British Council Medan, and State University of Medan for providing us speakers for the Internasional Conference.

The current Internasional Conference is aimed at raising the spirit of culture preservation through language use, this Conference welcomes paper submissions from various language contexts and their relationship

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with culture preservation in the future. It also invites articles on topics of significance to individuals concerned with English language teaching and learning. With plenary lectures and papers as its main scientific events, this international Conference focuses on the inextricable language-culture connection, while at the same time grabbing the attention of learners of higher education, literature and arts, culture, history and sociology, etc, to optimize language teaching and learning as the medium of culture preservation both at the national and international level.

Enjoy your reading.

Medan, December 2014  
Sincerely,

Committee of International  
Conference

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## **WORDS OF WELCOME**

**Head of Committee  
2<sup>nd</sup> ICLE AMBSI UNIMED**

The honorable Representative of Vice Rector 3 State University of Medan, **Mr. Wanapri Pangaribuan, M.T.**

The honorable Head of English and Literature Department, **Prof. Dr. Sumarsih, M.Pd.**

The honorable head of English Literature Study Program, **Dra. Meisuri, M.A.**

The honorable speakers : **Prof. Amrin Saragih, M.A, Ph.D.** and **Prof. Dr. Lince Sihombing, M. Pd.**

The distinguished speakers : **Prof. Dr. Nena P. Valdez, Dr. Ahmad Azman bin Mokhtar,** and **Mr. Matthew Lambert.**

All respected participants.

First, let us thank Allah for having given us health and chance so we can gather in this lovely moment, here in International Conference on Language and Education with the theme *"Exploring the Opportunities in Language Learning and Education to Face the Global Challenges"*. Let us not forget to praise our prophet, may His blessing be upon us.

It is a very special honor to be your host here at the Madani Hotel Medan and to welcome you to this prosperous conference. Thank you for the interest you have shown – and thank you for coming here from near and far to take part in our event that attended by more than 500 participants from each university in North Sumatera

I would like to start by describing some of the current issues in our country that are closely related to the subject of this conference:

This 21st century has seen increasing demands for a public discussion on language learning and education. Again and again, experts and practitioners in the area of applied linguistics raise questions of how language learning and education is best implemented to suit students' need and to benefit the society. In response to the interest, Asosiasi Mahasiswa Bahasa dan Sastra Inggris Sumatera Utara conduct this

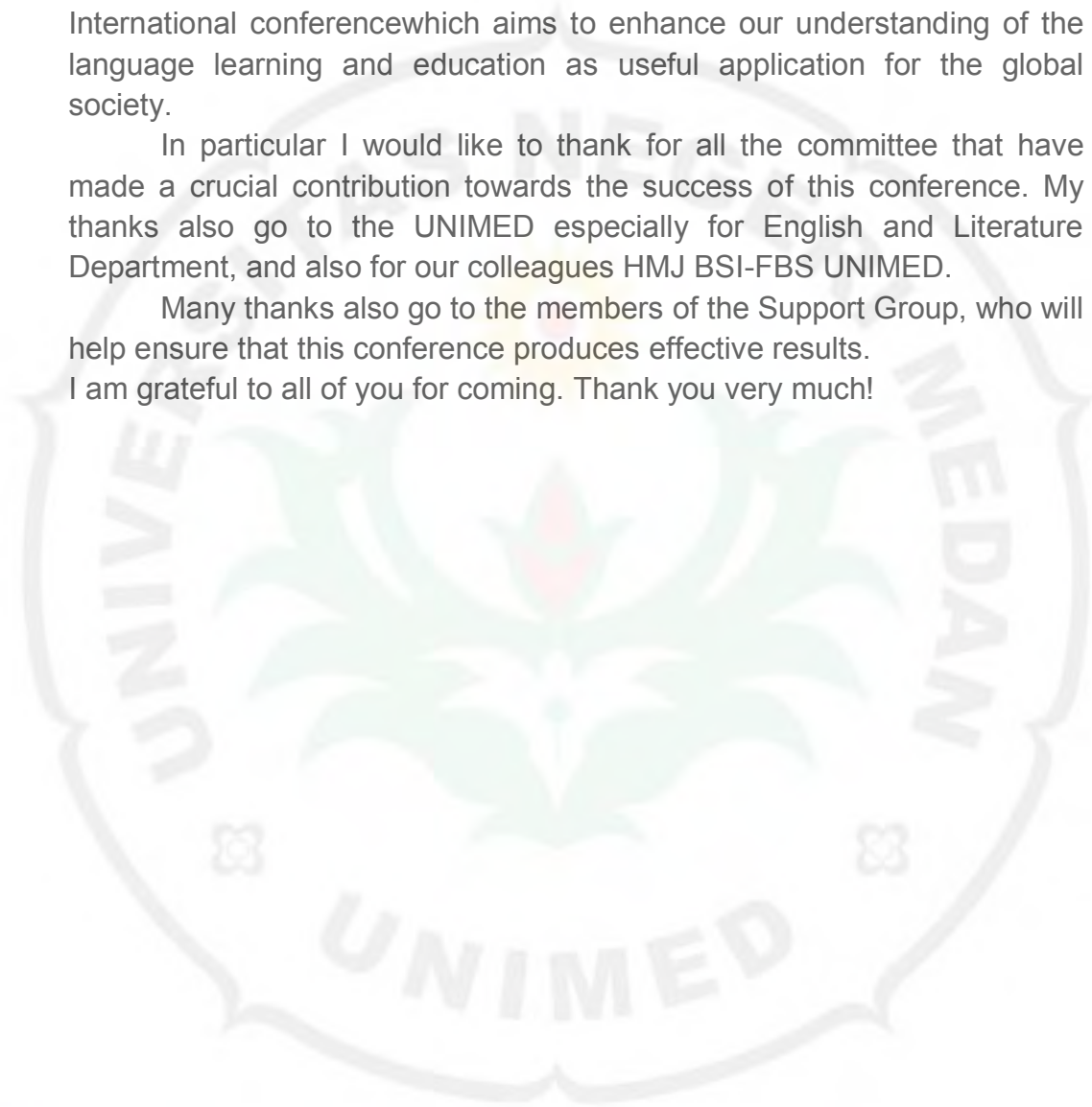
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*"Exploring the Opportunities in Language Learning and Education to Face the Global Challenges".*

International conference which aims to enhance our understanding of the language learning and education as useful application for the global society.

In particular I would like to thank for all the committee that have made a crucial contribution towards the success of this conference. My thanks also go to the UNIMED especially for English and Literature Department, and also for our colleagues HMJ BSI-FBS UNIMED.

Many thanks also go to the members of the Support Group, who will help ensure that this conference produces effective results. I am grateful to all of you for coming. Thank you very much!



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## **WORDS OF WELCOME**

**Head of AM BSI SUMUT**

This event is **2<sup>nd</sup> International Conference on Language and Education**

Upon the theme ***Exploring the Opportunities in Language Learning and Education to face the Global Challenges***

We invite five speakers coming from four different countries which are Indonesia, Malaysia, United Kingdom and Philipine. They are:

Prof. Amrin Saragih, M.A, Ph.D (Indonesia)

Matthew Lambert (United Kingdom)

Dr. Ahmad Azman bin Mukhtar (Malaysia)

Prof. Nena P. Valdez (Philipine)

Prof. Lince Sihombing, M.Pd (Indonesia)

The honorable Representative of Vice Rector 3 State University of Medan, **Mr. Wanapri Pangaribuan, M.T.**

The honorable Head of English and Literature Department, **Prof. Dr. Sumarsih, M.Pd.**

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The distinguished speakers : **Prof. Dr. Nena P. Valdez, Dr. Ahmad Azman bin Mokhtar,** and **Mr. Matthew Lambert.**

The honorable **the Head of Commiitee Hasbi Ramadhan.**

All respected participants.

As the Head of Association of English and Literature Students we really appreciate the students who actively conduct this conference. We beleive that this conference are able to explore the oppotunities of the English students in learning language process. We are really hoping that this

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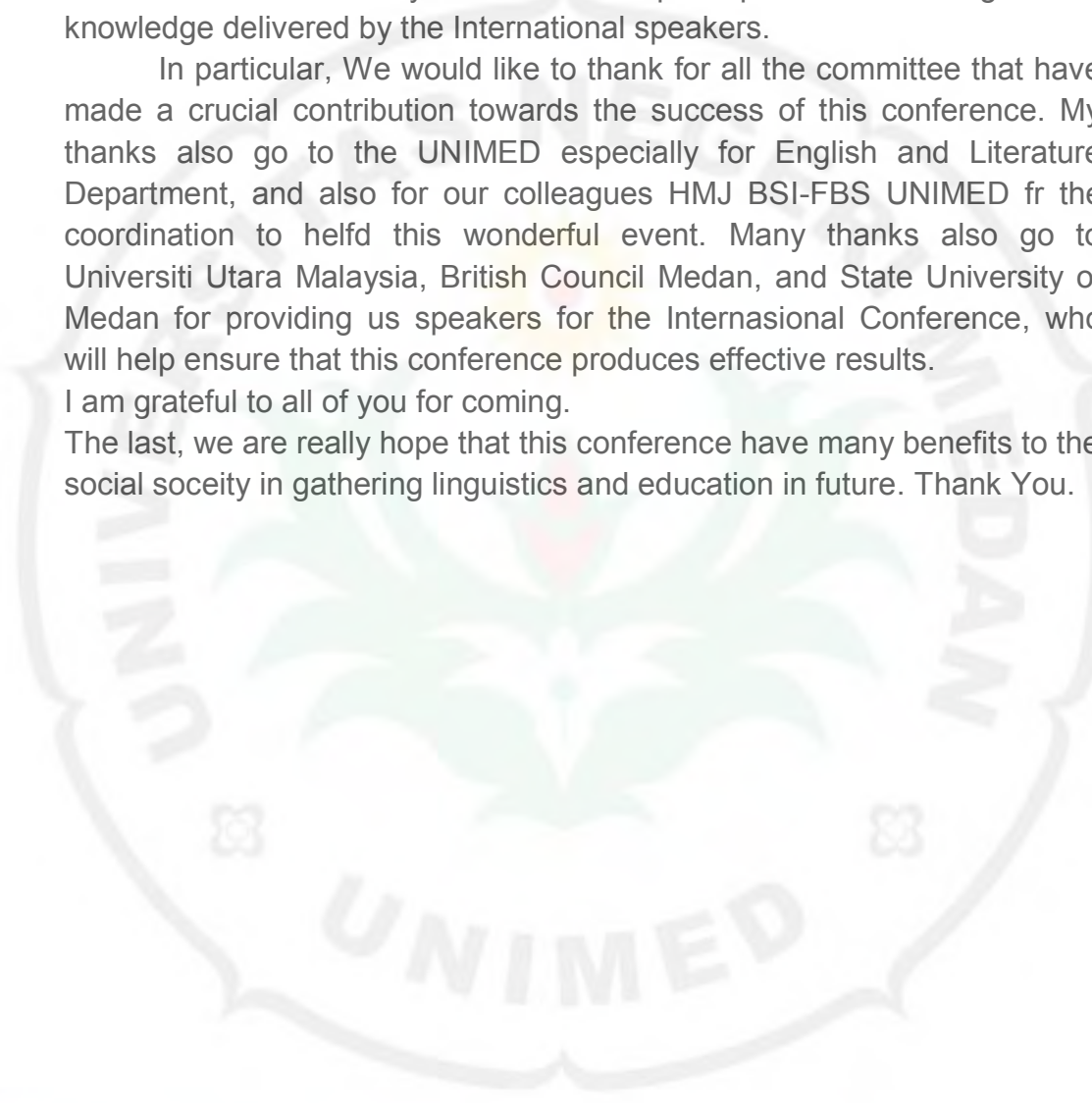
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conference can be very useful for all participants and can gain the knowledge delivered by the International speakers.

In particular, We would like to thank for all the committee that have made a crucial contribution towards the success of this conference. My thanks also go to the UNIMED especially for English and Literature Department, and also for our colleagues HMJ BSI-FBS UNIMED for the coordination to help this wonderful event. Many thanks also go to Universiti Utara Malaysia, British Council Medan, and State University of Medan for providing us speakers for the International Conference, who will help ensure that this conference produces effective results.

I am grateful to all of you for coming.

The last, we really hope that this conference have many benefits to the social society in gathering linguistics and education in future. Thank You.



## **MESSAGE FROM THIRD VICE CHANCELLOR**

**Prof. Dr. Biner Ambarita, M.Pd.**  
( Represented : Mr. Wanapri Pangaribuan, M.T.)

Today's event is **2<sup>nd</sup> International Conference on Language and Education**

Upon the theme ***Exploring the Opportunities in Language Learning and Education to face the Global Challenges***

We invite five speakers coming from four different countries which are Indonesia, Malaysia, United Kingdom and Philipine. They are:

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Matthew Lambert (United Kingdom)

Dr. Ahmad Azman bin Mukhtar (Malaysia)

Prof. Nena P. Valdez (Philipine)

Prof. Lince Sihombing, M.Pd (Indonesia)

This is an annual event conducted by AMBSI SUMUT in coloboration with HMJ BSI UNIMED. After being successful in conducting the 1st International Conference, AMBSI SUMUT and HMJ BSI UNIMED come again with this 2nd International Conference upon the theme ***Exploring the Opportunities in Language Learning and Education to face the Global Challenges.***

This event aims to provide all participants coming from English students to be able to explore the opportunities to learn language to face the global challenges. We are really hoping that this conference can be very useful for all participants and can gain the knowledge delivered by the experienced speakers.

## **MESSAGE FROM HEAD OF ENGLISH AND LITERATURE DEPARTMENT**

**Prof. Dr. Sumarsih, M.Pd.**

First of all, let us thank Allah for having given us health and chance so we can gather in this International Conference on Language and Education. Let us not forget to praise our prophet, may His blessing be upon us.

The honorable :

**Mr. Wanapri Pangaribuan, M.T.**

*Representative of Vice Rector 3 State University of Medan,*

**Dra. Meisuri, M.A.**

*Head of English Literature Study Program,*

The honorable the speakers :

**Prof. Amrin Saragih, M.A, Ph.D (Indonesia)**

**Matthew Lambert (United Kingdom)**

**Dr. Ahmad Azman bin Mukhtar (Malaysia)**

**Prof. Nena P. Valdez (Philippine)**

**Prof. Lince Sihombing, M.Pd (Indonesia)**

and All participants.

This is an annual event conducted by AMBSI SUMUT in collaboration with HMJ BSI UNIMED. This 2<sup>nd</sup> International Conference conduct the theme ***Exploring the Opportunities in Language Learning and Education to face the Global Challenges.***

As the English and literature Department, we really appreciate the students who actively conduct this conference. We believe that this conference are able to explore the opportunities of the English students in learning language process. We are really hoping that this conference can be very useful for all participants and can gain the knowledge delivered by the International speakers.

The last, we are really hope that this conference have many benefits to the social society in gathering linguistics and education in future.

## **Reviewers**

### **Prof. Dr. Hj. Sumarsih, M.Pd.**

Head of English and Literature Department in Faculty of Arts and Languages, State University of Medan. She is born on October 21, 1958. She is a professor of linguistics at the English Applied Linguistics Study Program, School of Postgraduate Studies and at the English Department, Faculty of Languages and Arts, the State University of Medan. She is active in many Scientific Writings. Her research focuses on language and linguistics analysis, education techniques for optimization education problems. She has published some of her works in national and international journals and also participated in national and international conferences.

### **Dra. Meisuri, M.A.**

Secretary of English and Literature Department in Faculty of Arts and Languages, State University of Medan. She is Senior Lecturer of linguistics at the English Applied Linguistics Study Program, School of Postgraduate Studies and at the English Department, Faculty of Languages and Arts, the State University of Medan. Her research focuses on linguistics and literature analysis for in reference to the model suggested by Sinclair and Coulthard. At the last she is also publishing her research in this conference.

### **Dra. Masitowarni Siregar, M.Ed.**

Head of English education Study Program, English and Literature Department in Faculty of Arts and Languages, State University of Medan. She is Senior Lecturer of linguistics at the English Applied Linguistics Study Program, School of Postgraduate Studies and at the English Department, Faculty of Languages and Arts, the State University of Medan. She is graduated from La Trobe Australia in 1999. Her researches focus on the writing achievement in Teaching English. She wrote many paper in some conferences in national area.

### **Indra Hartoyo, S.Pd. M.Hum.**

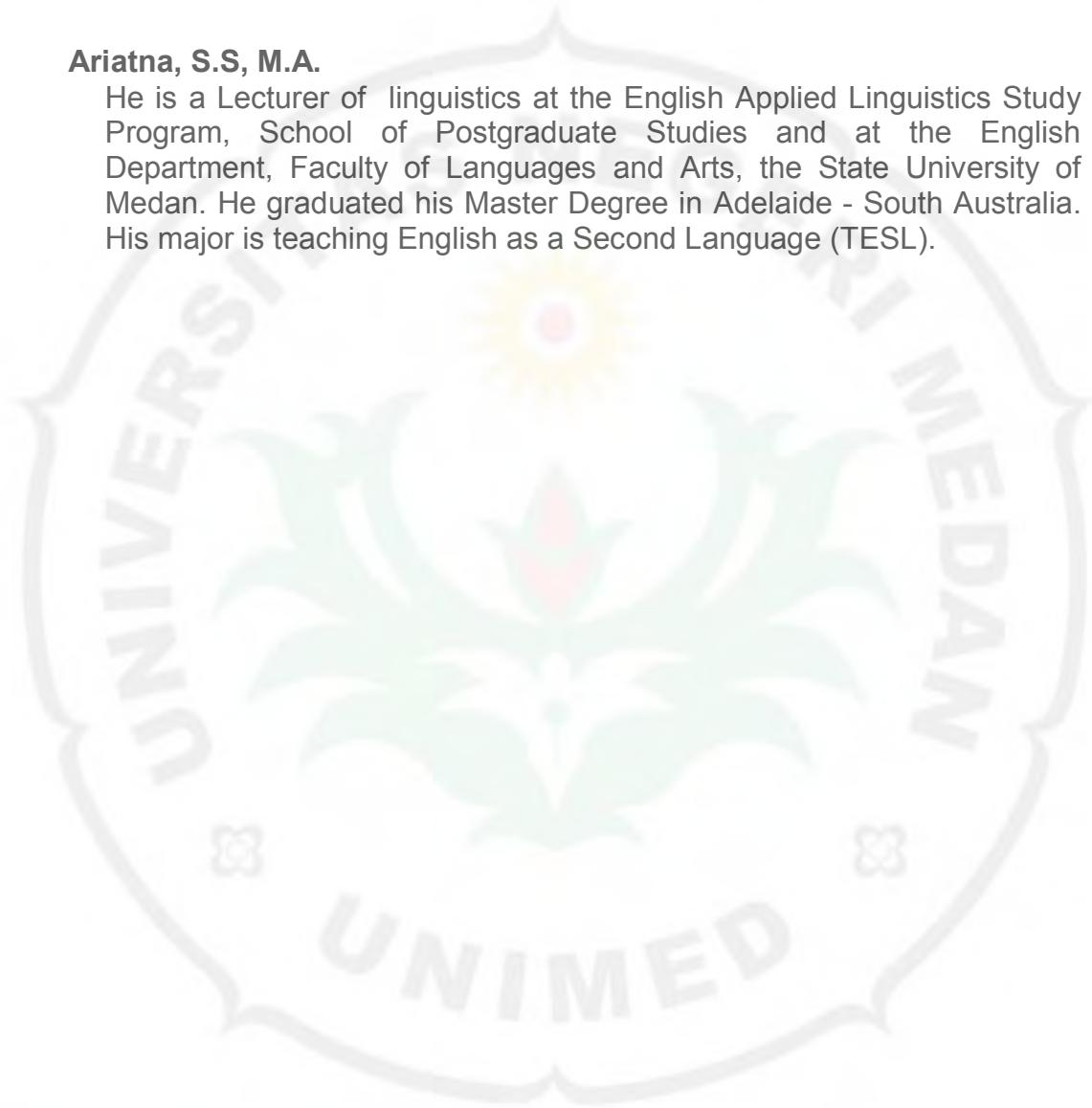
He is a Lecturer of linguistics at the English Applied Linguistics Study Program, School of Postgraduate Studies and at the English Department, Faculty of Languages and Arts, the State University of Medan. He also the secretary of PPG in State University of Medan. He do the reasearches as the accessor in writing journal in his department. He is as the advisor in this conference who focus to the educational research.

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**Ariatna, S.S, M.A.**

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# DISCOURSE COMPETENCE IN LANGUAGE LEARNING: A FUNCTIONAL PERSPECTIVE<sup>1</sup>

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## ABSTRACT

*This paper attempts to discuss discourse competence in language learning and it views from a functional perspective. It focuses on how current issues such as discourse analysis is concerned with language in use in social contexts, as well as linguistic units, such as units of language beyond the sentence level. In discourse analysis the highest unit of language is the text, and language is realized within its context. The discussion of the subject matter based on the three functional perspectives developed by Halliday (1979). There are three broad metafunctions: ideational, interpersonal, and textual. Each of the three metafunction is about a different aspect of the things which is concerned with a different mode of meaning of clauses. The ideational metafunction is concern with clauses as representations. The interpersonal metafunction is concern with clauses as exchanges and the textual metafunction is concern with clauses as messages.*

*Keyword: Discourse , competence, language learning, functional perspective.*

## **1. Introduction**

Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text. Savignon (1983:38) says that this competence involves the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve unity of text which area relevant to a given situation. Unity of a text is achieved through cohesion in form and coherence in meaning. Cohesion deals with how utterances or sentences are linked structurally and facilitate interpretation of a text. Halliday (1985:313) says that unity is a text can be achieved through structural components are made up of thematic structure (Theme & Rheme) and information structure and focus (Given & New). Cohesive devices consist of references (personal pronouns, demonstratives, comparatives), ellipsis and substitution (clausal, verbal, nominal), conjunction (additive, adversative...) and lexical cohesion (synonymy, repetition, collocation). Coherence refers to the relationship among different i.g. literal meanings, communicative functions, attitudes and feeling. A text may be not cohesive structurally but it is coherent by its propositional bases.

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<sup>1</sup>Paper presented in *International conference on language and education: "Exploring the Opportunities in Language Learning and Education to Face the Global Challenges"* in Madani Hotel Medan on Saturday, December 13<sup>th</sup> 2014.

Knowledge and skill of discourse should be distinguished from grammatical and sociolinguistic competence. To illustrate this difference the writer would like to take an example and analyse it on the basis of theory given by Widdowson (1978:25): Speaker A 'What did the rain do?' Speaker B : The crops were destroyed by the rain. B's reply is grammatically and sociolinguistically acceptable and appropriate. But the reply does not tie in well with A's question. The violation is clear not to be at the grammatical or sociolinguistic level but at the discourse level. It involves the organization of sentences and information in text in English in which Given (shared or old information) should precedes New (new information).

## **2. Properties of Discourse**

Schiffrin (1990) discusses several properties of discourse namely 1) discourse form structures, 2) discourse conveys meaning, and 3) discourse accomplishes actions. The three kinds of properties concern slightly different aspects of discourse.

*The first two properties are largely concerned with discourse as extended*

*sequences of smaller units, e.g. sentences, propositions utterances. The third*

*property is more concerned with language as it is used within a social interaction; included is speakers' use not only of extended sequences, but their use of a single unit (e.g. an utterance) within a social interaction.*

In relation to the ideas carried out discussed the following is described the points

### *2.1. Structure*

Discourse structure deals with two related issues that is the analysis of discourse structure in linguistic units as well as the analysis of discourse structure with methods of linguistic analysis. The methods of structural linguistic into discourse analysis deals with the structure of a text produced by the pattern of morphemes either their meaning, or their relationship with non textual factors. For example, the text can be treated as extension of sentences and that a text grammar can be written in the same form as a generative sentences grammar. Other studies of discourse structure differ either because the focus on linguistic unit within dialogue, or because the focus on non linguistic units.

### *2.2 Meaning*

Analysis the structure in relation to the meaning some analysis apply methods used in sentences analysis to discourse while either maintaining or rejecting the notion that it is linguistic units ( morphemes, clauses, sentences) which form the basic constituents of discourse. Halliday and Hasan (1976) argue for example, that although structure may be one defitional source of a text a source that specific genres of texts share with sentences a more compelling source is at the level of semantic relationships underlying the text. Thus, particular items such as pronouns, adverbs and conjunctions help create discourse not because of their rule-governed distribution, but because they indicate an interpretive link between two parts within the text. Halliday's (1973) model of language explicitly views cohesion as only one component of a broader textual function of language (a function which includes both thematic and informational components). Thus, propositional meaning does not exhaust the meaning of a text.

### 2.3. Action

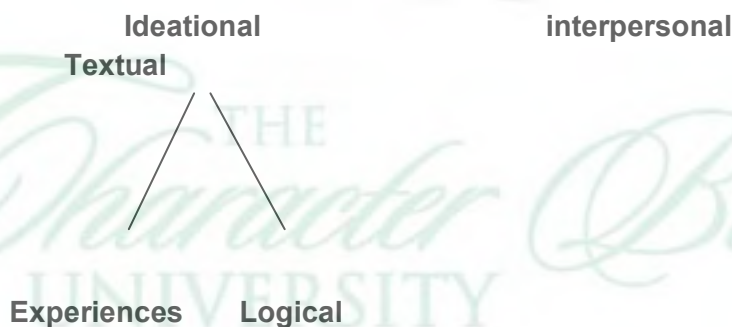
Schiffirin (1990: 10) says that,

*structure and meaning are properties of discourse when discourse is considered as a linear sequence of smaller units, e.g. sentences, turns, propositions. Although action or more accurately the accomplishment of action is also a property of discourse, it is a property which emerges not so much from arrangements of underlying units, as from the organization of speaker goals and intentions which are taken up and acted upon by hearers, and from the ways in which language is used.*

The ideas carried out given shows the relationship between structure and meaning, in terms of discourse analysis. The analysis is apart of action to accomplish a property of discourse viewed from the speaker's intentions which is acted by the hearers in such ways a language is used in social interaction.

### 3. Discussion on Functional Perspective of Discourse Competence and Analysis

In this part the discussion deals with the functional perspective in terms of the view of Halliday's metafunction in relation to discourse competence and analysis. Halliday (1979 in Christie 2005:12) says that the relationship of the experiential and logical metafunction has three broad metafunction.



The *ideational metafunction*, as Halliday discusses, it refers to those aspects of the grammar which are most directly involved in representation of the world and its experiences, both those of the 'outer world' of action, and those of

the 'inner world' of consciousness, reflection and imaginations. The ideational metafunction actually consists of two metafunctions: *the experiential* and *the logical*. The resources of transitivity and of lexis are involved in representing experience, and these are indeed the resources most directly involved in realizing the experiential metafunction. The logical metafunction is of a rather different order, for it is involved, not directly in the building of the meanings within the clause, but rather in the matter of building connectedness between the meanings of clauses. Such as logical connectedness is realized in those resources in the grammar which are involved in two different sets of relationships: those to do with the interdependency or 'taxis' between clauses; and those to do with the logico semantic relations between clauses brought about by either projection or expansion (see Halliday, 1994:215-91, for a detailed discussion).

The *interpersonal metafunction* refers to those grammatical resources in which the relationship of interlocutors is realized, including those of mood, modality and person. Finally, the *textual metafunction* refers to those aspects of the grammar that assist in organizing language as a message, and here the resources of theme, information and cohesion are most fundamentally involved. A simple way to capture the metafunctions, demonstrating in particular the relationship of the experiential and logical metafunctions, has been suggested by Halliday (1979:57).

When one undertakes a grammatical analysis using such as metafunctional model of the English language, the object is to find the ways in which meanings ideational, interpersonal and textual are realized and tracked through the text. For the goal, while one always works with the meanings particular to the clause, is to interpret those meanings for their role in the overall organization of the text that the clauses constitute. The model of the grammar is, in other words, text or discourse driven.

According to Christie (2002: 21) there are three distinctive features of discourse in the context in relation to functional component of semantic system in terms of language choices of the experiential metafunction, which involved 1) field of discourse, 2) tenor of discourse, and mood of discourse. The following table is taken from Halliday and Hasan (1985 in Christie 2002: 21) showing the relation of the text to the context of situation.

<b>Situation:</b>	<b>(realized by)</b>	<b>Text:</b>
<b>Feature of the context</b>		<b>Functional component of semantic system</b>

Field of discourse (what is going on)		Experiential meanings (Transitivity, naming, etc.)
Tenor of discourse who are taking part		Interpersonal meanings (mood, modality, person)
Mode of discourse (role assigned to cohesion)		Textual meanings (theme, information, language).

Table shows that the distinctive features of discourse context realized by functional component of semantic system. In other words, the situation of the three areas of discourse (*field, tenor, and mood of discourse*) is realized by the text of functional component of semantic system (*experiential meanings, interpersonal meanings, and textual meanings*).

In each metafunction an analysis of a clause gives a different kind of structure composed from a different set of elements. In the ideational metafunction, a clause is analysed into *Process, Participants* and *Circumstances*, with different participant types for different process types (as in Case Grammar). In the interpersonal metafunction, a clause is analysed into *Mood* and *Residue*, with the mood element further analysed into *Subject* and *Finite*. In the textual metafunction, a clause is analysed into *Theme* and *Rheme* (as in the Prague School).

In this job	Anne	we	're	working	with silver	
Theme		Rheme				textual interpersonal ideational
		Mood				
	Vocative	Subject	Finite			
Locative		Actor		Process	Manner	

Figure 1.1.: Metafunctional layering

Figure 1.1, taken from [Matthiessen & Bateman 1991], shows an analysis of the sentence "In this job, Anne, we're working with silver" into three different structures in the three metafunctions. This kind of diagram is called a "metafunctional layering" diagram in SFG, but the metafunctions do not have any kind of relative "depth", rather they are different dimensions.

The metafunctional theory is part of the "functional" side of SFG, but it is also important in the "systemic" side of SFG. Each metafunction has a principal system in the networks for clauses, verbal groups and nominal groups. For example the TRANSITIVITY system is the principal system for the ideational metafunction in the clause network. These principal systems are shown in Figure 1.8, taken from [Matthiessen & Bateman 1991].

	ideational	interpersonal	textual
clause	TRANSITIVITY	MOOD	THEME
verbal group	TENSE	MODALITY	VOICE
nominal group	MODIFICATION	PERSON	DETERMINATION

Figure 1.2: Principal systems

An important theoretical point is that in general, in the system networks, the systems *within* each metafunction are closely interconnected, but are largely independent of systems in the other metafunctions. System interconnections *across* metafunctions are rare. This is illustrated in Figure 1.9, taken from [Matthiessen & Halliday to appear].

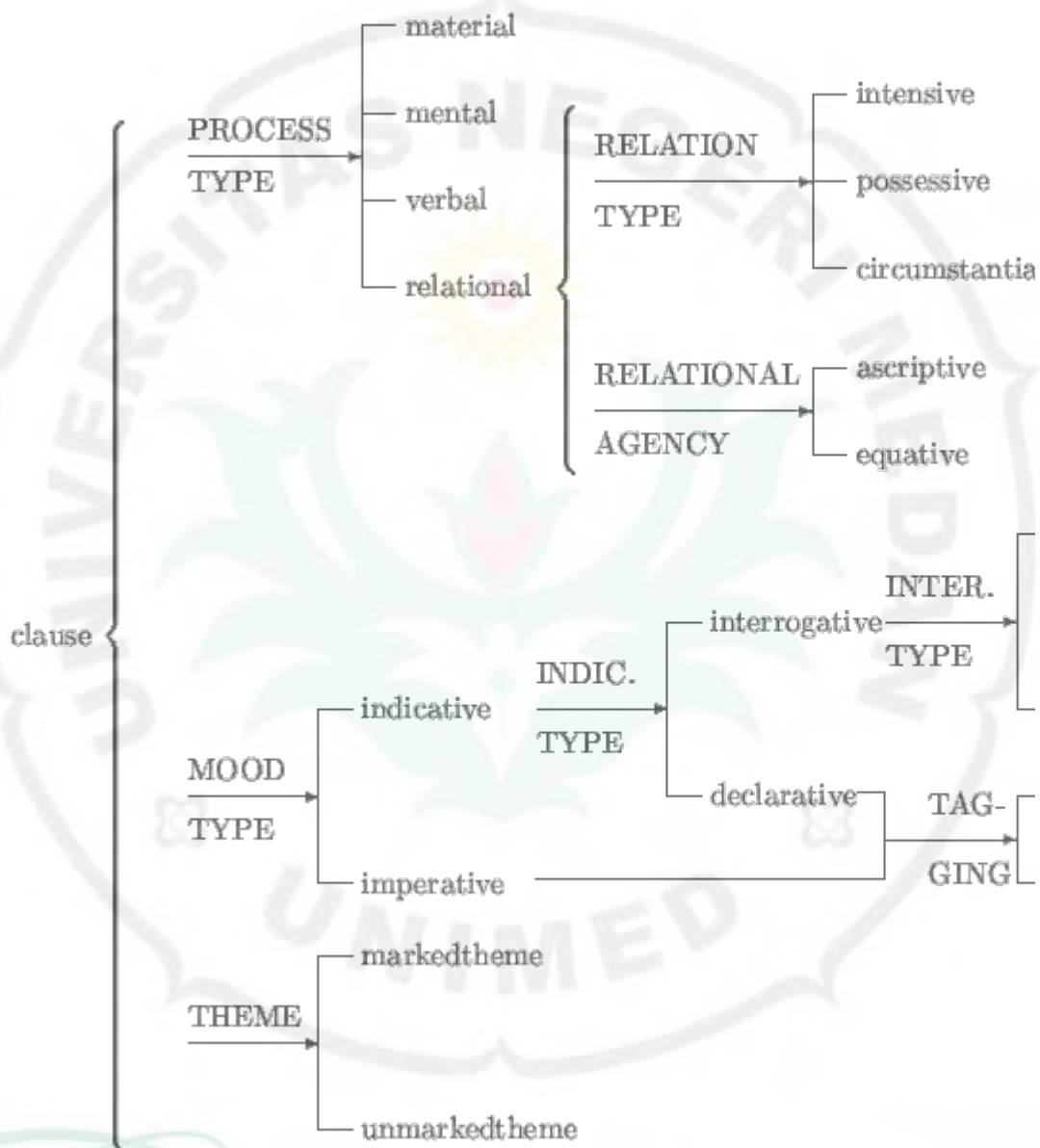


Figure 1.3: Independence of metafunctions

In this network fragment, there are normal dependency relationships within the MOOD region of the interpersonal metafunction, between the MOOD-TYPE and INDICATIVE-TYPE systems and between the INDICATIVE-TYPE and INTERROGATIVE-TYPE systems, and there is also a further interconnection: the TAGGING system can be entered either from the imperative feature of the MOOD-TYPE system or from the declarative feature of the INDICATIVE-TYPE system. But there are no interconnections at all between the MOOD region of the interpersonal metafunction and the TRANSITIVITY region of the ideational



metafunction. (<http://www.ling.helsinki.fi/~gwilcock/Tartu-2003/GW-MScThesis/node16.html>).

#### **4. The Implication for Language Learning and Teaching**

In the following parts the writer will discuss some implications of the theory (functional perspective) in relation to the subject matter discourse competence and analysis in language learning. To face the global challenges in the field of language learning and teaching language learner should be in a good position to be creative and innovative. The terms creative refers to qualified and profesional concerning the mastery of science and technology. The term innovative refers to the development of science and technology in terms of theoritical backgroud developed in particular field of study.

In the following it is considered with the knowledge oriented in language learning and the course competence area in language teaching.

##### **Knowledge Oriented**

In the previous discussion it has been pointed out the important aspect of discourse competence within discourse analysis. The language learner (user) should be able to explore the knowledge of discourse competence in terms of social domain and linguistic domain in discourse analysis. In other words, the knowledge of discourse analysis is also concerned with language in use in social context, and in particular with interaction or dialogue between speakers (Schiffirin 1990: 1). Discourse analysis is relevant to language learning and teaching since language learner have to learn how to produce and comprehend text not only units of language beyond the sentence level. The language learner should practice applying the knowledge and functional approaches in the authentic situation, such as metalanguage function which is developed by Haliday namely 1) Ideational function 2) Interpersonal function and 3) Textual function.

##### **Syllabus Oriented**

The material to be taught to the language learner should be considered or designed to bear structures in relation to the important aspect of material. The material should be specified in such way that it is significant for the language learners how their should express meaning and function in language learning. This implied that syllabus should developed in terms of function notion and setting.

## **5. Conlucion**

After discussing the subject matter on discourse competence in language learning and teaching, it can be concluded that discourse competence and analysis should be the main objective in language laerning and teaching of English as a second or foreign language. By training the language learner to achieve this competence, it is expected them to be able to communicate appropriately in actual or autenthic situation in the position of creative and innovative.

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