Interpersonal Functions of Discourse Text in Chinese Ethnics, Medan, Indonesia

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Abstract: *Chinese people as the focus of this research is a tribal group originated from China and settles in the city of Medan. Discourse text of Chinese young generation in Medan show unfamiliar theme as the most theme appeared in the clause. The appearance of familiar theme based on presence of modus, that is declarative modus, interrogative, and imperative, thus otherwise for unfamiliar theme. Therefore, using unfamiliar theme in discourse text of young generation give indication that young generation want the delivery of first message based on the important things and not based on standard structure of sentences, for example SPOK (subject, predicate, object, and adverb).*

Keywords: *discourse text; Chinese ethnic; sociolinguistics*

I. INTRODUCTION

Language plays an important role in the communication process at a multiethnic society. Multiethnic society agrees to assign one of the languages in the language of their ethnic group that allows people to communicate with one ethnic to others. Therefore, multiethnic society who does not have one instruction language often causes confusion and misunderstanding in the process of inter-ethnic communication. To accelerate the understanding of the communication process, in Medan city, for example, there is Indonesia language which can be used as an instructional language in the system of inter-ethnic communication.

In bilingual and multilingual, the use of Indonesian, ethnic languages, and foreign language occur in public communication in Medan. In fact, a Chinese ethnic can communicate in Hokkien, Indonesian, English, and one of the ethnic languages. Geographically, it is caused by the concentration of settlements field in Medan, for example, the settlement areas to Tanah Karo which is dominated by Karonese; the settlements toward the Malacca Strait coast there are settlements

which are speaking Javanese and in Malacca Strait itself there is a resident who concentrates to speak Malay. Settlements toward Tembung, there is a resident who speaks Mandailingnese; settlements toward Lubukpakam there is a resident who speaks Bataknese; and settlements in the city center there is a resident who speaks Hokkien as the main language of the Chinese community in Medan.

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

II. REVIEW OF LITERATURE

2.1 Text and Discourse

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

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

(The text is a form of exchange and a text form that the fundamental is a dialogue interaction between speakers. This means that every text has meaning because it can be linked to the interaction between the speaker and the only tool for general conversation everyday spontaneous. Therefore, the text is environmental products that can be represented in the language.)

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

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

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

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

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

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

2.3 Context

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

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

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

This understanding is in line with the opinion of Halliday and Hasan (1985:10) which defines a text as a functional language, "language that is functional". Functional here means the language that does the same work in one context and not the words or pharses that may be written isolated by person on the board. Therefore, the use of language in communication has a relationship with the social context and the target of LFS theory in relation to the context of the situation. The following shows the position of the language in a social context. In line with the above definition, Edward T. Hall in Parera (2004: 227) says, "information taken out of context is meaningless and can not reliably: Interpreted." The meaning and the information obtained and interpreted can not be separated from the context. Context is formed due to the interaction of settings, activities and relationships. Settings include the time and place the situation occurred; activity is all behavior that occurs in the interaction language; and, the relationship includes the relationships between the participants spoke and said that can be determined by gender, age, status, kinship. In relationship with the above definition, Edward T. Hall in Parera (2004: 227) says, information taken out of context is meaningless and can not be reliably interpreted. The meaning and the information obtained and interpreted can not be separated from the context. Context is formed due to the interaction of settings, activities and relationships. Settings include the time and place the situation

occurred; activity is all behavior that occurs in the interaction language; and, the relationship includes the relationships between the participants spoken and it can be determined by gender, age, status, kinship, and official relations.

III.   RESEARCH METHODOLOGY

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

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

The first research method is applied to the study metafunction of language and social context text of discourse of Chinese younger generation in this field is a qualitative method. According Bungin (2007: 6) qualitative methods of research models that put researchers to start thinking inductively, that capture the fact or social phenomena through observation in the field, and then analyze it and try to do the theory based on what was observed. In the operation of qualitative methods, this study uses descriptive qualitative research methods. According Bungin (2007: 68), the method of qualitative descriptive study aimed to describe, summarize a variety of conditions, situations, or social phenomena that exist in society who becomes the object of research as well as trying to attract that reality to the surface of a one character, model, or picture about a particular situation.

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

IV.   DISCUSSION

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

On   tables on the number and percentage of actions in the text of discourse research Indonesian language, there is inequality in the distribution of the types of action. This is due to the action of the Indonesian language text only reveal the kind of statement that is encoded by the (S) and the question is encoded with (Q). On the contrary, other actions such as orders and bids are not found in one text. Thus, the appearance of the action in the text of discourse in Indonesian language written by the young generation of Chinese ethnic in Medan is in the form of a statement of absolute dominance, punctuated by action of the question.

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

Table. 1
Number and Percentage of Actions in the Discourse Text of the Young Generation of Chinese Ethnic Speaking Indonesian Language

Number and Percentage of Actions

Kind of Actions	BU-1 J	P	BU-2 J	P	BU-3 J	P	SS-1 J	P	SS-2 J	P	SS-3 J	P	WS-1 J	P	WS-2 J	P	WS-3 J	P
Statement (S)	53	93	23	100	28	100	25	100	39	100	34	100	45	100	40	100	60	100
Question (Q)	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Command (C)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Offer (O)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**57**	**100**	**23**	**100**	**28**	**100**	**25**	**100**	**39**	**100**	**34**	**100**	**45**	**100**	**40**	**100**	**60**	**100**

Table.2
Number and Percentage of Reactions in the Discourse Text of the Young Generation of Chinese Ethnic Speaking Indonesian Language

Number and Percentage of Reactions

Kind of reactions	BU-1 J	P	BU-2 J	P	BU-3 J	P	SS-1 J	P	SS-2 J	P	SS-3 J	P	WS-1 J	P	WS-2 J	P	WS-3 J	P
Mental Process	0	0	15	50	7	87,5	4	66,7	6	54,5	3	50	15	50	4	66,7	2	5,6
Epithet	11	73,3	2	6,7	0	0	0	0	0	0	0	0	2	6,7	0	0	32	88,8
Modality	4	26,7	1	3,3	0	0	0	0	0	0	0	0	1	3,3	0	0	0	0

Euphenism	0	0	1	36,1	1	12,7	1	16,5	1	9,1	1	16.7	1	36,1	1	16,7	2	5,6
Connotative	0	0	1	3,3	0	0	1	16,7	4	36,4	2	33.3	1	3,3	1	16,7	0	0
Total	**15**	**100**	**30**	**100**	**8**	**100**	**6**	**100**	**11**	**100**	**6**	**100**	**30**	**100**	**6**	**100**	**36**	**100**

Discourse texts of Chinese younger generation bring up two version of writing, there are discourse text in Indonesian and English. From Indonesian text there are three kinds of process that appear in all text, there are material process, relational process, and the behavior process. Otherwise, English texts show the material process as the only one process that in all texts. The appearance of material process in Indonesian text and English text give the meaning that every discourse text have participants. According to Halliday in Sinar (2010:32), "material process is 'activity' process and 'event' that have participants, for examples things or human who take the parts or involved selves in the activities with involvement of other participants." This thing means all discourse text of Chinese ethnic young generation in Medan keep show subject or responsible in every events or activities that being held. Activities or events with the presence of participants and verb give places for location aspect in sirkumstan text. It means, every text present clause which has location, as well as Indonesian texts and English texts. This condition gives the important meanings of material process, participants, and location for persistence life young generation of Chinese ethnic in Medan. In existential, the existences of Chinese ethnic young generation signed by the presence of material process, participants, and location. This presence was supported by function, said Chinese ethnic young generation who prioritize declarative sentences or statements, as well as Indonesian text and English text. The employing of statements sentences positioned young generation as news reporter in their social life. Moreover, they minimize other sentences, like statement, offer, and command.

V. CONCLUSION

Discourse text of Chinese young generation appears the action and reaction. Every appearance of action appears reaction too. The appearance of action that express by the dominance

of action statement was welcomed by reaction that form mental process, epithet, modality, euphemism, and connotative in clause that wrote by young generation. According sinar (2010:48) system of clause was represented through the structure of clause that consists of two main substance, those are moda and residue. Substance of moda is consist of subject, and finite meanwhile the substance of residue is consist of a predicator, one or more predicator, and some kinds of different adjectives. In discourse text of young generation, This interpersonal function knew from clause structure that in Indonesian know by pattern of SPOK and in English with pattern moda and residue. Based on the case can know that discourse text of young generation bring up actor or main player with secondary actor. According to sinar (2010:50), main player is person who in authoritative control the declaration which exchanged or execute the job that traded. Otherwise, secondary actor is a person who wants to know the declaration which exchanged or person who did the transaction command. The actor or main player in text show the writer who in authoritarian control the discourse. Otherwise, secondary actor was consist of friends and writer's family. The appearance of writer in discourse text gives meaning toward action by statement. This thing gives the indication that writer restricted by question, offer, and command in celebrated Chinese new year to friends and family. Therefore, the reaction which appear is only mental process, epithet, modality, euphemism, and Connotative that minimized the embarrassment and possibility of unrest for friends and family of Chinese young generation in Medan. Discourse text of Chinese young generation in Medan show unfamiliar theme as the most theme appeared in the clause. The appearance of familiar theme based on presence of modus, that is declarative modus, interrogative, and imperative, thus otherwise for unfamiliar theme. Therefore, using unfamiliar theme in discourse text of young generation give indication that young generation want the delivery of first message based on the important things and not based on standard structure of sentences, for example SPOK (subject, predicate, object, and adverb)

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