



Faculty of Culture Studies
Universitas Brawijaya Malang

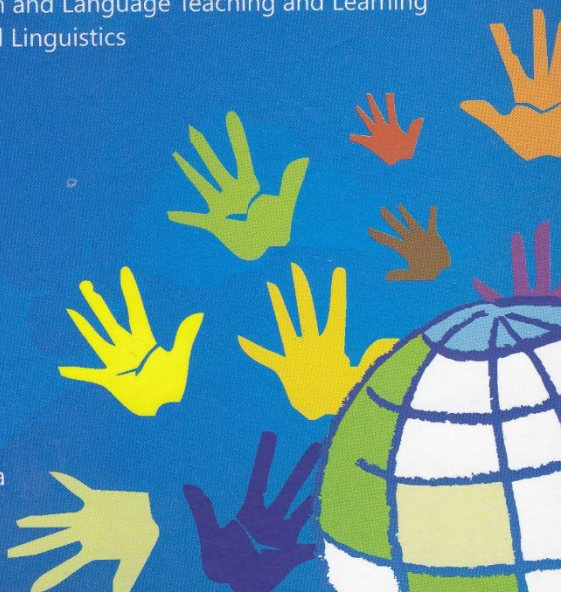
Systemic Functional Linguistics:

“Applied” and Multiculturalism

Interpreting Multiculturalism and Language Teaching and Learning
through Systemic Functional Linguistics

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SFL: "APPLIED" AND MULTICULTURALISM

FOREWORD

As a multicultural country, Indonesia is prone to conflicts due to various ethnic groups, social organizations, as well as different cultures. Anarchistic acts occurring more recently are mostly attributed to the degradation of national values and identity. Tolerance and high esteem for diversity as the spirit of "Bhineka Tunggal Ika" (Unity in Diversity) have not been seriously manifested in social interaction. This problem to some extents has been triggered by vested interest of a group of people to gain superiority and claim absolute truth based on their own perspective. During the history of Indonesia, some other problems also occur, such as students brawl, corruption, exploitation of natural resources, social and economic injustice as well as dysfunction of law enforcement and disoriented development. These phenomena cannot be separated from the degrading nation's character, and trivializing the high cultural and religious values.

Looking back to Indonesian history, since the golden age of kingdoms in Nusantara such as Majapahit, Tarumanegara and Sriwijaya, cultural values have been cultivated. *Mpu Tantular* in the era of Majapahit already taught the importance of tolerance, while *Purnawarman* the King of Tarumanegara already emphasized the importance of developing coastal areas with their natural resources, and in Bone a nobleman named *Kajao Lalido* as a statesman already stressed the importance of law enforcement. Moreover, *Mpu Nirartha* elaborated the concept of the unity of human beings, nature and God. All of these lessons are still relevant and important to be manifested in this global society.

In relation to accelerating the development of Indonesia, material richness has been developed. To embrace this attempt, cultural products with specific philosophical and uniqueness compared to other cultures should be seen as national heritage which should be well maintained. Unfortunately, the great and unique arts nowadays are not much invested and developed. Meanwhile, to develop high valued national characters, truth, loyalty, mutual understanding, dignity, hardworking must be grown and excavated. Moreover building

mutual and conducive social interaction is also needed for the purpose of empowering togetherness.

In such a multicultural country like Indonesia, language is the paramount instrument for bridging tolerance and national advancement. Furthermore, it is an effective tool in negotiating and constructing identity. As a means of communication in the high value culture in the society, language can be used in various contexts, by various communities, such as education, political, economic, social and cultural contexts. Language should be used on the basis of cultural and for the sake of cultural identity which is very much tied to the speakers in communicating ideas to others for the sake of mutual understanding and respect. The understanding of what a language is necessary for developing human being in this global world.

Language as a system in expressing meaning in every interaction among human beings are developing in various contexts. Thus an understanding of every utterance in communication must be realized by the speakers for achieving the aims of communication. Otherwise, misunderstanding leading to conflicts is likely to happen due to a lack of complete understanding of the language. A complete understanding systemically should be based on a concept of stratification in which language can be analyzed through four main strata: (1) *context*, which covers field or what is going on, tenor which is about the social role and relation among participants, mode including the aspect of communication instrument either monologue or dialogue, (2) *semantics*, which includes three components, namely ideational, interpersonal, and textual, and (3) *the lexico grammar* covering how syntactic structure of every utterance should be analyzed by viewing each word as actor, agent/medium, theme, mode, etc, and (4) *phonology-Graphology*. Without considering those aforementioned concept, a comprehensive and meaningful understanding is not likely to be realized.

This book is a collection of works from scholars in the area of Systemic Functional Linguistics, specifically in applied linguistics and multiculturalism, presented at the 2nd Indonesian Systemic Society Conference (INASYSCON) 2011. The ideas are very valuable and worth sharing among people from many different academic backgrounds as an effort to find answers to national problems which cover the areas of language teaching and learning, translation, linguistics,

intercultural and multicultural understanding for the advancement of our culture. The dream of strengthening national character through works of literature and education as *culture based learning* hopefully can be brought into discussion by the readers and be applied for the establishment of multicultural society with the inspiration of "Bhineka Tunggal Ika".

Finally, our acknowledgement should go to a number of people who have contributed for the success of the conference and the publication of this proceeding. We express our gratitude to the Dean of Faculty of Culture Studies, Prof. Francien Herlen Tomasowa, Ph.D., The Vice Dean for Academic Affairs, Prof. Ir. Ratya Anindita, M.S, Ph.D. The Abstract Reviewers, Prof. Bambang Kaswanti Purwo, Ph.D. Dr. Rochayah Machali, and Prof. Francien Herlen Tomasowa, The Key-note, Plenary and all parallel presenters as the chapter contributors. Our special thanks should go to the committee of the 2nd INASYSCON 2011 who have devoted their time and energy for the success of the conference. Also we thank Aditya Media Publisher for the publication of this book. And for all contributing people whom we cannot mention, thank you.

Malang, December 2011

Editors

TABLE OF CONTENTS

PART 1

SFL: APPLIED TRANSLATION

CHAPTER 1

A Translation Study on Andrea Hirata's Novel *Laskar Pelangi* into the Rainbow Troops (Aris Wuryantoro) 1

CHAPTER 2

The Translation of Black English Dialect in John Grisham's *A Time To Kill* : an Overview to the Change of the Tenor (Diah Raina Purwaningsih) 19

CHAPTER 3

Attitude, Word Choice, and Their Representations in English-Balinese Translation (Frans I Made Brata) 29

CHAPTER 4

Improving Translation Skill through Reading for University Student (Nuning Yudhi Prasetyani) 43

CHAPTER 5

Which Aspect of The Meaning is Lost? Applying SFL in Translation Assessment (Rochayah Machali) 57

PART 2

SFL: APPLIED PRAGMATICS

CHAPTER 6

"Now, I Pronounce You Man and Wife" speech act in Role Playing of "Pride and Prejudice" in Drama Class (Elvina Arapah) 73

CHAPTER 7

A Descriptive Study on Students' Politeness in Using Short Message Service (SMS) (Fahriany & Maya Defianty) 93

CHAPTER 8

The Use of Gricean Maxims in Jane Smiley's *A Thousand Acres* (Maria Hidayati) 99

CHAPTER 24	
Developing Intercultural Communicative Competence in EFL Classroom Context (Sahiruddin)	309

CHAPTER 25	
Students' Perspective on the Value of Silence and Talk in Class Discussion (Siti Muniroh)	319

CHAPTER 26	
SFL GBA in ELT in Indonesia (Suharyadi)	333

CHAPTER 27	
Implementing Task-Based Language Teaching Syllabus to Enhance Students' Autonomous Learning (Uzlifatul Masruroh Isnawati)	351

PART 8
SFL: MULTICULTURALISM

CHAPTER 28	
Getting in Touch with Multiculturalism through Postcolonial Literature (Delvi Wahyuni)	359

CHAPTER 29	
The Roles of Multiculturalism Understanding in Teaching American Literature (Didik Murwantono)	373

CHAPTER 30	
A Step to Multicultural Society: A Study on the Strategy of Founding Pennsylvania Colony (Nuriadi)	389

PART 9
SFL: MULTICULTURALISM CHARACTER BUILDING

CHAPTER 31	
Bringing Topics of Fight Against Corruption into English Classes: Why and How (Hartono Prawiro & Atiya Mahmud Hana)	405

CHAPTER 32	
Literary Criticism and Its Significance to Classroom Practices in Multicultural Education in EFL Context: A Bridge to Build Democratic Characters (Iskhak)	413

CHAPTER 33	
Being A Role Model: The Essence of Character Building within the Perspective of Reconstructionism (Muhamad Ahsanu)	427

CHAPTER 34	
Study of Ethics in Teaching English Speaking Skills at Junior High School (SMP) (Nanik Mariani Effendie)	439

CHAPTER 35	
On the Issue of Character Building through Language Teaching (Sri Fatmaning, Rani Muntasari, Noverita Wahyuningsih)	453

CHAPTER 36	
Building Students' Postcolonial Awareness through Literature Teaching (Tatang Iskarna)	461

PART 10
MISCELLANEOUS TOPICS

CHAPTER 37	
Between Syntactic Function and Semantic Role: Confusion in Systemic Functional Analysis (Joko Kusmanto)	471

CHAPTER 38	
Teaching American Drama on Indonesian Students (M. Arief Budiman)	491

CHAPTER 39	
Raising Students' Awareness of Directives to Improve Students' Ability in Writing Notes (Nada Yangrifqi & Ive Emaliana)	501

BRINGING TOPICS OF FIGHT AGAINST CORRUPTION
INTO ENGLISH CLASSES (The Case of English Lesson at
Senior High Schools)

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ABSTRACT

Though corruption eradication has been voiced out for such a long time, people see that corruption is even getting wilder and expanding. As an extraordinary crime, corruption must be fought extraordinarily. While strict rule of law, severe punishment –even death penalty–, and possibly social exclusion may be applied to those proven to have committed corruption, awareness on the harms of corrupting must be introduced to young generation to prevent them from committing such crime. English lessons at schools can be the place where the awareness is instilled through the various presentations of learning materials as reading passages, conversation practice, writing practice, even grammar practice. Because of the flexibility of the nature of language learning, English lesson at school has the potential to be developed in such a way that promotes fight against corruption. This paper will elaborate how this idea can be implemented. It will start with the discussion of character building, topic of fighting against corruption found in existing English school books, and then is followed by elaboration on how the topic can be presented in English classes.

Keywords: corruption eradication, character building, English lesson

INTRODUCTION

Though corruption eradication has been voiced out for such a long time, this country cannot get rid of it very easily. Even there is an indication that the corruption is getting wilder and expanding. More persons from different levels of bureaucracies, legislative bodies both local and national, political parties, business and private sectors commit and get involved in that crime. They become suspects or

accused and have to stand for trial. Billion rupiahs of state budget are abused for the benefit and advantages of only certain groups and individuals.

The widespread of corruption in this country is also evident from Corruption Perception Index (CPI) issued by Transparency International (TI). Though there was a slight improvement, in 2010 Indonesia still ranked 110. A year before TI ranked our country 111, and 126 in 2008. In the same years, Gallup Center – a research hub based in the capital of the United Arab Emirates Abu Dhabi- scored 87 in 2010 and 80 in 2009. Gallup's survey also revealed that more Indonesians perceived that corruption was getting serious. More than 8 in 10 Indonesians say that corruption is widespread throughout the nation's government and businesses. Compared to citizens in other Southeast Asian countries, Indonesians are much more likely to say that corruption is prevalent in both the government and business sectors.

To combat the widespread corruption, the government through Law Number 30 Year 2002 established the Corruption Eradication Commission (KPK). There used to be a lot of big thumbs for the commission for its ability to catch red handed and prosecuted high profile cases, but now the trust for the commission starts being doubted because it is considered fail to prosecute other big cases as Century Bank case. Some prominent figures from political parties even argue to dissolve KPK. The integrity and independency of the commission are under questions when some judges in local corruption courts very recently freed suspects involved in corruption cases.

We are aware that KPK alone will not be able curb the corruption and the corruptive behaviors of the citizens. The enactment of roles of other legal bodies as police and prosecutors and the support from the people as a whole, and most importantly strong commitment of the government are prerequisite for the success of corruption eradication.

Besides, preventive action to stop the widespread of corruption must also be taken. Young Indonesian children must be made aware of the danger of corruption and corruptive behaviors. Young Indonesians must realize that corruption is an extraordinary crime, a crime against humanity that they must never think of doing. Curbing the very massive corruption needs a collective awareness and a collective commitment.

This can be done through education since education is the best way to build awareness and commitment. Education teaches people what is wrong and what is right, what don'ts and what dos. Education here doesn't specifically refer to the teaching and learning of subjects as Religion and Citizenship (PPKn), rather all subjects given. Every subject at school including English into certain extent is supposed to contribute to the building of the students' awareness on corruption.

This paper tries to offer English teachers a perspective in teaching character building, especially the building of anti corruption character- integrally through English language learning by bringing issues of fights against corruption into the classroom.

CHARACTER EDUCATION

Character education has been emerging as a hot topic in recent years. It has been widely discussed in many different forums of seminars and conferences involving not only educators, government officials, political leaders but also businessmen as well as artists. The emergence of this topic seems to be the response to the failure of the nation in developing competitiveness. While countries such as India, China, Korea, Malaysia and even the long war-suffering country Vietnam have stepped far into prosperity with significant achievement in technology advancement, Indonesia is still occupied very much by cases of massive corruption, violence, dishonesty, irresponsibility, low discipline, nationalism and so on. It is therefore, despite the abundant natural resources and the fifth biggest population in the world, this country progresses very slowly in achieving its goals to become a prosperous nation.

Character refers to how good a person is. A person with a good character is he or she who exhibits personal qualities which fit those considered desirable by a society. The qualities may include trustworthiness, respect, responsibility, fairness, caring, honesty, self discipline, perseverance, and citizenship. Education is prepared to help a person to achieve those qualities. Character education is, therefore, the deliberate effort to develop virtues that are good for individual and good for the society. It is the development of knowledge, skills and abilities that enable the learners to make informed and respon-

sible choices. The purpose of character education is to affirm human dignity, promote well being and happiness of the individual, to serve the common good, to define one's rights and obligations and to meet certain universal ethics (Lickona, 1991). Character building is the way to strengthen one's character by molding oneself into productive person, a person who has good qualities which fit the society.

In the case of the Indonesian context today, character education needs to be directed more specifically to respond certain issues and cases. One of those is the widespread of corruption. Then character education -according to me - should deliberately instill students' awareness concerning the effects and danger of corruption. Students, through various methods and materials, should be exposed to real cases of corruption and are encouraged to think critically and responsibly which later may build his / her anti corruption character. It is very urgent as it is mentioned earlier, corruption in this country has been very massive, octopused almost all aspects of lives of the nation. It has become a crime against humanity, it hampers the rights of the people to prosperity.

As a subject at school, English is also expected to teach character to the students. Concerning this, some schools have required English teachers to put characters on their lesson plan. Virtues which are targeted by activities during the teaching learning process should be specifically mentioned. When the activity is discussion for example, the virtues targeted are among others respect others' opinion, collaboration and cooperation. Reading activity may target virtues as diligence, critical thinking, activeness, accuracy etc.

English lesson at school - I believe- can offer more than that. It can teach virtues not only by activities it has but also by topics presented during the activities. English lesson may present a wide array of topics through its reading, speaking, writing, even listening sections. Ideas, arguments, examples in favor of fighting against corruption can be presented in those various types of activities and forms. Topic selection will then contribute significantly to the molding and shaping of anti corruption character. I don't mean that topic of corruption should appear in every unit or chapter of English book, or is presented in every session of teaching. Rather, there should be some topics concerning corruption which are prepared carefully in order to help shape students' perception about corruption.

TOPICS OF FIGHT AGAINST CORRUPTION IN ENGLISH SCHOOL BOOKS

Standar Kompetensi Bahasa Inggris SMA mentions language skills that must be mastered by students: listening, speaking, reading and writing. It also mentions very specifically 5 competences of communicative, linguistic, socio-cultural, strategic as well as discourse competences. But it does not mention very specifically the content. What is meant here is that teachers and book writers have the freedom to select materials which may give students not only the competencies but also the values and norms conveyed in the language. Topics for dialogs of speaking practice, reading passages, and writing practice may be developed into the ones that involve those values and norms.

To find out whether English books for senior high schools have accommodated topics or issues of corruption and fights against corruption, three books were selected as sample of the study. Sample 1 was *Contextual English* which was published by Tiga Serangkai Putra Mandiri. Sample 2 was *English Alive* published by Yudistira, and sample 3 was *Look Ahead* which was published by Erlangga. These three books were sampled randomly from around 15 school books for senior high schools available in Central Java. Each title has three books, Book One (*Contextual English 1*, *English Alive 1*, and *Look Ahead 1*) is for grade X; Book 2 is grade XI and finally Book 3 is for grade XII. So there were 9 books which served as samples of the study. The samples were scrutinized page by page in order to be able to locate any presentation which had topic related to fight against corruption.

From the three samples (9 books), there were only two presentation of topic which may be related to corruption or fight against corruption. The first one was found in Book 1 of sample 3 of Unit 7 under the title '*Breaking News*' on page 174. The page presents a picture of a news program of *Liputan 6*. The presenter is a woman with a news title '*KORUPSI BULOG*' (page 174). The instructions put under the pictures are: 1) *Talk about what you see in the picture;* 2) *Do you like reading / listening to news? Why /Why not? Etc.* Though the focus of the presentation is discussion on news item, it may be extended into cases of other corruptions occurring in the present time so that the students have more understanding on the issue. Corruption in Bulog occurred years ago and it was not actual anymore. I believe that the students have a little to say about the topic.

The second presentation was found in Book 2 of sample 3 of Unit 6 under the title of 'It should Be Like This.' This chapter is prepared for teaching exposition. Page 185 of this book present an example of an exposition text as the following:

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of the intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

(Adapted from: The Jakarta Post, February, 2005)

Thesis
(Announcement of issue concern)

Argument 1

Argument 2

Recommendation
(Statement of what should or should not happen)

Unfortunately those are the only topics related to fights against corruption found in the samples of English text books of senior high schools. Comparing to the numbers of other topics, the pages available, also the opportunity provided by the curriculum- in the case the school based curriculum- it is sad to say that this is not enough.

SOME ALTERNATIVE WAYS

Though each book sampled in this study is organized differently, the possibility of bringing the topic of fight against corruption in each of them is very big. Moreover, the books into certain extent follow the genre based approach. Text types are presented one by one by unit or chapter. Thus, topics of fights against corruption may be presented descriptively in descriptive text, argumentatively in exposi-

tion text or perhaps in a piece of news in report text both as reading or writing materials.

The very rare appearance of the topic in the existing English text book must not mean that that we will really leave the topics out of the English lesson. As elaborated previously, the building of the character of anti corruption is necessary, and we, English teachers, are also responsible for this. Therefore, we need to work creatively to meet the demand. It is quite possible to prepare materials in supplement to the text book already available. A little modification of the existing materials will also be possible.

Besides reading and writing activities, topics of corruption may also be presented in speaking, listening activities or even grammar activities. Abundant texts on corruption-related issues are now available in the internet. English teachers only need to do a little move and everything is ready.

Grammar lesson can also be modified in such a way that may set awareness of the students about corruption. For example, Look Ahead 2 page 29 presents a grammar exercise about 'if sentence'. The exercise is as follows:

C. Enjoy this. Complete the following sentences.

1. If I wrote something on the board, she _____
2. If I were the teacher of that naughty student, I _____
3. She would run round the classroom if I _____
4. She would kick me if I _____
5. I always give a reward if _____
6. The head of the school will punish me if _____
7. She would throw things in front of her if _____
8. The children are amazing if _____

Look Ahead 2 page 39

It will be acceptable and also a good idea if we add 2 or 3 more exercises which relate to corruption as:

1. If you do corruption, we _____
2. If the development budget is corrupted, the development _____

Surely there are many ways of bringing topics of fights against corruption into the English classes.

CONSLUSION

Though corruption eradication has been voiced out for such a long time, this country cannot get rid of it very easily. Even there is an indication that the corruption is getting wilder and expanding. Collective effort is necessary to curb the crime. English lesson should also participate in the effort of eradicate corruption by instilling awareness to the students on the dangers and harms of corruption. This can be done by bringing topics of fight against corruption into the English classroom. Unfortunately, those topics are hardly found in the English text books. Teachers, should, therefore, prepare supplemented materials, or modify the existing materials in order to be able to voice out the fight against corruption. The presentation of the topics can be in the reading and writing activities, speaking and listening and well grammar practice activities.

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