Discourse Semantics of Study Advice in Alas in the Perspective of Education

by

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Abstract

This research describes the unmarked and marked realization of study advice in Alas language. The objective was to examine the social semiotic realization of study advice in Alas. The research design was qualitative with the case study as its approach to know the comparison of unmarked and marked realization in grammar. Validity of data analysis involved triangulation technique by following the formula: if the meaning (X) is found, then the expression (Y) is confirmed and if the expression (Y) is found, then the meaning (X) is confirmed. The process was done until the analysis was valid. The results showed that social contexts determined text. The text belonged to the critical type in the spoken medium. Then, it was concluded that the marked realizations of text dominated the unmarked ones.

Keywords: Grammar, advice, genre, function, realization, texts.

Introduction

Alas is one of the Indonesian-ethnic languages that own its specific traditions and cultures (Selian and Nasution, 2017). One of its traditions is to give advice. As a value system of life, advice is needed in many cultural activities, for instance, in, study and death. Parents articulate advice to their children when they will go to continue their studies.

Advice is valued contextually, especially for the students who want to continue studying in a different regions. It is advisably good to remember that too much advice makes the person being advised to be cranky.

The objective of this research was to examine the social functions of study advice in the Alas language. The social functions are full of values, for instance, containing the guidance for the Alas people in their performance, the information about the structural changes of advice, the good deeds, the banning of having bad deeds, and the cautions about the surroundings. All these become special reasons why social functions of study advice are discussed.

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Genre Model:

Systemic functional linguistics (SFL) refers to structure or language organization to be used in social contexts (Martin and Rose, 2012). SFL also relates to the paradigmatic system in realizing meaning. The concept of realization is important in SFL because it explains how a language realizes and analyzes social purposes (genre) dynamically with social contexts as language actions, interactions and reflection. Genre is one of the social contexts is a dynamic social product and changes in stages based on the users' needs (Humphrey and Dreyfus, 2012). Genre, according to Gerot and Wignell (2001), is a culturally specific text type that results from using language (written or spoken) to (help) accomplish something. When a text is arranged in a certain format, the construction changes according to the meaning it conveys. The meaning is realized in text and the text is construed with context.

Swales thought different culture tends to be a different way of views of genre. Academic and professional communities are involved in creating and determining the genre. When the genre is rearranged it can shift from genre to subgenre (Swales, n. d.). Djatmika, on the other hand, proposed the former subgenre changes to the genre. Sometimes the changing genre shifts to super-genre (Djatmika, 2012). Genre is meant in various ways based on the communities where the genre is used. Halliday placed genre in situational semiotics (Halliday, 1978). Hence, he specifically places genre in a rhetorical way. The way of orators in delivering a speech is easily differentiated. In other words, all orators have a specific mode of speech and no mode of speech is the same. In contrast with him, Hasan had a different idea of genre. She places genre and register as two social contexts and both of the contexts are interchangeable in places based on the text type. Both genre and register unify to explain where the genre comes from (Hasan, 1979).

Martin articulated a wider view of the others (Martin, 1984). He states that genre is a social staged-goal activity and the speakers are as the members. There are three social contexts. As a social context, the genre is placed as the second stage of contexts. Hierarchically, the contexts are ideology, genre and register. He explains the genre as the following. Firstly, the genre is an activity that focuses on activity oriented to the objective. Secondly, the specific objective aims to benefit the community, and the objective is achieved in stages. The stages are semiotic processes. The characteristics could be seen from the generic structure of the texts. The text has a different generic structure from narrative text and so on. Some analyses have been conducted by using systemic functional linguistics in discourse semantics, register, genre, multimodality of social semiotics. The most prominent contribution of Martin's analysis is the genre in language teaching, namely *Genre pedagogy* which is based on guidance through interaction in the context of mutually exclusive experience.

Swales (n. d.) explains:

> "My current attempt [is] to see genres no longer as single—and perhaps separable—communicative resources, but as forming complex networks of various kinds in which switching modes from speech to writing (and vice versa) can—and often does—play a natural and significant part. As I see it, the work of the genre is to mediate between social situations and the texts that respond strategically to the exigencies of those situations. When texts are well conceptualized and well-constructed, they *perform* the genre. When these performances proliferate, genres tend to drift through time and geographical space, partly inherently and partly as a result of inter-textual acceptances and rejections. The work of genre analysts is to track these textual regularities and irregularities and explain them in terms of the relevant social circumstances and the rhetorical demands they engender. Part of the work of those genre analysts with applied aspirations would then be to refashion these findings so that, by comparison, and contrast, by episodic dissection, by rhetorical consciousness-raising, and by task designs such as the systemic-functionalists' "wheel of the genre," they can

become more transparent to those who would wish or need to become better consumers or producers of textual exemplars in the targeted genre or genres. I have attempted to show how these latter developments might work out at least in part with the genre of the personal statement/statement of purpose. But this is not the case with art-historical discourse" (Swales, n. d.)

As a linguistic expert in the genre, Swales is popular in his masterpiece in rhetoric, genre analysis, and information. Bathia (1994) had the same views on the genre as Swales and argues a few aspects of the genre among of them are:

"Genre is an activity that is understood and communicated among the community with communication purpose. Even though there are many different characteristics, there must be communicative purposes. Thus, the generic structures are available in the genre. Although the difference between genre and subgenre cannot be distinguished, the communicative purposes can be understood. Genres always have generic structures and become conventional activities. The experts and professional community are usually believed to acknowledge the purposes and generic structures of the genres used by the community. Various genres represent various constraints in giving their contributions; among them are purposes, positions, forms (generic structures) and social functions. All of the varieties indicate that the writers of the genres have freedom in creating texts, but they still have to adjust or follow the standard procedure of the genres."

Bathia (ibid.) also presented some steps in analyzing genre:

"collecting samples of genres that will be written, Making some genres as materials for investigation., judging whatever has been understood about genres that have been collected including registers of text, deciding situations of the text to get more information and views of the process such as books, guidance and informants, deciding analysis of what has been conducted such as researches, articles or books concerning with the topics, explicating the analysis systematically about the writers, audiences, and the relationship with the texts, judging how the texts are organized, presented and what linguistic features are used in the realization, and deciding whoever need and participate in the genre. In the context of discourse, she says that three aspects must be observed, namely (1) linguistic features that are used in realization, (2) discourse that grounds between the writer and the reader or between the speaker and the audiences and (3) attention used in creating the discourse structure. In language learning, for example, two aspects must be concerned, (1) lack of rational information that becomes the basis of several kinds of discourses. In other words, discourse socialization has not been supported by the environment including the teachers of the schools and (2) lack of treatment on the discourse (texts) by the students in or out of class."

Christie and Martin (1997) argued the idea that genre has the generic structure to realize meaning in communication. The structure is formed specifically based on its relation with the social context of the genre user. Thus, SFL gives a contribution to a genre how the genre is understood and applied in text analysis and language teaching. Gregory and Carrol (2018) defined the genre as a set or pattern of language variety in concern to the speaker's social intention. They at first apply the generic value to tenor as a context category of language variety. They approve the other values of field and mode but the most dominant one is in the interaction of language use. Gerot and Wignell (2001) defined the genre in a very simple way and closely related with Martin. Genre is a text type based on the culture created by societal concerns. Based on the definition, a genre is a text type. Specifically, a text is a culturally specific text type that results from using language (written or spoken) to (help) accomplish something. A genre is dynamic and may become more (super genre) or less (subgenre). As the result of a culture, a certain text collaborates with other text and makes a new text-generic structure. The process results in a new genre. Consequently, a text (genre) in a certain language is not automatically a genre in another language.

This is owing to the methodology and understanding of the genre. They are different from one language to another. So the analysis of genre is dynamic and lasts as long as the culture exists in the community of the users (Martin, 1993).

How do the dynamics change? The change has a little bit complicated procedure but this can be seen in the real situation although such situation is sometimes influenced by some different backgrounds of the speaker(s). Every speaker carries his/her change and utters his/her words as he/she would like to speak. Figure 1 below is the conceptual frame of structure in the advice genre in Alas.
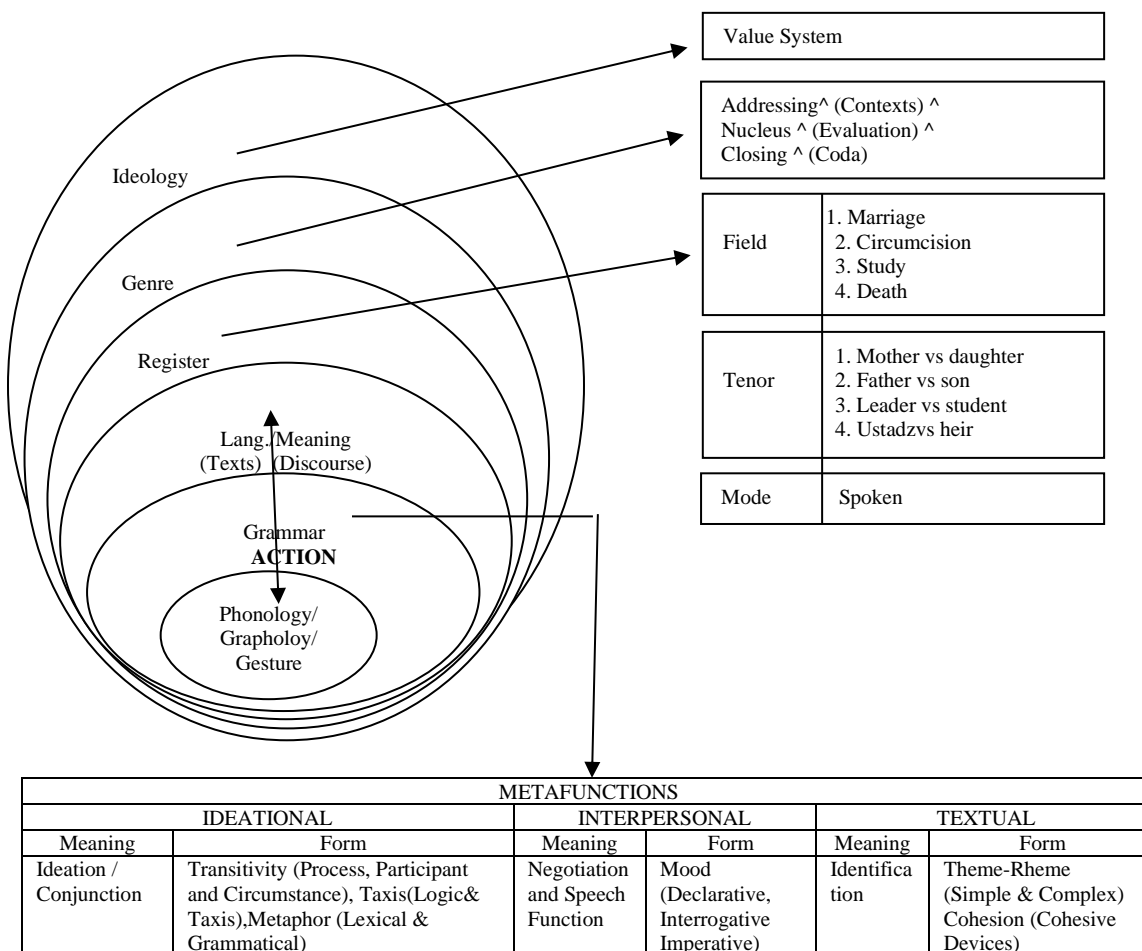
Value System

Addressing^ (Contexts) ^ Nucleus ^ (Evaluation) ^ Closing ^ (Coda)

Field	1. Marriage 2. Circumcision 3. Study 4. Death
Tenor	1. Mother vs daughter 2. Father vs son 3. Leader vs student 4. Ustadzvs heir
Mode	Spoken

Diagram labels: Ideology, Genre, Register, Lang. Meaning (Texts) (Discourse), Grammar ACTION, Phonology/ Grapholy/ Gesture

METAFUNCTIONS					
IDEATIONAL		INTERPERSONAL		TEXTUAL	
Meaning	Form	Meaning	Form	Meaning	Form
Ideation / Conjunction	Transitivity (Process, Participant and Circumstance), Taxis(Logic& Taxis),Metaphor (Lexical & Grammatical)	Negotiation and Speech Function	Mood (Declarative, Interrogative Imperative)	Identifica tion	Theme-Rheme (Simple & Complex) Cohesion (Cohesive Devices)

Figure 1: Conceptual Frame of Advice Generic Structure in Alas [15]

Methodology:

The research design is qualitative with an embedded case study approach. The qualitative approach is used in the content analysis; all aspects are oriented to meaning and Transitivity, Taxis, Mood, Theme- Rheme, Cohesion, Register, Genre and Ideology. The data are clauses realized in giving advice: marriage, circumcision, leaving the family or study, and death. Each of these types has two units of text, so totally, there are eight units of advice and consist of 136 clauses. Unit one

and two (wedding advice) consist of fifteen and thirty-six clauses; the number of clauses from the two units is fifty-one clauses. Unit three and four (circumcision) consists of eight and eleven clauses; the number of clauses from the two units is nineteen. Unit five and six (leaving the family or study) has twenty and twenty-four clauses so the number of clauses from the two units is forty-four. Unit seven and eight (death) consist of ten and twelve clauses; the number of clauses from the two units is twenty-two. The data were based on the specific events in Alas and taken within two years.

The analysis is done by using SFL with the construct that has been previously formulated. SFL analyzes the social functions of advice in meaning (discourse semantics) and form (lexico-grammar). In contexts, the analysis is carried out into two, analysis of genre (context of culture) and analysis of register (context of situation). The analysis of ideology is simultaneously performed in the former and the latter. In meaning, SFL analyzes the meta-functions they are ideational, interpersonal and textual functions. Ideational functions consist of two: (1) Experiential and (2) Logical meanings. Experiential meaning is realized in ideation and logical meaning is realized in conjunctions and continuity. Interpersonal functions are realized by negotiation in conversation structures. Textual functions are realized in identification. In lexicogrammar, SFL analyzes the metafunctions in which ideational functions are realized in transitivity/ ergativity and taxis. Interpersonal functions are realized in Mood and Residue and textual functions are realized in Theme-rheme and Cohesion. Validity of data analysis is conducted by using the triangulation technique that means if the meaning (X) is found, the expression (Y) is confirmed and if the expression (Y) is found, the meaning (X) is confirmed. The activity is done continuously until the problems are answered.

Findings and Discussion:

Two kinds of data--primary and secondary—were involved. The first consisted of 136 clauses that were uttered by advisers (senser) and addressed to the advisees (phenomena). The second was obtained from interviews concerning the genre of advice; then the discussion about social functions of advice was held. The contents of the social functions of advice were the following:

i.   To give support to do good deeds,
ii.   To prohibit the bad deeds and
iii.   To remind the awareness of surrounding situations.

While the genre of advice relates to changing the negative character into a good one. The advice concerning education was related to honesty in which a student would be trusted by his/her teacher perseverance in which a student had to get the optimum outcome (text 5 clause 9), and patience in which a student might not easily get angry with classmates and other persons (text 5 clause 14). The reasons why the learners continued their study were related to the unavailability of schools or universities at their own city or to parents' wishes to promote their sons to continue higher education for social status.

Table 1): Text 5 Clause 9 *Rajin belajaR*

Rajin	BelajaR		Metafunctions
Rajin	Belajar		
'Diligent	to study'		
Circ: Manner	Proc: Mat.		Ideational
Adjunct	Finite	Pred.	Interpersonal
RESI-	MOOD	-DUE	
THEME	RHEME		Textual

Table 2: Text 5 Clause 14 *Ulang segeRe mengas*

Ulang	segeRe		Mengas	Metafunctions
Jangan	Cepat		Marah	
'Don't	Soon		angry'	
Process: Rel: Attr.: Int.	Circ: Manner		Attrib.II	Ideational
Finite	Pred.	Adjunct.	Compl.	Interpersonal
MOOD	RESIDUE			
THEME	RHEME			Textual

sGA (subGeneric Analysis) of profession

When an Alas youth passed the test that he/she was appointed civil servant, then he/she was advised by the village leader. After carrying out a religious ritual called "*kenduri*" the leader advised him/her to do anything perfectly because his/her boss would not see the appearance but the manner (text 5, clause 11) and to respect the boss (text 5, clause 15).

Table 3: Text 5 Clause 11 *Kate kalak ndube,"KoRjeken suRuh hentiken tegah"*

Kae kalak ndube		KoR jeken	suRuh	hentiken	tegah	Metafunctions
Kata orang		Kerja	Suruh	Henti	Larang	
'Say	people	do	Command	Leave	prohibition'	
Proc: Verbal		Part.I: Sayer	Part.II: verbiage			Ideational
Finit	Pred	Subj.	Compl.			Interpersonal
MO-	RE-	-OD	-SIDUE			
THEME	RHEME					Textual

Table 4: Text 5 Clause 15 *Hoghmati kalak metue*

Hormati		kalak metue	Metafunctions
hormat		Orang	
'Respect		old people!'	
Proc: Ment: Affect.		Part.II: Phenom.	Ideational
Finite	Pred.	Compl.	Interpersonal
MOOD	RESIDUE		
THEME		RHEME	Textual

sGA (subGeneric Analysis) of sickness

When an Alas was fine after being sick for some days, a piece of advice would be addressed to him/her that he/she had to thank God and was requested to be aware of health.

sGA (subGeneric Analysis) of non-formal education or safety from an accident:

Having finished a study from a non-formal institution, an Alas boy/girl also got appreciation and advice would be given to him/her to be more diligent after the graduation and he/she had to continue to take another education level and prohibited doing wrong deeds (text 5 clauses 9).

Table 5: Text 5 Clause 9 *Rajin belajaR!*

Rajin	*belajaR*		Metafunctions
(be) diligent	(to) study		
'Be diligent	to study!"		
Circ: Manner	Proc: Material		Ideational
Adjunct	Finite	Pred.	Interpersonal
RESIDUE	MOOD	-DUE	
THEME	RHEME		Textual

Table 6: Text 6 Clause 21:*Lot gancihne ni hadih*

Lot	*gancihne*	*ni hadih*	Metafunctions
There	Substitute	There	
'There (is)	substitute	there'	
Proc.:Existential	Part.:Existent	Circ.:Place	Ideational
Finite	Subject.	Adjunct	Interpersonal
MOOD		RESIDUE	
THEME	RHEME		Textual

Interpersonal functions give the Alas society some information on how to exchange or to interact the experience in texts by using material processes (doing texts consisting: happening, acting and creating texts). One of the clauses that use the material processes is found in text 1 clause 1. The clause is complete. It contains Mood (Subject and Finite) and Residue (Predicator, Complement and Adjunct). Interpersonal functions give the Alas society some information on how to exchange or interact experience in texts by using mental processes (sensing consisting: thinking or cognition, feeling or perception, loving or affection and wanting or intention texts). One of the clauses that use the mental processes is in text 7 clause 3.

Culturally in Alas, advices function as guidance representing the social functions, the generic structure and linguistic features. Since the texts of advice were cultural products, the text structure of the advice developed and changed in their opening, content and closing. While the results of the register representing Field, Tenor, and Mode instituted social activity and content of text within the continuum (+) specialization. Tenor showed that the MA took parts in the interaction within formal and informal continuum; status of the inter-participants was both parallel and unparalleled situation; the relation between participants was in positive affection, and the contact within inter-participants was (+) frequency; Mode showed the interaction in (+) organized;

the distance of inter-participants was in the continuum with the characteristics (+) distance in time and place; the level of text or language with the activities was performed in the language as action, reflection, reconstruction and spoken medium.

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