M.A.K. Halliday's Actualization of linguistic flows in text-based BIPA Learning

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Keyword	Abstract
BIPA Learning, Text-Based, M.A.K.Halliday's	BIPA teaching today uses a text-based approach as an approach that is believed to be able to help students understand Indonesian language texts. This study aims to explain the actualization of M.A.K.Halliday's linguistic flow in text-based BIPA learning. Qualitative descriptive is a research method used with a content analysis approach. The data for this research were obtained from document data and literature studies. Based on an in-depth analysis, seven types of language functions were found according to Halliday's theory, which are contained in the book My Best Friend Indonesia BIPA. The language functions are (1) informational, (2) directive, (3) contextual, (4) interactional, (5) expressive, (6) poetic, and (7) metalingual. Thus, the book Sahabatku BIPA 7 contains seven language function values, which are in line with Halliday's views in Systemic Functional Linguistics (LFS).

Introduction

Language essentially has a function, namely providing information, both in a national and international context. Nowadays, language is used as a means of expression and communication in social life, as is the case in the fields of culture, science and technology (Patiung, 2017). This is in line with (Prameswari, 2017) which states that articles 26 to 39 state that Indonesian citizens are obliged to use Indonesian (1) as a legal regulation, (2) in official state documents, (3) in official speeches, either delivered in official forums by state or government officials, except official international forums abroad which stipulate the use of certain languages, (4) as the language of education, (5) as the language of public administration

services, and so on. If we examine the role of Indonesian today in more depth, it will be seen that so far Indonesian has only been used in the classroom without paying attention to how Indonesian is used in society. The use of language outside the classroom here means in everyday life. In general, there are still many Indonesian students who don't want to know and don't care about errors in the use of Indonesian that occur both in everyday life, in the mass media and on social media. By providing an explanation of the role of this Law, it is clear that the function of this Law plays an important role in promoting the use of good and correct Indonesian language rules and varieties as well as fulfilling polite ethics in communication.

The development of the Indonesian language today is increasingly expanding to various parts of the world. The term for organizing Indonesian language learning activities is called the Indonesian Language Teaching Program for Foreign Speakers (BIPA). One of the countries that holds BIPA learning with a large number of participants every year is the Philippines. The Philippines is a country that annually holds BIPA classes in collaboration with the Language Agency, Ministry of Education, Culture, Research and Technology. With the large number of enthusiasts from various countries, BIPA learning is beginning to be strengthened with learning strategies that are able to accommodate all four language skills at once. This strategy uses a text-based BIPA teaching approach, or what is known as *Genre Based Approach*.

According to (Sufanti, 2013), the text in this case is used as a basis for learning. Text in this case is also interpreted as a functional part of linguistics. The text here is in the form of words, phrases, clauses or sentences. The aim of this research is to explain and describe the actualization of Halliday's linguistic flow in teaching Indonesian to foreign speakers through the book "My Indonesian Friend". BIPA learning is different from Indonesian language learning for domestic students. This is because the cultural background of each student is different (Suyitno, n.d.). Thus, the use of relevant Indonesian language learning strategies is certainly needed to help students understand the texts they are introduced to. The Language Agency, Ministry of Education and Culture, Research and Technology has provided guidebooks ranging from level BIPA 1 to BIPA 7. Textbooks are the most important part in implementing the learning process (Meliawati & Hamied, 2020). Textbooks here should be relevant to the curriculum and its implementation.

Language basically has two functions: namely language as a communication tool, but also as a tool to convey national culture and civilization, (Hasanaini in Muflihah, 2014). Next, it is related to the profile of graduates at each level of learning achievement. (a.) BIPA 1 students are expected to be able to use self-introduction language in discovering daily needs. (b.) BIPA 2 at this level, students are expected to be able to communicate about the environment and needs. (c.) BIPA 3, this is more about the learner's ability to express experiences, hopes and plans. (d.) BIPA 4 students' ability to report observation results smoothly without obstacles. (e.) BIPA 5 students are able to understand and express ideas on various topics well without any problems. (f.) BIPA 6 at this level is more about scientific work skills, where students are asked to express ideas spontaneously, clearly and structured. (g.) BIPA 7 at this level is the ability to reconstruct and present in a manner full of meaning and argument.

BIPA level Kusmiatun (2016, p.5) BIPA learning is divided into several categories. The learner's ability in this case is his mastery of Indonesian, and there are three parts to this, namely
 a. BIPA basic level (*elementary*)
 b. Intermediate (*intermediate*)
 c. Continue (*advance*)

in the division of categories referring to CEFR (*Common European Framework of Reference*). These levels are further detailed into 2 sub-levels. The first level, Beginner (*basic user*), consists of pre-starters (A1-breakthrough *or beginner*) and beginners (A2-*waystage or elementary*). This level is the most basic, when you first start learning Indonesian. The second level is Intermediate (*independent user*) which consists of pramadya (B1-*threshold or intermediate*) and madya (B2-*vantage or upper intermediate*); this network is a medium network. The third level is Continue (*proficient user*) which consists of a pre-advanced (C1-effective *operational proficiency or advanced*) and continue (C2-*mastery or proficiency*).

In language learning, language activities are desired, namely activities using language. In this case, language elements such as vocabulary, form and meaning of words, form and meaning of sentences, language sounds and spelling, are not taught independently as separate elements, but are explained in language activities. Language activities include listening activities, speaking activities, reading activities, and writing activities.

These four language activities are used in communication, namely by someone in dealing with others. Language in communication is used to exchange thoughts, feelings, opinions, imaginations, and so on so that welcoming activities occur. According to Suryaman, (2009:27) language activities are carried out simultaneously with other activities, both physical activities and spiritual activities. Language activities are carried out simultaneously with activities using the hands, feet, head, five senses, and so on. Language activities are also carried out simultaneously with activities of feeling, thinking, imagining, and so on.

Emilia (2012: 6-7) 3, states that the *genre* method is defined as a way to solve a problem in the learning process by addressing it through language. One way that can be used is to exchange information, knowledge, and do this through social interaction. This method is a type of text that can be used in everyday communication, for example to ask for help, give orders, talk about certain moments and so on. Mahsun (2014: 112) 3, states that genre or text-based learning aims to enable students to understand science through genres or texts that are presented in accordance with certain social objectives. Text is the smallest language unit with a complete thinking structure (meaning), so in learning, stages in text-based learning are needed.

The *Genre Based Approach* has many goals in language learning, one of which is so that students are able to understand science well through texts presented in accordance with certain social goals. Students are also expected to be able to understand their mental development to solve life problems. Slamet (2012: 56-57) 3, states that the aim of the *Genre Based Approach* here is to equip students to enter the real world, focusing on the use of language to achieve various goals, such as experiments, telling stories, or explaining something.

Based on the description of the learning approach taken, namely using a text-based approach, the next stage is to demonstrate that this learning approach adheres to the views of Alexander Michael Kirkwood Halliday. M.A.K.Halliday's view focuses on functional systemic linguistics or LSF. In LSF, M.A.K.Halliday said that language use can be seen in certain functions and social backgrounds, (Wulansari, 2016). LSF itself consists of two main aspects, systemic aspects and functional aspects. The systemic aspect here means that language refers to a system of choices, whereas in the functional aspect, language is described as being in the context of use, which means that the form of language here has a role as a function.

In this case, language has three main functions. These three functions are ideational, interpersonal, and textual, which are one unified function of language. Thus these three

functions are called metafunctions. However, according to Rani in (Astuti, n.d.), there are seven types of language functions. The seven types of language functions are (1) expressive, (2) directive, (3) informational, (4) metalingual, (5) interactional, (6) contextual, and (7) poetic. In line with Rani's view according to Sumarlam, (Astuti, n.d.) there are also seven functions of language, namely (1) instrumental, (2) regulatory, (3) representative, (4) interactional, (5) personal, (6) heuristic, and (7) imaginative. Based on the views of several experts, it can be concluded that there are eight language functions. The eight functions of language are (1) informational function, (2) directive function, (3) contextual function, (4) imaginative function, (5) interactional function, (6) expressive function, (7) poetic function, and (8) metalingual function.

The function of informational language is where language is usually used to describe or inform someone or something. In the informational language function, this can also be a form of reporting a reality that people experience. The next function is the directive function, a function where language is used to remind, command, order and remind in order to influence. This language function is also called by another term, namely instrumental function. This language function not only has implications for doing something but also carrying out activities according to what the speaker wants. The next function of language is the contextual function. In this language function, it is explained that language has different meanings if the context is different. Next, the imaginative function, where this language function is usually used for activities in writing short stories, novels and so on. Meanwhile, the interactional function is a focus on language in expressing communication between speakers and interlocutors. The next function is the expressive function which is usually used to convey the author's expression to the reader. Next is the poetic function, this function is usually more about meaning and code, for example the use of rhythm and rhyme in a text. The final function is the metalingual function, where language is viewed from the code. Language in this function is usually used to explain language (Astuti, n.d.).

Method

This research was conducted basically to describe and explain that BIPA learning using the BIPA 7 book "My Indonesian Friends" contains the linguistic flow of Alexander Michael Kirkwood Halliday. The research method used is a qualitative descriptive method. This research method is usually used to answer questions about an event which is then analyzed in depth and ultimately patterns are found that emerge from the event (Yuliani, 2018). Qualitative research according to Sugiyono, (2018:8) is naturalistic research because it is carried out in natural conditions (*natural setting*). This qualitative research is an object that develops as is, not manipulated by the researcher and the presence of the researcher does not affect the dynamics of the object. This research method was used because the background of this research was complex, so natural data collection was required (Hariadi, 2014).

Meanwhile, the approach uses a *content analysis* approach. This analysis has the character of discussing in depth the content or information contained in an object. The object under study will be interpreted (Arafat, 2019). Furthermore, the data used is document-based in the form of the BIPA 7 book "My Indonesian Friends" and a literature review. In general, the aim of content analysis is usually to find out communication patterns, one of which is and describe the content of communication (Arafat, 2019).

This content analysis is usually based on the axiom that the process and content of communication are the things that underlie social science. Content analysis here also leads to

qualitative, which tends to explain the content in terms of the context and process of the source document, so that the results will prove to be in-depth (Sumarno, 2020). Meanwhile, the data analysis uses domain taxonomy analysis, Faisal in (Sumarno, 2020), in which the domain is selected such that it includes the structure or parts of each function. Thus, the pattern of this taxonomic analysis is the internal structure of each grouping the same element.

Results and Discussion

Every text has different linguistic characteristics and social facts. Structure and texture are the basis for understanding linguistic characteristics and social facts (Adisaputra, 2008). Text is a functional language which can be used to carry out a task in a meaningful context and itself has a meaning, Saragih in (Zainuddin, 2021). The text here can also be interpreted as an interaction in using language: whatever is said is written down in an operational context. Thus, to express actual language is for the language to be spoken and interpreted by the community (Santoso, n.d.). This is reinforced by (Lia Indriani Tobing et al., 2020) who states that a text can be interpreted from its perspective, so that various readings can be assessed and provide different perspectives.

Furthermore, the reason why this text learning is used as a BIPA learning approach is that in life, humans need language for social interaction. In this case there are three meanings in the functional concept of language. These three meanings are the structured language of life. The second understanding is that language covers three things, namely, ideational, interpersonal and textual functions (Adisaputra, 2008). Functional Systemic Linguistics (LSF) essentially refers to Halliday, (Kusuma & Darma Laksana, 2020). In this LSF theory, there are three main functions of language, namely, (1) language as a transitivity system, (2) language as an exchange function over a modality system, and (3) language as an organizing function consisting of theme analysis.

Text-based Indonesian language learning is basically taught not only as knowledge but also as a function of language which aims to be used as a source of self-actualization in a wider context (Dakhliah, n.d.). Based on the results of identifying texts contained in the BIPA 7 book "My Indonesian Friends", there are seven language functions used out of eight total language functions, namely (1) informational, (2) directive, (3) contextual, (4) interactional, (5) expressive, (6) poetic, and (7) metalingual. An explanation of the findings for each function is as follows.

1. Informational Function

The informational function found in books is to describe and inform about something, or report a reality experienced in unit 2 presentation texts, unit 5 report texts, and unit 6 current news texts. This informational text is essentially parallel to the heuristic function, where the heuristic function here is that language can be used to obtain knowledge (Vardani, n.d.). The text contained in each unit is described as follows.

1) In the unit 2 presentation text there are three structures, namely opening, content and closing. Where in the presentation text in the book there is text like the following,
   "Hello, I'm Nina. In this episode, I will discuss a typical Indonesian dish, namely soto. Do you know what soto is? Yes, soto is a typical Indonesian food like soup made from meat and vegetable stock."
   The text clearly contains information about typical Indonesian food which is presented in the form of presentation text.

2) Furthermore, in unit 5 of the report text there are three structures, namely general statements, section descriptions, and conclusions. The text of the report contained in the book reveals a report of a reality as follows.
"*Pollution of the Baliri river should not have occurred if palm oil processing companies in the area were willing to process waste from palm oil processing into other products. The waste recycling process will benefit many parties, not only the company itself but also the surrounding community. "At least the community will not experience extreme negative impacts like what is happening now."* The text contains a report which aims to depict a reality regarding palm oil waste pollution in the Baliri River.

3) In unit 6 is the latest news text, which has an opening, body and closing structure. This latest news text reveals information gathered from reports. The text of the latest news is as follows
"*First news. "A fire occurred at Klojen Market on Saturday evening, 1 May 2019. According to residents' testimony, several unknown people deliberately carried out electrical sabotage."*

2. Directive Function

The directive language function has another title called the instrumental function; the function of this language is used to remind, or command in order to influence. This language function is found in unit 1 of the negotiation text. Negotiation texts also have a structure. The first structure is the conversation--opening expression, self-introduction, purpose of arrival, polite refusal, providing alternatives, and closing expression. An excerpt of the negotiation text contained in the book is as follows.

Andi : "Kami dari PT Bumi Bahagia bermaksud menawarkan layanan manajemen keuangan bagi Ibu dan staf Ibu untuk jaminan pendidikan, kesehatan, dan masa tua. Apakah kami boleh minta waktu Ibu dan staf hari ini?"

Figure 1. Snippet of negotiation text quoted from the book*"My Friend Indonesia BIPA 7"*

"*We at PT Bumi Bahagia would like to offer financial management services to you and your staff for education, health and retirement security. May we have your and your staff's time today?*

Based on the text excerpt, it is clear that there is a way to influence the offer of financial management services for staff in the office.

3. Contextual Function

The contextual function in this book is found in each unit, because each text has its own characteristics, so the meaning is different if the context is different. For example, if a current news text is delivered in the form of poetic language, the meaning will certainly be different, for example, in a negotiation text, if it is delivered in the form of a news text, the meaning will certainly be different. Thus, this contextual function is not explained in detail by examples of texts, because if you use logical thinking it can be explained that each text has its own characteristics which cannot be easily replaced because this will change the meaning, so the conclusion is that all units consist of 10 The type of text in this book functions contextually. This

is in line with the view of (Sugiharyanti, 2019) that a form of language in this case is only relevant to use in certain situations, meaning that language is not relevant if used in other situations.

4. Interactional Function

In language, this function expresses communication between the speaker and the interlocutor. In this language function, language is useful in perpetuating communication between people (Vardani, n.d.). This interactional function is found in the negotiation text unit 1. An excerpt of the negotiation text which has an interactional function is as follows.

Andi	:	"Kami dari PT Bumi Bahagia bermaksud menawarkan layanan manajemen keuangan bagi Ibu dan staf Ibu untuk jaminan pendidikan, kesehatan, dan masa tua. Apakah kami boleh minta waktu Ibu dan staf hari ini?"
Lina	:	"Maaf, kami belum dapat menerima Bapak hari ini. Kebetulan kami akan mengadakan rapat besok siang. Saya undang Bapak untuk menawarkan layanan tersebut, ya."

Figure 2. Negotiation text dialogue *quoted from the book "My Friend Indonesia BIPA 7"*

(Lina) "Sorry, we are unable to receive you today. We have a meeting tomorrow afternoon. I invite you to offer the service."

Based on this conversation, it is clear that there is an interactional function in the negotiation text.

5. Expressive Function

The function of expressive text is to convey the author's expression to the reader. This form of expressive function is found in the presentation text as follows.

Wow, banyak sekali
Wah nikmat sekali, ya!
Yuk sahabat yang belum mencoba berbagai soto khas Indonesia setelah ini coba, ya!
Aduh, banyak sekali kotoran di meja kerjakau hari ini.
Sialan, baru saja bisa tidur sudah dibangunkan!
Buset, kamu karena kesalahanku, semua orang menjauhiku!

Wow, that's a lot.
Wow, how delicious!
Let's try various Indonesian soto after this!
Ouch, so much dirt on your desk today.
Damn, just got to sleep, already woken up!
Damn, because of my mistake, everyone is avoiding me!

Based on the text, it is clear that the sentences contained in the presentation text contain an expressive function.

6. Poetic Function

The poetic text here is more about meaning and code. For example, there is rhythm and rhyme in the text. In this book, it is relevant to the text of a favorite song. In the text of the song "Keep Dreaming" Ipang
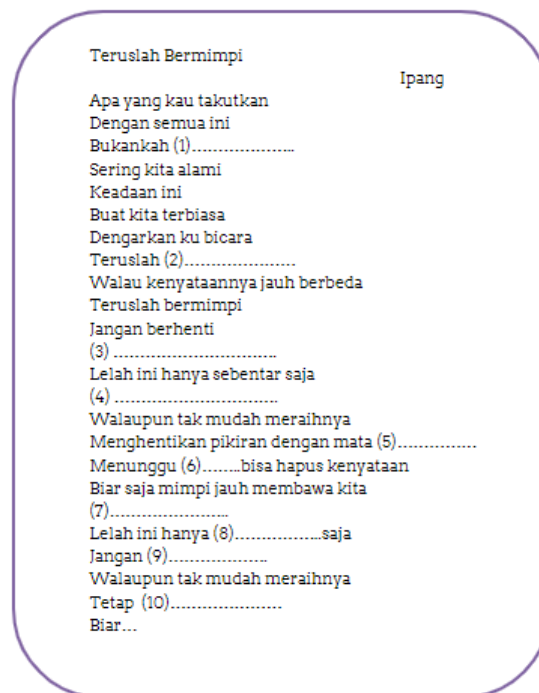

Figure 3. Other song lyrics *quoted from the book "My Indonesian Friend BIPA 7"*

In the verses of the song entitled "Keep dreaming" Ipang clearly has a beautiful rhyme, this is what is called a poetic function.

7. Metalingual Function

The metalingual function here is the function that in terms of code is used to explain language. In this book the metalingual function is found in the report text, as follows.

Figure 4. Report text*quoted from the book "My Indonesian Friend BIPA 7"*

"*Palm oil waste can be classified into three types, namely solid, liquid and gas. Solid waste is obtained from empty bunches, shells, and fibers (fibrous skin). Liquid waste is obtained from the residue of the coconut being processed into oil in the form of waste water which is brownish black in color and still contains residual solids in the form of colloids and oil. Meanwhile, gas waste is in the form of methane gas and CO2 produced from liquid waste stored in the storage pond. This waste gas will increase CH4 and CO2 levels which cause the greenhouse effect in the surrounding environment and cause air pollution.*"

In the text it is very clear that the metalingual function is found in the CO_2 and CH_4 codes, that the code language is used to explain language.

So, based on identifying the contents of BIPA Book 7 "My Indonesian Friends" there are seven types of language functions contained in BIPA learning, especially in text-based learning. The seven functions of language include, (1) the informational function found in books to describe and inform about something, or report an experienced reality found in unit 2 presentation texts, unit 5 report texts, and unit 6 current news texts. (2) The directive language function, which has another title called instrumental function, found in unit 1 of the negotiation text. (3) The contextual function in this book is found in each unit, because each text has its own characteristics, so the meaning is different if the context is different. (4) Interactional language function, this function expresses communication between the speaker and the interlocutor. This interactional function is found in negotiation text unit 1. (5) This expressive text function conveys the author's expression to the reader. This form of expressive function is found in presentation text. (6) The poetic text here is more about meaning and code. For example, there is rhythm and rhyme in the text. In this book, it is relevant to the text of a favorite song. (7) The metalingual function here is the function that is seen from the code for language used to explain language. In this book the metalingual function is found in the report text.

Conclusion

Thus, the conclusion from the results of in-depth analysis can be stated that the book BIPA 7 "My Indonesian Friends" contains seven language functions out of eight language functions as Alexander Michael Kirkwood Halliday. The seven functions of language found in the book are:*, (1) informational, (2) directive, (3) contextual, (4) interactional, (5) expressive, (6) poetic, and (7) metalingual. Thus, the book My Friends BIPA 7 contains seven values of language function, which are in line with Halliday's views in Systemic Functional Linguistics (LFS). Thus, the book BIPA 7 "My Indonesian Friends contains text functions that can be used to teach text-based BIPA.*

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