

SCIENTIFICS MARKERS IN ACADEMIC TEXT

Mahmudah

Universitas Negeri Makassar

Mahmudah.mahfud@unm.ac.id

ABSTRACT

This study aimed to describe: 1) the characteristics of academic and scholarly texts 2) forms lexicogrammatica in academic texts. This research is a qualitative research study using the approach of Systemic Functional Linguistics (SFL). A scalpel is used to analyze academic texts used theory M.A.K. Halliday. The data in this study is a word, phrase, clause, and sentence in the presentation of research reports on the thesis. Sources of data obtained from a student thesis Master Program Year 2015-2016. Data collection techniques used were technical documentation, technical reading, and technical notes. The results of this study indicate the characteristics of scholarship that includes: 1) solid information, 2) use a simple sentence, 3) logical, and 4) objective. As for other forms leksikogramatika found include: 1) nominalization, 2) sentence simplex, 3) the passive voice, and attributive relational processes.

Keyword: *Feature Scientifics, lexicogrammatica, and academic texts*

PRELIMINARY

Language as verbal behavior in everyday life can not be separated because through language, thoughts and ideas one can be described. In addition, the language is also used as a means of self-expression and academic. The basic problem today is the academic requirements marker expression with the characteristics of scholarship.

Therefore, the academic community must understand the marker Scientifics a work of scientific or academic text that is strongly influenced by the context of the situation and cultural context. According to Halliday quoted Wiratno (2012) characterizes academic scholarly text reflected the text's ability to express the meaning metafunctional.

METHODOLOGY

This research is a qualitative study that assessed using analysis of Systemic Functional Linguistics from the way M.A.K. Halliday. The data in this study is a word, phrase, clause, and sentence have Scientifics marker. Sources of data obtained from research reports students of the Master Program Makassar State University from 2015 to 2016. Data

collection techniques used were technical documentation, technical reading, and technical notes. The data analysis technique begins with the identification of data, data reduction, data presentation, and conclusion.

ANALYSIS

A. Marker Scholarly in Academic Texts

Markers Scientifics academic texts according M.A.K. Halliday (in Wiratno & Santosa, 2011) can be traced through the characteristics leksikogramatika-words and their meanings in the composition resulting from the level leksis (words), sentences, up to the level of discourse. These characteristics visible from leksis election, the group said, and to unravel the complexity of sentences in ideational and textual meaning. The forms of scholarly found in this study as described below.

1. Solid information

Example:

- (1) The activity of writing is essentially a form of thinking activities that arouse one's knowledge and experience stored in the subconscious (Nuraeni, 2016: 16) (*Kegiatan menulis pada dasarnya adalah suatu bentuk*

kegiatan berpikir yang membangkitkan pengetahuan dan pengalaman seseorang yang tersimpan dalam alam bawah sadar (Nuraeni, 2016:16)).

Data showed 67 Solid information Yang evidenced by the number of words lexical That italic compared to Structural said. In addition to ITU, compaction Also Occurs IN subject and complement Yang Form sentences Sematan to expand complementary review.

2. Using simple sentences

Example:

(2) Early childhood education is a development efforts aimed at children from birth to the age of six years are accomplished by providing stimulus pemdidikan to help grow physically and mentally so that children have kesiapam in entering further education (Jalil, 2015: 1)(*Pendidikan anak usia dini adalah suatu upaya pembinaan yang ditujukan kepada anak sejak lahir sampai dengan usia enam tahun yang dilakukan melalui pemberian rangsangan pemdidikan untuk membantu pertumbuhan jasmani dan rohani agar anak memiliki kesiapam dalam memasuki pendidikan lebih lanjut* (Jalil, 2015:1).

The simplicity of academic texts visible from a simple sentence structure. No matter how long the sentence 2, the data 63 is only composed of the linearly, ie elements of the subject italicized, bold predikator elements and complementary elements underlined.

3. Objective

Example:

(3) Learning can be said as a result of memory and cognition that affect the understanding of (Sharif, 2016)(*Pembelajaran dapat dikatakan sebagai hasil dari*

memori dan kognisi yang berpengaruh pada pemahaman (Syarif, 2016)).

In this example, the word is said (data 8) which is a passive form means for presenting the action, quality, and events to consider that action, quality, and such events as an object (Halliday 1993a: 58). Thus, the thesis as an academic text occurs objectiveness.

4. Businesslike

Example:

(4) The discourse is the unit of language above the level of the sentence that is used to communicate in a social context (Marwil, 2015: 11) (*Wacana merupakan satuan bahasa di atas tataran kalimat yang digunakan untuk berkomunikasi dalam konteks sosial* (Marwil, 2015:11)).

In this example it appears that the word discourse (data 4) as the noun which is positioned as the physically described in terms of characteristics, the nature and circumstances. In this way objects that are described to be more clear and straightforward or looks like it is. This means also that something described it is something that is shown objectively. Such clarity is not only focused on the category of the noun, noun group which became the object of discussion, the discourse, but also in the coverage area of that base knowledge. This is where, among others, lies the explanation that it was an academic text objective and straightforward. Selection of attributive relational processes could improve the objectivity and candor academic text.

B. Lexsicogrammatica

1. Nominalizations

Nominalizations is the selection of noun and not a verb in an academic text is a means for abstracting the events of the day into a theory. In addition to abstract

concepts, change the verb into a noun used as a means to condense information and generalize subjective events to be objective.

Example:

- (5) Assessment by the teacher made to obtain direct feedback from the teacher to the learning device made after being validated by experts (Jalil, 2015: 107) (Penilaian oleh guru dilakukan untuk memperoleh masukan langsung dari guru terhadap perangkat pembelajaran yang dibuat setelah divalidasi oleh para ahli (Jalil, 2015:107)).

Found words assessment, feedback, learning, policy guidance, politeness, and the establishment of a realization lexis the data 60 is used as an attempt pembendaan through morphological processes, from nonbenda (verbs, adjectives, adverbs) into lexis objects. Nominalizations on academic text is intended to express knowledge with more concise and packed (Martin, 1991, quoted Wiratno, 2012).

2. Sentence simplex

Example:

- (6) The text is the text [[in the form of the original words of the authors]] (Sarini, 2015: 20) (Teks adalah naskah [[yang berupa kata-kata asli dari pengarang]] (Sarini, 2015:20).

Sentence simplex is a set of words that only have one action or event. In simplex sentence, compacted by using embedded information that is marked by "[[...]]" in the data (56). Sentence simplex and variations according to Halliday (1993a) is a type of clauses pavorit in academic texts, because it shows the sentence ideational logic of simplicity.

3. The Passive voice

Example:

- (7) Indonesian educators used for the delivery of scientific concepts, competency development, and improvement of skills of learners

(Marwil, 2015:1)(Bahasa Indonesia digunakan pendidik untuk penyampaian konsep keilmuan, pengembangan kompetensi, dan peningkatan keterampilan peserta didik (Marwil, 2015:1).

- (8) Learning can be said as a result of memory and cognition that affect the understanding (Hidayatullah, 2016)(Pembelajaran dapat dikatakan sebagai hasil dari memori dan kognisi yang berpengaruh pada pemahaman (Hidayatullah, 2016).

The use of the passive voice in academic texts are intended to eliminate the human actors so that the elements of a sentence that serves as a subject or topic (Indonesian) are not actors considered more important and therefore thematized. Selection of the theme is very necessary because the text does not address the perpetrators academic or scientist but certain discusses the main problems presented therein. Indonesian (data 7) and learning (data 8) as the subject is placed as a theme.

4. Process Relational attributive

Example:

- (9) The discourse is the unit of language above the level of the sentence that is used to communicate in a social context (Marwil, 2015: 11) (Wacana *merupakan* satuan bahasa di atas tataran kalimat yang digunakan untuk berkomunikasi dalam konteks sosial (Marwil, 2015:11).
- (10) The form of the text is divided into four types (text) (Sarini, 2015) (Bentuk teks tersebut terbagi atas empat jenis (teks)(Sarini, 2015)).

On 4 data and the data 55 appears that the object is positioned as the physically described in terms of characteristics, the nature and circumstances. In this way, the object

described becomes more clear and straightforward or looks like it is.

CONCLUSION

The characteristics of scholarly academic texts cover various forms, namely: 1) solid information, 2) use a simple sentence, 3) objective, and 4) direct. As for other forms leksikogramatika include: 1) nominalization, 2) sentence simplex, 3) the passive voice, and 4) attributive relational processes.

BIBLIOGRAPHY

- Ali, M. (2011). *Understanding Social Behavior Research*. Bandung: Pustaka Utama Scholar.
- Arikunto, S. (2007). *Procedure Research: A Practical Approach*. Jakarta: Rhineka Create.
- Martin, J.R. (1991). Nominalization in science and humanities: Distilling knowledge and scaffolding text. E. Ventola, Ed., *Functional and systemic linguistics: Approaches and uses*. New York: Mouton de Gruyer.
- Halliday, M.A.K. (1993a). *On the Language of Physical Science*. M.A.K Halliday, &
- J.R. Martin, *Writing Science: Literacy and Discursive Power*. London: The Falmer Press.
- Santosa, R. (2003). *Social Semiotics: The Views of the Language*. Surabaya: Eureka & JP Library Press.
- Wiratno, T. (2012). The haracteristics of scholarly scientific text in Indonesian. *Indonesian Journal of Systemic Functional Linguistics*, 1, 88-111.