ANALYSIS OF PHASE STRUCTURE REALIZATION AND INTERPERSONAL MEANING IN CLASSROOM DISCOURSE: A STUDY OF SYSTEMIC FUNCTIONAL LINGUISTICS

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Abstract

This study aims to: (1) describe the phase structure of classroom discourse in senior high school 1 Palopo; and (2) describe the realization of interpersonal meaning in the classroom discourse. This research is a qualitative study. The research location was senior high school 1 Palopo the population was classroom discourse in class X; while the sample were clauses that indicate the phase and interpersonal meaning of the teacher and the student who were selected using the purposive sampling technique. The source of data were the discourses in the biology, fisika and PPKn classes. This study uses the theory of systemic functional linguistics, this study will identify the clause phase structure consisting of phases and each phase subphase and consist on 5 phases. Phase is used to transfer the science that aims to guide students to understand the material. Subphase comprises 33 phases. Subphase subphase divided into static and dynamic subphase. Subphase on 4 consist static and dynamic subphase consists of 29 subphase. Meaning of interpersonal relationships viewed from the system mode are found in the form of indicative declarative (IND-DEK), indicative interrogative (IND-INT), Imperative (IMP), and supply (PEN). System dominant mode shows the role of teachers in transferring science or science pengetahuan expect information provided will be accepted by the students.

Keywords: phase structure, meaning interpersonal, classroom discourse

Background

Language development is so fast and it requires us to continue to learn and develop our knowledge of the language. Language is a system of symbols that have meaning. Language has a major role in people's lives, especially to meet the needs of conveying messages, wishes, ideas, information and so on. Language is seen as a social semiotic system. Semiotic understanding of the cultural values and norms that arise through social processes. The process is a form of social interaction using language as a medium. The forms of social processes such as meetings, discussions, interviews, classroom discourse, etc.

Discourses that refer to human social activity has a different context and objectives so that the language is expressed as a social practice. As the discourse of class certainly has a different context and with the purpose of political discourse, the discourse of lectures, discourses expected appointment or interview and other discourse.

Classroom discourse is the use of language associated with science as a means of communication that aims to distribute information in interaction in the classroom. Teachers and students interact with each other to achieve the learning objectives. Teacher transfer information and knowledge to students, and students receive information from teachers who subsequently responded to the teachers, and so on so happen reciprocal communication. Interaction between teachers and students in the classroom as a key condition the process of teaching and learning. The purpose of the interaction of teaching...
and learning is not just transferring knowledge but inculcate attitudes and moral values in students.

The ability of discourse structures and interpersonal meaning teachers and students can help create the learning process dynamic and impressive. The ability of the situation is how, when, and the where clause was uttered able to determine the acceptability of the message. The use of modalities is the most important thing for a consideration or personal opinion of speakers to the message sent in interacting.

The information is transferred by the teacher in the form of text consisting of clauses which gradually shaped arrangement of verbal and realized through speech, sentence or proposition. Interpersonal meaning can realize the experience of a teacher and students to form good social relations in interaction in the classroom. Phase structure which is based on the context and meaning of interpersonal well designed can induce the thinking of students. For example what do pelibat phase as well as the modes and modalities of what should be done pelibat to help determine the acceptability of the message during the learning process.

Interpersonal meaning and structure of the phases used in the classroom not only to transfer knowledge, but also can open the minds of students, attracting attention, and motivate students. Therefore it is very important to conduct research on the structure of the phase by Gregory and interpersonal meaning by Halliday in classroom discourse. Analysis of interpersonal meaning and structure of the phase can determine the extent to which the role of the teacher in the learning process so that the educational goals can be realized well.

The general objective to be achieved in this paper, for example, applying the model approach Systemic Functional Linguistics in education, especially in the discourse of class by using the phase structure and interpersonal meaning. It also aims to provide full and thorough overview of the discourse in the classroom. Describing the realization of interpersonal meaning of discourse class at SMA Negeri 1 Palopo consisting of systems and modalities mode.

The terms of discourse and text always confused understanding. According to Jorgensen (2007: 1) pengeritan discourse as a language that is arranged according to different patterns, followed by a speech-language users based on different social life. Sinar (2008: 7) considers the discourse is more focused on matters related to social factors.

Fairclough (1995: 6) states that the use of the language of discourse is seen as a form of social practice and discourse analysis is an analysis of how the text works in sociocultural practices. Such analysis requires attention to the shape, structure and organization of the text at all organization levels text: phonological, grammatical, lexical and at a higher level associated with exchange system (distribution turn to speak), the structure of the argument, and the generic structure.

Sinars (2008: 7) states that the discourse and text are two different things. Discourse is a social phenomenon, while the text is a linguistic phenomenon. Although they are different but the relationship between the two is the realization of the meaning of discourse gets its expression in the text.

Systemic Functional Linguistic Theory hereinafter abbreviated as LSF. LSF evolved since the 20th century at the time of Firth who leads a group called the linguistic community. Then in the 60s the theory developed by M.A.K.Halliday. Halliday outlook of the language tends to be functional this is due to the orientation of development is always associated with the link element of situation / social (speakers, place, time, topic, etc.) (Purwo, 1990: 61). Systemic Theory is a theory of meaning as an option, in which a language or other semiotic system is defined as the arrangement between the network selection (Halliday, 1990: xiv)
The terms of linguistic theory (L) has two implications: (1) the analysis of discourse to put forward a theory of language that represents a particular theory and the research framework in discourse analysis to belong to and arise from an analysis called "linguistic" and cites the principles of the theory Systemic Functional Linguistics, (2) identify the phenomenon of discourse analysis implies that the basic approach interpretive language is semiotic, thematic and interdisciplinary. Further terms (F) in discourse analysis implies three things: (1) the functional realization of the system in the structures and patterns that regularly are horizontal and syntagmatic, (2) functions or meanings in language, and (3) the functions or meanings that exist in the profession and the level of varied dimensions in the language being studied. While systemic (S) oriented to three things, namely that the study was paying attention (1) the relationship of systemic and their choices in a wide range of possibilities in a network system of relationships and choices starting from general features to specific, vertical or paradigmatic (2) systems of meaning involved and interrelation in relation to the phenomena under investigation, and (3) systems underlying meaning behind, in front, below, above, and around or across the phenomenon under investigation (Sinar, 2003: 14-15).

Interpersonal meaning is an interpretation of the language in its function as a mutual exchange of information called 'language as activity' (Sinar, 2008: 47). Interpersonal meaning consists of two: the first concerns the type of interactions that occur and the type of goods being exchanged, the second concerns the position of the message spoken by the speaker (Butt et al, 2000: 86).

Giving and receiving information is at the level of semantic meaning is most often at the level of lexikogramatika by asking questions or making pernyataan. Berbeda with the exchange of information, the exchange of goods and services involving the use of language to get something, either by offering to do it yourself or order others to do so. Asked for goods and services is on the level of semantic meaning is most often at the level of lexikogramatika by giving orders or instructions (Butt et al, 2000: 87-88).

Research Methods

The type of research conducted by the researchers is a linguistic research that focuses on the field of Systemic Functional Grammar. In this study, researchers put more emphasis on the analysis of the structure realization phase and interpersonal meaning in classroom discourse. Therefore, the method used was descriptive qualitative method. This qualitative descriptive methods supported by quantitative methods. Descriptive qualitative method because data collected mainly in the form of verbal utterances in interaction and learning. Researchers describe a systematic, factual, and accurate information on the phase structure and the use of interpersonal meaning in classroom discourse. Quantitative methods are used to support the descriptive statistical analysis to determine the percentage level of usage phases and sub-phases as well as the modes and modalities in the classroom discourse. So that the data collected in the form of words or pictures and figures.

Location and Time Research

This research is located in SMA Negeri 1 Palopo. This study will be conducted in February 2017.

Population and Sample

Population

Population in qualitative research by Spradley (in Sugiyono, 2011: 215) referred to as a social situation that made up the place (place), actors (actor), and activity (activity) that interact synergistically. The population in this study is a whole clause discourse of class X SMAN 1 Palopo.
The sample in this study consisted of clauses that indicate the phase and interpersonal meaning between teachers and students at SMA Negeri 1 Palopo. The sampling was done using a purposive sampling technique, considering sampling considerations and specific goals.

**Discussion**

The most dominant mode used by teachers rather than students. Dominant mode is the mode used by teachers IND-DEK. IND-DEK mode is used by teachers act as a conduit of information in the form of science. While students use IND-DEK mode as the realization of the students’ answers to the questions given by the teacher. IND-mode use DEK as a most important means of conveying knowledge (Christie, 2002: 67).

In addition to mode-DEK IND teachers and students also use IND-INT mode that serves to request information. Their mode of IND-INT shows that there is two-way communication between teachers and students. IND-INT mode predominant use is IND-INT (kt ask). IND-INT (kt ask) serves to request information. Teachers use IND-INT (kt ask) to request information to students and teachers in the form of information that is expected to clear information. Teachers ask questions to the students the extent to which the students' understanding of the information received. The presence of this mode encourages students to be active in the learning process, increasing the interest and curiosity of students.

The mode also plays a role in the learning process is the mode of IMP. IMP dominant mode used by teachers rather than students. IMP mode that serves to request goods and services is an action command. The action command shows that teachers have a high power to instruct students to do anything it wants.

Modalities were found in the discourse of class consists of modalisisasi and modulation. Modalisisasi possibility tagged with the word "definitely, really, and that he said" that is at a high level, "and may be" located at the intermediate level, and "approximately, and perhaps" which is at a low level. Modalisisasi possibilities that are at intermediate degrees more dominant use of the word "will" and appears on the third discourse. Of the three dominant discourse is WKP. Modalisisasi frequency are marked with the word "always, every day and often" that are at a high level, the word "normal" that is at the medium level, and the word "rare" that is at a low level. Modalisisasi most dominant frequency is modalisisasi with the word "normal" that is at the medium level and only appears in WKB. Medium and high degrees does not appear on the WKF and WKP. Modalisisasi with a high degree appear on the third discourse with the use of the word "always, every day and often".

The conclusion of the overall analysis above suggests that the modalities of the most dominant discourse of class SMA Negeri 1 Palopo is modalisisasi degree of probability with the medium marked with the word "may and will". Modalisisasi at medium degree is predominantly found in WKP. Factors that cause more dominant because WKP is a social science that is subjective, while WKB and WKF is a science that is objective and tend to be static (science). So it does look the word "will" is predominantly found in WKP. This suggests that teachers in conveying information and their opinions still have doubts and do not lead to certainty because the position is still at the center between the certain and uncertain. Teachers are still not sure exactly to what he declared. This statement is inconsistent with the statement of western education experts Pullias in (Cahyotomo: 2011) which states that teachers should strive to make something clear to learners and skilled in solving problems.

**Conclusion**

The meaning of interpersonal analyzed using the system and modalities mode. Mode systems are found in the discourse of class SMA Negeri 1 Palopo consists of three: Indicative Declarative (IND-DEK), Interrogative Indicative (IND-INT), Imperative (IMP).
and Special (PEN). The most dominant mode is IND-DEK. This mode leads to academic goals, because it shows the role of teachers in providing information or knowledge, expects that the information or knowledge that is given can be understood by students. Judging from the use of the modality of teachers in SMA Negeri 1 Palopo found modalisasi and modulation. Modalisasi most dominant is the probability modalisasi with intermediate degrees. This attitude shows that teachers convey information and knowledge is still full of doubt. The use of modulation are predominantly found in the modulation tendencies. Modulation inclination of expression in the teacher requires students to be active in generating interest and curiosity and the willingness of students to the fishing or scientific information discussed.

References