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## **PREFACE**

Dear Colleagues

This edition of the English Applied Linguistics Journal present articles entitled:

(1) DEVELOPING STORY BOOK IN ENGLISH FOR PRE-SCHOOLERS IN MEDAN (2) THE REASONS OF STUDENTS REALIZING THEIR ATTITUDES TOWARD ENGLISH CONVERSATIONS CLASS (3) INTERPERSONAL METAFUNCTIONS IN THE CLASSROOM DISCOURSE OF SOCIAL SCIENCE SUBJECT (4) THE USE OF PRONOUN IN STRATEGY OF POLITENESS IN TALK SHOW PROGRAM (5) LANGUAGE MAINTENANCE OF JAVANESE TEENAGERS AT DESA PAMUKTARAN (6) COGNITIVE PROCESS BY STUDENTS' MAJORING IN NATURAL AND SOCIAL SCIENCE IN WRITING ANALYTICAL EXPOSITION TEXT

These articles are intended to be read by those who are interested in enhancing and uplifting the qualify of the human resources in the teaching of English in Indonesia and elsewhere.

It is realized that in this globalize era, one should be always on the move especially in broadening one's horizon and awareness to the responsibility in a much more professional approach.

Finally, we invite more articles to be published in the new publication so as to implement what should be best for our students as qualified generation of the future.

Medan, Mei 2013  
The Editor,

Prof. Tina Mariany Arifin, M.A., Ph.D

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# **Interpersonal Metafunctions in the Classroom Discourse of Social Science Subject**

## **INTERPERSONAL METAFUNCTIONS IN THE CLASSROOM DISCOURSE OF SOCIAL SCIENCE SUBJECT**

**By**

**Lyanita, Busmin Gurning, Syahron Lubis**

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### *Abstract*

*The research deals with the realization of interpersonal metafunctions in the classroom discourse on the forms of exchange and move. The objectives of the study are to investigate the types of interpersonal metafunctions occurring in the classroom discourse of Sociology, Economics, and History, to describe the realization of interpersonal metafunctions in the classroom discourse of Sociology, Economics, and History, and to describe the control of interpersonal metafunctions in the classroom discourse of Sociology, Economics, and History. The data of this research were the transcription of audio-recorded discourse in Indonesian-Acehnese language between teacher-students and students-teacher in the classroom of Sociology, Economics, and History subjects. The data were analyzed by descriptive qualitative design. The result of the study shows that: (1) the types of interpersonal metafunctions occurring in the classroom discourse of Sociology, Economics, and History subjects are Mood and Modality, (2) the realization of interpersonal metafunctions in the classroom discourse is in exchange and moves, (3) the control of interpersonal metafunctions in the classroom discourse of Sociology, Economics, and History subjects is dominated by teacher through prominent teacher role, teacher-answered question, teacher-interruption of student-answers, turn taking, closed-questions, modeled-answer extraction, students' demanding information, and students no-response move.*

***Keywords: interpersonal metafunctions, classroom discourse***

# **Interpersonal Metafunctions in the Classroom Discourse of Social Science Subject**

## **INTRODUCTION**

Human beings use a language in their lives for various purposes. They use language to talk about their experiences of the world, to describe events, to interact with others, to establish the relationship, to maintain social contact, to influence their behavioral, and to express their point of view. Language is used to convey broad historical meaning.

Language is a tool of communication, either spoken or written communication. Communication is the activity of conveying information. It involves a sender and a receiver (or receivers) conveying information through a communication channel. Communication is sent by the sender through a communication channel to a receiver, or to multiple receivers.

In the classroom, communication plays important part. It conveys the process of transferring knowledge. It involves teacher as a sender and students as a receiver or vice versa. The successful communication in the classroom affects to the education quality.

There are two types of classroom communication, teacher centered and students centered. Teacher centered deals with teacher as

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main sender of information, while students are just being reviewer. Conversely, students centered deals with both students and teacher as reviewers and sender of information. It means both of teacher and students learn together (Huba & Freed, 2000:1).

Nowadays, students centered should be optimized while teacher centered should be minimized. Unfortunately, teacher centered still used in many classroom communication (Amman & Mustafa, 2006:3; Wachidah, 2010:53). It should be a critical review for viewing classroom communication in which teaching and learning process occurs inside the schools.

Related to viewing classroom communication, Greenleaf (1993:3) used discourse as a fine lens to view the teaching and learning that occurs inside schools. Discourse describes the use of language. In the classroom, discourse deals with the relationship between language and classroom context in which it is used (McCarthy, 1991:5). Discourse within classroom is expected to be coherent, meaningful in which the words are linked to one another, therefore the process for transferring knowledge runs well.

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There are two types of discourse, spoken discourse and written discourse (Dahal, 2010:22). Spoken and written discourse differs for many reasons. Spoken discourse is more complex, since it involves variations in speed (generally faster than writing), loudness/quietness, gestures/body language, intonation, pitch range, stress, rhythm, pausing and phrasing. Spoken discourse has to be understood immediately, while written discourse can be referred to many times. In classroom, spoken discourse dominates the process of transferring knowledge from teacher to students.

Language researchers since the early 1980s have turned more and more to Systemic Functional Linguistics (SFL) as a pedagogical and analytic tool for analyzing discourse within classroom (Breen and Candlin, 1980; Harman, 2008; Shayegh, Hassanzadeh, and Hoseini, 2011). Scheppegrell (2004:3) argues for the importance of using SFL in the classroom discourse context as follows:

In the absence of an explicit focus on language, students from certain social class backgrounds continue to be privileged and others to be disadvantaged in learning, assessment, and promotion, perpetuating the obvious inequities that exist today.



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**SFL theory is one response to these demands.**

SFL is functional approach to language, which sees language in social context (Lai, 2010:167). It fulfills three functions (metafunctions) of language use, namely: (a) to represent; (b) to exchange; and (c) to organize experience (Saragih, 2007:1). In the classroom, it analyzes and explains how meanings are made in within discourse.

SFL through its metafunctions has interpersonal metafunctions which deals with spoken discourse. The interpersonal metafunction refers to what kind of interpersonal relationship is being conveyed or constructed and what the roles and relationships are. Within the domain of interpersonal metafunction, spoken discourse in the class have frames for the interpretation of educational data in the linguistic basic needs. In the class, interpersonal metafunction shows how teacher and students establish and maintain social contact. It provides a basis for making claim about the ways in which information is being shared and meaning is being constructed in the classroom (Otten, 2010:9 and Bumela, 2012:106).

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For revealing more information of interpersonal metafunction in the classroom, it would require an analysis of classroom discourse. The analysis of classroom discourse can provide insight about interpersonal metafunction. In classroom, the existence of interpersonal metafunction is controlled. Classroom controls interaction, turn-taking and structure of change in discourse.

There are power and control which are embedded in or hidden within a classroom discourse. Aman & Mustafa (2006:3) show that there are prominent teacher role, teacher-answered question, teacher-interruption of student-answers, turn taking, closed-questions, and modeled-answer extraction that control the discourse in the classroom. In the classroom, discourse formally structured and controlled by one dominant party. Teacher by virtue of their teaching status dominate classroom discourse. The classroom discourse led by the teacher and involving the whole class typically has large structural junctures that delimit lessons and task, and phases within them.

This condition becomes more complex in the classroom of social science subjects. Based on researcher's experience, discourse within social science subjects basically lacks the ability to achieve the

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pedagogic aims of an integrative curriculum. This is due to classroom discourse having primarily interactive functions that marginalize knowledge input or thinking abilities. Besides, in such classroom discourse the priority is on teacher's teaching that allows collectively minimal students involvement as compared to their intellectual needs.

To expound the above idea, this research is conducted to analyze the classroom discourse on the basis of interpersonal metafunctions since it is very close for revealing the spoken discourse within the class, primarily in social science classroom.

### **Metafunctions**

Halliday (1994:10) developed a theory of the fundamental functions of language, in which he analyzed lexicogrammar into three broad metafunctions: ideational, interpersonal and textual. Each of the three metafunctions is about a different aspect of the world, and is concerned with a different mode of meaning of clauses (Ye, 2010:146).

### **Interpersonal Metafunction**

Interpersonal function emphasizes that language is mainly a social phenomenon, but apart from enabling communication with other

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people it enables to project the speaker in the desired way and to represent the speaker.

The interpersonal function relates to a text's aspects of tenor or interactivity. Like field, tenor comprises three component areas: the speaker/writer persona, social distance, and relative social status. Social distance and relative social status are applicable only to spoken texts.

The speaker/writer persona concerns the stance, personalization and standing of the speaker or writer. This involves looking at whether the writer or speaker has a neutral attitude, which can be seen through the use of positive or negative language. Social distance means how close the speakers are, e.g. how the use of nicknames shows the degree to which they are intimate. Relative social status asks whether they are equal in terms of power and knowledge on a subject, for example, the relationship between a mother and child would be considered unequal. Focuses here are on speech acts (e.g. whether one person tends to ask questions and the other speaker tends to answer), who chooses the topic, turn management, and how capable both speakers are of evaluating the subject.

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The interpersonal function refers to those grammatical resources in which the relationship of interlocutors is realized, including those of mood, modality, and person (Halliday & Hasan, 1985:26).

### **Mood**

Mood in functional grammar refers to whether a clause is indicative or imperative. Otten, 2010:9 and Meiristiani, 2011:45 show that types of moods contain further subtypes as follows:

1) Indicative (i.e., exchanging information)

a. Declarative (i.e., making a statement)

1. Affirmative

2. Exclamative

b. Interrogative (i.e., asking a question)

1. Yes/No

2. Wh- questions

2) Imperative (i.e., exchanging goods and services)

This framework and the tools provided for identifying the mood of a clause give researchers a basis for making claims about the ways

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in which information is being shared and meaning is being construed among those participating in the discourse.

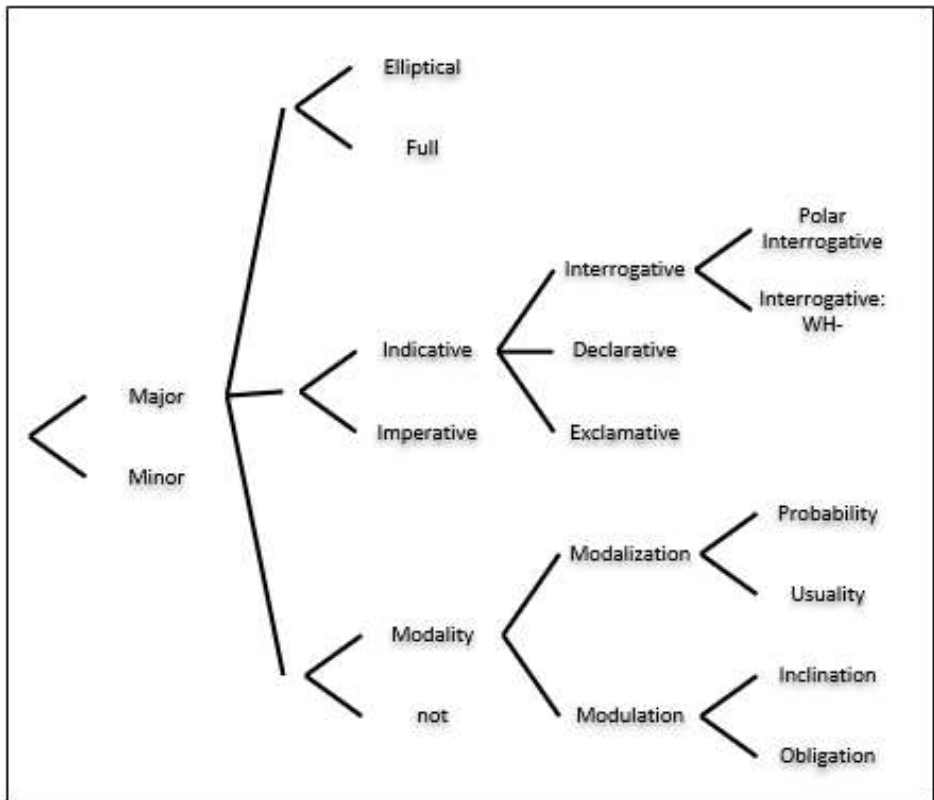


Figure: Mood Network. Adapted from “Systems: Meaning as Choice,” by Suzanne Eggins, 2004. *An Introduction to Systemic Functional Linguistics* (2nd ed.). Copyright 2004 by Continuum.

To keep communication going, a component is indispensable for carrying out the Interpersonal Metafunctions of the clause as exchange in English. This component is called Mood and is made up of Subject

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and Finite (Thompson & Hunston, 2000:41 and Shayegh, 2011:33). Halliday (1994:76) states that “the Subject supplies the rest of what it takes to form a proposition, namely, something by reference to which the proposition can be affirmed or denied”. The Finite refers to the first functional element of the verbal group. When it comes to the roles of addressers and audience, the most fundamental purposes in any exchange are giving or demanding information and goods and services.

According to Halliday (1994:69), there are four basic speech roles: giving information, demanding information, giving goods and services and demanding goods and services. The usual labels for these functions are Statement, Question, Offer and Command. In which, the function of Statement is closely associated with particular grammatical structure, that is, the declarative clauses; Question is related to interrogative clauses; and Command is associated with imperative clauses. The ordering of Subject and Finite (two elements of the Mood system of the clause) in the clause plays an indispensable role in signaling speech roles in that it can show whether the clause is indicative or imperative. The Subject ^ Finite (here “^” is the symbol

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for “followed by”) ordering of the clauses differs declarative clauses (Subject ^ Finite) from interrogative clauses (Finite ^ Subject).

The purpose of a speech is to express the addresser’s viewpoint on things in the world, to elicit or change the audience’s attitudes and to arouse the audiences’ passion to share the same proposal of the addresser. Particularly in a political speech, as a dilly carrying on a political mission, it is vital and apparent for the addresser to give information and demand services. On one hand, the addresser hopes to offer certain messages to the audience showing his political attitude and assumption. On the other hand, he tries to demand and arouse the audience to take action to follow his instruction. Therefore, complete declarative clauses generally dominate in a political speech; imperative clauses come next to them; and interrogative clauses are the last choices for the reason that they may make a speech less solemn, less convincing and persuasive.

### **Classroom Discourse**

Classroom discourse refers to the type of language used (parole or performance) that is found in classroom situation. This student-teacher discourse is also referred to as pedagogic discourse. Classroom



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discourse is different in form and function from language used in other situations due to the distinct social roles of students, teachers and the activities they are engaged in (Yu, 2009: 152).

Classroom discourse seems to offer autonomy and opportunity to teaching and learning in the classroom. On a superficial level, it appears pedagogically to be a social process that is par excellence. Such classroom discourse makes possible situations in which learning becomes more fun, student participation is active and teaching-learning activities are effective. Moreover, such situation also allows teachers to fine-tune their speech according to students' progress. The fine-tuning is essential in learning since it improves students' understanding.

### **Classroom Discourse Analysis**

Classroom discourse analysis is an aspect of classroom process research, which is one way for teachers to monitor both the quantity and quality of students' output. Nunan (1989:76) has pointed that "If we want to enrich our understanding of language learning and teaching, we need to spend time looking in classroom".

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Since spoken discourse is “the medium by which much teaching takes place and in which students demonstrate to teachers much of what they have learned” (Cazden,1987, cited from Wittrock,1988), the application of discourse analysis can reveal much about how teachers can improve their teaching practices by investigating actual language use in the classroom, and how students can learn language through exposure to different types of discourse.

In recent years, a much greater role has been attributed to interactive features of classroom behaviors, such as “turn-taking, questioning and answering, negotiation of meaning, and feedback” (Chaudron, 1988:10). Among those behaviors, questioning is reported as one of the commonly used strategies, as the success of a class largely depends on questioning and feedback.

One reason, as Candlin & Mercer (2001:245) states, is that they form the most frequent model of teacher-student talk in the classroom, in terms of the model Initiation-Response-Feedback (IRF) exchanges. More fundamentally, however, it is because they are a teacher’s best instruments to regulate the quantity and quality of language used in the classroom.

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Here are the exchanges of two teacher moves for every students move and typifies much of the communication to be found in the class.

### **Classroom Discourse Features**

Classroom discourse features are some features for ensuring smooth interactional organization in the classroom. These features are the distribution of turns, selection and change of topic, opening and closing of interactions, and so forth (Fairclough, 1992:152). Aman & Mustaffa (2006:9) shows that classroom discourse features has five features, namely (a) domination in turn-taking, (b) topic control, (c) closed-questions usage, (d) modeled-answer extraction, and (e) teacher interruption of student-answers.

### **Domination in Turn-taking**

Domination in turn-taking means the system is not necessarily based upon the equal rights and obligation of all speakers in discourse. This dominating phenomenon in turn-taking is normally found in institutions that involve the professional, the 'insider', or 'gatekeeper' interacting with the 'public', 'client', 'outsider' or student (Fairclough 1992, 153).

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Domination in turn-taking is obvious in the classroom discourse analyses. It happened when most interactions were initiated by the teacher, either through extraction, instruction or information by way of questions, statements or requests.

### **Topic Control**

Topic control means the main participant – in this case, the teacher – usually controls topics in discourse, interaction or move. In other words, the main participant makes change to a new topic. In the classroom discourse analyses, this textual feature is identified. Topic control takes place when a new topic is proposed as a result of teacher question or statement, teacher disregard for student response/answer and also teacher selection in accepting student response.

### **Close-Question Usage**

A prominent textual feature identified in this pedagogic discourse is the use of close-question by the teacher. Close-questions are questions that use question-words, such as ‘right/yes-no’, ‘is there’, ‘where to’, ‘who’ or ‘what’, which merely require straight answers or just confirmation. They do not require answers that provide

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opinions or the type of answers that require thinking. The use of open-questions that begin with question-words such as ‘why’, ‘how’ or explain are limited. The following examples show the use of close-questions in the analyses discourse.

By asking close-questions, the teacher does not provide opportunity for students to speak more or express their opinions. This is because the teacher has limited the expected student response/answer to just one or two words. Such situations mean the teacher takes the floor or controls the discourse.

### **Designed Answer Extraction**

The extraction of student response according to teacher design is like a leading answer.

## **RESEARCH METHOD**

The research was conducted by descriptive qualitative research designs which based on an observation (participant-observation) at grade eleven, within SMA N 1 Lhokseumawe, SMA N 1 Samudera, and SMA N 1 Meurah Mulia. SMA N 1 Lhokseumawe is located at Jl. Darussalam, Kampung Jawa Lama. SMA N 1 Samudera is located at

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Jl. Pendidikan No. 3, Geudong. SMA N 1 Meurah Mulia is located at Jl. Exxon Mobil Desa Mesjid, Meurah Mulia. The sources of data were discourses between teacher-students and students-teacher in the process of teaching-learning at grade eleven in social science subjects (Sociology-Economic-History) within SMA N 1 Lhokseumawe, SMA N 1 Samudera, and SMA N 1 Meurah Mulia.

### **FINDINGS AND DISCUSSIONS**

Based on the problems of the research, theoretical review, and data analysis, the following findings elaborate the objective answer of the problems of this research.

1. Types of interpersonal metafunctions occur in the classroom discourse of Sociology, Economics, and History subjects are in the forms of moods and modality. In the classroom of Sociology, there are forms of mood namely declarative, elliptical declarative, tagged declarative, modulated declarative, exclamative, interrogative:WH-, polar interrogative, imperative, and modality namely inclination, obligation, probability, usuality. In the classroom of Economics, there are forms of mood namely declarative, elliptical declarative, tagged declarative, modulated

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declarative, exclamative, interrogative:WH-, polar interrogative, imperative, and modality namely inclination, obligation, probability. In the classroom of History, there are forms mood namely declarative, elliptical declarative, tagged declarative, modulated declarative, interrogative:WH-, polar interrogative, imperative, and modality namely obligation, probability.

2. The realization of interpersonal metafunctions in the classroom discourse is in exchange and moves. In the forms of mood, there are nine forms of mood which are realized in exchange and move of classroom discourse. Forms of mood namely declarative, tagged declarative modulated declarative, exclamative, interrogative: WH-, polar interrogative, and imperative are realized as opening move. Forms of mood namely declarative, elliptical declarative, tagged declarative, exclamative, and imperative are realized as response move. Forms of mood namely elliptical declarative and minor are realized as follow-up move. Form of imperative mood is realized as focusing move, while minor is realized as framing move. In the form of modality, two forms of modality are realized as exchange. Probability and usuality are realized as knowledge

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exchange. Obligation and inclination are realized as activity exchange.

3. Then, the control of interpersonal metafunctions in the classroom discourse at Sociology, Economics, and History subjects is dominated by teacher through prominent teacher role, teacher-answered question, teacher-interruption of student-answers, turn taking, closed-questions, modeled-answer extraction, students' demanding information, and students no-response move.

### **Discussion**

After analyzing the data, there are some points that are considered as the important ones to be discussed.

1. After conducting the research, there are mood and modality which are realized in the classroom discourse of social science subjects. However, the realization in the forms of mood and modality is only found on teacher spoken discourses. Students' spoken discourses only realize the forms of mood, while not all the forms of modality are realized. It can be concluded that Halliday's theory of interpersonal metafunctions cannot be fully applied in the



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classroom discourse of social science subjects. This condition happens because of unequal status of teacher and students. Eggins (2004:187) states that the relationship between teacher and students are culturally construed as being of unequal power. That is why the choices of mood and modality between teacher and students are different.

2. After analyzing the data, it was found that there is declarative mood which occurred to be the most dominant mood used in the classroom of Sociology, Economics, and History. Somehow, there is different form of declaratives used in the classrooms. In the classroom of Sociology and Economics, there were full forms of declarative, while in the classroom of History, there were ellipsis forms of declarative. This condition can be happened because of difference semantic perspective. Halliday and Matthiessen (2004: 106-111) point out that semantic perspective enable us to see the function of each moods. In the classroom of Sociology and Economics, declarative mood becomes the most dominant since the role of this mood is for informing. Teacher used this mood for exchanging the information. In the classroom of History, elliptical

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declarative mood becomes the dominant because it was used to acknowledge.

3. In findings, it was found that not all forms of mood occur in the classroom discourse of social science. There is exclamative mood which did not occur in the classroom of History. On the other hand, in the classroom of Sociology and Economics, all forms of mood namely declarative, elliptical declarative, tagged declarative, modulated declarative, exclamative, interrogative:WH-, polar interrogative, imperative are occurred. Rymes (2008:32) explains that social context outside the classroom affect on what gets said inside the classroom. Since the school which is used for taking the data was in the rural area. In this area, the use of exclamative mood is limited. So, there is no mood for expressing surprise, disgust, or worry in the classroom of History.
4. After analyzing the data, this research identified three forms of exchange in the classroom discourse. There are boundary exchange, knowledge exchange, and activity exchange. So, there is teaching exchange in the Sinclair & Coulthard's theory which needs to be classified into two different forms of exchange which

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is similar as the exchange in Fairclough theory, namely knowledge exchange and activity exchange. This classification made due to different focus of each exchange (Cockayne, 2010:6; Fairclough 2003:107). Boundary exchange focuses on the signal to indicate the jump of focus from one topic to others topic. Knowledge exchange focuses on stating or asking information, while activity exchange focuses on offering or commanding the activity. So, not all theories of Sinclair & Coulthard, and Fairclough are applied in the classroom discourse of social science subjects.

5. In the finding, there are five forms of move occurred namely framing move, focusing move, opening move, response move, and follow-up move. Framing move, focusing move, opening move can be classified as initiation move. So, in forms of move, theory of Sinclair & Coulthard and Fairclough (Cockayne, 2010:7; Fairclough, 2004:107) can be applied on social science classroom discourse.
6. In this research, there is mood which is realized in the forms of move, while modality is only realized in the forms of exchange. The reason of why mood can be realized in the forms of move

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because both of mood and move use every clause as the basis for making claims about the ways in which information is being shared and meaning is being constructed in the discourse. In this case, modality just concerns to the clause which construes the region of certainty (Halliday & Matthiessen, 2003:147). That is why, the forms of modality is just realized into the forms of exchange in the classroom discourse. So, not all forms of interpersonal metafunctions are realized in move and exchange of classroom discourse.

7. In the research, it is found that although declarative mood occurred as the most dominant forms of interpersonal metafunctions, but the distribution of declarative mood only accumulated in the opening move and responding move. Elliptical declarative mood which position in the second rank also occurred in two forms of move, namely response move and follow-up move. Yet, imperative mood which just position in the third rank almost occurred in every move of classroom discourse. Imperative mood is realized in three forms of move; focusing move, opening move, and response move.

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The last point to be discussed is teacher-centered classroom. In this research, analysis reveals that, teaching learning process in the classroom of Sociology, Economics, and History subjects still apply the conventional practice. The act of production has centered on the teacher, and not student (Aman & Mustafa, 2006:18). As discussed in the data analysis, teacher dominates the distribution of mood and modality in the classroom discourse. Those dominations can be reflected in prominent teacher role, teacher-answered question, teacher-interruption of student-answers, domination turn taking, closed-questions, and modeled-answer extraction. Teacher speaks more than the student for offering explanations, descriptions or answers to students. Types of polar interrogative question and interrogative: Where, What, and Who, which merely require straight and short answers contribute to students' minim talk. Then, there is teacher interruption of students-answers which minimize a chance for student to speak in the classroom. However, the domination of teacher in the classroom discourse of social science subjects is not only because of teacher practice. In the classroom of Sociology, Economics, and History subjects, the domination teacher is resulted from the students

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themselves. There are student demanding information and student-no responding move which framed teacher to dominate the flow of interpersonal metafunctions in the classroom discourse.

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