Classroom Discourse: A Modality Analysis

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Abstract

The study aims to explain how the occurrence of a system of modalities and the interpretation of social context in classroom discourse. The analysis is done by examining the text according to the lexicogrammatical unit that realizes interpersonal speech by using discourse analysis approach under the umbrella of Functional Systemic Linguistics (LSF) theory. This research is qualitative research assisted with quantitative data. The results of quantitative analysis are described in the form of simple statistics in tables and percentages of the elements of the problems studied. The data of this research are utterances that occur in semantics and discourse analysis classes. The subjects of the study consisted of 2 lecturers and 17 students of 7th semester of English Department, Faculty of Languages and Arts, HKBP Nommensen University. The research findings show that in the interaction between lecturers and students in the classroom, the dominant use of modalities by lecturers are modality of possibility with medium and high degree and modulation of requirement with medium and high degree. The use of this modality is driven by the linguistic attitude of the lecturers who are convinced of the certainty or truthfulness of the information revealed because a lecturer is a transmitter / transferor of knowledge whose truth cannot be doubted, is also encouraged by lecturers who position themselves in higher position than students. Meanwhile, students are more likely to use capitalization-the possibility and modalities-the necessity with the lower-middle degree due to the degree of certainty and the truth of the occurrence of information disclosed by students is low.

Keywords: classroom discourse, modality, SFL

1. Introduction

Language is a medium for distributing information messages of science, means of communication, and interaction in the classroom, an important tool that must always be considered by the people involved in education. In its function as interpersonal exchange, the language used in the classroom is one of the factors that can determine the style of the process of teaching and learning in the classroom. From the style of language used in the class can be determined the style of the process of teaching and learning in the classroom; the teaching-learning process is lively, dynamic, impressive, or tense, monotonous, and boring.

The process of teaching and learning is a process that contains a series of actions of lecturers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. The interaction or mutual relationship between the lecturer and the student is a major requirement for the ongoing teaching-learning process. Interaction in teaching and learning events has a broader purpose, not just the relationship between lecturers and students, but in the form of educational interaction. In this case not only the delivery of messages in the form of subject matter, but also rather the inculcation of attitudes and values in students who are studying.

The language used by lecturers and students in the classroom as a means of communication, interaction, and channeling of messages, is an important tool that must always be considered by lecturers and students while carrying out the teaching and learning process in the classroom. According Nababan (1987: ii) the use of language in accordance with the circumstances of students will greatly assist the absorption of messages conveyed by teachers to self-learners.

Interpersonal proficiency skills of lecturers and students in the teaching and learning process is very helpful in realizing the dynamic and impressive teaching and learning process. The ability to know when, where, and in what situations the particular type and function of clauses should be preached can determine the level of acceptability of the message conveyed. For example, the interrogative mode, in which circumstances should be done in the classroom, will help to determine the acceptability of the subject matter.

The ability of lecturers and students to realize or encode experiences into linguistic forms that fit their background, topics, social relationships, and psychological relationships will shape good social relationships within the classroom. The use of modalities is an important concept in expressing interpersonal meaning because the speaker can provide views, considerations, or personal opinions about the message it conveys in the interaction.

Well-designed interpersonal descriptions, for example, clause structures designed according to context, topics, participants, etc., can stimulate the onset of thinking processes in students. Interpersonal interpretation is considered successful to bring its mission if later in the day there is a change in student learning behavior. That is why speech interpersonal language in the class not only as a mere message of information science information, but must also be able to act as a stimulus of students' minds, attention pullers, motivators, simplify and clarify abstract concepts, and provide visual experience to students.

Given the importance of the message of science that conveyed through the speech of lecturers and students in the teaching and learning activities, interpersonal utterance problems in class discourse should be a serious concern. Therefore, research on interpersonal speech used by lecturers and students in class is needed.

This research studied with the theory of Functional Systemic Linguistics developed in three Halliday language metaphysics (1985, 1994, 2004). This study also uses the framework of Martin (1992), and Eggins (1994, 2004). The framework of this research focused on interpersonal metaphysics, ie the relationship of language users in interacting with others. Interpersonal involves the expression and understanding of feelings and attitudes, and making connections between participants in interacting (Thompson, 1996). Interpersonal utterance is a study of the meaning of the lexicogrammatical feature in the text that expresses and realizes its meaning in the interpersonal dimension (in LSF the lexicogrammatical term is used to refer to the vocabulary and syntax-lexical and grammatical features found in the text).

Another basic concept in LSF is some language studies that affect the context of the language used (Martin, 1999). This relates to the concept of genre, in which the text of the genre considers the choice of Field, Mode, and Tenor (Halliday & Martin 1993: 36.). Three aspects of Field, Mode, and Tenor include the context of the situation, which is defined as something outside the text (Butt, et al, 2000: 4). Field refers to what the text is about, Tenor describes the relationship between the speaker and the audience, and the role mode played by the text itself in the interaction. The relevant aspect of this research is that Tenor will examine how interpersonal utterances in the classroom are influenced by lecturer and student relationships that are a set of lexicogrammatical features of the text.

Text and Discourse

The text is a sociological event (Halliday, 2002: 26). Text is a unit of meaning or semantic unit that can be realized by words, phrases, clauses, paragraphs or texts. But the text is not a grammatical unit consisting of morphemes, words, phrases and clauses. As

Webster (2002: 3) notes that size is not a problem when determining a text. In defining text, the large size of the text is not a problem, but the text is the semantic (meaning) option in the social context; texts are described as semantic concepts, sociological events.

Moreover, Halliday (2002: 45) states the text is a semantic concept. The text is not composed of sentences but is realized in sentences and consists of meanings. Furthermore the text is a continuous process in semantic choice because text is meaning and meaning is option, a set of options within the environment of the inverting paradigmatics that make the semantic system. Text is a semantic process that is encoded in a lexicogramme system. On the other hand text and sociological events are a semantic social process. As a continuous process of having syntagmatic and paradigmatic relationships.

According to Fairclough (1995: 7) discourse is the use of language seen as a form of social practice, and discourse analysis is an analysis of how the text works in sociocultural practice. Such an analysis requires attention to the form, structure and organization of texts at all levels of text organization: phonology, grammatical, lexical and at the higher levels associated with exchange systems (speech distribution distributions), argument structures, and generic structures. Furthermore Fairclough (1995: 6) states that the text is a social space in which two fundamental social processes simultaneously occur: cognition and representation of the world and social interaction.

Discourses and texts are always mixed up. As Sinar (2008: 6) puts it, language users always associate the term discourse as text; their meanings are always mixed, used in exchange by speakers, writers and other language users. The proposition that sets the boundaries of terms between terms of discourse and text, as written by Sinar (2008: 7) which states the term discourse tends to be used in discussing social-oriented matters, while textual terms tend to be used in speaking of things based / language oriented.

According to the functional theory, between text and discourse are twin forms that tend not to be separated; text and discourse are equally complete units or units of language both oral and written. Discourse requires the text as its realization in other words the text is a concrete form of discourse.

Language and Context

The contextual principle of language implies that language realizes and is realized by a context that is outside the language in which it is spoken. There is a reciprocal relationship between the text and the social context (Halliday & Martin, 1993: 22). In other words, language expresses context and context also describes language. The context of this language refers to the cultural context and context of the situation. Language and context form a multilevel or stratified multicemiotic social.

Halliday and Hasan (1985: 10) add language is contextual because the understanding of the language lies in the study of texts. There is text and there is another text that accompanies it: the text that accompanies the text is called the context. However, the notion of the accompanying text involves not only being spoken or written, but also encompassing other nonverbal events throughout the textual environment. In LSF theory, the context is divided into the linguistic context and social context. The linguistic context refers to the language itself whereas the social context is divided into three namely (1) the situation context that includes 'field', 'tenor' and 'mode', (2) cultural context, and (3) ideological context.

The concept of language usage in LSF theory includes two things, namely the linguistic context and the social context. The linguistic context refers to another linguistic unit that accompanies a unit being discussed for example, "Johnwritesanovelseriously", "John writes" and "seriously" are the context of the book when one talks about "a novel". Another linguistic unit that accompanies a linguistic unit under discussion is called an internal context because the context is inside and conveying the text being discussed.

Systemic Functional Linguistics

This research uses Systemic functional Linguistics (SFL) theory developed by Halliday. According to the study of this theory, the linguistic role in text analysis is to distinguish functions in the context of paradigms and functions in a systematic context (Halliday, 1985: xxviii). The context of the paradigm serves as a system, while the systematic context is known as the language structure. With the system one can interpret the relationship paradigmatically. SFL views language as a system of meanings and other systems (ie systems of form and expression) to realize that meaning (Saragih, 2006: 1). SFL is a theory of language that starts on the function of language. This theory not only examines the grammatical but also all semiotic language systems contained in the context.

Systemic functional linguistics theory is different from other linguistic theories. There are two basic concepts that distinguish it, namely: (1) Language is a social phenomenon that form as semiotic social. As semiotics in general language consists of two elements namely 'meaning' and 'expression' with the relationship, meaning realized by expression. Social semiotics consists of three elements, namely 'meaning', 'form', and 'expression'. The relationship of these three elements is, meaning (semantic) realized form (lexicogrammer) and this form is encoded by expression (phonology / grophology). The SFL theory looks at the language of the three elements: semantics, grammar and phonology / graphology. Semantics are realized grammatically and grammatically expressed phonology (in spoken language) or graphology (in written language). The relationship of meaning and form is natural, that is based on social context, while the relationship of meaning and expression is arbitrary. (2) The SFL theory focuses on the study of texts or discourse in a social context. Text is a language that works or is performing a task (Halliday, 1994: 13).

So based on the SFL perspective, the language serves to make meaning or meaning and the language has three functions: the function of exposing the experience (ideational function), the function of exchanging experience (interpersonal function), and the function of assembling experiences (textual functions). Some of the basics to be understood from the framework of discourse analysis according to the SFL are interconnected with one another is that language is a semiotic system, language is functional, and language is contextual. Next will be discussed. So the text is a semantic unit not a grammatical unit, but as a unit of meaning the text can be realized by various grammatical units of paragraphs, clauses, phrases, groups, and words.

Language consists of three functions, namely: ideational functions, interpersonal functions, and textual functions. These three functions are termed language metafuction. Ideational function expresses physical and biological reality and is concerned with interpretation and representation of experience. Interpersonal function expresses social reality and deals with the interaction between speaker / author with the listener / reader. Meanwhile, the textual function expresses the semiotic reality and deals with the way the text is created in context (Matthiessen, 1992: 6; Halliday and Martin 1993: 29).

In every interaction, according to Halliday and Martin (1993: 30) that between language users, speakers use language to expose, exchange and assemble or organize experiences. The three functions of language in human life according to Eggins (1994: 3) are also called three functioning in communication that is exposing, exchanging, and assembling experiences that are technically respectively called ideational, antarpersona, and textual.

Language metaphor is defined as a language function in language usage by language speakers. Each interaction between speakers' language users organizes the experience, realized in a clause that has three elements: process, participant, and circumcision. With these three functions of language in human life, the language at once is called three functioning in communication namely ideational function, interpersonal function, and textual function (Halliday, 1994: xiii, Eggins, 1994: 3). In addition, the language comes with three contexts, namely the context of the situation, the cultural context (genre), and ideology (Martin, 1992: 494), as in Figure 1 below.
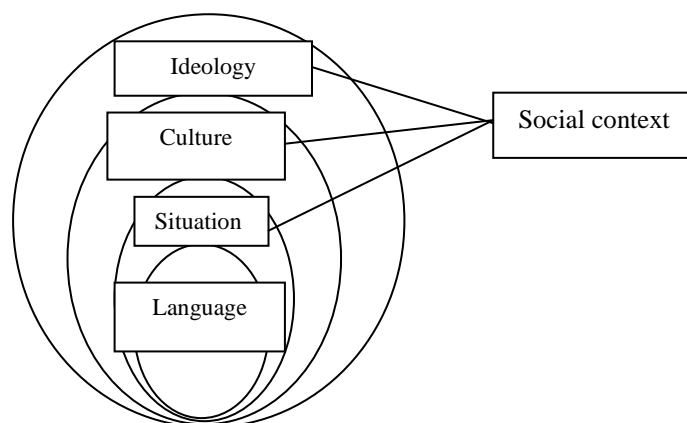
Figure 1. Contextual relations with language (Adapted from Martin 1992: 494)

Modality

Attitudes and the stance of the speaker are shown through the use of the subject and finite on the mood structure. The next will be discussed further as a tool for the speaker to convey attitude and establishment objectively. In fact the stance of the speaker is subjective, but through the modality of the system can be identified that subjective things can be delivered objectively. Attitudes and the stance of the speaker shown through the use of capital as finit speakers used to convey attitude and establishment objectively.

In its capacity as a means of conveying attitudes and the stance of the speaker, in addition to the mood's description, the modalities serve as an inadequate boundary when the subject matter is likely to occur or apply, how often it occurs or applies, and how strongly it can be proved so that the speaker can make the other receives. In other words, modalities (and mood information) are good tools for claiming.

Modality includes the arena of meaning that exists between positive and negative polar actions. The Arena of meaning in detail includes the considerations, perspectives, attitudes, or personal opinions of the speaker with regard to information and goods and services exchanged. In other words, modalities are the personal considerations of language users lying between the positive and negative limits of an action.

Modality includes capitalization and modulation. It should be recalled that modalities are indicative and related to the degree of probability or frequency (usuality) something occurs, whereas modulation is imperative and is related to obligation or obligation (inclination), to do something or action. All kinds of modalities are divided into high, medium, and low grades.

Classroom Discourse

Discussion about class wanana has been done, in this research is referred to as class discourse is associated with linguistic texts. The term class discourse is often associated with the language in the classroom (classroom language). This is because the term also indicates the type of register, not the type of discourse, so the classroom language is identical to the classsroom register (see Halliday 1987: 610).

Discussion of the language used in the classroom (class discourse) will be assessed based on systemic systemic. The language used in the context of a class is a language that has its own characteristics of the languages used in other contexts. The most fundamental goal of using language in the classroom is the transfer of knowledge. In the study of the relationship between knowledge and language, Halliday and Martin (1992: 8) state that language is not only a tool for expressing ideas from physical and biological processes, but

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more than that, through one's language can interpret or 'interpret' by moving our experience into meaning. The expression of the language of science, the many concepts and knowledge formed, the characteristics of the language of science are generated by a specific way of thinking.

2. Research Method

This research is a descriptive qualitative research. Bogdan and Biklen (1982) suggest that qualitative research has characteristics (1) using natural settings as direct data sources and researchers as main instruments; (2) descriptive, (3) paying more attention to processes than outcomes, (4) analyzing data inductive, and (5) meaning (meaning) is the main concern.

This study aims to obtain an objective description of interpersonal utterances in class discourse. To achieve this goal, this research is done by taking data from natural settings in the form of learning activities in the classroom and the researchers themselves are the main instruments.

This research is a qualitative research, but to help qualitative description also used quantitative data. The results of quantitative analysis are described in the form of simple statistics in the form of tables and percentage of use of the elements of the problem studied, also used the diagram to see the level of comparison visually. The objective is to provide information about the frequency distribution rate of the language events according to the aspects and characteristics summarized in each of the problems studied. In other words, it is done to know the level of dominance in the existing context.

The data of this research is utterance that happened between lecturer and student in classroom in semantics and discourse analysis. The subjects consisted of 2 lecturers and 17 students in 7th semester of English Department, Faculty of Languages and Arts, HKBP Nommensen University. Data were taken by observation and recording, and analyzed inductively.

3. Findings and Discussion

Modality in Semantics Class

The research findings show that there are 60 modality with the distribution of 25 modality coming from lecturers and 7 students, while the modulation derived from lecturers are 18 and from the students are 10. Modality are divided into two namely capitalization-possibility of lecturers 20 and students 6. Modalization of the frequency of lecturers as much as 5 and students as much 1. Then Modulation is also divided into two also the modulation-obligation derived from lecturers as much as 10 and from students as much as 5. then modulation-tendency of lecturers as much as 8, and from students as much as 5.

For more detail, the magnitude of the percentage of types of modality in semantics lectures can be seen in the following table.

Table 1
Modality in Semantics class

Modality								
Value	Modality				Modulation			
	Probability %		Frequency %		Obligation %		Tendency %	
	Lecturer	Student	Lecturer	Student	Lecturer	Student	Lecturer	Student
High	3 (5%)	-	4 (6.67%)	1 (1.67%)	8 (13.33%)	4 (6.67%)	2 (3.33%)	-
Medium	16 (26.67%)	5 (8.33%)	1 (1.67%)	-	2 (3.33%)	1 (1.67%)	6 (10%)	1 (1.67%)
Low	1 (1.67%)	1 (1.67%)	-	-	-	-	-	4
Total	20 (33.33%)	6 (10%)	5(8.33%)	1(1.67%)	10 (16.67%)	5 (8.33%)	8(13.33%)	5 (8.33%)

In semantics class it was found that modality-the probability of dominating the overall modality 33.33% realized the lecturers and students realize it as much as 10%. In more detail, it can be divided sequentially according to the frequency level. First, modality-probability with a medium degree of 26.67%. Second rank, modality-probability with a high degree of 5%. Third, Modulation-tendency with a low degree of 1.67%. While students realize modality-probability with the medium degree as much as 8.33% and low degree as much as 1.67%.

The dominance of modality- probability of a lecturer with an medium degree, is significant, its emergence indicates the semantic function of the clause as the exchange of information (proposition) of the speaker's expression of what he proposes. Regarding its disclosure indicates the likelihood of occurrence or degree of certainty of the occurrence of medium or moderate course.

Furthermore, the modalities used more after Modality-probability is the modulation of imperatives as much as 16.67% realized 8.33% lecturers and students. Modulation-tendency with the highest intermediate degree among the overall modulation-tendency is 10%. Then, modulation-low tendency as much as 3.33%, while students in realizing modulation-tendency with a moderate degree of 1.67%. From these findings indicated that in exchanging experience lecturer shows the semantic function of the clause. That is an action that the speaker expects to the listener as an obligation.

Subsequently, there were 13.33% module-modulated changes made by lecturers, with moderate-modulation details of 10% and high degree of 3.33%, while the students with moderate degree were 1.33%. In exchanging experience, it shows the semantic function of the clause indicating the tendency of a willingness to engage in anoffer with the lower medium degree directed to the listener.

In the last position,Modality-frequency is the least-found. Modalization-frequency was found as much as 8.33% of the lecturers and of the students 1.33%, with the detail of Modality-frequency with a high degree of 6.67% and medium-frequency modality of 1.67%. While students realize modality-frequency with a high degree of 1.67%. From these findings it is indicated that the intensity of the occurrence of something as stated in the interaction of lecturers and students in the semantics class tends to frequently occur.

Modality in Discourse Analysis Class

The modality analysis results found in the discourse analysis class (DAC) are 32, consisting of modality and modality-modulation. The details can be seen in table 2, namely the modality of lecturers as of 7 and of the students as much as 1, then module-modulation from the lecturer as many as 20 while from the students are not found. In more detail, the magnitude of the percentage of the modalities in the DAC text is presented in Table 2 below.

Table 2
Modality in DAC

Modality								
Value	Modality				Modulation			
	Probability %		Frequency %		Obligation%		Tendency %	
	Lecturer	Student	Lecturer	Student	Lecturer	Student	Lecturer	Student
High	-	-	-	-	20 (62.5%)	-	-	-
Medium	6 (18.75%)	1 (3.13%)	1 (3.13%)	-	-	-	2 (6.25%)	-
Low	-	-	-	-	-	-	2 (6.25%)	
Total	6 (18.75%)	1(3.13%)	1 (3.13%)	-	20 (62.5%)	-	4 (12.5%)	-

The most dominant modality of the whole modalities is 62.5% or more half of the number of modalities. The modulation-requirement that is found is the modulation of obligation with high degree only realized by the lecturer, while the student is not found. This dominance shows the lecturer when exchanging his experience with a listener / student with a high degree of obligation, that is to say that obligation means that can not be negotiable.

The second sequence dominates the modality are Modality-probability as much as 18.75% realized 3.13% lecturers and students. Where the degree of modulation-probability is medium in amount of 18.75% by lecturers and 3.13% by students. The emergence of modality-probability with the medium degree shows the semantic function of the clause by its nature as the exchange of information (proposition) on the expression of the speaker's attitude toward what he states is related to the way the speaker discloses the possibility of mediocrity.

Furthermore, the modality found after modulation-obligation and modulation-tendency 12.5% is realized by the lecturers while the students are not found. Details of modulation-tendency were found to be respectively 6.25% in medium-level and low-level of modulation-tendency.

In addition, as shown in Table 2 above, modulation-frequency was only found at 3.13%. Modulation-frequency occurring only in the medium degree. This indicates that the frequency or intensity of an action occurs very low.

4.Conclusion

In the interaction between lecturers and students in the classroom, the use of modality by lecturers dominantly uses modality of possibility with medium and high degree and modulation of obligation with medium and high degree. The use of this modality is driven by the linguistic attitude of the lecturers who are convinced of the certainty or truthfulness of the information revealed because a lecturer is a transmitter / transferor of

knowledge whose truth can not be doubted, is also encouraged by lecturers whose position themselves is higher than students. Meanwhile, students are more likely to use Modality-probability and modality-obligation with the lower-middle degree due to the degree of certainty and the truth of the occurrence of information disclosed by students is low.

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