

INTERPERSONAL MEANING ON TEACHER TALK: A FUNCTIONAL GRAMMAR APPROACH

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ABSTRACT

This study was aimed to find out the interpersonal meaning realization on teacher talk and to describe the underlying reason of its realization. The research was conducted by using descriptive qualitative. The data were the talks of English teacher at SMA SwastaTeladan Medan. The data were analyzed based on interpersonal meaning analysis of Systemic Functional Grammar which introduced by M.A.K Halliday. The findings of this study showed that 226 of 248 clauses were identified as mood, 98 of 248 clauses expressed modality and 22 of 248 of clauses were identified as minor clause. Further, the distribution of mood types showed that there were three types of mood realized on teacher talk. They were declarative mood (58 %), interrogative mood (17 %), and imperative mood (16 %). Moreover, the distribution of modality showed that 27 of 98 clauses (27 %) were used modal adverb which expressed median value of probability, 16 % of clauses were identified as high obligation (have to, must), then followed by 13 % of clauses were identified as median obligation through the use modal finite of should and need to.

Keywords: *Interpersonal Meaning, Teacher Talk, Mood, Modality*

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1. Introduction

In the ordinary life of human beings, people constantly use language (Eggins, 2004). When language is used, people need not only to interact with others but also to get other people understand their thought and feeling (Hornby, 2012). Further, language involves interactions when we initiate or respond to the act of giving or demanding for goods-and-services or information or it is called exchanging or interpersonal. Furthermore, Halliday (1994) states that through the interpersonal meaning, people establish, negotiate and assume their position in social relationships, and it is concerned with clauses as exchange. Interpersonal meaning is realized by mood and modality. Mood shows what role the speaker selects in the speech situation and what role he assigns to the addressee (Halliday 2004:107). Moreover, modality refers to the degree of certainty and truth of statements which is realized by modal verb operators such as may, will, and must; and modulation which is realized by mood adjuncts.

In line with the explanation above, in instructional process, teachers utilize language as the means of instruction in the classroom which is called "teacher talk". Teacher talk is an indispensable part of language teaching in an EFL (English as Foreign Language) context which can bring out the significant instructional benefits for teacher when applied meticulously and learning opportunities for language learners when noticed purposefully (Weddel, 2006). Moreover, in the classroom interaction, interpersonal meaning involves teacher as a sender and students as a receiver or vice versa. Teacher transforms knowledge or information of her teaching content to the students through spoken

discourse which realized in clauses. By looking closely at the choice of mood and modality in clause occurrence, the interpersonal relationships that are being expresses in the classroom discourse are revealed in carrying out the interpersonal meaning of the clause and teaching exchange.

Therefore, the researcher quoted several utterances from teacher talk during the classroom interaction on 24th April 2018 in SMA SwastaTeladan Medan as preliminary data for this study which showed how teacher utilize language in different linguistic forms led different response from the students as follows.

When teacher started the teaching-learning process, some statements were realized through declarative mood which found as below:

Teacher: Our topic today is report text. It consists of purpose, text organization, and language features.

Students: (Just listening)

Functionally, the first line of the clause above showed that the teacher attempted to give information to her students about their topic at that day in terms of declarative mood. It was, then, emphasized by giving information about “report text” as their topic. The students were listening without any response because the teacher didn’t demand any information as the response from the students through her talks. It was different with the next data when teacher utilized language on another form of mood as follows:

Teacher: Ferdian, could you repeat what I have just told you?

Teacher: What are the parts of report text Ferdian?

Student: Yes ma’am, they are purpose, text organization and language features.

The first line of teacher's statement above belongs to interrogative mood. It functions to demand information from the listener (Eggin, 1994). The question was, then, responded immediately by the student by utilizing appropriate answer.

Based on data above, it's shown that different linguistics form of teacher talk creates different response from students. Therefore, this study aims to analyze the interpersonal meaning of Systemic Functional Grammar on teacher talk during the classroom interaction in order to discover the way teacher utilize language to pass on her knowledge and skills, organize teaching activities and help students practice the language during the classroom interaction.

II. Theoretical Review

Systemic functional linguistics, often called systemic functional grammar or functional grammar. Functional Grammar grew out of the work of J.F. Firth and was mainly developed by Michael Halliday in the 1960s. Functionalism refers to an approach of language studies with reference to roles or function played by language in human lives as social beings (Saragih 2005:7). Functional approach maintains a concept that human beings use language in order to fulfill three functions in their lives, they are the ideational, the interpersonal and the textual meaning or meanings. Interpersonal meaning refers to meaning which express a speaker's attitudes and judgments (Gerot and Wignell, 1994). Halliday (2004) states that through the interpersonal meaning, people establish, negotiate and assume their position in social relationships, and it is concerned with clauses as exchange.

Four speech functions find their realization in mood which is an aspect on interpersonal meaning at the level of lexicogrammar. The representation of speech function '*statement*' is realized by '*declarative mood*', '*question*' is realized by '*interrogative mood*', and '*command*' is realized by '*imperative mood*'. However, the speech function of '*offer*' does not have an unmarked representation of mood. Offer is potentially coded by any one of the three moods.

In classroom, interaction between EFL teachers and students is essential for the learning process, playing a great role in as far as comprehensible input is concerned (Allwright and Bailey, 1991). Teacher's ability in negotiating the interpersonal meaning is significant in building talk or dialogue with the students in academic setting. It enables the teacher to recognize how language constructs the content she is teaching, to critically assess how the content is presented in her teaching materials through her talk. Teacher talk is particularly important to language teaching.

III. Research Methodology

This study was conducted by applying the descriptive-qualitative approach. The data were in the form of words or picture than numbers. With this concept, the researcher analyzed the realization of interpersonal meaning on teacher talk at SMA SwastaTeladan Medan based on Systemic Functional Grammar theory by Michael Halliday.

The source of data in this study was the transcription of teacher talk during the classroom interaction in X MIPA 2 of SMA SwastaTeladan Medan. It was recorded in 2 x 45 minutes during the classroom interaction on Wednesday,

October 10th 2018. The classroom consist 47 students. There were 248 clauses of teacher talk to be analyzed further based on interpersonal meaning of Systemic Functional Grammar theory. Moreover, the data of the research were collected by doing observation, Audio-Video Recording, and interview.

After collecting the data, the analyzing of data were done as follows: Firstly, organize the data, reducing the data or narrowing the focus of the study. In this study, the teacher's utterances were divided into clauses because the compositional hierarchy of English in grammar starts from a clause (Halliday, 2004). Secondly, classify the data in category of mood and modality based on interpersonal meaning of Systemic Functional Language theory by Michael Halliday. Thirdly, calculate the occurrences of interpersonal meaning that were found on clauses of teacher talk. After that, present the occurrences of interpersonal meaning into the form of percentage in the tables for comparison and describe the types of interpersonal meaning which were realized on teacher talk based on interpersonal meaning of systemic functional grammar theory. The last was done by concluding the results of the data based on the research problems of this study.

IV. Results and Discussion

The realization of the interpersonal meaning on the teacher talk could be seen from mood types and the speech function they realize and modality as presented in the following chart:

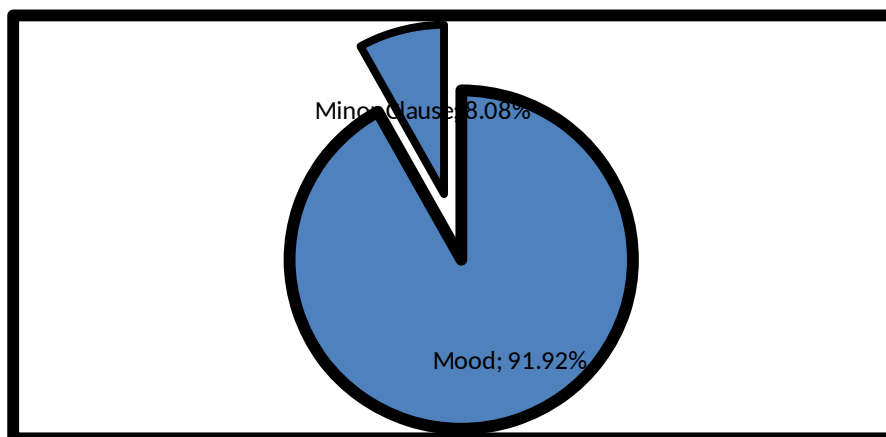


Chart 4.1 the Percentage of Mood and Modality in the Clauses

Chart 4.1 showed that both of mood and modality are found on the teacher talks during the classroom interaction. 226 of 248 clauses have their own mood. From the clauses which have their own mood, 98 of 248 clauses also expressed their own modality. Furthermore, 22 of 248 of clauses were identified as minor clause.

a. Mood Realization

The following table showed the frequency and the percentage of different mood which used by the teacher.

Table 4.2 Forms of Mood in the Classroom Discourse

Forms of Mood	Quantity	Percentage
Declarative	143	58 %
Imperative	41	16 %
Interrogative	42	17 %
Exclamative	0	0 %
Minor Clause	22	9 %
Total	248 Clauses	100 %

From the result of analysis, 143 clauses (58 per cent) of teacher talk were identified as declarative mood. The clauses are identified as declarative mood when the position of the subject is before the finite as exemplified below:

Table 4.3 Example of Declarative Clauses Analysis

- **We will start our lesson.**

No : IM/TT/C-50

Data : Report text consists of three parts as I have explained before.

Report text	Does	Consist	three parts	I have explained before
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		
The Coding of Mood		Subject ^ Finite		

Functionally, the using of declarative in classroom interaction indicates that the teacher provide the information for the students. Declarative text on teacher talk could be provided the learners with second language input.

The teacher also use interrogative mood to demand information from the listeners (Eggin, 1994). It is dealing with gaining or confirming information.. The examples of interrogatives found in the data are given in table below.

Table 4.4 Example of interrogative clauses analysis

- **What is report text, dear?**

No : IM/TT/C-39

Data : What is report text, dear?

What	Is	Report text,	Dear?
Finite		Complement	Adjunct
Mood		Residue	
The Coding of Mood		Finite ^ Subject	

41 of 248 clauses were identified as interrogative mood. Question occurs when the teacher demands information from the student as the interlocutor. By

addressing question to the students, the teacher could also ask the students to think and to express their ideas by answering the questions.

Moreover, after analyzing the data, it is found that there were 41 of 248 clauses (16 %) imperative clauses found in the teacher talk transcription. The example of this mood could be seen as follows.

Table 4.5 Example of Imperative Clauses Analysis

- **Read and repeat in your house!**

No: IM/TT/C-219

Data : Read and repeat in your house!

Read and repeat	In your house!
Predicator	Adjunct
Residue	

In clause above it could be seen that the teacher attempted to demand something realized in terms of imperative Mood. Imperatives are clauses by which the speaker demands addressee to do something (Golfam, 2006). Teacher gives command to her students and it can be seen on excerpt 7 and 219. It also implies that teacher has a powerful authority and that is natural since the teacher is the leader in the classroom. In other words, teacher and students have different status when they are in the situation.

After analyzing the data, it was found that there were 22 of 248 clauses identified as minor clause. Minor clauses differ from major ones in that they are prototypically not concerned with exchanging a commodity – neither information nor goods-&-services (Matthiessen, 1995). Minor clauses operate in other structures in the language: e.g. *Right, Exactly, OK, Great*, etc.

b. Modality Realization

Martin (1997) claims that there are four main kinds of modality; they are probability, usuality, obligation, and readiness. The findings showed that 98 of 248 (39 %) clauses contained modality system indicated author's interpersonal meaning with different value of language on teacher talk during the classroom interaction as presented on table below:

Table 4.7 Forms of Modality in the Classroom Discourse

Forms of Modality		Quantity	Percentage
Modalization	Probability	34	35 %
	Usuality	6	6 %
Modulation	Inclination	28	28 %
	Obligation	30	31%
Total		98	100 %

Table 4.7 showed that the total number of modalized clauses is 40 out of 98 clauses and that of modulated clauses is 58 out of 98 clauses. Thus modalized clauses in all the teacher talk are 41 % and modulated clauses are 59 %. Overall, modalization- probability is the most common in all teacher talk (35 %), followed by modulation-obligation (31 %), modalization- inclination (28%), and modulation-usuality (6%).

The using of interpersonal meaning through modality verbs showed on teacher talk. The teacher used mood adjuncts of probability: e.g. *certainly, surely, probably, maybe, perhaps* in clauses to express probability. The clauses represented how teacher give the probability which might be happened or would be done by the students as the listener. Then, the teacher also used usuality which marked by the use of words signal such as, always, often, usually, typically, and

etc. This kind of modality are used when the teacher expresses the frequency of something happens or is.

Moreover, the clauses of inclination were expressed the possibility for the students to do the action but leaving the decision to them; with regard to this, the teacher used “can” to weaken her authority, to shorten the distance between her and the students and not to force and command them to follow her instruction. The usage implied that the teacher attempts to encourage students to believe in themselves to be confident that they have the ability to do the task. The teacher also use modality in form of obligation realized when the teacher strongly indicate something’s importance that students get to do. The use of “must”, represented the highest scale of modal commitment; signals the highest degree of pressure on the other person to carry out a command, in this case the students. And thus “must” is adopted on teacher talk in that the teacher need to show her firm determination, to call on the students to be determined to take action to achieve common objective.

V. Conclusions and Suggestions

5.1. Conclusions

After analyzing the data, the conclusions were presented as follows.

1. The types of interpersonal meaning on teacher talk arerealized in the forms of mood, modality and minor clause. 226 of 248 clauses have their own mood, 98 of 248 clauses also expressed their own modality. Furthermore, 22 of 248 of clauses were identified as minor clause.

2. The reasons why the types of interpersonal meaning realized because of the teacher want to show her participation in classroom interaction, to encourage the students to participate, to share information, to take on role, to express and to exchange her experience through the realization of mood and modality variation on her talk depends on the purposes of teaching.

5.2. Suggestions

After concluding all the results of this research, some suggestions were offered to be considered. The suggestions were presented as follows.

1. It is suggested that the readers should have good knowledge of interpersonal meaning by which they can obtain in teaching material in classroom interaction.
2. It is suggested that the teacher should be selective to decide the types of linguistics form realization on her talk in presenting her teaching content in order to gain students participation during classroom interaction.

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