

REGISTER IN CLASSROOM DISCOURSE: AN SFL PERSPECTIVE

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Abstract: *This study explores the realization the register in classroom discourse covering of the field, mode and tenor in lecturer-student classroom interaction. The data of this research were gained from Intermediate English Grammar Class at Faculty of Humanities Universitas Dian Nuswantoro consisting of twenty-five students and a lecturer. In collecting the data, the researcher did an observation in the classroom and recorded the lecturer-student interaction during the teaching and learning process. Meanwhile, in analyzing the register of lecturer-students classroom discourse interaction, the researcher employs a register analysis framework proposed by Gerot and Widgnel (1993) and Thompson (1996) for the lexicogrammar analysis and Butt et.al (2000) for describing the contextual description of the field, mode and tenor. The finding of the research reveals that the interaction among students and their lecturer was running interactively. During the teaching-learning process, the lecturer dominates all the interaction by producing more imperative and declarative utterances as she gives information to the students. Besides that, in the interaction, it is also found there is cohesiveness or interrelated utterances produced by the lecturer and her students. These cohesive devices (reference, conjunction and substitution) make the clauses hang together and create a situational text.*

Keywords: *classroom discourse, interaction, metafunctions, register, SFL*

Abstrak: Penelitian ini mengeksplorasi realisasi register dalam wacana kelas yang meliputi bidang, modus dan tenor dalam interaksi kelas dosen-mahasiswa. Data penelitian ini diperoleh dari Kelas Intermediate English Grammar Fakultas Ilmu Budaya Universitas Dian Nuswantoro yang terdiri dari dua puluh lima mahasiswa dan seorang dosen. Dalam pengumpulan data, peneliti melakukan observasi di kelas dan mencatat interaksi dosen-mahasiswa selama proses belajar mengajar. Sementara itu, dalam menganalisis register interaksi wacana kelas dosen-mahasiswa, peneliti menggunakan kerangka analisis register yang diajukan oleh Gerot dan Widgnel (1993) dan Thompson (1996) untuk analisis leksikograma dan Butt et.al (2000) untuk mendeskripsikan kontekstual deskripsi field, mode dan tenor. Hasil penelitian mengungkapkan bahwa interaksi antara mahasiswa dan dosen berlangsung secara interaktif. Selama proses belajar-mengajar, dosen mendominasi semua interaksi dengan lebih banyak menghasilkan ujaran-ujaran imperatif dan deklaratif saat memberikan informasi kepada mahasiswa. Selain itu, dalam interaksi juga ditemukan adanya kekompakan atau saling keterkaitan ujaran yang dihasilkan oleh dosen dan mahasiswanya. Perangkat kohesif ini (referensi, konjungsi, dan substitusi) membuat klausa-klausa saling terhubung (koheren) dan menciptakan teks situasional.

Kata kunci: interaksi, register, SFL, wacana kelas

Introduction

Systemic functional linguistics, herewith SFL is a theory originally developed by Michael Halliday in the early of 1960s and has been widely used by many scholars to teach English skills around the world. Nowadays, SFL has been developing very rapidly in Indonesia and it has been implemented in the school curriculum across the country. Since then, it is also used by many English lectures to teach English skills such as writing, listening comprehension, speaking and reading comprehension. SFL in English language teaching (ELT) is used as an approach to increase or to seek students' English skills comprehension besides that Thompson (1996) suggests that SFL or Functional Grammar also can be implemented in a particular

discourse analysis which is known as stylistics focusing on literature texts. In addition, SFL is also used to seek people interaction whether it is short talk, conversation or an interview.

In this research, the researcher focuses his study on lecturer – students’ interaction where the interaction occurred in the classroom. Whilst, the interaction of lecturer-students is effected by the context of situation occurred in the classroom during the process of teaching and learning. Halliday & Matthiessen (2014) stated that there are two contexts namely context of culture (Genre) and context of situation (Register). The term context of situation refers to the environment, time and place in which the interaction or conversation takes place and also describing relationship between the participants. This theory is traditionally found in the concept of register, which helps language learners or analysts figure out the language used in term of field, mode and tenor. Register, according to Halliday and Hasan (1985: 41), is variation according to use. It means that different context of people interaction will create different language variation in which it depends on the conversation they created and surely its environment also affected their interaction whether they have to use formal or informal language. In line with the previous reason, this research tends to answer the following question: “How are the contextual description of field, mode and tenor of discourse of the lecturer-students’ interaction in the classroom?”.

Systemic functional linguistic or SFL grew out of the work of J.R. Firth in the early 30s or 40s but then was developed by Halliday who studied under him. SFL is an approach that seeks language as a social semiotic system which simply means that language is organized systematically and as a resource for people to create meaning (Halliday & Matthiessen, 2014). On the other hand, Martin and Rose (2007) describe SFL as an ‘extravagant’ which mean that it evolves to manage the complexity of the phenomenon it describes. In SFL, the relationship between meaning and form is one of realization (Fontaine, 2013). This realization is organized into context: context of culture and context of situation. Context of situation, herewith register is realized into three metafunctions in term of field, tenor and mode. Field deals with the subject matter or what is being talked, tenor refers to the social relationship between the speakers involve in the conversation and mode refers to what part of language playing or used (Derewianka, 2011, Martin and Rose, 2003 and Gerot and Wigdnell, 1994).

In relation to SFL, these three metafunctions, field, tenor and mode, are realized in the context of situation namely register. The term register frequently refers to the variety of language according to the user determined by its situation. As language realizes its social contexts, so each dimension of a social context is realized by a particular metafunctions of language, as seen in table 1 below:

Table 1. Register and Metafunctions Source: Martin and Rose (2003:243)

<i>Metafunctions</i>	<i>Context</i>
Interpersonal	Tenor ‘kinds of role relationship’
Ideational	Field ‘the social action that is taking place’
Textual	Mode ‘what part language is playing’

These three metafunctions: the tenor, field and mode of situation constitute the register of a text. Those three dimensions are called register variable because they vary systematically. Halliday and Hasan (1985) describe that register is a semantic concept. It is a concept of the kind of variation in language that goes with variation in the text situation. Meanwhile, Butt (2000) defines register as the way meanings vary consistently with the context of situation or according to use. Thus, the use of register in conversation is to enable speakers to converse appropriately depending on the situation they find themselves in at that time (Cahyono, 2016). Context of situation is determined by its situational context where it depends on the speakers’ topic of conversation whether it is formal or informal. Formal interaction is always occurred in

the office or at classroom. Classroom discourse interaction is one of the examples of formal interaction which is occurred in an academic discourse such as in the classroom interaction among teacher and his students.

Classroom discourse is a special type of discourse that occurred in the classrooms. The interaction happened if there is meaningful interaction between teachers and their students in the classrooms. The aim of classroom discourse interaction is to gain insight into class-based learning. As Walsh (2006) puts it:

in light of the teachers' role, the discussion which follows focuses principally on features of classroom discourse which are essentially the responsibility of the teacher. These are: control of patterns of communication; elicitation techniques, repair strategies; and modifying speech to learners.

The consequence of the above quotation is that in maintaining the classroom discourse interaction, a lecturer should take responsibility in handling the classroom by keeping the communication alive by doing some strategies of communication.

Methodology

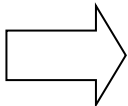
In collecting the data, the researcher did an observation and recorded the whole process of teaching and learning conducted by a lecturer and her 28 students at the intermediate grammar class. The duration of teaching and learning process was approximately 90 minutes and during teaching and learning process, detail interaction among students and their lecturer were recorded. The data were analyzed qualitatively as it investigates the context of situation (register) of lecturer-students' interaction in term of its field, mode, and tenor. After the recorded data were obtained, the next step is transcribing the spoken data into written form. Meanwhile, in doing the analysis, the researcher employed a framework proposed by Gerot and Widgnel (1993) and Thompson (1996) for the lexicogrammar analysis including transitivity, mood and theme analysis and Butt et.al (2000) for describing the contextual description of field, mode and tenor of discourse. In addition, in analyzing the data, the first step is the data were segmented into clauses and analyzed them in term of three metafunctions by classifying each of them into lexicogrammar analysis of transitivity, mood and theme. The last step is describing each of contextual description of tenor, mode and field of discourse of lecturer-students' interaction.

Findings and Discussion

The following table below is the findings of the lexicogrammatical analysis of lecturer-students' utterances. The table shows and its discussion of the utterances of lecturer-students interaction which have been analyzed based lexicogrammar analysis. The tables employed in this paper refer to Butt (2000). The lecturer-students interaction is segmented into clauses and analyzed them into its transitivity, mood and theme system. Briefly, it can be seen in the tables below that each of the analysis is classified in the table.

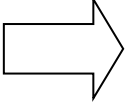
Table 2. Lexicogrammar Analysis to Contextual Description of Field of Discourse

Experiential Meaning	Field of Discourse	Commentary
<p>Process Types The most dominant process types produced by lecturer and students are material processes such as do, write, give, continue, and check. In this case, the lecturer is the most dominant in producing</p>	<p>Experiential Domain A lecturer explains a new material by scaffolding and giving information about comparison degree to her students. The interaction occurred at</p>	<p>Based on the lexicogrammar analysis, the main findings of the data are mainly material process which is produced by both lecturer and her</p>

<p>the material process because she is the key participant or actor who gives information to the students.</p> <p>Goal There are many goals found in the interaction which is indicated by: around five, cooking and reading, breakfast.</p> <p>Relational There are two types of relational process: Attributive: is, are, have, has Identifying: equal, is, include</p> <p>Verbal: ask, talk, say and explain</p> <p>Mental There are three types of mental process: Cognitive: think, know, understand Perception: see, look Affective: feel, seem, like</p> <p>Participants: Actor: lecturer and students</p> <p>Circumstances: There are three circumstances found in the lecturer-students interaction Place: at classroom Time: in the evening Manner: like that</p>	<p>The result of the analysis and knowledge of context of culture so it can be described</p> 	<p>Intermediate Grammar class and it was in the evening.</p> <p>Short-term goal Teaching comparison degree to university students. It means the goal of the teaching and learning process is to explain the function of comparison degree in spoken or written language.</p> <p>Long-tem goal Teaching the types of comparison degree and ask students to make comparison with their own ideas. Besides that, the lecturer also gives advice to her students about how to study English grammar efficiently and effectively during the teaching and learning process. In addition, the lecturer also asks her students to do an assignment regarding to the material they discussed on that day.</p>	<p>students. However, the key participant in the lecturer-students interaction is the lecturer herself as she is the one who gives lecture to the students. In addition, the use of present tense in the interaction indicates an identifying relational process. This process shows that there is information delivered by the lecturer to the students. This identifying process underlines the long-term goal of the lecturer-students interaction. Meanwhile, the use of material process determines the short-term goal of the lecturer-students interaction. Through the interaction, the lecturer invites her students to ask questions or answer the lecturer's questions.</p>
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Transitivity is a semantic concept because it seeks to explain or explain the meaning of linguistic experience (experiential function). Transitivity is centered on the elements of the process; thus, the process is a major part of transitivity. Based on the above table, it can be seen that type of processes produced dominantly is material. This type of process is used because the lecturer gives information to her students pertaining to the material that she explained on that day. It is indicated by the used of action processes such as *write*, *check*, *do* and *give*. Furthermore, the use of relational process also determines the context because in explaining the material, the lecturer provides some definition about grammar terms which are included in the material. Then the use of mental process also determines their interaction because the speaker (the lecturer) share the information about the material based on her experiences. It also relates to the lecturer's understanding about the material.

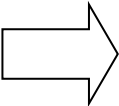
Table 3. Lexicogrammar Analysis to Contextual Description of Tenor of Discourse

<i>Interpersonal Meanings</i>		<i>Tenor of Discourse</i>	<i>Commentary</i>
<p>Mood Selection Utterances which are mainly produced by the lecturer are <u>imperatives</u> such as <i>sit, go, open</i>. In this case, the lecturer gives information or explains the material to the students. Besides, it is also found <u>declarative</u> mood types and also <u>interrogative</u> mood in the lecturer-students interaction</p> <p>Person Selection The use of personal pronouns such as <i>we, I, and you</i>. The personal pronoun <i>we</i> refers to the lecturer and her students, refers to the lecturer and her students, <i>you</i> refers to the students and <i>I</i> refer to the lecturer.</p>	<p>The result of the analysis and knowledge of context of culture so it can be described</p> 	<p>Agentive or Societal Roles Lecturer and her students</p> <p>Status: unequal It is obviously that the status of relationship between them is unequal because they have different level</p> <p>Social Distance: The social distance between the lecturer and her students is maximal. It is because their relationship is based on teacher and students nothing else.</p>	<p>The mood selection mostly employed by the speakers are personal pronouns <i>we</i> and <i>I</i> which refer to the speakers themselves. However, the students demand information from their lecturer about the material given on comparison degree by giving questions. In addition, the lecturer also asks the students to answer her questions and make a group discussion. This can be proved by the declarative mood which is produced mostly by the lecturer. Meanwhile, the students mostly produced interrogative mood type as they always ask questions to their lecturer.</p>

In interpersonal systems which can be seen from the mood system are realized from Subjects and Finites. So that they become elements of decisions in asserting clauses, in this case the mood system is seen in terms of polarity, positive or negative. It can be seen in the table 2 above that type of mood mostly used is imperatives. It can be said the social roles between lecturer and students are not equal. Besides that, imperative clauses found in their interaction are indicated by the word *sit, go, and open*. The use of some personal pronouns also indicate that students are part of their discussion because the lecturer also chooses some students to answer the question.

Table 4. Lexicogrammar Analysis to Contextual Description of Mode of Discourse

<i>Textual Meanings</i>	<i>Mode of Discourse</i>	<i>Commentary</i>
Thematic Choices	Role of Language Ancillary	Based on the lecturer and students'

<p>There are three types of themes found in the lecturer-students interaction: Topical, Textual and Interpersonal themes.</p> <p>Topical Theme Mostly there are unmarked Topical theme found in the lecturer-students interaction such as <i>I, we, you, somebody, everyone, and he</i></p> <p>Textual Theme In some utterances there are also found textual theme in lecturer-students interaction: <i>and, so, however, although, because, and before</i></p> <p>Interpersonal Theme Maybe we, anyway she</p> <p>Cohesion There are 3 types of grammatical cohesion found in the data: Personal Reference: It, she, we, them and you Comparative Reference: larger than, more beautiful than, as big as, and the smallest Conjunction When, while, because, so, and, although</p> <p>Structural Pattern The genre of lecturer-students interaction is explanation. The structure of interaction consists of <u>opening</u>: greeting and pair interaction, <u>Discussion</u>: explanation, turn-taking, repair and group discussion, <u>Closing</u>: evaluation and conclusion</p>	<p>The result of the analysis and knowledge of context of culture so it can be described</p> 	<p>Type of Interaction The data were taken from the lecturer-students interaction so it can be said that the type of the interaction is dialog. Medium: spoken Channel: phonic Rhetorical thrust: explanation as the lecturer gives explanation on new material about comparison degree.</p> <p>interaction at the classroom, the type of theme mostly produced is topical theme <i>it, you, we</i> meaning that the focus of their interaction is the students themselves. Besides that, it is also to highlight the information of the lecture about comparison degree. However, the use of cohesion in their utterances is to build a coherent text. Conversely, the lecturer tries to give information about comparison degree clearly in order to her students understand her talk or explanation. In delivering her explanation, the lecture can deliver the material well organize by doing some steps like opening, discussion and closing. So it makes the teaching and learning process run well and smoothly.</p>
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Basically, each text has its own characteristics when viewed from the point of view of the structure of the theme. The theme that dominates a text becomes the reason for the speaker or lecturer. The table 3 above provides information of themes found in the lecturer-students' interaction. There are three types of themes found such as topical, interpersonal and textual themes. Unmarked topical themes are mostly produced by the lecturer and students in their interaction. The purpose of they use them is because they want to reveal the elements of the object being discussed such as the use of personal pronouns *I, you, they, we* and *they*. Then the textual theme is realized by the use of conjunctions such as *and, when, but, since* and *therefore*, where the types of conjunctions are used by the participants to assemble utterances or someone's experience about the use of grammar in language during their study. In other words, the realization of the textual theme shows that the information the participants want to convey in the text tends to be organized through a series of events from one occurrence to the next in the clause. While the participants employ interpersonal theme is as additional information so that the topical themes conveyed by the author to the reader can be well received. The interpersonal themes here are indicated by names such as, Yudi, Lisa, and Alta where the lecturer addresses her students' names.

Conclusion

The use of language in the classroom discourse determines the level of language used by the speakers. The ability of using language for the educators and students makes it possible for them to understand different context of language used on the basis of meanings in different context. The use of action and relational verbs in the classroom can lead students to get more information about the material from their lecturer. In addition, the use of mood is to maintain the interaction go smoothly so Moreover, they can establish a situational context of teaching at classroom by referring to the metafunctions including field, mode and tenor. They can speak more organize and also create a coherent text or cohesively because one of the metafunctions, textual meaning: thematic and cohesion, has elements that can assist people to speak precisely.

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