

PHASES STRUCTURES REALIZED IN CLASSROOM COMMUNICATION

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Abstract

The aim of this study is to introduce the principles and techniques of the systemic functional approach to languages, in order that we may begin to analyze and explain how meanings are made in everyday linguistic realizations. Further more, findings drawn from this analysis might let us know and be aware of how every single linguistic item is very meaningful and very affective to the students in classroom communication. In the end the teachers and students who involve in each communication activity could empower their meaning potentially, and be more powerful.

Keywords: Phases Structures, Communication, Classroom

Abstrak

Tujuan dari study ini adalah untuk menorehkan dan memperkenalkan prinsip-prinsip dan teknik-teknik dari systemic functional approach (pendekatan sustemic functional) terhadap bahasa agar kita dapat menganalisa dan menjelaskan bagaimana arti atau makna dibuat dalam realisasi Linguistik sehari-harinya. Lebih jauh temuan-temuan yang diperoleh dari analisa ini kemungkinan dapat memberikan kepeahaman kepada kita dan kita dapat lebih peka terhadap cara nagaimana setiap butir-butir linguistic begitu sangat bermakna dan sangat berpengaruh terhadap pelajar di komunikasi kelas.. Akhirnya, pengajar dan pelajar yang terlibat dalam kegiatan komunikasi dapat lebih memberdayakan makna secara potential dan menjadi lebih berdaya.

Kata kunci: Tahapan Struktur, Komunikasi, Kelas

INTRODUCTION

In the past ten years there has been much information on the study of viewing on how language was realized in systemic functional linguistics. Many linguists have offered an overview of systemic theory to present us how systemic techniques can be applied in the analysis of texts. With appropriate theory and advanced analysis on text, further researches are supported and possible to be applied in various different fields.

Systemic Functional linguistics has brought some changes to approaching the language. The change could be meant that researcher who are new to systemic functional linguistics has a wide range of resources to realize the text of a language. Text can be then viewed and realized in any purposes under the frame work of systemic functional analysis. However, the benefits found and gained by analyzing text could be said to be more actual and practical in contributing meaning to effectiveness of communication.

Various aspects in the level of linguistic realization can be realized in terms of elaborating meanings delivered in the text.

The aim of this study is to introduce the principles and techniques of the systemic functional approach to languages, in order that we may begin to analyze and explain how meanings are made in everyday linguistic realizations. Further more, findings drawn from this research might let us know and be aware of how every single linguistic item is very meaningful and very affective to the society of communication. In the end the society who involve in each communication activity could empower their meaning potentially, and be more powerful.

In our daily activities or in our everyday lives we are constantly using language. We talk to family members, give advice to children, read the newspapers, speak at meetings, serve costumers, make appointment, surf the

internet, send and read emails. In this occasion teaching activity in which communication cannot be avoided to involve is analyzed. The writer would like to occur an attention that teachers should have been aware of empowering and structuring the way they communicate in the class to their students. Hoping that by doing so, clear explanation will make clear understanding. Eventually, the quality if teaching could be gained

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All of these are activities which involve language. Frequently we are constantly required to react to bits of language and in turn we produce pieces of expressions that make sense. In other words, we are required to negotiate texts. Text could be clarified by either the technique in communication skill or the awareness of structuring systemic functional linguistics. The standing point that the writer would like to do his research is on how teachers in their communication to their students are beginning to be aware of structuring the text in term of phases and sub phases.

In recent years theorists have received the language from many approaches that focuses in text and keep questioning fundamentally such as how do text work? How do people work to produce texts? How do texts apparently mean different things to different readers? How do texts and culture interact?

This study is related to same theories based on systemic functional linguistics in analyzing phases. Phases hold very important function in making inferences of either partial or entirely text. We are able to understand the meaning as well as the possibilities of messages lied in the complete text.

Being able to draw an interference of meaning, found in the text linguistically, based on the phases and sub phases structured or applied in the text attracts the writer's

attention as well as the interest as a student of Magister Program in linguistics. This interest is not only considered practical but also could allow teachers constructing the meanings of every single idea or meaning in any phases of text in teaching.

This study develops the theory of systemic functional analysis on a discourse particularly the phases structure of Teaching. The analysis study thus focuses on phase structure in which each Teaching Discourse characterized by a particular phase structure. In order to put it more specific the focuses of this study can be specified as follows:

1. To apply the basis of meta function represents with respects to text structuring in phases and sub phases.
2. To put systemic functional Linguistics into practice so that it can give teachers the awareness to realize the meanings made in text of teaching

The question that needs to be answered in this analysis is how language is structured for use? In order to understand how to answer this question, let us return to the statement that the fundamental purpose that language has evolved to serve is to enable us to make meanings with each other. In other words, language users do not interact in order to change sounds with each other not ever to change words or sentences. People interact in order to make meanings to make sense of the world and of each other. The overall purpose of language, then, can be described as a semantic one, and each text we participate in is a records of meanings that have been made in a particular context.

However it is certainly the question to be asked in this analysis is how speeches in context of teaching are structured for use? And it considers the answer to the question what does the text mean? Is the text making sense to each of the communicators on language users? Is it certainly that the text structure realized phasal and sub phasal structures is making this

kind of real world? Consequently, the question of these are to be answered and to be a discussion on of the research problem.

The general objective of this study is to investigate the speech given in a Teaching Discourse at the phasal levels in the overall space of language in context.

Specifically this study is designed to achieve the objectives as follows:

1. To describe the phasal realizations characteristics of the Teaching Discourse with respect to the macro level aspects such as the phase types and the phase patterns.
2. to describe the experiential semantic realization characteristics of the Teaching Discourse with respect to the semantic representation.

These are the objectives of this study. The study is designed to achieve them in life with the whole problem in focus formulated with respects to the macro level aspects.

With respects to the macro level, it can be described as the answer to the questions of what the phases types patterns are. The specific objectives which are formulated above are in which the general objectives that this study is designed to achieve as are stated to provide valuable information on subject of discourse analysis in text phenomena to the teachers.

This study can be seen in a number of contexts. First the significance of this study is in general terms concerned with discourse phenomena that may contribute of discourse studies in general.

Second, this study is a study that investigates Discourse of Teaching phenomena as in one interpretation—one kind of speech phenomena. Whatever this study has achieved, it is expected that this study may contribute to the enrichment of Discourse of teaching studies in general.

Third, adopting systemic functional linguistics as its theoretical foundation on

which the analysis and the description are based, what ever this study has achieved may constitute to the enrichment of systemic functional analysis based on studies on teaching text or discourse in general and in particular, in a setting in which linguistic texts realized.

And finally, the value of the present study also releases to the principled selections that this study has made as regards the relevant aspects and dimensions of investigations; the selections gave the way for any interested researcher in the same field to do further research that will ultimately provide a comprehensive account of the phenomena.

The scope of this study can be in reference to the discourse aspects which involve the macro-level aspect. Which involve the ideational lexicogrammar with specific reference to experiential lexicogrammar.

Phases Structure or Macro function introduced by Sinar (2006). In the Teaching Discourse in communication in between teachers and students, the phases or macro function can be drawn as the following:

Apology: a term used in the phasal analysis of the teaching discourse to refer to a sub phase or micro-function type that aims at to express regret for a previous statement.

Aside: a term used in the phasal analysis of lecture discourse to refer to a sub-phase or micro-function type that aims at expressing what is going on in oneself, making an out of context utterance or utterances

Comparison and Contrast: comparing and contrasting point of knowledge.

Consent: a term used in the phasal analysis that aims at keeping harmonious relations among the participants involved in social interaction as signals among participants that interaction is about to start (greetings) or to end (leave-taking).

Discourse Structuring: a term used in the phasal analysis that aims at structuring the discourse in-text in question.

Drill: a term used in the phasal analysis that aims at practicing or exercising a certain technique related to what has just been taught. It also purpose this one is actively listening and repeat points in the lecture expressed by sentences, clauses and phrase.

Emphasis: a term used in the phasal analysis that aims at to emphasizing key points (s) to show the significance of the point lectured.

Evaluation: a term used in the phasal analysis that aims at evaluating a piece of information larly in terms of its quality or degree of goodness or badness that indicates a positive or negative attitude of the lecturer towards that information. It is to give value of an example being offered.

Exemplification: a term used in the phasal analysis that aims at to exemplifying or to making clear difficult point in the lecture and to prove whether the point has an implication.

Focus: a term used in the phasal analysis that aims at giving signal a transitional process of departing from a particular sub-phase to this sub-phase that bears a new facts, concept or information, etc. it is to indicate a lecture's tactic to proceed with the next actual information in the lecture.

Humour: a term used in the phasal analysis that aims at to enhance good relationship among the participants and to lighten the mood of an exchange or making a joke or jokes for the purpose of creating a favourable atmosphere.

Interchange: a term used in the phasal analysis that aims at interacting orally between or among participants.

Judgment: a term used in the phasal analysis that aims at to attribute degree of quality and to give a specific interpretation or personal involvement on the topic discussed.

Message: a term used in the phasal analysis that aims at the purposing for internal or external communication. It is internal when a teacher or students speak to himself. It is external when the teacher gives message to the students.

Quotation : a term used in the phasal analysis that aims at quoting from (an) authoritative source (s) to support a statement and judgment.

Reminder : a term used in the phasal analysis that aims at helping the students remember of the previous topic.

Substantiation: a term used in the phasal analysis that aims at substantiating facts, concepts, ideas. etc. it also aims at providing important points about the topic and the mastery of content taught which support the content with examples and quotations.

Summary: a term used in the phasal analysis that aims at producing a brief covering point based on the previous statement , description and example in the lesson.

Recommendation: a term used in the phasal analysis that aims at suggesting that something add up.

depends up on the role of teacher in realizing the context phases structure. The teachers should be aware of macro function. The teacher as the source of information holds very important role to conduct the effective way in communicating. Realizing the phases or macro function during the learning and teaching process could help the class be more communicative. It is necessary for the teachers to put phases such as apology, aside, comparison and contrast, consent, discourse structuring, drill, emphasis, evaluation, exemplification, focus, humor, interchange, judgment, message, reminder, summary, recommendation and leave taking to be put into practice.

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CONCLUSION

The success or failure in communicating in between teacher and students in the classroom

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