# PHASAL REALIZATIONS IN CLASSROOM DISCOURSE

**A Systemic-Functional Analysis**
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**ABSTRACT**

Masalah yang diteliti dalam jurnal ini adalah (1) realisasi fasa (phasal realizaliations) dalam wacana kelas dihubungkan dengan jenis pola fasa dan sub-fasa, (2) cara guru merealisasikan fasa dan sub-fasa dalam wacana kelas, dan (3) realisasi leksika-gramatika dalam wacana kelas dihubungkaitkan dengan fasa dan sub-fasa. Kajian ini berasaskan data dimana bahan-bahan dipilih sebagai data kajian. Pendekatan kajian ini bersifat kualitatif-deskriptif dengan pemerhatian sebagai kaedah kajian. Subjek penelitian adalah 4 orang guru BahasaInggris.4 wacana kelas-dalam-teks (Classroom discourse-in-text) dipilihsebagai data. Pengumpulan data dibuat melalui rekaman audio-visual dan transkripsi. Data dianalisis menggunakan kaedah analisis model Young. Instrument utama kajian adalah peneliti sendiri. Instrumen sekunder adalah (1) skema klasifikasi aspek-aspek semiotic yang menjadi tumpuan kajian, (2) lembaran-lembaran data mengandung 4 wacanakelas-dalam-teks, dan (3) catatan-catatan pada setiap proses pembelajaran-dalam-teks. Penemuan kajian ini menunjukkan bahwa pada keseluruhannya, wacana kelas-dalam-teks (Classroom Discourse-in-texts) lazimnya dicirikan oleh: (1) fungsi makro yang paling utama adalah Pembuktian (SU) manakala Kesimpulan (CO) yang paling kurang menonjol, (2) fungsi mikro paling utama adalah Pertukaran (IC) dan Permintaan maaf (AP) yang paling kurang ketara. Corak fungsi-mikro memamerkan perubahan yang dinamik, sementara corak fungsi-mikro menunjukkan bagaian yang amat dinamik.

Key words :   Classroom Discourse, Phrasal Analysis, Phase

## A. INTRODUCTION

English is now well established as the core language for the dissemination of academic knowledge and academic communication around the globe and, as a result, English language proficiency is a key contributor to the success of overseas students. English has been taught as a compulsory subject in Indonesia. The students are forced to learn English as early as possible. They are fostering to master English based on the curriculum applied in their schools. The teachers or English instructors are also

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demanded to meet the challenges facing the global competition. They are urged to build their students' competencies especially in using English. The expectation from teaching English Indonesia is the students are demanded to pass the English exams to prove that they have mastered the subject. Their mastery should cover their knowledge and it can be proven through the certificate. This requirement is made by the government because the government has schemed to build better nations through education; one of them is through teaching English.

But the expectation does not meet the reality. When we observe the classroom, the teachers and the students use source language commonly than English. The teachers forget that the purpose of teaching English is to make the students able to communicate in English rather than to know the grammar itself.[2] The teachers forget that discourse which enables the human society to develop through school education activities in the classroom.[3] If the teacher had to choose one technique that is the most effective for getting students motivated and speaking in English this would definitely be their choice. The choice is they should have classroom discourse in English. It warms the students up, and it gives them the sense that English can be used for real communication.[4] To get students able to communicate in English at school; there should be teachers who have good discourse in English. Somewhat many teachers, especially English teachers, who teach English in school, almost do not teach in English. They focus on their attention on the transformation of academic knowledge or skills in source language.

Weinstein who had done the previous study about classroom interaction found that lessons where students have multiple opportunities to communicate with the teacher are essential for the effective construction of student knowledge. By welcoming curiosity and encouraging students to raise their own questions about the content or claims being discussed, the instructor can guide students to develop habits of mind for framing and answering questions. When an instructor creates a climate of respect in the classroom and encourages students to generate their own ideas involving scientific ways

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[2] Martin, D. (2003). An article**:** *" How to be a good teacher"*, Harvard University
[3] Sinar, T. S. (2007). *Phasal and Experiential Realizations in Lecture Discourse:* A Systemic – Functional Analysis. Kopertis Wilayah I Sumut-NAD, Medan.
[4] Martin, J. R. (1992). *English Text: System and Structure,* John Benjamins Publishing Company, Philadelpia & Amsterdam

of thinking, students are more likely to think deeply and persist in the face of challenges.[5]

From the phenomenon above, the teachers must improve the quality of teaching process in the classroom. The teachers should discover ways in which students can process the information given accurately. The success of the goal depends on the teachers' discourse. Teachers' discourse will enable the students develop through activities in the classroom.

As it has been indicated above, classroom discourse as a particular kind of discourse may be seen as a general concept to refer to any discourse which takes place in the classroom setting in general. An investigation into lecture discourse is an investigation of classroom discourse, which developed by members of school society. The success or failure of school development needs to be measured against the background of the success of failure of human resource development of a school institution. One critical process of human resource development of a school institution relates to the teaching-learning process that actually takes place in the classroom or, to be exact in the teaching room. Teaching activities in the classroom, which form and represent the intrinsic notion of lecture discourse, are the forefront of the teaching-learning process representing a critical part of the process of student resource development in the school life. The point is that the theory of phase can provide a more realistic nature of the academic lectures. Only an accurate representation of macro-structure will facilitate students' processing of information. The question of how teachers' activities in the classroom have motivated the researcher to carry out this research.

## B. DISCUSSION

### 1. Concept of Classroom Discourse

The term 'discourse' is often associated with the term, 'text'; they often intermingle, used interchangeably by speakers or writers, without a clear cut boundary between the two. The same view is stated by Kress, discourse and text are two different

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[5] Halliday, M. A. K. (1993). *Language in A Changing World: A series of Three Papers,* Occasional Paper No. 13, Applied Linguistics Association of Australia (ALAA) & National Languages and Literacy Institute of Australia, Deakin, ACT 2600

things; they are not the same thing. Discourse is a category that belongs to and derives from the social domain, and text is a category that belongs to and derives from the linguistic domain.[6]

### a. Phase

The term discourse to refer to what Halliday and Hasan call *text*, which is defined as "a stretch of language activity which function as a whole in its environment. To describe "the linear or dynamic progress of discourse" or to characterise " the dynamic instantion of register choice in particular discourse. Gregory proposes phase as two conceptual components in the semiotic space of his defined discourse plane. Phase can be thought of as a very delicate statement of register realization because particular fields, modes, personal and functional tenors of discourse are actualized by particular selection from the function system.[7]

Phase is designed to reveal similarities in different strands of a particular discourse in terms of what is being selected ideationally, interpersonally, and textually.[8] Phases are strands of discourse that recur discontinuously throughout a particular language event and taken together, structure that event. These strands recur and are interspersed with others resulting in an interweaving of threads as the discourse progresses. What this suggests is that in speaking or writing one doesn't just begin a topic, discuss it and then conclude it before going on to a new one; rather, one's discourse is composed of different topics which are introduced, described, summarized, returned to and are interspersed with other subtopics which are themselves announced, discussed and exemplified.

### b. Phasal Analysis

Phasal analysis focuses on phasal structures of lecture discourse in which lecturers give lecture and provide written notes for the lectures.[9] Specifically, the

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[6]Halliday, M. A. K. (1985). *An Introduction to Functional Grammar*, 1st edition, Edward Arnold, London

[7] Gregory, M. & Carrol, S. (1978). *Language and Situation: language varieties and their social contexts,* Routledge & Kegan Paul, London

[8] Young, L. (1994) University lectures macro structure and micro-features. In Flowerdew, J. (Ed.) *Academic Listening: Research Perspectives,* Cambridge University Press: Cambridge pp 159-176

[9] Young, L. (1990). *Language as Behaviour, Language as Code: a study of academic English*, John Benjamins Publishing Company, Amsterdam & Philadelpia

working model for phasal analysis applied in Young's model in particular is a dynamic organisasional model of phasing classroom discourse-in-texts. This model reveals how each phase of a lecture discourse-in-text creates certain functions.

In a phasal structure analysis there are potentially two major levels of analysis: (1) the overall phasal structure analysis, and (2) the local phasal structure analysis. An overall phasal structure analysis is concerned with sets of phases, and a local phasal structure analysis is concerned with a particular set of phases.

But then Sinar found 5 (five) phases. The brief description of each phase below provides a conceptual and practical picture of how the analysis at the phasal level looks like.

**(1)     Discourse Structuring (DS) Phase**

In this phase a teacher plans, prepares, and structures the lecture. One function of Discourse Structuring (DS) is for example to give a clear and simple view of what will be explain in Substation (SU) phase about thesis statements, facts, ideas, theories, etc. The second possible function is to provide a framework for expected attitudes toward subject matters. The third function is as an opening phase in the lecture. The fourth is to state the overall planning of a course of a lecture being delivered for the purpose of gaining or holding students' attention in which frames and focus may particularly be introduced. The other function may be to remind the students of what has been given in the previous lecture, what is being presented in the given lecture or what will be given in the next lecture. In relation to the present study, DS phase refers to a phase type that aims at structuring the discourse in text in question. There are several sub phases or micro-functions of DS phase that may occur in CDs, for example Orientation (OR), Reminder (RI), Focus (FO), Message (ME) and Aside (AS). An Orientation (OR) sub-phase aims at introducing or announcing what is going to be given in the lecture. A Focus (FO) aims at signaling the transition from CDs phase to an SU phase. A Reminder (RE) aims at reminding the students of what happen or has been delivered previously, what is happening or being presented in the given lecture, or what will be given in the next lecture. A Message (ME) aims at delivering or passing news or a message to the listeners. All students ask information. an Aside

(AS) aims at expressing what is going on in one self and making an attempt to clarify ideas of providing detail that may or may not lead to a digressions in a lecture discourse activity.

**(2)      Substantiation phase**

One function of Substantiation phase is for example to present lecture content by proposing a thesis statement, an idea, a fact or a theoretical principle that relates to a particular field.   The second possible function is to discuss a particular issue or a problem through questions and answers or to give task as lecture room assignment for the purpose of enhancing students interact in the scientific or academic knowledge.  The third function is to exemplify the points as supporting details that back up the main points.  The forth is to quote from authoritative sources for examples from text book, journals or newspaper in support of an explanation about particular issue or problem. The fifth is to explain, describe, extend or expand of knowledge, like theory to practice, integrate ideas from simple ideas or to clarify misconception.  The sixth function is to compare and contrast the theory, facts, ideas, etc.  The seventh is to check students understanding of particular facts, ideas, theories, etc.  A substantiation phase maybe realize and characterized by sub-phases or micro-function such as Information (IN), Explanation (EP), Definition (DF), Quotation (QU), Direction (DE), Drill (DR), Check (CH), and Exemplification (EX) sub-phases.

**(3)      Conclusion (CO) Phase**

One of the functions of Conclusion (CO) phase is for example to underline or emphasize and underlying principle, fact, idea, etc.   The second function is to summarize the key point that shows the link between topic and a basic principle. The third function to recommend a particular technique, idea, fact, etc. the fourth function is to give a conclusion of what has been presented. A CO phase function may also be to signal that a new statement will be stated in a Substantiation (SU) phase. There are several sub-phases or micro-functions that may realize and characterized a CO phase, for example Summary (SM), Emphasize (EM), o Recommendation (RE), and Suggestion (SG) sub-phases. Concepts, facts, or ideas may be summarized after being substantiated and evaluated in previous statement, in which case and SM phase occur or

comes in to view. Concepts, facts, or ideas that have just been presented may be high-lighted in the given lecture, in which case and EM sub-phase occurs. A recommendation (RE) aims at recommending concepts, facts, or ideas to the students. A suggestion (SG) aims at suggesting concepts, facts, or ideas to the students.

**(4)    Evaluation (EV) phase.**

One main function of an evaluation (EV) phase is to indicate a substantiation value to the student. The second possible function is to provide a reinforcement of word is presented in a conclusion (CO) phase for example by telling student how to evaluate lecture material or content that have been presented. Judgment (JU), Comment (CM), Assessment (ASS), and Critism sub-phases may be realized and characterized an evaluation (EV) phase. A lecturer may give a judgment, comment, assessment, or critics or certain concepts, ideas, facts or principle there are presented or discussed in lecture discourse activity.

**(5)    Consent (CT) phase**

One main function of a consent (CT) phase is to maintain a harmonious relationship between or among participants in a social interaction. It is related to kind of phasally construed sociability value that may occur in any discourse generally, including a classroom discourse. It may be realized and characterized by sub-phases or micro-functions such as greeting (GR), leave taking (LT), Humor (HU) and apology (AP) sub-phases.

**C.  METHOD OF THE RESEARCH**

Briefly, this study was designed as a data-based and qualitative-descriptive research.  This research employed a case study.  A case study refers to the study done to a subject, a setting, or a depository of data.[10] Specifically, the study is a data-based in the sense that it is based on texts collected as its data for investigation.  It is suitable for the study since the researcher observed the phrasal realizations that naturally occur in the classroom discourse of different teachers in teaching English.   Qualitative description was provided by analysing the semiotic phenomena as data in which

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[10] Bogdan, R.C and S.K Biglen (1992). *Qualitative Research for Education*. Syracuse University. United State of America. Allyn and Bacon

relevant aspects and features of the data will be collected, categorized, specified, interpreted, and valued.

## 1.      Data and Data Analysis

The data of this study were the utterances from 4 (four) English teachers at the classroom in MAS AL-Anshor.

Interactive analysis technique and elicitation technique were used as the technique in analyzing the data for this study. Analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing or verification.[11] Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the "raw" data that appear in written-up field notes.  Here, the researcher did sheer selection which means carefully selecting the data which are relevant to the research, summarizing or paraphrasing the data which is in the form of words, and subsuming which means grouping the data into the similar category.

Data display is defined as an organized assembly of information that permits conclusion drawing and action taking. The displays include matrices, graphs, networks, and charts.  All are designed to assemble organized information in an immediately accessible, compact form, so that the analyst can see what is happening and either draw justified conclusions or move on the next-step analysis.  Here, the researcher arranged the data and categorized the utterances of the four teachers based on the theory of phrasal analysis and displayed the transcript of the utterances from the four teachers as sources.

The third stream of analysis activity is conclusion drawing and verification. Verification may be crossing the analyst's mind during writing or it may be thoroughgoing and elaborate, or with extensive efforts to replicate the finding in another data set.  Conclusion drawing can be done through deciding what the data means or finding the pattern or regularities after reading the matrices or displays. Here, the researcher interpreted the result of data display in this study and conclude the result of this study.

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[11] Miles and Huberman. (1994). *Qualitative Data Analysis*. California: SAGE

Elicitation technique consists of three activities: participation in the setting, document analysis and interviews with experts.

## 2. Finding and Discussion

### Finding

From the data analysis of the four CD-in-texts, some research findings are specified as the following:

a. Based on the findings, on the whole the academic (knowledge-transfer) goal of the CD-in-texts as a content-based goal can be said to have been achieved effectively. This is indicated by the high frequency of occurrence of the relevant phasal or macro-functional and sub-phasal or micro-functional components (types) that are supportive of reaching the goal question. Phasally, the recurrent and predominant phases that are relevant and indicative of the academic (knowledge-transfer) goal achievement are Discourse structuring (DS), Substantion (SU), Conclusion (CS), and Evaluation (EV) phases in particular. Sub-phasally, the recurrent sub-phases that are relevant and supportive of achieving the academic goal under consideration are in particular the Orientation (OR), Focus (FO), Reminder (RE), Definition (DE), Statement (ST), Explanation (EP), Exemplification (EX), Summary (SU), Emphasis (EM) and Judgment (JU). Phasally, the recurrent the recurrent and predominant phase that is relevant and indicative of the social goal is the Consent (CT) phase in particular. Sub-phasally, the recurrent sub-phases that are relevant and supportive of achieving the social goal is question are in particular the Humor (HM), Greeting (GR) and Leave Taking (LT).

b. As to the Evaluation (EV) phase, based on the data analysis, the researcher found 2 (two) new sub-phases that cannot be classified into any of sub-phases analysis which have been discussed in Chapter II. It may be caused by the different characteristic of classroom activities/teachings in Indonesia. The new sub-phases are a Treating (TR) and a Warning (WR). These sub-phases also cannot be found in the previous journals and studies of Phasal Analysis that the researcher used as references.

c. The occurring Greeting (GR) and Leave-taking (LT) micro-functions frequently occur in the teachings. All of the teachers start the teaching with Greeting and close them with Leave-takings. It occurs to me that one motivating factor that lies behind this is still regarded necessary even though the teachers and the students frequently meet each other, the Indonesian culture which is tend to greet as one of polite ways to respect each other is still relevant or necessary. They have to be explicitly expressed as such.

d. The findings above concern with the relations and interpretations of the occurring micro-functions in the phases of the classroom activities/teachings as academically goal-oriented activities in which academic goals are to be achieved. Teachings are also socially goal-oriented activities, in the sense that there are also social goals to be achieved in teachings, which involve teachers on the hand and students on the other. Generally, the maintenance of social contact, social harmony or relationship as a typical feature of a social goal is marked by the dynamics of the predominantly occurring phases and micro-functions with respect to their types, patterns and functional positions in particular. In this regard, it occurs to me that they are achieved particularly by the CT phase that is realized and characterized by the relevant sub-phases, Greeting (GR), Humor (HM), Apology (AP) and Leave-taking (LT) sub phases. As far as the data concerned, the CD-n-texts under investigation can be said to have demonstrated a relatively very high degree of socialibility value with respect to the achievement of the social goal of a classroom discourse activity as a social interaction.

e. The occurring Greeting (GR) and Leave-taking (LT) micro-functions frequently occur in the teachings. All of the teachers start the teaching with Greeting and close them with Leave-takings. It occurs to me that one motivating factor that lies behind this is still regarded necessary even though the teachers and the students frequently meet each other, the Indonesian culture which is tend to greet as one of polite ways to respect each other is still relevant or necessary. They have to be explicitly expressed as such.

f. The teacher texts are academically functional in the first place. As it generally understood, a teacher discourse as an activity that is realized and characterized by a text is an academic activity that is not freewill but purposeful and goal-oriented/motivated. Following this as an academic activity a classroom discourse-in-text is an activity whose overall or global goal is primarily to transfer knowledge, skill or information. In this respect, if there is a classroom activity there must be not only an academic goal in the sense of a knowledge-transfer goal but also a social goals.[12] The following focus is on the goal dimension of human (social interaction that is specifically relevant when discussing the teacher discourse-in-texts under study. By that reason, it is suggested that teachers must be aware of this. A classroom activity should have the two goals; an academic goal in the sense of a knowledge-transfer goal but also a social goals.

## D. CONCLUSION AND SUGGESTION

### 1. Conclusions

Firstly, on the whole it can be stated conclusively that the CD-in-texts under investigations of are as representations of academically-oriented (rather than socially-oriented) teaching activities, in which the teachers to a great extend have tended to focus their attention on the transformation of intellectual values (academic knowledge and/or skills) with the least social values. To this end, realizationally there are apparently a number of indicators of this, two of which stand out and need mentioning here: (1) the frequent occurrences of the relevant macro-functions such as the Consent (CT), Substantiation (SU), Discourse Structuring (DS), and Evaluation (EV) macro-functions at the phasal semiotic level, (2) the frequent occurrences of the relevant micro-functions such as the Definition (DE), Statement (ST), Explanation (EP), Exemplification (EX), Orientation (OR), Reminder (RE), Focus (FO), Interchange (IC), Check (CH), and Judgment (JU) micro-functions at the sub-phasal semiotic level in support of the relevant macro-functions in the phasal semiotic space.

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[12] Malinowski, B. (1965). Coral Gardens and Their Magic; a study of the methods of tilling the soil and agricultural rites in the Trobriand Island, Vol. 2, George Allen & Unwin Ltd., London.

Secondly, on the whole the CD-in-texts are so dynamic in their occurrences and semiotic positions that it would be complicated to analyze them by employing the stage-by-stage framework. In particular, the highly dynamic features of the CD-in-texts are indicated by the various micro-functions types and a vast number of diversified micro-function patterns that occur in various macro-function types and patterns in the given phasal semiotic space.

Locally, the dynamic occurrences of the micro-functions in the phasal semiotic content may not be a problem for the participants involved in the teaching activity such as those under considerations. Globally, however, they are organized particularly in respect of what directions the teachings are heading to.

Another example relates to the linking techniques in teaching, which are not something new, which have also been employed, from which certain macro-functional and micro-functional. In these techniques, the teacher for example (1) introduce the lesson, linking it to the previous week and rounding it off, (2) relates the material to the syllabus and to what is taught elsewhere by other methods, (3) relates the subject to the students and the teachers themselves by pitching the material at the right level and by using familiar material to illustrate and explain points, etc.

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