

The Student-Teacher Interaction in the Context of School Literacy Movement Viewed from Mood and Appraisal Analysis

Rama Dwika Herdiawan¹, Mursid Saleh², Warsono³, Djoko Sutopo⁴

¹Postgraduate Program, Universitas Negeri Semarang.

²Postgraduate Program, Universitas Negeri Semarang.

³Postgraduate Program, Universitas Negeri Semarang.

⁴Postgraduate Program, Universitas Negeri Semarang.

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Abstract: Student-teacher interaction has been the main concern in terms of improving the learning quality in the educational levels. Therefore, there must be relevant feedback that directs the teachers and students to have appropriate outcomes. This study employs Systemic Functional Linguistics (SFL) analysis concerning with mood and appraisal systems. The data was gathered from audiorecording which was transcribed for the purpose of interpreting as well as discussing them. The text was divided into a myriad of clauses which reflected the point of analysis in SFL. The findings revealed that based on mood analysis, the interaction between teacher and students mostly contained declarative clauses which represented the teacher's instruction during the learning process. Some of them were indicated to use imperative and interrogative clauses which literally covered the teacher's recommendation or engagement during the learning process. In terms of appraisal analysis, this contributed to the use of positive or negative affect, engagement, judgement, and appreciation that can be seen from the way the teacher and students made meaning in the instructional process. In brief, this study provides a myriad of implications that interaction itself influences the way the teacher manage the students in different situations for the purpose of making meaning in relation to language in use viewed from SFL perspectives.

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I. Introduction

School literacy movement has been the major program from educational systems in Indonesia in which they attempt to encourage the Indonesian students to be aware of developing their literacy skills in this current era. As a result, the Indonesian government particularly Kemendikbud (Ministry of Education and Culture) established

the program named Gerakan Literasi Sekolah (School Literacy Movement) particularly for school as learning institution which enables the students become literate in varying aspects of life and it has significant purpose to bring the students' interest in reading and writing which is claimed to be almost extinct. Moeller et.al (2015) also state that teaching English as a foreign

language leads to a shift of ideology in the context of research as well as social interaction that contains scientific and theoretical concepts on the students' literacy learning. One of the concepts are related to the development of literacy skills towards the essence of foreign language teaching and learning. This is also in line with Holme (2004) who points out that literacy reflects the process of encoding and decoding language as a visualization. It means that literacy is aimed at producing spoken as well as written language visually. It is also stated by Kern (2000), who states "the main focus of literacy captures the notions of reading and writing in the social context in which the written communication is regarded as the main consideration rather than the cognitive process. Furthermore, Clark (2013) also has the same perception that literacy is the main component of the ultimate curriculum which is concerned with the nature of reading and writing from the primary level to secondary level with its emphasis on different types of genre. It is briefly assumed that literacy has become a prominent element in the curriculum which influence the teaching and learning outcomes generally.

The National school literacy movement was initiated because in PISA 2009 (Programme for International Student Assessment) Indonesian students were in 57th ranking (67 countries involved in it) with 396, meanwhile in PISA 2012 Indonesia were in the 64th ranking (67 countries involved in it) with the score 396 (Kemendikbud, 2016). As a result, the Indonesian students still had lack of literacy competence as well as reading interest that can be seen from their achievement in PISA 2009 and 2012. Furthermore, the relevant problems dealing with the implementation are related to (1) diverse responses to the literacy movement, (2) shortage of literacy materials and funding, (3) lack of support, and (4) absence of assessment. In this case, the literacy competence is aimed to measure the aspects of understanding,

applying, and also reflecting its outcomes from reading things into written form.

Basically, the School Literacy Movement (SLM) in Indonesia is carried out to guide the learners in schools being able to search, select, filter, evaluate and employ a number of information from reading practices. thus, they must be aware of resolving their literacy problems in the near future. The purpose of SLM is in relation to Kern & Schultz's perspective (2005), i.e. students' initiatives in reading literacy materials are important social activity as the patterns of the nation's social identity. Regarding its concept, they point out that the learners directly got engaged with the learning conditions containing new values, new norms, and new ways of theirs in it. The interactions between students and teachers are guided by the role of teachers. Cummins (cited in Lastiningsih.et.al, 2017) points out the role of teacher in literacy activities are affected by three social contexts: (1). power ideology in society; (2). The social engagement between schools and multicultural communities;(3). interactions between teachers and students in the classroom. In brief, the student-teacher interaction is basically started with the significant role of teacher that bring his/her power ideology, social engagement with the school and societies. In case of this, Cummins (cited in Lastiningsih.et.al, 2017) proposed the seven elements in literacy program as the main framework which contains the classroom management and interaction with student as the basic requirement in the literacy program. Therefore, the student-teacher interaction in the literacy program can be an essential data for investigating the impact of the program to the students particularly based on the theory of systemic functional linguistics (SFL) concerning with mood and appraisal systems.

Social semiotic theory contains the essential points of educational linguistics which are concerned with the nature of language and

language learning. It also highlights systemic functional linguistics or systemic functional semantic theory that emphasizes on how people to make meaning in social contexts. In this context, social semiotic theory is regarded as the crucial element of educational linguistics that contributes to new paradigm into the nature of language and language learning (Widodo, H, 2015). The conceptual points of systemic functional linguistics are developed by Halliday and other scholars who claim that language is functional as a means for acts of making as well as exchanging meanings intentionally. For example, different people will have different ideology in relation to using their language because they have been influenced by their social cultural activities. Therefore, what they do is the representative of a Hallidayan social semiotic perspective which covers functions of language such as experiential (representing experience of the world), logical (creating logical connections among various elements of a text to create a coherence whole), interpersonal (enacting social roles/roles identities), textual (creating coherent whole). Those functions are in the scope of discourse. In brief, in SFL perspective, language is the representation of human socialisation (Halliday, as cited in Widodo, H, 2015).

This also deals with metafunctional discourse as well as meanings in SFL that portray concepts of field (as ideational meaning), tenor (as interpersonal meaning), and mode (as textual meaning) (Halliday and Hasan, cited in Widodo, 2015).

Contextual Variable	Metafunction (meaning)	'Reality Contrual'	'Work done'
Field	Ideational	Reality	Representing our experience of reality
Tenor	Interpersonal	Social reality	Enacting our social

Mode	Textual	Semiotic reality	relation Presenting messages as text in context
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SFL researchers consider text functionally and semantically instead of focusing on sentences as formal and syntactic objects (Young, cited in Fernandez L, 2018). Regarding SFL theories, text is regarded as the representative of culture in its social context. As a result, structure as well as meaning are similar in the scope of SFL. In brief, languages are reflected based on the particular functions or metafunctions.

Analysis Systems	Metafunction	Levels of Meaning
Thematic structure	Textual	Text flow
Mood	Interpersonal	Interactional meaning
Transitivity	Ideational	Representational meaning

In this study, the mood and appraisal systems are employed to analyze the interaction between teacher and student. The mood system and appraisal analysis are mostly related to interpersonal metafunction in which the researcher analyze the clause produced by teacher and students as a part of interaction. In addition, mood is regarded as grammatical coverage on nominal group and finite verb form (Fernandez, L., 2018). It is also concerned with the interaction between addressor and audience. The interpersonal metafunction of language represents the way that the addressor and the audience interact. Martin and Rose (2003) points out that appraisal regarded as a representative mode that contrues how the people feel about the world to make meaning in the social context. This is in relation to the clause as a prominent tool of sharing information in which the speaker provides or

emphasizes it and the listener act the role out to comprehend the information (Halliday, cited in Mickan, P, 2017). It is clear that clause is the main consideration in analyzing text in SFL. The text contains a statement (declarative), questioning (interrogative) or commanding (imperative). These are the coverage of the mood adjunct in mood analysis.

II. Research Methodology

This study is related to the text analysis method as a part of discourse analysis which the interaction between teacher and students in the level of junior high school particularly in the ninth grade as the object of the study is transcribed in order to be analyzed by using mood and appraisal systems as interpersonal meaning analysis. in terms of collecting the data, the researchers observed as well as take a video-recording to capture the interaction between teacher and students in the context of school literacy movement particularly in the ninth grade of state junior high school having the English lesson. Afterwards, the data are transcribed into field note as an excerpt to be analyzed by the theory of systemic functional linguistics on mood and appraisal systems. In case of the analysis, first, the text was divided into

clauses. Second, The text was analyzed in terms of the systems employed. then, Patterns in mood and appraisal systems were identified. At last, the researcher interpreted the text to meet their appropriate meaning in it.

III. Findings and Discussion

A. Mood and Appraisal Analysis

Mood and appraisal analysis belong to the interpersonal meaning that produced by the participants (teacher and students) in the context of school literacy movement during the learning phase. Regarding the point of analysis, the clauses are indicated as declarative statements which are mostly produced by the teacher even the students employ the declarative clauses to respond the teachers' instruction, but the interrogative as well as imperative are also appeared in the interaction. In terms of appraisal system, this leads to various types of its system which are related to engagement as the major system appeared and also negotiating positive affect during the interaction. The excerpt also contains source of appreciation about thing and judgement in relation to evaluating the students' appearances. Table 1: the mood and appraisal analysis.

Clause	Speaker	Excerpt	Mood Subject Finite	Type of Clause	Appraisal
1.	Teacher	Okay, Look! There is a dialogue (Ok perhatikan disini ada dialog)	There is	declarative	engagement
2.	Teacher	I (she) will explain how to to read it. (nanti ibu kasih tahu bagaimana cara membacanya)	I will explain	declarative	engagement
3.	Teacher	After that, you all read simultaneously (Setelah itu kalian baca bersama-sama)	You all read	declarative	engagement
4.	Teacher	Repeat after me (teacher)	repeat	imperative	engagement

		(Ulangi setelah ibu)			
5.	Students	Alright mam, we understand it (Baik, bu. Kami paham)	We understand	declarative	Positive affect
6.	Teacher	Those who have just come please open your book (Yang baru datang silakan buka buku paket kalian)	Those who have just come	declarative	Engagement: consession ('just')
7.	Teacher	For those who bring two books please lend them to ones not bringing them. (Bagi yang bawa buku paket dua silakan dipinjamkan ke yg tidak membawa buku)	Those who bring and lend	declarative	Positive affect
8.	students	Mam, we bring two books(Bu, kami bawa dua)	We bring	declarative	Positive affect
9.	Teacher	on what day is my subject? (pelajaran ibu hari apa lagi?)	In what day is my subject	interrogative	engagement
10.	Students	Your lesson is on Friday, Mam (pelajaran ibu di hari jumat)	Your lesson is	declarative	engagement
11.	teacher	Most importantly, the book is required to be brought on Friday (pokoknya buku paket harus dibawa pada hari jumat)	The book is	declarative	Positive affect (most importantly)
12.	Teacher	Please, the class secretary helps the others who do not have the book (Tolong sekretaris kelas Nabila, membantu teman kelas lain yang belum punya buku)	The class secretary helps	declarative	Positive affect
13.	Student	Alright, mam. I will help them soon (baik	I will help	declarative	Positive affect

		bu, saya akan membantu teman lainnya)			
14.	Teacher	All of you ,please open page 19 (Semuanya buka hal 19).	All of you, please open	imperative	Positive affect
15.	Teacher	Those who likes talking with others will be punished to read the dialogue (Yang ngobrol dihukum suruh baca didepan).	Those who likes talking	declarative	judgment
16.	Students	Billy and Reno make a noise as usual(Billy dan Reno ribut saja).	Billy and Reno make	declarative	Judgment, Engagement:pr ojection
17.	Teacher	I ask one student to be a role model with me (saya minta satu orang saja laki2 aja jadi contoh sama ibu)	I ask	declarative	Positive affect
18.	Teacher	You please come forward and bring your book. (Kamu ya kesini dan bawa bukunya)	You please come and bring	declarative	Positive affect
19.	Teacher	I become the first speaker meanwhile you become the second speaker (Ibu jadi speaker 1 sementara kamu jadi speaker 2)	I become	declarative	engagement
20.	Teacher	The others, please pay attention to us (Yang lain perhatikan kami)	The others, please pay attention	imperative	Positive affect
21.	Teacher	Okay, next. I ask Gilang to appoint one of his classmates to read the dialogue with the female classmates (ok selanjutnya. Ibu meminta gilang untuk menunjuk salah teman kelas laki2 utk membaca dialog	I ask	declarative	Positive affect

		dengan salah satu teman kelas perempuannya).			
22.	Student	I have objection in it Mam (saya tidak mau bu)	I have	declarative	Negative affect
23.	Student	I am with billy Mam (Saya dengan Billy saja bu)	I am	declarative	engagement
24.	Teacher	After this, I want the boy and the girl come forward to read the dialogue (setelah ini, ibu pengen laki2 dan perempuan yg maju membaca dialog)	I want	declarative	Positive affect, engagement
25.	Teacher	I ever commanded Intan to create the drawing glass to select the students' turn to perform (Ibu pernah bilang ke intan buat koclokan seperti arisa utk memilih siswa/i utk maju ke depan).	I ever commanded	declarative	Positive affect
26.	Teacher	Your shirt must be tidied up before coming forward (baju kamu dimasukan dulu sebelum maju ke depan)	Your shirt must be	declarative	appreciation

In terms of mood analysis, Clause 1 up to 4 represent the declarative clauses which are intentionally produced by the teacher to open the English lesson. The teacher intended to stimulate the students' attention towards the topic. At the same time, she also instructed the students to read the dialogue by employing the declarative ones and she convinced the students with the imperative clause in order that they paid attention to her. In this stage, the appraisal system was mostly related to the engagement in which the teacher used it to get the students' initiatives to start the lesson. Giang Hoai Tran & Xuan Minh

Ngo (2018) claimed that where there was unanimous agreement between the interactants, most or all of the moves done were Respond-Support ones such as Develop and Agree moves, which show positive reaction to previous moves without sustaining the discussion. The teacher attempted to bring the engagement as the trigger so that the students get ready to have the lesson actively. From this, the students employed positive affect which functioned to respond the teachers' declarative statement and also they show their readiness to have the lesson.

The declarative clauses found in 6,7, 8 were also stated by the teacher to have the students aware of their responsibility to bring the supplementary book. This stage also directs the students to help the others who do not bring it in the classroom. This represented the positive affect from the students because the teacher also stated positive affect in terms of how to help others. In clause 9, the teacher employed interrogative one to ask for the timetable of her subject. Effective language teaching sometimes requires explicit language instructions which benefit from a detailed framework of language resources for expressing different types of Attitude rather than merely strategies and principles De Silva Joyce and Feez (cited in Ngo, T.et.al, 2015). In addition, she had engagement with the students which could be seen from the students' responses in clause 10. What the teacher did was a part of her way to keep the engagement with the students. In clause 11, the teacher also pointed out her rule in the form of declarative statement which contributes to positive affect (clause 12) in relation to her instruction in asking one student to help others to record the missing supplementary book. Dealing with this, the students responded it by using positive affect as well (clause 13).

In Clause 14, the teacher carried on the lesson using imperative clause to instruct the students to open the material. This led to the teacher's judgement in which she considered some students to be talkative during the lesson or they talked most of the time (clause 15 and 16). Zhang, J. (2018) pointed out that judgement is concerned with ethical evaluations of character and behaviour that address social esteem or social sanction. Based on clause 17, the teacher used the declarative to ask the students to be role model in reading the lesson (dialogue) in pairs. The teacher's instruction was also a part of declarative to ask the students to come forward (clause 18). Regarding this, the teacher's remark contains the positive affect to gain the students' attention

towards the material given (clause 18). In clause 19, there was also declarative statement which functioned to direct the students to read the dialogue with the teacher. The teacher's direction was in line with the engagement to make the student understand to practice the dialogue (clause). it is also supported by Fernandez, L (2018) who pointed out repeating words, using graduation and other resources, to indicate her positive experience with the tool. From the point of analysis, the teacher's instruction was done many times to gain the positive response from the students.

In clause 20, the teacher stated imperative statements for the purpose of obtaining the students' attention that contrues the positive affect in terms of the word 'please'. Meanwhile, clause 21 up to 26 mostly reflected declarative ones that are concerned with taking turns in practicing the dialogue. The teacher employed positive affect in her instruction during the lesson, at the same time the students replied it with the negative affect 'objection'. The teacher attempted to have the engagement after the students committed the negative affect towards her instruction. Moyano (2019) stated that linguistic analyses revealed differences between the disciplines in the ways they deployed resources from the system of appraisal, and how these different discourse strategies realised different patterns of interaction with other contributions to knowledge in their fields. As a result, there was engagement between teacher and students that contrues positive affect in it. at the end, the teacher show her appreciation about the students' uniform that must be tidied up.

IV. Conclusion

To sum up, mood and appraisal systems are used to comprehend the conceptual framework of interpersonal meanings inside the texts. Mood analysis is focused on analyzing types of clauses such as declarative, interrogative, and imperative. Regarding the text analysis on student-teacher

interaction, it revealed that the declarative clauses are mostly appeared or found on the text. And it leads to the teachers' instruction as well as the students' responses during the instructional process which is related to English lesson. In terms of appraisal analysis, it is regarded as the supporting tool in SFL that contrues the use of affect, judgement, and appreciation in the field of negotiating attitude from the text analyzed. In case of this, it pointed out that the interaction between teacher and students contains positive affect which can be found from the way the teacher instructed the students positively. Therefore, there is a close engagement among those who are taken a part in it. it also provides a myriad of implications that interaction itself influences the way the teacher manage the students in different situations for the purpose of making meaning in relation to language in use viewed from SFL perspectives. It is in line with Yang et.al (2018) stated that the notion of EFL classroom discourse is derived from the theory of SFL which is to graps the meaning structures during the interaction phases done by the teachers and students.

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