



**CONTEXT OF SITUATION DISPLAYED IN THE
DIALOGUES FOUND IN GRADE VIII ENGLISH
TEXTBOOK ENTITLED “ENGLISH ON SKY”
PUBLISHED BY ERLANGGA**

A Research Article

by

Aji Nugroho

NIM : 2201506012

PERPUSTAKAAN
UNNES

**SEMARANG STATE UNIVERSITY (UNNES)
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APPROVAL

This thesis was defended in front of the Board of Examiners in English Education
Department of the Graduate Studies of Semarang State University (UNNES) on
Tuesday, January 27, 2009

Board Examiners

Chairman

Secretary

Prof.Dr. Maman Rachman,M.Sc
Sutopo,M.Si

Dr. Djoko

First Examiner

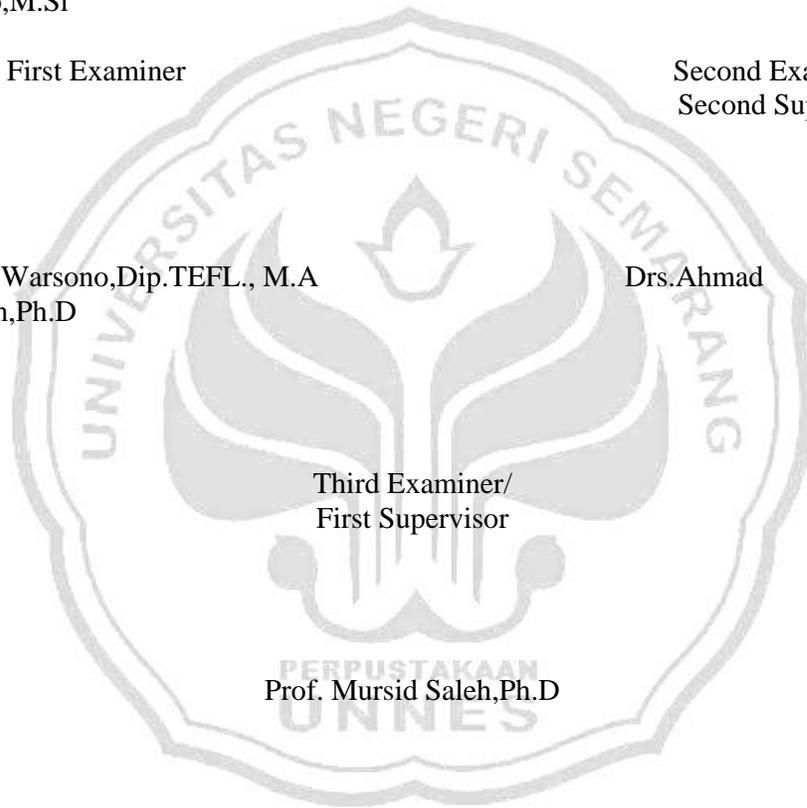
Second Examiner/
Second Supervisor

Dr. Warsono,Dip.TEFL., M.A
Sofwan,Ph.D

Drs.Ahmad

Third Examiner/
First Supervisor

Prof. Mursid Saleh,Ph.D



MOTTO

Allah will exalt in degree those of you who believe, and those who have been granted knowledge' (QS:Al-Mujadilah 28:11)



DEDICATION



To: My beloved mother, Mujiati,S.Pd and
father, Bambang Aji Waluyo,S.Pd.MM
My beloved brothers and sister

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In the name of Allah, the Most Gracious, the Most Merciful, all the praises and thanks be to Allah. I would like to express my sincerest appreciation and deep gratitude to the following people who have encouraged and supported me in completing this thesis. This thesis could not have been finished without their motivation, suggestion and guidance; therefore, I would like to express my sincere gratitude to the following people:

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Aji Nugroho

DECLARATION

I thereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another neither person nor material which to substantial extent has been accepted for the award of any other degree or diploma of the university or either institute of higher learning, except where due acknowledgment has been made in the text.

Semarang, 2009

Aji Nugroho



ABSTRACT

Aji Nugroho, 2008. *The Context of Situation Displayed in the Dialogues Found in Grade VII English Textbook Entitled English on Sky Published by Erlangga*

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Supervisor I. Prof.Mursid Saleh,Ph.D, II Ahmad Sofwan, Ph.D.

Key Words: Context of Situation, English Textbook, Discourse.

The background of the study in this research is that in English education, the goal of English teaching for junior high school is to achieve discourse competence involving producing text either transactional or interpersonal in a particular context. We have to know whether or not the analysis of context of situation displayed in the dialogue presented in the textbook portrays the students' need and their interest. The context of situation involves field, tenor and mode.

In order to get the finding of this thesis objectively, I conducted a research, provided with qualitative approach. The data used was in the form of discourse, sentence, phrase and words gained from dialogue 1 up to 10 that were found English textbook, entitled "English on Sky" 2, published by Erlangga. Method of data Collection was documentation. The data were analyzed using the Context of Situation analysis as formatted by David Butt (122-140).

The data were analyzed by using descriptive qualitative analysis. To make the interpretation comprehensible, the data were analyzed in two sections namely lexicogrammar and contextual description. The lexicogrammar portrays the transitivity within the field, mood within the tenor and thematic choices within the mode while contextual descriptions interpret the situation within transitivity, mood and thematic choices in the dialogue presented in the textbook.

From the analysis, it was found that the field reflected in transitivity processes conducted by the participants in the dialogue is mainly material portraying tangible physical action. The tenor reflects the equal status between student and student and the language they use is mostly informal and the mode reflects a face to face conversation, thus the dialogues are totally spoken. The dialogues presented in the textbooks mostly produce interpersonal conversation rather than transactional one.

The research is expected to be useful to improve the teacher and student knowledge in discourse analysis particularly concerning with context of situation including field, tenor and mode. The research is also expected to be useful for textbook's writer in order to consider contexts of situation in writing material within English textbook.

TABLE OF CONTENTS

APPROVAL.....	i
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
DECLARATION	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
CHAPTER I INTRODUCTION.....	1
1.1. Background.....	1
1.2. Problem Identification.....	7
1.3. Limitation of the study.....	7
1.4. Statement of the Problem.....	8
1.5. Objective of the study.....	8
1.6. Significance of the study.....	9
1.7. Organization of the Thesis.....	10
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.1. Communicative Approach as a New Paradigm in ELT.....	11
2.2. The Role of Textbook in Language Teaching	13
2.2.1. Traditional textbooks and Communicative textbooks	14
2.2.1.1. Traditional textbook.....	15
2.2.1.2. Communicative textbook.....	15

2.3. Text and Discourse	16
2.4. Spoken and Written Language.....	18
2.5. Context.....	21
2.5.1.Context of Situation.....	22
2.6. Context of Situation and Register	28
2.6.1. Mood System	29
2.6.1.1.Mood Element	30
2.6.1.2. Residue.....	31
2.6.2. Transitivity.....	32
2.6.3. Theme - Rheme.....	37
CHAPTER III RESEARCH METHOD	24
3.1.Approach.....	41
3.2.Source the Data	41
3.3.Data	42
3.4.Method of Data Collection.....	43
3.5.Unit of Analysis	43
3.6.Technique of Analyzing the Data	44
CHAPTER IV FINDING AND DISCUSSION.....	49
4.1. Findings	49
4.1.1. Mood Analysis	49
4.1.2. Transitivity Analysis.....	50
4.2. Discussion of Finding.....	53
4.3. The Summary result of the Analysis	142

CHAPTER V CONCLUSION AND SUGGESTION	156
5.1. Conclusion	156
5.2. Suggestion.....	158
BIBLIOGRAPHY	159



CHAPTER I

INTRODUCTION

1.1. Background

Language tells us much about ourselves, not only how we speak but also how we live. When people want to communicate with other people, they need a means of communication, which is commonly called “Language”. Language is said to be social because it is used in a social group, which involves at least two people, the speaker and the hearer. Celce -Murcia (2000:3) suggests that through language people communicate information, ideas, beliefs, emotion, and attitudes to one another. The point of communication is to understand and to reveal information, thought, and feeling and to be able to develop science, technology and culture through the use of language.

English is one of the examples of foreign language which is used by people in the world to communicate with one another. Millions of people today want to improve their command of English. Opportunities to learn English can be done in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and internet. The great demand to learn English has created an enormous effort for quality language teaching and language teaching materials and resources. Hence, the demand for an appropriate teaching methodology is as strong as ever.

In the nineteen seventies the goal of teaching English referred to a native – speaker and it was the native speaker’s culture, perceptions, and speech that were crucial in setting goals for English teaching. Language teaching especially English teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years and CLT (Communicative Language Teaching) prompted a rethinking of approaches to syllabus design and methodology. Richards (2006:6) clarifies that the trends in language teaching in the last 50 years consist of three phases such as: phase one employs audio-lingual method (up to the late 1960s), phase two employs CLT as the methodology (from 1970s to 1990s), the last phase still employs CLT as the methodology (from 1990s to the present).

The current communicative language teaching dominates the present teaching paradigm. It introduces the approach of CLT (Communicative Language Teaching). The 1970s ushered in an era of change and innovation in language teaching methodology. This was the decade during which Communicative Language Teaching came to replace Audiolingualism and the Structural-Situational Approach. CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them.

Communicative Language Teaching (CLT) has survived into the new millennium because it refers to a diverse set of rather general principal and

the principals of Communicative Language Teaching can be interpreted in many different ways and used to support a wide variety of classroom procedures. Since the 1990s the communicative approach has been widely implemented because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching. In addition, a communicative syllabus and methodology should reflect the way to achieve the goal of communicative language teaching. Communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. Richard and Rodgers (2001:159) explain that the communicative approach in language teaching starts from a theory of language as communication because the goal of language teaching is to develop a “Communicative Competence”. CLT sets as its goal the teaching of communicative competence.

Communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, and their learning goals and so on. The shift of paradigm from traditional approaches to current communicative language teaching will make an alteration in the teaching of language especially English. However, has the shift of paradigm been implemented in the writing of material in the English textbook? This is something that is necessary to be considered because the essential constituents to many ESL and EFL classrooms and programs are the textbooks and instruction materials that are often used by language

instructors. Sheldon (1988:237) suggests that textbooks do not only “represent the visible heart of any ELT program” but also offer considerable advantages – for both the students and the teacher – when they are being used in the ESL and EFL classroom. A good book should go with the “Standar Isi” which is introduced in the curriculum. Nowadays, a lot of books are published, however, We have to know whether or not the books which are published reflect the communicative syllabus on the basis of Communicative Language teaching.

Our curriculum has changed for several times. The present curriculum 2004 curriculum or Competency-Based Curriculum intends to make the students literate. It means the students should be able to participate in the community where English is used. They also should be able to create texts based on different contexts. Now, the Competency-Based Curriculum has been developed into “KTSP” (School-Based Curriculum). Probably, the main motivation for the development of curriculum is to develop the previous one in order to be able to fulfill the student’s need, which is based on the local potency where the students are familiar with.

When the curriculum changes, the textbooks for the students also change in the content referring to the material presented. The alteration of the 1994 curriculum to the 2004 and now developed into 2006 curriculum causes changes to the textbooks for the students particularly the materials which are presented in the textbook. Consequently, the materials presented in the textbooks need to be observed because of the paradigm shift in Indonesian

ELT. The materials are introduced in “Standar Isi” which consists of “Standar Kompetensi” and “Kompetensi Dasar”. In addition, a good book should be relevant to the syllabus and the needs, interests and abilities of the students. The problematic matter is that whether or not the books published by a publisher correspond to the needs, interest and abilities of the students. Thus, materials in the textbooks need to be observed.

Competency-based Curriculum is created based on the principles of Communicative Language Teaching. Celce-Murcia (2001:17) said that communicative language teaching (CLT) has been put forth around the world as the “new”, or “innovative,” way to teach English as a second and foreign language. Basically, communicative language teaching (CLT) consists of four components, namely grammatical competence, discourse competence, sociocultural competence and strategic competence.

The aim of Competency-based Curriculum “KBK” or “KTSP” School-based Curriculum is to achieve and develop discourse competence. However, “KTSP” refers to the application of the local potency within the communication. Discourse competence means the ability to create a good communication in both spoken and written in a communication event. A person who is able to participate well in a communication event is a person who has discourse competence. Discourse competence studies language as social semiotic. It is the study about how messages, or texts, interact with people to produce meaning. The study about how to produce and express texts in simple communication has been introduced in junior high school

level. Wells in Hammond (1992:9) classifies literacy level into four kinds namely performative, functional, informational and epistemic. Based on the level of literacy, the English education for students in junior high school has a functional goal. Functional goal is concerned with the ability to use language to cope with daily matters. To overcome daily matters the students should have discourse competence by producing texts in communication. To achieve the functional goal, the books published by the publisher should reflect the students' need and be relevant to the students, so that; the students are able to achieve discourse competence as the goal of teaching English as a foreign language.

The texts which are produced will occur in a certain context. However, in any contexts people use language to do three main functions of meaning, for example, ideational function which is realized in field, interpersonal function which is realized in tenor and textual function which is realized in mode. By understanding the semiotic perspective of a situation (i.e. the values for field, tenor, and mode), language users can predict the meanings that are likely to be exchanged and the language likely to be used. Halliday(1994:19) notes that while people are communicating they make prediction by using the values of field, tenor and mode to understand register and that their assessment facilitates their own participation. Based on the previous statements I am interested in doing an analysis of context of situation. In this thesis I intend to analyze the content of English textbook of

grade VIII based on the analysis of context of situation. I analyze the English textbook focusing on three units of analysis which are field, tenor and mode.

1.2. Problem Identification

The shift of paradigm of English language teaching in Indonesia from 1994 to 2006 will influence the writing of materials written in the textbook particularly English textbook. The materials within the textbook should fulfill the needs, interest and ability of the students. For that reason, materials within the textbook must to be observed because of the paradigm shift in Indonesian English language teaching. The materials are presented in the “Standar Isi” consisting of “Standar Kompetensi” and “Kompetensi Dasar”. In addition, “KBK” and “KTSP” are written to achieve “Discourse Competence”. “Discourse Competence” means the ability to produce a good communication in both spoken and written forms in a communication event. The communication event can be either transactional or interpersonal.

1.3. Limitation of the Study

To achieve “Discourse Competence” the students should be able to produce text in a certain context. Therefore, in this thesis I limit the study to analyze the context of situation consisting of field, tenor, mode displayed in the dialogue found in grade VIII English textbook entitled “English on Sky” published by Erlangga. I will focus the discussion on the dialogues found in the English text book of grade VIII entitled English on Sky published by Erlangga.

1.4. Statement of the Problems

The problem statement in this thesis is elaborated into several research questions as follows:

1. What subject matters (field) are displayed in the dialogues found in the textbook?
2. What kinds of interpersonal relations (tenor) are displayed in the dialogues found in the textbook?
3. What channels of communication (mode) do the interactans use in the dialogues found in the textbook?

1.5. Objective of the Study

I clarify the objective of this study into three components, namely:

1. To identify the subject matters (field) which are displayed in the dialogues found in the textbook
2. To identify the kinds of interpersonal relations (tenor) which are displayed in the dialogues found in the textbook
3. To specify the channels of communication (mode) the interactans use found in the textbook

1.6. Significance of the Study

The study of the context of situation including field, tenor and mode may contribute to the development of either transactional or interpersonal conversation analysis within the textbook particularly English textbook. Thus, it is expected that such analysis will be useful for the register analysis.

This study is expected to be useful for the teachers and students to improve their knowledge about discourse analysis, particularly the study about context of situation including field, tenor and mode. The knowledge about context of situation will give a perspective to the teacher in order not to teach the language system only but to teach how to use the language system to produce text either transactional or interpersonal. Therefore, the students can achieve discourse competence as what the curriculums wants to achieve.

The research about discourse analysis concerning the context of situation and its components is probably able to give a new inspiration for text's writer in order to include the context of situation within the textbook particularly English textbook. Therefore, the field (what is going on in the text or the topic) is proper with the needs of the students; the tenor (the relationship between participants) does not only present the relationship between students but also with parents, teacher, etc. The mode (the channel) does not only present spoken language in interpersonal conversation but also transactional conversation.

1.7. Organization of the Thesis

I present the thesis into five chapters. The thesis organization is as follows:

Chapter I is concerned with introduction of thesis which covers; background of the study, problem identification, limitation of the study,

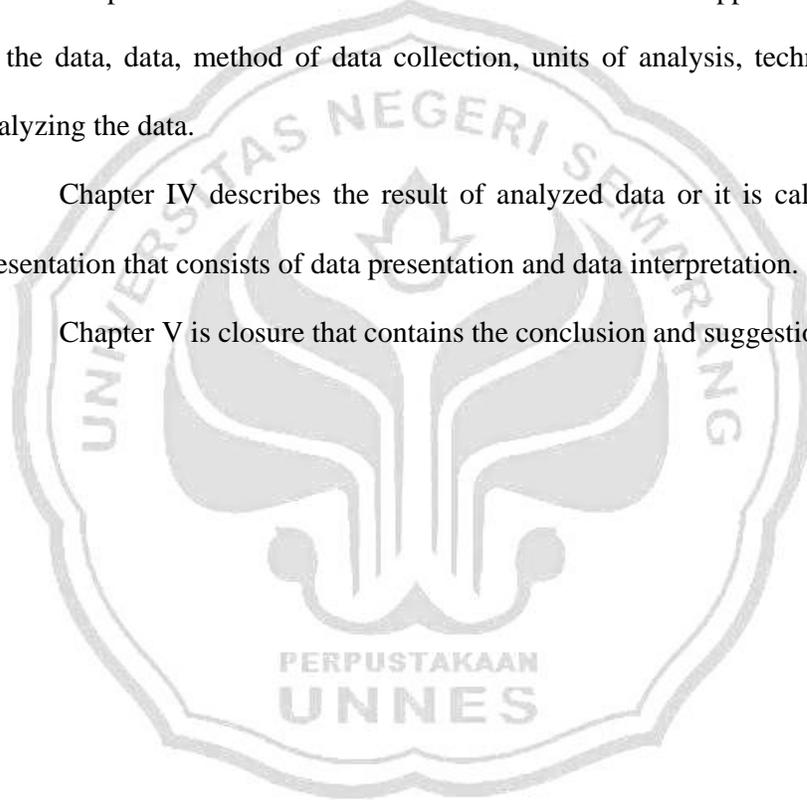
statements of the problems, objective of the study, significance of the study, Organization of the thesis.

Chapter II deals with review of related literature that covers theoretical framework: communicative approach as a new paradigm in ELT, the roles of textbook in language teaching, text and discourse, spoken and written language, context of situation, context of situation and register,

Chapter III concerns with research methods such as: approach, source of the data, data, method of data collection, units of analysis, technique of analyzing the data.

Chapter IV describes the result of analyzed data or it is called data presentation that consists of data presentation and data interpretation.

Chapter V is closure that contains the conclusion and suggestion



CHAPTER II

REVIEW OF RELATED LITERATURE

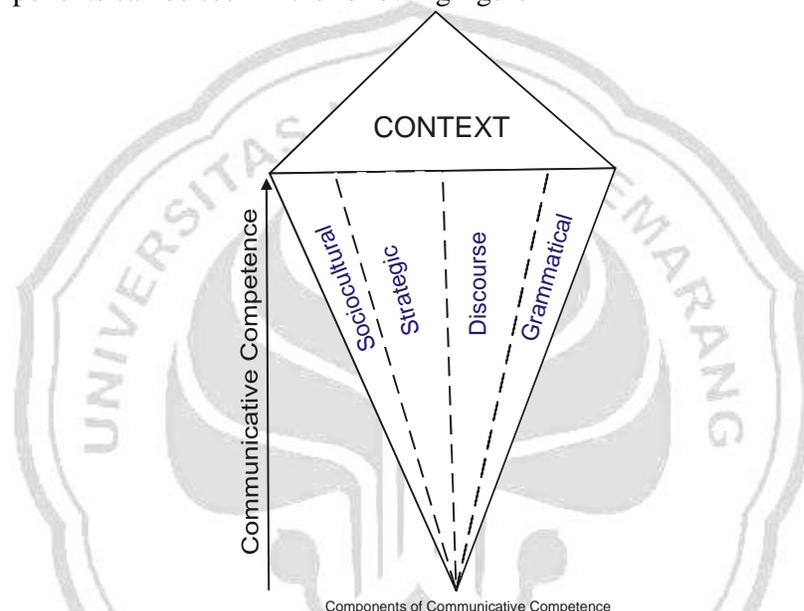
2.1. Communicative Approach as a New Paradigm in ELT

The teaching paradigm has changed for several times. The first paradigm was called “Traditional Approach” The traditional approach was introduced up the late 1960s. It gave priority to grammatical competence as the basis of language proficiency. It was based on the belief that grammar could be learned through direct instruction and through a methodology that concentrates on repetitive practice and drilling. The second paradigm was classic communicative language teaching. It was from 1970s to 1990s. In this era; the communicative language teaching was firstly introduced. It first appeared in as a new approach to language teaching Communicative of Language Teaching or “CLT” is the newest paradigm of English teaching. It began in 1970s and still exists till now. Basically, Communicative Language Teaching came to replace Audiolingualism and the Structural-Situational Approach. Rodgers S and Richards C (2001:155) introduce the two principles of communicative language teaching such as:

1. To make communicative competence the goal of language teaching
2. To develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and functional.

The two points above are the main principles of communicative language teaching. Nowadays, the principles of “CLT” are applied in the school curriculum particularly in the English teaching curriculum. In the past time,

the speaking and listening were collectively described as active skills, reading and listening as passive skills. However, in “CLT” the listeners and readers no longer are regarded as passive. They are seen as active participants in the negotiation of meaning. The understanding of communication as negotiation came to replace the earlier active or passive dichotomy. Celce-Murcia (2001:17) clarifies communicative competence into four components. The four components can be seen in the following figure



Source: Celce Murcia 2001:17

The above figure shows the four components of communicative language teaching. The components are sociocultural, strategic, discourse and grammatical competence. The English curriculum in Indonesia in the present time focuses on the development of discourse competence. It is the ability to produce any kinds of texts in different contexts both spoken and written.

2.2. The Role of Textbooks in Language Teaching.

Textbooks are a key component in most language program. In some situations the textbooks can serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the content of the lesson, the balance of skills taught and the kinds of language practice. It also provides materials which can supplement the teacher's instruction because they provide ideas on how to plan and teach lessons as well as formats that teachers can use. In the case of inexperienced teachers textbooks may also serve as a form of teacher training. Richard (2007:24) clarifies the advantages and limitations of the textbooks. The advantages are they provide structure and as syllabus for a progress, they help standardize instruction, they maintain quality, they provide a variety of learning recourses and they are efficient, they can train teachers. On the other hand, the limitations are they may distort content, they may not reflect students' need and they are expensive. The most important factors are the textbooks should maintain quality and reflect the students' needs.

It is also necessary to realize that no commercial textbook will ever be a perfect fit for a language program. The materials which are written in the textbook should find innovative, creative, and relevant to the learners' needs. It has been mentioned in the previous statements that the paradigm of English teaching in Indonesia has been changed. The new curriculum should be based on the communicative competence. Hence, the textbooks which are composed should be based on the criteria of "CLT" paradigm.

That is to make the students to be good in communication. It is the ability to produce texts in a certain context.

2.2.1. Traditional textbooks and Communicative textbooks

Books are actually very essential for EFL students because they will help both teachers and students in the classroom. However, of course, the perfect textbook does not exist; but a good book should reflect and satisfy three conditions, namely:

1. It should suit the needs, interests and ability of the students
2. It should suit the teachers
3. The textbooks must meet the needs of official public syllabuses or examinations.

Based on the above components, it is known that textbooks are accepted, or rejected, according to whether they cover the national syllabus laid down by the authorities. It is because we don't choose them-they are chosen for us. It is clear that the type of the textbook teachers use will have a considerable influence on the way the teachers teach and the way the students learn. Grant (1987:12) says that there are two very broad categories of textbook such as: traditional textbooks and communicative textbooks. The traditional textbooks are written on the basis of traditional approach, however the communicative ones are written on the basis of current approach.

2.2.1.1. Traditional Textbooks

It has been explained in the previous statement that traditional textbooks are written on the basis of traditional approach. The traditional textbooks try to get students to learn the language as system. Language as system introduces s grammar as the goal of the study. Grant (1987:113) introduces some characteristics of traditional books as follows:

1. They tend to emphasize the forms, or patters, of language (the grammar) more than communicative functions of language-the jobs we do using it, for example asking for information, making request, apologizing, etc.
2. They tend to focus on reading and writing activities, rather than listening and speaking activities.
3. They emphasize the importance of accuracy
4. They tend to focus rather narrowly on a syllabus and examinations.
5. They are often attractive to some teachers, because they seem easy to use, and are highly examination based.

There are many traditional textbooks in use all over the world. Even, nowadays, traditional textbooks are still being published today. The main problem with traditional textbooks is that the students are still incapable of using the language: they may know its grammar –the system- but they can't communicate it. Actually, the students using the textbook learn not just the forms of the language, but how to use them to communicate.

2.2.1.2. Communicative Textbooks

The second category of textbook is communicative textbook. The communicative textbook tries to solve the problem which is still being faced by traditional textbook by creating opportunities for the students to use the language in the classroom. It is aimed to help the students to use

the language they have learned in the classroom in real life. Grant (1987:14) clarifies the characteristics of communicative textbooks as follows:

1. They emphasize the communicative functions of language – the jobs people do using the language – not just the forms.
2. They try to reflect the students' needs and interests
3. They emphasize skills in using the language, not just the forms of language, and they are therefore activity-based
4. They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
5. They emphasize fluency, not just accuracy.

The communicative books are still being developed in the present era. It is a new approach in the writing of textbooks material to support and to help teachers and students in EFL classroom. On the basis of communicative competence, the textbooks published hopefully written based on the principle of communicative textbooks.

2.3. Text and Discourse

When we think of a stretch of language complete in itself and of some considerable extent: a business letter, a leaflet, a news report, a recipe and so on. However, though these view texts may be commonsensical, there appears to be a problem when we have to define units of language which consist of a single sentence, or even a single word, which are all the same experienced as texts because they full fill the basic requirements of forming a meaningful whole in their own right. Typical examples of such small-scale texts are public notices like "KEEP OF THE GRASS", KEEP LEFT,'KEEP-OUT', 'DANGER', SLOW and 'EXIT'. It is obvious that these minimal texts

are meaningful in themselves, and therefore do not need a particular structural patterning with other language units. In other words they are complete in terms of communicative meaning.

Consider the road sign 'RAMP HEAD'. When we are driving a car and see this sign, we interpret it as warning that there will be a small hump on the road a head of us and that it is therefore wise to slow down when we drive over it. From this it follows that we recognize a piece of language as text, not because of its length, but because of its location in a particular context. And if we are familiar with the text in that context, we know what the message is intended to be. Widdowson (2007:6) states that "people produce text to get message across, to express ideas, to explain something, to get other people to do certain things or to think a certain way and so on". Based on the previous quotation, it is known that in common people produce text in order to be able to express their ideas, to explain something and so on

Systemic functional theory views language as social semiotic resource. It means people accomplish their purposes by expressing meaning in context. To express meaning people create text. Text has similar meaning to discourse. In common, Linguist prefers text than discourse. It is because people in common are familiar with the word text than discourse. Widdowson (2007:4) defines a text as "an actual use of language". The text is produced as for a communicative purpose. Discourse or text can be natural spoken or written language, with meaning being transferred through the sentences of a text, in a particular context. However, a piece of discourse in context can consist of as

little as one or two words, as in “Stop” or “Stop Smoking”. Halliday and Hasan (1985:10) describe text as language that is functional. Functional means that language doing some job in the context.

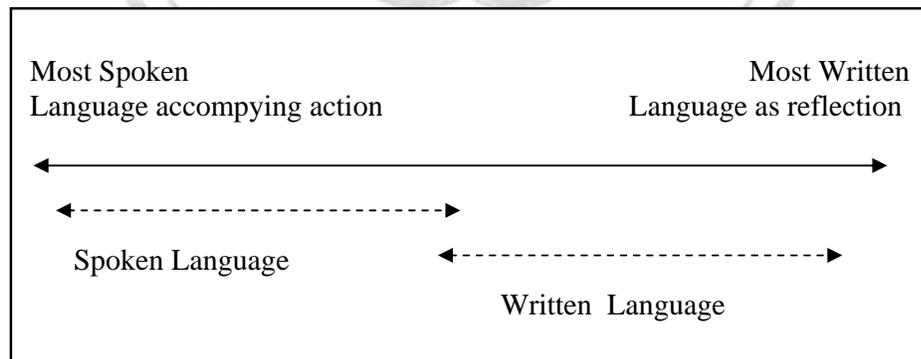
2.4. Spoken and Written Language

Spoken and written languages differ in a number of ways. Written language is not simply speech written down. Spoken and written are manifestations of the same linguistic system but in general they encode meaning in different ways because they have evolved to serve different purpose. Spoken language tends to be complex grammatically and written language tends to be complex lexically. When people speak sometime they do not pay much attention to the words they arrange to be spoken. Therefore, it is said to be complex grammatically. While written language pay much attention to the grammatical point. Based on these statements we know that when someone wants to convey his message, he has to decide and to distinguish between the medium that is used to communicate the message. The medium can be called spoken or written. Mc Charthy and Carter (1994:4) clarifies that medium can refer to “the overall distinction between linguistic messages transmitted to their receivers via phonic or graphic, that is by sound or by writing”. This quotation gives a good explanation about the choice of medium we use to transfer the message. The choice consists of two points namely via phonic which refers to the spoken language or via graphic which refers to the written one. Basically, this kind of medium is called ‘Mode’. The distinction of choosing the appropriate medium to transfer the message is the complex

one. Sometime people are still confused to differentiate between spoken and written in use. It is because a message may be written but intended to be delivered as speech such as a university lecture or spoken, but destined to be transmitted to its intended audience in writing such as a statement at a press conference.

The relationship between spoken and written language can be viewed as a continuum, from 'most spoken' on the one hand to 'most written' on the other. Hammond and Burns (1992:5) describes 'most spoken' refers to the language interactions which accompany action. For example, tennis matches basketball games, cards, monopoly etc. The term 'most written' refers to language as reflection. It refers to language texts where distance between participants is maximal. For example, history of economic, theoretical arguments and where the author writes for an unknown future audience. Hammond and Burns (1992:5) reflect the relationship between the 'most spoken' and 'most written' in the following diagram

Figure 1.1. Spoken and Written Continuum



Source : Hammond and Burns, 1992:5

There is no clear dividing border between spoken and written language. Commonly, in most spoken situation we are in the position of face to face with our interactants , and hand in hand we use language to achieve some on-going social action. For instance, to get the furniture positioned, the kid organized, etc. Eggins (1994:55) clarifies the characteristics of spoken and written language. The following table shows the distinction between spoken and written language

Table.1.2. Mode: characteristics of spoken / written language situations.

Mode : typical situation of language use	
Spoken discourse	Written text
+ interactive 2 or more participants + face to face In the same place at the same time + language as action Using language to accomplish + spontaneous Without rehearsing what is going to be said + casual Informal and everyday	Non – interactive One participant Not face to face On his / her own Not language as action Using language to reflect Not spontaneous Planning, drafting, and rewriting Not casual Formal and special occasion

Source : Eggins : 1994:55

The above table informs several things of differences between spoken and written language. In truth, the advantages of conceptualizing the relationship between spoken and written language is that it highlights important similarities as well as differences between the modes. The major similarity is the fact that both speakers and writer draw on the same language systems of discourse, vocabulary and grammar. A comparison of texts from the spoken and written ends of the mode continuum, however, clearly

highlights important differences. For that reason, a good recognition of both similarities and differences is very important for a clear articulation of the term 'literacy'.

2.5. Context

Systemic functional linguistics is interested in exploring just how context gets into text. Based on the perspective of systemic functional linguistic, it is known when someone communicates, he or she creates text. The text which is created occurs in a certain context. Schiffrin (1994:363) describes that messages are created through an interaction between text and context. The transmission of message can be accepted obviously if the relation between text and context is clear. When we find a kind of notice 'KEEP OF THE GRASS' we may know well enough what the word 'grass' denotes. However, the article 'the' signals to a matter of reference. The reference will refer to the context in which the notice is placed. Without pointing a clear context, the addressee will be confused to catch the meaning of 'KEEP OF THE GRASS'. So, what we do is to establish reference by relating the text to the context in which it is located. For that reason, by relating text to context the addressee infers not only what the notice refers to, but also what its purpose is. The notice is intended as prohibition. Sometimes people know what a text is being referred to, but fail to see what communicative purpose lies behind the reference. In the case of simple text, like public notices, it will be straightforward to match up the intention and the interpretation, but in the case of more complex ones, like newspaper article, such matching will be

highly problematic. In order to be able to match up the intention and the interpretation of the text we have to be able to relate the role of text in context. Widdowson (2007:19) defines that contexts can be thought of as situations in which we find ourselves, the actual circumstances of times and place, the here and now of the home, the work place and so on. It is clear that context refers to the situation in which a text is located.

2.5.1. Context of Situation

It has been explained in the previous section that a text can be stated as a piece of language in use, that is, language that is functional. However, a text's length is actually not important and it can be spoken or written. What important is that a text is a harmonious collection of meanings appropriate to its context. In fact, a text always occurs in two contexts, one within the other. The outer context around a text is known as the context of culture. Within the context of culture, speakers and writers use language in more specific contexts of situations. The inner context, which functional linguistics call context of situation.

The combination of context of culture and context of situation results in the differences and the similarities between language and another. Butt (1996:12) states that context of situation is "useful term to cover the things going on in the word outside the text which make the text what it is". The aspect of context of situation makes a difference to know how we use language and to know things which are going on in the word outside. Butt (1996:12) shows the relationship among text, context of situation and

context of culture. The relationship is shown in the following figure as follows:

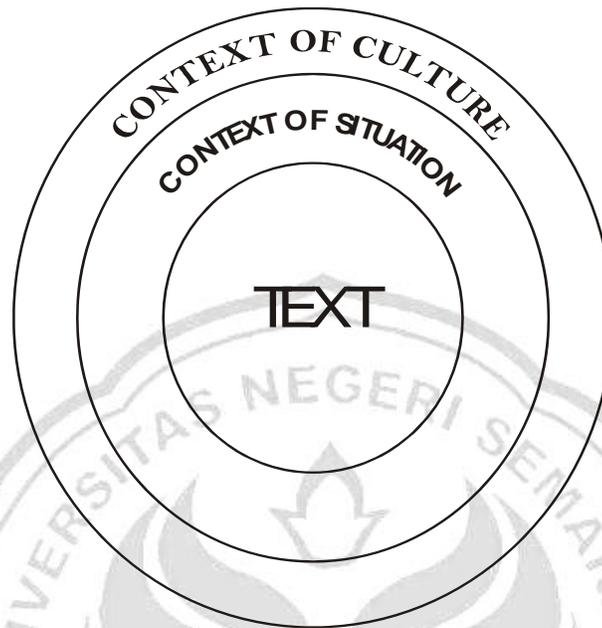


Figure 1. Text in Context
Source: Butt 1996:12

The above figure shows the relationship among text, context of situation and context of culture. Halliday in Eggins (1994:52) clarifies that context of situation into three components namely field, tenor and mode. Field refers to what the language is being used to talk about, tenor refers to the role relationship between the interactants and mode refers to the language which is playing in the interactions. Field, tenor and mode are also called register variables. Eggins (1994:53) explains in detail the component of register involving field, tenor and mode. The descriptions are described as follows:

1. Field

Field can be described as the variable of situation which has to do with the activity in which we are engaged. Field refers to ‘What is going on’- the doing and the happening. It is the topic of the situation. Eggins (1994:64) states situation that we recognize may be either technical or everyday in their construction of an activity focus. The differences between technical and everyday language are summarized in the following table Table 1.3

Technical and everyday language: The linguistic implications of FIELD	
Technical Language	Everyday Language
<ul style="list-style-type: none"> ✓ Technical terms words only “insiders” understand acronyms ✓ abbreviated syntax ✓ technical action processes attributive (descriptive) process 	<ul style="list-style-type: none"> ✓ everyday terms words we all understand full names ✓ standard syntax ✓ identifying processes (defining terms)
	✓

Source: Eggins, 1994:64

Based on the above table, it is known that language in everyday field is more familiar to us. It is because the lexis tends to consist of everyday work. Technical language tends to use abbreviation, non standard syntax etc.

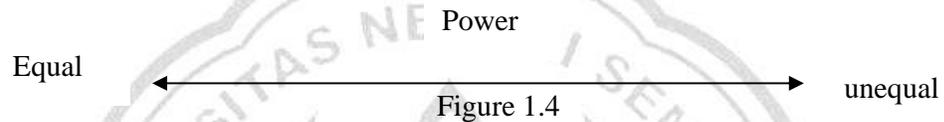
2. Tenor

The second component of register is Tenor. Tenor refers to the social relationships played by interactants. It is the roles of the participant and their relationship such as how well they know each other, their ages, their relative status and how they feel towards each other. The relationship between students /

lecture, customer/ sales person, friend / friend is also involved in tenor. Eggins (1994:54) divides tenor into three categories namely power, contact and affective involvement.

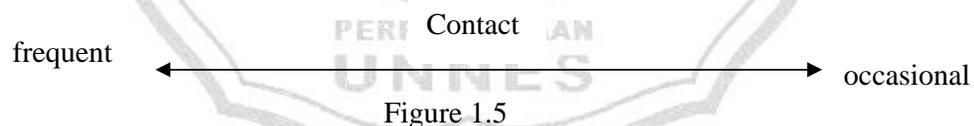
1. Power

Power refers to whether the roles we are playing, are those in which we are or equal or unequal power. The examples of roles of equal power are those of friends; examples of roles of unequal power would be those of boss/ employee. The relationship can be seen in the following figure.



2. Contact

Contact refers to whether the roles we are playing are those which bring us into frequent or infrequent contact. For examples, contrast the frequent contact between spouses, with the occasional contact with distant acquaintances. The relationship can be seen in the following figure.



3. Affective Involvement

Affective involvement refers to whether the roles we are playing are those in which the affective involvement between the interactants is high or low. This dimension refers to the extend to which we are emotionally involved or

Table 1.8.

Language accompanying social process Language as ACTION		Language constituting social process, language as REFLECTION	
Playing a game	Commentating	Recounting Experience	Construing Experience
e.g Bridge	e.g calling a match	e.g. report in the news paper	e.g. non-fiction

Source : Eggins, 1994:54

Based on the table above, there are two poles in the mode such as language as action and language as reflection. At one pole, language as action refers to language which can be relayed on a situation such as playing a game. However, the second one is language as reflection refers to language which is being used to reflect on experience rather than to enact something.

2.6. Context of Situation and Register

Context of situations consists of three components such as field, tenor, and mode. These three variables are key aspects of situations. These three variables are called register variable. To communicate people should determine three kinds of meaning namely ideational meaning, interpersonal meaning and textual meaning. Language is designed to fulfill three main functions: a function for relating experience, a function for creating interpersonal relationships, and a function for organizing information

2.6.1. MOOD SYSTEM

When people write they create text and when we read we interpret text. When we listen and speak, we create and interpret text. The previous statements inform that when people communicate and interact they create and interpret text. Whenever we use language to interact, one of the things we are doing with it is establishing a relationship between us: between the person speaking now and the person who will probably speak next. To establish this relationship we take turns at speaking, we take on different speech roles in the exchange. Eggins (1994:150) elaborates the speech roles and commodities as follows:

Table .1.9. Speech roles and commodities in interaction

SPEECH ROLE	COMMODITY EXCHANGED	
	Information	Goods and Services
Giving	Statement	Offer
Demanding	Question	Command

Source : Eggins 1994:150

These four basic types of move including statement, question, offer and command are referred to speech function. We can say that every starting move in dialogue must be one or other of these speech functions and each speech function involves both a speech role and a commodity choice. Statement, question, offer and command are also called the mood system. Here we shall begin focusing on the mood system. Thus, we are talking

about the clause as exchange; so far we have talked only about the mood element.

2.6.1.1. Mood Element

The preceding section explains about the mood system. The further will be focused on the mood element. Gerot and Wignell (1994:25) divide the mood element into two parts namely:

1. The Subject, which is realized by a nominal group.
2. The Finite element, which is part of the verbal group.

The above elements of mood indicate that there are two important parts of mood such as subject and finite. Eggins (1994:157) defines finite in terms of its function in the clause to make the proposition definite, to anchor the proposition in a way that we can argue about it” These elements form the mood of the sentences. However, the rest will form the residue of the sentence. The following examples will clarify the mood system of sentences.

1. I do
 Who does
 John does

Subject	Finite
MOOD	

2. George was playing guitar wasn't he?

Subject	Finite	Predicator	Complement	Finite	Subject
Mood				Mood	

2.6.1.2. Residue

The second element in the clause is called residue. It is the remainder of each clause. Residue consists of *predicator*, *complement* and *circumstances*. Predicator is the content part of the verbal group. Eggins (1994:161) says that predicator fills the role of specifying the actual event, action, process being discussed. The following example shows the role of predicator in a clause.

I' m reading magazine in the library

Subject	Finite	Predicator	Complement	Adj:Circ
MOOD		RESIDUE		

The verbal group contains two elements: *am reading*. The first part of the verbal group *am*, is the Finite. It carries the selections for tense, polarity, etc. The second verbal element, *reading*, tells what process was actually going on.

Magazine in the above example is the complement in the above clause. Eggins (1994:165) says that complement functions to describe subject in the clause. Complement is typically a nominal group. However, the prepositional phrase *in the library* indicates the adjunct. Eggins (1994:165) says that adjunct can be defined as clause elements which contribute some additional (but non essential) information to the clause. Adjuncts within the clause are typically adverbial or prepositional. Another example of adjunct can be shown in italic as follows:

I learnt to speak English *from my father*

Camels always walk *like that*

2.6.2. Transitivity

Another part in the contexts of situation is transitivity. The transitivity concentrates on the process conducted by the participants. Through the system of transitivity, we shall be exploring the clause in its who does what to whom, who or what is what or who, when, where, why or how function. There are several processes in the transitivity including material process, mental process relational process, verbal process, existential process and behavioural process.

1. Material Process

Material process is process of material doing. It expresses physical activity. Material process within a clause obligatorily has a doing (process) and a doer (participant). Material process is actually process about doing concerning to action. It consists of Actor, Process, Goal or Range, beneficiary consisting of recipient and client with Circumstance. The following examples show material process.

- 1) Diana went to Jakarta

Actor	Process: material	
-------	-------------------	--

- 2) Material process with goal

The men left their dinner

Actor	Process: material	Goal
-------	-------------------	------

3) Material process with range

They ran the race

Actor	Process: material	Range
-------	----------------------	-------

4) Material process with recipient and goal

They give you a flower

Actor	Process: material	Range	Goal
-------	----------------------	-------	------

5) Material process with circumstance

They rang me on Saturday night

Actor	Process: material	Beneficiary	Circumstance
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2. Mental Process

Mental process is a process about sensing including feeling, thinking and perceiving. There are three types of mental process such as affective (feeling), cognitive (thinking), and perceptive (perceiving through the five senses). Thus, the participants who take roles in mental processes are sensor and phenomenon. The following examples show mental process.

1. Mental process with affective

He felt the needle going in

Sensor	Process: affective	Phenomenon
--------	-----------------------	------------

2. Mental process with cognitive

I saw the girl

Senser	Pocess: perception	Phenomenon
--------	-----------------------	------------

3. Mental process with perception

She believed me

Senser	Pocess: cognitive	Phenomenon
--------	----------------------	------------

3. Relational Process

Relational processes involve states of being including having. They can be classified on the basis of whether they are being used to identify something or to assign a quality to something. The process to identify something is called identifying process, while, the process which assigns a quality is called attributive process. The participants in identifying process are carrier and attribute. However, the participants in attributive process are carrier and attribute. The following examples will illustrate the use of relational process.

1. Relational process with attributive.

A whale is a mammal

Carrier	Attributive	Attribute
---------	-------------	-----------

2. Relational process with identifying

The real victims are married women

Token	Intensive	Value
-------	-----------	-------

4. Verbal Process

The further process is verbal process. Gerot and Wignell (1994:62) says that “verbal process is a process of saying, or more accurately, of symbolically signaling”. The participants in the verbal processes are Sayer, receiver and verbiage. The examples of verbal processes are as follows:

1. Verbal process with receiver and verbiage

I asked him a question

Sayer	Pr: Verbal	Receiver	Verbiage
-------	------------	----------	----------

2. Verbal process with circumstance

They re' talking about the news

Sayer	Pr: Verbal	Circ: Manner
-------	------------	--------------

5. Existential Process

Existential process is a process of existence. Existential process represents experience by positing that “there was / is something”. Existentials are easy to identify as the structure involves the use of *there*. Examples of the domain covered by relational processes are:

There was snow on the ground

	Pr:Existential	Existent	Circ:Location
--	----------------	----------	---------------

There is a horse in the garden

	Pr:Existential	Existent	Circ:Location
--	----------------	----------	---------------

6. Behavioral Process

Behavioral process is process of physiological and psychological behavior such as breathing, dreaming, snoring etc. The participant within the behavioral process is behavior like a sener. It is a conscious being. For example:

He snores loudly

Behavior	Pr:Behavioral	Circ: Manner
----------	---------------	--------------

She was crying with frustration

Behavior	Pr:Behavioral	Circ: Manner
----------	---------------	--------------

2.6.3 Theme – Rheme

The third component within the contexts of situation is Theme – Rheme. It is dealing with the new and old information. Halliday in Eggins (199:275) says that “Theme is an element which serves as the starting point for the message: it is what the clause is going to be about”. Theme typically contains given information, which has already mentioned in the

text. However, Rheme can be defined as the part of the clause in which the theme is developed. The Rheme typically contains new information. Eggins (1994:276) says that there are some categories of theme such as topical theme, interpersonal theme and textual theme.

1. Topical theme

When an element of the transitivity function occurs in the first position of a clause can be said as Topical theme. The examples show the domain of topical theme:

I' ve given blood 36 times

Actor	Pr:Material	Range	Circ:Extent
Topical			
Theme	Rheme		

This was in Geneva

Actor	Pr:Material	Range	Circ:Extent
Topical			
Theme	Rheme		

2. Interpersonal theme

When a constituent to which we would assign a Mood label (but a transitivity label) occurs at the beginning of a clause, we call it interpersonal. The constituents which can function as interpersonal themes are: *modal adjunct*, *mood*, *polarity*, *vocative* and *comment*. For example:

1. Finite as Interpersonal theme

Do you give a prize?

Interpersonal	Topical	
Theme		Rheme

Can you take my bag?

Inter-	Topical	
Theme		Rheme

2. Mood Adjunct as Interpersonal theme

Maybe John can help

Inter	Topical	
Theme		Rheme

3. Vocative Adjunct

Stephen, do you want more soup?

Inter	Topical	Topical
Theme		Rheme

4. Comment Adjunct

Fortunately, The bomb didn't explode

Inter	Topical	
Theme		Rheme

3. Textual theme

The third clause constituent which can occur in thematic position is the category of textual element. These elements do not

express experiential or interpersonal meaning. These components are *Continuity Adjunct* and *Conjunctive Adjunct*.

1. Continuity Adjunct as theme

Continuity adjuncts are words which are used in spoken dialogue.

The commonest continuity items are: *oh*, *well*, *Yea*, and *no*. For

Example:

Oh they give you a cup of tea

Textual	Topical			
Theme		Rheme		

2. Conjunctive Adjunct as Theme

Conjunctions are elements which serve to link clauses or sentences together. Conjunctions which are used to link clauses together within a sentence will necessarily occur in the first position such as *and*, *but*. However, the conjunctions which occur in other position such as: *however*, *therefore* are also used to link clauses together. Examples of domain covered by conjunctive adjuncts are:

and he proposes marriage

Textual	Topical		
Theme		Rheme	

So they could actually do it

Textual	Topical			
Theme		Rheme		

CHAPTER III

RESEARCH METHOD

3.1. Approach

I use a *Descriptive Qualitative* method in this research. It is called descriptive because the researcher will collect, classifies, and then analyze the data for drawing conclusions. It is called qualitative one since the data which are collected are in the form sentences and they are categorized into their groups for getting conclusion.

3.2. Source of Data

In a research, source of data is very important to be known. Cohen Louis, Manion ,L and Morrison (2007:462) describes that “qualitative research rapidly amasses huge amounts of data”. The data themselves can be in the form of discourses, sentences, phrases, or words. The data in this thesis proposal are taken from English textbook. The source of the data in this research is English text book for grade VIII entitles English on Sky published by Erlangga. I choose English text book published by Erlangga because I have conducted informal survey research concerning to the use of English textbook used by the students in junior high school for grade VIII. The result indicates that most schools especially in Semarang apply the books from Erlangga publisher particularly the book which entitles English on Sky. Erlangga publisher is popular in Semarang. Besides, the quality of the content is good.

3.3. Data

The data of this research are the dialogues found in the English textbook published by Erlangga. The title of the book is English on Sky. There are about ten dialogues which were taken from the textbook. There are ten topics found in the book such as leaving and taking messages, asking for and giving things, asking for information, inviting people, getting for information, expressing congratulation, asking for and giving ideas, asking for favor, making a phone call and asking and giving agreement. Hence, I chose one dialogue of each topic. The example of dialogue presented in the textbook is as follows:

Asking for Information

Shanti : What does your father do?
 Shinta : He is a civil servant. He works in a government office
 Shanti : Wow! It sounds interesting
 Shinta : What does he do as a civil servant?

Inviting People

Sugeng : Are you going this evening?
 Dona : I'm not sure, why?
 Sugeng : There's an exhibition at the city hall.
 Dona : Really? What exhibition?
 Sugeng : Book exhibition. Would you like to go?
 Dona : Sorry, I can't this evening.
 Sugeng : What about tomorrow afternoon?

Dona : Tomorrow is difficult. What about tomorrow evening?

Sugeng : Ok. That sounds good me.

The above data are taken from the textbook. There are about ten data which are going to be analyzed. Those data will be analyzed in the terms of lexicogrammatical analysis and contextual description.

3.4. Method of Data Collection

The method of data collection which is employed in this research is documentation. I collect the data chosen in the English text book for grade VIII entitles English on Sky published by Erlangga. After that, I classify copy, and give codes to the data which are being collected.

3.5. Units of Analysis

The unit of analysis in this thesis is clause which is realized into three components:

1. The field or subject matter which is presented in the dialogues found in English textbook for grade VIII entitles English on Sky published by Erlangga.
2. The tenor or the relationship between the interactants presented in the dialogues found in the English textbook for grade VIII entitles English on Sky published by Erlangga.
3. The Channel of communication or the mode presented in the dialogues found in the English textbook for grade VIII entitles English on Sky published by Erlangga.

3.5. Technique of Analyzing the Data

After collecting the data, the next step is to analyze the data. It has been clarified in the previous section that there are six units in the textbook. Cohen, Manion and Morrison (2007:461) describes qualitative data analysis involves organizing, accounting for and explaining the data. Each unit consists of different number of data. The aspect of analysis will be the dialogues.

Based on the clarification above, it is known that there are 10 data which are going to be analyzed. To analyze the data, I employ the theory of context of situation introduced by Butt (1995:139). The model of data analysis is divided into two steps and they are presented as follows:

1. Data Presentation

Data 1: Dialogue 1.

Anita : Could you give me the magnifying, please?

Roy : Here, it is

Anita : Thanks

1.1. Lexico-grammatical analysis of dialogue 1

1. Interrogative

	Could	you	give	me	the magnifying glass	please?
Interpersonal	Finite	Subject	Pred	Comp	Comp.	Adj
	MOOD		RESIDUE			
Ideational		Actor	Pr: Material	Recipient	Goal	
Textual	Inter.	Topical				
	THEME		RHEME			

2. Declarative

	Here,	It	is
Interpersonal	Adj:Circ	Subject	Finite
	RESIDUE	MOOD	
Ideational	Circ: Location	Carrier	Pr: Attributive
Textual	Topical		
	THEME	RHEME	

3. Minor Clause : Thanks

1.2. Description of field of discourse analysis of dialogue 1.

1. Lexicogrammatical Analysis of dialogue 1.

Ideational meanings	Description
Process types	The dialogue focuses on the material process. The actor is doing an action. The verb “give” indicates that the actor doing and action in a certain place. The “here” in the dialogue indicates that the action occurs in a certain place. However, the place is not mentioned in the dialogue. There is only one location of adjunct used in the dialogue 1.
Material	
Give	
Participants	
Actor :the addressee, You,	
Goal: the magnifying	
Circumstances	
Place: Location	

2. Contextual description of dialogue 1

Ideational meanings	Description
Experiential Domain	The dialogue is done by two students named Anita and Roy. It occurs in the school lab where they want to do an experiment. However, the dialogue omits the subject <i>You</i> as Senser and the mental process in clause one.
Two students are doing an experiment in the school lab	
Short-term goal:	
Learning how to do an	

<p>experiment</p> <p>Long-term goal</p> <p>The two students whose name Anita and Roy are doing an experiment in the school lab to accomplish teacher's assignment.</p>	<p>The long term is to learn an experiment while the long term is to do an experiment to full fill the teacher's assignment or task.</p>
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1.3. Tenor of discourse analysis of dialogue 1.

1. Lexicogrammatical analysis of dialogue 1

Interpersonal meanings	Description
<p>Mood selections:</p> <p>Polar interrogative</p> <p>Could,</p> <p>Declarative:</p> <p>It is</p>	<p>The participants use polar interrogative to ask about good and service. The polar question such as "<i>Could you give me the magnifying</i>" indicates that the actor or the subject demands good and service that is the actor needs the magnifying. The use of polar interrogative can be biased towards a positive or a negative answer, nevertheless the question sentence "<i>Could you give me the magnifying</i>" indicates that the actor expects 'yes' for the answer.</p>

2. Contextual description of dialogue 1

Tenor of Discourse	Commentary
<p>Agentive or societal roles:</p>	<p>The dialogue is conducted by two students between student and student. It indicates that</p>

Student and Student	between the students who ask the question and who answers such question are the same in power, therefore it can be said that the status is equal. In addition, The two students seem close and the speech is familiar, so the social distance is minimal.
Status:	
Equal	
Social Distance:	
Minimal	

1.4. Mode of discourse analysis of dialogue 1

1. Lexicogrammatical Analysis of dialogue 1.

Textual Meaning	Description
Thematic choices:	There are two topical themes chosen in the dialogues. They are “ <i>you</i> ” and “ <i>here</i> ” It indicates that every clause must contain one and only one topical theme. “ <i>You</i> ” as the actor of the first clause in the first dialogue described as the topical theme because it is the doer of the action. However, the circumstance “ <i>here</i> ” in the second clause indicated as topical theme.
Topical Themes:	
You, here	
Predicators:	
give	
Textual themes:	
No textual themes	

1. Contextual Description Analysis of dialogue 1.

Textual Meaning	Description
Role of language:	The type of the interaction between the two students is dialogue. It belongs to spoken language because it is face to face conversation and interactive. It is called phonic because it uses the sound system of language and the
Type of interaction:	
Dialogue	
Medium:	
Spoken	

Channel: Phonic	conversation done spontaneously. The question sentences “ <i>Could you give me the magnifying?</i> ” Indicates the use of everyday language, therefore it can be categorized as an informal conversation.
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CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of finding and discussion. The finding section will elaborate the lexico-grammatical analysis of the dialogues. The discussion will be elaborated into several section namely, data presentation, lexico-grammar analysis and contextual description analysis.

4.1. Finding

4.1.1. Mood Analysis

In this section, each dialogue will be analyzed for mood. There are ten dialogues that are analyzed in term of mood. The mood analyses are grouped into several categories such as: declarative, interrogative and imperative. The following table summarizes the results of the analyses of Mood class on the basis of the dialogues found in Erlangga textbook entitles English on Sky for grade VIII. There were ten dialogues chosen in the textbook.

Table.4.1. Mood of the Dialogues

Mood Class	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	Total no of each category
Declarative	6	2	3	4	-	-	14	6	9	10	54
Interrogative	4	6	2	5	2	1	5	5	6	3	39
Imperative	-	-	-	-	-	-	2	1	-		4
Total	10	4	5	9	2	1	21	11	15	13	92

As the table shows, declarative mood is the highest proportion in the dialogues. Dialogue 7 has the highest proportion of declarative mood of all dialogue. It indicates that most of the dialogues focus on giving information rather than demanding information. There were 54 declarative found in the

dialogues. There are 39 interrogative mood found in the dialogues. Dialogues 2 and 9 have the highest proportion of interrogative mood. It portrays that the dialogues focus on demanding information. The number of the interrogative mood is approximately 39. The imperative clause employed in the dialogues indicates that the dialogues are doing more than simply giving information. The information it gives has the potential to be packaged as a goods and service. There were only 3 imperative mood found in the dialogues.

4.1.2. Transitivity Analysis

In this section, each dialogue will be analyzed for transitivity. The transitivity analyses are grouped into several categories, namely material, mental, verbal, behavioral, existential, relational attributive, relational identifying and possessive. The functional grammatical description of the transitivity structure of English clauses can be seen to select for a process type (material, mental, behavioral, verbal, existential and relational). The process type specifies the action, events or relationship between implicated participants. The process may be situated circumstantially (for time, place, cause, etc.). Carrying out a transitivity analysis involves determining the process type, participants and circumstances. The following table will summarize the results of the analyses of transitivity analysis class on the basis of the dialogues found in Erlangga textbook entitled English on Sky for grade VIII. There are about ten dialogues found in the textbook.

Table. 4.2. Transitivity analysis of the dialogue

Process Type	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	Total no of each category
Material	6	2	3	2	-	-	9	6	18	7	53
Mental	3	-	1	-	-	-	6	2	1	2	15
Verbal	1	-	-	-	-	-	-	-	-	-	1
Behavioral	-	-	-	-	-	-	-	-	-	-	-
Existential	-	-	-	1	1	-	1	1	5	-	9
Relational: Attributive	2	1	-	4	-	1	3	-	2	3	16
Relational: Identifying	1	2	1	1	-	-	3	-	-	1	9
Possessive	-	-	-	-	-	-	1	-	-	-	1
Total no. of Process	13	5	5	8	1	1	23	9	16	13	94

As the table shows, material processes are dominant in all dialogues. This indicates that the dialogues are centrally concerned with actions and events, and the participants who carry them out. There are 53 material processes found in the dialogues. Dialogue 9 has the highest proportion of material processes. The dialogues mostly use material process. It signifies that those dialogues are predominantly about, tangible physical actions. The presence of existential in dialogue 9 suggests that these actions are sometimes framed as taking place within settings which are asserted simply as existing. There are 9 existential processes found in the dialogues. The highest proportion of mental process in dialogue 7 shows that conscious cognition, rather than bodily behavior. There are 15 mental processes found in the dialogue. Dialogue 4 has the highest proportion of relational processes. The attributives dominate the relational category. This also indicates that the dialogue is more descriptive. There are about 16 attributive sentences found in all dialogues. However, there are some proportions of identifying processes. The number of identifying

process is about 9 processes. In addition, there is only one possessive processes found in the dialogues.

4.1.3. Textual Analysis

In this section, each dialogue will be analyzed for textual. The textual analysis will be elaborated into several points namely: Interpersonal theme, Ideational theme and textual theme. Those three components belong to textual. Theme or Rheme structure of the clause is an essential component in the construction of cohesive and coherent of text. The following table will summarize the results of the analyses of transitivity analysis class on the basis of the dialogues found in Erlangga textbook entitles English on Sky for grade VIII. There are about fifteen dialogues found in the textbook.

Table. 4.3. Textual Analysis of the dialogues

Category	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	Total no of each category
Interpersonal Theme	4	-	-	-	1	-	11	6	5	2	29
Topical Theme	12	4	5	10	2	1	23	10	18	13	98
Textual Theme	5	-	1	3	-	1	9	11	9	8	47
Total no. of Process	21	4	6	13	3	2	43	43	32	23	190

As the table shows, Topical theme is dominant in the dialogues. There are 98 topical theme found in the dialogues. Theme is the element which serves as “the starting-point” for the message. It is what the clause is going to be about. Dialogue 7 has the dominant topical theme. It is 23 topical themes. It indicates that most of the transitivity function occurs in the first position in the clauses of the dialogues. There are 47 textual themes found in the dialogues and 29 interpersonal themes. Dialogue 7 has the highest proportion of interpersonal

theme in all dialogues. However, dialogues 8 and 10 have the highest proportion of textual theme found in the dialogues.

4.2. Discussion of findings

1. Data Presentation

Data 1: Dialogue 1

Shanti : Hello
 Dona : Hello, this is Dona. Could I speak to Nurul, please?
 Shanti : Hi, Dona. Just a moment, please. Mom, where is Nurul?
 Mom : I think she's going out with Bertha.
 Shanti : Hello? Sorry, Dona. She's not in.
 Dona : Oh
 Shanti : Mom said she was going out with Bertha.
 Dona : With Bertha?
 Shanti : Yeah
 Dona : OK. Can I leave a message?
 Shanti : Sure
 Dona : Could you ask her to call me back?
 Shanti : She knows your phone number, doesn't she?
 Dona : Yes, she does
 Shanti : All right. I'll tell her when she arrives
 Dona : Thanks a lot. Bye.
 Shanti : Bye.

1.1. Lexico-grammatical analysis of dialogue 1

1. Minor Clause : Hello
2. Declarative

	Hello,	this	is	Dona
Interpersonal	Cont:Adj	Subj	Fin	Comp
		MOOD		RESIDUE
Ideational	Cont:Adj	token	Pro:Relat	Value
Textual	Textual	Topical		
	THEME		RHEME	

3. Interrogative

	Could	I	Speak	to Nurul,	Please ?
Inter.	Fin	Sub	Predicator	Adj:Circ	Adj
	MOOD		RESIDUE		
Ideat..		Actor	Pro:Mat	Circ	Circ
Text..	Interpersonal	topical			
	THEME		RHEME		

4. Hi, Dona : Minor Clause

	Hi	Dona
Interpersonal	Cont:Adj	Voc:Adj
	RESIDUE	
Ideational	Left Unanalyzed	
Textual	Textual	Textual
	THEME	

5. Just a moment please : Minor Clause

6. Interrogative

	Mom	where	is	Nurul ?
Inter..	Voc:Adj	Wh:Adj	Fin	Subject
		RESIDUE	MOOD	
Ideat...			Pr:Attributive	Carrier
Text...	Interpersonal	topical		
	THEME		RHEME	

7. Declarative

	I	think	She'	s	going	out with Berta
Inter..	Mood:Adj		Sub	Fin	Predicator	Adj:Circ
	MOOD			RESIDUE		
Ideat..	Senser	Pro:mental	Actor	Pro:Material	Circumstance	
Text..	Interpersonal		Topical			
	THEME			RHEME		

8. Hello? Sorry, Dona : Minor Clause

9. Negative

	She	is not	in
Interpersonal..	Subj..	Fini..	Adj:circ
	MOOD		RESIDUE
Ideational..	Carrier	Pr: Attributive	Circumstance
Textual..	Topical		
	THEME	RHEME	

10. Oh : Minor Clause

11. Declarative

	Mom	said		She	was	going	out with Berta
Interper..	Sub	Fin	Pred	Sub	Fin	Predicator	Adj:Circ
	MOOD		RES..	MOOD		RESIDUE	
Ideat..	Sayer	Pr:Verbal		Actor	Pr:Material		Circumstance
Text...	Topical			Topical			
	THEME	RHEME		THEME	RHEME		

12. Declarative

	With	Berta
Interpersonal	Adj : Circ	
	RESIDUE	
Ideational	Circumstance	
Textual	RHEME	

13. Yeah : Minor Clause

14. OK : Minor Clause

15. Interrogative

	Can	I	leave	a message ?
Inter..	Fin..	Subj	Predicator	Complement
	MOOD		RESIDUE	
Ideat...		Actor	Pro:Mat	Goal
Text..	Interpersonal	Topical		
	THEME			RHEME

16. Sure : Minor Clause

17. Interrogative

	Could	you	ask	her	to call	me	back?
Inter.	Fin	Sub	Pred	Comp	Pred	Com	Adj:Circ
	MOOD		RESIDUE		RESIDUE		
Ideat.		Senser	Pro:mental	Phenomenon	Pro:Mat	Goal	Circ
Text.	Interpers	Topical					
	THEME		RHEME				

18. Tag Question

	She	knows	your phone number	doesn't	She ?	
Inter..	Sub	Fin	Pred	Complement	Fin	Sub
	MOOD		RESIDUE		MOOD	
Ideat..	Senser	Pro:Mental	Phenomenon	Pro:Mat	Actor	
Text...	Topical				Topical	
	THEME	RHEME		RHEME	THEME	

19. Declarative

	Yes	She	does
Interpersonal	Mood:Adj	Sub	Fin
	MOOD		
Ideational		Actor	Pro:Mat
Textual	Textual	Topical	
	THEME		RHEME

20. All right : Minor Clause

21. Declarative

	I	ll	tell	her	when	She	arrives	
Inter.	Sub	Fin	Pred	Comp	Conj:Adj	Sub	Fin	Pred
	MOOD		RESIDUE			MOOD		RESIDUE
Ideat..	Senser	Pro:Mental	Phenome			Actor	Pro:Mat	
Text..	Topical				Textual	Topical		
	THEME	RHEME			THEME	RHEME		

22. Thank, a lot, Bye : Minor Clause

23. Bye : Minor Clause

1.2. Description of field of discourse of dialogue 1

1. Lexicogrammatical Analysis of dialogue 1

Ideational meanings	Interpretation
<p>Process types</p> <p>Material, Relational, Mental, Verbal</p> <p>Material :</p> <p>Speak, go, leave, call,</p>	<p>There are three processes found in the dialogue. They are material, mental and relational process. The processes are mainly material and mental. This indicates that the</p>

<p>Mental: Think, Ask, know, tell,</p> <p>Verbal: Say</p> <p>Relational:</p> <p>a. Attributive: where is Nurul?</p> <p>b. Identifying: This is Dona,</p> <p>Participants: <i>Actor:</i> I, She, <i>Goal :</i>a message, me <i>Senser:</i> I, You, <i>Phenomenon:</i> her, <i>Sayer:</i> Mom, <i>Token:</i> This <i>Value:</i> Dona <i>Carrier:</i> Nurul, She</p> <p>Circumstance: Out with Bertha, in,</p>	<p>participants in the dialogue focus on doing and happening and sensing. The participants in the dialogue are Dona, Shanti and Mom. Dona is looking for Nurul. Dona's expression "<i>Could I speak to Nurul?</i>" indicates the use of material process "<i>speak</i>" to demand information about Nurul. However, mother's expression "<i>I think she's going out with Bertha</i>" signals the use of mental process. "<i>I</i>" refers to the mother, the senser. The mental verbs "<i>think</i>" signifies that mother predicts the activity conducted by Nurul. However, the mental "<i>think</i>" is not totally true. It is just a prediction. Shanti's expression "<i>she is not in</i>" signals relational process which is used in the dialogue. To be "<i>is</i>" shows relational process "<i>She</i>" she is the carrier in the relational process. In addition, the circumstance "<i>in</i>" describes the place where the carrier "<i>she</i>" is not in the pointed place.</p> <p>Besides, identifying process also appears in the dialogue. Dona expression in the phone such as "<i>this is Dona</i>" Indicates that the person who is calling is Dona. Thus, to be "<i>is</i>" has a role as</p>
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	<p>identifying process. The verbal process used by the participant in the dialogue portrays that the participant expresses verbal behavior. For example:</p> <p style="padding-left: 40px;">Shanti : “Mom said she was going out with Bertha Dona : “With Bertha” Shanti : “Yeah”</p> <p>The above part of conversation between Shanti and Dona portrays “said” as verbal process. It indicates information or proposition to sustain the dialogue.</p>
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2. Contextual description of dialogue 1

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Leaving and taking message</p> <p>Short-term goal:</p> <p>Dona is looking for Nurul by making phone call.</p> <p>Long-term goal:</p> <p>Dona and Shanti are exchange information by making a phone call to</p>	<p>The experiential domain of dialogue 1 is about leaving and taking messages. The participants in dialogue 1 are Shanti, Dona and Nurul’s mother. Shanti is calling Nurul. It is shown in the following part of their conversation through phone.</p> <p style="padding-left: 40px;">Dona : Hello,this is Dona. Could I speak to Nurul, please? Shanti : Hi, dona, Just a moment,please.</p> <p>As the example shows that Dona is looking for Nurul. It is the short-term goal. However, Nurul is not in her house. It is known from her</p>

<p>look for Nurul. Her way to leave a message is aimed to make her keep in touch with Nurul.</p>	<p>mother's statement such as "<i>I think she's going out with Bertha</i>". This part of mother's utterance denotes that Nurul is not in the house right now. She goes with her friend, Bertha.</p> <p>Thus, the long-term goal is that Dona's way to leave a message as follows:</p> <p>Dona : Can I leave a message? Shanti : Sure</p> <p>As the above conversation shows that Dona intends to leave a message. The given message is for Nurul. The content of the message is Nurul should call Dona back. Dona's expression by the use of polar interrogative such as "<i>Could you ask her to call me back?</i>" It indicates that she wants Nurul to call her back. However, Shanti's response "<i>All right. I'll tell her when she arrives</i>" denotes that the long-term goal of the dialogue is that Dona's intention to leave a message is used to make them keep in touch. It is also intended to maintain their relationship.</p>
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1.3. Tenor of discourse of dialogue 1

1. Lexicogrammatical analysis of dialogue 1

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p><i>Interrogative, and</i></p> <p><i>Declarative</i></p> <p>Interrogative:</p> <p>Could I..?, Where is.. ?,</p> <p>Can I..?, Could you,</p> <p>Tag Question</p> <p>She knows your phone number, <i>doesn't she?</i></p> <p>Mainly Declarative:</p> <p>Said, go, arrive, to be "is",</p> <p>Declarative with modulation</p> <p>Will tell</p>	<p>There are two kinds of moods selection found in dialogue 1. Those are interrogative and declarative. The clauses found in dialogue 1 are mainly declarative. This indicates that the participants in the dialogue focus on giving information rather than giving goods and services. The use of interrogative moods also appears in dialogue 1. The appearance of interrogative moods denotes that the dialogue also concerns with demanding information. There are some which use polar interrogative and the other uses w-h question. Dona's utterance such as "<i>this is Dona</i>" exemplifies that she gives information about herself. She told her name when she is calling her friend, Nurul. Such example signals that Dona focuses on giving information. The use of polar interrogative used by Dona in the dialogue such as:</p> <p>Dona : Hello, this is Dona. Could I speak to Nurul,please?</p> <p>Shanti : Just a moment,please</p> <p>The above part of the conversation "<i>Could</i></p>

	<p><i>I speak to Nurul, please?</i>” denotes the use of polarity interrogative. The polar question “<i>could</i>” indicates that Dona demands information. The polar “<i>could</i>” indicate that Dona probably speaks with Nurul. It is also supported by Shanti’s statement such as: “<i>Hi, Dona, Just a moment, please</i>”. Another point of demanding information is that the appearance of wh-interrogative mood in the dialogue. The following is the example of wh-interrogative mood presented in the dialogue 1.</p> <p>Shanti : Mom, Where is Nurul? Mom : I think she’s going out with Bertha.</p> <p>Shanti’s proposition by the use of wh-interrogative “<i>where</i>” requests specific pieces of information. It confirms the position of Nurul whether she is in her house or in somewhere else. Therefore, Shanti expects the answer to be the supplying information.</p>
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2. Contextual description of dialogue 1

Tenor of Discourse	Interpretation
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<p>Agentive or societal roles:</p> <p>Student and Student</p> <p>Status:</p> <p>Equal</p> <p>Social Distance:</p> <p>Minimal</p>	<p>The participants in the above dialogue are Shanti, Dona, and Shanti's mother. Shanti's mother in the dialogue seems participating as a helper in dialogue 1. She helps the flows of the conversation. However, she does not participate for the whole conversation. The societal roles played in the dialogue are mainly conducted by student and student. The most central aspect of this passage of dialogue is that is acted out as an exchange between Dona and Shanti. For example :</p> <p>Dona : Hello, this is Dona. Could I speak to Nurul, please?</p> <p>Shanti : Hi, Dona. Just a moment, please. Mom, where is Nurul?</p> <p>The example above is, semantically, a demand for information (question) followed by a gift of information (statement). Dona questions upon Shanti whether or not she can speak to Nurul. Shanti's response "Hi, Dona" indicates that Shanti has recognized Dona. It is shown by the use of continuity adjunct "<i>hi</i>". It also indicates that Shanti and Dona know each other. Thus, the status can be said equal. It is because they</p>
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	<p>know each other already and the power is equal. The following example exemplifies the same status and the social distance of the participants.</p> <p>Dona : With Bertha? Shanti : <i>Yeah</i> Dona : OK. Can I leave a message? Shanti : <i>Sure</i></p> <p>The example above shows that Shanti's usage of continuity adjunct "<i>yeah</i>" and "<i>sure</i>" denotes that their social distance is minimal. "<i>yeah</i>" and "<i>sure</i>" are also called discourse marker.</p>
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1.4. Mode of discourse of dialogue 1

1. Lexicogrammatical Analysis of dialogue 1

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes:</p> <p>I, Who, It, Ina, This, How, Everthing, Mom, You,</p> <p>Predicators:</p> <p>Speak, feel, see, take</p>	<p>The lexicogrammar in the dialogue is mainly topical. There are only two kinds of theme found in the dialogue. They are topical and textual theme. For example, Miss Ina's utterance "How are <i>you</i>?" The question word "<i>How</i>" portrayed as topical theme in the dialogue. It is said to be topical because they</p>

<p>Textual themes:</p> <p>And, Ops, Oh, hi, Tigor, Well,</p>	<p>occur in the first position in the clause.. The predicators used in the dialogue indicate that there are several actions conducted by the participants in the dialogue. The expression of textual themes such as “ops”, “Oh”, “hi” and “well” in the dialogue function to control the discourse within the dialogue. They belong to continuity adjunct. Thus, they are classified as textual theme.</p>
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2. Contextual Description of dialogue 1

Textual Meaning	Interpretation
<p>Role of language:</p> <p>Type of interaction:</p> <p>Dialogue</p> <p>Medium:</p> <p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>The type of interaction of dialogue 1 is a dialogue. It is because there are three persons who perform the dialogue. They are Shanti, Dona and Nurul’s mother, Dona is demanding information. In addition, Shanti is giving information about Nurul. The exchanging information is about leaving and taking a message. Thus, the medium used by the participants is spoken. The polar question “<i>Could I speak to Nurul, please?</i>” reflects spoken language although it is not face to face</p>

	<p>conversation. Based on the previous statements, it can be stated that the channel used in the dialogue is phonic. For instance:</p> <p>Shanti : She knows your phone number, doesn't she? Dona : Yes, she does</p> <p>The above example shows that Dona demands information. She uses tag question to expect that the information will be confirmed. The confirmation is done when Dona responds Shanti's proposition. The response "<i>Yes, she does</i>" signals the response of Shanti's proposition.</p>
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2. Data Presentation

Data 2: Dialogue 2

Santi : Who's that man?

Sinta : He is my father

Santi : What is he doing?

Sinta : He is feeding his dog

2.1. Lexico-grammatical analysis of dialogue 2

1. Interrogative

	Who	is	that man?
Interpersonal	Wh/comp	Finite	Subject
	RESIDUE		MOOD
Ideational	Attribute	Pr:Attributive	Carrier
Textual	Topical		
	THEME	RHEME	

2. Declarative

	He	is	my father
Interpersonal	Subject	Finite	Complement
	MOOD		RESIDUE
Ideational	Token	Pr: Intensive	Value
Textual	Topical		
	THEME		RHEME

3. Interrogative

	What	is	he	doing?
Interpersonal	Wh/comp	Finite	Subject	Predicator
	RES...	MOOD		..IDUE
Ideational			Actor	Pr: Mat
Textual	Topical			
	THEME		RHEME	

4. Declarative

	He	is	feeding	his dog
Interpersonal	Subject	Finite	Predicator	Complement
	MOOD		RESIDUE	
Ideational	Actor	Pr: Material		Goal
Textual	Topical			
	THEME		RHEME	

2.2. Description of field of discourse of dialogue 2

1. Lexicogrammatical Analysis of dialogue 2

Ideational meanings	Interpretation
<p>Process types</p> <p>Material and Relational:</p> <p>Material : do , feed</p> <p>Relational: is</p> <p>Participants</p> <p><i>Actor</i> :the addressee, He,</p> <p><i>Goal</i>: the dog</p> <p><i>Carrier</i>: That man</p>	<p>There are two processes found in the dialogue 2 namely material and relational processes. The material process indicates that the actor does an action such as “do” and “feed” in the dialogue.</p> <p>Santi : What is he doing? Sinta : He is feeding his dog.</p> <p>The above excerpt indicates that the actor</p>

<p><i>Token</i> : He</p> <p><i>Value</i> : my father</p> <p>Circumstances</p> <p>No circumstance found in the dialogue</p>	<p>is feeding his dog. "<i>Feeding his dog</i>" shows that the actor is doing an action towards the goal. The actor in dialogue is Santi's father. It is "<i>the dog</i>" to whom the process is directed."<i>The dog</i>" is the goal. Besides material, there is also relational process as follows:</p> <p>Santi : Who's that man? Sinta : He is my father.</p> <p>Santi's proposition "<i>He is my father</i>" indicates identifying process. The token "<i>He</i>" in the dialogue identifies the father, therefore it is called identifying process. The noun phrase "<i>that man</i>" describes the subject, thus, it is called carrier in the dialogue.</p>
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2. Contextual description of dialogue 2

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Asking and giving information about what father is doing.</p> <p>Short-term goal:</p> <p>Identifying of what someone is doing</p>	<p>The first w-h question of the dialogue has been foregrounded by relational process such as; attributive and identifying. The relational process such as :</p> <p>Santi : Who's that man? Sinta : He is my father.</p> <p>The use of present tense indicates the truth</p>

<p>Long-term goal</p> <p>Asking and giving information about the identification of a person and recognizing what father is doing to accomplish a certain action</p>	<p>condition in the dialogue. It supports the process of identifying process. Sinta gives information that the man is his father.</p> <p>However; The material process used in the dialogue supports the action which is conducted by the actor. It also uses the present tense to indicate the present action. The short-term goal of the dialogue is the ability of the student to identify who the man is and what the man is doing. In addition, the foregrounding underlies the importance of the long-term goal. It means the long term-goal of the dialogue makes the student able to ask and give information about someone. One of the students asks about the man and it refers to the father. The students want to know what the father is doing. Another student supplies the information by saying that the father is feeding his dog. The long-term goal indicates that one of the participants in dialogue has recognized the man and what the man is doing. However, there is no mental process found in the dialogue. This dialogue omits the father or him</p>
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	as a senser. It is just a description and identification.
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2.3. Tenor of discourse of dialogue 2.

1. Lexicogrammatical analysis of dialogue 2

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Interrogative Who is, What is</p> <p>Declarative: he is, he is feeding</p>	<p>There are two kinds of mood selections applied in the dialogue. They are interrogative and declarative mood. The first w-h question “<i>who is that man?</i>” uses attributive process “<i>is</i>”. It shows that the answer expected is the missing piece of information denoted by the w-h word. Such question “<i>who is the man?</i>” expects the answer to be the supplying of information. It demands information. The need of supplying information is about the man. The supplying information is that “<i>the man</i>” refers to “<i>the father</i>”. However, the declarative mood applied in the dialogue also indicates that the dialogue focuses on giving information. Sinta, the doer in the dialogue supplies information to fulfill the missing piece of information. Sinta’s proposition “<i>He is my father</i>” and “<i>he is feeding his dog</i>” signal the supplying information given by the participant</p>

	in the dialogue. The former utterance indicates relational process and the latter indicates material process.
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2. Contextual description of dialogue 2

Tenor of Discourse	Interpretation
Agentive or societal roles: Student and Student Status: Equal Social Distance: Minimal	<p>The dialogue is performed by two students.</p> <p>They are Santi and Sinta. It can also be said that the participants are between student and student. In addition, they are friends. The following is part of the conversation between Santi and Sinta.</p> <p>Santi : What is he doing? Sinta : He is feeding his dog</p> <p>The above part of the conversation shows that between the students who ask the question and who answer such question are the same in power, thus, it can be said that the status between those students is equal. In addition, The two students seem close and the speech is familiar, so the social distance is minimal.</p> <p>They use everyday language. No technical term is used in the dialogue. The language which is used in the dialogue is simple and It portrays an interactive language.</p>

2.4. Mode of discourse of dialogue 2

1. Lexicogrammatical Analysis of dialogue

Textual Meaning	Interpretation
Thematic choices:	There are three topical themes found in the
Topical Themes:	dialogues. They are “ <i>who</i> ”, “ <i>he</i> ” and “ <i>what</i> ”.
Who, He, What,	They are called topical because they occur in
Predicators:	initial position of every clause in the dialogue.
feed	“ <i>who</i> ” and “ <i>what</i> ” are seen as topical theme
Textual themes:	because they conflate with different
No textual themes	constituent: subject, complement or adjunct:
	circumstantial. Thus, “ <i>who</i> ” and “ <i>what</i> ” are
	categorized as topical theme. The topical theme
	“ <i>he</i> ” is really the subject that is discussed in the
	dialogue. There is only one predicator found in
	the dialogue that is “ <i>feed</i> ”. It illustrates that
	there is only one action conducted by the
	participant in the dialogue. In addition, there is
	no textual theme found in the dialogue.

2. Contextual Description of dialogue 2

Textual Meaning	Interpretation
Role of language:	The type of the interaction between the two
Type of interaction:	students is clearly a dialogue. It is categorized
Dialogue	to spoken language because it is a face to face
Medium:	conversation. The question sentence “ <i>Who’s</i>

Spoken	<i>the man?</i> ”reflects language as action. It is called phonic because it uses the sound system of language and the conversation done spontaneously between peers. However, the declarative one such as “ <i>He is feeding his dog</i> ” shows the action which is pointed out by the participant and it is conducted spontaneously. So, it also reflects language as action.
Channel:	
Phonic	

3. Data Presentation

Data 3: Dialogue 3

- Shanti : What does your father do?
 Shinta : He is a civil servant. He works in a government office
 Shanti : What does he do as a civil servant?
 Shinta : He serves people
 Shanti : Wow! It sounds interesting.

3.1. Lexico-grammatical analysis of dialogue 3

1. Interrogative

	What	does	your father	do?
Interpersonal	Wh/comp	Finite	Subject	Predicator
	RES...	MOOD		..IDUE
Ideational			Actor	Pr: Mat
Textual	Topical			
	THEME	RHEME		

2. Declarative

	He	is	a civil servant
Interpersonal	Subject	Finite	Complement
	MOOD		RESIDUE
Ideational	Token	Pr: Intensive	Value
Textual	Topical		
	THEME	RHEME	

3. Declarative

	He	works	in a government office
Interpersonal	Subject	Fin..	Pred..
	MOOD		RESIDUE
			Circ: Adj

Ideational	Actor	Pr: Material	Circ: Place
	Topical		
Textual	THEME	RHEME	

4. Interrogative

	What	does	he	do	as a civil servant?
Interpersonal	Wh/Comp	Finite	Subject	Pred	Complement
	RES...	MOOD		..IDUE	
Ideational			Actor	Pr:Mat	Goal
Textual	Topical				
	THEME	RHEME			

5. Interrogative

	He	serves		people
Interpersonal	Subject	Finite	Predicator	Complement
	MOOD		RESIDUE	
Ideational	Actor	Pr:mateial		Goal
Textual	Topical			
	THEME	RHEME		

6. Declarative

	Wow	It	sounds	interesting	
Interpersonal	Adj:Continuity	Subject	Fin	Pred	Comp
	MOOD		RESIDUE		
Ideational		Senser	Pr: Mental	Phenomenon	
Textual	Textual	Topical			
	THEME		RHEME		

3.2. Description of field of discourse of dialogue 3

1. Lexicogrammatical Analysis of dialogue 3

Ideational meanings	Interpretation
Process types	The dialogue is conducted by two students.
Material, Relational, Mental	They are Shanti and Shinta. The focus of the dialogue is asking for information between peers. The information is about father's job.
Material : do , work, serve	There are three processes found in the dialogue namely material, relational and mental process.
Relational: is	

<p>Mental : sound</p> <p>Participants</p> <p><i>Actor</i> :the addressee, he, your father,</p> <p>Goal : civil servant</p> <p><i>Token</i> : He</p> <p><i>Value</i> : civil servant</p> <p><i>Senser</i> : It</p> <p><i>Phenomenon</i>: interesting</p> <p>Circumstances</p> <p>Circumstance of place: in a government office</p>	<p>The processes are mainly material. The following part of the conversation exemplifies the material process</p> <p>Shanti : What does your father do? Shinta : He is a civil servant.</p> <p>The interrogative sentence “<i>What does your father do?</i>” indicates the use of material process. The verb “<i>do</i>” indicates the action.</p> <p>The relational process used in the dialogue indicates the identity of the actor. The sentence “<i>he is a civil servant</i>” shows identifying process. “<i>a civil servant</i>” identifies the “<i>he</i>” or token in the dialogue. Moreover, the “<i>he</i>” in the dialogue refers to the father. The appearance of mental process in the dialogue reflects the cognitive. The cognitive in mental process portrays the job as a civil servant is a good job. It is on the basis of what one of the students thinks about the job. In addition, the circumstance of place: “<i>in a government office</i>” supports the mental process. It means a good job as a civil servant should work in the government.</p>
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2. Contextual description of dialogue 3

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Two students are asking and giving information about father's job</p> <p>Short-term goal:</p> <p>Learning to identify the job's of the father</p> <p>Long-term goal:</p> <p>Shanti's curiosity to know the job's of Shinta's father to maintain the relationship between them.</p>	<p>The preceding analysis was lexico-grammatical analysis of dialogue. The further analysis is contextual description. There are three categories of components within contextual description. They are experiential domain, short-term goal and long term-goal.</p> <p>The experiential domain describes the focus of the dialogue. The focus is exchanging information including asking and giving information about father's job. Shanti is asking for information about Shinta's father. It is indicated by the use of material process and the given information is indicated by the use identifying process. However, the short-term goal in the dialogue is that Shanti learns to identify Shinta's father while the long-term goal is that what Shanti asks about is aimed to maintain the relationship between them. A relationship as a friend.</p>

3.3. Tenor of discourse of dialogue 3

1. Lexicogrammatical analysis of dialogue 3

Interpersonal meanings	Interpretation
Mood selections:	There are two mood selection applied in

<p>Interrogative and Declarative</p> <p>Interrogative</p> <p>What does,</p> <p>Declarative:</p> <p>He works, it sounds, and he serves.</p>	<p>the dialogue such as interrogative and declarative mood. The mood is still focusing on demanding information and giving information. For example:</p> <p>Shanti : What does he do as a civil servant? Shinta : He serves people</p> <p>As the part of the dialogue shows, Shanti is demanding information about Shinta's father. However, dialogue 3 mainly focuses on declarative. Declarative indicates that the participants in dialogue 3 are focusing on giving information. The sentence "<i>he works in a government office</i>" gives information about where the subject works in. The material process "<i>works</i>" signals the information exchanged in the dialogue. In addition, the circumstance "<i>in a government office</i>" supports the material process. It points the location where the conversation took place.</p>
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2. Contextual description of dialogue 3

Tenor of Discourse	Interpretation
<p>Agentive or societal roles:</p> <p>Student and Student</p>	<p>The further discussion is the contextual description of dialogue 3. The dialogue is conducted by two students. They are Shanti</p>

Status: Equal	and Shinta. They are talking about father's job.
Social Distance: Minimal	Because both Shanti and Shinta are friends, the status can be revealed equal and probably they often meet each other at school. Therefore, the social distance is minimal. Again, it is a face to face conversation. Thus, the social is absolutely minimal.

3.4. Mode of discourse of dialogue 3

1. Lexicogrammatical Analysis of dialogue 3

Textual Meaning	Interpretation
Thematic choices: Topical Themes: He, What, It, Predicators: Do, work, sound, Textual themes: wow	The lexicogrammar in the dialogue is mainly topical. There are three topical themes found in the dialogue such as: " <i>he</i> ", " <i>what</i> " and " <i>it</i> ". In the sentence " <i>what does your father do?</i> " the question word " <i>what</i> " is the topical theme. It is because it conflates with different constituents: subject, complement, and adjunct: circumstance. It involves a participant which plays a transitivity role. There are three predicators found in the dialogue such as: " <i>do</i> ", " <i>work</i> ", " <i>sound</i> ". The predicators indicate the process done by the participants in

	the dialogue. However, there is only textual theme found in dialogue 3 such as “ <i>wow</i> ”. It conveys continuity adjunct which shows the mood of the participant.
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2. Contextual Description of dialogue 3

Textual Meaning	Interpretation
Role of language:	The type of interaction of dialogue 4 is
Type of interaction:	clearly a dialogue. It is because there are two
Dialogue	persons who are exchanging information. One
Medium:	is demanding information and the other is
Spoken	giving information. It can be said that the
Channel:	dialogue belongs to spoken in term of medium.
Phonic	The dialogue is done spontaneously by the
	participants. Thus, the sound system of
	language is used to interact between them.
	Based on the previous statements, it can be
	stated that the channel used in the dialogue is
	phonic. It is the use of sound system of
	language to produce language.

4. Data Presentation

Data 4 : Dialogue 4

- Sugeng : Are you going this evening?
Dona : I'm not sure, why?
Sugeng : There's an exhibition at the city hall.
Dona : Really? What exhibition?
Sugeng : Book exhibition. Would you like to go?

Dona : Sorry, I can't this evening.
 Sugeng : What about tomorrow afternoon?
 Dona : Tomorrow is difficult. What about tomorrow evening?
 Sugeng : Ok. That sounds good me.

4.1. Lexico-grammatical analysis of dialogue 4

1. Interrogative

	Are	you	going	this evening?
Interpersonal	Finite	Subject	Predicator	Adj:Circ
	MOOD		RESIDUE	
Ideational		Actor	Pr: Mat	Circ:Time
Textual	Inter..	Topical		
	THEME		RHEME	

2. Declarative

	I'	m not	at the city hall
Interpersonal	Subject	Finite	Adj: Circ
	MOOD		RESIDUE
Ideational	Carrier	Pr:Attributive	Circ: Location
Textual	Topical		
	THEME		RHEME

3. Minor Clause = Why?

	Why?
Interpersonal	Wh/adj
	Adj:circ
	RESIDUE
Ideational	Left unanalyzed
Textual	Topical
	THEME

4. Declarative

	There'	s	an exhibition	at the city hall
Interpersonal	Subject	Finite	Complement	Adj: Circ
	MOOD		RESIDUE	
Ideational		Pr: Existential	Existent	Circ: Location
Textual	Topical			
	THEME	RHEME		

5. Minor clause = Really?

	Really?
Interpersonal	Mood Adjunct
	MOOD
Ideational	Left unanalyzed
Textual	Interpersonal
	THEME

6. Minor clause = What exhibition?

	What exhibition?
Interpersonal	Subject
	MOOD
Ideational	Left unanalyzed
Textual	Topical
	THEME

7. Minor Clause = Book exhibition

	Book exhibition
Interpersonal	Complement
	RESIDUE
Ideational	Goal
Textual	RHEME

8. Interrogative

	Would	you	like to go?
Interpersonal	Finite	Subject	Predicator:Complex Modulated
	MOOD		RESIDUE
Ideational		Actor	Pr: Material
Textual	Interpersonal	Topical	
	THEME		RHEME

9. Interrogative

	What about	tomorrow morning?
Interpersonal	Subject	Adj: Circ
	MOOD	
	RESIDUE	
Ideational	Carrier	Circ: Time
Textual	Topical	
	THEME	
	RHEME	

10. Declarative

	Tomorrow	is	difficult
Interpersonal	Subject	Finite	Complement
	MOOD		RESIDUE
Ideational	Carrier	Pr: Attributive	Attribute
Textual	Topical		
	THEME	RHEME	

11. Interrogative

	What about	tomorrow evening?
Interpersonal	Subject	Adj:Circ
	MOOD	RESIDUE
Ideational	Carrier	Circ: Time
Textual	Topical	
	THEME	RHEME

12. Declarative

Interpersonal	Ok	That	sounds	interesting
	Cont:Adj	Subject	Fin..	Pred..
Ideational		Senser	Pr: Mental	Phenomenon
Textual	Textual	Topical		
	THEME		RHEME	

4.2. Description of field of discourse of dialogue 4

1. Lexicogrammatical Analysis of dialogue 4

Ideational meanings	Interpretation
Process types	There are four processes found in dialogue
Material, Relational, Mental, Existential	4. They are material, relational, existential and mental process. The sentence “ <i>Are you going this evening</i> ” shows the material process used
Material : go	in dialogue 4. It also Indicates that the actor
Relational : is, am	“ <i>you</i> ” is going to do an action. So this phase is
Existential : There is	about someone plan to do an action. The
Mental : sound	relational process found in the dialogue shows
Participants	that the carrier “ <i>I</i> ” gives any reaction to the
<i>Actor</i> :the addressee,	

you	action referred by the previous actor. The
<i>Carrier</i> : I	proposition “ <i>I’m not sure</i> ” establishes contrast
<i>Senser</i> : That	with the actor in material process. The carrier
<i>Phenomenon</i> : interesting	probably gives uncertainty response to the
Circumstances	actor. However, The presence of existential
Circumstance of time:	process in dialogue 4 also suggests that the
Tomorrow morning, this	actions are framed taking place within settings
evening	which are asserted simply as existing. The
Circumstance of place	sentence “ <i>That sounds good to me</i> ” indicates
At the city hall	the proportion of mental process in the
	dialogue signals conscious cognition, rather
	than bodily behavior. It is the reaction towards
	the action. In addition, the appearance of
	circumstance place and time indicates certain
	place and time where the action occurs.

2. Contextual description of dialogue 4

Ideational meanings	Interpretation
Experiential Domain	The experiential domain of the dialogue 4
Inviting to see an	focuses on the invitation conducted between
exhibition	student and student. Thus, the short –term goal
Short-term goal:	in dialogue 4 focuses on the way of the student
Learning to invite friend	to express his invitation upon another student.
Long-term goal:	The two students learn to invite each other.

<p>Sugeng's invitation to look at an exhibition maintains the relationship between them.</p>	<p>The question sentence <i>Would you like to go?</i> indicates the way of the student to invite his friend. So, the long term-goal of the activity conducted in dialogue 4 is that the student's invitation conducted by Sugeng, a friend of Dona, is done to maintain a relationship between them. Again, the expression "<i>what about tomorrow evening</i>" indicates Sugeng's expression to maintain relationship. The response towards the invitation is supported by the use of mental process "<i>sound</i>" in the dialogue as follows:</p> <p style="padding-left: 40px;">Dona : What about tomorrow evening? Sugeng : Ok. That sounds good to me</p> <p>As the example shows, Sugeng's response ensures that Sugeng agrees with Dona's offer to go on tomorrow evening.</p>
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4.3. Tenor of discourse of dialogue 4

1. Lexicogrammatical analysis of dialogue 4

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Interrogative and Declarative Interrogative</p>	<p>There are two mood selections applied in the dialogue such as interrogative and declarative mood. The mood is still focusing on demanding information and giving</p>

<p>What does, Are you, What exhibition, Would you, What about, Declarative: He is, it sounds, there is, Tomorrow is, Negative : I'm not</p>	<p>information. Dialogue 4 mainly concentrating on interrogative. Interrogative mood indicates that the participants in dialogue 4 are focusing on demanding information. The interrogative mood “<i>Are you going this evening</i>” that was said by Sugeng indicates the use of material process to demand information whether or not the Diana has a plan to go this evening.. The material process “<i>go</i>” signals an activity intended by Sugeng. The declarative mood supports the information needed as a response upon the question. The question sentence “<i>would you like to go this evening</i>” denotes an expression of invitation. It uses polar question because it expects an answer of yes or no as a response.</p>
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2. Contextual description of dialogue 4

Tenor of Discourse	Commentary
<p>Agentive or societal roles: Student and Student Status: Equal</p>	<p>The further discussion is the contextual description of dialogue 4. The dialogue is conducted by two students. They are Sugeng and Dona. They are talking about a book exhibition. Sugeng and Dina are friends. Thus,</p>

<p>Social Distance:</p> <p>Minimal</p>	<p>the status can be revealed equal and probably they often meet each other at school. The invitation expression “<i>what about tomorrow evening?</i>” indicates that the status is equal. They use everyday language, no expression of politeness found in dialogue 4. Therefore, the social distance is minimal. The interaction seems a face to face conversation. So, the social distance is absolutely minimal.</p>
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4.4. Mode of discourse of dialogue 4

1. Lexicogrammatical Analysis of dialogue 4

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes: You,I There, What exhibition, What about, Tomorrow and That</p> <p>Predicators:</p> <p>Go, like to go, sound,</p> <p>Textual themes:</p> <p>Ok,</p>	<p>The lexicogrammar in the dialogue is mainly topical. There are eight topical themes found in the dialogue such as: “<i>You</i>”, “<i>I</i>” and “<i>There</i>”, “<i>What exhibition</i>”, “<i>What about</i>”, “<i>Tomorrow</i>” and “<i>That</i>”. In the sentence “<i>What about tomorrow morning?</i>”. The question word “<i>what</i>” is the topical theme. It is because it conflates with different constituents: subject, complement, and adjunct: circumstance. It involves a participant which plays a transitivity role. There are three predicators found in the dialogue such as: “<i>go</i>”, “<i>like to go</i>” and</p>

	<p>“<i>sound</i>”. The predicators indicate the process done by the participants in the dialogue. The preceding verb “<i>go</i>” signals material process and “<i>like to go</i>” indicates mental process used by Dona to response the invitation “However, there is only textual theme found in dialogue 4 such as “<i>ok</i>”. It conveys continuity adjunct which shows the mood of the participant.</p>
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2. Contextual Description of dialogue 4

Textual Meaning	Interpretation
<p>Role of language:</p> <p>Type of interaction:</p> <p>Dialogue</p> <p>Medium:</p> <p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>The type of interaction of dialogue 4 is clearly a dialogue. It is because there are two persons who perform the dialogue. They are Sugeng and Dona who are exchanging information. Sugeng is demanding information and Dona is giving information. The exchanging information is about the plan to see a book exhibition It can be said that the dialogue belongs to spoken in term of medium.</p> <p>The dialogue is done spontaneously by the participants. Thus, the sound system of language is used to interact between them.</p> <p>Based on the previous statements, it can be</p>

	stated that the channel used in the dialogue is phonic. It is the use of sound system of language to produce language.
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5. Data Presentation

Data 5 : Dialogue 5

Adi : Would you like to see a movie?
 Intan : When?
 Adi : This evening
 Intan : Ok

5.1. Lexico-grammatical analysis of dialogue 5

1. Interrogative

	Would	you	like to see	a movie?
Interpersonal	Finite	Subject	Pred: Complex Modulated	Complement
	MOOD		RESIDUE	
Ideational		Senser	Pr: Mental	Phenomenon
Textual	Interpersonal	Topical		
	THEME		RHEME	

2. Minor Clause : When?

	When?
Interpersonal	Wh/adj
	RESIDUE
Ideational	Circ
Textual	Topical
	THEME

3. Minor Clause : This evening

	This evening
Interpersonal	Adj:circ
	RESIDUE
Ideational	Circ:time
Textual	RHEME

4. Minor Clause: Ok.

	Ok
Interpersonal	Cont:Adj
Ideational	Left Unalyzed
Textual	Textual
	THEME

5.2. Description of field of discourse of dialogue 5

1. Lexicogrammatical Analysis of dialogue 5

Ideational meanings	Interpretation
Process types	There is only one process used in dialogue
Mental Process:	5. Dialogue 5 focuses on the invitation
Mental : like to see	conducted by two students. They are Adi and
Participants	Intan. The polar question “ <i>Would you like to</i>
<i>Senser</i> : you	<i>see a movie</i> ” conveys the use of mental
<i>Phenomenon</i> : a movie	process “perception” to express an invitation.
Circumstances:	The mental verb “ <i>see</i> ” indicates a confirmation
Circumstance of time:	whether Intan wants to see the movie or not. In
This evening	addition, the confirmation conducted by the
	mental process is supported by the appearance
	of circumstance of time “ <i>this evening</i> ”. It
	conveys the appropriate time to see the movie.

2. Contextual description of dialogue 5

Ideational meanings	Interpretation
Experiential Domain	The experiential domain of the dialogues is
Inviting to see a movie	focused on the invitation conducted between
Short-term goal:	student and student. The short –term goal in
Learning to invite friend	dialogue 5 focuses on the way of the student to

<p>Long-term goal:</p> <p>Adi’s invitation to see a movie with Intan to maintain the relationship between them.</p>	<p>express his invitation upon another student. It means that the student learns to invite another one. The interrogative mood “<i>Would you like to see a movie?</i>” indicates the way of the student to invite his friend. So, the long term-goal of the activity conducted in dialogue 5 is that the student’s invitation conducted by Adi, a friend of Dona, is done to maintain a relationship between them. Again, the expression of Adi indicates an intention to maintain their relationship. The response towards the invitation is supported by the use of continuity adjunct “<i>ok</i>” in the dialogue. It shows Intan’s agreement upon Adi’s invitation.</p>
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5.3. Tenor of discourse of dialogue 5

1. Lexicogrammatical analysis of dialogue 5

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Interrogative</p> <p>Interrogative</p> <p>Would you like?</p>	<p>There is only one mood selection applied in the dialogue. The mood is interrogative. It means dialogue 5 focuses on demanding information. Moreover, dialogue 5 mainly uses polar interrogative such as “<i>would you like to see a movie</i>”. Such polar interrogative means that Adi as the senser expects “yes” as an</p>

	answer. What is in Adi's mind is that Intan is eager to see a movie with him.
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2. Contextual description of dialogue 5

Tenor of Discourse	Interpretation
Agentive or societal roles: Student and Student Status: Equal Social Distance: Minimal	<p>The further discussion is the contextual description of dialogue 5. The dialogue is conducted by two students. They are Adi and Intan. They are talking about an invitation to see a movie. Adi and Intan are friends. Thus, the status can be revealed equal and probably they usually meet each other at school. The invitation expression "<i>Would you like to see a movie</i>" portrays that they use everyday language. Thus, their status can be said equal. The polar interrogative expression of politeness is showed with the use of modal "<i>would</i>". It is found in dialogue 5. Therefore, the social distance is minimal. It is probably because they have the same age. The interaction seems a face to face conversation. So, the social distance is absolutely minimal.</p>

5.4. Mode of discourse of dialogue 5

1. Lexicogrammatical Analysis of dialogue 5

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes:</p> <p>You, and when</p> <p>Interpersonal :</p> <p>would</p> <p>Predicators:</p> <p>like to see</p> <p>Textual themes:</p> <p>Ok,</p>	<p>The lexicogrammar analysis in the dialogue is mainly topical. There are two topical themes found in the dialogue such as: “<i>You</i>”, and “<i>When</i>”. In the interrogative mood “<i>Would you like to see a movie?</i>” The polar question word “<i>would</i>” is the interpersonal. It portrays the mood employed in the dialogue. Adi’s polar interrogative shows demanding information. However, the senser “<i>I</i>” indicates the topical theme in dialogue 5. In Addition, There is one predicator found in the dialogue such as: “<i>like to see</i>”, The predicator conveys the process referred by the participants in the dialogue. The preceding verb “<i>to see</i>” signals mental process and It forces Intan response the invitation “<i>However, there is only textual theme found in dialogue 5 such as “ok”</i>. It conveys continuity adjunct which shows the mood of the participant.</p>

2. Contextual Description of dialogue 5

Textual Meaning	Interpretation
<p>Role of language:</p> <p>Dialogue</p> <p>Medium:</p> <p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>The type of interaction of dialogue 5 is clearly a dialogue. It is because there are two persons who perform the dialogue. They are Adi and Intan. They are the participants who are exchanging information. Adi is demanding information and Intan is giving information.</p> <p>For example:</p> <p>Adi : Would you like to see a movie? Intan : When? Adi : This evening</p> <p>As the example shows, the exchanging information is about the plan to see a movie; The medium used by the participants is spoken. It is because the dialogue is performed spontaneously by the participants. Thus, the sound system of language is employed to interact. Based on the previous statements, it can be stated that the channel used in the dialogue is phonic because</p>

6. Data Presentation

Data 6 : Dialogue 6

Shanti : Happy birthday, Tigor

Tigor : Thanks

Shanti : How old are you?

Tigor : fourteen

6.1. Lexico-grammatical analysis of dialogue 6

1. Minor Clause = Happy birthday, Tigor!

	Happy birthday	Tigor
Interpersonal		Voc:Adj
		RESIDUE
Ideational	Left Unanalyzed	
Textual		Textual
		THEME

2. Minor Clause = Thanks

3. Interrogative

	How old	are	you?
Interpersonal	Wh/comp	Finite	Subject
	RESIDUE	MOOD	
Ideational		Pr: Attribute	Carrier
Textual	Topical		
	THEME	RHEME	

4. Minor Clause : Fourteen

6.2. Description of field of discourse of dialogue 6

1. Lexicogrammatical Analysis of dialogue 6

Ideational meanings	Interpretation
Process types	The process found in dialogue 6 is
Relational Process:	relational process. Dialogue 6 expresses
Pr: Attributive	congratulation. Shanti and Tigor are the
Carrier :You	participans in dialogue 6. The w-h question
	“How old are you?” in the dialogue indicates
	relational process used in that question. The
	function of to be “are” is used to describe the

	age of the carrier or the participant in the dialogue. It describes the age of Tigor who celebrates his birthday.
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2. Contextual description of dialogue 6

Ideational meanings	Interpretation
Experiential Domain	The experiential domain of the dialogues is
Expressing congratulation	expressing congratulation towards another student. Thus, the short –term goal in dialogue
Short-term goal:	6 focuses on the way of the student to learn to
Learning to express congratulation	express congratulation upon another student. It means that the student learns to congratulate
Long-term goal:	another one. The w-h question “ <i>How old are you?</i> ” indicates the way of the student to get
Sganti’s expression of congratulation towards Tigor’s birthday to maintain a good relationship between friends	information about the age of his friend. So, the long term-goal of the activity conducted in dialogue 6 is that the student’s expression of congratulation conducted by Shanti is done to maintain a relationship between them

6.3. Tenor of discourse of dialogue 6

1. Lexicogrammatical analysis of dialogue 6

Interpersonal meanings	Interpretation
Mood selections:	There is only one mood selection applied in
Interrogative	the dialogue that is interrogative. Dialogue 6
Interrogative	also focuses on demanding information.

How old?	Moreover, dialogue 6 uses polar interrogative such as “ <i>how old are you?</i> ”. Such w-h interrogative means that Shanti as the carrier expects the missing piece of information. The missing piece of the information is about the age of Tigor.
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2. Contextual description of dialogue 6

Tenor of Discourse	Interpretation
Agentive or societal roles: Student and Student Status: Equal Social Distance: Minimal	The further discussion is the contextual description of dialogue 6. The dialogue is conducted by two students. They are Shanti and Tigor. Shanti and Tigor are friends. Thus, the status can be stated equal. The congratulation expression “ <i>Happy birthday, Tigor</i> ” indicates everyday language. Because they are friend of the same school, the social distance can be said minimal. It is also probably because the have the same age. The interaction seems a face to face conversation. So, the social distance is absolutely minimal.

6.4. Mode of discourse of dialogue 6

1. Lexicogrammatical Analysis of dialogue 6

Textual Meaning	Interpretation
Thematic choices:	The lexicogrammar in the dialogue is

<p>Topical Themes: how old</p> <p>Predicators: No predicator</p> <p>Textual themes: Tigor</p>	<p>mainly topical. There is only one topical themes found in the dialogue 6. The topical theme is “<i>how old</i>” in “<i>How old are you?</i>”</p> <p><i>how old</i>” is said to be topical because it occurs in the first position in the clause. Therefore we describe it as topical theme. However, there is no predicator found in dialogue 6. Tigor in the dialogue belongs to textual because it is vocative adjunct in interpersonal meaning.</p>
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2. Contextual Description of dialogue 6

Textual Meaning	Interpretation
<p>Role of language: Dialogue</p> <p>Medium: Spoken</p> <p>Channel: Phonic</p>	<p>The type of interaction of dialogue 6 is a dialogue. It is because there are two persons who perform the dialogue. They are Shanti and Tigor. Shanti is demanding information and Tigor is giving information. The exchanging information is about expressing congratulation. Thus, the medium used by the participants is spoken. It is because the dialogue is performed spontaneously by the participants.. Based on the previous statements, it can be stated that the channel used in the dialogue is phonic.</p>

7. Data Presentation

Data 7: Dialogue 7

- Dona : Look! A missing cat
 Nurul : Yeah. It's cute
 Dona : What? The cat? I don't think so
 Nurul : Come on. Look at the picture. Her eyes are big and the fur is so thick.
 Dona : You have cats, don't you?
 Nurul : I do. Do you?
 Dona : No. I think cats are naughty. They often steal food.
 Nurul : Umm... I'm not sure. If we treat them well, they won't steal food.
 Dona : Really?
 Nurul : Yes. If we treat them well, they will be just fine.
 Dona : Well, I still don't like them anyway. Do you like any cats?
 Nurul : There are seven cats in my house.
 Dona : Wow, seven cats?
 Nurul : Yep. Look, why don't you come to my house and play with them?
 Dona : Umm..let me think about it.

7.1. Lexico-grammatical analysis of dialogue 7

1. Minor Clause : Look! A missing cat

	Look!	A missing cat
Interpersonal	Predicator	Comp
	RESIDUE	
Ideational	Pr: Mental	Phenomenon
	Interpersonal	
Textual	THEME	RHEME

2. Declarative

	Yeah,	It'	s	cute
Interpersonal	Cont:Adj	Subject	Finite	Complement
	MOOD			RESIDUE
Ideational		Token	Pr: Intensive	Value
Textual	Textual	Topical		
	THEME		RHEME	

3. Minor Clause: what?

	What?
Interpersonal	Wh/comp
	RESIDUE
Ideational	Left unanalyzed
Textual	Topical
	THEME

4. Minor Clause: the cat

	The cat
Interpersonal	Complement
	RESIDUE
Ideational	Goal
Textual	RHEME

5. Declarative

	I	don't	think	so
Interpersonal	Subject	Finite	Predicator	Comp
	MOOD		RESIDUE	
Ideational	Senser	Pr: Mental		Phenomenon
Textual	Topical			
	THEME		RHEME	

6. Imperative

	Come	On
Interpersonal	Pred	Adj:Circ
	RESIDUE	
Ideational	Pr: Material	Circ
Textual	Topical	
	THEME	
	RHEME	

7. Imperative

	Look at	the picture
Interpersonal	Predicator	Complement
	RESIDUE	
Ideational	Pr: Mental	Phenomenon
Textual	Topical	
	THEME	
	RHEME	

8. Declarative

	Her eyes	are	big
Interpersonal	Subject	Finite	Complement
	MOOD		RESIDUE
Ideational	Token	Pr: Intensive	Value
	Topical		
	THEME		RHEME

9. Declarative

	And	the fur	is	so thick
Interpersonal	Conj:Adj	Subject	Finite	Complement
		MOOD		RESIDUE
Ideational		Token	Pr: Intensive	Value
Textual	Textual	Topical		
	THEME		RHEME	

10. Interrogative

	You	have	cats,	don't	you?
Interpersonal	Subject	Fin..	Pred	Comp..	Finite
	MOOD		RESIDUE	MOOD	
Ideational	Carrier	Pr:Possession	Attribute	Pr:Possession	Carrier
Textual	Topical				Topical
	THEME	RHEME		RHEME	THEME

11. Declarative

	I	do
Interpersonal	Subject	Finite
	MOOD	
Ideational	Actor	Pr: Material
Textual	Topical	
	THEME	RHEME

12. Interrogative

	Do	you?
Interpersonal	Finite	Subject
	MOOD	
Ideational	Pr:Material	Actor
Textual	Interpersonal	Topical
	RHEME	

13. Declarative

	No	I	think	cats	are	naughty
Interpersonal	Adj:Polar	Adj:Mood	Subj..	Finite	Complement	
	MOOD					RESIDUE
Ideational		Senser	Pr:Men.	Token	Pr:Intensive	Value
Textual	Inter..	Interpersonal	Topical			
	THEME			RHEME		

14. Declarative

	They	often	steal	food	
Interpersonal	Subj..	Adj:Mood	Fin	Pred	Complement
	MOOD			RESIDUE	
Ideational	Actor		Pr:Material	Goal	
Textual	Topical	Interpersonal			
	THEME		RHEME		

15. Declarative

	Umm..	I'	m not	sure
Interpersonal	Cont:Adj	Subject	Finite	Complement
	MOOD			RESIDUE
Ideational		Carrier	Pr:intensive	Attribute
Textual	Textual	Topical		
	THEME		RHEME	

16. Declarative

	If	We	treat	them	well	
Interpersonal	Conj:Adj	Subject	Fin	Pred	Complement	Adj:circ
	MOOD			RESIDUE		
Ideational		Actor	Pr:Material	Goal	Circ:manner	
Textual	Textual	Topical				
	THEME		RHEME			

17. Negative

	They	won't	steal	food
Interpersonal	Subject	Finite	Predicator	Complement
	MOOD		RESIDUE	
Ideational	Actor	Pr: Material		Goal
Textual	Topical			
	THEME		RHEME	

18. Minor Clause : Really?

	Really?
Interpersonal	Adj:mood
	MOOD
Ideational	Left unanalyzed
Textual	Interpersonal
	Topical

19. Declarative

	Yes	If	we	treat	them	well	
Interpersonal	Adj:Polar	Conj:Adj	Subject	Fin	Pred	Comp	Adj:Circ.
	MO..		..OD	RESIDUE			
Ideational			Actor	Pr: Material	Goal	Circ:Manner	
Textual	Interpersonal	Textual	Topical				
		THEME		RHEME			

20. Declarative

	They	Will be	Just fine
Interpersonal	Subj..	Finite	Complement
	MOOD		RESIDUE
Ideational	Carrier	Pr: Attributive	Attribute
Textual	Topical		
	THEME		RHEME

21. Declarative

	Well	I	still	don't	like	them	anyway
Int.	Cont:Adj	Subj.	Adj:mood	Fin	Pred	Comp	Adj:circ
	MOOD			RESIDUE			
Ideat		Senser		Pr:Mental	Phenonemon	Circ	
Text.	Interpersonal	Topical	Interpersonal				
	THEME			RHEME			

22. Interrogative

	Do	you	like	any cars?
Interpersonal	Finite	Subject	Pred..	Comp..
	MOOD		RESIDUE	
Ideational		Senser	Pr:Mental	Phenomenon
Textual	Interpersonal	Topical		
	THEME		RHEME	

23. Declarative

	There	are	seven cars	in my house
Interpersonal	Subject	Finite	Complement	Adj:Circ
	MOOD		RESIDUE	
Ideational		Pr:Existential	Existent	Circ:Location
Textual	Topical			
	THEME	RHEME		

24. Minor clause : wow, seven cars?

	Wow..	Seven cars?
Interpersonal	Cont..Adj	Comp
	RESIDUE	
Ideational		Goal
Textual	Textual	
	THEME	RHEME

25. Interrogative

	Yep	Look	Why	don't	you	come	to my house
Inter	Cont:Adj	Predicator	Wh/Adj:circ	Finite	Subject	Pred..	Adj:circ
				MOOD			
				RESIDUE			
Ideat					Actor	Pr:Material	Circ
Text.	Textual	Interper..	Topical				
		THEME			RHEME		

	and	play	with them
Interpersonal	Conj:Adj	Fin	Pred Adj:Circ
		MOOD	RESIDUE
Ideational		Pr:Material	Circ
Textual	Textual		
	THEME		RHEME

26. Declarative

	Umar	Let me	Think	about it
Interpersonal	Voc:Adj	Subject	Pred	Adj:Circ
		MOOD		RESIDUE
Ideational		Senser	Pr:Mental	Circ
Textual	Textual	Topical		
	THEME		RHEME	

7.2. Description of field of discourse of dialogue 7

1. Lexicogrammatical Analysis of dialogue 7

Ideational meanings	Interpretation
Process types Material, Relational, Mental, Existential Material : Come, do, steal, treat, play, Mental:	There are four processes found in dialogue 7. The processes are material, relational, mental and existential. There are mainly material processes in dialogue 7. Dona's proposition " <i>they often steal food</i> " indicates

<p>Look, think, like,</p> <p>Relational:</p> <p>Attributive:</p> <p>I am not sure, will be,</p> <p>Identifying:</p> <p>It's cute, Her eyes are big, The fur is so thick,</p> <p>Possession:</p> <p>Have cats</p> <p>Participants:</p> <p><i>Actor</i> : I, we, They, You, <i>Goal</i> : food, seven cars <i>Senser</i>: I, you <i>Phenomenon</i>: so, the picture, them, <i>Carrier</i>: you, I <i>Attribute</i>: cats, sure <i>Token</i>: it, her eyes, cats <i>Value</i>: cute, big, naughty <i>Existent</i>: seven cars,</p> <p>Circumstance:</p> <p><i>Circumstance of place</i>: In my house, <i>Circumstance of manner</i>: well</p>	<p>that the actor "<i>they</i>" do an action "steal". It is a physical action conducted by the actor.</p> <p>However, the appearance of mental process signals that the dialogue is more than doing an action. For instance: Dona's statement "<i>I think cats are naughty</i>" this shows that the speaker "I" conducts a mental process called cognitive process in the dialogue. The senser "I" give an opinion towards the cat, the phenomenon. It is also supported by the use of relational process such as the sentence "<i>I am not sure</i>" This process indicates that the attribute "sure" describes the carrier "I". Nevertheless, the sentence "<i>her eyes are big</i>" indicates an identifying process. The value "<i>big</i>" identifies the size of the cats' eyes. The way in which the actors do an action is signaled by the use of circumstance of manner in the sentence "<i>we treat them well</i>" The adverb "well" supports the act which is conducted by the speaker.</p>
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2. Contextual description of dialogue 7

Ideational meanings	Interpretation
Experiential Domain	The further description is the contextual

Asking for and giving ideas	description of dialogue 7. It is started with the experiential domain of the dialogue. It focuses
Short-term goal:	on asking and giving information between
Learning to express	friends. They are Dona and Nurul. The short-
asking for and giving	term goal is that they both asking and giving
ideas	information about cats. Nurul opinion about
Long-term goal:	cats, for example “ <i>It’s cute</i> ” signals an idea
Dona and Nurul	about a certain cat. However, Dona’s
exchange information by	expression about the cat shows contradiction
asking and giving ideas	about such kind of cat. The sentence “ <i>I</i>
	<i>don’t think so</i> ” indicates that the use of
	mental process “ <i>think</i> ” is used to show an
	opinion about the cat. In addition, the long
	term goal of the dialogue is that Dona and
	Nurul try to exchange information by the use
	of appropriate processes to communicate the
	ideas in order to be able to exchange
	information about asking for and giving ideas.

7.3. Tenor of discourse of dialogue 7

1. Lexicogrammatical analysis of dialogue 7

Interpersonal meanings	Interpretation
Mood selections: <i>Interrogative,</i> <i>Declarative and</i>	There are three mood selection found in the dialogue. They are Interrogative, Declarative, and Imperative. The interrogative mood uses

<p><i>Imperative</i></p> <p>Interrogative:</p> <p>Do you, Why don't you</p> <p>Declarative:</p> <p>It is, I do, the fur is, Her eyes are, we treat, They often steal, I still, There are,</p> <p>Imperative:</p> <p>Come on, look at, Let me</p>	<p>polar and w-h question. Based on the previous statements, it is known that dialogue 7 focuses on demanding information, giving information and demanding goods and services.</p> <p>Demanding information, for example, "<i>Do you like any cats</i>" in dialogue 7. This polar interrogative focus on demanding information.</p> <p>It is whether or not Nurul like any cats.</p> <p>However, Nurul responses by giving information, for example, "<i>there are seven cats in my house</i>". This sentence fills the gap towards Dona's question.</p>
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2. Contextual description of dialogue 7

Tenor of Discourse	Interpretation
<p>Agentive or societal roles:</p> <p>Student and Student</p> <p>Status:</p> <p>Equal</p> <p>Social Distance:</p> <p>Minimal</p>	<p>The further discussion is the contextual description of dialogue 7. The dialogue is performed by two students. They are Dona and Nurul. Because they are friend, the status can be said equal. It is also probably because they are friend of the same school; the social distance can be said minimal. They have the same age. The interaction seems a face to face conversation. So, the social distance is</p>

	absolutely minimal.
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7.4. Mode of discourse of dialogue 7

1. Lexicogrammatical Analysis of dialogue 7

Textual Meaning	Interpretation
Thematic choices: Topical Themes: It, what, I, Come, Look at, Predicators: Look, think, Come, Steal, Like, Play, Textual themes: Yeah, And, Umm.,If,	<p>The lexicogrammar in the dialogue is mainly topical. There are several topical themes found in the dialogue. They are said to be topical because they occur in the first position in the clause. Therefore we describe it as topical theme. However, there are six predicators in dialogue 7 such as “<i>look</i>”, “<i>think</i>”, “<i>come</i>”, “<i>steal</i>” “<i>like</i>” and “<i>play</i>”.</p> <p>The predicators used in the dialogue indicate that there are several actions conducted by the participants in the dialogue. The expression of textual themes such as “<i>yeah</i>”, and “<i>Umm</i>” function to control the discourse within the dialogue.</p>

2. Contextual Description of dialogue 7

Textual Meaning	Interpretation
Role of language: Type of interaction: Dialogue Medium:	<p>The type of interaction of dialogue 8 is a dialogue. It is because there are two persons who perform the dialogue. They are Dona and Shanti. Dona is demanding information and</p>

<p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>Shanti is giving information. For example:</p> <p>Dona : You have cats, don't you? Nurul : I do. Do you? Dona : No. I think cats are naughty. They often steal food. Nurul : Umm... I'm not sure. If we treat them well, they won't steal food</p> <p>As the above part of conversation shows, the exchanging information is about asking and giving ideas. Thus, the medium used by the participants is spoken. It is because the dialogue is performed spontaneously by the participants. Based on the previous statements, it can be stated that the channel used in the dialogue is phonic.</p>
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8. Data Presentation

Data 8: Dialogue 8

- Iwan : Where are you going?
- Butet : To the library. I need to borrow some books.
- Iwan : Hey! Wait a second. Will you do me a favor?
- Butet : What is it?
- Iwan : Will you please give this book to the library?
- Butet : Sure. I will
- Iwan : Please, don't forget
- Butet : Don't worry. I promise I'll give it back to the library.

Iwan : See you in advance

Butet : Anytime

8.1. Lexico-grammatical analysis of dialogue 8

1. Interrogative

	Where	are	you	going?
Interpersonal	Wh/circ	Finite	Subject	Predicator
	RES..	MOOD		..IDUE
Ideational			Actor	Pr:material
Textual	Topical			
	THEME	RHEME		

2. Declarative

	To the library,	I	need to borrow	some books	
Interpersonal	Adj:circ	Subject	Finite	Pred	Comp..
		MOOD		RESIDUE	
Ideational	Circ:Loc	Actor	Pr:material	goal	
Textual	Topical				
	THEME	RHEME			

3. Imperative

	Hey!	Wait	a second
Interpersonal	Cont:Adj	Predicator	Complement
		RESIDUE	
Ideational		Pr:material	Goal
Textual	Textual	Topical	
	THEME		RHEME

4. Interrogative

	Will	you	do	me	a favor?
Inter..	Finite	Subject	Pred...	Comp..	Comp..
	MOOD		RESIDUE		
Ideat..		Actor	Pr:mat	Recipient	Goal
Text...	Interpersonal	Topical			
	THEME		RHEME		

5. Interrogative

	What	is	it?
Interpersonal	Wh/comp	Finite	Subject
	RESIDUE		MOOD
Ideational		Pr: Attributive	Carrier
Textual	Topical		
	THEME		RHEME

6. Interrogative

	Will	you	please	give	this book	to the library?
Inter	Fin	Subj..	Adj	Pred..	Comp	Adj:circ
	MOOD			RESIDUE		
Ideat		Actor		Pr:mat	Goal	Circ:loc
Text	Interpersonal	Topical				
	THEME			RHEME		

7. Declarative

	Sure	I	will
Interpersonal	Adj:mood	Subject	Fin
	MOOD		
Ideational	Left unanalyzed		
Textual	Interpersonal	Topical	
	THEME		RHEME

8. Interrogative

	Please	Don't	forget
Interpersonal	Adj	Finite	Predicator
		MOOD	RESIDUE
Ideational		Pr: Material	
Textual		Interpersonal	
		THEME	RHEME

9. Declarative

	Don't	worry
Interpersonal	Finite	Predicator
	MOOD	RESIDUE
Ideational	Pr: Mental	
Textual	Interpersonal	
	THEME	RHEME

10. Declarative

	I	promise	I'	ll	give	it	back	to the library	
Int.	Subj.	Fin	Pred	Subj.	Fin	Pred	Comp	Adj:circ	Adj:circ
	MOOD		RES..	MOOD		RESIDUE			
Ide.	Senser	Pr:Mental		Actor	Pr:material		Goal	Circ	Circ:loc
Tex	Topical		Topical						
	THEME		RHEME	THEME		RHEME			

11. Declarative

	See	you	in advance	
Interpersonal	Fin.	Pred	Subject	Adj:circ
	MO..	RES..	..OD	..IDUE
Ideational	Pr:Mental		Senser	Circ
Textual	Interpersonal		Topical	
	THEME			RHEME

12. Minor Clause : Anytime

8.2. Description of field of discourse of dialogue 8

1. Lexicogrammatical Analysis of dialogue 8

Ideational meanings	Interpretation
Process types Material, Relational, Mental. Material : Go, need to borrow, wait, do, give, forget Mental: worry, see, promise, Relational: Attributive:	There are three processes found in the dialogue. They are material, mental and relational process. The processes are mainly material. This indicates that the participants in the dialogue focus on doing and happening. Such processes are “go”, “need to borrow”, “wait”, and “do”. The preceding verbs belong

<p>What is it?</p> <p>Participants: <i>Actor</i> : you, <i>Goal</i> : some books, a second, a favor, this book <i>Carrier</i>: It</p> <p>Circumstance: <i>Circumstance of place</i>: To the library</p>	<p>to material processes. The material processes are processes about doing, about action. The action involves actors, or participants. The participants in dialogue 8 are Iwan and Butet. Iwan wants Butet to do a favor to him. This is shown by the use of material process in the dialogue such as the Iwan's utterance "<i>Will you please give this book to the library?</i>" The verb "<i>give</i>" in the preceding sentence reflects the action conducted by the participant. However, the mental process used in the dialogue shows that the activity is more than action. Butet's utterance "<i>don't worry</i>" indicates the mental process used in dialogue 8. The mental process "<i>worry</i>" belongs to the affection process which ensures that Butet will do the action</p>
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2. Contextual description of dialogue 8

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Asking for a favor between friends</p> <p>Short-term goal:</p>	<p>Dialogue 8 is performed by Iwan and Butet. Iwan asks Butet to do a favor to him. Iwan asks Buetet to borrow some books from the library. Iwan uses modality to express a</p>

<p>Iwan's expression to ask a favor towards Butet to borrow some books in the library.</p> <p>Long-term goal:</p> <p>Iwan and Butet exchange information by asking a favor to maintain their relationship as a friend. The favor is</p>	<p>favor. It is shown in the polar interrogative “<i>will you do me a favor?</i>”. The preceding polar interrogative indicates an expression of a favor. Therefore, on the basis of such expression, the short-term goal in dialogue is the intention of Iwan to ask a favor from Butet to borrow some books. However, the long-term goal is Iwan's intention to ask for a favor towards Butet to borrow some books from the library. It is aimed to maintain their friendship whether they can help each other. Butet's response “<i>Sure, I will</i>” supports Iwan's intention to ask a favor. The answer ensures Iwan that Butet wants to do his wish.</p>
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8.3. Tenor of discourse of dialogue 8

1. Lexicogrammatical analysis of dialogue 8

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p><i>Interrogative,</i></p> <p><i>Declarative and</i></p> <p><i>Imperative</i></p> <p>Interrogative:</p> <p><i>Where are you going, will you do, What is it?</i></p>	<p>There are three mood selection found in the dialogue. They are Interrogative, Declarative, and Imperative. The interrogative uses polar and w-h question. Based on the previous statements, it is known that dialogue 8 focuses on demanding information, giving information and demanding goods and services. Iwan's</p>

<p>Declarative: Need, will give, see,</p> <p>Imperative: Wait,</p>	<p>utterance “<i>where are you going?</i>” signals that Iwan demands information upon Butet. The <i>wh</i> question “<i>where</i>” signals the supplying missing piece of information. The information is about where Butet is going to go. Butet’s response “<i>to the library</i>” fills the missing piece of information needed by Iwan. However, the declarative mood used in the dialogue indicates that the participants also focus on giving information. Iwan’s statement “<i>I need to borrow some books</i>”. Informs that Iwan’s need some books. The process “<i>need</i>” signals that the participant, wan gives information to the other one.</p>
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2. Contextual description of dialogue 8

Tenor of Discourse	Interpretation
<p>Agentive or societal roles: Student and Student</p> <p>Status: Equal</p> <p>Social Distance: Minimal</p>	<p>The further discussion is the contextual description of dialogue 8. The dialogue is conducted by two students. They are Iwan and Butet. Because they are friend, the status can be said equal. Iwan’s utterance “<i>will you do me a favor?</i>” uses modalization “<i>will</i>” instead of “<i>would</i>”. It indicates that they have the same</p>

	<p>power, therefore, the status can be said equal.</p> <p>The modalization “<i>would</i>” is actually more polite than “<i>will</i>”. The use of modalization “<i>would</i>” is usually used if the participants want to make the conversation more polite. In addition, It is also probably because they are friend of the same school; the social distance can be said minimal. Moreover, they meet at school often and they have the same age. The interaction seems a face to face conversation and the conversation seems to be done spontaneously. So, the social distance can be said minimal.</p>
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8.4. Mode of discourse of dialogue 8

1. Lexicogrammatical Analysis of dialogue 8

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes:</p> <p>Where, to the library, Wait, You, What, I, Predicators:</p> <p>Go, need to borrow, wait, do, give, forget, worry,</p>	<p>The lexicogrammar in the dialogue is mainly topical. There are only two kinds of theme found in the dialogue. They are topical and textual theme. For example, Iwan’s utterance “<i>where are you going?</i>” The question word “<i>where</i>” portrayed as topical theme in the dialogue. They are said to be topical because they occur in the first position in the</p>

<p>Textual themes:</p> <p>Hey,</p>	<p>clause. In addition, there are seven predicators in dialogue 8. The predicators used in the dialogue indicate that there are several actions conducted by the participants in the dialogue.</p> <p>The expression of textual themes such as “<i>hey</i>” in the sentence “<i>hey! wait a second!</i>” functions to control the discourse within the dialogue.</p> <p>“<i>hey</i>” belongs to continuity adjunct. It belongs to textual theme</p>
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2. Contextual Description of dialogue 8

Textual Meaning	Interpretation
<p>Role of language:</p> <p>Type of interaction:</p> <p>Dialogue</p> <p>Medium:</p> <p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>The type of interaction of dialogue 8 is totally a dialogue. It is because there are two persons who perform the dialogue. They are Iwan and Butet. Iwan is demanding information demanding goods and services. In addition, Butet is giving information. The exchanging information is about asking a favor. Thus, the medium used by the participants is spoken. The w-h question “<i>will you do me a favor?</i>” shows that the dialogue is performed face to face by the participants. Based on the previous statements, it can be stated that the channel used in the dialogue is phonic.</p>

9.Data Presentation

Data 9 : Dialogue 9

- Mr. Simbolon : Hello,SMP Nusantara. Simbolon good morning!
 Tigor : Good morning Mr. Simbolon. Could I speak to Miss Ina,please?
 Mr.Simbolon : And who's this
 Tigor : Ops,sorry.It's me,Tigor.
 Mr. Simbolon : Oh, hi,Tigor.Hold on
 Miss Ina : Ina's speaking
 Tigor : Hello,Miss Ina. This is Tigor.
 Miss Ina : Hello Tigor.How are you?
 Tigor : Well,I'm not sure,ma'am
 Miss Ina : Is everything all right?
 Tigor : I don't really feel well today
 Miss Ina : Oh,I'm sorry to hear that. Have you seen the doctor?
 Tigor : No'I haven't. Mom's going to take me to the doctor this morning.
 Miss Ina : I see
 Tigor : Is it OK if don't attend to class today?
 Miss Ina : Sure. You should go the doctor and take some rest.
 Tigor : OK,ma'am.Thank you.Bye.
 Miss Ina : Bye.

9.1. Lexico-grammatical analysis of dialogue 9

1. Minor Clause : Hello.SMP Nusantara
2. Minor clause : Simbolon, Good Morning
3. Minor clause : Good Morning Mr. Simbolon
4. Interrogative

	Could	I	Speak	to Miss Ina?
Interpersonal	Finite	Subject	Predicator	Complement
	MOOD		RESIDUE	
Ideational		Actor	Pr:material	Goal
Textual	Interpersonal	Topical		
	THEME		RHEME	

5. Interrogative

	And	Who'	is	This?
Interpersonal	Conj:adj	Wh/comp	Finite	Subject
		RESIDUE	MOOD	
Ideational			Pr:Attributive	Carrier
Textual	Textual	Topical		
	THEME		RHEME	

6. Declarative

	Ops	Sorry	It'	s	me,	Tigor
Inter.	Cont:Adj	Comm:Adj	Subj	Finite	Comp..	Voc:Adj
			MOOD		RESIDUE	
Ideat.			Token	Pr:Intensive	Value	
Text..	Textual	Interpersonal	Topical			
	THEME			RHEME		

7. Minor Clause : Oh, hi Tigor

	Oh	hi	Tigor
Interpersonal	Cont:Adj	Cont:Adj	Voc:Adj
	RESIDUE		
Ideational	Left unanalyzed		
Textual	Textual	Textual	Textual
	THEME		

8. Declarative

	Hold	On
Interpersonal	Predicator	Adj:circ
	RESIDUE	
Ideational	Pr:material	Circumstance
Textual	Topical	
	THEME	RHEME

9. Declarative

	Ina'	s	speaking
Interpersonal	Subject	Finite	Predicator
	MOOD		RESIDUE
Ideational	Actor	Pr:material	
Textual	Topical		
	THEME	RHEME	

10. Minor Clause : Hello, Miss Ina

	Hello	Miss Ina
Interpersonal		Voc:Adj
		MOOD
Ideational	Left Unanalyzed	
Textual		Textual
		THEME

11. Declarative

	This	Is	Tigor
Interpersonal	Subject	Finite	Goal
	MOOD		RESIDUE
Ideational	Token	Pr:Intensive	Value
Textual	Topical		
	THEME		RHEME

12. Minor Clause : Hello Tigor

	Hello	Tigor
Interpersonal		Voc:Adj
		MOOD
Ideational	Left Unanalyzed	
Textual		Textual
		THEME

13. Interrogative

	How	are	You?
Interpersonal	Wh/complement	Finite	Subject
	RESIDUE		MOOD
Ideational		Pr:Attributive	Carrier
Textual	Topical		
	THEME		RHEME

14. Declarative

	Well	I'	m not	sure,	ma'am
Inter..	Cont:Adj	Subj..	Finite	Comp..	Voc:Adj
	MOOD			RESIDUE	
Ideat..		Carrier	Pr:Attributive	Attribute	
Text..	Textual	Topical			
	THEME			RHEME	

15. Interrogative

	Is	everything	all right?
Interpersonal	Finite	Subject	Comp
	MOOD		RESIDUE
Ideational	Pr:Attributive	Carrier	Attribute
Textual	Interpersonal	Topical	
	THEME		RHEME

16. Negative

	I	don't	really	feel	well,	today
Inter..	Subj..	Finite	Adj:mood	Pred	Adj:circ	Adj:circ
	MOOD			RESIDUE		
Ideat..	Senser			Pr:Mental	Circ:Manner	Circ:Time
Text..	Topical					
	THEME	RHEME				

17. Declarative

	Oh	I'	m	sorry	to hear	that
Inter.	Cont:adj	Subj	Fin	Comp	Pred..	Comp
	MOOD			RESIDUE		
Ideat.		Carrier	Pr:Attributive	Attribute	Pr:mental	phenomenon
Text.	Textual	Topical				
	THEME	RHEME				

18. Interrogative

	Have	You	Seen	The doctor?
Interpersonal	Finite	Subject	Predicator	Comp
	MOOD		RESIDUE	
Ideational		Actor	Pr:Material	Goal
Textual	Interpersonal	Topical		
	THEME		RHEME	

19. Negative

	No,	I	haven't
Interpersonal	Adj:Mood	Subject	Finite
	MOOD		
Ideational		Actor	Pr:material
Textual	Textual	Topical	
	THEME		RHEME

20. Declarative

	Mom'	s	going to	take	me	to the doctor	This morning
Interpersonal	Subj	Finite	Pred	Comp	Adj:circ	Adj:time	
	MOOD			RESIDUE			
Ideational	Actor	Pr:material		goal	Circ	Circ:Time	
Textual	Topical						
	THEME	RHEME					

21. Declarative

	I	See	
Interpersonal	Subject	Finite	Predicator
	MOOD		RESIDUE
Ideational	Actor	Pr:mat	
Textual	Topical		
	THEME	RHEME	

22. Interrogative

	Is	It	Ok	if	you	don't	attend	to class	today
	Fin	Subj	Comp	Conj:Adj	Subj	Fin..	Pred	Adj:circ	Adj:circ
	MOOD		RES..		MOOD		RESIDUE		
	Pr:Attr.	Carri.	Attr..		Actor		Pr:mat	Adj:circ	Circ:time
	Inter	Topical		Text..	Topi..				
	THEME		RHEME	THEME		RHEME			

23. Minor Clause: Sure

24. Declarative

	You	Should	See	The doctor	And	Take	Some test
Inter.	Subject	Finite	Pred	Comp	Conj:Adj	Pred	Comp
	MOOD		RESIDUE			RESIDUE	
Ideat..	Actor	Pr:material		Goal		Pr:mat	Goal
Text..	Topical						
	THEME		RHEME				

9.2. Description of field of discourse of dialogue 9

1. Lexicogrammatical Analysis of dialogue 9

Ideational meanings	Interpretation
<p>Process types</p> <p>Material, Relational, Mental.</p> <p>Material :</p> <p>Speak, attend, take, go</p> <p>Mental:</p> <p>To hear, feel</p> <p>Relational:</p> <p>Attributive:</p> <p>Who is, How are you?</p> <p>I'm not, Is everything</p> <p>Identifying:</p> <p>It is me, This is tigor</p> <p>Participants:</p> <p><i>Actor</i> : I, Ina, You, have</p> <p><i>Goal</i> : miss Ina, This, the doctor, some test</p>	<p>There are three processes found in the dialogue. They are material, mental and relational process. The processes are mainly material. This indicates that the participants in the dialogue focus on doing and happening. Such processes are “<i>speak</i>”, “<i>attend</i>”, “<i>take</i>”, and “<i>go</i>”. The preceding verbs belong to material processes. The material processes are processes about doing, about action. The action involves actors, or participants. The participants in dialogue 9 are Mr.Simbolon and Tigor. Tigor is ringing miss Ina at school.</p>

<p><i>Carrier:</i> This, you, I, It</p> <p><i>Attribute:</i> sure,</p> <p><i>Token:</i> It, This,</p> <p><i>Value:</i> me, Tigor,</p> <p>Circumstance:</p> <p><i>Circumstance of time:</i></p> <p>Today, this morning,</p>	<p>However, Mr Simbolon answers the phone.</p> <p>This is shown by the use of material process in the dialogue such as the Tigor’s utterance “<i>Good morning, mr Simbolon. Could I speak to Miss Ina, please?</i>” The verb “<i>speak</i>” in the preceding sentences reflect the action conducted by the participant to call Ina.</p> <p>However, the mental process used in the dialogue shows that the activity is more than action. Tigor’s utterance “<i>I don’t really feel today</i>” indicates the mental process used in dialogue 9. The mental process “<i>feel</i>” shows the affection process ensures that Tigor is not feeling well. The relational process such as “<i>This is Tigor</i>” indicates identifying process used in the dialogue.”is” in the preceding example identifies this as Tigor.</p>
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2. Contextual description of dialogue 9

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Making a phone call</p> <p>Short-term goal:</p> <p>Tigor’s expression to</p>	<p>Dialogue 9 is performed by Tigor and Mr. Simbolon. Tigor calls SMP Nusantara in order to be able to speak with Miss Ina. Tigor asks for permission of Mr. Simbolon to speak with</p>

<p>call SMP Nusantara to speak with Ina about his permission</p> <p>Long-term goal:</p> <p>Tigor and Mr.Simbolon exchange information by making a phone call to speak with his teacher to have permission because of his sickness and to keep the relationship.</p>	<p>his teacher, Miss Ina. The short-term goal of dialogue 9 is that Tigor’s expression to ask for permission from his teacher. Tigor’s utterance “<i>I don’t really feel well today</i>” indicates that Tigor is sick and wants to have his teacher’s permission for not to attend the class.</p> <p>However, the long-term goal is that Tigor’s trial to communicate with his teacher to ask for permission because of his sickness. It is aimed to maintain his relationship in order not to have misunderstanding with his teacher.</p>
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9.3. Tenor of discourse of dialogue 9

1. Lexicogrammatical analysis of dialogue 9

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p><i>Interrogative, and Declarative</i></p> <p>Interrogative:</p> <p>Could I?, How are you?, Is everything all right?</p> <p>Declarative:</p> <p>It’s me, Tigor, I’m not sure, I don’t really feel</p>	<p>There are two mood selections found in the dialogue. They are Interrogative and Declarative,. The interrogative uses polar and w-h question. Based on the previous statements, it is known that dialogue 9 focuses on demanding information and giving information. Tigor’s utterance “<i>Could I speak to Miss Ina? and “Is it Ok If I don’t attend the class today?”</i>” signal that Tigor demands</p>

today, Ina's speaking.	information upon Mr. Simbolon. The polar interrogative " <i>Could</i> " and " <i>Is</i> " signal "yes" or "no" of answer. However, Tigor expects that he can speak with his teacher. Mr Ina's response " <i>sure</i> " indicates that the information which is expected is granted as soon as his teacher responses the demanding information.
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2. Contextual description of dialogue 9

Tenor of Discourse	Interpretation
Agentive or societal roles: Student and Teacher Status: Unequal Social Distance: Maximal	The further discussion is the contextual description of dialogue 9. The dialogue is conducted by three participants. They are Tigor, Mr.Simbolon and Miss. Ina. Because they are between student and teacher, the status can be said unequal. Tigor is looking for his teacher to ask for permission. Tigor's Utterance " <i>Is it ok if I don't attend the class?</i> " uses polar question " <i>is</i> ". It indicates that they have different power; therefore, the status can be said unequal. Miss. Ina is Tigor's teacher. Thus, the social distance can be said maximal. The conversation occurs in the phone. Therefore, The interaction doesn't seem a face to face

	<p>conversation. The conversation occurs in different place. However, it seems to be done spontaneously.</p>
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9.4. Mode of discourse of dialogue 9

1. Lexicogrammatical Analysis of dialogue 9

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes: I, Who, It, Ina, This, How, Everthing, Mom, You,</p> <p>Predicators: Speak, feel, see, take</p> <p>Textual themes: And, Ops, Oh, hi, Tigor, Well,</p>	<p>The lexicogrammar in the dialogue is mainly topical. There are only two kinds of theme found in the dialogue. They are topical and textual theme. For example, Miss Ina's utterances "How are <i>you</i>?" The question word "<i>How</i>" portrayed as topical theme in the dialogue. It is said to be topical because they occur in the first position in the clause. In addition, there are four predicators employed in dialogue 9. The predicators used in the dialogue indicate that there are several actions conducted by the participants in the dialogue. The expression of textual themes such as "<i>ops</i>," "<i>Oh</i>," "<i>hi</i>" and "<i>well</i>" in the dialogue</p>

	<p>functions to control the discourse within the dialogue. They belong to continuity adjunct. Thus, they are classified as textual theme.</p>
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2. Contextual Description of dialogue 9

Textual Meaning	Interpretation
<p>Role of language: Dialogue</p> <p>Type of interaction: Spoken</p> <p>Medium: Phonic</p> <p>Channel:</p>	<p>The type of interaction of dialogue 9 is a dialogue. It is because there are three persons who perform the dialogue. They are Tigor, Mr.Simbolon and Miss. Ina. Tigor is demanding information. In addition, Tigor is giving information about his sickness. The exchanging information is about making a phone call. Thus, the medium used by the participants is spoken. The polar question “<i>Could I speak to Miss Ina?</i>” reflects spoken language although it is not face to face by the participants. Based on the previous statements, it can be stated that the channel used in the dialogue is phonic.</p>

10. Data Presentation

Data 10: Dialogue 10

Nurul : Hello, Nurul’s speaking
Dona : Hi,Nurul,It’s Dona

Nurul : Hi,Dona.
 Dona : I'm going to finish our school project on Sunday afternoon.
 Can you come?
 Nurul : Oh, I'm going to my grandmother's on Sunday.
 Dona : Oh, no. What about Saturday?
 Nurul : Saturday....Saturday's difficult. My uncle and his family are staying in my house
 Dona : Oh, I see. When are you free?
 Nurul : Hmm..Let me see...Err....I think, Friday is a busy day.
 Dona : What time?
 Nurul : After school?
 Dona : OK. Friday after school then.My place?
 Nurul : Your place is OK
 Dona : Good. See you at school. Bye
 Nurul : Bye.

10.1. Lexico-grammatical analysis of dialogue 10

1. Declarative

	Hello,	Nurul	's	speaking
Interpersonal	Cont:Adj	Subj	Fin	Pro:Mat
		MOOD		RESIDUE
Ideational		Actor	Pr:Material	
Textual	Textual	Topical		
	THEME		RHEME	

2. Declarative

Hi	Nurul,	it'	s	Dona
Cont:Adj	Voc:Adj	Sub	Fin	Comp
		MOOD		RESIDUE
		Token	Pro:Relat	Value
Textual	Textual	Topical		
	THEME		RHEME	

3. Hi, Dona : Minor Clause

4. Declarative

	I'	m going to	finish	our school project	on Sunday afternoon
Inter..	Sub	Fin	Pred	Comp	Adj : Circ
		MOOD		RESIDUE	
Ideat..	Actor	Pr:Material		Goal	Circ:time
Text..	Topical				
	THEME		RHEME		

5. Interrogative

	Can	you	come?
Interpersonal	Fin	Sub	Predicator
	MOOD		RESIDUE
Ideational		Actor	Pro:Material
Textual	Interpersonal	Topical	
	THEME		RHEME

6. Declarative

	Oh,	I'	m	going to	my grandmothers	on Sunday
Inter..	Cont:Adj	Sub	Fin	Pred	Complement	Adj:Circ
	MOOD			RESIDUE		
Ideat...		Actor	Pro: Material		Goal	Circ:time
Text..	Textual	Topical				
	THEME		RHEME			

7. Oh, no, what *about* Saturday? : Interrogative

	Oh	No	What	About Saturday
Interpersonal	Cont:Adj	Adj:mood	Subject	Adj:Circ
	MOOD			RESIDUE
Ideational	Left unanalyzed			
Textual	Textual	Textual	Topical	
	THEME			RHEME

8. Declarative

	Saturday'	s	difficult
Interpersonal	Subject	Fin	Comp
	MOOD		RESIDUE
Ideational	Carrier	Attribute	Attribute
Textual	Topical		
	THEME		RHEME

9. Declarative

	My uncle	and	his family	are	staying	in my house
Inter	Subject	Conj:Adj	Subject	Fin	Predict	Adj:Circ
	MO.....	OD	RESIDUE		
Ideat.	Actor			Pr:Material		Circ:location
Text..	Topical	Textual	Topical			
	THEME			RHEME		

10. Declarative

	Oh,	I	see	
Interpersonal	Cont:Adj	Sub	Fin	Pred
		MOOD		RESIDUE
Ideational		Actor	Pro:Mat	
Textual	Textual	Topical		
	THEME		RHEME	

11. Interrogative

	When	are	you	free ?
Interpersonal	Wh:Adj	Fin	Subject	Complement
	RES	MOOD	IDUE
Ideational	Circumstance	Pr:Attributive	Carrier	Attribute
Textual	Topical			
	THEME	RHEME		

12. Declarative

	Hmm	let me	see	
Interpersonal	Cont:Adj	Subject	Fin	Predicator
		MOOD		RESIDUE
Ideational		Actor	Pr: material	
Textual	Textual	Topical		
	THEME		RHEME	

13. Declarative

	I	think	Friday	is	a busy day
Inter.	Mood:Adj		Subject	Fin	Complement
	MOOD				MOOD
Ideat.	Senser	Pr:mental	Carrier	Pr:Attributive	Attribute
Text.	Interpersonal		Topical		
	THEME			RHEME	

14. What time? : Minor Clause

15. After school : Minor Clause

16. Declarative

	Ok	Friday after school then
Inter..	Cont:Adj	Adj:circ
		RESIDUE
Ideat..		Circumstance
Text..	Textual	
	THEME	RHEME

	my place
Inter..	Complement
	MOOD
Ideat..	Goal
Text..	RHEME

17. Declarative

	Your place	is	ok
Interpersonal	Subject	Fin	Complement
	MOOD		RESIDUE
Ideational	Token	Pr:Intensive	Value
Textual	Topical		
	THEME		RHEME

18. Good : Minor Clause

19. Declarative

	See	you	at school
Interpersonal	Pred	Sub.	Adj:Circ
	RES....	MOODIDUE
Ideational	Pro:Mat	Actor	Circ:place
Textual	Interpers	Topical	
	THEME		RHEME

20. Bye : Minor Clause

21. Bye : Minor Clause

10.2. Description of field of discourse of dialogue 10.**1. Lexicogrammatical Analysis of dialogue 10.**

Ideational meanings	Interpretation
Process types	The processes found in dialogue 10 are
Material , Mental, Relational	material, mental and relational. Material
Participants	process has the highest proportion in dialogue
<i>Actor</i> : Nurul, I, you, my uncle and his family, let me,	10. This indicates that the participants in the dialogue concern are centrally concerned with
<i>Goal</i> : Our school project, my grandmother,	actions and events. The actors in dialogue 10 are Dona and Nurul. Dona is demanding goods
<i>Senser</i> : I	and services upon Nurul. The following
<i>Token</i> : It, your place	excerpt exemplifies the use of verb of actions
<i>Value</i> : Dona	Dona : "I'm going to finish our school project on Sunday afternoon. Can

<p><i>Carrier:</i> Saturday, Friday</p> <p><i>Attribute:</i> difficult, a busy day</p> <p>Circumstances</p> <p><i>Place:</i> Location</p> <p>At school</p> <p><i>Time:</i></p> <p>On Sunday afternoon, Friday after school then,</p>	<p>you come?"</p> <p>Nurul : "Oh, I'm going to my grand mother's on Sunday."</p> <p>The above example exemplifies the material process "<i>finish</i>". Dona intends to finish her school project with Nurul , however, Nurul has a plan to go to her grandmother. It indicates that Nurul conducts a happening verb such as "<i>go</i>". "<i>I</i>" is the actor referring to Dona and Nurul. Another processes applied in the dialogue is mental process. The metal process signifies that the participants in the dialogue are not always talking about concrete processes of doing, but about what the participants think. The following excerpt exemplifies the use of mental process:</p> <p>Dona : "Oh, I see. When are you free?" Nurul : Hmmm..Let me see...Err...I think, Friday is a busy day.</p> <p>The above part of the conversation shows that Nurul uses cognitive process such as "<i>think</i>". The process "<i>Think</i>" shows that Dona is sustaining the dialogue by demanding information about Nurul's spare time.</p> <p>However, the use of "<i>think</i>" as cognitive</p>
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process explains that she takes some consideration whether she agrees upon Dona's statement to help her. Nurul is the senser who uses cognitive process of "*think*".

The application of relational process with the dialogue signifies that the dialogue is more than just doing actions but also more descriptive as the following example :

Dona : Oh,no.What about Saturday?

Nurul : Saturday's difficult.

The material process makes the flow of the dialogue is clear. It is shown by Nurul's utterance that she describes that Saturday is also a busy day. Saturday will be the carrier and difficult will be the attribute. Another usage of relational process is identifying process. When Dona calls Nurul, she informs her identity by mentioning her name. For example :

Nurul : Hello, Nurul's speaking

Dona : Hi, Nurul It's Dona

Dona's utterance in the above part of conversation exemplifies that the word "*it*" is

	<p>called token and “<i>Dona</i>” belongs to value. It is called identifying process because the word “<i>it</i>” serves to define the identity of <i>Dona</i>. To make the process within the dialogue is clear the circumstance presented in the dialogue specifies that the dialogue occurs in the exact location. The following excerpt exemplifies the use of circumstance of place such as :</p> <p>Dona : OK <i>Friday</i> after school, then. My place? Nurul : Your place is <i>OK</i> Dona : Good. See you at school. Bye Nurul : Bye</p> <p>The circumstance of place “<i>at school</i>” signifies that the participants intend to meet at school. The continuity adjunct such as “<i>OK</i>” portrays that Nurul agrees to help <i>Dona</i> to finish her project. The circumstance of time “<i>Friday</i>” illustrates that the participants make an appointment to meet on <i>Friday</i> to finish her project.</p>
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2. Contextual description of dialogue 10

Ideational meanings	Interpretation
Experiential Domain	The participants in the dialogue are <i>Dona</i>

<p>Two students are learning to finish school project given by their teacher</p> <p>Short-term goal:</p> <p>Learning how to express agreement to finish school project</p> <p>Long-term goal</p> <p>Maintenance of friend's relationship by expressing agreement.</p>	<p>and Nurul. They are students in the same school. The experiential domain in the dialogue is that Dona project. Dona utterance "<i>I'm going to finish our school project on Sunday afternoon. Can you come?</i>" The preceding utterance indicates whether Nurul can come to her house or not to finish their school project.</p> <p>The short-term goal is that they learn how to express agreement to finish school project. The aim of the dialogue is agreement to cooperation to finish school project.</p> <p>The long term goal of the dialogue is that by expressing agreement between friends it is hoped that their expression can maintain their relationship by cooperate in finishing the school project.</p>
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10.3. Tenor of discourse of dialogue 10.

1. Lexicogrammatical analysis of dialogue 10

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Mainly declarative:</p> <p>Speak, is, are, see, think</p> <p>Some polar and wh-interrogative:</p>	<p>The mood selections employed in the dialogue is mainly declarative. Some declaratives with to be and some with verbs.</p> <p>Thus, the dominant of full declaratives in the dialogue signify that participants sustain the</p>

<p>Can you, When are</p>	<p>dialogue by giving information. The example of giving information is as follows:</p> <p>Nurul : Hello, Nurul's speaking Dona : Hi, Nurul It's Dona</p> <p>The above example reflects that Dona gives information about her identity by mentioning her name. However, the use of interrogative mood allows the text to seem interactive, dividing it into two parts: a question stage and then an answer stage. This creates an impression of dialogue and therefore reduces the distance between reader and writer. Thus, it can be said that the participant particularly Dona demands information towards Dona. The following example specifies the use of demanding information.</p> <p>Dona : "I'm going to finish our school project on Sunday afternoon. Can you come?" Nurul : "Oh, I'm going to my grand mother's on Sunday."</p> <p>The above part of conversation shows that Dona is demanding information upon Nurul. Dona is asking for Nurul to come to her house to finish their school project. However, Nurul</p>
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	is refusing because she is going to visit her grand mother.
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2. Contextual description of dialogue 10

Tenor of Discourse	Interpretation
Agentive or societal roles: Student and Student	The dialogue is conducted by two students between student and student. They are Dona and Nurul. It indicates that between the students who ask the question and who answers such question are the same in power, therefore it can be said that the status is equal. In addition, The two students seem close and the speech is familiar, so the social distance is minimal.
Status: Equal	
Social Distance: Minimal	

10.4. Mode of discourse of dialogue 10

1. Lexicogrammatical Analysis of dialogue 10.

Textual Meaning	Interpretation
Thematic choices: Topical Themes: Nurul, it,I, you, Saturday, when, his family, let me, Friday, your place, Predicators:	There are two topical themes found in the dialogues. It indicates that every clause must contain one and only one topical theme. For example: " <i>Hello, Nurul's speaking</i> ". This is Nurul's statement. Nurul is the topical theme. Nurul is the actor of the first clause in the first

Finish, go, stay, see Textual themes: Hello, Oh, No, and, hmm, ok	dialogue described as the topical theme because it is the doer of the action. However, the circumstance “ <i>on Sunday afternoon</i> ” indicates that Dona intends to finish her school projects. The predicators within the dialogue portray that the participants in the dialogue conduct actions. However, the textual themes such as “ <i>hello</i> ”, “ <i>oh</i> ”, “ <i>No</i> ”, and “ <i>hmm</i> ” introduced in the dialogues reflect the flow of the dialogue. It seems reducing the distance between reader and writer.
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1. Contextual Description of dialogue 10.

Textual Meaning	Interpretation
Role of language:	The type of the interaction between the two
Type of interaction: Dialogue	students is dialogue. It belongs to spoken language because it is a face to face
Medium: Spoken	conversation and interactive. It is called phonic because it uses the sound system of language
Channel: Phonic	and the conversation done spontaneously. The question sentences “ <i>can you come?</i> ” Indicates the use of everyday language, therefore it can be categorized as an informal conversation.

4.3. The Summary result of The Analysis

No	Dialogue	Result of the Analysis
1	Dialogue 1	Topic
		Leaving and Taking Messages
	Field	<p>There are several processes applied in dialogue 1. The processes are material, mental and relational process. However, the processes are mainly material and mental. The material are such as “<i>speak</i>”, “<i>go</i>” “<i>leave</i>” and “<i>call</i>”. These kinds of verbs portray “<i>doing</i>” and “<i>happening</i>”. The mental processes are “<i>think</i>”, <i>ask</i>, <i>know</i> and “<i>tell</i>”. “<i>Think</i> and “<i>know</i>”, ” belong to cognitive process. “<i>Ask</i>” and “<i>tell</i>” belong to verbal process. Hence, the dialogue 1 focuses not only material process but also mental process. No circumstance is found in the dialogue 1.</p>
	Tenor	<p>The Tenor concerns with the mood selections. The participants in dialogue 1 are Shanti and Dona.. The moods found in dialogue 1 are interrogative and declarative. However, the mood in dialogue 1 is mainly declarative. Declarative means that the participants in dialogue 1 are focusing on giving information. For Example: “<i>This is Dona</i>”. Shanti in the dialogue gives information by introducing her friend, Dona. Dona and Shanti are friends each other. Thus, the status can be said equal.</p>
	Mode	<p>The mode is actually a dialogue. It refers to the spoken language. The medium which is used in the dialogue is totally spoken. Topical themes</p>

		are dominant in dialogue 1. Topical themes occur in initial position of the clause.
2	Dialogue 2	Topic
		Asking for and giving things
	Field	<p>The field refers to the processes. The processes employed in the dialogue are material and relational. The material is dominant in dialogue 2. Such material processes are “do” and “feed”. The participants are Shanti and Shinta. They do the actions verbs in the dialogue. “do” and “feed” belong to “doing verbs”. The actor’s father is feeding his dog. Another process which is applied in dialogue 2 is relational process. There are two relational processes employed in dialogue 2 Dialogue 2 presents “to be” as the relational process. For instance: “Who’s that man?” portrays an attributive process. The identifying process can be exemplified as “He is my father”. The dialogue actually focuses on asking and giving information about an action.</p>
	Tenor	<p>The Tenor portrays the relationship among participants. The Tenor is realized through moods. Dialogue 2 applied two moods selections namely interrogative and declarative moods. Dialogue 2 concerns with demanding and giving information. Santi is demanding information upon Sinta. Thus, the societal role played in the dialogue is between student and student. Thus, the social distance is minimal</p>

		because they are friends. The status between them is equal.
	Mode	The mode portrays the channel of communication in which the dialogue applies. The thematic choice in dialogue 2 is mainly topical. There is only one predicator presented in dialogue 2. The predicator is “ <i>feed</i> ”. The medium used in the dialogue is totally spoken. The channel is phonic.
3	Dialogue 3	Topic
		Asking for Information
	Field	The field refers to the processes. There are three processes used in dialogue 3 namely material, relational and mental process. The material process is dominant in the dialogue. Thus, the dialogue focuses on “ <i>doing</i> ” and “ <i>happening</i> ”. Such material processes are <i>do</i> , <i>work</i> and <i>serve</i> . They portray the material processes employed in dialogue 3. For instance: “ <i>What does your father do?</i> ” This example shows “ <i>do</i> ” as the material verb. The relational process just presents the identifying process. For example: “ <i>he is a civil servant</i> ” shows identifying process. The “ <i>civil servant</i> ” shows the value and “ <i>he</i> ” presents the token. There is only one circumstance of place namely “ <i>the government office</i> ”. The experiential domain is that two students are asking and giving information about father’s job.
	Tenor	The mood selections applied in dialogue 3 is

		interrogative and declarative mood. However; interrogative moods are dominant in dialogue 3. Thus, dialogue 3 is centrally concerned with demanding information. The societal roles played in the dialogue are between student and student. The status can be said equal and the social distance can be said minimal. It is because they often meet as school. Thus, the social distance is minimal.
	Mode	Mode refers to the channel of communication used by the participant. The thematic choices are topical and textual themes. Topical occurs in the initial position in the clauses. The type of interaction is totally dialogue. The medium is spoken and the channel of communication is phonic.
4	Dialogue 4	Topic
		Inviting people
	Field	There are four processes applied in dialogue 4 such as material, relational, mental and existential. The topic in dialogue 4 is about inviting someone. The participants in dialogue 4 do not only focus on tangible actions but also sensing, relating and existing. The participants are Dona and Sugeng. Such kind of material process is “go”. The mental verb is “ <i>sound</i> ”. The mental verb “ <i>sound</i> ” suggests a conscious cognition. The relational process is attributive process. It shows descriptive process. The experiential domain of dialogue is inviting

		friend to see an exhibition. The short term goal is to learn how to invite a friend. But, the long term is to maintain their relationship.
	Tenor	Tenor refers to the relationship among participants. There are two mood selections applied in dialogue 4 namely interrogative and declarative. Interrogative moods are dominant in dialogue 4. The participants concern with demanding information. Such kind of interrogative mood is “ <i>Are you going this evening?</i> ” This interrogative mood is responded by giving information such as “ <i>I’m not sure</i> ”. The societal roles are between student and student. The power between them is equal. It is because they are friends. They see each other frequently. Thus the social distance is minimal and the affective involvement is high because the participants are emotionally committed in a situation.
	Mode	The mode refers to the channel used in the dialogue. The thematic choices in dialogue 4 are topical and textual themes. The topical themes are dominant in dialogue 4. The example of topical themes are “ <i>I</i> ” and “ <i>you</i> ”. However, there is only one textual theme such as “ <i>ok</i> ”. The dialogue is interactive because it is done by two participants. The type of interaction is clearly dialogue because it is conducted by two participants. The medium is spoken and the channel is phonic.

5	Dialogue 5	Topic
		<p style="text-align: center;">Getting for Information</p> <p>The field concerns with the process. Dialogue 5 focuses on mental process. Hence, the participant in dialogue 5 concerns with sensing. Such as “<i>like to see</i>”. “<i>like</i>” belongs to affection verb and “<i>see</i> “ belongs to perception. The dialogue 5 talks about an invitation to see a movie. It is the experiential domain. The short-term goal is learning to invite friend. Hence, the long-term goal is that their way expressing an invitation is aimed to make their relationship better. The dialogue uses everyday language to interact. There is no material or relational process found in the dialogue.</p>
	Field	<p>The field concerns with the process. Dialogue 5 focuses on mental process. Hence, the participant in dialogue 5 concerns with sensing. Such as “<i>like to see</i>”. “<i>like</i>” belongs to affection verb and “<i>see</i> “ belongs to perception. The dialogue 5 talks about an invitation to see a movie. It is the experiential domain. The short-term goal is learning to invite friend. Hence, the long-term goal is that their way expressing an invitation is aimed to make their relationship better. The dialogue uses everyday language to interact. There is no material or relational process found in the dialogue.</p>
	Tenor	<p>The tenor refers to the role of the participants. The interrogative mood is the center of attention in dialogue 5. It can be concluded that the participants focus on demanding information. The participants are between Adi and Intan. Both of them are friends. Hence, their power and status are equal. It is because they meet each other frequently. The social status can be said minimal.</p>
	Mode	<p>The mode refers to the channel of communication employed in the dialogue 5. There are three thematic choices used in dialogue 5 such as topical, interpersonal and textual. The topical themes are “<i>you</i>” and “<i>when</i>”. The interpersonal theme is “<i>would</i>”</p>

		and the textual theme is:” <i>ok</i> ”. The type of interaction is totally dialogue. It is supported by the medium that the dialogue. The medium used in the dialogue is spoken. The channel used in the dialogue is phonic.
6	Dialogue 6	Topic
		Expressing Congratulation
	Field	The process which is used in dialogue 6 is relational process. It process concerns with attributive process. Attributive process focuses on description. The attributive process is “ <i>How old are you?</i> ” This process describes the age of a certain student. The experiential domain of this dialogue is expressing congratulation. The short-term goal is learning how to express congratulation. The long- term goal is to maintain their relationship as friends between two students.
	Tenor	The mood selection employed in this dialogue is interrogative. Interrogative focuses on demanding information. For example: “ <i>How old are you?</i> ” The participants are Shanti and Tigor. They express congratulation. Shanti and Tigor are friends. Their power is equal. It is because they often meet frequently at school. The social between them is minimal.
	Mode	The thematic choices in dialogue 4 are Topical and Textual themes. The question word “ <i>how</i> ” is the topical theme introduced in dialogue 6. The participants are Shanti and Tigor. There is

		visual contact between them. It is because their type of interaction is dialogue. Hence, the medium used by the participants is spoken. Shanti congratulates Tigor upon his birthday party.
7	Dialogue 7	Topic
		Asking for and giving ideas
	Field	<p>The processes applied in dialogue 7 are material, relational, mental and existential. The process is mainly material. The participants are concerning with “<i>doing</i>” and “<i>happening</i>”. The material processes are “<i>come</i>”, “<i>do</i>”, “<i>steal</i>”.</p> <p>The mental processes used in the dialogue are perception such as “<i>look</i>”, cognitive such as “<i>think</i>” and affection such as “<i>like</i>”. The relational processes employed in the dialogue are attributive, identifying and possessive.</p> <p>Another process is existential process. The experiential domain which is discussed in the dialogue about asking for and giving information. The short –term goal is learning to express asking for and giving ideas while the long-term goal is that their way to express giving and asking for information about cats is used to find out different opinions between them</p>
	Tenor	<p>The mood selections applied in dialogue 7 are declarative, interrogative and imperative.</p> <p>However, declarative is dominant is dialogue 7. It means the participants concern with giving</p>

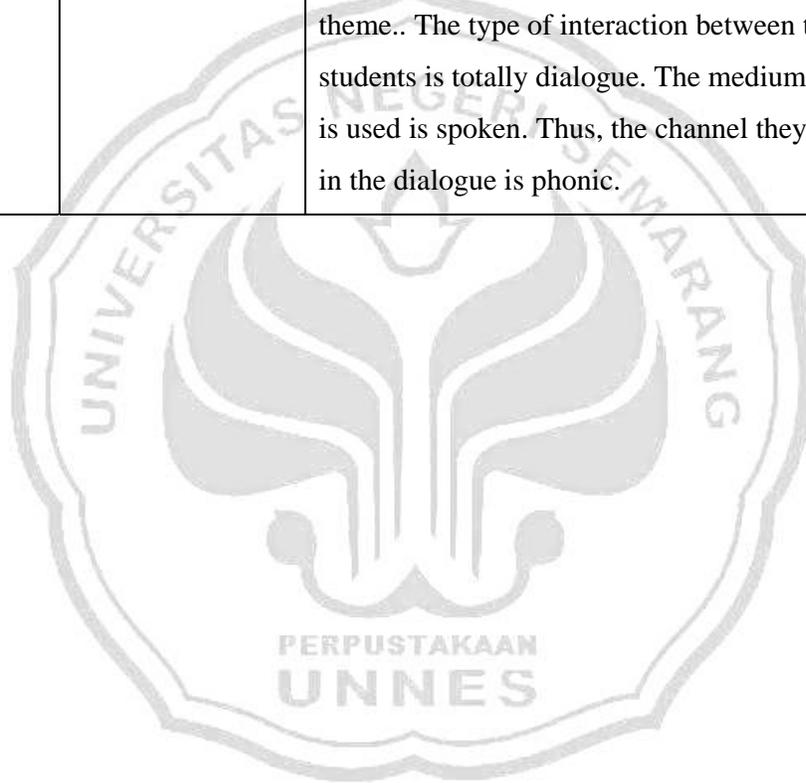
		information. The participants in dialogue 7 are Dona and Nurul. Both of Dona and Nurul are students of Junior high school. Their power or status is equal. It is because they often meet each other frequently. Their social distance is minimal
	Mode	The thematic choices in the dialogue are topical and textual themes. The textual themes are “ <i>it</i> ”, “ <i>what</i> ”, “ <i>I</i> ”, “ <i>Come</i> ”, and “ <i>Look at</i> ”. The textual themes are “ <i>yeah</i> ”, “ <i>and</i> ”, “ <i>umm</i> ” and “ <i>if</i> ”. The thematic choice within dialogue 7 is topical. The type of interaction is totally dialogue. There are two persons who perform the dialogue. Thus the medium used in dialogue 7 is spoken. The channel which is applied by the participants in the dialogue is phonic.
8	Dialogue 8	Topic
		Asking for Favor
	Field	The field refers to the process employed by the participants. The processes are material, relational and mental. The process is mainly material. It indicates that the participants focus on tangible physical actions. They are doing and happening. For example: “ <i>go</i> ”, “ <i>need</i> ”, “ <i>do</i> ”. There are some mental processes used in the dialogue such as: “ <i>worry</i> ” belongs to affective processes. The mental verb “ <i>see</i> ” belongs to perceptive process and “ <i>promise</i> ” belongs to cognitive process. The relational

		<p>process used in the dialogue is attributive.</p> <p>There in only one circumstance in the dialogue.</p> <p>The experiential domain of the dialogue is asking for favor between friends. It is the topic of the dialogue. The short-term goal of the dialogue is that Iwan expresses a favor upon Butet. Thus, the long –term goal is to maintain the relationship between them.</p>
	Tenor	<p>The mood selections applied in the dialogue 8 are interrogative (demanding information), declarative (giving information) and imperative (demanding goods and services). The mood selection in dialogue 8 are mainly demanding information and giving information. There is only one imperative found in the dialogue such as “<i>wait a second!</i>” One of the participants is demanding goods and services. The societal roles in dialogue 8 are between student and student. Therefore, the power or the status is equal. The social distance between the two students is minimal.</p>
	Mode	<p>The thematic choices applied in dialogue 8 are topical and textual themes. The topical themes are “<i>where</i>”, “<i>to the library</i>”, “<i>wait</i>”. The textual themes are “<i>hey</i>”. The topical occurs in the initial position of the clause. The type of the interaction is totally dialogue. The medium used by the participants is spoken. Thus, phonic is the channel of communication</p>
9	Dialogue 9	Topic

		Making a phone call
	Field	<p>The processes applied in the dialogue 9 are material, relational and mental. The processes are mainly material. The material processes indicate that the participants concern with the actions involving “<i>doing</i>” and “<i>happening</i>”. The example of “<i>doing</i>” process is “<i>speak</i>”. The “<i>happening</i>” process is “<i>go</i>”. The further process is mental processes which involve perception and affection process. They are “<i>hear</i>” and “<i>feel</i>”. The relational processes involve attributive and identifying process. The participants do not only focus on description but also identifying. There is only circumstance of time introduced in dialogue 9. The experiential domain in dialogue 9 is that two students are making a phone call. The short-term goal is to exchanging information through phone call. The long-term goal is that the participants have the goal to do something. Probably, they have promised to do something.</p>
	Tenor	<p>The mood selections introduced in dialogue 9 are interrogative, and declarative. These moods selection mean that the participants are demanding and giving information. The students do not demand and give goods and services. The participants in the dialogue are student and teacher. They are Tigor and his teacher, miss Ina. Their status or power can be said unequal. It is because they seldom meet</p>

		frequently. Thus, their social distance can be said minimal.
	Mode	The thematic choices within dialogue 9 are topical and textual themes. The thematic choices are mainly topical. It is because they occur in the initial position of the clause. Topical themes are the cores which are discussed in the clause. The type of the interaction is clearly a dialogue. The medium which is used is totally spoken.
10	Dialogue 10	Topic
		Asking and giving agreement things
	Field	The process introduced in the dialogue is material. The participant in dialogue 10 just focuses on action. It refers to “doing” action such as “ <i>speak</i> ”, “ <i>go</i> ”, “ <i>come</i> ”, “ <i>stay</i> ”, “ <i>see</i> ”. The experiential domain in the dialogue is Two students are learning to finish school project given by their teacher. The short-term goal is that the students just focus to finish a school project by expressing agreement. The long-term goal is that by expressing agreement to accomplish their school project, they can maintain their relationship as friends.
	Tenor	The participants in the dialogue are Dona and Nurul. The mood selections within dialogue 10

		are interrogative and declarative moods. The participants are focusing on demanding and giving information. However, the moods focus on giving information. The participants are between student and student. Thus, the status can be said equal. The social distance between them is minimal. It is because they often meet frequently.
	Mode	The thematic choice is topical and textual theme.. The type of interaction between the students is totally dialogue. The medium which is used is spoken. Thus, the channel they used in the dialogue is phonic.



CHAPTER V

CONCLUSION AND SUGGESTION

Finally, I divide chapter five into two sub-topics: conclusion and suggestions. On the basis of the analysis and interpretation in chapter IV the conclusion can be drawn as follows:

5.1. CONCLUSION

1. The field of discourse displayed in the dialogue introduced in grade VIII English textbook published by Erlangga mainly focus on material, mental, relational and existential processes. There are several topics introduced in the textbooks such as *leaving and taking messages, asking for information, inviting people, getting information, expressing congratulation, asking for and giving ideas, asking for favor, making a phone call and asking and giving agreement*. The preceding topics introduced in the textbook displayed in the dialogues predominantly focus on material process. The material process indicates that all dialogues displayed in the textbook are centrally concerned with actions and events. The process can be “doing” and “happening”. For instance, “*Could I speak to Miss Ina?*” The verb “*speak*” signal the use of material process. Besides, the short-term goal of the dialogue concerns with the way to express meaning in transactional (to get things done) and interpersonal conversation (socialization). In addition, the long-term goal of the dialogues mainly concern with the maintenance of the relationship between friends.

2. The tenor of the discourse displayed in the dialogues introduced in grade VIII English textbook published by Erlangga predominantly focus on giving information rather than demanding information. For example, *“here, you are”*, *“He is a civil servant”*, *“He works in a government office”*, *“Tomorrow is difficult”* etc. The social roles displayed in the dialogues within the textbook are mainly between student and student, therefore the status is predominantly equal. The equal status indicates that the situation is informal. It is because the interactans have equal power. For example, *“Would you like to see a movie?”* This example shows an expression of invitation conducted between students. Thus, the power is equal. The social distance presented in the textbook is predominantly minimal because the interactants displayed in the dialogues are mostly students. It is also supported by the use of vocative, or terms of address, the words that people use to call each other when they wish to get each other’s attention. For example in dialogue 7, Shanti congratulates Tigor by saying *“Happy birthday, Tigor”* This example indicates the use of vocative as a reflection of simple transactional and interpersonal conversation.
3. The Mode of discourse displayed in the dialogues introduced in grade VIII English textbook published by Erlangga is predominantly spoken. It is because the language practiced in each dialogue mainly conveys a face to face conversation. The topical theme is also dominant in all dialogues. Topical theme indicates a transitivity function which occurs in the first position in each clause. Each dialogue also uses everyday lexis and

interactive (conducted by 2 or more participants). In dialogue 4, the conversation is conducted between Shanti and Shinta. Their expressions, for example: "what does your father do?" and "He is a civil servant?" use everyday lexis and mainly spoken. Thus, the channel used in all of the dialogues is phonic because each conversation produced with the application of the sound system of language

5.2. SUGESSTIONS

1. For Student

This study is useful for the students to develop the knowledge concerning with the study of discourse analysis particularly the study about context of situation including field, tenor and mode. The ability of recognizing the field, tenor and mode will help them to produce text either transactional or interpersonal.

2. For Textbook writer

This research may contribute to the textbook writer in order to create a quality textbook which reflects the needs, interest and ability of the students on the basis of the syllabus in the curriculum. It is conducted by presenting the material on the basis of the concept of context of situation. The topics displayed in the textbook should be relevant with the needs and interest of the students. Thus, the students are able to achieve what is expected, that is discourse competence, meaning the ability of the students to communicate both spoken and written forms in either interpersonal or transactional conversatio

3. For Teacher

This research is valuable for the teacher to develop their ability in the study of discourse analysis particularly in the study of context of situation including field (the topic that is going to be discussed) tenor (the relationship between the interactants) and mode (the channel used to communicate). The ability to understand context of situation and its components will help the teachers to ensure that the students using the textbook learn not just the forms of the language but how to use them to communicate either transactional or interpersonal.



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