



**SPEECH FUNCTION AND THE GRAMMATICAL REALIZATION FOUND
IN CONVERSATIONAL TEXTS IN SENIOR HIGH SCHOOL ENGLISH
TEXTBOOKS PUBLISHED BY
THE MUNICIPAL GOVERNMENT OF SEMARANG 2004**

THESIS

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APPROVAL

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STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited accordance to ethical standard.

Semarang, May 2006

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MOTTO

There must be an ease after a difficulty.

There will be a new life after the final day.



I dedicate this thesis to:

My parents

My wife, Herlis Juniarti, S.Pd.

My sons, Rifqi Izzatulloh and Ahya Robbani

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Semarang, May 2006

ABSTRACT

Untung Basuki. 2006. *Speech Function and Grammatical Realization Found in Conversational Texts in Senior High School English Textbooks Published by the Municipal Government of Semarang 2004*. Thesis. English Education. Post Graduate Program of Semarang State University. Supervisor: I. Prof. Retmono, Ph.D., II. Prof. Soelistia, M.L. Ph.D.

Keywords: speech function, functional analysis, book one, and book two .

Books of Bahasa Inggris SMA Kelas X and Kelas XI published by the Municipal Government of Semarang 2004, subsequently I call them book one and book two respectively, are used in SMAs in the city of Semarang. Their writers assume that the books are compatible with Kurikulum 2004. Kurikulum 2004 develops students' linguistic competence to express either their own or other people's experience, ideas, and feelings, and to understand various meanings. Statement of Kurikulum 2004 invites my curiosity to conduct structural and functional analysis.

This study is aimed at seeing the finding out the extent to which conversational texts found in senior high school English textbooks published by the Municipal Government of Semarang 2004 are compatible with Kurikulum 2004?

The study focuses on the issue: to what extent conversational texts in senior high school English textbooks published by the municipal government of Semarang 2004 are compatible with Kurikulum 2004.

This is a qualitative and quantitative study. The data are transactional texts six chapters: chapter I, VIII, and X in book one and those in chapter I, III, and VI in book two. Unit of analysis in this study is move. There are 437 clauses in the six chapters. The moves were analyzed structurally and functionally.

The result of the analysis reveals that only 238 clauses or 54.5% of the total clauses in the six chapters are compatible with Kurikulum 2004. Based on the finding above, I conclude that conversational texts in book one and book two are less compatible with Kurikulum 2004.

It is recommended that the next English textbook writers write English textbooks applying more indicators of Kurikulum 2004 better than the books I have analyzed. It is also recommended that my fellow English teachers use English textbooks critically.

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Chapter I

Introduction

I.1. Background of the Study

Books of Bahasa Inggris SMA published by the Municipal Government of Semarang 2004, subsequently I call them book one and book two respectively, are used in SMAs in the city of Semarang. They are provided to meet the students' need of the English textbooks in SMAs in the city of Semarang and are distributed freely to the SMA students in this city. The writers of the books declare that the books are compatible with Kurikulum 2004.

Kurikulum 2004, in fact, develops students' linguistic competence to express either their own or other people's experience, ideas, and feelings, and to understand various meanings. The language that the students study is supposed to help them in recognizing themselves, their own and other people's culture, to express their own ideas, and feelings, to take part in their own society communication with the language they learn, to make their responsible social decisions, and to express their own analytical and imaginative competence they have (Kurikulum 2004, p. 1).

In its implementation, Kurikulum 2004 emphasizes its teaching on the four language skills: listening, speaking, reading, and writing. In learning speaking, for example, the students are supposed to understand simple transactional and interpersonal discourses of narrative, procedure, spoof/recount, report, and news items. In learning speaking the students are supposed to be able to conduct various speech acts in dialogues, such as giving goods/service, introducing his or herself, meeting friends, separating, commanding/asking, inviting/offering, making promise, expressing acceptance, appraising, and congratulating. As well as, the students are supposed to be able to express various feelings of paying attention, being surprised, sympathy, happy, unbelievability, disappointing, conveying news, inviting other's attention, and giving instruction in an activity. Still, the students are supposed to be able to conduct monologue discourses of narrative (orientation>evaluation> complication>resolution>reorientation), procedure (Instruction>recipe> manual), spoof/recount (orientation> events>orientation>and twist), report (report of survey: phenomenon discussed>description of parts, quality, habits, etc.), news items (headline news, background of event, news sources, etc.), songs (verse>refrain>verse). Again, the students are supposed to be able to develop short dialogues into longer interactional dialogues (translated from Kurikulum 2004, p. 14-15).

Kurikulum 2004 requires that the textbooks of English should be compatible with the indicators suggested in Kurikulum 2004. This Curriculum does not suggest certain English textbook to use in English classrooms. English teachers, on the other hand, should be given wide freedom to determine what English textbooks they want to use in teaching English to their students. It, however, gives opportunity to everyone to write English textbooks compatible with Kurikulum 2004.

The Municipal Government of Semarang, then, decides to publish the English textbooks compatible with Kurikulum 2004. Currently, the Municipal Government of Semarang has published and distributed thousands of book one and book two. The books are distributed freely to the students of SMA in the city of Semarang. The writers of the books, on the other hand, assume that the books compatible with Kurikulum 2004.

“Competency Based English Book adalah buku materi pelajaran bahasa Inggris untuk siswa SMA yang disusun berdasarkan Kurikulum Berbasis Kompetensi (KBK) tahun 2004’ (Book of Bahasa Inggris SMA Kelas X, p.v).

So far, there is not any research conducted on the books to know to what extent the Book one and book two published by the Minicipal Government 2004 compatible with Kurikulum 2004. Then, it becomes

interesting for me to conduct a research on the books to find out the extent to which the books compatible with Kurikulum 2004.

In short, the books of Bahasa Inggris SMA published by the Municipal Government of Semarang 2004 are new books that are assumed to be compatible with Kurikulum 2004. And this assumption invites my attention to conduct a research to see the extent to which the books compatible with Kurikulum 2004 because there has been no previous research conducted for the same reason. Hence, it is urgent for me to conduct a research to find out the compatibility between the conversational texts in book one and book two and Kurikulum 2004.

Then, the reasons why I want to conduct a research on the book one and book two are: Firstly, there is no previous research conducted to know the extent to which the book one and book two published by the Municipal Government of Semarang 2004 compatible with Kurikulum 2004. Secondly, as Kurikulum 2004 is a new curriculum, I am interested in understanding its general principles of teaching English to foreign learners. Thirdly, I want to know what kind of English textbooks compatible with Kurikulum 2004 for the students of SMA.

.2. Statement of the Problem

Before conducting an analysis on the conversational texts in book one and book two published by the Municipal Government of Semarang 2004, a problem needs to be put forward, it is:

- .2.1. To what extent are conversational texts found in senior high school English textbooks published by the municipal government of Semarang 2004 compatible with Kurikulum 2004?

.3. Purpose of the Study

This study is aimed at:

- .3.1. finding out the extent to which the conversational texts senior high school English textbooks published by the municipal government of Semarang 2004 are compatible with Kurikulum 2004.

.4. Significance of the Study

I hope that the findings of this research may serve as an input for my fellow English teachers, and for other English textbook writers. Based on the findings of this research, my fellow English teachers will understand the general directions of Kurikulum 2004 and indicators of speaking teaching materials that their students should achieve. In turn,

my fellow English teachers will be able to select English textbooks compatible with Kurikulum 2004 and to teach their students based on the directions of Kurikulum 2004. Meanwhile, other English textbook writers may make use the research results to write other English textbooks of the same kind more compatible with Kurikulum 2004.

1.5. Notation

In conducting structural and functional analysis, I use some notations. These are explanations for the notations I use in this research:

Book one = book of Bahasa Inggris SMA Kelas X published by the Municipal Government of Semarang 2004.

Book two = book of Bahasa Inggris SMA Kelas XI published by the Municipal Government of Semarang 2004.

1,2,3, etc. = indicates the number of turns the interactants take.

A,b,c, etc. = indicates the clause.

Deicticity = indicates the choice of how to relate the proposition or proposal through finiteness to the here and how of the speech situation.

Tag = there is a question tag in the clause.

Untag = there is no question tag in the clause.

Comp. = compatible with.

ab = ability

i = inclination

O' = other's

P = probability in propositions

R = readiness

s.o. = someone

s.t. = something

U = usuality in proposition

Modal = Modalization i.e. a way of tempering the categorical nature of the information exchanged.

Modul = Modulization i.e. a way of tempering the directness with which interactants seek to act upon each other.

O = obligation in proposals.

+ = positive in proposition or proposal.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter II provides a review of the concepts that underline the Speech functions and the grammatical realization found in conversational texts in senior high school English textbooks published by the municipal government of Semarang 2004. The review will be divided into the following sub-titles.

2.1. Speech Function

The Functional analysis suggested by Eggins and Slade (1997:23) is realized in speech function analysis. Within the speech function analysis, the interactant's utterances are analyzed to find out to what purposes the utterances are expressed. Speech function tells us about the relationship between the interactants in a situation, particularly in terms of the distribution of power among the interactants.

2.1.1. Speech Function Classes in Casual Conversation

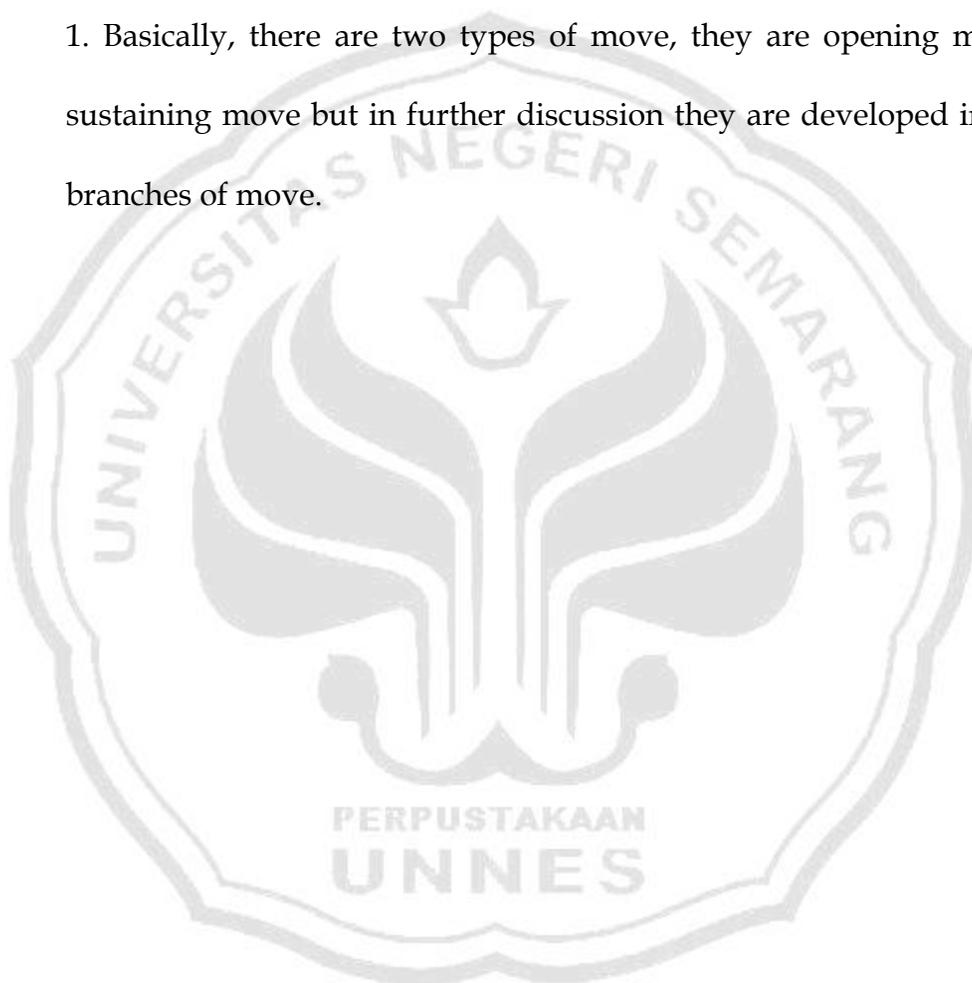
In order to capture the speech function types, it is necessary to classify the speech functions based on the situations in which they are used. The speech function classes are comprehensive; hence, all moves should be assignable to one of the classes included. Speech function

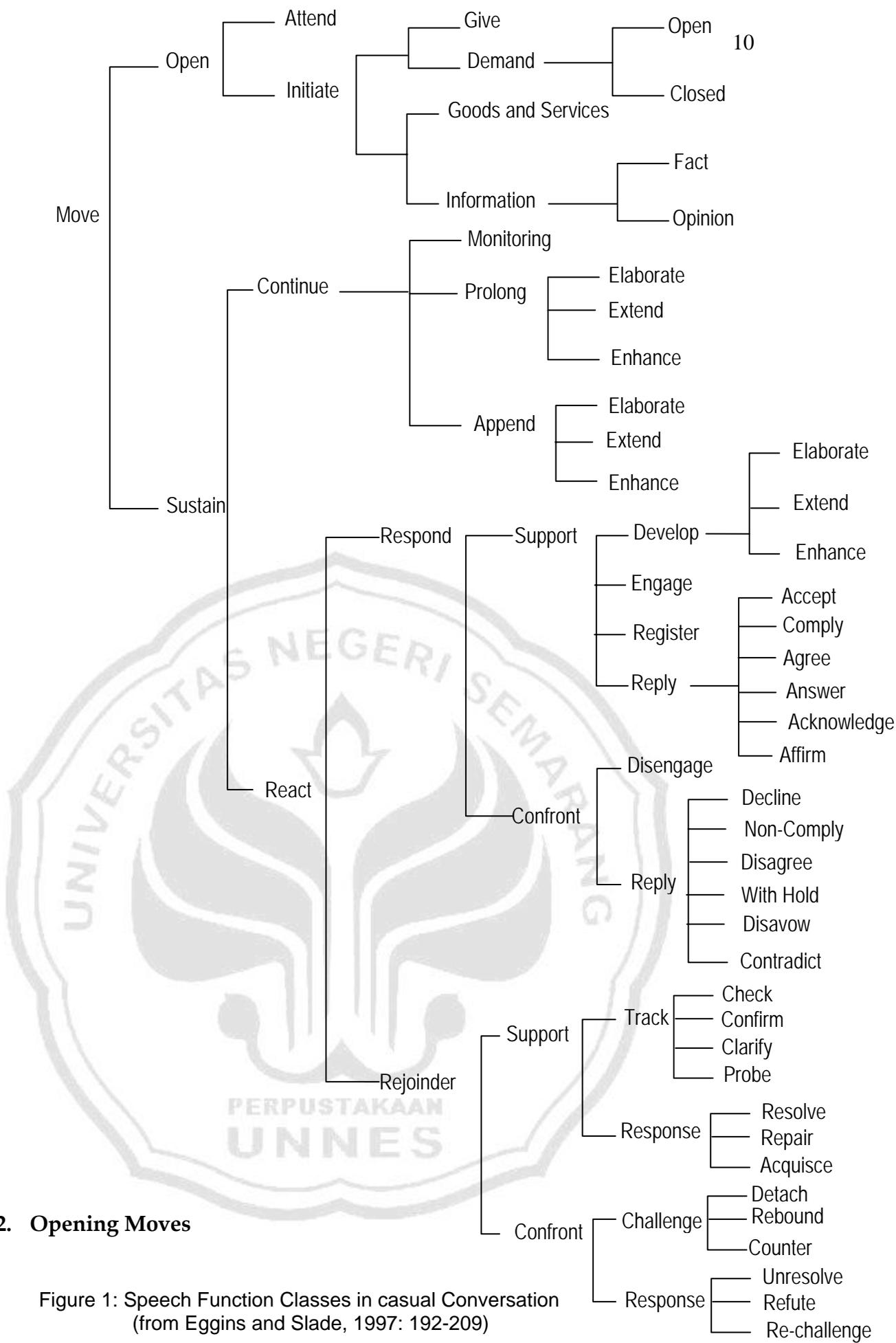
classes can be defined both functionally and grammatically. In terms of the speech function classes, Eggins and Slade (1997) explain:

Thus, speech function classes can be defined not only functionally (what a move of each type does in conversation), but also grammatically, in terms of predictable selections of mood and modality, and semantically, in terms of predictable appraisal and involvement choices (Eggins and Slade).

Subsequently, the speech function classes are presented in figure

1. Basically, there are two types of move, they are opening move and sustaining move but in further discussion they are developed into more branches of move.





2.2. Opening Moves

Figure 1: Speech Function Classes in casual Conversation (from Eggins and Slade, 1997: 192-209)

Opening moves used to begin conversation around proposition. Because they involve a speaker in proposing terms for the interaction, they are generally assertive moves to make, indicating a claim to a degree of control over the interaction. They are not dependent of previous move because it is the first move in conversation. It is usually cohesive in other non-structural ways, such as through lexical non referential cohesion. In terms of opening moves, Eggins and Slade (1997) define:

“While opening moves are not elliptically dependent on prior moves, they are usually cohesive in other non-structural ways, such as through lexical or referential cohesion (Eggins and Slade, 1997:193).

As what Eggins and Slade explain above, opening move is not elliptically dependents, it sets up its own subject and finite.

2.1.1.1.1. Attending Moves

Attending moves consist of salutations, greetings, and calls. All of which serve to prepare the basis for interaction by securing the attention of the interactants. In terms of attending move, Eggins and Slade explain:

“Attending moves includes salutations, greetings, and calls, all of which function to prepare the ground for interaction by

securing the attention of the intended interactants (Eggins and Slade, 1997:193)

In casual conversation, attending moves are very important to start conversation. Personal attitudes of the attendant are expressed here. They will color the next conversational situations. When the attendant expresses friendly greetings, for instance, the next conversation will last friendly and vice versa.

2.1.1.1.2. Initiating Moves

Initiating moves are used to giving or demanding goods, service, or information. What the initiating moves like, Eggins and Slade explain:

“The initiating move options are already familiar from Halliday’s earlier work review above, with the basic oppositions between giving and demanding, goods and services and information grammaticalized congruently ... (Eggins and Slade, 1997:193).

Generally, people involve themselves in casual conversation to those purposes: demanding and giving goods, service, or information.

2.1.1.2. Sustaining Moves

Sustaining moves function to keep negotiating the same proposition. They may be conducted either by the speaker who has just

been talking (continuing speech functions), or by other speakers who take a turn (reacting speech functions). Sustaining moves comprise two types of moves: continuing and reacting moves. Continuing moves consists of monitoring, pronging, and appending moves.

2.3. Monitoring Moves

Monitoring moves are situation in which the speaker focuses on the state of the interactive situation. Checking that the audience is following the speaker, or inviting another speaker to take the turn is an example of monitoring move. Monitoring moves are very useful to check whether the hearer is still engaging with the speaker.

2.1.1.2.1. Prolonging Moves

Prolonging moves are those produced by a speaker who adds further information. What prolonging moves are like, Eggin and Slade (1997) explain:

“Prolonging move are those where continuing speaker adds to their contribution by providing further information” (Eggin and Slade, 1997:196).

A speaker often prolong his or her conversation because of the fact that very often a speaker does not say all that he or she wants to say in one

single move. How to prolong conversation, a speaker usually adds further information through a technique of elaboration, extension, or enhancement. What are meant by elaboration, extension, and enhancement, below are the explanations of them.

2.1.1.2.2.1. Elaboration

In elaboration, a speaker clarifies, restates, or exemplifies an immediately previous move. In terms of elaborating moves, Eggins and Slade (1997) explain:

“In elaboration, a move clarifies, restates, or exemplifies an immediately prior move” (Eggins and Slade, 1997:197).

Elaborating moves that Eggins and Slade mean above are that a move can be elaborated by inserting conjunctions, such as: *for example, like, meaning that*, between the two related moves.

2.1.1.2.2.2. Extension

Through extending moves a speaker adds to the information in a previous move or argues the information. What extension moves like, Eggins and Slade (1997) wrote:

“In extension, a move adds to the information in an immediately prior move, or provides contrasting information” (Eggins and Slade, 1997:197).

The prolonging extensions are usually initiated by conjunctions, such as: *and, but, instead, or, except*, etc. but they emerge without any conjunction.

2.1.1.2.2.3. Enhancement

What is meant by enhancement, a speaker qualifies or modifies the information in a previous move. In terms of enhancement, Eggins and Slade explain:

“In enhancement, a move qualifies or modifies the information in an immediately prior move by providing temporal, spatial, causal, or conditional detail” (Eggins and Slade, 1997:198).

The enhancement relationships are usually initiated by conjunctions, such as: *then, so, or because*. One of the examples is like the sentence:

'I did not attend your party because it was raining.'

2.1.1.2.2. Appending Moves

Appending move is also one of continuing moves. This move class is mid-way between a continuing: prolonging speech function and a reacting: developing move. Eggins and Slade (1997:199) explain that appending moves occur when a speaker makes one move, loses the turn,

but then as soon as they regain the turn they produce a move which represents a logical expansion of their immediately prior move. Thus, although turn transfer has occurred (because another speaker has intervened), usually the initial speaker had never lost the turn.

2.1.1.3. Reacting Speech Function: Responding

There are two types of reacting moves: responses and rejoinders. Responses are reactions which move the change towards completion, while rejoinders are reactions which in some way prolong the exchange. Responding reactions negotiate a proposition or proposal produced by initial speaker. Many responding moves are potentially dependent on prior moves by other speakers. They do not introduce new subject and finite. They are realized by elliptical declaratives or if minor clauses, are produced with falling intonation. Responded may constitute either supporting or confronting move.

Egins and Slade (1997: 201) explain that there are four main categories of supporting moves: developing, engaging, registering, and replying. Developing moves produced by a respondent indicate that the respondent has a very high level of attention to the proposition conveyed by the speaker. The same as prolonging and appending, developing

moves are also developed into elaborating, extending, or enhancing moves.

2.1.1.3.1. Engaging Moves

Engaging moves are exchange-compliant reactions to attending moves. They are minimally negotiation, as they simply agree to the negotiation going ahead. Engaging reactions include responses to the attention-getting attending moves, often duplicating the lexical items or intonation of the opening salutation. The example of the engaging move is *hello-hello*.

2.1.1.3.2. Registering Moves

Registering reactions are reactions which provide supportive encouragement for the other speaker to take another turn. They do not introduce any new material for negotiation, and carry the strong expectation that the immediately prior speaker will be the next speaker. They are usually realized by formulaic minor clauses of agreement, for example: head nods, or facial gestures.

2.1.1.3.3. Replying Moves

Replying moves are the most negotiatory of the responding reactions, although they negotiate the proposition given by a prior speaker. They are typically realized by dependent clauses, where the subject and finite comes from a prior speaker's move. Replying moves may consist of supporting and confronting moves. Supporting replies indicate a willingness to accept the propositions or proposals of the other speaker. They are, therefore, non-assertive, even deferential. They create an alignment between initiator and supporter, but suggest that the relationship is one of dependence and subordination.

2.1.1.4. Reacting: Rejoinder Moves

Rejoinders tend to set sequences of talk that interrupt, postpone, abort, or suspend the initial speech function sequence. They demand further or offer alternative explanations. Eggins and Slade (1997) explain that there are two main classes of rejoinder: tracking moves and challenging moves. These two subclasses correspond to the supporting and confronting alternatives available in the responding move classes, with tracking moves supporting negotiation, while challenging moves confront a prior move.

2.1.1.4.1. Tracking Moves

Tracking moves are moves which check, confirm, clarify, or probe the content of prior moves. They supporting in the sense that they merely delay anticipated exchange completion, without indicating disagreement with it. Their dependency on prior moves is realized through their interrogative structure and/or rising intonation. Eggins and Slade (1997: 209) explain that there are four main types of tracking moves: checking, confirming, clarifying, and probing moves. To make them clearer, below is explanation for them.

2.1.1.4.1.1. Checking Moves

Through these moves a speaker checks on missed or misheard content. What check moves like, Eggins and Slade (1997) explain:

“These moves check on content which has been missed or may have been misheard” (Eggins and Slade, 1997: 209).

Checking moves may involve specifying requesting clarification, like ‘what do you mean?’

2.1.1.4.1.2. Confirming Moves

Through these moves a speaker confirms what the speaker indicates he or she has heard. In terms of confirming moves, Eggins and Slade (1997) define:

“These moves seek verification of what the speaker indicates they have heard” (Eggins and Slade, 1997: 209).

Sometimes, a speaker confirming by using tag questions to confirm what he or she has heard.

2.1.1.4.1.3. Clarifying Moves

Through clarifying moves a speaker seeks additional information in order to understand a prior move. Requests for elaboration are also classified as clarifications. Clarification moves delay the presentation of the speaker's reaction on the basis that the information is not sufficient.

2.1.1.4.1.4. Probing Moves

These moves offer further details or propose implications for confirmation by the initial speaker. Probes introduce new proposal material, but it stands in a logico-semantic relation with the moves being tracked. That is, probing move involves offering for confirmation an elaboration, extension, or enhancement of a prior move. Probes are typically as tagged declaratives, elliptical, or logically dependent interrogatives. Like all the tracking moves, probes keep the interaction

going, but they make a more substantial original contribution than other types of tracking moves (Eggins and Slade, 1997: 210).

2.1.1.4.2. Challenging Moves

This second type of rejoinder move confronts prior talk by attacking it on one of several fronts: for example by rejecting negotiation or by asking what has been said. In terms of challenging moves, Eggins and Slade (1997: 211-212) differentiate them into three main types: detaching, rebounding, and countering moves. A speaker using detaching moves seeks to terminate the interaction, to avoid any further discussion. Rebounding moves send the interaction back to the first speaker by questioning the relevance, legitimacy, or veracity of another speaker's move. Meanwhile, countering moves express confrontation by offering an alternative, counter-position or counter-interpretation of a situation raised by a previous speaker.

2.2. The Importance of Conversation

Everyone is casually always involved in interacting and talking with other members of society around them by making conversation. They often spend very long time to discuss something amusing or sometimes seriously. The conversation occurring among them may take

place in short time but sometimes it may occur for hours. Those situations much depend on the importance of the meanings they negotiate. Thus, meaning is something very important in every conversation because from the conversation it can be understood some information like semantic activity, the relationship among the participants, social identities, generational location, sexuality, social class membership, ethnicity, and subcultural and group affiliations. Eggins and Slade (1997) report:

“...conversation is a critical linguistic site for the negotiation of such important dimensions of our social identity as gender, generational location, sexuality, social class membership, ethnicity, and subcultural and group affiliations” (Eggins and Slade, 1997: 6).

What is meant by semantic activity is a process of making meaning, especially, through conversation. The turns that the participants take in conversation are used to negotiate meanings about what they think that goes in the worlds, how people feel about it, and how people feel about other people interacting with them. From conversation, it also can be understood the relationship about participants, such as a son and his parents, a patient and his or her doctor, a lawyer and his or her client, students and their teacher, etc. Even, from conversation it can be understood the participants' gender, whether the speaker is male or female. It can be understood from the meaning they negotiate.

As conversation plays important role in people's daily life, then the students of Senior High School should be motivated and given as wide as possible opportunities to express what are in their mind orally to their classmates, parents, teachers, friends, etc. They should be motivated to express their opinions, to discriminate between fact and opinion, to comment other's views, and to tell their experiences and stories. They also need to be given wide opportunities to engage in whole class and small group of discussion in all areas of the school curriculum. Corden (2000) reports:

“...children should learn to express view points and opinions, to discriminate between fact and opinion, relevance and irrelevance and to speculate and hypothesize, taking into account the views of others (Roy Corden: 2000: 5).

Therefore, the English teachers of senior high school ought to design their current practices and to decide to facilitate students' talk for learning. They should make their students talking something in their minds to their fellow students and other interactants including their teachers in their school.

In making conversation people are actually involve themselves in semantic activity, it is a process of making meaning. From the language being used as a resource, it can be understood the interactants'

relationship to each other, social identities, generational location, sexuality, social class membership, ethnicity, and sub-cultural and group affiliations, etc. Unfortunately, people usually never consider the appearance of meaning as something important and fruitful. Hence, now it is the exact time to start looking into the meanings contained in conversation as a part of important linguistic study.

2.3. Conversation Analysis

Conversation occurring among the interactants contains various meanings. The interactants negotiate information, ideas, beliefs emotions, attitudes, etc. In order to reveal the meanings contained in the people's communication, both structural and functional analysis is urgent to conduct. In this study an analysis on the conversational texts in book one and book two is conducted to find out the speech functions and the grammatical realization in each clause.

In terms of conversation analysis many experts on the field report their opinions. Cook (2001) reports Levinson's opinion:

Conversation analysis, which is sometimes regarded as distinct from discourses analysis (Levinson 1983: 286) is a branch of study which sets out to discover what order there might be in this apparent chaos" Cook, 2001: 52).

Cook calls something negotiated in conversation as order might be in an apparent chaos. It often associated as ethno-methodologist, because the analyzer sets out to discover what methods the people use (methodology) and people (ethno) participate in and make sense of interaction. The conversation analysis is derived from the ethno-methodology.

Schiffrin (1994: 235), on the other hand, reports that the conversation analysis focuses upon the details of actual events, that occur during the conversation. Analyst is possible to produce recorded conversation that occurs with out researcher prompting. And analyst is also possible to produce transcription of communication events.

Eggins and Slade (1997) underline that within linguistics, the conversation analysis is conducted on two segments: structural and functional analysis. For this purpose they report:

“And within linguistics, the study of conversation has been pursued most actively by approaches interested in both the structure and the function of authentic discourse...” (Eggins and Slade, 1997: 23).

The two approaches, structural and functional analyses, will be helpful to find out the interpersonal meanings that will be compared to the indicators of Kurikulum 2004.

Finally, Levinson (1995: 364), concludes that conversation analysis has much contribution to the study of linguistic form and it is worthy of the observable relations between conversational and linguistic structure.

2.4. Structural Analysis

The grammatical realization here is realized through structural analysis. It is conducted to look at the structure of the mood system, mood type, imperative type, deicticity, declarative type, polarity, and the interrogative type. Within the mood type analysis, the types of mood are found. In terms of mood type, Eggins and Slade (1997) listed mood types: 1). Declarative: full, declarative elliptical, 2) imperative-full, and imperative-elliptical, 3) wh-interrogative-full, and wh-interrogative-elliptical, 4) polar interrogative-full, and polar interrogative-elliptical, 5) exclamative-full, and exclamative-elliptical, and 6) minor mood type. Within the imperative type, there are jussive, suggestive/inclusive, oblativ, and optative imperative types. Meanwhile, deicticity analysis is performed to find out the type of temporal, i.e. the tense used in the clause: present, past or future. Modalization and modulization are also parts of the deicticity analysis.

The next analysis is conducted on the declarative type. Within the declarative type, the types of declarative clauses are sought. There are

two types of declarative clauses: tag and untag clauses. The tag clauses are to confirm the interpersonal meanings that the interactants negotiate; meanwhile, the untag clauses are clauses functioning to give information to the listener or reader. Polarity analysis is to see whether the analyzed clauses are of negative or positive clauses. The last is interrogative analysis. The interrogative analysis is conducted to find out whether the interrogative is polar or wh-interrogative.

2.4.1. Mood Types

Basically, there are two types of Mood, i.e. indicative and imperative Mood but in further discussion they are classified into more detail classifications. Martin et al. define:

“The basic distinction within the grammatical system of Mood is between imperative and indicative mood types, with the indicative type having the further distinction between declarative and interrogative types.” Martin et al. (1997, p.61)

Egins and Slade (1997), however, differentiate the Mood types into three basic types, depend on the patterns of the clause types, they are interrogative, imperative, and declarative. Subsequently, the two linguists argue:

“At the Clause level, the major patterns which enact roles and role relations are those of mood, with the associated subsystems of polarity and modality. Mood refers to patterns of clause type,

such as interrogative, imperative, and declarative.” (Egins and Salde, 1997: 74)

Differences between interrogatives and declaratives and other clause types are referred to as differences in mood. Egins and Slade (1997), on the other hand, list basic mood types that often occur in casual conversation and are exemplified in table 1 below:

Table1: Basic mood type classes (from Egins and Slade, 1997: 75)

Mood Type	Example
declarative: full	He plays the double -bass.
declarative: elliptical	This year.
imperative: full	Look at that man walking up there.
imperative: elliptical	Look.
wh-interrogative: full	When are you gonna do ... all your odds'n sods subjects?
wh-interrogative: elliptical	Who? Yeah but what IS it?
polar interrogative: full	Does he?
polar interrogative: elliptical	What rubbish you talk, Brad! What rubbish?
exclamative: full	Right
exclamative: elliptical	
minor	

Declarative clause is a clause in which subject and finite exist in a clause. Egins and Slade (1997) wrote:

“Declarative clauses can be classified as clauses in which the structural element of Subject occurs before the Finite element of the clause” (Egins and Slade, 1997: 85).

In the declarative clauses, the mood systems in which the interpersonal meanings can be found are realized by the subject and finite elements. The declarative clauses comprise either tagged or untagged declarative. People often make casual conversation by producing most declarative clauses.

The next mood type is interrogative clause. There are two interrogatives: polar interrogative and wh-interrogative. Wh-interrogatives consist of a wh-question word, e.g. *who, what, which, when, where, why, how, in what way, for what reason*, etc. The purpose of the wh-word is to probe for a missing element of clause structure. The question word '*when*' probes for a circumstantial Adjunct; '*who*' probes for the Subject; and '*what*' probes for either the Subject or the complement of a clause. Meanwhile, polar interrogative clause is yes/no interrogative clause. This interrogative clause constitutes inverse form of the declarative clause.

Imperative clauses are typically do not contain the elements of Subject or Finite but consist of only a Predicator, plus any of the non-core participants of Complement and Adjunct. Gerot and Wignell (1994: 41) report that in imperative clauses, the Mood may consist of Subject + Finite only, Finite only, or they may have no Mood element. They will always be a Predicator.

Exclamative clauses are usually used to express surprise or sympathy. It has specific structure. It involves a wh-word combining with one of the clause element of either Complement or Adjunct. The order of the constituent is: first the wh-element, followed by the Subject and then the Finite, predicator and other constituent. The wh-word becomes part of the Complement.

Minor clauses have no mood structure at all. They tend to be very brief and are often formulaic. However, their brevity is not due to ellipsis. Minor clauses do not have any mood structure, thus they do not consist of Subject, Finite, etc. The next are examples of the Minor clauses: *Right, Mm, Yeah well actually, Hi, thanks, G'day, Ciao, bye - bye, etc.*

Meanwhile, Meanings contained in the mood system are most centrally influenced by tenor of discourse. Tenor refers to the social relationships between those taking parts in conversations. The mood system realizes the central meanings of each clause. Structurally, mood system consists of subject and finite of the clause.

2.5. Kurikulum 2004

Kurikulum 2004 is a new curriculum used to replace the previous Kurikulum 1994. This new curriculum develops students' linguistic competence to express their own or other people's experience, ideas and

feelings, and to understand various meanings. The language that the students study is supposed to help them recognize themselves, both their own and other people's culture, as well as, to express their own ideas and feelings, to take part in their own society with the language they study, to make responsible social decisions, and to express their own analytical and imaginative competence they have. Kurikulum 2004 explains:

...a language curriculum for senior high school should prepare the students to achieve a competency that enables them to reflect their own and other's experience, to express their ideas and feelings, to participate in their societies by using the language, to decide their reasonable decisions both at the level of individual and social, to explore their analytical and imaginative competence (translated from Kurikulum 2004: 1).

The explanation of Kurikulum 2004 above requires that the teaching and learning process should enable the students help themselves in expressing their linguistic competence in both English speaking society and their environment. In order to be able to implement the directions of Kurikulum 2004, the education practitioners should understand well its philosophical background.

2.5.1. Philosophical Background of Kurikulum 2004

Kurikulum 2004 considers that language plays an important role in developing students' intellectual, social, and emotional and constitutes

a key of success in learning all sciences. Hence, a language teaching curriculum should develop students' linguistic competence to express their own or other people's experience, ideas and feelings, and to understand various meanings. The language that the students learn is supposed to help them recognize themselves, both their own and other people's culture, as well as, to express their own ideas and feelings, to take part in their own society with the language they learn, to make responsible social decisions, and to express their own analytical and imaginative competence belong to the students (Translated from Kurikulum 2004, p.1).

To achieve the competence above, Kurikulum 2004 refers to some theoretical and practical rational that underline decisions to formulate: Standard of competency, basic competency, and their indicators in this Kurikulum 2004. In developing the students' competence Kurikulum 2004 adopts some frames of thinking: Model of Competency, Model of Language, Levels of Literacy, and Development of Linguistic Competence i.e. from spoken to written language. Subsequently, Kurikulum 2004 defines:

There are some philosophical theories supporting this curriculum development. The theories are adopted as a frame of thinking in setting various models in this curriculum. The philosophical frame of thinking includes model of competency, model of

language, literacy levels that the students should achieve, and the differences between spoken and written language (translated from Kurikulum 2004, p.1).

The theories adopted in this curriculum get emphasize in this Kurikulum 2004 in detail.

2.5.1.1. Model of Competency

In revealing model of competency, Kurikulum 2004 refers to the model suggested by Celce-Murcia, Dornyei and Thurrell (1995) which is compatible with the assumption that language is communication, rather than a set of rules. Hence, the model of competency suggested in this curriculum is a model that encourages L2 learners to communicate to native speakers. This model is called communicative competence as illustrated by Celce-Murcia et al. (1995) as follows:

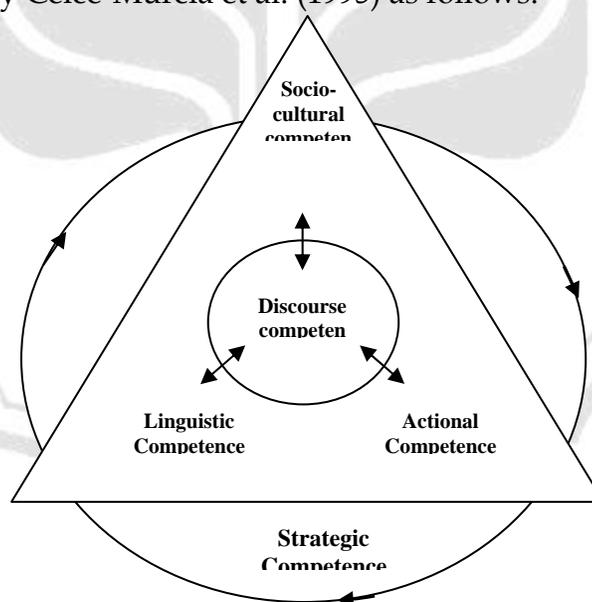


Figure 2: Model of Communicative Competency (from Celce-

The Figure 2 above indicates that the focus of language teaching is the students' achievement on discourse competence. What is meant by the discourse competence is the competence to perform or to act linguistic competence by adapting to the socio-culture of the studied language with proper strategy. On the other words, when someone is making either spoken or written communications he or she is involved in a discourse. Discourse is a communication event influenced by the discussed topic, interpersonal relationship of the participants involved in the communication, and the channel of communication used in one context of culture. The discourse competence is gained by the students only if they get the supporter competence, they are linguistic competence, speech act competence for spoken language, rhetorical competence for written language (both are included in the actional competence), socio-cultural competence, and strategic competence.

The pedagogical implication is that the formulation of the English competencies and its indicators is based on the components above to ensure that the English teaching is conducted to help the students achieve the particular competence i.e. the discourse competence. (Kurikulum 2004: 2)

2.5.1.2. Model of Language

Kurikulum 2004 considers that language is a communication event or a means of social semiotic system. There are three aspects of language, i.e. context, text, and language system. The relationship of the three aspects is illustrated in figure 3 below:

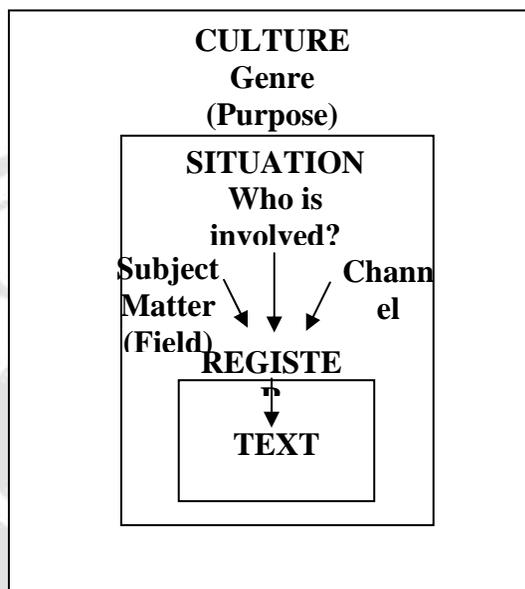


Figure 3: context and text relationship.

In any contexts, people use a language to perform three particular language functions: (1) interpersonal function, i.e. a language function to interact to other people to express speech act, attitude, feeling, etc. (2) Ideational function, i.e. a language function to express or to construct ideas or information. (3) Textual function, i.e. a language function to organize how a text or a language organized so cohesive or coherent that

it enables the listener or reader to understand the message conveyed. The pedagogical implication is that a language teaching development program should lead the students able to express interpersonal, ideational, and textual meanings. (Translated from Kurikulum 2004: 3-4)

Kurikulum 2004 refers to two models: context of culture and context of situation. Kurikulum 2004 reports:

“Dalam model ini terdapat dua macam konteks: konteks budaya (context of culture) dan konteks situasi (context of situation) (Kurikulum 2004: 4).

A context of culture produces many genres, such as narrative, procedure, spoof/recount, report, news item, and songs, etc. According to this new curriculum, when a student is learning a foreign language, say English, for example, he or she should be involved in creating and assessing various genres emanating from the culture from which the foreign language comes from. Hence, the genres, text organization, as well as its certain features should become the central focus in designing every language teaching program.

Context of situation, on the other hand, is also an important model to get the attention. There are three factors in this context of situation: the discussed topic (field), interpersonal relationship among the language users (tenor), and channel (spoken or written) of communication (mode).

The three factors influence the language user (tenor) to choose types of language: formal or informal, intimate or unintimate, etc.

Creating a verbal communication, on the other hand, is a process of creating a text, either written or spoken, then, people assess the text in a discourse.

Halliday and Hasan (1989: 10), says that a text is language that is functional, by functional, language that is doing some job in some context. It is essentially a semantic unit. And it is a product of context of situation and context of culture.

Similar to Halliday's opinion, Kurikulum 2004 defines:

"Pada dasarnya, kegiatan komunikasi verbal adalah proses penciptaan teks, baik lisan maupun tertulis, yang terjadi karena orang menafsirkan dan menanggapi teks dalam sebuah wacana. Maka teks adalah produk dari konteks situasi dan konteks budaya" (Kurikulum 2004: 5)

Hence, whenever someone is speaking English he or she should use not only acceptable vocabularies but also use acceptable grammar in order to be understood by native speakers. This Kurikulum 2004 emphasizes the students' mastery of grammar to prepare them enter the next level of education or university.

2.5.1.3. Levels of Literacy

Kurikulum 2004 reports different levels of literacy among the students. What is meant by the word of literacy? Many experts on this field reveal their opinions respectively. Kern (2000) defines:

“Literacy is defined as the ability to read and write. It also connotes general learnedness and familiarity with literature” (Kern (2000): 3).

Similar to Kern, Holme (2004: 1) says that literacy is an ability to read and write or knowledge of reading and writing. The term literacy, according to Holme, refers to meanings that are similar to its original sense in some basic ways but different in others. Thus, a core feature of literacy’s meaning is knowledge, often of the basic skills of reading and writing.

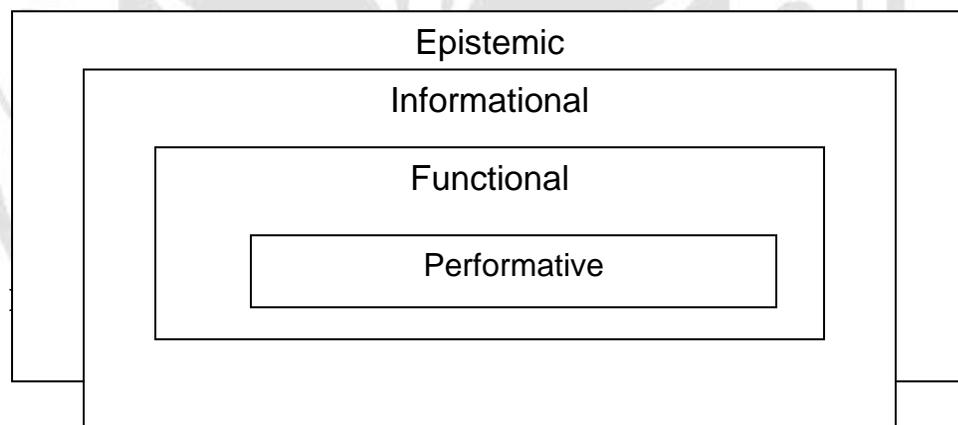
Valenzuela (2005) defines:

“Literacy not only involves competency in reading and writing, but goes beyond this to include the critical and effective use of these in people’s lives, and the use of language (oral and written) for all purposes” (Valezuela, 2005: 1).

Grainger (2004:21), however, says that literacy enables societies to reach a higher level of intellectual achievement. An important aspect of the modern literate societies is fundamentally different in many aspects of

social organization from earlier, simpler societies. These fundamental differences are in the case of being able to literacy.

In terms of the different development of literacy levels among L2 learners, Kurikulum 2004 reports Wells' opinion (1987) that there are four levels of literacy: performative, functional, informational, and epistemic level. Within the performative level, people are able to read and write; within the functional level, people are able to use the language to meet their daily necessities, such as, reading newspaper, manual, magazine, etc. Within the informational level, however, people are supposed to be able to use the language to access knowledge they study; and within the epistemic level, people are supposed to be able to transfer their knowledge in the foreign language they study. For the clear explanation, Hammond et al. (1992) illustrate the four levels of literacy in Figure 4 below:



the SMA graduates are supposed to achieve the informational level because they are prepared to enter higher level of education or university.

2.5.1.4. Development of Linguistic Competence: from spoken to written

Another important consideration is related to the continuum from spoken to written language, from simple to more complicated modes. The reason is that the natural language acquisition gained spokenly, and the written language, on the other hand, is very difficult to acquire before the spoken language is acquired firstly. Hence, this Kurikulum 2004 emphasizes spoken language in the first year of SMP and the more written language in the third year of SMA (Kurikulum 2004: 5-6).

Gerot and Wignell (1994), meanwhile, report that spoken language is typically more dependent on its context than written language. In contrast, written language tends to be more independent of its immediate context. The two modern grammarians further explain that neither of the propositions above is absolute. It is better to look at spoken and written language as continuum showing marked differences but with close together being similar. The continuum is illustrated in Figure 5 below:

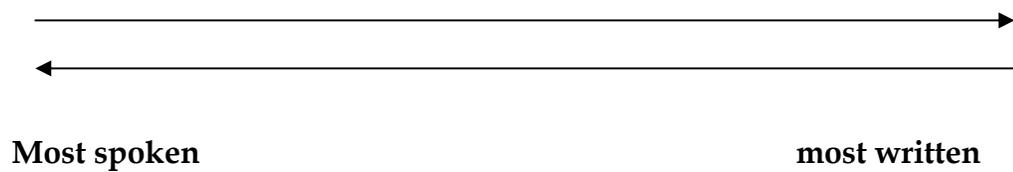


Figure 5: language continuum suggested by Gerot and Wignell (1994: 161)

Spoken and written language are both complex but different ways. Spoken language tends to be complex grammatically and written language tends to be complex lexically. Spoken language tends to be grammatically intricate whereas, written language tends to be lexically dense.

Halliday (1994) explains some characteristics of the two types of language, spoken and written language. Spoken language, according to Halliday, is less structured, meaning is marked with intonation and rhythm, lexical sparsity, and represent phenomena as processes. Written language, by contrast, constitutes codified and codable expressions, lexical density, highly structured, and represent phenomena as products.

Likewise, McCarthy and Carter (1994) also contrast the spoken and written language. The Table 2 below is adapted from McCarthy and Carter (1994: 11)

Table 2: Written versus Spoken Text (adapted from McCarthy and Carter 1994: 11)

No	Written	Spoken
1	Informational	Involved production
2	Elaborated	Situation-dependent reference
3	Abstract	Non-abstract style

2.5.2. Patterns of teaching Materials of Kurikulum 2004

Patterns of English teaching materials in Kurikulum 2004 are classified into four language skills: listening, reading, speaking, and writing. Each language skill is clarified by basic competence and indicators that the students should achieve. And the examples of particular teaching materials also complete each indicator that the students supposed to achieve.

In learning listening, students are supposed to understand simple and interpersonal discourses, (such as making friends, shopping transaction, teacher's instruction, and immediate reaction), and/or spoken monologue, especially in discourses of narrative, procedure, spoof/recount, report, and news item. In terms of actional competence that the students are supposed to achieve, Kurikulum 2004 reports:

“Memahami wacana transactional dan interpersonal ringan (mis. Perkenalan, jual beli, instruksi guru, dan reaksi spontan) dan/atau monolog lisan terutama berkenaan dengan wacana berbentuk naratif, prosedur, spoof/recount, report, dan news item” (Kurikulum 2004: 13).

Basic competence that students should achieve is that they are able to respond well speech acts in transactional/interpersonal discourses, such as accepting goods or services, making friends, meeting someone, etc., and particular English teaching materials of expressions of spoken respond.

In learning speaking, students are supposed to be able to express meanings in transactional discourses and/or spoken monologue especially in discourses of narrative, procedure, spoof/recount, report, news item, and simple songs. Kurikulum 2004 reports:

“Mengungkapkan nuansa makna dalam wacana transactional dan/atau monolog lisan terutama dalam wacana berbentuk naratif, prosedur, spoof/recount, report, news item, dan lagu sederhana” (Kurikulum 2004: 14).

Indicators that the students supposed to be able to achieve are that they are able to conduct various speech acts of transactional discourses, such as giving goods/services, making friends, greeting at the first meeting, greeting at farewell, approving invitation, requesting an offer, accepting promise, etc. And the particular English teaching materials related to the indicators that the students should achieve.

In learning reading, students are supposed to be able to understand meanings and steps of developing rhetorical developments in written texts in the forms of narrative, procedure, spoof/recount, report, and news item. Kurikulum 2004 defines:

“Memahami nuansa makna dan langkah-langkah pengembangan retorika di dalam teks tertulis berbentuk narrative, procedure, spoof/recount, report, dan news item” (Kurikulum 2004, p.16)

Indicators that students are supposed to achieve that they are able to respond various texts of narrative (e.g. letters, songs), procedure (instructions, recipes, manuals), spoof/recount (orientation, events, orientation and twist), reports, and news item, identifying ideational meanings, in discourses, and identifying various sentence structures in discourses (textual meaning).

And in learning writing, students are supposed to be able to express meanings in correct rhetorical developments in written texts of narrative, procedure, spoof/recount, report, and news item. Kurikulum 2004 defines:

“Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk narrative, procedure, spoof/recount, report, and news item” (Kurikulum 2004: 17).

Indicators that the students are supposed to acquire are that they are able to demonstrate some basic skills, such as applying grammar, vocabularies, punctuation, spelling, and writing correctly. They are also supposed to produce various texts of narrative (letters, fictive stories), procedure (e.g. food recipes), spoof/recount (orientation> events> reorientation), report (report of survey outcomes), and news item (news, backgrounds, events, news resources, etc.).

2.5.3. Indicators of Speaking in Kurikulum 2004

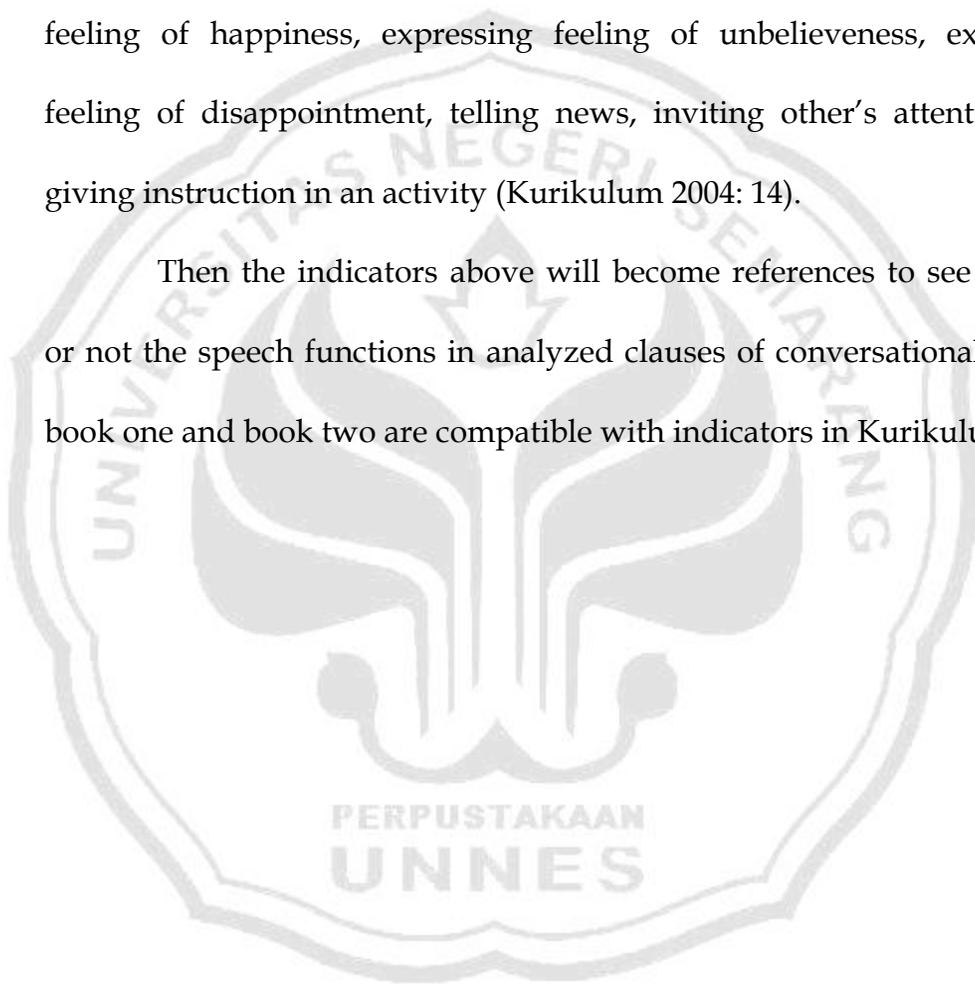
In learning speaking, SMA students of grade X are supposed to be able to express meanings in transactional discourses of and/or spoken monologue, especially in discourses of narrative, procedure, spoof/recount, report, and news item, and simple songs. Kurikulum 2004 reports:

“Mengungkapkan nuansa makna dalam wacana transactional dan/atau monolog lisan terutama dalam wacana berbentuk naratif, prosedur, spoof/recount, report, news item, dan lagu sederhana” (Kurikulum 2004: 14).

In other words, in learning speaking the students of SMA grade X are supposed to be able to demonstrate various speech acts in spoken transactional discourses like those suggested in the indicators of Kurikulum 2004. Here are the indicators of speaking teaching materials

suggested by Kurikulum 2004 (translated into English): The students are supposed to be able to conduct various speech acts in transactional spoken discourses such as: giving goods, giving service, introducing self, meeting someone, departing, asking someone to do something, inviting/offering, refusing invitation/offer, making promise, expressing gratitude, appraising and giving congratulation, expressing feeling of attention, expressing feeling of surprise, expressing feeling of sympathy, expressing feeling of happiness, expressing feeling of unbelieveness, expressing feeling of disappointment, telling news, inviting other's attention, and giving instruction in an activity (Kurikulum 2004: 14).

Then the indicators above will become references to see whether or not the speech functions in analyzed clauses of conversational texts in book one and book two are compatible with indicators in Kurikulum 2004.



Chapter III

Design of the Study

3.1. Method of the Study

In this study I conducted an analysis on the conversational texts in book one and book two which are assumed to be compatible with Kurikulum 2004. Before being analyzed further, I choose randomly conversational texts in three chapters of book one and those of three chapters of book two. Subsequently, the conversational texts are divided into moves. The moves are, then, analyzed based on a theory suggested by Eggins and Slade (1997). How to deal with linguistic analysis, they explain:

“And within linguistics, the study of conversation has been pursued most actively by approaches interested in both the structure and the function of authentic discourse...” (Eggins and Slade, 1997: 23).

The structural-functional approach that Eggins and Slade mean is relevant to be applied to two major approaches: structural and functional analysis. Structural Analysis will be used to analyze the structure of moves of conversational texts in book one and book two. Functional analysis, on the other hand, was conducted to find out speech functions in every clause conversational texts in the same chapters of the two books.

3.2. Qualitative Analysis

In conducting analysis on book one and book two I conduct qualitative analysis. In terms of Qualitative analysis, Mayring (2000) defines:

“Qualitative analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication, following analytical rules and step by step models, without rash quantification” (Mayring, 2000: 1).

The qualitative analysis consists of a lot of techniques for systematic text analysis. The main idea of the procedure of analysis is to preserve the advantages of qualitative analysis as developed within communication science. Mayring (2000) suggests that there are four points of qualitative research that should be taken into account by qualitative researcher: 1) fitting the material into a model of communication: it should be determined on what part of the communication inferences shall be made, to aspect of the communicator (his experiences, opinions, or feelings), to the situation text production, to the socio-cultural background, to the text itself or to the effect of the message. 2) Rules of analysis: the material is to be analyzed step by step, following rules of procedure, devising the materials into analytical units. 3) Categorizing in the center of analysis: the aspects of text interpretation follows the research questions are put into categories, which were carefully founded and revised within the

process of analysis. 4) Criteria of reliability and validity: the procedure has the pretension to be comprehensible, to compare the results with other studies in the sense of triangulation and to carry out checks for reliability.

In addition, Marshall and Rosman (1998) explain:

“It essential that the strengths of qualitative studies be emphasized; the researcher should expand on the value of qualitative studies’ (Marshall and Rosman, 1998: 46).

The values of qualitative study that Marshall and Rosman report are: 1). Qualitative research cannot be done experimentally. 2). It delves in depth into complexities and processes. 3). Qualitative research seeks to explore where and which policy, folk wisdom, and practice that do not work. 4). It is suitable to be conducted on unknown societies or innovative systems. 5). It is also appropriate to be conducted on informal and unstructured linkages and processes in organizations. Finally, it is for the search on real, like apposed to be stated or organizational goals.

In line with what Marshall and Rosman suggest, qualitative research in this study will be conducted to find out the extent to which the conversational texts in book one and book two are compatible with Kurikulum 2004.

3.3. Quantitative Analysis

Besides qualitative analysis, quantitative analysis is also applied in this research. It is especially applied to calculate numerical data obtained from structural analysis. Quantitative research is all about quantifying the relationships between variables. Variables counted in this structural analysis are structural elements in very clauses in conversational texts in book one and book two.

In terms of quantitative analysis, Hopkins (1998) summarized seven items as follow: 1). The aim of quantitative research is to determine how one thing (a variable) affects another in a population. 2). Quantitative research designs are either descriptive (subjects measured once) or experimental (subject measured before and after a treatment). 3). A descriptive study establishes only associations between variables. An experiment establishes causality. 4). A descriptive study is usually needs a sample of hundreds or even thousands of subjects for an accurate estimate of the relationship between variables. An experiment, especially a crossover, may need only tens of subjects. 5). The estimate of the relationship is less likely to be biased if you have a high participation rate in a sample selected randomly from a population. In experiments, bias is also less likely if subjects are randomly assigned to treatments, and if subjects and researchers are blind to the identity of the treatments. 6). In

all studies, measure everything that could account for variation in the outcome variable. 7). In an experiment, try to measure variables that might explain the mechanism of the treatment. In an unblinded experiment, such variables can help define the magnitude of any effect.

3.4. Objects of the Study

In conducting qualitative research, the objects of this research are book one and book two. The objects are selected at least because of two reasons: first, the books are new ones, and are assumed to be compatible with Kurikulum 2004. The assumption invites my curiosity to prove whether or not the books be compatible with Kurikulum 2004; if it is true the books are compatible with Kurikulum 2004, to what extent they are compatible with Kurikulum 2004.

Second, Kurikulum 2004 is a new curriculum and English text books be compatible with the new curriculum are needed by English teachers as references in their teaching in classrooms. If the books of Bahasa Inggris SMA published by the Municipal Government of Semarang 2004 are actually compatible with Kurikulum 2004, it is not impossible that the books are recommended to be used by English teachers in broader scale, through out of Indonesia, not limited to the city of Semarang.

In terms of object of the analysis, Mayring (2000) reports that the object of qualitative analysis can be all sort of recorded communication, such as transcript of interviews, discourses, protocols of observations, video tapes, and documents. As the objects of this research are book one and book two published by the municipal Government of Semarang, then, they correspond to what Mayring explains above.

3.5. Population

The conversational texts in book one and book two are population in this research. The conversational texts are chosen as population in this research because they are speaking teaching materials presented to the students of SMA in the city of Semarang. Through the speaking teaching materials the student are supposed to be able to communicate in English actively. In terms of population, Levinson (1995: 295) defines:

“The data consist of tape-recordings and transcripts of naturally occurring conversation, with little attention paid to the nature of the context as that might be theoretically conceived with sociolinguistics or social psychology” (Levinson, 1995: 295).

Conversational texts exist in every unit of these books but it will consume too much time to analyze them with total population. Then, the analysis will be conducted with sampling.

3.6. Sampling

In this research I do not analyze the total population but I choose three units from book one and three units from book two randomly. I assume that the conversational texts in the six units represent the other conversational texts in other segments. After they were chosen randomly conversational texts in chapter: I, VIII, and X in book one and conversational texts in chapter I, III, and VI of the book two become samples in this research. The three chapters of each book are chosen because of the assumption that they represent the other segments of the two books. The assumption is based on the reality that the two books were written by the same writers. Thus, they are assumed to write other conversational texts with the same features as those in other chapters of the two books.

3.7. Unit of Analysis

In order to be clear on what object will be analyzed, it should be determined the unit of analysis in conducting a research. Unit of analysis is a smallest unit of data collected to be analyzed. Trochim, (2002: 1) defines:

The unit of analysis is the major entity that you are analyzing in your study. For instance, any of the following could be a unit of

analysis in a study: individuals, groups, artifacts (books, photos, or newspapers), geographical units, (town, census tract, state), social interactions (dyadic relations, divorces, arrests) (Trochim, 2002: 1).

Suzanna and Helen (2002), meanwhile, defines:

“The unit of analysis is what a researcher will collect data or observations in order to answer their research question” (Suzanna and Helen, 2002: 1).

The unit of analysis of this study is move. The conversational texts in the three chapters of book one and three chapters of book two are divided in moves. The moves usually comprise clauses, hence, they are divided into clauses. Then the clauses are analyzed to find out speech functions of the clauses to be compared to the indicators of Kurikulum 2004.

3.6. Encoding the Data

The conversational texts of teaching materials in the book one and book two exist in every unit of various pages. To make easy in retrieving from what book, unit and page the data are derived from, it is necessary to code them. The table 3 below is for the data coding:

Table 3: Data Codes

No	Code	Meaning
1	A	The data come from book grade X
2	B	The data come from book grade XI
3	I, II, III, IV...etc.	Indicates the unit from which data come from
4	1,2,3,4,... etc.	Indicates the page from which the data come from

Suppose, a text is coded: A.III.2. It means that the text is derived from book Bahasa Inggris Kelas X, unit 3, page 2.

3. 7. Encoding Indicators of Kurikulum 2004

Kurikulum 2004 suggests some indicators for the students to achieve in learning speaking. For the sake of effective identification on the indicators in Kurikulum 2004, it is necessary to make codes on the indicators. Table 12 below is the indicators of Kurikulum 2004 and their codes that the students of SMA grade X should achieve.

Table 4: Indicator Codes of grade X (Translated from Kurikulum 2004: 14).

No	Code	Indicator
1	A	Giving goods
2	B	Giving service
3	C	Introducing self
4	D	Greeting in meeting
5	E	Being farewell
6	F	Asking someone to do something
7	G	Inviting
8	H	Offering something
9	I	Refusing invitation
10	J	Refusing an offer
11	K	Making promise
12	L	Expressing gratitude
13	M	Appraising
14	N	Congratulating
15	O	Expressing feeling of having attention
16	P	Expressing feeling of surprise
17	Q	Expressing feeling of sympathy
18	R	Expressing feeling of being happy
19	S	Expressing feeling of unbelieveness

20	T	Expressing feeling of being disappointed
21	U	Telling news
22	V	Inviting other's attention
23	W	Giving instruction in an action

Likewise, there are also indicators for the students of SMA grade XI. The Table 13 below is for the indicators of Kurikulum 2004 and their codes for the students of SMA grade XI:

Table 5: Indicator Codes of grade XI (Translated from Kurikulum 2004: 19-20).

No	Code	Indicator
1	A2	Expressing opinion
2	B2	Asking other's opinion
3	C2	Agreeing something
4	D2	Do not agree something
5	E2	Approving something
6	F2	Do not approve something
7	G2	Expressing satisfactory
8	H2	Expressing unsatisfactory
9	I2	Expressing feelings of love
10	J2	Expressing feelings of sadness
11	K2	Expressing feelings of pleasure
12	L2	Expressing feelings of anxiety
13	M2	Expressing feelings of anger
14	N2	Expressing feelings of embarrassment
15	O2	Expressing feelings of pain
16	P2	Expressing feelings of relief
17	Q2	Expressing feelings of fear
18	R2	Expressing feelings of annoyance

3. 8. The Data Analyzing

The data taken from the two book one and book two are analyzed based the Structural-functional model analysis offered by Eggins and Slade, 1997). There are two models of analyzing the casual conversation data: Structural and Functional Analysis. Eggins and Slade explain:

“And within linguistic, the study of conversation has pursued most actively by approaches interested in both the structure and the function of authentic discourse,...” (Eggins and Slade, 1997: 23).

In this research, the analysis will be conducted two phases. The first phase is Structural Analysis and the second one is Mood System Analysis. The two approaches: Structural Analysis and Mood System Analysis will be conducted to find out the structures of the moves and the Mood System Analysis is to find out the speech functions contained in the Mood System of the analyzed moves in the conversational texts in the two books.

3.8.1. Structural Analysis

The Structural Analysis I conducted is to see the structure of the Mood System, Mood Type, Imperative Type, Deicticity, Declarative Type, Polarity, and the Interrogative Type. In a Mood System Analysis, Subject and Finite should be found, to which the speech functions are referred. Within the Mood Type analysis, the types of Mood are found. Eggins and

Slade (1997) report that there are eleven Mood Types: Declarative: full, declarative elliptical, imperative: full, Imperative: elliptical, Wh-interrogative: full, Wh-interrogative: elliptical, Polar interrogative: full, Polar interrogative: elliptical, Exclamative: full, Exclamative: elliptical, and Minor Mood Type. Within the Imperative Type, there are Jussive, suggestive/inclusive, oblativ, and optative types. Meanwhile, diecticity analysis is to find out the type of temporal i.e. the tense used in the clause: Present, Past or Future. Modalization and Modulization are also parts of the Deicticity analysis.

The next analysis is on the declarative type. Within Declarative Type, the types of declarative moves are sought. There are two types of declarative moves: tag and untag moves. The tag moves are to confirm the speech functions that the interactants negotiate; meanwhile, the untag moves are moves functioning to give information to the listener or reader. Polarity analysis is to see whether the analyzed moves are of negative or positive clause. The last is interrogative analysis. The interrogative analysis is to find out whether the interrogative is polar interrogative or Wh-interrogative.

3.8.2. Functional Analysis

The Functional analysis suggested by Eggins and Slade (1997) is realized in the speech function analysis. Within the speech function analysis, functions of speaker's utterances expressed in clauses are well understood.

Speech function that has been revealed is compared with the indicators of speaking teaching materials that Kurikulum 2004 has suggested. From the comparison it can be explained whether the speech function is compatible with certain indicator in Kurikulum 2004. If it is comparable, it means that the speech function of the analyzed clause is compatible with certain indicator in Kurikulum 2004, and vice versa, if the speech function of the analyzed clause is not comparable, it means that it is not compatible with any indicator in Kurikulum 2004.

3.9. Compatibility Levels

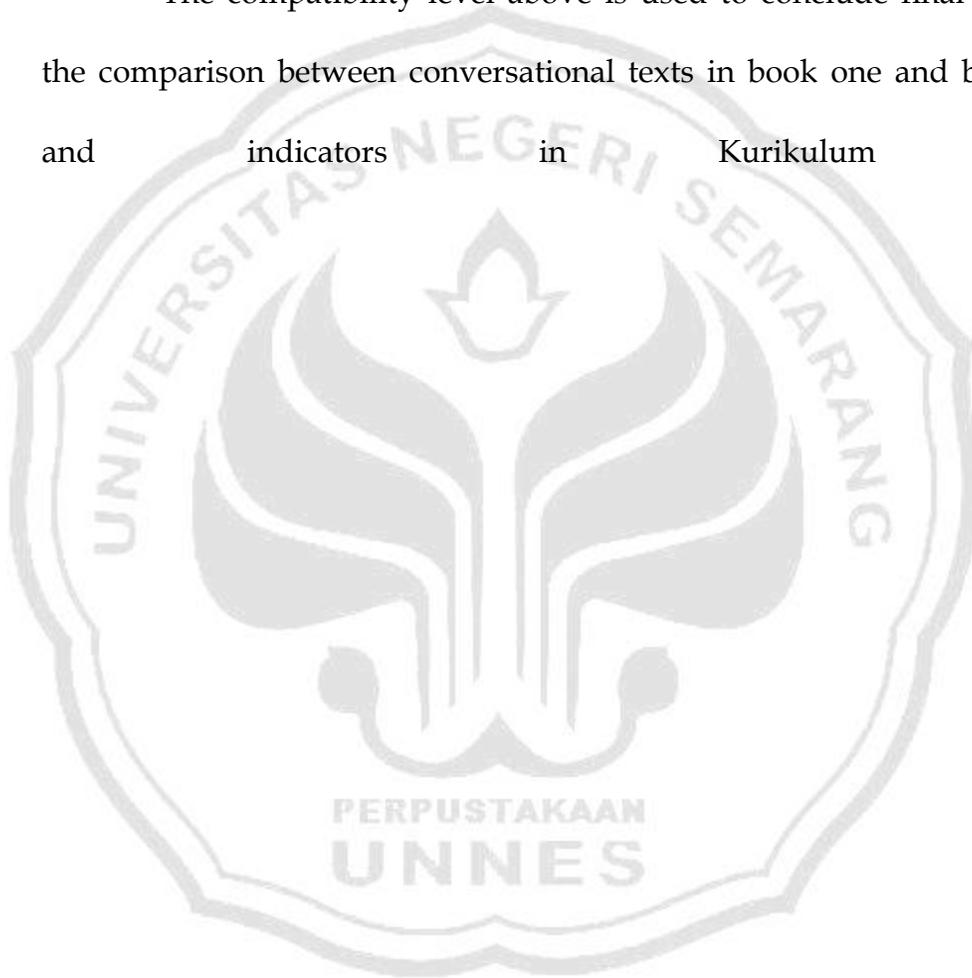
The speech functions gained from the speech function analysis are compared to indicator stated in Kurikulum 2004. From the comparison it can be drawn that some clauses are compatible with indicators in Kurikulum 2004 but the rest are not compatible with Kurikulum 2004. They calculated to find out percentage to which conversational texts in book one and book two are compatible with Kurikulum 2004. Table 6

below indicates compatibility levels of the total calculation on the six chapters in the two books.

Table 6: Compatibility Levels of Conversational Texts

No.	Percentage	Level
1	0 - 25	not compatible
2	26 - 50	low compatible
3	51 - 75	less compatible
40	76 - 100	compatible

The compatibility level above is used to conclude final result of the comparison between conversational texts in book one and book two and indicators in Kurikulum 2004.



Chapter IV

FINDINGS AND THEIR INTERPRETATIONS

This chapter provides answer to the stated problems presented in chapter I: To what extent are conversational texts found in senior high school English textbooks published by the municipal government of Semarang 2004 compatible with Kurikulum 2004? The findings and their interpretations are presented by making use some tables and figures.

4.1. Book One and Book Two

The book one and book two are the objects of this research. Meanwhile, the same book for the students of SMA grade XII hasn't been published, yet it cannot be included as the object of this research. The two books are chosen as the object of the research because the writer of them assumed that they are compatible with the new curriculum, Kurikulum 2004. For detail description on the two books, they will be described one by one.

Book one comprises 153 pages consisting 12 chapters. The table content page reveals that the book develops genres: Procedure in chapter I and II, Recount in chapter III, Spoof in chapter IV and V, Narrative in

chapter VII, Report in chapter VIII and IX, News Item in chapter X, and Songs in chapter XI. Meanwhile, chapter VI and XII are Review items. Chapter I consists of 13 pages. The teaching materials here are presented in 19 activities of learning and teaching materials. The conversational texts that have been chosen randomly in this book are those take from chapter I, eight, and ten.

Book two, likewise, comprises 166 pages, consisting of seven chapter only. Narrative is a genre developed in chapter I and II, anecdote is developed in chapter III, analytical exposition is developed in chapter V, and hortatory exposition is developed in chapter VI. Meanwhile chapter IV and VII are for evaluation chapters.

4.2. Results of Analysis

As has been reported in chapter III, the analysis conducted in this research comprises two phases: structural analysis and functional analysis. Within structural analysis, the clauses in conversational texts are analyzed structurally to find out the types of mood, imperative, deicticity, declarative, polarity, and the types of interrogative clauses. And within functional analysis, the clauses are analyzed to find out the interpersonal meanings contained in the mood system of the analyzed clauses.

Subsequently, the results of the analyses are reported in the next sub-titles thoroughly.

4.2.1. Analysis Results on the Book One

The structurally analysis on the book one is conducted to find out the types of mood, imperative, deicticity, declarative, polarity, and the types of interrogative clauses in the conversational texts in the book. The conversational texts in the book are taken from three chapters: chapter I, VIII, and chapter X. From the three chapters there are 14 conversational texts. The results of the analyses are reported text by text.

Text one is taken from chapter I, page 2. There are 22 clauses, 14 moves found in the text one. Within mood type analysis, there are declarative-full 3 clauses, imperative-full 4 clauses, wh-interrogative-full 2 clauses, polar interrogative-full 2 clauses, and 4 minor clauses. Within imperative clauses, there are 4 clauses of jussive imperative. Within deicticity type analysis, there are 1 modalization and 2 simple present tense clauses. Within declarative type analysis, there are 3 untag clauses. Within polarity analysis, there are 3 positive (+) clauses. Within interrogative clause analysis, there are 4 Yes/no interrogative and 2 Wh-interrogatives. And within speech function analysis, 1 clause is compatible with indicator A, 1 clause is compatible with indicator J, 1 clause is

compatible with indicator L, 1 clause is compatible with indicator M, and 6 clauses are compatible with indicator W. Final calculation on the text one reveals that 10 clauses are compatible with the indicators of Kurikulum 2004 and the rest (12 clauses) are not compatible.

Text two is taken from chapter I, page 9. There are 17 clauses, 6 moves found in the text two. Within mood type analysis, there are 5 clauses of declarative-full, and 3 clauses of polar interrogative-full and 9 minor clauses. Within deicticity type analysis, there are 2 modulization and 6 Simple present tense clauses. Within declarative type analysis, there are 5 untag clauses. Within polarity analysis, there are 5 positive (+) clauses. And within Interrogative clause analysis, there are 3 yes/no interrogative clauses. And within speech function analysis, 1 clause is compatible with indicator C, 2 clauses are compatible with indicator D, 1 clause is compatible with indicator F, 1 clause is compatible with indicator H, and 5 clauses are compatible with indicator U, 1 clause is compatible with indicator V. Final calculation on the text two reveals that 11 clauses are compatible and the rest (6 clauses) are not compatible with Kurikulum 2004.

Text three is taken from chapter I, page 10. There are 10 clauses, 7 moves found in this text. Within mood type analysis, there are 5 clauses of declarative-full, 2 clauses of Imperative-full and 9 minor clauses. Within

deicticity type analysis, there are 4 clauses of Simple present tense. Within declarative type analysis, there are 5 untag clauses. Within polarity analysis, there are 4 positive (+) clauses and 1 negative clause. And within speech function analysis, 1 clause is compatible with indicator K, 1 clause is compatible with indicator M, 3 clauses are compatible with indicator U, and 2 clauses are compatible with indicator W. Final calculation on the text three reveals that 7 clauses are compatible and the rest (3 clauses) are not compatible with any indicator in Kurikulum 2004.

Text four is taken from chapter I, page 10 to 11. There are 13 clauses, 7 moves found in the text four. Within mood type analysis, there are 5 clauses of declarative-full, 2 clauses of Wh-interrogative-full, 2 clauses of polar interrogative-full and 4 minor clauses. Within deicticity type analysis, there are 2 clauses of Modulization, 6 clauses of simple present tense and 1 clause of Future tense. Within declarative type analysis, there are 5 untag clauses. Within polarity analysis, there are 3 positive (+) clauses and 2 negative clauses. And within interrogative type analysis, there are 2 clauses of yes/no interrogative, and 2 wh-interrogative clauses. And within speech function analysis, 1 clause is compatible with indicator B, 1 clause is compatible with indicator D, 1 clause is compatible with indicator F, 1 clause is compatible with indicator K, 1 clause is compatible with indicator L, 1 clause is compatible with

indicator M, 1 clause is compatible with indicator T, 3 clauses are compatible with indicator U. Final calculation on the text four reveals that 10 clauses are compatible and the rest (3 clauses) are not compatible with Kurikulum 2004.

Text five is taken from chapter I, page 13. There are totally 28 clauses, 17 moves found in the text five. Within mood type analysis, there are 8 clauses of declarative-full, 1 clause of imperative-elliptical, 3 clauses of Wh-interrogative-full, 4 clauses of Wh-interrogative-elliptical, 1 clause of polar interrogative-full and 11 minor clauses. Within imperative type analysis, there is 1 clause of jussive imperative. Within deicticity type analysis, there is 1 clause of Modalization, 4 clauses of Modulization, 4 clauses of Simple present tense and 2 clauses of Future tense. Within declarative type analysis, there are 8 untag clauses. Within polarity analysis, there are 8 positive (+) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 7 wh-interrogative clauses. And within speech function analysis, 2 clauses are compatible with indicator C, 6 clauses are compatible with indicator D, 1 clause is compatible with indicator F, 4 clauses are compatible with indicator H, 1 clause is compatible with indicator I, 6 clauses are compatible with indicator K, 3 clauses are compatible with indicator M, 1 clause is compatible with indicator W. Final calculation on the text five reveals that

24 clauses are compatible and the rest (4 clauses) are not compatible with Kurikulum 2004.

Text six is taken from chapter VIII, page 91. There are totally 14 clauses, 10 moves found in the text six. Within mood type analysis, there are 8 clauses of declarative-full, and 6 minor clauses. Within deicticity type analysis, there is 1 clause of modalization, 2 clauses of modulization, 3 clauses of simple present tense and 2 clauses of Simple past tense. Within declarative type analysis, there is 1 tag clause and 6 untag clauses. Within polarity analysis, there are 6 positive (+) clauses and 2 negative (-) clauses. And within speech function analysis, 1 clause is compatible with indicator L, 1 clause is compatible with indicator N, 2 clauses are compatible with indicator P, 5 clauses are compatible with indicator S, 5 clauses are compatible with indicator U. Final calculation on the text six reveals that all of the clauses in this text are not compatible with Kurikulum 2004.

Text seven is taken from chapter VIII, page 91 to 92. There are totally 23 clauses, 14 moves found in the text seven. Within mood type analysis, there are 14 clauses of declarative-full, 1 clause of wh-interrogative-full, 1 clause of wh-interrogative-elliptical, 1 clause of polar interrogative-full and 6 minor clauses. Within deicticity type analysis, there is 1 clause of modulization, 13 clauses of simple present tense, and 2

clauses of Simple past tense. Within declarative type analysis, there are 14 untag clauses. Within polarity analysis, there are 14 positive (+) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 1 wh-interrogative clause. And within speech function analysis, 2 clauses are compatible with indicator C, 1 clause is compatible with indicator P, 2 clauses are compatible with indicator R, 1 clause is compatible with indicator S, 10 clauses are compatible with indicator U, 1 clause is compatible with indicator V. Final calculation on the text seven reveals that 17 clauses are compatible and the rest (5 clauses) are not compatible with Kurikulum 2004.

Text eight is taken from chapter VIII, page 92. There are totally 22 clauses, 10 moves found in the text eight. Within mood type analysis, there are 14 clauses of declarative-full, 1 clause of Wh-interrogative-full, 1 clause of Wh-interrogative-elliptical, 1 clause of polar interrogative-full and 6 minor clauses. Within deicticity type analysis, there is 1 clause of Modulization, 13 clauses of Simple present tense and 2 clauses of Simple past tense. Within declarative type analysis, there are 14 untag clauses. Within polarity analysis, there are 14 positive (+) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 1 wh-interrogative clause. And within speech function analysis, 2 clauses are compatible with indicator C, 1 clause is compatible with indicator P, 2

clauses are compatible with indicator R, 1 clause is compatible with indicator S, 10 clauses are compatible with indicator U, 1 clause is compatible with indicator V. Final calculation on the text eight reveals that 17 clauses are compatible and the rest (5 clauses) are not compatible with Kurikulum 2004.

Text nine is taken from chapter VIII, page 98. There are totally 13 clauses, 12 moves found in this text. Within mood type analysis, there are 7 clauses of declarative-full, and 5 minor clauses. Within deicticity type analysis, there are 2 clauses of modulization, 5 clauses of Simple present tense. Within declarative type analysis, there is 1 tag and 8 untag clauses. Within polarity analysis, there are 7 positive (+) clauses. And within speech function analysis, 1 clause is compatible with indicator L, 2 clauses are compatible with indicator S, 6 clauses are compatible with indicator U. Final calculation on the text nine reveals that 9 clauses are compatible and the rest (4 clauses) are not compatible with Kurikulum 2004.

Text ten is taken from chapter VIII, page 99. There are totally 19 clauses, 11 moves found in this text. Within mood type analysis, there are 4 clauses of declarative-full, 1 clause of imperative-full, 2 clauses of Wh-interrogative-full, 2 clauses of polar interrogative-full and 9 minor clauses. Within imperative type analysis, there is 1 clause of inclusive imperative. Within deicticity type analysis, there are 6 clauses of Simple Present.

Within declarative type analysis, there are 4 untag clauses. Within polarity analysis, there are 3 positive (+) clauses and 1 negative (-) clause. And within interrogative type analysis, there are 2 clauses of yes/no interrogative, and 2 wh-interrogative clauses. And within speech function analysis, 2 clauses are compatible with indicator D, 1 clause is compatible with indicator F, 2 clauses are compatible with indicator L, 1 clause is compatible with indicator R, 3 clauses are compatible with indicator S, 2 clauses are compatible with indicator U. Final calculation on the text ten reveals that 11 clauses are compatible and the rest (8 clauses) are not compatible with Kurikulum 2004.

Text eleven is taken from chapter X, page 116. There are totally 25 clauses, 11 moves found in the text eleven. Within mood type analysis, there are 15 clauses of declarative-full, 2 clauses of Declarative-elliptical, 1 clause of imperative-full, 2 clauses of Wh-interrogative-full, 2 clauses of polar interrogative-full and 3 minor clauses. Within deicticity type analysis, there are 2 clauses of modalization, 6 clauses of simple present tense and 11 clauses of Simple past tense. Within declarative type analysis, there are 17 untag clauses. Within polarity analysis, there are 13 positive (+) clauses and 4 negative (-) clauses. And within interrogative type analysis, there are 4 clauses of yes/no interrogative, and 5 wh-interrogative clauses. And within speech function analysis, 1 clause is

compatible with indicator F, 1 clause is compatible with indicator L, 1 clause is compatible with indicator P, 1 clause is compatible with indicator Q, 7 clauses are compatible with indicator U. Final calculation on the text eleven reveals that 11 clauses are compatible and the rest (14 clauses) are not compatible with Kurikulum 2004.

Text twelve is taken from chapter X, page 117 to 118. There are totally 29 clauses, 14 moves found in this text. Within mood type analysis, there are 17 clauses of declarative-full, 2 clauses of imperative-full, 1 clause of imperative-elliptical, 3 clauses of wh-interrogative-full, 1 clause of polar interrogative-full and 7 minor clauses. Within imperative type analysis, there is 1 clause of jussive imperative. Within deicticity type analysis, there is 1 clause of modalization, 4 clauses of Simple present tense, 15 clauses of simple past tense, and 1 clause of Future tense. Within declarative type analysis, there are 16 untag clauses. Within polarity analysis, there are 15 positive (+) clauses and 1 clause negative (-) clause. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 3 wh-interrogative clauses. And within speech function analysis, 1 clause is compatible with indicator F, 3 clauses are compatible with indicator T, 7 clauses are compatible with indicator U, 4 clauses are compatible with indicator V. Final calculation on the text twelve reveals

that 15 clauses are compatible and the rest (14 clauses) are not compatible with Kurikulum 2004.

Text thirteen is taken from chapter X, page 121. There are totally 14 clauses, 10 moves found in the text thirteen. Within mood type analysis, there are 5 clauses of declarative-full, 2 clauses of imperative-full, 1 clause of wh-interrogative-full, 2 clauses of polar interrogative-full and 3 minor clauses. Within imperative type analysis, there is 1 clause of jussive imperative and 1 clause of inclusive imperative clause. Within deicticity type analysis, there are 2 clauses of modulization, 1 clause of simple present tense and 5 clauses of future tense. Within declarative type analysis, there are 5 untag clauses. Within polarity analysis, there are 5 positive (+) clauses. And within interrogative type analysis, there are 2 clauses of yes/no interrogative, and 1 wh-interrogative clause. And within speech function analysis, 2 clauses are compatible with indicator F, 1 clause is compatible with indicator G, 1 clause is compatible with indicator H, 2 clauses are compatible with indicator K, 2 clauses are compatible with indicator U. Final calculation on the text thirteen reveals that 8 clauses are compatible and the rest (6 clauses) are not compatible with Kurikulum 2004.

Text fourteen is taken from chapter X, page 122. There are totally 18 clauses, 10 moves found in the text fourteen. Within mood type

analysis, there are 5 clauses of declarative-full, 5 clause of imperative-full, 1 clause of wh-interrogative-full, 2 clauses of Wh-interrogative-elliptical, 3 clauses of polar interrogative-full and 2 minor clauses. Within imperative type analysis, there are 4 clauses of jussive imperative, 1 clause of inclusive imperative clause. Within deicticity type analysis, there are 2 clauses of modalization, 3 clauses of modulization, 4 clauses of Simple present tense. Within declarative type analysis, there are 5 untag clauses. Within polarity analysis, there are 5 positive (+) clauses. And within interrogative type analysis, there are clauses of yes/no interrogative, and 3 wh-interrogative clauses. And within speech function analysis, 6 clauses are compatible with indicator F, 1 clause is compatible with indicator I, 3 clauses are compatible with indicator M, 2 clauses are compatible with indicator U. Final calculation on the text fourteen reveals that 12 clauses are compatible and the rest (6 clauses) are not compatible with Kurikulum 2004.

4.2.1.1. Total Calculation on Book One

To get clear description on the quantitative features as results of the analyses of the speech function that have been conducted on book one, it is necessary to summarize the quantitative features of the book. From the three chapters: chapter I, VIII, and chapter X which have been

analyzed, it can reported some research results. From the calculation on the data collected from the three texts a simple summary of the data that are supposed to represent the whole features of book one.

From the data summarized, it can be reported that there are totally 267 clauses, 153 moves found in the three texts. Within mood type analysis, there are 110 clauses of declarative-full, 2 clause of Declarative-elliptical, 19 clauses of imperative-full, 2 clauses of imperative-elliptical, 19 clauses of wh-interrogative-full, 7 clauses of wh-interrogative-elliptical, 20 clauses of polar interrogative-full and 2 clauses of polar interrogative-elliptical, and 78 minor clauses. Within imperative type analysis, there are 16 clauses of jussive imperative, 3 clause of inclusive imperative. Within deicticity type analysis, there are 8 clauses of modalization, 22 clauses of modulization, 71 clauses of simple present tense, 30 clauses of simple past tense, and 11 clauses of Future tense. Within declarative type analysis, there are 2 tag and 95 untag clauses. Within polarity analysis, there are 99 positive (+) clauses and 12 negative (-) clauses. And within interrogative type analysis, there are 20 clauses of yes/no interrogative, and 26 wh-interrogative clauses. And within speech function analysis, 1 clause is compatible with indicator A, 1 clause is compatible with indicator B, 5 clauses are compatible with indicator C, 11 clauses are compatible with indicator D, 15 clauses are compatible with indicator F, 1 clause is

compatible with indicator G, 7 clauses are compatible with indicator H, 2 clauses are compatible with indicator I, 1 clause is compatible with indicator J, 10 clauses are compatible with indicator K, 7 clauses are compatible with indicator L, 9 clauses are compatible with indicator M, 1 clause is compatible with indicator N, 8 clauses are compatible with indicator P, 1 clause is compatible with indicator Q, 3 clauses are compatible with indicator R, 11 clauses are compatible with indicator S, 4 clauses are compatible with indicator T, 59 clauses are compatible with indicator U, 7 clauses are compatible with indicator V, and 10 clauses are compatible with indicator W. Final calculation on the text fourteen reveals that 174 clauses are compatible and the rest (93 clauses) are not compatible with Kurikulum 2004.

4.2.2. Analysis Results on Book Two

The structural analysis on book two is conducted to find out the types of mood, imperative, deicticity, declarative, polarity, and the types of interrogative clauses in the conversational texts in the book. The conversational texts in the book are taken from three chapters: chapter I, III, and chapter VI. From the three chapters there are 11 conversational texts. The eleven texts are also analyzed like those in the previous book.

Text fifteen is taken from book two, chapter I, page 6-7. There are totally 24 clauses, 10 moves found in the text fifteen. Within mood type analysis, there are 16 clauses of declarative-full, 1 clause of imperative-full, 1 clause of imperative-elliptical, 1 clause of wh-interrogative-full, 1 clause of polar interrogative-full and 3 minor clauses. Within imperative type analysis, there are 2 clauses of jussive imperative. Within deicticity type analysis, there are 2 clauses of modalization, 13 clauses of Simple present tense, 2 clauses of Simple past tense and 2 clauses of Future tense. Within declarative type analysis, there are 17 untag clauses. Within polarity analysis, there are 17 positive (+) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 1 wh-interrogative clause. And within speech function analysis, 3 clauses are compatible with indicator A2, 2 clauses are compatible with indicator D2, 1 clause is compatible with indicator K2, 1 clause is compatible with indicator L2. Final calculation on the text fifteen reveals that 7 clauses are compatible and the rest (17 clauses) are not compatible with Kurikulum 2004.

Text sixteen is taken from book two, chapter I, page 13-14. There are totally 22 clauses, 10 moves found in the text sixteen. Within mood type analysis, there are 13 clauses of declarative-full, 2 clauses of wh-interrogative-full, 1 clause of wh-interrogative-elliptical, 1 clause of polar interrogative-full, and 3 minor clauses. Within imperative type analysis,

there is 1 clause of jussive imperative. Within deicticity type analysis, there is 1 clause of modulization, and 15 clauses of simple present tense. Within declarative type analysis, there are 2 tag 17 untag clauses. Within polarity analysis, there are 10 positive (+) and 2 negative (-) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 3 wh-interrogative clauses. And within speech function analysis, 5 clauses are compatible with indicator A2, 1 clause is compatible with indicator B2, 3 clauses are compatible with indicator C2, and 1 clause is compatible with indicator H2. Final calculation on the text sixteen reveals that 10 clauses are compatible and the rest (12 clauses) are not compatible with Kurikulum 2004.

Text seventeen is taken from book two, chapter I, page 22. There are only 5 clauses, 3 moves found in the text seventeen. Within mood type analysis, there are only 2 clauses of declarative-full, 1 clause of wh-interrogative-full, 1 clause of polar interrogative-full. Within deicticity type analysis, only 2 clauses of simple present tense, and 1 clauses of Simple past tense. Within declarative type analysis, there are only 2 untag clauses. Within polarity analysis, there are only 2 positive (+) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 1 wh-interrogative clause. And within speech function analysis, no clauses are compatible with any indicator of Kurikulum 2004.

Text eighteen is taken from book two, chapter III, page 61. There are totally 11 clauses, 5 moves found in the text eighteen. Within mood type analysis, there are 4 clauses of declarative-full, 4 clauses of imperative-full, 1 clause of wh-interrogative-full, 1 clause of wh-interrogative-elliptical, and 1 minor clause. Within imperative type analysis, there are 4 clauses of jussive imperative. Within deicticity type analysis, there is 1 clause of modulization, and 4 clauses of simple present tense. Within polarity analysis, there are 2 positive (+) and 2 negative (-) clauses. And within interrogative type analysis, there are 2 clauses of wh-interrogative. And within speech function analysis, 2 clauses are compatible with indicator A2, and 2 clauses are compatible with indicator B2. Final calculation on the text eighteen reveals that 4 clauses are compatible and the rest (7 clauses) are not compatible with Kurikulum 2004.

Text nineteen is taken from book two, chapter III, page 62. Based on analysis I have conducted, there are totally 12 clauses, and 5 moves found in this text. Within mood type analysis, there are 9 clauses of declarative-full, 1 clause of wh-interrogative-full, 1 clause of wh-interrogative-elliptical, 1 clause of polar interrogative-full and 1 minor clause. Within deicticity type analysis, there are 9 clauses of simple present tense, and 2 clauses of simple past tense. Within declarative type

analysis, there are 9 untag clauses. Within polarity analysis, there are 8 positive (+) and 1 negative (-) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 2 wh-interrogative clauses. And within speech function analysis, 6 clauses are compatible with indicator A2, 2 clauses are compatible with indicator B2, and 1 clause is compatible with indicator C2. Final calculation on the text nineteen reveals that 9 clauses are compatible and the rest (3 clauses) are not compatible with Kurikulum 2004.

Text twenty is taken from book two, chapter III, page 70. Based on the analysis I have conducted, there are totally 13 clauses, 7 moves found in the text twenty. Within mood type analysis, there are 8 clauses of declarative-full, 1 clause of imperative-elliptical, 1 clause of wh-interrogative-full, 1 clause of polar interrogative-full and 1 minor clause. Within imperative type analysis, there is 1 clause of jussive imperative. Within deicticity type analysis, there is clause of modulization, 6 clauses of simple present tense, and 2 clauses of simple past tense. Within declarative type analysis, there are 8 untag clauses. Within polarity analysis, there are 3 positive (+) and 5 negative (-) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 2 wh-interrogative clauses. And within speech function analysis, 1 clause is compatible with indicator A2, 2 clauses are compatible with indicator B2, 1

clause is compatible with indicator I2, 1 clause is compatible with indicator J2, 1 clause is compatible with indicator L2, and 1 clause is compatible with indicator M2. Final calculation on the text twenty reveals that 7 clauses are compatible and the rest (6 clauses) are not compatible with Kurikulum 2004.

Text twenty-one is taken from book two, chapter VI, page 128. Based on what I have conducted, I found that there are totally 35 clauses, 20 moves in the text twenty-one. Within mood type analysis, there are 21 clauses of declarative-full, 1 clause of declarative-elliptical, 1 clause of imperative-full, 3 clauses of wh-interrogative-full, 3 clauses of wh-interrogative-elliptical, 3 clauses of polar interrogative-full and 4 minor clauses. Within imperative type analysis, there is 1 clause of jussive imperative. Within deicticity type analysis, there are 6 clauses of modulization, 22 clauses of simple present tense. Within declarative type analysis, there are 17 untag and 1 tag clauses. Within polarity analysis, there are 22 positive (+) clauses. And within interrogative type analysis, there are 4 clauses of yes/no interrogative, and 6 wh-interrogative clauses. And within speech function analysis, 6 clauses are compatible with indicator A2, 3 clauses are compatible with indicator B2, 2 clauses are compatible with indicator G2, 4 clauses are compatible with indicator M2, and 1 clause is compatible with indicator N2. Final calculation on the text

twenty-one reveals that 16 clauses are compatible and the rest (19 clauses) are not compatible with any indicator in Kurikulum 2004.

Text twenty-two is taken from book two, chapter VI, page 130. There are totally 39 clauses, 16 moves found in the text twenty-two. Within mood type analysis, there are 22 clauses of declarative-full, 2 clauses of imperative-full, 2 clauses of wh-interrogative-full, 5 clauses of polar interrogative-full and 8 minor clauses. Within imperative type analysis, there are 2 jussive imperative clauses. Within deicticity type analysis, there are 2 clauses of modalization, 3 clauses of modulization, 18 clauses of simple present tense, 3 clauses of simple past tense and 3 clauses of future tense. Within declarative type analysis, there are 2 tag and 20 untag clauses. Within polarity analysis, there are 17 positive (+) and 5 negative clauses. And within interrogative type analysis, there are 5 clauses of yes/no interrogative, and 2 wh-interrogative clauses. And within speech function analysis, 1 clause is compatible with indicator H2, 3 clauses are compatible with indicator M2, 1 clause is compatible with indicator O2, 1 clause is compatible with indicator Q2, and 5 clauses are compatible with indicator R2. Final calculation on the text twenty-two reveals that 11 clauses are compatible and the rest (28 clauses) are not compatible with Kurikulum 2004.

Text twenty-three is taken from book two, chapter VI, page 137-1. There are totally only 3 clauses, and 2 moves found in the text twenty-three. Within mood type analysis, there is only 1 clause of declarative-full, and 1 minor clause. Within deicticity type analysis, there is only 1 clause of Simple present tense. Within declarative type analysis, there is only 1 untag clause. Within polarity analysis, there are 1 positive (+) and 1 negative (-) clauses. And within interrogative type analysis, there is only 1 clause of yes/no interrogative. And within speech function analysis, there is no clause compatible with any indicator in Kurikulum 2004.

Text twenty-four is taken from book two, chapter VI, page 137-2. Like text twenty-three, in this text there are only 3 clauses, 2 moves found. Within mood type analysis, there is only 1 clause of declarative-full, 1 clause of Wh-interrogative-full, and 1 minor clause. Within deicticity type analysis, there are 2 clauses of modalization. Within declarative type analysis, there is only 1 untag clause. Within polarity analysis, there are 1 positive (+) and 1 negative (-) clauses. And within interrogative type analysis, there only is 1 clause of wh-interrogative clause. And within speech function analysis, the three clauses are not compatible with Kurikulum 2004.

Text twenty-five is taken from book two, chapter VI, page 137-3. There are totally only 3 clauses, 2 moves found in this text. Within mood

type analysis, there are 2 clauses of declarative-full, and 1 clause of polar interrogative-full. Within deicticity type analysis, there is 1 clause of modulization, 2 clauses of Simple present tense. Within declarative type analysis, there are 2 untag clauses. Within polarity analysis, there are only 2 positive (+) clauses. And within interrogative type analysis, there is 1 clause of yes/no interrogative, and 1 wh-interrogative clause. And within speech function analysis, And within speech function analysis, the three clauses are not compatible with Kurikulum 2004 either.

4.2.3. Total Calculation on Book Two

For the same reason as that in the book one, it is also necessary to summarize the quantitative features of the book two. From the three chapters: chapter I, chapter three, and chapter six, it can reported some research results. From the calculation on the data collected from the eleven texts a simple summary of the data that are supposed to represent the whole features of the book two.

From the data summarized, there are totally 170 clauses, 82 moves found in the three chapters. Within mood type analysis, there are 99 clauses of declarative-full, 1 clause of Declarative-elliptical, 8 clauses of imperative-full, 2 clauses of imperative-elliptical, 13 clauses of Wh-interrogative-full, 7 clauses of Wh-interrogative-elliptical, 14 clauses of

polar interrogative-full, and 19 minor clauses. Within imperative type analysis, there are 12 clauses of jussive imperative. Within deicticity type analysis, there are 6 clauses of modalization, 13 clauses of modulization, 92 clauses of simple present tense, 10 clauses of Simple past tense, and 5 clauses of Future tense. Within declarative type analysis, there are 5 tag and 96 untag clauses. Within polarity analysis, there are 85 positive (+) clauses and 16 negative (-) clauses. And within interrogative type analysis, there are 16 clauses of yes/no interrogative, and 20 wh-interrogative clauses. And within speech function analysis, 23 clauses are compatible with indicator A2, 10 clauses are compatible with indicator B2, 4 clauses are compatible with indicator C2, 2 clauses are compatible with indicator D2, 2 clauses are compatible with indicator G2, 2 clauses are compatible with indicator H2, 1 clause is compatible with indicator I2, 1 clause is compatible with indicator J2, 1 clause is compatible with indicator K2, 2 clauses are compatible with indicator L2, 8 clauses are compatible with indicator M2, 1 clause is compatible with indicator N2, 1 clause is compatible with indicator Q2, and 5 clauses are compatible with indicator R2. Final calculation on the eleven texts in this book reveals that 64 clauses are compatible and the rest (106 clauses) are not compatible with Kurikulum 2004.

4.2.4. Total Calculation on the Two Book One and Book Two

Final calculation is applied on the two book one and two to find out their general description of the total quantitative features, by which, the only research question in this will be answered. After conducting analyses on the two books and the analysis results of them are combined, general descriptions are gained.

Based on the analysis I have conducted on the two books, there are totally 437 clauses, 235 moves found in six chapters of the two books. Within mood type analysis, there are 209 clauses of declarative-full, 3 clauses of declarative-elliptical, 27 clauses of imperative-full, 4 clauses of imperative-elliptical, 32 clauses of wh-interrogative-full, 14 clauses wh-interrogative-elliptical, 34 clauses of polar interrogative-full, 2 clauses of polar interrogative-elliptical, and 97 minor clauses. Within imperative type analysis, there are 28 clauses of jussive imperative, and 3 clauses of inclusive imperative. Within deicticity type analysis, there are 14 clauses of modalization, 35 clauses of modulization, 163 clauses of simple present tense, 40 clauses of simple past tense, and 16 clauses of future tense. Within declarative type analysis, there are 7 and 191 untag clauses. Within polarity analysis, there are 184 positive (+) and 28 negative (-) clauses. And within interrogative type analysis, there are 36 clauses of yes/no interrogative, and 46 wh-interrogative clauses.

From the speech function analysis that I have conducted on the book one it reveals that 1 clause is compatible with indicator A, 1 clause is compatible with indicator B, 5 clauses are compatible with indicator C, 11 clauses are compatible with indicator D, 15 clauses are compatible with indicator F, 1 clause is compatible with indicator G, 7 clauses are compatible with indicator H, 2 clauses are compatible with indicator I, 1 clause is compatible with indicator J, 10 clauses are compatible with indicator K, 7 clauses are compatible with indicator L, 9 clauses are compatible with indicator M, 1 clause is compatible with indicator N, 8 clauses are compatible with indicator P, 1 clause is compatible with indicator Q, 3 clauses are compatible with indicator R, 11 clauses are compatible with indicator S, 4 clauses are compatible with indicator T, 59 clauses are compatible with indicator U, 7 clauses are compatible with indicator V, and 10 clauses are compatible with indicator W.

And from the speech function analysis on the book two, it reveals that 23 clauses are compatible with indicator A2, 10 clauses are compatible with indicator B2, 4 clauses are compatible with indicator C2, 2 clauses are compatible with indicator D2, 2 clauses are compatible with indicator G2, 2 clauses are compatible with indicator H2, 1 clause is compatible with indicator I2, 1 clause is compatible with indicator J2, 1 clause is compatible with indicator K2, 2 clauses are compatible with indicator L2, 8 clauses are

compatible with indicator M2, 1 clause is compatible with indicator N2, 1 clause is compatible with indicator Q2, and 5 clauses are compatible with indicator R2.

Final calculation on the twenty-five texts in these two books reveals that 199 clauses or 45.5% of the total clauses are not compatible and the rest (238 clauses) or 54.5% of the total clauses are compatible with Kurikulum 2004.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents conclusions and suggestions based on the research results obtained from the structural and functional analysis I conducted.

5.1. Conclusions on the Research Results

After having conducted structural and functional analyses on the twenty-five conversational texts of speaking teaching materials in the book one and book two, I make some a conclusion:

1. Based on the findings I obtained from analysis I conducted that only 238 clauses or 54.5% of the total (437) clauses are compatible with Kurikulum 2004, I conclude that conversational texts found in senior high school English textbooks published by the municipal government of Semarang 2004 are less compatible with Kurikulum 2004.

5.2. Suggestions

Based on findings obtained from the research I conducted, I would like to suggest the next English textbook writers and my fellow English teachers as follow:

1. For the next English textbook writers I suggest them to write the next senior high school English textbooks compatible with Kurikulum 2004

better than the books I analyzed by using indicators of Kurikulum 2004.

2. To my fellow English teachers I suggest them to use English textbooks critically.



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APPENDIX

NOTATION

The clauses analyzed under Mood Selection were quoted verbatim from the transactional discourses of speaking teaching materials in the books of Bahasa Inggris SMA Kelas X and XI published by the Municipal Government of Semarang. And the following are codes I use in the analysis.

1,2,3, etc. = indicates the number of turns the interactants take.

a,b,c, etc. = indicates the clause

Deicticity = indicates the choice of how to relate the proposition or proposal through finiteness to the here and now of the speech situation.

Comp. = compatible with

ab = ability

i = inclination

O' = other's

P = probability in propositions

R = readiness

s.o. = someone

s.t. = something

U = usuality in proposition

Modal = Modalization i.e. a way of tempering the categorical nature of the information exchanged.

Modul = Modulation i.e. a way of tempering the directness with which interactant seek to act upon each other.

O = obligation in proposals

+ = positive in proposition or proposals

- = negation in proposition or proposals

