



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

Research Article

by

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**PERPUSTAKAAN
UNNES**

**SEMARANG STATE UNIVERSITY (UNNES)
POST-GRADUATE PROGRAM OF ENGLISH STUDIES
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APPROVAL

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PERPUSTAKAAN
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DEDICATION



- To:
1. My beloved mother, Anie Mamud
 2. My beloved brother and sisters; Agiansyah, Acie, Gelly, and Morry

MOTTO

Philippians 4 : 13. I can do everything through him who gives me strength



ACKNOWLEDGEMENT

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

1. Prof.Dr. Maman Rachman,M.Sc., the Director of Post Graduate of Semarang State University.
2. Dr.Warsono,Dip.TEFL.,M.A, the first supervisor, who has guided and given me suggestion during the completion of this thesis.
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6. The Librarians of the University who allowed me to read many books which are important for this thesis.

Penyang

DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to substantial extent has been accepted for the award of any other degree or diploma of the university or either institute of higher learning, except where due acknowledgment has been made in the text.



ABSTRACT

Penyang, 2008. *The Context of Situation Displayed in the Dialogues found in Grade VII English Textbook Entitled English on Sky published by Erlangga.*

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

The teaching of English for junior high school is aimed at achieving a functional goal. It means the students should be able to produce text to cope with daily matters. The text which is produced can be either transactional or interpersonal. The produced text occurs in a context. The context involves: field, tenor and mode. These are called context of situation. The goal of this thesis is to analyze the contexts of situation components which are displayed in the dialogues found in English textbook entitled “English on Sky” published by Erlangga.

To get the finding of this thesis objectively, I conducted a research, applying the descriptive qualitative approach. The data used was in the form of discourse, sentence, phrase and words gained from dialogues 1-10 found in English textbook, entitled “English on Sky 1”, and published by Erlangga Publisher. Method of data Collection was documentation (book). The data were analyzed using the Context of Situation analysis as formatted by David Butt (120-140).

The data were analyzed in terms of lexicogrammar description and contextual description. The lexicogrammar describes the transitivity, mood and theme of the dialogues. The contextual description interprets the situation within transitivity, mood and theme of the dialogues presented in the English textbook for grade VII entitled “English on Sky” published by Erlangga.

Based on the analysis, it was found that the transitivity conducted by the participants in the dialogues is predominantly material. This indicates that the participants in the dialogues concentrate on actions. The tenor or the participants portrays the relationship between students. They mostly do “giving information” rather than “demanding information”. The mode or textual presented in the textbooks are mainly spoken.

The result of the analysis is expected to be useful to add to teacher’s and students’ knowledge of discourse analysis concentrating on field, tenor and mode. It is expected also that the knowledge of context of situation will help the students to achieve discourse competence as what the curriculum expected.

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CHAPTER I

INTRODUCTION

1.1. Background

Language as a means of communication is absolutely needed by human beings. Through language human being can communicate with one another in order to be able to convey information such as idea, thought, feeling, and emotion and also to be able to understand their own culture and another culture. Celce - Murcia (2000:3) states that human being communicates information, ideas, beliefs, emotions and attitudes to one another in our daily interactions. Based on the previous statements, it is known that language is an instrument for conveying meaning.

English is one of the foreign languages spoken by all people in the world. 30 years ago English was regarded as the property of English – speaking world. Now, English is regarded as language of globalization. For that reason, millions of people want to improve their command of English. The need of English for communication will cause the need to improve the English teaching method. The first paradigm of teaching English was called “traditional approaches” which started in the late 1960s. Then, in 1970s up to 1990s there was a “classic communicative approach” and the newest one is from 1990s up to the present. It is called “current communicative language teaching”.

Current communicative language teaching dominates the present paradigm of teaching. It presents the approach of CLT (Communicative Language Teaching). Basically, communicative language teaching comes to replace Audiolingual and the Structural – Situational approach. The principle of communicative language teaching is to achieve communicative competence. The paradigm shift from traditional approach to current approach shows the great paradigm shift in language teaching, especially, English.

In Indonesia, English is studied as a foreign language and it is also included in the Curriculum of “Departemen Pendidikan Nasional”. The curriculum in Indonesia has changed many times. It started from 1968 then 1975 after that 1984, the next curriculum was 1994. The new curriculum was started in 2004 or it is called “KBK” (Competency Based Curriculum). This curriculum is also based on the principle of communicative language teaching. The goal of this curriculum is to improve the communication ability of the students to participate in the community where English is used. The newest one is KTSP curriculum. It stands for “ Kurikulum Tingkat Satuan Pendidikan”. The changing of paradigm of curriculum can influence the existence of text books including the content or the materials which are presented. Therefore, materials in the textbook need to be observed because of the paradigm shift of teaching English in Indonesia. The materials which need to be observed are included in the “Standar Isi” which consists of “Standar Kompetensi” and “ Kompetensi Dasar”.

The development of curriculum from “KBK” into “KTSP” is considerably based on the acts of RI no 20 in the year of 2003 about the system of national education, and government regulation no 19 in the year of 2005 about the standard of national education including the models of competency in relation to language field. Basically, both “KBK” and “KTSP” have the same focus that is to achieve “discourse competence”. Discourse competence is the ability to create good communication in both spoken and written. Therefore, a person who is able to participate in communication matters is a person who has a discourse competence

The new adopted curriculum hopefully can achieve the four targets of literacy level such as: performative, functional, informational and epistemic. The education of English in Junior High School is concerned with the functional level. It means the students are able to communicate in both spoken and written to accomplish daily matters. To accomplish daily matters the ability to produce discourse competence is needed. It is proved by the ability to produce text in communication. The texts which are produced can occur in any contexts.

In any contexts, people employ language to do three kinds of meanings, namely: ideational meaning which refers to field, interpersonal meaning which refers to tenor and textual meaning which refers to mode. The term field, tenor and mode are called context of situation. Halliday and Hasan (1985: 12) classify context of situation into three components which are field, tenor and mode. The field of discourse refers to what is happening,

to the nature of social action that is taking place; tenor of discourse refers to who is taking part, to the nature of the participants, including permanent and temporary relationships of one kind or another; the mode of discourse refers to what part of language is playing.

The English education for junior high school, as has been explained in the previous paragraph, concentrates on using language to solve daily matters. It has been explained also that based on the level of literacy, the teaching of English for junior high school has a functional aim. It means the way to overcome daily matters. For that reason, in order to be able to develop the ability to achieve discourse competence, it is appropriate to introduce the way to produce meaning with the reflection of field, tenor and mode. Thus, the relevance between context of situation and daily life can be achieved. In this thesis I intend to analyze English textbook of grade VII based on the analysis of context of situation. The components of context of situation which are used are the field, the tenor and the mode of discourse.

1.2. Problem Identification

The paradigm shift in language teaching of English in Indonesia from “KBK” (Competency-Based Curriculum) to “KTSP” (School-Based Curriculum) will entail the reform of the content of the English textbook referring to the materials which are presented. In view of that, materials need to be observed. The materials are presented in the “Standar Isi” consisting of “Standar Kompetensi” and “Kompetensi Dasar”. As well, “KBK” and “KTSP” are

written based on the “CLT” paradigm. It is deliberated to achieve “Discourse Competence”. It means the learners have to acquire ability to create a meaningful communication in both spoken and written forms in a communication event.

1.3. Limitation of the Study

To accomplish “Discourse Competence” the students should be able to create text which occurs in a particular context. Therefore, in this study, I limit the study into the analysis of register components such as field, tenor and mode introduced in grade VII English textbook. I will focus the discussion on the dialogues

1.4. Statement of the Problem

The statement of the problems in this thesis is divided into several research questions namely:

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

1.5. Objective of the Study

I intend to clarify the objective of the study into three points, as follows:

1. To identify the subject matters displayed in the dialogues found in the textbook
2. To identify the kinds of interpersonal relationship (tenor) displayed in the dialogues found in the textbook
3. To specify the channels of communication do the interactants use in the dialogues in the dialogues found in the textbook

1.6. Significance of the Study

There are two reasons why I am interested in this study. Those reasons are based on academic and practical (non-academic) purposes. In academic view point, this study will be beneficial as a medium to develop the theory of discourse analysis, particularly, in context of situation involving its component. In practical point of view, this study may be useful for the readers who are interested in the register analysis including field, tenor and mode.

1.7. Organization of the Thesis

The writer presents the thesis into five chapters. The thesis organization is as follows:

Chapter I is concerned with Introduction of the thesis which covers: background, problem identification, limitation of the study, statements of the problems, objective of the study, significance of the study, organization of the thesis..

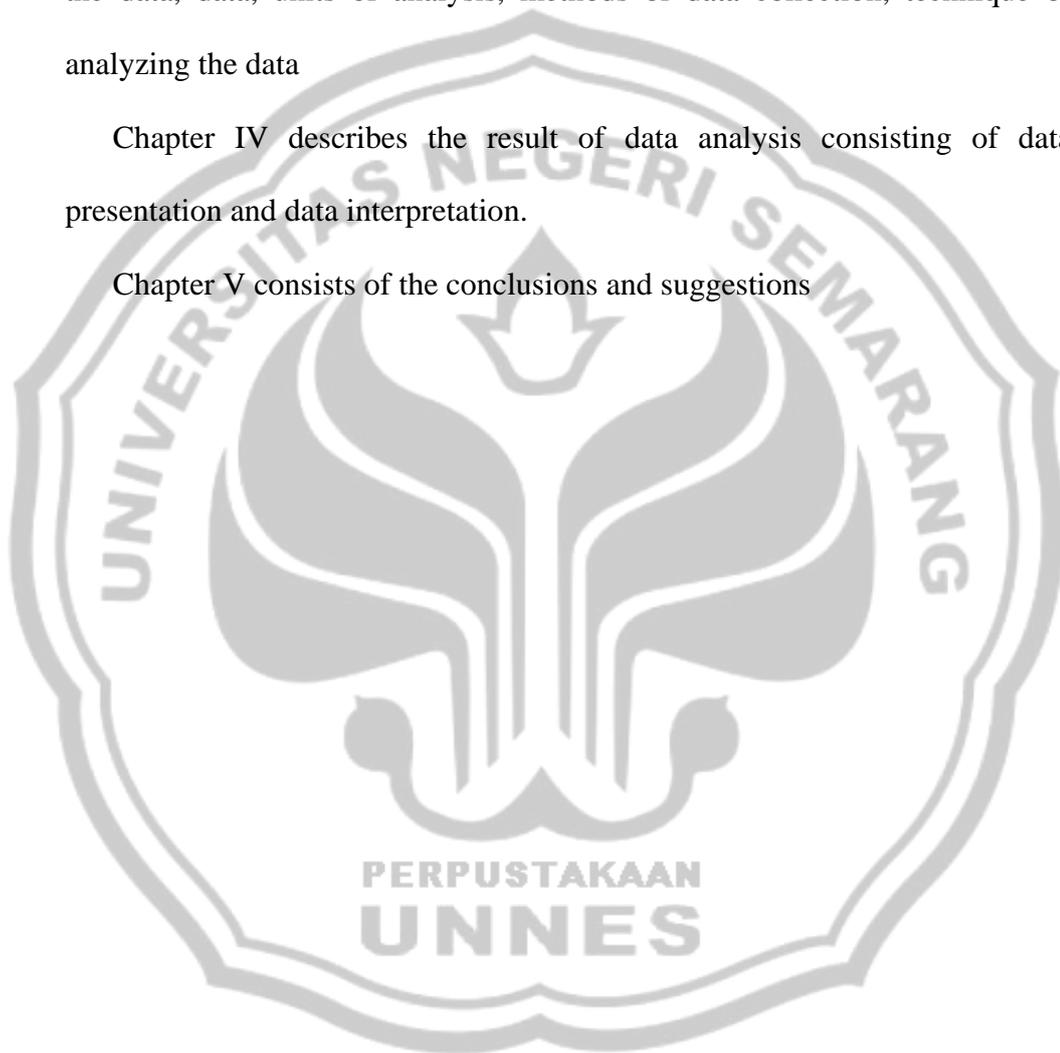
Chapter II concerns with review of related literature which covers: discourse and discourse analysis, discourse and text, spoken and written texts,

text and context, context of culture, context of situation, context of situation and registers, mood and residue.

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

Chapter IV describes the result of data analysis consisting of data presentation and data interpretation.

Chapter V consists of the conclusions and suggestions



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Discourse and Discourse Analysis

The term discourse is very ambiguous. The study of discourse or discourse analysis is actually concerned with the study of text with meaning being transferred through the sentences of the text itself. It is the study of language use in social contexts. For that reason, the study of discourse means the study of text. Nunan (1993:5) defines discourse as a continuous stretch of (especially spoken) language larger than sentence, often constituting a coherent unit, such as: a sermon, joke or narrative. He also explains that discourse is stretches of language perceived to be meaningful, unified, and purposive. Based on Nunan's definition it can be known that discourse analysis means an effort to analyze the stretches of language larger than sentence whether spoken or written.

Based on the previous statements, it is known that the study of discourse analysis deals with the study of how to analyze a text and its purpose. The texts which are going to be studied are clarified into two kinds such as written and spoken text. The examples of spoken texts are a sermon, a lecture, etc. On the other hand, the examples of written texts are travel guides, information leaflets, newspaper articles, poems and so on. Schiffrin (1994:20) describes that discourse is viewed as a level of structure higher

than the sentence, or higher than another unit of text. The preceding quotation informs discourse as a structure which is greater in size than a sentence. It is the next level in a hierarchy of morphemes, clause and sentences. Briefly, it is language above the sentence or above the clause.

Discourse analysis is often used in social practice. It can be used to give information, to express a point of view, to shape opinion, to provide entertainment and so on. These functions, furthermore, are frequently combined in complex ways: a travel guide, for example, may provide information, but is also designed to promote the attractions it describes; and what is presented as a factual account in a newspaper article will usually reflect, and promote, a particular point of view. The activity of discourse analysis will produce text analysis. Widdowson (200:6) said whether simple or complex, all texts are language uses which are produced with the intention of referring to something for some purposes. The texts which are produced in discourse analysis refer to something for a certain purpose. In other words, they have to make sense.

2.2. Discourse and text

Discourse and text are very important in a communicative event. To communicate, people should transfer messages through the process of encoding and decoding. The process of encoding and decoding occur in a certain channel of communication. The channel can be written or spoken channel. However, based on the perspective of systemic functional linguistics language is known as social semiotic. It is the production and

exchange of meaning. In other words, it is the interaction relationship between messages and people to produce meaning. To produce meaning, people should produce text. Text is one of the social semiotic components. Widdowson (2007:6) states that in communicative event we have to interpret the text as a discourse that makes sense to them. The discourse which is produced should have sense, therefore, the purpose is known by the listener. Nunan (1993:5) describes that the terms discourse and text are synonyms. Some people argue that discourse is language in action.

Basically, text, in its physical sense, does not contain meaning, but is used to mediate it across discourses. The mediation is relatively straightforward, that is, what texts mean to the reader will generally match up with what the producer of the text mean by it. When such mediation occurs successfully in communication, the speaker and the listener will each get the point of the transferred messages. However, the text or discourse which is produced should be meaningful. Nunan (1994:6) describes that discourse is language which is meaningful and occurs in a certain context. The text which is produced is not dependent on the length of the sentence; however, single word can also be called text when the meaning conveyed by the text is meaningful. Consider the following: 'STOP!' and 'GO'. Each of these utterances consists of single word. However, the meaning is complete for each utterance. Therefore, each utterance consists of single word; it can be called a text due to the complete meaning. Derewianka (1990:17) defines a text as meaningful stretch of language – oral or written. The above utterances

are meaningful although the utterances consist of one word. However, texts are structured in different ways to achieve their purposes. For example, the purpose of instruction is to tell someone how to do or make something.

Every kind of text in every language is meaningful because it can be related to interaction among speakers, and ultimately to ordinary everyday spontaneous conversation. Again, it is very important to know that every text which is produced should have meaning. Halliday and Hasan (1994:10) describe that a text is essentially a semantic unit. A semantic unit means a text has a certain meaning. The important thing about the nature of a text is that it is made of words and sentences; and it is really made of meaning. Halliday and Matthiesen (1999:1) said that the information which is transferred is treated as meaning rather than as knowledge. Text which is produced consists of information which is treated as meaning

2.3. Spoken and Written Texts

Based on the perspective of systemic functional linguistics, when people communicate, they exchange meaning. To exchange meaning, they should create a text. Therefore, the text which is created should have meaning. The text which is produced can be spoken or written. The process of encoding and decoding in transferring messages through texts need a channel of communication called spoken or written channel. Widdowson (2007:8) says that in spoken language people not only create language but also paralinguistic, however written communication may be multimodal. Paralinguistic is tones of voice, varying stress, pauses, and so on. When

people speak they will produce tones or voices. However, multimodal relates to other modes of communication such as pictures, diagrams, charts and so on.

The differences between spoken and written language are sometimes complicated. It is because the characteristics of written language which can sometimes occur in spoken language and vice versa. The examples of spoken language are a casual conversation, a shopping transaction, etc. On the other hand, the examples of written language are a poem, a newspaper, a poster etc. Nunan (1994:8) clarifies that the contexts for using written language are very different from those in which spoken language is used. When spoken language occurs, the interactants are usually facing each other. However, in written language, the interactions are separated in time and space. Eggins (1994:56) states that spoken language will typically be organized according to the turn-by-turn sequencing of talk: first you speak, then I speak, then you speak again. Turn – by-turn sequencing of talk shows a notion that spoken language tends to accompany action. When we play cards, snake and ladder, the language is used to accompany an action. Written language, on the other hand, is intended to encode our considered reflections on a topic, will be organized syntactically, that is, it will have the beginning, middle and end. Further, Eggins (1994:57) clarifies the differences of spoken and written. The following figure shows the differences.

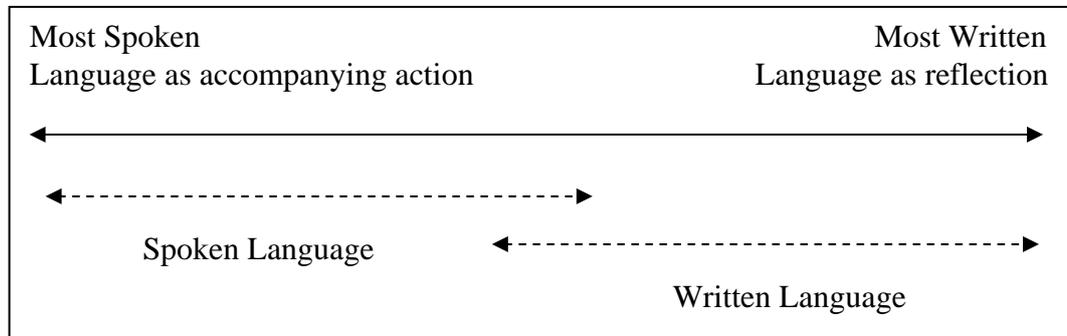
Figure. 1.1

Spoken and written language: The linguistic implications of MODE	
Spoken Language	Written Language
Turn- taking organization Context dependent Dynamic structure - interactive staging - open – ended - spontaneity phenomena (false starts, hesitation, interruptions, overlap incomplete clauses) Everyday lexis Non – standard grammar Grammatical complexity Lexically sparse	Monologic organization Context independent Synoptic structure - rhetorical staging - closed, finite “final draft” (polished) Indications of earlier drafts removed “prestige” lexis Standard grammar Grammatical simplicity Lexically dense

(Eggins, 1994:57)

The above table shows several distinctions between spoken and written language. Spoken language also tends to use non-standard grammar rather than standard grammar. Eggins (1994:56) said that the spoken texts will contain everyday sorts of words, including slang and dialect features. The example of slang and dialect is “youz”. It has been explained in the previous sentence that spoken language often uses non-standard grammar. For example, “I usen’t to do that”; “I seen it yesterday” etc. Basically, spoken language indicates language which accompanies actions, or it can be called language as action, while, written one indicates language as reflection. Further, Hammond and Burns (1992:5) differentiate the relationship between spoken and written language. The relationship is clarified clearly in the following figure.

Figure .1.2



(Burns,1992:5)

The figure above shows the relationship between most spoken and most written language. The term most spoken reflects language as accompanying action such as in badminton game, basketball game etc. The term most written reflects the language as reflection. For example, a short story, novel etc. It is a reflection because the distance between the speaker and the addressee is maximal.

2.4. Text and Context

It has been explained in the preceding section that text is language which is functional. Functional means a text has a certain job in a certain context. The text itself can be oral or written text. To do its job, a text must occur in a context which is clear. For that reason, the addressee can understand what the text refers to. Butt (1995:10) said that the language which surrounds us is not always the same but it changes when the situation is different. Different situation will reveal different purpose upon the text which is produced. Where and when a written text is read is quite different from where and when it was actually produced. What we think when we

think an utterance “The chalk is over there”. In this case, people make sense of what is said by making a connection between the language and the physical context. The expression “over there” refers to the position of the chalk. “Over there” can be anywhere. Probably, the chalk is on the table by the window. The expression “Over there” reflects the position of the chalk. “Over there” is the context of the sentence “the chalk is over there”.

Based on the preceding statements, it is known that the role of context in interpreting text is very essential. When people use language to communicate, they create and interpret text. The language itself occurs within a context. All contexts are all those things which influence act and are connected with the language choices made when creating or interpreting texts. In any context we use language for three main functions. The first function is we use language to understand our experiences of the world. We call this the ideational function, because it is concerned with the construction of ideas and information. The second is we use language to interact in the world. We call this interpersonal function, because it is concerned with the ways in which we use language to interact with human beings. The last one is we use language to build up texts that are coherent and cohesive. This is called the textual function of language because it is concerned with how texts are organized. We use language for these functions in different contexts. In fact, we can distinguish two important aspects of a context. These are the contexts of culture and contexts of situation. Both of these aspects will be discussed clearly in the following section.

2.5. Context of Culture

The language which is used occurs in different cultures. We develop particular ways of looking at the world through language and we use language to construct the values, beliefs and attitudes that are typical of culture. The word 'culture' is used to describe the ways in which a particular group of people views and acts upon the world. Particular culture determines the types of text which are produced. The text which is produced will be different if the culture is also different. Butt (1995:11) said that actually, a text always occurs in two contexts namely outer context and inner context. The outer context around a text is known as the context of culture. The inner context is known as context of situation. The examples of context of culture are ceremonies, politeness and significant activities between one culture and another. In a certain context texts are structured in different ways to achieve their purposes (Derewianka, 1990:17). The purposes are considered as "genre". The genre refers to the type of text. The genre of a text is determined by the culture in which the text is used. The different culture achieves their goal or purpose in different ways through different language. The text differs not only based on their purpose but also based on the particular situation in which they are used. It has been mentioned in the preceding statements that the inner context of text is context of situation. The discussion of context of situation will be further explained in the next section.

2.6. Context of Situation

Within any context of culture, there are different situations. These different situations determine how the language system will be used to

communicate meaning. The different situations will differentiate the use of language. For instance, the language used by news broadcaster in radio will be different from the language used by news broadcaster in Television. Systemic functional linguists refer to these three aspects, or parameters of context of situation as field, tenor and mode of discourse (Butt 1996:12). When we use language in a particular context of situation, there are three main factors which influence the language choices that we make such as field, tenor and mode. Hammond and Burns (1992: 2) define field as the social activity taking place, tenor as the relationship between participants and mode as the channel of linguistic communication. Field, tenor and mode are the components of context of situation. Butt (1996:12) draws the component of context of situation as follows:

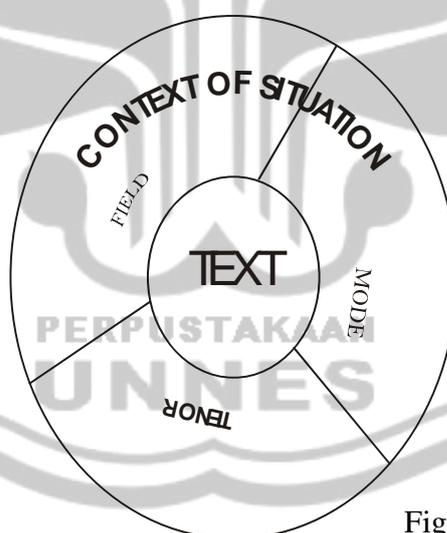


Figure 1.3.

The above figure is the clarification of the components of context of situation. Each component of context of situation will be clarified clearly in the following section:

2.6.1. Field

Field is one of the components of context of situation. It refers to the topic which people talk about. Halliday and Hasan (1989:12) said that field refers to what is happening to the nature of social action or activity taking place. For example, football, cooking, stamp collecting etc. Derewinka (1990: 12) says that field of a situation refers to “what is going on”- the doings and happenings. The participants and the circumstances are important in the field of context of situation. The participant belongs to who or what is involved in the field and circumstances refer to where or when the act is taking place. Eggins (1994:67) defines field as a variable of situation focusing on the activity in which the participants engaged. She describes field as the “topic” of situation. The “topic” can be anything.

2.6.2. Tenor

When we create and interpret text, we are also concerned with the role and the relationship between participants. Tenor in the context of situation refers to the relationship between participants. The participants can consist of two persons or more. Eggins (1994:63) discusses tenor as the social relationship between participants. For example, the roles between student and student, the superior and subordinate, customer and salesperson, etc. The relationships can be described in the terms of power, contact and affect. Eggins (1994:64) explains the terms power, context and affect in detail.

2.6.2.1. Power.

The power in the tenor consists of two factors such as equal or unequal. It refers to the position of the interactants. For instance, the relationship between manager and staff is not the same. The following figure shows the relationship between equal and unequal in power.



Figure 1.4.

2.6.2.2. Contact

The contact relates to how often the interactants communicate with each other in both speaking and writing. Tenor also depends on how well the participants know each other. Derewianka (1990:20) describes tenor as the roles of the participants and their relationship. The roles can be frequent and occasional. For example, the relation between spouses is frequent. Eggins (1994:64) clarifies the relationship between frequent and occasional in tenor.

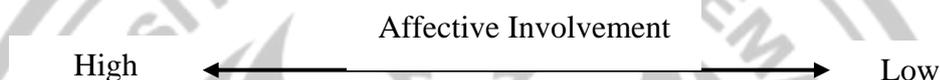


Figure 1.5.

The above figure shows the relationship between frequent and occasional in tenor. The following component in tenor is affective involvement. It will be further explained in the following section.

2.6.2.3. Affective Involvement

Affective involvement relates to the attitudes and feelings towards topic and participants. The dimension of affective involvement refers to the extent to which we are emotionally involved in a situation. Eggins (1994:64) divides affective involvement into two categories namely high and low involvement. For instance, the relationship between a couple or lovers is included in affective involvement. Eggins (1994:65) draws the element of low and high involvement as follows:



2.6.3. Mode

The term mode concentrates on the channel in which the communication occurs. The channel as has been mentioned in the preceding discussion refers to the spoken and written forms of language. Hammonds and Burns (1992:2) defines mode as the channel of linguistic communication. It involves two perspectives on distance. The first distance is distance in space and distance in time between speaker or listener and reader / writer. For example, the distance between the author and the reader in the case of story book. This distance is called spatial or interpersonal distance. The second distance is the distance between text and the events being referred to such as listening to a cooking demonstration on TV; relating to the TV demonstration to a friend; reading a recipe. This distance is called experiential distance. In this

distance the spoken or oral language reflects language to accompany action; however, written one reflects language as reflection. Another example of language accompanying action is the commentary on cricket match on television. The example of language as reflection is an article written after the match. These two notions of distance frequently relate to the transition of spoken into written language. Eggins (1994:54) divides mode of context of situation into spatial and experiential distance. The clarification of both distances can be seen in the following figure.

2.6.3.1. Spatial / personal distance

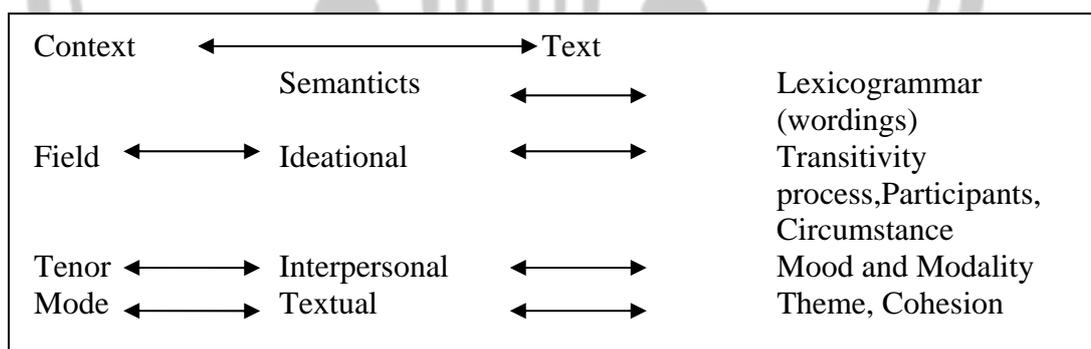
Casual Conversation	Telephone	e-mail	Fax	Radio	novel
+ visual contact	- aural	-visual	-visual	- visual	- visual
+ Aural	+ aural	- aural	- aural	One way aural	- aural
+ Immediate Feedback	+ immediate Feedback	+ rapid Feedback	+ rapid Feedback	Delayed feedback	- feedback

2.6.3.2. Experiential distance

Language accompanying Social process Language as ACTION	Language constituting Social process Language as REFLECTION
Playing a game e.g. bridge	Commentating e.g. calling a match
	Recounting experience e.g. report in the newspaper
	Constructing experience e.g. (non-) fiction

2.7. Context of Situation and Register

Context of situation is within the genre. The concept of genre was used to explain and describe how people use language to achieve culturally recognized goals. Actually, genre is the goal within the culture. It is called context of culture. Within the context of culture is context of situation. Thus, the aspects of context make a difference as to how we use language. Halliday in Eggins (1994:52) says that “there are three aspects in any situation that have linguistics consequences: field, mode and tenor”. The preceding quotation informs that there are three important aspects within the context of situation such as: field, tenor and mode. These three variables are called register. When we hear or read a text, we can reconstruct its context of situation. We can reconstruct the context of situation because there is a relationship between context and text. Gerot and Wignel (1994:14) show the relationship between context and text as follows:



As the table shows, ideational meanings are meaning about phenomena- about things. Interpersonal meaning is meaning which expresses a speaker’s attitudes and judgments and textual meaning is meaning which expresses the

relation of language to its environment. Ideational meaning is realized in transitivity, interpersonal meaning is realized in mood and textual meaning is realized in theme and cohesion.

2.8. Transitivity

Exploring the transitivity system means we talk about the clause as representation. There are three main components within transitivity such as participants, processes and circumstances. The processes are the central of transitivity. There are several processes within transitivity namely material processes, mental process, behavioral process, verbal process, relational process, existential process. These processes are introduced in transitivity system. Each process will be further discussed in the following section.

2.8.1. Material Process

Material process is the first process within transitivity system. Actually, material process is the process about doing and happening. Gerot and Wignell (1994:55) say that “Material processes are processes of material doing”. This means the material focuses on actions. It is what the doer conducts in a certain circumstance. The material could answer the question “What did x do?” or “What happened to X?”. The main participant in relational process is an Actor or Agent, and there may be a Goal. The following are the examples of material process.

1. They ate at noon

They	ate	at noon
Actor	Pr: Material	Circumstance

2. They cleared the table

They	cleared	the table
Actor	Pr: Material	Goal

3. Joan Arrived

Joan	Arrived
Actor	Pr: Material

2.8.2. Mental Process

Another process besides material process is mental process. Gerot and Wignel (1994:58) clarify that there are three types of mental process namely affective (feeling), cognitive (thinking), and perceptive (perceiving through five senses). The main participant in mental process is Senser and Phenomenon. The mental process does not reflect physical process; however, it reflects the sensing process. The following are the examples of mental process.

1. Mental process of affection

Mark likes new clothes

Senser	Mental:Affect	Phenomenon
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2. Mental process of cognition

I realized the difficulties

Senser	Mental:Cognition	Phenomenon
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3. Mental process of perception

I listen to the radio

Senser	Mental: Perception	Phenomenon
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2.8.3. Behavioral Process

When we talk about behavioral process, we talk about psychological behavior. The example of behavior processes are breathing, dreaming, snoring, smiling and pondering. These are the examples of behavioral process. The main participant in the behavioral process is called 'behavior'. The process is called behavioral. The following are the example of mental process.

1. He snores loudly

He	snores	loudly
Behavior	Behavioural	Circumstance:manner

2. He lives in the fast lane

He	lives	In the fast lane
Behavior	Behavioural	Circumstance:place

2.8.4. Verbal Process

The process of communication is started by transmitting and exchanging information. If a person says something to us means that the person is doing a verbal process. Gerot and Wignel (1994:62) say that "verbal process is process of saying". The preceding quotation informs that the main point of verbal process is process of saying. The main participant in the verbal process is sayer and sometimes it is followed by receiver and verbiage. The process is called verbal. The following are the examples of verbal process.

1. She said that I don't like Brussels sprouts

She	said	I	don't	like	Brussels sprouts
Sayer	Verbal	Senser	Affect		phenomenon

2. John told Jenny a rude joke

John	told	Jenny	a rude joke
Sayer	Verbal	Receiver	Verbiage

2.8.5. Relational Process

The further process within the transitivity is relational process. Gerot and Wignel (1994:67) say that "Relational processes involve states of being (including having)". The "having" is commonly called the possession. However, there are several processes concerning with relational process. They are attributive, identifying and possessive process. Attributive process is the process which assigns a quality. The participant within the attributive process is called the "carrier". Sometimes, it is followed by an attribute. The identifying process is the process which establishes an identity. The participant in the identifying process is the "token". It is sometimes followed by "token" in the clause. The possessive process is the process of having. The participant has a property as the possession. The participant is also called the carrier; however, the process is called the possessive process.

1. Attributive process

Barry Tuckwell is a fine horn player

Barry Tuckwell	is	a fine horn player
Carrier	Attributive	Attribute

2. Identifying process

Barry Tuckwell may be the finest living horn player

Barry Tuckwell	may be	the finest a fine horn player
Carrier	Attributive	Attribute

3. Possessive process

Plant cells have a cell wall

Plants cells	have	a cell wall
Carrier	Attributive: possesive	Attribute

2.8.6. Existential Process

The production of discourse in a certain communication is appropriate when the participants are successful placing the text into the proper context. The existence reveals the position of something into the context.. Gerot and Wignel (1994:72) say that “existential process is a process of existence”. The participant in the existential process is called “existential”. Existential processes are expressed by verbs of existing such as”be”,”exist” etc. The following are the examples of existential process.

1. There’s a unicorn in the garden

There	’s	a unicorn	in the garden
	Existential	Existent	Circumstance:place

2. There ensued a protracted legal battle

There	ensued	a protracted legal battle
	Existential	Existent

2.9. Mood and Residue

It was stated that clauses simultaneously encode three strands of meaning: ideational, textual and interpersonal. The interpersonal meaning is realized in the lexicogrammar through selections from the system of MOOD. Here we shall begin focusing on the MOOD system. If a speaker gives us information, he or she is inherently inviting us to receive information. If the speaker offers us goods and services, he or she is inviting us to receive those goods and services. However, if she or he demands information, inherently we are invited to give information. If he or she demands some goods and services of us, we are invited to render the service or provide the goods. Eggins (1994:150) portrays the diagram of mood as follows:

	Commodity Exchanged	
Speech Role	Information	Goods and Services
Giving	Statement	Offer
Demanding	Question	Command

As the table shows, the four basic move types of statement, question, offer and command are what Halliday refers to as speech function. Every starting move in dialogue must be one or the other of these speech functions, and each speech function involves both a speech role and a commodity choice.

2.9.1. The Mood Element

There are two basic mood elements such as: subject and finite element. The subject is realized by nominal group. The finite is the part of verbal phrase. Eggins (1994:136) divides the elements of mood into three

categories namely an expression of polarity, a nominal type element and verbal. The following are the examples of moods:

1. It wasn't John

It	wasn't	John
Subject	Finite	Residue
Mood		

2. That will never come off there

That	Will never	Come off there
Subject	Finite	Residue
Mood		

As the above examples show, the finite element is one of the small numbers of verbal operators expressing tense, modality and polarity.

2.9.2. The Finite element

The second essential constituent of the mood element is the Finite. Halliday in Eggins (1994:157) states that the function of finite is to anchor the proposition. It is used to make the proposition definite. The finite element is the second part of mood element. The following exemplified the finite element in the mood system.

1. Henry Ford built his first car in his backyard

Henry Ford	built		his first car	in his backyard
Subject	Finite(past)	Predicator	Complement	Adjunct
Mood		Residue		

2.9.3. The Residue Element

There are three elements in residue elements namely the predicator, complement and circumstance. Gerot and Wignel (1994:31) mention that the predicator is the verb part of the clause, the bit which tells what's doing, happening or being. The preceding quotation states that the predicator portrays the actions conducted in the clause. The following are the examples of finite element.

1. I'm reading a novel

I	'm	reading	a novel
Subject	Finite	Predicator	Complement
Mood		Residue	

2. Simon is playing football

Simon	is	playing	football
Subject	Finite	Predicator	Complement
Mood		Residue	

The second part of residue element is the complement. Eggins (1994:163) defines a complement as a non-essential participant in the clause. The complement is placed within the residue because it does not have the potential to be the subject. The following clause exemplifies the complement within the residue.

1. Nuris reads "The David Copperfield"

Nuris	reads	"The David Copperfield"	
Subject	Finite	Predicator	Complement
Mood		Residue	

2. Nani breaks her marriage

Nani	breaks	her marriage
Subject	Finite	Predicator Complement
Mood		Residue

The third component within the residue is circumstance adjunct. An adjunct also does not have the potential to be the subject. Thus, it belongs to residue system. An adjunct usually consists of adverb or preposition. The adjuncts are exemplified in the following clauses.

1. They can't do that these days

They	can't	do	that	these days
Subject	Finite	Predicator	Complement	Adjunct:Circumstantial
Mood		Residue		

2. You read books for fun

You	read	books	for fun
Subject	Finite	Predicator	Complement Adjunct:Circumstantial
Mood		Residue	

2.10. Theme and Rheme

The rest of context of situation component is the Theme and Rheme. Gerot and Wignel (1994:104) say that the theme can be divided into a number of categories. They are ideational, textual and interpersonal theme.

1. Ideational Theme

The ideational is commonly called topical theme. Topical theme always occurs in the initial position in a clause. It may not be only nominal group in the clause but also nominal group complexes

adverbial groups, prepositional phrases or embedded clauses. The topical themes are exemplified in the following clauses.

(1). Nominal group as Theme

Nani	went up the hill
Theme	Rheme

(2). Nominal group complex as Theme

Nani and Toni	broke up their marriage
Theme	Rheme

(3). Embedded clause

(What Nani and Toni did)	was break up their marriage
Theme	Rheme

(4). Adverbial as theme

Down	Tina fell
Theme	Rheme

(5). Prepositional phrase as Theme

Up the hill	Tina and Nani went
Theme	Rheme

(6). Complement as Theme

Their marriage	Nani and Toni broke
Theme	Rheme

2. Textual Theme

Textual theme relates the clause to its context. Gerot and Wignel (1994:105) say that textual themes can be continuatives or conjunctive and conjunctions. One difference is that conjunctive adjuncts are free to move in a clause whereas conjunctions are pretty well restricted to being at the beginning. The textual themes are exemplified in the following clauses.

(1). Continuative Adjuncts as Theme

Right,	We need to do today	is revise our text
Cont.	Topical	Rheme
Theme		

(2). Conjunctive Adjuncts as Theme

Well,	On the other hand,	we	Could wait
Cont.	Conjunctive	Topical	Rheme
Theme			

3. Interpersonal Theme

Interpersonal theme occurs before the Topical theme. Interpersonal consists of modal adjuncts, vocative, finite or Wh-elements. Each category will be exemplified as follows:

(1). Modal Adjunct as Interpersonal theme

Perhaps	we	can wait until next week
Modal	Topical	
Interpersonal		
Theme		Rheme

(2). Vocatives as Interpersonal theme

Dearly beloved	we	are gathered here today
Vocative	Topical	Rheme
Theme		

(3). W-H Element as Interpersonal Theme

What time	is the exam
Interpersonal	Rheme
Theme	

(4). Polar question as Interpersonal Theme

Did	we	decide to wait?
Finite	Subject	Rheme
Theme		

(5) Imperative as Interpersonal Theme

Write	your name at the top of your paper
Theme	Rheme

(6). Exclamatives as Interpersonal Theme

What a beautiful day	it is
Theme	Rheme

CHAPTER III

METHOD

3.1. Approach

I employ a *Descriptive Qualitative* method in this research. I employ descriptive because I collect, classify and analyze the data which are gained to get the conclusion. I apply the qualitative one because the data which are collected are in the form of sentences and after collecting the data; I classify the collected data based on their categories to draw a conclusion. Furthermore, the preceding description shows that in qualitative research the conclusion is drawn from the data collections which are described.

3.2. Source of the Data

In doing a research, the source of the data is very essential to be recognized. It is because the source of the data will inform the data which are obtained. The source of the data can explain the subject from which the data are obtained. The data which are obtained can be sentences, phrases or words. However, in this research the source of the data is English textbook which is often employed by schools in Semarang. The English textbook which is analyzed is for grade VII, published by Erlangga publisher. The title of the English textbook is “English on Sky” written by Mukarto, Sudjatmiko.

3.3. Data

The data of this research are the dialogues found in the English textbook. The data which are taken are collected. It has been mentioned in the previous section that the data which are taken are from English textbook published by Erlangga publisher. The title of the textbook is “English on Sky”. The English textbook has six units. There are ten topics within the six units. I choose one dialogue from each topic. In this research I analyze the dialogues presented in the textbooks. The topics which are taken are as follows:

1. Introducing yourself
2. Greeting
3. Greeting to know someone
4. Prohibiting
5. Asking for information
6. Saying sorry
7. Going shopping
8. Expressing thanks
9. Asking for giving things
10. Asking for help

The above topics are data used in the analysis. One dialogue is taken from each topic.

3.4. Units of Analysis

The unit of analysis in this research is clause which is realized in the following components :

1. The Subject matter presented in the dialogue found in English textbooks grade VII entitled “English on Sky” published by Erlangga
2. The Tenor or roles and relationship of the language users presented in the dialogue found in the textbooks
3. Mode or the channel of communication which are used by the language users presented in the dialogue found in the textbooks

3.5. Method of Data Collection

In the data collection method, I employed *Documentation*. It means I collect the selected dialogues or conversation found in the English textbook for grade VII published by Erlangga. I choose, classify copy and give codes to the data which are collected. The data which are collected are analyzed using the theory of context of situation such as field, tenor and mode.

3.6. Technique of Analyzing Data

Having collected the data, the further step is doing the analysis. This step is to look for the characteristics of the data which are adjusted to the research objectives. Cohen and Manion (2007:561) said that qualitative data analysis refers to the organizing, accounting and explaining the data. There are 17 data found in the textbook. To analyze the data, I apply the context of situation theory introduced by Butt (1995:132). The model of analysis of the data is classified into two points and they are presented as follows:

1. Data Presentation

- Miss Ina : Sugeng, can you help me?
- Sugeng : Yes, ma'am. What would you like ?
- Miss. Ina : Go to the library and bring some dictionaries.
- Sugeng : All right, ma'am.
- Dona : Shanti, I need your help.
- Shanti : Sure. What do you need?
- Dona : Can you help me do my homework?
- Shanti : OK. I will help you.
- Nurul : Really? Thanks.

2. Lexicogrammatical Analysis

1. Interrogative

	Sugeng,	can	you	help	me ?
Interpersonal	Voc:Adj	Fin	Sub	Predict	Comp
		Mood		Residue	
Ideational			Actor	Pro:Mat	Goal
Textual	Textual	Interpers	Topical		
	THEME			RHEME	

2. Yes Ma'am : Minor Clause

3. Interrogative

	What	would	you	like ?
Interpersonal	Wh:Adj	Fin:Modalized	Sub	Predicator
	Residue	Mood		Residue
Ideational		Process	Senser	Pro:Mental
Textual	Topical			
	THEME		RHEME	

4. Declarative

I	go to	the library	and	bring	some dictionary		
Sub	Fin	Predicator	Complement	Conj:Adj	Fin	Predict	Complement
Mood	Residue			Mood	Residue		
Actor	Pro:Mat	Goal		Pro:Mat	Goal		
Topical			Textual				
THEME	RHEME		THEME	RHEME			

5. All right, Ma'am : Minor Claus

6. Declarative

	Shanti,	I	need	your help	
Interpersonal	Voc:Adj	Sub	Fin	Predict	Complement
		Mood		Residue	
Ideational		Carrier	Pr:Attributive	Attribute	
Textual	Textual	Topical			
	THEME		RHEME		

7. Sure : Minor Clause

8. Interrogative

	What	do	you	need ?	
Interpersonal	Wh:Comp	Fin	Sub	Predicator	
	Res.....	Mood		.....idue
Ideational		Pro:Mat	Actor	Pro:Mental	
Textual	Topical				
	THEME		RHEME		

9. Interrogative

Can	you	help	me	do	my homework?
Fin	Sub	Predicator	Comp	Predicator	Complement
Mood		Residue		Residue	
	Actor	Pro:Mat	Goal	Pro:Mat	Goal
Interpersonal	Topical				
THEME		RHEME		RHEME	

10. Declarative

	Ok,	I	will	help	you
Interpersonal	Cont:Adj	Sub	Fin	Predicator	Complement
		Mood		Residue	
Ideational		Actor		Pro:Mat	
Textual		Topical			
	THEME		RHEME		

11. Really? Thanks : Minor Clause

3. Description of field of discourse of dialogue 1

1. Lexicogrammatical analysis of dialogue 1

Ideational Meaning	Interpretation
<p>Process types : Material, Relational and Mental</p> <p>Material : Help, go, bring, do</p> <p>Relational : Attributive : Need</p> <p>Mental : Like, need</p> <p>Process : Would</p> <p>Participants : Actor : you, I Attribute : your help Senser : you Carrier : I Goal : me, the library, some dictionaries, my homework</p> <p>Circumstance : No -</p>	<p>The processes found in the dialogue are material, relational, and mental process. The material processes found in dialogue 1, are “<i>help</i>”, “<i>go</i>”, “<i>bring</i>”, “<i>do</i>”. Miss Ina’s utterance in the dialogue such as: “<i>Sugeng, can you help me?</i>” it means that Miss Ina is demanding information upon Sugeng. The relational process concerns with attributive process such as “<i>need</i>”. It portrays the process of description used by the participants to express their thought.</p> <p>There are two mental processes found in dialogue 1, such as: “<i>like</i>” and “<i>need</i>”. Mental process concerns with cognitive, perceptive and affective. For examples: “<i>What would you like?</i>”, “<i>What do you need?</i>” The words “<i>like</i>” and “<i>need</i>” indicate mental process.</p> <p>The participants in the dialogue are Miss Ina, their English teacher, Sugeng, Dona,</p>

Shanti and Nurul. They are asking for help from each other. The subject “*I*” denotes the carrier in the dialogue. There are two actors found in dialogue 1, such as: “*you*” and “*I*”. “*You*” refers to Sugeng, and “*I*” refers to Shanti, as subject. There is only one senser found in dialogue 1 such as “*you*” which refers to Miss Ina. For example: “*What would you like?*” The carrier “*I*” refers to Dona as subject.

There are four goals found in dialogue 1, such as: “*me*”, “*the library*”, “*some dictionary*” and “*my homework*”. They denote the object or complement. However, there is no circumstance in the dialogue.

2. Contextual description analysis of dialogue 1

Ideational Meaning	Interpretation
<p>Experiential domain :</p> <p>Asking for help between student and teacher.</p> <p>Asking for help between two students</p> <p>Short-term goal</p> <p>A student and teacher are expressing asking for help.</p> <p>A student asks his friend to help her</p> <p>Long-term goal</p> <p>Sugeng's agreement to help his teacher is used to make their relationship become better.</p> <p>Dona's way to ask for help upon Shanti is used to maintain their relationship.</p>	<p>The participants in the dialogue are Miss Ina and Sugeng. The experiential domain of the dialogue is asking for help. Sugeng's teacher is asking for help to bring her dictionaries. The short-term goal of the dialogue is that a student and teacher are expressing asking for help. However, the long-term goal of the dialogue is Sugeng's agreement to help his teacher to bring some dictionaries from the libraries.</p> <p>Another short-term goal is that two students are asking for help from each other.</p> <p>They are Dona and Shanti. Dona is asking Shanti for help to do her homework. Thus, the long term-goal of the dialogue is that Shanti's kindness to receive Dona's offer is used to maintain the relationship between them. The relationship is as a friend.</p>

3.2. Tenor of discourse of dialogue 1

1. Lexicogrammatical analysis of dialogue 1

Interpersonal Meaning	Interpretation
<p>Mood selections : Interrogative and declarative</p> <p>Interrogative : Can you, what, would, what do.</p> <p>Declarative : I go, I need, ok, I will</p>	<p>The mood selections in dialogue 1 are interrogative and declarative. This indicates that the participants are concerned with demanding and giving information. The topic which is introduced in dialogue 1 is about asking for help. The participants are asking each other for help. It is known from Miss Ina's expression to Sugeng, such as: "Can you help me?" Then, Dona asks Shanti, such as: "Can you help me do my homework?" The example denotes that they are asking each other for help. There are several interrogative forms in dialogue 1. There are "Can: finite", "Wh : Adjunct what" "Wh : comp what" and "Finite : modalized would.</p> <p>Furthermore, there are three declarative moods found in dialogue 1, such as: "<i>I go</i>", "<i>I need</i>" and "Ok, I will". The following example shows the declarative mood:</p> <p>"I go to the library and bring some</p>

	<p>dictionaries”.</p> <p>“Shanti, I need your help”.</p> <p>“Ok, I will help you”.</p> <p>The examples denote that the participants focus on giving information to each other.</p>
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2. Contextual description analysis of dialogue 1

Tenor of Discourse	Interpretation
<p>Agentive or societal roles</p> <p>:</p> <ul style="list-style-type: none"> - A teacher and a student - Student and student <p>Status :</p> <p>Unequal and equal</p> <p>Social distance :</p> <p>Maximal and minimal</p>	<p>There several participants found in dialogue 1. They are a teacher and a student.</p> <p>However, teachers who communicate with a student is Miss Ina. There are two societal roles found in dialogue 1, namely between a teacher and a student and then between student and student. The conversation which is conducted between a teacher and a student can be seen as follows :</p> <p>Miss Ina : Sugeng, can you help me, please? Sugeng : Yes, Ma’am. What would you like?</p> <p>The above conversation proves that there is a relationship between a teacher and student. Because they have different power, thus, their relationship can be said unequal, and then the social distance can be said maximal. The</p>

	<p>conversation which is conducted by student and student is for example :</p> <p>Dona : Shanti, I need your help. Shanti : Sure, what do you need? Dona : Can you help me do my homework? Shanti : Ok, I will help you. Nurul : Really? Thanks</p> <p>The above conversation is done by Dona, Shanti and Nurul. They are student of the same school. Thus, it can be said that their power are the same and it means that their status is equal. It also proves that their social distance is minimal.</p>
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3.3. Mode of discourse of dialogue 1

1. Lexicogrammatical analysis of dialogue 1

Textual Meaning	Interpretation
<p>Thematic choices : Topical Themes : You, what, I</p> <p>Predicators : Help, like, go, bring, need, do</p> <p>Textual themes : Sugeng and Shanti</p>	<p>Based on the grammatical analysis, there are three topical themes found in dialogue 1 such as: "I", "you" and "what". They are called topical themes because they occur in initial position in the clause. In other words, they are also called the subject in the clause.</p>

	<p>For example :</p> <p>“I go to the library and bring some dictionaries”. “Can you help me do my homework?” “I will help you”.</p> <p>Wh : Adjunct “What” is called topical theme because it shows the transitivity level which occurs in initial position. For example “what would you like?”</p> <p>The lexicogrammar in the dialogue is mainly predicator. There are six predicators applied in dialogue 1 such as: “help”, “like”, “go”, “bring”, “need” and “do”. Miss Ina’s utterance such as: “Sugeng, can you help me?” indicates the verb “help” as the predicator it shows the action conducted by participant.</p> <p>Further, the textual theme found in dialogue 1 are “Sugeng”, “and”, “Shanti”. Sugeng and Shanti are called textual themes because they occur in initial position in the clause, and they are Voc: adjunct. “And” is also called textual theme because it belongs to conjunction adjunct.</p>
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2. Contextual description analysis of dialogue 1

Textual Meaning	Interpretation
<p>Role of language : Type of interaction : Dialogue</p> <p>Medium : Spoken</p> <p>Channel : Phonic</p>	<p>The type of interaction of dialogue 1 is a dialogue. The dialogue is conducted by several participants. Thus, it is obvious that the role of language is dialogue. The participants are Miss Ina and Sugeng, and then Dona, Shanti and Nurul. The participants in dialogue 1 are asking each other for help. Thus, the medium which is used by them is totally spoken. It is supported by their conversation as follows :</p> <ol style="list-style-type: none"> 1. Miss Ina : Sugeng, can you help me? Sugeng : Yes Ma'am. What would you like? 2. Dona : Shanti, I need your help. Shanti : Sure, what do you need? Dona : Can you help me do my homework. Shanti : Ok. I will help you. <p>The above part of conversation is conducted by Miss Ina and her student, and then Dona with her friends. They are asking each other for help. Therefore, the channel of communication which is used in dialogue 1 is phonic.</p>

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, findings and discussions. In the findings, I discuss the result of the research; and, the discussion section elaborates and describes what has been gained in the finding. The finding and the discussion can be seen in the following sections.

4.1. Findings

4.1.1. Mood Analysis

When we communicate, we interact with one another using a language. If we choose to initiate an exchange, we must take on either the speech role of giving, or the speech role of demanding. Thus, in order to interact we must have something to exchange: either information or goods and services. Table 4.1. summarizes the result of mood analysis displayed in the dialogues found in Erlangga textbook entitled “English on Sky” for grade VII.

Table 4.1: Mood of the dialogues

Mood classes	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	Total number of each category
Declarative	5	4	5	7	4	6	11	2	3	3	50
Interrogative	-	5	5	1	4	1	5	2	1	4	28
Imperative	-	-	-	-	-	-	1	-	-	-	1
Total	5	9	10	8	8	7	17	4	4	7	79

The above table shows the use of declarative and interrogative mood. There are 10 dialogues found in the textbook. Declarative mood is the dominant one in the dialogue. There are about 53 declarative moods found in the textbook. Dialogue 7 is the dominant one among all dialogues. It has eleven declarative moods. It indicates that the dialogue is concerned with giving information which means that the participants in the dialogues are concerned with exchanging information. There are 31 interrogatives and 1 imperative found in the dialogues. Dialogue 7 is the dominant one of all dialogues. It has five interrogatives. Dialogue 1 has no interrogative mood. Thus, it signals that dialogue 7 does not focus on demanding information. However, it concerns itself with giving information. In addition, those ten dialogues have only one imperative mood. This condition shows that most of the participants in the dialogue do not employ demanding information.

4.1.3. Transitivity Analysis

Transitivity analysis concerns on the processes conducted by the participants in the dialogue. The processes indicate what the participants do in a certain activity. The processes are material, mental, relational, verbal, behavioral and existential. The material conveys doing and happening. Mental concerns on cognitive, perceptive and affective. Relational includes attributive and identifying, verbal focuses on what the participants say. Behavioral focuses on what the participants' behavior and existential conveys the existent of the participants. Without those processes, what the participants act in producing text in the dialogues is not clear. Thus, the

following table shows the result of the process analysis displayed in the dialogues found in the English textbook published by Erlangga entitled “English on Sky”.

Table. 4.2. Transitivity of the dialogues

Mood classes	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	Total number of each category
Material	1	-	3	6	6	2	10	2	2	7	39
Mental	-	1	-	-	-	-	3	-	-	2	6
Verbal	-	-	-	-	-	-	-	-	-	-	-
Behavioral	-	-	-	-	-	-	-	-	-	-	-
Existential	-	-	-	-	-	-	-	-	-	-	-
Relational attributive	2	4	5	3	1	3	1	1	1	1	21
Relational identifying	2	-	-	-	1	2	1	2	-	-	8
Possessive	-	-	-	-	-	-	3	-	1	-	4
Total	5	5	8	9	8	7	18	5	4	10	79

The above table shows that material processes are dominant in all dialogues. There are 41 material processes found in the dialogues. The result conveys that the ten dialogues focus on the action including doing and happening. Dialogue 7 is the most dominant of all dialogues. It has 10 dialogues concerning on material process. Thus, the participants in dialogue 7 focus on doing an action. There is only one dialogue that is dialogue 2 which has no material process. Therefore, dialogue 2 focuses more on mental process rather than material process. Table 4.2. also shows some focus on metal process. There are only six mental processes found in the dialogues. There are only three dialogues which have mental processes such as dialogue 2, 7 and 10. It can be seen that, dialogue 7 is dominant among all dialogues concerning mental processes although it has only three mental processes.

Another process which is found in the dialogues is relational process. There are about twenty two attributive processes and twelve identifying processes. The dialogues are dominant in attributive process rather than identifying process. It indicates that the dialogues deal with the description of the participants rather than identifying the participants. There are no verbal, behavioral and existential processes found in the dialogues. There are four possessive processes found in the dialogues.. The possessive process can be found in dialogue 7 and 9.

4.1.3. Textual Analysis

In this section, the result of the analysis will be focused on textual characteristics. There are three categories of textual analysis, which are interpersonal, ideational and textual analyses. Each dialogue will be analyzed on the basis of these three categories. The dialogues are taken from the English textbooks published by Erlangga entitled “English on Sky”. The following table summarizes the result of textual analysis.

Table. 4.3. Textual analyses of the dialogues.

Textual classes	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	Total number of each category
Inter Theme	-	-	1	3	1	2	-	1	1	2	11
Topical theme	5	7	9	5	8	7	17	4	3	7	72
Textual theme	1	2	3	4	2	3	2	-	-	3	20
Total	6	9	13	12	11	12	19	5	14	12	103

As the table shows, there are three categories of the analysis: interpersonal, topical and textual. On the basis of the analysis, the topical themes are dominant in the dialogues. There are 72 topical themes found the

dialogues. It can also be seen that, dialogue 7 is the mood dominant of all texts. It has seventeen topical themes. This result gives an indication that the transitivity process used in dialogue 7 occurs in the initial position. Each dialogue found in the textbooks has topical theme. The topical theme occupies the first level in the dialogues. The textual theme occupies the second level in the dialogues. The total number of textual theme found in the dialogue is 20 textual themes. Actually there are only two components in textual themes namely continuity and conjunctive adjunct. Dialogue 4 is the dominant one of textual theme in the dialogue. It indicates that dialogue 4 focuses on the use of continuity and conjunctive adjunct. It has four textual themes. The interpersonal theme occupies the third level in the dialogues. There are 11 interpersonal themes found in those ten dialogues. The result of the interpersonal analysis presented in the above table shows that the dialogues also focus on the mood label. Dialogue 4 has three interpersonal themes. This condition signals that those dialogues focus on the mood label such as modal adjunct, vocative, and comment.

4.2. Discussion of Finding

1. Data Presentation

Data 1 Dialogue 1

- Riko : Hi, Shanti, my name's Riko
Shanti : Hello, I'm Shanti
Riko : Nice to meet you, Shanti
Shanti : Nice to meet you too, Riko
Teacher : Hello class, I'm your English teacher.
My name's Ina Damayanti but you can call me,
Miss Ina

1.1. Lexico-grammatical analysis of dialogue 1

1. Hi, Shanti : Minor Clause

2. Declarative

	My name'	s	Riko
Interpersonal	Subject	Finite	Comp
	Mood		Residue
Ideational	Token	Pr: Intensive	Value
Textual	Topical		
	Theme	Rheme	

3. Hello : Minor Clause

4. Declarative

	I'	m	Shanti
Interpersonal	Subject	Finite	Comp
	Mood		Residue
Ideational	Carrier	Attributive	Attribute
Textual	Topical		
	Theme	Rheme	

5. Nice to meet you, Shanti : Minor

6. Nice to meet you, too : Minor

7. Hello class : Minor

8. Declarative

	I'	m	your English teacher
Interpersonal	Subject	Finite	Comp
	Mood		Residue
Ideational	Carrier	Pr: Attributive	Attribute
Textual	Topical		
	Theme	Rheme	

9. Declarative

	My name'	is	Ina Damayanti
Interpersonal	Subject	Finite	complement
	Mood		Residue
Ideational	Token	Pr: Intensive	Value
Textual	Thopical		
	Theme	Rheme	

10. Declarative

	But	You	can	call	me	Miss Ina
Inter.	Conj : Adj	Subject	finite	Predicator	Comp	Voc. Adj
		Mood		Residue		
Ideat..		Actor	pr : material		Beneficiary	Goal
Text..	Textual	topical				
	Theme		Rheme			

1.2. Description of field of discourse of dialogue 1.

1. Lexicogrammatical Analysis of dialogue 1.

Ideational meanings	Interpretation
<p>Process types</p> <p>Relational and Material</p> <p>Participants</p> <p>Carrier : I</p> <p>Attribute : to be <i>am</i></p> <p>Token : My name,</p> <p>Value : Riko, Ina Damayanti</p> <p>Actor : You</p> <p>Goal : Miss Ina</p> <p>Circumstances:</p> <p>There is no circumstance found in the dialogue 1</p>	<p>The processes employed in dialogue 1 are relational process and material process. The relational process involves attributive and identifying. The participants in the dialogue are Riko, Shanti and Miss Ina Damayanti as English teacher. They are introducing themselves to each other. The identifying process occurs in such utterance as “<i>My name is Riko</i>”. The to be “<i>is</i>” is used as identifying process. It identifies the name of Riko. Thus, Riko is the value and my name is considered as Token. Shanti’s utterances “<i>I am Shanti</i>” introduces to be “<i>is</i>” as descriptive point. It describes the subject. The name “<i>Shanti</i>” in the utterance describes the subject “<i>I</i>”. “<i>I</i>” is called the carrier and “<i>Shanti</i>” is called</p>

	<p>attribute. Besides, the material process is also applied in the dialogue. The material process actually has to do with doing and happening. Teacher's expression "<i>You can call me, miss Ina</i>" employs material process. The verb "<i>call</i>" means that the students can call her, miss Ina. It belongs to the process of "<i>doing</i>". However, there is no circumstance found in the dialogue. This case informs that the action conducted by the participants does not show the exact time or place.</p>
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2. Contextual description of dialogue 1

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Students and teachers are introducing themselves each other.</p> <p>Short-term goal:</p> <p>Learning how to introduce oneself to each other</p>	<p>The participants in dialogue 1 are Riko, Shanti and Miss Ina, their teacher. Their experiential domain is about introducing themselves to each other. Riko is introducing himself and so is Shanti. Riko's utterance "<i>Hi, Shanti, my name's Riko</i>" indicates that Riko is introducing himself, and, Shanti does the same thing as what Riko does in the dialogue. It is</p>

<p>Long-term goal</p> <p>Riko and Shanti are introducing each other to know each other. Perhaps, they intended to know each other. It is also intended to maintain their relationship as friends.</p>	<p>supported by Shanti's utterance such as "Hello, I'm Shanti". Thus, the short-term of the dialogue is to learn how to introduce one-self. The long-term goal of the dialogue is intended to maintain their relationship as friends and also between students and teacher. Their way to express an introduction in the dialogue signals their ability to introduce themselves to each other.</p>
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1.3. Tenor of discourse of dialogue 1.

1. Lexicogrammatical analysis of dialogue 1

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Declarative:</p> <p>my name's Riko</p> <p>I'm Shanti</p> <p>I'm your English teacher.</p> <p>you can call me, Miss</p> <p>Ina ,my name's Ina</p> <p>Damayanti</p>	<p>There is only one mood found in the dialogue that is declarative mood. Declarative mood is dominant in dialogue 1. It reveals that Riko, Shanti and Miss Ina, the participants in the dialogue focus on giving information rather than demanding information. The participants' statements in the dialogue reveal giving information. The information is about their way to introduce themselves. For instance:</p>

	<p>“my name’s Riko”, “I’m Shanti”, “I’m your English teacher”, “you can call me, miss Ina”, and “My name’s Ina Damayanti”. The preceding examples denote the use of giving information about themselves. Riko is giving information about his name and so is Shanti. Miss, Ina, their teacher also gives information about herself.</p>
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2. Contextual description of dialogue 1

Tenor of Discourse	Interpretation
<p>Agentive or societal roles:</p>	<p>The dialogue is conducted by two students and a teacher. They are Riko, Shanti and miss</p>
<p>Student and Student</p>	<p>Ina. Riko’s utterance “<i>Hi, Shanti, my name’s</i></p>
<p>Student and teacher</p>	<p><i>Riko</i>” indicates that between the students who</p>
<p>Status:</p>	<p>ask the question and who answer such</p>
<p>Equal and unequal</p>	<p>questions are the same in power, therefore it</p>
<p>Social Distance:</p>	<p>can be said that the status is equal. In addition,</p>
<p>Minimal and maximal</p>	<p>the two students seem to be close and the speech is familiar, so the social distance is minimal. Besides, there is also a relationship among teacher and student that is among miss Ina, his teacher, Riko and Shanti. Because the</p>

	relationship is between student and teacher, their status is unequal. It is because their power is different. Thus, their social distance is also maximal. They seldom meet and speak to each other. Only in a certain condition they meet and speak to each other.
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1.4. Mode of discourse of dialogue 1

1. Lexicogrammatical Analysis of dialogue 1

Textual Meaning	Interpretation
Thematic choices: Topical Themes: I, my name, you, Predicators: Call Textual themes: but	The lexicogrammar in the dialogue is mainly topical. There are three topical themes found in dialogue 1 such as <i>I, my name</i> and <i>you</i> . They are called topical themes because they occur in initial position in the clause. They are also called the subject in the clause. For example: " <i>my name is Shanti</i> " and " <i>I am your English teacher</i> " show that the topical themes are employed in the clause of the dialogue. " <i>I</i> " and " <i>Shanti</i> " are the topical themes. They are called unmarked theme. The predicator used in the dialogue is only one, that is " <i>call</i> " such as miss Ina's utterance " <i>you can call me, Miss Ina</i> " it denotes that one of the participants, that

	<p>is miss Ina, probably does an action upon the other to make their conversation closer. There is only one textual theme established in the dialogue that is the conjunction “<i>but</i>”. Such conjunction supports the flow of the dialogue in order to be able to manage the relationship between the participants.</p>
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2. Contextual Description of dialogue 1

Textual Meaning	Interpretation
<p>Role of language:</p> <p>Type of interaction:</p> <p>Dialogue</p> <p>Medium:</p> <p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>The type of interaction of dialogue 1 is a dialogue. The dialogue is conducted by three participants. Thus, it is obvious that the role of language is dialogue. The participants are Riko, Shanti and their teacher, miss Ina. The participants in the dialogue are three persons. Consequently, the type of interaction can be totally said dialogue. They are exchanging information with each other. Riko is giving information. For instance: “<i>my name’s Riko</i>”. The preceding example informs that Riko is doing an action of giving information. In addition, Shanti conducts the same action. She also gives information about her such as “<i>I’m</i></p>

Shanti". It exemplifies that the participants do the same action of giving information. Because the participants are doing an action of exchanging information, it can be concluded that the medium they use in the dialogue is spoken. The channel that they use is phonic because they use the sound system of language in order to be able to express their ideas in the dialogue.

2. Data Presentation

Data 2 Dialogue 2

Miss Ina : Good morning, students.
 Students : Good morning, ma'am.
 Miss Ina : How are you?
 Students : We're fine, ma'am. Thank you. How are you?
 Miss Ina : I'm good. Thanks.
 Made : Hi, Andy. How are you?
 Andy : Fine, thanks. And you?
 Made : Not bad, thanks. Where are you going?
 Andy : To the library. How about you?
 Made : To the library, too.

2.1. Lexico-grammatical analysis of dialogue 2

1. Good morning, Students : Minor Clause
2. Good morning, Ma'am : Minor Clause
3. Interrogative

	How	are	you ?
Interpersonal	Wh : Adj	finite	Subject
	Residue	Mood	
Ideational		Pr:attributive	Carrier
Textual	Topical		
	Theme	Rheme	

4. Declarative

	We'	re	fine,	Ma'am
Interpersonal	Subject	finite	Comp	Voc : Adj
	Mood		Residue	
Ideational	Carrier	Pr: Attributive	Attribute	Attribute
Textual	Topical			
	Theme	Rheme		

5. Interrogative

	How	are	you ?
Interpersonal	Wh : Adj	finite	Subject
	Residue	Mood	
Ideational		Pro : Attributive	Carrier
Textual	Topical		
	Theme	Rheme	

6. Declarative

	I	am	good
Interpersonal	Subject	finite	Comp
	Mood		Residue
Ideational	Carrier	Pro : Attributive	Attribute
Textual	Topical		
	Theme	Rheme	

7. Thanks : Minor Clause

8. Interrogative

	Hi,	Andi	How	are	you ?
Interpersonal	Cont : Adj	Vocative:Adj	Wh : Adj	Finite	Subject
			Residue	Mood	
Ideational				Pr:Attributive	Carrier
Textual	Textual	Topical	Topical		
	Theme			Rheme	

9. Fine, thanks and you ? : Minor Clause

10. Not bad, thanks : Minor Clause

11. Interrogative

	Where	are	you	going?
Interpersonal	Wh:Adj	Finite	Subject	Predicator
	Res ...	Mood		...idue
Ideational		Pro...	Actor	..cess
Textual	Topical			
	Theme	Rheme		

12. Declarative

	To the library
Interpersonal	Adj : Circ
	Residue
Ideational	Circ : Location
Textual	Rheme

13. Interrogative

	How	about	you ?
Interpersonal	Wh : Adj	Adj	Circ
	Residue		
Ideational	Circumstance		
Textual	Topical		
	Theme	Rheme	

14. Declarative

	To the library	too
Interpersonal	Cir : Adjunct	Adjunct
	Residue	
Ideational	Circumstance	
Textual	Rheme	

2.2. Description of field of discourse of dialogue 2.

1. Lexicogrammatical Analysis of dialogue 2.

Ideational meanings	Interpretation
<p>Process types</p> <p>Relational and Material</p> <p>Relational : are, am</p> <p>Material : going</p> <p>Participants</p>	<p>The processes found in the dialogue are relational and material process. The process is mainly relational. The relational process concern with attributive process. This means that the process of description used by the</p>

<p>Carrier : We,you,I</p> <p>Attribute : fine, ma'am,good</p> <p>Actor : You</p> <p>Goal : Miss Ina</p> <p>Circumstances:</p> <p>To the library</p>	<p>participants to express their thought. The participants in the dialogue are the students and their teacher. However, the students here concern with Made and Andi. Such relational processes are what has been expressed by the students "<i>How are you</i>". This exemplifies "you" as the carrier in the dialogue. It demands information about a certain condition of one of the participant. The participant refers to the teacher. Therefore, the attributive process is used to indicate the condition of the teacher. Teacher's response "<i>I'm good</i>" signals that her condition is fine. The attribute "<i>good</i>" indicates that it describes the teacher's condition. The material process found in dialogue 2 is only one that is "<i>go</i>". Made's utterance in the dialogue such as "<i>Where are you going?</i>" denotes that the verb "<i>go</i>" indicates the action conducted by the student.</p>
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2. Contextual description of dialogue 2

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Students and teachers are</p>	<p>The dialogue focuses on the exchanging information. There are several participants in</p>

<p>greeting each other.</p> <p>Short-term goal:</p> <p>Learning how to greet each other</p> <p>Long-term goal</p> <p>The students are expressing their ways to greet their teacher to express their politeness upon their teacher.</p>	<p>the dialogue. They are the teacher and students.</p> <p>There are two students who appeared in the dialogue namely Made and Andi. The teacher and the students are greeting each other. The following excerpt exemplifies the action</p> <p>Miss Ina : Good morning, students! Students : Good morning, ma'am</p> <p>The above excerpt expresses a greeting. It is conducted between students and teacher. Thus, the experiential domain in the dialogue is how to express greeting. The domain is that the participants in the dialogue intend to express a greeting. The short-term goal in the dialogue is that to learn how to greet each other. For example:</p> <p>Made : Hi, Andy. How are you? Andy : Fine, thanks and you?</p> <p>The above conversation between Made and Andi signals that they learn to greet each other. The expression "<i>how are you?</i>" indicates a greeting which is expressed by Made and his greeting is responded by Andy by saying "<i>fine, thanks</i>".</p>
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1.3. Tenor of discourse of dialogue 2.

1. Lexicogrammatical analysis of dialogue 2

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Declarative:</p> <p>We're fine</p> <p>Wh-Interrogative</p> <p>How are you?</p>	<p>The mood selections in dialogue 2 are declarative and interrogative. This indicates that the participants concern with giving information and demanding information. The topic which is introduced in dialogue 2 is about greeting. The participants are greeting each other. It is known from the expression of the teacher such as "<i>good morning students</i>". The example denotes that the teacher is greeting her students. The use of wh- interrogative mood such as "<i>How are you?</i>" signals that the teacher demands information. She confirms the condition of her students. However, the students' response "<i>we're fine</i>" informs the condition felt by the students. Therefore, it seems that the condition of the students is fine. Made and Andi are also exchanging information. It is shown in the following excerpt</p> <p style="padding-left: 40px;">Made : Hi,Andy. How are you? Andy : Fine, thanks</p> <p>The above excerpt is part of the conversation</p>

	<p>between Made and Andy. Thus, it can be seen that Made is demanding information about Andy's condition. However, Andy's statement such as "<i>fine</i>" indicates that Andi is giving information as a response of Made's proposition.</p>
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2. Contextual description of dialogue 1

Tenor of Discourse	Interpretation
<p>Agentive or societal roles: Student and Student Student and teacher</p> <p>Status: Equal and unequal</p> <p>Social Distance: Minimal and maximal</p>	<p>There are several participants in dialogue 2. They are students and teacher. However, the students who communicate with the teacher are Made and Andy. There are two societal roles found in the dialogue namely between the students and the teacher and between student and student. The conversation which is conducted between students and teacher can be seen as follows:</p> <p>Miss Ina : Good morning, students Students : good morning ma'am</p> <p>The above conversation proves that there is a relationship between students and teacher. Because they have different power, thus, their relationship can be said unequal. The social distance can also be said maximal. The further</p>

	<p>is the conversation which is conducted by student and student. For example:</p> <p>Made : Hi,Andy. How are you? Andy : Fine, thanks</p> <p>The above conversation is done by Made and Andi. They are students of the same school. Thus, it can be said that their power are the same and it means that their status is equal. It is also proves that their social distance is minimal.</p>
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2.4. Mode of discourse of dialogue 2

1. Lexicogrammatical Analysis of dialogue 2

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes: How, We, I, Where,</p> <p>Predicators: go,</p> <p>Textual themes: Hi, Andi</p>	<p>The lexicogrammar in the dialogue is mainly topical. There are four topical themes found in dialogue 2 such as <i>How, I, we</i> and <i>where</i>. They are called topical themes because they occur in initial position in the clause. They are also called the subject in the clause. For example: “we’re <i>fine ma’am</i>”. The subject “<i>we</i>” is called topical because it shows the transitivity level which occurs in initial position. Another example is “<i>I’m good</i>”. This</p>

	<p>example also provides “I” as the topical theme in the dialogue. There are only one predicator applied in dialogue 2 such as “go”. Made’s utterance such as “<i>Where are you going?</i>” indicates the verb “go” as the predicator. It shows the action conducted by the participant. Made is eager to know what kind of activity that is going to be conducted by Andy. In addition, the textual theme that is found in dialogue 2 is only one. It is “<i>hi</i>”. It belongs to continuity adjunct because it is used in spoken dialogue.</p>
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2. Contextual Description of dialogue 2

Textual Meaning	Interpretation
<p>Role of language: Dialogue</p> <p>Type of interaction: Spoken</p> <p>Medium: Phonic</p> <p>Channel: Phonic</p>	<p>The type of interaction of dialogue 2 is a dialogue. The dialogue is conducted by several participants. Thus, it is obvious that the role of language is dialogue. The participants are Miss Ina, Made and Andy. The participants in dialogue 2 are greeting each other. Thus, the medium which is used by them is totally spoken. It is supported by their conversation such as :</p> <p>Miss Ina : Good Morning students.</p>

	<p>Students : Good morning ma'am.</p> <p>The above part of conversation is conducted by Miss Ina and her students. They greet each other. Therefore, the channel of communication which is used in dialogue 2 is phonic.</p>
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3. Data Presentation Data 3 Dialogue 3

- Ina : Hello, I'm Ina Tobing. Please call me Ina. What's your name?
 Made : Made Suwartana.
 Ina : What should I call you?
 Made : You can call me Made.
 Ina : Are you from Bali, made?
 Made : Yes, I am. What about you, where are you from?
 Ina : I'm from Binjai.

3.1 Lexico-grammatical analysis of dialogue 3

1.

Declarative

	Hello	I'	m	Ina Tobing
Interpersonal	Cont: Adj	Subject	Finite	Comp
			Mood	Residue
Ideational		Carrier	Pr: Attributive	Attribute
Textual	Textual	Topical		
	Theme		Rheme	

2. Declarative

	Please,	call	me	Ina
Interpersonal	Adjunct	Predict	Comp	Comp
Ideational		Pro : Mat	Recipient	goal
Textual	Textual			
	Theme	Rheme		

3. Interrogative

	What'	s	your	name
Interpersonal	Subject	Finite	Complement	
	Mood		Residue	
Ideational	Carrier	Pr:Attributive	Attribute	
Textual	Topical			
	Theme	Rheme		

4. Made Suwastana : Minor Clause

5. Interrogative

	What'	should	I	call	you ?
Interpersonal	Wh:comp	Finite	Subject	Predicator	Comp
	Mood		Residue		
Ideational			Actor	Pr:Material	Goal
Textual	Topical				
	Theme	Rheme			

6. Declarative

	You	can	call	me	Made
Interpersonal	Subject	Finite	Predicator	Comp.	Comp.
	Mood		Residue		
Ideational	Actor	Pr: Material		Recipient	Goal
Textual	Topical				
	Theme	Rheme			

7. Interrogative

	Are	you	from Bali,	Made?
Interpersonal	Finite	Subject	Adj: Circ	Voc:Adjunct
	Mood		Residue	
Ideational	Pr:Attributive	Carrier	Circ:location	
Textual	Interpersonal	Topical		
	Theme		Rheme	

8. Declarative

	Yes	I	am
Interpersonal	Mood:Adjunct	Subject	Finite
	Mood		
Ideational		Carrier	Pr:Attributive
Textual	Textual	Topical	
	Theme		Rheme

9. Interrogative

	What	about	you ?
Interpersonal	Wh: Comp	Adj : Circ	
Ideational	Circumstance		
Textual	Topical		
	Theme	Rheme	

10. Interrogative

	Where	are	you	from
Interpersonal	Wh:Adjunct	Finite	Subject	Adj:circ
	Res	Mood		.....idue
Ideational		Pr:Attributive	Carrier	Circumstance
Textual	Topical			
	Theme	Rheme		

11. Declarative

	I	am	from	Binjai.
Interpersonal	Subject	Finite	Adjunct : Circumstance.	
	Mood			Residue
Ideational	Carrier	Pr:Attributive	Circ : location.	
Textual	Topical			

3.2.Description of field of discourse of dialogue 3

1. Lexicogrammatical Analysis of dialogue 3

Ideational meanings	Interpretation
Process types	There are two processes found in dialogue
Relational and Material	3 namely relational and material process. The
Relational : am, is, are	dialogue 3 still concerns with the way of
Material : call	greeting between participants. The participants

<p>Participants</p> <p>Carrier : I, What, you</p> <p>Attribute : Ina Tobing, Your name</p> <p>Actor : I</p> <p>Goal : Ina, You,</p> <p>Circumstances:</p> <p>From Binjai</p>	<p>presented in dialogue 3 are Ina and made. They are greeting each other and followed by introducing each other. Ina is giving information and so is Made. They are introducing each other. Ina's expression in dialogue 3 as follows:</p> <p>Ina : Hello, I'm Ina Tobing. Please call me Ina. What's your name? Made : Made Suwartana</p> <p>Ina's expression "<i>Hello, I'm Ina Tobing</i>" Indicates relational process which is used by the participant in the dialogue 3. The subject "<i>I</i>" denotes the carrier in the dialogue. However, "<i>Ina Tobing</i>" is considered as attribute. There is one circumstance used in the dialogue.</p>
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3. Contextual description of dialogue 3

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>Students and teachers are greeting each other.</p> <p>Short-term goal:</p> <p>Learning how to greet each</p>	<p>The dialogue focuses on the exchanging information. There are several participants in the dialogue. They are the teacher and students.</p> <p>There are two students who appeared in the dialogue namely Made and Andi. The teacher</p>

<p>other</p> <p>Long-term goal</p> <p>The students are expressing their ways to greet their teacher to express their politeness upon their teacher.</p>	<p>and the students are greeting each other. The following excerpt exemplifies the action</p> <p>Miss Ina : Good morning, students! Students : Good morning, ma'am</p> <p>The above excerpt expresses a greeting. It is conducted between students and teacher. Thus, the experiential domain in the dialogue is how to express greeting. The domain is that the participants in the dialogue intend to express a greeting. The short-term goal in the dialogue is that to learn how to greet each other. For example:</p> <p>Made : Hi, Andy. How are you? Andy : Fine, thanks and you?</p> <p>The above conversation between Made and Andi signals that they learn to greet each other. The expression "<i>how are you?</i>" indicates a greeting which is expressed by Made and his greeting is responded by Andy by saying "<i>fine, thanks</i>".</p>
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3.3. Tenor of discourse of dialogue 3.

1. Lexicogrammatical analysis of dialogue 3

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Declarative:</p> <p>I'm Ina Tobing</p> <p>You can call me Made.</p> <p>I'm from Binjai</p> <p>Wh-Interrogative</p> <p>What's your name?</p> <p>What should I call you?</p> <p>Are you from Bali, made?</p> <p>Where are you from?</p>	<p>The mood selections found in dialogue 3 are declarative and interrogative. Nevertheless, the moods selections are mainly interrogative.</p> <p>The interrogative moods employ wh-interrogative and polar interrogative. The participants in dialogue 3 seem introducing each other by asking their name. The participants in the dialogue are Ina and Made.</p> <p>Ina is giving information by introducing herself. It is shown by her expression such as : <i>"Hello, I'm Ina Tobing. Please call me Ina"</i>.</p> <p>Ina gives information about herself. She informs her name. Ina also demands information. Her' utterance <i>"what's your name?"</i> The use of wh-interrogative expects a piece of information. The piece of information is fulfilled by the expression of Made. Made's expression in the dialogue such as <i>"Made Suwarna"</i> supplies the piece of information needed by Ina. In addition, yes-no interrogative used in the dialogue as the following:</p>

	<p>Ina : Are you from Bali, Made? Made : Yes,I'm</p> <p>Ina confirms whether Made is from Bali. The answer "Yes I'm" confirms that the information support the information needed.</p>
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2. Contextual description of dialogue 3

Tenor of Discourse	Interpretation
<p>Agentive or societal roles: Student and Student</p> <p>Status: Equal</p> <p>Social Distance: Minimal</p>	<p>The societal role played in the dialogue is student and student. It is because the students have the same power. The participants who perform the dialogue are Made and Ina. Made and Ina are students. They try to introduce each other. It is shown by their expression as follows:</p> <p style="padding-left: 40px;">Ina : Hello, I'm ina Tobing. Please call me Ina. What's your name? Made : Made Suwarna</p> <p>The above example supports that Ina's proposition concerning to demanding information upon Made's name. Because they are friends, the status can be said equal and the social distance is minimal. It is because they probably often meet together in somewhere else. Their relationship will be</p>

	<p>continued after they know each other. Ina's proposition is continued by asking the further question such as:</p> <p style="padding-left: 40px;">Ina : What should I call you? Made : You can call me Made.</p> <p>Ina's eagerness to know Made is continued by her following question. Her proposition "<i>What should I call?</i>" indicates that she wants to know the characteristics of Made. The language they use is everyday language. There is no diction which is found in the dialogue. Therefore, the power is equal.</p>
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3.4. Mode of discourse of dialogue 3

1. Lexicogrammatical Analysis of dialogue 3

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes: I, What, You, Where,</p> <p>Predicators: Call,</p> <p>Textual themes: Hello, Please</p>	<p>The lexicogrammar in the dialogue is mainly topical. There are four topical themes found in dialogue 3 such as <i>I, what, you</i> and <i>where</i>. They are called topical themes because they occur in initial position in the clause. For example: "<i>I'm Ina Tobing</i>". The subject "<i>I</i>" is called topical because it shows the transitivity level which occurs in initial position. Another</p>

	<p>example is “<i>You can call me, Made</i>”. This example also provides “<i>You</i>” as the topical theme in the dialogue. There is only one predicator applied in dialogue 3 such as “<i>call</i>”.</p> <p>Made’s utterance such as “<i>You can call me, Made</i>. Indicates the verb “<i>call</i>” as the predicator. It shows the action conducted by the participant. Made is giving information towards Ina whether she can call him, Made In addition, there are two textual themes found in dialogue 3 .They are “<i>hi</i>” and “<i>hello</i>” . They belong to continuity adjunct because they are used in spoken language where the exchange occurs.</p>
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2. Contextual Description of dialogue 3

Textual Meaning	Interpretation
Role of language:	The type of interaction used is exactly
Type of interaction:	dialogue. It is because there are two
Dialogue	participants who perform the dialogue. The
Medium:	participants are Ina and Made. The following
Spoken	example shows part of the dialogue between
Channel:	Ina and Made.
Phonic	Ina : <i>What</i> should I call you?
	Made : You can call me, Made

	<p>The above example symbolizes that the use of wh- interrogative mood “<i>what</i>” needs the supplying information as what has been confirmed by Ina. Based on the previous statements we know that medium that is used by both Ina and Made are spoken. They confirm each other when they meet in a certain place. The use of polar interrogative support that the medium they use are spoken such as:</p> <p>Ina : <i>Are</i> you from Bali, Made? Made : Yes, I am</p> <p>The polar question used in the dialogue sustains that the channel they use in the dialogue is phonic. The polar “<i>are</i>” is used to ask for a proposition. It is about a place where made lived in. The polar indicates that the channel used by the participants in the dialogue is phonic.</p>
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4. Data Presentation

Data 4 Dialogue 4

- Student (Butet) : I’m sorry, Miss Ina. I’m late.
- Ina (Teacher) : Well, all right. But don’t be late next time, ok?
- Student (Butet) : Ok, ma’am. Thank you.
- Ina (Teacher) : Sit down, please.
- Ina (Teacher) : Can I clean the board now?

Student (Butet) : Oh, no, please don't.
 I'm still taking notes.
 Ina (Teacher) : Ok. But, hurry up, please.

4.1 Lexico-grammatical analysis of dialogue 4

1. Declarative

	I'	m	sorry,	Miss Ina
Interpersonal	Subject	Finite	Comp	Voc:Adjunct
	Mood		Residue	
Ideational	Carrier	Pr:Attributive	Attribute	Attribute
Textual	Topical			
	Theme		Rheme	

2. Declarative

	I'	m	late
Interpersonal	Subject	Finite	Complement
	Mood		Residue
Ideational	Carrier	Pr:Attributive	Attribute
Textual	Topical		
	Theme	Rheme	

3. Declarative

Well,	all right,	But	don't be	late	next time, oke
Cont:Adj	Comm:Adj	Conj:Adj	Finite	Complement	Circ:Adjunct
			Mood	Residue	
			Pr:Attributive	Attribute	Circ:time
Textual	Interpersonal	Textual	Topical		
	Theme			Rheme	

4. Ok, Ma'am. Thank you : Minor Claus

5. Declarative

	Sit	down,	please
Interpersonal	Predicator	Adjunct	Adjunct
	Mood		Residue
Ideational	Pr:Material	Circ	
Textual	Textual		
	Theme	Rheme	

6. Interrogative

	Can	I	clean	the board	now ?
Interpersonal	Fin	Subject	Predicator	Comp	Circ:Adj
	Mood		Residue		
Ideational		Actor	Pr:Mat	Goal	Circumstance
Textual	Interperso	Topical			
	Theme			Rheme	

7. Declarative

	Oh,	no,	please	don't
Interpersonal	Cont: Adj	Mood:Adj	Cont: Adj	Fin
		Mo ....		....od
Ideational				Pro.Mat
Textual	Textual	Interpersonal		
	THEME		RHEME	

8. Declarative

	I'	M	still	taking	notes
Interpersonal	Sub	Fin	Mood:Adj	Predicator	Comp
	Mood			Residue	
Ideational	Actor	Pr:Mat		Pr:Mat	Goal
Textual	Topical				
	THEME		RHEME		

9. Declarative

	Ok,	But	hurry up,	please.
Interpersonal	Cont:Adj	Conj:Adj	Predict	Adjunct
			Residue	
Ideational			Pr:Mat	
Textual	Textual	Textual		
	THEME		RHEME	

4.2. Description of field of discourse of dialogue 4

1. Lexicogrammatical Analysis of dialogue 4

Ideational meanings	Interpretation
Process types	The processes used in dialogue 4 are
Material and Relational	Material and Relational. However, material
Material :sit, clean, taking	processes are mainly presented in dialogue 4.
Relational : am, don't be	As a result, dialogue 4 concerns with doing a

<p>Participants</p> <p>Carrier : I, What, you</p> <p>Attribute : Miss Ina, late</p> <p>Actor : I</p> <p>Goal : the board, notes</p> <p>Circumstances:</p> <p>Next time, down, now, adjunct</p>	<p>process of action. The actions are conducted by Ina and Butet. In addition, The participants in dialogue 4 are Ina, the teacher and Butet. The material process conducted by them are as follows:</p> <p>Ina : Can I <i>clean</i> the board now?</p> <p>Butet : Oh, no, please don't, I'm still <i>taking</i> notes.</p> <p>The above process represents the verb “<i>clean</i>” and “<i>taking</i>” as material process reflecting a doing. Ina wants to clean the board. However, Butet prohibits his teacher to clean the board. It is because he is still doing an action that is “<i>taking notes</i>” Those verbs mentioned in the previous statements are verbs reflecting actions conducted by the participants. Another process which is conducted by the participants are relational process. The relational process in transitivity is comprised into two categories namely attributive and identifying process. The process used in dialogue 4 is only attributive process. The following example shows the attributive process:</p>
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	<p>Student : <i>I'm</i> sorry, miss Ina. <i>I'm</i> late Ina : Well, all right. But don't be late next time, ok?</p> <p>The above part of the dialogue presents relational process which is done by the participants. The words in bold and italic show attributive relational process. They just describe what they have done. However, they do not identify the subject or the participants. The attribute "<i>sorry</i>" makes a sense that it describes something done by the participants. Ina's response such as "<i>well, all right</i>" contributes the response upon the student's statements. It ensures the students whether the teacher forgives his lateness.</p>
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2. Contextual description of dialogue 4

Ideational meanings	Interpretation
<p>Experiential Domain How to prohibit someone or something.</p> <p>Short-term goal: Learn how to prohibit someone and something.</p> <p>Long-term goal</p>	<p>The experiential domain of dialogue is how to prohibit someone. The students are prohibiting their teacher when their teacher wants to clean the board. Their expressions are as follows:</p> <p>Ina : <i>Can</i> I clean the board now? Students : I'm still taking notes</p>

<p>Students and teachers are practicing how to prohibit someone's action. It is aimed to create such kind of good relationship between them.</p>	<p>The above conversation conducted by Ina and students are focusing on prohibiting. The students prohibit miss Ina in order not to clean the board. The short – term goal is that the participants are practicing an expression of prohibition.</p>
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4.3. Tenor of discourse of dialogue 4.

1. Lexicogrammatical analysis of dialogue 4

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Declarative: I'm sorry, I'm late, I'm still taking notes.</p> <p>Wh-Interrogative Can I clean the board now?</p> <p>Imperative don't be late next time, ok?, please don't.</p>	<p>The moods selection provided in dialogue 4 are declarative, wh-interrogative and imperative. On the other hand, the mood selections are mainly declarative. The declarative moods presented in the dialogue are as follows:</p> <p>Butet : <i>I'm sorry, Miss Ina. I'm late.</i> Ina : well, all right. But don't be late next time, ok?</p> <p>Butet is giving information about his lateness. However, his teacher, miss Ina is a kind teacher. She forgives Butet's mistake of being late. Her kindness is conveyed by her expression "<i>well, all right.</i>" Another mood selection used by the participants is demanding information. The use of wh-interrogative</p>

employed by the teacher, miss Ina to confirm the information. Her expression such as :

Ina : **Can** I clean the board now?

Butet : Oh, no, please don't. I'm still taking notes.

The above conversation shows that Ina is demanding information whether or not she can clean the board. Butet's response "Oh no" indicates that Butet is denying Ina's request. In addition, miss Ina's usage of imperative moods concern on prohibiting something. Thus, it can be said that the dialog also concerns with demanding goods and services. Ina's use of imperative is as follows:

Ina :But **don't be late** next time,ok!

Butet : Ok, ma'am. Thank you.

Miss Ina in the above part of conversation signals that she asks Butet, her student in order not to be late next time.

2. Contextual description of dialogue 4

Tenor of Discourse	Interpretation
<p>Agentive or societal roles: Student and Teacher</p> <p>Status: Unequal</p> <p>Social Distance: Maximal</p>	<p>There are two participants who perform the conversation in dialogue 4. The participants are miss Ina, Butet's teacher and Butet. Thus, the societal roles played in dialogue 4 are student and teacher. The following is part of the conversation which shows the relationship between student and teacher.</p> <p>Butet : <i>I'm sorry</i>, Miss Ina. <i>I'm late</i>. Ina : well, all right. But don't be late next time, ok?</p> <p>As the above conversation, the participants are Butet and Ina. Ina's is Butet's teacher. This condition shows that their power is different. Therefore, their status can be states unequal. It is because the relationship is between student and teacher. Butet probably uses polite statement towards his teacher such as "<i>Ok, ma'am. Thank you</i>" it denotes that their social distance is maximal.</p>

4.4. Mode of discourse of dialogue 4

1. Lexicogrammatical Analysis of dialogue 4

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes:</p> <p>I, don't be,</p> <p>Predicators:</p> <p>Sit, clean, hurry up</p> <p>Textual themes:</p> <p>Well, But, Sit, Oh, Ok,</p>	<p>There are two topical theme found in the dialogue such as :</p> <p>Butet : I'm sorry, miss Ina. I'm late Ina : Well, all right</p> <p>The above exchange between Butet and Ina signal "<i>I</i>" as the topical theme introduced in dialogue. The subject "<i>I</i>" occurs in the initial position in the clause as the person or the doer. Thus, it conveys the topical theme in the dialogue. The predicators found in the dialogue are "<i>sit</i>", "<i>clean</i>", "<i>hurry up</i>". The predicators indicate that Butet and Ina, his teacher also conduct actions in the exchange. The action is exemplified as follows:</p> <p>Ina : Can I <i>clean</i> the board now? Butet : Oh, no, please don't</p> <p>As the above example, Butet's teacher wants to clean the board, however, he forbids her. The verb "<i>clean</i>" indicates that Ina, Butet's teacher wants to do an action, that is "<i>to clean the board</i>". Nevertheless, They are some continuity adjuncts found in the dialogue. They</p>

	are “ <i>well</i> ”, “ <i>But</i> ”, “ <i>Sit</i> ”, “ <i>Oh</i> ”, “ <i>Ok</i> ”. All of the continuity adjuncts convey the spoken language. They are used in the spoken language.
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2. Contextual Description of dialogue 4

Textual Meaning	Interpretation
<p>Role of language:</p> <p>Type of interaction:</p> <p>Dialogue</p> <p>Medium:</p> <p>Spoken</p> <p>Channel:</p> <p>Phonic</p>	<p>The type of interaction used in dialogue 3 is exactly dialogue. It is because there are two participants who perform the dialogue. The participants are Ina, Butet’s teacher and Butet.</p> <p>The following example shows part of the dialogue between Ina and Butet.</p> <p>Ina : <i>Can</i> I clean the board now? Butet : Oh, no, please don’t</p> <p>The above example symbolizes that the use of polar- interrogative mood “<i>can</i>” needs the supplying information as what has been confirmed by Ina. The information is “<i>yes</i>” or “<i>no</i>”. Butet’s statement such as “<i>no</i>” provides the answer that teacher’s act is refused by Butet, her student.</p> <p>Based on the previous statements we</p>

	<p>know that medium that is used by both Ina and Butet are spoken. They confirm each other when they are in the classroom. Thus, the medium they use is totally spoken.</p>
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5. Data Presentation

Data 5 Dialogue 5

- Andi : Hello, Nurul. You're early. What time do you usually go to school?
- Nurul : At 6.30. My house is not far from here.
- Andi : How do you go to school?
- Nurul : On foot.
- Andi : What time do you usually get up?
- Nurul : I usually get up at 5 o'clock.
- Andi : Do you take a bath after that?
- Dona : No, but I do a little exercise.

5.1. Lexicogrammatical Analysis

1. Hello, Nurul : minor clause.

2. Declarative

	You'	re	early
Interpersonal	Sub	fin	Comp
	Mood		Residue
Ideational	Carrier	Pr:Attributive	Attribute
Textual	Topical		
	THEME	RHEME	

3. Interrogative

	What	time	Do	you	usually	go to	school ?
Inter	Wh:Comp		Fin	Sub	Mood:Adj	Predict	Circ:Adj
	Res		Mood			.... idue	
Ideat			Actor		Pro:Mat	Circ:location	
Text.	Topical						
	THEME		RHEME				

4. Declarative

	At 6.30	my house	is not	far	from here
Interpersonal	Adj:Circ	Sub	Fin	Comp	Adj:Circ
	Res....	Mood		.....idue	
Ideational		Token	Pro:Intensive	Value	Circ:location
Textual	Topical				
	THEME	RHEME			

5. Interrogative

	How	do	you	go to	school?
Interpersonal	Wh:Adj	Fin	Sub	Predict	Circ:Adj
		Mood		Residue	
Ideational		Pro:Mat	Actor	Pro:Mat	Circ:location
Textual	Topical				
	THEME			RHEME	

6. On foot : Minor clause

7. Interrogative

	What time	Do	you	usually	get up ?
Interpersonal	Wh:comp	Fin	Sub	Mood:Adj	Predicator
	Res....	Mood		.....idue	
Ideational			Actor		Pro:Mat
Textual	Topical				
	THEME	RHEME			

8. Declarative

	I		usually	get up	at 5 o'clock.
Interpersonal	Sub	Fin	Mood:Adj	Predict	Adj:Circ
	Mood			Residue	
Ideational	Actor				
Textual	Topical				
	THEME	RHEME			

9. Interrogative

	Do	you	take	a bath	after that?
Interpersonal	Fin	Sub	Predict	Comp.	Adj:circ
	Mood		Residue		
Ideational		Actor	Pro:Mat		Circumstance
Textual	Interperso	Topical			
	THEME		RHEME		

10. Declarative

	No,	but	I	do	a little exercise.
Interpersonal	Mood:Adj	Conj:Adj	Sub	Fin	Pred. Complement
	Mo.....		.....od		Residue
Ideational			Actor	Pro:Mat	Goal
Textual	Textual	Textual	Topical		
	THEME			RHEME	

5.2. Description of field of discourse of dialogue 5

1. Lexicogrammatical Analysis of dialogue 5

Ideational meanings	Interpretation
<p>Process types</p> <p>Material and Relational</p> <p>Participants</p> <p>Carrier : you</p> <p>Attribute : early</p> <p>Actor : you, I</p> <p>Goal : a little exercise</p> <p>Token : my house</p> <p>Value : far</p> <p>Circumstances:</p> <p>School, from here, at 5 o'clock</p>	<p>The processes which are employed in the dialogue are material and relational process.</p> <p>The material process is mainly material. This means that the participants in the dialogue focus on doing actions. Andi in the dialogue is asking for information. The information is about the daily activities which are usually conducted by Nurul. The activities reflect the doing process. The following example:</p> <p>Andi : What time do you get up? Nurul : I usually get up at 5 o'clock</p> <p>The above part of conversation shows that Andi asks about Nurul's activity. The verb</p>

	<p>“<i>get up</i>” indicates the action which is asked by Adi. Another process which is also applied in dialogue 5 is relational process. The relational processes which are used in dialogue 5 are attributive and identifying. Andi’s statement such as “<i>Hello, Nurul. You are early</i>” shows that “<i>you</i>” in the clause is the carrier and “<i>early</i>” is the attribute. The word “<i>early</i>” describes that Nurul gets up early. The relational process is applied in dialogue 5. There are two relational processes namely attributive and identifying process. Nurul’s statement “<i>my house is not far from here</i>” reflects identifying process. “<i>My house</i>” is the token while “<i>far from here</i>” indicates the value. The attributive is shown by the Andi’s statement “<i>you’re early</i>”. The word “<i>you</i>” is the carrier of which the description is given.</p>
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2. Contextual description of dialogue 5

Ideational meanings	Interpretation
<p>Experiential Domain</p> <p>How to prohibit someone or something.</p> <p>Short-term goal:</p> <p>Learning how to ask for information about daily activities</p> <p>Long-term goal</p> <p>Two students are practicing how to ask for information.</p> <p>They use everyday language to exchange information between them to get information needed.</p> <p>They try to maintain their relationship by getting information</p>	<p>There are two participants who practice the dialogue. The participants are Andi and Nurul.</p> <p>Andi is getting information by asking several questions about Nurul's daily activities. It is assumed that the short-term goal of dialogue 5 is that the participants are learning how to ask for information about daily activities. It means the participants are asking for information.</p> <p>However, the long-term goal is that their ways of exchanging information is used to keep their relationship well. The exchanging of information is exemplified as follows:</p> <p style="padding-left: 40px;">Andi : "What time do you usually get up?" Nurul : "I usually get up at 5 o'clock.</p> <p>As the above example, Andis's proposition signals that he is asking for information about Nurul's activity. The previous example supports that their relationship is good.</p>

5.3. Tenor of discourse of dialogue 5.

1. Lexicogrammatical analysis of dialogue 5

Interpersonal meanings	Interpretation
<p>Mood selections:</p> <p>Declarative:</p> <p>You're, my house is, I usually, I do</p> <p>Wh-Interrogative</p> <p>What time, How do, do you</p>	<p>There are two kinds of moods found in dialogue 5. They are declarative and interrogative. This condition proves that the participants giving and demanding information. In the dialogue, Andi asks for more information. It means that Andi demands information while Nurul is giving information. Andi's proposition such as "<i>How do you go to school?</i>" indicates that he demands information about the way of Nurul to go to school. However, Nurul's response such as "<i>on foot</i>" supplies the information upon Andi's question. The answer "<i>on foot</i>" informs that she just go to school on foot. Nurul in the</p>

2. Contextual description of dialogue 5

Tenor of Discourse	Interpretation
<p>Agentive or societal roles:</p> <p>Student and Teacher</p> <p>Status:</p>	<p>There are two participants who perform the conversation in dialogue 4. The participants are miss Ina, Butet's teacher and</p>

<p>Unequal</p> <p>Social Distance:</p> <p>Maximal</p>	<p>Butet. Thus, the societal roles played in dialogue 4 are student and teacher. The following is part of the conversation which shows the relationship between student and teacher.</p> <p>Butet : <i>I'm sorry, Miss Ina. I'm late.</i> Ina : well, all right. But don't be late next time, ok?</p> <p>As the above conversation, the participants are Butet and Ina. Ina's is Butet's teacher. This condition shows that their power is different. Therefore, their status can be states unequal. It is because the relationship is between student and teacher. Butet probably uses polite statement towards his teacher such as "<i>Ok, ma'am. Thank you</i>" it denotes that their social distance is maximal.</p>
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5.4. Mode of discourse of dialogue 5

1. Lexicogrammatical Analysis of dialogue 5

Textual Meaning	Interpretation
<p>Thematic choices:</p> <p>Topical Themes:</p> <p>I, don't be,</p>	<p>There are three thematic choices displayed in dialogue 5. The thematic choices are topical theme, predicator and textual theme. Topical</p>

<p>Predicators: clean, take, hurry,</p> <p>Textual themes: Well, but, sit, oh, ok, but</p>	<p>theme “I” is mainly found in dialogue 5. Butet’s utterance “<i>I’m sorry, Miss Ina. I’m late</i>”. The preceding example indicates “I” as the topical theme. It is because it occurs in the initial position. Besides, the predicators “<i>clean</i>”, “<i>take</i>”, and “<i>hurry</i>” show the actions conducted by the participants in dialogue 5. The following example :</p> <p>Ina : Can I <i>clean</i> the board now? Student : Oh, no, please don’t</p> <p>The verb “<i>clean</i>” conveys the action conducted by Ina. She wants to clean the board. However, her action is denied by her student, Buetet. It is shown by Butet’s response such as : “<i>Oh, no, please don’t</i>”.</p> <p>The appearance of textual themes such as : “<i>well</i>”, “<i>but</i>”, “<i>sit</i>” and “<i>ok</i>” portrays the use of continuity and conjunctive adjunct. Their functions are used in spoken language particularly continuity adjunct.</p>
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2. Contextual Description of dialogue 5

Textual Meaning	Interpretation
Role of language:	The type of interaction displayed is

Type of interaction:	totally dialogue. There are two persons who
Dialogue	perform the dialogue. The conversation
Medium:	between Ina and Butet occurs in the classroom.
Spoken	It is proved by the part of their conversation as
Channel:	follows:
Phonic	Ina : <i>Can</i> I clean the board now? Butet : Oh, no, please don't
	As the example above, their
	conversation is totally spoken. Butet's response
	" <i>Oh, no, please don't</i> " supports that their
	conversation belongs to spoken language.
	Butet responses her teacher's request
	spontaneously. Thus, the channel which is
	employed in dialogue is also phonic.

6. Data Presentation

Data 6 Dialogue 6

- Andi : I'm sorry. I'm late
 Nurul : Okay, Please sit down
 Andi : Is your name Butet?
 Wulan : No, I'm Wulan
 Andi : Oh, I'm sorry
 Melly : I'm sorry for breaking your ruler
 Wulan : No problem

6.1. Lexicogrammatical Analysis

1. Declarative

	I'	m	sorry
Interpersonal	Sub	Fin	Circ:Adj
	Mood		Residue
Ideational	Carrier		
Textual	Topical		
	THEME	RHEME	

2. Declarative

	I'	m	late
Interpersonal	Sub	Fin	Comp
	Mood		Residue
Ideational	Carrier	Pr:Attributive	Attribute
Textual	Topical		
	THEME	RHEME	

3. Declarative

	Okay,	Please	sit	down
Interpersonal	Cont:Adj	Comm:Adj	Predicator	Adj
	Mood			Residue
Ideational			Pro:Mat	Circ
Textual	Textual	Interpersonal	Topical	
	THEME			RHEME

4. Interrogative

	Is	your	name	Butet ?
Interpersonal	Fin	Sub		Comp
	Mood			Residue
Ideational	Pr:Intensive	Token		Value
Textual	Interperso	Topical		
	THEME			RHEME

5. Declarative

	No,	I'	m	Wulan
Interpersonal	Mood:Adj	Sub	Fin	Complement
	Mood			Residue
Ideational		Token	Pr:Intensive	Value
Textual	Textual	Topical		
	THEME			RHEME

6. Declarative

	Oh,	I'	m	sorry
Interpersonal	Adj:Conti	Sub	Fin	Circ:Adj
	Mood			Residue
Ideational		Carrier	Pr:Attributive	Attribute
Textual	Textual	Topical		
		THEME	RHEME	

7. Declarative

	I'	M	sorry	for	breaking	your rule
Interpersonal	Sub	Fin	Comp	Predicator		Comp.
	Mood		Res.....	.....idue		
Ideational	Carrier	Pr:Attributive	Attribute		Pro:Mat	Goal
Textual	Topical					
	THEME	RHEME		RHEME		

8. No problem : Minor Clause

6.2. Description of field of discourse of dialogue 6

1. Lexicogrammatical analysis of dialogue 6

Ideational Meanings	Interpretation
<p>Process types : Relational and Material</p> <p>Relational : Intensive : is, am Attributive : am</p> <p>Material : sit, breaking</p> <p>Participants : Actor : - Token : your, I Carrier : I Value : Butet, Wulan Attribute : sorry, late Goal : your rule</p> <p>Circumstances : Circumstance of place : Down</p>	<p>The processes employed in dialogue 6 are relational process and material process. The relational process involves attributive and intensive. The participants in the dialogue are Andy, Nurul, Wulan and Melly. They are expressing “saying sorry” each other. The attributive process occurs in such utterance as “<i>I’m sorry. I’m late</i>”. To be “<i>am</i>” is used as attributive process. It denotes that participant, Andi express sorry to Nurul because of his being late. Then, the intensive process occurs in such as utterance as “<i>Is your name Butet?</i>” To be “<i>is</i>” is used as intensive process. It shows that participant demands information about name of Butet. The material process found in dialogue 6 only two that are “sit” and “breaking”. Nurul’s utterance in the dialogue such as : “<i>Ok, please sit down</i>” denotes that the verb “sit” indicates the action will be conducted by participant, Andi.</p> <p>There is only one carrier found in dialogue such as, “<i>I</i>”. Andy’s utterance “<i>I’m late</i>” describes the subject “<i>I</i>”. “<i>I</i>” is called the carrier in the dialogue. Thus, “your” is as the token, then “Butet” and Wulan are considered as value. Furthermore, there are</p>

	<p>only two attributes found in dialogue 6, such as “<i>sorry</i>” and “<i>late</i>”. It is called attribute because they are as circumstance adjunct and complement in the dialogue. Then, the goal occurs in such utterance as “<i>I’m sorry for breaking your ruler</i>”. “<i>Your ruler</i>” is called goal because it is the complement in the clause. However, there is only one circumstance found in dialogue 6 such as “<i>down</i>”. It is categorized as circumstance of place in dialogue because it belong “<i>adjunct</i>” in the clause. For example “<i>Ok, please sit down</i>”.</p>
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2. Contextual description of dialogue 6

Ideational Meanings	Interpretation
<p>Experiential Domain : Expressing saying sorry</p> <p>Short-term goal : Learn how to say sorry between students. One of the students is making mistake by breaking his friend’s ruler.</p> <p>Long-term goal : The ways to express of sorry makes them do not break their relationship as friend.</p>	<p>The dialogue focuses on the saying sorry each other. There are four participants in the dialogue. They are Andy, Nurul, Wulan and Melly. The experiential domain of in the dialogue 6 is about the expression of saying sorry. There are four students. One of the students makes the ruler broken. Thus, he says sorry to the other student. The student who breaks the ruler is Melly. She says sorry Wulan. The short-term goal of the dialogue is to learn the way to say sorry between students. When they realize that they conduct the mistake upon his or her friend. He says sorry directly. The Long-term goal of dialogue 6 is that their ways to express sorry will not break their relationship as friend.</p>

6.3. Description of discourse of dialogue 6

1. Lexicogrammatical analysis of dialogue 6

Ideational Meanings	Interpretation
<p>Mood selections</p> <p>Declarative and interrogative</p> <p>Declarative : I'm sorry, I'm late, Ok, please sit down, No, I'm Wulan, Oh, I'm sorry, I'm sorry for breaking your rule</p> <p>Interrogative : Is your name Butet</p>	<p>The mood selections found in dialogue 6 are declarative and interrogative. Nevertheless, the mood selections are mainly declarative in dialogue 6. The participants in dialogue are student and student. They are Andy, Nurul, Wulan and Melly. Most of the mood selections found in the dialogue is declarative. They are conducted by the participants. The participant in dialogue 6 seem saying sorry each other. It is shown by their expression as follows.</p> <p>Andy : Is your name Butet? Wulan : No, I'm Wulan. Andy : Oh, I am sorry.</p> <p>The above example shows that participants in dialogue focus on giving information to one another. However, there is only one interrogative mood found in dialogue 6, such as Andy's expression "Is your name Butet?". Therefore, the above example denotes that there is only one interrogative form employed by the participants in the dialogue.</p>

2. Contextual description of dialogue 6

Tenor of Discourse	Interpretation
<p>Agentive or societal roles : Student and student</p> <p>Status : Equal</p> <p>Social distance : Minimal</p>	<p>The societal role played in the dialogue is student and student. They are Andy, Nurul, Wulan and Melly, and It seems that they have the same power. The participants in the dialogue try to express “saying sorry” each other. It is shown by their expression as follows :</p> <p>Melly : I’m sorry for breaking your ruler.</p> <p>Wulan : No problem.</p> <p>The above example indicates that Melly’s proposition concerns on giving information upon Wulan. The example indicates that they are friends. Thus, their status can be said equal and the social distance in minimal. Therefore, they probably often meet together at school or in somewhere else.</p>



6.4. Mode of discourse of dialogue 6

1. Lexicogrammatical analysis of dialogue 6

Ideational Meanings	Interpretation
<p>Thematic choices : Topical themes : I, your</p> <p>Predicators : Sit, breaking</p> <p>Textual themes : Ok, No, oh</p>	<p>Dialogue 6 consists of two kind of topical themes such as “<i>I</i>” and “<i>Your</i>”. They can be called as topical themes because they occur in initial position in the clause, for example: “<i>I’m sorry</i>” and “<i>I’m late</i>”. The subject “<i>I</i>” is called topical because it shows the transitivity level which occurs in initial position. Another example is “<i>Is your name Butet?</i>” This example also provides “<i>your</i>” as the topical theme in the dialogue. Nevertheless, there are only two predicators applied in dialogue 6 such as “<i>sit</i>” and “<i>breaking</i>”. For Example, Nurul’s utterance such as “<i>Ok, please sit down</i>” and Melly’s utterance such as “<i>I’m sorry for breaking your ruler</i>”. The verbs “<i>sit</i>”, “<i>breaking</i>” are called as predicator in the dialogue, because they denote the action conducted by participants.</p> <p>There are three textual themes found in dialogue 6. They are “<i>Ok</i>”, “<i>No</i>” and “<i>Oh</i>”. They are called textual theme in the clause because they belong to continuity adjunct. “<i>No</i>” is called textual theme because it belongs to mood adjunct. Besides, they are used in spoken or written language where the exchange occurs.</p>

2. Contextual description of dialogue 6

Textual Meanings	Interpretation
<p>Role of language : Type of interaction : Dialogue</p> <p>Medium : Spoken</p> <p>Channel : Phonic</p>	<p>The type of interaction used in dialogue 6 is exactly dialogue. Therefore there are four participants who perform the dialogue. The participants are Andy, Nurul, Wulan and Melly. The following example shows part of the dialogue between them</p> <p>Andy : I’m sorry. I’m late. Wulan : Ok. Please sit down. Andy : I’m sorry for breaking your</p>

	<p style="text-align: center;">ruler</p> <p>Wulan : No, problem</p> <p>The above example symbolizes the use of declarative mood in the dialogue. Based on example above, it shows that participants focus on giving information to each other. Therefore, it also indicates that medium which is used by participants is spoken. They are giving information each other when they are in the classroom. Based on the previous statements we know that the channel used by participants in the dialogue is phonic. It is because they use the sound system of language.</p>
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7. Data Presentation

Data 7 Dialogue 7

- Iwan : What are you doing?
- Butet : Mmm. I'm making shopping list.
- Iwan : A shopping list?
- Butet : Yep. My mom asked me to go shopping, so I am making a shopping list first before I go.
- Iwan : I see. What's on your list anyway?
- Butet : Well, let me see ... I have sugar, coffee, apples, shampoo, and oranges. ...
- Iwan : What about rice?
- Butet : Yes, rice. I'll put rice in it. And then
- Iwan : Cooking oil?
- Butet : No. I don't think I need to buy that. We still have a lot.
- Iwan : Sugar?
- Butet : It's already on the list. See?
- Iwan : Hmmmm. What about washing powder and soap?
- Butet : Right! Washing powder. I'll put it on the list but not the soap. We still have some bars of soap.

7.1. Lexicogrammatical Analysis

1. Interrogative

	What	are	you	doing?
Interpersonal	Wh:Comp	Fin	Sub	Predicator
	Residue	Mood		Residue
Ideational		PrMat	Actor	Pr:Mat
Textual	Topical			
	THEME	RHEME		

2. Mmm. : Minor Clause

3. Declarative

	I'	M	making	shopping list
Interpersonal	Sub	Fin	Predicator	Comp.
	Mood		Residue	
Ideational	Actor	Pro:Mat		Goal
Textual	Topical			
	THEME	RHEME		

4. A Shopping list? : Minor Clause

5. Declarative

	Yep	my ma'am	asked	me	to go	shopping	
Int	Adj:Cont	Subject	Fin	Predict	Comp	Predicator	Complement
		Mood		Residue		Residue	
Id		Senser	Pro:Mental	Phenomenon	Pro:Mat	Goal	
Te	Textual	Topical					
	THEME		RHEME		RHEME		

6. Declarative

	So	I	am	making	a shopping list	before	I	go	
	Adj:Conj	Sub	Fin	Predicator	Complement	Adj:Conj	Sub	Fin	Predict
	Mood			Residue			Mood	Residue	
		Actor	Pro:Material		Goal		Actor	Pro:Material	
		Topical							
	THEME		RHEME				THEME	RHEME	

7. Declarative

	I	see	
Interpersonal	Subject	Fin	Predict
	Mood		Residue
Ideational	Actor	Pro:Material	
Textual	Topical		
	THEME	RHEME	

8. Interrogative

	What'	s	on	your list	anyway?
Interpersonal	Wh:Comp	Fin	Adj:Circ	Subject	Adj:Circ
		Mo.....		....od	
		Residue			
Ideational		Pr:Attributive		Carrier	
Textual	Topical				
	THEME	RHEME			

9. Imperative

	Well,	let me	see	
Interpersonal	Cont:Adj	Sub	Fin	Predict
		Mood		Residue
Ideational		Senser	Pro:Mental	
Textual	Textual	Topical		
	THEME		RHEME	

10. Declarative

	I	have	sugar, coffee, apples, shampoo, oranges.	
Interpersonal	Sub	Fin	Complement	
		Mood	Residue	
Ideational	Carrier	Pro:Possesion	Attribute	
Textual	Topical			
	THEME	RHEME		

11. Interrogative

	What	about rice	
Interpersonal	Wh/Comp	comp	
	Residue		
Ideational	Left unanalyzed		
Textual	Topical		
	Theme	Rheme	

12. Declarative

	Yes, rice	I'	ll	put	rice	In it.
Interpersonal	Adj:Polarity	Sub	Fin	Predicator	Comp.	Adj:cire
	Mood			Residue		
Ideational		Actor		Pro:Mat	Goal	
Textual	Textual	Topical				
		THEME	RHEME			

13. And then : Minor Clause

14. Cooking oil? : Minor Clause

15. Declarative

No,	I	don't	think	I	Need	to buy	that	
Mood:Adj	Sub	Fin:neg	Predicator	Sub	Fin	Pred:	Comp:Modulated	Comp
	Mood		Residue	mood		Residue		
	Senser	Pro:Mental		Actor	Pro:Material		Goal	
Textual	Topical							
	THEME		RHEME		THEME		RHEME	

16. Declarative

	We	Still	have	a lot	
Interpersonal	Sub	Mood:Adj	Fin	Predict	Complement
	Mood		Residue		
Ideational	Carrier	Possession		Attribute	
Textual	Topical				
	THEME	RHEME			

17. Sugar ? : Minor Clause

18. Declarative

	It'	S	already	on the list
Interpersonal	Subject	Fin	Comment:Adj	Adj:Circ
	Mood		Residue	
Ideational	Token	Pr:Intensive	Circumstance	
Textual	Topical			
	THEME	RHEME		

19. See? : Minor Clause

20. Hmmm : Minor Clause

21. Interrogative

What washing powder and soap?

	What	Washing powder and soap
Interpersonal	Wh/comp	Comp
	Residue	
Ideational		Goal
Textual	Topical	
	Theme	

22. Right! Washing powder : Minor Clause

23. Declarative

	I'	will	Put	it	on the list	but	not the soap
Inter	Subject	Fin	Predict	Comp	Adj:Circ	Conj:Adj	Complement
	Mood		Residue				Residue
Ideat	Actor		Pro:Mat	Goal	Circ		Goal
Textual	Topical						
	THEME	RHEME					

24. Declarative

	We	Still	have	some bars of soap
Interpersonal	Sub	Mood:Adj	Fin	Complement
	Mood			Residue
Ideational	Carrier		Pro:Possesion	Attribute
Textual	Topical			
	THEME	RHEME		

7.2. Description of field of discourse of dialogue 7

1. Lexicogrammatical analysis of dialogue 7

Ideational Meanings	Interpretation
Process types : Material, Mental and Relational Material :	According to the lexicogrammatical analysis, there are three processes found in dialogue 7. The processes are material, mental and relational process. There are mainly material processes in dialogue, such as: doing,

<p>Doing, making, go, put, and need.</p> <p>Mental : Asked, see, think</p> <p>Relational : Intensive : is Attributive : is Possession : have</p> <p>Participants : Actor : you, I Token : it Carrier : your list, I, we Attribute : “sugar, coffee, apple, shampoo, oranges”, a lot, some bars of soap Goal : shopping list, shopping, rice, that, washing powder and soap, not the sop, a shopping list Senser : my Ma’am, let me, I Phenomenon : me Circumstances : In, on the list</p>	<p>making, go, put, need. The sentences “<i>I am making a shopping list</i>”, “<i>Yep my Ma’am asked me to go shopping</i>” show that the material process used in dialogue 7. It also indicates that the actor or participant “<i>I</i>” and “<i>you</i>” are going to do an action. It is a physical action conducted by the actor/participants.</p> <p>However, there are three mental processes found in dialogue 7 such as asked, see and think. The appearance of mental process in the dialogue reflects the cognitive. The sentence “<i>Well let me see</i>” shows the mental process used in dialogue.</p> <p>Further, in dialogue 7 consist of two relational processes as attributive process “<i>is</i>” and intensive process “<i>is</i>”. The participants in the dialogue are Iwan and Butet. They are communicates each other. In the dialogue they use attributive and intensive process. The following example.</p> <p>Iwan : I see. What’s <u>s</u> on your list any way?</p> <p>Butet : Well, let me ... I have sugar, coffee, apples, shampoo, oranges</p> <p>The finite “<i>is</i>” as in Iwan’s utterance, called as attributive process because it is used by participant in interrogative. And then, the finite “<i>is</i>” as in Butet’s utterance is called as intensive process because it is used by participant in declarative form.</p> <p>Another process is material process. The participant in the dialogue also performs material process such as “<i>doing</i>”, “<i>making</i>”, “<i>go</i>”, “<i>put</i>”, and “<i>need</i>”. These example signals that the participants in the dialogue focus on actions. There are two circumstance namely “<i>In</i>” and “<i>on the list</i>”. These are called prepositional phrase which functions as circumstance.</p>
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2. Contextual description of dialogue 7

Ideational Meanings	Interpretation
<p>Experiential Domain : Going shopping</p> <p>Short-term goal : Making a shopping list before going shopping</p> <p>Long-term goal : Their way to make a shopping list will make them not forget the things they want to buy.</p>	<p>The participants in dialogue 7 are Iwan and Butet. Iwan and Butet are friends. Their experiential domain is about going shopping. The short-term goal of the dialogue is that the participants accomplish their goal of shopping by making a shopping list before going shopping. The long-term goal of the dialogue is that the participants can buy the list of things what the want. Thus, the shopping list is important thing they use to remember the things the want to buy when they go shopping. The following excerpt will exemplify the short-term goal:</p> <p>Iwan : “What are you doing?” Butet : “Mmm. I’m making a shopping list”</p> <p>The above excerpt shows the short-term goal conducted by the participant. Butet is making a shopping list before going shopping.</p>

7.3. Tenor of discourse of dialogue 7

1. Lexicogrammatical analysis of dialogue 7

Interpersonal Meanings	Interpretation
<p>Mood selections : Declarative</p> <p>Declarative : I’m, Yep my Ma’am, I’m, I see, I have, No, I don’t, We still, it’s I will.</p> <p>Interrogative : What are, what’s, what about, what washing</p> <p>Imperative : Well, let me</p>	<p>The mood selections in dialogue 7 are declarative, interrogative and imperative. Nevertheless, the moods selections are mainly declarative. There are two participants found in dialogue are Iwan and Butet. The participants in the dialogue concern on demanding and giving information. The topic of the dialogue is going shopping. For example :</p> <p>Iwan : What are you doing? Butet : I’m making shopping list</p> <p>Butet’s statement indicates that the participant is giving information to Iwan. Nevertheless, the interrogative moods also dominant in dialogue 7. The participants uses Wh -</p>

	Interrogative in dialogue, for example; “ <i>What are you doing?</i> ”, “ <i>What’s on your list any way?</i> ”. Iwan’s questions show that the participants in dialogue focus on demanding information from Butet. Further, there is only one imperative mood found in dialogue such as “ <i>Well, let me see</i> ”. The imperative as in dialogue is conducted by Butet, because Butet responds to Iwan’s question.
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2. Contextual description of dialogue 7

Tenor of discourse	Interpretation
Agentive or societal roles : Iwan and Butet Status : Equal Social Distance : Minimal Long-term goal :	The dialogue is conducted by two persons. The participants found in dialogue 7, are Iwan and Butet, and also they are friends. The following parts of their conversation : Iwan : What about rice? Butet : Yes, rice. I’ll put rice in it. And then Based on the above part of the conversation, it indicates that the participants who ask the question and who answers such question are the same power. Therefore it can be said that the status is equal. In addition, the two persons seem close and speech is familiar, so the social distance is minimal.

7.4. Mode of discourse of dialogue 7

1. Lexicogrammatical analysis of dialogue 7

Textual Meanings	Interpretation
Thematic choices : Topical Themes : What, I, my Ma’am, let me, we, it’ Predicators : Doing, making, asked, go, see, put, think, need Textual themes : Yep, well, yes rice, no	The lexicogrammatical in dialogue 7 is mainly predicator, topical themes and textual themes. There are six topical themes found in dialogue 7 such as, “ <i>we</i> ,” “ <i>I</i> ”, “ <i>it</i> ”, “ <i>my Ma’am</i> ”, “ <i>let me</i> ”, and “ <i>what</i> ”. They are called topical themes because they occur in initial position in the clause. For example; “ <i>We still have a lot</i> ”, “ <i>It is already on the list</i> ”. The subject “ <i>we</i> ”, “ <i>it</i> ” are called topical because they show the transitivity level occurring in initial position. Another example also provides

	<p>Wh – complement “<i>what</i>” as the topical theme in the dialogue.</p> <p>Further, there are eight predicators applied in dialogue 7 such as: “<i>doing</i>”, “<i>making</i>”, “<i>go</i>”, “<i>see</i>”, “<i>put</i>”, “<i>think</i>” and “<i>need</i>”. Butet’s utterance such as “<i>Mmm, I’m making shopping list</i>”. It indicates that the verb “<i>making</i>” as the predicator. It shows the action conducted by participant. In addition, there are five textual themes found in dialogue 7. They are “<i>yep</i>”, “<i>well</i>”, “<i>yes</i>”, “<i>rice</i>” and “<i>no</i>”. They belong to continuity adjunct because they are used in spoken where the exchange occurs. Then, the word “<i>yes rice</i>” belongs to polarity adjunct and “<i>no</i>” as mood adjunct because they are used in spoken or written language where the exchange occurs.</p>
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2. Contextual description of dialogue 7

Textual Meanings	Interpretation
<p>Role of language :</p> <p>Type of Interaction : Dialogue</p> <p>Medium : Spoken</p> <p>Channel : Phonic</p>	<p>The type of interaction used in dialogue 7 is exactly dialogue. It is because there are two participants who perform the dialogue. The participants are Iwan and Butet. The following example shows part of the dialogue between Iwan and Butet.</p> <p>Iwan : Hmmm. What about washing powder and soap?</p> <p>Butet : Right! Washing powder. I’ll put in on the list but not the soap. We still have some bars of soap.</p> <p>The above example symbolizes that the use of Wh – interrogative mood “<i>what</i>” needs the supplying information as what has been confirmed by Iwan. Based on the previous statements we know that medium which is used by both Iwan and Butet are spoken. They confirm each other when they meet in a certain place.</p> <p>The use of Wh : interrogative support that the medium they use are spoken such as :</p> <p>Iwan : What about rice?</p> <p>Butet : Yes, rice. I’ll put rice in it.</p>

	Wh - question used in the dialogue sustains that the channel they use in the dialogue is phonic.
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8. Data Presentation
Data 8 Dialogue 8

- Agus : Here's an ice cream for you.
 Betty : Wow! Thanks a lot.
 Agus : Your jacket's cool.
 Betty : Thanks.
 Agus : May I help you carry those books?
 Betty : Oh. Thank you.
 Agus : How was your trip to Bali?
 Betty : Very nice. Thank you.

8.1. Lexicogrammatical Analysis

1. Declarative

	Here'	s	an ice cream	for you
Interpersonal	Subject	Fin	Complement	Adj:Circ
	Mood		Residue	
Ideational	Token	Pr:Intensive	Value	Circumstance
Textual	Topical			
	THEME		RHEME	

2. Wow! thanks a lot : Minor Clause

3. Declarative

	Your jacket'	s	cool
Interpersonal	Subject	Fin	Comple
	Mood		Residue
Ideational	Token	Pr:Intensive	Value
Textual	Topical		
	THEME		RHEME

4. Thanks : Minor Clause

5. Interrogative

	May	I	help	you	carry	those books ?
Interpersonal	Fin:Modal	Sub	Predict	Comp	Predict	Circ:Adj
	Mood		Residue		Residue	
Ideational		Actor	Pro:Mat	Goal	Pro:Mat	Goal
Textual	Interperso	Topical				
	THEME		RHEME			

6. Oh Thank you : Minor Claus

7. Interrogative

	How	was	your trip,	to Bali?
Interpersonal	Wh:Adj	Fin	Subject	Adj:Circ
	Res	Mood		.....idue
Ideational		Pr:Attributive	Carrier	Circ
Textual	Topical			
	THEME		RHEME	

8. Very nice Thank you : Minor Clause

8.2. Description of field of discourse of dialogue 8

1. Lexicogrammatical analysis of dialogue 8

Ideational Meanings	Description
<p>Process types : Relational and Material</p> <p>Relational : Intensive : is Attributive : was</p> <p>Material : help, carry</p> <p>Participants : Actor : I Token : Her, your jacket Carrier : your trip, Value : an ice cream, cool Goal : you, those book</p>	<p>Based on the lexicogrammar analysis of dialogue 8, there are two processes found in dialogue 8 namely relational and material processes. The dialogue 8 concerns with the way of expressing thank between participants. The relational process involves intensive “is” and attributive process such as “was”. The participants in the dialogue are Agus and Betty. Agus gives something to Betty, and then, Betty is expressing her thanks to Agus. The intensive process occurs in such utterance as “Here’s an ice cream for you”. The finite “is” is used as intensive process. It identifies that an ice cream is given to Betty. The intensive process “was” also occurs in dialogue, such as :</p>

<p>Circumstances : Circumstance of place : to Bali, for you</p>	<p>Agus : How was your trip to Bali? Betty : Very nice, thank you.</p> <p>The finite “<i>was</i>” is used as attributive process in dialogue. It is called attributive because it is followed by carrier “<i>your trip</i>” and the circumstance “<i>to Bali</i>”. The utterance above shows that Agus asks Betty about her trip to Bali.</p> <p>Furthermore, the material process actually concerns on doing and happening. Agus’s expression “<i>May I help you carry those books?</i>” this means that Agus supplies goods and service to Betty. It indicates that participants in dialogue concern with action. Then, Betty’s response “<i>Oh, thank you</i>”. There is only one circumstance of place found in dialogue 8 namely “<i>to Bali</i>”. Another circumstance is circumstance which is formed from prepositional phrase such as “<i>for you</i>”.</p>
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2. Contextual description of dialogue 8

Ideational Meanings	Interpretation
<p>Experiential Domain : Expressing thanks</p> <p>Short-term goal : Two participants learn how to express thank</p> <p>Long-term goal : Two participants are exchanging information about thanks. Their ways to express are aimed to maintain their relationship</p>	<p>The participants in dialogue 8 are Agus and Betty. Betty expresses thanks upon Agus. Agus gives goods and services towards Betty. Thus, the experiential domain of the dialogue 8 is expressing thanks. The short-term goal of the dialogue 8 is to learn how to express thank upon another friend. The following is the expression of Betty to express her thank:</p> <p>Agus :” Here’s an ice cream for you Betty : “Wow! Thanks a lot</p> <p>The above part of conversation indicates that Betty expresses her thank upon Agus. The long-term goal of the dialogue is that their ways to express thanks are aimed to maintain their relationship as friends</p>

8.3. Tenor of discourse of dialogue 8

1. Lexicogrammatical analysis of dialogue 8

Interpersonal Meanings	Interpretation
<p>Mood selections Declarative and interrogative</p> <p>Declarative : Here's, your jackets</p> <p>Interrogative : May I, How was</p>	<p>The mood selections found in dialogue 8 are Declarative and Interrogative mood. Declarative and Interrogative mood are the dominant in dialogue 8. There are two declarative moods found in dialogue such as: "Here's" and "your jackets" for example: "Here's an ice cream for you". "Your jacket's cool". Based on the preceding examples, the participants in dialogue are concern on giving information.</p> <p>There are two interrogative moods found in the dialogue 8 such as "May I" and "How was". The following exemplifies part of the dialogue 8 :</p> <p>Agus (A) : May I help you carry those? Betty (B) : Oh, thank you Agus (A) : How was, your trip to Bali?</p> <p>As the above dialogue, the participants use "modal", and "Wh, Adjunct", to ask the other participant. It indicates that the participants focus on demanding information. The participants are Agus and Betty.</p>

2. Contextual description of dialogue 8

Tenor of Discourse	Description
<p>Agentive or societal Roles : Student and Student</p> <p>Status : Equal</p> <p>Social Distance : Minimal</p>	<p>There are two participants in dialogue 8. They are student and student. However, the students who communicate each other are Agus and Betty. There is only one societal roles found in the dialogue namely between student and student. Part of the conversation which is conducted between student and student can be seen as follows :</p> <p>Agus: Here's an ice cream for you. Betty: Wow! Thank a lot</p> <p>The above conversation proves that there is a relationship between student and student.</p>

	<p>Because they are students of the same class or school. Thus, it can be said that their status is equal. It also proves that their social distance is minimal.</p>
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8.4. Mood of discourse of dialogue

1. Lexicogrammatical analysis of dialogue 8

Textual meanings	Interpretation
<p>Thematic choice : Topical themes : Here's Your jacket's, I, How Predictors : Help, carry Textual themes : -</p>	<p>The lexicogrammatical in the dialogue is mainly topical. There are four topical themes found in dialogue 8 such as: "Here's", "Your jacket's", "I", and "How". They are called topical themes because they are also called the subject in the clause for example : "Here's an ice cream for you"</p> <p>The subject "Here" is called topical because it shows the transitivity level which occurs in initial position. Another example is "How was your trip to Bali?" This example also provides Wh: Adjunct "How" as the topical theme in the dialogue.</p> <p>There are only two predicators applied in dialogue 8 such as: "help" and "carry". Agus's utterance such as: "May I help you carry those books?" indicates the verb "help", "carry" as the predicator. It shows the action that has been conducted by the participant.</p>

2. Lexicogrammatical analysis of dialogue 8

Textual Meanings	Interpretation
<p>Role of language Type of interaction : Dialogue</p> <p>Medium : Spoken</p> <p>Channel : Phonic</p>	<p>The type of the interaction of dialogue 8 is clearly a dialogue. The dialogue is conducted by two participants. Thus, it is obvious that the role of language is dialogue. The participants of the dialogue are Agus and Betty. The participants in dialogue 8 are expressing thanks to each other. Hence, the medium which is used by them is totally spoken. It is exemplified as follows :</p> <p>Agus : May I help you carry those books? Betty : Oh, thank you</p> <p>The above part of conversation is conducted by Agus and his friend, Betty. Betty is expressing thanks to Agus. Therefore, the channel of communication which is used in dialogue 8 is phonic.</p>

9. Data Presentation Data Dialogue 9

- Dona : I didn't bring my pen. May I borrow yours?
 Andy : Which one? I have two pens. The blue or black one?
 Dona : The blue one, please.
 Andy : Here you are.
 Dona : Thanks.

9.1. Lexicogrammatical Analysis

1. Declarative

	I	didn't	bring	my pen
Interpersonal	Sub	Fin:negative	Predicator	Comp
	Mood		Residue	
Ideational	Actor	Pro:Mat		Goal
Textual	Topical			
	THEME	RHEME		

2. Interrogative

	May	I	borrow	yours ?
Interpersonal	Fin:Modalized	Sub	Predicator	Comp
	Mood		Residue	
Ideational		Actor	Pro:Mat	Goal
Textual	Interpers	Topical		
	THEME		RHEME	

3. Which one ? Minor Clause

4. Declarative

	I	have	two pens
Interpersonal	Subject	Fin	Predicator
	Mood		Residue
Ideational	Carrier	Pro: Possession	Attribute
Textual	Topical		
	THEME	RHEME	

5. The blue one or black one? Minor Clause

6. The blue one, please : Minor Clause

7. Declarative

	Here	you	are
Interpersonal	Circ:Adj	Subject	Fin
	Residue	Mood	
Ideational	Circ:location	Token	Pr:Intensive
Textual	Topical		
	THEME	RHEME	

8. Thanks : Minor Clause

9.2. Description of filed of discourse of dialogue 9

1. Lexicogrammatical analysis of dialogue 9

Ideational Meanings	Interpretation
<p>Process types : Relational and Material</p> <p>Material :</p>	<p>Based on the Lexicogrammatical analysis above, it can be seen that there are two processes found in the dialogue 9, such as material and relational process. There are two</p>

<p>Bring, borrow,</p> <p>Relational : Possession : have, has Intensive : are Participants : Actor : I, you Carrier : I, it Token : You, it, the color Goal : My pen, yours, mee, my dictionary Recipient : Me Circumstance : Circumstance of location/ place : Here, in teacher's office, on my table, on it Circumstance of manner : Please</p>	<p>material processes found in dialogue as “bring” and, “borrow”. They are called material process because the participants conduct the process of action. The actions are conducted by Dona and Andy The material process conducted by them are as follows :</p> <p>Dona : I didn't bring my pen. May I borrow yours? Andy : Which one? I have two pens. The blue or black one?</p> <p>The conversation above, represent the verb “brings” and “borrow” as material process reflecting an action. Dona wants to borrow a pen, and then</p> <p>Another process which is conducted by participants is relational process. The relational process in transitivity is comprised into categories namely attributive and identifying process. The process used in dialogue 9 is only intensive process. The following example shows the attributive process :</p> <p>Student : Yes, ma'am. What is it? Miss Ina : Can you get me my dictionary in the teacher's office?</p> <p>The above part of the dialogue presents relational process which is done by the participants. The word “is” shows attributive relational process.</p> <p>Further, the following example shows the intensive process :</p> <p>Dona : The blue one, please Andy : Here you are. Miss Ina : Can you get me my dictionary in the teacher's office?</p> <p>The words “are” and “is” shows intensive relational process.</p> <p>The participants in the dialogue are student and student, and then a teacher with her student. However, the student her concern with Dona and Andy. They are asking for and giving thing each other. The subject “I”, “you” denotes the actor in the dialogue. Then, subject</p>
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	<p>“<i>T</i>”, “<i>it</i>” denotes the carrier in the dialogue 9. For example : Dona : I didn’t bring my pen. May I borrow yours? Andy : Which one? I have two pens.</p> <p>The above excerpt signals that Dona Intends to borrow pens from Andy. There are some circumstances of place presented in the dialogue such as “<i>Here</i>”, “<i>in teacher’s office</i>”, “<i>on my table</i>”, “<i>on it</i>”.</p>
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2. Contextual description of dialogue 9

Ideational Meanings	Interpretation
<p>Experiential Domain : Two students are expressing borrowing and lending.</p> <p>Short-term goal : Learning to borrow and lend something. Dona is borrowing something from Andy</p> <p>Long-term goal : Their expression of borrowing and lending is aimed to establish a good relationship between them.</p>	<p>The participants in the dialogue are Dona and Andy. The experiential domain in dialogue 9 is that they are each other expressing borrowing and lending. Dona intends to borrow something from Andy. Thus, the short-term goal of the dialogue is that the point of the conversation between Dona and Andy focuses on borrowing and lending. Dona expresses her language to achieve her aim that is to borrow a pen from Andi. These statements are exemplified as follows:</p> <p style="padding-left: 40px;">Dona : “I didn’t bring my pen. May I borrow yours?”</p> <p style="padding-left: 40px;">And : “ Which one? I have two pens. The blue or black one?”</p> <p>The above part of the conversation indicates that Dona borrows Andy’s pen. The long-term goal of the dialogue 9 shows that their expression of borrowing and lending is used to establish a good relationship between them. Andy’s kindness of lending Dona his pen will show that He wants to keep their relationship.</p>

9.4. Tenor of discourse of dialogue 9

1. Lexicogrammatical analysis of dialogue 9

Interpersonal Meanings	Interpretation
<p>Mood selections : Declarative, Interrogative and Negative</p> <p>Declarative : I have, here you, it's, it has</p> <p>Interrogative : May I, can you, what is</p> <p>Negative : I didn't</p>	<p>The mood selection in dialogue 9, are declarative, interrogative and negative. It indicates that the participants concern with giving and demanding information. The topic which is introduced in dialogue 9 is about asking for and giving things. The participants are asking for giving things each other. Then, negative as in dialogue 9 denotes supports of demanding information.</p> <p>There are four declarative found in dialogues such as: "<i>I have</i>", "<i>here you</i>", "<i>it's</i>", "<i>I have</i>". It's called declarative mood, because the participants concern with giving information each other, for example :</p> <p>Dona : I didn't bring my pen. May I borrow yours? Andy : Which one? I have two pens. The blue or black one? Dona : The blue one, please. Andy : Here you are</p> <p>Declarative as "I have two pens", "Here you are" and "It's on my table", in dialogue 9, conducted by Andy and Miss Ina.</p> <p>Furthermore, there are three interrogative moods found in dialogue as "<i>May I</i>", "<i>Can you</i>", "<i>What is</i>". "May" is a modal, which is used by Dona asks to Andy.</p> <p>There is only one negative form found in dialogue 9 such as "<i>I didn't bring my pen</i>". It concern with giving information, which conducted by Dona for example :</p> <p>Dona : I didn't bring my pen. Can I borrow yours? Andy : Which one? I have to pens</p> <p>In the above example, Dona is giving information that she did not bring her pen.</p>

2. Contextual description of dialogue 9

Tenor of Discourse	Interpretation
<p>Agentive or societal roles :</p> <ul style="list-style-type: none"> - Student and student - A teacher and a student <p>Status : Equal and unequal</p> <p>Social Distance : Minimal and maximal</p>	<p>Based on lexicogrammatical analysis of dialogue 9, there are several participants in the dialogue. They are student and student, then, a teacher and her student. However, the students who communicate with the teacher are Sugeng. There are two societal roles found in the dialogue namely between a student and a teacher, then, student and student. The conversation which is conducted between student and student can be seen as follows :</p> <p>Dona : I didn't bring my pen. May I borrow yours? Andy : Which one? I have two pens. The blue or black one?</p> <p>The above conversation is done by Dona and Andy. They are student of the same class or school. Thus, it can be said that their power are the same and it means that their status is equal. It is also proves that their school distance is minimal.</p> <p>The further is the conversation which is conducted by a teacher and a student. For example :</p> <p>Sugeng (S) : Yes, Ma'am. What is it? Miss Ina (T) : Can you get me my dictionary in the teacher's office? Sugeng (S) : All right, Ma'am</p> <p>The above conversation proves that there is a relationship between a student and a teacher. The conversation above, shows that they have different power, thus, their relationship can be said unequal. The social distance can also be said maximal.</p>

9.5. Mode of discourse of dialogue 9

1. Lexicogrammatical analysis of dialogue 9

Textual Meaning	Interpretation
<p>Thematic choices : Topical themes : I, here, you, what, it', the color</p> <p>Predicators : Bring, borrow, help, get</p> <p>Textual themes : And</p>	<p>The lexicogrammatical in the dialogue is mainly topical. There are seven topical themes found in dialogue 9, such as: <i>I, here, you, what, it,</i> and <i>the color</i>. They are called topical themes because they occur in initial position in the clause. They are also called the subject in the clause. For example: "<i>I didn't bring my pen</i>". The circumstance adjunct "<i>here</i>" is called topical because it shows the transitivity level which occurs in initial position, another example is "the color is brown". This example also provides "<i>the color</i>" as the topical theme in the dialogue.</p> <p>There are only four predicators applied in dialogue 9, such as: "bring", "borrow", "help" and "get". Dona's utterance such "<i>I didn't bring my pen</i>" indicates the verb "<i>bring</i>" as the predicator. The next example, Miss Ina's question such as: "Sugeng, can you <i>help</i> me please?" Indicates the verb "<i>help</i>" as the predicator. The words "bring" and "help", shows the action conducted by participants in dialogue. In addition, there is only one textual theme found in dialogue 9, such as "and". The word "and" belong to conjunction adjunct because it is used for combine two clauses in spoken or written language.</p>

2. Contextual description of dialogue 9

Textual Meaning	Interpretation
<p>Role of language : Type of interaction : Dialogue</p> <p>Medium : Spoken</p> <p>Channel : Phonic</p>	<p>The type of interaction found in dialogue is exactly dialogue. It is because the participants consist of four persons who perform the dialogue. The participants found in dialogue 9, are Dona, Andy, Miss Ina and Sugeng. The following example shows part of the dialogue between Dona and Andy</p> <p>Dona : I didn't bring my pen. May I borrow yours?</p>

	<p>Andy : Which one? I have two pens. The blue or black one?</p> <p>The above example symbolizes that the use of Finite: Modalized interrogative mood “May” needs the supplying information as what has been confirmed by Dona. Based on the previous statements we know that medium that is used by both Dona and Andy are spoken.</p> <p>Then, the next example between Miss Ina and Sugeng.</p> <p>Miss Ina : Sugeng, can you help me, please? Sugeng : Yes, Ma’am. What is it?</p> <p>The above example symbolizes that the use of Wh : Comp. interrogative mood “What” needs the supplying information (demanding information) which is confirmed by Sugeng. They confirm each other when they meet in a certain place. Based on the previous statements, it can be stated that the channel used in dialogue is phonic. It is the use of sound system of language to produce language.</p>
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10. Data Presentation

Data Dialogue 10

- Ms Ina : Sugeng, can you help me?
- Sugeng : Yes, ma’am. What would you like ?
- Ms. Ina : Go to the library and bring some dictionaries.
- Sugeng : All right, ma’am.
-
- Dona : Shanti, I need your help.
- Shanti : Sure. What do you need?
- Dona : Can you help me do my homework?
- Shanti : OK. I will help you.
- Nurul : Really? Thanks.

10.1. Lexicogrammatical Analysis

12. Interrogative

	Sugeng,	can	you	help	me ?
Interpersonal	Voc:Adj	Fin	Sub	Predict	Comp
		Mood		Residue	
Ideational			Actor	Pro:Mat	Goal
Textual	Textual	Interpers	Topical		
	THEME			RHEME	

13. Yes Ma'am : Minor Clause

14. Interrogative

	What	would	you	like ?
Interpersonal	Wh:Adj	Fin:Modalized	Sub	Predicator
	Residue	Mood		Residue
Ideational		Process	Senser	Pro:Mental
Textual	Topical			
	THEME	RHEME		

15. Declarative

I	go to	the library	and	bring	some dictionary		
Sub	Fin	Predicator	Complement	Conj:Adj	Fin	Predict	Complement
Mood	Residue			Mood	Residue		
Actor	Pro:Mat	Goal		Pro:Mat		Goal	
Topical			Textual				
THEME	RHEME		THEME	RHEME			

16. All right, Ma'am : Minor Claus

17. Declarative

	Shanti,	I	need	your help	
Interpersonal	Voc:Adj	Sub	Fin	Predict	Complement
		Mood		Residue	
Ideational		Carrier	Pr:Attributive	Attribute	
Textual	Textual	Topical			
	THEME		RHEME		

18. Sure : Minor Clause

19. Interrogative

	What	do	you	need ?
Interpersonal	Wh:Comp	Fin	Sub	Predicator
	Res.....	Mood		.....idue
Ideational		Pro:Mat	Actor	Pro:Mental
Textual	Topical			
	THEME		RHEME	

20. Interrogative

Can	you	help	me	do	my homework?
Fin	Sub	Predicator	Comp	Predicator	Complement
Mood		Residue		Residue	
	Actor	Pro:Mat	Goal	Pro:Mat	Goal
Interpersonal	Topical				
	THEME		RHEME		RHEME

21. Declarative

	Ok,	I	will	help	you
Interpersonal	Cont:Adj	Sub	Fin	Predicator	Complement
	Mood		Residue		
Ideational		Actor		Pro:Mat	
Textual		Topical			
	THEME		RHEME		

22. Really ? Thanks : Minor Clause

10.2. Description of field of discourse of dialogue 10

3. Lexicogrammatical analysis of dialogue 10

Ideational Meaning	Interpretation
<p>Process types : Material, Relational and Mental</p> <p>Material : Help, go, bring, do</p> <p>Relational : Attributive : Need</p>	<p>The processes found in the dialogue are material, relational, and mental process. The material processes found in dialogue 10, are “help”, “go”, “bring”, “and do”. Miss Ina’s utterance in the dialogue such as: “<i>Sugeng, can you help me?</i>” it means that Miss Ina is demanding information upon Sugeng. The relational process concerns with attributive process such as “need”. It portrays the process of description used by the participants to</p>

<p>Mental : Like, need</p> <p>Process : Would</p> <p>Participants : Actor : you, I Attribute : your help Senser : you Carrier : I Goal : me, the library, some dictionaries, my homework</p> <p>Circumstance : No -</p>	<p>express their thought.</p> <p>There are two mental processes found in dialogue 10, such as : “<i>like</i>” and “<i>need</i>”.</p> <p>Mental process concerns with cognitive, perceptive and affective. For examples: “<i>What would you like?</i>”, “<i>What do you need?</i>” The words “<i>like</i>” and “<i>need</i>” indicate mental process.</p> <p>The participants in the dialogue are Miss Ina, their English teacher, Sugeng, Dona, Shanti and Nurul. They are asking for help from each other. The subject “<i>I</i>” denotes the carrier in the dialogue. There are two actors found in dialogue 10, such as: “<i>you</i>” and “<i>I</i>”. “<i>You</i>” refers to Sugeng, and “<i>I</i>” refers to Shanti, as subject. There is only one senser found in dialogue 10 such as “<i>you</i>” which refers to Miss Ina. For example: “<i>What would you like?</i>” The carrier “<i>I</i>” refers to Dona as subject.</p> <p>There are four goals found in dialogue 10, such as: “<i>me</i>”, “<i>the library</i>”, “<i>some dictionary</i>” and “<i>my homework</i>”. They denote the object or complement. However, there is no circumstance in the dialogue.</p>
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4. Contextual description of dialogue 10

Ideational Meaning	Interpretation
<p>Experiential domain : Asking for help between student and teacher. Asking for help between two students</p> <p>Short-term goal A student and teacher are expressing asking for help. A student asks his friend to help her</p> <p>Long-term goal Sugeng’s agreement to help his teacher is used to make their relationship become better. Dona’s way to ask for help upon Shanti is used to</p>	<p>The participants in the dialogue are Miss Ina and Sugeng. The experiential domain of the dialogue is asking for help. Sugeng’s teacher is asking for help to bring her dictionaries. The short-term goal of the dialogue is that a student and teacher are expressing asking for help. However, the long-term goal of the dialogue is Sugeng’s agreement to help his teacher to bring some dictionaries from the libraries.</p> <p>Another short-term goal is that two students are asking for help from each other. They are Dona and Shanti. Dona is asking Shanti for help to do her homework. Thus, the long term-goal of the dialogue is that Shanti’s kindness to receive Dona’s offer is used to maintain the relationship between them. The</p>

maintain their relationship.	relationship is as a friend.
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10.3. Tenor of discourse of dialogue 10

3. Lexicogrammatical analysis of dialogue 10

Interpersonal Meaning	Interpretation
<p>Mood selections : Interrogative and declarative</p> <p>Interrogative : Can you, what, would, what do.</p> <p>Declarative : I go, I need, ok, I will</p>	<p>The mood selections in dialogue 10 are interrogative and declarative. This indicates that the participants are concerned with demanding and giving information. The topic which is introduced in dialogue 10 is about asking for help. The participants are asking each other for help. It is known from Miss Ina expression to Sugeng, such as: "Can you help me?" Then, Dona asks Shanti, such as: "Can you help me do my homework?" The example denotes that they are asking each other for help. There are several interrogative forms in dialogue 10. There are "Can: finite", "Wh : Adjunct what" "Wh : comp what" and "Finite : modalized would".</p> <p>Furthermore, there are three declarative mood found in dialogue 10, such as: "I go", "I need" and "Ok, I will". The following example shows the declarative mood;</p> <p><i>"I go to the library and bring some dictionaries".</i> <i>"Shanti, I need your help".</i> <i>"Ok, I will help you".</i></p> <p>The example denotes that the participants focus on giving information to each other.</p>

4. Contextual description of dialogue 10

Tenor of Discourse	Interpretation
<p>Agentive or societal roles :</p> <ul style="list-style-type: none"> - A teacher and a student - Student and student <p>Status :</p>	<p>There several participants found in dialogue 10. They are a teacher and a student. However, teachers who communicate with a student is Miss Ina. There are two societal roles found in dialogue 10, namely between a teacher and a student and then between student</p>

<p>Unequal and equal</p> <p>Social distance : Maximal and minimal</p>	<p>and student. The conversation which is conducted between a teacher and a student can be seen as follows :</p> <p>Miss Ina : Sugeng, can you help me, please? Sugeng : Yes, Ma'am. What would you like?</p> <p>The above conversation proves that there is a relationship between a teacher and student. Because they have different power, thus, their relationship can be said unequal, and then the social distance can be said maximal. The conversation which is conducted by student and student is for example :</p> <p>Dona : Shanti, I need your help. Shanti : Sure, what do you need? Dona : Can you help me do my homework? Shanti : Ok, I will help you. Nurul : Really? Thanks</p> <p>The above conversation is done by Dona, Shanti and Nurul. They are students of the same school. Thus, it can be said that their power is the same and it means that their status is equal. It also proves that their social distance is minimal.</p>
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10.4. Mode of discourse of dialogue 10

3. Lexicogrammatical analysis of dialogue 10

Textual Meaning	Interpretation
<p>Thematic choices : Topical Themes : You, what, I</p> <p>Predicators : Help, like, go, bring, need, do</p> <p>Textual themes : Sugeng and Shanti</p>	<p>Based on the grammatical analysis, there are three topical themes found in dialogue 10 such as : "I", "you" and "what". They are called topical themes because they occur in initial position in the clause. In other words, they are also called the subject in the clause. For example :</p> <p>"I go to the library and bring some dictionaries". "Can you help me do my homework?". "I will help you".</p> <p>Wh : Adjunct "What" is called topical theme</p>

	<p>because it shows the transitivity level which occurs in initial position, For example, “<i>what would you like?</i>”</p> <p>The lexicogrammar in the dialogue is mainly predicator. There are six predicators applied in dialogue 10 such as : “<i>help</i>”, “<i>like</i>”, “<i>go</i>”, “<i>bring</i>”, “<i>need</i>” and “<i>do</i>”. Miss Ina’s utterance such as : “<i>Sugeng, can you help me?</i>” indicates the verb “<i>help</i>” as the predicator which shows the action conducted by participant.</p> <p>Further, the textual themes found in dialogue 10 are “<i>Sugeng</i>”, “<i>and</i>”, “<i>Shanti</i>”. <i>Sugeng</i> and <i>Shanti</i> are called textual themes because they occur in initial position in the clause, and they are Voc: adjunct. “<i>And</i>” is also called textual theme because it belongs to conjunction adjunct.</p>
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4. Contextual description of dialogue 10

Textual Meaning	Interpretation
<p>Role of language : Type of interaction : Dialogue</p> <p>Medium : Spoken</p> <p>Channel : Phonic</p>	<p>The type of interaction of dialogue 10 is a dialogue. The dialogue is conducted by several participants. Thus, it is obvious that the role of language is dialogue. The participants are Miss Ina and Sugeng, and then Dona, Shanti and Nurul. The participants in dialogue 10 are each other asking for help. Thus, the medium which is used by them is totally spoken.</p> <p>It is supported by their conversation as follows</p> <p>1. Miss Ina : Sugeng, can you help me? Sugeng : Yes Ma’am. What would you like?</p> <p>2. Dona : Shanti, I need your help. Shanti : Sure, what do you need? Dona : Can you help me do my homework. Shanti : Ok. I will help you.</p> <p>The above part of conversation is conducted by Miss Ina and her student, and then Dona with her friends. They are asking</p>

	each other for help. Therefore, the channel of communication which is used in dialogue 10 is phonic.
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4.3. The Summary Analysis of Lexicogrammar and Contextual description

(1) Mood analysis of dialogue 1

Topic of dialogue1 is “Introducing Yourself”. Mood analysis is mainly declarative in dialogue 1. There are five declarative moods in the dialogue. It indicated that participants in dialogue 1 focus on giving information to each other.

Transitivity analysis

Another process which is found in dialogue 1 is relational process. Relational process has the same dominance as the identification process. There are two relational Attributive processes and also identification process. It shows that the participants in dialogue 1 focus on the description and to identification of each other.

Textual Analysis

There are three categories of the textual analysis such as interpersonal theme, topical theme and textual theme. On the basis of the analysis, topical theme is dominant in dialogue 1. There are five topical themes found in the dialogue. This result indicates that the transitivity process used in dialogue1 occurs in the initial position of the clauses.

(2) Mood analysis of dialogue 2

Topic of dialogue 2 is “Greeting”. Mood analysis of dialogue 2 consists of three categories; they are declarative mood, interrogative mood and

imperative mood. The interrogative mood is dominant in dialogue 2. There are five interrogative moods and there are four declarative moods in the dialogue. It shows that participants in dialogue 2 are more concerned with demanding information rather than giving information.

Transitivity analysis

There are four attributive processes found in dialogue 2. Relational attributive is dominant in the dialogue, which indicates that participants in dialogue 2 focus on the description and identification between them.

Textual Analysis

Textual analysis of dialogue 2 consists of three categories, they are interpersonal theme, topical theme and textual theme. However, topical theme is dominant in dialogue 2. There are seven topical themes and only two textual themes found in dialogue 2. It shows that the transitivity process used in dialogue 2 occurs in the initial position of clauses.

(3) Mood analysis of dialogue 3

Topic of dialogue 3 is "Greeting to know someone". Mood analysis of dialogue 3 consists of three categories: declarative mood, interrogative mood and imperative mood. Declarative mood and interrogative mood are the same dominant in dialogue 3. There are five declarative moods and five interrogative moods. It shows that the participants in dialogue 3 are concerned with demanding information and also giving information to each other.

Transitivity analysis

Processes found in dialogue 3 are material process and relational process. Attributive process is more dominant in dialogue 3. It indicates that the dialogue concerns itself with the description and identification between the participants.

Textual Analysis

There are three categories of textual analysis, which are interpersonal theme, topical theme and textual theme. Based on the analysis, topical theme is dominant in the dialogue. There are nine topical themes found in dialogue 3. It indicates that the transitivity process used in dialogue 3 occurs in the initial position of the clauses.

(4) Mood analysis of dialogue 4

Topic of dialogue 4 is “dialogue”. There are seven declarative moods and only one interrogative mood found in dialogue 4. It can be said that declarative mood is dominant in dialogue 4. It shows that the participants in the dialogue 4 focus on giving information.

Transitivity analysis

Transitivity analysis concerns with the processes conducted by the participant in a certain activity. There are two processes found in dialogue 4, material process and attributive process. However material process is dominant in dialogue 4. There are six material processes and only three attributive processes found in the dialogue. It indicates that the participants in dialogue 4 focus on doing action and events.

Textual Analysis

Textual analysis consists of three categories such as; interpersonal theme, topical theme and textual theme. Topical theme is dominant in dialogue 4. There are five topical themes and only four textual themes. It shows that the transitivity process used in dialogue 4 occurs in the initial position of the clauses.

(5) Mood analysis of dialogue 5

Topic of dialogue 5 is “Asking for Information. What time do you go to school?”

There are four declarative moods, and four interrogative moods found in dialogue 5. Declarative mood and interrogative mood are equally dominant in the dialogue. It indicates that the participants in dialogue 5 focus on demanding information from and giving information to each other.

Transitivity analysis

Other processes which are found in dialogue 5 are material processes and relational processes. Material process is dominant in dialogue 5. There are six material processes and only two relational processes found in dialogue 5. It shows that the participants in the dialogue focus on events.

Textual Analysis

Textual analysis consists of three categories: interpersonal theme, topical theme and textual theme. Topical theme is dominant in the dialogue 5. There are eight topical themes, two textual themes and only one interpersonal theme. It indicates that transitivity process used in dialogue 5 occurs in the initial position of the clauses.

(6) Mood analysis of dialogue 6.

Topic of dialogue 6 is “Saying Sorry”. Mood analysis of dialogue 6 consists of three categories; they are declarative mood, interrogative mood and imperative mood. Declarative mood is dominant in dialogue 6. There are six declarative moods and only one interrogative mood found in dialogue 6. It means that the participants in the dialogue focus on giving information to the other participants.

Transitivity analysis

There are three processes found in dialogue 6: material process, attributive process and identification process. Attributive process is dominant in the dialogue 6. There are three attributive processes and only two material processes. It indicates that the participants in the dialogue focus on description and identification of the participants in dialogue 6.

Textual Analysis

Dialogue 6 consists of three textual themes such as; interpersonal theme, topical theme and textual theme. The topical theme is dominant in dialogue 6. There are seven topical themes, three textual themes and only two interpersonal themes found in dialogue 6. It shows that transitivity process used in dialogue 6 occurs in the initial position of the clauses.

(7) Mood analysis of dialogue 7.

Topic of dialogue 7 is “Going Shopping”. There are three categories of mood analysis in this dialogue; declarative mood, interrogative mood and imperative mood. Declarative mood is dominant in dialogue 7. There are

eleven declarative moods found in the dialogue. It means that the participants in the dialogue 7 focus on giving information to each other.

Transitivity analysis

Material process is the highest proportion in dialogue 7. There are ten material processes found in dialogue 7. It indicates that participants in the dialogue focus on doing actions and events.

Textual Analysis

There are three categories of textual analysis in dialogue 7: interpersonal theme, topical theme and textual theme. Topical theme is dominant in dialogue 7. There are seventeen topical themes and only two textual themes found in dialogue 7. Topical theme shows that transitivity process used in dialogue 7 occurs in the initial position on the clause.

(8) Mood analysis of dialogue 8.

Mood analysis of dialogue 8 consists of three categories: declarative mood, interrogative mood and imperative mood. Declarative mood is as dominant as interrogative mood found in dialogue. There are two declarative moods and also two interrogative moods found in the dialogue. It means that the participants in dialogue 8 are focusing on demanding and giving information.

Transitivity analysis

Material process and identifying process have the same proportion in dialogue 8. There are two material processes and two identifying processes found in dialogue 8. It indicates that participants in dialogue 8 focus on identifying participants and doing actions.

Textual Analysis

Textual analysis consists of three categories, i.e. interpersonal theme, topical theme and textual theme. Topical theme has the highest proportion in dialogue. There are four topical themes and only one interpersonal theme found in dialogue 8. It indicates that transitivity process used in the dialogue 8 occurs in the initial position of the clauses.

(9) Mood analysis of dialogue 9.

Topic of dialogue 9 is “Asking for and giving things”. There are three categories of mood analysis in dialogue 9. They are declarative mood, interrogative mood and imperative mood. Declarative is dominant in dialogue 9. It means that the participants in dialogue 9 focus on giving information to each other. There are three declarative moods and only one interrogative mood found in dialogue 9.

Transitivity analysis

Transitivity analysis concerns with processes conducted by the participants in dialogue 9. Based on the transitivity analysis, material process is dominant in dialogue 9. There are two material processes and only one intensive process and also one possessive process found in dialogue 9. It indicates that the participants also focus on doing an action.

Textual Analysis

There are three categories of textual analysis in dialogue 9, which are interpersonal theme, topical theme and textual theme. Topical theme is dominant in dialogue 9. There are seven topical themes and only three textual

themes found in dialogue 9. It shows that transitivity process used in dialogue 9 occurs in the initial position of the clause.

(10) Mood analysis of dialogue 10

Topic of dialogue 10 is “Asking for help”. There are three categories of mood analysis in dialogue 10. They are declarative mood, interrogative mood and imperative mood. Interrogative mood is dominant in the dialogue 10. There are four interrogative moods and three declarative moods found in dialogue. It indicates that the participants in the dialogue focus more on demanding information rather than giving information.

Transitivity analysis

Based on transitivity analysis, material process is dominant in dialogue 10. There are seven material processes and two mental processes found in dialogue 10. It means that the participants in dialogue 10 are concerned with doing action and events.

Textual Analysis

Textual analysis consists of three categories: interpersonal theme, topical theme and textual theme. Topical theme is dominant in dialogue 10. There are seven topical themes and three textual themes found in dialogue 10. It shows that transitivity process used in dialogue 10 occurs in the initial position of the clauses.

CHAPTER V

CONSLUSION AND SUGGESTIONS

Finally, this chapter consists of two sub-topics: conclusions and suggestions.

5.1. Conclusions

Based on the analysis interpretation in chapter IV, the conclusions can be drawn as follows:

The **field of discourse** displayed in the dialogue found in grade VII English textbook published by Erlangga mainly refers to material, mental, relational, verbal, behavioral and existential process. However, material process is dominant in all dialogues. There are 39 material processes and 21 relational attributive processes found in all dialogues. The material process shows that all dialogues displayed in the textbook focus on actions and events. The topics of the dialogues are *Introducing yourself, Greeting, Greeting to know someone, Prohibiting, Asking for information, Saying sorry, Going shopping, Expressing thanks, Asking for and giving things, Asking for help*. Further, the short-term goals of the dialogues are concerned with the way to express meaning in transactional and interpersonal conversation. However, the long – term goal of the dialogues mainly focus on the maintenance of the relationship between students and students.

1. **The tenor of discourse** displayed in the dialogues found in “English on Sky” consists of three categories : declarative moods, interrogative moods and imperative moods. Declarative mood is dominant in all dialogues. There are 50 declarative moods and 28 interrogative moods. There is only one imperative mood found in all dialogues. It means that all of the dialogues focus more on giving information rather than demanding information. Further, the social roles displayed in the dialogue within the textbook mainly deal with the relationship between student and student. Therefore, the status is predominantly equal. The equal of the status shows that the situation is informal. It is because the participants have the same power. The social distance displayed in the textbook predominantly minimal because the participants presented in the dialogues are mostly between student and student.

2. **The mode of discourse** displayed in the dialogues presented within “English on Sky” is predominantly spoken. It is because the participants mainly conduct face to face conversation. The topical theme is the highest proportion in all dialogues. There are 72 topical themes found in all dialogues. It shows that the transitivity process used in all dialogues occurs in the initial position of the clauses. The participants in each dialogue uses everyday language and interactive. The participants in all dialogues consist of more than two participants. The channel of language used in all dialogues is phonic. It is because each conversation conducted by the participants uses sound system of language.

5.2 Suggestion

1. Theoretical Implication

- a. Based on the findings of this research, it is expected that further researchers will have a new perspective on discourse theories concerning with the context of situations.
- b. It is expected that the findings of this research will give contributions to the development of discourse analysis, so that, the students can have the ability of discourse competence as what the curriculum wants to achieve.

2. Practical Implication

- a. It is expected that the findings of this research will be useful for English teachers. Through the process of discourse learning, their knowledge on context of situations including field, tenor and mode could increase gradually.
- b. It is expected that English teachers focus on the achievement of communicative competence as the goal of teaching language. Thus, the students will be able to achieve discourse competence as the goal of learning English as foreign language.
- c. The textbook which entitles "English on Sky" is good enough. There are mostly interpersonal conversations presented in the book. Therefore, The transactional conversation should be considered within the content of the book.

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