



REALIZATION OF TENOR IN THE CONVERSATION IN ENGLISH TEXTBOOKS

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Abstrak

Penelitian ini bertujuan untuk menjelaskan *tenor* dari mitra bicara pada percakapan dalam buku teks Bahasa Inggris kelas X dan kesesuaian realisasinya dalam konteks. Penelitian ini juga menjelaskan persamaan dan perbedaan antara teks percakapan dari kedua buku teks Bahasa Inggris dalam merealisasikan *tenor*. Metode deskriptif komparatif digunakan dalam penelitian ini. Hasil analisis leksikogrammatika menunjukkan bahwa teks percakapan dari kedua buku teks didominasi oleh klause deklaratif. Hal ini berarti *mood* pada model teks percakapan cenderung memberikan informasi daripada meminta informasi atau meminta barang atau jasa. Hasil dari analisis modalitas menunjukkan bahwa teks percakapan didominasi oleh modulasi kapasitas. Hasil analisis *tenor* menunjukkan bahwa peran sosial dari teks percakapan meliputi peran antara guru dan siswa, siswa dan siswa, dan teman dan teman. Selanjutnya, status dalam teks percakapan adalah setara dan tidak setara. Antar mitra bicara terdapat terdapat kontak yang rendah dan keterlibatan afektif rendah dan kontak tinggi dan keterlibatan afektif tinggi.

Abstract

This study aims at explaining the tenor of the interactants in the conversation texts found Grade X English textbooks as well as the appropriacy of their realization in the given contexts. This study also explains the similarities and differences between conversation texts found in both English textbooks in realizing tenor. This study was a qualitative research employing a descriptive comparative method. The result of lexicogrammatical analysis of conversation texts in two English textbooks showed the texts of two textbooks were dominated by declarative. This means that the mood in the models of the conversation texts tend to give information rather than demanding information or demanding goods and services. They were between teacher and student, student and student, and friend and friend. Furthermore, there were various statuses found in these texts. They were unequal and equal. At last, the social distances showed low contact and low affective involvement and high contact and high affective involvement.

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INTRODUCTION

There have been textbooks for high school students abundantly available in the market. The English textbooks provide texts as models for students to engage in oral or written communication in various contexts of situation. Therefore, we should find out whether the provided texts are appropriate contextually for their own sake and reflect the real life situation in which communication competence is rehearsed for purposeful social activities. In real life, the students will be engaged with dynamic use of language to create the text according to the particular terms of situational dimension.

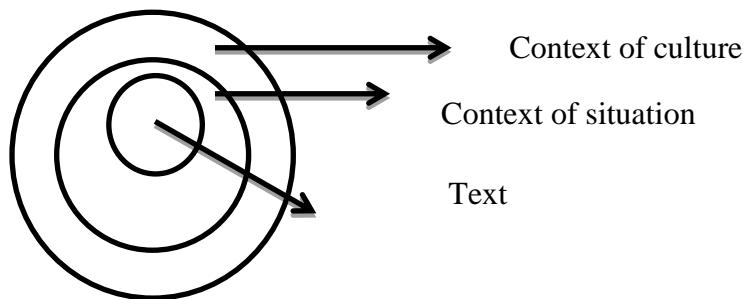
To understand the context of situation in a text, particularly spoken, students are exposed to conversation texts that mostly focus on the use of functional expressions. In textbooks, those functional expressions are listed and graded from more formal to less formal situations. In fact, those expressions would mean nothing without contexts. Consequently, the study on tenor as one of the elements of the context of situation becomes important. By analyzing tenor, the meanings constructed to build the relationships between

the interactants in the conversation text can be interpreted.

The existence of text and context is always a continuum. The meaning of text can be defined as an actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis (Widdowson, 2007: 4). This means that a text should be meaningful since a text is produced for a communicative purpose. People produce texts to get a message across, to express ideas and beliefs, to explain something, to get other people to do certain things or to think in a certain way, and so on.

Language users can understand a text by making meanings with each other in the available context. Context as named by Halliday and Hasan (1985: 5), is text that is 'with'. Context is the situation in which texts unfold and in which they are to be interpreted. Hence, context must exist prior to texts. The actual use of language will make sense when it unfolds within a context. Focusing the attention on the language use in context makes it essential to describe the dimension of context that have an impact on language use.

Actually, a text always occurs in two contexts, one within the other. Butt et al. (1996: 11) presents two different levels of abstraction: the outer and the inner of contexts.



The outer context is the context of culture and the inner context is the context of situation. Context of culture is sometimes described as the sum of all the meanings it is possible to mean in that particular culture, while within the context of culture, speakers and writers use language in many more specific contexts or situations. Each of these is an inner

context, which is called as the context of situation (Butt et al. 1996: 11). A text occurs in these two contexts. The combination of the two results in the differences and similarities between a piece of language and another. In other words, context of culture and context of situation are the contexts that generate the

meanings of a text regarding the appropriacy of the language use.

Appropriacy is suitableness of language used for the particular context (Celce-Murcia and Olstains, 2000: 235). The appropriacy deals with the choice of words or linguistic choice. Texts of textbooks are expected to be made up by appropriate choice of words considering its contexts.

Context of situation is defined as term to cover the things going on in the world outside the text which make the text what it is (Butt et al, 1996: 12). Context of situation can be specified into three variables: field, tenor, and mode. Field of discourse refers to what is going on, including activity focus (nature of social activity) and object focus (subject matters). Sometimes field can be glossed as the "topic" of the situation. Field predicts experiential meanings in the semantic level. Experiential meaning is realized by transitivity at the lexicogrammatical level.

Tenor as the realization of interpersonal meaning refers to the negotiation of social relationship among participants. Tenor is one aspect of register variables expressed through the interpersonal function (Martin, 1992: 523). Tenor of discourse refers to the players or the actors or rather the interacting roles, which are involved in the creation of the text. It concerns with the social relationships between those taking parts. Butt et al. (1996: 130) specify tenor in terms of agentive or social roles, status and social distance. Agentive or social roles are roles of the speakers and the addressee. Status may be equal or hierarchic. It is realized by the mood chosen by the speakers. Social distance measures how the participants know each other, whether they speak familiarly or distantly. Social distance may be maximal or minimal for those on a familiar and frequent basis.

By considering formality and politeness, Poynton (in Eggins, 1994: 64) breaks down tenor into three continua: power, affective involvement, and contact. Power is a matter of equal and unequal power of the roles of the

interactants in communication. For instance, roles of equal power are those of friends. The example of roles of unequal (non-reciprocal) power would be those of boss/employee. Contact deals with the frequency of communication between the interactants. It is whether they have frequent or infrequent contact. For example, contact between spouses tends to be frequent, but the contact between distant acquaintances maybe infrequent. Affective involvement describes the emotional relationship between the interactants in a particular situation. The affective involvement is either high or low. For example, friends of lovers are affectively involved, whereas work associates are typically not. Status and power refer to the positions of the interactants, contact and social distance deal with the frequency of the interaction. While Butt (1994) specifies the roles of the speakers in terms of agentive of societal roles, Eggins (1996) specifies affective involvement as another element of tenor that concerns on the speakers' intimacy. Therefore, the application of these ideas will make it a more complete and detailed study of tenor.

Gerrot and Wignell (1994: 11) also describe that tenor is the social relationships between those taking part in the conversation. They cover tenor into three dimensions: 1). Status or power, than means agent roles, peer or hierachic relation, 2). Affect, that means degree of like, dislike or neutrality, 3). Contact, that means frequency, duration and intimacy of social context.

Similarly, Butt et al. (1996: 130) defines that tenor is the relationship between the speaker and hearer (or, of course, writer and reader). He specifies tenor in terms of agentive or social roles, status and social distance. Agentive or social roles are roles of the speakers and the addressee. Status may be equal or hierachic. It is realized by the mood chosen by the speakers. Social distance measures how the participants know each other, whether they speak familiarly or distantly. Social distance maybe maximal or

minimal for those on a familiar and frequent basis.

Mode of discourse refers to how language is being used whether the channel of communication or the "part" is spoken or written and whether the language being used is a mode of action or reflection. It predicts textual meanings. Martin (in Eggins, 1994: 53-54) pointed out mode involves two simultaneous continua, which describe two different types of distance. Those are spatial/interpersonal distance and experiential distance.

The way of the speaker doing something to other participants will cause two semantic system of clause: proposition and proposal. Proposal clause refers to the thing that one exchange is about goods and services. Proposition clause refers to the information. Moreover, the system contributes two basic contrasts that are giving and demanding something. It can be seen through the table below:

Table 1 Speech roles and commodities in interaction

COMODITY EXCHANGE			
SPEECH ROLE	Information	Good and Services	
Giving	Statement	Offer	
Demanding	Question	Command	

Source: Gerrot and Wignell (1994: 150)

This study explores and analyzes interpersonal relation (tenor) of conversation texts found in English textbooks, in terms of the social role relationship played by interactants in the conversation found in Grade X English Textbooks "*Pathway to English*" and "*Bahasa Inggris Kelas X*".

METHODS

This study is qualitative employing a descriptive method. It is a type of research, which does not include any numeration and describes phenomena in which a research conclusion can be drawn. Arikunto (2006: 111) states that a descriptive research does not need any hypothesis in its research stage. The descriptive research is commonly used to describe certain phenomena, based on the data collected to get conclusion. The study also

employs a comparative method. According to Miles and Huberman (1992: 237), a comparative method is implemented by making a comparison between two sets of things, persons and roles of activities. The comparative method compares conversation texts found in two English textbooks entitled "*Pathway to English*" and "*Bahasa Inggris Kelas X*" to find their similarities and differences in realizing tenor. The data of this research are conversation texts found in two English textbooks. These English textbooks have one to two model conversations. These conversation texts are written in various topics. Four texts of each English textbook are selected from the whole texts that have same topics based on the basic competence of 2013 curriculum. These conversation texts of each textbook are as follows.

Table 2 Conversation texts in the textbooks

No.	Topics	Texts	
		A	B
1	Expressing personal identification in interpersonal dialogue	1	1
2	Expressing various compliments in interpersonal	1	1

	conversation			
3	Expressing various compliments that show attention and the responses	1	1	
4	Congratulating in various contexts	1	1	
		4	4	
	Total		8	

RESULTS AND DISCUSSIONS

The section deals with the result and discussion of the tenor of the conversation texts found in grade X English textbooks "Pathway to English" and "Bahasa Inggris Kelas X". The analysis covers mood and realization of tenor in the texts.

The conversation texts of both English textbooks were dominated by declarative forms. The conversation texts of English textbook "*Pathway to English*" were mostly declaratives, followed by interrogative, imperative, and exclamative mood. It was proven through the Text A1 until the Text A4 which were dominated by declarative. On the contrary, imperative and exclamative were less found in the texts of this English textbook. They just appeared in particular texts. This meant that the mood in the models of the conversation texts tended giving information rather than demanding information or demanding good or services.

The conversation texts of English textbook "*Bahasa Inggris Kelas X*" were also mostly declarative. Then, followed by interrogative, imperative, and exclamative mood. It was proven through the Text B1 until the Text B4 which were dominated by declarative. On the contrary, imperative and exclamative were less found in the texts of this English textbook. They just appeared in particular texts. Imperative just appeared in text B1 and B3, and exclamative appeared in text B2. This meant that the mood in the models of the conversation texts tended giving information rather than demanding information or demanding good or services.

It seems that declarative clauses are dominantly found in the conversation texts of both English textbooks. It indicates that almost all conversation texts focus on giving information rather than demanding information. The interrogative forms in the conversation texts focus on demanding information. Imperative and exclamative mood are only found in particular texts.

Viewed from the modality, the conversation texts of English textbook "*Pathway to English*" employ dominant modulation of capability. It can be seen through Text A2, Text A3, and Text A4. Then, modulation of inclination is found Text A3 and Text A4. Moreover, modulation of obligation is only found in Text A3. Then, modalization of probability is also shown in Text A2. On the contrary, modulation and modalization were not found in Text A1.

Meanwhile, the conversation texts of English textbook "*Bahasa Inggris Kelas X*" employed dominant modulation of capability as shown in Text B2, Text B3, the Text B4, then, followed by modulation of obligation as shown in Text B2. Also, modulation of inclination and modalization of probability are found in Text B3, but the modulation and modalization are not found in Text B1.

With respect to the tenor realization of conversation texts, three issues are discussed: agentive/societal roles, status, and social distance. The data from the two textbooks, both of English textbooks have various kinds of societal roles. The societal roles were between teacher and student, between student and student, and between friend and friend. It is found that the conversation texts both of English textbooks have equal and unequal

status or powers. The text which has unequal power was text A2, while others were equal powers. Additionally, both of English textbooks have various kinds of social distances. The social distances found in both English textbooks were high/frequent contact and high affective involvement. There was only a text which has low contact and low affective involvement (text A2).

There were some similarities and differences between conversation texts found in two English textbooks entitled "*Pathway To English*" and "*Bahasa Inggris Kelas X*" in realizing tenor. Table 3 presents the realization of tenor in each conversation text of the English textbook "*Pathway To English*" (Text A1 to Text 4) and the English textbook "*Bahasa Inggris Kelas X*" (Text B1 to B4).

Table 3 Similarities and differences between conversation texts in English textbooks in realizing tenor

Tenor	First Topic		Second Topic		Third Topic		Fourth Topic	
	A1	B1	A2	B2	A3	B3	A4	B4
Agentive/Social Roles	Friend and Friend	Friend and Friend	Teacher and Student	Friend and Friend				
Status	Equal	Equal	Unequal	Equal	Equal	Equal	Equal	Equal
Social Distance	High contact, high affective involvement	High contact, high affective involvement	Low contact, low affective involvement	High contact, high affective involvement				

As presented in Table 3, the similarities are found in almost all conversation texts between conversation texts in English textbook "*Pathway to English*" and "*Bahasa Inggris Kelas X*". The similarities are found between text A1 and B1, A3 and B3, and A4 and B4. Those texts have similarities in terms societal roles, status, and social distance. Meanwhile, the differences are only found between text A2 and B2. Those two texts have differences in terms of societal roles, status, and social distance.

In addition, the eight texts under analysis have various dimensions of tenor. The tenor analysis of conversation texts of each English textbook demonstrates various kinds of societal roles, statuses, and social distances. The analysis shows the appropriacy of the conversation texts of two English textbooks in realizing tenor and also shows that the relationship between the speakers with equal and unequal status are considered appropriate.

CONCLUSION

The result of tenor analysis of conversation texts found in both English textbooks shows that there are societal roles of conversation texts in the textbooks. They are between teacher and student, student and student, and friend and friend. There are various statuses found in these texts. They were unequal and equal. At last, the social distances show low contact and low affective involvement and high contact and high affective involvement. The results of lexico-grammatical analysis of conversation texts in two English textbooks shows that the texts of two textbooks are dominated by declarative. This meant that the mood in the conversation texts tend to give information rather than to demand information or to demand goods and services. The result of modality analysis shows that the conversation texts of the textbook are dominated by modulation of capability.

The similarities are found between text A1 and B1, A3 and B3, and A4 and B4. Those texts have similarities in terms societal roles, status, and social distance. The differences are only found between text A2 and B2. Those two texts have differences in terms of societal roles, status, and social distance and tend to be different in realizing tenor.

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