

CONSTRUCTION AND INTERPRETATION OF ENGLISH LANGUAGE TEACHING DISCOURSES: A CONTEXTUAL ANALYSIS ON STUDENT'S WORK

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Abstract

The paper aims to analyse one of students' work of English Education Department, IAIN Salatiga especially Text and Context subject entitled The Important of Character Education. Contextually this article is very interesting to be presented and discussed related to current debates of Education Character or Full Day School in Indonesia issued by Minister of Education. Through this work, it can be identified the students' perspective expressed in the written mode with English language medium. Method used in this research is qualitative-descriptive approach called discourse analysis and the unit of analysis is written text, as the final assignment for Text and Context class, in the seventh semester, academic year 2016-2017. The analysis focuses merely on contextual interpretation. The context of culture explores the power of language on establishing a new educational discourse in Indonesia. The context of situation investigates how language is used to maintain it within a political power. This investigation consists of four aspects: physical, epistemic, linguistics, and social context. To sum up, this paper evaluates the interpretation of the authentic language used by a student learning English in English Language Teaching (ELT) class. This part also conveys the intention of the student (writer) delivering her idea through a text as an ELT discourse and how the lecturer (reader) to construe it both textually and contextually.

Keywords: Construction, Interpretation, Discourse

INTRODUCTION

Any language use at school especially classroom activity is one of language practices observed how the classroom plays very significant role to develop language discourse. It is begun from opening class, learning-teaching process to closing activities indicating various language discourses. The notion of language discourse here is restricted as spoken and written language (combination with images) used to communicate particular meaning (Christopher J. Hall, 2011:76). Those series of language use in the classroom activities are as an object of language research. These facts also have contributed to widen an opportunity to conduct a research on language teaching in general and English Language Teaching (ELT) in particular. For instance, at present there is a tendency to just explore one model of research developed to study of the language use in the classroom activities called, Classroom Action Research. Whereas there are more approaches used to investigate authentic language usage in the classroom activities such as, micro (classroom) ethnography, conversational analysis, discourse analysis, etc. that will enhance more a discourse of ELT.

In the ELT discourse, language particularly has two main roles; as a medium of instruction used in learning-teaching processes whether inside or outside the classroom and as an object of school study (Christopher J. Hall, 2011:165-167). *First*, language as an instructional tool expressed in two ways; as interactional and transactional discourse. As interactional discourse means that language is used by teachers, students and all members at school for phatic

communication, a term used by Malinowski to refer to communication which is not intended to convey information but which functions as a way of creating or maintaining social contact or social interaction. For instance, it is utilised for greeting, have a nice day!, how are you?, good morning?, etc. These expressions indicate that the addresser does not need any specific information from the addressee but it is likely as language attitude or language rule at a school how to behave with others. Meanwhile, language as transactional discourse is used by speakers for speech act function such as request, command, question, etc. This function has specific objective to meet the speaker's need. *Second*, language as an object of school study means that Indonesian government has already decided a language policy that English is a compulsory subject as a foreign language for Indonesian students at junior school, senior high school and higher education level.

Based on the above description, this paper provides one of models committed to discourse analysis method on ELT. This method is applied to analyse one of students' work, a female student of English and Education Department, IAIN Salatiga in the academic year 2016-2017. Her work entitled *The Important of Education Character* is as final assignment for Text and Context subject. The ultimate objective of analysis is to assess an interpretation of the authentic language as one of ELT discourses used by a female student who is learning English in English Language Teaching (ELT) Class through four contexts i.e. physical, epistemic, linguistics, and social context. This goal is relevant to Pinchcock's thought that discourse analysis aims to describe the contextualised language use, to explain how discourse is processed in the mind and to consider how discourse can both reflect and create a particular events, objects or people.

To get more perspectives on discourse analysis, there are two existing researches on the same area presented here. Mulyana (2005:125) came up with a research work named as 'The Study of Discourse Coherence on the Introduction of Graduating Paper Written by FBS Student of State University of Yogyakarta in the Academic Year 2003' (*Kajian Keutuhan Wacana 'Kata Pengantar' Dalam Skripsi Mahasiswa Tahun 2003 FBS Universitas Negeri Yogyakarta*). This research was carried out in the State University of Yogyakarta and it focuses on two main issues. Primarily, it investigates the aspects composing of discourse coherence found in the Introduction of Graduating Paper Written by FBS Student of State University of Yogyakarta in the Academic Year 2003. Secondly, it conveys how the aspects of discourse to unite it coherently. The research finds two conclusions; information composed in the sentence (paragraph) has coherence with the previous sentence (paragraph), the preface of the graduating paper contains coherence, cohesion and topic. Another research which is done by Usdiyanto (2003:109) entitled *Discourse Analysis of Civic Education in Serat Tripama: Holistic Critics Approach (Pendidikan Bela Negara dalam Serat Tripama: Analisis Wacana dengan Pendekatan Kritik Holistik)*, aims at showing the representation of issues related to build nationalistic character as stated in the *Serat Tripama*, a literature work written by Kanjeng Gusti Pangeran Adipati Ariya Mangkunegara IV by using the micro and macro structural approach to gain holistic comprehension of the discourse. This study explores how the writer to use grammatical and lexical coherence as a persuasive way of civic education. Writer's social and political background also strengthens of nationalism teaching. Finally, both researchers designate how discourse to be investigated in ELT (Mulyana, 2005:125) and in wider context of civic education (Usdiyanto, 2003:109). However, discourse analysis

explore

Furthermore, as the construction and interpretation of discourse is too broad, it needs a limitation to review just related literature. Norman Fairlough (1995:7) clarifies two terms; discourse and discourse analysis. Further he mentions that discourse is use of language seen as form of social practice and discourse analysis is analysis of how texts work within social cultural practice. Additionally, Renkema (cited in Sumarlam, 2003:11) defines discourse as the discipline devoted to the investigation of the relationship between form and function. Discourse is also called the most completed language unit which is articulated through both spoken and written form and it can be perceived from surface (cohesion and coherence) and depth structure (meaning). Spoken discourse can be seen in such shape as; preaching of sermon texts, speech, dialog, classroom instruction or interaction, etc. Whereas written discourse can be stumbled on such types as; short stories, books, letters, magazine, newspaper, etc. Hymes (cited in John Flowerdew, 2016:3) defines discourse as the study of language in its context of use. Besides, Hymes has identified some features of situation, or context which as mentioned here such as the physical and temporal setting; the participants (speaker or writer, listener or reader); the purpose of the participants, the channel of communication (e.g. face to face, electronic, televised, written); the attitude of the participants; the genre, or type speech event: poem, lecture, editorial, sermon; and background knowledge pertaining to the participants.

Similarly Hamid Hasan Lubis (cited in Sumarlam, 2003:50) adds an explanation of what called by Halliday and Malinowski as register (the context of situation) in order to gain the comprehensively meaning intended by both speaker (writer) and listener (reader) (M.A.K. Halliday and Ruqaiya Hasan, 1985:6). He then develops it into four parts; physical context, epistemic context, linguistic context, and social context. *First*, physical context has three elements in a communication, place, topic, and action. *Second*, epistemic is dealing with the background knowledge or schemata which are mutually understood by speakers (writers) and listeners (readers). Third, linguistic context consists of utterances preceding and following a text or sentence (clause), fourth, social context means that any social role completes the relation among the participants.

RESEARCH METHOD

This research uses qualitative approach; the researcher describes, categorizes, and interprets the data taken from an article entitled “The Important of Character Education” written by a female student, as the final assignment for Text and Context Course, in the even semester, academic year 2016-2017. Method of collecting data is documentation that this research focuses on the text which consists of two pages and four paragraphs. Unit of analysis is natural expression in the form of words, phrase, paragraph and beyond. That unit analysis is naturally constructed in the real events and situation. The researcher explores theory invented by Hamid Hasan Lubis, Malinowski and Halliday called as context of situation (register) as a means of interpretation in order to gain the comprehensive meaning intended by both speaker (writer) and listener (reader). The interpretation consists of four contexts; physical, epistemic, linguistics, and social. *First*, physical context has three elements of communication such as place, topic, and action. *Second*, epistemic is dealing with the background knowledge or

schemata which are mutually understood by speakers (writers) and listeners (readers). *Third*, linguistic context consists of utterances preceding and following a text or sentence (clause), *fourth*, social context means that any social role completes the relation among the participants. In order to get a model of analysis, the writer presents an example below:

Textbox: "...*Panas sekeli ruangan ini...*" (It is very hot inside the room).

If this utterance of discourse is interpreted by the context of situation developed by Malinowski, Halliday and Hamid Hasan Lubis using context of culture and situation, it can be clarified as follows:

- (a) Physical context indicates that the utterance is stated in a certain room. This room is relatively high or very high temperature. This room is not comfortable to stay. In other words, the room is not recommended for anyone to stay for while or longer time,
- (b) Epistemic context means that both speaker and the listener have similar feeling, knowledge, and understanding of the room's temperature,
- (c) Linguistics context means that this utterance is called as a language event,
- (d) Social context states the social relation between speaker and listener is assumed that speaker has relatively equal or higher position than listener. Based on the above interpretation, it can be deduced that the speaker's intention is to switch of air condition, to switch on fan, or to open the window. Nunan (1992:3) adds that to validate the data analysed by the Discourse Analysis method have more specific order. *First*, the method of data gathering is invented, elicited, and naturalistic. The data taken from the book are identified and selected in order to find the most appropriate data. *Second*, mode or the form of data is spoken data which is transformed into written text. *Third*, type of analysis is categorical and the last the unit of analysis is linguistics, ultimately the analysis is based on real language used in social context (Stubbs, 1983:87).

DISCUSSION

The analysis (interpretation) of the students' work (data) as mentioned above will be applied two context i.e. context of culture and context of situation. These types of analysis are explored in detail as follows:

Context of Culture (Social Context)

As the Education Minister has issued a regulation Number 23 Year 2017 about Full Day School, this regulation became public discourse. Basically this regulation is to foster character building of students at school. However, many social organisations respond it in different ways; some agree that the government should implement the regulation in order to strengthen the Character Education. In this context, Eny, the female student writing an article entitled The Important of Character Education, strongly supports how important of character education in Indonesia. With her English competence, she tries to persuade her readers that education is very important but the most essential in education is character building. She states her idea as follows:

Textbox 1, paragraph one.

...Education is considered important in the world, because the world needs people who are educated and intelligent to build more advanced countries. But other than that this character is very worth noting because people in this age not only see how a higher education or a degree that he can get, but also the character of each person....

Text 2, paragraph two.

...Many things can be done to make character education in schools. The concept of character is not quite serve as the point in the lesson plans in school, but it should be more than that, run and do. Starting with the study comply with school rules, and try to discipline in all situations. Schools must make character education as a value system that developed in school are realized in real appeal example shown by educators in the school in daily activities at school. On the other hand, character education is an effort that should involve all interests in education, family, school, school environment, and the wider community. Formation and character education will not succeed as long as there is no harmony in the educational environment. Thus the formation and education of the family as the first and main character of the environment should be improved which is further supported by the environment and learning conditions in schools that strengthen the process of formation...

In line with Eny, Maya Defianty (2017) also decides to settle the idea of character building at school. She argues that the government has already design curriculum on July 2013 well known as *Kurikulum Pendidikan Karakter* (Character Education). Additionally she explains that the word /character/ is derived from a Latin word, *karakter*, *kharessian* and *xharax* which means tool for marking, to engrave and pointed sake. In French, it derived into new words as carter, in English it becomes character, which more broaden meaning related to emotional, intellectual and moral qualities of person or group as well as the demonstration of these qualities in a society. According to Lickona (cited in Maya Defianty, 2003) provides long list of character that learners should acquire such as wisdom, justice, fortitude, positive attitude, self-control, love, hard work, integrity, gratitude and humility. While Abdul Mukti, a secretary of Muhammadiyah Central Board, argues that character education stresses on educational process which highlight on ethics, *akal budi*, *akhlaq*, *sikap hidup* and emotion of the learners (*Republika*, 28 June 2017). Related to ELT discourse Eny, as an English and Education Department, has practiced English in real situation or authentic language use.

Context of Situation

After doing context of culture analysis, this part presents situational analysis which consists of physical, epistemic, linguistics and social context. The analysis is given below:

Physical context

To analyse the physical context of ELT discourse, it is a necessary take a look the features of it. Basically it is to respond some questions such as what is happening, to whom, where and when, why it is happening, and so on. Dealing with the first question what is happening in the ELT discourse, there is only one topic discussed in the physical context, Character Education.

The topic is composed as final assignment or requirement to get mark of Text and Context Class. In other words, reader of the articles is only her lecture who teaches Text and Context course as well as evaluator. The text also informs the reader how Eny (the female student) perspective on character Education. She really insists that character education is very important as presented in the following:

Textbox 3, paragraph 3

...In addition, no less important in public education. community environment also influences a person's character. Community environment greatly influence the success of planting ethics, aesthetics for the formation of character. So we have to keep on the environment is not good. And character education through the school, not just learn the knowledge, but more than the cultivation of moral, ethical values, aesthetic, and noble character. Besides the student's character should have a personality that discipline, obedience, and responsibility. And the most important thing is to exercise discipline and behavior by each student at the school. The educational process at school are still many who are concerned with the cognitive aspect rather than psychomotor, there are many teachers in each school that only teaches origin only to see the formalities, no ethical or moral teaching how well to do. Many of the characters that we have to instill in children the future of the nation, such as honesty, yes, honesty is the first thing we must cultivate in ourselves and children are the nation's future because honesty is the bulwark of all in the same way there is a character of justice because as we can see a lot of injustice, especially in this country. In addition it should be planted too character like respect. To honor whoever it is, for example, students must be respectful to the brothers above grade level and also the younger or below the level, as well as the class of mutual respect must exist in each student to create a world that is not crowded education will clash. Now start many schools in Indonesia that teach character education into specialized subjects in school. They are taught how to form good character or symbol would not like violence, like brawl fro. Hopefully, with the entry into force of character education in schools all potential intelligence of students will be based on the characters that can bring them realize what is expected for the future of the nation. Free of corruption, injustice and others. And it is increasingly becoming a nation who clings to a strong character and civilized. Although educating character is not easy back your hand, because it teaches children early on about the nation's character education is highly recommended. Character education, it is absolutely necessary not only in school, but at home and in the social environment. Now the planting of characters in early childhood to adolescence, and even adults. Absolutely necessary for the survival of this nation...

Textbox 4, paragraph 4,

...Imagine what kind of competition that emerged in the years to come? What is clear it will be a burden to us and the parents at the time. At that time the children will face competition or even other technology with people from various countries around the World. Demands quality of human resources in the formation of good character would be needed...

During the course of Text and Context Class in the class room number 207 from February to June, there are 32 students joining the course but she is the only student who writes a text

which is relevant and serious to the context as topic.

Base on the above text, it explains to readers especially his ministers about very special event of a making-decision through clear register and it has been rational what SBY's talk and this is supported by social argument. As a military leader, SBY is accustomed to lead his troop, so in emergency situation he has succeeded to convince everyone getting along with him to reach the mission including the crisis of malnutrition and other problems in Indonesia.

Epistemic context

It elaborates the knowledge background between writer (the female student) and her lecturer (the reader). This is more subjective interpretation; the lecturer interest on certain topic or area of study is strongly influent evaluation of the student's work. She is very serious to convince her reader (especially) her lecturer in order to get impressed her views on character education. She states that character education ideally should be applied not only at school but also at home as well. It is as mentioned below:

Textbox 5, paragraph 4.

...Character education, it is absolutely necessary not only in school, but at home and in the social environment...

Linguistics context

This includes the linguistic features as medium to express idea in the ELT discourse such as grammatical aspect, diction and genre . The linguistics context found some grammatical errors, the work is expressed in the written form but spoken style, two-way visual context. It means that the text is composed as narrative text. Ideally it should be written in persuasive and argmentative text. This data can be seen in the following texts:

Textbox 6, paragraph3,

...Now the planting of characters in early childhood to adolescence, and even adults. Absolutely necessary for the survival of this nation...

Textbox 7, paragraph 3,

... Free of corruption, injustice and others. And is increasingly becoming a nation who cling to a strong character and civilized...

Textbox 8, paragraph 3,

... And the most important thing is to exercise discipline and behaviour by each student at the school...

Textbox 9, paragraph 3,

...Many of the characters that we have to instil in children the future of the nation, such as honesty, yes, honesty is the first thing we must cultivate in ourselves and children are the

nation's future because honesty is the bulwark of all in the same way there is a character of justice because as we can see a lot of injustice...

Text box 10, paragraph 3,

...In addition, no less important in public education. community environment also influences a person's character...

There some grammatical errors found in the textbox number 6, 7, 8, 9, and 10. The grammatical error is missing subject (textbox 6, and 7), capital letter (text box 10), and relative clause (textbox 7) and spelling (textbox 8 and 9). Even though there are grammatical errors, idea of discourse are still understandable because the reader and writer have similar social and cultural background which help each other to comprehend the discourse.

CONCLUSION

Regarding the above discussion, it can be inferred that the ELT discourse entitled The Important of Character Education has specific characteristics context of culture and context of situation as presented below:

The social context (context of culture) contains very important issues about Character Education. In the ELT context, teacher has applied Contextual Learning in developing productive skill especially writing skill.

The physical context conveys particular to respond some questions on ELT discourse such as what is happening, to whom, where and when, why it is happening, and so on. The first question is what happening in the ELT discourse, there is only one topic discussed in the physical context, Character Education. The topic is composed as final assignment or requirement to get mark of Text and Context Class. In other words, reader of the articles is only her lecture who teach Text and Context course. This course is started on February and ended on June. The course is carried out at the room number 207, buidling B located at the third campus of IAIN Salatiga.

The epistemic context is strongly influenced by the lecturer (personal) interest to determine whether the topic is strongly contextual or less contetxtual.

The linguistics context indicates that there are grammatical errors in the ELT discourse such as missing subject (textbox 6, and 7), capital letter (text box 10), relative clause (textbox 7) and spelling (textbox 8 and 9).

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