Discursive Practices of Teaching-Learning Phase in the School Literacy Movement: Appraisal Analysis

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Abstract---Discursive practices lead to the interactants negotiating the attitudes in certain area particularly in the teaching and learning phase in which the students and teacher get interactive to each other. This is theoretically related to appraisal analysis which attempts to investigate how the students and teacher show their attitudes, engagement,and graduation in the instructional process. This study employs systemic functional linguistics analysis which is concerned with using appraisal systems (attitudes, engagement, and graduation) as analytical tools to analyze the student-teacher interaction in the context of school literacy movement. The data are gathered from audio- visual recording, then they were further transcribed into the field note. Interms of data analysis, First of all, the text was broken down into a myriad of clauses . Second, the clauses were analyzed based on the existing theory of appraisal. it is showed that the major appraisal device is the engagement which is related to projecting sources. In case of this, both of the interactants representing heterogloss (different voices) mostly use the source of engagement to convey their intentions in the context of school literacy movement during the learning phase. Besides a source of engagement, it also encompasses a source of appreciation as well as judgment as parts of the interactants' negative and positive remarks in relation to the classroom interaction. Basically, appraisal analysis results in the way the students and teacher employ their attitude in the teaching and learning process in which they take a turn in terms of making meaning for different purposes.

Keywords: school literacy movement, systemic functional linguistics, appraisal

I. INTRODUCTION

Teacher-student engagement is regarded as the central element to achieve the success of instructional process. It also represents discursive practices which are done by them in terms of their interaction during the English teaching and learning phase. It is line with Moeller et.al (2015) who also point out that teaching English as a foreign language contributes the ideological paradigm in relation to the relevant study and person's social activities which affect the students with the scientific as well as theoretical coverage on their ways of learning and

acquiring their foreign language. In addition, this potrays a myriad of activities occur during the implementation of school literacy movement in a state junior high school particularly in Cirebon. Based on the pre-eliminary study, it showed that the process of school literacy movement was mostly found in the phase of learning in which the teacher and students got interactive to do the instructional practices such as question-answer session, discussion session, re-writing the teacher's explanation session and also silent reading session. Therefore, This is also in line with Holme (2004) who states that literacy contains the process of encoding and decoding language as a visualization. Regarding this, it can be seen from the way the teacher instructs the students to rewrite his/her handwriting on material explanation in order that the students get understood with it. so, literacy itself involves the proportion of spoken and written language which are visualized by the teacher. Meanwhile, Kern (2000), states that the literacy is concerned with the nature reading and writing in the social context in which the written artefacts is the prominant point rather that the cognitive process. In brief, it is clear that the role of literacy has become the conctructive element which develop the students and the teachers to achieve their goals of teaching and learning.

Basically, the School Literacy Movement (SLM) in Indonesia was established to guide the learners in schools being able to search, select, filter, evaluate and emplo a myriad of information from social practices. Thus, they would be aware of resolving their literacy problems in the future independently. The aim of SLM is connected with Kern & Schultzs' perspectives (2005), i.e. The students' social pratices towards the literacy materials are the main concern for shaping a nation's social identity. Regarding the literacy field, they claim that the students are being educated to be

literate about new values, norms, and ways of perceiving their world. . Cummins (cited in Lastiningsih.et.al, 2017) mentions the teacher's position in literacy practices are significantly based on three social concepts: (1). Societal ideological power; (2). The social interventions between schools and multicultural communities;(3). Close interactions among the related parties (teachers and students) in the educational setting. In brief, the student-teacher interaction is dependent upon the teachers' interventions that support his/her ideological stance, and social involvement with school and other parties. Therefore, the student-teacher interaction in the literacy program becomes the data required for investigating the impact of the program to the students particularly based on the theory of systemic functional linguistics (SFL) in line with appraisal systems. Fang (cited in 2014) Apprasial theory contributes to enormous inputs in systemic functional linguistics (SFL) in terms of shifting new paradigm on the role of discourse semantics instead of traditional grammar focussing on clause grammar. In conclusion, this study provides the analytical conception on the teacher-students social practices during the implementation of school literacy movement.

Regarding the literacy practices, it is closely about the potrait of teaching and learning phase in the school literacy program which is mostly conducted during the instructional process. So, the students-teacher interaction becomes the evaluative element in this study which is analyzed baseon appraisal devices in the scope of systemic functional linguistics (SFL). Moore, J. et.al (2018) point out that SFL covers a concept of analytical tools for making meaning purposes. In terms of appraisal theory, the main coverages are Attitude, Engagement and Graduation. They cover conceptual system which involves the attitudinal views towards person's social practices. The model of appraisal theory is adopted from Martin and Rose (2009). Appraisal devices are theoretically used to analyze the linguictics elements to provoke their feelings, judgements, appreciation towards the related texts (Martin & White cited in Kozar, 2015). Appraisal devices are divided into three subsystems: Attitude, Graduation and Engagement. In case of attitude, it covers three subsystems which are; (1) affect is the representative of person's feeling; (2) Judgement represents evaluating person's characters and his/her behaviours; (3) Appreaciation functions to evaluate the objects or things. The evaluations could be

positive and negative. Secondly, The graduation encompasses evaluative grade in terms of degree. This covers force that can be used to erase or lower the intensity of a value and focus as sharpening or softening its categorizations. Lastly. The engagement covers the elements which are employed to connect the speakers' voices with other voices (Martin and White cited in Moyano, 2019).
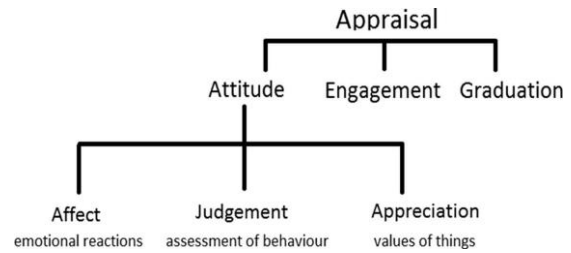

Figure 1. The System of Appraisal

There are a number of relevant previous studies which have been investigated previously on the role of appraisal analysis in different purposes. Fernandez, L. (2018) investigated an interview where she investigated the way the students used the instructional tool called "Schema for the Complete Orienting Bases of Action" (SCOBA). The interview scripts were analysed based on thematic structure, transitivity, mood and appraisal systems. This revealed that in terms of polarity of the clauses, examples of negative polarity can be seen from two certain themes: the interviewee's last experience to acquire foreign languages and the inadequate time for the interviewee to take Italian study course. Appraisal analysis is employed to support the findings from mood analysis for the purpose of showing a positive perception of S1's possibility to use Italian supported by the SCOBA. S1's employs force, judgement, and affect to point out how the negative experience she had learning Spanish and the lack of time to study Italian did not influence S1's positive perception of her Italian language use. Meanwhile, Moyano (2019) investigated Linguistic analyses that showed differences between the disciplines in the ways they deployed resources from the system of appraisal, and how these different discourse strategies construed different structure of interaction with other proportions to knowledge in their fields. In Microbiology, for example, resources of projection containing comparison led to building integration of the author's findings with other schemata already construed in the field, in terms of Sociology, the proclaim of the author's position plus the couple of

deny and counter-expectation result in the rejection of different voices projected from the field of the research or from the field of the object of study.

This study is concerned with the systemic functional linguistic (SFL) analysis which employs appraisal devices as tools to analyze the teacher-students interaction during the process of school literacy movement. This contributes to implications that teaching and learning process influences attitudinal ideology in case of SFL theory. It is aimed to investigate the significant roles of appraisal devices in the teaching and learning phase which is implemented in the context of school literacy movement in which the researcher found the focus of its program emphasized on learning phase. Moreover, it also explains the dominant types of appraisal devices appeared on the teaching learning phase of the school literacy movement particularly in a state junior hig school in Cirebon. Regarding the scope of the study, it has limitation on the point of analysis which is concerned with attitude, graduation, and engagement in the scope of appraisal systems.

II. RESEARCH METHODOLOGY

This study is related to the Systemic functional linguistics which is fully focused on the analytical framework of appraisal devices; (1) attitude (affect, judgement, appreciation), (2) graduation, and (3) engagement as the tools for analyzing the student-teacher interaction in the field of critical discourse analysis (CDA). The object of the study is the seventh grade students of a state junior high school which has its main concern in the school literacy process especially in the teaching and learning phase. The instrument used in this study is audio-visual recording in which the researcher captures the interaction between teacher and students in the school literacy movement. Regarding the data collection techniques The data gained from audio-visual recording was further transcribed into the field note. Interms of data analysis, First of all, the text was broken down into a myriad of clauses . Second, the clauses were analyzed based on the existing theory of appraisal. At last, the data were identified and interpreted in terms of appraisal devices to obtain the proper elaboation on the result of the study and its implications.

III. FINDINGS AND DISCUSSION

Appraisal analysis is theoretically related to the interpersonal meaning that comes from the participants (teacher and students) in the process of school literacy movement during the teaching and learning phase. In terms of the point of analysis, the clauses are indicated as declarative and also interrogative statements that construe types of attitude, graduation, and engagement. In addition, this explains various types of appraisal devices which are related to engagement as the major system appeared and also negotiating positive and negative appreciation or even negative judgement during the interaction. The excerpt also contrues source of appreciation about thing and judgement in relation to negotiating the teacher's way of writing. See the appendix (Table 1: appraisal analysis)

In terms of appraisal analysis, the first clause is declarative that is produced by the teacher to open the teaching process by showing her engagement (projection) so that the students are ready to start the lesson. The second clause is also regarded as declarative in which the students attempt to answer the teacher's question. Both of the teacher and students employ the projection in the source of engagement for the purpose of introducing or saying that represents the teacher's starting session and the students' responses.

Regarding the third clause, it inscribes high intensity graduation which can seen from the phrase 'all of..' and 'about the language features' represents sharpening focus (graduation). In case of this, it implies how strongly the teacher call up the students in the classroom in which they are asked to read the material. Moore, J (2018) adds the comment that turning up and turning down (graduation) of the language may not be stated in a way of meaning making. In addition, the teacher conveys the material by using graduation (sharpening focus) in order that the students are at least aware about what they are going to learn in the session. The graduation in appraisal analysis contrues the way the speaker stresses out the informantion to the others in order to get understood in terms of making meaning in discursive practices.

The fourth clause belongs to declarative that employs source of engagement (projection) from the teacher who attempts to start her explanation. Moreover, it also inscribes the positive appreciation about the material written on the board which comes from the teacher. In relation to this, in Confrontation exchanges, the interactants often appear to state their preferences oof the things and also make meaning in terms of showing their attitude (Giang Hoai Tran & Xuan Minh Ngo, 2018) . In brief, it contains sources

of engagement and affect (appreciation) which are combined for explaining the teacher's expectation towards the material given.

The fifth clause is declarative statemen which is stated by the students using source of engagement (projection). This is also related to high intensity graduation (force) which can be seen from adverbial 'suddenly'. In conclusion, it inscribes amplifying force to emphasize the the existence of the student who helps the teacher to lend her marker. It also represents projection(engagement) which is concerned with the way the students respond the teacher's question.

The sixth clause belongs to imperative in which the teacher instructs the students to read the material and rewrite it on their own books. The clause also contains a source of high intensity graduation which can be seen from the word 'own'. Zhang (2018) mentioned that attitude is affected by the system of Graduation in which they are gradable, whereby instances amplify feelings or blur semantic categories It means that the teacher stresses out her statement to the students in order to get point on her instruction. To sum up, a source of engagement brings a high intensity graduation to make sure the interlocutor's intention.

The seventh clause represents declarative which uses a source of affect (negative appreciation) and also a high intensity graduation from the phrase 'too much to write'. It is indicated that the students respond the teacher's instruction using negative appreciation because they have objection in writing the material as what the teacher asks. It is in line with Thu Ngo and Len Unsworth (2015) claim that the issue of appreciation is mostly related to the balanced and complex nature of entities, phenomena or human activities. The expression 'too much to write' inscribes high grading stated by the students' answer. The way persons make meaning can be assessed by the use of appreciation concerning with esthetic reaction. (Martin & White, cited in Simmons, 2016).To conclude, negative appreciation is considered to be someone's unwanted thing or objection.

The eighth, ninth, and tenth clause is regarded as interrogative as well as declarative that employs a source of engagement in case of projecting sources between students and teacher and also negative judgement which reflects the students' noise. In brief, judgment conveys a coverage of inclinaton, opinion, and obligation rather than a fact or a thing in time (Eggins & Slade, cited in Yang, X and Tao,

X., 2018).At first, the teacher asks a question using engagement (projection) about preference of things and the students also replied it using the engagement (projection). Meanwhile, the declarative clause from the teacher inscribes a source of engagement (concession) to counter her expectation that she illustrates the existing condition of her students who likes talking to each other during the lesson by giving them the time limitation.

The eleventh clause belongs to declarative one which represents how the students show their negative appreciation on the teacher's handwriting. It means that negative appreciation used by the students is addressed to the teacher who writes the material unclearly. This is a part of their evaluation towards the thing happens in front of them. In the twelfth clause, it signifies a source of engagement (projection) which is in the form of preference interrogative clause from the teacher to deal with the students' statement about unclear thing during the lesson. In the thirteenth and fourteenth clauses represent declarative ones that contrue a source of affect (positive appreciation) about the task examined by the teacher. In addition, this is also related to modality in the use 'will' as the students' reponses. In conclusion, positive appreciation contrues the evaluation of semiotic things such as people behaviours, interest, and expectation.

Regarding the analysis above, it is showed that the major appraisal device is the engagement which is related to projecting sources. In case of this, both of the interactants representing heterogloss (different voices) mostly use the source of engagement to convey their intentions in the context of school literacy movement during the learning phase. It is in line with Martin and Rose (2003) state that heterogloss is a source of attitude which involves more authors in producing the texts. Besides a source of engagement, it also encompasses a source of appreciation as well as judgment as parts of the interactants' negative and positive remarks in relation to the classroom interaction.

IV.CONCLUSION

Appraisal analysis has become the parameter to investigate the attitudinal systems that can be found from the student-teacher interaction. This encompasses the way the interactants negotiate their own attitudes during the teaching and learning phase in the context of school literacy movement. In addition, this analysis covers the strength of feeling that represents force as well focus in terms of

graduation. As what Martin and Rose (2003) mentioned that appraisal refers to how strongly the people feel about other persons or things. Appraisal also evaluates who create the texts ot this is calles as source of atttudes which reflects heterogloss (different voices) as multiple involvement from more than one authors and also monogloss (single voice) as single author creating the text.

From the result of analysis, it reveals that the majority on appraisal systems belongs to engagement which refers to projecting source done by the interactants. They represent the multiples voices or heteregloss (teachers and students) in which more interactants get involved in the classroom interaction in the context of school literacy movement. Besides a source of engagement, it can be found that types of attitudes (appreciation and judgement) are used by the interactants positively as well as negatively. For example: when the students show the negative appreciation about the teachers' unclear handwriting. In case of negative judgement, the teacher attempts to warn the students not to talk most of the time during the lesson. Basically, appraisal analysis in this study contributes to investigating the way the students and teacher employ their attitude in the teaching and learning process in which they take a turn in terms of making meaning for different purposes. Furthermore, it also leads to revealing the social sanction (e.g teacher's time limitation in mananging the students' attention) and the reaction (the students' comments towards the teacher's unclear handwriting).

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