UNDERSTANDING TENOR IN SPOKEN TEXTS IN YEAR XII ENGLISH TEXTBOOK TO IMPROVE THE APPROPRIACY OF THE TEXTS

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Abstract: The goal of English Language Teaching is communicative competence. To reach this goal, students should be supplied with good model texts. These texts should consider the appropriacy of language use. By analyzing the context of situation which is focused on tenor, the meanings constructed to build the relationships among the interactants in spoken texts can be interpreted. This study aims at investigating the interpersonal relations (tenor) of the interactants in the conversation texts as well as the appropriacy of their realization in the given contexts. The study is discourse analysis by applying a descriptive qualitative method. Four out of eight texts were selected to be analyzed based on the variety of the speakers' roles and on the assumption that they potentially show a high possibility of inappropriacy. Those samples were coded, segmented into single clauses and labelled based on their mood category. Then, the realization of the tenor of the texts was further analyzed in terms of appropriacy to suggest improvement. The results of the study show that the tenor indicates relationships between mother-son, teacher-student, student-student, and friend-friend; the power is equal and unequal; the social distances show frequent contact, relatively frequent contact, relatively low contact, high and low affective involvement, relatively informal, and relatively formal language. There are also some indications of inappropriacy of tenor realization in the four texts. They should be improved in the realization of establishing power, social distance, the use of degree of formality, and affective involvement.

Keywords: context of situation, tenor, appropriacy.

English is now regarded, as what Richards (2002 p. 2) says, as World English or English as an International Language. It has been used and taught in many countries all over the world. Unlike the assumption around thirty years ago when learning English was considered for educational and economic empowerment, today learning English is also needed for more practical purposes such as to give and obtain personal information, to build relationships with others, etc. In this view, language is defined as a systematic resource expressing meaning in context (Chapelle, 1: 1998). It is not merely a set of grammatical sentences but as a system for meaning potential.

Concurrent with this, the English Language Teaching (ELT) paradigm has also shifted. ELT is focused on developing discourse skills. The aim of ELT is now seen as enabling learners to develop the knowledge and skills which allow them to engage with whole texts appropriate to social contexts (Feez and Joyce, 2002 p. v). As a result, changes of concepts in

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ELT are unavoidable. The exploration of new teaching methodology to meet this undergoing alteration is always in progress. For example, there were such methods as audiolingual and structural-situational in 1970s that were declining when Communicative Language Teaching (CLT) was introduced.

In Indonesia, the urgency of contextual teaching has been actualized since Competence-Based Curriculum *(CBC—KBK: Kurikulum Berbasis Kompetensi)* in 2004 was implemented and it was improved by implementing School-Based Curriculum *(SBC—KTSP: Kurikulum Tingkat Satuan Pendidikan)* in 2006 for primary and secondary level of education. In the later curriculum, schools are obliged to develop the curriculum, design syllabus, and teachers must design lesson plans as well. Particularly, for senior high schools, SBC is designed to reach the degree of informational literacy. It is the degree in which people are able to access knowledge by employing their communicative competence. Therefore, students should be supplied with good model texts which enable them to produce texts to realize meanings in English—the target language.

To be in line with the new-introduced standard, there have been textbooks for high school students abundantly available in the market. The Department of National Education has also published free downloaded Electronic School Textbooks or BSE *(Buku Sekolah Elektronik)* for all grades in various subjects including English which are approved by BSNP *(Badan Standar Nasional Pendidikan).* The electronic English textbooks provide texts as models for students to engage in oral and written communication in various contexts of situation. The question is, then, whether the texts presented are, to some extent, appropriate contextually for its own sake, and reflect the real life situations in which communicative competence is rehearsed for purposeful social activities. In the real life, students will engage with dynamic use of language to create texts according to particular terms of situational dimensions. They are demanded to be aware of the appropriacy of using language in different topics that they are talking about, different role language is playing and particularly different interlocutors with various relationships.

To understand and to be proficient in unfolding those three elements of context of situation in a text, particularly spoken, students are exposed to conversation texts that mostly focus on the use of functional expressions. In textbook, those functional expressions are listed and graded from more formal to less formal. In fact, those expressions would mean nothing without context. Consequently, the study on tenor as one of the elements of context of situation becomes paramount and it becomes the underlying reason of this study.

The primary aim of this study is to find out the realization of the interpersonal relations (tenor) introduced in the conversation texts in year XII English textbook "Developing English Competencies". Therefore, the analysis will go downwards to the realization of meanings on the level of lexicogrammar. The secondary aim is to analyze the tenor in terms of its appropriacy.

Dicourse and Text
A text can be defined as an actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis. We identify a piece of language as a text as we recognize

that it has been produced for a communicative purpose (Widdowson, 2007 p. 4). In its relation with the abstract concept of discourse, a text is the realization of discourse. Brown and Yule (1983a p. 6) in Nunan (1993 p. 6) say that we shall use text as a technical item, to refer to the verbal record of a communicative act. It, Nunan (1993 p. 6) adds, refers to any written record of a communicative event. Discourse is language in action, while a text is the written record of that interaction.

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. We can refer to this complex of communicative purposes as the discourse that underlies the text and motivates its production in the first place (Widdowson, 2007 p.6). In other words, language users can understand a text by making meanings with each other in the available context.

Text and Context

Communicative events impossibly occur by themselves standing away from what so-called context. 'Con-text', as named by Halliday and Hasan (1985 p.5), is text that is 'with'. Context is the situation in which texts unfold and in which they are to be interpreted. Hence, contexts 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 dimensions of context that have an impact on language use and the aspects of language use affected by those particular dimensions. Butt et al. (1996 pp. 11-12) present two different levels of abstraction—the outer and inner contexts.
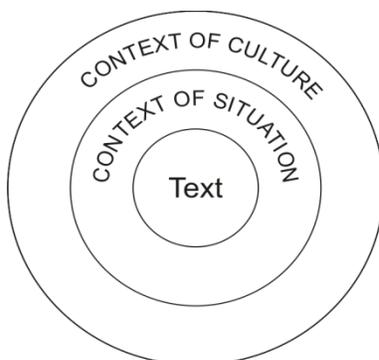
The outer context is the context of culture and the inner context is the context of situation. And text occurs in these two contexts. The combination of the two results in the differences and similarities between one piece of language and another. In other words, context of culture and context of situation are the contexts that generate the meanings of a text regarding the appropriacy of the language use.

Appropriacy is defined by Celce Murcia and Olsen (2000 p.235) as suitableness of language used for the particular context. The appropriacy deals with the choice of words, or linguistic choice. Texts in textbooks are expected to be made up by appropriate choice of words considering both aforementioned contexts.

Context of Situation

The second sphere of the Butt's figure inner context is termed as context of situation. The notion of context of situation is meant by Malinowski (1923; in Halliday and Hasan: 1985) as the environment of the text. Malinowski (in Eggin, 1994: 50) claims that the language only becomes intelligible when it is placed within its context of situation. Context of situation can be specified through the use of the register variables: field, tenor and mode (Halliday and Hasan, 1985; Gerot and Wignell, 1995).

Field of discourse refers to what is going on, including activity focus (nature of social activity) and object focus (subject matters). It is the "play". It is the kind of activity, as recognised in the culture, within which the language is playing some parts as well as the value that it holds. Field predicts experiential meanings in the semantic level. Experiential meaning is realized by transitivity in the lexicogrammatical level.

Tenor of discourse refers to the "players" or the actors or rather the interacting roles, that are involved in the creation of the text. It concerns with the social relationships between those taking part. Butt et al. (1996 p. 130) specify tenor in terms of agentive or societal roles, status, and social distance. *Agentive or societal 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. It is maximal if it refers to speakers who never met before, and minimal for those on a familiar and frequent basis.

By considering formality, politeness, and reciprocity Brown and Gilman (1960/72), Cate Poynton (1985) in Eggins, and Eggins (1994) break 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 communicaton. For instance, roles of equal power are those of friends; examples of roles of unequal (non-reciprocal) power would be those of boss/employee.

The power continuum

equal   ←————— POWER —————→   unequal

Contact deals with the frequency of communication between the interactants. It is whether they have frequent or unfrequent contact. For example, contact between spouses tends to be frequent, but the contact between distant acquaintances may be infrequent.

The contact continuum

frequent   ←————— CONTACT —————→   occasional

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.

The affective involvement continuum

high   AFFECTIVE INVOLVEMENT   low

Those two categories are basically identical in their principles. Status and power refer to the positions of the interactants, contact and social distance deal with the frequency of the interaction. While Butt specifies the roles of the speakers in terms of agentive of societal roles, Eggins specifies affective involvement as another element of tenor that concerns on the speakers' intimacy. Therefore, by applying these ideas will make it a more complete and detailed study of tenor.

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's (1984 in Eggins, 1994 pp. 53-54) mode involves two simultaneous continua which describe two different types of distance. Those are spatial/interpersonal distance and experiential distance.

Interacting with language
When people are talking, we are actually *interacting* with language and using it to express interpersonal meanings (Butt et al., 1996 p. 64). In the interaction, we are establishing a relationship. It is reflected through talk that social identities are revealed such as "friends", "buyer and seller", "student and teacher", etc. It enables the speakers to express roles and attitudes. It also enables us to choose either to give or demand in an exchange.

Halliday (1994 p. 68) approaches the grammar of interaction from a semantic perspective by classifying "speech role" and "commodity" to get a dialogue that can be seen in the following table.

SPEECH ROLES	COMMODITY EXCHANGED	
	Information	Goods and services
Giving	statement	offer
Demanding	question	command

Speech roles refer to turn taking we take in the exchange that include giving or demanding. At the same time we also choose the kind of *"commodity"* that we are exchanging either information or goods and services. While *statement, question, offer, and command* refer to four basic move types called *speech functions*.

In relation to the clauses we produce as we interact, Eggins (1994 p. 152) explains that there is a correlation between the semantic choice of speech function and the grammatical structure which is typically chosen to encode it. However, Butt (1996 p. 64) emphasizes that there is not a one-to-one relationship between semantics and lexicogrammar. For example, *"Are you thirsty?"* may mean a question that someone asks or it may be used to ask someone to make the tea. Nevertheless, there are predictable and normal ways to create meanings in the lexicogrammar.

Metafunction of Language and Tenor

To understand the realization of tenor we need to look at how the meanings are exchanged in the communication. Tenor corresponds with metafunction in term of realization. From the semantic point of view, this element is realized in interpersonal meaning. Furthermore, to identify this meaning, the lexico-grammatical organization has to be described. In other words, patterns of the clauses organizing the text are the concrete features that enable tenor of context of situation to be obvious.

In the lexico-grammatical level, there are three sets of functional labels; transitivity, mood and theme. Those functional labels allow us to understand the meanings of a particular expressions through the choice of words as well as the structures in order to be functional in meanings negotiation (Gerot and Wignell, 1994 p.15). Interpersonal meaning of a text is realized by Mood patterns of the grammar. Mood system focuses on clauses as exchange that realizes meanings to create and maintain social relations.

Halliday's Systemic Functional Grammar (2004) and Eggins (1994) provide detailed MOOD element (capital letter is used to differentiate it from Mood which describes the overall structure of the clause) that consists of Subject and Finite operator. Subject is realized by a nominal group; while Finite is a part of the verbal group. It includes verbal operators expressing tense (e.g. *is, has*) or modality (e.g. *can, must*). Sometimes, the Finite element is attached in the lexical verb and 'fused' into a single word like *wins* in 'He *wins* the contest'. In a clause, the rest of its part which is unaffected by a particular kind of grammatical variation is called RESIDUE which comprises Predicator, Complement, and Adjunct (particularly circumstantial Adjunct). Predicator is the verb of the clause excluding the temporal and modal operator; it is non-finite. Complement is typically realized by a nominal group and answers the question 'is/had *what*', 'to whom', or 'did to *what*'.

Types of Adjunct that include in the MOOD structure are Mood Adjunct and Polarity Adjunct. Mood Adjunct expresses interpersonal meaning and include the expressions 0f probability (e.g. *perhaps, maybe*), expressions of usuality (e.g. *sometimes, usually*), expressions of intensification or minimization (e.g. *really, absolutely*), expressions of presumption (e.g. *evidently, presumably, obviously*), and expressions of inclination (e.g. *happily, willingly*). Polarity Adjunct includes *Yes* and *No* that are standing in for an ellipsed clause like '*Yes*' in

> '*Henry James was a guy that could write.*'
> '*Yes.*' (It can be made explicit as '*He was*')

Other types of Adjunct that falls outside the MOOD structure are Comment Adjunct and Vocative Adjunct. Comment Adjunct does not include in the MOOD structure since it functions to express an assessment about the clause as a whole like '*frankly*' in '*Frankly, I can't stand Henry James*'. Vocative Adjunct also affects the clause as a whole so that it is not located within the MOOD structure like '*George*' in '*Did you do physics George?*'. However, these two types may add meanings which are somehow connected to the creation and

maintenance of the dialog so that they are analyzed as to have interpersonal meaning in metafunction.

Mood is realized by the position in the clause of the Subject and Finite. Types of Mood are Indicative and Imperative. Indicative Mood includes Declarative, Interrogative, Wh-Querying Residue, and Exclamative.

Another area of English grammar dealing with ways of a language user expresses his/her meanings is Modality which includes modalization and modulation. Modalization is used to argue about the probability or frequency of propositions; while modulation is used to argue about the obligation or inclination proposals.

By analyzing a clause from the words and grammar levels, it enables interpersonal meanings of a whole text to be interpreted semantically so that the tenor (social relations) of the speakers in the context can be described. The relationship between context, meanings, and wordings can be illustrated as follows.

Tenor ⟷	Interpersonal ⟷	Mood
(social relations)	(meanings)	(wordings)
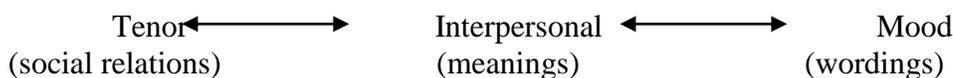
Through particular choices of lexicogrammar, meanings are created and social relations of the interactants in a spoken text are built and maintained within the context. It can also go to the opposite direction as it happens in the process of understanding a text. Consequently, the whether a text is appropriate or not in the given context can be found out.

METHODOLOGY

This study is discourse analysis and descriptive qualitative method is employed to analyze the spoken texts in a textbook. The population comprises texts taken from the printed version of an electronic English textbook entitled "Developing English Competencies for Senior High School (SMA/MA) Grade XII of Natural and Social Science Programmes" written by Achmad Doddy, Ahmad Sugeng and Effendi which is published by *Pusat Perbukuan Depdiknas*. The textbook is chosen since it is already approved by BSNP and is standardized on the basis of 2006 curriculum or KTSP. Moreover, the textbook displays model conversations in various language functions completed with the tasks to create texts. The population is model conversations for role play which are available in the Speaking section found in each chapter of the textbook. These spoken texts are written in various language functions as follows:

Chapter	Lesson	Language function	Number of data
1	Can You Tell Me the Story?	• Making suggestions, requesting and giving instructions • Accepting and denying	2
2	How the Water Cycle Works	• Blaming, accusing and complaining • Using expressions for admitting doing something wrong • Making a promise and swearing	1

3	Let's Discuss some Issues	• Saying you are curious • Expressing possibilities and showing attitudes	2
4	It's a Great Story	• Persuading, encouraging and hoping • Using expression for criticising and deterring	1
5	The Book is Amazing	• Using expressions of regret • Giving or asking plans, purpose and intention • Predicting, speculating and judging	2
			Total: 8

Four samples are selected from the whole eight texts which are based on the variety of the speakers' roles and on the assumption that they potentially show a high possibility of inappropriacy. Those samples are coded as Text 2, Text 3, Text, 4, and Text 7. The units of analysis are clauses that describe the tenor of the conversations. The sample texts are segmented into single clauses and labelled based on their mood category. Further analysis is conducted by applying Halliday's Functional Grammar (2004), Butt (1996) and Eggins' (1994) model of text analysis through the following procedure: First, the labelled texts are summarized and categorized in a lexicogrammatical analysis table. Second, they are to be described and interpreted contextually on the tenor. Third, the analyzed tenor of the texts is summarized in a table and further analysis on their inappropriacy is carried out. Fourth, suggestions for improvement of the inappropriate texts are given. The final step is drawing conclusions.

FINDINGS AND DISCUSSION

Context of Situation of Texts
The analysis of the sample texts in this study is conducted to find the tenor of each text. It is realized in the interpersonal meaning. Therefore, the analysis is initiated by identifying the mood and transitivity and of each clause in the texts. The summary and category of the lexicogrammatical analysis and the texts' contextual description can be presented as follows.

Text 2
Tenor of discourse

Lexicogrammatical Analysis	Contextual Description
Interpersonal meanings	**Tenor of discourse**
Mood selections: - Interrogative: wh-interrogative	**Agentive or societal roles:** mother and son

- Declarative - Declarative with modulation: shouldn't go, ought to go, had better talk, must go - Exclamative	**Status:** unequal power **Social distance:** frequent contact, high affective involvement, relatively informal

Declarative clauses with modulation dominate the text. The mother responds to a question with questions, exclamative and modulated declaratives demanding son's obligation *("Traveling? Alone? That sounds dangerous! You shouldn't go by yourself. You ought to go with your friend.")*. The demand is responded with polarity adjunct *"Yes."* (clause 9) and the other one is declarative *"I did."* (clause 12) to show actions in the past that the speaker has complied the command so that the power status is unequal.

However, the relationship seems close; between mother and son—indicated by vocative *"mom"* and circumstantial adjunct *"your father"*—with frequent contact with the use of vocative *mom*; and shows high affective involvement. The mother tries to construct authoritarian but under a certain condition. Meanwhile direct questions *("What do you think?", "Travelling?",* and *"Alone?")* and choice of everyday lexis *(e.g. think, go, talk, alone, dangerous)* suggest that the language being used is relatively informal.

Text 3
Tenor of discourse

Lexicogrammatical Analysis	Contextual Description
Interpersonal Meaning	**Tenor of discourse**
Mood selections: - Interrogative: polar interrogative, tag-question, wh-interrogative, - Declarative - Declarative with modulation: have to, won't, had better, will	**Agentive or societal roles:** teacher and student **Status:** unequal power **Social distance:** relatively frequent contact, maximized to construct authoritarian, relatively formal, low affective involvement

Culturally, a teacher has authority to give an assignment—with a certain criteria—to the student and the student has to do it and hand it in to the teacher. Therefore, the societal roles held by the speakers are teacher (Mr. Suherman) and student (Dadi). The interrogative and tag-questions are used by the teacher to accuse the student for his act of cheating. It shows that the status of the speakers is unequal. The student frequently uses polarity adjunct to respond to questions. All declaratives with modulation are referred to Dadi which indicates that the teacher has authoritative position while the student is obliged to subject to the

commands. For example, *"have to"* is used in clause 20 to give command *("You have to write two essays on different social phenomena.")* and *"had better"* and *"will"* are applied in clauses 25 and 26 *("You'd better keep your promise, or else you'll fail my subject.")*. Therefore, the teacher tends to construct a more maximum authoritarian and low affective involvement. On the other hand, the clauses show the contact between the two is relatively frequent. Both speakers engage in three time dimensions, present, future, as well as in the past. The relatively frequent contact is also indicated by use of vocative adjunct *"Dadi"* as a familiar way of addressing a student by his name.

Text 4

Tenor of discourse

Lexicogrammatical Analysis	Contextual Description
Interpersonal Meaning	**Tenor of discourse**
Mood selections: - Interrogative: polar interrogative, - Declarative - Declarative with modulation: would like	**Agentive or societal roles:** student and student **Status:** equal power **Social distance:** relatively low contact, low affective involvement, relatively formal

There are two speakers in text 4—Dani and Lisa. In case of the information they are exchanging, Dani tends to demand more information while Lisa gives information. In eliciting the information, first, Dani uses declarative with modulation as shown in clause 1 *"I'd like to know"*. The other three are expressed through polar interrogatives. On the other hand, Lisa always responds either using polarity adjunct (e.g. *"Not really."*) or declaratives. The declaratives are stated with positive and negative moods which indicate argumentation (e.g. *"I approve in some cases."* and *"I don't agree with you."*). These evidences reflect the societal roles of the speakers that they are actually playing as questioner and respondent. However, the information being exchanged is merely to fulfill Dani's curiosity about the banning of the use of mobile phones is school without any other clues indicating that there is a further significant interest. Therefore, roles in a wider context can be attached to the speakers as students with equal power as also shown by lexical choices like *our lessons* and *some of our friends*.

However, both contact and affective involvement are low. It can be seen from clause 23 *("All right.")* which means that both speakers easily come to agreement instead of attacking each other's argument. The language is relatively formal with the use of full declarative dominating the text and formal lexis such as *I'd like, approve,* and *reconsider*.

Text 7

Lexicogrammatical Analysis	Contextual Description
Interpersonal Meaning	**Tenor of discourse**
Mood selections:	**Agentive or societal roles:**
- Interrogative: wh-interrogative, tag-question	friends
- Declarative	**Status:**
- Declarative with modulation: have to	equal power
- Declarative with modalization: must, will, can, can't	**Social distance:**
- Exclamative	relatively frequent contact, relatively informal, high affective involvement

Most of the clauses in text 7 are declaratives and interrogatives. The declarative and interrogative forms of the first and second clauses *("You look sad, Arya."* and *"What's wrong?")* are meant to start a small talk with no indication of a very important matter is necessarily discussed. The interrogative is employed to get personal information based on the ongoing fact that *"Arya looks sad".* The responses supply the demanded information in form of declaratives. The use of modulation *"'ve to"* in *"I've to write book reports of five novels"* and *"I've to read five novels before the weekend"* shows that the speaker (Arya) is given an obligation. This condition emerges a probability that Hendi is not possible to ask for Arya's service as expressed in a tag-question and a declarative *"You'll be busy this week, won't you? It means you can't help me.".* However, the following declarative clause *("I have a plan, actually.")* uses a mood adjunct *"actually"* which retreats Hendi in preventing his intention to ask for service from Arya. Instead, it leads to inviting but it is rejected considering the previous condition as supported by a mood adjunct *"unfortunately".*

The exchanges continue with interrogative, declarative, and exclamative. The interrogatives are used to ask for more information about Hendi's intention related to his plan which is considered personal. It features a relationship between friends. They have relatively frequent contact and have high affective involvement. The declaratives are direct and none of them is modulated interrogative. The lack of politeness lexis indicates that the speakers use relatively informal language. On the contrary some other lexis suggest that the text is relatively formal such as *submitted, plagiarised, regret, organise, achieve, intend, alleviate, predict, well-grounded,* and *speculate.* The speakers have equal power that none of them is trying to establish an authority upon the other speaker.

From the SFG analysis, as well as the description and interpretation of the tenor of the texts the results can be summarized as follows.

Data	Tenor		
	Agentive or societal roles	**Status**	**Social distance**
Text 2	mother and son	unequal power	frequent contact, relatively informal, high affective involvement
Text 3	teacher and student	unequal power	relatively frequent contact, relatively formal, low affective involvement
Text 4	student and student	equal power	relatively low contact, relatively formal, low affective involvement
Text 7	friends	equal power	relatively frequent contact, relatively formal, high affective involvement

The Texts' Inappropriacy

The table shows that the four texts having been analyzed have a variety of agentive or societal roles, status and social distance. The relationship between speakers in Text 2 and Text 3 is equal which is contextually appropriate considering the agentive or societal roles of the speakers. Speakers in Text 4 and Text 7 show equal power which is also appropriate based on the similar consideration. However, in the realization there are also some evidences indicating inappropriacy in tenor that can be elaborated as follows.

Four different modulated clauses are presented in text 2 at once for giving instructions: (*1*) *"You shouldn't go by yourself.", (2) "You ought to go with your friend.", (3) "And you'd better talk to your father first.",* and *(3) "I must go with a friend."* However, it affects the tenor of the text since different choice of modulated lexis indicates different degree of imperatives. The speaker tends to be inconsistent in establishing the power.

The societal roles of text 3 speakers are student and teacher whose social distance is maximized to construct authoritarian. As featured in clauses 25 and 26 *"You'd better keep your promise, or else you'll fail my subject."* the social distance is realized overwhelmingly. These declarative clauses uttered by a teacher are meant for threatening the student instead of suggesting the student to do a better performance in the future. It is, therefore, inappropriate for the tenor being constructed and the context as a whole.

Text 4 is established through friend and friend relationship by using formal language. In accordance to the field they are engaging in, this degree of formality is inappropriate. The experiential domain of the field is *the use of mobile phones at school* and the long-term goal is *understanding a school rule.* This long-term is trying to be reached by Dani, one of the speakers. It means that the conversation is carried out based on the personal intention of the speakers. It does not cover a wider scope of interest but simply to get information in fulfilling Dani's curiosity. Hence, the degree of formality has to be less formal.

As a model conversation, text 7 is significant in length. Emotionally, the problem faced by Arya (plagiarism) will take a higher affective involvement because he is identified as *"sad"* since the beginning of the text. However, the focus of the subject matter is suddenly changed by only stating *"no use crying over spilt milk."* Then, clause *"Wow, it's what you've*

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just said." seems to be completely turns his mood into a joyful atmosphere. It makes the text inconsistent in presenting the affective involvement of the speakers.

Some lexicogrammatical choices in text 7 do not reflect appropriate use of the degree of formality. The use of lexis like *predict* and *speculate* (in *"I <u>predict</u> it'll attract a lot of interest."* and *"We can <u>speculate</u> that more people will help you make your dream come true.")* is also inappropriate for they suggest formal use of language.

Some evidence indicate inappropriacy in the realization of tenor that can be presented as follows.

Data	Indications of inappropriacy
Text 2	- Inappropriate power construction.
Text 3	- Inappropriate power construction.
Text 4	- Inappropriate degree of formality.
Text 7	- Inappropriate affective involvement construction. - Inappropriate degree of formality.

Suggested Improvement for the Texts' Inappropriacy

Having identified the tenor as well as its inappropriacy, there are some suggestions that can be given for the improvement of the texts and the textbook contents as a whole. The first problem found in tenor of the texts is failure in establishing power in Text 2 and Text 3. Therefore, the there should be consistency in applying mood selections in a context. The use of declaratives with modulation should consider the high, median, or low degrees since each of them has a different impact on how strong the speaker's intention to impose the obligation or necessity to the other interactant. The use of declaratives with modalization also should look at the degree of certainty and likelihood so that the speaker's judgment corresponds to the societal role held in the context. Furthermore, those declaratives show how the speakers' power is established appropriately in the context.

Another problem is the degree of formality expressed in the texts. It deals lexical choices. Slang words, every day lexis, and idioms are necessarily inserted to make the text appear more informal and the technical and knowledgeable ones are presented in more formal use of language.

Inappropriacy in terms of speakers' affective involvement is shown by mood selection and lexical choices. A model text should present those evidences consistently. The affective involvement is maintained low or high since the beginning of the text until the end considering that a model text is limited in length.

CONCLUSION

The analysis, description, and interpretation of context of situation of model conversations as well as the analysis of their inappropriacy have been conducted. Therefore, conclusions of this study can be drawn as follows. There are two kinds of tenor displayed in the conversation text; equal and unequal power. Equal power relationship is found in text 4 (student and student) and text 7 (friend and friend). The unequal power is shown by text 2 (mother and son) and text 3 (teacher and student) with mother and teacher having higher status while son and student

have lower status. Relatively frequent contact between the speakers is shown by Text 3 and Text 7. Frequent contact is shown in Text 2 and relatively low contact is featured by text 4. They indicate that there are more speakers having higher frequency of social interaction than those having less social interaction.

Emotionally, the speakers in Text 2 and Text 7are playing in roles in which the affective involvement between them is high. It can be said that speakers tend to be attentive and committed in situation. In the contrary, speakers in Text 3 and Text 4 show low affective involvement which means that they are less emotionally engaged. The degree of formality found in three texts (Texts 3, 4, and 7) is relatively formal; while only Text 2 uses relatively informal language. In fact, these degrees of language use are not applied appropriately since there are some grammatical patterns and lexical choices that do not suit the context. Contexts acquiring less formal lexicogrammatical realization show the vice versa such as in Texts 4 and 7 considering the speakers' societal roles as friends. Due to inappropriacy, the texts should be improved on the realization of tenor. The choice of lexicogrammar should consider the power that the speakers want to establish, the social distance, the degree of formality, and the affective involvement between them. As a text fails to present the appropriate linguistic choice, it can impact the meanings being realized that it may not express the real speakers' intention in delivering messages.

The findings of this study suggest several implications for the comprehension on the appropriacy of language use, improvement of textbook contents as well as development of discourse theory. First, English teachers are expected to be critical in comprehending texts available in a textbook dealing with the appropriacy of language use. Second, textbook authors and material developers are required to reevaluate the textbook contents in order to avoid misleading models and to provide learners with better source of text for developing their communicative competence. Third, for linguistic researchers, the application of Systemic Functional Grammar (SFG) should not be limited only for describing a text, but also its potential contribution to students' improvement in real life communication appropriately. Accordingly, further study on this focus is worth conducting.

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APPENDIX: TEXT USED FOR THE ANALYSIS

Text 2

Son   : Mom. I'm thinking of travelling around Java this holiday alone. What do you think?
Mother : Travelling? Alone? That sounds dangerous! You shouldn't go by yourself. You ought to go with your friend.
Son   : Yes. That's true.
Mother : And you'd better talk to your father first.
Son   : I did. Already. He thought it's a great idea, but he also said that I must go with a friend.

Text 3

Mr Suherman : Dadi... did you write this essay?
Dadi   : Yes, Sir.
Mr Suherman : You didn't write it, did you? I think you copied it from a journal or somewhere else.
Dadi   : I'm afraid that isn't true.
Mr Suherman : Really? I've read this article. It's Mr Hartono's essay, isn't it?
Dadi   : That's right, Sir. I have to admit I downloaded it from the Internet. I regret it.
Mr Suherman : It's good that you admitted it.
Dadi   : I do apologise, Sir.
Mr Suherman : Apology accepted but you have to be punished. You have to write two essays on different social phenomena.
Dadi   : Yes, Sir. I honestly regret doing this shameful thing. I promise I won't do it again.
Mr Suherman : You'd better keep your promise, or else you'll fail my subject.

Text 4

Dani : *I'd like to know why the principal bans the use of mobile phones in school*.
Lisa : He said mobile phones will disturb our lessons.
Dani : So do you approve of the ban?
Lisa : Not really. *I think it's a wise policy*. But sometimes mobile phones are really useful in emergency situations.
Dani : You mean you're not sure whether you approve of the ban or not?
Lisa : *Well, I approve in some cases*. Some of our friends have pornographic materials on their mobiles. I feel it's annoying.
Dani : *Well, I don't agree with you*. Don't you think it's their right to store whatever they want on their mobiles?
Lisa : That's right. But it's a school and it has its own rules.

Dani   : All right. *I hope the principal will reconsider the ban.*

Text 7

Hendi   : You look sad, Arya. What's wrong?

Arya   : Mr Hadiwijaya punished me. I've to write book reports of five novels.

Hendi   : What've you done? You must have done something wrong.

Arya   : He knew that the book review I submitted was plagiarised from the Internet. I'm ashamed of doing this. *I honestly regret it.* And now I've to read five novels before the weekend.

Hendi   : *No use crying over spilt milk.* You'll be busy this week, won't you? It means you can't help me. I have a plan, actually.

Arya   : *What's the plan*?

Hendi   : *The plan* is I'm going to organise a book donation with my friends on Sunday.

Arya   : I won't be able to come, unfortunately. By the way, *what do you want to achieve*?

Hendi   : *Well, we hope that* the books we gather will be useful for the street kids. I mean we intend to build a library for them.

Arya   : Why street kids? *What is it that you want*?

Hendi   : Well, *what I'm saying* is that I want them to get education. I want them to know the risk of living on the street. And I want to alleviate their plight.

Arya   : Wow, it's what you've just said. Why don't you contact the media to cover your program? I predict it'll attract a lot of interest.

Hendi   : *I think it's well grounded.*

Arya   : *So we can speculate that* more people will help you make your dreams come true.