Realizations of Engagement on Teacher's Speech to Student in Counseling Service

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Code: ABS-ICOLLITE-20060
INTRODUCTION

• Counseling service has to do with interpersonal matters
• "Appraisal is concerned with evaluation—the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned."
• Research in written language contexts in narrative text (Macken-Horarik), argumentative text (Hood, Lancaster, Aull and Lancaster).
• Spoken language context (Lipovsky) about job interview in France and English.
• This study: the speech of counselor to the counselee in the counseling service.
Engagement: Monogloss and Heterogloss

Types of Monogloss:
- (1) factual monoglossic, and
- (2) focal monoglossic

Types of Heterogloss:
1. dialogic contraction:
   - Disclaim
   - proclaim
2. dialogic expansion
   - Entertain
   - attribute
Figure 3.4  The engagement system
METHOD OF THE STUDY

This study is qualitative descriptive, describing qualitatively the use of language used in counseling service.

The data in this study are spoken language which is realized by the counselor towards the counselee in counseling service.

The data obtained, then transcribed and analyzed using appraisal theory proposed by Martin and White.
FINDINGS AND DISCUSSIONS

1. The occurrence of engagement
2. The example of engagement realization
The occurrence of engagement is as shown in the table in next slide
<table>
<thead>
<tr>
<th>Engagement</th>
<th>Monogloss</th>
<th>Heterogloss</th>
<th>TOTAL ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor's speech</td>
<td>Factual</td>
<td>Deny</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Focal</td>
<td>Counter</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Sub Total Monogloss</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>DECLARE</td>
<td>CONCEDE</td>
<td>DISCLAIM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Proclaim</td>
<td>Deny</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Proclaim</td>
<td>Counter</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Proclaim</td>
<td>Affirm</td>
<td>0</td>
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<tr>
<td></td>
<td>Proclaim</td>
<td>Concede</td>
<td>0</td>
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<tr>
<td></td>
<td>Proclaim</td>
<td>Endorse</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Proclaim</td>
<td>Pronounce</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sub Total Contract</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>EXPAND</td>
<td>ENTERTAIN</td>
<td>ATTRIBUTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
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<tr>
<td></td>
<td>Expand</td>
<td>Deontic</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Expand</td>
<td>Epistem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Expand</td>
<td>Evidential</td>
<td>0</td>
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<tr>
<td></td>
<td>Expand</td>
<td>Rhetoric</td>
<td>3</td>
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<tr>
<td></td>
<td>Expand</td>
<td>Deontic</td>
<td>12</td>
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<tr>
<td></td>
<td>Attribute</td>
<td>Acknowledge</td>
<td>2</td>
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<tr>
<td></td>
<td>Attribute</td>
<td>Distance</td>
<td>0</td>
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<tr>
<td></td>
<td>Sub Total Expand</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub Total Heterogloss</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL ENGAGEMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table shows that:

• Heterogloss engagement (77.3%) occurs more than the monogloss.

• Factual monogloss occurs a bit more than focal monogloss.

• The occurrence of heteroglossic contraction (34.1%) is more than the heteroglossic expansion (43.2%).

• In heteroglossic contraction, ‘disclaim’ occurs much more than ‘proclaim’. Deny dominated the heteroglossic contraction.

• In heteroglossic expansion, ‘entertain’ occurs much more than ‘attributed’. Deontic modal dominated the heteroglossic expansion.
The example of engagement realization

1. Monoglossic:

   A. Factual Monogloss

   *Kalau banyak alpa kan jadi kurang bagus penilaian sikapnya.*

   If there is a lot of neglect, valuation of your attitude will not be good enough.

   B. Focal Monogloss


   Well, I will ask your homeroom teacher whether there is a quota of the scholarship for you. Hopefully it is available. But, but the quota will be available if the student is really good. Well, the requirement of being a good student is not only about the learning achievement. At least your attendance in class is good.
2. Heteroglossic
   
   A. Heteroglossic Contraction
      
      1) Deny
      
      *Yang penting Anisanya rajin, ya. Dari sekarang mah enggak ada ijin apalagi ada alpa-alpa lagi.*
      
The important thing is you are diligent. From now on there is no ask permission moreover absent from school again.

      2) Pronounce
      
      *Nu penting mah ini lah... motivasi belajar. Itu yang akan apa... akan menjadi bekal kamu. Ceuk Bapak oge nanti keluar SMP ya bisa diikutkan kemana lah oleh sekolah, asal kamunya sekarang positif aja dulu.*
      
What matter is learning motivation. That is what will ... will be your provision. *As I said* if you have graduated from junior high school, you can be promoted somewhere by this school, as long as you are positive.
B. Heteroglossic Expansion

1) Epistemic Modality

Kamu ditinggalkan disini *mungkin* karena tanggung belajar kamu. *Mungkin* ya kamu *mungkin* di ini ya ...dititipkan oleh si Nenek sama orang tua kamu karena tanggung *mungkin* *Mungkin*. *Mungkin*.

You were left here *maybe* because of your study is about to finish. *Maybe* ya....., *maybe.....* you are entrusted by your grandmother and your parents because *maybe* you are half way to finish. *Maybe*.

Rethoric Question

Anisa kan Bapak tahulah seleksinya masuk ke sini. *Kan Anisa enggak ada yang beli yah di sini? Enggak ngeluarin biaya kan?*

Anisa, I know how you attend this school. *Anisa, you were not paying anything to be here, were you? You didn't spend any money here, did you?*
3) Deontic Modality

Da yang namanya dititipkanmah harus bisa menyesuaikan dengan yang punya rumah ya.
Those, who is living with others, must be able to adjust to those who has the house.

4) Acknowledgement

Nah ari kamu katanya kata wali kelas sekarang malah banyak alpa sama ijin, Tah eta kemana?
Well, your homeroom teacher said that you are now having so many getting permission and absent from the class. Where have you been?
Conclusions and Suggestions

Conclusions:
1. Both monoglossic and heteroglossic occur. Heterogloss engagement occurs more than monogloss.
2. Both heteroglossic contraction and heteroglossic expansion occur. Expansive heterogloss occurs more than contractive heterogloss. It means the counsellor allows more alternative position to come up.
3. By choosing certain sources of heterogloss voice, the counselor seem tries to make alignment and solidarity to the counselee.

Suggestions:
1. Future studies should be involving a large sample.
2. Future studies should be complemented by exploring sub system of graduation. Thus, the attitudinal value in propositions engaged will invoke comprehensive stance position.
3. Further research need to have a deep interview as a triangulation. Therefore the data analysis will be more valid.
REFERENCES


