



RESEARCH ARTICLE

Unraveling Interpersonal Meaning in Classroom Discourse: Implications for Effective Teaching

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ARTICLE INFO	ABSTRACT
Received: Aug 14, 2024	<p>This research examines various communication elements teachers use in classroom discussions to interact effectively with students. The research focuses mainly on modality systems, appraisal systems, and communication adaptations and how these elements influence interpersonal dynamics and learning effectiveness. The diagrams and tables analyzed show that interpersonal meaning is the most dominant aspect of classroom interaction, with personal relationships between teachers and students as the primary key. Various types of sentences, such as declarative, interrogative, imperative, and modulation, help form dynamic and effective communication. The modality system, which includes high, medium, and low modalities, is vital in shaping student perceptions and motivation. The appraisal system, which involves positive and negative assessments and affective markers, significantly affects student motivation, achievement, and attitudes. Verbal and nonverbal communication, including communicative language, facial expressions, and eye contact, create a supportive and inclusive learning environment. Communication adaptations in face-to-face and remote contexts ensure that interactions remain effective and support student engagement. The results of this study provide comprehensive insight into how various elements of communication and assessment interact to create meaningful and effective classroom discourse. Teachers can increase student engagement, build strong interpersonal relationships, and create a more harmonious and productive learning environment by understanding and implementing appropriate communication strategies.</p>
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INTRODUCTION

Interaction between teachers and students in the classroom is essential to an effective learning process. Classroom discourse builds interpersonal meaning and influences the dynamics of interaction and the learning atmosphere. This research examines interpersonal meaning in classroom discourse and its implications for effective teaching (Rhamadina et al., 2023).

Identifying and studying language patterns teachers and students use, including sentence modes, modality systems, and appraisal systems, can help analyze interpersonal meaning in classroom discourse. This analysis can help us understand how interpersonal meaning is built and plays a role in classroom interactions (İlhan & Erbaş, 2016).

Next, this research will analyze the implications of the identified interpersonal meanings for effective teaching. This includes how language patterns and interpersonal meaning can influence interaction

and communication between teachers and students, the learning atmosphere in the classroom, and student involvement and participation in learning.

This research will also examine the interpersonal communication strategies used by teachers in interacting with students. These strategies include using communicative and easy-to-understand language, providing positive feedback and reinforcement, and creating a conducive and enjoyable learning atmosphere. The effectiveness of teachers' interpersonal communication strategies in supporting effective learning will also be evaluated (Haworth, 2000).

Furthermore, this research will compare the patterns of interpersonal meaning built-in classroom discourse in different subjects or contexts. It aims to identify the differences and unique characteristics of interpersonal meaning in different classroom discourses and analyze the factors that influence them, such as teacher background, student characteristics, and classroom culture.

This research will provide in-depth insight into interpersonal meaning in classroom discourse and its implications for effective teaching (Imai, 2010). The findings can be used to develop better interpersonal communication strategies for teachers and create a more conducive learning atmosphere for students.

LITERATURE REVIEW

Interpersonal in Classroom Discourse

Interpersonal in classroom discourse refers to analyzing lexicogrammatical units that realize interpersonal speech in each discourse text. This includes analysis of the clause system, mood structure, and modalities used in interactions between teachers and students (Tyas, 2018).

Apart from that, interpersonal in-classroom discourse can also be interpreted as communication interactions that occur between teachers and students in the context of classroom learning. This interpersonal communication involves the process of mutual influence, listening, and conveying statements in a face-to-face setting. At the clause level, the basic concepts of interpersonal meaning in classroom discourse are reflected in a system of modes, such as declarative, interrogative, and imperative. This analysis focuses on the communication patterns teachers and students use in learning interactions (Olshtain, 2016).

In addition, interpersonal relationships in classroom discourse can also be studied within the scope of discourse analysis, both at the micro level (syntax, pragmatics, morphology, phonology) and at the macro level (social, cultural, and situational context). This discourse analysis helps understand how the social and situational context influences interpersonal communication patterns in the classroom.

Understanding interpersonal concepts in classroom discourse can help teachers develop more effective communication strategies and create a conducive learning atmosphere for students. By understanding the interpersonal aspects of classroom interactions, teachers can better adapt their communication styles to suit students' needs and characteristics (Li, 2024).

In addition, interpersonal analysis in classroom discourse can also provide valuable insights for researchers and academics interested in studying the dynamics of communication in learning contexts more deeply. A deep understanding of interaction patterns between teachers and students can help develop more effective and student-centred learning models.

Sentence Mode System

In classroom discourse, teachers use various types of sentences to interact effectively with students. Declarative sentences convey information, provide explanations, or make statements that provide students with a clear understanding. For example, the teacher might say, "Today, we will learn about the human digestive system."

On the other hand, teachers also use interrogative sentences to provoke responses or feedback from students. The teacher's questions often include interrogative sentences, such as "What do you know about the digestive system?" This encourages students to participate in learning actively. Apart from that, teachers also use imperative sentences to give students orders, instructions, or requests. For example, the teacher could say, "Open your books to the page." This imperative sentence influences student behaviour or actions in the learning context (Tran, 2023).

Not only that, teachers also use modulation sentences to express modalities, such as ability, obligation, or necessity. These modulation sentences help teachers convey messages related to students' cognitive, affective, and psychomotor aspects. For example, the teacher could say, "You should understand this concept well."

Teachers can create a dynamic and effective communication atmosphere in the classroom learning process by using various types of sentences. Choosing the correct type of sentence allows teachers to convey information, encourage student participation, provide instructions, and better convey learning expectations.

Modality System

In the learning process, teachers can utilize various levels of modality to convey messages related to students' abilities, obligations, or requirements. The use of high modalities, such as "must," "must," or "need," " " indicates that there is an obligation or necessity that the student must fulfil the student must fulfil. For example, the teacher may say, "You should understand this concept well." This high-modality sentence emphasizes the importance of students' understanding of the material being taught (Mokhathi-Mbhele, 2023).

On the other hand, teachers can also use moderate modalities, such as "should" or "should," to convey suggestions or recommendations to students. Moderate modalities provide space for students to consider and decide on appropriate actions. For example, the teacher can say, "You should note the important points in today's lesson." Apart from that, teachers can also use lower modalities, such as "can" or "can," to express the abilities or possibilities possessed by students. The use of low modality provides freedom for students to explore and develop their potential. For example, the teacher could say, "You did well on this assignment (Ng, 2020)."

The teacher's selection of the suitable modality can influence students' perceptions and motivation in the learning process. High modality can help confirm teacher expectations and demands, medium modality can encourage students to consider suggestions, and low modality can provide space for students to develop their abilities. Teachers can create a more effective learning atmosphere and support student development by understanding and applying appropriate modalities.

Appraisal System

The teacher's use of language that indicates positive evaluation, such as "good," "smart," or "great," can provide reinforcement and constructive feedback for students. Positive assessments can motivate students to continue learning and improve their achievements. Teachers who use various assessment techniques and provide clear feedback tend to be more effective in improving student learning achievement. On the other hand, the teacher's use of language that indicates negative judgment, such as "wrong," "inadequate," or "not good," can provide correction or criticism that needs to be conveyed carefully (Schleppegrell, 2023). Excessive negative assessment can hurt students' attitudes and motivation in learning. In addition, the teacher's use of language that conveys emotions or attitudes, such as "happy," "sad," or "disappointed," can build a more personal relationship with students. Affective markers can help students understand the teacher's feelings and perspectives, thereby increasing student involvement and understanding in the learning process (Kuswoyo, 2022).

In learning practices, teachers need to balance the use of positive assessment, negative assessment, and affective markers. Positive assessments can motivate students, negative assessments can provide constructive correction, and affective markers can build more personal relationships. By understanding and implementing appropriate language use, teachers can create a more effective learning atmosphere and support student development.

Verbal Communication

The use of language that is communicative and easy to understand by students is essential in the learning process. Teachers must ensure that the language used can be easily understood by students, so that the lesson material can be conveyed well. The use of communicative methods in language learning aims to form students' communicative abilities in using Indonesian well and correctly (Whittaker, 2023).

Apart from that, providing positive feedback and reinforcement can motivate students to learn. Teachers can provide information about learning situations and conditions from the student's perspective, as well as provide praise or constructive comments. This can increase student motivation and learning achievement.

Not only that, using language that shows empathy and concern for students is also very important. Teachers can give full attention when students express opinions and try to understand students' feelings and perspectives. By building empathy, teachers can create a more conducive learning atmosphere and support student development. In learning practices, teachers need to pay attention to the use of communicative language, providing positive feedback and reinforcement, and using language that shows empathy and concern for students. By implementing these things, teachers can create an effective learning atmosphere and support optimal student development.

Nonverbal Communication

Using eye contact, facial expressions, and body language to support learning interaction is essential. Through eye contact, teachers can convey messages and build connections with students, increasing students' sense of trust and involvement in learning. The teacher's facial expression can also influence the classroom atmosphere, so a friendly and enthusiastic expression can create a positive learning environment. Additionally, body language, such as hand movements and body posture, can reinforce the message conveyed by the teacher, helping students understand the material better (Whittaker, 2023).

Conducive classroom and seating arrangements also play an essential role in creating a good learning atmosphere. A good classroom arrangement can include tables, chairs, and other furniture, while student seating arrangements also influence interaction and focus in learning. Teachers can consider seating models that support collaboration and discussion, creating a more interactive, engaging, and conducive learning atmosphere for students.

Communication Adaptation

In face-to-face learning, teachers can utilize eye contact, facial expressions, and body language to build student connection and engagement. Meanwhile, in distance learning, teachers must adapt interpersonal communication strategies by utilizing technology and digital media, such as video conferencing, chat, and other interactive features, to maintain two-way student interactions.

The use of information and communication technology (ICT) can support active, constructive, contextual, and collaborative learning processes. Digital media such as video conferencing, chat, and other interactive features can help teachers communicate effectively with students, especially in the context of distance learning (Yang, 2022). By adjusting communication strategies and using

appropriate technology, teachers can maintain positive educational relationships with students so that learning can run effectively.

METHODOLOGY

This research aims to examine interpersonal meaning in classroom discourse and its implications for effective teaching using NVivo as a qualitative data analysis tool. The research focused on the interaction of teachers and students at MA Maarif 9 Mayong, Karangbinangun, English lessons, especially in class 2. Data collection was carried out through direct observation and video recording of interactions in Indonesian language classes, as well as in-depth interviews with teachers and students.

The data was imported into NVivo, where each document was organized based on certain categories, such as sentence type (declarative, interrogative, imperative), modality system (high, medium, low), and appraisal system (positive, negative, affective assessment). The coding process in NVivo begins by marking relevant text according to predetermined categories (Peled-Elhanan, 2006). This coding aims to identify communication patterns that form interpersonal meaning in Indonesian language class discourse in grade 10. For example, the teacher's use of interrogative sentences to provoke student participation or the use of high modality to emphasize certain obligations. Data analysis was performed using advanced features provided by NVivo, such as text search, visual modeling, and cluster analysis. These features help researchers explore data in depth and understand relationships between categories. For example, visual models can show how the use of certain sentence types relates to student responses, while cluster analysis can reveal general patterns in interactions between individuals in the classroom (Cheng, 2019).

Interpretation of the findings is carried out by linking the results of the analysis with relevant theories in the fields of communication and education. For example, findings regarding the use of modalities and assessments in teacher-student interactions can provide insight into effective communication strategies for increasing student motivation and participation.

RESULTS

Coding

Table 1 presents research coding that organizes main concepts and sub-concepts into several parent nodes. This category includes a system of sentence modes consisting of declarative, interrogative, imperative, and modulatory sentences, as well as the dynamics and effectiveness of communication. In addition, the modality system is grouped into high, medium, and low modality, with its influence on student perception, motivation, and learning effectiveness. The appraisal system includes positive, negative, and affective markers that influence student motivation, achievement, attitudes, and student involvement and understanding in personal relationships with teachers. Verbal communication includes communicative language, conduciveness to learning, positive feedback, and reinforcement. Nonverbal communication and communication adaptations in face-to-face and distance contexts, including eye contact, facial expressions, and communication strategies, are also analyzed to understand effective interactions in the learning process.

Table 1. Research Coding

Parent Node	Node	Sub Node
Sentence Mode System	Declarative Sentences	
	Interrogative Sentences	
	Imperative Sentences	
	Modulation Sentences	
	Communication Dynamics and Effectiveness	

Modality System	Modality System	High Modality
		Medium Modality
		Low Modality
	Influence of Modality	Student Perceptions
Appraisal System	Learning Effectiveness	Student Motivation
		Student achievement
		Student Attitude
	Positive Assessment	
	Negative Assessment	
Verbal Communication	Affective Markers	
	Impact of Assessment	Student Motivation
		Student achievement
Nonverbal Communication	Personal Teacher-Student Relationships	Student Engagement
		Student Understanding
Communication Adaptation	Communicative Language	
	Conduciveness to Learning	
	Positive Feedback and Reinforcement	
Communication Adaptation	Face to Face Communication	Eye contact
		Facial expressions
	Long Distance Communication	
	Communication Strategy	

Interpersonal Node Map

The following image illustrates the results of interviews with 10 teachers who carry out interpersonal activities in the classroom. At the center of the diagram are the "Elemental Forces," at the core of various interactions and properties associated with roles such as child, mother, and daughter. Each circle represents a characteristic such as "Fun," "Supportive," "Wise," and "Caring," and shows how these traits interrelate and influence each other to create a meaningful and interactive classroom dynamic.

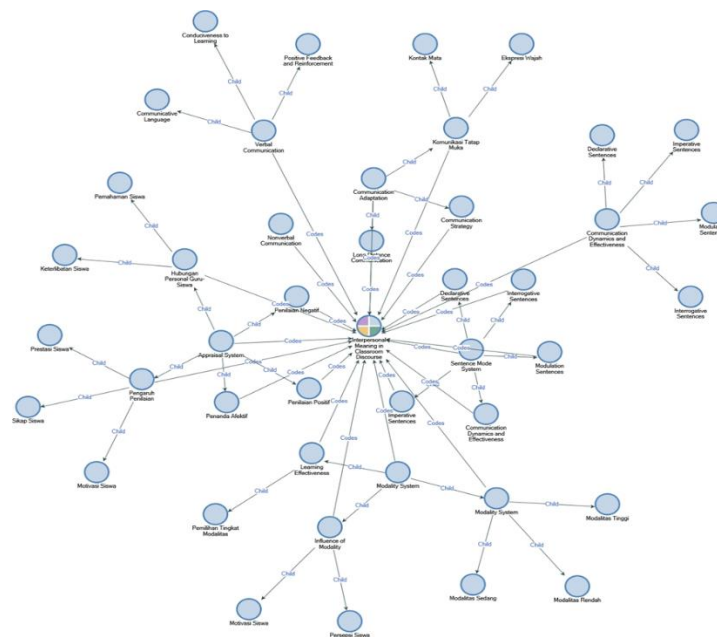


Figure 1. Interpersonal Node Map

Figure 1 centers "Elemental Forces" at the center of the entire diagram. This center node is the core of various interactions and characteristics that influence interpersonal dynamics in the classroom. It is the primary point where all elements and roles in classroom discourse gather and are interconnected. By understanding and breaking down these essential elements, educators can create a more supportive and effective learning environment.

The parent nodes in this diagram cover the leading roles and characteristics found in classroom discourse. Some of the parent nodes shown are "Child," "Mother," "Daughter," and "Other." Each parent node has several child nodes that show related properties or characteristics. For example, the parent node "Child" has child nodes such as "Fun," "Casual," and "Supportive." Similarly, the parent node "Mother" has child nodes such as "Caring" and "Supportive". These parent nodes help group the various traits and roles that shape interpersonal dynamics in the classroom

The nodes in this diagram represent specific properties or characteristics associated with each parent node. For example, for the parent node "Child," the connected nodes include traits such as "Fun," "Casual," and "Supportive." For the parent node "Mother," the connected nodes include traits such as "Caring" and "Supportive." Each node shows how various traits and roles interact and influence each other to create a dynamic classroom atmosphere (Monteiro et al., 2021). By understanding these nodes, educators can better adapt their teaching approaches to meet students' needs and expectations and create a more inclusive and supportive learning environment.

By understanding interpersonal meaning in classroom discourse, educators can create teaching strategies that are more effective and responsive to classroom dynamics. For example, educators can focus more on creating a supportive and inclusive learning environment by understanding the importance of "Supportive" and "Caring" roles. Additionally, by understanding how various elements and roles interact, educators can better adapt their approaches to overcome challenges and take advantage of opportunities in teaching. This improves teaching effectiveness and helps create a richer and more meaningful learning experience for students (Wu & Yang, 2022).

Sentence Mode System

In classroom discourse, using various sentence modes, such as declarative, interrogative, imperative, and modulatory sentences, plays a vital role in shaping the dynamics of communication and interpersonal interaction. Declarative sentences convey information clearly and directly, reflecting the elements of "Wise" and "Intelligent," which help provide a structured explanation of material that is easy for students to understand. Interrogative sentences, on the other hand, are used to ask questions that encourage active participation and interaction, related to the traits of "Full of Enthusiasm" and "Fun." These questions facilitate discussion and critical thinking, making learning more exciting and dynamic (Parrish, n.d.).

Imperative sentences give orders or instructions, ensuring discipline and the smooth running of teaching and learning activities. This reflects the "Dedicated" and "Supportive" elements, where firm and clear instructions help create an orderly and conducive learning environment. Additionally, modulated sentences are essential in conveying nuances of emotion and support, reflecting the traits of "Caring" and "Supportive." The teacher's use of appropriate modulation helps convey empathy and motivation, building closer and more positive relationships with students.

Overall, using various sentence modes influences the effectiveness and dynamics of communication in the classroom. The "Elemental Forces" element in the diagram shows how these various traits and roles interact to create harmonious and effective communication. By understanding and using the various modes of speech appropriately, teachers can adapt their approach to the needs and situations in the classroom, creating a dynamic and meaningful learning environment. This increases student understanding and engagement and helps build strong and positive interpersonal relationships in the classroom (Kayi-Aydar, 2013).

Modality System

In classroom discourse, the modality system includes various levels of modality, such as high, medium, and low modality, each of which has a vital role in shaping the dynamics of communication and interpersonal interaction. High modality reflects strong confidence and clarity in communication, helping to create authority and certainty in the teacher's material delivery. This relates to elements such as "Dedicated" and "Respected" in the diagram, where teachers who use high modality can influence students' perceptions of the teacher's self-confidence and expertise and increase students' motivation to follow directions and instructions seriously.

Medium modality, on the other hand, reflects flexibility and balance in communication. It allows space for discussion and student participation, reflecting the nature of "Supportive" and "Wise." By using moderate modality, teachers can encourage more dynamic and open interactions, giving students the opportunity to contribute and feel valued in the teaching and learning process. It also helps build closer and positive relationships between teachers and students, increasing student engagement and motivation.

Low modality reflects a more relaxed and less stressful approach, which can create a comfortable and supportive atmosphere. This relates to the "Fun" and "Casual" elements in the diagram, where teachers use low-key modalities to reduce pressure and stress in learning, helping students feel more comfortable and free to express themselves. This approach goes a long way in creating an inclusive and supportive learning environment essential for students' emotional well-being (Arcara, 2020).

The influence of modality on student perception and motivation is very significant. The teacher's choice of the appropriate modality level can influence how students view the teacher and the material being taught. High modality can increase students' respect and trust in teachers, while medium and low modality can create a more inclusive and comfortable learning environment. The effectiveness of learning is greatly influenced by the modality level that suits the situation and needs of students. By effectively understanding and using multiple levels of modality, teachers can create more responsive and dynamic teaching strategies, increase student engagement, and create more prosperous and meaningful learning experiences.

Overall, the modality system and its derived nodes are essential in shaping interpersonal meaning in classroom discourse. By appropriately mastering and using various modality levels, teachers can create more effective communication, increase student motivation and engagement, and create a more positive and supportive learning environment (Cohn, 2016). This diagram helps outline the complexities of interpersonal relationships in the classroom and guides the creating of harmonious and effective communication.

Appraisal System

The Appraisal System in classroom discourse includes various forms of assessment, such as positive assessment, negative assessment, and affective markers, all of which play an essential role in shaping interpersonal dynamics and the quality of interactions between teachers and students. Positive assessment, reflected in elements such as "Supportive" and "Caring" on the diagram, provides encouragement and reinforcement to students. This increases students' motivation, strengthens their self-confidence, and encourages them to achieve higher levels of achievement. By providing positive assessments, teachers can create a supportive learning environment where students feel valued and motivated to continue learning (Coffin, 2002).

On the other hand, negative assessment needs to be used with caution because it can impact student motivation and attitudes. This element reflects the challenge of maintaining balance, as seen in "Difficult to Control Emotions" and "Intelligent." Although constructive criticism can help students understand their weaknesses and spur improvement, excessive use of negative assessment can

reduce student enthusiasm and motivation. Therefore, teachers must combine criticism with constructive suggestions to maintain a supportive and motivating classroom atmosphere.

Affective markers reflect emotional expression in teacher-student interactions, as seen in "Caring" and "Supportive." These markers create strong emotional bonds, helping students feel more connected to their teachers. When students feel that teachers care about and support them emotionally, their engagement and understanding in the learning process increase. Affective markers also help build strong personal relationships between teachers and students, which is essential for creating a positive and inclusive learning environment.

The influence of assessment on student motivation, achievement, and attitudes is very significant. Positive assessment encourages students to be more enthusiastic about learning, increases their involvement in-class activities, and ultimately contributes to better achievement. Conversely, negative assessments that are not constructive can reduce students' motivation and affect their attitudes toward learning. Therefore, a deep understanding of how to use assessment effectively is essential for teachers.

The personal teacher-student relationship is greatly influenced by how the assessment is carried out. Teachers can increase student engagement and understanding by providing appropriate assessments and demonstrating positive affective markers. This helps students achieve their academic goals and creates a more meaningful and satisfying learning experience. Overall, the appraisal system and its derived nodes shape interpersonal meaning in classroom discourse. By mastering the art of providing practical assessments, teachers can improve the quality of their interactions with students, create a more positive learning environment, and encourage students to reach their full potential (Painter, 2003). This diagram helps illustrate the complexity of interpersonal relationships in the classroom and guides teachers to create harmonious and effective communication.

Verbal Communication

Verbal communication plays a vital role in establishing and maintaining interpersonal meaning between teachers and students in classroom discourse. The main elements of verbal communication include communicative language, conduciveness to learning, and positive feedback and reinforcement. Each of these elements significantly contributes to classroom dynamics and the effectiveness of the teaching and learning process (Friederici, 2007).

Communicative language refers to the teacher's use of clear, effective, and empathetic language in interacting with students. In the diagram, this is related to elements such as "Supportive" and "Caring," where the use of communicative language helps create a closer and more positive relationship between teacher and student. By using language that is easy to understand and relevant to students' contexts, teachers can increase students' understanding of the material being taught and encourage active participation. Communicative language also helps convey expectations clearly so students can follow instructions better and feel more involved in learning.

Conduciveness to learning reflects the teacher's ability to create a supportive and inclusive learning environment. These elements include aspects such as "Fun," "Casual," and "Supportive" in the diagram, all of which contribute to a comfortable classroom atmosphere and encourage positive interactions. Teachers who succeed in creating a conducive environment can help students feel safer and motivated to learn. Conducive learning also includes effective classroom management, where teachers ensure students have equal opportunities to participate and develop. This is very important to create a harmonious and productive learning atmosphere.

Positive feedback and reinforcement are critical elements in verbal communication that influence student motivation and attitudes. The diagram reflects this in the "Wise" and "Caring" elements,

where providing constructive feedback and positive reinforcement can increase students' self-confidence and motivation. By providing specific and helpful feedback, teachers help students understand strengths and areas for improvement. Positive reinforcement, such as praise and rewards, encourages students to strive and achieve higher levels of achievement. Effective feedback also helps build stronger relationships between teachers and students, creating a more supportive and motivating learning environment.

Verbal communication and its derived nodes are essential in shaping interpersonal meaning in classroom discourse. Teachers' communicative language helps create more positive relationships and improves student understanding. Conducive learning ensures that the classroom environment supports positive and inclusive interactions. Positive feedback and reinforcement improve students' motivation and attitudes, helping them reach their full potential (Imai, 2010). By effectively understanding and implementing these elements, teachers can create harmonious and effective communication, increase student engagement, and create more meaningful learning experiences. This diagram illustrates the complexity of interpersonal relationships in the classroom and guides the creating of harmonious and effective communication.

Nonverbal Communication

Nonverbal communication is an essential component of classroom discourse, including various forms of expression without words, such as body language, eye contact, facial expressions, and hand movements. In the "Elemental Forces" diagram, which shows interpersonal dynamics in the classroom, nonverbal communication has a significant role in forming relationships between teachers and students and creating a positive and inclusive learning atmosphere (Mehu, 2012).

Nonverbal communication includes elements such as "Caring" and "Supportive," which are seen in how teachers use body language and facial expressions to show concern and support for students. For example, smiling, nodding, and intense eye contact show that the teacher values and cares about each student. These actions help students feel accepted and valued, increase self-confidence, and encourage active participation in class.

Additionally, nonverbal communication reflects the "Fun" and "Casual" elements in the diagram, which helps create a more relaxed and enjoyable atmosphere in the classroom. For example, teachers' enthusiastic hand movements and facial expressions can make lesson material more enjoyable and easy for students to understand. Maintaining student involvement and making the teaching and learning process more dynamic and interactive is essential.

Appropriate eye contact and open body posture reflect the elements of "Wise" and "Respected," showing that the teacher has authority and confidence in presenting the material. Teachers who use nonverbal communication well can control the class more effectively, ensuring that students' attention remains focused on learning. This also helps build respect and trust between teachers and students, which is important for creating a productive and harmonious learning environment.

Nonverbal communication also conveys constructive feedback related to the "Dedicated" and "Intelligent" elements. For example, a nod or smile responding to a student's answer shows recognition and appreciation for their efforts. Meanwhile, body language that shows attention and seriousness when providing critical feedback helps students receive criticism positively and constructively.

Nonverbal communication plays a vital role in shaping interpersonal meaning in classroom discourse (Golosio, 2015). By effectively understanding nonverbal communication, teachers can create closer, positive relationships with students, increase their engagement and motivation, and create a more supportive and inclusive learning environment. The "Elemental Forces" diagram helps illustrate how

these various elements of nonverbal communication interact and influence interpersonal dynamics in the classroom, guiding teachers to create harmonious and effective communication.

Communication Adaptation

Communication adaptation includes various strategies teachers use to interact effectively with students in various face-to-face and long-distance communication situations. In the "Elemental Forces" diagram depicting interpersonal dynamics in the classroom, communication adaptation is vital in forming positive and productive relationships between teachers and students and creating a conducive learning environment (Choudhry, 2018).

Face-to-face communication involves elements such as eye contact and facial expressions that are important in constructing interpersonal meaning. Eye contact, reflected in the "Caring" and "Supportive" elements, helps teachers show attention and involvement to students. By maintaining consistent eye contact, teachers can ensure that students feel valued and heard, increasing their self-confidence and class participation. Friendly and supportive facial expressions, such as smiles and nods, also help create a positive and supportive atmosphere, consistent with the "Fun" and "Casual" elements. Appropriate facial expressions can reinforce verbal messages and help students understand the material better.

In situations where face-to-face communication is impossible, such as distance learning, communication strategies must be adjusted to remain effective. Elements like "Wise" and "Dedicated" in the diagram demonstrate the importance of using the right technology and methods to maintain meaningful interactions. For example, video calls with an active camera allow teachers to use virtual facial expressions and eye contact still to communicate with students. In addition, the use of interactive digital platforms can help maintain student involvement and ensure that the learning process continues well, even though it is done remotely (Wentzel, 2002).

Effective communication strategies are essential in building and maintaining positive interpersonal relationships in classroom discourse. This strategy includes using various techniques to adapt how to communicate to the situation and student needs. In the diagram, elements such as "Caring" and "Supportive" demonstrate the importance of flexibility and adaptability in communication approaches. For example, they provide constructive and personal feedback to students, using language that is easy to understand and showing empathy and understanding of student needs and difficulties. With the right communication strategies, teachers can create an inclusive and supportive learning atmosphere, essential for students' academic success and emotional development.

Communication adaptations and their derived nodes play a crucial role in shaping interpersonal meaning in classroom discourse. Teachers can create more positive and productive relationships with students by effectively understanding and using various face-to-face and distance communication forms and implementing adaptive communication strategies (Bracey, 2002). This increases student engagement and motivation and helps create a more harmonious and supportive learning environment. The "Elemental Forces" diagram helps illustrate how these various communication elements interact and influence interpersonal dynamics in the classroom, guiding teachers to create harmonious and effective communication.

Distribution of interviews with Node

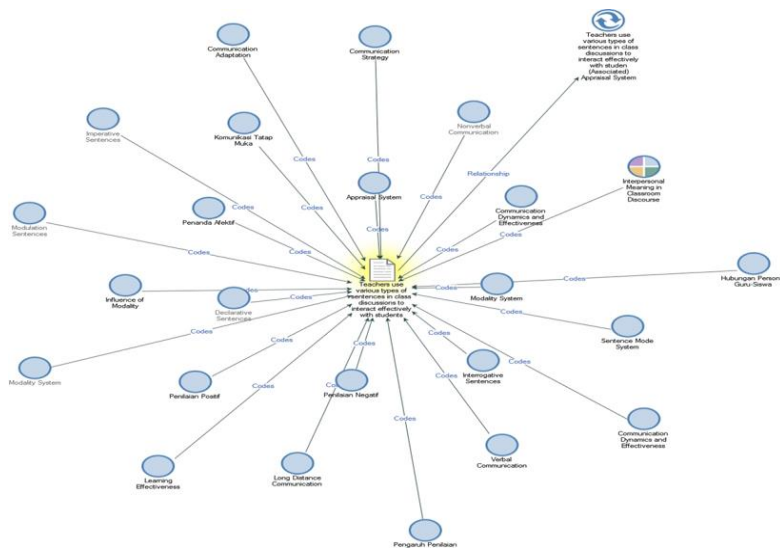


Figure 2. Interview Distribution

The core statement, "Teachers use various types of sentences in class discussions to interact effectively with students," is at the center of the diagram, along with the various related elements. This diagram explains how the modality system, which includes high, medium, and low modalities, plays a vital role in determining confidence and clarity in communication, influencing student perception and motivation.

The appraisal system, which involves positive assessments, negative assessments, and affective markers, shows how assessments given by teachers can influence student motivation, achievement, and attitudes and help build strong personal relationships between teachers and students. Verbal communication, which includes communicative language, conduciveness to learning, and positive feedback and reinforcement, helps create a learning environment that supports and improves student understanding. Meanwhile, nonverbal communication plays a vital role in forming interpersonal meaning through facial expressions, eye contact, and body language that support verbal communication (Shin, 2020).

Communication adaptation includes teachers' ability to adapt their communication methods to various situations, whether through face-to-face communication with eye contact and facial expressions or long-distance communication that utilizes technology to maintain effectiveness and student engagement. A system of sentence modes, including declarative, interrogative, imperative, and modulatory sentences, is used by teachers to convey information, ask questions, provide instructions, and demonstrate nuances in communication. The impact of assessment on students' motivation, achievement, and attitudes in the classroom shows how important it is to provide timely, constructive feedback (Cox, 2014).

Lastly, personal relationships between teachers and students significantly increase student engagement and understanding of lesson material. This diagram provides a comprehensive insight into how communication and assessment interact to create effective and meaningful classroom discourse. Teachers can use these various communication and assessment strategies to build positive interpersonal relationships with students, increase their motivation and achievement, and create a supportive and inclusive learning environment (Jahedi, 2020). This diagram guides teachers to develop more effective approaches to teaching and interacting with students.

Wordcloud

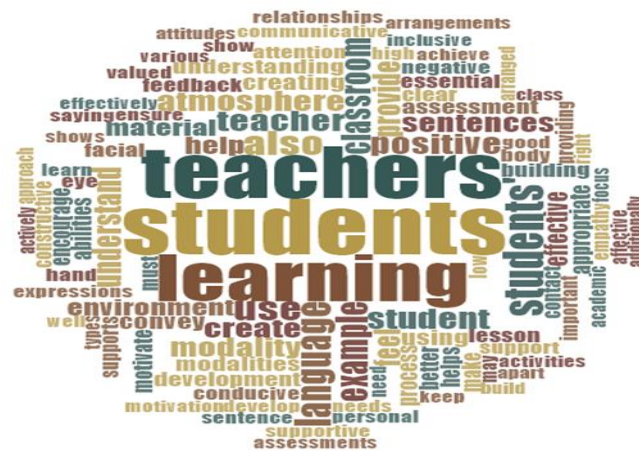


Figure 3. Wordcloud

Figure 3 is a word cloud visualization that illustrates various critical terms related to the dynamics of classroom discourse and the role of the teacher in creating an effective learning environment. The words "teachers," "students," and "learning" emerged as the most prominent terms, emphasizing the central relationship between teachers and students in the educational process. Terms such as "classroom," "language," "environment," and "create" also appear dominant, indicating the importance of classroom atmosphere, appropriate use of language, and creating a conducive learning environment. Words such as "supportive," "positive," "understanding," and "motivate" reflect the emotional and motivational aspects necessary to support student development.

Other words such as "feedback," "assessments," and "modality" emphasize the importance of feedback and assessment in the teaching and learning process, as well as the variety of modalities in communication to ensure teaching effectiveness. The terms "effective," "inclusive," and "relationships" indicate that the goal of interactions in the classroom is to create effective and inclusive relationships that support all students. Additionally, terms such as "expressions," "attitudes," and "arrangements" demonstrate the importance of nonverbal communication and classroom organization in creating a positive learning atmosphere (Lindenberg, 2023).

Overall, this word cloud depicts various essential aspects of teacher-student interactions and classroom dynamics contributing to successful learning. By understanding and applying these concepts, teachers can create more effective, supportive, and inclusive learning environments to help students reach their full potential.

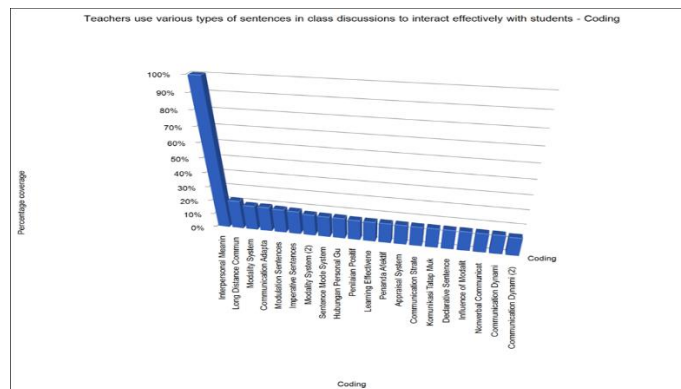


Figure 4. Teachers use various types of sentences in class discussions

The graph above depicts the distribution of various elements related to teachers' use of sentence types in class discussions to interact effectively with students. On the vertical axis, the coverage percentage shows how often each element appears in the analyzed context. The "Interpersonal Meaning" element dominates with almost 100% coverage, indicating that interpersonal meaning is the most important aspect of classroom interaction. This emphasizes the importance of personal relationships and deep communication between teachers and students.

Other elements, such as "Long Distance Communication," "Modality System," and "Communication Adaptation," also appear but with much lower percentages, around 10-20%. This suggests that although these elements are essential, they are not as intensive as interpersonal meaning in classroom interaction. "Imperative Sentences" and "Modulation Sentences" also receive attention, highlighting the use of command and modulation sentences in effective communication in the classroom (Yang, 2021).

Elements such as "Positive Assessment," "Learning Effectiveness," and "Affective Markers" indicate that aspects of assessment and feedback also play an essential role in the teaching and learning process. However, they are still less dominant than interpersonal meanings. "Communication Strategies," "Face-to-Face Communication," and "Declarative Sentences" are also listed, indicating the different strategies and sentence types teachers use to support classroom interactions.

Overall, this graph highlights that although many elements contribute to effective classroom interaction, interpersonal meaning is dominant. Teachers who can build strong interpersonal relationships with students create a positive and inclusive learning environment more effectively. Other elements, such as assessment, communication strategies, and sentence types, are also essential. However, their role is to support creating rich and meaningful interpersonal meaning in classroom discourse.

Word Frequency

Table 2. Word Frequency

Word	Length	Count
students	8	77
teachers	8	70
learning	8	63
students'	9	32
language	8	27
example	7	22
classroom	9	20
positive	8	20
teacher	7	20
student	7	19
atmosphere	10	18
understand	10	18
create	6	17
modality	8	17
provide	7	17
sentences	9	16
environment	11	13
material	8	13
effective	9	12
convey	6	11

Table 2 shows the frequency of words used in the context of classroom discourse, highlighting the importance of various terms in describing learning dynamics and interactions between teachers and students. The words "students" and "teachers" appeared most frequently, with frequencies of 77 and 70, respectively, indicating that the main focus of the discourse was on the relationship between students and teachers. The word "learning" also had a high frequency (63), emphasizing the importance of the learning process itself.

The terms "students" (32) and "language" (27) indicate attention to students' understanding and use of language as a primary means of communication in the classroom. "Example" (22), "classroom" (20), and "positive" (20) indicate the importance of providing concrete examples, creating a positive classroom atmosphere, and understanding the role of the physical environment in the learning process.

Words such as "teacher" (20) and "student" (19) again emphasize the role of the individual in education, while "atmosphere" (18) and "understand" (18) suggest that classroom atmosphere and understanding are vital in creating the experience. Effective learning. The terms "create" (17), "modality" (17), and "provide" (17) highlight teachers' efforts in creating a variety of learning modalities and providing necessary support for students.

The word "sentences" (16) indicates the importance of sentence structure in communication, while "environment" (13), "material" (13), and "effective" (12) emphasize the need for a supportive learning environment, relevant learning materials, and strategies. Effective teaching. Finally, the word "convey" (11) shows the importance of conveying information in a clear and understandable way to students.

This table illustrates the key elements contributing to successful classroom learning. By understanding the frequency and context of using these words, teachers can better focus on important aspects of interaction and teaching that support students' learning processes, creating a conducive and inclusive environment for all.

CONCLUSION

Analysis of the various elements found in classroom discourse shows that interpersonal relationships between teachers and students are the primary key to creating an effective learning environment. Various types of sentences, such as declarative, interrogative, imperative, and modulatory, play an essential role in shaping communication dynamics. A modality system that includes high, medium, and low modalities is also essential in determining student perceptions and motivation, with each modality level having a different impact on classroom interactions.

The appraisal system, which includes positive and negative assessments and affective markers, significantly affects student motivation, achievement, and attitudes. Proper grading and positive feedback help build stronger, supportive relationships between teachers and students. Effective verbal communication, which includes communicative language, positive feedback, reinforcement, and nonverbal communication through facial expressions, eye contact, and body language, all contribute to creating a conducive and inclusive classroom atmosphere.

Communication adaptation is also important, both in face-to-face and long-distance contexts. Flexible and responsive communication strategies help teachers adapt their teaching methods according to students' needs and situations, ensuring that learning remains effective regardless of conditions.

Overall, the diagrams and tables analyzed show that the various elements of communication and assessment interact to create meaningful and effective classroom discourse. Teachers who are able to utilize a variety of communication strategies, provide constructive feedback, and understand student needs can create a supportive learning environment, increase student engagement, and help them reach their full potential. This diagram provides a comprehensive guide for teachers in

developing more effective and harmonious teaching approaches and building strong interpersonal relationships with students.

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