

TABLE OF CONTENTS

	<i>Page</i>
ABSTRACT	i
ACKNOWLEDGMENTS.....	iii
TABLE OF CONTENTS	v
LISTS OF TABLES	viii
LISTS OF FIGURES	x
LISTS OF APPENDICES	xi
CHAPTER I: INTRODUCTION	1
1.1 The Background of the Study	1
1.2 The Problems of the Study.....	5
1.3 The Objectives of the Study	5
1.4 The Scope of the Study.....	6
1.5 The Significances of the Study	6
CHAPTER II: REVIEW OF LITERATURE	7
2.1 Systemic Functional Linguistics	7
2.2 Metafunctions	8
2.3 Interpersonal Metafunction	11
2.3.1 Mood	12
2.3.1.1 Declarative	22
2.3.1.2 Interrogative	23
2.3.1.3 Imperative	25
2.3.1.4 Minor	25
2.3.2 Modality	26

2.4 Classroom Discourse	30
2.4.1 Classroom Discourse Analysis	30
2.4.1.1 Classroom Discourse Analysis: Sinclair and Coulthard's 'IRF' Model	32
2.4.1.1.1 Exchanges and Moves	35
2.4.1.1.2 Moves and Acts	38
2.4.1.1.3 Application of Sinclair and Coulthard's 'IRF' model.....	41
2.4.1.2 Classroom Discourse Analysis: Fairclough Model	42
2.4.1.3 Classroom Discourse Features	45
2.4.1.3.1 Domination in Turn-taking.....	45
2.4.1.3.2 Topic Control	47
2.4.1.3.3 Close-Question Usage	49
2.4.1.3.4 Designed Answer Extraction	51
2.4.1.3.5 Teacher Interruption of Student-Answers	52
2.5 Previous Research	53
2.6 Conceptual Framework	57
CHAPTER III: RESEARCH METHOD.....	59
3.1 Research Design	59
3.2 The Location of Research	60
3.3 The Sources of Data	60
3.4 The Instruments of Data Collection	60
3.5 The Procedures of Data Collection	61

3.6 The Technique of Data Analysis	61
3.7 Triangulation	62
CHAPTER IV: DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSION	64
4.1 Data Analysis	64
4.1.1 Types Interpersonal Metafunctions Occur in the Classroom Discourse at Sociology, Economics, and History Subjects	64
4.1.2 The Forms of Mood in the Classroom Discourse at Sociology, Economics, and History Subjects	65
4.1.3 The Forms of Modality in the Classroom Discourse at Sociology, Economics, and History Subjects	70
4.1.4 The Realization of Mood in the Classroom Discourse at Sociology, Economics, and History Subjects	73
4.1.5 The Realization of Modality in the Classroom Discourse at Sociology, Economics, and History Subjects	77
4.1.6 The Control of Interpersonal Metafunctions in the Classroom Discourse at Sociology, Economics, and History Subjects	78
4.2 Research Findings	93
4.3 Discussion	94
CHAPTER V: CONCLUSIONS AND SUGGESTIONS	99
5.1 Conclusions	99
5.2 Suggestions	100
REFERENCES.....	102
APPENDICES	106-235

LISTS OF TABLES

Table		Page
1	Principal Systems	9
2	Summary of Types of Adjuncts	21
3	Modality and the Values	29
4	Rank III: Exchange (boundary)	36
5	Rank III: IRF Exchange (teaching)	36
6	Sub-categories of Free Exchange	37
7	Sub-categories of Bound Exchanges	37
8	Types of acts, notation, and function	38
9	Rank IV: Move (opening)	40
10	Rank IV: Move (answering)	40
11	Rank IV: Move (follow-up)	41
12	Rank IV: Move (framing)	41
13	Rank IV: Move (focusing)	41
14	Application of Sinclair Coulthar's 'IRF' on the conversation	42
15	Interpesonal Metafunctions Observation Sheet	61
16	Forms of Mood in the Classroom Discourse	65
17	Forms of Mood in the Classroom of Sociology, Economics, and History	68
18	Forms of Modality in the Classroom Discourse	70
19	Forms of Modality in the Classroom	72
20	The Realization of Mood in the Move of Classroom Discourse ...	73
21	The Realization of Modality in the Classroom Discourse	77

22	Mood Used By Teacher and Students in the Classroom Discourse	78
23	Distributions of Mood in the Classroom Discourse	79
24	Modality Used by Teacher and Students in the Classroom Discourse	82
25	Distribution Forms of Modality in Classroom Discourse	83

LIST OF FIGURES

Figure		Page
1	Independence of Metafunctions	10
2	Mood Network	13
3	MOOD analysis	15
4	MOOD analysis	17
5	MOOD analysis	18
6	MOOD analysis	22
7	Mood Analysis: Elliptical major clause	22
8	MOOD analysis	24
9	MOOD analysis	24
10	The Rank Scale	33
11	Sinclair and Coulthard's IRF model	35
12	Fairclough Model	44
13	Conceptual Framework	57
14	Miles and Huberman's Interactive model	62
15	Percentage forms of Mood and Modality in the Clauses	64
16	Percentage forms of Mood in the Clauses	67
17	Distribution of Mood in the Classroom Discourse of Sociology, Economics, and History	69
18	Percentage forms of Modality in the Clauses	71
19	Percentage Distribution of Mood	82
20	Percentage of Modality Used by Teacher and Students	83
21	Percentage of Modality Distribution Used by Teacher and Students	84

LISTS OF APPENDICES

APPENDIX

	<i>Page</i>
1 The Clarification of Terminologies	106
2 Transcription Symbol	108
3 The Analyzing Data	109
4 List of Modality	232
5 Observation Sheet	233