

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc; those belong to a language. Egg (2011) illustrates that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. all of these are activities involving language. The language itself is communication practice mediated by linguistic system (Shitemi,2011) According to Hornby (2012), communication itself is the activity or process of expressing ideas and feelings or giving information. Giving information involves transferring knowledge, facts or news by the speakers as the doers to the listeners as the receivers.

When human being interacts in community, they perform interpersonal function of language. Interpersonal function is realized by mood and modality. Mood shows what role the speaker selects in the speech situation and what role he assigns to the addressee. If the speaker selects the imperative mood, he assumes the role of one giving commands and puts the addressee in the role of one expected to obey orders. Modality specifies if the speaker is expressing his judgment or making a prediction. (Halliday, 2014).

The interpersonal function is realized at two levels namely at the level of (discourse) semantics and lexicogrammar. At the level of semantics, human being

performs two roles namely Giving and Demanding. The commodity exchange may be either information or Goods & Services. When the roles and commodities are cross classified, four specific activities or speech functions are derived. Based on Halliday (2014) states that speech functions are realized in four types, namely: statement, question, offer and command. Thompson (2010) emphasizes the important point that use of language lies at the very heart of social life. In general, it is noted that communication and language are important components of social life. Expressing thought and feeling, conveying ideas, making request giving command, and so on.

In the instructional process, for instance, a teacher must utilize language as a means of instruction in the classroom which is called “teacher talk”. The language or teacher talk employed by the teacher in the classroom can be said a magical thing. It can probably change everything in the classroom. Some experts do not only define what teacher talk is but also they account for its importance and impact upon the teaching and learning process. Weddel (2008) reveals that the language that teachers use in class, or “teacher talk,” can have a tremendous impact on the success of interactions they have with students. In addition, Yanfen & Yuqin,(2010) suggest that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk do not only determine how well they make their lectures, but also guarantees how well students will learn.

Teaching learning process takes place mostly in classrooms and it is frequently carried out under the guidance and supervision of teachers. The

interaction between teachers and students constitutes the most important part in all classroom activities. Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students. Even, teacher talk is claimed as the primary source of linguistic input in a second language classroom to illustrate how important it is. Krashen (2013) asserts that teacher talk is now generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition.

This study is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom (Van Dijk, 1985; Cazden, 1988; Suherdi, 1997). However, the study of classroom interaction under analysis of systemic functional linguistic which focuses on the role of communicative functions of classroom participants, has not been investigated intensively (Christie & Unsworth, 2000, Fairclough, 2003). It can be proven by some studies as following:

Sunardi (2015) in his journal about Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School. the result of this study reveals that the use of declarative mood types is higher than the other mood types with 180 clauses from 269 clauses. Role relationship between teacher and students can be seen on the use of imperative mood types, which is produced more by the teacher as the leader of the class that give the order

or command for the students. Teacher is also being the dominant speaker or the initiator while she Produces clauses more than the students with 147 clauses.

Yuliati (2015) in her journal about Interpersonal Meaning Negotiation In The Teacher-Student Verbal Interaction, the results showed that most of the utterances produced by the teacher were in the form of command which means that the authority of the teacher was dominant. Besides, the teacher also tried to be equal with the students by using some declarative and interrogative types of mood. These made the students respond well but not really elaborated her/his responses.

From research finding above, it can be seen that the study of classroom interaction under analysis of systemic functional linguistic still general, they just focus on teacher and the students interaction, without making the more specific such as, sex and gender of teacher or class of the students or others that can influence to the classroom interaction process. Therefore it will be worth conducting this research focus on mood structure analysis of male and female teacher talk in the classroom. The researcher want to know the differences linguistic form used male and female teacher talk especially in mood realization in the classroom. It is supported by theory of Lakoff (1975) which states that men and women speak differently, women talk more than men, women break the rules of turn-taking less than men, women's speech is less direct/ assertive than men.

In order to undergo this research, researchers gathers the data taken from male and female teacher of SMA N 1 Batahan, regency of Mandaling Natal, Medan. By adapting this theory the researcher took several utterances from male

teacher, *Ir* is mathematic's teacher and female teacher's *GS* is English Teacher. Researcher focuses on their utterances produced by the male and female teacher of SMA N 1 Batahan when teaching in the classroom. based on previous investigate that researcher get that there are problems in teachers talk of *Ir* and *Gr* in mood realization. The researcher quotes several utterances from them as the preliminary data as follows:

(Male Teacher) *Ir* :
Why don't you open the door? (C,Q)

Based on the utterances above, it can be analyzed the realizations of mood are:

<i>Why</i>	<i>Dont</i>	<i>You</i>	<i>Open</i>	<i>the door</i>
Adjunct/wh	Finite	Subject	Predicator	Compliment
Res	Mood		Idue	

In this case, students still difficult to understand what the teachers mean. They can not understand the function of language, is it showing demanding or just giving asking to them. so that they are confuse what really the teacher's said to them. Furthermore. It is opposite with the theory lakkof (1975) which states that men speech is more direct than women. The fact is *Ir* speech less direct when interact with his students. It is very rarely used by men when talking with another's person

And also *Gr* as follows:

(Female Teacher) *Gr*
Close the door (C, I)

Based on the utterances above, it can be analyzed the realizations of mood are:

<i>Close</i>	<i>The door</i>
Finite	Predicator
Mood	Residue

In this case, *Gr* who is female teacher realize his command by using imperative mood (Halliday, 2014). It is very opposite with the theory Lakkof (1975) that usually use less direct speech or indirect command when talking with the other's persons.

Another utterances between *Ir* and *GS* when examples are when they want to asking the students:

(Male Teacher) *Ir* :
Ina, you are sick, aren't you? (Q, D)

Based on utterances above, it can be analyzed the realization of mood are:

<i>Ina</i>	<i>You</i>	<i>Are</i>	<i>Sick</i>	<i>Are not</i>	<i>You?</i>
Compl.	Subject	Finite	predicator	finite	Subject
Res	Mood		Idue		

While, female teacher said that:

(Female Teacher) *Gr*:
Why are you sick?(Q,I)

<i>Why</i>	<i>Are</i>	<i>You</i>	<i>Sick</i>
Adjunct/wh	Finite	Subject	Predicator
Resd	Mood		Idue

Based on utterances above it can be seen that, *Ir* use declarative mood when asking the the students, it is different with the *Gr* which use interrogative mood directly when asking the students, meanwhile lackoff (1975) in his theory state that the women use tag question in asking the others people. Based on the phenomena above, there is gap between theory and the reality in Mood structure analysis of male and female teacher talk in the classroom of SMA N 1 Batahan.

Therefore, this study is primarily intended to identify the realizations of mood in male and female teachers talk especially in SMA N1 Batahan. The researcher want to analyze how is mood structure analysis of male and female teacher talk in the classroom.

1.2. The Problems of the Study

Based on the description of the background of the study stated above the problems of the study are formulated as following:

1. What are the types of the mood structures of male and female teachers' talk in the classroom?
2. How are the mood structures realized in male and female teachers' talk in the classroom?
3. Why are the mood structures realized as the way they are?

1.3. The Objectives of the Study

Based on the problems study above, the objectives of the study are:

1. to investigate the types of mood structures of male and female teachers' talk in the classroom
2. to describe how the mood structures are realized in male and female teachers' talk in the classroom
3. to elaborate the reason why mood structures are realized as the way they are.

1.4. The Scope of the Study

Scope of the research is needed to give a focus to this research. This study focuses on mood structures of male and female teachers' talk in the classroom, especially in SMA N 1 Batahan. This study apply the concept of interpersonal metafunction in systemic functional linguistic as proposed by Halliday (1994) in investigating the mood structure analysis of male and female teacher talk and apply theory from Lakoff (1975) to support the differences between male and female teachers' talk. However, the researcher limits the research just in the classroom in SMA N 1 Batahan.

1.5. The Significances of the Study

The findings of the study are expected to be relevant and significant theoretically and practically.

1. Theoretical significances

Theoretically, the result of this study is expected to provide beneficial information about linguistic features of classroom life, to provide information about textual analysis, particularly analysis of classroom discourse, so that this study gained many insights into this relationship, which in turn contributed, even probably in small scale, to the theories of language education, teaching and learning process.

2. Practically significances

Practically, the usefulness of findings is described as the following:.

- 1) This study could be reference for the next researchers in identifying mood structures of male and female teachers' talk in any field of language studies.
- 2) This study of mood system is also expected to enrich research on investigation classroom behavior which was so central to improve teaching and learning practices that the findings conclusions of this study, particularly, may stimulate teachers to improve their teaching behavior in order to maximize students' learning.
- 3) This study can contribute information and insight to applied linguistic practitioners, reader and students who are interested in studying systemic functional linguistic especially in mood structure analysis.