

## ABSTRACT

**Lyanita. Registration Number: 809111036. Interpersonal Metafunctions in the Classroom Discourse of Social Science Subjects. A Thesis. English Applied Linguistics Study Program, Postgraduate School. State University of Medan. 2012**

The thesis deals with the realization of interpersonal metafunctions in the classroom discourse on the forms of exchange and move. The objectives of the study are to investigate the types of interpersonal metafunctions occurring in the classroom discourse of Sociology, Economics, and History, to describe the realization of interpersonal metafunctions in the classroom discourse of Sociology, Economics, and History, and to describe the control of interpersonal metafunctions in the classroom discourse of Sociology, Economics, and History. The data of this research is the transcription of audio-recorded spoken discourse between teacher-students and students-teacher in the classroom of Sociology, Economics, and History subjects. The data were analyzed by descriptive qualitative design. The result of the study shows that: (1) the types of interpersonal metafunctions occurring in the classroom discourse of Sociology, Economics, and History subjects are Mood and Modality. In the forms of mood, there are declarative, elliptical declarative, tagged declarative, modulated declarative, exclamative, interrogative:WH-, polar interrogative, imperative, and minor. In the forms of modality, there are modulation (inclination, obligation), and modalization (probability, usuality), (2) the realization of interpersonal metafunctions in the classroom discourse is in exchange and moves. In the forms of mood, there are nine forms of mood which are realized in exchange and move of classroom discourse. Declarative mood is realized in opening move, and response move. Elliptical declarative mood is realized in response move, and follow-up move. Tagged declarative mood is realized in opening move, and response move. Modulated declarative mood is realized in opening move. Exclamative mood is realized in response move. Interrogative: WH- mood is realized in opening move. Polar interrogative mood is realized in opening move. Imperative mood is realized in focusing move, opening move, and response move. Minor is realized in framing move and follow-up move. In the form of modality, two forms of modality are realized in exchange. Modalization (probability and usuality) is realized in knowledge exchange. Modulation (obligation and inclination) is realized in activity exchange, (3) the control of interpersonal metafunctions in the classroom discourse of Sociology, Economics, and History subjects is dominated by teacher through prominent teacher role, teacher-answered question, teacher-interruption of student-answers, turn taking, closed-questions, modeled-answer extraction, students' demanding information, and students no-response move.

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Tesis ini berhubungan dengan penerapan makna antarpersona di dalam wacana kelas dalam bentuk pertukaran dan pergerakan. Tujuan dari penelitian ini adalah untuk menyelidiki tipe-tipe makna antarpersona yang muncul dalam wacana kelas Sosiologi, Ekonomi, dan Sejarah, untuk menggambarkan penerapan makna antarpersona dalam wacana kelas Sosiologi, Ekonomi, dan Sejarah, dan untuk menggambarkan penguasaan makna antarpersona di dalam wacana kelas Sosiologi, Ekonomi, dan Sejarah. Data penelitian ini adalah transkrip rekaman wacana lisan antara guru-siswa dan siswa-guru di kelas Sosiologi, Ekonomi, dan Sejarah. Data dianalisa dengan metode deskriptif kualitatif. Hasil dari penelitian menunjukkan: (1) tipe-tipe makna antarpersona yang muncul dalam wacana kelas Sociologi, Ekonomi, dan Sejarah adalah modus dan modalitas. Dalam variasi modus, terdapat deklaratif, deklaratif eliptikal, deklaratif melekat, deklaratif modulasi, eksklamatif, interogatif kata tanya, interogatif polar, imperative, dan minor. Dalam variasi modalitas, terdapat modulasi (inklinasi, obligasi), dan modalisasi (probabilitas, keseringan), (2) realisasi makna antarpersona dalam wacana kelas dalam bentuk pertukaran dan perpindahan. Dalam variasi modus, ada sembilan variasi modus yang terealisasi dalam bentuk pertukaran dan perpindahan. Deklaratif terealisasi dalam pergerakan membuka wicara dan pergerakan merespon wicara. Deklaratif eliptikal terealisasi dalam pergerakan merespon wicara dan pergerakan tindak-lanjut wicara. Deklaratif melekat terealisasi dalam pergerakan membuka wicara dan pergerakan merespon wicara. Modulasi deklaratif terealisasi dalam pergerakan membuka wicara. Eksklamatif terealisasi dalam pergerakan merespon wicara. Interogatif kata tanya terealisasi dalam pergerakan membuka wicara. Interogatif polar terealisasi dalam pergerakan membuka wicara. Imperatif terealisasi dalam pergerakan memusatkan wicara, pergerakan membuka wicara, dan pergerakan merespon wicara. Minor terealisasi dalam pergerakan membingkai wicara dan pergerakan tindak-lanjut wicara. Dalam variasi modalitas, terdapat dua bentuk modalitas terealisasi dalam bentuk pertukaran. Modalisasi (probabilitas dan keseringan) terealisasi dalam pertukaran ilmu. Modulasi (obligasi dan inklinasi) terealisasi dalam pertukaran tindakan, (3) penguasaan makna antarpersona dalam wacana kelas Sosiologi, Ekonomi, dan Sejarah didominasi oleh guru melalui peran utama guru, pertanyaan terjawab guru, gangguan guru terhadap jawaban siswa, giliran wicara, pertanyaan tertutup, ekstraksi pola jawaban, informasi tuntutan siswa, dan tanpa respon siswa.