

**DISCOURSE ANALYSIS ON MOOD STUCTURE OF TEACHERS' TALK
IN EFL CLASSROOM**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

SRI RAHAYU
NPM: 1502050133



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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 03 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Sri Rahayu
NPM : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A⁻) Lulus Yudisium
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() Memperbaiki Skripsi
() Tidak Lulus

Ketua



Sekretaris

Dr. H. Elfikianto Nasution, S.Pd, M.Pd Dra. Hj. Syamsununnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Pirman Ginting, S.Pd, M.Hum

1.

3.

2.



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Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skrripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Sri Rahayu

N.P.M : 1502050133

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Discourse Analysis on Mood Structure of Teachers' Talk in
EFL Classroom

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum

Diketahui oleh:



Dekan,

Ketua Program Studi,

H. Elfrianto Nasution, S.Pd., M.Pd

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

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This study aimed to analyze the talk of male and female teachers in EFL classes. This analysis is intended to find out the realization of moods in teacher talks, the realization of moods in the teacher's role, and the differences in mood realization between male and female teacher talks in EFL classes. It was designed as a descriptive-qualitative study, and discourse analysis. Data collected through observation, video recording and field note. Data were analyzed using Mood structure analysis suggested by M.A.K Halliday. To get a deeper analysis, it is done by classifying utterances based description, meaning, and code. The findings of this study can be stated as follows: (1) the types of moodmale teacher found 26 types of declarative mood of utterances, 26 interrogative mood, and 22 imperative mood. Meanwhile female teacher found 21 type of declarative mood, 17 interrogative mood, 6 imperative mood (2) for the realization of mood structures of male and female teachers talk, in the speech function mostly used is statement and interrogative mood in learning process.(3) for the reason in realization of mood structure found that most often frequently used is declarative mood structure. It occurs because the priority of the teacher's role just giving information to the students.

Keywords: Mood Structure, Teacher Talk, EFL Classroom

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The Researcher

SRI RAHAYU

NPM. 1502050133

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Every phenomenon of human's life must be accepted by a language in undergoing their daily activities. One language function is a communication tool. So, communication is a part of human's daily activities. Therefore, we can share our ideas and thought with other people. Hornby (2012), "communication of process expressing ideas and feelings or giving information". Giving information implicate transferring knowledge, facts or news by the speakers as the subject to the listeners as the receivers. Communication and language are important constituent of social life. Expressing thought and feeling, deliver ideas, making request giving command, and so on.

Communication is an effort that aims to give and achieve togetherness. The goals that want to be desired by both parties will be achieved if they communicate and have a harmonious understanding of the mutually transferred information. In classroom setting, a phenomenon that we often see is between teachers and students communicating in the classroom. The interaction between teachers and students constitutes the most important part in all classroom activities. In addition, the appropriate Amrin & Rahmad (2018), Mood structure or interpersonal meaning of teachers can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students.

Halliday 2004, "Mood is a system of interpersonal meaning analysis focusing on subject, finite, predicator, complement, and adjuncts". The mood structure indicates how clause is structured to realize the speech functions of offer, command, statement and question in interaction. From the Lexico-grammatical structure of a clause, a statement is realized by declarative mood, question is realized by interrogative mood and command is realized by imperative mood.

When human being socialize in community, they perform interpersonal function of language. Interpersonal function is recognize by mood and modality. Mood display what role the speaker selects in the speech situation and what role assigns to the addressee. Modality show if the speaker is expressing his judgment or making a prediction.

The interpersonal function is be aware there are two levels namely at the level of (discourse) semantics and lexicogrammar. In thee level of semantics, people being performs two parts namely Giving and Demanding. Meanwhile lexicogrammar is commodity exchangemay be either information or Goods & Services. When the roles and commodities are classified, four specific activities or speech functions are derived. Halliday (2014), states that speech functions are realized in four types, namely: statement, question, offer and command.

Regarding the situation, Yuliati (2013) denotes that most of the utterances produced by teacher were in the form of command which means that the authority of the teacher was dominat. Besides, the teachers also tried to be equal with the students by using some declarative and interrogative types of mood. These made the students respon well but not rally elaborated her/his responses.

However, in the experience of researchers when carrying out internship 3 (PPL) at the SMP Muhammadiyah 58 Sukaramai, there are several problems with students' interest in learning English. First, the language used in teachers and students is difficult to understand by students. The instance; *why dont you open the door?* In this case, they can not understand the function of language, because the showing demanding or just giving asking to them so that they are confuse what really the teacher's said to them. The fact it female teacher speech less direct when interact with her students. It is very rarely used by female teacher when talking with another person. Second, there are some differences of male and female teacher talk in classroom. The examples when they want to ask for information toward to students: (*Female Teacher*) : *Ayu, you are sick, aren't you?* While, (*Male Teacher*) : *Why are you sick?* Female use declarative mood when asking the the students, and it is different with the male which used interrogative mood directly when asking the students. From the teacher's words, students understand the words of the male teacher better than female teacher's utterances.

Based on interviews with students that female teacher use vocabularies that are difficult for students to understand, and do not translate the words that are delivered. Meanwhile the male teacher uses vocabulary that is easily understood by students, and the difference is the male teacher when he explains using English and then tries to translate so that students understand what is said.

Therefore, it will be valuable conducting this research focus on mood structure analysis of male and female teacher talk in the classroom. In order to

undergo this research, the data will be taken from male and female teachers' of SMP Muhammadiyah 58 Sukaramai. By adapting this theory the researcher took several utterances from one male teachers' and one female English.

B. The Identification of the Problem.

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

1. The students are still having limited English vocabulary.
2. The students are more interesting to learn English with male teacher than female teacher.

C. The Scope and Limitation.

In this study, the scope of the study focus on Mood Structure of male & female teacher's talk. And limited on mood structure consist of mood (subject and finite) and residue (redicator, complement, and adjunct) meanwhile mood types has there kinds they are introgative, imperative and declarative (Halliday, 2014).

D. The Formulation of the Problem

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

E. The Objectives of the Study.

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

1. to indentify the types of mood structure of male and female teachers' talk in classroom.
2. to described the mood structure realized in male and female teachers' talk in classroom.
3. define the reason why mood structures are realized as the way they are.

F. The Significances of the Study.

The findings of the study are supposed to be relevant and significant theoritically and practically. Theoritically, the result of this study is expected to explore the study of English, especially the structure which help people understand teachers' talk based mood structure. Based on this study, it will give us the knowledge about how the structures build the meaning..

Meanwhile, Practically, it is hope to improve the readersknowledge particulary writer in understanding mood structure of systemic functional grammar. This study also is valuable experience and it can be used for the preparing writen as a candidate of teacher or researcher.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

Theoretical framework is important both for the researcher and the readers. In this case, it provides some terms, which are important to make clear from start in order to minimize or prevent misunderstanding between the researcher and readers about the topic. There are many points in this research that discussed to the reader and the researcher have same perception as follows:

1. Discourse Analysis.

Gee (2005), explains that discourse is a 'dance' that exists in the abstract as a coordinated pattern of words, deeds, values, beliefs, symbols, tools, objects, times, and places in the here and now as a performance that is recognizable as just such a coordination. Like a dance, the performance here and now is never exactly the same. It all comes down, often, to what the 'master of the dance' will allow to be recognised or will be forced to recognize as a possible instantiation of the dance. So, the meaning of discourse analysis is the analysis of language in use. It considers the way we use language to represent our understanding of life. It focuses on our knowledge and applications of meaning above the word, phrase, clause and sentence to the situations that determine how we use language. To clarify the notion it, so will be put forward by several experts, namely ;

Paltridge (2008), discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. It looks at patterns of language across texts and considers the relationship between language and the social cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understanding. Jee (2005), he explains that discourse analysis is details of speech (gaze, gesture, and action) or writing that are arguably assume relevant in the situation and that are connected to the arguments the analysis is arrange to make. It is not based on all the physical features present, not even all thoe that might, in some devisable context, be meaniful, or might be meaningful in analyses with different purpose. Wallace (2003), say that discourse analysis is fundamental in helping students identify aspects such as the field, tenor, and mode of discourse (topic, characters, context of situation, channel of communication).

From several experts about discourse analysis, so it refers to attempst study the organisation of language above the sentence or on the clause, and therefore to study larger linguistic units, such as converalional exchanges or written texts. Discorse analysis ia also concerned with language use in social contexts, and in particular with interaction or dialogue between speakers. We can conclude that discourse analysis apprehensive with whole texts somewhat than sentences or clauses. The term discourse analysis different with analysis which are concerned with the study of grammar, such as sounds (phonetic/phonology), part of words (morphology), meaning (semantic), and the order of words in sentences (syntax).

But in discourse analysis study larger piece of language as they flow together. Something we defined that discourse analysis as the analysis of language “beyond the sentence”.

2. Mood Structure

Functional Grammar (Halliday 2014), say that mood is the major interpersonal system of the clause; it provides interactants involved in dialogue with the resources for giving or demanding a commodity, either information or goods & services in other words, with the resources for enacting speech functions through the grammar of the clause: statements (giving information), questions (demanding information), offers (giving goods-&-services), and commands (demanding goods-&-services). Olusanya and Adenike (2014), they explain that, mood is the component of Lexicogrammar which realizes interpersonal metafunction (where clause is considered to be an exchange. A clause is therefore analysed into mood and residue; mood element is further analyzed into subject and finite. The subject and complement are typically realized by nominal groups, the finite is realized by the tensed element of the verb and the predicate is realized by the non-tensed element of the verb.

The mood structure indicates how clause is structured to realize the speech functions of offer, command, statement and question in interaction. From the Lexico-grammatical structure of a clause, a statement is realized by declarative mood, question is realized by interrogative mood and command is realized by imperative mood. In the Mood structure, the clause is organized as an interactive

event involving speaker/writer, audience/reader/addressee and other interactants in the discursive event who are constantly referred to for background information. It too, an aspect of interpersonal meaning of the clause as exchange in English. Interpersonal meaning of roles and relationship is realized through mood. Mood can be defined as the grammatical expression of the speaker's intended attitude what someone is saying. Simpson (2004), the explain that interpersonal meaning is about how we orientate, shape and measure our utterances as discourse. Bloor & Bloor (2004) emphasize this assertion as follows: "language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitudes"

3. Constituents of Mood

There is unique name for mood structure that used for distinguish the mood constituent of the clause from general term. Mood system are consist of subject and finite and mood structure consist of mood and residue, in residue there are several part like are; predicator, complement, and adjunct.

3.1 Subject

Halliday (2014), "Subject is supplies the rest of what it takes to form a proposition: namely, something by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition, what is 'held responsible'. Subject (the nominal group) determines the Mood of the entire clause (Banks, 2002). As we now

subject too is provides a person or think whom held the responsibility in the text and he it is as the main actor of the text. As stated by Halliday (2014), that subject realizes the thing by reference to which preposition can be affirmed or denied.

For example:

Ratih	reads magazine
Subject	

3.2 Finite

M.A.K. Halliday and Matthiesen (2004), “Finite is another mood element which makes the proposition definite, to bring the proposition down to earth that we can argue about it.”. Finite expresses tense and the view of the speaker or writer (Butt et al, 2003). The part of the verb that shows event is called Predicator. Complement satisfies the argument of the clause whereas Adjunct determines the location, time, place and manner of the events. Polarity is another element of Mood Block. It can be negative or positive which expresses the aspect of the clause (White, 2000). It too, shows the time of speaking and the judgment of speakers which in grammatical term respectively called primary tense and modality. Primary tense tells whether past, presents, or future, at the time of speaking, while modality tells the speaker’s judgment of the probability or obligation. Thus finite can be expressed by means of temporal and modal operator. Temporal finites actor the proposition by reference to time, they give tense to the Finite-either past, present or future.

Positives	Did, was, had, used to	Does, is, Has	Will, shall, would, should
Negative	Didn't, wasn't, hadn't, didn't + used to	Doesn't, isn't, hasn't	Won't, shan't, wouldn't, shouldn't

Tabel 3.2 Temporal Finites

	<i>Low</i>	<i>Medium</i>	<i>High</i>
Positive	Can, may, could, might (dare)	Will, would, should, is/was to	Must, ought to, need, has/had to
Negative	Needn't, doesn't/didn't/didn't + need to, have to	Won't, wouldn't, shouldn't, (isn't/wasn't to)	Mustn't, oughtn't to, can't, couldn't, (mayn't, hasn't/hadn't to)

Tabel 3.2 Modal Operators

As well as expressing primary tense and modality, finite element also realize polarity feature which provide choices between positive and negative. Finite is part of verbal group in the text. It can be concluded that finite is part of mood systems as a verb identifier or marker. In line with this, Eggins (2004), explained that finite can bear references to time (V2 or V3).

For example:

May	I	Help you?
Finite	Subject	
MOOD		RESIDUE

3.3 Residue

Halliday (2014), say that residue consists of functional elements of three kinds: Predicator, Complement and Adjunct. There can be only one Predicator, one or two Complements, and an indefinite number of Adjuncts up to, in principle, about seven. The notion showed that the existence of residue is less important

in a clause, but it is not means that residue cannot be as a part to analyze interpersonal meaning.

a. Predicator

Halliday (2007), the expanded predicator is present in all major clauses, except those where it is displaced through ellipsis. It is realized by a verbal group minus the temporal or modal operator, which as we have seen, *shining, have been working, may be going to be replaced* the parts functioning as Predicator are *shining, been working, be going to be replaced*. The Predicator itself is thus non-finite; and there are non-finite clauses containing a Predicator but no Finite element, for example *eating her curds and whey* (following *Little Miss Muffet sat on a tuffet*). Eggins (2004), “predicator are identified as being all the verbal elements of the clause and its existence is after finite element”.

For example:

You	Should	Go!
Subject	Finite	Predicator
MOOD		RESIDUE

b. Complement

Eggins (2004), says that complement as the element of residue that has potential being of subject. Halliday (2004), “complement is an element within the residue that has the potential of being subject but is not; in other words, it is an element that has the potential for being given the interpersonally elevated status of modal responsibility – something that can be the nub of the argument. It is typically realized by a nominal group. Complement is an answer to the question of “*is/had what*”, “*to whom*”, and “*did to what*”.

For example:

Mama	Will	Makes	Cheese cake
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

c. Adjunct

The element that has not got the potential of being Subject; that is, it cannot be elevated to the interpersonal status of modal responsibility. This means that arguments cannot be constructed around those elements that serve as Adjuncts; in experiential terms, they cannot be constructed around circumstances, but they can be constructed around participants, either actually, as subject, or potentially, as complement.

Egins (2004), say is defined as elements of clause which contribute some additional information for the clause. At this point, it can be conclude that adjunct is optional in the clause. Halliday (2002), explained that there are two kinds of adjuncts, namely *circumstantial adjuncts* can be answered the questions of ‘how’, ‘when’, ‘where’, and ‘by whom’, and *conjunctive adjuncts*, such as ‘anyway’, ‘moreover’, ‘meanwhile’, ‘therefore’, and ‘nevertheless’.

For example;

I	Can	Write	Short story	In my Room
Subject	Finite	Predicator	Complement	Adjunct
MOOD		RESIDUE		

4. Types of Mood

Mood is divided into two part, the imperative mood and the indicative mood, which the indicative mood is differentiated into two types of moods, declarative and interrogative. Schleppegrell (2008), there are three Mood types in English, namely declarative, interrogative, and imperative.

4.1 Declarative mood

Halliday (2014), explain that it the giving of information often takes the form of a statement / a declarative with the order Subject-Finite. In casual conversation, declarative clauses are typically used to initiate conversational exchange by putting forward information for negotiation. Thus they construct the speaker as taking on an active, initiatory role in the talk. Declarative mood consist of statement that told about something to declare idea of speaker for listeners.

Such as:

The motorcycle	Had	Two bicycle wheels
Subject	Finite	Complement
MOOD		RESIDUE

4.2 Interrogative Mood

Linda Garot (1994), “ The demanding of information is expressed by a question realized by an inttrogative. Interrogative are recognized by the presence of a wh-question word, e.g. *who, what, which, when, why, how*, etc. The purpose of the wh-word is to probe for a missing element of clause structure. The wh-word is always conflated with another element of clause structure. It may be conflated

with either the Subject, the complement or circumstantial adjunct, and is shown as a constituent of the mood or residue according to the status of the element with which it is conflated.

Other meaning it speaker be able to ask or gives some question to the listener as in their conversation. It called interrogative mood in the interpersonal meaning. The interrogative element is always conflated with one or another of the three functions Subject, Complement or Adjunct.

for example:

Should	I	be using	Computer	in my bedroom
Finite	Subject	Predicator	Complement	Cir. Adjunct
MOOD			RESIDUE	

4.3 Imperative Mood

M.A.K Halliday And Matthiesen(2004), “The imperative mood for exchanging goods and services, its subject is ‘you’ or ‘me’ or ‘you’ and ‘me’”. They typically do not contain the element of subject or Finite but consist of only a Predicator, plus any of the non-core participants of complement and Adjunct. The subject is typically implicit if it is the imperative default subject, *you*. If they are positive, there is no Finite; if they are negative, there is one; however, it may be absent. General meaning it is about command of speaker to the listener to do something that needed by speaker, such as:

Will	You	Put	It	down please?
Finite	Subject	Predicator	Complement	Cir. Adjunct
MOOD		RESIDUE		

5. Metafunctions

Metafunction is the function of language based on human use of the language. The meaning of metafunction is to represent, to exchange, and to organize experiences. These metafunctions technically are termed as ideational, interpersonal, and textual function.

a. The Ideational Function

Halliday (2007), “the ideational function is the 'content function of language. It is realized intransitivity and serves to represent situations and events in the world and the entities, actions and processes involved”. It is in the ideational function that the text-producer embodies in language their experience of the phenomena of the real world. This function views language in order to organize the speaker's or writer's experience of the real and imaginary world that is, language refers to real or imagined person. In other words, this function is used by people in understanding, organizing, and expressing the concepts or perceptions of the world.

b. The Interpersonal Function

Halliday (2014), says that the interpersonal function is the 'participatory function of language' It allows for the expression of attitudes and evaluations and is realised by mood and modality. It also allows the modal or comment Adjunct (modal Theme), vocative, and finite verbal operator (in yes/no interrogative) (Halliday and Matthiessen 2004). Language is used not only to construe the speaker's experience. It is also used to indicate, establish, or maintain the social relationship between people. This function enables people to participate in

building a communicative interaction among others. It includes forms of address, speech function and mood.

c. The Textual Function

The textual function of language is an enabling one (Halliday and Matthiessen 2004). It is in the textual function iscontinuative, conjunction (structural Theme), conjunctive Adjunct. (Halliday and Matthiessen 2014). The textual function is realised in information structure and cohesion. Language is used to create written and spoken text which is cohesive within themselves and which fit to the particular situation in which they are used. Textual function enables people to connect and give the relation for what is being spoken or written to the real world or to the real context of situation.

6. Speech Function.

Ye (2006), states that speech functions is an action or performance done by language users such as asking, commanding and answering in order to fulfill the intention of the speakers and listeners. While, Saragih et al (2018), say that speech function is an action or performance one by language user such as: asking, commanding and answering in order to fulfill the intention of the speakers and listeners. Speech function is used as the medium to exchange their experiences. Speech function is more oriented to functional interpretation, specifically systemic functional, which means that all the utterances uttered the four types of speech functions. Halliday (2014), states that the most fundamental types of speech functions are just two, they are (1) giving and (2) demanding.

So, based on the explanation above, it can be concluded that speech function can be said as the realization of the language function in form of action performed verbally by an individual as a language user. The use of language in daily society life indicates its own intention which will be delivered and accepted by both the speakers and the listeners.

7. The Types of Speech Function

Halliday (2004), states that the most fundamental types of speech function, which lie behind all the more specific types are just two (1) giving and (2) demanding. Either the speaker is giving something to the listener or he is demanding something from him. These two basic types of speech function related to the nature of commodity being exchanged. This may be either (a) goods & services or (b) information. The activity of giving and demanding are known as speech roles in the speech functions whereas goods and services and information are commodities.

	Commodity	
Roles	Information	Goods & Services
Giving	Statement	Offer
Demanding	Question	Command

Table 7. Speech Function

The four types of speech function are specified as the following:

Giving/information = Statement (S)

Demand/information = Question (Q)

Give/goods & service = Offer (O)

Demand/goods & service = Command (C)

a. Statement

Statement is a way of giving information that can be either positive or negative. And invites the hearer to receive that information. It is a linguistic expression to inform the hearer.

Example: *"You have not ever done before on TV"*.

b. Question

Question is a linguistic expression to asking the hearer or way of demanding information in the form of interrogative statement. A question is defined as the act of asking and requesting from other using such a particular expressions.

Example: *"Do you know what I mean?"*

c. Offer

Offer is something to give or to present. In the act speaking, if a speaker wants to give goods/services, he/she will use word "offer". Offer does not have an unmarked representation of mood. In other word, linguistic expression to give something to other

For example : *Would you like to sent me your email address?*

d. Command

A command is used in oral interaction, though they can be found in written procedures such as instruction or in dialogue. It is realized by imperative clause.

For example : *Borrow me your pen!*

8. The Realization of Speech Function in Mood

The four primary types of speech functions as the semantic aspect or meaning namely statement, question, offer, command find their realizations in mood types or the mood structure which is an aspect of interpersonal meaning at the level of lexicogrammar (Halliday, 2014). The way speakers and listeners use the language to express the interpersonal meaning in verbal exchanges is indicated by the mood types.

No	Speech Function	Realization in Mood
1	Statement	Declarative
2	Question	Interrogative
3	Offer	Offering
4	Command	Imperative

Table 8. Realization Speech Function in Mood

9. Teachers' Talk.

Teacher as a learning resource has a very important role. Teachers are not only obliged to deliver course material to students, but also teachers in the process, try to change the behavior of students in accordance with the expected goals. Therefore, there are activities in the teaching process to guide students to develop, practice the skills, motivation in developing academic skills, including to enhance their foreign language. Teachers have a great responsibility in learning and teaching process at schools. Teachers are responsible to make the teaching and learning process occur in order, interesting and fun. The creative and imaginative teacher can enhance students' learning enthusiasm.

Soedijarto (1993), "teacher is a professional position because the real task of the teacher is essentially task or job that only can be done by people who

specifically have been following education and training at high education level”. But teacher too is a main component in the education world. As an educator, teacher has important role in enhance student’s education. Not everyone can be a teacher, because the duty of a teacher is not just convey information or subject matter but the teacher should be able to change the behavior of students in accordance with the expected goals. In language itself is communication practice mediated by linguistic system. In the instructional process, for instance, a teacher must utilize language as a means of instruction in the classroom which is called “teacher talk”.

Teacher talk is everything you say when you’re in the classroom. If you are someone who habitually think out load, pay a lot of attention to your “teacher talk”. Nunan (1991), teacher talk refers to the language used by a teacher in organizing class and language teaching. It is an essential tool for teachers in the implementation of the teaching plan and an important source of input for students. Teachers play a supporting role in classroom teaching by continuously engaging in organizing, explaining, summarizing, reformulating, and redirecting what has been said both by themselves and by students. And than, Surtiati (2008), argue that teacher’s talk takes place in a classroom setting between teachers and the students. Teacher tend to dominant talk in the classroom during teaching learning process. It happens because teachers have different purposes in the talks, such as : give an example ; to become a model ; to give an intruction ect.

It is assumed that the quality and the quantity of teacher talk have many values in young learner’s classroom interaction (Moon, 2000; Richards, 2003).

Firstly, it provides language input as language model for children (Pinter, 2006). Secondly, teacher talk supports student talk in practicing the language. Thirdly, the appropriateness of teacher talk can result in a warm classroom atmosphere and informal teacher-student relationship. So, based on explanation above, the researcher concluded that teacher talk is the main focus for students in the teaching and learning process in the class or is one of the main resources of language input for the learners.

10. Type of Teachers Talk

As the important aspect in teaching learning process, there are several type of teacher talk, it will be seved as follows:

10.1 Construction

Construction type of teacher talk is explain as a positive interactional classroom feature which results in the increasing of learning opportunities for the students (Walsh 2002).

a. Scaffolding

Scaffolding had important role in keeping the flow of interaction between the teacher and the students (Walsh, 2002). It certainly helps students to keep participating in the classroom interaction. For the students were still identify as young learners, producing such type of teacher talk evidently became very rational for the teacher. Teacher appear the role as a language supporter by all the time helping students in producing the intended utterances.

b. Content-feedback

The visibility of teacher's purpose to draw students' interest in the lesson could be read through her instance in commenting the appalling detail of responses uttered by students. Teacher's comments in students' utterances or responses somehow boost their compliance to participate more in the classroom interaction.

c. Direct-error correction

By encourage the maximum economy of time allocation in improve students' error directly, this feature succeeds to become one type of teacher talk particular by many teachers and also students (Seedhouse, 1997). Direct-error correction permit students to go on with their responses by having their errors immediately corrected by the teacher.

d. Checking for confirmation

Not accepting students' first contributions and always search for exolication are the way for teacher to maximize learning facilities for student and even push them to participate more (Mucumeci, 1996). Through questioning their responses, teacher stimulates students to show more of their comprehension.

e. Extended wait-time

Giving additional time for students to answer or respond is aimed to increase students' learning opportunities so they can process longer which results in better outcomes (Nunan, 1991). Teacher supply space for students to formularize more comprehensive answers or responses by giving the more time to deal with questions given.

10.2 Obstruction

Types of teacher talk included to obstruction have role in disregard students' learning opportunities. This obstruction feature disturb the interaction and gives no opportunity for students to participate more in the learning process.

a. Teacher echo

Recidivous students' answer or response during a classroom interaction can interrupt the flow of classroom interaction (Walsh, 2002). Apparently, the use of echo can become a habit in the classroom without any significant function which can lead to an excessive teacher-students interaction (Walsh, 2006).

b. Teacher interruptions

Teacher who has mistakenly the timing can limit the students' learning opportunities and even cause them to stop participating. Students' unwillingness to participate can lead to the failure of learning process.

c. Turn completion

Teacher's motive to smooth over discussion by completing the students' answers or responses even when it is not necessary will end up in limiting the students to involve in the discussion itself.

11. Category of Teacher Talk

The first, direct error correction is teacher uses direct approach in correcting errors which results in the far less time-consuming. The Second is content feedback as teacher reacts to comments from students by making use of humor. Teacher tries to use the conversational language, so the natural

communication can be more conducive. The Third, checking for confirmation the use to teacher does not gratify with the first contribution given by the students. Teacher usually consult the answer given. The Fourth is comprehensive wait-time the meaning is teacher allowed more time for students to formulate their answer or responses. The fifth is scaffolding that the teacher fills in the missing language. Teacher should be able to listen actively and make economical use of language. Teacher only gives language support when it is important. The sixth, turn completion namely teacher completes the student turn. Teacher takes over the language that should have produced by the students. The seventh is teacher echo specifically teacher gives immediate feedback which makes students lose the thread of what they were saying. Mostly, teacher repeats students' answers unnecessarily. And the last teacher interruptions such as teacher does not give time for students to comprehend what they want to say. Teacher does not give opportunity for students to response.

A. Relevant Studies

Analyzing of Mood Structure is quite common topic in research. That is why so many thesis and research articles having similar topic with this research. The first, Olusanya (2013) who concern with the analysis of interpersonal metafunction in some selected political advertisements in some Nigerian Newspapers. His research revealed the attitude and opinion of the speakers in political adverts which indicated by modal verbal and lexical choices use covertly. The result of his research proved that interpersonal meaning of structural choices are not determined by lexico-grammar but contextual factors. He affirmed that the

interpersonal meaning of a structure is not always congruous with its lexicogrammar analysis as pointed by the political advertisers that used various mood types to interact, negotiate, establish and maintain good relations for their readers.

The second, Sari (2013) who focus on discourse analysis interpersonal meaning of the poem from William Wordsworth by the title "An Evening Walk". This research begin with discourse analysis as the main background. Her research is divided into three views, namely from tenor analysis that focus on relationship between the writer and the reader, interpersonal meaning that realizes through mood systems, and pedagogical implications for teacher in using materials for teaching language. The result of her research are Power shows parallel relationship, contact is familiar, and contact is high.

From some examples of mood structure or interpersonal meaning research that can support this research study. Related research has nothing in common with existing research. In the first study that interpersonal was not determined by Lexicogrammar but a contextual factor. Because the mood itself is only focused on the interaction or negotiation. Samples taken in Nigerian newspapers. While the second research was taken from poetry samples. And focused on the mood analyzed only the tenor in the relationship between the reader and the writer. This is clearly different in existing research. The research that will be taken is the difference between male and female teachers in class interactions and focused on the mood structure.

B. Cenceptual Framework

As in the Conceptual Framework, Discourse analysis is a broad term for the study of the ways in which language is used between people, both in written text and spoken contexts. In discourse analysis which centrally concerned with study of mood stucture toward teacher talk in classroom. This study tries to discover wheather this investigation will support for realizing the mood structure appeared through the female teacher and male teachers' in classroom. Teachers Talk cannot be separated from the process of teaching and learning. That is way, it is important to conduct a study in the school where the process of teaching and learning take place. Teachers Talk is an essential part of language teaching in an EFL (English as a Foreign Language) context which can convey about noteworthy instructioal benefits for teachers when applied precisely and learning oppurtunities for language learners.

This analysis was focused on mood structures of male and female teachers' talk in the classroom, especially in SMP Muhamadiyah 58 Sukaramai based on Halliday's theory. Halliday (2014), tell mood stucture consist of mood (subject and finite) and residue (redicator, complement, and adjunct) meanwhile mood types has there kinds they are introgative, imperative and declarative.

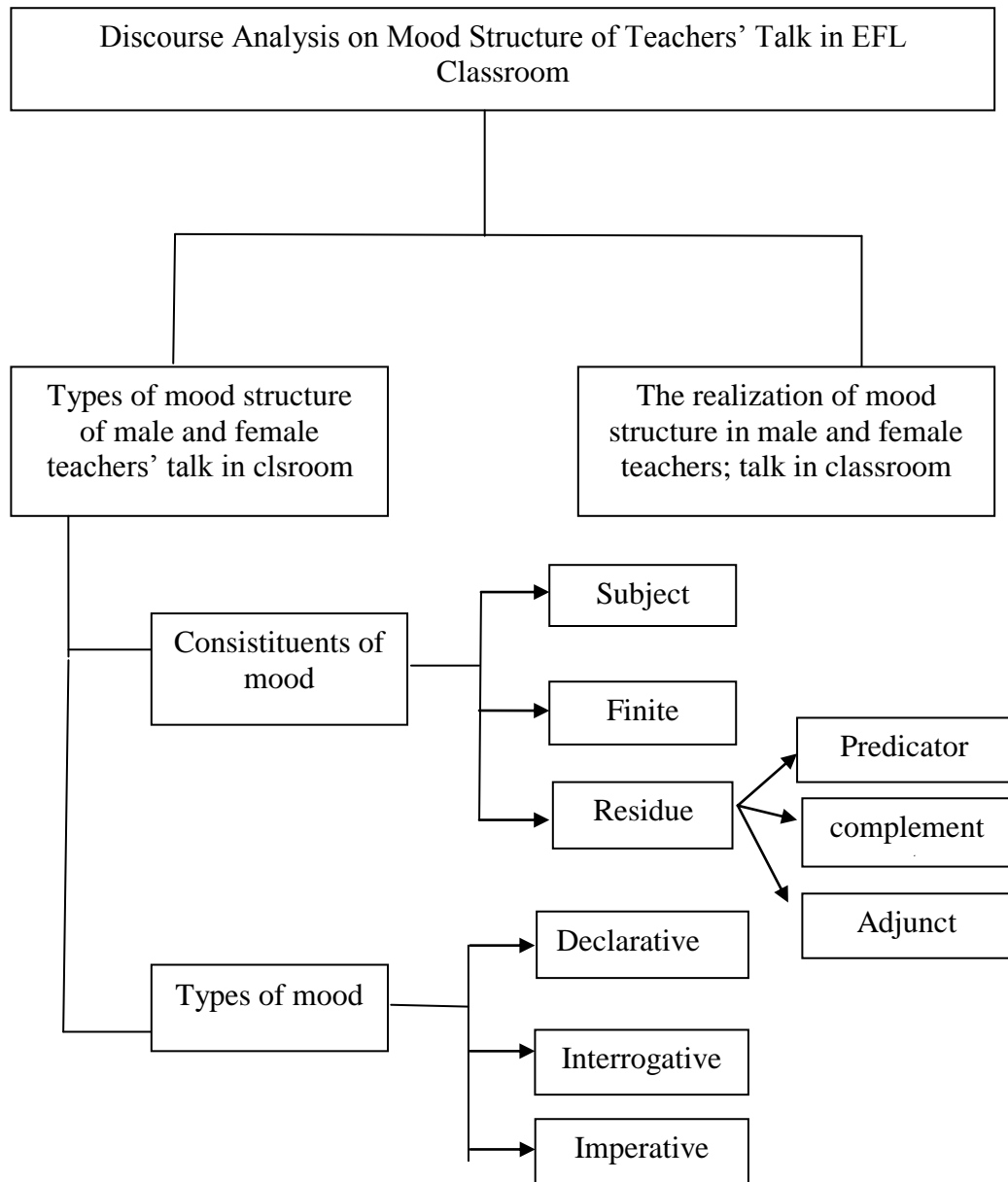


Figure 2.1. Chart of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research descriptive qualitative method was designed by applying descriptive phenomenon design. This method was used in order to discover, identify, analyze, and describe about mood structure and analysis consist of mood (subject and finite) and residue (redicator, complement, and adjunct) meanwhile mood types has there kinds they are interrogative, imperative and declarative. Phenomenon design allows the researcher to analyze the statement, question, comman and offer by male and female teachers' interaction in the crassroom.

B. Source of Data

The source of data was taken from the talks of both female and male teachers to students in classroom toward English lessons. Strat the time 25th July 2019 until 26th August 2019, with 116 clauses in teachers' utterances. In the classroom the use discourse analysis on mood structure consist of (subject and finite), residue consist (redicator, complement, and adjunct) and analysis based giving information, asking a question, in demanding the students to do something, and in offering something to the students. And meanwhile mood types (introgative, imperative, and declarative). There are two classes which are the source of data, namely class VIII by male teacher and IX by female teacher.

C. Technique of Data Collection

The data was gathered through especially observation, records and field notes.

1. Observation

The researcher was observe the learning process in order to investigatethe interaction in the classroom among the teachers and students in one meeting by using diar. Before analyzing the data, the research was identified and classified whether the data that belonging to speech functions of male and female teacher were taking place in the classroom interactions.

2. Video recording

Video recording is used as a tool to analyze interactions which speech function realized in mood. During the teaching learning process, the video was recording the whole interaction between teachers and students in the classroom.

3. Field Note

Field notes are used to write in detail, carefully, broadly, and deeply from the results of observations in the field.

D. Technique of Analysis the Data

The data analysis of this research was analyzed based on Miles, Huberman (1992), there are three step in analyzing the data, namely data collection, data reduction, data display, drawing conclusion/verifying.

1. Data collection

Data collection refers to the process of collecting all the data. In this research, the researcher collecting the data, firstly the data was analyzed by making a field note and the researcher focuses on the main problem of the research. Data was identified and then classified into a simpler way. So, by collecting data can make the description of the data clearer and make it easier for researchers to collect data continuously and find it if they need it.

2. Data Reduction

Data reduction refers to the process selecting, focusing, simplifying abstracting and transforming the raw data that appear in written-up fields notes.

- a. **Selecting:** the researcher selected language use ideology and power utterances which contained the discourse analysis on mood structure of teachers' talk in classroom.
- b. **Focusing:** researchers pay attention to the appropriate data. In this study, researchers only focusing on speech function in teacher interaction in the classroom and focusing on discouraging analysis by mood structure in which there are consonants and mood types.
- c. **Simplifying:** simplifying helped the researcher to simplify the data. The data that had been collected was simplified so the researcher was easy to analyze it
- d. **Abstracting:** Abstracting means summarize the data. In this research, the researcher analysis interaction teachers and students related to mood structure of teachers talk in classroom.
- e. **Transforming:** all data analyzed using discourse analysis on mood structure.

3. Data display

The data is displayed in a series of the following charts that map all critical paths, decision points, and supporting evidence that arises from making data for each site. The display helps us to understand what is happening and to do something about that understanding, in this step, the data has been compiled to answer research problems, to the interaction between teacher and student in the class which is limited by the speech function.

4. Conclusion: drawing/verifying

The final step is conclusions drawn continuously through the course of the study. This process is part of answering the questions. And in this section also observes what researchers can, so that researchers can find time by compiling the data obtained into knowledge. Verifying, integrally linked to conclusion drawing, reviewing data to check or verify conclusions. This is the last step to draw conclusions from the data that has been studied and in this section the researcher explains and shows the findings that have been obtained.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

Based on analysis of the data consisted of Halliday theory in mood structure. There are three types of mood such declarative mood, interrogative mood, and imperative mood. The finding of a discussion was based on speech function such as 48 statements, 43 interrogative sentences, 22 command sentences, and 3 offer sentences. The data were obtained from interaction between the male and female English teacher, the students, and the result of teaching learning process. The total of clause are 116 clauses in teachers' utterances. The realization of speech function in interaction classroom was found the same realization namely statement, question, and command. The statement could be realized as declarative, question could be realized as interrogative, meanwhile offer and command could be realized as imperative.

B. DISCUSSION

1. Statement

A statement was defined as the act of stating something as a single utterance or declaration. A statement was usually expressed by declarative. The speech function of statement was used to give information, and it was realized in the learning process. Either in the introduction, explaining materials or other learning activities. The data were shown in the following data:

“Good afternoon students” (St.D1.FT). The phrase was identified as declarative mood which the phrase of *good afternoon* is categorized as adjunct, while *students* as subject. This utterance was used by female teacher which aimed to greet students before starting the lesson. It could help the students to be ready in learning. This sentence was realized if all of students have come in class. “Good afternoon class” (St.D2.MT), the mood of this clause is declarative. Every word can be classified into, *good afternoon* is identified as adjunct, meanwhile *class* as subject. The teacher realized this greeting as a sign to greet students so they could keep their attention on the teacher in front of the class. And the students are ready to start studying.

“I am fine, thank you” (St.D3.FT). The mood here is declarative wherein the clause *I* can be analyzed as subject, while *am* as finite. But this clause consisted of *fine thank you* as complement. This utterance was aware appreciate the students’ question by giving the best answer so the students feel happy, and motivate them to participate in the learning process so they keep their attention on the teacher explanation

“Before that I will check your classroom” (St.D4:MT). The mood here is declarative. Every word has meaning such as, *before that* is analyzed as adjunct, *I* as subject, *will* as finite, meanwhile *check* as predicator and *your classroom* as complement. The male teachers’ delivered the utterance before starting the lesson. Therefore, all of students could give more attention to their classroom. The opening in learning process of both of the teachers was different. The female teacher started the learning process by asking questions and checking the students’

attendance. While the male teacher started the lesson by asking about class whether it is clean or not. After that, he asked the presence of students.

In the process of starting learning process, the two teachers also have different versions. These can be seen from the data :

“I hope ready yourself” (St.D10.MT) and “I will repeat our lesson last week” (St.D8:FT). The clause of the data, St.D10.MT would be described by declarative mood. the description of the clause is *I* as subject, *hope* as predicator, *ready* as adjunct, and *yourself* as complement. The meaning of utterance of male teacher was provided a hope that students prepare themselves before starting the material. Teachers’ expectation is so that students focus on the material. Meanwhile the data St.D8:FT, this clause is declarative mood. The mood refers to subject is categorized as *I*, finite as *will*, and then term of residue refers to complement is *repeat our lesson last week*. This utterance was used in the learning process before started. It was mean that the teacher checked the attendance out students.

There are some utterances from two different teacher in closing the lesson. It can be shown in following data: “Because time is over. We continue next week. Do it your home” (St.D27.FT). This clause is declarative. There are 3 clause in sentence. The first clause into, *because* and *over* is identified as adjunct, *time* as complement, *is* as finite. Meanwhile second clause is *we* as subject, *continue next week* as predicator. And the last clause there are some word like, *do it* as finite, while *your home* as complement. This expression told students that the lesson is over, and teachers’ gave assignments that they have to complete. Whereas the utterance of male teacher is “Thank you your time students” (St.D33.MT). This

type of mood is declarative. It can be classified such as: *thank* is categorized as predicator, *you* as subject, while *your time students* as complement. This utterance was delivered by students marked that the lesson has been completed and thanks them for their attention during the learning process.

In the learning process, the teachers used the same utterances at the closing. In closing of the learning process, the teachers firstly ensures that all of the students understand and ensure that students are not noisy in the class. The same utterances of teachers can be seen from the data below.

“I think enough for today” (St.D48.MT&FT). The data, it would be identified as declarative mood because there are subject in the word “I” that can be known as a personal pronoun. Then, there is predicator in the word “think”. Meanwhile, there is adjunct in the word “enough for today”. The utterance means the used by male and female teacher to close the learning process.

2. Question

This question was used by the teachers in the learning process wherein the question was based on material or opening in starting learning. It was to indicate that the speaker wants to demand or request the information from the listener. A question is usually expressed by interrogative that may be either formulated from (wh-question) or yes/no question. Some utterances can be seen below:

“How are you today?” (Qu.D1.FT). Based on the data Qu.D1.FT, the clause is categorized as interrogative mood. In which the clause *how* is analyzed as wh-complement, *are* as finite, and as finite, and as finite, and *you* as subject, meanwhile *today* is identified as complement. The meaning of utterance was used

to ask the condition of the students in the opening of learning process. The teaching of male teacher who has the same meaning but different sentence. In describing the mood structure is also different such as, “Is anyone absent today?” (Qu. D2.MT). The clause is interrogative. Every word would be analyzed into, *is* as finite, *anyone* as subject, while *absent* as predicate, and *today* is complement. This utterance was realized by male teacher to know the students’ condition and attendance. It could get the attention of them to the teacher.

While in the same question utterances in the learning process also has the same meaning. This utterance was realized by two teachers. Asking the understanding of the students. It was used to emphasize the question of all students what they understand about the lesson. This can be seen from the data. “Do you understand?” (Qu.D3.FT&MT). In clause is mood interrogative. Every word has a meaning such as; “Do” as finite, “you” as subject, and “understanding” as predicator. Do and you as mood, while understanding as residue.

3. Command

Command sentences are used by teachers to give instructions in the learning process in classroom. A command is usually expressed by imperative. It can be seen in the data below:

“Open your book page 2!” (Co.D1.FT&MT) and “May I borrow your book!” (Co.D2.FT). The data of Co.D1.FT& would be as imperative mood. The predicator is “open”, subject is “your” and then complement is “book page 2!”. In the meaning “open your book” was used by teachers to give information in the

form command. So, the students are easier to know about explanation of the material.

Whereas based clause of Co.D2.FT. This clause is mood imperative. it can be identified as imperative and there is one finite in the word “may”, and “I” subject, “borrow” as predicate. While “your book” as complement. The meaning in utterance described that female teacher asked for help to borrow a book from one of the students.

4. Offer

Offer sentences were used by teachers in the learning process which provide opportunities based on the material. In offering sentence, it was realized in order it can be realized in question. This can be seen from the data below:

“Can you read about story telling” (Of.D1.FT), “Could you speak louder, please” (Of.D2.MT), and “If you want to ask about our lesson, please” (Of.D3.MT).

Based on the data Of.D1.FT, this mood as imperative. Each word would be described such as, ‘can’ as finite, ‘you’ as subject, read as predicate, and ‘about’ adjunct, meanwhile ‘story telling’ as complement. This utterance was realized by female teacher. This utterance is question/intterogative sentence which meant that the teacher asked students to be active in learning by reading the story telling.

Meanwhile, the clause of the data Of.D2.MT is imperative mood. Each word would be described such as, ‘could’ as finite, ‘you’ as subject, ‘speak’ as predicate, ‘lauder’ as complement, and ‘please’ as predicate. The utterance realized by male teacher which meant that the teacher asked students to speak louder so that other students also can listen it. After that, the data Of.D3.MT. In

this data here can be identified like, the mood as imperative. Mood refers to subject and finite, residue refers to predicate, adjunct, and complement. In word 'if' as adjunct, 'you' as subject, 'want' as predicate, 'to ask about' as adjunct, 'our material' as complement, and 'please' as predicate. This utterance has meaning "please" realized by teachers in offering something.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, conclusion of this study are drawn as the following:

1. Types of mood structures that have been found in the male and female teacher talk in the classroom are declarative mood, interrogative mood and imperative mood. Which is the declarative mood is more often used in classroom interaction, then interrogative mood is sometimes used in classroom interaction, then imperative mood is rarely used in classroom interaction.
2. For the realization of mood structures of male and female teachers talk, there are ways to describe utterances , namely statement that realized in declarative mood, then, command and offer that realized in imperative mood, after that question that realized in interrogative mood.
3. For the reason in realization of mood structure of male and female teacher's talk, In this study, the researcher found that most often frequently used is declarative mood structure. It occurs because the priority of the teacher's role just giving information to the student.

B. Suggestion

Based on the conclusion previously stated, there are some suggestions for further research. Since this research is focused on analyzing male and female teacher's talk in the classroom, so the next researcher suggested to:

1. To make further exploration on mood structures based on ethnic of language users.
2. To make further exploration from perspective of modality. Modality in text explores how a personal judgment on opinion flavor or seasoning to an experiential content or speech function by addresser
3. To make further exploration from the perspective the structure of mood and modality. The structures of mood and modality in a text explores how the component of sentences such as subject, finite, predicator, a djunct and complement are structured in a sentence.

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APPENDIX 1

TABLE ANALYSIS

1. Statement

No	Utterances	Description	Meaning	Code
1.	Good afternoon students	The phrase is identified as declarative mood which the phrase <i>good afternoon</i> is categorized as adjunct, while <i>students</i> as subject.	This utterance is used by female teacher which aimed to greet students before starting the lesson. Because it can help the students to be ready in learning. This expresiom realized when all students had already entered the class.	St.D1.F T
2.	Good afternoon class	The mood of this phrase is declarative. Every word can be classified into; <i>good afternoon</i> is identify as adjunct, meanwhile <i>class</i> as subject.	The teacher realized this greeting as a sign to greet students so they could keep their attention on the teacher in front of the class, and the students are ready to start studying.	St.D2. MT
3.	I am fine thank you	The mood here is declarative. Wherein the clause <i>I</i> can be analyzed as subject, while <i>am</i> as finite. But this clause there is <i>fine thank you</i> as complement.	This expression was aware to appreciate the students'question by giving the best answer so the students feel happy, and motivate them in participant in the	St.D3.F T

			learning process so they keep their attention on the teacher explanation.	
4.	Before that I will check your classroom	The mood here is declarative. Every word has meaning such as; <i>before that</i> as adjunct, <i>I</i> as subject, <i>will</i> as finite, <i>check</i> as predicator, and <i>your classroom</i> as complement.	The male teachers' delivered the utterance before starting the lesson. Therefore, all students could give for more attention to their classroom..	St.D4. MT
5.	If there is still trash. I will pull your ears.	In this statement, there are two clauses. Which is the first clause <i>If there is still trash</i> is subordinate clause and the second clause <i>I will pull your ears</i> is main clause/independent clause. The clause is identified as declarative mood. In which the first clause can be identified into; <i>if</i> and <i>still trash</i> are classified as adjunct, <i>there</i> as subject, and <i>is</i> as finite. Meanwhile second clause can be classified like; <i>I</i> as subject, <i>will</i> as finite, <i>pull</i> as predicator, while <i>your ears</i> is categorized as complement.	This statement was appreciated by male teacher. The expression used as a way to open conversation to students, and to give a warning about the cleanliness of the surrounding environment, meanwhile this utterance also	St.D5. MT

			delivered a punishment if students do not obey to what male teacher said.	
6.	Thank you students	This clause is declarative mood. In the mood refers to <i>you students</i> as subject. Meanwile residue consist of predicator like in the word <i>thank</i> .	This remark was realized by male teacher with aimed to give appreciation for obeying the teacher's instruction to clean the class before starting the lesson.	St.D6. MT
7.	I will absent before. We start lesson today	There are two clauses in this sentence. The clauses here are identified as declarative mood. In which the phrase <i>I</i> and <i>we</i> is analyzed as subject, <i>will</i> as finite, <i>absent</i> and <i>start</i> as predicator, whereas <i>before</i> as adjunct. And than <i>lesson today</i> can be identified as complement.	The utterance was spoken started in process learning based on the statement structure that used by the speaker. Female teacher's expression above means that she wants to check the presence of all students. The statement was realized	St.D7.F T

			by female teacher. This utterance used as a sign to start the lesson. But this statement is marked to remind something.	
8.	I will repeat our lesson last week.	This clause is declarative mood. The mood refers to subject is <i>I</i> and finite is <i>will</i> . And then term of residue refers to complement is <i>repeat our lesson last week</i> .	This expression was used in the learning process before started. It was mean that the teacher cheked the attendance out students.	St.D8.F T
9.	The point is the word of congratulation. Which is to make easy understand namely hope and prayer.	This clause consists of 2 main sentences. The clause is identified as declarative mood, which one the prase <i>the point</i> and <i>which</i> is identified as subject, <i>is</i> as finite, meanwhile <i>the word of congratulation</i> and <i>to make easy understand namely hope and prayer</i> as complement.	This statement was aimed to understanding the material easily. Because the teacher gives the point of this lesson so the students can understand about the previous material.	St.D9.F T
10.	I hope ready yourself	The clause can be described based on mood stucture. Such as in word <i>I</i> as subject, <i>hope</i> as	The meaning of utterance of male teacher was provided a hope that students	St.D10. MT

		predicator, <i>ready</i> is as adjunct. In mood subject is declarative mood meanwhile predicator and complement as residue.	prepare themselves before starting the material. Teacher's expectation is so that students focus on the material.	
11.	Today, we will discuss about asking opinion and giving opinion	In this clause is declarative mood. Every word can be classified such as; <i>today</i> as complement, <i>we</i> as subject, <i>will</i> as finite, <i>discuss</i> as predicator, and then <i>about asking opinion and giving opinion</i> as adjunct.	This statement was aware as a sign that the lesson will be begun. The male teacher students to understand the lesson.	St.D11. MT
12.	The meaning from giving opinion and asking opinion	This clause here is declarative. It can be described in word "the meaning " as subject, "from" as adjunct, "giving opinion and asking opinion" as complement.	From this utterance, it gave a sign that the male teacher presented the theory of giving opinion and asking for opinion	St.D12. MT
13.	Giving opinion is a sentence	This clause is declarative mood. Every word can be	The utterance by teacher to give	St.D13. MT

	that gives a respon to someone or other people. And than asking opinion is argument to another people.	identified into; <i>giving opinion</i> and <i>asking opinion</i> is classified as subject, <i>is</i> as finite, <i>and than</i> as adjunct, whereas <i>a sentence that gives a respon to someone or other people</i> and <i>to another people</i> is categorized as complement.	information about the meaning of topic clearly so students can understand lesson.	
14.	I give my book. So it is an example of giving.	This clause is declarative mood. The statement have two clauses. The first clause can be identified such as , <i>I</i> is analyzed as subject, <i>give</i> as predicator, and than <i>my book</i> as complement. Meanwhile second clause can be analyzed into, <i>so</i> is categorized as adjunct, <i>it</i> as adjunct, <i>is</i> is identify as finite, while <i>an example of</i>	The meaning of utterance by teachers' was to gave the example from the lesson, but in teachers' explanation did not directly gave this example except for giving a parable.	St.D14. MT.

		<i>giving</i> as complement.		
15.	When we do not know about something. We can ask to opinion.	The mood is declarative. Which is the word <i>when</i> and <i>about something</i> is identified as adjunct, <i>we</i> as subject, <i>do not</i> and <i>can</i> as finite, <i>know</i> and <i>can</i> as predicator, meanwhile <i>to opinion</i> as complement.	The teacher's utterance inform to students, that they can ask some opinion when they do not know about something.	St.D15. MT
16.	Yesterday, I give a task for the story telling. And I will call one by one to front of class.	The clause can be called as declarative mood. This can be clasification, <i>yesterday</i> as adjunct, <i>I</i> as subject, <i>give</i> as predicator, <i>a task</i> as complement, <i>for the story telling</i> as adjunct.	This expresion realized by female teacher, to remind students that last week there was an assignment. Students ware by giving this statement able to understand the material, which have been taught previously.	St.D16. FT
17.	Based on the assignment I gave. students do not understand the material that I have explained.	The clause is identified as declarative mood. There are three clauses in statement. The frist clause is <i>based on</i> is categorized as adjunct, <i>the assigement</i> as complement, <i>I</i> as subject, and <i>gave</i> as predicator. And second clause is <i>students</i> as	This utterance was used by teacher to inform students that it still have many difficulties in understanding the material.	St.D17. FT

		subject, <i>do not</i> is analyzed as finite, <i>understand</i> as predicator, and <i>the material</i> as complement. And the last clause is <i>that</i> is analyzed as adjunct, <i>I</i> as subject, <i>have</i> is categorized as finite, and <i>explained</i> as predicator.		
18.	I told you before. You must make one paragraph not one or two lines.	This mood is declarative. Every word can be classified like, <i>I</i> and <i>you</i> as subject, <i>told</i> as predicator, whereas <i>before</i> as adjunct, and <i>make one paragraph not one or two lines</i> as complement.	This utterance realized as a sign of recalling that the teacher has explained the material. And aim remind students how to make story telling.	St.D18. FT
19.	The winner of the story telling competition in this class is Lina.	This clause is declarative mood. every word can be classified into, <i>the winner</i> is categorized as subject, <i>of the story telling competition</i> as complement, while <i>in this class is Lina</i> as adjunct.	This statement was one example of the material has been taught, and make it easier for students to understand the lesson.	St.D19. FT
20.	Lina because you are of the story telling competition	This clause here is declarative mood. It can be classified such as; <i>Lina</i> as subject, <i>because</i> as adjunct, <i>you</i> as subject, <i>are</i>	Female teacher realized this statement because it continue with material before. In this the example	St.D20. FT

	in this class.	as finite. After that, <i>of the story telling comoetion this class</i> as complement.	about story telling.	
21.	You will present this class of the story telling competition of our school next month	The mood is declarative. It can be describe the words, <i>you</i> as subject, <i>will</i> as finite, <i>present</i> as predicator. Whereas, <i>this class of the story telling competion of our school next month</i> as complement.	This utterance was realized by female teacher, to give the information to student.	St.D21. FT
22.	You can look how to say congratulati on toward someone.	This clause is declarative mood. It can be classification into; <i>you</i> as subject, <i>can</i> as finite, <i>look</i> as predicator, <i>how to say congratulation toward someone</i> as complement.	This statement here to tell students the example of making discussion. This utterance realized by female teacher.	St.D22. FT
23	Which one the sentence of giving opinion or asking	This mood here is declarative. It can be identified such as, <i>which one</i> is catagorized as adjunct, <i>the sentence of</i>	This utterance realized by male teacher. To give students a choice and students must determine the answer.	St.D23. FT

	opinion.	<i>giving opinion or asking opinion</i> as complement,		
24.	On page nine we can see the picture	This mood is declarative. It can be classified into, <i>on</i> is categorized as adjunct, <i>page nine</i> as complement, <i>we</i> as subject, <i>can</i> as finite, after that <i>see</i> as predicator, and <i>the picture</i> as complement.	This utterance was realized by teacher to give information about the picture that we saw in the book.	St.D24. MT
25.	I will give assignment in class to make dialog.	This clause is identified as declarative mood. every word can be classified into, <i>I</i> is identify as subject, <i>will</i> as finite, <i>give assignment</i> as predicator, and than <i>in class to make dialog</i> as complement.	Teacher realized to instruct students to work do the assignments.	St.D25. FT
26.	I will ask students to make 3 conversation with your friends	The mood is declarative. In which the clause <i>I</i> and <i>your friends</i> is categorized as subject, <i>will</i> as finite, and <i>ask</i> is identify as predicator, <i>with</i> and <i>about</i>	This utterance by teacher to instruct students to make assignment and this realized utterance as command.	St.D26. FT

	about congratulation. n.	as adjunct. Meanwhile <i>to make 3 conversation and congratulation</i> as complement.		
27.	Because time is over. We continue next week. Do it your home.	This clause is declarative. There are 3 clause in sentence. The first clause into, <i>because</i> and <i>over</i> is identify as adjunct, <i>time</i> as complement, <i>is</i> as finite. Meanwhile second clause is <i>we</i> as subject, <i>continue next week</i> as predicator. And the last clause there are some word like, <i>do it</i> as finite, while <i>your home</i> as complement.	This expression told students that the lesson is over, and teachers' gave assignments that they have to complete.	St.D27. FT
28.	Very good answer. Dila you are dilligent	The mood is declarative. It can be classification in each word into, <i>very answer</i> is identify as adjunct, while <i>answer</i> as predicator. Meanwhile, <i>dila you</i> as subject, and	This statement used by teacher to give complement to students because the students can answer teachers' question carefully.	St.D28. MT

		<i>answer</i> as adjunct		
29.	So if you want to deny. You can say. I dont think so	This mood is declarative. Every can be identified into, <i>so if</i> is identify as adjunct, <i>you</i> and <i>I</i> as subject, <i>want</i> and <i>think</i> as predicator, and <i>can</i> and <i>dont</i> as finite, meanwhile <i>to deny</i> as complement.	This statement used by teacher to give information and realized as command for students.	St.D29. MT
30.	We can device 5 group. And I give the interraction	This clause is declarative mood. Every word has meaning such as <i>we</i> and <i>I</i> is catagorized as subject, <i>can</i> as finite, <i>give</i> as predicator, while <i>device 5 group</i> and <i>the interaction</i> as complement.	Male teacher used this statements to gave information in device group and delivered the information to students.	St.D30. MT
31.	You can analyze. Which one giving opinion and asking opinion.	The mood here is declarative. This clause can be classified into, <i>which one</i> is identify as subject, <i>giving opinion</i> as complement, while <i>and asking opinion</i> as adjunct.	This expresion used to give students freely choosing the topic.	St.D31. MT

32.	Before I close our lesson today.	The type here is declarative mood. It can be classified as; <i>before</i> as adjunct, <i>I</i> as subject, <i>close</i> as predicator. While <i>our lesson today</i> as complement.	This statement has meaning to close the lesson. But before closing the lesson the male teacher gave an opportunity to students that they can ask questions about material.	St.D32. MT
33.	Thank you for your time students	This type of mood is declarative. In this clause can be classification such as; <i>thanks</i> as predicator, <i>you</i> as subject, temporarily <i>your time students</i> as complement.	This utterance was delivered by students marked that the lesson has been completed and thanks them for their attention during the learning process.	St.D33. MT
34.	We will continue our study today.	The mood is declarative. In this clause here can be classification like this one; <i>we</i> as subject, <i>will</i> as finite. <i>Continue</i> as predicator, and then <i>our study today</i> as	This statement was realized by female teacher as sign to start the lesson.	St.D34. FT

		complement.		
35.	Last week we was study about congratulation. And we learn about story telling. About how say congratulation to another.	The type of mood is declarative. In this clause here can be description such as; <i>last week</i> as adjunct, <i>we</i> as subject, <i>was</i> as finite, <i>study</i> as predicator. Meanwhile <i>about congratulation</i> as adjunct.	This utterance was realized by female teacher as a sign to remember students about previous lessons.	St.D35. FT
36.	We will study about narrative text.	This type of mood is declarative. In the clause can be classification such as <i>we</i> as subject, <i>will</i> as finite, while <i>study</i> as predicator, and than <i>about narrative text</i> as adjunct.	This utterance was realized as a sign to start a lesson or enter a new lesson.	St.D36. FT
37.	Narrative text is a text that source	This clause here is declarative mood. Each word has a function such	The utterance to explain about material, and the	St.D37. FT

	from fiction, opinion, and imagination.	as; <i>narrative text</i> is subject, <i>is</i> as finite. Meanwhile <i>a text that source from fiction, opinion, and imagination</i> as complement.	purpose to give information for students. and to know definition of subject material.	
38.	Before we start our study.	The clause is declarative mood. In which the clause such as; <i>before</i> as adjunct, <i>we</i> as subject, <i>start</i> as predicator, and than <i>our study</i> as complement.	This utterance was realized as a sign to start the lesson but the teacher always reminded the important things before the learning process begins.	St.D38. MT
39.	I hope you take gerbage. And you put a dump.	This type of mood is declarative. In the statement there are two clause. The first clause can be classified into, <i>I</i> is catagorized as subject, <i>hope you take</i> as predicator, <i>gerbage</i> as complement. The next	This statement was to intstruct to clean the class before study, and to give information about putting something into place.	St.D39. MT

		clause is <i>and</i> as adjunct, <i>you</i> as subject, <i>put</i> as predicator, while <i>a dump</i> as complement.		
40.	I think she is smart	This clause here is declarative mood. in the word can be classification such as; <i>I</i> as subject, <i>think</i> as predicator, <i>she</i> is subject, <i>is</i> as finite, and than <i>smart</i> as adjunct.	This sentence was explained of the material being taught but is paid for an example in the sentence. The aims to make students more easily understand this lesson.	St.D40. MT
41.	If you want to ask opinion for someone	This mood here is declarative. Each word have a meaning such as; <i>if</i> as adjunct, <i>you</i> as subject, <i>want</i> as predicator, meanwhile <i>to ask opinion for someone</i> as complement.	This sentence was also realized by teacher to provide information for students.	St.D41. MT
42.	I will explain about	This type of mood is declarative. Every word have a meaning like are; <i>I</i>	This sentence gives a sign that the teacher will explain the	St.D42. MT

	material.	as subject, <i>will</i> as finite, <i>expland</i> as predicator. And than <i>about material</i> as adjunct.	material that will begin.	
43.	Understanding is the cognitive condition of someone who understand .	This mood is declarative. In the word can be classification like; <i>understanding</i> as subject, <i>is</i> as finite and than <i>the cognitive condition of someone who understand</i> as complement	This sentence was realized by the teacher to provide an explanation of the material so that students easily understand the lesson.	St.D43. MT
44.	If you want to check, show, and express a lack of understand.	This type of mood is declarative. Each word have meaning such as; <i>if</i> as adjunct, <i>you</i> as subject, <i>want</i> as predicator, and while <i>to check, show, and express a lack of understand</i> as complement.	This realized to give information about point subject lesson.	St.D44. MT
45.	I will give a paper for all students.	This mood here is declarative. Every word csn be classification like	Teacher realized this statement to give information about	St.D45. FT

		<p>this; <i>I</i> as subject, <i>will</i> as finite, <i>give</i> as predicator.</p> <p>And while <i>a paper for all students</i> as complement.</p>	assignment now.	
46.	<p>We will continue this next week.</p>	<p>This mood is declarative. Each word can be classification like; <i>we</i> as subject, <i>will</i> as finite, <i>continue</i> as predicator, <i>this next week</i> as complement.</p>	<p>To give information for students. that the lesson will be finish.</p>	<p>St.D46. FT</p>
47.	<p>Before we close our lesson.</p>	<p>This clause here is deccolarative mood. in this clause can be classification such as; <i>before</i> as adjunct, <i>we</i> as subject, <i>close</i> as predicator, <i>our lesson</i> as complement.</p>	<p>In can be meaning as sign to closed the lesson. This utterance was realized when the class situation had calm.</p>	<p>St.D47. MT</p>
48.	<p>I think enough for today.</p>	<p>The mood is declarative. It can be identified as declarative mood because there are Subject in the word '<i>I</i>' that can be known as a personal pronoun.</p>	<p>The utterance means, the used by male and female teacher to close the learning process.</p>	<p>St.D48. MT & FT</p>

		Then, there are predicate in the word ' <i>think</i> '. Meanwhile, there are adjunct in the word 'enough for today'.		
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2. Question

No	Utterances	Description	Meaning	Code
1.	How are you today?	The clause is categorized as interrogative mood. In which the clause <i>how</i> is analyzed as wh-complement, <i>are</i> as finite, and as finite, and as finite, and <i>you</i> as subject, meanwhile <i>today</i> is identified as complement.	The utterance was used to ask the condition of the students in the opening of learning process.	Qu.D1. FT
2.	Is anyone absent today?	The mood of this clause is interrogative. Every word can be analyzed into, <i>is</i> as finite, <i>anyone</i> as subject, while <i>absent</i> as predicate, and <i>today</i> is complement.	This utterance was realized by male teacher to know the students' condition and attendance. It could get the attention of them to the teacher.	Qu.D2. MT

3.	Do you understand?	This is mood interrogative. Every word has a meaning such as; <i>do</i> as finite, <i>you</i> as subject, whereas <i>understand</i> as predicate.	This utterance was realized by two teachers. Asking the understanding of the students. It used to emphasis question of all students what they undertand the lesson.	Qu.D3. FT&M T
4.	Have you cleaned this class?	This type of mood is interrogative. In the mood here consist of finite like <i>have</i> , subject like <i>you</i> . Meanwhile residue here is adjunct like <i>cleaned this class</i> .	It was used to remind the students to care about the environment.	Qu.D4. MT
5.	Who is that?	This mood here is interrogative. Every word can be classified such as; <i>who</i> as wh-complement, <i>is</i> as finite, and than <i>that</i> as adjunct.	This utterance is realized as a sign of emphasis on a question for students. It was used to know the attendance of the students in the class.	Qu.D5. MT
6.	Who know the meaning of our lesson?	That clause is interrogative mood. The word of <i>who</i> as wh-complement, <i>know</i> as predicator, while <i>the meaning of our lesson</i> as complement.	This utterance was used by teacher to ask students about their knowledge.	Qu.D6. MT
7.	Do you know about mean?	This clause here is interrogative mood. The word can be classified such as; <i>do</i> as finite, <i>you</i> as subject, <i>know</i> as predicator. Temporary <i>about mean</i> as adjunct.	The teacher asked this because he wants to know the students ability to understand the material.	Qu.D7. MT
8.	So, what the	This clause here is	This sentence	Qu.D8.

	meaning of giving?	interrogative mood. Each word can be identified such as; <i>so</i> as giving, <i>what</i> as wh-complement, and then <i>the meaning of giving</i> as complement.	emphasizes the students to understand the meaning of the material.	MT
9.	when we giving opinion?	This clause is interrogative mood. The word can be classified like; <i>when</i> as adjunct, <i>we</i> as subject, while <i>giving opinion</i> as complement.	This sentence has meaning that students must answer the question about where are the students.	Qu.D9. MT
10.	Where are you?	The type of this clause is interrogative. The word can be classified into, <i>where</i> as adjunct, <i>are</i> as finite. And then <i>you</i> as subject.	This sentence emphasizes students in the form of questions about the where of students are.	Qu.D10 .FT
11.	What can see take from this lesson?	This type of mood is interrogative. In the word has function such as; <i>what</i> as wh-complement, <i>can</i> as finite, <i>see take</i> as predicator, meanwhile <i>from this lesson</i> as adjunct.	This question was realized by teacher to measure students knowledge to understanding the lesson.	Qu.D11 .FT
12.	All ready students?	In this clause is interrogative. This word can be classified such as; <i>all ready</i> as adjunct and <i>students</i> as subject.	This sentence aimed to emphasize students about the readiness of their assignment.	Qu.D12 .FT
13.	How to make story telling?	The mood of this clause is interrogative. Every word can be classified such as; <i>how</i> as wh-complement, <i>to</i> as adjunct, <i>make</i> as predicator and then <i>story telling</i> as complement.	This utterance aimed to provide information about the lesson but it gives a question about how to do the task.	Qu.D13 .FT
14.	Any question?	The type of this clause is interrogative. In this word can be classified such; <i>an as</i> as subject meanwhile <i>question</i> as complement.	This sentence was realized by teacher to ensure students understand the material.	Qu.D14 .FT

15.	From this dialog what you get?	This mood here is interrogative. The word can be classified such as, <i>from this</i> as adjunct, <i>dialog</i> as complement, <i>what</i> as wh-complement, <i>you</i> as subject, and than <i>get</i> as predictor.	The maeaning of this sentence is students to understanding the lesson, and ensure the students, what they got from the material.	Qu.D15 .FT
17.	Udin, what do you think?	This type of mood is interrogative. It can be identied such as; <i>udin</i> as subject, <i>do</i> as finite, <i>you</i> as subject, and than <i>think</i> as predicator.	This utterance was realized the form of example in the sentences. So students mush be understand the material delivered by teacher.	Qu.D17 .MT
18.	Edo do you angry with me?	This type of mood here is interrogative. Every word can be classified into, <i>Edo</i> as sujet, <i>is</i> as finite, <i>angry</i> as predicator. Meanwhile <i>with me</i> as adjunct.	This sentence was example of material realized by teacher. This expresion make the students easy to know in asking and giving opinion.	Qu.D18 .MT
19.	Btw, who know the meaning of sentence?	The type of this mood is interrogative. Each word can be identified such as, ; <i>who</i> as wh-complement, <i>know</i> as predicator, and than <i>the meaning the sentence</i> as complement.	This utterance means to provide opportunities of students to answer teacher question based on their knowledge.	Qu.D19 .MT
20.	Can you say again?	This clause here use interrogative mood. The word can be classification like; <i>can</i> as finite, <i>you</i> as subject, <i>say</i> as predicator, and than <i>again</i> as adjunct.	The maening of this sentence is teacher give the role of students for repeat the material of their study.	Qu.D20 .MT
21.	What your name?	This mood is interrogative. This word can be classified such as; <i>what</i> as wh-complement, <i>your name</i> as subject.	This sentence was realized by teacher to find out the name, and giveing awards to students who can anwer the teacher's	Qu.D21 .MT

			question.	
22.	Have you finish students?	This type of mood is interroagtive. In this word can be classified such as; <i>have</i> as finite, <i>you</i> as subject, <i>finish students</i> as complement.	This expresion was emphasis to students about the readiness of students in previous assignment.	Qu.D22 .FT
23.	Tondy where is your book?	This mood is interrogative. Every word here has function is <i>Tondy</i> as subject, <i>where</i> as wh-complement, <i>is</i> as finite, meanwhile <i>your book</i> as complement.	This utterance had sign that the teacher emphasizes to one of the students about the readiness of students to start learning.	Qu.D23 .FT
24.	What do you mean a narrative?	In this clause here is interrogative mood. In the word can be classifed such as, <i>what</i> as wh-complement, <i>do</i> as finite, <i>you</i> as subject, <i>mean</i> as predicator, <i>a narrative</i> as complement.	This utterance was issued by teacher before explaining the meaning of thetopic. So students can find out in advance what it means.	Qu.D24 .FT
25.	One word about narrative?	This mood is interrogative. In this word have meaning like are; <i>one word</i> as subject, and than <i>about narrative</i> as adjunct.	This utterance was realized by teacher to give the opportunity for students to find out the meaning of the topic to be discussed.	Qu.D25 .FT
26.	Any body home?	This clause here is interrogative mood. each word have meaning such as; <i>any</i> as subject. And than <i>body home</i> as complement.	This question gives a sign for emphasis about the class situation.	Qu.D26 .FT
27.	Who know this meaning?	This type of mood here is interrogative mood. In the word can be classified into; <i>who</i> as wh-complement, <i>know</i> as predicator, meanwhile <i>this meaning</i> as adjunct.	This utterance was realized by teacher aims to give the opportunity for students and to think and find out the meaning of the teacher question,	Qu.D27 .FT

28.	How many students in this class?	This mood here is interrogative. In word can be classification like; <i>how many</i> as adjunct, <i>students</i> as subject, and than <i>in this class</i> as adjunct.	This sentence had the aimed to ascertain how many students are present in this class. Or check class conditions.	Qu.D28 .MT
29.	Who are number one?	This mood here is interrogative. Each word here can be classification like; <i>who</i> as adjunct, <i>are</i> as finite, and than <i>number one</i> as complement.	This teacher utterance has the aimed to remind by students of their respective groups.	Qu.D29 .MT
30.	Are you ready interaction?	The mood here is interrogative. In word have meaning such as; <i>are</i> as finite, <i>you</i> as subject, <i>ready interaction</i> as complement.	This sentence concludes that by teacher relives with the aimed of providing information.	Qu.D30 .MT
31.	How many character in this story?	This clause here is interrogative mood. in word have meaning like are; <i>how many</i> as adjunct, and <i>character</i> as complement. While <i>in this story</i> as adjunct.	The meaning of expresion is to ask students what they have read in the story, and aimed to make students care more about their learning.	Qu.D31 .FT
32.	Who is the main chacter in the story?	The mood is interrogative. In the all word can be classification like; <i>who</i> as adjunct, <i>is</i> as finite, <i>the main charcter</i> as complement. Meanwhile <i>in the story</i> as adjunct.	This question that was realized by teacher the purpose to find out the seriousness of students in the given assignment.	Qu.D32 .FT
33.	What problem are found in the story?	This mood is interrogative. Every word can be classification the example; <i>what</i> as wh-complement, <i>problem</i> as complement, <i>are</i> as finite, <i>found</i> as predicator. And than <i>in the story</i> as adjunct.	Has meaning which is about understanding students in answer teacher question. While this question the teacher can know the ability of students to understand the lesson.	Qu.D33 .FT
34.	There is	The mood is interrogative.	This sentence aimed	Qu.D34

	know one absent today?	In the clause can be classification like are; <i>there</i> as adjunct, <i>is</i> as finite, <i>know</i> as predicator, while <i>one absent today</i> as complement.	to check the presence of students before starting the lesson.	.MT
35.	Where are you mulky?	This clause here is interrogative mood. each word can be classification like; <i>where</i> as adjunct, <i>are</i> as finite, meanwhile <i>you mulky</i> as subject.	This sentence was always realized by teacher before entering the lesson so that the teacher and students can interact properly.	Qu.D35 .MT
36.	Are you sick?	This mood is interrogative. In the word have a meaning such as; <i>are</i> as finite, <i>you</i> as subject, and than <i>sick</i> as complement.	This question aimed to determine a question to one of the students about the current conditions.	Qu.D36 .MT
37.	It is clear or not?	The mood is interrogative. Every word have meaning like are; <i>it is</i> as finite, whereas <i>clear or not</i> as adjunct.	This sentence taked the form of emphasis. Where by teacher asks students about class cleanliness before starting the lesson.	Qu.D37 .MT
38.	Do you see garbage?	In this mood here is interrogative. Every word can be classification as if; <i>do</i> as finite, <i>you</i> as subject, <i>see</i> as predicator. Whereas <i>garbage</i> as complement.	Realized by teacher because they want to provide a stimulus before learning. So students are more concerned with the environment.	Qu.D38 .MT
39.	Do you remamber?	Based a clause here is interrogative mood. in the word have a meaning as well as; <i>do</i> like finite, <i>you</i> like subject. And than <i>remember</i> like predicator.	This expresion was realized as a sign to rember by students about the previous material.	Qu.D39 .MT
40.	Who can translite?	This mood is interrogative. In the clause here have meaning like; <i>who</i> as subject, <i>is</i> as finite. Whereas <i>translite</i> as	This question has a goal toward students about the ability to understand the lesson.	Qu.D40 .MT

		predicator.		
41.	What is the meaning?	In the clause is interrogative mood. every word can be classification such as; <i>what</i> as subject, <i>is</i> as finite, and after that <i>the meaning</i> as complement.	This question too has same a goal like are; to know ability by students and to know knowledge students.	Qu.D41 .MT.
42.	Have you get in this lesson?	In this mood is interrogative. Each word have meaning like are; <i>have</i> as finite, <i>you</i> as subject, <i>get</i> as predicator, and than <i>in this lesson</i> as adjunct.	This question was realized by teacher as a sign that the lesson is complete, and the teacher aimed to provide opportunities for students what they get from this material.	Qu.D42 .MT
43.	Everything is clear students?	This clause here is interrogative mood. in word can be classification like; <i>everything</i> as subject, <i>is</i> as finite, while <i>clear students</i> as complement.	This sentence says the lesson is over. And the teacher ensure beforehand whether students are familiar with this material.	Qu.D43 .MT

3. Command

No	Utterances	Description	Meaning	Code
1.	Open your book page 2!	The mood is imperative. in which the predicator is 'open', subject is 'your', and than complement is 'book page 2!'.	'Open your book' the used by two teacher to give information in the form command. So students more easy to know about explain material.	Co.D1. MT & FT
2.	May I borrow your book!	This clause is mood imperative. It can be identified as imperative. there is one finite in the word 'may', and than 'I' subject, 'borrow' as predicate, meanwhile 'your book' as complement.	The utterances describe that male teacher ask for help to borrow a book from one of the students.	Co.D2. FT
3.	Now take the trash under table!	The mood is imperative. Each word can be identified such as; <i>now</i> as adjunct, <i>take</i> as predicator, and than <i>the trash under table</i> as complement.	This sentence was realized by teacher as command to students for class hygiene problems.	Co.D3. MT

4.	Please answer seriously!	The clause is imperative mood. Every word can be classified such as; <i>please answer</i> as predicator, and than <i>seriously</i> as adjunct.	This utterance was used by teacher when learning process goes on and has a goal that students are more serious in answer questions.	Co.D4. MT
5.	Lets start study!	The mood is imperative. Each word can identify like; <i>lets</i> as adjunct, while <i>start study</i> as predicator.	This sentence aimed to invite students to start the lesson.	Co.D5. MT
6.	Other listen to your friend!	This mood is imperative. In word has function such as; <i>other</i> as adjunct, <i>listen</i> as predicator, and <i>to your friend</i> as complement.	Command sentence that aimed to remind other friends to listen.	Co.D6. MT
7.	Everybody lets see picture number one!	The mood is imperative. Each word has function into; <i>everybody</i> as subject, <i>lets</i> as adjunct, <i>see</i> as predicator, and than <i>picture number one</i> as complement.	This utterance has meaning that was to call attention to students so that focus on the teacher who is explaining in front of the class.	Co.D7. MT
8.	Now lets see the answer for her friend.	This clause here is imperative. In the word here has meaning such as; <i>now lets</i> as adjunct, <i>see</i> as predicator, and than <i>the answer for her friend</i> as complement.	This command expresion was by teacher invitation to students pay attention to the lesson together.	Co.D8. MT
9.	You read sabrina!	The mood is imperative. Every word can be identify like are; <i>you</i> as subject, <i>read</i> as predicator. After that <i>sabrina</i> as subject.	This sentence had purpose to provide opportunities for students to be brave based on their abilities.	Co.D9. MT
10.	Every one mush remember my number.	The clause is imperative mood. In this mood	This statement realized in command. Because	Co.D10 .MT

		refers to subject like <i>every one</i> and finite like <i>mush</i> . Meanwhile residue here is predicator like <i>remamber</i> and complement like <i>my number</i> .	the teacher wants to provide information to do group work.	
11.	Please raise your hand!	The mood is imperative. In the word here has meaning like are; <i>please raise</i> as predicator, and than <i>your hand</i> as complement.	This sentence was realized by teacher as a command for students to raise their hands.	Co.D11 .MT & FT
12.	Please listen carefully!	This mood is imperative. Every word can be indentify like are; <i>please listen</i> as predicator, while <i>carefully</i> as adjunct.	To convey to students so that students listen to thee teachers explanation.	Co.D12 .MT
13.	Listen to me!	The mood is imperative. Each word has meaning such as; <i>listen</i> as predicator, and than <i>to me</i> as adjunct.	Command sentence spoken by teacher with the aimed to get students attention.	Co.D13 .MT
14.	Students listen!	This clause here is imperative mood. In this word can be classification like; <i>students</i> as subject and after that <i>listen</i> as predicator.	This sentence was realized by teachers intention to give instructions to students.	Co.D14 .MT
15.	Lets us check our class!	In this type of mood here is imperative. Every word can be classified	This utterance the aimed to ensure classroom conditions	Co.D15 .MT

		such as; <i>lets us</i> as adjunct, <i>check</i> as predicator. And than <i>our class</i> as complement.	before starting learning.	
16.	Please open your book on page twelve!	The mood here is imperative. In the word can be indentify such as; <i>please open</i> as predicator, <i>your book</i> as complement, and than <i>on page twelve</i> as adjunct.	This sentence was emphasis on students in the form of commnds to students.	Co..D16.MT
17.	Give applause!	In this type of mood is imperative. Every word can be identify like; <i>give</i> as predicator, and than <i>applause</i> as complement.	This sentence aimed to give appreciation for students who have already answer.	Co.D17.FT
18.	Let us read!	This type of mood here is imperative. Each word can be clarified such as; <i>let</i> as predicator, <i>us</i> as subject, while <i>read</i> as predicator.	This utterance was used by teachers to give invitation by students for read.	Co.D18.FT & MT
19.	Come on say!	This mood is here imperative. every word can be identify such as; <i>come</i> as predicator, after that <i>on say</i> as adjunct.	This sentence was realized when the learning proces takes place and the teacher invites students to follow it.	Co.D19.MT
20.	Dont be noisy!	This mood here is imperative. In the word has function like <i>dont be noisy</i> as adjunct.	This sentence means that students are asked to condition the class situation. So that the learning process goes well.	Co.D20.MT

21.	Remember your friend!	In the type of mood here is imperative. Every word can be classified such as; <i>remember</i> as predicator, and than <i>your friend</i> as subject.	This sentence us marked to remind students about their group.	Co.D21 .MT
22.	Attention please!	This mood here is imperative. Every word can be identified such as ; <i>attention</i> as complement and than <i>please</i> as predicator.	This sentence was realized by teacher to call attention to students so the lesson can do well, and the students easily understand the lesson.	Co.D22 .MT

4. Offer

No	Utterances	Description	Meaning	Code
1.	Can you read about story telling	This mood is imperative. Each word can be describe such as; 'can' as finite, 'you' subject, read as predicate, and than 'about' adjunct, meanwhile 'story telling' as complement.	This utterance realized by teacher. This utterance is question/interrogative which means the teacher ask students to be active in learning by read the story telling.	Of.D1. FT
2.	Could you speak louder, please	This cluase is imperative. Each word can be describe such as; 'could' as finite, 'you'	The utterance realized by male teacher which means the teacher ask students to speak louder	Of.D2. MT

		as subject, 'speak' as predicate, 'lauder' as complement, and than 'please' predicate.	other students also can listen it.	
3.	If you want to ask about our lesson, please	The mood is imperative. mood refers to subject and finite, residue refers to predicate, adjunct, and complement. In word 'if' as adjunct, 'you' as subject, 'want' as predicate, 'to ask about' as adjunct, 'our material' as complement, and than 'please' as predicate.	The utterance "please" realized by teachers in offering something, when the students do not understand the lesson explained by teacher.	Of..D3. MT

APPENDIXES 2

A. Transcription of the video record research

Data of Male Teacher

Teacher	: Asral Efendi, S.Pd
NUPTK	: 304275866020053
Teaching Experiences	: 9 years
School	: SMP Muhammadiyah 58 Sukaramai
Class	: VIII
Graduate	: Universitas Muhammdiyah Sumatera Utara
Education	: S1

Frist Meeting

Lesson	: Asking opinion and Giving opinion
Date	: 25 th July 2019
Time	: 17.00-18.00

TRANSCRIPTION

Teacher	: Asslamualaikum Wr.Wb
Students	: Wa'alaikumsalam Wr.Wb Pak
Teacher	: Before that I will check your class. Bapak check dulu kelas kalian. Have you cleaned this class? Bersih tidak? If there is still trash. I will pull your ears. Saya akan menjewer telinga kalian. Jika masih ada sampah.
Students	: Bersih kok pak
Teacher	: Now take the trash under table! Sekarang kutip sampah. Kutip sampah dimeja masing-masing.

Okey, **thanks you students.**

Sebelum kita belajar. **Is anyone absent today?**

Students : Ada pak.

Teacher : **Who is that?** Siapa yang absent hari ini?

Students : Abdy pak.

Teacher : Ada apa dengan Abdy? Kenapa dya tidak datang?.

Students : S¹ kucingnya lahiran pak. S² sakit kantongnya pak.

Teacher : **Please answer seriously!**

Students : tidak tau pak.

Teacher : jika kalau kucingnya beranak, apakah dya engak masuk. Dan kita harus jenguk gitu? Jadi tolong jawab dengan serius dan tidak main-main.

Students : Iya pak.

Teacher : Okey, **lets start study!**. Mari kita belajar. Hmmm **I hope ready yourself.** Baik, **today we will discuss about asking opinion and giving opinion. Who know the meaning of our lesson? Come on say! Lets us read!**

Students : Asking opinion and Giving opinion.

Teacher : Ok **good.**

Students : Ok good.

Teacher : **Do you know about mean?** Tahu tidak artinya?

Students : Engak pak.

Teacher : Giving itu artinya apa?

I give my book.

Students : Saya memberi.

Teacher : **So, What the meaning of giving?**

Students : Memberi

Teacher : Good. Okey , **So it is an example of giving?**
Jadi apa arti giving?

Students : Sesuatu

Teacher : **Dont be noisy!** Apa artinya?

Students : Jangan ribut.

Teacher : Very good.
So, apa arti opinion?

Students : Pendapat

Teacher : Jadi apa arti dari giving opinion and asking opinion?

Students : Giving memberi asking meminta pak.

Teacher : Good answer. Okey, saya akan menjelaskan kembali pengertian
the meaning from giving opinion and asking opinion.
Giving opinion is a sentence that gives a reson to someone or other people. And than asking opinion is argument to another people. Atau dalam bahasa indonesia giving opinion adalah suatu kalimat yang memberikan respon kepada seseorang. Sedangkan asking opinion adalah kita meminta pendapat dari orang lain.
Okey, kira-kira **when we giving opinion?**

Students : Tidak tau pak.

Teacher : Giving opinion, ketika kita tidak mengetahui sesuatu. **When we dont know about something. We can ask an opinion.** Kita bisa

meminta suatu pendapat. Itu tertuang didalam buku. **Open your book on page nine!** Halaman?

Students : 9

Teacher : **Lets see!**. Mari kita lihat.

Which one the sentence of giving opinion or asking opinion.

Mari kita lihat mana saja kalimat yang menunjukkan meminta pendapat dan memberi pendapat.

Okey, sudah buka bukunya no 9! **Okey, on page nine we can see the picture.** Dihalaman 9 kita bisa melihat gambar-gambar. **So i will ask.** Bapak akan meminta Fatimah. **Can you read for number one.** Bisa baca nomor satu. Yang lain dengarkan, please.

Students : Udin, do you think Edo is angry with me?

Teacher : **Could you speak louder, please.**

Lebih keras lagi!

Students : Udin, do you think Edo is angry with me?

Teacher : Wait, Wait. Wait. Tunggu.

Udin, do you think Edo is angry with me?

Students : Udin, do you think Edo is angry with me?

Teacher : **Good. Thank you Fatimah.**

Everybody lets see picture number one! Lihat gambar nomor 1!

Itu ada percakapan anantara 2 siswa, mari kita baca sama-sama.

Lets us read together. Udin, do you think Edo is angry with me? Who know the meaning of sentence? Siapa yang tahu apa arti dari kalimat ini?

Students : Salah egak papa pak?.

Teachers : Enggak apa-apa. Silahkan coba.

Students : Udin, apakah Edo marah kepada saya?

Teacher : **Very good answer. Can you say again?** Bisa bicara dengan keras lagi.

Students : Udin, apakah Edo marah kepada saya?

Teacher : **ok good, thanks you.**

Okey, dari kalimat ini the asking opinion sentence mana ungkapan meminta. Ayoo, kasih jawabannya.

Students : Do you think.

Teacher : **Yes, very good. What you name.**

Students : Dila

Teacher : **Dila you are dilligent.** Dia murid yang pintar. Dia bisa menjawab yang mana **asking opinion and giving opinion.** Tadikan Edo minta pendapat? Edo marah enggak sama aku? Betul tidak itu?

Students : Iya

Teacher : Bearti ini asking opinion. Mari kita lihat jawaban dari temannya.

Okey. **Now lets see the answer for her friend. You read sabrina!**

Students : Saya rasa tidak juga.

Teacher : **Who know this meaning?** Siapa yang bisa mengartikan?

Tadi sabrina menjawab dengan bagus. Apa tadi artinya sabrina?

Students : Saya rasa tidak begitu.

Teacher : Saya rasa tidak begitu. **So if you want to deny.** Jika kamu ingin

menyangkal sesuatu. **You can say. I dont think so.** Kamu bisa pakai ungkapan itu.

And i will repeat. Kalian dapat mengikuti saya.

Saya rasa tidak begitu. **I dont think so.**

Students : Saya rasa tidak begitu. **I dont think so.**

Teacher : Itu adalah salah satu ungkapan **asking and giving opinion.**

Bapak akan kasih kalian tugas kelompok. Baik, Kita akan buat kelompok dulu. Siap !

Students : siap pak.

Teacher : **How many students in this class?**

Students : 29, ada yang tidak datang pak.

Teacher : Jadi yang datang berapa orang.

Students : 25

Teacher : **Ok, we can device 5 group.** Mari kita menghitung. **Lets start.**

Every one mush remamber my number.

Who are number one? Please raise your hand! Ingat siapa

teman kamu **I give the interaction,** bapak akan memberi

intrucksi. **Please listen, carefully!** Mohon dengarkan dengan

baik. **Are you ready interaction?**

Students : ready pak.

Teacher : **listen to me! Hai**

Students : Hallo

Teacher : baik, tolong dengarkan interuksi dari bapak. **From no page nine until eleven. You have analyze.** Kamu diminta untuk

menganalisis atau mencari, **which one giving opinion and asking opinion. You write on paper.** Kamu catat dikertas selemba. 1 kelompok selemba saja. **It is clear?** Pahami.

Teacher : **Finish?**

Students : Belum pak.

Teacher : okey, karna waktunya sudah habis, tugas dikumpul hari ini juga saya tunggu sebelum wktu jam pulang.

Students : Okey pak.

Teacher : **Ok, before I close our lesson today. Have you understood our lesson?**

Students : Sudah pak.

Teacher : **Thanks you your time students.** Assalamualaikum Wr.Wb.

Second Meeting

Lesson : Checking for Understanding

Date : 01st August 2019

TRANSCRIPTION

Teacher : Assalamualaikum Wr.Wb

Students : Waalaikumsalam Wr.Wb

Teacher : **Good afternon class.**

Students : Good afternoon sir.

Teacher : **okey, anyone absent today?**

Students : Yes

Teacher : **There is know one absent today?**

Who is that?

Students : Faldy, Susi, and Siska.

Teacher : **Mulky?**

Where are you Mulky?

Students : Aman sir

Teacher : Sudah lama tidak jumpa mulky?

Kemana saja kamu? Are you sick?

Apakah kamu sakit?

Students : Iya sir.

Teacher : **OK. Before we start our study. Lets us check our class. It is clear or not?**

Students : Clean sir

Teacher : **Do you see garbage? Lihat sampah! Okey, I hope you take garb**

and you put a dump. Ambil sampah dan masukkan kedalam tong sampah. Okey. Hello!!

Students : Hai!!!

Teacher : **Dont be noisy!**

Attention please! Ok, do you rember?

Apakah kamu masih ingat? Asking opinion and giving opinion.

Apa itu?

Students : Meminta pendapat dan memberi pendapat.

Teacher : Ok, kita akan mengulang sebentar. **Please look at your book on page twelve. Where is your book?** Kenapa kamu tidak punya bukunya?.

Ok, sudah buka? Ok, dibuku itu, dihalaman 12. Contoh dari meminta pendapat dan memberi pendapat. Okey, mari kita baca sebentar sudah semuanya dilihat?

What do you think our classroom?

Bisa kamu baca ulang. Setelah saya baca. **What do you think our classroom?**

Students : What do you think our classroom?

Teacher : **Who can translite?** Siapa yang bisa terjemahkan ini?

Students : Apa pendapat mu tentang kelas kita?

Teacher : Bisa baca gambar selanjutnya. **What do you think**

Sita? Apa pendapatnya tentang sita? **I think she is smart.** Apa artinya?

Students : Saya pikir dia pintar.

Teacher : But. Apa arti but?

Students : Hmm..

Teacher : Apa? Jangan malu-malu? But artinya tetapi. Tetapi dia sedikit banyak biacar. Na, inilah salah satu contoh asking opinion and giving opinion. Dengan ciri-ciri memakai **what do you think?** Katakan.

Students : What do you think?

Teacher : Itu adlaah salah satu cara untuk menanyakan pendapat. Kemudian jawabannya apa? **I think. If you want to ask opinion for someone.** Jika kamu ingin bertanya sesuatu pendapat kepada seseorang. Kamu dapat mengatakan. **What do you think.** Sebaliknya jika kamu ingin menjawab. **If you replay for someone question. But your opinion, you can say I think.**

Have you understand our lesson last week?

Ok have you know about this topic today?

Now about checking for understanding.

Apakah kalian perna mendengar topic ini?

Students : No sir.

Teacher : **Ok I will expland about material. Understanding is the cognitive condition of someone who understand. If you want to check, show, and express a lack of understand.**

Who can translite about that?

What is the meaning?

Students :Understanding adalah untuk mengecek sesuatu sir.

Teacher : Any other?

Students : (silent)

Teacher : **OK**, terimakasih Dimas. Apakah kalian tahu berapa banyak klasifikasi dalam understanding ini?

Students : 4 sir.

Teacher : Tidak. Didalam pembagian understanding ini. Ada 3 yaitu, pertama, mengungkapkan pemahaman, kedua mengexpresikan kekurangan pemahaman , dan terakhir mengecek pemahaman seseorang. Untuk lebih mudah memahaminya, apa contoh untuk mengungkapkan pemahaman seseorang? Apa saja contoh-contohnya? Dari cara kita mengecek pemahaman seseorang. Siapa yang tahu?

Students : Do you undersatnd sir?

Teacher : **Good**. Siapa yang ingin mencoba lagi?

Students : I dont know sir.

Teacher : Contohnya adalah pertama, **do you know what I mean?** Apakah kamu tahu apa maksud saya? Kedua, **do you undersatand?. So can you give example again?**

Students : NO sir.

Teacher : It is clear?

Students : Yes sir.

Teacher : OK, Saya akan sebutkan 1 contoh kalimat.
Do you know what I am saying.
Siapa yang ingin menulis kedepan dipapan tulis.

Do you want to write in front class of the whiteboard?

Who want to try to write?

Dimas, maju!

Students : -----

Teacher : **Give applause your friend!**

If you want to ask about our lesson ,please.

OK, students dari materi ini. **Have you get in this lesson?**

Please answer!

Baik students, we will continue this next week. Before we close our lesson.

Students : Kita bisa mengetahui cara mengecek pemahaman seseorang.

Teacher : Sangat pintar kelas ini. **Everything is clear students? I hope all understand about our lesson today. I think is enough for today.**

ASSALAMUALAIKUM. WR.WR.

Data of Female Teacher

Teacher : Marlina, S.Pd
NUPTK : 10257601189002
Teaching Experiences : 4 years
School : SMP Muhammadiyah 58 Sukaramai
Class : IX
Graduate : IAIN Sumatera Utara
Education : S1

Third Meeting

Lesson : Congratulation
Date : 12nd August 2019
Time : 13.00-14.00

TRANSCRIPTION

Teacher : Assalamualaikum Wr.Wb
Students : Waalaikumsalam Wr.Wb
Teacher : **Good afternoon students.**
Students : Good afternoon miss.
Teacher : **How are you today?**
Students : I am fine thank you, and you?
Teacher : **I am fine. Thanks you.**
Okey, I will absent before. Aldy Rizky?
Students : Tidak hadir bu.
Teacher : **Where are you?**
Students : Tidak tahu bu.
Teacher : **Before we start lesson today. I will repeat our lesson lask**

week. Tentang apa?

Students : Congratulation.

Teacher : **What can we take from this lesson?** Intinya, **the point is the word of congratulation. Which is to make it easy to understand, namely hope and prayer.** Dari ucapan selamat kita bisa sisipkan kata harapan dan doa. **Yesterday, I gave a task for the story telling. Can you read about story telling.** Tentang apa? **Finish?**

All ready students? Tugas yang ibu berikan tentang story telling. **I will call one by one to front of class. Other listen to your friend!** Yang lain dengarkan. Kita mulai dari Fitry Handayani. **Come on.**

Students : (Sedang membaca)

Teacher : **Give applause!** Kemudian citra, **please come on!**

Students : (Sedang membaca)

Teacher : OK Students. **Based on the assignment I gave students do not understand the material that I have explained. How to make story telling? I told your before. You mush make one pargarph not one or two lines.** Sebelumnya ibu sudah jelaskan bagaimana cara membuat story telling. Bukan 1 baris begitu, melainkan 1 paragraf atau 2 paragraf. **Do you understand?**

Students : paham bu.

Teacher : **Open your book page 2!** Disitu dijelaskan cara pengukapan selamat. **You look on the dialog page 2! Lets us read!** Mana

yang siswa mana yang guru bergantian membaca. Lihat!!!

Pertama ibu bacakan, **The winner of the story telling competition in this class is Lina. Congratulation Lina.**

Students : Congratulation Lina.

Teacher : **Lina because you are of the story telling competition in this class. You will present this class on the story telling competition of our school next month.**

Students : Thank you mam. For information.

Teacher : **From this dialog what you got from the dialog?** Apa yang kamu dapatkan dari dialog ini? Guru menemukan seorang murid bahwa dia memenangkan suatu kompetisi. Tugas mu sebagai teman/siswa apa?

Students : Mengucapkan selamat.

Teacher : **Congratulation for your friend.** Jadi dari contoh dialog tadi, **you can look how to say congratulation toward people.** Pahami sampai disini? **Any question? Ok I will give assignment in class to make dialog. Like have our read.** Seperti yang sudah kita baca tadi. **I will ask students to make 3 conversation with your friends about congratulation.** Ibu beri waktu 20 menit untuk mengerjakan.

Have you finish students? Time is over. Students listen!

Because time is over. We continuous next week. Do it your home. Kerjakan dirumah. **Do you understand?** Saya akhiri

Assalamualaikum Wr.Wb.

Fourth Meeting

Lesson : Narrative Text

Date : 26nd August 2019

TRANSCRIPTION

Teacher : Assalamualaikum Wr.Wb.

Students : Wa'alaikum salam Wr.Wb.

Teacher : Good afternoon students.

Students : Good afternoon bu.

Teacher : **How are you today?**

Students : I am fine thank you, and you.

Teacher : **I am fine thank.**

May I borrow your book!

Tondy where is your book?

Where your book?

OK, we will continuous our study today. Lask week wewas study about congratulation. Benakkah? And we learn about story telling. You have any home work? Ada PR?

Students : Ada bu

Teacher : Sebelum PR dikumpul. Terlebih dahulu. **I would like ask about yesterday. About how to say congratulation to another.** Atau sesuai dengan tugas yang ibu berikan tentang membuat **dialog about story telling.** Dengan mengucapkan congratulation.

Sudah paham tentang materi kemarin!!

Halloooo

Students : Haiiiii

Teacher : Ada orang rupanya. **Do you understand about yesterday material?** Kemudian untuk hari ini, **we will study about narrative text. What do you mean a narrative text?**

Figri!!

One word about narrative?

Students : Cerita

Teacher : **Another.** Kalau narrative text berarti tentang text. Text itu apa?

Students : Legenda

Teacher : **Come on another**

Raise your hand!

Any body home!

Students : ADA BU

Teacher : **Narrative text is a text that source from fiction, opinion, and i**

mmagination. Atau menceritakan khayalan, opini atau imajinasi. Bisa juga dari cerita kenyataan dijadikan khayalan. Bisa jadi narrative itu seperti legenda. Contohnya sangkuriang, maling kundang, bawang putih bawang merah, dan lain-lain.

Kira-kirajika berbicara itu. **What you get from the story?**

Sebelum itu lanjutkan pelajaran kita.

Students : Imajinasi.

Teacher : Jadi untuk apa kita belajar narrative text ini? Ok sebagai contoh legenda sangkuriang. Apa yang kamu dapat dari cerita itu?

Students : Kesan dan pesan.

Teacher : walaupun itu tidak cerita nyata, tapi kita bisa ambil kesan dan pesan dari cerita tersebut. OK, menurut kalian. Ada berapa bagian dalam narrative ini?

Students : 4 bu

Teacher : mereka ada 4 parts, apa aja itu?

Students : I dont know bu.

Teacher : pertama orientation, kedua complication, ketiga resolution and the last re-orientation. **What is orientation?** Apa arti orientation? Pendahuluan, kemudian **what you know complication?** Apa komplikasi. Artinya konflik dari cerita itu apa? **What the resolution?** Apa artinya apa yaitu hasil dari cerita atau isi. Yang terakhir **what is re-orientation?** Artinya penutup dari cerita tersebut. **Ok, i will give a paper for all students.** Dikertas yang sudah ibu berikan terdapat cerita tentang sangkuriang. Jadi semua harus membaca dan memahami isi tersebut. Nanti ibu tanya apa yang kalian baca.

Students : OK BU

Teacher : **Have you finish?**

Students : sudah bu.

Teacher : **How many chacter in this story?**

Students : 3 bu

Teacher : **Who is the main chacter in this story?**

Students : Sangkuriang.

Teacher : **What problem are found in the story? FIQRI!!**

Students : Sangkuriang diusir oleh ibunya. Karena telah memburuh ayahnya sendiri.

Teacher : siapa yang setuju dengan pendapat fiqry?

Students : SETUJUH BU

Teacher : Ok, berdasarkan cerita tersebut. Semuanya sudah pahamkah tentang narrative text itu. Atau **any question?**

Students : NO bu

Teacher : **I think enough for today. And thank you for attention.**

Assalamualikum Wr.Wb.

Students : Wa'alaikumsalam Wr.Wb.

APPENDIX 3

FIELD NOTES

FIRST OBSERVATION

To : Male Teacher
Lesson : Asking opinion and Giving opinion
Date : 25th July 2019
Time : 17.00-18.00

Researchers came to school at 12:40 a.m. at the school entrance bell at 13.00. after the bell began researchers joined the line with the children. Researchers came first because they wanted to prepare themselves for the video record process in the classroom. But before entering the classroom, first meet with the principal in the office for permission to report, the research process begins today. After that meet the English teacher and the researchers do the questions and answers before the time for learning English begins.

After the time comes with the teacher enters the class together. Today he will teach at VIII. Then, the researcher sits behind the class. Before the teacher starts the learning activities, the researcher prepares a device, such as a recorder, notebook and pen. During the learning activities, the researcher records the activities and writes several notes. In the opening activity, the teacher greeted "Assalamualaikum warahmatullahi wabarakatuh" and "Good afternoon. Then the

students responded by saying" "Wa 'alaikumsalam warahmatullahi wa barakatuh.

Good afternoon sir.

First the teacher checks the cleanliness of his class. After completing it then asks who does not present today. Based on what I see in the classroom the learning process is very conducive. students can understand the teacher's utterances. Before closing the learning process, the teacher ensures whether students understand the explanation of the material. after answering new understanding the learning process is closed with greetings

SECOND OBSERVATION

Lesson : Checking for Understanding

Date : 01st August 2019

The second observation conducted by researchers is still the same for male teachers. On the second observation, the researcher came to school when the English lesson began, because the English learning time began at 17.00-18.00 while the school bell entered at 13.00. The teacher say greeting “Assalamualaikum warahmatullahi wa barakatuh, good afternoon class?”. Then the students respond greeting by saying “Wa“alaikumsalam warahmatullahi wa barakatuh. Good afternoon sir”.

Before the lesson begins the teacher asks students attendance. after that the teacher does not forget to remind about class cleanliness. And than entering new material, the teacher asks last week's lessons. Do students understand yesterday's material. In the learning process many teachers provide opportunities for question and answer about the material. Meanwhile the material closed the teacher always ensures that students really understand the material.

THIRD OBSERVATION

To : Female Teacher
Lesson : Congratulation
Date : 12nd August 2019
Time : 13.00-14.00

Researchers come to school at 13.00 in class 9. The situation calm down, because it's time to study. The researcher sent a text message to Miss Marlina as an English teacher when walking to the office. In front of the office, the researcher met some teacher. Then, the researcher shakes hands with them. After waiting for some minutes, Miss Marlina exit from the office and met the researcher. She asked the researcher to enter the class. The teacher and researcher entered the classroom while discussed about the class. Then, the researcher took a sit in the back of class. Before the teacher started the learning activity, the researcher prepared the tools, such as, recorder, book note and pen. Before learning begins the teacher greets and checks the presence of students. Because this third observation has missed the material. So in the opening lesson the teacher reminds again about the previous lesson. And invites students to read the results of the assignments they do at home, namely story telling. In the learning process students are enthusiastic to read the results of their assignments. After they finished reading their story telling. The teacher gives a group assignment to make a conversation about story telling. But because time is up this task is done at home.

FOURTH OBSERVATION

Lesson : Narrative text

Date : 26nd August 2019

For the last observation the female teacher was 15 minutes late. so researchers first enter the class to secure the class. While waiting for the teacher to come. after arriving the teacher came. The teacher immediately opens greetings and checks attendance. Before entering the next material the teacher reminds a little about yesterday's material. After students have understood. The teacher continues the new material about narrative text. During the learning process many teachers ask questions about narrative text. And then the teacher gives a piece of paper that contains sangkuring stories. From the story the students were asked to calm down the contents in sangkuriang. The students are able to answer questions correctly so students understand everything with this material.



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Kepada Yth: Bapak Ketua & Sekretaris
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FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

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NPM : 1502050133
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	IPK=3,47
<i>March 2019</i>	Discourse Analysis on Mood Structure of Teachers in EFL Classroom	Dibuat dan Ditandatangani Ditandatangani
	The Effect of Students Motivation in English Lesson To Teacher Performance of Teacher	
	An Analysis of the Negative Effect of War Depicted in the Novel "Jewel" Written by Danielle Steel	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 1 Maret 2019
Hormat Pemohon,


Sri Rahayu

Keterangan:
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Nama Lengkap : Sri Rahayu
N.P.M : 1502050133
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

PIRMAN GINTING, S.Pd, M.Hum

Medan, 01 Maret 2019
Hormat Pemohon,

SRI RAHAYU



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NPM : 1502050133
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Discourse Analysis on Mood Structure of Teachers'
Talk in EFL Classroom

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 23 Maret 2019
Hormat Pemohon,

Sri Rahayu

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Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

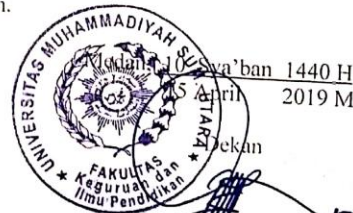
Nama : Sri Rahayu
N P M : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom.

Pembimbing : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

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2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
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Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Sri Rahayu
N.P.M : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 Maret 2019	Chapter I. Background of study Identification of Problem & the Formulation of the Problem.	
02 April 2019	Background of the study Identification of Problem formulation of the problem and Chapter II, theories.	
09 Mei 2019	Theoretical Framework & Resert Design	
13 Mei 2019	Theoretical Framework & Resert Design.	
16 Mei 2019	Revision is done	
	Ace	

Medan, Maret 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)



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LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Sri Rahayu
NPM : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Sudah layak diseminarkan.

Medan, Mei 2019
Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum



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Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Sri Rahayu
N.P.M : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
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09 Mei 2019	Theoretical framework & Resert Design	
13 Mei 2019	Theoretical Framework & Resert Design.	
16 Mei 2019	Revision is done	
	Ace	

Medan, Maret 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum)



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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Sri Rahayu
N.P.M : 1502050133
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Benar telah melakukan seminar proposal skripsi pada hari Jum'at, tanggal 17 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama : Sri Rahayu
NPM : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Pada hari Jumat tanggal 19 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

Dosen Pembahas

(Mandra Saragih, S.Pd, M.Hum)

Dosen Pembimbing

(Pirman Ginting, S.Pd, M.Hum)

Diketahui oleh
Ketua Program Studi,

(Mandra Saragih, S.Pd, M.Hum)



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Judul Proposal : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

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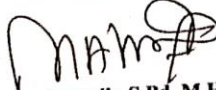
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Hal : Mohon Izin Riset

Medan, 29 Syawal 1440 H
03 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Muhammadiyah 58 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktivitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Sri Rahayu
N P M : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Peringgal **



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH SUKARAMAI MEDAN**

NO.I.P. : 420/8931.PPD/2014 NSS : 204076001442 AKREDITAS : B
ALAMAT : Jl. Denda Gg. Dua No. 16 Kel. Tegal Sari I KP. 20216 Kec. Medan Area Kota Medan
TELP. (061) 7348945

Nomor : 285/ SMP-MS / IV.4.AU / F / 2019
Lamp : -
Hal : Surat Keterangan

Medan, 26 Agustus 2019

Kepada Yth;

Bapak Dekan Fak. FKIP UMSU

di -
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Kepala SMP Muhammadiyah Sukaramai Medan dengan ini menerangkan bahwa Saudara yang tersebut di bawah ini :

Nama : Sri Rahayu
N P M : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom".

Dengan ini dapat kami jelaskan bahwa saudara tersebut di atas benar telah selesai melakukan Riset/ Penelitian di SMP Muhammadiyah 58 Medan dari tanggal 15 Juli s/d 26 Agustus 2019 dengan baik.

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum warahmatullahi wabarakatuh

Medan, 26 Agustus 2019
Kepala SMP Muhammadiyah 58 Medan



@Arsip



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU
Unggul | Cerdas | Terpercaya

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umusu.ac.id> E-mail: fkip@umusu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Sri Rahayu
N.P.M : 1502050133
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Discourse Analysis on Mood Structure of Teachers' Talk in EFL Classroom

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
17-09-2019	Data Analysis	[Signature]	
18-09-2019	Data Analysis	[Signature]	
20-09-2019	Data Analysis	[Signature]	
23-09-2019	Data Analysis	[Signature]	
24-09-2019	Data Analysis	[Signature]	
	Revision is done	[Signature]	

Unggul | Cerdas | Terpercaya
Medan, September 2019

Diketahui oleh :
Ketua Program Studi

[Signature]
Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

[Signature]
Pirman Ginting, S.Pd, M.Hum

CURRICULUM VITAE

Name : Sri Rahayu

Place /Date of Brithday : Batang Buruk, 19 Juli 1997

Sex : Female

Religion : Islam

Hobby : Reading, Swimming, Listening Music

Father : Alm. Rahman

Mother : Almh. Susanti

Mobile : 081375813429

Address : Jl. Bajak II Gg Sekolah No 307. Kelurahan
Harjosari II. Kecamatan Medan Amplas

Email : Ayu927663@gmail.com

Education : - SD Negeri 015 Tambusai Utara 2003-2009
- SMP Negeri 10 Tambusai Utara 2009- 2012
- MA Jabal Rahma Tambusai Utara 2012-2015