



**MOOD TYPES ANALYSIS OF TEACHING AND LEARNING PROCESS IN IMMERSION CLASS
OF THERESIANA 1 SENIOR HIGH SCHOOL**

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ABSTRACT

This thesis is entitled *Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School*. This study is aimed to find mood types in teaching and learning process. The object of this study is one of immersion class in Theresiana 1 Senior High School. The students' capability of English in immersion class is higher than the non-immersion class. While teacher and students have some discussions about subject material, each of them used vary mood types, according to the context. Commonly, teacher dominates the class. From that matter, this study is intended to prove the role relationship and who is the dominate speaker from each subject: teacher and students by take a look on the mood types that found. There were several steps in gaining the data. After gaining the permission from the headmaster, the data was recorded by the researcher herself by using handy-cam. The next steps is found the clauses, mood types and then analysing to get the number of both teacher and students frequency in producing the mood types. The data was analysed by using Mood Types Theory of SFL by Michael Halliday. The result of this study reveals that the use of declarative mood types is higher than the other mood types with 180 clauses from 269 clauses. Role relationship between teacher and students can be seen on the use of imperative mood types, which is produced more by the teacher as the leader of the class that give the order or command for the students. Teacher is also being the dominant speaker or the initiator while she produces clauses more than the students with 147 clauses.

Keywords: Linguistics, *SFL, Mood and Modality, Mood Types, Classroom Discourse*.

INTRODUCTION

People use language to communicate and build relationship among others. As a medium, language is a system used by communicator to construct and transfer information. According to Sapir (1921), language is purely human and non-instinctive method of communicating ideas emotions and desires by means of a system of voluntarily

produced symbols. It means that language is a media to convey people's messages. Halliday (1978: 21) explains that language has to interpret the whole of our experience, reducing the indefinitely varied phenomena of the world around us, and also of the world inside us, the process of our own consciousness, to a manageable number of classes of phenomena: types of processes, events and actions, classes of objects, people and institutions and the like.

Language is one of the important things that people need to communicate each other. It is designed to fulfil three main functions: a function for relating experience, a function for creating interpersonal relationships and a function for organizing information. Language is viewed as a resource for making not just one meaning at a time, but several strands of meaning simultaneously.

Teaching is about giving lesson to somebody else. It can be done by a teacher or somebody else. According to Wells (1982:17) teaching is a cluster of activities that are noted about teachers such as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information.

Gerot and Wignell (1994:12) explain that there are three main kinds of meaning; ideational meaning, interpersonal meaning and textual meaning.

Ideational meaning (influenced by the field of discourse) is meanings about the things with they will going to do and the circumstances surrounding its activities. These meanings are realised through Participants, Processes and Circumstances.

Interpersonal meaning (influenced by tenor of discourse) is meanings that express a speaker's feelings. These are meanings for acting with the others and it are realised through mood and modality.

Textual meaning (influenced by mode of discourse) is meanings that express the relation of language to its environment: verbal and non-verbal. These meanings are realised through patterns of Theme and cohesion.

Interpersonal meaning between speaker and hearer can be realised through moods that are used in the conversation. According to Halliday in Matthiessen (2004: 135), there are three general types of mood: declarative, interrogative and imperative.

Immersion class is a class with English as the main language in the classroom activity. It means that immersion class is different from general class which uses Indonesian as the classroom's main language. Besides the use of English as the main language, immersion class is chosen because the student competency is higher than general classes. It indicates that the class is more active in classroom activity.

This study used a video taken from an immersion class in Theresiana 1 Senior High School as the object of analysis. The video was taken when the class discussed history subject. It was chosen because the class had a review and presentation time during the history subject. While reviewing and presentation time, both the teacher and the students had more interactive conversations. There were several question-and-answer sessions that represent the interactive conversation between them.

Mood types were analysed through students and teacher conversation during the classroom activity. By finding out the mood types used, the researcher can see the moods used by both students and teacher. For example, when teacher gives explanation, declarative mood-type used by the teacher because it is about giving statement or information to the students. Mood types describe learning strategy used in this class. Moreover, this study entitled '*Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School*'.

RESEARCH METHOD

Data and Subject

The data were taken by recording a video in XI IS 1 class of immersion in Theresiana 1 Senior High School. The video is about teaching and learning process with teacher and students as the speakers, with 37:50 minutes of length. It was taken on November 4th, 2014 at 9 a.m. in XI IS 1. The class discussed about history, especially in the scope of VOC (Vereenigde Oostindische Compagnie) or the Dutch East India Company. It is about the spice trading that VOC did in Indonesia. The teacher gave some information and short review about VOC, then the students have to watch a video from projector and it was lead into some presentations by the students about the VOC itself.

Unit of Analysis

Unit of analysis of this study is every clause in the transcript of video about teaching and learning process in an immersion class of Theresiana 1 Senior High School.

Technique of Data Collection and Analysis

The researcher collected the data by searching the school, then determining subject of research where Theresiana 1 to be the school where the data was taken because the immersion class are not so many in Semarang. After that, the researcher asking permission to the school principle and after get the permit, the data were recorded by using handy-cam and sound recorder.

After the data had been collected, the researcher begins to analyse it. First, the video and audio that collected were transcribed. Second, the transcript that has several sentences were segmented into clauses. Third, drawing a table of analysis on Microsoft Excel. Fourth, analysing the mood types. Fifth, identifying the role relationship between teacher and students. Sixth, identifying the dominant speaker and the last is drawing a conclusion.

Example:

Utterance	Turn/Move	Speaker	Clauses	Mood Types	Code
1	1	Teacher	Good morning everybody	Minor	M

FINDING AND DISCUSSIONS

Finding

The findings of the mood types used by students and teacher of Theresiana 1 Senior High School in learning activity can be shown in the table below:

Table 4.1 Mood Types found in Teaching and Learning Activity of Theresiana 1 Senior High School's Immersion Class.

Grammatical Patterns	Students	Teacher
Number of clauses	122	147
Major clauses	114	142
Minor clauses	8	5
Declarative		
Elliptical	47	19
Full	47	67
<i>Total</i>	94	86
Imperative		
Full	2	8
<i>Total</i>	2	8
Polar-Interrogative		
Elliptical	4	15
Full	0	10
<i>Total</i>	4	25
WH-Interrogative		
Elliptical	2	9
Full	12	14
<i>Total</i>	14	23
Minor	8	5

In this research, clause is used to show the mood types of teacher and students in teaching and learning activity. There are total 269 clauses in 37:50 minutes of classroom activity. Teacher speaks more than the students by producing 147 clauses or 54.65% of all the clauses in the whole conversation, while students only produce 122 clauses or 45.35%. It is proved that teacher dominates the conversation. Every clause shows the attitude of the speaker in the classroom activity, which is represented by the mood used.

From the table, it can be seen that mood types mostly used is declarative because in this activity both teacher and student were giving information about the subject material. After that, the interrogative type, WH- and Polar Interrogative, are used often too. Question and answer session is a fundamental element during the presentation time, so that the interrogative mood type is used often enough. Then, imperative and minor clauses such as greetings and commands are found too in this activity, even it was in small number.

DISCUSSION

Discussion presents the mood types that found in teaching and learning process of Theresiana 1 Senior High School's immersion class specifically. It is discussed with some examples and brief explanation of each analysis.

Major Clause and Minor Clause

A clause is categorised as a major clause when it has the important elements of mood structure such as Subject and Finite, so that the mood can be analysed easily. Major clause can be divided into two types: independent and dependent clause. Independent clause is a clause that can stand alone and realise speech functions such as making statements, asking question, giving command and so on.

Excerpt 1

<i>Speaker</i>	<i>Turn</i>	<i>Clause</i>				
Teacher	7	Why	(do)	you	feel	happy?
		WH- word	Finite	Subject	Predicator	Complement
		Mood		Residue		

The excerpt above shows a major clause in an independent clause form because it has the complete form of a clause (Subject + Finite) and also meaningful as it can stand alone. It was spoken by the teacher when she asked her students about her presence in the class. There is one mood element that was omitted, the Finite or the word 'do' because the speaker spoke with the Indonesian-English way, which is spoken by word-by-word order.

Mood Types

1. Declarative

Declarative clauses can be identified by its structural element, which Subject occurs before Finite. This mood type can present both factual information and attitudinal opinion.

Excerpt 2

Speaker	Turn	Clause			
Teacher	54a	You	say	<i>the spices</i>	<i>there</i>
		Subject	Finite	Complement	Adjunct
		Mood		Residue	

The excerpt above shows the structural of declarative clause, especially in a full-form. It is spoken by teacher when she said about something appear in the movie to her students. She did exchange information to her students or the audience through her utterance (proposition). The clause has complete elements of mood structure: 'You' as the Subject, 'say' as the Finite, '*the spices*' as the Complement which define the object of the action and the lasts is 'there' as the Adjunct that means where the action took place. Hence, it can be categorised as full-declarative clause.

Full-Declarative

A clause can be identified as a full-declarative clause when it has a complete structural element such as the Subject and the Finite. Students produce 47 clauses or 41.23%, less than teacher that produces 67 clauses or 58.77%. The findings shows that both students and teacher prefer giving information to each other in their conversation.

Excerpt 3

Speaker	Turn	Clause				
S1 (Ricardo)	65c	Actually, to be honest,	I	cannot	find	many information about Devide et Impera
		Adjunct	Subject	Finite	Predica- tor	Complement
		Re-	Mood		-sidue	

Excerpt 3 has Subject and Finite, so that the mood of the clause can be analysed through the mood structure. The Subject 'I' refers to one of the students that gave a presentation about the subject material at that time. The Finite is negated, 'cannot', which refers to something that is not able to achieve. Then, there are Predicator and Complement to complete the clause with the additional information.

Elliptical-Declarative

Elliptical clause is when a speaker produce a clause by omitting some elements. Declarative clause can be in elliptical form, by omitting Subject or Finite, depends on the context of the conversation.

Excerpt 4

Speaker	Turn	Clause		
SS (Students)	4	(I)	(am)	Fine.
		(Subject)	(Finite)	Predicator
		Mood		Residue

On the excerpt 11, there is only one Predicator (*Fine*) which is said by the students. In this case, the students want to answer the teacher's question '*How are you today?*' by using declarative-elliptical clause. They simply answered the question with the word '*Fine.*' but it has covered the question without using another two important elements, Subject and Finite.

2. Interrogative

This clause type is used to ask about some matters or whatsoever. It is dealing with gaining or confirming information, so there are two types of interrogative mood type: Polar Interrogative and WH- Interrogative. Each of type is also divided into two, elliptical and full.

Excerpt 5

Speaker	Turn	Clause				
Teacher	11	So	do)	you	like	any movie?
			Finite	Subject	Predicator	Complement
		Mood		Residue		

Excerpt 5 provides the one of interrogative mood type example, which is elliptical polar-interrogative. It can be seen on the second column, there is no Finite (*do*) in

that clause or omitted. From the example above, the speaker speaks in Indonesian-English way which is known by omitting the Finite and she translates what she thinks in Indonesian word-by-word to English.

Polar-Interrogative

Polar-interrogative, also known as yes/no-interrogative, can be identified as clauses with the Finite occurs before the Subject. It also has the elliptical and full form. This kind of mood type, can be defined by its answer. Polar-interrogative's answer must be *yes* or *no*, *true* or *false*, etc. that indicates something exactly really happen. Hence, there is no answer in grey area such as *may be* or *might be*, but it must be in *yes* or *no* side.

Excerpt 6

Q:

<i>Speaker</i>	<i>Turn</i>	<i>Clause</i>		
Teacher	84	(Are)	(there)	any questions?
		(Finite)	(Subject)	Complement
		(Mood)		Residue

A:

<i>Speaker</i>	<i>Turn</i>	<i>Clause</i>			
Students	85	(We)	(do) not	understand	at all
		(Subject)	(Finite)	Predicator	Adjunct
		Mood		Residue	

Excerpt 6 shows one pair of question and answer session. The question is included into elliptical polar-interrogative clause because there is no Finite in it. Teacher as the speaker only said '*any question?*' in order to ask the students whether they have some questions about their friend explanation or not. This is one of the simple and fast example of asking question. Thus, for the answer, it belongs to elliptical declarative clause.

WH- Interrogative

This interrogative type has a WH-question word, e.g. who, what, when, where, why, and how. It is aimed to prove the missing element of clause structure.

Excerpt 7

Q:

<i>Speaker</i>	<i>Turn</i>	<i>Clause</i>			
Teacher	80d	What	is	it	about?
		WH- word	Finite	Subject	Complement
			Mood		Residue

A:

Speaker	Turn	Clause		
		(It)	(is)	Hongi Sailing.
		(Subject)	(Finite)	Complement
		Mood		Residue

The question form of excerpt 7 is identified as full WH- interrogative clause. It can be proved by the existence of the Finite and the Subject. With complete structure of mood elements, the question can be understood easily than the elliptical one.

3. *Imperative*

Imperative commonly use to give someone command or order, which in direct or indirect way. The elements that construct this mood type usually only Predicator, it means there are no Subject and Finite, but it might have too. Then, the non-core participants of Complement and Adjunct also exist on this kind of clause.

Excerpt 8

Speaker	Turn	Clause
Teacher	62f	Come on. Predicator

Teacher usually gives command to their students and it can be seen on excerpt 8. 'Come on' is an example of imperative mood type that only has one element, Predicator. The omission of Subject because it is implicitly addressed to the addressee. It is also as proposals, which is exchanging goods and services and often used to negotiate action indirectly/directly, such as the teacher asks the students to do something, depends on the context.

Role Relationship and Dominant Speaker

Role relationship in this study refers to the role that teacher and students have when they had interaction each other. It can be seen through how much mood types they used during the classroom activity. . The activeness of both teacher and students when having an argument or a discussion, also shows the role relationship between them. Dominant speaker can be known by counting each of clause that both teacher and students produce. The other method to conclude the dominant speaker is by take a look on the use of imperative mood type clause. This kind of mood type used as giving someone command or order, so that the most speaker who speak with it become an initiator.

Table 4.4 Mood Types Sort by Speaker

No.	<i>Mood Types</i>	<i>Speaker</i>	
		<i>Students</i>	<i>Teacher</i>
1	Declarative; elliptical	47	19
2	Declarative; full	47	67
3	Imperative; full	2	8
4	Minor	8	5
5	Polar-Interrogative; elliptical	4	15
6	Polar-Interrogative; full	0	10
7	WH-Interrogative; elliptical	2	9
8	WH-Interrogative; full	12	14
	Total	122	147

Table 4.4 provides the mood types sort by the speaker, which is elaborated one by one. From the table above, teacher produces total 147 clauses, 25 clauses higher than the students which produce total 122 clauses only. With the higher number of clause production, teacher dominates the classroom activity. It proves the position of her as the initiator in teaching and learning process. As teacher becomes the initiator, the students also become the interactants who follow the order automatically. The number of imperative mood type that teacher produce is higher than the students. It is the other proof that teacher dominates and be the initiator in the class

Role relationship between the teacher and students can be seen through the result of dominant speaker. As the teacher becomes the leader of the class, the students follow her order. The activeness between them is also indicated that they are close enough and each of them gives the best feedback.

CONCLUSION

The data of this study was a classroom discourse which is taken in an immersion class of Theresiana 1 Senior High School. It was recorded by the researcher herself by using video recorder. The aim of this study is to find out the mood types used by both teacher and students in the classroom. The finding reveals 8 mood types found in the classroom activity with declarative type as the dominant. It is used by both teacher and students to give the information related to the subject material that they discussed, with total 180 clauses. Then, interrogative mood types is also used often with total 66 clauses. It is used to ask something related to the presentation.

The role relationship between teacher and students can be proved by seeing the number of clauses they produce and the used of imperative mood type. From the findings, the teacher has the majority number of clauses produce than the students. Teacher also produces imperative clause more than the students. It indicates that teacher be the initiator in the classroom by providing the information about the subject material, asking some questions regarding to what the students presentation, etc. On the other side, the students as the interactants usually follow the teacher's order. The dominant speaker belongs to the teacher, as the leader of the class she has the right to led her students, so that the communication between them can run perfectly. Besides that, teacher produces 147 clauses from total 269 clauses that defined the teacher position as the dominant speaker.

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