

Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School

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ABSTRAK

Tesis dengan judul Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School ini bertujuan mengetahui jenis mood yang digunakan pada proses belajar mengajar. Data penelitian ini diambil dari kelas imersi di Sekolah Menengah Atas (SMA) Theresiana 1. Sekolah ini dipilih karena mempunyai beberapa kelas imersi yang menggunakan bahasa Inggris sebagai bahasa pengantar pembelajaran. Selain itu, kemampuan para siswa di kelas imersi tersebut dalam menggunakan bahasa Inggris dinilai lebih baik dibandingkan dengan kelas lain pada umumnya. Ketika guru dan murid berinteraksi di dalam kelas, mereka menggunakan bermacam-macam jenis mood, sesuai dengan konteks. umumnya, guru mendominasi kelas. Oleh karena itu, penelitian ini bermaksud untuk membuktikan hubungan peranan masing-masing pembicara dan siapa yang mendominasi dengan melihat penggunaan mood. Dalam memperoleh data, ada beberapa langkah yang diambil: meminta perijinan kepada Kepala Sekolah setempat, kemudian merekam proses pembelajaran menggunakan handy-cam. Lalu, memecah kalimat menjadi beberapa klausa, menemukan jenis klausa dan menganalisanya untuk mendapatkan frekuensi penggunaannya pada masing-masing pembicara. Data tersebut dianalisa menggunakan teori SFL dari Halliday. Hasil penelitian menunjukkan bahwa penggunaan mood jenis deklaratif lebih tinggi dibanding dengan yang lain, dengan frekuensi 180 klausa dari 269. peranan hubungan antara guru dan murid dapat dilihat dari penggunaan jenis mood imperative, yang diproduksi lebih banyak oleh guru. Dengan demikian, guru juga menjadi pembicara yang mendominasi dengan frekuensi 147 klausa. Berdasarkan kesimpulan di atas, guru mempunyai peranan yang besar di kelas karena guru selalu menjadi pemimpin dari para muridnya.

Kata Kunci : Kata kunci: Linguistics, SFL, Mood and Modality, Mood Types, Classroom Discourse.

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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 reason for choosing this school is there are some immersion class which use English as the main language in the classroom activity. Moreover, 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 handycam. 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 she is the leader of the class that give the order or command for the students. Teacher is also being the dominate speaker while she produce clauses more than the students with 147 clauses. From the finding above, it can be concluded that teacher plays a big role in classroom activity. In fact, teacher always have to be the leader in the classroom while the students learn something new from him/her.

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