

CHAPTER I

INTRODUCTION

This chapter covers background, scope of the study, research questions, the aims of the research, the significance of the research, the key terms of the research, and the structure of the thesis.

1.1. Background

Language is the main device that human can use to communicate each other. Basically the function of communication is to deliver meaning or ideas. To understand the meaning exchanged in communication, it can be done by applying discourse analysis. By applying discourse analysis, we are able to discover not only the topic or the content of the conversation but also the implicit aspects of interaction, such as the relationship of the speakers and the context.

In understanding the meaning, we should involve the context, since all texts carry their context within them (Eggins, 2004; Mercer, 2004). Thus the text, whether it is written or spoken, is inseparable with its context. The context enables us to understand the whole situation better. For context is not merely about the topic or what is happening in the conversation, moreover, it also covers the participants involved in the particular communication. The relationship of the participants embedded in the produced text, the relationship among participants in the text is the core of the discussion of interpersonal meaning. In shorts, interpersonal meaning is the meaning contained in the text which related to how the participants' relationship involved in the creation of the text, whether there is equal relationship which based on the solidarity or distanced-relationship resulted from the difference status and power or the hierarchical relationship (Eggins, 2004; Shahrokhi, 2012; Bax, 2003).

This phenomenon can be seen in the daily-life conversation. For example: the utterance of 'talk to you later' is the common utterance that uttered by two people with the equal status and power, like two friends. This utterance is mostly impossible

used by two people with different status and power; for example the employee to his/her employer, or the student to his/her teacher or lecturer. When someone with lower status and power talks to someone with higher status and power the utterance will be different. The possible utterance for the example above will be “sorry Sir/Ma’am is it possible for me to meet you?” or even the more formal way: “sorry Sir/Ma’am, may I talk to you? I wonder if you have time”. This happens because there is a difference of status and power between the participants.

As the example, the utterance ‘talk to you later’ is the utterance which is usually conveyed by two people who have relatively same or equal status and power. There is almost no distance between these two people. Just like two close friends. This utterance is not likely to be used by two people who have different status and power, for example a subordinate to his superordinate, or students to teachers/lecturers. When someone with lower status and power talks to someone with higher status and power, for example a student who wants to meet his teacher or a subordinate who has an intention to meet his superordinate, the student and the subordinate will use the different clause choice, with the similar intention as the above utterance.

In the utterance ‘*talk to you later*’ the word choice in the utterance indicates the interpersonal closeness. The diction is the informal word which indicates the solidarity among them; the use of simple, direct and brief language has also deals with the sign that there is a close relationship among them. It is different from the utterance ‘*sorry Sir/Ma’am, may I talk to you? I wonder if you have time*’, the diction used is the formal words which reflects the distance because of the status and power difference. It is also different in the form of sentence. In the case of the speakers with equal power and status, the form of sentence to convey the request is *statement* (declarative), yet if a student conveys his request to his teacher or a subordinate to superordinate he expresses it by *question* (interrogative) form.

Moreover, the sentence of question is started by the usage of word ‘sorry’ which indicates that the interlocutor has less power, it can be seen that by saying ‘*sorry*’, he/she feels that his/her request could be annoying, the use of ‘*whether*’ also

indicates that the interlocutor has prepared himself that his request can be accepted or rejected. It means that someone who is being asked is someone with higher power, thus he has the authority/unimpeded decision to decide whether the request will be granted or not. The use of vocative sir/ma'am also adds the sense of hierarchical distance. On the other side, someone with higher status and power, for example teacher/lecturer speaks to students or superordinate speaks to subordinate usually use direct utterance without any effort to modify it. The different utterance choice to express the same meaning is a speaker strategy thus the utterance doesn't have a potential to 'treat the face' of the interlocutor. This realization choice is discussed in interpersonal meaning (Lukmana, 2006).

The definition of interpersonal meaning suggested by Halliday (1994, 2004) that interpersonal meaning is a meaning which explores the mood system, it is about how context tenor, talking about who, '*who*' reflects the interpersonal relations among the speakers, which recorded or actualized in the text (Wan, 2008; McCabe, 2007; Dontcheva, 2009). The framework of the research is Systemic Functional Grammar which is suggested by Halliday, the core of the topic is related to one of language metafunction; interpersonal meaning.

The literature investigation shows that there are numbers of research have been done related to the interpersonal meaning. The study toward interpersonal meaning has been done more on the various contexts, like interpersonal meaning in the media report context (Lukmana 2007; McCabe&Heilman 2007, *Nepomuceno* 2012; Sinaga 2012), interpersonal meaning in the politics context (De Souza 2006; Dontcheva dan Navratilova 2009; Feng 2011).

Beside that there are other researchers who have explored the interpersonal meaning in the other context, like discourse context *customer service call* (Wan, 2008), law discourse context (Takahashi 2009) and the work life context (Tyaningsih 2012). In the field of education, there are also numbers of the research on the interpersonal meaning: Interpersonal meaning in classroom teaching-learning contexts (Lukmana dkk 2006; Araghi dan Shayegh 2011; Andriany 2011).

Yet, from the studies of interpersonal meaning in the education field, it hasn't been found the realization of interpersonal meaning exchanged in the context of informal school. It is common for students nowadays to have extra lesson beside what they have in formal school. It seems that having extra classes after school is another obligation for students.

Informal school, such as English course relatively offers friendlier environment to language learning, since it has limited students in one class which allow teacher to have a better relationship with the students or have greater chance to build a better rapport with the students, and also the students are not strived for grades or rank as they are not facing the National Exam or the other examinations which will affect the continuity of their studies. Therefore, the classroom interaction in the informal education setting is interesting to be investigated, observed and studied especially related to its interpersonal relationship.

The interpersonal relationship is recorded in the language exchanged among the speakers. It is common that the study of interpersonal meaning is connected to the social class, as interpersonal meaning is strongly related to the language users (Feng, 2011; Beebe, 1989). Whether it is realized or not, the social class is exist in every context, including in the education context: the teaching-learning process (Liu, 1995; Kim, 2006). Thus this research is aimed to discover the interpersonal meaning exchanged by the teacher and students, which reflected in mood realization, in their interaction in the classroom in the informal school setting.

Interaction in the classroom refers to the conversation between teachers and students, as well as among the students, in which active participation and learning of the students becomes vital. As stated by Brown (1994) "interaction is a collaborative exchange of thought, feelings, or ideas between teacher and learners and other learners resulting in reciprocal effect on each other".

Similarly, a teacher action in the classroom and teacher-students' interaction are important to the life of the class. Teacher-students' interaction and classroom management are inseparable classroom practices. Both are crucial in determining the lesson objectives attainment (Allwright&Bailey, 1991; Brown, 2001; Tsui, 2001).

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Allwright (1984:156) assumes that interaction is ‘the fundamental fact of classroom pedagogy’ for the reason that ‘everything that happens in the classroom happens through a process of live person-to-person interaction’. And this study will be focusing on the linguistic features of the teacher and learners.

As the classroom is regarded as a communication system, structural interactions will take place within it. As suggested by Cazden (1988) and Christie (2000) ‘through communication, there will be a sharing of experience, expression of social solidarity, decision making and planning, and if it is a hierarchical institution, it will be likely forms of verbal control and transmission of order’. Thus, communication between a teacher and students becomes a form of discourse in the classroom (Kress, 1985).

Classroom observation has revealed that teachers tend to do most of the talking. Nunan (1989) explains that in some language classroom it has been shown that the teachers talk up to 89 percent of the available time, it is more dominant than learners talk. This study is concerned with the analysis of classroom interaction, focusing on the analysis of spoken language in the classroom applying systemic functional grammar analysis of mood types of interpersonal metafunction, which is concerned with the analysis of communicative function which are what Halliday refers to as speech functions (Eggins, 1994; Araghi, 2011). This analysis provides examples of communicative functions by investigating actual language used by teacher and students (Eggins, 2000).

1.2.Scope of the research

The research is a case study of teenager elementary level students in one of English courses in Bandung which focuses on classroom interaction. It investigates how mood is realized in classroom interaction of EFL class. The research is conducted using systemic functional grammar as a tool, specifically its mood analysis suggested by Halliday. This study is also limited to only its two elements: speech function and mood types.

The analysis unit of interaction in this research is also limited to the adjacency pairs between the teacher and student, whether it is teacher initiates-student responds or vice versa.

1.3. Research Questions

This research is conducted to answer these following questions:

1. How is mood realized in teacher-students interactions in an EFL classroom?
2. What do certain mood types chosen by the teacher mean?

1.4. Aims of the research

Based on the research questions above the aims of the research are:

1. Identify the realization of mood in EFL classroom interaction
2. To find out meaning of certain mood types chosen by the teacher in interactions in an EFL classroom

1.5. Significance of the Research

The result of this research is expected to provide useful information not only for theories, for teachers or practitioners and also for the further research.

For theory

It is hoped that the result of this research will provide beneficial information about linguistic features of classroom interaction, to provide information about textual analysis, particularly analysis of classroom discourse, so that this study will gain many insight into this relationship, which in turn will contribute, even probably in the small range, to theories of language education, teaching and learning English as a foreign language.

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For practice

This research may provide information about the use of functional grammar as one approach of analysis in language studies. This research of mood system is expected to enrich research on investigating classroom behavior which is so essential to improve effective teaching learning practices. It is also expected that findings and conclusions of this research, practically may stimulate teachers to improve their teaching behavior through their speech in the classroom in order to maximize students' learning.

For profession

The result of this research may attract further researchers in conducting research on classroom discourse with the linguistic features framework, which is expected, could be used as the base for conducting the further research. It is also hoped that further research may explore more elements which haven't been covered in this research, such as the relation of mood realization with the effective learning, thus give more benefits to the readers.

1.5 Key Terms of the Research

In this research, there are several technical key terms in understanding the context of the thesis. They are:

- a. **Interpersonal meaning:** the meaning exchanged in the interaction, this meaning also describes the interpersonal relationship of the speakers. (Halliday, 1994, 2004, Eggins, 1994, Lavid et al, 2010).
- b. **Speech function:** interpersonal semantic system through its function in giving or asking the information or good and services. The four basic speech functions are *statement, question, offer and command* (Halliday, 1994, 2004, Matthiessen et al, 2010)
- c. **Mood:** wordings in which the meaning are realized. Meanings of this kind are most centrally influenced by tenor of discourse (Gerot & Wignell, 1994)

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- d. **Mood choice/type:** the realization of the speech function in the clause structure, such as *declarative, interrogative, imperative, minor clause etc.*
- e. **Typicality:** the congruence between the realization of speech function and the mood choice/type.

1.6 The Structure of the Thesis

Chapter 1 of the thesis gives an overview of the study which covers the issue or the focus of the study. It provides the research questions, aims and the significance of study.

Chapter 2 reviews the literature from which this study draws. It includes the variables related to the topic. It covers a review of classroom interaction, learning objectives theories as well as an exploration of theories related to the functional grammar and particularly mood analysis.

Chapter 3 explains the research design and methodology, which calls on two methodological perspectives, discourse analysis and functional linguistics. It also covers the research sites -include the setting and participants, data collection methods, and the data analysis.

Chapter 4 presents the analysis of the data. It explores the data to be able to answer the research questions.

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Chapter 5 presents the conclusion and the suggestion of the study. It concludes and displays the answers of the research question briefly. Suggestion is also given to encourage the further investigation in the same field.