

**THE DIFFERENCE OF MOOD STRUCTURE ANALYSIS BETWEEN  
MALE AND FEMALE LECTURERS TALK AT IAIN  
ZAWIYAH COT KALA  
LANGSA**

**( A Discourse Study Based on Systemic Functional Linguistic  
Theory In The 2014/2016 Academic Year )**

**THESIS**

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ZAWIYAH COT KALA LANGSA  
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**THESIS**

**Submitted to the Tarbiyah and Teacher Training Faculty IAIN Zawiyah Cot  
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Degree (S-1) in Islamic Education**

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## ABSTRACT

Name : Kandri; Place / Birth Date : Takengon/ 10 Februari 1989; Student Numbers : 1042009010; Tittle Of Thesis : **The Difference of Mood Structure Analysis Between Male And Female Lecturers Talk At Iain Zawiyah Cot Kala Langsa.**

The difference of mood structure analysis between male and female lecturers talk at IAIN Zawiyah Cot Kala Langsa. Thesis, Tarbiyah and teacher training faculty. Institute Agama Islam Negeri. (IAIN) ZawiyahCot Kala Langsa, 2015. Study aims at analyzing male and female lecturers talk in EFL class room. The analyzing was meant to found out the realization of mood in lecturers talk, the realization of mood in lecturer's role, and the mood realization difference between male and female lectures talk in EFL classroom. The scope of this research is limited only two lecturers are male and female lectures talk in EFL classroom and two classes student which is consist each class one teacher English foreign language. The first classroom is at unit I of PBI semester V. Especially in the analysis subject lecturers are speaking, and reading each of subject the researcher will come in to recording when they are teaching or conducting their lesson. It was designed as a descriptive – qualitative research, and discourse analysis. Data were collected through observations i.e. recording and note- taking as the main source. The time of research had been conducted of campus, in academic years 2014 – 2015. Time for research only one month, four times for male and four time for female classroom of EFL. The subject of this research is two lecturers, male and female lecturers in EFL classroom. Where is the research analyze each classes of male lecture consist of subject of reading, speaking at unit I of PBI semester III, Analyzing is not to subject of study but to the lecturer when they are teaching, here the researcher spontaneously see the lecture teaching. When recording both of lectures. Data is not valid cause nothing a data sources. Like other research should have a source of data. And in this research has a source of data from: the observation of lecturers, recording the lecturers talk, and in the interview. Below an explanation. Male and female lecturer at (IAIN) Institut Agama Islam Negeri Zawiyah Cot Kala Langsa unit I of semester III English program and unit III of semester III. Both lecturer is speaking subject. The data were analyzed using mood structure analysis suggested by M.A.K Holliday. To gain deeper analysis, the data were triangulated by interviewing the participants, two senior English lecturers' i.e. male and female lecture, and one linguist. Based on the results of the data analysis, the findings of this research can be stated as follow: (1) male lecturer employed seven speech functions and female lecturer employed eight speech functions during their classroom interaction. Those speech functions were commonly realized in two types : typical clause mood and no typical clausal mood in making interpersonal meaning among the student, (2) the dominant use almost all speech functions in a certain role i.e a controller role indicates that there is a relation between lecture's role and mood realization (3) there are some differences of male and female lecture talk in selecting mood system in expressing interpersonal meaning to the student example in giving information, in asking a

question, in demanding the student to do something and in offering something to students. Cultural and social factor of the lecturers are believed as the contributions to the differences.

Key words: *Mood Structure, Lecturer Talk, EFL Classroom.*

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc; those belong to a language.<sup>1</sup> illustrates that in ordinary life beings they constantly use language they chat to family members, organize children for school, read paper, speak at meeting , serve customers, follow instructions in a booklet, etc. all of these are activities involving language. The language itself is communications practice mediated by linguistic system.<sup>2</sup> In the instructions process, for instance, a lecturer must utilize language as a means of instruction in the classroom which is called "lecturer talk".

The language or lecturer talk employed by a lecturer in the classroom can be said a magical thing. It can probably change everything in the classroom. Some expert do not only define what lecturer talk is but also they account for its importance and infect lecturers use in class, or "lecturer talk" can have a tremendous impact on the success of interaction they have with students. In addition suggest that teacher talk is indispensable part of foreign language teaching in organizing activities, and the way lecturers talk do not only determine how well they make their lectures, but also guarantees how well students will

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<sup>1</sup> Eggins, Suzzane, *An Introduction To Systemic Functional Linguistics*. (London: Pinter Publisher, 2004), p. 1

<sup>2</sup> Shitemi, Naoum L. *Language and gender*. (Moi University Campus, 2009) p. 5

learn.<sup>3</sup> Learning English takes place mostly in classroom and is frequently carried out under the guidance and supervision of lecturers. The instruction between lecturers and students constitutes the most important part in all classroom activities. Appropriate lecturer talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between lecturers and students. Even, lecturer talk is claimed as the primary source of linguistic input in a second language classroom in illustrate how important it is. Asserts that teacher talk is how generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition.<sup>4</sup>

Here the researcher will tell about speech functions and mood structure. Firstly, mean of speech function Language serves a range of functions. It is usually adjusted the speech to suit the social context of speech. The language we talk to a child may be different from the language we talk to our customer or colleague though the purpose is the same. The different purposes of talk can also affect the form of language and the variety of ways. Why do we say the same thing in different ways? The answers to the question basically imply the speech functions. Crippen and Widdowson in Allen books divide speech function into seven classifications. They are the referential, the expressive (or emotive), directive (or conative), phatic (contact), contextual, metalinguistic and poetic.<sup>5</sup> In line with the three functions, they explain more that the referential function relates

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<sup>3</sup> Yanfen.liu and yuqin. Zhao, *A Study Of Teacher Talk In Interactions In English Class*(Chinese: Bimonthly, 2010) p. 2

<sup>4</sup> Cullen. Recard. *Teacher talk and the classroom context* (London: oxford university press,1989) p. 52

<sup>5</sup>Crippen and Widdowson in Allen and Corder (ed.) *Divides Speech Function Into Seven Classifications*(London, cambridge) p. 195

to topic, the expressive to addresser, and the directive to addressee. Phatic or contact function refers to psychological link between addresser and addressee. Contextual function often serves to give formal notice of a set of conditions which best to certain rights and impose certain obligations on the participants in the speech event. Metalinguistic function has the principal purpose of ensuring the addressee to understand the meaning of a certain code used by the addresser.

In a sentence, grammatical mood conveys the speaker's attitude about the state of being the sentence describes. This may sound a little complicated, but it is simple enough: In the indicative mood, for instance, the speaker is sure that something is the case, while in the imperative mood the speaker desires that something should happen. Mood is only one of many verb properties, others being tense, aspect, and voice. It is expressed through the sentence's verbs and grammatical structure. For example, a sentence that lacks a subject and begins with a present-tense verb is likely imperative, and a sentence that begins with it and uses past-tense verbs is likely subjunctive. Linguists have defined dozens of moods used in languages throughout the world, but English only uses three. Mood (indicative, imperative) and indicative (declarative and interrogative) and interrogative (wh1, polar)<sup>6</sup>,

The expected of this study are the male and female lecturer in the classroom use completely foreign language when they are conducting their lesson. But factually, male and female lecturers are not using completely foreign language in

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<sup>6</sup> Martin, J. R. *English Text: System and Structure.* ( Amsterdam: John Benjamins, 1992)

the classroom. On the other hand, not only with English was not in grammatical but also they are use Indonesian language. This study will provide information about role and communicative function of lecturers in English classroom and also provide information about the linguistic features of classroom life for students and lectures. More studies on classroom interaction will of course enrich insights of lecturers, EFL lecturer in particular, to have more awareness and options to teach their students effectively and contractively with that problem the researcher try to analysis male and female lecturers about their mood structure in sentence when they are conducting their lesson by English foreign language, and all of that based on systemic functional theory. This study is analyzed using an inductive analytical approach. The data gained from observation of spoken language transcript is analyzed using the four mood type analysis such as *statement*, *question*, *offer*, and *command*. Those are under systemic functional linguistic (SFL) system from Halliday.

Based on the problem of study above the researcher interested take by entitle ***“TheDifferenceof Mood Structure Analysis between Male and Female Lecturers Talk in EFL At IAIN Zawiyah Cot Kala Langsa:( A Discourse Study Based On Systemic Functional Linguistic Theory)***



## **B. The Problem of Study**

The problems of study are:

1. What are the difference mood structure analyses between male and female lecturers talk in EFL at IAIN Langsa?
2. What are the influence mood structure analyses between male and female lecturers talk in EFL at IAIN Langsa?

## **C. The Purpose of Study**

The purposes of study are:

1. To know what are the difference mood structure analysis between male and female lecturers talk in EFL at IAIN Langsa
2. To know what are the influence mood structure analysis between male and female lecturers talk in EFL at IAIN Langsa

## **D. Significant of Research**

1. Theoretically

The result of this study will be expected to provide beneficial information about linguistic features of classroom life, to provide information about textual analysis, particularly analysis of classroom discourse, so that this study gained many insight into this relationship, which in turn contributed, even probably in small scale, to the theories of language education, teaching and learning English as a foreign language.<sup>7</sup>

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<sup>7</sup> Ellis, Rod, *Understanding Second Language Acquisition* (New York: Oxford University Press, 1986) p.10

## 2. Practically

This study may provide information about the use of functional grammar as a tool for textual analysis in language studies. The insights gained from the investigation informed future decisions regarding effective and appropriate classroom pedagogy for teaching English practice in EFL classroom. This study of mood system was also expected to enrich research on investigation classroom behavior which was so central to improve teaching and learning practice that the findings conclusions of this study, particularly, may stimulate teacher to improve their teaching behavior in order to maximize student's learning.<sup>8</sup>

### **E. The scope of study**

The scope of this research is limited only two lecturers are male and female lecturers talk in EFL classroom .and two classes students which consist each class one teacher English foreign language. The first classroom is at unit I of PBI semester V especially in the analysis subject lecturers are speaking, reading, and the second is at unit II of PBI semester V .especially in the analysis subject lecturers are speaking, and reading each of subject the researcher will come in to recording when they are teaching or conducting their lesson. Male lecturer and female lecturer are two lecturers in EFL classroom. Both of the lecturers are has proficiency and teaching English. Expert in how to explain anything in English.

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<sup>8</sup> Inamullah. Riwayat, *The Development of Technical Education in Pakistan. International Business & Economics* (Pakistan: Research Journal,2008) p. 87-90