Mood Structure of Male and Female Teacher's Talk in the Classroom

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Abstract   The aim of the study is to describe how mood structures are realized in male and female teachers' talk in the classroom. A qualitative research was applied where male and female teacher who teach in SMA N I Batahan involved in this research. The data was collected through audio video recording, observation sheet, and taking note. The finding of this study revealed that there are two ways that have been found in realization of mood structure of male and female teachers talk, namely, typical clause mood, and non-typical clause mood. In typical clause mood, there are three ways that have been found, namely statement that realized in declarative mood, then, command that realized in imperative mood, after that question that realized in interrogative mood. Besides that, in non-typical clause mood, it just found two ways in realization of mood structures of male and female teachers' talk, namely question that realized by modulated declarative, then command is realized by declarative. Based on those, it can be conclude that there is no differences between male and female teachers in realizing mood structure in the classroom.

Keywords: Mood structure; Gender in language; Teachers' Talk; Male Teachers' Talk; Female Teachers' Talk.

Abstrak   Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana *mood structure* tersebut direalisasikan oleh guru perempuan dan laki-laki di dalam ruangan kelas. Penelitian ini merupakan penelitian kualitative dimana meliputi guru laki-laki dan perempuan yang mengajar di SMA N 1 Batahan sebagai sumber data. Data dikumpulkan melalui rekaman video, lembar observasi, dan rekaman suara. Hasil peneltian ini menunjukkan bahwa ada dua cara yang ditemukan dalam merealisasikan mood structure oleh guru laki-laki dan perempuan di dalam kelas, yaitu *typical clause mood dan non typical clause mood*. Dalam *typical clause mood* itu ditemukan ada 3 cara lagi, yaitu *statement* yang di realisasikan dengan *declarative mood*, *question* yang direalisasikan dengan *interrogative mood* dan *command* yang direalisasikan dalam *imperative mood*. Sedangkan dalam *non typical clause mood* itu hanya ditemukan 2 cara, yaitu *question* yang direalisasikan dalam *modulated declarative*, dan *command* yang direalisasikan dalam declarative. Berdasarkan hal itu, dapat disimpulkan bahwa guru laki-laki dan perempuan tidak memiliki perbedaan dalam merealisasikan *mood structure* di dalam kelas.

Kata Kunci: Mood Structure; Jenis Kelamin dalam Kajian Bahasa; Percakapan Guru, Percakapan Guru Laki-Laki, Percakapan Guru Perempuan.

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INTRODUCTION

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. Egg (2011) & Yipey, N., & ling, L. L. (2013) illustrates that in the ordinary life of human 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 communication practice mediated by linguistic system (Shitemi,2011) According to Hornby (2012), communication itself is the activity or process of expressing ideas and feelings or giving information. Giving information involves transferring knowledge, facts or news by the speakers as the doers to the listeners as the receivers.

The interpersonal function is realized at two levels namely at the level of (discourse) semantics and lexicogrammar. At the level of semantics, human being performs two roles namely Giving and Demanding. The commodity exchange may be either information or Goods & Services AYOOLA, & OLusanya, M. (2013).When the roles and commodities are cross classified, four specific activities or speech functions are derived. Based on Halliday (2014) states that speech functions are realized in four types, namely: statement, question, offer and command. Thompson (2010) emphasizes the important point that use of language lies at the very heart of social life. In general, it is noted that communication and language are important components of social life. Expressing thought and felling, conveying ideas, making request giving command, and so on.

In the instructional process, for instance, a teacher must utilize language as a means of instruction in the classroom which is called "teacher talk" (Donald, 2011). The language or teacher talk employed by the teacher in the classroom can be said a magical thing. It can probably change everything in the classroom. Some experts do not only define what teacher talk is but also they account for its importance and impact upon the teaching and learning process. Yeibo, E. (2011) reveals that the language that teachers use in class, or "teacher talk," can have a tremendous impact on the success of interactions they have with students. In addition, Yanfen & Yuqin,(2010) suggest that teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk do not only determine how well they make their lectures, but also guarantees how well students will learn.

Teaching learning process takes place mostly in classrooms and it is frequently carried out under the guidance and supervision of teachers. The interaction between teachers and students constitutes the most important part in all classroom activities. Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly

relationship between teachers and students. Even, teacher talk is claimed as the primary source of linguistic input in a second language classroom to illustrate how important it is. Jingxia, L., & etc. (2015). asserts that teacher talk is now generally recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition Condowe, W. (2014).

This study is conducted for the reason that the analysis of classroom discourse is in line with various important phenomena of language use, texts and conversational interactions or communicative events in the classroom (Van Djik, 1985; Cazden, 1988; Suherdi, 1997). However, the study of classroom interaction under analysis of systemic functional linguistic which focuses on the role of communicative functions of classroom participants, has not been investigated intensively (Christie & Unsworth, 2000, Fairclouch, 2003). It can be proven by some studies as following:

Mood structure is a part of systemic functional linguistics which described how language work and perform as an expression of meaning and idea (Siregar, 2019). Language is presented by speaking and talking related to social context. Sunardi (2015) in his journal about Mood Types Analysis of Teaching and Learning Process in Immersion Class of Theresiana 1 Senior High School. 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.

Yuliati (2015) in her journal about Interpersonal Meaning Negotiation in The Teacher-Student Verbal Interaction, the results showed that most of the utterances produced by the teacher were in the form of command which means that the authority of the teacher was dominant. Besides, the teacher also tried to be equal with the students by using some declarative and interrogative types of mood. These made the students respond well but not really elaborated her/his responses.

From research finding above, it can be seen that the study of classroom interaction under analysis of systemic functional linguistic still general, they just focus on teacher and the students interaction, without making the more spesific such as, sex and gender of teacher or class of the students or others that can influence to the classroom interaction process Siburian, T. A. (2013). Therefore it will be worth conducting this research focus on mood structure analysis of male and female teacher talk in the classroom. The researcher want to know the differences linguistic form used male and female teacher talk especially in

mood realization in the classroom. It is supported by theory of Lackoff (1975) which states that men and women speak differently, women talk more than men, women break the rules of turn-taking less than men, women's speech is less direct/ assertive than men.

In order to undergo this research, researchers gathers the data taken from male and female teacher of SMA N 1 Batahan, regency of Mandaling Natal, Medan. By adapting this theory the researcher took several utterances from male teacher, *Ir* is mathematic's teacher and female teacher's *GS* is English Teacher. Researcher focuses on their utterances produced by the male and female teacher of SMA N 1 Batahan when teaching in the classroom. based on previous investigate that researcher get that there are problems in teachers talk of *Ir* and *Gr* in mood realization. The researcher quotes several utterancess from them as the preliminary data as follows:

(Male Teacher) Ir :

Why don't you open the door? (C,Q)

And also *Gr* as follows:

Female Teacher Gr

Close the door (C, I)

Based on the utterances above, it can be analyzed the realizations of mood are: In this case, *Gr* who is female teacher realize his command by using imperative mood (Halliday, 2014). It is very opposite with the theory Lakkof (1975) that usually use less direct speech or indirect command when talking with the other's persons.

Based on utterances above it can be seen that, *Ir* use declarative mood when asking the the students, it is different with the *Gr* which use interogative mood directly when asking the students, meanwhile lackoff (1975) in his theory state that the women use tag question in asking the others people. Based on the phenomena above, there is gap between theory and the reality in Mood structure analysis of male and female teacher talk in the classroom of SMA N 1 Batahan.

Therefore, this study is primarily intended to identify the realizations of mood in male and female teachers talk especially in SMA N1 Batahan. The researcher want to analyze how is mood structure analysis of male and female teacher talk in the classroom.

METHOD

This study would be conducted by using qualitative research. The data of this study were utterances of male and female teachers in the classroom in which their utterances were uttered in different language use among them and concerned on their gender as well. Furthermore, data source of this study were male and female teachers who teach in SMA N 1

Batahan. These data were taken based on the problem that had been happened in SMA N 1 Batahan. The male teacher was *Ir*, he had been finished his study in UIN Medan about 2 years ago. he teachs some subject in the classroom, English and Math. The female teacher was *Gs* and she had been finished also her study in IAIN Padangsidimpuan about 3 years ago. she teaches English in SMA N 1 Batahan.

The data would be collected through audio video recording when male or female teachers' talks were taking place in the classroom. The instrument of collecting the data was video recorder, observation sheet, and taking note. Researcher was taking the video recorder to record them about three hours in two meetings for every teachers. It was caused of the limitation by the research on the time, knowledge and experience. Before analyzing the data, the researcher would identify and classify wheter the data that belonging to mood structures of male and female teacher talk were taking place in the classroom. Furthermore, she would transcribe for every single utterance produced by male and female talk gained from audio video recording of male and female teacher talk. Finally, to analyze the data, researcher use data condensation, data display after that verification the data, and the last conclusion.

RESULT AND DISCUSSION

The Research result found that there are two ways that have been found in realization of mood system of male and female teacher's talk in the classroom, namely typical clause mood and non-typical clause mood.

1. Typical Clause Mood

In typical clause mood, there are also some ways that have been found in realization of mood structure of male and female teacher's talk in the classroom, namely statement was realized by declarative, command was realized by imperative, question was realized by interrogative.

a) Statement is Realized By Declarative

The first realization of speech function in typical clause mood which was found in the male and female teacher's talk in the classroom in SMA N 1 Batahan was statement was realized by declarative.

Female's teacher:

Clause 21.

My father is too.

My father	Is	Too
Subject	Finite	Compliment
Mood		Residue

Based on utterances above it can be seen that the clause "My father is too" was a statement that realized in declarative mood. It is still said as the typical clause mood because these clause were still appropriate with the declarative mood. Which is the word " my father" means that subject, it is said as the subject because   it realizes the things by reference to which the proposition can be affirmed or denied or the item that is being held responsible for the validity of the argument, then the word " is " means that finite. it is the element that brings the proposition down to earth, so that it is something that can be argued about. In relation to tense, it states that a proposition may become arguable through being located in time by reference to the speech event. This statement indicates that primary tense means past, present or future at the moment speaking, in this case it indicates tense in present at the moment speaking. then the word " too" means that complement, it is said that as the compliment because it is an element that has the potential for being given the interpersonally elevated status of modal responsibility. So, all of the structures of these clause refer to statement clause that appropriate with the declarative mood. So that it can be concluded that statement was realized by declarative mood.

Male's teacher

Clause 22.
It is good for us . 19

It	Is	Good	For	Us
Subject	**Finite**	**Predicator**	**Complement**	**Complement**
Mood		**Residue**		

Besides that, this clause also refers to the statement that was realized in declarative mood. It is still said as the typical clause mood because these clauses were still appropriate with the declarative mood. Which is the word " it " means that subject, it is said as the subject because   it realizes the things by reference to which the proposition can be affirmed or denied or the item that is being held responsible for the validity of the argument, then the word " is " means that finite. It is the element that brings the proposition down to earth, so that it is something that can be argued about. In relation to tense, it states that a proposition may become arguable through being located in time by reference to the speech event. This statement indicates that primary tense means past, present or future at the moment speaking, in this case it indicates tense in present at the moment speaking. Then the word "good" means that predicator, it present in all major clauses, except those where it is displaced through ellipsi. It is realized by a verbal group minus the temporal of modal operator, which as we have seen function as finite in the mood element. After that " for us " means that complement, it is said that as the compliment because it is an element that has the

potential for being given the interpersonally elevated status of modal responsibility. So that it can be concluded that declarative mood.

It happened because the speaker, i.e. the female and male teacher played a speech role of giving information. In giving information, the teacher used statement. In the level of lexicogrammar, the lecturer used declarative type in giving information. Declarative was typically used in initiate conversational exchanges by putting forward information for negotiation. Declarative can present both factual information and attitudinal opinion. However, declarative is also used to query prior talk, to challenge, and counter challenge. So that is why statement is realized by declarative.

b) Command is Realized by Imperative

The next realization of speech function in typical clause which form in the male and female teacher's talk in the classroom in SMA N 1 Batahan was command which was realized by imperative. Here the data that have been found as following:

Male's teacher

Clause 1

Look at	your book
Predicator	**Comp**
Residue	**Mood**

Based on utterances above it can be seen that the clause "look at your book" was a command that realized by imperative. It is still said as the typical clause mood because these clauses were still appropriate with the imperative mood. Which is the word "look at" means that predicator, it present in all major clauses, except those where it is displaced through ellipsi. It is realized by a verbal group minus the temporal of modal operator, which as we have seen function as finite in the mood element. after that " your book" means that complement, it is said that as the compliment because it is an element that has the potential for being given the interpersonally elevated status of modal responsibility. so that it can be concluded that as the command that realized by imperative.

Female's teacher

Clause 2.

Ok	Look at	Page ten
	Predicator	**Complement**
	Residue	

Based on utterances above it can be seen that the clause "look at your book" was a command that realized by imperative. It is still said as the typical clause mood because these clause were still appropriate with the imperative mood. Which is the word " look at" means that predicator, it present in all major clauses, except those where it is displaced through ellipsi. It is realized by a verbal group minus the temporal of modal operator, which as we

have seen function as finite in the mood element. after that " page ten" means that complement, it is said that as the compliment because it is an element that has the potential for being given the interpersonally elevated status of modal responsibility. so that it can be concluded that as the command that realized by imperative.

It happened because in the level of lexicogrammar, imperative was used to demand good & services like a s command. I.e Demand that someone does something. Imperative is often used to negotiation action indirectly, that is it function to encode advice. In this use, imperative position the speaker as having some power over the addressed . In addition, the imperative form is a strong advices form since it contrast with the authoritarian. So that is why command is realized by imperative.

c) Question is Realized by Interrogative

The third realization of speech function in typical clause mood which was found in the male and female teacher's talk in the classroom was question which was realized by interrogative. i.e In WH-interrogative andin Polar interrogative. There were 4 clause in male teacher's and 5 clause in male' teacher.

Male's teacher
Clause 24
Are you sure?

Are	**You**	**sure?**
Finite	**Subject**	**Predicator**
Mood		**Residue**

These clauses refer to the polar interrogative; the structure of polar interrogative involves the positioning of the finite before the subject. In term of polar interrogative, it is typically used to initiate an exchange by requesting information from others. It directly encodes an information imbalance, where much of the information circulating is already shared. It can be seen that the word "are means that finite, it is the element that brings the proposition down to earth, so that it is something that can be argued about. In relation to tense, it states that a proposition may become arguable through being located in time by reference to the speech event. This statement indicates that primary tense means past, present or future at the moment speaking, in this case it indicates tense in asking at the moment speaking. Then "you" means that subject. It realizes the things by reference to which the proposition can be affirmed or denied or the item that is being held reponsible for the validity of the argument, after that the word "sure" means that predicator. It can be seen as the interrogative mood.

Female's teacher
Clause 27
Which one that can be used?

Which one	That	can be	Used?
Wh-question	**Subject**	**Finite**	**Predicator**
Res-	**Mood**		**Idue**

These clause refers to the Wh-question. In Interrogative mood in wh-interrogative the present of a wh-element is needed to recognize, It maybe conflated with either the subject. the cormplernent, or circumstatial adjunt, and it is shown as a constituent of mood or residue according to the status of the element with which it is conflated. The teacher use interrogative sentence in a question sentences because he or she wants to ask something the student. In this case, It can be seen that the word " which one means that Wh-question, then the word " that" means that subject, after that the word " can be " means that finite, then "used" means that predicator. So that it also concluded that interrogative mood

2.   Non Typical Clause Mood.

It happened because interrogative has the same function with question. i.e demanding information. In term of WH-interrogative, it is typically used to elicit additional circumstantial information. This may be in an inititatory role, in which case repeated use will make the speaker sound like an interrogative. So, that is why question is realized by interrogative. In non-typical clause mood, it is found that some ways in realization of mood structure of male and female teachers talk. Namely, question was realized by modulated declarative, command was realized by declarative.

a) Question is Realized by Modulated Declarative

The first realization of speech function which was found in the male and female teacher's talk in the classroom was question which was realized by modulated declarative. There were 2 clauses that produced by male and female teacher talk.

For example :

Selamat dan sesudah…..
Menggunakan elliptical….
Using elliptical..
Pergi ke..

Structurally the sentences like an ordinary modulated declarative but functionally the clause demand information. The teacher demanded information to the students. He did not use interrogative in iniating question but they used modulated declarative. It happened because it is "non typical clause mood.

b) Command is Realized by Declarative

The second realization of speech function in non-typical clause mood which was found in the male and female teacher talk in the classroom was command was realized by declarative. Here some data that have been found:

Male's teacher
Clause 43.
you should make the statement about it.

You	Should	Make	The statement	About	It
Subject Mood	**Finite**	**Predicator Residue**	Comp	Comp	Comp

Structurally, the sentences like an ordinary declarative like giving information but functionally the sentences demand good and services. The lecturer use declarative type in initiating command. Usually demanding good and services is formed as imperative form. It could be declarative form. It happened because in the level of lexicogrammatic and it is in the level of non typical clause mood.

Female's teachers.
Clause 18.
Hengki, read the example, come on.

Hengki	Read	The example	Come on
Subject Mood	**Finite**	**Predicator Residue**	**Adjunct**

Beside the another words above, it is also the utterances like an ordinary declarative like giving information but functionally the sentences demand good and services. The lecturer use declarative type in initiating command. Usually demanding good and services is formed as imperative form. I could be declarative form. It happened because in the level lexicogrammatic and in the level of non-typical clause mood command is realized by declarative.

CONCLUSION

Based on Finding and discussion above, it can be concluded that the realization of mood structure of male and female teachers' talk in the classroom is no different, they still use same ways when talking with their students in the class. Male teacher use statement is realized by declarative, command was realized by imperative, and question was realized by interrogative in typical clause mood, similarly with the female teacher. Male teacher use Question is realized by modulated declarative, command is realized by declarative in non typical clause mood, so does female teacher. This research has some weaknesses that cannot cover all thing related to mood Structure of language user, one of suggestion derived from this research is there is a need to analyze mood structure based on ethnic of language user.

This is in order to see whether the ethnic of male and female teachers will influences their mood structure when talking in the class.

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