

**THE ANALYSIS OF INTERPERSONAL MEANING ON
ENGLISH TEACHER'S UTTERANCES IN EFL
CLASSROOM**

**(A Case Study at Social Science Program of XI Grade of MA
Hasan Kafrawi Jepara in the Academic Year 2013/2014)**

FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
In English Language Education



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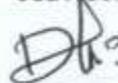
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ABSTRACT

Title : *The Analysis of Interpersonal Meaning on English teacher's Utterances in EFL Classroom (A Case Study at Social Science Program of XI Grade of MA Hasan Kafrawi Jepara in the Academic Year 2013/2014).*

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The topic of this study is interpersonal meaning realized in the choices of teacher's utterances. Interpersonal meaning is language to establish social relationship, to communicate and to express speaker's judgments and attitudes. Where in the case of schooling process it enables teacher interact with students through language in a various expression, rather declarative, interrogative or imperative. Interpersonal meaning realized through wording called (element which determine types of clause structure) and modality (part of clause that represents degree of certainty and obligation).

In this study, the discussion was limited by finding out the answer of the question: what are mood types mostly used by the teacher in EFL classroom. Qualitative descriptive research was used in this study. The data of the research are from an English teacher's utterances of MA Hasan Kafrawi Jepara while conducting teaching learning. The techniques are; recording, transcribing, identifying and then analyzing the data to draw conclusion. Some references and text books related to the subject matter were selected to give evidence of the findings. The data of the research were in the form of clauses realized from teacher's utterances. All of the teacher's utterances were recorded, transcribed and then analyzed to figure out the realization of interpersonal meaning within the interaction between teacher and students in the classroom. The analyses of the data used the following steps: First, every clause that has been transcribed was divided into

Indonesia and English clauses where merely the English clauses were the focus of this research. The clauses then were analyzed to find the Mood types and it elements. The last step was drawing the conclusion and arranging the report based on the findings.

After analyzing the utterances, three types of Mood were found; Declarative, Interrogative and Imperatives (Exclamatives were not found). The data represents that Mood types mostly used were Declaratives 76%, while Imperatives were 13% and Interrogatives were 11%.

Based on the research, the writer inferred that English teachers should master the knowledge of functional grammar and interpersonal meaning to help them choose appropriate expression among statement, question, offer or command to create an interactive learning and make students easier to understand material given.

DEDICATION

This thesis is dedicated to:

- My beloved parents (Bapak Zaidun and Ibu Rumanah), who always devote their affection, give advice and pray till the writer finished in arranging this thesis. Thank for giving the writer spirit. I love you.
- My younger brothers A. Asyrafu Anam
- My big family who give me support.
- My inspiring person, Haryanti Arrayyan

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First of all, the writer would like to thanks to almighty Allah SWT who has given health, blessing, inspirations, and guidance to the writer in finishing this thesis with the title: The Analysis of Interpersonal Meaning n English Teacher’s Utterances in EFL Classroom. Second, *sholawat* and *salam* I recite to the last prophet, Muhammad p.b.u.h that we are looking forward to his *syafaat* in the doomsday.

This thesis is arranged or made to fulfill one of requirements to get the degree of Bachelor in English Language Department of State Institute for Islamic Studies Walisongo Semarang (IAIN Walisongo).

The writer realizes that there are many people who already helped in arranging and finishing this thesis directly or inderectly. In this chance, the writer would like to say thank you very much to:

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Finally, the writer realizes that this thesis is still less perfect. The writer hopes the reader to give suggestions and criticisms to make it perfect. The writer hopes this thesis can be useful for the improvement of English teaching learning, especially for the writer himself and for the readers in general.

The writer

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