TYPES OF MOOD REALIZED IN LECTURER AND STUDENTS' INTERACTION IN TEACHING-LEARNING PROCESS ON WHATSAPP GROUP

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Education Bachelor in English Language Education

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Wassalamu'alaikum wr. wb.

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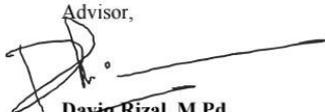
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ABSTRACT

Title   : Mood Analysis of Lecturer-Students' Interaction in the Teaching-Learning Process on WhatsApp Group (WAG) during Covid-19 Pandemic

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This research aimed to analyze the mood systems realized on Lecturer-students' Interaction in Teaching-Learning Process on Whatsapp Group, to explain the contributions of the lecturer students' interaction towards the teaching discourse analysis and the significances and implications of the teaching-learning process through WhatsApp Group. This research used a qualitative approach by applying discourse analysis proposed by Halliday and descriptive research design to gain rich data about particular phenomenon during the Covid-19 Pandemic. The subject of the research was one of the lecturers and the students of English Department. The data source used in this research is the data transcriptions from the transcript of the lecturer students interaction on WhatsApp Group. First, the data analyzed by using mood element analysis. Second, the analysis is based on the mood type, either indicative, interrogative, imperative, or exclamative mood. After that, the researcher found the dominant mood system appeared on the lecturer and students interaction. The result of data analysis showed that there are 211 clauses of lecturer-students' interaction analyzed. The dominant mood system of lecturer students interaction in the research subject was declarative mood as it got 72.5%. As the declarative mood was closely related with statement in the speech functions, it means that the clauses in lecturer-students' exchange are successful functioned as statements to give as much information to the participants Besides, the contribution of lecturer students mood analysis contributes the teaching discourse analysis, and the significances and implication of using WhatsApp Group can increase student motivation to follow the learning process.

Keywords: *discourse analysis, interpersonal meaning, mood analysis, WhatsApp Group*

MOTTO

"Learning is a Lifelong Process"
Peter Drucker[1]

"Attitude is the first quality that marks the successful man. If he has a positive attitude and a positive thinker, who likes challenges and difficult situations, then he has half his success achieved."
John C. Maxwell[2]

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[1] '55 Inspirational Quotes about Learning', 2020 <https://www.growthengineering.co.uk/55-quotes-about-learning/>.

[2] John Maxwell, *The Success Journey: The Process of Living Your Dreams*, ed. by Thomas Nelson, 1997.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Almh Mrs. Kito Isworo Retno Safaroh, Mrs. Yuni, Mrs. Hery Suryani, Mr. Hery Priono.

2. My lovely siblings, Priski Abimanyu Isnain and Ofillya Hersafanti.

3. All of my lecturers who have guided and educated me with big gorgeous and sincerity.

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In the name of Allah SWT, we praise Him, seek His help, and ask for His forgiveness, who always gives insight, courage, guidance, and strength to finish this research thoroughly. Also, peace and salutation are ever granted to Our Last Prophet Muhammad SAW, who has guided and acquainted Islam in the right way.

The researcher realizes that she cannot complete this final project without support, cooperation, help, and love from many people. Therefore, she would like to express her deepest graduate to:

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life and spread us to be better. Thank you for all the challenges we do; meeting with you is the best thing I ever did.

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Semarang, 21 Juli 2021
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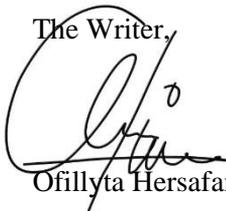
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LIST OF ABBREVIATIONS

S : Subject
F : Finite;
Fn : Negative
Fms : Modalized (probability, usuality etc.)
Fml : Modulated (obligation, inclination etc.)
P : Predicator
Pms : Modalized
Pml : Modulated
F/P : Fused Finite and Predicator
C : Complement
Ca : Attributive
A : Adjunct
Ac : Circumstantial
Aj : Conjunctive
Am : Mood
Ao : Comment
Ap : Polarity
At : Continuity
Av : Vocative
WH : WH element
WH/Ac : fused WH element and Circumstantial Adjunct
WH/S : fused WH element and Subject
The MOOD block element of ranking (non-embedded) clauses is shown in bold.

CHAPTER I
INTRODUCTION

This chapter explores the subchapter. It began with background of the research and followed by questions of the research, objectives of the research, and its significance.

A. Background of the Research

Halliday classifies language into three meanings, such as ideational, textual, and interpersonal. It is particularly called *"ideational, textual, and interpersonal meaning"*.[3] The mood system and modality system manifest the interpersonal meaning function in the language. The mood system is functioned to express the speaker's expectations to be achieved through text, whether spoken or written. The modality system is performed to show the speaker's assessment or evaluation of objects semantically. However, interpersonal meaning focuses on the order of the grammatical features: Subject and Finite. They combine to make mood of clause where finite is function to show tense or interlocutor's attitude.

Furthermore, several researchers have been explored. For instance, a research by Ayoola which was conducted an interpersonal metafunction analysis of some selected political advertisements in Nigerian newspapers. The analysis uses a mood

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[3] Yuanyuan Zhao, 'Interpersonal Significance Analysis of Alberto Fernández's Speech against Epidemic Situation', *IOP Conference Series: Earth and Environmental Science*, 692.2 (2021) <https://doi.org/10.1088/1755-1315/692/2/022056>.

consisting of a subject and finite. The Subject is a pronoun, and the finite is the main tense. He used the modalities of possibility, liability, and inclination.[4] Feng and Liu also used the same Mood and modality as Ayola's.[5] Chen. et al. used mood structure and propensity in their research. Tyas and Widiyanto analyzed interpersonal meaning between the teacher and students in Vocational High School's eleventh grades and how it constructs their class's role through various interactions. The results showed that teachers and students produced three speech functions (Mood Clause) besides the Non-Typical Mood Clause and Minor clause. In the class, both teacher and students applied different classroom interaction types in which they took many roles. It can be concluded that teachers and students delivered various types of clauses, classroom interaction, and roles during the teaching-learning process.[6]

However, this research analyzed mood elements that contain a subject and finite and residue containing predicator, complement, and some adjuncts. Then, each element of the Mood was further divided. These details distinguished this research from

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[4] Ayoola and Moses Olusanya, 'An Interpersonal Metafunction Analysis of Some Selected Political Advertisements in Some Nigerian Newspapers', *International Journal of Humanities and Social Science*, 3.8 (2013), 165–78.

[5] Dou Chen and Zhao Shuo, 'Analysis of Interpersonal Function in Speech -- A Case Study in Obama ' s WHCD Address', 6.8 (2018), 31–40.

[6] W. Tyas, G., & Widhiyanto, 'Interpersonal Meaning Negotiated Teacher-Students Classroom Interaction in Vocational High School', *Journal of English Language Teaching*, 9.2 (2019).

other researches. In contrast, a different research conducted by Yu researched aims to provide information on social problems and persuade readers to take positive action. Based on Halliday grammar's systemic functionality, his research also investigated the interpersonal meanings of moods and modalities in PSA texts. The findings in his research showed that the main function of declarative is to provide information, make interrogative and imperative texts more interactive, engage readers and grab their attention. Then the research reveals that advertisers tend to influence the attitudes and behaviour of readers through control modalities.[7] Alemina and Robert's research investigated the interpersonal meaning of five selected song lyrics from Queen's Greatest Hits album. The result showed that the tools used could allow the speaker to express their attitude toward what they were saying

In particular, this research was conducted to see the interpersonal meanings reflected in mood realization proposed by Halliday. There were exchanges in interactions between lecturers and students carried out by text-based instant messages or WhatsApp Group (WAG) in a formal setting during the Covid-19 Pandemic. The lecturer's initiation of vital interactions can stimulate students to be more active in classroom discussion. As

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[7] Huiqun Yu, 'Interpersonal Meaning of Mood and Modality in English Public Service Advertising Texts', 76.Emim (2017), 222–27 <https://doi.org/10.2991/emim-17.2017.48>.

stated by Brown, interaction results from exchanging collaborative thoughts, feelings, or ideas between speakers and other speakers to have a reciprocal effect.[8]

Therefore, interaction which lecturer and students conduct can individually present what they have done. Lecturers could observe students during the discussion to guide the teaching-learning process and ask students questions and ideas by conducting the interaction model proposed by Moole.[9] Thus, lecturer students interaction and classroom management in a classroom setting could not be separated since both of them are crucial in determining the lesson objectives accomplishment.

Another reason for conducting this research is the data. The data were from lecturer-students interaction teaching-learning process in the WhatsApp group. It has not been found yet how Mood and modality of interpersonal meaning are used in the clauses of lecturer-students interaction teaching-learning process on WhatsApp Group (WAG) during a pandemic. For these reasons, this research tried to fill in these gaps so that the researcher is interested in analyzing the "Mood System" of lecturer students interaction n in the teaching-learning process through WhatsApp Group (WAG) during a Pandemic at UIN Walisongo Semarang in the academic year 2019/2020.

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[8] Tyas, G., & Widhiyanto.

[9] Kawser Ahmed, 'Communicative Language Teaching: A Practical Scenario in the Context of Bangladesh', *Advances in Language and Literary Studies*, 7.5 (2016) <https://doi.org/10.7575/aiac.alls.v.7n.5p.97>.

B. Research Question

In this research, the researcher formulates the problem as follows:

1. What are the mood systems realized on lecturer students interaction of the English Education Department through WhatsApp Group (WAG) during the Covid-19 Pandemic at UIN Walisongo Semarang in the academic year 2019/2020?

2. What are the contributions of the lecturer students' interaction towards the teaching discourse analysis and the significances and implications of the teaching-learning process through WhatsApp Group during the Covid-19 Pandemic?

C. Objective of the Research

In line with the question of the research, the purposes of this present research are as follows:

1. To analyze the mood systems realized on lecturer students interaction of English Education Dep through WhatsApp Group (WAG) during the Covid-19 Pandemic at UIN Walisongo Semarang in the academic year 2019/2020.

2. To explain the contributions of the lecturer students' interaction towards the teaching discourse analysis and the significances and implications of the teaching-learning process through WhatsApp Group during Covid-19 Pandemic

D. Significances of the Research

The result of the research is expected to be able to provide the following benefits:

1. Theoretical

   Theoretically, this research is presented to provide benefits and improve research in English linguistics, particularly the analysis of classroom discourse. Besides, this research is beneficial to provide information about interpersonal analysis. Thus, it is hoped that the researcher, reader, and future researcher will gain much insight concerning discourse analysis.

2. Practical

   Practically, this research is expected to enrich references concerning linguistic studies in the teaching-learning process.

3. Pedagogical

   Pedagogically, this research presents several benefits information to choose an appropriate interpersonal meaning in the teaching-learning process.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter consists of some fundamental theories related to the research and comprises previous research. It provides some last analysis with almost the same topic as the present research and some theories about the present research. The literature review consists of the scope of Interpersonal Meaning, Lecturer-students' Interaction, and Covid-19 Pandemic towards Education System.

A. Previous Research

Considering the topic discussed in this research, the researcher provides the following with some researches that have been done, as written as follows;

1. A research conducted by Sri Mulatsih and Sunardi entittled "*Types of Mood Used by the Lecturer in Teaching Reading: A Systemic Functional Linguistic Analysis*" which was conducted in 2021 published in journal PROMINENT: Journal of English Studies. They tried to describe the types of mood used by the lecturer in teaching two reading classes in a private university in semarang, central java, Indonesia. The result showed that the lecturer's type of mood in teaching Reading is declarative as it got 709 clauses or 67%, because the lecturer gives much information to the students to make the students understand the materials. The similarity between this research and Sri Mulatsih and Sunardi's is that both of them used the guidance of Systemic Functional Linguistics theory and have the similar aim to analyze the interpersonal meaning that exists in a

particular object. On the contrary, this research differs from Sri Mulatsih and Sunardi's. Sri Mulatsih and Sunardi's object was spoken text used by the lecturer in teaching Reading, while this research object was lecturer-students' interaction on WhatsApp Group (WAG) during Covid-19 Pandemic.

2. The second is the journal written by Dou Chen and Zhao Shuo in 2018 by the title *"Analysis of Interpersonal Function in Speech: A Case Study in Obama's WHCD Address"* published in International Journal of Liberal Arts and Social Science in the city of Xi'an, China. They mainly focused on the modal, modality and person system in interpersonal function proposed by Halliday which are used as the theoretical framework. This paper analyzed Obama's speech at the White House Correspondents' Dinner in 2016, and explored how Obama realized his political aim by speech and shows the realization of language interpersonal function. The conclusion is that The president's speech lasted 33 minutes, with a total of 241 sentences or 84%. The analysis of Obama's presidential speech by the interpersonal function was very practical and effective. By using different devices skillfully, the speaker could shorten the distance between the listeners and him and establish a friendly relationship with them.[10]

The similarity between this research and Dou and Zhao's is that both of them used the guidance of Systemic Functional Linguistics

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[10] Chen and Shuo.

theory and have the similar aim to analyze the interpersonal meaning that exists in a particular object. On the contrary, this research differs from Dou and Zhao's. Dou and Zhao's object was Obama's speech at the White House Correspondents' Dinner in 2016, while this research object was lecturer-students' interaction on WhatsApp Group (WAG) during Covid-19 Pandemic.

3. A journal from <u>ELT Forum: Journal of English Language Teaching</u> written by Ghita Aning which has tittle "*A Study on Interpersonal Meaning Negotiated Teacher-students Classroom Interaction in Vocational High School*". This research was aimed to analyze interpersonal meaning between teacher and students in the eleventh grade of SMKN 2 Purwokerto and how it constructs their role through various kinds of interaction. There were two activities in gathering the data of this study: observation and interview. The findings showed that teacher and students produced three types of speech functions (Mood clause) besides Non-typical Mood Clause and Minor clause. In the class, both teacher and students applied different types of classroom interaction in which they took many roles. It can be concluded that teacher and students delivered various types of clause, classroom interaction, and roles during the teaching learning process where the most dominant of speech function produced by the teacher and students were Declarative clause and Imperative clause.[11]

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[11] Tyas, G., & Widhiyanto.

The similarity between this research and Ghita's is that both of them used the guidance of Systemic Functional Linguistics theory and have the similar aim to analyze the interpersonal meaning that exists in a particular object. On the contrary, this research differs from Ghita's research. Ghita's object was teacher-students classroom interaction in vocational high school, and this research object was lecturer-students' interaction on WhatsApp Group (WAG) during Covid-19 Pandemic.

4. A journal by Ryan P. Kabigting, Justino Sevilla High School, Pampanga, Philippines, entitled *"The Philippine Online News Headlines on the Covid-19 Pandemic: An Interpersonal Metafunction Analysis"* published in 2020 by Journal of English Teaching. This journal carried on a tentative interpersonal metafunctional analysis of the interpersonal metafunction online news headlines about the Covid-19 Pandemic. The data analysis involved the differences in the mood type distribution, polarity, modality, and other lexical characteristics. The findings reveal the dominance of the declarative mood texts told the online news headlines' particular function.[12]

The similarity between this research and Ryan's research was in the analysis method, which used interpersonal metafunction to analyze it. The difference between both types of research was in the research object. This research's object was lecturer-students'

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[12] Ryan Kabigting, 'The Philippine Online News Headlines on COVID-19 Pandemic: An Interpersonal Metafunction Analysis', *JET (Journal of English Teaching)*, 6.3 (2020), 204–11 <https://doi.org/https://doi.org/10.33541/jet.v6i3.1983>.

interaction through WhatsApp Group during Covid-19 Pandemic. In comparison, the object of Ryan's journal was The Philippine Online News Headlines on COVID-19 Pandemic

5. A journal entitled *"Analysis of Interpersonal Metafunction in Mengket Rumah Mbaru Tradition Karonese Society"* which was written by Alemina Br Peranginangin and Robert Sibarani, Doctoral Program of Linguistics, Faculty of Cultural Sciences, University of Sumatera Utara, Medan, Indonesia in 2018. This research examined interpersonal metafunction meaning in the mengket Rumah mbaru traditions. This research employed descriptive qualitative to analyze interpersonal meaning performed in the ceremony by studying the utterances by Anak Beru, Kalimbubu, And Senina during one part of the ceremony—the researcher directly involved in this ceremony to observe all the data. The theory of interpersonal meaning proposed by M.A.K Halliday is applied to analyze and classify the mood auxiliary, personal pronoun in the pronoun system. The finding informed that Mood positive declarative which appeared 88.4% became the domination.[13]

The similarity between this research and Alemina's research was in the analysis method, which used interpersonal metafunction to analyze it. The difference between both types of research was in the research object. This research's object was lecturer-students'

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[13] Alemina Br Perangin-angin and R Sibarani, 'Analysis of Interpersonal Metafunction in Mengket Rumah Mbaru Tradition Karonese Society', *In AICLL: Annual International Conference on Language and Literature*, 1.1 (2018), 93–97 <https://doi.org/https://doi.org/10.30743/aicll.v1i1.14>.

interaction through WhatsApp Group during Covid-19 Pandemic. In contrast, the object of Alemina's journal was utterances by anak beru, kalimbubu, and senina during one part of the ceremony in the mengket rumah mbaru traditions.

B. Literature Review

1. Interpersonal Meaning

Interpersonal meaning in social interaction is related to the language of its function. Halliday added a statement that the interpersonal part relates to the activity conducted by interlocutors to readers or listeners, which is primarily determined by the mood system.[14] Gerot and Wignell uttered that interpersonal meaning represents the listener's or reader's actions towards the interlocuter's response.[15] Ruijuan in his article journal also explained that the interpersonal meaning represents the way the interlocutors interact one another, the use of language to establish and maintain relations with them, to influence their behavior, to express their own viewpoint on things in the world, and to elicit or change theirs.[16]

Therefore, the meanings are for acting upon and with others. Besides, Butt said that interpersonal meaning is one of the most

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[14] Halliday M.A.K, *Language and Education* (London: Continuum, 2007).

[15] Linda and Peter Wignell Gerot, *Making Sense of Functional Grammar* (Sidney: Stabler, 1994).

[16] Ruijuan Ye, 'The Interpersonal Metafunction Analysis of Barack Obama's Victory Speech', *English Language Teaching*, 3.2 (2010), 146–51 <https://doi.org/10.5539/elt.v3n2p146>.

basic interactive interactions between using language to exchange information and suggestions for exchanging goods and services.[17] Hence, by focusing on the interactivity of interpersonal meaning, the interlocutor can inform listeners or readers through language by linking the information provider and the recipient of the information, whether in spoken or written text.

Halliday stated there are three meanings in a language such as ideational, textual, and interpersonal.[18] Ideational meaning is associated when language is used to represent something that has happened. Textual meaning is related to the organization of texts to make sentences to one another. Meanwhile, interpersonal meaning is associated with the role of participants in communication to maintain social relationships.

The interpersonal meaning analysis includes two components in the clause, such as mood element and Residue. The mood component includes subject and finite, while the residue consists of predicators, complement, and some adjuncts such as Mood, polarity, comments, vocative, and circumstantial adjunct.

Mood is indicated as the interpersonal meaning of text whether spoken or written. The central aspect of exchanged grammar is called '*Mood*'. Based on Gerot and Wignell, Mood is a

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[17] Butt D, *Using Functional Grammar-- An Explorer's Guide* (Sydney: National Centre for English Language Teaching and Research).

[18] Samsudin Samsudin, 'The Ideational, Interpersonal and Textual Meaning in Jokowi Dodo's Inauguration Speech', *E-Journal of Linguistics*, 13.2 (2019), 357 <https://doi.org/10.24843/e-jl.2019.v13.i02.p14>.

system through which interpersonal meanings are realized in the text.[19] However, the Mood is a clause structure that realizes an interpersonal meaning. It describes the types of clauses carried in verbal interaction, whether indicative (declarative, interrogative) or imperative. In addition, the mood structure is used to see the semantic meaning, whether it is a proposition (giving or demanding information) and proposal (giving and demanding goods and services).[20] In this part, the general concept of Mood Analysis, such as the elements of Mood and Residue and Types of Mood which are explained as follow;

a. The Element of Mood

The element of Mood consists of a subject and a finite operator. A subject is a nominal group, while a finite operator is part of a verbal group.[21] Subject has function as the main agent (doer) of the sentence, while Finite has the function of making a proposition, which means it brings the proposition down to earth that becomes something debatable. A good way to make something debatable is to give a point of reference when and where it is. That is exactly what finite does. It connects the

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[19] Gerot.

[20] Teacher Training Faculty, 'Mood Analysis on Spoken Texts of Teacher ' S Scaffolding Talks in English Subject', 2018.

[21] David S. Jones and Sheila Quinn, *Introduction to Functional*, 2014 <https://www.functionalmedicine.org/files/library/Intro_Functional_Medicine.pdf>.

proposition with its context in the speech event.[22] As it is written in an example as follows

>*She (S) must (F)*

From the example, the phrase *'she must'*, the word *'she'* becomes the Subject. *"must"* is finite. It can be concluded that the form of the subject is a person or thing doing the action or being described, which can be shown or omitted, which can be one word or more. Meanwhile, the Finite element is a verbal operator expressing tense and modality. However, it is indicated as mood type, if the clause consists of at least subject and finite.

b. The Element of Residue

Gerot and Wignell claimed that residue is the remainder of each clause.[23] Residue has typical patterns, such as a predicator, a compliment, and an adjunct. The Residue as a predicator is realized in interpersonal meaning as a part of the lines which is not included as Mood. The Residue as complement is discovered. According to Thompson, a complement is an element in the Residue which, typically realized by nominal group, could have been chosen as a subject but was not.[24] The complement shows in the stories are used to answer the question is/had 'what,' 'to whom,' and 'did to what.'[25] The Residue consists of three

[22] D.

[23] Gerot.

[24] Thompson, *A Reference Grammar of Wappo* (Barkeley CA: University of California Press, 2016).

[25] Daviq Rizal, *Discourse Analysis* (Semarang: CV. Karya Abadi Jaya, 2015).

functional elements. They are Predicator, Complement, and Adjunct which are explained as follows;

1) Predicator

Gerot and Wignell explained that predicator is the verb part of the clause, which is being done, happened, or still happening.[26] Eggins and Slade added that predicator encodes the actions or processes involved in texts. Thus, it gives content to the verbal elements of the preposition, and informing the interlocutor what happens.[27]

2) Complement

Complement is an element within residue, which could potentially be placed in subject position, but is not a subject, which is typically realized by a nominal group. However, in the *"The referee gave the player a red card"* there are two complements, *"the player"* and *"a red card".* Either of this could function as subject in a clause related to this one.

3) Adjunct

Adjunct can be defined as clause elements that contribute some additional (but not essential) information to the clause. There are three main types of Adjuncts; Circumstantial Adjuncts, Modal Adjuncts, and Textual Adjuncts.

Table. 2.1

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[26] Gerot.

[27] Suzanne Eggins, *Analysing Casual Conversation*, reprint (Cassell, 1997, 1997).

Adjunct		
Circumstantial	Modal	Textual
a. Time b. Cause c. Place d. Matter e. Agent	a. Mood Adjunct b. Polarity c. Comment d. Vocative	a. Conjunctive b. Continuity

Table 2.1 Types of Adjunct

Circumstantial adjuncts are significant to know as part of the clause, which is used to express meaning through sentences. It may refer to time, cause, place, matter, and agent. Thus, it often occurs in many processes and functions as an adverb, for example: at university, fast.

Modal adjuncts are clause constituents, which add interpersonal meaning to the clause. There are four types of modal adjunct; *first,* Mood adjuncts are closely associated with the meanings construed by the mood system; probability (perhaps, maybe, probably), usuality (sometimes, usually), expressions of intensification or minimization (really, absolutely, just, somewhat), expressions of presumption (evidently, obviously), and expressions of inclination (happily, willingly). Halliday argued that mood adjunct has something to do with the meaning of structure in the mood system.   Usually, it occurs in

clauses near spoken operators. This type of adjunct has three basic positions; namely initials (thematic), medial (neutral), and final (afterthought). As written as the example below as follows

Usually, I get up at 4 am (Initial)

I usually don't get up at 4 am (neutral)

I don't usually get up at 4 am (neutral)

I get up at 4 am usually (afterthought)

From the example above, the differences (b) and (c) are systematic facts. It becomes clear with several kinds of adjuncts when polarity becomes negative: *'I usually don't get up at 4 am', 'I never get up'* with '*usually I get up at 4 am' 'I get up at 4 am (only) sometimes'*. But if the polarity becomes positive and even (by all categories) negative, the difference between (b) and (c) is effectively neutralized.[28] *Second,* polarity adjuncts are adjunct standing in for an ellipsed clause, Yes and No indicate as polarity adjunct. *Fourth,* comment adjuncts add an expression of attitude and evaluation to clarify a comment, for example: fortunately, actually, to be honest. *Fifth,* vocative adjuncts function to control the discourse by designating a likely 'next speaker.' They are identifiable as names, where the names are not functioning as subjects or complements but are used to address the person named directly. Like comment adjuncts, vocative Adjuncts do not directly impact the clause's mood content but affect the

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[28] Jones and Quinn.

clause as a whole.[29] They typically occur either initially or finally, although they may occur at various constituent boundaries in the clause because their effect is to organize the clause's designation as a whole.

Textual Adjuncts are meanings dealth with the organization of the message itself. There are two types such as conjunctive and continuity adjunct. Conjunctive adjuncts have a textual function and so fall outside analysis of Mood. It consists of many kinds of conjunction, for example: and, but.[30] Meanwhile, Continuity adjuncts include the continuative and continuity items, particularly frequent in casual talk, such as well, yea, oh and so on. Continuity adjuncts do not belong in either Mood or the Residue.

c. Types of Mood

Types of Mood depend on the position of the Subject and the Finite in the clause.[31] There are two types of Mood, such as indicative Mood and imperative Mood. The mood types are shown as figure below;

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[29] Eggins S, *An Introduction to Systemic Functional Linguistics* (London: Pinter, 2004).

[30] Rizal, *Discourse Analysis*.

[31] Gerot.

Figure. 2.1
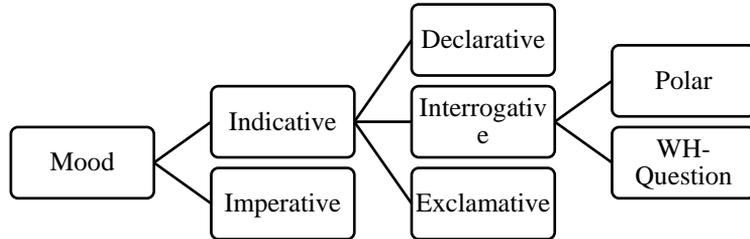
Figure. 2.1 Types of Mood

(Source : Gerrot and Wignell 1994:38)[32]

From the figure above, according to Gerrot and Wignell, types of Mood is divided into two parts, such as declarative Mood and imperative Mood.

1) Indicative Mood

Clauses in indicative Mood convey factual statements from the interlocutor's perspective. Most clauses are written indicative setting to share facts or informative details. In clauses, the verb expresses an action which is as a statement of fact. For example, "We enjoyed our dinner last night", the word *enjoyed* is the finite expressing the action. Indicative Mood is manifested by subject and finite. indicative Mood is divided into three parts, such as declarative Mood, interrogative Mood, and exclamative.

Furthermore, the orders of subject and finite in the declarative, interrogative, and exclamative clause are realized. Thus, declarative, interrogative, and exclamative clause are

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[32] Gerot.

indicative Mood. Declarative clause expresses statements, which include past, present, and future. Then, the interrogative clause expresses questions. And for the exclamative clause, it expresses an expression of strong emotion. However, indicative Mood is divided into three parts, as explained as follows;

a) Declarative

The subject's position of declarative Mood is placed before the finite of the clause.[33] As exampled as follows;

The students (S) do (F/P) assignment (C) in the class (Ac).

The lecturer (S) is (F) explaining (P) the material clearly (Am).

b) Interrogative

Interrogative Mood has two kinds, such as Polar and WH-Question, as written as follows;

Polar Interrogative Mood is when the finite occurs before the subject.[34] As exampled as follows;

Do (F) you (S) study (P) at UIN Walisongo (Ac)?

Can (Fms) you (S) repeat (P) to mention (Pml) the question (C).

Table 2.4 Polar Interrogative Mood

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[33] Daviq Rizal, *Discourse Analysis* (Semarang: CV Karya Abadi Jaya, 2018).

[34] Rizal, *Discourse Analysis*.

WH-Interrogative Mood consists of WH-question (5W+1H).[35] As exampled as follows;

What (WH) do (F) you (S) do (P) ?

How (WH) is (F) your health (C)?

c) Exclamative

Exclamative Mood produces with an emphatic or surprised intonation.[36]

How clean (WH) the floor (S) is (F)!

2) Imperative

Clauses in the imperative Mood produce requests or orders. The clauses do not make an impression. Instead, they give direct orders, telling the other interlocutors what to do. In imperative Mood, the predicator conveys an immediate call to action. In addition, the clause included in the imperative Mood is when there is no subject anymore, and the sentence is starting with finite or predicator directly.[37] As exampled as follows;

Open (F/P) your book (C)!

Do not (Fn) cheat (P)!

However, Mood Analysis appears in declarative clauses expressing statement, interrogative clauses expressing questions, exclamative clauses expressing command, and imperative

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[35] Rizal, *Discourse Analysis*.

[36] Rizal, *Discourse Analysis*.

[37] Angela. Downing and Philip. Locke, 'A University Course in English Grammar', 2002, p. 652 <https://books.google.co.uk/books?id=lXsohxKH5lwC&redir_esc=y>.

clauses expressing offer. By using mood analysis analyzed from the position of the subject and finite, it can be determined the type of Mood of a clause, whether it is a declarative, interrogative, WH-interrogative, imperative, or exclamative mood.

2. Lecturer-students' Interaction

A lecturer is a facilitator of university students who transform, develop, and disseminate knowledge through education, research, and community service.[38] The level of subjects taught by a lecturer is at the tertiary level. However, a lecturer is one of the important components in education system who has a professional character. As written in Education Law (UU), the professional lecturer is the one who must have four competences, such as pedagogical competence, competency competence, professional competence, and social competence. In short, pedagogical competence is the ability to teach, professional competence is the mastery of knowledge in the field, social competence is a strong personality, and social competence is an effective teaching ability. Thus, the four competences become the basis for describing the lecturer's quality whose has good interaction skills.[39]

[38] Rini A.D, 'The Professionalism Competence of Lecturer in Economics Entrepreneurship Learning at Faculty Management and Business, University of Ciputra.', 2015.

[39] J. simarmata, 'Karakterisistik Dosen Profesional Menurut Mahasiswa: Sebuah Survey Di Fkip Universitas Batanghari', *Jurnal Ilmiah Dikdaya*, 6.2 (2016), 40–49.

Furthermore, the lecturer has primary role, specifically to facilitate the communication process in the classroom with the result that the lecturer is able to enhance lecturer-students' interaction in the classroom. As supported by the research result conducted by Astiti, it explained the student utterances should appear more than the lecturer does in order to create interactive class.[40]

There are three types of interaction proposed by Moore in 1989 called an interaction framework, such as learner-learner interaction, learner-instructor interaction, and learner-content interaction. It has been used by other researchers as the basis for new interaction models in classroom interaction. For instance, Hillman, Willis, and Gunawardena in 1994 proposed learner-interface interaction to recognize the importance of technology interfaces in interaction with content, instructors, or learners. And added by Anderson and Garrison in 1995, they expanded Moore's interaction model by adding three new types of interaction: instructor-instructor, instructor-content, and content-content interaction. Even though other researchers develop new models, but Moore's model has become the core of the interaction model identified the following;

a. Learner-learner interaction

Learner-learner interaction refers to something done reciprocated. It is usually called as two-way communication between two or more learners who exchange information,

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[40] Ni Wayan Widha Astiti, 'An Analysis of Teacher Talk in English Classes in Smk Pgri 4 Denpasar Abstract', *Jurnal Pen*, 1.2 (2012), 1–21.

knowledge, thoughts, or ideas about course content, with or without the presence of an instructor. The importance of this interaction is to find its value in the teaching-learning process. It occurs as learners share information and receive feedback to one another.

b. Learner-instructor interaction

Learner-instructor interaction consists of two-way communication between instructors and students. By applying learner-instructor interaction, teaching-learning process is essentially would be easier. This type includes three tasks to be performed by the instructor that can stimulate interest and motivation, organize application of student learning, and to counsel, support, and encourage each learner.

c. Learner-content interaction

Learner-content interaction is the process of each student describing and reflecting on the subject matter or course content. In contrast with learner-instructor and learner-student interaction types, which is only one learner directly involved in learner-content interactions. Learner-content interaction is essential to the educational process. By interacting with the subject matter, the overall understanding of the learner changes and personal construction of knowledge is enabled.[41]

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[41] Galegane, 'A Study of Student-Lecturer Interaction in Communication and Study Skills Classes at the University of Botswana' (UNIVERSITY OF YORK, 2015).

3. Teaching-learning Process on WhatsApp Group (WAG)

Due to Covid-19 Pandemic, the stakeholders started to create education settings to go digital. Going digital in the education sector has a good impact on future education, which can be more innovative and high quality. Digital transformation is not a new phenomenon in the Education System. Digital transformation in education has moved face-to-face teaching-learning activity using objectivist, teacher-centred teaching methods into online programs that apply digital technology to enhance cooperative, learner centered pedagogy.[42]

The Covid-19 Pandemic initiates the digital transformation of higher education. As a result of the crisis brought about by the Covid-19 Pandemic, new things in higher education that usually take years as differences in managerial regulations can be presented quickly in a limited number of days.[43] Hence, it makes the teaching-learning process that was initially carried out directly in the classroom becoming online using educational platforms such as Skype, Google Classroom, or Open Online education (edu.google.com), YouTube, Google Hangouts, Zoom, and

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[42] Aydin Balyer and Omer Oz, 'Academicians' Views on Digital Transformation in Education', *International Online Journal of Education and Teaching (IOJET)*, 5.4 (2018), 809–30 <http://iojet.org/index.php/IOJET/article/view/441/295>.

[43] Olasile Babatunde Adedoyin and Emrah Soykan, 'Covid-19 Pandemic and Online Learning: The Challenges and Opportunities', *Interactive Learning Environments*, 0.0 (2020), 1–13 <https://doi.org/10.1080/10494820.2020.1813180>.

WhatsApp. Per et al. managed a research article in early Covid-19 Pandemic about learning loss due to school closures during the COVID-19 Pandemic. They presented evidence on the Pandemic's effect on student progress in The Netherlands. The research's result students in Netherlands made little or no progress while learning from home and show greater loss in countries with weaker infrastructure or longer school closures which was created due to the less interaction between the teacher and the students[44]. In this case, the Covid-19 Pandemic has affected how the frequency of class interaction has decreased.

WhatsApp is a messenger application that can be used for free. Its use is also easy because it can be installed on iPhone and Android. This application is widely used among undergraduate students to instantly and conveniently send multimedia messages such as photos, videos, audio, etc. WhatsApp messenger has the following collaborative features; Multimedia in which allows users to exchange videos, text messages, pictures, and voice notes. Group Chat that supports the interaction of up to 200 members, Unlimited Messaging in which the number of messages users can share, Cross-Platform Engagement in which interaction with different devices (personal digital assistant, Smartphone, Galaxy tab-let) can send

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[44] Per Engzell, Arun Frey, and Mark D. Verhagen, 'Learning Loss Due to School Closures during the COVID-19 Pandemic', *Proceedings of the National Academy of Sciences*, 118.17 (2021), e2022376118 <https://doi.org/10.1073/pnas.2022376118>.

messages to each other via various media (text messages, pictures, videos, voice notes), and many more.[45]

However, by WhatsApp Group (WAG), lecturers and students can upload or put in course materials accessible every time and everywhere. In this case, WhatsApp's function has changed from being only a media for sharing information into a collaboration application as a medium of an online class.

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[45] Sonia Gon and Alka Rawekar, 'Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool', *MVP Journal of Medical Sciences*, 4.1 (2017), 19 <https://doi.org/10.18311/mvpjms/0/v0/i0/8454>.

CHAPTER III
RESEARCH METHOD

In this chapter, the researcher focuses on the research method. The researcher divides this chapter into four parts of discussion: research design, research setting, data collection method, research instrument, and technique of analysis data.

A. Research Method

This research used qualitative research by applying discourse analysis proposed by Halliday. The data are clauses separated based on the mood structure and the modalities' structure. Data analysis was to get the Mood and modality of the interpersonal meaning structure. Analysis of Halliday's Mood and modalities was used to ensure reliable results in this research.

Besides the researcher added descriptive research design by using interview as the additional instrument in order to give the sole source of information about the contribution of lecturer-students' mood analysis towards the teaching discourse analysis and the significances and implication of using WhatsApp Group (WAG). David said that the interview function in qualitative research is to give a direct or straightforward approach to gathering detailed and rich data regarding a particular phenomenon.[46]

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[46] David Barrett and Alison Twycross, 'Data Collection in Qualitative Research', *Evidence-Based Nursing*, 21.3 (2018), 63–64 <https://doi.org/10.1136/eb-2018-102939>.

B. Research Setting

This research was first arranged in December 2020 to March to April 2021, and WhatsApp the data analyzed was taken on the 31st of March 2020 that become the first day of an online classroom setting since the onset of Covid-19. However, WhatsApp Group was still first alternative media to conduct online classroom setting. The complete procedure is written as follows

Table 3.1

No	Task Description	Time Schedule				
		Dec 2020	Jan 2021	Feb 2021	March 2021	April-June 2021
1	Taking the data from WhatsApp Group (WAG)	√				
2	Analyzing the data		√			
3	Interviewing the subject				√	√
4	Writing the report	√	√	√	√	√

Table 3.1 Schedule of the Research

C. Method of Data Collection

a. Documentation

In this research, the researcher used document to gain the data from transcript of lecturer-students' interaction through WAG. The process of getting the data is by transcribing the lecturer-student's interaction through WhatsApp Group (WAG) during the coronavirus pandemic in March 2020.

b. Interview

David Barret said that the interview function in qualitative research is to give a direct or straightforward approach to gathering detailed and rich data regarding a particular phenomenon.[47] Two people or more interviews are conducted where questions are asked to get the responses or answers. Thus, one becomes the interviewer, and the other is the interviewees.

The type of interview used was a semi-structured interview. It is an outline of topics and questions prepared by the researcher, hoping it can give the sole source of information. The selection of interviewees is a homogenous process whereby the selected participants are related to the research question.[48] There are two topics asked; *first,* to get the data of the contribution lecturer-students' interaction towards the teaching discourse analysis, *second,* the significances and the implementation of teaching-

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[47] Barrett and Twycross.
[48] Adhabi and Anozie.

learning process through WhatsApp Group during Covid-19 Pandemic.

In this research, the researcher used two instruments of interview and conducted in March-April 2021 with the representative students of different class to get the data of the contribution lecturer-student' interaction towards the teaching discourse analysis and the lecturer and student involved in interaction to get the data of the significances and the implication of teaching-learning process through WhatsApp Group during Covid-19 Pandemic. The goal of two instruments of interview were taken; *first,* to get the data of the contribution lecturer-students' interaction towards the teaching discourse analysis, *second,* the significances and the implementation of teaching-learning process through WhatsApp Group during Covid-19 Pandemic.

D. Technique of Analysis Data

The technique of data analysis used in this research was mood analysis. The researcher used the SFG approach introduced by Halliday in analyzing the transcript of lecturer-students' interaction. According to Halliday, analyzing stylistic analysis can be divided into three logically ordered phrases: Analysis, Interpretation, and Evaluation. Meanwhile, Moleong said that data analysis involves organizing and classifying data into a certain pattern, category, and basic unit of analysis.[49]

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[49] Moleong L, *Metodologi Penelitaian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2002).

In this research, the qualitative analysis was obtained from data in spoken (words) realized in the lecturer students' interaction through WhatsApp rather than the number. There are some steps in the data analysis technique in this research, as listed as follow:

a. First of all, the researcher took the transcript of lecturer-students' interaction through WhatsApp Group (WAG), the researcher rewrote the transcript in the text by correcting the words grammatically.

b. The next activity is dividing the transcript into clause complex analysis and describing it into the interpersonal meaning by analyzing the mood structure in lecturer-students' interaction in which the text has been divided into clauses. To make the data visible and clear, it presents;

S = Subject; F = Finite; Fn = negative; Fms = modalized (probability, usuality etc.); Fml = modulated (obligation, inclination etc.). P = Predicator; Pms = modalized; Pml = modulated. F/P = Fused Finite and Predicator. C = Complement; Ca = attributive. A = Adjunct; Ac = circumstantial; Aj = conjunctive; Am = mood; Ao = comment; Ap = polarity; At = continuity; Av = vocative. WH = WH element; WH/Ac = fused WH element and Circumstantial Adjunct; WH/S = fused WH element and Subject. The MOOD block element of ranking (non-embedded) clauses is shown in bold.

c. After that, the researcher counted how much the types of Mood manually. For the kinds of Mood, the researcher counted them with a simple percentage.

d. Then, describing the instrument of interviews regarding the contribution of the mood analysis towards the teaching discourse analysis and the significances and implications of the use of WAG during Covid-19 Pandemic.

e. Finally, Concluding. After doing all activities, the researcher concluded the findings.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents data analysis analyzed the interpersonal meaning on lecturer-students' interaction, the contribution of lecturer-students' interaction towards the teaching discourse analysis, and the significances and implication of the use WhatsApp Group (WAG) during Covid-19 Pandemic.

A. Finding

The data were explored to gain information acknowledged from the interaction of lecturer and students through WhatsApp Group. Various clauses were recognized, but since it occurred on WhatsApp, several words were mistyped. Here, the researcher changed the number of clauses were first grammatically incorrect into correct, then analyzed them through systemic functional grammar which focused on how the grammar of a language functions as a source for making and exchanging meanings. Systemic functional grammar has 3 meanings: ideational, textual, and interpersonal. In this research, the researcher focused on analyzing interpersonal meaning manifested from the interaction of lecturers and students. Interpersonal meaning is a type of meaning that allows a person to express their judgments and attitudes and allows them to maintain social relationships. Interpersonal meaning investigation consists of Mood and residue controlled by a state of mind framework comprising indicative (declarative and interrogative), and imperative. Here is the observation;

1. **The realization of The Mood Systems on Lecturer-Students' Interaction in ELT Subject through WhatsApp Group (WAG) During Covid-19 Pandemic.**

As noted in the previous chapter, there are two types of moods; imperative and indicative. The indicative is divided into two. They are declarative (in the form of statements) and interrogative (to ask questions). Another type of Mood, named exclamative, usually expresses surprise, disgust, worry, etc. The following are the types of Mood found in lecturer students interaction:

   a. **Declarative**

The declarative Mood is expressed in a statement. The clause included in the declarative mood is the subject's position before the finite. It always states something to the listener or reader about information and normally ends with a full-stop period. In this observation, the information was given by the students as presentation often takes the form of declarative to convey information.

In the speech function, the declarative Mood only consists of statement. Statement deals with having something to do with giving information. In this observation, the researcher listed clauses spoken by the interlocuter, whether the students or the lecturer giving information. The excerpt below is the use of declarative by the student;

I (S) would (Fms) like to give (P) suggestion (C) in part significance of the study (Ac). (Turn 15)

*It can be: **it (S) is (F)** stated (P) many times (Ac).* (Turn 16)

*[[That (Aj) **the significance of the study (S) should (Fms)** cover (P) both practically (Ao) significance (C) and theoretically (Ao) significance (C)]]* (Turn 17)

Here, one of the students named Anna suggested to get more insight or information of material presented by the presentation.

Besides, the lecturer also gave feedback or comment to provide additional information about the material. Below are the declarative clauses were uttered by the lecturer;

***Different grade (S) tends (F)** to have (Pml) different quality (C).* (Turn 42)

*With google form (Ac) **you (S) get (F/P)** invalid data (C)* (Turn 92)

In other form of clause, for example ***May (Fms) Peace, Mercy and Blessings of Allah (S) be (P) Upon You (Ac). Good morning (At) all (Av)** in many turns. It was uttered almost by all students and the lecturer to greet to one another. And the clause spoken by the presenters and the participants **Thanks (F/P) mom (Av)** (Turn 67) which has meaning to express gratitude define as declarative Mood, because it should be '**I thank to you**'

However, the declarative listed has the frequency of 153 clauses (72.5%) applied in lecturer students interaction.

b. Interrogative

The interrogative Mood is expressed in a question sentence. It is a form of a verb applied to ask about information

and always ended with a question mark. There are two parts of interrogative moods, such as Polar Interrogative and WH-Interrogative.

Polar Interrogative is defined as construction with the expression of questions eliciting a' yes' or' no' answer from the addressee as one of its primary functions. In the context of mood analysis, the clause classified where the finite element occurs before the subject. Meanwhile, WH-interrogative provides broader expectation answers to the participants for digging deeper information, which is in contrast to polar interrogative whose answers tend to be shorter, yes or no only. In mood analysis, the purpose of the word 'WH' is to investigate a missing element clause structure (complement).

Whether polar interrogative or WH-interrogative, this observation took place as the exchange by requesting information from others. The excerpts below are the use of question by the students;

Can (Fms) you (S) show (P) the post test and the pre test instrument (C)? (Turn 20)
*So (Aj) **can (Fms) you (S) show (P)** it (C).* (Turn 62)

However, whether it is polar interrogative or wh-interrogative, the use of interrogative Mood is in frequency 33 clauses (15.6%).

c. Imperative

The imperative Mood is expressed in a command sentence. A verb form that gives a direct command or requests

always ends with a full stop or exclamation mark. In mood analysis, it typically does not contain the subject elements but consists of only finite or a predicator. The following are an example of imperative clauses;

***Let (F)** us (O) start (P) directly (Am) with Azima as the first turner (Ac)* (Turn 4)
***Go (F)** discuss (P) it (C) directly (Am)* (Turn 11)
*Please (At) **recite (F/P)** basmalah (C)* (Turn 12)

In this observation, the imperative position was taken more power by the lecturer and the students as the presenter. Besides, imperative Mood is in frequency 24 clauses (11.4%).

d. Exclamative

Exclamative Mood expresses strong emotion or surprise and always ends with an exclamation mark or point. In the context of mood analysis, the clause produces a surprised intonation. The following is only the clause is taken from the interaction;

Wow questions (C)! (Turn 155)

However, the imperative Mood is in frequency one clause (0.47%).

2. **The Contribution of Lecturer-students' Interaction Mood Analysis towards the Teaching Discourse Analysis and The Significances and the Implication of Teaching-Learning Process through WhatsApp Group During Covid-19 Pandemic.**

The researcher conducted two instruments of interview to gain the data which is explained below;

First, based on researchers' interview with three students of the different class was chosen to be interviewed as representative in the contribution of lecturer-students' interaction mood analysis towards the teaching discourse analysis. Their answers are other. Here is the summary;

From the interview based on the question in appendix 4, it was found out that two students named Kaffah from class A and Afifa class B who had the same lecturer, agreed that Discourse Analysis lecture was difficult. They assumed they got confused to learn it in detail due to online class caused by Covid-19 Pandemic. However, the lecturer uploaded the material as well in other platform such as youtube. In this case, the students could review the material by themselves in anywhere and anytime they want.

In contrast with the other student named Nasrul taught by a different lecturer from the two students. He stated that the discourse analysis lecture is quite understandable and effective even though just little material he could understand. Every class he used was google meet virtual conference, although sometimes the stability of the internet network got trouble. He added different

opinions from the two other students that discourse analysis lecture is not too important, especially learning mood analysis. It consists of a subject and finite in Mood Element and Polarity, Subject, and Finite in Mood in main elements, that is explained in grammar structurally.

Thus, the three students explained after having a discourse analysis lecture and there is a significant impact in understanding mood analysis. They were more aware of parts of mood analysis in any text and more careful in writing, knew what mood analysis is, and determine which part of this word is included. The significant impact is not just about the structure of the text on the surface, but also about the analysis, which is related to the meaning of the text according to the circumstances.

Furthermore, after reading the lecturer-students' interaction mood analysis, they could increase their understanding of mood analysis. As analyzed by the researcher, the language used by the lecturer and the students' is spoken text which is understandable and simple. It can be concluded that the lecturer-students' interaction towards the teaching discourse analysis could become additional material and be contributed enough for teaching discourse analysis in the future.

Second, the researchers' interviews with one lecturer and five students were chosen randomly to be interviewed as representative in the WhatsApp Group (WAG). Their answers were almost

similar in every question. Here is the summary of the student's answer to the questions in the interview.

The interview based on the question in appendix 6 found out that the lecturer only used WhatsApp Group (WAG) as an additional platform with another platform such as zoom meeting. She said that WAG is essential as a medium to send in-formation about scheduling and rescheduling, giving information about additional task and submission if there is a problem with e-learning. Therefore, it may facilitate students' learning, especially those who have issues with signal or quota. Besides, WhatsApp Group is for chatting and broadcasting chain messages and for application collaboration and sharing of information emphasized so that the purpose of e-learning can be used in the teaching process.

From the interview based on the question in *appendix 8,* it was found out that most students used the internet quotas not more than one GB, they also sometimes used Wi-Fi so that they did not spend many internet quotas to be used in the learning process. In process learning by WhatsApp Group, they were helped by that platform. However, they were not interested and not recommended the use of WhatsApp for the long term. Furthermore, when they got access to the material and task given through WhatsApp Group (WAG), it did not become difficult to get the materials from the lecturer because they just needed to download the file and click the link of

the presentation to play the video that had been uploaded to Google drive before.

In the process of learning by the group in WhatsApp Group (WAG), most of the students said that WAG helped the students because WAG has simple features, and all the students understand well how to operate the features of WAG. However, WAG still has some weaknesses, but it doesn't matter for the learning process.

Furthermore, WhatsApp Group (WAG) became an engaging platform because it was interesting in learning and they think that the feedback from the lecturer was one of the most attractive activities in the learning process. When they got the assignment, most of them were technically easy to do it. They just reviewed the material that has been taught. Besides, the advantages of using WhatsApp Group (WAG) for the students, most of them felt that they could evaluate and mark the mistakes that they made, and they could ask further about the feedback when it was not clear enough for me and also the assignments could be soon revised so that it would have a better result. When they got difficulty learning, such as the instruction of assignment, most of them utilized WAG for asking the questions from, and everyone could answer their questions, including the lecturer. Although WAG has become part of the learning process, it is very helpful in the learning process, but according to them, WhatsApp Group (WAG) was only an additional medium for communication between lecturers and students.

Based on the explanation above, WhatsApp Group is an effective and simple medium for the learning process in this situation "covid-19". WAG has been a familiar platform in Indonesia, and it has simple features which are easily operated. There are some significances of using WhatsApp Group (WAG). Firstly, WAG helps all the students and the lecturer engage in the learning process with minimum possible connection problems. Secondly, they can get easy and quick transference of links to learning materials. Thirdly, it was admitted that through WhatsApp Group, the students might get the teaching materials from the lecturer and the other students. They also could share the material easily. Overall, WhatsApp Group Chat seen from points of a technical aspect, educational aspect, and instructional aspect. Overall gained the simplicity and convenience of utilizing WhatsApp Group as their different learning media.

Furthermore, the implication of using WhatsApp Group (WAG) for the students, WhatsApp Group can increase student motivation to follow the learning process. The use of these applications during the online learning process is very effective and efficient because they are easier to access anywhere. WhatsApp Group also positively supports the learning process among other social networks and helps students gain knowledge, discuss and learn actively, and interact more efficiently than traditional learning.

B. Discussion

In this research, the researcher discussed the research finding by focusing on the answers of the research questions, answered as follow:

1. The realization of The Mood Systems on Lecturer-Students' Interaction in ELT Subject through WhatsApp Group (WAG) During Covid-19 Pandemic

Based on the finding above, there are 211 clauses of the lecturer-students' interaction from the lecturer students interaction in the teaching and learning process on WhatsApp Group (WAG). First, the declarative Mood was found in 153 clauses or 72.5%. Second, the interrogative Mood was uncovered in 33 clauses or 15.6%. Third, the imperative Mood was discovered in 24 clauses or 11.4%. The dominant mood system of lecturer students interaction in the research subject was the declarative Mood as it got 72.5%. This is similar with research by Astuti. She also found the percentages of mood structure type. In her research aimed to analyze mood structure type of the clause on recount and procedure text in English textbooks of SMA. Her research showed that declarative Mood was found of 99.41%, indicative: interrogative Mood (0.59%), and imperative Mood (0%). At the same time, the results of mood structure type in procedure text are indicative: declarative mood (25.62%), indicative: interrogative Mood (0%), and imperative mood (74.38%). It was found that the most dominant in indicative: declarative mood types, whereas on

procedure text are the most dominant in imperative mood types.[50] They were occurred caused of the types of Mood are influenced by the structure of Mood and the types of text that will be analyzed. Thus, all the authors have fulfilled the basic function of interaction. No matter how the formal grammar structure was being disorderly arranged, the meaning could still be understood by encoding the functional structure of the text. This is relevant to Halliday's theory that its function context should view language to understand the meaning.[51] Halliday and Hasan defined text as a unit of language in use not as a grammatical unit but a company of meaning.[52] The percentage is written as follows;

Figure 4.1

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[50] Fatimah Astuti, 'Mood Structure Type of the Clause Analysis in English Text Books of SMA: A Discourse Study Based On Systemic Functional Linguistic Theory', 2018.

[51] Halliday M.A.K, *Spoken and Written Language* (Melbourne: Deakin University Press, 1985).

[52] & Hasan M, Haliday., *Cohesion in English* (New York: Pearson Education Ltd, 1976).

	Declarative	Interrogative	Imperative	Exclamative	Total
■ Number of Clauses	153	33	24	1	211
▤ Percentage	72,50%	15,60%	11,40%	0,47%	100%
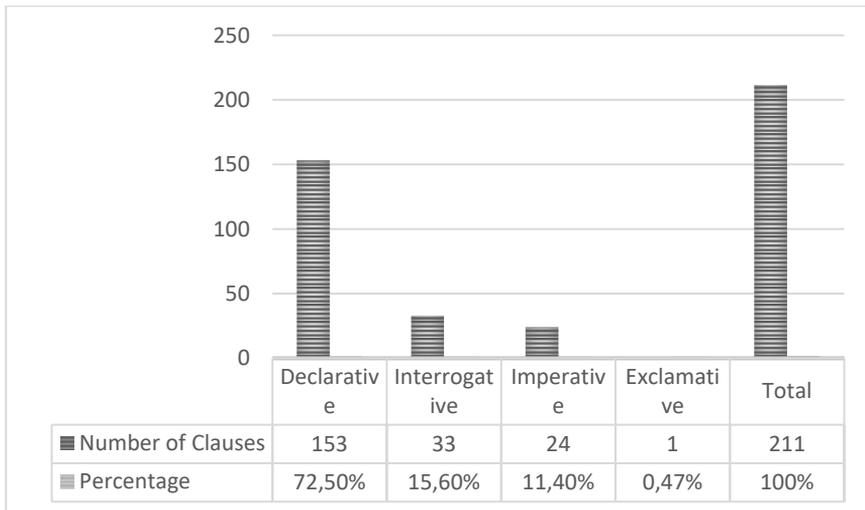
Figure 4.1 The Percentage of Mood System Realized

Based on the chart above, there are four speech functions in mood analysis: statement, questions, command, and offer. Particularly in lecturer-students' interaction, it is vital and apparent to give information and demand services to participants as the presentation and the lecturer. On the one hand, the presenter and the lecturer hoped to offer certain messages to the participants showing their performance in presenting the material. On the other hand, they tried to demand the participants to give feedback and comment. Therefore, complete declarative clauses generally dominate in lecturer students interaction. Interrogative clauses come next to it, then imperative clauses and the exclamative is the last choice because the interaction is quite interactive. With the above regard, the dominant appearances clauses in lecturer-

students' exchange are successful that they are functioned as statements to give as much information to the participants.

2. **The Contribution of Lecturer-students' Interaction Mood Analysis towards the Teaching Discourse Analysis and The Significances and the Implication of Teaching-Learning Process through WhatsApp Group During Covid-19 Pandemic.**

The first dicsussion aimed to explain the contribution of lecturer-students' interaction mood analysis towards the teaching discourse analysis. The discussion of this part is based on the interview with 3 participants.

Based on the finding, the researcher found the students got significant impact in understanding mood analysis. They were more aware of parts of mood analysis in any text and more careful in writing, knew what mood analysis is, and determined which part of this word is included. The significant impact is not just about the structure of the text on the surface, but also about the analysis, which is related to the meaning of the text according to the circumstances.

The 3 interviewed students agree that the lecturer-students' interaction mood analysis can contribute to the teaching discourse analysis, because after reading the lecturer-students' interaction mood analysis, they could increase their understanding of mood analysis. As analyzed by the researcher, the language used by the lecturer and the students' is spoken text which is understandable and simple.

The second dicsussion aimed to explain the significances and the implication of teaching-learning process through whatsapp group during covid-19 Pandemic.Based on the finding, the researcher found that WhatsApp Group (WAG) became an engaging platform because it was interesting in learning, and the feedback from the lecturer was one of the most attractive activities in the learning process. When the students got the assignment, most of them were technically easy to do it. They just reviewed the material that has been taught. Besides, the advantages of using WhatsApp Group (WAG) for the students, most of them felt that they could evaluate and mark the mistakes that they made, and they could ask further about the feedback when it was not clear enough, and also the assignments could be soon revised so that it would have a better result. When the students got difficult in learning, such as the instruction of assignment, most of them utilized WAG to ask the questions, and everyone could answer their questions, including the lecturer. Although WAG has become part of the learning process, it is very helpful in the learning process. However, according to them, WhatsApp Group (WAG) was only an additional medium for communication between lecturers and students.

The 6 interviewed students agree that WhatsApp Group is an effective and simple medium for the learning process in this situation "covid-19". Some significances of using WhatsApp Group (WAG) are listed. Firstly, WAG helps all the students and

the lecturer engage in the learning process with minimum possible connection problems. Secondly, they can get easy and quick transference of links to learning materials. Thirdly, it was admitted that through WhatsApp Group, the students might get the teaching materials from the lecturer and the other students. Overall, WhatsApp Group Chat can be seen from points of a technical aspect, educational aspect, and instructional aspect. Overall, it gained the simplicity and convenience of utilizing WhatsApp Group as their different learning media. In addition, the implication of using WhatsApp Group (WAG) for the students, WhatsApp Group can increase student motivation to follow the learning process. The use of these applications during the online learning process is very effective and efficient because they are easier to access anywhere. WhatsApp Group also positively supports the learning process among other social networks and helps students gain knowledge, discuss and learn actively, and interact more efficiently than traditional learning.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

A. Conclusion

Based on the findings, the most dominant of speech function produced by the teacher and students were declarative clause as it got 72.5% with the total of clauses was 211. It reflected that most of the teaching-learning process on WhatsApp Group used by all the participants, even though less negotiation got from the students who participated. In addition, the most classroom interaction type used was interaction between the students who became presenter and students. Thus, in this case the lecturer only took place as a fasilitator to give additional feedback and intructions.

Futhermore, the most classroom interaction type occurring on WhatsApp Group was interaction between the student to students which can be seen from the transcription or the conversation.

B. Suggestion

After drawing all the discussions, then the researcher has several great points and will be presented as follow:

1. For the students, students should be more active in the teaching-learning process even though conducted virtually when they interact with lecturers and other students. By maximizing the use of WhatsApp Group, students will get used to using other

platforms, so that they will be motivated to join and involve themselves actively in classroom activities.

2. For the next researcher, the researcher could carry out a research about mood analysis through other platforms and development regarding power and knowledge building especially in classroom interaction.

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APPENDICES

Appendix 1. Data Transcription

The Data Transcriptions in one meeting of Lecturer-student's Interaction of Contemporary Issues in ELT subject through WhatsApp Group at UIN Walisongo Semarang in The Academic Year of 2019/2020

Date   : Tuesday, 31st of March 2020
Time   : 8.40-10.20 AM
Place   : WhatsApp Group
Participants   : Lecturer and students of sixth semester of English Education Department
Topic   : Proposal Presentation

No. Con	Speaker	Expression
1	The lecturer (Mrs. Tarwiyah)	Assalamu'alaikum warahmatullahi wa barokatuh. Good morning all.
2	The students	Waalaikumsalam, good morning mom
3	The lecturer (Mrs. Tarwiyah)	Sorry for being late. Let's start directly with azima as the first turner
4	The first presenter (Azimatunnisa')	Assalamualaikum, here i'll give you my proposal, pls read it and correct ya
5	The students	Waalaikumsalam
6	The lecturer (Mrs. Tarwiyah)	The prop had been sent. All must have read. Go to discuss it directly
7	The first presenter (Azimatunnisa')	please recite basmalah before you read the proposal, may allah bless us
8	The student (Anna)	I would like to give suggestion in part significance of the study. as stated many times that the significance of the study should cover both practically significance and t theoretically significance.

9	The first presenter (Azimatunnisa')	Oh oke miss Anna, thankyou f the suggestion
10	The student (Viryal)	In the technique and collecting data, you mention the post test and the pre test. can you show the post test and the pre test instrument ?
11	Student (Ofillya)	Mbak ncak, in your research proposal, you plan to conduct it by using experimental design exactly inquiry. And the population you take for both groups is different grade (10 n 11). Tbh this is the 1st time i read exerimental study which use the same media/method/strategy but with different grade. So will you give them both different pre test and post test? and treatment also? mengingat they have different understandings in listening (maybe) hehe
12	The student (Yolanda)	For addition, can you show us the differences in your pre test and post test?
13	The student (Idris)	Mbak ncak, can you explain about your instrument?
14	The student (Ofillya)	Tell me more about the treatments you will conduct and how many treatments you will conduct. thanks
15	The student (Gilang)	How long will you conduct your research ?
16	The student (Zumala)	Mbak Ncak, What kind of sampling system will you use to gather ur participants?
17	The lecturer (Mrs. Tarwiyah)	Ok questions are enough
18	The students	Keep it up, Ncak!
19	The lecturer (Mrs. Tarwiyah)	Azima, pls respond one by one
20	The first presenter (Azimatunnisa')	yes bcs i use an extracurricular for the object hehe. And usually the excul the member has almost same ability of it. (Answering Ofillya's question)

21	The lecturer (Mrs. Tarwiyah)	Different grade tends to have different quality. Mind it. Azima, next question
22	The student (Ofillya)	But mom, is it possible if control group and experimental group are given different treatments in one study? but with same methods/strategy/media
23	The first presenter (Azimatunnisa')	so the instrument of pretest the test is given before students listen the audio, and the researcher give treatment then the post test will be given to measure them
24	The first presenter (Azimatunnisa')	about 3 meetings mas gilang
25	The student (Gilang)	Only 3?
26	The first presenter (Azimatunnisa')	it's enough, bcs its an excul there is no more time ... a time for a week..3 meetings same as 3 weeks (Answering Gilang's question)
27	The lecturer (Mrs. Tarwiyah)	Different treatment but the participants must be homogeneous
28	The student (Yola)	And what makes both of them different?
29	The first presenter (Azimatunnisa')	I will give the pretest/postest same as the material that their tutors are given (Answering Yola's question)
30	The lecturer (Mrs. Tarwiyah)	As you don't focus on specified sounds, your instrument must cover all English speech sounds
31	The student (Viryal)	So can you show it and what the differences?
32	The first presenter (Azimatunnisa')	Same paper for them just before n after the treatment (Answering Viryal's question)
33	The lecturer (Mrs. Tarwiyah)	Right, enough f azima. Let's move to nabela
34	The first presenter (Azimatunnisa')	Thanks mom, Thankyou friends, all of the participants

35	The second presenter (Bella)	Yes mom, Everyone, please check my proposal and give comment
36	The student (Viryal)	In the part of pedagogical significance, it's gonna be better if you put theoritically significance.
37	The student (Hilma)	Bela, in collecting data, you use test and data archival. My question, is it effective implementing TOEFL test to the students of the English Education Department in the academic year 2017/2018? Because we have got a Comprehensive TOEFL in 5th semester, why don't you take the value of their Comprehensive TOEFL course?
38	The student (Yolanda)	The Correlation between TOEFL Listening Comprehension and Listening Courses of Students' at English Education Department of UIN Walisongo Semarang In The Academic Year 2017/2018. I think you forget to change your academic year in your research proposal. Is it the object of your research proposal?
39	The second presenter (Bella)	Tq, I will revise it (Answering Viryal's suggestion)
40	The student (Sailil)	Bella, Can you explain more clearly about archival data on data collection ?
41	The second presenter (Bella)	actually, I've thought about it many times. however I decided to use the test because in the TOEFL compression class we did not focus on one study. there are reading and structure. and maybe by doing their own listening section, they will be more focused. and this test I will design using Google Form and using questions from the TOEFL preparation book. (Answering Hilma's question

42	The second presenter (Bella)	No, I want to conduct my research in our squad. Bcs I think we have passed listening courses (Answering Yola's question)
43	The lecturer (Mrs. Tarwiyah)	With google form you get invalid data since the participants can cheat. No more questions pls! Nabela pls complete the answer
44	The second presenter (Bella)	Archival data is kind of source of secondary data. I mean data that we got from someone who collect primary data (Answering Sailil's question)
45	The second presenter (Bella)	Should I use archival data also for collecting TOEFL Listening score? Give me advice mom! (Asking to the lecturer)
46	The lecturer (Mrs. Tarwiyah)	If you conduct an ideal test. That's better. If you cant, use document (Answering Bella's question)
47	The lecturer (Mrs. Tarwiyah)	Are all questions answered. Next presenter is Salwa
48	The third presenter (Salwa)	Assalamualaikum teman2, just go ahead for those who want to give advice and questions
49	The students	Waalaikumsalam wr wb
50	The student (Viryal)	What instruments are you going to use?
51	The student (Sailil)	Can you give an example of code switching in ayat-ayat cinta 2 movie? and explain more clearly about it so that we can understand more about code switching
52	The third presenter (Salwa)	For the instrumen, I'll use a film transcription so we'll se the dialogues more clearly, thank you (Answering Viryal's question)
53	The lecturer (Mrs. Tarwiyah)	Film transcript is your data source
54	The third presenter (Salwa)	Ok selly, for the example of Code switching in Ayat-ayat cinta 2, we could find it in whole film but most in the begining, it happened when Fahri (one of character) speak in English and then

		speak in bahasa.. An also the other character do the same way.. They were mixing the language..
55		Oo, i see.. Thanks, wawa
56	The third presenter (Salwa)	Maybe you guys in here still did not understand what code switching is. Code switching is a phenomena in society the speakers mix the language into another language
57	The student (Nafisah)	I want ask you. Simak Bebas Libat Cakap technique, what is it ? And how the process for your collecting data ?
58	The lecturer (Mrs. Tarwiyah)	It's stated by pak Sudaryanto. You can learn from a book aneka metode penelitian linguistik. He teaches at UGM an UNS. Can we move to via?
59	The fourth presenter (Via)	It seems like yesterday I already sent my proposal, so please friends who want to ask about my proposal or give criticism suggestions can also
60	The student (Anna)	In the guidance book, Pedoman Penulisan Skrispi, It is written that in the background of the study we need to explain about the focus of the research and why it is important to conduct the research related to our focus. As I read, your background hasn't covered those aspects. in addition, I think it is better if you put the conclusion paragraph in your background. The next I would like remind about the objective of the study. It has been corrected that we should not use to find out. And I want to ask about the function of documentation. That documentation refers to which research question?
61	The lecturer (Mrs. Tarwiyah)	Wow questions!
62	The student (Alba)	why do you use quantitative data in your research design? while in your problem statement you want to know the difference

		writing students' descriptive texts of the effects before and after giving teacher directions?
63	The lecturer (Mrs. Tarwiyah)	Time to answer
64	The fourth presenter (Via)	Actually the function of the documentation itself I use for the collection of technical data because usually in a study must be accompanied by documentation, I think like that mbak ana, then I must include the documentation because in my opinion the documentation is authentic evidence. (Answering Anna's question)
65		what documentation?
66	The fourth presenter (Via)	Documentation about procces we get the research mam
67	The fourth presenter (Via)	in fact in my research I compared a group, so I had the goal to find out how effective this research mbak alba. If I have given pre test and post test is there a difference in the ability of students to write descriptive texts (Answering Alba's question)
68	The student (Alba)	Oke mba viaaaa but why dont u use "how effectivenes.."
69	The lecturer (Mrs. Tarwiyah)	Enough discussion with via. Now let's have Priskilia
70	(Priskilia)	Yes mom. Assalamualaikum wr wb The title of my proposal is "Using Tongue Twister and Google Translate to Improve Students' Pronunciation Ability". Because I have sent my proposal a few days ago, now let's get straight to the discussion session.
71	The students	Yes, mom, Waalaikumsalam wr wb
72	The fifth presenter (Priskilia)	Now prepare to correct, give input or give questions about my proposal
73	The lecturer (Mrs. Tarwiyah)	Question pls

74	The student (Idris)	Can you explain the correlation between tongue Twister and Google translate pris?
75	The student (Ida)	Your objective still uses to find out. Better you change it by to explain. Like mom tar said before
76	The student (Sabrina)	I think there are many apllication to improve their poronounciation, why its use google translate
77	The lecturer (Mrs. Tarwiyah)	Enough questions. Priskilia, your answer
The student (Idris)	Is google translate valid?	
80	The fifth presenter (Priskilia)	As I know it is valid mas. Because I have try the fitur. I think because the combination of Tongue Twister and Google Translate is a good way to teach and practice our pronounciation (Answering Sabrina's question)
81	The lecturer (Mrs. Tarwiyah)	Ok all questions are answered. Thanks to all presenters for the satisfying arguments. You may check the corrected files for my feedbacks
82	The students	Thank you, mom..

Appendix 2. Mood Analysis

The Mood Analysis of Lecturer-Student's Interaction in Teaching-Learning Process on WhatsApp Group at UIN Walisongo Semarang in the Academic Year of 2019/2020

1. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You (Ac). Good morning (At) all (Av).
2. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ac). good morning (At) mom (Av)!
3. It could be: **I (S) am (F)** sorry (Ca) for being late (Ac).
4. **Let (F)** us (O) start (P) directly (Am) with azima as the first turner (Ac)

5. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You (Ac).
6. Here (Ac) , **I (S) will (Fms)** give (P) you (C) my proposal (C).
7. Please (At), **read (F/P)** it (C) and (Aj) correct (P) it (C)
8. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ca).
9. **The proposal (S) had (F)** been sent (P).
10. **All (S) must (Fms)** have read (P).
11. **Go (F)** discuss (P) it (C) directly (Am)
12. Please (At) **recite (F/P)** basmalah (C).
13. Before (Aj) **you (S) read (F/P)** the proposal (C).
14. **May (Fms) Allah (S)** bless (P) us (C)
15. **I (S) would (Fms)** like to give (P) suggestion (C) in part significance of the study (Ac).
16. It can be: **it (S) is (F)** stated (P) many times (Ac).
17. [[That (Aj) **the significance of the study (S) should (Fms)** cover (P) both practically (Ao) significance (C) and theoretically (Ao) significance (C)]]
18. Oh (At) oke (At) miss anna (Av), **thank (F/P)** you (C) for the suggestion (Ac)
19. In the technique and collecting data (Ac), **you (S) mention (F/P)** the post test and the pre test (C).
20. **Can (Fms) you (S)** show (P) the post test and the pre test instrument (C)?
21. Mbak ncak (Av), in your research proposal (Ac), **you (S) plan (F)** to conduct (Pml) it (C) by using experimental design (Ac) exactly (Ao) inquiry (C).
22. And (Aj) the population
23. [[**you (S) take (F/P)** for both groups (Ac)]] **(S) is (F)** different grade (C) (10 and 11).
24. It could be: to be honest (Ao), **this (S) is (F)** the 1st time (C).
25. [[[**I (S) read (F/P)** experimental study (C)
26. [[**which (WH/S) use (F/P)** the same media/ method/ strategy (C) but (Aj) with different grade (Ac)]]].
27. So (Aj) **will (Fms) you (S)** give ((P) them (C) both different pre test (C) and (Aj) post test (C)?
28. [[**Remember (F/P)**]],

29. **they (S) have (F/P)** different understandings (C) in listening (Ac) hehe (At)
30. For addition (Ac), **can (Fms) you (S)** show (P) us (C) the differences (C) in your pre test and post test (Ac)?
31. Mbak ncak (Av), **can (Fms) you (S)** explain (P) about your instrument (Ac)?
32. **Tell (F/P)** me (O) more about the treatments (Ac).
33. [[That (Aj) **you (S) will (Fms)** conduct (P)]].
34. And (Aj) how many treatments (WH/Ac) **you (S) will (Fms)** conduct (P).
35. How long (WH) **will (Fms) you (S)** conduct (P) your research (C)?
36. Mbak ncak (Av), what kind of sampling system (WH) **will (Fms) you (S)** use (P) to gather (Pml) ur participants (C)?
37. Ok (At) **questions (S) are (F)** enough (Ca)
38. **Keep (F/P)** it (O) up, ncak (Av)!
39. Azima (Av), please (At) **respond (F/P)** one by one (C)
40. Yes (Ap) because (Aj) **I (S) use (F/P)** an extracurricular (C) for the object (Ac) hehe (At).
41. It could be: and (Aj) usually (Am) **the excul member (S) has (F/P)** almost (Am) same ability of it (C)
42. **Different grade (S) tends (F)** to have (Pml) different quality (C).
43. **Mind (F/P)** it (C), azima (Av).
44. **Go (F/P)** the next question (C)
45. But (Aj) mom (Av), **is (F) it (S)** possible (Ca).
46. If (Aj) **control group and experimental group (S) are (F)** given (P) different treatments (C) in one study (Ac), but (Aj) with same methods/ strategy/ media (Ac)
47. So (Aj) **the instrument of pretest or the test (S) is (F)** given (P).
48. Before (Aj) **students (S) listen (F/P)** to the audio (C)
49. And (Aj) **the researcher (S) give (F/P)** treatment (C)
50. Then (Aj) **the post test (S) will (Fms)** be given (P) to measure (Pml) them (C)
51. It could be: **it (S) is (F)** about 3 meetings (Ac), mas gilang (Av)
52. **Is (F) it (S)** only 3 (C)?
53. **It (S) is (F)** enough (Ca)
54. Because (Aj) **it (S) is (F)** an excul (C).

55. **There (S) is (F)** no more time (C), a time (C) for a week (Ac), 3 meetings (C) same (Ca) as 3 weeks (Ac)
56. **Different treatment (S) but (Aj) the participants (S) must (Fms)** be (P) homogeneous (Ca)
57. And (Aj) **what (WH/S) makes (F/P)** both of them (C) different (Ca)?
58. **I (S) will (Fms)** give (P) the pretest/postest (C) same (Ca) as the material (Ac).
59. [[That (Aj) **their tutors (S) are (F)** given (P)]]
60. As (Aj) **you (S) don't (Fn)** focus (P) on specified sounds (Ac)
61. **Your instrument (S) must (Fms)** cover (P) all english speech sounds (C)
62. So (Aj) **can (Fms) you (S)** show (P) it (C).
63. And (Aj) **what (WH/S) are (F)** the differences (C)?
64. It could be: **it (S) is (F)** same paper (C) for them (Ac) just before (Aj) and (Aj) after (Aj) the treatment (C)
65. It could be: Right (At), **it (S) is (F)** enough (Ca) for azima (Ac).
66. **Let (F)** us (O) move (P) to nabela (C)
67. **Thanks (F/P)** mom (Av).
68. **Thankyou (F/P)** friends (Av), all of the participants (Av)
69. Yes (Ap) mom (Av), everyone (Av), please (At) **check (F/P)** my proposal (C) and give (P) comment (C)
70. In the part of pedagogical significance (Ac), **it (S) is (F)** gonna be (P) better (Ca).
71. If (Aj) **you (S) put (F/P)** theoritically (Am) significance (C)
72. Bela (Av), in collecting data (Ac), **you (S) use (F/P)** test (C) and (Aj) data archival (C).
73. My question (C), **is (F) it (S)** effective (Ca) implementing toefl test (C) to the students of the english education department (C) in the academic year 2017/2018 (Ac)?
74. Because (Aj) **we (S) have (F)** got (P) a comprehensive toefl (C) in 5th semester (Ac).
75. Why don't (WHn) **you (S) take (F/P)** the value of their comprehensive toefl course (C)?
76. It could be: **it (S) is (F) the correlation** (C) between toefl listening comprehension and listening courses of students' at english

education department of uin walisongo semarang (Ac) in the academic year 2017/2018 (Ac).

77. **I (S) think (F/P)**
78. [[**You (S) forget (F)** to change (Pml) your academic year (C) in your research proposal (Ac)]]
79. **Is (F) it (S)** the object of your research proposal (C)?
80. It could be: **thanks (F/P)**
81. **I (S) will (Fms)** revise (P) it (C)
82. Bella (Av), can (Fms) **you (S) explain (P)** more clearly (Am) about archival data (Ac) on data collection (Ac) ?
83. Actually (Am), **I (S) have (F)** thought (P) about it (Ac) many times (Ac).
84. However (Aj) **I (S) decided (F)** to use (Pml) the test (C) because (Aj) in the toefl compression class (Ac).
85. **We (S) did not (Fn)** focus (P) on one study (Ac).
86. **There (S) are (F)** reading and structure (C)
87. And (Aj) maybe (Am) by doing their own listening section (Ac), **they (S) will (F)** be (P) more focused (Ca)
88. And (Aj) this test (C) **I (S) will (F)** design (P) using google form (C) and (Aj) using questions (C) from the toefl preparation book (Ac)
89. No (Ap), **I (S) want (F)** to conduct (Pml) my research (C) in our squad (Ac)
90. Because (Aj) **I (S) think (F/P)**
91. [[**We (S) have (F)** passed (P) listening courses (C)]]
92. With google form (Ac) **you (S) get (F/P)** invalid data (C)
93. Since (Aj) **the participants (S) can (Fms)** cheat (P)
94. It could be: **do not (Fn)** give (P) more question (C), please (At)!
95. Nabela (Av), please (At) **complete (F/P)** the answer (C)
96. **Archival data (S) is (F)** kind of source of secondary data (C).
97. **I (S) mean (F/P)**
98. [[**Data (S) that (Aj)** we (S) got (F/P) from someone (Ac) [[**who (WH/S) collect (F/P)** primary data (C)]]
99. **Should (Fms) I (S)** use (F/P) archival data also (C) for collecting toefl listening score (Ac)?
100. **Give (F/P)** me (C) advice (C) mom (Av)!
101. If (Aj) **you (S) conduct (F/P)** an ideal test (C)

102. **That (S) is (F)** better (Ca)
103. If (Aj) **you (S) can not (Fmsn)** use (P) document (C)
104. **Are (F) all questions (S)** answered (P)?
105. **Next presenter (S) is (F)** salwa (C)
106. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You (Ac), my friend (Av)
107. Just (Am) **go ahead (F/P)** for those (Ac) who (WH/Ac) want (F) to give (Pml) advice and questions (C)
108. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ca),
109. What instruments (WH) **are (F) you (S)** going (P) to use (Pml)?
110. **Can (Fms) you (S)** give (P) an example of code switching (C) in ayat-ayat cinta 2 movie (Ac)?
111. And (Aj) **explain (F/P)** more clearly (Am) about it (Ac)
112. So (Aj) that (Aj) **we (S) can (Fms)** understand (P) more about code switching (Ac)
113. For the instrument (Ac), **I (S) will (Fms)** use (P) a film transcription (C)
114. So (Aj) **we (S) will (Fms)** see (P) the dialogues (C) more clearly (Am)
115. **Thank (F/P)** you (O)
116. **Film transcript (S) is (F)** your data source (C)
117. Ok (At) selly (Av), for the example of code switching (Ac) in ayat-ayat cinta 2 (Ac), **we (S) could (Fms)** find (P) it (C) in whole film (Ac)
118. [[That (Aj) **they (S) were (F)** mixing (P) the language (C)]]
119. But (Aj) most in the beginning (Ac), **it (S) happened (F/P)**
120. When (Aj) Fahri (S), one of character (S), speaks (F/P) in English (Ac) and (Aj) then (Aj) speaks (P) in Bahasa (Ac)
121. And (Aj) also **the other character (S) do (F/P)** the same way (C)
122. **They (S) were (F)** mixing (P) the language (C)
123. Oo (At), **I (S) see (F/P)**
124. **Thanks (F/P),** wawa (Av)
125. Maybe (Am) **you (S) guys (Av) in here (Ac) still (Am) did not (Fn)** understand (P)
126. [[**What code switching (WH/S) is (F)**]]

127. **Code switching (S) is (F)** a phenomena in society (C)
128. **The speakers (S) mix (F/P)** the language (C) into another language (Ac)
129. **I (S) want (F)** to ask (Pml) you (C) about simak bebas libat cakap technique (Ac).
130. **What (WH/S) is (F)** it (C)?
131. And (Aj) **how (WH/S) is (F)** the process (C) for your collecting data (Ac)?
132. **It (S) is (F)** stated (P) by pak sudaryanto (Ac)
133. **You (S) can (Fms)** learn (P) from a book aneka metode penelitian linguistik (Ac)
134. **He (S) teaches (F/P)** at UGM (Ac) and UNS (Ac)
135. **Can (Fms) we (S)** move (P) to via (Ac)?
136. **It (S) seems (F/P)** yesterday (Ac)
137. [[**I (S) already (Am) sent (F/P)** my proposal (C)]],
138. [[so (Aj) please (At) friends (Av) **who (WH/S) want (F)** to ask (Pml) about my proposal (Ac) or (Aj) give (Pml) criticism (C) and (Aj) suggestions (C).
139. **I (S) already (Am) sent (F/P)** my proposal (C)
140. So (Aj) please (At) friends (Av), **ask (F)** about my proposal (C) or (Aj) give (P) criticism (C) and (Aj) suggestions (C)
141. In the guidance book (Ac), **pedoman penulisan skrispi (S), it (S) is (F)** written (P)
142. [[That (Aj) in the background of the study (Ac) **we (S) need (F)** to explain (Pml) about the focus of the research (Ac)]]
143. And (Aj) **why (WH/S) it (S) is (F)** important (Ca) to conduct (Pml) the research (C) related to our focus (C)
144. As (Aj) **I (S) read (F/P)**
145. [[**Your background (S) hasn't (Fn)** covered (P) those aspects (C)]]
146. In addition (Ac), **I (S) think (F/P)**
147. [[**It (S) is (F)** better (Ca)]]
148. If (Aj) **you (S) put (F/P)** the conclusion paragraph (C) in your background (Ac)
149. Next (Ac), **I (S) would (Fms)** like (P) to remind (Pml) about the objective of the study (Ac)
150. **It (S) has (F)** been corrected (P)

151. [[That (Aj) **we (S) should not (Fmsn)** use (P) to find out (Pml)]]
152. And (Aj) **I (S) want (F)** to ask (Pml) about the function of documentation (Ac)
153. [[That (Aj) **documentation (S) refers (F)** to which (WH/Ac) research question (Ac) ?]]
154. Wow questions (C)!
155. Why (WH) **do (F) you (S)** use (P) quantitative data (C) in your research design (Ac)?
156. While (Aj) in your problem statement (Ac) **you (S) want (F)** to know (Pml) the difference (C) when (Aj) writing students' descriptive texts of the effects before (Ac) and (Aj) after giving teacher directions (Ac)
157. It could be: **it (S) is (F) time** (C) to answer (Pml)
158. Actually (Am) **the function of the documentation itself (S) I (S) use (F/P) f**or the collection of technical data (Ac)
159. Because (Aj) usually (Am) in a study (Ac) **it (S) must (Fms)** be accompanied (P) by documentation (Ac)
160. **I (S) think (F/P)** like that (C) mbak ana (Av)
161. Then (Aj) **I (S) must (Fms)** include (P) the documentation (C)
162. Because (Aj) in my opinion (Ac) **the documentation (S) is (F)** authentic evidence (C)
163. It could be: **what documentation (WH/S) is (F)** it (C)?
164. **Documentation (S) is (F)** about procces (Ac)
165. **[[**that (Aj) **we (S) get (F/P)** the research (C) mam (Av)]]
166. In fact (Ac) in my research (Ac) **I (S) compared (F/P)** a group (C),
167. So (Aj) **I (S) had (F/P)** the goal (C) to find (Pml) out how effective (WH/S) this research (S) is (F), mbak alba (Av)
168. If (Aj) **I (S) have (F)** given (P) pre test (C) and (Aj) post test (C)
169. **Is (F) there (S)** a difference (C) in the ability of students (Ac) to write (Pml) descriptive texts (C)
170. Oke (At) mba viaaaa (Av) but (Aj) **why (WH/S) don't (Fn) you (S)** use (P) "how effectivenes.." (C)
171. **It (S) is (F)** enough discussion (C) with via (Ac).
172. Now (Ac) **let (F)** us (C) have (P) priskilia (C)
173. Yes (Ap) mom (Av). It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S) be (P)** Upon You (Ac).

174. **The title of my proposal (S) is (F)** using (P) tongue twister (C) and (Aj) google translate (C) to improve (Pml) students' pronunciation ability (C).
175. Because (Aj) **I (S) have (F)** sent (P) my proposal (C) a few days ago (Ac)
176. Now (Aj) **let (F)** us (C) get (P) straight to the discussion session (Ac).
177. It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ac).
178. Now (Ac) **prepare (F)** to correct (Pml)
179. **Give (F/P)** input (C) or (Aj) questions (C) about my proposal (Ac)
180. **Give (F/P)** question (C) please (At)
181. **Can (Fms) you (S)** explain (P) the correlation (C) between tongue twister (C) and (Aj) google translate pris (C)?
182. **Your objective (S) still uses (F/P)** to find out (Pml).
183. It could be: **It (S) is (F)** better (Ca)
184. [[**you (S) change (F/P)** it (C) by to explain (Ac)]]
185. Like **what (WH/S) mom tar (S) said (F/P)** before (Ac)
186. I (S) think (F/P)
187. [[**there (S) are (F)** many apllication (C) to improve (Pml) their poronounciation (C)]]
188. It could be: **why (WH/S) does (F) it (S)** use (P) google translate (C)
189. It could be: **it (S) is (F)** enough questions (C)
190. It could be: priskilia (Av), **provide (F/P)** your answer (C)
191. So (Aj) in my proposal (Ac) **the tongue twister (S) is (F)** used (P) to train (Pml) our tongues (C) to pronounce (Pml) English (C) correctly (Am)
192. And (Aj) **the google translate (S) is (F)** used (P) to know (Pml)
193. [[Whether (Aj) **our pronunciation (S) is (F)** correct (Ca) or (Aj) not (Ca)]]
194. Because (Aj) in google translate (Ac), if (Aj) **our pronunciation (S) is (F)** correct (Ca)
195. **The sentence (S)**
196. [[**that (WH/S) appears (F/P)]]** will (Fms) also be correct (Ca) then (Ac)

197. And (Aj) **we (S) can (Fms)** also hear (P) how (WH/Ac) to pronounce (Pml) a word (C) correctly (Am) from the features (Ac) in google translate (Ac)
198. For (Aj) the explanation (C) **I (S) have (F)** explained (P) in the literature review (Ac), mas idris (Av)..
199. Hehe (At) yes (Ap), **thanks (F/P)** miss ida (C) for the correction (Ac).
200. **I (S) forget (F)** to revise (Pml) my objective (C)
201. **Is (F) google translate (S)** valid (Ca)?
202. As (Aj) **I (S) know (F/P)**
203. [[**It (S) is (F)** valid (Ca) mas (Av)]]
204. Because (Ac) **I (S) have (F)** tried (P) the feature (C)
205. I (S) think (F/P)
206. [[Because (Aj) **the combination of tongue twister (S) and (Aj) google translate (S) is (F)** a good way (C) to teach (Pml) and (Aj) practice (Pml) our pronounciation (C)]]
207. Ok (At) **all questions (S) are (F)** answered (P)
208. **Thanks (F/P)** to all presenters (Ac) for the satisfying arguments (Ac)
209. **You (S) may (Fms)** check (F/P) the corrected files (C) for my feedbacks (Ac)
210. **Thank you (F/P),** mom (Av)..

Appendix 3. The Classification of Mood Analysis

The Classification of Lecturer-Student's Interaction Mood Analysis

A. **Declarative Mood**

No	Turn	Expression
1	1	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You (Ac). Good morning (At) all (Av).
2	2	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ac). good morning (At) mom (Av)!
3	3	It could be: **I (S) am (F)** sorry (Ca) for being late (Ac).
4	5	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You (Ac).
5	6	Here (Ac) , **I (S) will (Fms)** give (P) you (C) my proposal (C).
6	8	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ca).
7	9	**The proposal (S) had (F)** been sent (P).
8	10	**All (S) must (Fms)** have read (P).
9	13	Before (Aj) **you (S) read (F/P)** the proposal (C).
10	14	**May (Fms) Allah (S)** bless (P) us (C)
11	15	**I (S) would (Fms)** like to give (P) suggestion (C) in part significance of the study (Ac).
12	16	It can be: **it (S) is (F)** stated (P) many times (Ac).
13	17	[[That (Aj) **the significance of the study (S) should (Fms)** cover (P) both practically (Ao) significance (C) and theoretically (Ao) significance (C)]]
14	18	Oh (At) oke (At) miss anna (Av), **thank (F/P)** you (C) for the suggestion (Ac)

15	19	In the technique and collecting data (Ac), **you (S) mention (F/P)** the post test and the pre test (C).
16	21	Mbak ncak (Av), in your research proposal (Ac), **you (S) plan (F)** to conduct (Pml) it (C) by using experimental design (Ac) exactly (Ao) inquiry (C).
17	22	And (Aj) **the population (S) is (F)** different grade (C)
18	23	[[**you (S) take (F/P)** for both groups (Ac)]] **(S)**
19	24	It could be: to be honest (Ao), **this (S) is (F)** the 1st time (C).
20	25	[[[**I (S) read (F/P)** experimental study (C)
21	26	[[**which (WH/S) use (F/P)** the same media/ method/ strategy (C) but (Aj) with different grade (Ac)]]].
22	29	**they (S) have (F/P)** different understandings (C) in listening (Ac) hehe (At)
23	33	[[That (Aj) **you (S) will (Fms)** conduct (P)]].
24	34	And (Aj) how many treatments (WH/Ac) **you (S) will (Fms)** conduct (P).
25	37	Ok (At) **questions (S) are (F)** enough (Ca)
26	40	Yes (Ap) because (Aj) **I (S) use (F/P)** an extracurricular (C) for the object (Ac) hehe (At).
27	41	It could be: and (Aj) usually (Am) **the excul member (S) has (F/P)** almost (Am) same ability of it (C)
28	42	**Different grade (S) tends (F)** to have (Pml) different quality (C).
29	46	If (Aj) **control group and experimental group (S) are (F)** given (P) different treatments (C) in one study (Ac), but (Aj) with same methods/ strategy/ media (Ac)
30	47	So (Aj) **the instrument of pretest or the test (S) is (F)** given (P).

31	48	Before (Aj) **students (S) listen (F/P)** to the audio (C)
32	49	And (Aj) **the researcher (S) give (F/P)** treatment (C)
33	50	Then (Aj) **the post test (S) will (Fms)** be given (P) to measure (Pml) them (C)
34	51	It could be: **it (S) is (F)** about 3 meetings (Ac), mas gilang (Av)
35	54	Because (Aj) **it (S) is (F)** an excul (C).
36	55	**There (S) is (F)** no more time (C), a time (C) for a week (Ac), 3 meetings (C) same (Ca) as 3 weeks (Ac)
37	56	**Different treatment (S) but (Aj) the participants (S) must (Fms)** be (P) homogeneous (Ca)
38	58	**I (S) will (Fms)** give (P) the pretest/postest (C) same (Ca) as the material (Ac).
39	59	[[That (Aj) **their tutors (S) are (F)** given (P)]]
40	60	As (Aj) **you (S) don't (Fn)** focus (P) on specified sounds (Ac)
41	61	**Your instrument (S) must (Fms)** cover (P) all english speech sounds (C)
42	64	It could be: **it (S) is (F)** same paper (C) for them (Ac) just before (Aj) and (Aj) after (Aj) the treatment (C)
43	65	It could be: Right (At), **it (S) is (F)** enough (Ca) for azima (Ac).
44	67	**Thanks (F/P)** mom (Av).
45	68	**Thankyou (F/P)** friends (Av), all of the participants (Av)
46	70	In the part of pedagogical significance (Ac), **it (S) is (F)** gonna be (P) better (Ca).
47	71	If (Aj) **you (S) put (F/P)** theoritically (Am) significance (C)
48	72	Bela (Av), in collecting data (Ac), **you (S) use (F/P)** test (C) and (Aj) data archival (C).

49	74	Because (Aj) **we (S) have (F)** got (P) a comprehensive toefl (C) in 5th semester (Ac).
50	76	It could be: **it (S) is (F) the correlation** (C) between toefl listening comprehension and listening courses of students' at english education department of uin walisongo semarang (Ac) in the academic year 2017/2018 (Ac).
51	77	**I (S) think (F/P)**
52	78	[[**You (S) forget (F)** to change (Pml) your academic year (C) in your research proposal (Ac)]]
53	80	It could be: **thanks (F/P)**
54	81	**I (S) will (Fms)** revise (P) it (C)
55	83	Actually (Am), **I (S) have (F)** thought (P) about it (Ac) many times (Ac).
56	84	However (Aj) **I (S) decided (F)** to use (Pml) the test (C) because (Aj) in the toefl compression class (Ac).
57	85	**We (S) did not (Fn)** focus (P) on one study (Ac).
58	86	**There (S) are (F)** reading and structure (C)
59	87	And (Aj) maybe (Am) by doing their own listening section (Ac), **they (S) will (F)** be (P) more focused (Ca)
60	88	And (Aj) this test (C) **I (S) will (F)** design (P) using google form (C) and (Aj) using questions (C) from the toefl preparation book (Ac)
61	89	No (Ap), **I (S) want (F)** to conduct (Pml) my research (C) in our squad (Ac)
62	90	Because (Aj) **I (S) think (F/P)**
63	91	[[**We (S) have (F)** passed (P) listening courses (C)]]
64	92	With google form (Ac) **you (S) get (F/P)** invalid data (C)
65	93	Since (Aj) **the participants (S) can (Fms)** cheat (P)
66	96	**Archival data (S) is (F)** kind of source of secondary data (C).
67	97	**I (S) mean (F/P)**

68	98	[[**Data (S) that (Aj) we (S) got (F/P)** from someone (Ac)
69	99	[[**who (WH/S) collect (F/P)** primary data (C)]]
70	102	If (Aj) **you (S) conduct (F/P)** an ideal test (C)
71	103	**That (S) is (F)** better (Ca)
72	104	If (Aj) **you (S) can not (Fmsn)** use (P) document (C)
73	106	**Next presenter (S) is (F)** salwa (C)
74	107	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You (Ac), my friend (Av)
75	109	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ca),
76	113	So (Aj) that (Aj) **we (S) can (Fms)** understand (P) more about code switching (Ac)
77	114	For the instrument (Ac), **I (S) will (Fms)** use (P) a film transcription (C)
78	115	So (Aj) **we (S) will (Fms)** see (P) the dialogues (C) more clearly (Am)
79	116	**Thank (F/P)** you (O)
80	117	**Film transcript (S) is (F)** your data source (C)
81	118	Ok (At) selly (Av), for the example of code switching (Ac) in ayat-ayat cinta 2 (Ac), **we (S) could (Fms)** find (P) it (C) in whole film (Ac)
82	119	[[That (Aj) **they (S) were (F)** mixing (P) the language (C)]]
83	120	But (Aj) most in the beginning (Ac), **it (S) happened (F/P)**
84	121	When (Aj) **Fahri (S), one of character (S), speaks (F/P)** in English (Ac) and (Aj) then (Aj) speaks (P) in Bahasa (Ac)
85	122	And (Aj) also **the other character (S) do (F/P)** the same way (C)
86	123	**They (S) were (F)** mixing (P) the language (C)

		Oo (At),
87	124	**I (S) see (F/P)**
88	125	**Thanks (F/P),** wawa (Av)
89	126	Maybe (Am) **you (S) guys (Av) in here (Ac) still (Am) did not (Fn)** understand (P)
90	127	[[**What code switching (WH/S) is (F)**]]
91	128	**Code switching (S) is (F)** a phenomena in society (C)
92	129	**The speakers (S) mix (F/P)** the language (C) into another language (Ac)
93	130	**I (S) want (F)** to ask (Pml) you (C) about simak bebas libat cakap technique (Ac).
94	134	**You (S) can (Fms)** learn (P) from a book aneka metode penelitian linguistik (Ac)
95	135	**He (S) teaches (F/P)** at UGM (Ac) and UNS (Ac)
96	138	**It (S) seems (F/P)** yesterday (Ac)
97		[[**I (S) already (Am) sent (F/P)** my proposal (C)]],
98	140	**I (S) already (Am) sent (F/P)** my proposal (C)
99	142	In the guidance book (Ac), **pedoman penulisan skrispi (S), it (S) is (F)** written (P)
100	143	[[That (Aj) in the background of the study (Ac) **we (S) need (F)** to explain (Pml) about the focus of the research (Ac)]]
101	144	[[And (Aj) **why (WH/S) it (S) is (F)** important (Ca) to conduct (Pml) the research (C) related to our focus (C)]]
102	145	As (Aj) **I (S) read (F/P)**
103	146	[[**Your background (S) hasn't (Fn)** covered (P) those aspects (C)]]
104	147	In addition (Ac), **I (S) think (F/P)**
105	148	[[**It (S) is (F)** better (Ca)]]
106	149	If (Aj) **you (S) put (F/P)** the conclusion paragraph (C) in your background (Ac)

107	150	Next (Ac), **I (S) would (Fms)** like (P) to remind (Pml) about the objective of the study (Ac)
108	151	**It (S) has (F)** been corrected (P)
109	152	[[That (Aj) **we (S) should not (Fmsn)** use (P) to find out (Pml)]]
110	153	And (Aj) **I (S) want (F)** to ask (Pml) about the function of documentation (Ac)
111	157	While (Aj) in your problem statement (Ac) **you (S) want (F)** to know (Pml) the difference (C) when (Aj) writing students' descriptive texts of the effects before (Ac) and (Aj) after giving teacher directions (Ac)
112	158	It could be: **it (S) is (F) time** (C) to answer (Pml)
113	159	Actually (Am) **the function of the documentation itself (S) I (S) use (F/P) f**or the collection of technical data (Ac)
114	160	Because (Aj) usually (Am) in a study (Ac) **it (S) must (Fms)** be accompanied (P) by documentation (Ac)
115	161	**I (S) think (F/P)** like that (C) mbak ana (Av)
116	162	Then (Aj) **I (S) must (Fms)** include (P) the documentation (C)
117	163	Because (Aj) in my opinion (Ac) **the documentation (S) is (F)** authentic evidence (C)
118	165	**Documentation (S) is (F)** about procces (Ac)
119	166	[[that (Aj) **we (S) get (F/P)** the research (C) mam (Av)]]
120	167	In fact (Ac) in my research (Ac) **I (S) compared (F/P)** a group (C),
121	168	So (Aj) **I (S) had (F/P)** the goal (C) to find (Pml) out how effective (WH/S) this research (S) is (F), mbak alba (Av)
122	169	If (Aj) **I (S) have (F)** given (P) pre test (C) and (Aj) post test (C)
123	172	**It (S) is (F)** enough discussion (C) with via (Ac).

124	174	Yes (Ap) mom (Av). **May (Fms) Peace, Mercy and Blessings of Allah (S) be (P)** Upon You (Ac).
125	175	**The title of my proposal (S) is (F)** using (P) tongue twister (C) and (Aj) google translate (C) to improve (Pml) students' pronunciation ability (C).
126	176	Because (Aj) **I (S) have (F)** sent (P) my proposal (C) a few days ago (Ac)
127	178	It could be: **May (Fms) Peace, Mercy and Blessings of Allah (S)** be (P) Upon You Also (Ac).
128	183	**Your objective (S) still uses (F/P)** to find out (Pml).
129	184	It could be: **It (S) is (F)** better (Ca)
130	185	[[**you (S) change (F/P)** it (C) by to explain (Ac)]]
131	186	Like **what (WH/S) mom tar (S) said (F/P)** before (Ac)
132	187	**I (S) think (F/P)**
133	188	[[**there (S) are (F)** many apllication (C) to improve (Pml) their poronounciation (C)]]
134	190	It could be: **it (S) is (F)** enough questions (C)
135	192	So (Aj) in my proposal (Ac) **the tongue twister (S) is (F)** used (P) to train (Pml) our tongues (C) to pronounce (Pml) English (C) correctly (Am)
136	193	And (Aj) **the google translate (S) is (F)** used (P) to know (Pml)
137	194	[[Whether (Aj) **our pronunciation (S) is (F)** correct (Ca) or (Aj) not (Ca)]]
138	195	Because (Aj) in google translate (Ac), if (Aj) **our pronunciation (S) is (F)** correct (Ca)
139	196	**The sentence (S) will (Fms)** also be correct (Ca) then (Ac)
140	197	[[**that (WH/S) appears (F/P)**]]
141	198	And (Aj) **we (S) can (Fms)** also hear (P) how (WH/Ac) to pronounce (Pml) a word (C) correctly (Am) from the features (Ac) in google translate (Ac)

142	199	For (Aj) the explanation (C) **I (S) have (F)** explained (P) in the literature review (Ac), mas idris (Av)..
143	200	Hehe (At) yes (Ap), **thanks (F/P)** miss ida (C) for the correction (Ac).
144	201	**I (S) forget (F)** to revise (Pml) my objective (C)
145	203	As (Aj) **I (S) know (F/P)**
146	204	[[**It (S) is (F)** valid (Ca) mas (Av)]]
147	205	Because (Ac) **I (S) have (F)** tried (P) the feature (C)
148	206	**I (S) think (F/P)**
149	207	[[Because (Aj) **the combination of tongue twister (S) and (Aj) google translate (S) is (F)** a good way (C) to teach (Pml) and (Aj) practice (Pml) our pronounciation (C)]]
150	208	Ok (At) **all questions (S) are (F)** answered (P)
151	209	**Thanks (F/P)** to all presenters (Ac) for the satisfying arguments (Ac)
152	210	**You (S) may (Fms)** check (F/P) the corrected files (C) for my feedbacks (Ac)
153	211	**Thank you (F/P),** mom (Av)..

B. Imperative Mood

No	Turn	Expression
1	4	**Let (F)** us (O) start (P) directly (Am) with azima as the first turner (Ac)
2	7	Please (At), **read (F/P)** it (C) and (Aj) correct (P) it (C)
3	11	**Go (F)** discuss (P) it (C) directly (Am)
4	12	Please (At) **recite (F/P)** basmalah (C)
5	28	[[**Remember (F/P)**!]],
6	32	**Tell (F/P)** me (O) more about the treatments (Ac).
7	38	**Keep (F/P)** it (O) up, ncak (Av)!

8	39	Azima (Av), please (At) **respond (F/P)** one by one (C)
9	43	**Mind (F/P)** it (C), azima (Av).
10	44	**Go (F/P)** the next question (C)
11	66	**Let (F)** us (O) move (P) to nabela (C)
12	69	Yes (Ap) mom (Av), everyone (Av), please (At) **check (F/P)** my proposal (C) and give (P) comment (C)
13	94	It could be: **do not (Fn)** give (P) more question (C), please (At)!
14	95	Nabela (Av), please (At) **complete (F/P)** the answer (C)
15	101	**Give (F/P)** me (C) advice (C) mom (Av)!
16	108	Just (Am) **go ahead (F/P)** for those (Ac) who (WH/Ac) want (F) to give (Pml) advice and questions (C)
17	112	And (Aj) **explain (F/P)** more clearly (Am) about it (Ac)
18	141	So (Aj) please (At) friends (Av), **ask (F)** about my proposal (C) or (Aj) give (P) criticism (C) and (Aj) suggestions (C)
19	173	Now (Ac) **let (F)** us (C) have (P) priskilia (C)
20	177	Now (Aj) **let (F)** us (C) get (P) straight to the discussion session (Ac).
21	179	Now (Ac) **prepare (F)** to correct (Pml)
22	180	**Give (F/P)** input (C) or (Aj) questions (C) about my proposal (Ac)
23	181	**Give (F/P)** question (C) please (At)
24	191	It could be: priskilia (Av), **give (F/P)** your answer (C)

C. **Interrogative Mood**

No	Turn	Expression
1	20	**Can (Fms) you (S)** show (P) the post test and the pre test instrument (C)?
2	27	So (Aj) **will (Fms) you (S)** give ((P) them (C) both different pre test (C) and (Aj) post test (C)?
3	30	For addition (Ac), **can (Fms) you (S)** show (P) us (C) the differences (C) in your pre test and post test (Ac)?
4	31	Mbak ncak (Av), **can (Fms) you (S)** explain (P) about your instrument (Ac)?
5	35	How long (WH) **will (Fms) you (S)** conduct (P) your research (C)?
6	36	Mbak ncak (Av), what kind of sampling system (WH) **will (Fms) you (S)** use (P) to gather (Pml) ur participants (C)?
7	45	But (Aj) mom (Av), **is (F) it (S)** possible (Ca).
8	52	**Is (F) it (S)** only 3 (C)?
9	53	**It (S) is (F)** enough (Ca)
10	57	And (Aj) **what (WH/S) makes (F/P)** both of them (C) different (Ca)?
11	62	So (Aj) **can (Fms) you (S)** show (P) it (C).
12	63	And (Aj) **what (WH/S) are (F)** the differences (C)?
13	73	My question (C), **is (F) it (S)** effective (Ca) implementing toefl test (C) to the students of the english education department (C) in the academic year 2017/2018 (Ac)?
14	75	Why don't (WHn) **you (S) take (F/P)** the value of their comprehensive toefl course (C)?
15	79	**Is (F) it (S)** the object of your research proposal (C)?

16	82	Bella (Av), can (Fms) **you (S) explain (P)** more clearly (Am) about archival data (Ac) on data collection (Ac) ?
17	100	**Should (Fms) I (S)** use (F/P) archival data also (C) for collecting toefl listening score (Ac)?
18	105	**Are (F) all questions (S)** answered (P)?
19	110	What instruments (WH) **are (F) you (S)** going (P) to use (Pml)?
20	111	**Can (Fms) you (S)** give (P) an example of code switching (C) in ayat-ayat cinta 2 movie (Ac)?
21	131	**What (WH/S) is (F)** it (C)?
22	132	And (Aj) **how (WH/S) is (F)** the process (C) for your collecting data (Ac)?
23	133	**It (S) is (F)** stated (P) by pak sudaryanto (Ac)
24	136	**Can (Fms) we (S)** move (P) to via (Ac)?
25	139	[[so (Aj) please (At) friends (Av) **who (WH/S) want (F)** to ask (Pml) about my proposal (Ac) or (Aj) give (Pml) criticism (C) and (Aj) suggestions (C).
26	154	[[That (Aj) **documentation (S) refers (F)** to which (WH/Ac) research question (Ac) ?]]
27	156	Why (WH) **do (F) you (S)** use (P) quantitative data (C) in your research design (Ac)?
28	164	It could be: **what documentation (WH/S) is (F)** it (C)?
29	170	**Is (F) there (S)** a difference (C) in the ability of students (Ac) to write (Pml) descriptive texts (C)
30	171	Oke (At) mba viaaaa (Av) but (Aj) **why (WH/S) don't (Fn) you (S)** use (P) "how effectivenes.." (C)
31	182	**Can (Fms) you (S)** explain (P) the correlation (C) between tongue twister (C) and (Aj) google translate pris (C)?
32	189	It could be: **why (WH/S) does (F) it (S)** use (P) google translate (C)

| 33 | 202 | **Is (F) google translate (S)** valid (Ca)? |

D. Exclamative Mood

No	Turn	Expression
1	155	Wow questions (C)! It can be: What questions (WH) **they (S) are (F)!**

Appendix 4. Interview Sheet
Interview Sheet for The Students towards the Teaching Discourse Analysis in the Academic Year 2020-2021

Interview to the students is to get the information about the contribution the lecturer-students' interaction mood analysis towards the teaching discourse analysis

1. As the student of English Education Department, what is your opinion about discourse analysis lecture?
2. Do you think learning mood analysis is important? Give your reason!
3. After taking discourse analysis lecture, is there any significant impact on your understanding about mood analysis? Please give the reason!
4. Because it's covid-19 pandemic, are you enjoying learning discourse analysis especially mood analysis virtually?
5. Does the lecturer-students' interaction mood analysis increase your understanding about mood analysis? Please give the reason!

Appendix 5. Transcript of Interview
**The Transcriptions of interview sheet between the researcher and the
student who get Discourse Anlaysis Lecture in academic year 2020-
2021**

5.1
Date   : April 18th, 2021
Participants   : Researcher and the students named Kaffah
Topic   : The contribution mood analysis towards the teaching
                  discourse analysis

Turn	Speaker	Expression
1	Researcher	As the student of English Education Department, what is your opinion about discourse analysis lecture?
2	The student (Kaffa)	I think it's kinda "difficult" lecture for me. It's because i have to learn the material in detail
3	Researcher	Do you think learning mood analysis is important? Give your reason!
4	The student (Kaffa)	I think so Well, I'm s student of English dept, then maybe I'll teach English, so i need to learn this course. Moreover, I think it's needed in conducting my research
5	Researcher	After taking discourse analysis lecture, is there any significant impact on your understanding about mood analysis? Please give the reason!
6	The student (Kaffa)	Yes, there is I'm more aware about parts of discourse analysis in any text and also more careful in writing
7	Researcher	Because it's covid-19 pandemic, are you enjoying learning discourse analysis especially mood analysis virtually?
8	The student (Kaffa)	Yes, I'm It's because i can rewatch the video

9	Researcher	Does the lecturer-students' interaction mood analysis increase your understanding about mood analysis? Please give the reason!
10	The student (Kaffa)	It helps me a lot It gives me may examples, so it increases my understanding about mood analysis

5.2

Date   : April 18th, 2021
Participants   : Researcher and the students named Afifa
Topic   : The contribution mood analysis towards the teaching discourse analysis

Turn	Speaker	Expression
1	Researcher	As the student of English Education Department, what is your opinion about discourse analysis lecture?
2	The student (Afifa)	In my opinion, the lecture of discourse analysis is difficult, it makes you confused, so I have to understand from the roots in order that I don't get confused about the parts of mood
3	Researcher	Do you think learning mood analysis is important? Give your reason!
4	The student (Afifa)	Actually yes, this lecture is important. Because this lecture examines how to organize language in the context of discourse and this course can also develop our skills / knowledge in analyzing the use of language in various types of discourse.
5	Researcher	After taking discourse analysis lecture, is there any significant impact on your understanding about mood analysis? Please give the reason!
6	The student (Afifa)	Actually, there is a little significant influence in me.

		After attending this lecture for 8 meetings, I know what mood analysis is and be able to determine, which part of this word is included. When the lecturer explains it, I think I need more time to understand it by myself first, because I sometimes get confused. In fact, everyone's abilities in understanding the lecture are different right? Perhaps, it would be different from the others' opinion.
7	Researcher	Because it's covid-19 pandemic, are you enjoying learning discourse analysis especially mood analysis virtually?
	The student (Afifa)	Honestly, it's not good to be virtual If I am confused, there is no one who can really help me to understand it, ao I have to think on my own. Although I can share virtually with friends, but it can't be effective or intensive.
9	Researcher	Does the lecturer-students' interaction mood analysis increase your understanding about mood analysis? Please give the reason!
10	The student (Afifa)	Yes, it can increase my understanding Because the mood analysis from the file is simpler, the sentence is easy to understand.

5.3
Date   : April 18th, 2021
Participants   : Researcher and the students named Nasrul
Topic   : The contribution mood analysis towards the teaching
                   discourse analysis

Turn	Speaker	Expression
1	Researcher	As the student of English Education Department, what is your opinion about discourse analysis lecture?
2	The student (Nasrul)	In my opinion, discourse analysis lectures are quite understandable and effective, because every class we use google meet virtual

		conference, so the interactions are pretty good, even though sometimes the stability of the internet network is always a priority that is an obstacle to effectiveness or not, but I'm grateful, at least some I have mastered the material in this course a little.
3	Researcher	Do you think learning mood analysis is important? Give your reason!
4	The student (Nasrul)	I think it's not too important to learn mood analysis, because it's only consists of subject and finite in Mood Element and Polarity, Subject, and Finite in mood in main elements, that is explained in grammar structurally. I think discourse anlysis is not only anlyze the text, but context, situation and goal of the the intended purpose.
5	Researcher	After taking discourse analysis lecture, is there any significant impact on your understanding about mood analysis? Please give the reason!
6	The student (Nasrul)	Its significant impact is not just the structure of the text on the surface. Because the analysis is related to the meaning of the text which is more to the text's emotion, according to the circumstances.
7	Researcher	Because it's covid-19 pandemic, are you enjoying learning discourse analysis especially mood analysis virtually?
8	The student (Nasrul)	
9	Researcher	Does the lecturer-students' interaction mood analysis increase your understanding about mood analysis? Please give the reason!
10	The student (Nasrul)	I understand a little that one sentence is cut off so what is it. Then, there are residues, so I understand very little

Appendix 6. Interview Sheet

Interview Sheet For The Lecturer Involved in the Teaching-learning Process

Interview to the lecturer is to get the information about the significance and implication of the use of WhatsApp Group (WAG) in the teaching-learning process during Covid-19 pandemic.

1. Do you use WAG when you are teaching English during Covid-19 Pandemic?
2. Based on your opinion, how important of the use of WAG in the teaching-learning process during Covid-19 Pandemic?
3. Do the students directly catch the material given by using WAG?
4. What are the significances of using WAG in teaching-learning process during Pandemic?
5. How is the best way to use WAG in teaching-learning process during Pandemic?
6. What are the advantages of using WAG in the teaching-learning process during Covid-19 Pandemic?
7. Are the students interactive having online class on WAG?
8. Do you like to do activities through WAG?
9. Do you think that WAG will continue to be used WhatsApp for teaching-learning process?
10. State your opinion about WAG as a medium for teaching-learning process

Appendix 7. Transcript of Interview

The Transcriptions of interview sheet between the researcher and the lecturer involved in the teaching-learning process

Date   : April 9th, 2021

Participants   : Researcher and the lecturer named Mrs Tarwiyah involved in the teaching-learning process

Topic   : The significances and the implication of the significance and implication of the use of WhatsApp Group (WAG) in the teaching-learning process during Covid-19 pandemic

Turn	Speaker	Expression
1	Researcher	Do you use WAG when you are teaching English during Covid-19 Pandemic?
2	The lecturer (Mrs Tarwiyah)	Yes
3	Researcher	Based on your opinion, how important of the use of WAG in the teaching-learning process during Covid-19 Pandemic?
4	The lecturer (Mrs Tarwiyah)	Important as medium to send information about scheduling and rescheduling, giving information about additional task, submission if there is a problem with e-learning
5	Researcher	Do the students directly catch the material given by using WAG?
6	The lecturer (Mrs Tarwiyah)	I don't use WAG to explain materials. I use e-learning and zoom
7	Researcher	What are the significances of using WAG in teaching-learning process during Pandemic?
8	The lecturer (Mrs Tarwiyah)	-
9	Researcher	How is the best way to use WAG in teaching-learning process during Pandemic?
10	The lecturer (Mrs Tarwiyah)	-

11	Researcher	What are the advantages of using WAG in the teaching-learning process during Covid-19 Pandemic?
12	The lecturer (Mrs Tarwiyah)	-
13	Researcher	Are the students interactive having online class on WAG?
14	The lecturer (Mrs Tarwiyah)	-
15	Researcher	Do you like to do activities through WAG?
16	The lecturer (Mrs Tarwiyah)	-
17	Researcher	Do you think that WAG will continue to be used WhatsApp for teaching-learning process?
18	The lecturer (Mrs Tarwiyah)	-
19	Researcher	State your opinion about WAG as a medium for teaching-learning process
20	The lecturer (Mrs Tarwiyah)	It may facilitate students ' learning especially those who have problems with signal or quota

Appendix 8. Interview Sheet
Interview Sheet For The Students Involved in the Teaching-learning Process

Interview to the studentsis to get the information about the significance and implication of the use of WhatsApp Group (WAG) in the teaching-learning process during Covid-19 pandemic.

1. How many times did you spend many Internet quotas to join learning in WhatsApp Group (WAG)?
2. Do you think your interest in the learning process has increased by using WhatsApp?
3. Was it easy to access the material and task given through WhatsApp Group (WAG)?
4. Did WA group activity ease the way of the students in the learning process?
5. Did you find the various activities conducted through WhatsApp Group (WAG) were attractive from the teacher?
6. Were your assignments technically easy to do?
7. What do you think the advantages of using WhatsApp Group (WAG) for you when you get direct feedback from your lecturer?
8. Did you like to do activities through your WhatsApp Group (WAG), such as giving information, asking the lecturer directly, etc.?
9. Do you think that WhatsApp Group (WAG) will continue to be used WhatsApp for the learning process?
10. State your opinion about WhatsApp Group (WAG) as a medium for the learning process?

Appendix 9. Transcript of Interview

9.1

Date   : March 30th, 2021

Participants   : Researcher and the student named Anna Pertiwi
                  involved in the teaching-learning process

Topic   : The significances and the implication of the significance
                  and implication of the use of WhatsApp Group (WAG) in
                  the teaching-learning process during Covid-19 pandemic

Turn	Speaker	Expression
1	Researcher	How many times did you spend many Internet quotas to join learning in Whatsapp Group (WAG)?
2	The student (Anna Pertiwi)	I am not sure how many quotas that I spent, but I think it didn't really that much
3	Researcher	Do you think your interest in the learning process has increased by using Whatsapp?
4	The student (Anna Pertiwi)	I think so, since Whatsapp is easily accessible and it isn't complicated
5	Researcher	Was it easy to access the material and task given through Whatsapp Group (WAG)?
6	The student (Anna Pertiwi)	Yes, it was. The materials, especially for the presentation, were shared through WAG and other students just needed to download the file and click the link of presentation to play the video that had been uploaded to Google drive before.
7	Researcher	Did WA group activity ease the way of the students in the learning process?
8	The student (Anna Pertiwi)	I'll say yes. The reason is that because WAG has simple features and all the students understand well how to operate the features of WAG. However, there are still some weaknesses of WAG, but it doesn't really matter for the learning process.

9	Researcher	Did you find the various activities conducted through Whatsapp Group (WAG) were attractive from the teacher?
10	The student (Anna Pertiwi)	The activities were only presentations. but it gave me different sense of nervous when I had to present my assignment. I was nervous and amazed in the same time when the lecturer gave feedback in detail. And it think giving feedback from lecturer was one of the most attractive activity in the learning process.
11	Researcher	Were your assignments technically easy to do?
12	The student (Anna Pertiwi)	Yes, it was. The students could directly send their proposals and links of video presentations days before the class, so that other students who didn't have turn to present could learn about their friends' proposal earlier. At the end, when the class was conducted, we directly had QnA session with each presenter.
13	Researcher	What do you think the advantages of using Whatsapp Group (WAG) for you when you get direct feedback from your lecturer?
14	The student (Anna Pertiwi)	The advantages from the direct feedback are as follows: 1. I could evaluate and mark the mistakes that I made 2. I could ask further about the feedback when it wasn't clear enough for me 3. The assignments could be soon reviced so that it would have better result
15	Researcher	Did you like to do activities through your Whatsapp Group (WAG), such as giving information, asking the lecturer directly, etc.?

16	The student (Anna Pertiwi)	Yes, I do. I like the activity of asking the questions from WAG because there, others can answer what I question and vice versa.
17	Researcher	Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
18	The student (Anna Pertiwi)	Maybe, it can continue becoming one of the medias of learning process when the class is still online.
19	Researcher	State your opinion about Whatsapp Group (WAG) as a medium for the learning process?
20	The student (Anna Pertiwi)	Whatsapp Group is an affective and simple medium for the learning process in this situation due to some reasons. Firstly, WAG has been familiar for the majority. Secondly, it has simple features which are easily operated. At last, WAG helps all the students and the lecturer engage to the learning process with minimum possibility problems of the connection.

9.2

Date : March 30th, 2021
Participants : Researcher and the student named Gilang Muhammad Pahalawan involved in the teaching-learning process
Topic : The significances and the implication of the significance and implication of the use of WhatsApp Group (WAG) in the teaching-learning process during Covid-19 pandemic

Turn	Speaker	Expression
1	Researcher	How many times did you spend many Internet quotas to join learning in Whatsapp Group (WAG)?

2	The student (Gilang Muhammad Pahalawan)	Actually, I use wifi to join learning in WAG. Then I don't know how much I use quotas joining in WAG
3	Researcher	Do you think your interest in the learning process has increased by using Whatsapp?
4	The student (Gilang Muhammad Pahalawan)	No, it is totally wrong, my interest is not incresed, learning during pandemic is not fun.
5	Researcher	Was it easy to access the material and task given through Whatsapp Group (WAG)?
6	The student (Gilang Muhammad Pahalawan)	Yes, it was easy, But easier when learning is held in the class
7	Researcher	Did WA group activity ease the way of the students in the learning process?
8	The student (Gilang Muhammad Pahalawan)	I think yes, in this pandemic era, daring system is needed to continue education activity, and i think WAG is the easies way than google meet, zoom, and others
9	Researcher	Did you find the various activities conducted through Whatsapp Group (WAG) were attractive from the teacher?
10	The student (Gilang Muhammad Pahalawan)	No, i dont fine it, all this time, WAG is only to comunicate, share, and disscure about the topic, nothing special
11	Researcher	Were your assignments technically easy to do?
12	The student (Gilang Muhammad Pahalawan)	Yes, my assignments were technically easy to do

13	Researcher	What do you think the advantages of using Whatsapp Group (WAG) for you when you get direct feedback from your lecturer?
14	The student (Gilang Muhammad Pahalawan)	Sometimes, lecturer explaination is not clear if they type it on wag, but there is anotger ways to explain clearly by using voicenote in whatsapp fiture, Then I think it helps us
15	Researcher	Did you like to do activities through your Whatsapp Group (WAG), such as giving information, asking the lecturer directly, etc.?
16	The student (Gilang Muhammad Pahalawan)	Yes, i like to do that. Because this is the easiest way to give information to my classmate
17	Researcher	Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
18	The student (Gilang Muhammad Pahalawan)	It can be, till the goverment find new suitable media for learning process in this pandemic era
19	Researcher	State your opinion about Whatsapp Group (WAG) as a medium for the learning process?
20	The student (Gilang Muhammad Pahalawan)	As my answer before, that wag is the easiest medium for learning process than g meet, zoom, and others. Because everyone, every parent, has wa in their hp, and it dont need much of quotas

9.3

Date   : March 30th, 2021
Participants   : Researcher and the student named Viryal Lulu Fakhira
                  involved in the teaching-learning process
Topic   : The significances and the implication of the significance
                  and implication of the use of WhatsApp Group (WAG) in
                  the teaching-learning process during Covid-19 pandemic

Turn	Speaker	Expression
1	Researcher	How many times did you spend many Internet quotas to join learning in Whatsapp Group (WAG)?
2	The student (Viryal Lulu Fakhira)	I don't spend a lot of internet quota to join learning in Whatsapp Group (WAG)
3	Researcher	Do you think your interest in the learning process has increased by using Whatsapp?
4	The student (Viryal Lulu Fakhira)	I don't think so, because in my opinion it is less effective if only use WhatsApp
5	Researcher	Was it easy to access the material and task given through Whatsapp Group (WAG)?
6	The student (Viryal Lulu Fakhira)	It's easy if the material and assignments are interspersed with clear explanations from the teacher, not just providing files.
7	Researcher	Did WA group activity ease the way of the students in the learning process?
8	The student (Viryal Lulu Fakhira)	Yes, if there is no WA group, students will find it difficult if they are given assignments.
9	Researcher	Did you find the various activities conducted through Whatsapp Group (WAG) were attractive from the teacher?
10	The student (Viryal Lulu Fakhira)	Sometimes there are some interesting activities, but most of them make me bored
11	Researcher	Were your assignments technically easy to do?
12	The student (Viryal Lulu Fakhira)	Maybe, because I have to review the material that has been taught so that it is easy for me to do the task.

13	Researcher	What do you think the advantages of using Whatsapp Group (WAG) for you when you get direct feedback from your lecturer?
14	The student (Viryal Lulu Fakhira)	When I don't understand, I can ask directly on WhatsApp and the teacher immediately responds, asking for an explanation of deeper learning.
15	Researcher	Did you like to do activities through your Whatsapp Group (WAG), such as giving information, asking the lecturer directly, etc.?
16	The student (Viryal Lulu Fakhira)	Yes I like doing that activities through WA, because through the WAG, I can ask the questions and everyone can answer my questions
17	Researcher	Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
18	The student (Viryal Lulu Fakhira)	Maybe, WhatsApp will still be one of the learning media when schools are still online
19	Researcher	State your opinion about Whatsapp Group (WAG) as a medium for the learning process?
20	The student (Viryal Lulu Fakhira)	In my opinion, it is quite good to use WAG media where students and educators will apply the teaching and learning process at WAG to more aspects of English material, and students give a positive response during learning.

9.4
Date   : March 30th, 2021
Participants   : Researcher and the student named Salwa Dewi involved
                 in the teaching-learning process
Topic   : The significances and the implication of the significance
                 and implication of the use of WhatsApp Group (WAG) in
                 the teaching-learning process during Covid-19 pandemic

Turn	Speaker	Expression

1	Researcher	How many times did you spend many Internet quotas to join learning in Whatsapp Group (WAG)?
2	The student (Salwa Dewi)	Emm, I dont really know exactly but, I've spent a lot money for my internet quotas
3	Researcher	Do you think your interest in the learning process has increased by using Whatsapp?
4	The student (Salwa Dewi)	Not really, It's little boring when I have to do learning process using Online media or using whatsapp. According to me, my knowledge didn't much increase while studying at home
5	Researcher	Was it easy to access the material and task given through Whatsapp Group (WAG)?
6	The student (Salwa Dewi)	It was easy, yes
7	Researcher	Did WA group activity ease the way of the students in the learning process?
8	The student (Salwa Dewi)	Not really, I still prefer learning process through face by face
9	Researcher	Did you find the various activities conducted through Whatsapp Group (WAG) were attractive from the teacher?
10	The student (Salwa Dewi)	Yes, sometimes. Well, It was feels attractive like when we have to read a poem by voice note and etc.
11	Researcher	Were your assignments technically easy to do?
12	The student (Salwa Dewi)	Sometimes it's easy, but sometimes hard to do
13	Researcher	What do you think the advantages of using Whatsapp Group (WAG) for you when you get direct feedback from your lecturer?
14	The student (Salwa Dewi)	Well, when I get direct feedback from whatsapp, It's not really scaries such as get direct feedback in real class

Turn	Speaker	Expression
15	Researcher	Did you like to do activities through your Whatsapp Group (WAG), such as giving information, asking the lecturer directly, etc.? Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
16	The student (Salwa Dewi)	A little bit. But not really
17	Researcher	Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
18	The student (Salwa Dewi)	I dont think so, we used whatsapp for learning process because of the pandemic right? If corona viruss has gone, I'm sure we don't need to use Whatsapp for learning process
19	Researcher	State your opinion about Whatsapp Group (WAG) as a medium for the learning process?
20	The student (Salwa Dewi)	It's useful for us as a student when we have to do learning process from home... It's not really much quota's consuming. It's more easy and simple than another media such as classroom, e-learning and etc

9.5

Date : March 30th, 2021

Participants : Researcher and the student named Yuli Yatunnisah involved in the teaching-learning process

Topic : The significances and the implication of the significance and implication of the use of WhatsApp Group (WAG) in the teaching-learning process during Covid-19 pandemic

Turn	Speaker	Expression

1	Researcher	How many times did you spend many Internet quotas to join learning in Whatsapp Group (WAG)?
2	The student (Yuli Yatunnisah)	About one or two GB
3	Researcher	Do you think your interest in the learning process has increased by using Whatsapp?
4	The student (Yuli Yatunnisah)	No, my interest has decreased
5	Researcher	Was it easy to access the material and task given through Whatsapp Group (WAG)?
6	The student (Yuli Yatunnisah)	Sometimes easy , depending on how the signal conditions at my home
7	Researcher	Did WA group activity ease the way of the students in the learning process?
8	The student (Yuli Yatunnisah)	I don't think so, based on my experience learning via WA the group is not conducive especially when presenting the material, we do not really learn it, most of it is just paying attention just to be absent, and because of communication through the group, many explanations are piled up by other comments
9	Researcher	Did you find the various activities conducted through Whatsapp Group (WAG) were attractive from the teacher?
10	The student (Yuli Yatunnisah)	I haven't found the activity through WAG which is interesting
11	Researcher	Were your assignments technically easy to do?
12	The student (Yuli Yatunnisah)	Yes sometimes it's easier if the instruction is clear
13	Researcher	What do you think the advantages of using Whatsapp Group (WAG) for you when you get direct feedback from your lecturer?

14	The student (Yuli Yatunnisah)	The advantage of using WAG for me, I don't need to rush to understand the material, because there is an opportunity to read longer and when I get a direct response from the lecturer it's very good because what we ask will be explained directly by the lecturer so it makes it very easy for students to understand
15	Researcher	Did you like to do activities through your Whatsapp Group (WAG), such as giving information, asking the lecturer directly, etc.? Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
16	The student (Yuli Yatunnisah)	Yes, I like it. Honestly, the first is because as a sign of my attendance to attend the lesson, the second is because there are things that need to be discussed
17	Researcher	Do you think that Whatsapp Group (WAG) will continue to be used Whatsapp for the learning process?
18	The student (Yuli Yatunnisah)	I think its no problem , but in my opinion the WAG are only an additional medium for communication between lecturers and students
19	Researcher	State your opinion about Whatsapp Group (WAG) as a medium for the learning process?
20	The student (Yuli Yatunnisah)	WAG as a learning medium here means that the teacher continues to do face to face when explaining, but in addition the teacher can make ppt or other games as a support and then share it with students via wag, and students are given the opportunity to ask questions and discuss if something is not understood.

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