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Interpersonal Meaning Analysis of Procedure Text at Junior High School Student's Textbook "English for Nusantara"

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Abstrak

Mood dan modalitas dapat digunakan untuk mengekspresikan makna interpersonal, menurut Halliday (2009). Struktur mood adalah bentuk tata bahasa yang mengekspresikan makna interpersonal klausa dan terdiri dari dua elemen: mood dan residu. Butt dkk. (2001) mendefinisikan jenis mood sebagai deklaratif, interogatif, imperatif, dan seruan. Tujuan utama dari penelitian ini adalah untuk mengidentifikasi jenis makna interpersonal yang direalisasikan dari klausa-klausa dalam buku pelajaran bahasa Inggris SMP kelas 7 yang berjudul "*Bahasa Inggris untuk Nusantara*", khususnya pada teks prosedur di dalam buku pelajaran tersebut. Metodologi penelitian ini adalah desain studi kasus kualitatif, dengan fokus pada analisis teks menggunakan kerangka kerja SFL dan sistem Mood Halliday dan Mathiessen (2014). Temuan dari penelitian ini adalah bahwa teks prosedur memiliki fungsi tuturan perintah atau instruksi untuk menyuruh pembaca melakukan sesuatu, dan jenis mood yang digunakan adalah mood imperatif.

Kata Kunci: *buku paket SMP, Interpersonal meaning, sistem mood, teks prosedur.*

Abstract

Mood and modality can be used to express interpersonal meaning, according to Halliday (2009). Mood structure is a grammar form that expresses a clause's interpersonal meaning and is composed of two elements: mood and residue. Butt et al. (2001) define mood types as declarative, interrogative, imperative, and exclamatory. The main objective of this research was to identify the type of interpersonal meaning realized of clauses in a 7th grade junior high school English textbook titled '*English for Nusantara*.' specifically on procedure text in the textbook itself. This study's methodology was a qualitative case study design, with a focus on text analysis using the SFL framework and on the Mood system Halliday and Mathiessen (2014). This study's findings are that procedure texts have a speech function command or instruction to tell the reader to do something, and the mood types are imperative mood.

Keywords: Interpersonal meaning, junior High School textbook, mood system, procedure text.

INTRODUCTION

Functional Grammar, which was mainly created by M.A.K. Halliday, was influenced by the work of J.F. Firth. It is a function-based language theory. Language has three meta-functions, according to Halliday (2000): ideational, interpersonal, and textual. The interpersonal function establishes and maintains social relationships while also indicating communication participants' roles (Halliday, 2002). We use language to communicate with others for a variety of purposes, such as persuading them to do something, informing them of information they are unaware of, elaborating on our own attitudes and behaviors, and so forth (Thompson 2000; Simon 1997). Halliday (2009) asserts that interpersonal meaning can be expressed through the use of mood, modality, and key. He later included a pronoun system, an attitude modifier, and word rhythmic features. According to Eggins (2004), the relationship between language systems and the speaker's decision in the exchange enables us to observe how speakers are inferring meaning from interpersonal factors such as the degree of their intimacy, their familiarity with one another, and their attitudes and judgments.

The interpersonal meaning of a clause is also referred to as meaning as exchange. The speaker's thoughts and feelings are apparent from this meaning. In this instance, the clause is also seen as a conversation between the speaker, the author, and the audience. As a result, a clause has meaning as an exchange, according to Halliday (1994:68). It is the element to which the speaker holds himself accountable for the factual accuracy of his statements. It implies that while speaking, the speaker takes on a particular speech role for himself and, in doing so, gives the listener a complementary role that he wants to take on as well. For instance, a speaker who poses a question assumes the position of information provider.

According to Butt et al. (2001), interpersonal meanings include the type of communication that is occurring, the goods that are being exchanged, and the stance that speakers adopt when delivering a message. Whether language is used to exchange information, goods, or services is what constitutes an interaction, as is whether language is used to demand or give the commodity. Thus, language is used both to offer and request information as well as to offer and request goods and services. Wordings with lexicogrammatical meanings convey these interpersonal meanings from the semantic level of language. The order of the grammatical features, Subject and Finite, determines the interpersonal meaning. Finites serve to emphasize tenseness or the speaker's demeanor. The clause's Mood is formed by the combination of the Subject and the Finite.

The two components of mood structure—mood and residue—are used to express the interpersonal meaning of a clause. Analysis of a text necessitates the use of some study-related theories. They were discovered in journals, textbooks, and on the internet, among other places. Analyzing the text is difficult because it is dependent on someone's ability to master the language learning. In addition, a text that is being analyzed might be found online, in a textbook, newspaper, magazine, or other places that are pertinent to the study being analyzed.

According to Eggins (1994:152), the order of a group of functional components, including the subject constituent, is referred to as the mood structure of a clause. The mood system at the clause encodes the connection between both parties in an interaction, as well as the speaker's or author's attitude and judgment. According to Butt et al. (2001), there are four mood types: declarative, interrogative (Polar or Wh), imperative, and exclamatory. Declarative clauses place the subject's structural element before the finite component.

Polar interrogatives, also known as yes-or-no clauses, have the Finite element come before the Subject. The addition of a wh-question phrase, such as the following: who, what, which, when, why, or how, distinguishes wh-interrogative clauses. To find a missing clause structure element, use the wh-word. A different clause structure component is frequently confused with the wh-word. It can be portrayed as a component of the mood or residue and combines with the subject, complement, or circumstantial adjectival based on the position of the element with which it is conflated. The element of clause structure that is being examined determines the order of components in a wh-interrogative. When the Subject is the element being sought, the wh-word comes before the Finite. According to Gerot and Wignell (1994), when the wh-word probes a different structure element (e.g., Complement or Circumstantial Adjunct), a separate Finite element has to be used, with the Finite placed before the Subject.

Imperative clauses are frequently used to carry out requests for demanding goods and services. In most cases, they only include a Predicator and any of the Complement or Adjunct's non-core participants instead of the elements of Subject and Finite. If a subject is the imperative default subject, it is usually implicit. There is no Finite if they are positive; if they are negative, there is one, but it could be absent.

Exclamative clauses, which combine declarative and interrogative patterns, are frequently used to encode a judgment or evaluation of events. The *wh*-word, which can be confused with either a Complement or an Adjunct, is necessary for them, just like it is for the *wh*-interrogatives. The Subject is put before the Finite, and they follow declarative patterns.

There are numerous earlier studies that discuss different mood types. Mulatsih and Sunardi carried out the initial one (2021). It discussed the different moods and modes of instruction used by lecturers when teaching reading, and the results revealed that there are three different moods that lecturers use when teaching reading. Declarative, interrogative, and imperative are the three types of sentences. Declarative mood is frequently used in the classroom because it helps students understand the materials being discussed because the lecturer provides background information and explanations when teaching reading. Additionally, interrogative clauses are employed in the classroom to assess student's comprehension of the subject matter. Students are given instructions through the use of imperative clauses, such as reading the text or giving a demonstration. The second study carried out by Astuti (2018). The findings of the study indicate that the vast majority of texts in the English textbook for SMA students in the tenth grade, released by Pusat Perbukuan Departemen Nasional and Yudhistira, are recount texts, which are written in indicative, declarative mood types, as opposed to procedure texts, which are written in imperative mood types. They were triggered by the various moods influenced by the types of texts that will be examined.

The researcher used previous research as a reference for the gap in this study, analyzed a seventh grade junior high school textbook, and focused solely on procedure text. Based on the above description, the primary goal of this study was to identify the mood structure types of clauses in the English textbook of Junior high school, specifically those contained on procedure text in the textbook itself. The textbooks used in this study were the seventh grade junior high school textbook titled *English for Nusantara*.

METHODOLOGY

The purpose of this study was to investigate the interpersonal meaning represented in a procedure text in the Junior High School textbook *English for Nusantara*. As this study is concerned with revealing interpersonal meanings found in the procedure text under study, a qualitative case study design was used, focusing primarily on text analysis using the SFL framework, focusing on the Mood system (Halliday and Mathiessen, 2014; Eggins, 2004; Gerot and Wignell, 1995). The mood structure found in the procedure text will be analyzed. This study intends to find the type of interpersonal meaning realized in the procedure text using the SFL framework.

FINDING AND DISCUSSION



Picture 1. English textbook for Junior High School Student. Page 87, Chapter 2 (Culinary and Me) Unit 3. A Secret Recipe

1. The sentence "beat the egg" has two component, namely Mood consisting of predicate (beat) and Residue consisting complement (the egg). This sentence uses imperative mood

Beat	The egg.
P	C
M	R

2. The sentence "Crush the garlic and cut it into smaller pieces" has two component, namely Mood which has predicate (crush), complement (the garlic), and predicate (and cut it) while The Residue consisting complement (into smaller pieces). This sentence uses imperative mood

Crush	The garlic	And cut it	Into smaller pieces.
P	C	P	C
M			R

3. The sentence "Heat some cooking oil in the pan" has two component, namely Mood which has predicate (heat) while The Residue consisting adjunct (some) of subject (cooking oil) and complement (in the pan). This sentence uses imperative mood

Heat	Some	Cooking oil	in the pan.
P	A	C	C
M	R		

4. The sentence "Put the eggs into the pan" has a component, namely Mood which has predicate (Put), complement (the eggs), and complement (into the pan). This sentence uses imperative mood

Put	The eggs	Into the pan.
P	C	C
M		

5. The sentence "Stir the egg and scramble it" has a component, namely Mood which has predicate (Stir), complement (the egg), and predicate (and scramble it). this sentence uses imperative mood

Stir	The egg	And scramble it.
P	C	P
M		

6. The sentence "Put in the garlic" has two component, namely Mood which has predicate (Put) and the residue consisting complement (the garlic). This sentence uses imperative mood

Put in	The garlic.
P	C
M	R

7. The sentence "When the garlic smells nice, put the cooked rice into the pan" has two component, namely Residue which has two complement (when) and (into the pan). While The Mood consisting of complement (the garlic), predicate (smells nice),predicate (put), and complement (the cooked rice). This sentence uses imperative mood

When	the garlic	Smells nice,	put	The cooked rice	Into the pan.
C	C	P	P	C	C
R	M				R

8. The sentence "Put a pinch of salt for seasoning" has two component, namely Mood which has predicate (put) and complement (a pinch of salt) while The Residue consisting of finite (for) and complement (seasoning). This sentence uses imperative mood

Put	A pinch of Salt	For	Seasoning.
P	C	F	C
M		R	

9. The sentence "Mix the rice and the salt" has a component, namely Mood which has predicate (Mix), complement (the rice and the salt), and the residue is Adjunct (evenly). this sentence uses imperative mood

Mix	The rice and the salt	Evenly.
P	C	A
M		R

Noted:

S stands for Subject (Nominal Group), (Verbal Group) F refers to Finite, P indicates Predicator (the verbal group's lexical or content component), C is for Complement (an object that can be used as a subject in a clause if it is made passive), and A implies Adjunct (adverbial or prepositional information added)

According to the findings of this study, procedure texts have a speech function command or instruction to tell the reader to do something, and the mood types are imperative moods, similar to the previous research. Because they frequently only contain a Predicator and one or more non-core participants from Complement and Adjunct, Clauses 1 through 9 are all regarded as imperative because they frequently lack the elements of Subject or Finite. If the imperative default Subject—you, I, He, and so on—is used, the subject is typically implied. The purpose of these clauses is to demand others to take action. A base verb without a subject is used in the form of an imperative sentence in English. It may conclude with a period (.) or an exclamation point (!). Positive or negative imperative sentences that refer to the present or future can be used. This procedure text only uses clear, simple sentences that junior high school students in grade 7 can understand and complete. It also only uses positive imperatives.

The two factors that identified the realization of interpersonal meaning were mood and residue. In accordance with the theory, mood served as the medium for establishing and sustaining social bonds. According to Gerot and Wignell (1995), these interpersonal meanings were reflected in the lexicogrammar with selections. The mood element was divided into two components. The first was the Subject, which was constructed by a nominal group. The second was a verbal group component called the Finite Element.

The speech role, which included statements, offers, questions, and commands, was also thoroughly explained in this section. The first was statement, which was typically expressed by declarative. The second was offer, which was usually expressed as a modulated interrogative. The third point was the interrogative form of the word "question." Command was the final point. Furthermore, imperative was frequently used to express commands according to Eggins (2004).

In order to make demands for goods and services, imperative clauses are frequently used. In most cases, they only include a Predicator and any of the Complement or Adjunct's non-core participants instead of the elements of Subject and Finite. In cases where you are using the imperative default Subject, the Subject is usually implicit. If they are positive, there's isn't any Finite; if they are negative, there may or may not be one. According to the findings of this study, the researcher adhered to previous research, which found that when

the subject is missing from an imperative sentence in a text procedure, the predicator can be used to indicate mood in place of the missing subject.

Previous research on mood types has been done. Mulatsih and Sunardi led the first in 2021. The findings showed that lecturers use three different types of mood when teaching reading. The study covered the different mood and modality types used by lecturers. They come in three varieties: declarative, interrogative, and imperative. Declarative mood is frequently used in lectures because the lecturer explains and provides information about the topics under discussion to ensure that the students comprehend them. Interrogative clauses are also employed in the classroom to probe students' comprehension of the lessons being covered. When instructing students to read a passage or perform a demonstration, imperative clauses are used. The procedure text "*The Recipe for Traditional Fried Rice*," which was part of the textbook the researcher examined, was found to use the imperative mood because it directs the reader or students to prepare traditional fried rice, according to the study's results.

The second study was led by Astuti (2018). This study's findings indicate that the majority of texts in the SMA English textbook for 10th grade students, published by Pusat Perbukuan Departemen Nasional and Yudhistira, are most frequently in indicative: declarative mood types for recount texts and imperative mood types for procedure texts. They happened as a result of the types of mood being affected by the structure of mood and the different kinds of text that needed to be analyzed. The previous study came to the same conclusions as this one, namely that the procedure text under examination has an imperative mood.

The types of mood are dominant in imperative mood in the procedure text "*The Recipe for Traditional Fried Rice*" from the junior high school textbook *English for Nusantara* because the clause's analysis revealed the mood structure, which is composed of the elements P + C + Residue, and because procedure texts contain instructions to do or make things, the entire text is in the form of imperative mood.

CONCLUSION

As a result, it can be concluded that the purpose of this study was to identify the mood structure types of clauses in a junior high school English textbook, specifically those contained in a procedure text titled "*The Recipe for Traditional Fried Rice*." *The English for Nusantara* seventh-grade junior high school textbook was used in this study. This study found the same findings as previous research by Astuti. (2018) and Mulatsih and Sunardi.

(2021), namely, procedure text has a speech function command or instruction to tell the reader to do something and mood types are imperative moods.

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