English Education Journal

The Realization of Interpersonal Meaning in the Report Text of the Undergraduate Students of Universitas Batanghari Jambi

Renggi Vrika [1]✉, Januarius Mujiyanto[1], Suwandi[2]

[1.] Universitas Negeri Semarang, Indonesia

[2.] Universitas PGRI Semarang, Indonesia

Article Info	Abstract
	In interpersonal meaning, language is used to see the relationship between the speaker/writer with the listener/reader. Using interpersonal meaning to analyze written text is useful to see how the writer gives information and suggestion to the reader. This study investigated the interpersonal meaning realizing in the report text that is 354 clauses from 20 texts written by the undergraduate students. It used the framework from the Systemic Functional Linguistics by Eggins (2004) and Halliday and Matthiessen (2014). This research is qualitative case study research because it focuses on the analysis or interpretation of the written material. It analyzes mood system, modality system, speech function and students' mastery in writing report text. From the analysis, it found that mostly declarative mood realized in the report text, it is 334 clauses and it is categorized as statement in the speech function. In the modality system, the most type realized in the text is modalization type, it is 38 clauses. By analyzing report text using interpersonal meaning, it was found the students' mastery in the writing skill. The are only some students did mistakes in writing some clauses. Therefore using interpersonal meaning to analyze text help to know the mastery of the students in writing and also can improve their skill. It can be said that interpersonal meaning also realize in the report text. The realization can be seen from the types of mood, modality and speech function that were found in the report text.

✉Correspondence Address:
Kampus Universitas Negeri Semarang, Kelud, Semarang, 50233
E-mail: renggivrika04@gmail.com

INTRODUCTION

Writing is one of the essential skills in learning English, this skill should be comprehended by students. There are many undergraduate students still have difficulties in writing because writing deals with many aspects. In improving the students writing skills, the students learn many materials dealing with writing in the writing subject at the university level. To see the students' writing skills, we can use Systemic Functional Linguistics (SFL) theory to analyze the students' writing. One of the theories is interpersonal meaning. In the interpersonal meaning, a clause is analyzed into Mood and Modality system. Mood system is concerned with the topic of information or service and whether it is giving or demanding. Muir (1972) and Halliday and Martin (1981) define Mood parallel to interpersonal communication which embraces three grammatical categories of speech function, modality. This study investigated the interpersonal meaning realizing in the report text written by the undergraduate students. It used the framework from the Systemic Functional Linguistics by Halliday and Matthiessen (2014) and also Eggins (2004). The realization of interpersonal meaning in the students' writing is used to know how they deliver their ideas that can be caught by the reader; it means that language is used to see the relation between the writer and the reader. The researcher interested to analyze clauses written by the undergraduate students in order to explain the realization of the mood system, modality system in the text, the speech function express by the students and the way they master their writing text skill. In the interpersonal analysis, the meaning is considered from the point of view of its function in the process of social interaction.

The Mood element is constructed by the Subject and the Finite (auxiliary or lexical verb) and the remainder of the clause is called as the Residue, determines the mood of a clause as a verbal group. There are six types of mood and their relation with speech function. They are declarative, interrogative, modulated interrogative, imperative, modulated imperative and also exclamative mood. The roles of Speech functional help meaning to be achieved through Mood, such as statement or question requesting, commanding and offering. Semantic dimensions of functions such as declaration are dealing with information exchange (statement), asking information (question), and demanding service (commands) are often present in every language and while the structure, organization, degree, and realizations of delicate choices differ from one language to another language. Modality system refers to the degree of certainty and truth of statements about the world. It is the general term for all signs of addresses' opinion. Modality consists of modalization and modulation. Modalization realized by modal verb operators such as may, will and must while modulation realized by the mood adjuncts. It is the general term for all signs of speakers' opinions and attitudes (Butt, Fahey, Feez, & Spinks, 2003). The interpersonal meaning is a resource for enacting social roles and relationships between speaker/writer and listener/reader (Matthiessen, 1995).

Many researchers did research in analyzing interpersonal meaning in many fields of studies and also students' writing. Potradinata (2018) used descriptive text as his object of the study. He found that interpersonal meaning is realized in the lexicogrammatical choices in the system of Mood taken by the student by using Declarative Mood in the form of all positive polarity. Sudarsono, Yunitasari and Gunawan (2017) used report texts written by three English teachers in a junior high school. In terms of type of Mood, they found that both texts composed by Teacher 1 employ declarative Mood. The type of Mood employed in both texts is in line with the purpose of a report text, that is to give information for the readers by describing the participant involved in the text. The use of this type of Mood in both texts indicates that all the clauses in both texts are in the forms of statement, the form that is commonly used to give information (Butt, Fahey, Feez, & Spinks, 2006), which to some

extents is also in accordance with the purpose of a report text which is to give information to the readers by describing the entity involved in the texts. There are many others researches concerning interpersonal meaning in analyzing written form were done by researchers (Pertama, Rukmini & Bharati, 2018; Achsan & Sofwan, 2016; Puspitasari, 2014). besides, analyzing written form, there also many researches concerning interpersonal meaning in analyzing text were done by researchers (Yusri, 2017; Mafruchatunnisa & agustien, 2016; Koussouhon & Dadjo, 2015; Apriliani & Priyatmojo, 2016; Bumela, 2012; Feng &Liu, 2010). All of the researches found the mood types, speech function and modality system in the object that they analyzed.

The previous studies above are only some examples from many studies dealing with interpersonal meaning. However, this research is different from the previous studies. This research focuses on analyzing report text made by undergraduate students by using interpersonal meaning and also to find out the students' mastery in writing especially in writing report text.

METHODS

This research is a kind of qualitative case study research because it focuses on the analysis or interpretation of the written material. The population of this research was undergraduate English students at Universitas Batanghari Jambi. By using purposive sampling technique, the researcher chose the fourth semester English students because in this semester they learn writing essays subject. In this research, the researcher used this text as the object of the study. The researcher showed the realization of the interpersonal meaning in the undergraduate students' report text. In analyzing the data, the researcher followed Cresswel's theory (2009). According to Cresswel (2009), there are six steps in data analysis. First, the researcher organized and prepared the data that was the students' report text written by the undergraduate students in the fourth semester. Second,

researcher read all of the students' report text to make sure that the students wrote the text based on the instruction. Besides that the researcher analyzed the students' writing one by one. The researcher broke the student's text down into clauses one by one to make it easy to be analyzed. Third, the researcher gave some symbols to indicate the part of the analysis. Besides, the researcher also formulated coding categories which used to analyze the data. Fourth, The researcher described the analysis in the specific category. The researcher used tables in presenting finding of the analysis. Fifth, The researcher presented the result in the qualitative context. Sixth, a final step in data analysis, the researcher made an interpretation based on the result that the researcher found relate to the theories about interpersonal meaning and also discussed the result with the experts that were the lecturers who master in this field.

RESULTS AND DISCUSSION

From the analysis, the realization of interpersonal meaning in the report text written by the undergraduate students is found. The results of the analysis are presented in the table below:

Table 1. The Result of The Interpersonal Meaning Analysis

Category	Type	Sub-type	Total
Mood Types	Declarative	Positive	311
		Negative	23
	Imperative		6
Modality Types	Modalization	Probability	8
		Usuality	30
	Modulation	Obligation	7
		Inclination	30
Speech Function		Statement	334
		Command	10
		Compliance	10
Minor clause			10

From the analysis, it is found that there are two types of mood system; declarative and

imperative, two types of modality system; modalization and modulation, three types of speech function; statement, command and compliance and also it is found some minor clause that is related to the students' mastery in writing report text. The students wrote about, flood, earthquake, body shamming, online shop, and scholarship. In this research, it has four findings related to the research questions in this research. The findings are:

Mood System Analysis

In the mood system, it is found that 311 clauses indicate as positive declarative mood, 23 clauses indicate as negative declarative mood were written by 13 students, and 10 clauses indicate as imperative mood were written by 5 students. In the mood system, according to Eggins (2004), there are two constituents. Both of the constituents are discussed in this research. The first constituent is Mood. Mood is the part of the clause that expresses mood choices, it made up of Subject and Finite (Martin, Matthiessen &Painter, 1997). This statement is also stated by Bloor and Bloor, (2004) that the Mood element consists of Subject, Finite, and (sometimes) modal Adjunct(s). In this research, subject, finite and sometimes modal adjunct are realized in the students' writing report text. Those were proven by the findings. The students used noun, "*flood, earthquake, rain, the victim, consumers, buyers, everyone, human,* etc", noun phrase "*body shaming, online shop, the bad people, the moon cycle, online consumers, the biggest historic earthquake, natural disaster, the scholarship application process for essay scholarship,* etc", and pronoun "*you, it, we, they, this, there,* etc" as their subject. The students used positive and negative finite in their text, such as "i*s, are, is not, do not, should not,* etc". The second constituent is residue. Residue can be defined as the rest of the clause which made up of the Predicator, Complement, and Adjunct. Predicator is similar to finite by which it is expressed within the verbal group. Mostly the students used verb 1 in expressing their ideas. It relates to the generic features of report text that simple present tense is used in making the text.

Most of the students write the clauses indicates to the declarative mood (positive and negative declarative mood). Declarative mood is used to exchange the information (Eggins, 2004). There are two forms of declarative mood found in this analysis that are positive declarative mood and negative declarative mood. It can be seen from the example, text's number 1 in the first clause, she wrote "*Earthquake is a kind of natural disaster.*" this clause indicates as positive declarative mood. It causes the finite that she used is the positive finite "*is*". While text's number 5 in the eighth clause, she wrote "*Today's generation does not see wrong in expressing their opinion*." this clause indicate to the negative declarative mood. It causes the student used negative finite "*does not*". It can be said that the different between positive and negative declarative mood is depends on the form of the finite or predicator that is used by the writer.

Thus, in this part shows the realization of mood system in the declarative mood. The use of declarative mood in the text is to give the evidence to the reader about the topic that they wrote. The use of declarative mood means that the students exchange the information. They inform something to the reader about the topic that they wrote. They give some evidence and also give the common issue that happened in the society. It is based on the purpose of the report text that is report text has purpose in giving information to the reader about something in general. The realization of mood system makes the students' writing become good and it also influenced to their structure in writing.

Besides, declarative mood, in this analysis also finds the other kind of the mood that is imperative mood. Imperative mood is a category that form a command or request. It is used for ordering, requesting or advising the reader to do something or vice versa. There are some imperative mood that can be found. For example, in the clause "*so let not do body shaming.*". He asked the reader to do not do body shaming, because it will have an impact to someone who get body shaming. The other example is "*and send it on its way.*". She used

imperative mood because she wanted to advice the reader to do not consider its as simple as they think. There are ten clauses that are indicated as imperative mood. The clauses are found in the text number 3, 11, 13, 16, and 20. there are only four persons who use imperative mood in their text. This category is based on the function of the clause that they made. For example "We should not do body shaming" is form as declarative mood but for the function of the clause is categorized as imperative. The writer asked the reader to do something. In this case, the writer asked the reader to do not do body shaming to anyone. The other example is "so let not do body shaming.". This clause, in the form and the function is categorized as imperative mood. So, besides declarative mood found in this kind of text, imperative mood also found in the some of the clauses.

In this analysis also finds some minor clauses made by the students. Minor clause can be also said as an incomplete clause. There are some clauses made by the students that are incomplete clauses such as they forgot to put subject or finite and they were wrong in choosing the appropriate verb in the clause. It can be seen, for example in this clause "*must be dressed neatly like the office, public speaking and others.*", she forgot to wrote subject of the clause. So it includes to the incomplete clause that is called by minor clause in the mood system. The other example is "*what is means of body shaming is?.*". In this clause, the writer use "*is*" but actually she should use modal and verb-1.

In conclusion, mood system is realized in the students report text. It is found out two types of mood system; declarative mood in positive and negative form and imperative mood. The declarative mood in the positive form is the most prominent use in the text. Based on Eggins (2004) and Halliday and Matthiessen (2014), declarative mood is used to give information to the reader about the topic that the writer choose to be write. It can be concluded that mood system also realizes in the report text. The types of the mood system are different in every kind of texts. It depends on the purpose of the text itself.

Modality System Analysis

In the modality system, there are some modal verbs and mood adjuncts that is categorized as modality words. The words are May, Possibly, Can, Sometimes, Allowed, Willing, Able, Probably, Will, Usually, Should, Supposed, Keen, Must, Certainly, Always, Required, and Determined. This analysis shows that in the students' writing report text, some types of modality words; modal verbs and mood adjuncts are found. The modality words are divided into two types that are modalization and modulation. The words found in the modalization and modulation are can, will, must, should and usually. In probability types, there are two clauses in the low modality value, three clauses in the median modality value, and three clauses in the high modality value. In usuality types, there are nineteen clauses in the low modality value, there were ten clauses in the median modality value and there is one clause in the high modality value. In obligation, there are twenty-three clauses in the low modality value, five clauses in the median modality value and one in the high modality value. In inclination, there are six clauses in the median modality value and there is one clause in the high modality value.

In the modalization type, some modal words "may" in the low value of probability, "will" in the median value of probability, "must" high value of probability, "can" in the low value of usuality, "usually" in the median value of usuality, and "will" in the high value of usuality are found. For example, the use of word "may" in the low value probability, for example in the student's number 51 in the third clause "Normally dry lands may also get flooded", it means that something probably happen because of flood but it is in the low probability. The proposition of modality in probability and usuality types means that the function of the clauses is in the exchange of information. It is proven by the theory of Halliday and Matthiessen (2014) that modalization concerns proposals (a clause functioning in the exchange of "goods and services" rather than information). The students'

writing are purposed to exchange the information to make the reader know and understand about the issue that they wrote.

In the modulation type, some modal verbs "should" in the median value of obligation, "must" in the high value of obligation, "can" in the low value of inclination, "will" in the median value of inclination, and "must" in high value of inclination are found. All the modal verbs are used to offer requests to the reader or suggestions that both the writer and the reader do something. It is proven by the theory of Halliday and Matthiessen (2014) that modulation clauses can be offers requests to the reader or suggestions that both the writer and the reader do something. The students asked the reader to do something that could effect to the human life that is become well, such as the writer asked reader to do not do body shamming and throw the trash into the trash.

The use of modality is distinguishing between the exchanges of the information that is modalization types or offers the reader to do something that is modulated types. In the modality, there is three category of values in each type. The value is categorized based on the verbs include in it. So, the writers use verbs in the appropriate use.

Speech Function Analysis

In the speech function, it is found three types of speech function in the texts; statement in positive and negative declarative mood, command in imperative mood and compliance in minor clauses. The dominant speech function in the report text is statement. We can look from the purpose of the report text, this text is used to give information that is statement that can be proof and happen in our society. The most type of speech function in the text is statement that is category as declarative mood. Besides statement category, it is also found command category as imperative mood. Some of the clauses are in the form of imperative that the students emphasis something that should be done or not.And also, it is found some minor clauses. In the speech function, minor clauses are identified as compliance. So, in this research, three types of

speech function are found that were statement, command and compliance.

Students' Mastery

Writing is the complex skill that should be mastered by the students in mastering the language. In this study, the researcher found some minor clauses that proved the students still has difficulties in writing. They made mistakes in term of grammatical use and the choice of appropriate words in their writing. For example, the minor clause was written by student's number 19 in the fifteenth clause "*often occurs around us*", it should be like this "*it often occurs around us*". the student actually forgot to write the subject in the clause. The other example is written by student's number 42 in the seventh clause "*but is considered a joke*", the correct one should be like this "*but it is considered as a joke*". The problem is still same, the writer forgot to write the subject. There are only some of the students made mistakes in writing their clauses.

However, most of them have done their writing with the good writing components. It shows the students' mastery in writing especially in writing report text. Even though, they also need to improve their skills in writing to make more master in writing skills. There are many ways to improve students writing skill especially in the report text. Fatima (2012) suggests communicative activities can be used to enhance students skill in writing. Pujianto, Emilia and Ihrom (2014) said that the basic framework of process-genre approach can be used to teach report text and it can be improved students' writing skill. While Riswanto (2016) said that by using mind-mapping strategy it can improve students' ability in writing report genre . Those are some activities or strategies that can be used to improve students' writing skill because writing is one of the important skills in leaning English.

CONCLUSION AND SUGGESTION

The realization of the interpersonal meaning in the report text has been discussed in this research. In general, this research has four

main findings. The first finding is about the realization of the mood system in the report text that was written by the undergraduate students in the Universitas Batanghari Jambi. Mood system realizes in the report text. It proves by the finding of the research. Based on the analysis, there are two types of mood realize in the text. The two types are declarative mood and imperative mood. Both of the mood types can be found in the report text but not all of the text realize imperative mood. Declarative mood is realized in the two form; positive and negative form. Every text has two form of the declarative mood. If it accumulates, there are 334 clauses indicates as declarative mood, both positive and negative form. For the imperative mood, there are 10 clauses that has been written by the 5 students. There are five topics that can be chose by the students. Only the topic about body shaming realized imperative mood.

Second finding is about modality system in the report text. It found that four types of the modality system in the report text. Modality system has four types that are probability, usuality as modalization category, and obligation, inclination as modulation category. Each of the type has three values. The finding shows there are 8 clauses indicate as probability type, 30 clauses indicate as usuality type, 7 clauses indicate as obligation type and 30 clauses indicate as inclination type. So, from the finding, it shows that there are 81 clauses using modality words.

The third finding is about speech function system in the report text. Based on the finding in the mood system. There are two types of the mood that can be categorized in the speech function. The two types are declarative as statement and imperative as command. Statement is a way of giving information by stating or the act of stating in writing even speech. Statement can be positive and negative. While, command in speech function means a way to receive information, good or service by forcing the reader to give them. In command sentences, sometimes the subject is omitted. Besides both of the types, there is another category of speech function that is identified as

minor clause calls as compliance. There are 354 clauses that divided into three categories of speech function. There are 334 clauses indicate as statement, 10 clauses indicate as command and 10 clauses indicate as compliance.

The fourth finding is about the students' mastery in writing especially in writing report text. There are twenty students who participant in this research. The students were asked to write report text based on the topic that they chose. By analyzing the interpersonal meaning of the report text, the researcher found there are some clauses indicate as minor clause. From all of the text, there are only 10 clauses indicate as minor clause. The mistakes that the students made only in the grammatical use and the choice of the word. They forgot to put finite even subject in their clauses.

Based on the explanations above, it can be concluded that interpersonal meaning can be realized in the report text. Interpersonal meaning has two constituents that are mood system and modality system. Both of the constituents can be found in the report text that made by the undergraduate students in the Universitas Batanghari Jambi. By analyzing the mood system, speech functions can also be found. By looking the realization of the interpersonal meaning, it can be said that the students are master in writing especially writing report text even some of the students made mistakes in making clause or sentence.

Furthermore, this research also has weakness like the other research. It may have bias in interpretation. We know that everyone has their own interpretation in interpreted the finding of the research. So that, it needs the future researchers to enrich the findings. The researcher can conduct research focusing on other metafunctions, it can be ideational meaning, textual meaning or it can be all of the metafunctions to enrich the findings. The researcher can use more books or recent books about systemic functional linguistics theories in order to get better understanding about the phenomenon.

REFERENCES

Achsan, Mohamad and Sofwan, Ahmad. (2016). The realization of tenor in the conversation texts found in Grade X English textbooks "Pathway to English" and "Bahasa Inggris Kelas X. *Language Circle: Journal of Language and Literature,* 11/1, 79-88. Retrieved from http://journal.unnes.ac.id .

Bloor, T. & Bloor, M. (2004). *The functional analysis of English A Hallidayan Approach second edition.* London: Arnold.

Butt, D., Fahey, R., Feez, S., & Spinks, S. (2012). *Using functional grammar: an explorer's guide.* Sydney: Macquarie.

Creswell, J. W. (2009). *Research design quantitative, qualitative, and mixed methods approaches.* London: Sage.

Eggins, S. (2004). *An introduction to systemic functional linguistics*. London: Continuum International Publishing Group.

Fatima, S. (2012). Teaching report writing skills through communicative activities. *American International Journal of Contemporary Research*, 2(2), 104-109. Retrieved from https://www.researchgate.net/publication/259197157Teaching_Report_Writing_Skills_through_Communicative_Activities_American_International_Journal_of_Contemporary_Research_vol2no2_Feb_2012

Feng, H., & Liu, Y. (2010). Analysis of interpersonal meaning in public speeches-A case study of Obama's speech. *Journal of Language Teaching and Research*, 1(6), 825–829. Retrieved from https://doi.org/10.4304/jltr.1.6.825-829.

Halliday, M. A. K., & Martin, J. R. (1981). *Readings in systemic linguistics*. London: Trafalgar Square Publishing.

Halliday, M. A. K. & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar 4rd edition.* London: odder Education.

Pertama, T., Rukmini, D., & Bharati A. L. D. (2018). Implementation of three metafunctions in verbal language and visual image of students' textbook. *English Education Journal*, 8(4), 418–431. Retrieved from https://journal.unnes.ac.id/sju/index.php/eej/ issue/view/1359

Mafruchatunnisa, I. & Agustien, H. I. (2016). Interpersonal meaning in Michelle Obama's speech at memorial service for Dr. Maya Angelou (A descriptive qualitative study). *Journal of English Language Teaching,* 5(1), 1-8. Retrieved from https://journal.unnes.ac.id/sju/index.php/elt/article/view /9876

Martin, J. R., Matthiessen, C. M. I. M. & Painter, C. (1997). *Working with functional grammar*. London: Arnold

Matthiessen, C. M. I. M. (1995). *Lexicogrammatical cartography: English systems*. Tokyo: International Language Sciences Publishers.

Muir, J. (1972). *A modern approach to English grammar: an introduction to systemic grammar.* London: B. T. Batsford.

Potradinata, S. L. A. (2018). An analysis of student's recount text in Systemic Functional Linguistics perspectives. *International Journal of Language, Literature and Linguistics*, 4(2), 125–131.https://doi.org/10.18178/ijlll.2018.4.2.161.

Pujianto, D., Emilia, E., & Ihrom, S. M. (2014). A process-genre approach to teaching writing report text to Senior High School students. *Indonesian Journal of Applied Linguistics*, 4(1), 99-110. Retrieved from https://doi.org/10.17509/ijal.v4i1.603.

Puspitasari, E. D. (2014). The mood-residue structure in" Snow White". *Jurnal Infotekmesin*, 7(1), 40–45. Retrieved from http://ejurnal.politeknikcilacap.ac.id/

Riswanto. (2016). Improving the students' ability in writing report genre through Mind Mapping at Junior High Schools in South. *International Journal of Social Sciences*, 2(1), 1–18. Retrieved from https://doi.org/ 10.20319 .

Sudarsono, S. M. I., Yunitasari, D., & Gunawan, M. H. (2017). Investigating teachers' professional competence: A systemic functional linguistic analysis of teachers' report texts. *Indonesian Journal of Applied Linguistics*, 7(1), 141-148. Retrieved from https://doi.org/10.17509/ijal.v7i1.6867 .

Yusri, A. (2017). The realization of interpersonal meanings in the discourse of Abdul Qodir Jaelani. *Voices of English Language Education Society*, 1(1), 51–60. Retrieved from http://ejournal.hamzanwadi.ac.id/index.php/veles/article/download/393/pdf_2