

Interpersonal Meaning Analysis of the EFL Student's Talk in Learning Descriptive Text at Junior High School

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Abstract:

Language is a type of action that is utilized to serve human needs by communicating information. It is concerned with interpersonal meaning or language-based human expressions. SFL analysis is significant to master in the grammatical field because it provides an overview for analyzing and interpreting the meaning of a written or spoken text. This study analyzed a conversation by student and teacher in learning writing descriptive text using interpersonal meaning. The aim of this study is to identify the mood system contained in transcript conversation students and teacher in junior high school. This study employed qualitative research due to the written form of analysis, and focused on analyzing speech function and the mood system that includes declarative mood, interrogative mood, exclamative mood and imperative mood. The findings of this study showed of the mood system contained in declarative mood, interrogative mood, exclamative mood and imperative mood. This showed that conversation student and teacher being analyzed contains information according to the function of the declarative mood, interrogative mood, exclamative mood and imperative mood, which is to describe information through a statement. Researcher found modality is probability, obligation, inclination, usuality in the data. Researcher for conversation, students, and teachers can better comprehend the underlying meanings and intentions conveyed through communication with the support of an in-depth knowledge of interpersonal meaning, which builds the interpretation and analysis of a variety of communication objects

Key words: *interpersonal meaning, mood system, modality*

INTRODUCTION

Language is considered as primarily a social medium of communication in which speakers and listeners can interact meaningfully. Because language provides a theory of human experience, and specific resources of each language's lexicogrammar are committed to that goal, studying multiple languages aids with communication smoothness (Halliday & Matthiessen, 2013). Its application serves a linguistic purpose; the social and personal context of communication aids in understanding the message being transmitted. The following is the main conclusion: meanings are essentially grammaticalized. Every grammatical decision serves a purpose in the context of the discourse. As a result, systemic functional linguistics can investigate the function, social context, and personal history of communication.

Interpersonal meaning refers to the speaker's or writer's contact with the listener or reader. Language is a kind of behavior used to meet human needs by transferring information. It is concerned with interpersonal relationships or language-based human expressions. Language serves two jobs (called as speech roles or speech functions) in every interaction: delivering and demanding commodities. People utilize interpersonal meaning to convey their emotions and feelings to others (Halliday, 2013). Interpersonal meaning refers to how language is used in communication relationships. It provides another dimension of significance to how language is utilized in relationships, such as sustaining social connections, sharing perspectives, and

influencing others. Interpersonal meaning is most likely referring to language's position as a supervisor of human interactions, which requires it to incorporate social communication into decisions of a new type, which are still limited in number but less discrete on both axes.

Interpersonal Meaning

Interpersonal meaning is comprised of two primary components: the sort of contact taking place and the type of commodity being exchanged, as well as the position that speakers take in their communications (Butt, 2002) as cited in Hadiani, (2019). The former is concerned with how speakers or writers position themselves in an argument or discussion, as well as requesting and providing information, products, and services and using language to exchange information, goods, and services, whereas the latter is concerned with how speakers or writers position themselves in an argument or discussion. It has been proposed that there are four primary speech roles in communicative exchange: providing information, providing goods and services, and demanding goods and services (Butt, 2002; Eggins, 2004; Thompson, 2014). To begin, define the basic roles of communication that correlate with the speech functions: a statement to give information, a question to demand information, an offer to give goods and services, and a command to demand goods and services. Mood types can be realized through the arrangement of mood ingredients.

In practical communication, this field can be experienced in a variety of ways; the mood element and the residue element comprise interpersonal meaning. The mood element is made as a subject and is finite, while the remainder is made up of predictor, complement, and adjuncts (Alyfia et al., 2020). The mood system of the clause involves the interaction of the parties as well as the speaker's or writer's attitude and judgment. This system can be viewed from three perspectives: declarative form, interrogative form, and imperative form (Mulatsih & Sunardi, 2021). Furthermore, the utilization of voice function in casual conversation serves important purposes for message transmission. Sociolinguistics includes the study of speech function. Speech function refers to how someone expresses ideas such that listeners completely perceive them. The four sorts of speech functions are statement, question, command, and offer (Halliday & Matthiessen, 2013). Speech functions are used as a platform for communicating experiences to suit their demands. People contribute for a variety of reasons, because these speech functions reveal a speaker's attitude and judgment (Wiyanto, 2020).

According to Alyfia et al. (2020), this is how people convey their thoughts in practice. Others can sense your emotions, feelings, and desires. In this approach, clauses are considered as a part of interaction between the speaker and the listener (audience). Those categories are included in meta function, which is the best employed to disclose the realization of meaning in a discussion. The interpersonal function denotes the language alternatives available to speakers. their extensive and varied interpersonal relationships. In simple terms, how a speech's Interpersonal Meta function describes the interaction between the addresser and the audience. It is the use of language to build and sustain relationships with individuals, influence their conduct, communicate our point of view about things in the world, and elicit or modify theirs.

Mood System

The Mood structure, which includes the Mood, Finite, and Residue, is used to realize the communicative exchange in terms of interpersonal meaning (Eggins, 2004). The Mood element is made up of two parts: the Subject, which is represented by a nominal group, and the Finite, which is represented by a verbal group and conveys the primary tense or the speaker's

viewpoint. Thus, the Finite serves two important interpersonal functions: as a time, signal related to the speaker or as a MODAL sign concerning the speaker's perspective. Residue is produced from the Predicator, which is a non-finite verb; the complement, which is a noun or nominal group; and the adjuncts, which are an adverbial group and a prepositional phrase (Halliday, 1994; Gerot & Wignell, 1995) as cited in Hadiani, 2019).

The mood categories are utilized to realize speech functions during the interaction process. The link between Subject and Finite is a sign of the interaction that takes place in the discourse to produce the message as a statement, a question, an offer, and a command. When writers convey information to the reader, they give information and make statements. When it comes to providing information, the Subject occurs before the Finite, and this mood system structure is known as Declarative Mood. As a result, clauses having a Subject that occurs before the Finite are termed declarative, as they generally actualize a statement. Speakers who demand information typically ask questions. They may ask in polar interrogatives, which anticipate a yes-or-no response. In a polar interrogative inquiry, the Finite comes before the Subject, indicating the Interrogative Mood as a common manifestation of a question. It indicates that interrogatives can be distinguished by inverting the Finite positions in sentences where Finite appears before the subject.

Mood is concerned with information or service, whether it is given or demanded, as well as the mood of the relationship between the two interactions. Tenor deals with power based on gender or status. Halliday and Martin (1981) describe mood in terms of interpersonal communication, which includes three grammatical components. Speech function, modality, and tone are all categories. According to Eggins (2004), the Mood system has two elements, which are explored in this study. Those are mood and residue, respectively. There are two types of modalities. In systemic functional terms, epistemic modality is also known as modalation. linguistics words.

Modality

Sometimes speakers will express their opinion or judgment on whether something is of positive or negative polarity. They most likely employ another form of Mood structure in some way. Modality is an alternate strategy (Butt, 2002; Eggins, 2004; Halliday & Matthiessen, 2004) as cited in Hadiani, 2019). Modality includes modalization and modulation. The former deals with chances and usuality, which are related to propositions, while the latter deals with obligation and inclination, which are also related to propositions. According to Eggins (2004), speakers use modalization to proclaim the possibility or frequency of something, whereas they utilize modulation to convey the obligation and inclination to perform something. While modulation is used to demonstrate obligation and desire to perform something, Furthermore, Halliday and Matthiessen (2004) divide modalized expressions into subjective and objective orientations, such as in modal verbs and expressions like "I believe, I think, etc." Table 2 outlines the many types of modalization and modulation, along with examples.

Table 2 Types of Modality and Examples (Adapted from Eggins, 2004)

Modalization	Examples	Modulation	Examples
Probability	The assembly process will finish in two hours.	Obligation	The machine must be maintained regularly.

Usuality	The mechanic usually maintains the machine once a month.	Inclination	I'll lend you some money.
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Table 2 indicates that in many situations, speakers or writers prefer to employ a declarative with a Modal Finite to express duty in a less dictatorial manner rather than demanding someone to do something in an imperative approach. The speakers or authors in this case are expressing an opinion regarding whether or not something should be done (Ivanic, 1998 and Camps, 2001) as cited in Hadiani, (2019). A declarative also allows the speaker or writer to recommend that an individual perform an action.

Interpersonal meaning that has been related to the concept of communication with speech (Widiyanto, Pratama & Haryanti, 2022) The aims of researcher learning are as varied as the concept of communication. Grammatical moods are differentiated by the language of speech. The speeches from the top 10 Miss Grand International 2020 contestants were picked to examine how speech functions and the limbic system are realized. The steps to gather the data included non-participatory observation, choosing the media, categorizing the research topic, and a literature review. The Malaysian finalist made the most use of declarative mood. Argentina's finalist shifted the polar interrogative. In addition, the finalist from the Czech Republic produced the majority of the imperative.

More specifically, interpersonal meaning can be obtained by analyzing the mood of the clause. Based on the explanation from Brilliantia & Setiarini (2022), through study the speech transcript from Joe Biden's campaign event in Philadelphia on November 1, 2020, describes the many interpersonal meanings, moods, and modality types. The information is presented in clauses that reflect interpersonal functions, mood types, and modality types. The approach used for the research is descriptive-qualitative. The study's findings demonstrate how interpersonal functions are utilized in the speech transcript from Joe Biden's campaign event. Declarative mood and interrogative mood are two categories for the different forms of mood found in the data.

Researchers took previous research as a reference that there is a gap in this study, that researchers analyze conversations between students and teachers when learning writing descriptive texts in class by taking some data to analyze looking for mood, speech function and modality by describing the explanation to be analyzed. The aims of researcher studies on the analysis of interpersonal meaning conducted these expressions are then investigated utilizing mood and speech function these studies, taken together, offer a greater understanding of interpersonal meaning in a range of circumstances, including speech, conversation. An grasp of interpersonal meaning can enhance the analysis and interpretation of conversation by texts because it is a important component of student and teacher by conversation in classroom.

RESEARCH METHOD

This study makes use of qualitative research because it requires analyzing texts. This study was classified as a text analysis because it carefully examined the interpersonal meaning of a conversation between English teacher and junior high school students as they were learning to develop descriptive writings. Four SMP students were chosen as English teacher speakers during a group discussion in class while learning to create descriptive texts. Four student speakers and the discussion script of the English teacher were utilized as the instruments. The interpersonal meaning and modalities of the selected texts were examined. Speech function

theory, modality and mood analysis are used in interpersonal meaning analysis by Halliday and Matthiessen (2014). To conduct a methodical analysis of the data, the author reads the data and then analyzes it with the aid of a coding process. In order to determine how frequently students and teachers interact with each other about how to write descriptive texts, the author additionally takes a look at modality.

Table 1 – table 10 in data researcher mood system

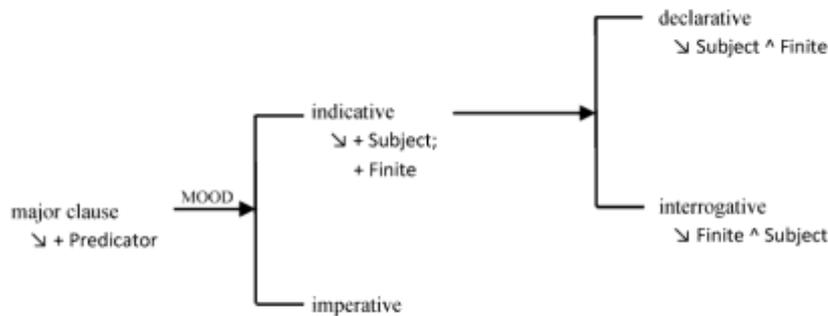
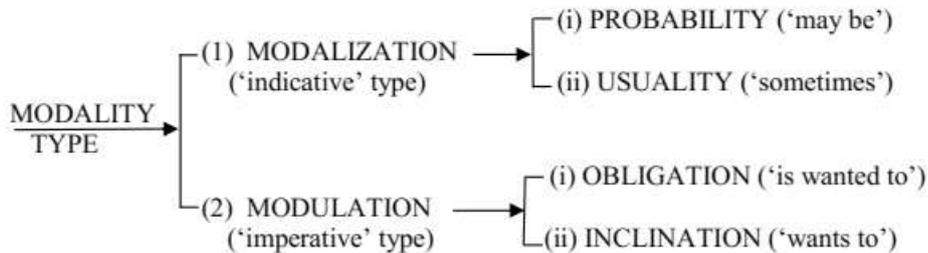


Table 11 in data researcher modality



Adopted by Halliday and Matthiessen (2014)

RESULTS AND DISCUSSION

The analysis produced ten clauses using interpersonal meaning and modality, which focuses on analyzing speech function, modality and the mood system that includes declarative mood, interrogative mood, exclamative mood and imperative mood. This also helps researchers to simplify the process of analyzing student by junior high school, the conversation students talk with teacher in classroom about learning writing descriptive text on the group.

The following is an explanation of the results found:

Mood System

- Clause 1: **is Mr. Adi present today**

Table 1

Is	Mr. Adi	Present	Today?
F	S	P	A
Mood		Residue	

Considering the information presented above, it was determined that the statement "*is Mr. Adi present today?*" had two components. The first component of this clause is mood, which is composed of the subject "*Mr. Adi*" and the finite verbs "*is*" and the second component is residue, which is composed of the predicator "*present*" and the adjunct "*today?*". interrogative mood is the mood type for this sentence. interrogative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is demanding by question.

- **Clause 2: I like the task in the group**

Table 2

I	Like	The	Task	In	Group
S	P	C		A	
Mood		Residue			

The other the information presented above it was determined that the statement "*I like the task in the group?*" had two components. The first component of this clause is mood, which is composed of the subject "*I*" and which is composed of the predicator "*like*" and the second component is residue, is the compliment "*the task*" and the adjunct "*in the group*". Declarative mood is the mood type for this sentence. Declarative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is giving by statement.

- **Clause 3: I met Mr. Adi at the office**

Table 3

I	Met	Mr. Adi	At	The Office
S	P	C	A	
Mood		Residue		

This additional the information presented above it was determined that the statement "*I met Mr. Adi at the office?*" had two components. The first component of this clause is mood, which is composed of the subject "*I*" and which is composed of the predicator "*met*" and the second component is residue, the compliment is "*Mr. Adi*" and the adjunct is "*at office*". Declarative mood is the mood type for this sentence. Declarative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is giving by statement.

- **Clause 4: Guys sit down!**

Table 4

Guys	Sit	Down!
S	P	C
Mood		Residue

This additional the information presented above it was determined that the statement " *Guys sit down!*" had two components. The first component of this clause is mood, which is composed of the subject " *Guys*" composed of the predicator " *sit*" ,and the second component is residue, the compliment " *down!*". Imperative mood is the mood type for this sentence. Imperative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is demanding by command.

• **Clause 5: How can all student understand this material?**

Table 5

How	Can	All Student	Understand	This Material
C	F	S	P	A
Residue	Mood			

It was found using the information previously provided that the phrase " *How can all student understand this material?*" consists of two elements. The first element in this clause is mood, which is composed of the subject " *all students*" and the finite " *can*" whereas the second element is residue, which is composed of the predicator " *understand*" and the complement " *how*" and adjunct is " *this material?*". Exclamative is the mood type for this sentence. Exclamative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is demanding by question.

• **Clause 6: Sir for the theme can it be animals?**

Table 6

Sir	For	The theme	Can	It be	Animal?
S	F	C	P	F	A
Mood	Residue				

In the term an information presented above, it was determined that the statement " *Sir for the theme can it be animals?*" had two components. The first component of this clause is mood, which is composed of the subject " *sir*" and the finite verbs " *for*" and the second component is residue, which is composed of the compliment is "the theme" the predicator is " *can*", the finite verbs " *it be*" and the adjunct is " *animals*" . Interrogative mood is the mood type for this sentence. Interrogative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is demanding by question.

• **Clause 7: Sir for the identification in general?**

Table 7

Sir	For	The identification	Structure in general
S	F	C	A
Mood		Residue	

This the information presented above it was determined that the statement "*Sir for the identification in general?*" had two components. The first component of this clause is mood, which is composed of the subject "*Sir*" and finite verbs is "*for*" and the second component is residue, which is the compliment is "*the identification*" and the adjunct is "*in general?*". Declarative mood is the mood type for this sentence. Declarative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is giving by statement.

- Clause 8: **I think an interesting theme for descriptive text**

Table 8

I	Think	An interesting theme	For descriptive text
S	P	C	A
Mood		Residue	

This previous of the information presented above it was determined that the statement "*I think an interesting theme for descriptive text*" had two components. The first component of this clause is mood, which is composed of the subject "*I*" and the predictor is "*think*" and the second component is residue, which is the compliment is "*an interesting theme*" and the adjunct is "*for descriptive text*". Declarative mood is the mood type for this sentence. Declarative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is giving by statement.

- Clause 9: **I suggest for a plant theme**

Table 9

I	Suggest	For	A plant theme
S	P	F	A
Mood		Residue	

The other the information presented above it was determined that the statement "*I suggest for a plant theme*" had two components. The first component of this clause is mood, which is composed of the subject "*I*", the predictor is "*suggest*" and finite verbs is "*for*". the second component is residue is the adjunct "*a plant theme*". Declarative mood is the mood type for this sentence. Declarative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is giving by statement.

- Clause 10: **have you make a description about sunflowers?**

Table 10

Have	You	Made	A description	Of sunflower?
F	S	P	C	A
Mood		Residue		

In the term an information presented above, it was determined that the statement “*have you make a description about sunflowers?*” had two components. The first component of this clause is mood, which is composed of the subject “*you*” and the finite verbs “*have*” and the second component is residue, which is composed of the the predicator is “*made*”, the compliment is “*a description*” and the adjunct is “*of sunflowers*” . Interrogative mood is the mood type for this sentence. Interrogative mood is a statement that functions to represent the contents of the dialogue about learning descriptive text that readers can understand the information contained in the text. This speech function is demanding by question.

Modality

In terms of modality, the students employ several sorts of Modal Finite in their clauses. In a descriptive text, the Modal Finite “can,” “may,” “will,” “could,” “let’s,” determination,” and “must” are used to express the students’ opinion about a given speech in the text, whether it is to suggest the probability, usually, or obligation and inclination. Table 11 shows the many types of modalities found in students’ descriptive texts.

The Modality in Students’ Explanation Texts (adapted from Halliday, 1994)

Table 11

Type of Modality	Modality	Degree of Modality
Probability	Can	High
	Will	High
	May	Low
Usuality	frequently	Low
Obligation	Must	Low
	Could	Middle
Inclination	Let’s	Low
	Determination	Low

Table 11 indicates the many methods of communication used by students and teachers while learning descriptive texts. According to the findings, only a few modalities are used in the literature. It suggests that the students attempted to give readers factual information that is significant to the objective of a descriptive text, which is to clarify readers about why situations occur or how something is done (Gerot & Wignell, 1994; Derewianka, 2004). The various degrees of modality represent the many types of interpersonal relationships that exist between the writer and the reader. Modality is important in establishing the interpersonal meaning of clauses. It displays the degree to which the claim or proposal is true. Essentially, modality is concerned with the speaker’s or writer’s opinion or judgment of the probability or obligations associated with what he says (Butt, 2002; Eggins, 2004; Halliday & Matthiessen, 2004).

The analysis of the data presented reflects that the text has a strong relationship with students and teacher. Through clear details of the clauses that have been analyzed, the

researcher presented by observation in junior high school to the information. By identifying the type of mood as declarative mood interrogative mood, exclamative mood and imperative mood, the researcher asserts confidence and expertise, aiming to influence the students and teacher perception of the information conveyed. In the various categories that Halliday and Matthiessen (2013) explained, a large number of modality systems were categorized. In the category of the modality system, modal verbs and mood adjuncts were decided. Modalization and modulation were the two components of the already-mentioned modality system. Probability and commonness made up the modalization. They provided a means of communication for responding to ideas and information.

The current study's focus of exploration involves an examination of interpersonal meaning in the context in which language presents meaning in various types of communication, which is related to previous research. In the past, researchers have looked at the information's mood and modality in various types of speech and communication. Collectively, these studies advance knowledge of interpersonal meaning, how it functions, and the significance of interpersonal meaning in conversation between individuals. Considering there is no requirement of an obvious Subject or a finite in this form of discussion, speakers have the option to add a Subject or a Finite to their demands if they so choose to emphasize them. The Imperative mood is the name given to specific configurations of the Mood system that usually give out a command. While speakers who offer goods and services frequently present an offer, the sentence is typically articulated in the structure of a modulated declarative.

The research by Widiyanto, Pratama, and Haryanti (2022) on the analysis of the speeches from the top 10 Miss Grand International 2020 contestants was selected to examine how speech functions and the limbic system are realized, while Brilliantia & Setiarini (2022) examined the speech transcript from Joe Biden's campaign event to demonstrate how interpersonal functions are conducted. The many moods present in the data fall within the classifications of declarative mood and interrogative mood. In order to understand the intended meanings and outcomes of communication language, it is necessary to interpret and analyze mood and modality, as shown by the combined results of these studies.

The current study expands on the knowledge gained from other studies by examining the development and impact of interpersonal meaning in the context of reporting in writing. The general connection between these studies highlights the significance of interpersonal meaning as an important part of communication analysis. Researchers for conversation, students, and teacher can better understand the underlying messages and goals that are conveyed through communication with the help of an in-depth knowledge of interpersonal meaning, which builds the interpretation and analysis of a variety of communication objects.

CONCLUSION

Based on the results obtained from the analysis of the interpersonal data from student and teacher conversations while they were learning to write descriptive texts, the researcher developed the conclusion that the declarative mood was most frequently used in the text, though this study also discovered the interrogative, imperative, and exclamative moods. Additionally, it depicts the interaction between teachers and students as they study descriptive writing, in which the teacher serves as the interlocutor and information provider and the students act as the recipients. Based on the declarative's main purpose, which is to inform students and teachers, this is in line with the main objective. Additionally, the author discovered ten speech functions that were collectively used in the discussions that this research

summarized. Based on the data provided, there are four distinct groups of speech functions. The researcher also obtained results for the modality, which consisted of four categories, namely probability, usually, obligation, and inclination; from these four categories, the results from different modality degrees were high, middle, and low, indicating that the researcher knew from the students' conversations with the teacher while learning to write descriptive text.

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