



AN INTERPERSONAL MEANING ANALYSIS OF THE SECOND-GRADE STUDENTS' NARRATIVE TEXTS

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ABSTRACT

This paper identified the language use in the second-grade students' narrative texts to create the interaction between the students and their stories. The study was aimed at figuring out (1) the realization of interpersonal meaning through mood and residue and (2) the most dominant mood types realized on the second-grade students' narrative texts. In this study, descriptive qualitative method was employed to analyze and interpret the data by using words. The findings showed that (1) the use of mood and residue was identified as the realization of interpersonal meaning which completed the language features of narrative texts and (2) the most dominant mood type was statements which the students used to express and share their feeling in order to create the engagement between them and their story, the stories and the readers. In brief, the use of language in creating the interaction in narrative texts could be expressed by exploring interpersonal meaning (mood and residue) and choosing mood types that appropriate to share the feeling.

Keywords: Interpersonal meaning, mood, residue, second grade, narrative texts

INTRODUCTION

Communication is a vital part of human personal life and it is also important in any other situation where people encounter one another. Eggins (2004, p. 81) states that language itself is organized to make meanings about fields, modes, and tenors because those are the meanings that people want and need to make it in interacting with each other in the world. In harmony with Eggins' points of view, it can be summed up that English Foreign Language (EFL) learners who learn English as their subject have to know the meaning varieties, hence they have not made mistakes in interpreting their texts' meaning.

Dealing with the meanings aforementioned, there are three metafunctional lines of meaning that are developed by Halliday and Matthiessen (2004, pp. 29-30) that meanings contained in a text consisted of Ideational meaning, Interpersonal meaning, and Textual meaning. Those three meanings in the text show the whole parts of the texts that can be seen from the subject matter, the participant, and the structure of how language is constructed (D Nasita et.al, 2020). In harmony to the present study, the study focuses on interpersonal meaning. Butt et al., (2004, p. 5) state that interpersonal meaning relates to tenor which functions to interact or to express a point of view. With regards to the main point, this study

concerns with the analysis of how the interaction can be expressed effectively. Moreover, Gerot and Wignell (1994, p. 13) state that interpersonal meanings are meanings which express speaker's attitudes and judgments. From the experts' opinion aforementioned, it can be concluded that interpersonal is referred as a meaning that relates or engages the relation between people existing or happening between people.

In the meantime, in understanding the text itself, the mood is being involved which realized in the form of mood type as the so-called speech function (Halliday & Matthiessen, 2004, p. 108). The statement aforementioned can be inferred that when students read the text, the text has meanings itself to understand. In line with the statement above, there are four kinds of mood types which are proposed by Eggins (1994, p.153). Those are statements, questions, offers, and commands.

Based on theories, the second-grade students learn the interpersonal text in the form of narrative because it teaches in the third semester. The lecture is called "Reading for discourse analysis". The given text needs to be understood and comprehended in order to avoid misunderstanding in comprehending the texts' meaning. The proper analysis is needed to gain the deepest understanding of the texts' meaning. It is a namely interpersonal meaning analysis which concerned with the relation between people. Besides, mood type analysis is also needed which conveys people's attitude about the state of being of what the sentence describes.

Several previous studies were taken by the writer to support this study, the first previous study was undertaken by Olusanya (2013) entitled "An Interpersonal Metafunction Analysis of Some Selected Political Advertisements in Some Nigerian Newspapers". The second previous study was carried out by Feng and Liu (2010) entitled "Analysis of Interpersonal Meaning in Public Speeches a Case Study of Obama's Speech". The third previous study was conducted by Ignatieva (2008) entitled "A Systemic Functional Analysis of College Students' Literature Essays in Spanish". The last previous study was undertaken by Ye (2010) entitled "The Interpersonal Metafunction Analysis of Barack Obama's Victory Speech".

From the four previous studies aforementioned, all the previous studies indeed have similarity with this study. Those previous studies also conducted to figure out the interpersonal meaning beyond the text. The differences are about the subjects that were analyzed. The first previous study analyzed Political Advertisements in Some Nigerian on the newspaper. Then, the second and the last previous study analyzed Obama's speech. It means that all the text (subject) were written by the professional writers. Moreover, the third previous study discussed a literature essays of college students in Spanish. It meant that the same analysis was done thorough writing products.

Furthermore, those previous studies have not analyzed text which is written by the second-grade students who were not a professional in writing narrative text. Thus, the present study focused on interpersonal and mood types analysis in the second-grade students' narrative texts entitled, "An Interpersonal Meaning Analysis of the Second-Grade Students' Narrative Texts".

METHOD

The present study employed descriptive qualitative research methodology at which it investigates the quality of relationships, activities, situations, or materials (Fraenkel et al., 2012, p. 426). In collecting the data, there were several steps to do. Those were selecting the six best narrative texts written by the second-grade students, segmenting the selected texts from clause complexes (CC) to be move as the so-called single clause or simple sentence as suggested by Butt et al, (2000, pp. 295-297), analyzing and labeling the move into the interpersonal meaning analysis and mood types. After segmenting the texts into clauses, the next step was analyzing clauses by using interpersonal meaning in which this step was done in order to ease this study in categorizing among mood type in each text. Finally, the writers presenting the data and displaying out the data in the comprehensive table, and described the data by using words; and they were taking the conclusion, at the end of the steps the writers concluded the result of analysis of each text.

FINDINGS & DISCUSSION

Findings

There were two findings which were in line with three research questions proposed by the writers in this study dealing with the realization of interpersonal meaning analysis and the most dominant mood type on the texts.

The realization of interpersonal meaning through mood type (Mood and Residue) on the second-grade students' narrative texts

The first analysis revealed the realization of interpersonal meaning through mood and residue. The writer figured out 50 clauses of the first text, 31 clauses of the second text, 34 clauses of the third text, 24 clauses of the fourth text, 19 clauses of the fifth text, and 31 clauses of the sixth text. the realization of interpersonal meaning was figured out by the realization of mood and residue. Furthermore, mood was the first element of interpersonal meaning which covered subject and finite; it was realized on the selected texts. Moreover, the realization of residue which covered, predicator, complements, and adjuncts was realized on the students' text. The realization of mood and residue could be comprehended by looking at a move or single clause which provided the meaning. The meaning itself was the proof of the

realization of interpersonal meaning. In addition, the all clauses were segmented from clause complex (CC) to be move (single clause). Thus, the total clauses realized were 189 clauses. From those clauses, the mood types realized were statements, questions, and commands. While the offers type was not realized.

The most dominant mood type on the second-grade students' narrative texts

The second analysis was done through determining the most dominant aspect of mood type realized on the all selected second-grade students' narrative text. It could be comprehended that the most dominant aspect was statements type of mood. The writers figured out 189 clauses and 180 clauses were statements type. Moreover, the percentage total could be seen by 95% value of percentage. In the same discussion, the aspect of mood types was clearly to express and share students' ideas, positions, imaginations, and feelings to the language use which refereed to interpersonal meaning as the interaction between the students and their writing, their writing and the readers. The involvement of the readers could be reached as the goal of narrative's social function which entertaining and amusing the readers. Moreover, the readers could feel the content of the story which they could express their feeling of happiness, sadness, or anxious as the feedback of the story.

Discussion

The focus of this study was concerned with three main discussions. The realization of mood, residue, and mood type were the part of the main point that was interpersonal meaning; It could be understood that Interpersonal meaning was defined that the use of language to interact with others, to establish and to maintain relations with them, to influence their judgments and behavior and to express point of view on things in the world. The use of three main points was regarded to the language features of narrative texts. To identify the use of interpersonal meaning in narrative texts, one point could be highlighted that in expressing and showing the students' engagement, they could completely use of material, verbal, and behavioural which focused on the specific thing as the representation of their condition and position in the story (Gerot and Wignell, 1994, p. 204; Derewianka, 1990, p. 42).

In addition, language features of narrative text could be completed by using mood types. However, the use of language to express and share could be identified as the way the students carry out their story. One language features of narrative texts were focus on specific and usually individualized participants, it could be identified that narrative text told someone's life story which focus on specific thing personally. Another one of language features was the use of material, verbal, behavioural, relational, mental process, it could be identified that the use of verb in narrative text was to share someone's action, condition, feeling, position which

referred to the use of finite and predicator in interpersonal meaning context. Mood and residue was the main part of interpersonal meaning which pointed the use of verb as finite and predicator.

Moreover, mood and residue were the two points to identify the realization of interpersonal meaning. With regard to the theory, mood was the meanings through which social relations were created and maintained. These interpersonal meanings were realized in the lexicogrammar through selections (Gerot & Wignell, 1995, p.22). The Mood element consisted of two sections: the first was the Subject which was realized by a nominal group. The second was the Finite element which was part of the verbal group.

In addition, the speech role covered statements, offers, questions, and commands were comprehensively explained in this part. In particular, the first was statement, typically the statements were usually expressed by declarative. The second was offer, it was typically expressed by modulated interrogative. The third point was question, it was usually expressed by interrogative. The last point was command. Furthermore, commands were typically expressed by imperative (Eggins, 2004, p. 146).

In this section, the writers compared the findings of the present and the previous studies. Before discussing that point, the previous chapter was revealed the realization of mood and residue as the interpersonal meaning analysis. In the meantime, the writer figured out the most dominant aspect of mood type realized as well. Moreover, the most dominant aspect was statements type of mood, the next was questions type of mood which showed the lower position. Meanwhile the offers and commands type were not realized on the second-grade students' narrative texts.

Regarding the findings of analysis, the first previous study conducted by Olusanya (2013) entitled "An Interpersonal Metafunction Analysis of Some Selected Political Advertisements in Some Nigerian Newspapers". The study was revealed that the use of interpersonal metafunction, modality, and Mood system was found. The previous study also revealed that the attitude and opinion of the speakers in the political adverts were covertly indicated neither by the use of modal verbal operators nor mood adjuncts but by the lexical choices as well as grammatical structures that reflect the socio-economic and political context of the adverts.

Finally, the previous study had shown that the interpersonal meaning of a structural choice was not determined by the lexicogrammar but contextual factors. The analysis was done in this study could enhance better understanding of political advertisements from interpersonal metafunction perspective. In line with the present study, this study figured out

the dominant aspect used by the second-grade students in their narrative text. It was clearly added and supported the previous findings of the previous study. In certain way, the analysis of the realization was done in both of the present and previous studies.

The second previous study carried out by Feng and Liu (2010), the title of the study was “Analysis of Interpersonal Meaning in Public Speeches A case study of Obama’s Speech”. The study showed the result that Obama made full use of the language to achieve his political purpose in his speech by using different devices to fulfil interpersonal meaning. The previous study used Obama’s speech as an example to demonstrate how interpersonal meaning was generally realized in a political speech. The findings could be concluded that different uses of mood, modal auxiliary, personal pronouns and tense can express different levels of interpersonal meaning, thus endowing the speaker different status and different purpose, and the influence on the audience was also different. In line with the present study, it has similar discussion but in different object of the study. Both of them was revealed the realization of interpersonal meaning through mood and residue, it could be comprehended that the findings of the present study was supported the previous study.

The third previous study conducted by Ignatieva (2008) entitled “A Systemic Functional Analysis of College Students’ Literature Essays in Spanish”. The findings presented that the paper compared the students’ essays in order to examine the differences and similarities in the textual organization and to single out the predominant lexico-grammatical features in the students’ writing. The detected differences and similarities revealing a distinct realization of academic writing allowed us to identify genre and register characteristics. To the present study, the findings that showed the realization of mood and residue and the most dominant aspect of mood type was completed the findings of the previous study.

As the last previous study that carried out by Ye (2010) entitled “The Interpersonal Metafunction Analysis of Barack Obama's Victory Speech”. The findings showed that the perspective of the interpersonal metafunction, positive declarative clauses dominate Barack Obama's Victory Speech. The previous study provided some guidance for readers to make better speeches as follows: (1) Positive declarative clauses were recommended to convey as many as possible messages to the audience and convince the audience with fact; appropriate application of imperative clauses was useful in making persuasion and suggestion. (2) Modal verbal operators with higher or highest modal commitment showed the addresser’s firm determination to finish the task, and “can” is helpful to encourage the audience to have confidence in their ability.

In line with the findings of the present study, both of study were revealed the realization of mood and residue through interpersonal meaning analysis. The other points; it was revealed the most dominant mood type; it could be concluded that the findings of the present study supported and completed the findings of the last previous study. The findings also revealed that the use of interpersonal meaning could be identified as the use of language to interact. Regarding the language features of narrative texts, the realization of mood and residue identified the use of material, verbal, and behavioural action which showed students' condition and position in writing.

CONCLUSIONS

It could be concluded that the use of interpersonal meaning referred to the use of language to create the interaction between the writer or author and the reader in writing story. The use of interpersonal meaning (mood and residue) was the way in how to express and share what all happened in the story. Moreover, mood types as the part of interpersonal meaning which covered statement, offer, question, and command were the way how to make the interaction. In narrative contexts, the use of interpersonal meaning could create the relation and engagement between the writer and the story. Identifying the language features of narrative texts, the use of interpersonal meaning by showing material, verbal, and behavioral process expressed and shared what and how the writer brought out the story.

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