HOW NON-NATIVE WRITERS REALIZE
THEIR INTERPERSONAL MEANING?

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ABSTRACT

This research was aimed at describing and explaining the interpersonal meaning, types of mood system, and modality found in the thesis abstracts. The method used was descriptive qualitative and specifically designed as discourse analysis. The data were taken from two abstracts, written by undergraduate students, majoring in English Language Education at different colleges in Ponorogo, East Java. They were non-native of English. Units of analysis were clauses, words, and phrases. The data were analyzed by using interpersonal meaning theory, proposed by Halliday. The result of this research reveals that firstly, the interpersonal meaning of the abstracts is realized through wordings of the clauses based on the mood system (subject and finite), while the residue is realized through the element of predicator, complement, and adjunct. Secondly, the mood types found are mostly declarative, and only a few of them are interrogative. The declarative form is characterized by order of subject followed by finite, while the interrogative form is characterized by the use of question word, instead of the order of finite and subject. Thirdly, in terms of modality, the abstracts dominantly display the use of low degree modality (can, could, may) which signals the writer's intention to weaken the authority toward the readers.

Keywords: non-native writers, interpersonal meaning, mood types, modality, abstracts

INTRODUCTION

There are many ways of determining functions of languages. One approach is to consider grammar as one of many resources that language has, which helps to communicate (Al-Mekhlafi & Nagaratnam, 2011). Another approach is focusing on the functions of grammatical structures and their meanings in the social context. The latter approach of grammatical analysis is called functional; it is Systematic Functional Linguistics, as originally developed by the outstanding British linguist, Halliday in the 1960s. Therefore, it is important to pay attention on how language makes meanings in spoken or written discourse in terms of grammar and meanings.

O'Donnell (2011) characterizes that SFL is more closely dealt with sociology that explores how language is used in social contexts to achieve the particular goal. It presents the way of exploring the language deeper. The exploration is not only in the level of language form and its structure, but it goes deeper to the level of meaning and its functions. Differs from the former theory of language, called traditional grammar, which discusses a lot on the part of speech, (noun, adjective, verb, and adverb), Systemic Functional Linguistics combines the structures and the organization of meanings. Hence, Systemic Functional Linguistics views the language elements (clause) based on its functions.

Feng and Liu (2010) have stated that Systemic Functional Linguistics is a theory of language centered on the notion of function. For instance, in the sentence of "Rooney bought a pair of shoes yesterday", traditionally, the sentence consists of a subject (Rooney) as a noun, a verb or predicate (bought), an object (a pair of shoes) that is classified as a noun phrase consisting of two words, and an adverb of time (yesterday). While the Systemic Functional Linguistics views the sentence from the function of each element. "Rooney" functions as the participant, doer, or the actor; "bought" functions as a process of doing; "a pair of shoes" functions as a goal, and "yesterday" as a circumstance of time. In short, systemic functional linguistics deals with describing and explaining what language does in the given context.

In fact, everyone uses the language to express their feeling or meanings in daily life. It means that they are producing the text every day. Widdowson (2007) has defined the text as the actual use of language. The form of language use (text) can be various, such as informal conversation, dialogue, spoken/written text, presentation, speech, and

even academic text. In order to create an understandable text, the meanings must be realized well, because it will enable the readers/hearers to catch the meaning easily. Moreover, it also avoids them from ambiguous or even misleads information. This aspect is very important to be paid attention by the speaker/writer.

Discussing the meaning is actually dealing with the discussion of the text. The text is basically made of meanings in order to be communicated, need to be encoded and expressed through a system of graphic, phonic and/or visual signs (Miller, 2017). In fact, it is true if every text contains the meaning(s). As SFL (Systematic Functional Linguistics) categorized that the meanings of text can be categorized into three meta-functions; textual, ideational, and interpersonal meaning. The textual meta-function is realized by the thematic structure and patterns of cohesion (Wang, 2014). Textual meaning deals with theme and rhyme, how the information is structured, what information is put, and why put it there. Ideational meaning deals with who initiates what kinds of actions or events, who responds to those actions, and how those actions are carried out. Furthermore, Kazemian, Behnam, and Ghafoori (2013) conclude that the ideational function is to convey new information and to communicate a concept that is unknown to the hearer.

While interpersonal meaning is realized in the lexicogrammar through selections of mood systems. The mood system is realized through the subject and finite. Haratyan (2011) states that interpersonal metafunction concentrates on social roles and relations through formality degree, pronouns, clausal mood (whether declarative, imperative, or interrogative), etc. In addition, Nan and Liu (2013) have concluded that interpersonal meaning embodies all the use of language to express one's opinion, influence one's behavior, and maintain relationships with others.

Referring to Halliday's work (1994), interpersonal meaning displays the interactivity of the language within a text. Interactivity focuses on how language users act upon one another through language, both in spoken or written language. Consequently, the text used in communication must be closely related to the speakers and hearers, the writers and the readers. Practically, the research of interpersonal meaning is realized through two components; they are mood and residue element of the clause. It allows for the expression of attitudes and evaluations and is realized by mood and modality (Bilal, 2012). Then, the mood element comprises subject and finite, and/or mood adjunct; while the residue comprises predicator, complement, and some adjuncts, such as mood, polarity, comment, vocative or circumstantial adjunct. Furthermore, Halliday in Nur (2015) claims that the function of interpersonal meaning is to enact humans' diverse and complex social relations which relate to a text's aspects of tenor or interactivity.

The analysis of interpersonal meaning in a text has been done through many kinds of research. The researchers take various texts as the object, such as speech, song lyric, advertisement, and spoken texts. The previous studies dealing with the analysis of interpersonal meaning have been conducted by some researchers, such as Feng and Liu (2010), Ayoola (2013), and Jingxia, Na, and Qing (2015). Feng and Liu (2010) have analyzed the interpersonal meaning of Obama's public speech. Their research has explored the realization of mood, modal auxiliary, personal pronouns in pronoun system, and tense shift. Their findings show that Obama makes full use of the language to achieve his political purpose in his speech by using different devices to fulfill interpersonal meaning.

Ayoola (2013) has studied the interpersonal metafunction of selected political advertisements in some Nigerian newspapers. He analyzes eight different political advertisements from different newspapers. His research focuses on finding out "how the politicians use language to express their viewpoints to reflect the political context through advertisement". The findings show that the interpersonal meaning of a structure does not always correspond with its lexicogrammar analysis as the political advertisers use various mood types to interact, negotiate, establish and maintain good relations with and as well change the behavior of the readers.

Another previous research is conducted by Jingxia, Na, and Qing (2015). The research investigates the interpersonal meaning within the 50 data, collected from the marriage advertisements. The research has focused on the personal pronouns found in the data and described the interpersonal meaning manifested by personal pronouns. By both quantitative and qualitative research, it shows that personal pronouns are largely used in marriage advertising texts and contributed to the realization of interpersonal meaning.

Other research on interpersonal meaning has also been conducted by more researchers at present (see İlhan, 2016; Yuliana & Imperiani, 2017). Ilhan (2016) has studied on the mathematics teacher's realization of interpersonal meaning in theory and practice. The result of research reveals that the mathematics teacher realizes the counterproductive social roles and relationships for the knowing/learning to come alive. While Yuliana and Imperiani (2017) investigate interpersonal meaning in newsletters that are offered by educational institutions (three general and three Islamic). The result of the research shows that both institutions use the common features of modality, mood types, and the dominant use of declarative.

Based on these many kinds of previous research, none of them has studied the interpersonal meaning of academic texts. As known in the education field, the academic text is very important to realize the knowledge of science. The form of academic texts can be various, such as journal article, paper, textbook, and research report, or even an abstract. As a part of the larger research report, the abstract has structure, as text. The abstract is written in short and concise writing which commonly includes some element, such as the aim/objective of the writing, the method, and the result of research. Basically, an abstract is only a part of larger work which commonly put at the beginning of a work. By reading the abstract, the readers are expected to be able to scan the information core inside the whole work. The elements of the abstract can be varied depending on the discipline. Commonly, a work of social science or scientific work will include the scope, purpose, results, and contents of the work, while the work of humanities will cover the thesis, background, and conclusion. The form of abstract is not a review or evaluation of work being abstracted. The abstract usually is completed by the keywords to ease the readers keep the focus on the important point presented in writing.

Considering the background of the research, the research of interpersonal meaning in the academic text, such as abstract, is necessary to be conducted. That is why, this research is aimed at describing as well as explaining; (1) interpersonal meaning, (2) types of mood system, and (3) types of modality found in the abstracts, written by the undergraduate students.

There are some reasons for choosing the meaning analysis as the topic of the research and necessary to be conducted, firstly, when people use the language, they are actually producing the text. Studying the meaning is actually studying the text, whether it is spoken or written. Secondly, meanings of text become the core of communication, both in written and spoken form. When people interact each other in communication, they negotiate meaning to the hearers, as well as the readers. Thirdly, only a few types of research focus on analyzing the abstract, written by the undergraduate students who are majoring in English Language Education. Therefore, this research is expected to be beneficial particularly for students who are preparing their thesis, English lecturer, and those who are the concern in linguistics study.

METHODS

Considering the objective of this research and the nature of the problem, this research uses the descriptive qualitative method, which specifically designed as discourse analysis. Widdowson (2007) defines discourse analysis as, "The analysis about language (either spoken or written) as the act of communication." The sources of the data in this study are two abstracts written by the undergraduate students, majoring in English Language Education, at different colleges in Ponorogo, East Java. The writers are non-native of English, and both are the native of Indonesian language. The two abstracts are taken randomly. Units of analysis in this research are words, phrases, and clauses. In order to meet the trustworthiness of data, the researcher asks two English language lecturers from different universities who are expert in discourse analysis to be the proofreaders. The focus of proofreading is mainly on the analysis of the data, starting from classifying the clause, describing and interpreting the findings.

The data analysis is based on SFL perspective on interpersonal meaning. The chronological steps of data analysis are dividing the clauses, identifying the mood system (subject and finite), classifying mood types, identifying the degree of modality, and interpretations. After analyzing the interpersonal meaning, mood types, and the degree of modality, the next step is interpreting the findings. For instance, if the mood system is realized through the order of subject and followed by finite, then the mood types is called declarative. It is the mood of the statement, and so gives information (Adejare, 2013). Besides that, if the clause consists of the modality, then the researcher also analyzes its degree; consisting of low, middle, and high.

RESULTS AND DISCUSSIONS

The findings of this analysis are divided into three major parts; they are interpersonal meaning, the types of mood system, and the types of modality. Based on the analysis, the findings reveal that each abstract consists of mood and residue element. The mood element is realized through the use of subject and finite, while the residue element is realized through predicator, complement, and adjunct. The analysis of interpersonal meaning is based on the clause that is why; the researcher classifies the abstracts based on its clauses rather than sentences. The researcher classifies the abstracts into 20 and 27 clauses. So, totally, there are 47 clauses in the data. In terms of mood system to realize the interpersonal meaning, 21 clauses use "to be" (is, was, are, were) as the finite, 7 clauses use modal as the finite, and 19 clauses use the main verb as the finite.

In case of the residue element, which covers predicator, complement, and adjunct, less than a half of the whole data use predicator, exactly only 22 clauses, while the rest do not. Then, there are 38 clauses which use complement, and only 9 clauses do not use the complement. In case of adjunct, the researcher finds 28 clauses which use it, and 19 clauses do not.

After analyzing the interpersonal meaning, the next step to analyze the data is identifying the types of mood system; consisting of declarative, imperative, and interrogative. The types of mood are characterized by order of subject and finite in the clause. If the subject followed by finite (subject + finite), the mood is declarative; if the finite followed by the subject (finite + subject), the mood is interrogative; and if the order of mood is finite only (without the subject), the mood is imperative.

Based on the findings, the researcher finds out that the first and second abstract dominantly use the declarative form to realize the mood system. In the first abstract, the 20 clauses are in the form of declarative at all. Within the second abstract, the researcher finds out that most of the clauses use declarative form, exactly 23 out of 27 clauses. It is equal to 85%. Besides using the declarative form, the second abstract also uses the interrogative form to realize the mood system. Even though the researcher only finds out 4 out of 27 clauses, but it gives the variation in realizing mood system. From the whole data of mood types, the imperative form is not used at all. The detail of mood types can be seen in Table 1.

Table 1 The Findings of Mood Types

Object	Declarative	Interrogative	Imperative
Abstract 1	20	0	0
	100%	0%	0%
Abstract 2	23	4	0
	85%	15%	0%

Based on the findings as presented earlier, the interpersonal meanings which found in two abstracts consist of mood and residue element. Specifically, the mood system is realized through the subject and finite, the residue is realized through the use of predicator, complement, and adjunct. In this case, the subject and complement are typically realized by the nominal groups, the finite is realized by to be (is, was, are, were), the predicator is realized by the verbal group, while the adjunct is realized by an adverbial group or prepositional phrase. By analyzing the realization, then the mood types can be determined, whether in the form of declarative, interrogative, or imperative. As known, in Systemic Functional Linguistics, the different order of subject and finite will represent the different speech functions.

In SFL, speech functions which expressed by the language users are divided into three, declarative, interrogative, and imperative. In one hand, if the speaker/writer intends to give information, then the form of speech function chosen is declarative. If the speaker/writer intends to demand the information, the appropriate form of mood type is interrogative. On the other hand, if the speaker/writer intends to give an order or command, the appropriate

form of mood type is imperative. The use of three different speech functions is realized through what is so called as the mood system.

In case of mood types, the researcher finds only two types of mood used, they are declarative and interrogative, and none of them use imperative. The use of the declarative form is due to the function of the abstract; that is to inform the reader about the essence of research report instead of demand information. The use of declarative form signals that the writer informs the readers about his/her works in short writing. Besides the use of declarative, the researcher also finds the interrogative forms in the second abstract. In this case, the interrogative forms are used to explicitly state the research questions by using the question words (how, which) and do not realize the information demand.

The detail of interpersonal meaning in the first abstract can be seen in Table 2.

Table 2 The Detail of Interpersonal Meaning in the First Abstract through the Mood and Residue Element

		Song is the product of art.	
Song	**is**	**the product of art.**	
Subject	Finite	Complement	
	Mood		Residue

The interpersonal meaning of the datum is realized through the mood and residue element. In this case, the word 'song' is functioned as the subject, 'is' has functioned as the finite, while 'the product of art' is the residue, which is functioned as the complement. The datum in Table 2 displays how the abstract writer intends to make sure that the 'song' is undeniable as 'the product of art'. The use of finite 'is' indicates the general truth of the statement. In case of mood types, the clause uses the declarative form because the order of mood element is subject and then followed by finite. The declarative form means to state the information or statement.

Table 3 The Detail of Interpersonal Meaning that Used the Modal as the Finite

Every song lyric could be analyzed by the macrostructure aspect.			
every song lyric	**could**	**be analyzed**	**by the macrostructure aspect**
Subject	Finite	Predicator	Adjunct
Mood		Residue	

Differ from the previous datum; the realization of meaning in Table 3 uses the modal as the finite, but it is still realized through the structure of mood and residue. In detail, the subject of the clause is represented by 'every song lyric' and the finite used is 'could'. The subject is the nominal group, while the finite belongs to modality. Besides that, the clause uses predicator and adjunct as the residue. In this case, the predicator is 'be analyzed' and the adjunct is 'by the macrostructure aspect'. The datum in Table 3 displays how the abstract writer intends for not making sure that the 'every song lyric' is still debatable which 'could be analyzed by the macrostructure aspect'. The use of

finite 'could' indicates that actually there is another way of analyzing it, besides the use of 'macrostructure aspect' as the tool of song lyric analysis. In case of mood types, the clause uses declarative form, due to the order of subject and followed by finite.

Table 4 The Detail of Interpersonal Meaning through the Mood and Residue Element

Which E.S.A's procedures is the most effective on students understanding of English?				
which	**E.S.A's procedures**	**is**	**the most effective**	**on students understanding of English?**
	Subject	Finite	Complement	Adjunct
	Mood		Residue	

The interpersonal meaning of the datum in Table 4 is realized through the mood and residue element. In this case, the words 'E.S.A's procedures' are functioned as the subject, 'is' has functioned as the finite, 'the most effective' is the complement, and 'on students understanding of English' is functioned as the circumstantial adjunct. Looking at to the order of subject and finite, the mood type is declarative, but because the clause is initiated by the question word 'which' the mood types of the datum in Table 4 is interrogative.

Table 5 The Example of Interpersonal Meaning through The Mood and Residue Element

This research had been done at SMAN 1 Dolopo in April 2016.			
This research	**had**	**been done**	**at SMAN 1 Dolopo in April 2016**
Subject	finite	predicator	adjunct
mood		Residue	

The interpersonal meaning of the datum in Table 5 has realized through the mood and residue element. In this case, the words 'this research' are functioned as the subject, 'had' is functioned as the finite, 'been done' is the predicator, and 'at SMAN 1 Dolopo in April 2016' has functioned as the circumstantial adjunct, which explains the place and the time. The datum in Table 5 also displays how the script abstract writer intends to make sure that 'this research' is undeniable been done at 'SMAN 1 Dolopo in April 2016'. Because the clause uses finite 'had', it means that the event is 'no longer happen', and has done in the past. Looking at to the order of subject and finite, the mood types is declarative.

Table 6 The Example of Interpersonal Meaning through Mood and Residue Element

they will be easier to absorb and gain the knowledge.			
They	**will**	**be**	**easier to absorb and gain the knowledge**
Subject	finite	predicator	Complement
Mood		Residue	

The interpersonal meaning of the datum in Table 6 is realized through the mood and residue element. In this case, the personal pronoun 'they' is functioned as the subject, 'will' is functioned as the finite, which indicates the futurity. That datum also displays how the script abstract writer uses the modality to complete the realization of mood. Besides that, the residue of the clause is realized through predicator 'be' and complement 'easier to absorb and gain the knowledge'. Looking at to the order of subject and finite, the type of mood is declarative.

In case of modality, the types are divided into three categories. They are low, middle, and high modality. The low degree of modality comprises of 'can', 'may', 'could', and 'might'. The middle degree of modality covers 'will', 'would', 'shall', 'should', 'is to', and 'was to'. While the high degree of modality includes 'must', 'ought to', 'have/has to', and 'had to'. Based on the findings, a few numbers of modality are used. Exactly, there are only three modalities used in the first abstract and four modalities are used in the second abstract. In case of degree, most of the modalities used (could, can, may) are classified into the low level and only one modality which belonged to the middle level (will). The detail can be seen in Table 7.

Table 7 The Findings of Modality

Object	Degree of modality		
	Low	Middle	High
Abstract 1	could, can	-	-
Abstract 2	can, can, may	will	

The different degrees of modality, such as low, middle, and high, signal the different kinds of interpersonal relationship between the writer and reader or between the speaker and the hearer. For example, the use of expressions related to a low degree of modality influences the strength of a claim and thus can indicate the lower degree of authoritativeness or expertise assumed by the writer. The high level of modality signals the high degree of authoritativeness between the writer and reader or between the speaker and the hearer.

Modality plays an important role in carrying out the interpersonal meaning of clauses. It shows in what degree the proposition is. Basically, modality refers to the space between 'yes' and 'no', between 'positive' and 'negative' signal the speaker/writer's judgments of the probabilities or the obligations involved in what she/he says. The followings are the examples of analysis on the degree of modality in the abstracts.

"every song lyric **could** be analyzed by the macrostructure aspect."

The use of 'could' indicates the low level of modality which seen as the lowest degree of pressure. It signals the possibility of using 'macrostructure aspect' as the tool of analysis, instead of 'a must' to use it. Regarding the use of modality, the writer intends to weaken the authority of the readers. As a result, the distance between the writer and the reader is shortened. On the other hand, the semantic meaning of 'could' is had the ability to do something.

"In order to the situation, Mrs. Rindang Wahyu Wijayanti, M.Pd., as an English teacher, **may**

select the best method in her teaching like E. S. A. (Engange, Study, Activate) method".

In the example above, it will not discuss the grammatical mistake found in the above clause but focus on the use of modality. The use of 'may' signals the low degree of modality. It also used to weaken the writer's authority toward the readers. The semantic function of 'may' is used to express the possibility.

"they **will** be easier to absorb and gain the knowledge."

The use of modality 'will' signals the strong wish and determination. It can also be used as the modal verbal operator. The different degree of modalities indicates how strong the speaker/writer's intention. In this case, 'will' belongs to the middle degree of modality. Meanwhile, the medium degree of modality commitment of 'will' further confirms that more actions will be taken in the future.

CONCLUSIONS

Considering the findings and discussion, it can be concluded that; firstly, the interpersonal meaning of abstracts, written by the undergraduate students, is realized in the wordings of the clauses based on the mood system (subject and finite), while residue is realized through the element of predicator, complement, and adjunct. Secondly, the mood types found are mostly declarative, and only a few of them are interrogative. It is due to the characteristic of the abstract which functioned for giving information, instead of demanding information or asking the reader to do something. The declarative form is characterized by order of subject followed by finite, while the interrogative is characterized by the use of question word, instead of the order of finite and subject. Thirdly, in terms of modality, the abstracts dominantly display the use of low degree modality (can, could, may) which signals the writer's intention to weaken the authority towards the readers.

Considering the focus of the research and its limitation, other kinds of research on the similar object can be done in order to enrich the result of research. Thus, the research on textual and ideational meaning are highly possible to do so.

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APPENDIX

ABSTRACT 1

A CRITICAL DISCOURSE ANALYSIS
OF THE SONGS IN *GYPSY HEART* ALBUM BY COLBIE CAILLAT

Song is the product of art that has been widely used to be analyzed. It is caused that the song has an important role in society, whether to express an idea, share information, entertain, motivate or persuade people's thought. This research is aimed at analyzing the critical aspects of five songs' lyric in the Gypsy Heart album by Colbie Caillat. This research used qualitative approach that was specifically designed as Critical Discourse Analysis by Van Dijk. The data were collected through observation and documentation. The technique of analyzing data was Philip Mayring technique, which consisted of selection, sample, analysis of the context or background information, and transcription. The results of this research were as follows: (1) every song lyric could be analyzed by the macrostructure aspect that showed its general meaning; through the macrostructure aspect, the song writer intention was easy to be caught; (2) the superstructure aspect of the song lyric determined the part of idea and message in a song; (3) the microstructure aspect specifically described the song by determining the semantic, syntax, stylistic, and rhetoric aspects. So, it can be concluded that first, every song lyric has a specific traits. The trait can be in the form of structure, scheme, and way of delivering message. Second, the critical aspects need to be comprehended to get the idea of song as well as the song writer intention.

Keywords: critical aspect, critical discourse analysis, song lyric

ABSTRACT 2

THE IMPLEMENTATION OF ESA (ENGANGE, STUDY, ACTIVATE) IN TEACHING
ENGLISH AT THE TENTH GRADE OF SMAN 1 DOLOPO MADIUN

Education is the process of any activities which can give the big effects in changing the mind of someone that can be formed from any situations and any levels. Then, education always related with the teaching process in the school where communication between teacher and students happens. In order to the situation, Mrs. Rindang Wahyu Wijayanti, M.Pd., as an English teacher, may select the best method in her teaching like E. S. A. (Engage, Study, Activate) method. The statement problems of this research are such as 1) How is the implementation of E.S.A in English teaching at the tenth grade of SMAN 1 Dolopo Madiun in academic year 2015/2016?., 2) Which E. S. A's procedures is the most effective on students understanding of English?, 3) How are the students perception on the implementation of E. S. A. toward their understanding? Furthermore, the objectives of this study are to describe the implementation of E. S. A. (Engage, Study, Activate) in teaching English at the tenth grade of SMAN 1 Dolopo and to know the most effective E. S. A's procedures. Moreover, it needs to know the students perception on this implementation. This research had been done at SMAN1 Dolopo in April 2016. In this research, the researcher used case study qualitative method to explain the implementation of E.S.A. in teaching English at tenth grade students. The researcher used observation, interview, and documentation to collect the data. Observation was applied to observe the implementation of E.S.A. and students' condition in the class. Interview was used to collect the data from the English teacher and students. Documentation was applied to support the data that had been collected from the observation and interview. In order to analyze the data, the researcher used data reduction, data display, conclusion, and verification. The result of this research can be summarized below: 1) The implementation of E.S.A. in teaching English at the tenth grade students of SMAN 1 Dolopo is divided into three procedures which is appropriate in any topic of English. 2) the most effective of E.S.A's procedure on students understanding of English is Patchwork. 3) The students' perception on the implementation of E.S.A. toward their understanding are varies. If the students have good perception in English and teacher's way to present the lesson, they will be easier to absorb and gain the knowledge.

Keywords: engage, study, activate and teaching English