



Interpersonal Meaning of Narrative texts written by undergraduate students of English Education Department in Unsika

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Abstract

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This study is going to investigate the interpersonal meaning in Narrative text to discover how interpersonal meaning function is used in narrative text by describing the mood types and the modality of the text. The study employed a qualitative research methodology to explore the mood system provided in narrative text written by undergraduate student's English Education. The researchers take the data from clause as exchange in the narrative text written by undergraduate students. The results of the analysis of the Narrative text written by undergraduate students of English Education are declarative mood, because the writers of the story try to tell something to the reader in fact and reality condition. The first paragraph has a high modality because writing text uses past tense verbs. On the other hand, the second paragraph has a low modality since it is a recount scene of the story. the objectives of the text are analysis the mood type, the researchers finding that declarative mood as a statement by the writers is the most dominant frequency. Then, the analysis of interpersonal meaning in narrative text that shown the writers wants to tell the readers about realistic of the text. Third, the personal pronouns are the most used in the narrative text is the third personal pronouns it means the participant in the story is the author himself. The researchers found only one speech function in narrative text written by undergraduate students of English Education that is statement.

Keywords: Systematic Functional Linguistics, Interpersonal Meaning, Narrative text, Undergraduate students, Modality

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INTRODUCTION

According to Halliday, (2003) Language is equally the result of evolution as human selves, and language is concerned with social demand, which can be shown by observing language at work from a child's earliest childhood because language intervenes and mediates in the dialogue between an infant and its caregivers from the moment of birth. It means, language isn't manufacture by human but language is a system that separate from humanity as an essential of human being. Language is a medium for sending and receiving information, in other words, it is a medium for communicating or interacting between fellow humans.

Systemic Functional Linguistics (SFL) is a linguistic method that considers language as two fundamental elements: systemic and practical. The systemic element of SFL pertains to its interpretation of language as a system of interconnected selections that make contributions to which means. In other phrases, SFL perspectives language and different semiotic structures as networks of



interrelated options. This theoretical angle lets in for an in-depth evaluation of how meaning is created and expressed through language Halliday, (1994: 14). Therefore, Halliday created SFL theory to find out the meaning or message contained in text with 3 functional components are ideational meaning, interpersonal meaning and textual meaning.

Halliday and Matthiessen, (2004) interpersonal meaning a manifestation of the mood language system type speech roles, namely giving and demanding which is an information commodity. Giving is defined as listening to information from the speaker and demanding is the receipt of information that has been given by the speaker as a response. Tenor is the embodiment of the meta function comprehend which is used to see interactions or relationships with each other in a story. It can be seen in the narrative text data of this study that the relationship between Lily's and the garden has various types of flowers. Tenor can be categorized into three components, namely:

- a. Author persona, this can be seen the attitude given by the author in a story by providing language that is positive or negative.
- b. Social distance, this can be seen about how close the author is to the story he writes.
- c. And lastly is relative social status, which can be seen by the power of knowledge on the subject in the story.

The ideational meaning is the meta function to interpretation pattern of experiences, it means to know how human build a mental picture of reality and how make a sense of their experience in every condition. In the other hand, textual meaning is concerned in the organization of the text. This study is going to investigate the interpersonal meaning in Narrative text to discover how interpersonal meaning function is used in narrative text by describing the mood types and the modality of the text. In this case, the researcher take narrative text from undergraduate students English Education Department in Unsika as the sample of the data. Interpersonal meaning is a role of action; that means the purpose of this study was to investigate the interpersonal meaning in narrative text written by undergraduate students of english education department in Unsika as interactivity by the speaker/writer doing something to the listener or reader using language with mood system.

According to Gerot and Wignell (1994, p. 13) state that interpersonal meaning is the meaning of expressing writer's attitude and judgment of the writers from the opinion of the superior experts. For example:

(1) She had never seen anything like it before.

The mood structure of the clause (1) can be drawn as follows:

She	Had never	Seen	anything like it	Before
Subject	Finite	Predicate	Complement	Adjunct
MOOD		RE-	SI-	DUE

With the table above, it can be seen that the modal term used in this sentence is "had never seen." It conveys a great sense of faith concerning the

subject's (her) previous experience. Then, the word "never" indicates the incident was uncommon and unquestionable at the time. In that case, there is no space for hesitation or other interpretations of her previous experiences and uses declarative mood to provide a statement as an information given to the reader.

In the other hand, in terms of tenor analysis, the phrase could represent a part of a story or an individual description of an experience. The phrase "She had never seen anything like it before" suggests that the speaker is telling or describing something unexpected or unusual that the subject (she) experienced. The tone of the statement conveys a sense of disbelief as if the speaker is trying to convey the significance of what has been experienced.

Several previous research that has similarity with this studied were taken by the researcher to support the study. The first study with the title "Interpersonal Meaning in The Short Stories of Willem Iskander's *Si Bulus-Bulus Si Rumbuk-Rumbuk*" by Yoza Salsabila et al., (2021) In the research, the writers analyse a mood system and modality of story text that taken form literary work as a local story in north Sumatra. However, the results of the study do not cover the interpersonal function elements completely. The second research conducted by Nuriyanah, (2021) with the title "An Interpersonal Meaning Analysis of The Second Grade Students' Narrative Texts" with the finding showed that most dominant mood type was statements by the students' to express their feeling in the texts.

The third research by Eni Fauziah Harahap, (2021) with the title "The Analysis of Interpersonal Meaning Identified in The Conversation Texts in English Textbook" that shown the findings the author of the textbook uses all the mood types and three the highest dominant mood type is complement, predicators and adjunct. The fourth study conducted by Mahrani, (2020) with the title "Interpersonal Meaning Analysis in English Textbook of Junior Highschool" the research showed that the researcher found 2 type of mood there are declarative and interrogative with 2 speech function there are question and statement.

From all the previous study that mentioned before, all the previous study conducted about interpersonal meaning about the texts. The differences are the subject and the text to analyze.

With the phenomena above, this study aims to examine interpersonal meaning by identifying mood type in narrative text written by undergraduate students in Unsika using descriptive qualitative research methods as a result of the delivery of text analysis conducted by the researcher.

RESEARCH METHODOLOGY

The study employ descriptive qualitative research to explore the mood system provided in narrative text written by undergraduate student's English Education. Interpersonal meaning analysis will be used in this research as an approach in Systematic Functional Linguistics (SFL). In collecting the data there were several steps to do, first is selecting four narrative texts written by undergraduate student's English education, second is segmenting the texts into clauses, the last is analyzing clauses by interpersonal meaning and categorizing among mood type in each clause. Finally, the researcher presenting the data and displaying out the data in the table and describe the data. Then, the researcher making a conclusion to concluded the result of the study.

FINDINGS AND DISSCUSION

Researcher found 20 clausa as exchange in the Narrative text written by undergraduate students of English Education. To be able to identify the type of mood and personal pronoun narrative text requires analysis using mood structure. Below is the result of the researcher's analysis using the perspective of interpersonal meaning analysis. It can be explained below:

1. Mood system of students' narrative text

2. In mood, there are 3 types, namely declarative mood, imperative mood, and interrogative mood. In addition, the result of the analysis of the Narrative text above is declarative mood, because the writers try to tell something to the reader in fact and reality. The first paragraph has a high modality because writing text uses past tense verbs. On the other hand, the second paragraph has a low modality since it is a recount scene of the story. The most dominant type of mood used in the text is declarative-indicative mood, which means the author tells the reader about Lily and her garden or what happened to Lily and flowers. Here are the table of the mood structure analysis: **Modality in the narrative text written undergraduate students'**

a. First paragraph of text

- 1) The sentence "Lily loved flowers" has two component, namely mood with consists of subject (Lily), redicate (Loved), and compliment (the flowers). Also, this sentence used declarative mood.

TABLE.1

Lily	Loved	Flowers
Subject	predicate	Compliment
MOOD	RESIRESIDUE	

The sentence "she had a beautiful garden in her backyard" has two components, namely mood which consists subject (she), finite (had), a (add) predicate (beautiful garden), and adjunct (in her backyard). Also, this sentence used declarative mood.

TABLE.2

She	Had	a	Beautiful garden	In her backyard,
Subject	Finite	Add	Predicate	Adjunct
MOOD			RESIDUE	

- 2) The sentence “where she grew roses, tulips, daisy, and sunflowers” has two components namely mood with consists w/h adjunct (where), subject (she), and compliment (grew roses, tulips, daisy and sunflowers) also, this sentence used declarative mood.

TABLE.3

Where	She	Grew roses, tulips, daisy, and sunflowers.
W/h Adjunct	Subject	Compliment
RE-	MOOD	SIDUE

- 3) The sentence “she watered them everyday and take care of them with tender care” has two components namely mood wich consists subject (she), predicate (watered, took care of), compliment (them), add (and), and adjunct (everyday, with tender care). Also, this sentence used declarative mood.

TABLE.4

She	Watered	Them	Everyday
Subject	Predicate	Compliment	Adjunct
MOOD	RE-		

and	Took care of	Them	With tender care
Add	predicate	compliment	Adjunct
SIDUE			

- 4) The sentence “she enjoyed picking some of them and arranging them in vases around her house” has two components namely mood wich consists subject (she), predicate (enjoyed, arranging), compliment (picking some of them, them), add (and), and adjunct (in vases around her house). Also, this sentence used declarative mood.

TABLE.5

She	Enjoyed	Picking some of them	and
Subject	Predicate	Compliment	Add
MOOD	RE-		

Arranging	Them	In vases around her house.
predicate	compliment	Adjunct
SIDUE		

- 5) The sentence “she felt happy whenever she saw their bright olor and smelled their sweet fragrance” has two components namely mood wich consists subject (she), compliment (saw their), add (and), and adjunct (felt happy whenever, smelled their sweet fragrance). Also, this sentence used declarative mood.

TABLE. 6

she	Felt happy whenever	she
Subject	Adjunct	Subject
MO-	RE-	-OD

Saw their	Bright colour	And	smelled their sweet fragrance.
compliment	Adjunct	Add	Adjunct
SI-			DUE

From the mood structure above is the data from paragraph one of the texts, it can be found that there are six clauses with five sentences. The clause is declarative is expressed by a statement. It can be identified, by the position of subject (lily, she) as the most main subject in a clausa and sentence. So, the relationship between the writers and the readers is the writers giving an information and the readers receiving information.

b. Second paragraph of the text

- 1) The sentence “one day she noticed a new flower in her garden” has two components namely mood wich consists subject (she), predicate (noticed), add (a), compliment (new flower) and adjunct (one day, in her garden). Also, this sentence used declarative mood.

TABLE. 1

One day,	She	Noticed	a	New flower	in her garden.
Adjunct	Subject	Predicate	Add	Compliment	Adjunct
RE-	MOOD	-		DUE	

- 2) The sentence “it was purple and six petals” has two components namely mood which consists subject (it), finite (was), complement (purple and six petals). Also, this sentence used declarative mood.

TABLE. 2

It	Was	Purple and six petals.
Subject	Finite	complement
MOOD		RESIDUE

- 3) The sentence “it looked like a star” has two components namely mood which consists subject (it), predicate (looked), complement (like a star). Also, this sentence used declarative mood.

TABLE. 3

It	looked	Like a star.
Subject	Predicate	complement
MOOD	RESIDUE	

- 4) The sentence “she had never seen anything like it before” has two components namely mood which consists subject (she), finite (had never), predicate (seen), complement (anything like it), and adjunct (before). Also, this sentence used declarative mood.

TABLE. 4

She	Had never	Seen	anything like it	Before
Subject	Finite	Predicate	Complement	Adjunct
MOOD		RESIDUE		

- 5) The sentence “she wondered where it came from and how it got there” has two components namely mood which consists subject (she), predicate (wondered where), complement (it), and adjunct (came from and how, got there). Also, this sentence used declarative mood.

TABLE. 5

She	Wondered where	it	Came from and how	It	Got there.
Subject	predicate	Complement	Adjunct	Complement	adjunct
MOOD	RESIDUE				

- 6) The sentence “she bent down touch it but as soon as she did, she felt a sharp pain in her finger” has two components namely mood which consists subject (she), predicate (bent down touch, felt), complement (it, a sharp pain), and

adjunct (but as soon as she did, in her finger) . Also, this sentence used declarative mood.

TABLE. 6

She	Bent down touch	It,	But as soon as she did,
Subject	predicate	Complement	Adjunct
MOOD	RESIDUE		

She	Felt	A sharp pain	In her finger.
Subject	predicate	Complement	Adjunct
MOOD	RESIDUE		

- 7) The sentence “she looked and saw a drop of blood” has two components namely mood wich consists subject (she), predicate (looked and saw), adjunct (a drop of blood). Also, this sentence used declarative mood.

TABLE. 7

She	Looked and saw	A drop of blood.
Subject	predicate	Adjunct
MOOD	RESIDUE	

- 8) The sentence “the flower had pricked her with a tiny horn” has two components namely mood wich consists subject (the flower), finite (had), compliment (pricked her), adjunct (with a tiny horn). Also, this sentence used declarative mood.

TABLE. 8

The flower	had	Pricked her	With a tiny horn.
Subject	Finite	Compliment	Adjunct
MOOD	RESIDUE		

- 9) The sentence “she hasped and pulled her hand back” has two components namely mood wich consists subject (she), predicate (gaspd and pulled), compliment (her hand), adjunct (back). Also, this sentence used declarative mood.

TABLE. 9

She	Gasped and pulled	Her hand	Back.
Subject	predicate	Complement	Adjunct
MOOD	RESIDUE		

10) The sentence “she felt dizzy and faint” has two components namely mood wich consists subject (she), predicate (felt), adjunct (dizzy and faint). Also, this sentence used declarative mood.

TABLE. 10

She	Felt	Dizzy and faint.
Subject	predicate	Adjunct
MOOD	RESIDUE	

11) The sentence “she collapsed on the ground, unconscious” has two components namely mood wich consists subject (she), and adjunct (collapsed on the ground, unconscious). Also, this sentence used declarative mood.

TABLE. 11

She	Collapsed on the ground, unconscious.
Subject	Adjunct
MOOD	RESIDUE

From the mood structure above is the data from paragraph two of the texts, it can be found that 14 clauses and eleven sentences in the text. The clause is declarative is expressed by a statement. it can be identified, by the position of the subject (she, it, and the flowers) as the main subject in a clausa and sentence. So, the relationship between the writers and the readers is the writers giving an information and the readers receiving information.

3. Tenor analysis of students’ writing narrative text

Personal pronoun is a view of the story in the text. Personal pronouns are divided into three, namely first personal pronoun, second personal pronoun, and third personal pronoun. The researchers found only one personal pronoun in narrative text written by undergraduate students of English Education that is Third personal pronouns.

Third personal pronouns are characterized by the words he, she, her, it, their, them, and they. It can be seen from the entire table mood structure that in every clausa mostly begins with the word (she). Therefore, it can be determined that this narrative text has a type of third personal pronoun as the main character of the text. Because the writers don't include themselves in the story.

4. Speech functions

Speech functions found by researchers and narrative text written by undergraduate students of English Education are statements because this story contains information about Lily who loves flowers and has various types of flowers in her backyard.

Here the result of the analysis mood structure of the text. First, by analyzing the mood structure using the table of mood, researcher found that the text uses declarative mood which shows the relationship between the writers and the readers about the story in the narrative text written by undergraduate students. Second, the relationship that can be interpreted by researchers is the relationship of the writers as speakers or as informers to the readers and the readers as listeners or as recipients of information provided by the writers. The writers try to tell the readers the election of Lily and her flowers in the Lily's garden.

Third, the analysis of interpersonal meaning in narrative text that shows the writers want to tell the readers about realistic of the text. In addition, the writers want to influence the readers about perception and interpretation of the story in the text. Then, the result of personal pronoun of the text. The researcher found that the third personal pronoun is used in the text. Because, most words are appearing in Clausa is the word (she and them) and the word is characteristic of the third personal pronoun. It can be said that, the writers did not take part in the stories he wrote and the writers chose someone else as the main character in the stories he wrote.

Lastly, the results of speech functions of the text. The researcher found that speech functions in this text is statement-type speech functions. Because, the statement is a function to provide information written by the writers about Lily who really likes flowers and has various types of flowers in the backyard.

According to the findings of this study, the researcher obeyed to previous study, which found that when the text is dominant with subject and the text don't have imperative or interrogative mood. Sequentially, the text just has the order of the components subject followed by finite (declarative mood).

Previous research that related to this study by Yoza Salsabila et al., (2021) that analyzing short story of Willem Iskander's *Sib ulus-bulus si rumbuk-rumbuk* with the finding shown the author of the story uses three of mood type but dominant in declarative mood and interrogative mood, it happens because the author written narrative text. Also, the author tried to narrate the story more than to command about something. The narrative text written by undergraduate student's was found has declarative mood as type mood. Which means the author want to direct the story about Lily really like flowers.

The second study was conducted by Nuriyanah, (2021) that analyzing narrative text written by second grade students with the findings the author wants to express their feeling in the story used interpersonal meaning as the interaction the author to the readers. In addition, narrative text written by undergraduate students has a same conclusion as this one research, the researcher wants to know the interaction of author and the readers.

The third study was led by Mahrani, (2020) that analyzing English textbook junior highschool with the researcher findings the textbook used declarative and

interrogative mood and used statement and question as speech functions. It's because the textbook to give a knowledge by explain the theory and give a test for students. In the other hand, this previous study it has the same finding about statement in the text.

The fourth study was led by Eni Fauziah Harahap, (2021) te researcher analyze English textbook for senior highschool and found the authors used all mood types but the most dominant is declarative and interrogative mood and the least is imperative mood. Also, the authors dominant used statement ti declared to the students. The findings of this research found use declarative mood because it wants to declared to the students about the conversation in the textbook according to the results.

In addition, the types of mood are dominant declarative mood in the text written by undergraduate students of English education because the result of clauses analysis, the mood structure which composed elements subject, subject, adjunct, and compliment is the most dominant in the text. Also, because the text just contain statement the author about story of Lily, all of the text in the form of declarative mood.

CONCLUSION

From the result and discussion of interpersonal meaning; mood type and tenor analysis found in text that written by undergraduate students of English education, the researcher concludes that after analyzing the speech function and mood type of text there is one speech function namely statement. While question, offer and command do not discover by the researcher.

In the other hand, the researcher found that the mood type of the narrative text that written by undergraduate students of English education is declarative mood. Then, it that case the researcher representing the relationship between the writers (speakers) and the readers (listeners).

as described above, it can be concluded that narrative text written by undergraduate students is to give information by explained about lily who really likes flowers and has various types of flowers in her backyard. In addition, it used statement and declarative mood of interpersonal meaning.

The narrative text that written by undergraduate students of English education contributed to help the learners who learning discourse SFL approach, especially interpersonal meaning of written texts. Understanding mood type and speech function in the written text expected to help improve English learners understand about interpersonal meaning. Eventually, the writers of the text can convey the message very well. Also, the learners who learn interpersonal meaning understand and know the difference between declarative mood, interrogative mood, and imperative mood, etc.

in the other hand, for the teachers who teach SFL approach, this research can be used as references as an example of the research and the teachers can representing to the learners to deeper understanding about interpersonal meaning. Also, for future researcher, this research can be used as references and conduct long-term studies to follow the evolution of interpersonal meaning in research writing among undergraduate students throughout their academic careers. Examine how students' usage of interpersonal resources changes over time, from entry-level

to advanced research projects. Long-term research can reveal patterns of development and aspects that influence students' learning of academic writing abilities.

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