



A Representation of Interpersonal Meaning Realized on Exercise Sheet in English Textbook for 11th Grade Senior High School

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Abstract

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Textbook is the most basic but essential media to support the teaching and learning process. Textbooks can primarily be used to support teacher-led instruction and also can provide students with language learning. This research focused on the analysis of interpersonal meaning in exercise sheets in English textbook for senior high school students in grade IX. Mood types and modality types are the primary resource for the realization of interpersonal meaning in this research. This research employed descriptive qualitative method. As a result, it is shown that the most dominant mood types in the exercise sheet are polar interrogative and there were 5 modality (can, shall, would, will, should). Polar interrogative kind of question expected the students to be more creative and critics in answering the question.

Keywords: *Interpersonal meaning, English textbook, exercise sheet*

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INTRODUCTION

As professional teachers, we need many other tools and media to help us deliver the materials in the process of teaching and learning. Especially in teaching language, there are some tools or facilities that we need, such as textbook, speaker, laptop, multimedia or language laboratory, etc. However, as a teacher, we frequently employ textbooks as a teaching and learning tool. According to Thomson (2000), a textbook is a stimulus or device for teaching and learning. Moreover, Richards (2001) stated that textbooks constitute an essential part of the majority of language programs. In other words, we know that textbook is the most basic but essential media to support the teaching and learning process. Textbooks can primarily be used to support teacher-led instruction and also can provide students with language learning outside of that provided by the teacher. Besides that, textbook provides with many example text, exercise and task to hone students' abilities and test students' understanding of the materials that has been given by the teacher.

Exercise that provide in the textbook is one of the key why most teacher use textbook. If we explore more in the context of Systemic Functional Linguistics (SFL), we can analyze the ideational meaning of each question in the exercise sheet for students. Bloor & Bloor (2004) claim that Systemic Functional Linguistics (SFL) is a field that is still expanding and deepening our understanding of how human language functions. Corresponding to these, Halliday (1994) divided language analysis into the three metafunctions of ideational, interpersonal and

textual. Each metafunction expresses several ways that sentences can be understood in various spheres of the world. Interpersonal meaning is a meaning that communicates the attitudes and judgments of speakers, according to Gerot & Wignell (1994). Additionally, to analyze the clause, the clause is broken down into mood and residue in the interpersonal metafunction where the Mood element is further broken down into Subject and Finite. Nominal groupings often realize the Subject and Complement. The tensed part of the verb realizes the Finite. The non-tensed (or nonfinite) element(s) of the verbal group realizes the predicator. An adverbial group or prepositional phrase realizes the adjunct.

There are several related studies have conducted to see the realization of interpersonal meaning. The first one is research from Harahap (2021), which focuses on interpersonal realized in the conversation text in English textbook. The textbook here is for senior high school students. The main sources of data in this research were the conversation texts realized in the English textbook. There were 58 conversation texts and 400 clauses obtained from those 58 texts that the researcher analyzed in this study. The result of the data showed that the most dominant mood types was declarative (298 clauses), then interrogative (94 clauses) and the least was imperative (11 clauses). While, the most dominant residue elements was complements are the highest dominant (329 clauses), then followed by predicators (246 clauses), the last was adjuncts (94). The second research was conducted by Yanto & Pravitasari (2023). This research focuses on interpersonal meaning in spoken text in an EFL International textbook (Interchange Series textbook—the fourth edition textbook used for Grade 3 or Intermediate students). The results show that among the 275 clauses in the 16 texts, declarative sentences dominate (146 or 53.09 percent). Interrogative clauses are much less common (64, or 23.27 percent). None of the texts, therefore, utilize any of the imperative clauses. Furthermore, the number of modalization used in the sixteen texts are probability (26 or 9.45%), usuality (10 or 3.64%), and obligation (9 or 3.27%). There is also a research that was conducted by Yuliana (2017), which focuses on interpersonal meaning in newsletters offering online courses. It was found that modalities and modulation are only used sparingly by both institutions. Both institutions mostly used declarative realizing the speech function of statement.

Regarding those previous researches, it is important to investigate the realization of interpersonal meaning in the textbook. To fill the gap from the previous studies, the present study aims to analyze interpersonal meaning that realized on exercise sheet on English textbook for grades eleven senior high school students. The exercise sheet part is was chosen because exercise is the part of textbook that can hone students' abilities and test students' understanding of the materials that has been given by the teacher. Exercise can also hone students' ability to respond to various types of questions such as declarative clause, interrogative clause or even imperative clause. The exercise sheet in this textbook is consisting of 10 questions.

Literature Review

Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) by Halliday (1994) is the study of the relationship between language and its function in social settings. According to

Halliday (1994); Rose & Martin (2012), in SFL, there are two contexts that influence language: the situational context and the cultural context. Where the situational context is includes field, tenor and mode. Bloor & Bloor (2004) claim that Systemic Functional Linguistics (SFL) is a field that is still expanding and deepening our understanding of how human language functions. In simple words SFL focuses on the functional aspects of language and the ways in which linguistic choices are shaped by social context. These three elements collectively determine the register of a discourse semantically. Language users express three meta-meanings based on the three variables: interpersonal meaning, ideational meaning and textual meaning (Halliday, 1994). SFL explains how vocabulary and grammar based on transitivity, mood, theme/rheme, and cohesiveness can produce the three meta-meanings.

Interpersonal Meaning in Systemic Functional Linguistics (SFL)

Interpersonal meaning is kind of Systemic Functional Linguistics (SFL). According to Derewianka (2011), how language is used to promote social contact, create and maintain relationships, create and project one's own identity, express one's opinions, and interact with those of others. Additionally, Haliday (1994) defines that interpersonal meaning refers to “the idea that language can be used as a means of conveying information”. Meanwhile according to Fawcett (2017), the region of language where decisions are made to assign communication responsibilities to the performer (speaker or writer) and to the addressee (listener or reader) is referred to as the interpersonal resources of language. The elements of interpersonal function are Mood and Residue. Mood consists of subject and finite. This element consists of the interpersonal function of the clause. The other element is residue which consists of predicate, compliment or adjunct.

METHODS

This research was aimed to analyze the interpersonal meaning realized on exercise sheet in English textbook for senior high school students grade XI. The objectives of this study are to describe the mood structure, speech function and mood types in the exercise sheet. It is also describe the most dominant speech function and mood types consist on the exercise sheet. This research employed qualitative descriptive as the research approach and content analysis as the research design. The data were collected from an English textbook (revised 2017) for senior high school students grade XI. This book was written by Mahrukh Bashir, M. Ed. For the data analysis, the researcher analyzed the mood structure of each sentence in the 10 questions from exercise sheets. After analyze the mood structure, the researcher also describe the speech function and the mood types. The modality element was also analyzed here.

RESULTS & DISCUSSION

Results

The interpersonal meaning in the exercise sheet on English textbook for senior high school students grade XI were identified and analyzed. Mood elements including mood structure, speech function and mood types; and the modality were the central resources for the realization of interpersonal meaning in the present

research. As a result, each piece of information presented and discussed in accordance with these categories in the table as follow:

Table1. Frequency of mood types and modality types category

| Category | Type | Sub-type | Freq |
|----------------|---------------|------------------------------|------|
| Mood types | Declarative | Positive | 2 |
| | | Negative | 0 |
| | Imperative | - | 1 |
| | Interrogative | WH-Interrogative | 2 |
| | | Yes/No (Polar Interrogative) | 5 |
| Exclamative | - | 0 | |
| Modality types | Modalization | Possibility, Usuality | 6 |
| | Modulation | Obligation, Inclination | 0 |

From the result of analysis, the most dominant type in mood types elements are Interrogative sentence and most of them used polar interrogative questions. Meanwhile, in the modality types, the entire sentence used modalization types which is *can, shall, will, should and would* as the modality. This type of modality declares the possibility or usuality.

Discussion

Mood System

Question number 1: Let’s go to the restaurant of sushi for lunch

| | | | |
|-------|-------|-------------------------|-----------|
| Let’s | go to | the restaurant of sushi | for lunch |
| S | F/P | C | A |
| MOOD | | RESIDU | |

This clause is indicated as declarative-positive type. For the speech role category, this clause is indicated as giving which giving information to invite someone to go to the restaurant for lunch. From the clause, it can be concluded that this kind of question expected students to know how to respond to a demand from someone. The response from the students could be yes or no with the reason.

Question number 2: Shall we have a meeting on Saturday afternoon?

| | | | | |
|-----------|----|--------|-----------|-----------------------|
| Shall | we | have | a meeting | on Saturday afternoon |
| F (modal) | S | P | C | A |
| MOOD | | RESIDU | | |

This clause is indicated as interrogative type. For the speech role category, this clause indicates as demanding which demand a question about the meeting time. This sentence used “shall” as the modality for possibility sub type. From this clause it can be concluded that this question expected students to answer demand of the question when the meeting will be held. Can the meeting be held on Saturday morning.

Question number 3: Can I get you a glass of juice?

| | | | | |
|-----------|---|--------|-----|------------------|
| Can | I | get | you | a glass of juice |
| F (modal) | S | P | S | C |
| MOOD | | RESIDU | | |

This clause is indicated as interrogative type-polar interrogative (Yes/No). For the speech role category, this clause indicates as offer which offer help to someone. This sentence used “can” as the modality for possibility sub type. From this clause, it can be concluded that this question expected students to answer an offering from someone. How to accept and how to deny the offer in a polite way.

Question number 4: Let me take you home

| | | | | |
|------|----|--------|-----|------|
| Let | me | take | You | Home |
| F | S | P | S | C |
| MOOD | | RESIDU | | |

This clause is indicated as declarative-positive type. For the speech role category, this clause indicates as statement to give someone help to take them to their home. From this clause it can be concluded that this question expected students to answer an offer from someone.

Question number 5: If you want, I will wash the car for you

| | | | | | | | | |
|------|-----|--------|------|-----------|--------|---------|-----|-----|
| If | you | Want | I | will | Wash | the car | for | you |
| F | S | P | S | F (modal) | P | C | A | |
| MOOD | | RESIDU | MOOD | | RESIDU | | | |

This clause is indicated as interrogative-polar interrogative type (Yes/No question). For the speech role category, this clause is indicated as an offer if they want to wash your car. There is the word “will” that indicates as modality. From this clause, it can be conclude that this question expected the students to respond on an offering from someone.

Question number 6: Shall we go home now?

| | | | | |
|-----------|----|--------|------|-----|
| Shall | we | Go | home | now |
| F (modal) | S | P | C | A |
| MOOD | | RESIDU | | |

This clause is indicated as interrogative type. For the speech role category, this clause is indicated as demanding by asking a question about when we will go home. This question used “shall” as the modality to ask the possibility. From this clause it can be concluded, that this question expected the students to know how to answer a demand from someone.

Question number 7: Would you like another glass of juice?

| | | | | |
|-----------|-----|--------|------------------------|--|
| Would | you | like | another glass of juice | |
| F (modal) | S | P | C | |
| MOOD | | RESIDU | | |

This clause indicates as interrogative-polar interrogative type (Yes/No question). For the speech role, this clause indicates as giving which offers someone a glass of juice. This question used “would” as the modality to ask the possibility. From this clause it can be conclude that this question expected the students to answer an offer from someone.

Question number 8: You should finish your work today

| | | | | | |
|------|-----------|--------|------|------|-------|
| You | should | finish | Your | work | Today |
| S | F (modal) | P | C | | A |
| MOOD | | RESIDU | | | |

This clause indicates as imperative type. For the speech role, this clause indicates as demanding by give a command to someone finish the work today. From this clause, it can be conclude that this question expected the students to know how to respond when someone command them to do something.

Question number 9: Can I help you with something?

| | | | | |
|-----------|---|--------|-----|----------------|
| Can | I | Help | you | with something |
| F (modal) | S | P | C | A |
| MOOD | | RESIDU | | |

This clause indicates as interrogative-polar interrogative type (Yes/No question). For the speech role, this clause indicates as giving by offering a help to someone. This question used “can” as the modality to ask the probability. From this clause, it can be conclude that this question expected the students to know how to respond when someone offer to help you with something.

Question number 10: Shall I bring your jacket?

| | | | | |
|-----------|---|--------|------|--------|
| Shall | I | bring | your | jacket |
| F (modal) | S | P | C | |
| MOOD | | RESIDU | | |

This clause indicates as interrogative-polar interrogative type (Yes/No question). For the speech role, this clause indicates as giving by offering a help to someone by bringing their jacket. This question used “shall” as the modality to ask the probability. From this clause, it can be conclude that the question expected the students to know how to respond when someone offer to help you.

As showed in the table 1, there are several mood types category. This category were made by Eggins (2004). There are declarative, interrogative, imperative and exclamative. In formal grammar, a declarative is referred to as a positive sentence (Ilham, 2019). Declarative is a mood type that serves as a statement in functional grammar and is intended to inform readers. Interrogative is a mood types to make question but interrogative also can be use to command, or it is called as modulated interrogative (Drogba & Humprey (2005). Readers are being demanded to do something by the writer or speaker in the form of an imperative, which contains a command. As stated by Halliday & Matthiessen (2004), imperative is used to request goods and services whilst declarative and interrogative are used to give and ask for proposition or information. In mood elements there are also subject, finite, modal adjunct and residue.

The result of the present research showed that the most dominant sentence types are interrogative sentence. In formal grammar, interrogative is mood type to make question. Drogba & Humprey (2005) and Halliday & Matthiessen (2004) also supported that question in form of interrogative asks for information. Because in this context, the interpersonal meaning was realized through exercise sheet in an English textbook, so it can be generally accepted why interrogative types is the most dominant types that appears here. In the exercise sheet, the aim is must be for asking some questions so that the students could answer or respond to the questions that were given. This fact will of course be inversely proportional if analyzed through different types of text. As the previous research that was conducted by Yanto &

Pravitasari (2023) who analyze interpersonal meaning of spoken text in an international textbook. This study found that the most dominant types is declarative.

Modality

The interpersonal macrofunction of language's modality is a separate system that can be studied to describe and characterize the components of each person's speech. People employ this approach to convey to listeners their own opinions and stances on the messages they provide. Additionally, people utilize it to describe how they are feeling at the time. From ten questions in the exercise sheet were analyzed, there were found several different modality used in the question of exercise sheet. According to Halliday & Matthiessen (2004), modality is an expression of indeterminacy. In other hands, it is believed that modality system can describe the interpersonal meaning of a text. There are 2 types of modality according to Thompson (2000); modalization and modulation. There were found the word 'can', 'shall', 'will', 'should' and 'would' as the modality. The modality shows possibility or probability. The polarity were analyzed from which shows that 'can' and 'should' in medium degree and 'shall' 'would' and 'will' in high degree. In proposition, Modality refers to modalization. The term of modalization used by Halliday and Matthiessen (2004) and Eggins (2004) The result of this present research in line with the research from Yanto & Pravitasari (2023), which showed that the most modalization used in the exercise are possibility (100%). The modality system focuses on the message's certainty, desire, perception, and obligation rather than the possible roles that each participant could play in the communication exchange. When examining clauses in terms of modalities, only declarative sentences must be taken into consideration.

CONCLUSION

Based on the findings, it can be concluded that from the analysis of 10 questions in the exercise sheet on English textbook for senior high school students grade 11th, showed that the most dominant mood type is interrogative-polar interrogative type (yes/no question). In the mood element, the speech role and mood type were also determined. The other main resource of the data was the modality elements, which shows that there are 5 modality that used in the exercise sheet. There are can, shall, will, should and would. All of the modality shows possibility or probability, which shows that 'can' and 'should' in medium degree and 'shall' 'would' and 'will' in high degree. Most of the questions expected the students to know how to respond when someone offering to help, demanding and how to deny it in a polite way.

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