

INDETIFYING INTERPERSONAL MEANING IN EFL TEXTBOOK “ENGLISH FOR NUSANTARA” FOR SEVENTH GRADE OF JUNIOR HIGH SCHOOL

Adinda Nuril Ramadhani, Yogi Setia Samsi, Praditya Putri Utami

University of Singaperbangsa Karawang

Email: 12010631060001@student.unsika.ac.id, yogi.setiasamsi@staff.unsika.ac.id,
praditya.putri@fkip.unsika.ac.id

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Abstract: This study focuses on identifying interpersonal meaning in the EFL textbook entitled *English For Nusantara* issued by the Ministry of Education and Culture Indonesia. This study has two objectives, the first is to analyze the types of mood structures contained in the textbook and the second is to categorize the most dominant type of mood in the textbook. This research uses a qualitative method. The data also was taken from the conversations, worksheets, etc contained in each chapter. From the results of the research, there are four types of mood types found in the textbook consisting of declarative, interrogative, imperative, and exclamative mood. The most dominant type of mood in the textbook is declarative and the least frequent is exclamative. The results show that the 342 clauses in the text are dominated by declarative sentences, followed by 222 clauses of interrogative sentences. The imperative is 49 clauses and the exclamative, which appears much less frequently, appears around 17 clauses. The function of the speech contained in the EFL textbook "English For Nusantara" is mostly giving and the commodity is information to the students. Lastly, for the modality, there are high modalization and low modulation.

INTRODUCTION

Textbooks are currently one of the learning tools that help teachers and students in the teaching and learning process based on function and content. Therefore, the use of textbooks is very crucial in language learning. The use of English textbooks has advantages for both teachers and students (Ayu & Inderawati, 2018). Textbooks usually consist of various kinds of information or statements. It can be related to interpersonal meaning. Almurashi (2016) believes interpersonal meanings focus on the interaction between the speaker(s) and the addressee(s); they are used to define the speaker's position within the speech situation and their interpersonal relationships. Also, Nasita et al., (2020) stated interpersonal meaning is essential because it indicates the speaker's standing within interaction and relation with others. In addition, Halliday (2004) emphasized that mood, modality, and key can all be used to convey interpersonal meaning. The research relating to this topic has been done by Khalim (2017) about The Realization of Interpersonal Meanings of Conversation Texts in Developing English Competencies and Interlanguage for Grade X. The books used in the study used the source of 2 electronic English books entitled *Developing English Competencies and Interlanguage*. According to the data, declarative clauses predominated in the texts of both English textbooks. It shows that information-giving rather than information-demanding was the main subject of practically all discussion texts. Interrogative came next, which meant that the discussion texts were mostly focused on requesting information. In addition, the imperative and exclamative that just appeared in specific sentences not much as a declarative or interrogative. The other research related to the topic of interpersonal meaning was conducted by Dewi et al. (2019) entitled *The Interpersonal Meaning of Verbal Text and Visual Image Relation in English Textbook for Junior High School Grade VII*. The book used is entitled *English Companion Textbook for Junior High School Students Grade VIII*. From the results, declarative text is the most dominant text in the textbook. Furthermore, *The Analysis of Interpersonal Meaning Identified in the Conversation Texts in English Textbook for Senior High School Grade X "English for SMA/MA/SMK/MAK Class X Compulsory Group"* was also researched by



Harahap (2021). From the results of his research, the declarative mood is also the most dominant in the text with 298 clauses appearing, followed by interrogative with 94 clauses, and lastly imperative with only 11 clauses.

There is a gap in the literature used in this study improving how the book used is the most recent book published by the government and employs the new curriculum, the Merdeka curriculum, even though earlier research has looked at how to analyze interpersonal meaning in a textbook. Rahmadayanti & Hartoyo (2022) believes the Merdeka Curriculum focuses on student-centered, also there is no longer a demand for achieving minimum completeness scores but emphasizes quality learning for the realization of quality students. Based on information from the textbook, this study aimed to explore the interpersonal meaning in the EFL textbook "English for Nusantara". This researcher was to learn more about the various kinds of mood types and how they are applied in the textbook, thus the result became interested in assessing interpersonal meaning. Uswar (2020) points out that interpersonal meanings are concerned with how people engage with one another via language in spoken or written text. An interlocutor aims to convey information to readers through the text. Language is used to assist "a social connection, building and sustaining relationships, establishing and presenting personal identity, expressing opinions, and interacting with the perspectives of others", (Yanto & Pravitasari, 2023). Chen (2022) stated among the three types of metafunctions that are continually utilized whenever language is employed in SFL is interpersonal meaning. Moreover, Sugianto et al., (2022) stated to interpret the visual meaning of the interpersonal metafunction of the textbook there are aspects that need to be considered, namely contact which consists of demand and offer. The grammatical resources for conveying interpersonal meaning are connected to the mood system (Pambudi et al., 2022).

METHOD

In this study, the writers used qualitative method. To collect the data, the research uses suggestions from Harahap (2021) to sample data from the textbook. The steps for data collection are: (1) Explore the textbook to determine the topic to be studied; (2) Gather data in the form of conversational text types from English textbooks; (3) Classify and choose conversational text kinds; (4) Research and acquire knowledge concerning interpersonal significance; (5) Examining the conversational texts' residual elements and mood kinds; (6) Make conclusions. Furthermore, The data analysis of this research was followed by Miles & Huberman (1994) in Alhojailan's (2012) study. The steps for data analysis are data reduction, data display, and conclusion. Data reduction aims to choose what is considered relevant. Besides, the next step will be presenting the collected data. Lastly, make conclusions and verify the data

RESULTS AND DISCUSSION

Results

The speech function that is contained in EFL textbook "English For Nusantara" mostly are giving and the commodity is information to the students. The mood types that are contained in EFL textbook "English For Nusantara" are declarative, interrogative, imperative, and exclamative mood.

Table 1. Types of MOOD in EFL Textbook "English For Nusantara" for Seventh Grade

No	Types of MOOD	Total	Percent
1	Declarative Mood	342	54%
2	Interrogative Mood	222	35%

3	Imperative Mood	49	8%
4	Exclamative Mood	17	3%
	Total	630	100%

In the textbook, the writer uses four types of mood, such as declarative, interrogative, imperative, and exclamative. Declarative can be represented through statements, interrogative can be represented through questions and imperative in the form of orders. and the characteristic of an exclamative sentence is usually the use of an exclamation mark at the end of the sentence to express a spontaneous expression.

Table 2. Chapter 1: About Me

No	Types of MOOD	Total	Percent
1	Declarative Mood	74	69%
2	Interrogative Mood	29	27%
3	Imperative Mood	3	3%
4	Exclamative Mood	2	1%
	Total	108	100%

Based on the data, there are 108 types of mood in chapter 1 of the textbook. It consists of 74 declarative mood (69%), 29 interrogative mood (27%), imperative mood 3 (3%), and the least is exclamative mood only 2 (2%). Declarative mood appears the most because it consists of statements when introducing themselves.

Table 3. Chapter 2: Culinary and Me

No	Types of MOOD	Total	Percent
1	Declarative Mood	43	50%
2	Interrogative Mood	34	40%
3	Imperative Mood	3	3%
4	Exclamative Mood	6	7%
	Total	86	100%

Based on the data, there are 86 types of mood in chapter 2. It consists of 43 declarative mood (50%), 34 interrogative mood (40%), imperative mood 3 (3%), and exclamative mood 6 (7%). Declarative mood appears the most because it consists of statements when describing Indonesian and other countries culinary.

Table 4. Chapter 3: Home Sweet Home

No	Types of MOOD	Total	Percent
1	Declarative Mood	65	46%
2	Interrogative Mood	47	33%
3	Imperative Mood	27	19%
4	Exclamative Mood	3	2%
	Total	142	100%

Based on the data, there are 142 types of mood in chapter 3. It consists of 65 declarative mood (46%), 47 interrogative mood (33%), imperative mood 27 (19%), and exclamative mood

3 (2%). Declarative mood appears the most because it consists of statements when describing things in the homes.

Table 5. Chapter 4: My School Activities

No	Types of MOOD	Total	Percent
1	Declarative Mood	75	49%
2	Interrogative Mood	61	39%
3	Imperative Mood	14	9%
4	Exclamative Mood	5	3%
Total		155	100%

Based on the data, there are 155 types of mood in chapter 4. It consists of 75 declarative mood (49%), 61 interrogative mood (39%), imperative mood 14 (9%), and exclamative mood 5 (3%). Declarative mood appears the most because it consists of statements when describing things school activities for example like describe a class schedule.

Table 6. Chapter 5: This is my school

No	Types of MOOD	Total	Percent
1	Declarative Mood	85	61%
2	Interrogative Mood	51	37%
3	Imperative Mood	2	1%
4	Exclamative Mood	1	1%
Total		139	100%

Based on the data, there are 139 types of mood in the last chapter. It consists of 85 declarative mood (61%), 51 interrogative mood (37%), imperative mood 2 (1%), and exclamative mood 1 (1%). Declarative mood appears the most because it consists of statements when describing things school activities for example like describe extracurricular activities, describe a school festival, and describe the room in the school.

Discussion

- **MOOD Structure analysis in the textbook:**
- a) **Declarative MOOD**

1. I got the fifth rank last semester

2. Ordinal numbers

"I got the **fifth** rank last semester.

C. Days of the Week

🔊 Listen to the audio on how to pronounce the days of the week.

Scan Me

I	got	the fifth rank	last semester
Subject	Finite/Predicate	Complement	Adjunct
MOOD		Residue	

The mood type in this clause is considered a declarative mood because the text states "I got the fifth rank last semester...". This can be classified as a statement because the writer wants to explain that someone has gotten the fifth rank in the class.

2. Galang loves fishing

Section 4 – Reading

a. Read the text about people's hobbies.



Galang	loves	fishing
Subject	Finite	Complement
MOOD		Residue

The sentence begins with a person's name and the writer uses the third pronoun to indicate the subject.

b) Interrogative MOOD

1. When do you do laundry?

For the **present simple** questions, use **do** for **I, you, we,** and **they** and **does** for **he, she,** and **it**.

- When **do you do** the laundry?
- **Does he make** the bed every day?
- **Does Ara put** away her toys after playing with them?
- **Does Pak Rahmansyah do** the laundry everyday?

When	do	you	do	laundry?
Complement	Finite	Subject	Predicate	Complement
Residue	MOOD		Residue	

In the interrogative text shown above, there are two residues in the mood system analysis, consisting of "when" and "laundry" as a complement.

2. What is Sinta's favorite meal?

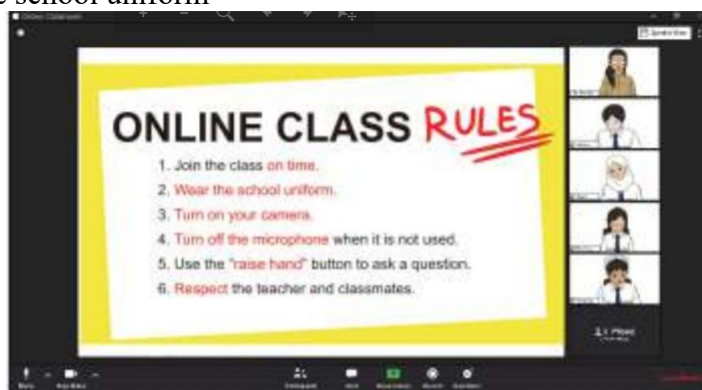
2. What is Sinta's favorite meal?
 - a. Rica-rica chicken with rice and orange juice.
 - b. Spicy chicken with rice and orange juice.
 - c. Rica-rica chicken with rice and lemon juice.
 - d. Spicy chicken with rice and lemon juice.

What	is	Sinta's	favorite meal?
Complement	Finite	Subject	Complement
Residue	MOOD		Residue

In the interrogative text shown above, there are two residues in the mood system analysis, consisting of "what" and "favorite meal" as a complement.

c) Imperative MOOD

1. Wear the school uniform

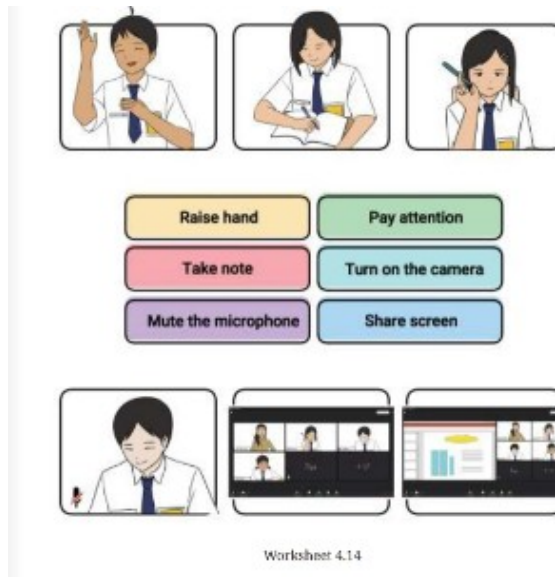


Comic strip 4.3 Online Class Rule

Wear	the school uniform
Predicate	Complement
Residue	

In the text above, it does not show the presence of MOOD because there is no subject and finite in the sentence. It only consists of predicate and complement.

2. Turn on the camera

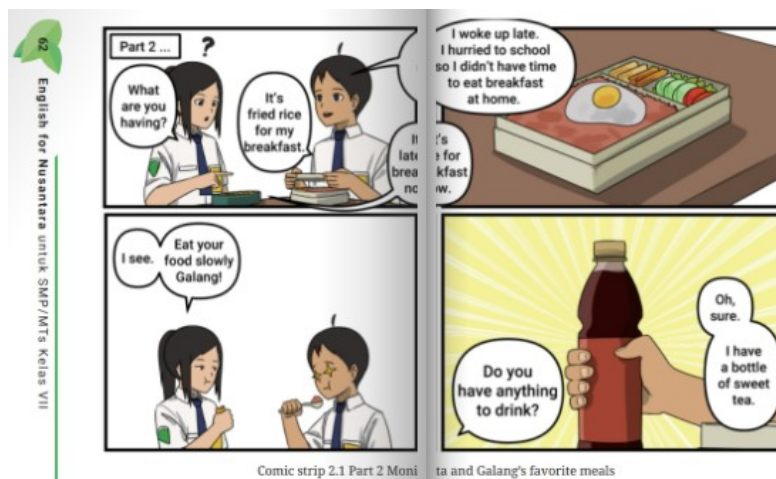


Turn on	the camera
Predicate	Complement
Residue	

In the text above, it does not show the presence of MOOD because there is no subject and finite in the sentence. It only consists of predicate and complement.

d) Exclamative MOOD

1. Eat your food slowly Galang!



Eat	your food	slowly	Galang!
Predicate	Complement	Adjunct	Subject
Residue			MOOD

The sentence above shows a type of exclamative mood. It starts with "eat" which can be classified into a predicate. Then your food is classified as a complement. And the adjunct is slowly. The subject is in the last sentence which makes this sentence unique.

2. They look delicious!



Comic strip 2.2 Part 1 Monita's family lunch



They	look	delicious!
Subject	Finite/Predicate	Complement
MOOD		Residue

In this sentence, "look" can be classified as a finite or predicate. Because look itself is a verb that can refer to an activity that someone does or "do". "Do" is also classified as finite.

- **Modality**

According to Yuliana (2017) stated there are two categories of modality: modalization, which corresponds to a proposition, and modulation, which also corresponds to a proposition.

Chapter	Modalization		Modulation
	Probability	Usuality	Obligation
Chapter 1	4 (can)	1 (never)	
Chapter 2	1 (will)		
Chapter 3	3 (can)		
	1 (will)		1 (should)
Chapter 4	1 (can)	2 (always)	1 (don't have to)
	1 (will)		
Chapter 5	2 (can)	3 (always)	
	3 (will)		
	1 (must)		

In chapter 1, five modalizations were found with four probability and one usuality. The example sentence found in the conversation about probability "*can*" was "yes. We can play with my siblings too" on page 21. For the usuality, the sentence found is "He never forgets to bring his bottle" on page 39. However, the researcher did not find modulation in this chapter.

Then in chapter 2, only one modalization probability was found, "*will*". The sentence found "I will finish my lunch with this orange juice" on page 66. And there is no modulation in this chapter.

Next, In chapter 3, four modalizations were found with all four being probability. And also found one modulation. For probability "*can*", the sentence found in the conversation was "You can collect organic rubbish" on page 131. For "*should*" was "You should collect non-organic rubbish" on page 131. For "*will*" was "Those sticker signs will remind her family about what to do to keep the house clean" on page 124. No usuality was found in the chapter.

Furthermore, in chapter 4, four modalizations were found with two probability like *can*, *will*, and two usuality such as *always*. There was also one modulation which is *don't have to*. For "*will*" was "I will share the rules" on page 174. For "*always*" was "He always does homework right after school on page 189. And for "*don't have to*" was "You don't have to take notes in online class" on page 177.

In chapter 5, nine modalizations were found with six probability such as *can*, *will*, *must* and three usuality such as *always*. No modulation was found in this chapter. For "*can*" was "You can go to the class first" on page 208. For "*must*" was "I must go to the toilet first" on page 210. For "*will*" was "We will learn at the science laboratory" on page 206. For "*must*" was "All students must join the scout every Thursday" on page 224. For "*always*" was "He always does homework right after school on page 189. And for "*don't have to*" was "You don't have to take notes in online class" on page 177.

CONCLUSION

In interpersonal meaning, clauses are analyzed through mood structures consisting of subject and finite. The mood that appears the most is the declarative type because the number of statements contained in the book is 342 times, so it can be said that the "English For Nusantara" textbook used for junior high school students uses more declarative texts or sentences that usually provide a statement or information in EFL language classroom learning. Based on this study, interpersonal meaning in speech functions might be included in future language textbook as a tool for learning systemic functional linguistics.

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