
STUDENTS' ABILITY TO ANALYZE INTERPERSONAL MEANING THROUGH MOOD SYSTEM IN ENGLISH TEXTS**YEN ARYNI¹, Lis Supiatman², Ananda Khumairoh³, Wulan Sari⁴****Universitas Asahan, Kisaran**e-mail: ¹yenaryni17@gmail.com, ²lis15121984@gmail.com

Abstract: *The purpose of this study was to assess the students' ability to analyze interpersonal meaning through the Mood System in English text. The study used a qualitative descriptive design. The participants of this study were 20 students of English Education Study Programmed of Universitas Asahan who had acquired Systemic Functional Linguistics especially in interpersonal meaning and analysis of Mood System. The data were acquired by means of a written test in which students were asked to analyze five clauses selected from English texts. The analysis was in four parts: identifying Subject, identifying Finite, finding forms of Mood and distinguishing Mood and Residue structures. Data were analyzed descriptively by data collection, data reduction, data display and conclusion drawing. The findings showed that the students performed well to exceptional in analyzing interpersonal meaning through the Mood System. The students scored 86% in identifying Subject, 84% in identifying Finite, 100% in identifying Mood kinds and 88% in differentiating Mood and Residue structures. The findings also showed that the most challenging thing that students found to recognized was Finite since many students got confused with Finite and Predicator in verbal groups. In conclusion, the results suggest that the students were able to comprehend the communicative roles that are expressed by Mood structures in English clauses. The present study reveals the effectiveness of Mood System analysis in assisting students to comprehend interpersonal meaning and enhance their discourse analysis competency in English language acquisition.*

Keywords: *Interpersonal Meaning, Mood System, Systemic Functional Linguistics, Discourse Analysis, English texts*

Abstrak: Tujuan penelitian ini adalah untuk menilai kemampuan mahasiswa dalam menganalisis *Interpersonal Meaning* melalui *Mood System* dalam teks bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif. Partisipan penelitian ini adalah 20 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Asahan yang telah mengambil Linguistik Fungsional Sistemik khususnya dalam *Interpersonal Meaning* dan analisis *Mood System*. Data diperoleh melalui tes tertulis di mana mahasiswa diminta untuk menganalisis lima klausa yang dipilih dari teks bahasa Inggris. Analisis tersebut terdiri dari empat bagian: mengidentifikasi *Subject*, mengidentifikasi *Finite*, menemukan bentuk *Mood*, dan membedakan struktur *Mood* dan *Residue*. Data dianalisis secara deskriptif melalui pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa mahasiswa menunjukkan kinerja yang baik hingga luar biasa dalam menganalisis *Interpersonal Meaning* melalui *Mood System*. Mahasiswa memperoleh nilai 86% dalam mengidentifikasi *Subject*, 84% dalam mengidentifikasi *Finite*, 100% dalam mengidentifikasi jenis *Mood*, dan 88% dalam membedakan struktur *Mood* dan *Residue*. Temuan juga menunjukkan bahwa hal yang paling menantang bagi siswa untuk dikenali adalah *Finite* (konsonan terbatas waktu) karena banyak siswa bingung antara *Finite* dan *Predicator* (konsonan predikator) dalam kelompok kata kerja. Kesimpulannya, hasil penelitian menunjukkan bahwa siswa mampu memahami peran komunikatif yang diekspresikan oleh struktur *Mood* dalam klausa bahasa Inggris. Studi ini mengungkapkan efektivitas analisis *Mood System* dalam membantu siswa memahami makna interpersonal dan meningkatkan kompetensi analisis

wacana mereka dalam pemerolehan bahasa Inggris.

Kata kunci: *Interpersonal Meaning, Mood System*, Linguistik Fungsional Sistemik, Analisis Wacana, Teks Bahasa Inggris

INTRODUCTION

Language is an essential instrument for human communication, enabling individuals to articulate ideas, share information, and cultivate social connections. Studying English entails understanding not only vocabulary and grammar but also the mechanisms by which language constructs meaning in texts. Contemporary linguistics underscores that language is perceived not merely as a system of grammatical rules but also as a social instrument for constructing meaning in communication. The utilization of language in social contexts is a crucial aspect of language acquisition, as it is inherently linked to communicative objectives and interpersonal interactions among language users (Ken Hyland, 2021).

Language is purported to serve three concurrent meta functions: ideational meaning, interpersonal meaning, and textual meaning. In contemporary language acquisition, interpersonal meaning constitutes a fundamental element of language. It pertains to the manner in which speakers or writers' express opinions, cultivate relationships, and communicate information with others. Discourse analysis, as articulated by Brian Paltridge (2021), enables learners to understand how social interactions and communicative aims of texts are shaped through specific linguistic choices. Consequently, understanding interpersonal meaning is crucial for improving students' text interpretation and communication skills.

The Mood System, an essential element of language analysis in Systemic Functional Linguistics (SFL), conveys interpersonal meaning. The Mood System comprises the elements Subject, Finite,

Mood, and Residue, which operate to facilitate communication. Mood structures are employed in communication to convey information, pose enquiries, issue instructions, or extend offers. Jack C. Richards (2022) asserts that language learning should enable pupils to comprehend the application of language structures in social interactions rather than merely memorizing grammatical rules. Consequently, the examination of the mood system enables students to comprehend the formulation of interpersonal meaning in English texts.

Furthermore, the capacity to interpret interpersonal meaning is closely linked to students' critical thinking abilities. David Nunan (2020) asserts that language study should enable students to examine authentic language usage to enhance their comprehension of the meaning-making processes in communication. Students will more effectively grasp how authors generate interaction and meaning in texts if they comprehend the elements of mood and the communicative roles of sentences.

Recent study indicates that the examination of interpersonal meaning is essential for enhancing literacy and discourse analysis skills. According to James Paul Gee (2021), students frequently have difficulties in correlating grammatical structures with communicative functions in discourse analysis. This indicates that numerous students grasp language only at the superficial structural level and fail to comprehend its social and interpersonal functions.

Nevertheless, the Mood System sometimes presents challenges for pupils in analyzing interpersonal meaning. Numerous learners concentrate on grammatical patterns and vocabulary, failing to realize how language structures

facilitate interpersonal interactions inside texts. Consequently, children find it challenging to accurately identify the components of Subject, Finite, Mood, and Residue. Students sometimes conflate Finite with Predicator, as both appear in verbal groupings.

Moreover, Norman Fairclough (2020) asserts that comprehending interpersonal meaning necessitates an analysis of language that transcends just syntactic surface structures. Students must understand how language is employed to express attitudes, authority, social relationships, and communicative objectives in a text. Consequently, the capacity to analyze interpersonal meaning is an essential skill for discourse-oriented English language acquisition.

These issues underscore the necessity of investigating students' abilities in understanding interpersonal meaning. Extensive study has been conducted on discourse analysis and language acquisition; nevertheless, investigations into students' capacity to understand interpersonal meaning via the Mood System in English texts remain limited.

This study aims to examine students' ability to analyze interpersonal meaning through the Mood System in English texts. This study's findings are expected to enhance students' understanding of interpersonal meaning and aid English language training, particularly in the advancement of discourse analysis and text interpretation skills.

This study aims to assist educators in identifying students' challenges in evaluating mood systems and to enhance teaching strategies for imparting the analysis of interpersonal meaning. This work is expected to serve as a valuable reference for scholars interested in discourse analysis, interpersonal meaning, and language acquisition grounded in Systemic Functional Linguistics.

METHOD

The study design was qualitative descriptive research. Qualitative research is often utilized for the understanding and description of human behavior, viewpoints and capabilities in specific circumstances. Qualitative research is a study that seeks to explore and explain the perspectives of individuals and social phenomena in natural settings (John W. Creswell, 2021). This methodology was deemed suitable because the present study was intended to describe students' abilities to analyze interpersonal meaning using the Mood System in English texts in the framework of Systemic Functional Linguistics (SFL). The study examined how students identified and evaluated the elements of the Mood System, i.e. Subject, Finite, Mood, Residue, and mood kinds such as declarative, interrogative and imperative phrases. In addition, this research also examined the obstacles and faults faced by students during the analytical process.

The participants of this study were students of English Education Study Program of Universitas Asahan. The existing population was used to choose twenty students as research participants. Participants were selected using purposive sampling since they have studied Systemic Functional Linguistics and in particular, interpersonal meaning and Mood System analysis. Sugiyono (2022) said that purposive sampling is a sampling technique with certain considerations that are pertinent to the research aims. Therefore, the students picked were assumed to be able to give relevant and meaningful data about interpersonal meaning analysis.

The instrument of this study was written test which consisted of certain English texts. The pupils had to analyze the Mood System of each clause in the given texts. The test was designed to measure the students' skills in identifying Subject and Finite, distinguishing Mood and Residue structures as well as classifying mood kinds and interpreting interpersonal meaning realized in the phrases. Jack C. Richards (2022) argues

that language evaluation should not be about measuring grammatical memorization but about assessing students' grasp of how language is used for communication. So, the written test intended to test the students' analytical knowledge of the interpersonal meaning in language.

The researcher also applied a grading rubric based on the principles of Systemic Functional Linguistics and interpersonal meaning analysis. The criteria were used to systematically evaluate the accuracy of the students' analyses. Recent studies highlight the usefulness of analytical rubrics in assessing students' discourse analysis skills. Ken Hyland (2021) argues that assessment in language acquisition should be predicated on students' capacity to understand linguistic meaning and communicative roles in texts. Thus, the scoring rubric employed in this study focused on how well students analyzed the parts of mood and interpersonal functions.

Data collection was carried out by several processes. The researcher initially designed English texts that were suited to the students' level of comprehension. But the writings had varied themes but they had very comparable grammatical properties connected to the examination of Mood System. Second, the written test was administered to the participants by the researcher. Third, students analyzed the interpersonal significance of the texts by using Mood System analysis. Finally, the primary data of the study were gathered from the students' replies.

The data were analyzed in a descriptive manner through many steps derived from processes of qualitative data analysis. Qualitative data analysis, as defined by Johnny Saldaña (2021), is a systematic process of organizing, reducing, showing, and interpreting data to provide meaningful findings. Therefore, the researcher conducted the analysis through various steps. They

include data collecting, data reduction, data display and conclusion drafting.

In analyzing the students' answers, the researcher first examined whether the Mood System evaluations in each clause made by the students were correct or not. The researcher then classified students' faults into various classes including errors in identification of Subject, Finite, Mood type and Mood-Residue structures. The researcher subsequently classified students' competencies according to the frequency and regularities of errors encountered in the data. To reinforce the analysis, the students' performance was further categorized into several degrees of competence, namely outstanding, good, fair, and poor based on the grading rubric applied in the study.

Moreover, this study unveiled students' analytical skills in comprehending interpersonal meaning in the context of discourse. According to Brian Paltridge (2021) discourse analysis allows learners to grasp how choices of language bring about interaction and meaning in communication. Therefore, it was crucial to analyze the students' interpretation of their Mood System in order to understand their discourse analysis competency and their capacity to comprehend interpersonal interactions in English texts.

RESULT AND DISCUSSION

This part offers the results of the research on students' skill in analyzing interpersonal meaning through the Mood System in English texts. The analysis was based on four aspects from the analysis of interpersonal meaning in Systemic Functional Linguistics, including identifying Subject, identifying Finite, determining Mood kinds and distinguishing Mood and Residue structures. The data were taken from 20 students who analyzed five clauses, so there were 100 analyzed clauses.

Tabel 1 Finding Analysis

No	Analysis Category	Correct Answers	Incorrect Answers	Percentage	Category
1	Identifying Subject	86	14	86%	Excellent
2	Identifying Finite	84	16	84%	Good
3	Determining Mood Type	100	0	100%	Excellent
4	Separating Mood and Residue	88	12	88%	Excellent
	Total	358	42	89,5%	Excellent

The first feature considered in this study was the students' ability to detect Subject elements in sentences. The statistics revealed that majority of the students were able to identify the Subject properly. Table 1 shows that the students were able to identify Subject elements with 86% accurate answers (good). For example, in the phrase 'She is a good teacher', students correctly identified 'She' as a subject. This analysis was valid because "She" is the Subject in the Mood structure. However, some pupils wrongly identified the word "Are" as the Subject of the interrogative sentence "Are you okay?" In reality, the Finite precedes the Subject in Yes/No interrogative sentences. Brian Paltridge (2021) states that the study of phrase structure is important in discourse analysis because the grammatical elements are the realization of communicative aims in interaction. Most students fared well, while few students still confused Subject with other sentence elements, especially in lengthier phrases.

The second was pupil capacity to recognize Finite elements. The results showed that students correctly answered 84% of the questions, which was considered good. But figuring out Finite was one of the hardest things pupils had to do. For example, in the clause "Lina went to the new library," several students identified "went" as Finite and Predicator. This analysis was appropriate because in the clause the verb 'went' reflects tense and process. However, several pupils' mis-identified "the cat" as the Subject in imperative sentences such as "Give the cat some food." In fact, imperative clauses have an inferred subject, which is you. As Jack C. Richards (2022) pointed out, students typically have problems in

comprehending how grammatical structures are used differently in communicative situations. This finding reveals that some students could not understand the interpersonal functions realized inside linguistic groups.

The third component studied was the students' ability to determine Mood kinds. The results demonstrated that all students were able to accurately distinguish Mood kinds. Students classified declarative, interrogative and imperative clauses successfully. For example, in the line "She noticed a little cat", students correctly categorized the clause as declarative. Similarly, in the case of the clause "Can you help me?" students correctly recognized the clause as interrogative, given the Finite comes before the Subject. Clause types are easier for students to recognized in discourse analysis since communicative aims are closely tied to grammatical patterns (Hyland, 2021). Therefore, the good performance of the students on this aspect implies that they had already known the communicative roles realized by means of sentence structures.

Finally, the capacity of pupils to distinguish between Mood and Residue structures was studied. As shown in Table 1, students correctly separated Mood and Residue structures in 88% of the cases. For instance, in the clause "She is reading a novel," students correctly recognized "She is" as Mood and "reading a novel" as Residue. However, certain Predicator pieces were still misplaced inside the Mood structure by students. James Paul Gee (2021) contends that students often have challenges linking linguistic structures with their communicative functions in discourse analysis. This study demonstrates that some students still had

a weak grasp of the interpersonal organization of sentences. The researcher also found some mistakes that students made in the analyzing procedure. The most common mistake was connected to the recognition of Finite elements.

Table 2 Student's Errors in Analyzing Mood System

Types of Errors	Frequency	Percentage
Subject Errors	14	14%
Finite Errors	16	16%
Mood Type Errors	0	0%
Mood-Residue Errors	12	12%

The results showed that the most frequent problem encountered by the pupils was the Finite mistakes. As David Nunan (2020) indicates, students frequently pay more attention to surface grammatical forms than to the communicative uses of grammatical parts. This causes students to confuse Finite with Predicator, because both elements are located in verbal groups.

Overall, the findings indicated that students possessed a good to exceptional ability to analyze interpersonal meaning through the Mood System. Most pupils were able to identify Subjects, Mood kinds and Mood-Residue structures accurately. However, the hardest thing for them was to recognized Finite.

This conclusion supports Norman Fairclough's (2020) assertion that students need to look beyond surface-level grammar in order to grasp interpersonal meaning and to understand how grammatical structures build social interaction and communicative meaning in texts.

CONCLUSION

Based on the findings and discussion, it can be concluded that the students of English Education Study Programmed at Universitas Asahan had

good to excellent skill in analyzing interpersonal meaning through the Mood System of English texts. The analysis was based on four elements, i.e. identifying Subject, defining Finite, finding Mood kinds, and distinguishing Mood and Residue structures.

The results of the study revealed that the students were excellent at identifying Mood types with 100% right responses, followed by separating Mood and Residue structures with 88%, identifying Subject with 86%, and identifying Finite with 84%. The results show that most students could understand the basic structure of interpersonal meaning in clauses and the communicative functions of Mood structures.

But the study also indicated that Finite was the most difficult thing for students to identify. Many pupils still confused Finite with Predicator, as the two parts are both present in verbal groupings.

Moreover, several students had problems in analyzing imperative and interrogative phrases, notably in recognizing implicit Subjects and in grasping the location of Finite within the clause structure. The findings of this study imply that students still need to have a deeper knowledge of interpersonal roles within clause structures.

In short, this study demonstrates that the Mood System analysis can aid students to develop their comprehension of interpersonal meaning and discourse analysis in an English text.

The results also suggest that Systemic Functional Linguistics can be successfully implemented in English language learning to enhance the students' analytical and interpretative skills. Therefore, it is suggested for the lecturers and teachers to give more practices and discussion about Mood System analysis to develop the students' comprehension towards interpersonal meaning and communication functions in the texts.

Moreover, this work is likely to

contribute to the growth of discourse analysis studies, notably related to interpersonal meaning in Systemic Functional Linguistics. Future researchers are also invited to undertake more experiments with larger participants, new genres of texts or more in-depth investigation of students' issues in Mood System analysis.

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