

INTERPERSONAL MEANING ANALYSIS IN ENGLISH TEXT BOOK OF JUNIOR HIGH SCHOOL

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ABSTRACT

This study investigates interpersonal meaning analysis in the English textbook of Junior High School. The objectives of the study are to identify what interpersonal meaning are used in Junior High School English textbook, to describe the way those interpersonal meaning are used, and to explain the reason why the English textbook of Junior High School uses those interpersonal meaning. The research was conducted by applying descriptive qualitative design. The data for this study were texts taken from an English textbook for Junior High School. The data were collected by selecting the texts based on their subjects, then retyping the passage of the text, editing the passage by breaking down the clauses into a data, and printing out the data. The findings of the study show that there are 2 speech functions are used in English textbook of Junior high school, they are: 1) Statement, and 2) Question. While offer and demand are not occurred in English textbook of Junior high school. Then, the types of mood was found are 1) Declarative, and 2) Interrogative as the way of interpersonal meaning are used. Finally, the reason of use those interpersonal meaning in English textbook is because the function of textbook is to give clear explanation (statement) and give exercise (question). The percentage of used statement is 80 % and question is 20 %. So, it can be conclude that speech function used in English textbook is statement to give information and question to ask the answer.

Keywords : interpersonal meaning, english textbook, junior high school

I. INTRODUCTION

Systemic functional language is one of branch in linguistic deals with many issues in society. Language formed from society with all the systematic. Many cases occurred in society that talks about language. One of focus of this study is in academic filed. It is occur in education field while a language is use in a textbook, in teaching and learning process and in rules of school in written or oral form.

Base on the observation, the use of language in English textbook relate with systemic functional linguistic study. Students use their textbook in learning process, getting knowledge and doing exercises all time. Beside the explanation from the English

teacher about the topic in teaching textbook is main source of teaching and learning activity in the classroom. The form of language in the textbook of Junior high school must be effective in order to make students can understand the information easy. The problem will come if the student face difficulty in getting information from the textbook because of the use of language is not suitable or even not effective.

Interpersonal is one of issue in SFL. According to Saragih (2015) Interpersonal function Language functions to fulfill human needs in the exchange of experience. Further, Saragih explanes, Human beings need to exchange experience as 1) human kinds are

social beings, ‘social products’ and consequently cannot live isolated, 2) no one can completely fulfill one’s needs by oneself; one needs others and 3) only human beings are destined with interpersonal function; human culture and civilization; history.

Based on this phenomenon, the writer would like to investigate the use of interpersonal meaning in SFL of English textbook of Junior High school. The writer formulates the research problems as follows:

1. What interpersonal meanings are used in Junior High School English textbook?
2. How the way those interpersonal meaning are used?
3. Why the English textbook of Junior High School uses those interpersonal meaning?

Based on the research problem above, the objectiveness of this study is to investigate what interpersonal meaning are used in Junior High School English textbook, to describe the way those interpersonal meaning are used, and to explain the reason why the English textbook of Junior High School uses those interpersonal meaning.

II. LITERATURE

Systemic Functional Linguistic (SFL)

Systemic functional linguistic is proposed by Halliday in 1994 which known as Halliday’s theory of functional grammar. As Halliday (1994:14) said that Systemic Functional Linguistics (SFL) is a study of language that views language as two characteristics, systemic and functional. It is systemic because SFL uses theory of meaning as a choice, by semiotic system is interpreted as networks of interlocking options which a language or any other. The study of this SFL is

different with old grammar rules that studied over many years in formal school and curriculum. In this field the focus is on language meaning based on human being known in their life or contextual.

In SFL theory there is known as concept of metafunction. According to Saragih (2015) states that metafunction consist of Ideational Function (draw, describe), Experiential function (represent), Logical function (relate), Interpersonal Function (exchange), Textual Function (organize).

The ideational meaning is the meaning function to represent patterns of experiences. It enables human being to build a mental picture of reality, to make sense of their experience of what goes around them and inside them. The interpersonal meaning is concerned with the interaction between speaker or writer and listener or reader. Its function is to enabling of exchanging roles in rhetorical interaction: statements, questions, offers and commands. The textual meaning is concerned with the organization of the text in which the experiential, logical and interpersonal are bound together into a coherent. On the other words, the textual meaning is meanings about the message for example foregrounding/salience; types of cohesion (Egins & Slade, 1997:49).

Grammar is a theory of experience: theory of how experience is represented, related, exchanged and organized (also technically called lexicogrammar) (Saragih:2015). It means human experiences are relate to grammar as known lexicogrammar in linguistic field.

Interpersonal Meaning

The interpersonal functions play the role of setting up and maintaining social relations, and indicate the role of the participants in the communication (Halliday, 2002). It means the

language that was occurred on society while using by human in communication is tight up with interpersonal meaning. As in Saragih quotation before, interpersonal is talk about human need in exchange experience.

In addition, the interpersonal functions play the role of setting up and maintaining social relations, and indicate the role of the participants in the communication (Halliday, 2002). Setyowati et.al (2015:7) sates that the interpersonal metafunction comprehends a text’s tenor or interactivity which is again comprised with three components: the speaker/writer persona (whether the writer or speaker has a neutral attitude, which can be seen through the use of positive or negative language) social distance (how close the speakera are) and relative social status (whether they are equal in terms of power and knowledge on a subject).

According to Halliday (1994: 68), it is through the interpersonal metafunction that people establish, negotiate and assume their position in social relationship, and it is concerned with clauses as exchange. It means people can communicate well if they know their position or function as speaker or hearer in social relation.

Types Of Mood

There are three types of mood, namely declarative mood, interrogative mood and imperative mood.

In English Mood is coded by Subject + Finite

- 1) Subject \wedge Finite: Declarative
- 2) Finite \wedge Subject: Interrogative
- 3) (Subject) \wedge Finite: Imperative Saragih (2015)

Speech function is semantics and Mood is lexicogrammar. Therefore, as a semiotic system speech function is ‘meaning’ and Mood is expression (Saragih:2015).

Table 1

Unmarked speech function realization in mood

SPEECH FUNCTION	MOOD
Statement	Declarative
Question	Interrogative
Offer	-
Demand	Imperative

In English Mood is coded by Subject + Finite:

1. Subject \wedge Finite: Declarative
2. Finite \wedge Subject: Interrogative
3. (Subject) \wedge Finite: Imperative

Definition and criteria:

- a. Forms the Mood. (Process minus Predicator)
- b. Predicator: the part of the Process from which the Finite has been excluded (Process minus Finite)
- c. Complement: the element of clause which is potentially promoted to be the Subject.
- d. Adjunct: the element of clause which is not potentially promoted to be the Subject (Saragih: 2015).

ROLES	INFORM ATION	GOOD & SERVICES
GIVING	Statement	Offer
DEMANDING	Question	Command

The four speech functions are basic, through which much more delicate or specific ones are potentially derived (Saragih:2014).

Based on the table speech function above, it can be conclude that:1) Giving information is a Statement, 2)Giving Good and services is an offer, 3) Demanding information is a question and, 4) demanding good and services is command.

III. METHODOLOGY

This study uses descriptive qualitative research method in purpose to identify the interpersonal meaning analysis in the English textbook of Junior High School. The objectives of the study are to identify what interpersonal meaning are used in Junior High School English textbook, to describe the way those interpersonal meaning are used, and to explain the reason why the English textbook of Junior High School uses those interpersonal meaning.

The data for this study were texts taken from an English textbook for Junior High School. The writer uses observation and documentation as the processing of method of collecting data. The data were collected by selecting the texts based on their subjects, then retyping the passage of the text, editing the passage by breaking down the clauses into a data, and printing out the data.

IV. RESEARCH FINDINGS

After collecting the data, the writer found that there are 2 speech functions are used in English textbook of Junior high school, they are: 1) Statement, and 2) Question. While offer and Demand are not occurred in English textbook of Junior high school. Then, the types of mood was found are 1) Declarative, and 2) Interrogative. The percentage of speech function occurrence is high where statement is 80 % and question is 20 %. The statement (Declarative) is the most.

Table 2
The Percentage of Speech Function

No	Speech Function	Mood	Occurrence	Percentage
1	Statement	Declarative	96	80 %
2	Question	Interrogative	24	20%
3	Offer	-	-	
4	Demand	Imperative	-	
	Total		120	100%

The used of statement is coded declarative mood which occurred in explanation of every topics in the English textbook. The, it also occurred in the instruction of exercise, and conclusion of each chapter. The use of interrogative occurred in exercises. It is multiple choice and essay test.

a. Declarative mood

Page 25/VIII grade

Data : *We will work in group.*

we	will	work	in	groups
subject	Finite	Predicator	adjunct	compl ement
MOOD		RESIDUE		

b. Interrogative mood

Page 24/VIII grade

Data: *Why is Andi absent today?*

Why	is	Andi	absent	today
finite	Subj.	Compl.	Predict	adjunct
MOOD		RESIDUE		

c. Imperative mood

Page 28/VIII grade

Data : *Hhave a good holliday*

Have	A good holliday			
finite	Complement			
MOOD		RESIDUE		

Based on the observation, the reason of why English textbook used that kind of interpersonal meaning is because the form of languages of English textbook is to explain the material in every chapter. The textbook is a reference of the students to get knowledge. Beside it, the book has some exercise in linguistic it is in interrogative and declarative function.

V. CONCLUSSION

From the research finding and the discussion of interpersonal meaning and speech functions found in English textbook of junior high school the writer concludes that first, after analyzing the speech function and mood of sentences used in English textbook of junior high school which finds two speech functions, they are: statement and question. While offer and command do not found.

The second, the writer concludes that the occurrences of each sentence in English Textbook of junior high school are formed in two types of speech function categorize into two types of mood in interpersonal meaning, they are: declarative mood and interrogative mood. So, it reveals the relationship between the author and the readers in this context is students of junior high school.

The last, the writer concludes that the reason of used those types of speech function and interpersonal meaning in English textbook of junior high school because the purpose of the text in the book is to give knowledge by explained it and then test or exercise to measure students' competence and ability in passing the material. So, it was correct to used statement and question speech function and categorized in declarative and interrogative mood of interpersonal meaning. It is show the purpose of textbook for students.

Finally, from the research finding above the writer suggest:

- 1) For Teacher, to use this research for add knowledge about English textbook for students in using the good textbook in teaching and learning process in the classroom
- 2) For other researcher, this research study can be use as references to make another research with the different topic and problem but still in line with the theory of interpersonal meaning.

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