Interpersonal Meaning Realized in the Conversation Texts in English Textbook for Senior High School

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Abstract This research examines the interpersonal meaning realized in the conversation texts in English Textbook for Senior High School Grade X. The purpose of this research is to describe the interpersonal meaning realized in the conversation texts in English Textbook. The interpersonal meaning that is analyzed namely the most dominant mood elements, residue elements and modality types. The design of the research was descriptive qualitative. 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 gotten from those 58 texts that the researcher analyzed in this study. The results of data analysis showed that the interpersonal meaning realized in the conversation text: 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).

*Keywords***:** *Interpersonal Meaning; Conversation Text;* and *English Textbook*

Abstrak Penelitian ini meneliti interpersonal meaning yang tertera didalam teks percakapan di Buku teks Bahasa Inggris untuk SMA (Sekolah Menengah Atas) Kelas X. Tujuan dari penelitian ini adalah untuk mendeskripsikan interpersonal meaning yang tertera didalam teks percakapan di Buku teks Bahasa Inggris. Interpersonal meaning yang dianalisis yaitu elemen-elemen mood yang paling dominan, elemen-elemen residue, dan jenis-jenis modal. Disain penelitian ini adalah deskriptif kualitatif. Sumber utama data adalah teks percakapan yang tertera di Buku teks Bahasa Inggris tersebut. Ada 58 teks percakapan dan 400 klausa yang didapat dari 58 teks yang peneliti analisis dalam studi ini. Hasil dari data yang dianalisis menunjukkan bahwa interpersonal meaning yang tertera di teks percakapan: jenis Mood ynag paling dominan adalah deklaratif atau kalimat pernyataan (298 klausa), kemudian kalimat pertanyaan (94 klausa) dan yang paling sedikit adalah kalimat perintah (11 klausa). Sementara, elemen residue yang paling dominan adalah complements atau pelengkap yaitu (329 klausa), lalu diikuti predicators atau kata kerja (246 klausa), yang terakhir adalah adjuncts (94 klausa).

Kata Kunci: *Interpersonal Meaning, Teks Percakapan,* dan *Buku Teks Bahasa Inggris*

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INTRODUCTION

In the world, people communicate with others by means of language. Language is a tool for communication as giving information each other. Taking in Eggins and Slade's overview (1997), "Communication is not just a process of taking turn in producing sounds and words but it is a semantic activity, a process of making meaning". It is in line with Halliday (2004) that language is resource for meaning making. No matter what kind of media of language is that would be used. Then, he told that language refers to text and system, as sound, writing, wording, structure (configurations of part), and as resource (choices among alternative).

While, language cannot be separated in human daily life as social being that cannot be life alone. In social nature, people are always making and negotiating meaning especially through conversation or interaction. This habitual action has unique characteristic that stated by Hyland (2011) conversation takes place under particular circumstances and between particular individuals, who living in specific social and cultural context, and they bring to the interaction their own personal characteristics, experiences and beliefs, as well as their relationship history. Then, many aspects are needed in learning English language, such as focusing on the teacher's skills, the student's ability, and the facilities including the textbooks, multimedia or language laboratory.

As stated by Thomson (2000) "The textbook is a stimulus or instrument for teaching and learning". Riazi (2003) also states that textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (element) in the second/ foreign language classroom after the teacher. Therefore, indicating students should be supplied with good materials model texts, which enable them to produce texts to realize meanings in English. These texts should consider the appropriacy of language use. The materials can be authentic materials, for example from newspaper, magazine, recipe, or textbook. Here, the researcher takes textbook as the authentic materials in teaching and learning as a supplied material for

students. According to Dana Ferris and John S. Hedgcock (2005)."Textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach". It means that the materials in the textbook should help the teacher in conducting teaching and learning process, so it is important for the teacher to select and to analyze the contents of the textbook. To understand the context of situation in a text, particularly spoken, students are exposed to conversation texts that mostly focus on the use of functional expressions.

Systemic functional grammar underlines context of situation in categories. Corresponding to these, Halliday (1999) analyses language into three metafunctions: Experiential (Ideational), Interpersonal and Textual metafunctions. Each of the metafunction expresses different modes of meaning of clauses in different aspects of the world. The ideational meanings are meaning about something as the participant that is living or not, abstract and even concrete about process and how something is done, and circumstance that surrounded the process (Gerot and Wignell 1994). It was different with interpersonal metafunction. In Interpersonal metafunction analysis which is the researcher's concern in this study, sentence is considered as a piece of interaction between the speaker and listener (Halliday, 1985). Here, language is considered as a way of reflecting. Based on Siregar (2019), Interpersonal Function is a way of acting, function of language is to fulfill human needs in exchange of experience.it means, it concern with interpersonal relations or expressions of human using language. According to Butt, et al (2000) "The interpersonal metafunction uses language to encode interaction and to show how defensible or binding we find our proposition or proposal."

In interpersonal analysis, meaning is considered from the point of view of its function in the process of social interaction. More, in the interpersonal metafunction, a clause is analyzed into *Mood and Residue*, with the mood element further analyzed into *Subject and Finite*. The *Subject* and Complement are typically realized by nominal groups. The *Finite* is realized

by the tensed element of the verb. The Predicator is realized by the non-tensed (or nonfinite) element or elements of the verbal group. The Adjunct is realized by an adverbial group or prepositional phrase.

In this study, the researcher chooses the textbooks entitled " Bahasa Inggris for Senior High School 'Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib'". These textbooks consist of some functional expressions and those functional expressions are listed and graded from more formal to less formal situations. In fact, those expressions would mean nothing without context. Consequently, the study on tenor as one of the elements of context of situation becomes important.

In short, interpersonal functions meaning as a form of action, the speaker, or writer share something to the listener or reader by means of language. Interpersonal functions are meanings of expression from a speaker's attitude or judgment. The elements of interpersonal function are Mood and Residue. Mood elements carry the interpersonal function of the clause and consist of subject and finite. The other element is called the Residue. Residue consists of predicate, compliment, or adjunct.

Several related studies have conducted their researches to see the realization of interpersonal meaning. The first was from Mughibbah's research. This research revealed the realization of interpersonal meaning in the movie subtitles. Interpersonal relation can be identified through language choices that realized by the tenor (contextually or social relation) and mood (textually or wordings). The finding showed that the highest tenor dimension was held by Power which contain in 724 clauses or 50%, Contact in 397 clauses or 27% and Affect in 340 clauses or 23%. The result proved that characters were more to defend their power or dominance in social life because they were really regarding their selves as the right one (Mughibbah 2016). The second previous research was from Laelwati (2019). This research investigated the interpersonal meaning realized in transcription of the speech 'I Have a Dream' by Martin Luther King. It was aimed to describe the types of interpersonal meaning realized in the speech. The finding showed that there

are two types of interpersonal meaning realized in the speech. Those are mood and modality system. The next was from Yuliana (2017). This study investigated the realizations of interpersonal meaning in newsletters offering online courses. This study found modalities and modulation are only used sparingly by both institution. Both institutions mostly used declarative realizing the speech function of statement. Forth was from International Conference Proceedings by Akmiilia and Susilowati (2019). This aimed to analyze the interpersonal meaning of students casual conversation of the English department at the undergraduate level. The last was from Syarifah (2017). This research was analyzed interpersonal meaning through Mood Structures in Sri Mulyani Indrawati's speech.

Regarding those researches, it is important to investigate the realization of interpersonal meaning in the textbook. Moreover, after observing the textbook: "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib", the structure and the language development realized such in conversation text are unstructured. Unstructured language makes students are difficult to catch the interaction point that is interpreted in the text. Language development and the structure have some difficulties traditionally. It is to say that they are found Unmarked and marked sentence realized in conversation text in that textbook. For example, on page 8 in Activity 7 Monica as the speaker says "Nice to meet you, Jeni". Then, on page 24 in Activity 6 and 7: "you are in the spotlight!", "what a nice new car you have" and "How Lucky You are". Like in the sentence "You are in the spotlight!". The author writes and gives the imperative sign or symbol (!) that shows the imperative is meant by giving a deractive. The form must be in "(Subject) - Finite or Predicator only", the subject is implicit. But, the form in "You are in the spotlight!", the form is "Subject – Finite". "Subject – Finite" form is form to make a statement. So that is why there are some problems related to the form of interpersonal meaning (Marked and Unmarked structure) in the conversation text in the English textbook.

According to those reasons stated, the researcher would like to intends and find out more detailed analysis about the interpersonal function realized in the English textbook for Senior High School "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib".

METHOD

This research used qualitative research in analyzing, interpreting, and reporting the data. The aim of this qualitative research is to gain a holistic picture and depth of understanding of the strengths and weaknesses of textbooks (Ary, et. al., 2010). In addition, this study was also classified as content analysis or document analysis. According to Mayring (2014), qualitative content analysis has a role as mixed methods, approaches by having assignment of categories to text as qualitative step, working by many text passages and analysis of frequencies from the categories as quantitative step.

In addition, the document analysis method gather each script assigning codes, which may be numbers or words, to specific characteristics within the text and written documents that are provided within the textbook that is researched (Dawson, 2009). The researcher used this design because in qualitative research, the document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in the general form of textbook, newspaper or any other host of documents (Ary, et. al., 2010).

Additionally, considering that the purpose of the research and the nature of the problem, the research is basically *library research* where the researcher attempts to gather the data from the library as the data sources. It is suitable as the goals of the researcher's study. *Library research* used to gain written sources either had been published or not published yet, by reading and analyzing as the basis of composing the research and a purpose to collect the written data information or literature through a survey of the library collection (Zed 2004).

Next, coupled with the first instrument, the researcher has the role of planning, collecting, analyzing, and reporting the research findings of interpersonal meaning as found in the conversation texts. The texts and the data sheets are employed as the *secondary instruments*. The data sheets can be seen as follows:

Table 1:
The Form of Data Sheet of Interpersonal Meaning Analysis
Realized in the Texts in the English Textbook

No	Code	Clause	Interpersonal Meaning					Mood Types			Modality		
			Mood		Residue			Dec.	Imp.	Int.	H	M	L
			S	F	P	C	A						
1.	IM/T1 /C.1/D .1	A long time ago, Sumatera Island was known as Andalas Island	Sumatera island	was	Known	Andalas Island		√					
2	IM/T1 /C.2/D .1	At the time, the island was divided into two big islands	The island	was	Divided	Into two big islands		√					
3.	IM/T1 /C.30/ D.1	Find the giants.		find		The giants			√				
4	IM/T1 /C.32/ D.1	I will give anything they want	I	give	them	Anything they want					Want: √	Will: √	

Note:

IM: Interpersonal Meaning   A: Adjunk

T1:   Text 1   Dec.:   Declarative

C1:	Clause 1	Imp.:	Imperative
D1:	Datum 1	Int.:	Interrogative
S:	Subject	H:	High
F:	Finite	M:	Medium
P:	Predicator	L:	Low
C:	Complement		

RESULT AND DISCUSSION

The interpersonal meanings in the English textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib" were identified and analyzed. The analysis was concentrated on the analysis of Mood Elements, Residue Elements, and Modality. The researcher detailed them as follows:

1. The Most Dominant Mood Elements

The researcher found out that the Mood Elements data finding as follows:

Table 2: The Frequency of Mood Types Analysis

No	Mood Types		Number of Mood Type	Frequency
1	Declarative		298	74.5%
2	Interrogative			
	a	Wh-interrogative	53	23.5%
	b	Yes/ No	41	
3	Imperative		11	0.027%
The Total			**400**	**100%**

2. The Most Dominant Residue Elements

This study reports on the results obtained that based on the residue elements analyzed, the researcher found predicator, complement, adjunct as the elements. The detailed analyses from all elements are as follows:

Table 3: The Frequency of Residue Elements Analysis

No	Residue Elements		Number of Residue Elements	Frequency
1	Complement		329	82.25%
2	Predicators			
	a	Infinitive	184	62.75%
	b	Past simple	32	
	c	Verb+ing	20	
	d	Past participle	10	
3	Adjunct			
	a	Location	48	23.5%
	b	Time	39	
	c	Manner	7	

The most dominant residue elements found in the Conversation Texts in English Textbook were the first was the complements were appeared 329 times from 400 clauses, it was 82.25%, then, the less was predicators were 251 times, it was 62.75%, and the least are adjuncts were 23.5%.

Complements were 329 times are appeared from 400 clauses. While, the second dominant residue element was predicators. Predicators are found about infinitive, past simple and past participle and infinitive + ing forms. For the frequency gotten, the researcher gained 184 infinitives, 32 past simple form, verb-ing was 20 predicators and the last was 10 past participles. So, the total was 251 words from 400 clauses. The last is adjuncts were 94 times appeared. The adjuncts were about the circumstances of location and time and manner as well. There were 3 types of adjuncts or circumstance. They are for

the first is locations were 48 times, the second is adjunct of time was 39 times, and the last is 7 times were found for adjunct of manner.

3. The Modality Realized in the Texts in English Textbook

According to the analysis in the English textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib" based on the table below as the table of the percentage frequency of the modality types:

Table 4: The Frequency of Modality Degree Gotten

No	Modality Degree	Number of Modality Degree	Frequency
1.	**Low Modality:**	**27**	
	Can	13	
	Can't	2	
	Couldn't	2	35.5%
	Want	4	
	Probably	2	
	May	2	
2.	**Medium Modality**	**39**	
	Will	17	
	Would	4	
	Is/are/am to	13	51.3%
	Should	3	
	Shouldn't	1	
3.	**High Modality**	**10**	
	Must	1	
	Need	3	13.15%
	Have to	5	
	Don't have to	1	
The Total		**76**	**100%**

From the table above, it can be reported that only few modalities are found. The modalities given in the English textbook for Senior High School Grade X "Bahasa Inggris untuk SMA/ MA/ SMK/ MAK Kelas X Kelompok Wajib" are 76 modals. All of them are in the form of subject + modals finite and modas finite + subject namely in the form of declarative and interrogative.

CONCLUSION

Four conclusions can be drawn as follows:

1. The research reports that the interpersonal meaning realized in the conversation text of the clauses based on the Mood types (subject, finite), Residue (predicator, complement, adjunct) elements, and modality types.

2. From the English textbook, the authors used all the mood types; declarative, imperative, and interrogative, but the authors did not use them in the balanced uses in the texts. The researcher found out that the most dominant mood types used is Declarative Mood, while the second place is Interrogative Mood, and the less was Interrogative of WH and interrogative of Yes/No, and the least is Imperative Mood. It indicates that the authors most dominantly would like to state or declare something to the readers or students through the text they provided as in the declarative sentences form. It is concluded that the mood types are not equal as the students must have the equal knowledge so that they are not dominantly just in one side of topic. So, when the teachers use this English textbook, they have to add the other ways or tasks to make the imperative mood type is balanced. Such as by using the TPR (Total Physical Response) by using the imperatives sentences. Then the students respond the teacher by doing what teacher said. It is made to make all the elements are in the equal way.

3. Based on the residue elements analyzed, the researcher found predicator, complement, and adjunct as the elements. Complements are the highest dominant, and then followed by Predicators, the last was adjuncts. In this

case, the authors also were not fair to use the residue elements in the text. It indicates that the adjuncts are least appeared in the text. While, the complements are the most dominant finding and the less was the predicator.

4. The modalities given in the English textbook are the low modality is firstly dominantly in the first position. Then, followed by medium modality and the last was the high modality. It indicates that the authors intend to focus the conversation between students and students, not the students, and the teacher. It is not balanced too. The teachers have to sort out these unbalanced problems. It has to be solved as students know how to make conversation in all contexts, not only between students and student's context or situation.

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