

AN INVESTIGATION OF MOOD AND TRANSITIVITY ANALYSIS IN THE SHORT STORY “FRUIT PASSION”

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ABSTRACT

This research aimed to investigate mood and transitivity analysis employed in popular short story Fruit Passion. the reseacher choose one of short story from 8th grade of junior high school students' textbook. This text belongs to jokes for kids which mostly found in meme. The objectives of the research are analysing the interpersonal meaning realized in the short story by identifying the mood types, speech roles, and modality. Besides that, identifying the process based on ideational meaning and explaining the contribution of both interpersonal meaning and ideational meaning towards teaching English as a foreign language in Indonesia. The result revealed that the prominent use of statements in the text, the author provides a broad and comprehensible information in the short story. Therefore, the objective of the text is successfully achieved based on the text genre. Besides that, the existence of ideational meaning which apply material process as the dominant process revealed that mostly the story emphasizes on what the actor do or what happen to the actor. The employment of material process in narrative text assists the author in designing the story plot in order to construct comprehensible and meaningful story.

Keywords: Mood analysis, transitivity, short-story.

INTRODUCTION

Language constructs an interaction between people where they initiate to respond by providing or demanding some goods, service, even information. People require language to communicate with others in particular settings. Halliday (1994) argued that language is a resource for creating meaning and the meaning is constructed in the contexts. In addition, he also defined that language simultaneously expresses three strands of meaning, such as interpersonal

meaning, ideational meaning, and textual meaning. Interpersonal meaning focusses on how language is employed in maintaining social relations, expressing attitudes and affecting others (Eggins, 2004). Investigating interpersonal meaning provides how the authors settle themselves and organize their relationship with the readers. Interpersonal communication can be reached through some media such as; advertisements, news, texts, pictures, etc. Meanwhile, according to glossary term, a text genre is a type of both written or spoken discourse. Those are classified into some basis genres in the content of the speakers. Here, the researcher employed narrative text to identify interpersonal meaning. Below is a table of types of text genres.

Table 1

Types of Text Genres

Text Genre	Communicators' intent is to....
Narrative	Amuse about an imaginative story
Procedural	Explain an instructions how to do something
Recount	Tell the author's past experience
Analytical	Discuss the current issues and ask somebody to do something
Descriptive	Explain something in specific ways

There were some previous studies related with interpersonal meaning in the written text. Kawashima (2004) conducted the author and reader relationship in Japanese and Australian magazines articles, revealed that Japanese magazine employed interpersonal meaning in the form of mood, modality, and lexis to construct unequal power relation that looks like teacher-students in Japanese adult school. Meanwhile, the Australian magazine employed the resources to construct more equal power relation between author and readers. Besides that, Khalid (2013) conducted a study which determined the traces of authorial subjectivity in four categories of news articles published in Scotland. Based on the data, the declarative clauses were mostly found which suggested an

informative nature of the text. The authors also provided subjective authorial positioning by using modal verbs.

Next, Hamoy (2014) also conducted a study about comprehending intermediate English as a Second Language (ESL) learners by using interpersonal features to construct a voice in their academic writing and investigated whether it adjusts with the voice typical of western academic writing. The data showed that the participants were unable to construct the voice based on western academic writing.

An analysis of how the authors organized both of their texts and their relationship with the readers is essential to be known. It aimed to find out the positioning whether it was similar or different with the other written genres as the previous works have been revealed. As we realized that functional grammar has three metafunctions, there are: interpersonal meaning, ideational meaning, and textual meaning. Here, the researcher focused on analysing interpersonal meaning ideational meaning. Interpersonal meaning expresses speakers' attitudes and judgments. This meaning is prompting upon and with others. The elements of that meaning are Mood and Residue. We could analyse mood and residue which was realized in in texts or articles, such as a song lyric, newspaper, magazine, letter, science, speech, and many others. Many media provide some information either in spoken form such as radio, music, songs, television, etc., or in written form such as magazine, newspaper, books, etc.

Meanwhile, an ideational meaning can be identified as a meaning of representing our experience (Eggins, 2004). We can infer that ideational meaning is one of functional grammar elements which explain about author's experience or what is going on. However, every meaning has an element to identify the meaning itself. There is process in ideational, telling mood in interpersonal meaning, and textual meaning presents theme. Process explains the author doing, mood tells the positions of the communication, and theme present the topic which is discussed in the communication.

Here, the researcher chooses one of short story from 8th grade of junior high school students' textbook. This text belongs to jokes for kids which mostly found in meme. The researcher tried to find out some following problems include; *First*, the researcher analyses the interpersonal meaning realized in the short story by identifying the mood types which is dominant in the text. *Second*, the researcher investigates what the most dominant speech roles employed in the short story. *Third*, what is the modality used to realize the interpersonal meaning in that short story. *Fourth*, identifying the process based on ideational meaning. *Fifth*, grouping the process types from each clause to find out the dominant process which is employed in the text. *Sixth*, how the contribution of interpersonal meaning and ideational meaning towards teaching English as a foreign language in Indonesia.

Regarding with the research problems above, Halliday (1994) and Martin, Mattiessen, and Painter (1997) define that there are two important things which language basically has (speech roles or speech functions) identified by giving and demanding for commodities. The commodities replaced in the interaction are information and goods or services, as outlined on the Table 2.

Table 2

The Roles of Speech and The Commodities in Interaction (Adapted from Halliday, 1994)

Speech Roles	Commodities	
	Information	Goods and Services
Giving	Statement	Offer
Demanding	Question	Command

Based on Table 2, when language is provided to deliver the information, the statement is required if the authors concern to give information. Question form is used when the authors focus on demanding information. On the other hand, the authors could offer somebody if they want to provide goods or services. Besides that, for demanding goods or services, the authors could employ command.

Semantic meaning of speech function is found in lexicogrammar through recognizing the mood types. Regarding to the mood system, the systemicist define several types of mood which are presented on the Table 3 below.

Table 3

Mood Types with Examples (Adapted from Martin, Matthiessen, & Painter, 1997)

Mood Types	Example
Declarative	The teacher comes from England
Interrogative	Does the teacher come from England? (polar) Where does the teacher come from? (WH-)
Imperative	Let's come to the England!

As mentioned previously, this mood types represent speech functions which were outlined in Table 3. Declarative sentence is a kind of sentence in conveying the information by producing a statement. Interrogative sentence refers to ask a questions or request information. Meanwhile, the imperative sentence emphasizes on making commands or demanding goods or services. After that, as mentioned before that mood types realize speech function which was presented on the table above. Next, the researcher presents the typical realizations of the speech functions by their mood types.

Table 4

Typical Realizations of Speech functions (Eggins, 2004)

Speech Functions	Typical Realizations
Statement	Declarative
Question	Interrogative
Offer	Modulated interrogative
Command	Imperative

As indicated in Table 4, statement is typically realized by declarative, question by interrogative, and command by imperative (see Table 3 for each of these examples). Offer is typically realized by modulated interrogative as in would you like to accompany me to the hospital? The existence of modal “would” in the interrogative distinguishes the realization of speech function from that question, that utterance means offering good or service.

Besides identifying the typical realization which presented in Table 4 above, speech function also can be identified metaphorically. That process is called grammatical mood metaphor or simply known as mood metaphor (Eggins, 2004). This metaphorical realization happens when a speech function which is typically realized by one mood type, is realized by other (Eggins, 2004). For instance, commands which are typically realized by imperatives are realized by other mood types, such as interrogative.

In addition, there is a modality. Modality represents speaker’s judgment which bridges between the two poles of negative and positive polarity (Halliday & Matthiessen, 2004). That term contains two types, there are modalization and modulation.

Table 5

Dimension of Modality (Adapted from Eggins, 2004)

Modalizations	Examples	Modulations	Examples
Probability	The school is possibly closed after mid-term test.	Obligation	She shouldn’t do that.
Usuality	I usually eat meatballs in the afternoon.	Inclination	I’d like to give you a chocolate.

The explanation of modality which illustrated above is realized congruently. Similar with mood types, this dimension of interpersonal can be identified metaphorically as well. Regarding with this, Eggins (2004) defines if judgment is typically implicit, it employed finite modal or modal adjunct within a clause, when expressed explicitly, it requires metaphorical realizations.

Moreover, process are a central of transitivity. Participants and circumstances are obligated upon doings, happenings, feelings, and beings. There are different kinds of goings on, which necessarily require different kinds of participants in a varied circumstances. There are seven process types defined by Halliday which are presented on the table below.

Table 6

Types of Process on Ideational Meaning (Adopted from Gerot&Wignell,1994)

Types of process	Activities	Characteristics
Material	Doing	Bodily, physically, materially
Behavioral	Behaving	Physiologically, psychologically
Mental	Sensing	Emotionally, intellectually, sensorily
Verbal	Saying	Lingually, signaling
Relational	Being	Equal to or some attribute of
Existential	Existing	There exists
Meteorological	Weathering	

METHODOLOGY

This research employed qualitative research design. The sample was a short story which adopted from the student's textbook of 8th grade junior high school. The objective of this study was to investigate the interpersonal meaning analysis of short story and how it contributes towards teaching English as a foreign language in Indonesia. The qualitative design was appropriate to be used because the researcher tends to explain the analysis in depth understanding of interpersonal meaning found in the data. That is in accordance with Alwasilah (2002) who define that qualitative research means exploring and comprehending individual's or groups' ascribe to social or human problem.

The data was analysed by using grammar of interaction based on semantic perspectives developed by Halliday and Matthiessen (2004), which require several steps: *First*, divide the short story into some clauses. *Second*, determine the mood types of every single clause. *Third*, examine what kind of speech function based on the realization of mood types. *Fourth*, analyse the clauses in the terms of modality (modalizations and modulations) and explain all of them. *Fifth*, identify the process based on ideational meaning. *Sixth*, group the process types from each clause to find out the dominant process which is employed in the text. *Seventh*, analyse how the contribution of interpersonal meaning and ideational meaning towards teaching English as a foreign language in Indonesia.

RESULTS AND DISCUSSION

Results

The results of this research are divided into interpersonal meaning and ideational meaning analysis. The realization of interpersonal meaning in the text could be seen from the wordings of the clause based on the elements of interpersonal meaning. Here, the researcher analysed mood and residue in every clause first, followed by mood types, speech function they realized, and also modality. Further elaboration of each realization on interpersonal meaning in the text was as follows:

Mood types, speech function, and metaphorical realization

The further analysis about mood types, speech function, and metaphorical realization were presented in the following clauses below.

Tabel 7

Interpersonal Meaning Analysis

No	Clauses	Interpersonally	
		Mood types	Speech function
1	There was a farmer	Declarative	Statement
2	who grew watermelons	Declarative	Statement
3	He was doing pretty well,	Declarative	Statement

4	but he was disturbed by some local kids	Declarative	Statement
5	who would sneak into his watermelon patch at night	Declarative	Statement
6	and eat his watermelons	Declarative	Statement
7	After some careful thought, he came up with a clever idea	Declarative	Statement
8	that he thought	Declarative	Statement
9	would scare the kids away for sure	Declarative	Statement
10	He made up a sign	Declarative	Statement
11	and posted it in the field	Declarative	Statement
12	The next night, the kids showed up	Declarative	Statement
13	and they saw the sign which read	Declarative	Statement
14	“Warning!, one of the watermelons in this field has been injected with cyanide”.	Declarative	Statement
15	The kids ran off	Declarative	Statement
16	Made up their own sign	Declarative	Statement
17	and posted it next to the farmer's sign	Declarative	Statement
18	When the farmer returned	Declarative	Statement
19	he surveyed the field	Declarative	Statement
20	He noticed that no watermelons were missing,	Declarative	Statement
21	but the sign next to his read	Declarative	Statement
22	"Now there are two!"	Declarative	Statement

Ideational meaning

Here, the researcher analysed the ideational meaning by identifying the participant, process, and circumstances on every single clause which has been separated. The researcher classified the data based on the process types to find out the dominant process types. All of the process types would be presented by percentage on the table below.

Table 8

The Frequency Distribution of Process Types

No	Types of process	ΣF	F (%)
1	Material	15	62,5 %
2	Behavioral	3	12,5 %
3	Mental	1	4,2 %
4	Verbal	3	12,5 %
5	Relational	-	-
6	Existential	2	8,3 %
7	Meteorological	-	-
Total		24	100 %

*Discussions**Interpersonal meaning*

Based on Table 7, we could infer that the author mostly employed declarative mood types, for example: there was a farmer. The analysis revealed that declarative which was typically realized in the speech function was dominated by statement. That clause explained that the author initiates to start providing information about a fairytale. The dominant employment of declarative to realize this speech function suggest that one of popular strategies employed by narratives text in the textbook was conveying information about the amusement story which happen long time ago.

The popularity of this mood types in realizing speech function emphasized on interpersonal dimension of this mood type which create more favorable relation with the readers. As defined by Pertiwi (2015), one interpersonal is constructed by declarative in creating statement is power equality between the author and the reader. That was compared to say, the use of dominant imperatives emphasizing commands in a text which indicates the

authors positioning themselves as having more authoritative role than the readers.

On the other hand, declarative statement also employed to make offers indeed, but at that time the author did not provide the clause which offer something. The use of declarative to metaphorically realize offer has a common practice of written genre as an evidence in some of discussion on the interpersonal meaning in the texts (Halliday & Mathiessen, 2004).

In addition, metaphorical realization of speech functions was found in the data, declarative was employed dominantly in the text. This metaphorical realization happened when a speech function which was typically realized by one mood type, was realized by other. For instance, commands which were typically realized by imperatives, it realized by the other mood types, such as interrogative. The mood metaphor here was:

1. "Warning! One of the watermelons in this field has been injected with cyanide."
2. "Now there are two!"

Here, the researcher found two mood metaphor in the form of excerpts. Here, the E1 (excerpt 1) explained a caution towards the kids that one of the watermelons in the field has been injected with cyanide. The farmer put a caution in order to keep the kids away from his garden. He pretended to keep his watermelons save from the kids. Although, that E1 mostly belongs to imperative but it belongs to declarative at that moment. It was conveying an information in which the farmer has intention to prohibit the kids to stole his watermelons again. So, here the farmer told the kids that one of his watermelons has been injected with cyanide in order to suggest them not to eat his watermelons again. The second excerpt was giving information the number of the kids which passing around the farmer's field. Although it was followed by exclamation mark which mostly used in imperative and emphasized on asking someone to do something, here the interpersonal meaning was delivered an information about total would get bad impact from our behavior even we hurt others because of it.

Modality

Here, the author just employed a modulation type of modality. The modulation came from 2c and 3c (see appendix 2). The researcher wrote the sentences contain modulation analysis which were described below:

1. He was disturbed by some local kids who would sneak into his watermelon patch at night.
2. He came up with clever idea that he thought would scare the kids away for sure.

Both of two sentences above provide modulation in the form of inclination. The inclination was indicated by using “would” which represent the willingness of the farmer to deliver his idea to do something or express something. Those sentences mean the local kids has the willingness to sneak the farmer’s watermelon at night. Because of the naughty kids who often disturb the farmer’s attention, therefore the farmer had an idea to overcome his problem by scaring the kids.

On the other hand, the author did not provide modalization in the text. There was an indication that lacking modalization means the author demands to present the propositions as reality that has absolute truth. As discussed in the findings of declarative, this mood type was used dominantly in the text to make statements. Most of which were not modulated. Such strategy bears some consequences to the interpersonal meaning created in the texts; namely, the propositions were presented as facts. This supports Khalid’s (2013) study which revealed that when proposition is realized in declaratives (to make statements) without modality, text writers create propositions that cannot be challenged by their readers.

Ideational Meaning

Based on the table 8, we could infer that the dominant process type was material process. The process types include (1) 15 clauses which engage material process were 1b, 2a, 2b, 2c, 2d, 3c, 4a, 4b, 5d, 6a, 6b, 6c, 7a, 7b, and 8b. The percentage was 62,5 in the text employed material processes; (2) The percentage

of behavioral process was 12,5 in the text, which were found in 3 clauses includes 3a, 3b, and 5a; (3) Mental process was found only in the 5b, and its percentage was 4,2; (4) besides that, verbal processes were presented in 5c, 8a, and 8c with percentage 12,5.; (5) the percentage of existential process was 8,3, which were found in 1a and 8d; (5) the relational process and meteorological process did not found in the text.

Based on the data analyzing of short story Fruit Passion showed that the dominant process type was material process. Material process has percentage 62,5 % in the text which present 15 clauses employed this process type. The dominant material process revealed that the text mostly explains about what the actor do and what happen to the actor. This process emphasizes on doing something. The basic of this process is some entity do some actions. Through material process, the author told us that the actor was disturbed by some local kids because they often sneak his watermelons. Then, he decided to use a sign to prohibit the kids in sneaking his watermelons again. But in fact, the kids did not bother him. They even replied him with counting themselves. Here, the author employed third person point of view as the character position because most of the sentence in the text used "the farmer" and pronoun "he" or "his" in referring the actor. It means that the main character of the story was not the author, but representing to another one.

Furthermore, the employment of material process in the narrative text aimed to assist the author in designing the story plot in order to construct comprehensible and meaningful story. Therefore, the readers were also assisted in comprehending the text comprehensively.

CONCLUSION AND SUGGESTION

Based on the explanation above, this study confirms Eggins' argument (2004) on how interpersonal resources can be employed to maintain social relationship and influence others. Declarative mood type was dominantly employed in the form of statement to convey the information of the text. As

another research about interpersonal meaning in SFL perspective Ayoola (2013) and Pertiwi (2015), the use of this speech function creates equal power relation between the authors and their target audience. Thus, the prominent use of statements in the text, the author provides a broad and comprehensible information in the short story. the interpersonal meaning is revealed in maintaining the social relationship between the author and the readers by providing comprehensible meaning behind the text especially for students. Therefore, the objective of the text is successfully achieved based on the text genre.

Besides that, the existence of ideational meaning which apply material process as the dominant process revealed that mostly the story emphasizes on what the actor does or what happen to the actor because the basic of this process is some entity do some actions. The employment of material process in narrative text assists the author in designing the story plot in order to construct comprehensible and meaningful story.

The researcher infer that both of interpersonal meaning and ideational meaning realized in the text assist teacher in designing the effective classroom activity by asking students to interpret every meaning in the text. This story provides comprehensible information.

Therefore, the students could analyse the meaning behind the text, hopefully the outcome is maximally obtained, then objective of the material is successfully achieved. Besides that, the teacher could implement this short story especially to the young learners because the story is quite interesting on the way the author presenting a joke inside. So, the students are delighted in learning English. There is a compaction of words with various forms of language power, therefore the teacher could assist students to create meaning in analysing the text. Moreover, this research could be employed by another researcher who need references in constructing a research dealing with mood and transitivity analysis especially for beginners.

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