ABSTRACT

This final project is concerned with the discourse analysis on interpersonal meaning found in the "Different Pond Different Fish" Column of *Kang Guru* Magazines published in 2009. In order to focus on the topic, the discussion was limited by finding out the answer of these questions: How are the writers' attitudes and judgments towards the situation expressed in the stories? How is the tenor realized in the stories? How is the mood realized in the stories? And what are the pedagogical implications of the study's results? A qualitative research was conducted to achieve the objectives of the study. The methods used in this study were as following. Firstly, the writer read and rereads each story in the column. Secondly, the writer analyzes the tenor realization of the whole stories in general. Next, the writer classifies the mood system and the mood type by diagramming the mood and the residue of each clause. From the diagram, the writer describes the writers' attitudes and judgments as well as explains the realization of the mood found in the stories. Finally, the writer concludes the data observed and explains its implication for the pedagogical term. After analyzing the data, it is concluded that the attitudes and judgments of the writers are realized through the use of modality, polarity, explicit modalization and Comment Adjuncts. Large parts of the stories use explicit modalization. It means that the story writers are sure about what they are saying. Then, the rest are using modality which reflects the writers' judgment of usuality, readiness, obligation, and probability, polarity which notes positive or negative judgments and Comment Adjuncts which shows the writers' assessment about the clause as a whole. The tenor analysis is specified into three: power analysis which shows that the relationship between the story writers and the readers is parallel or equal, contact analysis which notes that the stories are familiar, and affect analysis that is concluded as high. The interpersonal meanings expressed in the stories are realized through the system of mood and residue. The mood element consists of subject and finite. Finite element is one part of the verbal group realized in the form of primary tense, modality, and polarity, while the residue consist of predicator, complement and adjunct. The results of this study give pedagogical implication as well. First, the students are supposed to be able to identify the writer's attitudes and judgments in a text, describe how tenor is realized, and analyze the mood system correctly. Second, to give an over view to the students on how text is built and how it works. Third, it gives a reference in teaching interpersonal meaning and choosing appropriate learning materials. The last one is to give a lot of knowledge from the columns' contents.