



FINAL PROJECT

**THE REALIZATION OF MEANINGS IN DESCRIPTIVE
TEXTS BY VOCATIONAL HIGH SCHOOL STUDENTS**

(A Case of Tenth-Grade Students

of SMK N 11 Semarang in the Academic Years of 2018/2019)

A thesis written as a partial fulfillment of requirement for the degree
of *Sarjana Pendidikan* (Bachelor Education) in English

by

Agitha Kusuma Ayu Pramesti

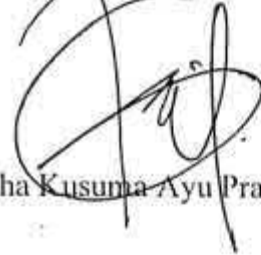
2201415114

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG
2019**

DECLARATION OF ORIGINALITY

I, Agitha Kusuma Ayu Pramesti, as the writer of this final project hereby declare that this final project entitled *The Realization of Meanings on Students' Descriptive Texts in the Form of Personal Letter (A Case Study of Tenth-Grade Students of SMK N 11 Semarang in the Academic Years of 2018/2019)* is my ownwork and has not been submitted in any forms for another degree or diploma at any universities or other institute of tertiary educations. Information derived in the text and a list of references is given in the bibliography.

Semarang, Juni 2019



Agitha Kusuma Ayu Pramesti

APPROVAL

This final project has been approved by the Board of Examination of the English Department of Faculty of Languages and Arts of Universitas Negeri Semarang on Juni , 2019.

Board of Examination

1. Chairperson

Dr. Hendi Pratama, S.Pd., M.A.

NIP. 198505282010121006

2. Secretary

Bambang Purwanto, S.S., M.Hum.

NIP. 197807282008121001

3. First Examiner

Prof. Dr. Dwi Rukmini, M.Pd.

NIP. 195104151976032001

4. Second Examiner

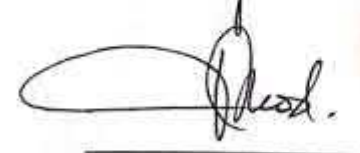
Yusnita Sylvia Ningrum, S.S., M.Pd.

NIP. 197803292008122003

5. Third Examiner as First Advisor

Widhiyanto, S.Pd., M.Pd., Ph.D.

NIP 197309052005011001



Approved by
Dean of Faculty of Languages and Arts

Dr. Sri Reteki Urip, M. Hum
NIP. 196202211989012001

MOTTO AND DEDICATION

When You Have Taken a Decision, Put Your Trust in Allah

(Alqur'an 3:159)

I sincerely dedicate this to:

My Parent (Supanto and Nur Hidayah)

My Sisters (Fira and Putri)

My Brother (Hafidz)

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. First and foremost, I would like to express my greatest gratitude to Allah SWT, the Almighty, the Merciful and the Creator of this universe, because of His blessing I could finish and complete my study and this final project.

Secondly, my deepest gratitude and thanks to my honorable advisors, Widhiyanto, S. Pd., M. Pd., Ph.D for the patience and time in giving comment, recommendation and suggestion for the content of my final project.

Thirdly, I would like to express my deepest thanks and appreciation to all English Department Lecturers who have taught and guided me during my study.

Fourthly, My thanks and appreciations also to my beloved mother and father who have given me support, strength, spirit, and motivation during my study as a result I can finish my study and finish to write this final project.

Fifthly, I want to express my special gratitude to my English teacher in SMK 11 Semarang, Mr. Sulaiman, S. Pd., M. Pd., who helped and advised me the best way to give and deliver the material in the class during PPL. And also, my uncountable thanks to all my students in SMK 11 Semarang who helped and supported me when I learnt and tried to be an English teacher during PPL.

Finally, I realize that there are still many shortcomings in my final project, so I hope some suggestions and critics to the betterment of my final project. Hopefully, this final project can be useful for readers.

Semarang, June 2019

Agitha Kusuma Ayu Pramesti

ABSTRACT

Pramesti, Agitha Kusuma Ayu. 2019. *The Realization of Meanings in Descriptive Texts by Vocational High School Students (A Case of Tenth-Grade Students of SMK N 11 Semarang in the Academic Years of 2018/2019)*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Widhiyanto, S. Pd., M. Pd., Ph.D.

Keywords: *Metafunctions, Interpersonal Meanings, Ideational Meanings, Textual Meanings, Students' Descriptive Text, Personal Letter*

The purpose of the study is to describe interpersonal, ideational and textual meanings are realized in descriptive texts in the form of personal letter written by tenth grade students of SMK 11 Semarang. In exploring the meanings in students' texts, the researcher employed descriptive qualitative analysis in which the exploration focuses to reveal the realisation of meanings through text analysis. The researcher collected the data (students' texts), then divided them into sentences, and then analyzed by using three metafunctions: Interpersonal, Ideational Meanings and Textual Meanings. Having analyzed the data, the researcher found that in interpersonal meanings, the highest frequently of mood types found in students' descriptive texts in the form of personal letter is Declarative Mood. To achieve the goal of the texts, mostly the students used declarative mood to give information in the form of statement in the letter and used medium degree of modal verbs (will, would, should, be to, supposed to) to give their intention about what would the writer do to the reader. In ideational meanings, most students used Mental Process in descriptive text. They wanted to describe about their feeling to the addressee, as a result, participant mostly used by the students in writing text is senser and phenomenon. For circumstances, the highest frequency used by the students is circumstance of location. It indicates that some places are mentioned by students to support information described by the students. The last, in textual meanings analysis, the highest theme types used by students is unmarked topical theme. It happens because it is related to the characteristic of personal letter which describe about personality matter about the writer, so the researcher found that students mostly used subject in the beginning of the clause.

TABLE OF CONTENTS

| | Page |
|--|------|
| COVER | i |
| DECLARATION OF ORIGINALITY | ii |
| APPROVAL | iii |
| MOTTO AND DEDICATION | iv |
| ACKNOWLEDGEMENT | v |
| ABSTRACT | vi |
| TABLE OF CONTENTS | vii |
| LIST OF FIGURES | xiii |
| LIST OF TABLES | xiv |
| LIST OF APPENDIXES | xv |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Reason of Choosing the Topic..... | 3 |
| 1.3 Statements of the Problems..... | 4 |
| 1.4 Purposes of the Study..... | 5 |
| 1.5 Significance of the Study..... | 5 |
| 1.6 Limitation of the Study..... | 6 |
| 1.7 Definition of Key Terms..... | 6 |
| 1.8 Outline of the Report..... | 7 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 10 |
| 2.1 Review of Previous Studies..... | 10 |

| | | |
|-------------|---|----|
| 2.2 | Theoretical Studies..... | 19 |
| 2.2.1 | Systemic Functional Linguistics..... | 19 |
| 2.2.2 | Language, Text, and Context..... | 20 |
| 2.2.3 | Metafunctions..... | 22 |
| 2.2.4 | Interpersonal Meaning..... | 23 |
| 2.2.5 | Mood Element..... | 25 |
| 2.2.5.1 | Subject..... | 26 |
| 2.2.5.2 | Finite..... | 26 |
| 2.2.5.3 | Modality..... | 28 |
| 2.2.6 | Residue..... | 29 |
| 2.2.6.1 | Predicator..... | 29 |
| 2.2.6.2 | Complement..... | 30 |
| 2.2.6.3 | Adjunct..... | 30 |
| 2.2.6.3.1 | Ideational meaning: Circumstantial Adjunct..... | 31 |
| 2.2.6.3.2 | Interpersonal meaning: Modal Adjunct..... | 31 |
| 2.2.6.3.2.1 | Mood Adjunct..... | 31 |
| 2.2.6.3.2.2 | Polarity Adjunct..... | 32 |
| 2.2.6.3.2.3 | Comment Adjunct..... | 32 |
| 2.2.6.3.2.4 | Vocative Adjunct..... | 33 |
| 2.2.6.3.3 | Textual meaning: Textual Adjunct..... | 33 |
| 2.2.7 | Ideational meaning..... | 33 |
| 2.2.8 | Circumstances..... | 35 |
| 2.2.9 | Participants and Processes..... | 39 |
| 2.2.9.1 | Material Processes..... | 40 |
| 2.2.9.2 | Mental Processes..... | 41 |
| 2.2.9.3 | Behavioural Processes..... | 42 |
| 2.2.9.4 | Verbal Processes..... | 42 |
| 2.2.9.5 | Relational Processes..... | 43 |
| 2.2.9.6 | Existential Processes..... | 43 |
| 2.2.9.7 | Meteorological Processes..... | 44 |
| 2.2.10 | Textual Meaning..... | 44 |

| | | |
|---|---|-----------|
| 2.2.10.1 | Theme..... | 45 |
| 2.2.10.1.1 | Experiential Theme..... | 45 |
| 2.2.10.1.2 | Interpersonal Theme..... | 46 |
| 2.2.10.1.3 | Textual Theme..... | 46 |
| 2.2.10.2 | Rheme..... | 48 |
| 2.2.11 | Descriptive Text..... | 48 |
| 2.2.12 | Personal Letters..... | 49 |
| 2.3 | Theoretical Framework..... | 51 |
| CHAPTER III METHODS OF INVESTIGATIONS..... | | 52 |
| 3.1 | Research Design..... | 52 |
| 3.2 | Object of the Study..... | 52 |
| 3.3 | Roles of the Researcher..... | 53 |
| 3.4 | Types of Data..... | 53 |
| 3.5 | Unit of Analysis..... | 53 |
| 3.6 | Prodecures of Collecting the Data..... | 54 |
| 3.7 | Procedures of Analyzing the Data..... | 54 |
| 3.8 | Procedures of Reporting the Result..... | 61 |
| CHAPTER IV FINDINGS AND DISCUSSIONS..... | | 62 |
| 4.1 | Findings..... | 62 |
| 4.1.1 | Interpersonal Meaning..... | 62 |
| 4.1.1.1 | Mood Types..... | 62 |
| 4.1.1.2 | Subjects..... | 63 |
| 4.1.1.3 | Finities..... | 64 |
| 4.1.1.4 | Modalities..... | 65 |
| 4.1.2 | Ideational Meaning..... | 66 |
| 4.1.2.1 | Process Types..... | 66 |
| 4.1.2.2 | Participant Types..... | 67 |
| 4.1.2.3 | Circumstance Types..... | 68 |
| 4.1.3 | Textual Meaning..... | 69 |

| | | |
|-----------|---------------------------------------|----|
| 4.1.3.1 | Theme Types..... | 69 |
| 4.2 | Discussions..... | 70 |
| 4.2.1 | Interpersonal Meaning..... | 70 |
| 4.2.1.1 | Mood Types Analysis..... | 70 |
| 4.2.1.1.1 | Declarative Mood..... | 70 |
| 4.2.1.1.2 | Interrogative Mood..... | 71 |
| 4.2.1.1.3 | Exclamative Mood..... | 72 |
| 4.2.1.1.4 | Imperative Mood..... | 73 |
| 4.2.1.1.5 | Minor Clause..... | 74 |
| 4.2.1.2 | Subject Analysis..... | 76 |
| 4.2.1.2.1 | Subject “I”..... | 76 |
| 4.2.1.2.2 | Subject “You” | 77 |
| 4.2.1.2.3 | Subject “We” | 78 |
| 4.2.1.2.4 | Subject “He” | 79 |
| 4.2.1.2.5 | Subject “It” | 80 |
| 4.2.1.2.6 | Others..... | 81 |
| 4.2.1.3 | Finite Analysis..... | 82 |
| 4.2.1.3.1 | Simple Present..... | 82 |
| 4.2.1.3.2 | Present Continuous..... | 83 |
| 4.2.1.3.3 | Present Perfect..... | 84 |
| 4.2.1.3.4 | Present Passive..... | 85 |
| 4.2.1.3.5 | Simple Past..... | 85 |
| 4.2.1.3.6 | Past Continuous..... | 86 |
| 4.2.1.3.7 | Past Passive..... | 86 |
| 4.2.1.3.8 | Modal..... | 87 |
| 4.2.1.3.9 | Incomplete Clauses..... | 88 |
| 4.2.1.4 | Modality Analysis..... | 89 |
| 4.2.1.4.1 | Medium Degree of Modal Verbs..... | 89 |
| 4.2.1.4.2 | Low Degree of Modal Verbs..... | 89 |
| 4.2.1.4.3 | Medium Degree of Modal Verbs..... | 90 |
| 4.2.1.4.4 | High Degree of Modal Adjectivals..... | 90 |

| | | |
|-------------|---|-----|
| 4.2.2 | Ideational Meaning..... | 92 |
| 4.2.2.1 | Process Types..... | 92 |
| 4.2.2.1.1 | Material Processes..... | 93 |
| 4.2.2.1.2 | Mental Processes..... | 94 |
| 4.2.2.1.2.1 | Mental Perceptive Processes..... | 94 |
| 4.2.2.1.2.2 | Mental Cognitive Processes..... | 95 |
| 4.2.2.1.2.3 | Mental Desiderative Processes..... | 96 |
| 4.2.2.1.2.4 | Mental Emotive Processes..... | 96 |
| 4.2.2.1.3 | Verbal Processes..... | 97 |
| 4.2.2.1.4 | Behavioural Processes..... | 97 |
| 4.2.2.1.5 | Relational Processes..... | 98 |
| 4.2.2.1.5.1 | Relational Attributive Processes..... | 98 |
| 4.2.2.1.5.2 | Relational Identifying Processes..... | 99 |
| 4.2.2.2 | Participant Types..... | 101 |
| 4.2.2.2.1 | Actor, Goal, Range..... | 101 |
| 4.2.2.2.2 | Senser and Phenomenon..... | 102 |
| 4.2.2.2.3 | Sayer, Receiver, Target and Verbiage..... | 103 |
| 4.2.2.2.4 | Behaver and Range..... | 103 |
| 4.2.2.2.5 | Carrier, Attribute and Atributor..... | 104 |
| 4.2.2.2.6 | Token, Value, and Assigner..... | 105 |
| 4.2.2.3 | Circumstance Types..... | 106 |
| 4.2.2.3.1 | Circumstances of Extent..... | 106 |
| 4.2.2.3.1.1 | Duration..... | 107 |
| 4.2.2.3.2 | Circumstances of Location..... | 107 |
| 4.2.2.3.2.1 | Place..... | 107 |
| 4.2.2.3.2.2 | Time..... | 108 |
| 4.2.2.3.3 | Circumstances of Manner..... | 109 |
| 4.2.2.3.3.1 | Means..... | 109 |
| 4.2.2.3.3.2 | Quality..... | 109 |
| 4.2.2.3.3.3 | Comparison..... | 110 |
| 4.2.2.3.3.4 | Degree..... | 111 |

| | | |
|--|-------------------------------------|------------|
| 4.2.2.3.4 | Circumstances of Clause..... | 111 |
| 4.2.2.3.4.1 | Reason..... | 112 |
| 4.2.2.3.4.2 | Purpose..... | 112 |
| 4.2.2.3.5 | Circumstances of Contingency..... | 113 |
| 4.2.2.3.5.1 | Condition..... | 113 |
| 4.2.2.3.6 | Circumstances of Accompaniment..... | 114 |
| 4.2.2.3.6.1 | Comitative..... | 114 |
| 4.2.2.3.7 | Circumstances of Matter..... | 114 |
| 4.2.2.3.8 | Circumstances of Angle..... | 115 |
| 4.2.2.3.8.1 | Source..... | 115 |
| 4.2.3 | Textual Meaning..... | 116 |
| 4.2.3.1 | Experiential/Ideational Theme..... | 117 |
| 4.2.3.1.1 | Marked Topical Theme..... | 117 |
| 4.2.3.1.2 | Unmarked Topical Theme..... | 118 |
| 4.2.3.2 | Interpersonal Theme..... | 119 |
| 4.2.3.3 | Textual Theme..... | 119 |
| 4.2.3.4 | Multiple Theme..... | 120 |
| CHAPTER V CONCLUSSIONS & DISCUSSIONS..... | | 122 |
| 5.1 | Concluissions..... | 122 |
| 5.2 | Suggestions..... | 125 |
| BIBLIOGRAPHY..... | | 126 |
| APPENDIXES..... | | 130 |

LIST OF FIGURES

| | Page |
|--|------|
| 2.1 Parameters of Context of Situation | 22 |
| 2.2 Patterns of Experience in the Clause | 35 |

LIST OF TABLES

| | Page |
|--|------|
| 2.1 Functional, Traditional and Formal Grammars | 20 |
| 2.2 Interpersonal Meaning Speech Roles..... | 24 |
| 2.3 Descretion of the Addressee | 24 |
| 2.4 Speech Function and Typical Mood Structure..... | 25 |
| 2.5 Finite Verbal and Modal Operators | 27 |
| 2.6 The structures Expressed by Writer or Speaker..... | 28 |
| 2.7 Process Types..... | 40 |
| 3.1 Finding of Mood Types | 55 |
| 3.2 Finding of Subject Types | 56 |
| 3.3 Finding of Finite Types..... | 56 |
| 3.4 Finding of Modality Types | 57 |
| 3.5 Finding of Participant Types..... | 58 |
| 3.6 Finding of Process Types..... | 59 |
| 3.7 Finding of Circumstance Types | 60 |
| 3.8 Finding of Theme Types | 61 |
| 4.1 Finding of Mood Type Analysis | 63 |
| 4.2 Finding of Subject Analysis..... | 63 |
| 4.3 Finding of Finite Analysis | 64 |
| 4.4 Finding of Modality Analysis | 65 |
| 4.5 Finding of Process Analysis..... | 66 |
| 4.6 Finding of Participant Analysis | 67 |
| 4.7 Finding of Circumstance Analysis..... | 68 |
| 4.8 Finding of Theme Type Analysis | 69 |

LIST OF APPENDIXES

| | Page |
|-------------------------------------|------|
| 1 Student's Descriptive Texts | 130 |
| 2 Metafunction Analysis | 140 |
| 3 Mood Type Distribution | 226 |
| 4 Subject Distribution | 227 |
| 5 Finite Distribution | 228 |
| 6 Modal | 229 |
| 7 Process Type Distribution | 230 |
| 8 Participant Distribution | 231 |
| 9 Circumstance Distribution | 232 |
| 10 Theme Type Distribution | 233 |
| 11 Documentation | 234 |

CHAPTER 1

INTRODUCTION

This chapter focuses on background of the study, reason for choosing the topic, statements of the problem, purposes of the study, significance of the study, limitation of the study, definition of key terms and outline of the report.

1.1 Background of the Study

English is a global language in this world. People, from where part of this world or what nation they are from can communicate with English, although English is not the official language for some of the countries in this world. The phenomena of English as a global English can be seen in our daily life, for example, applying English in films, internet, youtube channels, books, and advertisements.

Due to this phenomena, English has a significant influence on education system, for instance, English is taught as one of the school's compulsory subject in Indonesia. Learning English has to cover four skills of languages; which are listening, speaking, reading and writing. Speaking and writing are productive skills, whereas reading and listening are receptive skills. Writing skill becomes the most complicated and difficult for students. Written texts are much more than merely 'talk written down'. According to Halliday in Nunan (1993:8) "Writing emerged in societies as a result of cultural changes which created new communicative needs". These needs could not be readily met by the spoken language. Students have to be able to combine all aspects needed in the production of the text such as content, format, length; style and tone; cohesion and coherence; and lexico grammatical structures. It takes more learning and

practicing to develop this skill. It is important to note that writing is a process, not a product.

When talking about writing, we also talk about text that students are required to interpret and produce, there are, narrative, explanation, review, exposition, recount, descriptive, and report. When researcher on PPL program in SMK N 11 Semarang, the one text that is taught on tenth grade students of that school is descriptive text. In SMK N 11 Semarang, the students learn descriptive text when they discuss about self-introducing material. The way to teach them how to introduce themselves by learning descriptive text in the form of personal letter which describe about personality matter to their close friend. Because the students had not been taught by their teacher of how to write and develop the content of letter, researcher found that some of the students in the class felt confused how to convey the meaning, for instance, they were confused on choosing appropriate vocabulary and grammar when developed the content of letter. As a result, this case made I curious on how they convey the meaning, whether they success or not. If the sentences can't convey this, the compose, the meaning and the purpose are failed to be addressed. Thus, I intend to study their descriptive text. In detail, I analyzed the meanings realized in students' descriptive texts in the form of personal letter.

In writing, we need to know how the texts work, so we need a theory of grammar. According to Halliday, grammar is about theory of language to organize how the language put together and how it works. There are three grammars which have had a major influence on schools in the western world in this century. These

are as follows: Traditional grammar focuses on rules for producing correct sentences; Formal grammars to describe the structure of individual sentences; Functional grammars to describe language in actual use and so focus on texts and their contexts.

As an English teacher, we have to help the students to arrange the production of writing skill especially in writing letter to catch functional grammars. Teacher has to think critically the roles of activity to help students to produce it. In functional grammar, they are not only concern the structure but also the meaning of the text. This study will investigate the meaning which are conveyed in students' personal letter by using metafunctions approach. They are Ideational meaning, Interpersonal meaning, and Textual meaning. According to Butt et.al. (1995: 13-14), "The ideational metafunctions use language to encode our experience of the world and to convey a picture of reality. The interpersonal metafunctions use language to encode interaction and to show how defensible or binding we find our proposition or proposal. The textual metafunctions use language to organize our experiential, logical, and interpersonal meanings into a coherent, in the case written and spoken language, linear, whole". This study is supposed to help the teachers to analyze the ability of the students in composing descriptive text based on the text.

1.2 Reason of Choosing the Topic

Based on the previous research, for example, the study from Triastuti (2018) entitled *Ideational Meaning Realization on Students' Descriptive Texts in the Form of Personal Letter* which focused on analysing personal letter in SMA

Semesta; the study from Wibowo (2018), *“Interpersonal and Ideational Meanings Expressed in the Letters of Rejection written by Students of Eleven Grade of Senior High School”* which focused on the letters of rejection written by the students of the eleventh grade of SMA Negeri 6 Semarang in the academic year 2017/2018; other study study is from Basri (2018) which dealt with the interpersonal, ideational, and textual meanings that found in the students’ descriptive texts of MTs Al – Huda Kaliabu, which all cases mostly did not analyze student vocational high school’s text. On the other hand, it is important to know how student in vocational high school arrange the meaning of the text, consequently, in this study, researcher conducts the research of *“The Realization of Meanings on Students’ Descriptive Texts in the Form of Personal Letter (A Case Study of Tenth-Grade Students of SMK N 11 Semarang in the Academic Years of 2018/2019).”*

1.3 Statements of the Problems

This study focuses on the solution as follows :

1. What interpersonal meanings are realized in tenth grade students’ descriptive texts in the form of personal letter in SMK 11 Semarang?
2. What ideational meanings are realized in tenth grade students’ descriptive texts in the form of personal letter in SMK 11 Semarang?
3. What textual meanings are realized in tenth grade students’ descriptive texts in the form of personal letter in SMK 11 Semarang?

1.4 Purposes of the Study

This study aims to :

1. To describe interpersonal meanings realized in tenth grade students' descriptive texts in the form of personal letter in SMK 11 Semarang.
2. To describe ideational meanings realized in tenth grade students' descriptive texts in the form of personal letter in SMK 11 Semarang.
3. To describe textual meanings realized in tenth grade students' descriptive texts in the form of personal letter in SMK 11 Semarang.

1.5 Significance of the Study

Hopefully, this study will give benefits to the readers as follows:

1. Theoretical Benefit,

As this study in order to investigate the metafunctions in students personal letters, the result of analyzing in the term of interpersonal, ideational and textual meaning can be used for readers who are interested in similar study.

2. Practical Benefit,

- a. The English Teacher

This study can be reference for english teacher in teaching interpersonal, ideational and textual meanings in the class and can be a guidance to prepare strategy in teaching writing.

- b. English Department

This study is expected to English Department Lecturers on giving more knowledge and attention about Systemic Functional Linguistics (SFL) and metafunction analysis to English students.

c. English Students

This study can be useful for students of English Department as the future teachers who have to pay attention in analyzing the students' writing.

3. Pedagogical Benefit,

This study can guide the readers on how to use lexicogrammatical analysis to convey interpersonal, ideational, and textual meaning in personal letters.

1.6 Limitation of the Study

As discourse analysis has broad term to be analysed and discussed, it is impossible to analyse all of them. This study only focused on analyzing interpersonal, ideational and textual meaning in descriptive text in form of personal letters in order to describe students' personal matter of tenth grade of SMK N 11 Semarang in the Academic Year of 2018/2019 in order to emphasize that this aim of this study to examine how they represent the ideas and things; how social relation are built and how they organise the messages to the readers.

1.7 Definition of Key Terms

To avoid misunderstanding toward this study, here are the definitions of key terms are represented as follows :

a. Metafunction

According to Halliday (2014) metafunctions is that "part of the system of a language – the particular semantic and lexico grammatical resources-that has evolved to perform the function in question". Furthermore, Halliday (2014) states, "the significance of there being three distinct functions in the clause, subject, actor

and theme are clause as a message (textual meanings), clause as an exchange (interpersonal meanings), and clause as a representation (ideational meanings).”

b. Interpersonal Meanings

“Interpersonal meanings are meanings encode interaction and show how defensible to find propositions”. So it allows to encode meanings of attitudes, interaction and relationship. The meaning are realized in wordings through Mood and Modality (Butt et.al, 1994). “Interpersonal meaning is the meaning that the roles of and relationships among participants give to the understanding of the text” (Halliday:2014).

c. Ideational Meanings

Ideational meanings is meaning about how we represent our experience of the world to convey a picture or reality. According to But et. al. (1995), “Ideational meanings are meanings to encode experience of the world and to convey a picture of reality”. This meaning are realised in wordings through Participants, Processes and Circumstances.

d. Textual Meanings

“Textual meanings are meanings to organise experiential, logical and interpersonal meanings into a coherent, and in the case of written and spoken language, linear, whole” (But et. al.,1995). This meaning are realised in wordings through Theme and Rheme.

e. Letter

Letter is a written tool of communication that contains information or messages sent to someone with certain intentions such as telling someone’s

feeling, saying thank you, expressing sympathy, congratulating someone, inviting someone to some occasions, replying invitations, asking questions, ordering goods, promoting products, complaining, or applying for jobs and many others. Based on Adlan Ali and Tanzii (2006), "Letter is a piece of paper or more that used as a communication tool to deliver the statement or information in written form, from one person to another." Generally, the structures of letter consists of three parts : introduction, body, and conclusion.

1.8 Outline of the Report

To present the investigation about the study to the readers, the report is systemized as follows:

Chapter I focuses the introduction. It consists of general background of the study, reasons for choosing the topic, statements of the problem, purpose of the study, significance of the study, limitation of the study, definition of key terms, and the outline of the study.

Chapter II discusses about review of related literature that is concerned with review of previous studies, review of related literature, and the theoretical framework.

Chapter III concentrates the methodology of investigation which covers research approach, object of the study, role of researcher, types of data, procedures of collecting data, procedures of analyzing data, and technique of reporting the data.

Chapter IV presents the findings and discussions. It contains the result and findings of analyzing interpersonal meanings, and ideational meanings of the students' letters of rejection.

Chapter V presents conclusion of the investigation and some possible suggestions, or recommendation for the results of study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of related literature which has three sub-chapters: review of previous studies, review of theoretical background, and theoretical framework. Review of previous studies talks about the previous works by other researchers. Review of theoretical background contain about the theory related to guide this study from the experts. Theoretical framework is about the way of researcher do this research.

2.1 Review of Previous Studies

There are many previous studies that were conducted by scholars and experts about metafunction meanings analysis which are interpersonal meaning, ideational meaning and textual meaning.

First study from Triastuti (2018) entitled *Ideational Meaning Realization on Students' Descriptive Texts in the Form of Personal Letter*. In this study, the object almost same with recent study, the difference is this study focus on analysing personal letter in SMA Semesta, whereas recent study the author focused on analysing personal letter in SMK N 11 Semarang. She only analyzed Transitivity which are Participant, Process, and Circumstances in personal letter. In this research, there are some points found. She found the processes are Relational, Mental, Material, Existential, Verbal, and Behavioral process. The dominant process is Relational. It indicates that the process that is characterized in

descriptive text is Relational Process. Secondly, the dominant Participants found in this study are Carrier and Attribute. She has explained very detail of how she analyze the meaning. In addition, the author attached examples how she analyze, so it can be an evidence to reader about the statement that she explained to. This research can be a reference for recent study to find out ideational meaning in personal letter.

Second study from Febriyana (2018) entitled *An Analysis of Textual Meaning on Students' Writing of Recount Texts*. In this study, the author realized Textual Meaning in students' recount text. They deeply focused on analysing thematic structures and thematic progressions. The results of the Thematic structures analysis show that unmarked topical Theme is the most frequently used rather the marked one. Modal adjunct is the only constituent of interpersonal Theme that is found to show the writer's judgement. Moreover, structural and conjunctive adjunct are used in relating the clause to its context or another clause. In addition, there only one continuative found in the text to signal a new move is made. The study also shows that the students used re-iteration to make the text keep focused. Then, zigzag pattern is commonly used in relative clauses which replace subject. While multiple pattern is used to introduce a number of different pieces of information which is made as Theme in subsequent clauses. The content of this research can be a reference to other researchers who want to focus analysing textual meaning in particular text.

Then, the study from Anggreningrum (2012) entitled *The Computerized Accounting and Information Technology Students' Translations Viewed From*

Systemic Functional is about exploring metafunctions meaning on students' translation by using systemic functional linguistics (SFL). The writer compared the result of analysis from two classes, Computerized Accounting (CA) and Information Technology (IT). This study is almost same with the recent study because the study analyze interpersonal, ideational and textual meaning. The difference are, the object of this study is undergraduated students' translation while the recent study is vocational high school students' descriptive text. The results showed that the similarities between both department are occurred in experiential meaning and textual meaning. Many students used ideational theme. The differences between those departments are occurred in transitivity and interpersonal meaning on the quantity of the process. Furthermore, this study can be reference for recent study of how to analyze the realization meanings of the data.

Next the study from Wibowo (2018), "*Interpersonal and Ideational Meanings Expressed in the Letters of Rejection written by Students of Eleven Grade of Senior High School*". The aim of the study deals with the interpersonal meanings, the ideational meanings, and the generic structure of the letters of rejection written by the students of the eleventh grade of SMA Negeri 6 Semarang in the academic year 2017/2018. The research approach of the study is descriptive qualitative completed by qualitative analysis in which quantitative data enhance the depth of the analysis. The object of this study is almost same with recent study which took the data about rejection letters from senior high school, while the recent study took the data about personal letters from vocational high school

students. This study, she only analysed the Ideational and Interpersonal meaning of students text, whereas she could analyse the realization of textual meaning on the rejection letter expressed by students. On the other hand, she conducted the study was different with other research that she is not only focused on metafunction analysis but also focused on generic structure of rejection letters. The result of the analysis, through MOOD System and Modality, shows that most of the students used declarative mood in the form of statements to give information, to answer questions, and to give acknowledgement responding the elicitation tool. They also used simple present finite to state the reasons of the rejection which are stated by the dominant subject which is the first person point of view "I". However, there are also some incomplete clauses found. In term of modality, they used low modality. The result of the analysis, through Transitivity system, shows that most of the students used relational process (attributive intensive) with the dominant participants named carrier and attribute. The characterized circumstantial element of the students' letters of rejection is circumstance of cause (reason). Letter of rejection is concluded as a genre since it provides generic structure as follows: saluting and naming, contextualizing, rejecting, wellwishing, ending and signing.

Other study related to recent study is from Basri (2018) entitled "*Metafunction Analysis of Descriptive Texts Produced by the Eighth Graders of Junior High School*". This research dealt with the interpersonal, ideational, and textual meanings found in the students' descriptive texts. The object of the study was the descriptive texts written by eighth grade students of MTs Al – Huda

Kaliabu in academic year 2016/2017. The method of the study is discourse analysis which analyzed interpersonal, ideational, and textual meanings in the students' descriptive texts. Therefore, the data were analyzed by using descriptive qualitative analysis in which quantitative percentage scale data method were also used to provide deeper analysis. Actually, he used the method and the approach are same with recent study. Meanwhile, he focused the text from Junior High School students. It is different with recent study that focus on more higher level students which is Vocational High School students. The result of the study showed three points of conclusion. Firstly, in term of interpersonal meaning which analyzed MOOD and modality shows that the most dominant mood types in their descriptive texts is declarative mood. The most dominant finite is finite simple present. The modal used by the students are in the middle degree of modality indicating probability in the clauses. Secondly, in term of ideational meaning which analyzed the Transitivity shows that the most frequent process found in students' descriptive texts is relational process accumulated from both attributive and also identifying process, it indicates the description related to the thing is described. Thirdly, in term of textual meanings which analyzed the Thematic structures shows that most of the the clauses used the unmarked ideational theme.

The next study from Anggraeni (2015) entitled "*The Realization of Experiential Meanings in Students' Writing of Recounts*". This study are to explain the experiential meanings of participants, and circumstances element realized in the students' recounts. The data were taken from 20 students' recounts of writing at English Education Study Program of Unissula. The unit of analysis was a

clause. The result of the study showed that the dominant element of participants are actor and goal; element of processes are material process; and element of circumstances are place and time. This study can be reference for recent study of how to analyze the realization ideational meanings of the data.

Then the study from Arimafrida (2016) entitled "*Textual Meanings Realized in Students' Narrative Texts (A Case Study of the Eleventh Grade Students at SMA Negeri 1 Jepara in Academic Year 2014/2015)*". This study investigates how textual meanings works in students' narrative texts for the eleventh grade students of SMA Negeri 1 Jepara. The objectives of this study to analyze how the Theme-Rheme, cohesive devices, conjunctions, and lexicogrammatical of narrative texts are realized. The result shows that the most frequent analysis is topical analysis which 242 times appear. The cohesion devices analysis concerns about reference and lexical and field. The longest chain is 7 chains which mean it has 7 kinds of participants. The next is conjunction analysis which relates clauses in terms of temporal sequence, consequence, comparison, and addition; however, the mostly used is additive. The last is lexicogrammatical analysis which refers to the word and structure of the texts. The analysis shows that past action mostly used in this analysis. This study she only focused on textual meaning in students' narrative texts. It is different with recent study which concern on interpersonal, ideational and textual meaning in students' descriptive texts. However, this study can be a reference for recent study how to analyze textual meaning in students' texts.

The next study from Setiawati (2016) entitled “*Thematic Development on Students’ Analytical Exposition Texts (A Case of the Fourth Semester Students in the Academic Year 2014/2015)*”. The object of this study is to examine to what extent the students develop their analytical exposition texts in terms of Thematic Development. Results show that unmarked Topical Theme and reiteration pattern are dominant on students’ texts. This study can be a reference for recent study of how to analyze thematic structure in students’ texts.

The study from Sayitno (2018) entitled “*The Textual Metafunction on Students’ Composition: Thematic Choices and Thematic Progression Pattern (A Study on Writing of the 4th Semester Students of English Department Semarang State University in the Academic Year 2015/2016)*”. The object of the study is about 4th semester students’ writing and they analyse textual meaning either. The results of the study show that unmarked topical Theme is frequently used in the compositions rather than marked one. It occurs since the compositions employ declarative mood which put subject as starting point, and only a few of them use adverbial or prepositional phrase as Theme. The study also shows that zigzag pattern is commonly used in relative clauses which replace the subject. This study can be a reference to another researcher who want to focus analysing textual meaning.

Then the study from Andaruli (2015) entitled “*Interpersonal, Ideational, and Textual Meanings Found in Students’ Recount Texts (A Case Study at Eighth Grade Students of SMP 2 Kudus in the Academic Year of 2014/2015)*”. In this study, the data were analyzed by using descriptive qualitative analysis. The result

of the study showed that in term of interpersonal meanings which analyzed MOOD and modality analysis showed that all of the students used declarative mood types in their recount texts, used finite simple past in their recount texts and also used nouns as the subject of the clause that were categorized in subject “Others” in the analysis. Then, in term of ideational meaning analysis which analyzed the Transitivity analysis showed that the dominant process which mostly occurred in the data analysis was material process and circumstance of location. The last, in term of textual meanings which analyzed the Thematic structures analysis showed that the clauses mostly used ideational theme. And the researcher found that the dominant ideational theme which occurred in the students’ recount texts was unmarked topical theme. This study is almost same with recent study which talk about metafunction realization in students text, but the different is the genre of the text which this study discuss about recont texts whereas recent study talk about descriptive texts.

The next study from Kusumawati (2010) entitled “*Meanings Realized in Written Recount Texts Developed by Students of the First Grade of SMA Negeri 1 Batang*”. The method of her study is qualitative. She used references such as: books and theory were used to support data in the analysis. In analyzing the field of discourse through ideational meaning, the writer found the most common process appear in the writing texts are material and relational processes. This indicates that most of the texts are explanations. In analyzing the field of discourse through interpersonal meaning, declarative Moods are dominant in the texts. It indicates that the text aims at giving information. In analyzing the field of

discourse through textual meaning, she found that unmarked themes are dominant in the texts. This study is expected to be a reference for recent study, because the focus of this study is same which analyze metafunction meaning in students text.

Then the study from Sipayung (2016) entitled “*Metafunction Realization on Students’ Descriptive Paragraphs*”. This research used descriptive qualitative approach with content and interview analysis as a technique. Descriptive texts which is written by students are the source data in his research. He found that most students conveyed the experiential meaning by using relational processes; then for interpersonal meaning showed that descriptive mostly dominated with declarative form; next for textual meaning, a half of students used rhetorical development. In this study, every meaning, he only analyzed one part, for example, interpersonal meaning only analyzed mood types, ideational meaning only analyzed the processes, textual meaning only analyzed thematic development. But, in technique to find students’ meaning, he did not only analyze the content but also analyze the result of interview.

Considering those previous studies, systemic functional linguistic can be used to analyse written and spoken. To analyse written text we can analyse the text from its constituent used in the text, on the other hand, to analyse spoken text we have to record the text then the result will be transcribed. At present, I will conduct the same topic of metafunctions analysis of meanings about interpersonal, ideational and textual with different field in personal letter by tenth grade of vocational high school students. I am supposed to those previous study can help me to conduct this study.

2.2 Review of Theoretical Background

Review of theoretical background shows about the theory from the experts which related and applied to guide this study. Before conducting this research, theoretical studies are needed as evidence to support the validity of the analysis. It is started by discussing language, context and text, grammar, systemic functional language, metafunction, interpersonal meaning, ideational meaning, textual meaning, descriptive text, and personal letter.

2.2.1 Systemic Functional Linguistics

When using language, We use both spoken and written texts to achieve different goals or social purposes. The different functions of language relate to particular areas of the language system. The language system is a network of grammatical and lexical choices which can be seen as a resource for making meaning. Based on Halliday in Butt et.al(15:1995) “A way of describing lexical and grammatical choices from the systems of wording is Systemic Functional Language”. Functional grammar does not only focus on the structure of language, but also how those structures construct meaning. Here are the difference between traditional or formal grammars and functional grammar.

Traditional and formal grammars would analyse the clause as follows:

| | | |
|-------------|--------------|-----------------------------|
| Time | flies | like an arrow |
| <i>noun</i> | <i>verb</i> | <i>prepositional phrase</i> |
| Tim | told | of a tragic case |

Systemic-functional grammar which labels elements of the clause in terms of the function each is playing in that clause rather than by word class.

Time flies like an arrow

| | | |
|--------------|----------|---------------|
| Participant: | Process: | Circumstance: |
| Actor | Material | Manner |

Tim told of a tragic case

| | | |
|--------------|----------|---------------|
| Participant: | Process: | Circumstance: |
| Sayer | Verbal | Matter |

To sum up the main differences in perspective among the above three grammars, the following table is presented

Table 2.1 Functional, Traditional and Formal Grammar
(Gerot and Wignell, 1994, p.7)

| Angle | Formal And Traditional Grammar | Functional Grammar |
|---------------------------|---|--|
| Primary concern | How is (should) this sentence be structured? | How are the meanings of this text realized? |
| Unit of analysis | Sentence | Whole texts |
| Language level of concern | Syntax | Semantics |
| Language | = a set of rules for sentence construction = something we know | = a source for meaning making = something we do |

2.2.2 *Language, Text and Context*

One always needs company in his life, which we can call as social human. Human need to cooperate each other to provide and fulfill his necessities of life. To achieve his purpose, they need a means of communication which is called 'language'. According to Halliday, "Language is a resource for making meaning".

Human is vary in how they use language in the context of human cultural practice. People use language to deliver what meanings they want to say to others. A good place to start is to say more precisely what functional linguists mean by

text. According to Halliday and Hasan in Butt et al (1995:11), “A text is a piece of language in use; that is, ‘language that is functional’ ”. The important thing is the text as a harmonious collection of meanings appropriate to its context. A text can be spoken or written. Literally, a text occurs in two contexts, they are context of culture and context of situation.

“The context of culture is sometimes described as the sum of all the meanings it is possible to mean in that particular culture” (Butt et al:1995). People understand the language based on their culture background. It means that people from different culture can make different interpretation in understanding the meaning. Talk about culture, context of culture can be defined as genre. According to Butt et al (1995), “A genre can be defined as a set of texts share the same purpose that will often share the same obligatory and optional structural elements.” There are many genres in text, those are narrative, explanation, report, recount, descriptive, procedure, etc. Within the context of culture, speakers and writers use language in any more specific contexts or situation.

Context of situation is a useful term to cover the things going on in the world outside the text which make the text what it is (Butt et al:1995). Context of situation can be specified through use of the register variables: field, tenor and mode. We see this represented visually in Figure 2.2 below :

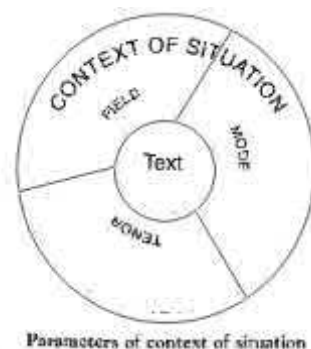


Figure 2.1 Parameters of Context of Situation

(Butt et al 1995:11)

In very general terms, definition of field, tenor, and mode in the following way:

Field : what is the topic that is talked;

Tenor : the relationship between the speaker and addressee

Mode : the kind of text that is being made.

2.2.3 *Metafunctions*

Halliday in But et al (1995) states that there are three main functions of language.

These are:

1. To talk about what is happening, what will happen, and what has happened;
2. To interact (or to do things with language) and/or to express a point of view;
3. To turn the output of the previous two functions into a coherent whole.

Halliday calls these main functions metafunctions. Those function not only relates to text, but also to the language itself. The language we use in spoken and written text types serves a number of functions simultaneously. Halliday in Droga and Humphrey (2003:1) describes these function as:

1. The experiential function-the way we use language to represent our experience of the world

2. The interpersonal function-the way we use language to interact with others
3. The textual function-the way we use language to create well organised and cohesive texts, both spoken and written.

These three headings – clause as a message, clause as an exchange, and clause as a representation – refer to three distinct kinds of meaning that are embodied in the structure of a clause. A configuration of this kind is what is referred to in functional grammars as a structure.

| Metafunction | Clause as... | System | Structure |
|----------------------|---------------------|---------------|--|
| Textual | Message | Theme | Theme & Rheme |
| Interpersonal | Exchange | Mood | Mood (Subject + Finite) + Reside (Predicator + Complement + Adjunct) |
| Experiential | representation | Transitivity | Process + participant(s) (+ circumstances) |

(Adapted from Halliday:2014, p. 83)

2.2.4 Interpersonal Meaning

The way we use language to interact and to negotiate relationships to each other we need the function of interpersonal meaning. Droga and Humphrey (2003) state that Interpersonal resources are concerned with how we:

1. Structure clauses for different types of interactions
2. Take particular positions (strong, weak or middle) in our interactions
3. Evaluate phenomena for the purposes of entertaining or persuading.

Butt et al (1995:64) state that Interpersonal meanings are divided into two areas, they are: one concerns the type of interaction which is taking place and the kind of commodity which is being exchanged. One of the basic concerns the type

of interaction; that is, the distinction between using language to exchange information and using it to exchange goods and services. Second basic concerns is the kind of commodity which is being exchanged; that is, the distinction between using language to demand and give information. These two variables define the four primary speech functions of offer, command, statement and question.

Table 2.2 Interpersonal Meaning Speech Roles
(Halliday: 2014, p. 136)

| | Commodity exchanged | |
|------------------|----------------------|-----------------|
| role in exchange | (a) goods & services | (b) information |
| (i) giving | 'offer' | 'statement' |
| (ii) demanding | 'command' | 'question' |

Actually, the addressee has some discretion as the following table (Halliday: 2014, p. 137):

Table 2.3 Discretion of the addressee

| | | Initiation | Response | |
|---------------|------------------|------------|-----------------|---------------|
| | | | Expected | discretionary |
| Give | goods & services | Offer | Acceptance | Rejection |
| Demand | | Command | Undertaking | Refusal |
| Give | Information | Statement | Acknowledgement | Contradiction |
| Demand | | question | Answer | disclaimer |

The analysis of Interpersonal meanings are realized in wording through system of mood element and residue element. The function of MOOD element is to carry the argument. The MOOD element consists of subject, and finite; in addition, The RESIDUE element which can be left out or ellipsed consists of predicator, complement, and adjuncts (Eggins, 1994:154-169).

2.2.5 *Mood Element*

According to butt et al (1995, p.69) that The Mood is the name given the Subject and Finite plus the polarity. The way how the mood works will be showed the illustration of speech function and typical mood structure by Eggins (1994:153) below:

Table 2.4 Speech function and typical mood structure

| SPEECH FUNCTION | TYPICAL MOOD IN CLAUSE |
|------------------------|-------------------------------|
| Statement | Declarative MOOD |
| Question | Interrogative MOOD |
| Command | Imperative MOOD |
| Offer | Modulated Interrogative MOOD |
| Answer | Elliptical Declarative MOOD |
| Acknowledgement | Elliptical Declarative MOOD |
| Accept | Minor Clause |
| Compliance | Minor Clause |

To check a message for its Mood is by adding a brief check which is called Mood Tag. The elements that get picked up in the tag are the MOOD constituent. For example: Jack Sprat could eat no fat, we add a tag: could he?

Eggins (1994) states that there are three main elements to the MOOD constituent:

1. An expression of polarity; either YES (positive polarity) or NO (negative polarity)

2. A nominal-type element, which call the SUBJECT
3. A verbal-type element, which call the FINITE

Because of endangering argument, polarity was ellipsed. Nowadays, MOOD constituent only two components: The Subject is the whole nominal group referenced by the pronoun; while the Finite is part of the verbal group. Example of Mood element :

| | |
|---------|--------|
| I | didn't |
| Michael | did |
| Subject | Finite |
| Mood | |

2.2.5.1 Subject

Halliday and Matthiessen in Eggins (1994) offered that Subject is the thing by to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition. identifying the Subject can be achieved by the tag test, which is the element that consist of pronoun in the clause. Example of subject in the clause:

Joe reads 'Discourse Analysis' book, doesn't **he**?

| | | |
|---------|--|---------|
| Subject | | Subject |
|---------|--|---------|

2.2.5.2 Finite

The second element of MOOD is Finite and tag rest will show it. The Finite is that part of the verbal group which encodes primary tense or the speaker's opinion. "So the Finite can be a sign of TIME in relation to the speaker,

or a MODAL sign of the speaker's opinion" (Butt et al:1995 p.67). According to Halliday and Matthiessen in Eggins(2004), the Finite is identified as follows:

1. Temporal Finite Verbal Operators: these word is aimed to time. E.g: present, past, or future.
2. Finite Modal Operators: these words anchor the preposition by reference to Modality.

Example of Finite in the clause:

It **was** Bob

| | | |
|---------|--------|--|
| Subject | Finite | |
|---------|--------|--|

According to Halliday (2014:140), "The Finite element is one of the small number of verbal operators expressing tense, modality and polarity". Expressing tense means that The Finite shows when the event occur. Modality shows the speaker's judgement of the probabilities or the obligations involved what he or she is saying. Polarity is positive or negative of proposition. Here is the following table of finite verbal and modal operators :

Table 2.5 Finite Verbal and Modal Operators

(Adapted from Halliday, p.145)

| Temporal operators | | | |
|---------------------------|---|------------------------|------------------------------------|
| | Past | Present | Future |
| positive | did, was, had, used to | does, is, have | will, shall, would, should |
| negative | Didn't, wasn't, hadn't, didn't, used to | Doesn't, isn't, hasn't | Won't, shan't, wouldn't, shouldn't |
| Modal operator | | | |
| | Low | Median | High |

| | | | |
|-----------------|--|---|---|
| Positive | can, may, could, might | will, would, should, is/was to | must, ought to, need, has/had to |
| negative | needn't, doesn't/didn't + need to, have to | Won't, wouldn't, shouldn't, (isn't/wasn't to) | Mustn't, oughtn't to, can't, couldn't, (mayn't, mightn't, hasn't/hadn't to) |

2.2.5.3 Modality

Modality expresses strong, medium or weak positions and offer the choices between a definite 'yes' and a definite 'no' (Droga and Humphrey: 2003, p. 89). Speaker or writer have choices to express modality. They may use strong, weak or medium position and express this position in more or less direct ways. The following table shows the structures can be expressed different positions by writer or speaker.

Table 2.6 The structures can be expressed by writer or speaker
(Adapted from Droga and Humphrey: 2003, p. 61)

| | High Modality | Medium Modality | Low Modality |
|--|--|---|-------------------------------------|
| Modal Verbs (auxiliaries) | Must, ought to, need, has to, had to | Will, would, should, is to, was to, supposed to | Can, may, could, might |
| Modal adverbials | Certainly, definitely, always, never, absolutely, surely, in fact | Probably, usually, generally, likely | Possibly, perhaps, maybe, sometimes |
| Modal adjectivals | Certain, definite, absolute, necessary, obligatory | Probable, usual | Possible |
| Modal nouns | Certainty, necessity, requirement, obligation | probability | Possibility |
| Modal clauses and phrases (interpersonal metaphors) | I believe (that)... It is obvious (that)... Everyone knows (that)... | I think (that)... In my opinion, It's likely (that)... It isn't likely | I guess (that)... |

2.2.6 *Residue*

After talking about MOOD elements, the writer turn to discuss about Residue. Residue is the component of the clause which is somehow less essential to the arguability of the clause than is the MOOD component. The Residue consists of functional elements of three kinds : predicator, complement(s), and adjunct(s).

2.2.6.1 Predicator

The Predicator is realized by a verbal group minus the temporal or modal operator, which have seen functions as Finite in the Mood element. (Halliday : 2014, p.151). There are also non-finite ('to'+verb and verb-'ing') clauses containing a Predicator but no Finite element, for examples :

So as **to give** Henry more room

| | | |
|------------|------------|------------|
| Predicator | Complement | Complement |
| Residue | | |

Giving Henry more room

| | | |
|------------|------------|------------|
| Predicator | Complement | Complement |
| Residue | | |

In addition, based on Eggins (2004:155) states that The Predicator is content part of the verbal group to give the actual event, action or process being discussed. Halliday and Matthiessen in Eggins (2004, p.156) points out that the Predicator has three other functions in the clause:

1. It adds time meaning through expressing a secondary tense.
2. It species aspects and phrases: meanings such as trying, helping.
3. It specifies the voice of the clause. For example: active or passive

Halliday (2014:153) claims that there are two verbs in English which in simple past and simple present tense appear as Finite only, without being fused with a distinct element as Predicator. These are 'be' and 'have'.

2.2.6.2 Complement

A Complement is an element of the Residue that has similarity of being Subject but it is not. People who analyze the clause without have enough knowledge of theory about functional grammar will be confused in differentiating between Subject and Complement. It is identified as Complement can be Subject through the process of making clause passive. Example of Complement:

His first car Henry Ford built in his his backyard.

| | | | | |
|------------|---------|-----|------|---------|
| Complement | Subject | Fin | Pred | Adjunct |
| | Mood | | | |
| Residue | | | | |

(Adapted from Gerot and Wignell:1994, p.33)

Henry James wrote 'The Bostonians'

| | | | |
|---------|-----|---------|------------|
| Subject | Fin | Pred | Complement |
| Mood | | Residue | |

(Adapted from Eggins:2004, p.157)

2.2.6.3 Adjunct

The final constituents that writer discuss is about Adjunct. Adjunct is clause elements which contribute some additional information to the clause. This elements do not have the potential to become Subject because the elements are not nominal elements, but are adverbial, or prepositional. Adjuncts can be divided into three broad classes, they are: ideational/ circumstantial adjuncts, interpersonal/modal adjuncts, and textual adjuncts.

2.2.6.3.1 *Ideational meaning: Circumstantial Adjuncts*

By expressing some circumstance relating to the process, Circumstantial Adjuncts add ideational content to the clause. Circumstantial meanings may refer to time (probed with *when*), place (*where*), cause (*why*), matter (about *what*), accompaniment (with *whom*), beneficiary (to *whom*), agent (by *whom*). Circumstantial Adjuncts are usually expressed by either prepositional phrases or by an adverb of time, manner, place, etc (Eggins: 2004, p.159).

2.2.6.3.2 *Interpersonal meaning: Modal Adjuncts*

Modal Adjuncts are clause constituents which add interpersonal meaning to the clause (Eggins:2004, p. 160). There are four main types of Modal Adjunct: Mood Adjuncts, Polarity Adjuncts, Comment Adjuncts, Vocative Adjuncts. Here are the brief discussion about each sub-class of Modal Adjunct:

2.2.6.3.2.1 Mood Adjunct

Mood Adjuncts express interpersonal meanings and do fall within MOOD structure, more particularly with MOOD element. MOOD Adjuncts relate specifically to the meaning of the finite verbal operators, expressing probability, usuality, obligation, inclination (Gerot and Wignell :1994, p.35).

1. Adjuncts of polarity and modality:

- a) Polarity : not, yes, no, so
- b) Probability : probably, possibly, certainty, perhaps, maybe
- c) Usually : usually, sometimes, always, never, ever, seldom, rarely
- d) Readiness : willingly, readily, gladly, certainly, easily
- e) Obligation : definitely, absolutely, possibly, at all cost, by all means

2. Adjuncts of temporality:

- a) Time : yet, still, already, once, soon, just
- b) Typically : occasionally, generally, regularly, mainly

3. Adjuncts of mood:

- a) Obviousness : of course, surely, obviously, clearly
- b) Intensity : just, simply, merely, only, even, actually, really
- c) Degree : quite, almost, nearly, scarcely, hardly, absolutely, totally, utterly, entirely, completely

2.2.6.3.2.2 Polarity Adjunct

According to Eggins (2004:161), Polarity which is *Yes* and *No*, and their common conversational alternatives (*yea, yep, na, nope, etc.*) may function in two different ways:

1. As Polarity Adjuncts: when YES or NO are standing in for an ellipsed clause.
2. As Textual Adjuncts: when YES or NO occur in unstressed initial position.

2.2.6.3.2.3 Comment Adjuncts

According to Eggins (2004:161), Comment Adjuncts function to express an adjudgment about the clause as a whole. Halliday in Eggins (2004:161) identifies the following expressed by comment Adjuncts:

1. Admission : *frankly*
2. Assertion : *honestly, really*
3. How desirable : *luckily, hopefully*
4. How constant : *tentatively, provisionally*
5. How valid : *broadly speaking, generally*

6. How sensible : *understandably, wisely*

7. How expected : *as expected, amazingly*

2.2.6.3.2.4 Vocative Adjuncts

Vocative Adjuncts function to control the discourse by designating a likely ‘next speaker’. They are identifiable as names, where the names are not functioning as Subject or Complement, but are used to directly address the person named (Eggins:2004, p. 162).

2.2.6.3.3 Textual Meaning: Textual Adjuncts

Textual Adjunct consists of two types: Conjunctive Adjuncts and Continuity Adjuncts. The Conjunctive type, expressed by cohesive conjunctions which is to provide linking relations between sentence to another. They express the logical meanings of elaboration, extension, and enhancement (Eggins:2004, p. 162) Conjunctive Adjuncts include items such as *however, moreover, nevertheless, in other words, for instance, anyway, meanwhile, therefore*. On the other hand, The Continuity Adjuncts is the adjunct that includes the continuative and continuity items, particularly frequent incasual atls, such as *well, yea, oh*. Continuity Adjuncts merely signal that the speaker will be saying more.

2.2.7 Ideational Meanings

Ideational meanings are meanings to encode experience of the world and to convey a picture of reality (Butt et al 1995:42). Ideational meanings also called Experiential meanings. In these meanings, we can look at a clause is in relation to how using language to represent knowledge of the world and making sense of

experiences. Based on Droga and Humphrey (2003:29), Experiential meanings are concerned with how we name and describe:

1. What is going on (events, activities, behaviours or states of being)
2. Who or what is involved (people, places, things, concepts, etc.)
3. The circumstances surrounding these events (where, when, how, with what, etc.)

When looking at the experiential metafunction, we are looking at the grammar of the clause as *representation*. This clause is not just a giving of information; it is a giving of information about something, for example, giving information in a certain place, some group of people perform an action of an object to someone who benefits. The major system of grammatical choice involved in this kind of meaning is TRANSITIVITY. Through the system of TRANSITIVITY, we shall be exploring the clause in three components:

- (i) a process unfolding through time
- (ii) the participants involved in the process
- (iii) circumstances associated with the process

Three semantic categories which explain the way phenomena of the real world are represented as linguistic structures. These are: *Circumstances*, *Processes*, *Participants*. The following figure shows patterns of experience in the clause



Figure 2.2 patterns of experience in the clause
(Adapted from Butt et al: 1995, p.42)

2.2.8 *Circumstances*

Circumstances function to illuminate the Process in some way. They may locate the Process in time or space, suggest how the Process occurs, or offer information about the clause of the Process. (Butt et al: 1995, p.56). In other words, Halliday (2014) states that a circumstantial element itself, a process that has become parasitic on another process. Halliday divides the types of circumstantial element into nine elements. They are: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter, Angle.

1. Extent

Extent construes the extent of the unfolding of the process in space-time: the distance in space over which the process unfolds or the duration in time during which the process unfolds. The interrogative forms for Extent are *how far?*, *how long?*, *how many?*, *how many times?*

2. Location

Location construes the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds. The general interrogatives of Location are *where?*, *when?*.

3. Manner

The circumstantial element of Manner construes the way in which the process is actualized. Manner comprises four subcategories: Means, Quality, Comparison, Degree.

- a) Means refers to the means whereby a process takes place; it is typically expressed by a prepositional phrase with the preposition *by* or *with*. The interrogative forms are *how?* and *what with?*
- b) Quality is typically expressed by an adverbial group, with *-ly* adverb as Head; the interrogative is *how?* or *how... ?* plus appropriate adverb. Less commonly, Quality is realized by a prepositional phrase. The general type is one where the preposition is *in* or *with* and the Head/Thing of the nominal group is the name of “manner” either *manner* or *way*, or of a qualitative dimension such as *speed, tone, skill, ease, difficulty, term*; but phrasal expression of Quality also include more specific types, such as specifications of the manner of movement.
- c) Comparison is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group of similarity or difference. The interrogative is *what... like?*
- d) Degree is typically expressed by an adverbial group with a general indication of degree such as *much, a good deal, a lot, or* with a collocationally restricted adverb of degree such as *deeply, profoundly, completely, heavily, badly*.

4. Cause

The circumstantial element of Cause construes the reason why the process is actualized. It includes not only Reason in the narrow sense of existing conditions leading to the actualization of the process, but also Purpose in the sense of intended conditions for which the process is actualized. Cause thus comprises three subcategories: Reason, Purpose, Behalf.

- a) Reason Circumstantials represent the reason for which a process takes place – what causes it; they have the sense of ‘because’. It is typically expressed by a prepositional phrase with *through, from, for* or a complex preposition such as *because of, as a result of, thanks to, due to*; also the negative *want of*.
- b) Purpose Circumstantials represent the purpose for which an action takes place – the intention behind it; they have the sense of ‘in order that’. They are expressed by a prepositional phrase with *for* or with a complex preposition such as *in the hope of, for the purpose of, for the sake of*.
- c) Behalf represent the entity, typically a person, on whose behalf or for whose sake the action is undertaken – who it is for. They are expressed by a prepositional phrase with *for* or with a complex preposition such as *for the sake of, in favour of, on behalf of*.

5. Contingency

Circumstances of Contingency specify an element on which the actualization of the process depends. There are three subtypes; Condition, Concession, Default.

- a) Condition construe circumstances that have to obtain in order for the process to be actualized; they have the sense of ‘if’. They are expressed by

prepositional phrases with complex prepositions *in case of, in the event of, on condition of*.

- b) Concession construes frustrated cause, with sense of 'although'; they are expressed by prepositional phrases with the prepositions *despite, notwithstanding* or the complex prepositions *in spite of* or *regardless of*.
- c) Default have the sense of negative condition – 'if not, unless'; they are expressed by prepositional phrases with the complex prepositions *in the absence of, in default of*; e.g.

6. Accompaniment

Accompaniment is a form of joint participation in the process and represents the meanings 'and', 'or', 'not' as circumstantials; it corresponds to the interrogatives *and who/what else?, but not who/what?*. It is expressed by prepositional phrases with prepositions such as *with, without, besides, instead of*.

7. Role

Role construes the meanings 'be' and 'become' circumstantially; the Role corresponds to the Attribute or Value of an 'intensive relational' clause. Role includes the subcategories of Guise ('be') and Product ('become').

8. Matter

Matter is related to verbal processes, it is the circumstantial equivalent of the Verbiage, 'that which is described, referred to, narrated, etc.'. The interrogative is *what about?*. Matter is expressed by prepositions such as *about, concerning, with reference to*.

9. Angle

Angle is related either the Sayer of a ‘verbal;’ clause, with the sense of ‘as...says’ or to the Senser of a ‘mental’ clause, with the sense of ‘as...thinks’. It is expressed by prepositions such as *according to, in the words of, as in the view/opinion of, from the standpoint of*.

2.2.9 *Participants and Processes*

Participant can be described in terms of various participant roles such as ACTOR, AGENT, GOAL, CARRIER, SAYER. Processes are central to TRANSITIVITY. Participants and Circumstances are incumbent upon the doings, happenings, feelings and beings. This suggests that there are different kinds of goings on, which necessarily involve different kinds of Participants in varying Circumstances. According to Butt et al (1995:46), “A process is realised in the grammar by means of a verbal group, which is either one word, belonging to the class verb, or a group of words with a class verb word as the head or nucleus of the group.” The processes have the type that is divided into three basic groups :

- a) Processes that describe what is happening or being done in the external, material world, often known as MATERIAL PROCESSES;
- b) Processes which simply describe relationships, known as RELATIONAL PROCESSES;
- c) Processes which the inner world by speech or thought, known as PROJECTING PROCESSES.

In material process, one Participant, functioning as an Actor or Agent, typically does something, often with an effect on another Participant, the Goal. In

relational process, one Participant is related to its Identity, an Attribute or to a Circumstances. In projecting process, the participant roles are a Sayer or Senser, and the words or thoughts they project.

Halliday in Gerot and Wignell (1994:54) states that there are indeed seven different Process types identified:

Table 2.7 Process Types

(Adapted from Halliday Gerot and Wignell 1994:54)

| | | |
|----------------|------------|--------------------------------------|
| Material | doing | bodily, physically, materially |
| Behavioural | behaving | Physiologically and psychologically |
| Mental | sensing | Emotionally, intellectually, sensory |
| Verbal | saying | Lingually, signalling |
| Relational | being | Equal to, or some attribute of |
| Existential | existing | There exists |
| Meteorological | weathering | |

Process types can be realised by verbs. According to lists above, verbs are not doing words anymore, but rather express of being or having. We will look the detail of process types below.

2.2.9.1 Material Processes

According to Eggins (2004:215), Material Processes are Processes that describing doing, usually concrete, tangible actions. They express the notion that some entity physically does something-which may be done to some other entity. Clauses with a Material Process obligatorily have a doing (Process) and a doer (Participant).

The entity who or which does something is the *Actor*. Example:

Adri kicked the dog

| | | |
|-------|----------|------|
| Actor | Material | Goal |
|-------|----------|------|

Based on Butt et al (1995:47) Material processes are about doing: they could answer the question ‘What did X do?’ or ‘What happened to X?’ The main participant is an Actor or Agent, and there may be a Goal as well.

Example of material processes with just an Actor:

| | |
|--------------------|-------------------|
| John | ate |
| Participant: Actor | Process: Material |

Example of material processes with an Actor and a Goal:

| | | |
|--------------------|-------------------|---------------|
| John | read | Final project |
| Participant: Actor | Process: Material | Circ: Goal |

2.2.9.2 Mental Processes

Mental Processes which encode meanings of thinking or feeling mental (Eggins:2004, p.225). Mental Processes are mental, cover kinds goings-on. And the Participant involved in Mental Processes is not so much acting or acting upon in a doing sense, as sensing-having feelings, perceiving or thinking. The Participant roles in Mental Processes are *Senser* and *Phenomenon*. The *Senser* is by definition a conscious being, for only those who are conscious can feel, think or see. The *Phenomenon* is that which is sensed: felt, thought or seen.

Example :

| | | |
|---------------------|-----------------|-------------------------|
| Boy | doesn't like | Juice |
| Participant: Senser | Process: Mental | Participant: Phenomenon |

2.2.9.3 Behavioural Processes

Behavioural Processes are Processes that realize are mid-way between materials on the one hand and mentals on the other. They are in part about action, but it is action that has to be experienced by a conscious being. Behaviourals are typically processes of physiological and psychological behaviour (Eggins:2004, p.233). The Participant roles in Behavioural Processes is *Behaver*. Like a Senser, the Behaver is a conscious being. But the Process is one of doing, not sensing. The element that specifies the scope or domain of the Process is *Range*. In Behavioural Processes, Range names the behaviour enacted. Example:

| | | |
|-------------------------|-------------------------|-----------------------|
| Jane | Took | a nap |
| Participant: Behaver | Process: Behavioural | Participant: Range |

| | | |
|-------------------------|-------------------------|---------------------------|
| Jane | listened | carefully |
| Participant: Behaver | Process: Behavioural | Circumstance : Quality |

2.2.9.4 Verbal Processes

Verbal Processes are processes of verbal action; saying and all its many synonyms, including symbolic exchanges of meaning.. Very often these are realised by three distinct participants:

1. Receiver : the one to whom the verbalisation is addressed
2. Target : one acted upon verbally (insulted,complimented, etc)
3. Range/Verbiage: a name for the verbalisation itself.

Example:

| | | | |
|-----------------------|--------------------|--------------------------|---------------------------|
| Jane | told | John | a rude joke |
| Participant: Sayer | Process: Verbal | Participant: Receiver | Circumstance: Verbiage |

2.2.9.5 Relational Processes

Relational Processes covers the many different ways in which being can be expected in English clauses. They can be classified according to whether they are being used to identify something or to assign a quality to something. Processes which establish an identity are called *Identifying Processes* and Processes which assign a quality are called *Attributive Processes*. In Attributives these are *Carrier* and *Attribute*. In Identifying Processes the Participant roles are *Token* and *Value*. The difference between Attributives and Identifying is that Identifying Processes are reversible.

Example of Identifying Processes:

| | | |
|-----------------------|-------------------------|-------------------------------|
| Barry Tuckwell | may be | The finest living horn player |
| Participant: Token | Process: Identifying | Participant: Value |

Example of Attributive Processes:

| | | |
|-------------------------|-------------------------|---------------------------|
| William | Has | a big house |
| Participant: Carrier | Process: Attributive | Participant: Attribute |

2.2.9.6 Existential Processes

Existential Processes are processes that is being said to exist is labelled, simply, Existent (Halliday:2014 ,p.309). ‘There’ has no representational function; it is required because of the need for a Subject in English. Existential Processes are expressed by verbs of existing: ‘be’, ‘exist’, ‘arise’. Example:

| | | | |
|-------|-----------------------------|----------------------|----------------|
| There | are | two book | on the table |
| | Participant: Existential | Process: Existent | Circ: Place |

2.2.9.7 Meteorological Processes

Meteorological Processes is a special category of processes to do with the weather. (Halliday:2014, p.309). The examples of Meteorological Processes are:

- It's hot
- It's windy
- It's five o'clock

Meteorological

The 'it' has no representational function, but does provide a Subject.

2.2.10 Textual Meaning

Another function of language is to deliver meanings into a coherent and cohesive whole. The way to use language to organise the information in a text and make connections across a text is known as the textual functions of language (Droga and Humprey:2003, p.85). Textual resources are concerned with :

- a) The organisation of information and ideas at both text and clause level.
- b) The different types of cohesive links and connections that can be made across a text.

According to Butt et al (1994:91) English speakers and writers use the first position in clause to signal to their audience what the message is about. The first position in a clause contains *textual meanings* because it signposts the development of text. To analyse and discuss textual meanings we need a simple and distinct metalanguage called the first element THEME and the rest of the clause RHEME.

2.2.10.1 Theme

Theme is the 'starting point' for a text, paragraph or clause (Droga and Humprey:2003, p.89). Theme operates at a variety of levels and plays an important role in orienting readers (and listeners) to how the topic is being developed. For example, text previews function as the starting point or theme of a whole text, and orient the reader to the paragraph previews that are to follow. Individual clauses also have a starting point or theme. The choice and patterning of clause level themes across a paragraph or text help organise meaning and structure text in different ways. The theme of clause can be expressed by different grammatical elements, depending on the purpose of the text and its focus. There are three main types of theme: Experiential Themes, Interpersonal Themes and Textual Themes.

2.2.10.1.1 *Experiential Themes*

One major functions of theme is to establish a clear focus on topic or content. In experiential meaning, this focus will be vary according to whether the theme is a noun group, a verb or an adverbial.

- a) When a clause starts with *a noun group*, it highlights the names of the people, place, things or concepts that writer wants to be focus.
- b) When a clause starts with *verb group*, it takes on the form of a command. In these clauses, the starting point is the specific action or behaviour that is important to achieving a goal.
- c) When a clause starts with an *adverbial group*, the circumstances relating to the topic, such as time, manner, place, etc.

According to Butt et al (1994:92) where the experiences in the clause begin, this first element is known as the TOPICAL THEME. According to Halliday (2014:98) Subject is the unmarked case of the Topical theme, on the other hand, A Theme that is something other than the Subject, refer to as a marked theme.

Example of Experiential Theme:

Jane go climbing

On Sunday my father will go Amsterdam

| | |
|---------------|-------|
| Topical Theme | Rheme |
|---------------|-------|

2.2.10.1.2 *Interpersonal Themes*

Interpersonal Themes begin clauses with interpersonal meanings that is indicating the kind of interaction between speakers and addressee (Butt et al : 1994, p.94). The most common interpersonal Theme is the Finite in interrogative clauses where it precedes the Subject and immediately signals that the speaker is demanding information. Initial *vocatives*, and *Mood and Comment Adjuncts* can also function as interpersonal Themes. Example of Interpersonal Themes:

Could we have some bread?

Frankly, I thought we have a problem.

| | | |
|---------------------|---------|-------|
| Interpersonal Theme | topical | Rheme |
|---------------------|---------|-------|

2.2.10.1.3 *Textual Themes*

Droga and Humprey (2003:93) state that textual themes can use the beginning of a clause to give signal of relationship between ideas and connections between parts

of a text. Textual themes may express relationships to do with cause/effect, time and sequence, condition, concession etc. The two types of textual theme are text connective and conjunctions.

Text connectives help structure a text by linking sentences and paragraphs in a logical way. For example: *as a result, moreover, therefore, finally, conclusion, nevertheless.*

Conjunctions join clauses within a sentence and always appear at the beginning of the clause. They tell us how one clause is linked to another by expressing the relationship between ideas. For example: *because, when, but, if.*

Continuatives are a small set of items which, if they are there, are always at the beginning of the clause and signal that a new move is beginning. For example: *well, right, OK, now, anyway, of course.*

Example of Textual Themes:

Nevertheless this book is not recommended

Well, we do this assignment.

| | | |
|---------------|---------|-------|
| Interpersonal | Topical | |
| Theme | | Rheme |

2.2.10.2 Rheme

The definition of the Rheme is that is the part of the clause which the Theme is developed (Eggins:2004, p.300). The Rheme typically contains unfamiliar, or 'new' information. The identification criteria for the Rheme are simple; everything that is not the Theme is the Rheme.

2.2.11 Descriptive Text

Descriptive text is a text to describe a particular person, place or thing (Gerot and Wignell:1994, p.208). From that definition, I can conclude that descriptive text is a piece of writing that is purposed to convey meaning to readers through describe something or object (living or non-living) clearly.

Descriptive text is one genre in writing. “Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations” (Hyland:2008).

Furthermore, Jolly (1984:470) in Siburian (2013:3) asserts there are five types of descriptive writing paragraph. They are:

- a. Describing Process, explains why it was done and what was needed to complete the process.
- b. Describing an event, to describe an event, a writer should be able to memorize and remember what happened in the event.
- c. Describing a personality, to describe people occurs fairly areas of physical attribute, moral attribute, and intellectual.
- d. Describing a place, presenting something concrete was the way to describe place.
- e. Describing an object, to describe an object accurately was done by providing the physical characteristics of the object.

Based on Pardiyo (2007:34) descriptive paragraph maintain that three parts, they are (1) communicative purpose, that was to describe an object (human and non-human), (2) rhetorical structure, there are two parts of rhetorical structure

a) identification, that was statement that consist of one topic to describe; b) description, that was consist of the detail description about object that identify in identification, and 3) grammatical patterns, it was needed to understand that in descriptive paragraph, declarative sentence was used and using present forms.

2.2.12 Personal Letter

This study explains about students' descriptive texts in the form of personal letter. Letter itself is a statement, that is written one piece of paper or more to express information to other. It has function as a written form communication, documentation, safety information. Based on Adlan Ali and Tanzii (2006) "Letter is a piece of paper or more that used as a communication tool to deliver the statement or information in written form, from one person to another." Furthermore, Personal Letter is a way to send message in written form (Rizal:2003). Personal letters have many kind of types, they are written for variety of the reasons.

Personal letters include in type of friendly letter, because it contains of feeling expression, private things, and important things to communicate and keep in touch with a small number of people. So, personal letter is used in personal relationship.

As written communication way, letter consists of several parts. Generally, the main part of letter consists of heading, the salutation, the body of letter, the complimentary close and the signature.

1. Heading, is put at the right or the left side of paper. It includes the address, the date line.

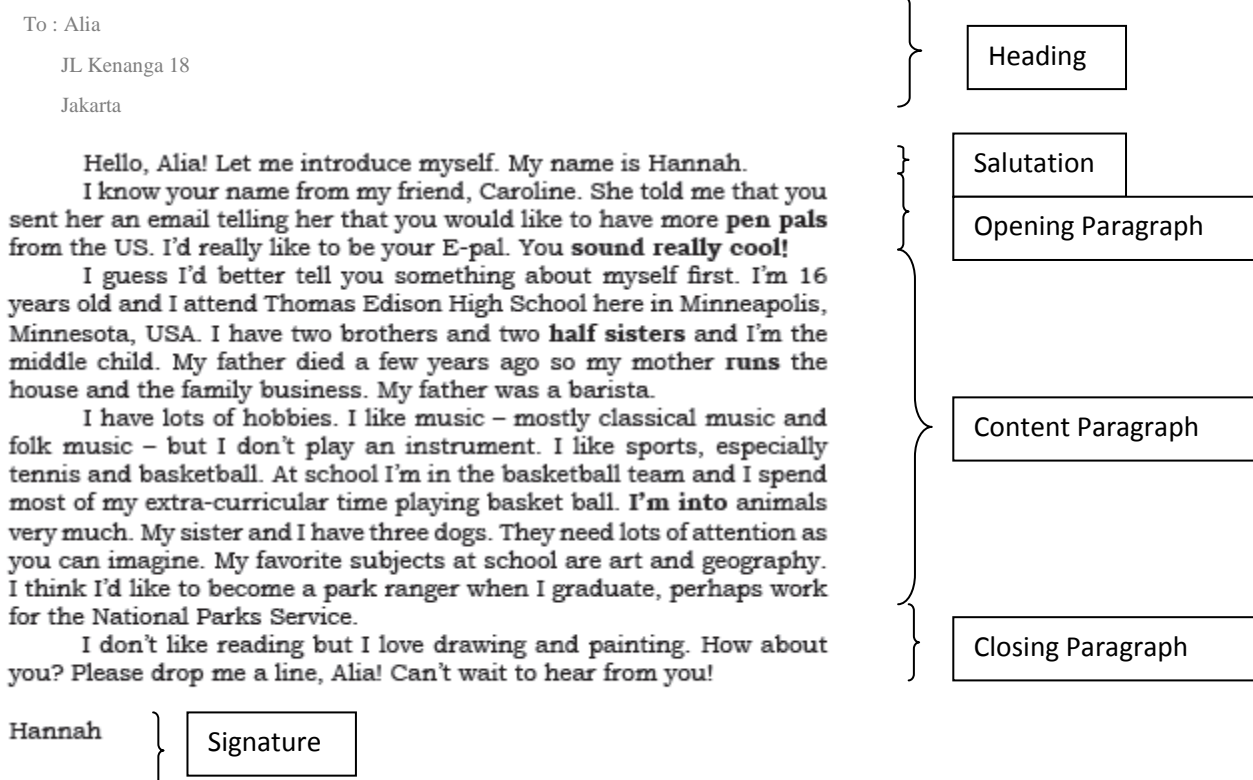
2. The salutation or greeting
3. The body of letter

The body of letter consists of :

- Opening paragraph
- Content paragraph
- Closing paragraph

4. The complementary closing
5. The signature

The example of personal letter can be seen as follow



(Adapted from Bahasa Inggris SMA/SMK/MAK Kelas X by Kementrian Pendidikan dan Kebudayaan Republik Indonesia: 2017)

2.3 Theoretical Framework

This study focuses on students' writing of descriptive text in form of personal letter. The researcher provide the discourse analysis of interpersonal metafunctions, ideational metafunctions and textual metafunctions of language in Systemic Functional Language (SFL) of students' descriptiv texts in the form of personal letter. The interpersonal metafunction of language reflects negotiation of relationships and expression of opinions and attitudes which focuses on analyse the mood system. The ideational metafunction of language reflects how researcher use language to represent knowledge of the world and make sense of experience which focuses on the transitivity, The textual metafunction of language reflects how researcher organise the messages. The framework is as the diagram follows below:

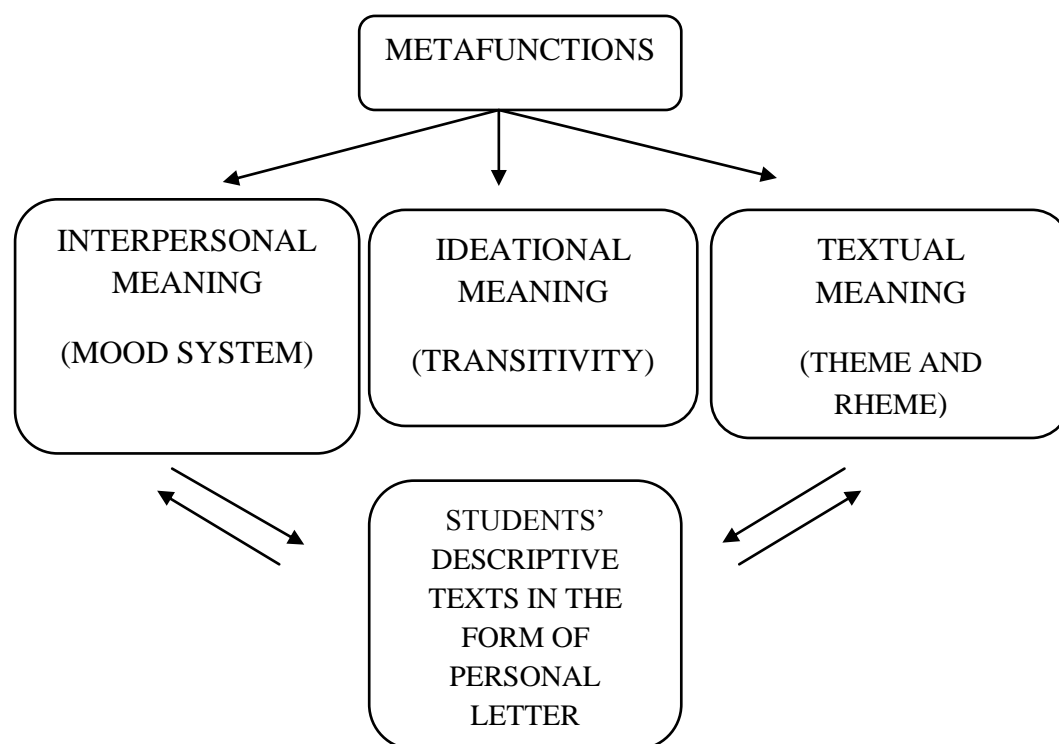


Figure 2.1 Framework of The Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter will discuss about conclusion and suggestions. In conclusion part, researcher will discuss finding and discussion related to the topic of this study. Besides, in suggestions part researcher will discuss about suggestion addressed to English teachers, the students and others who are interest to the topic related the study.

5.1 Conclusions

Firstly, in term of Interpersonal Meaning which analyzed MOOD and Modality shows the realization of interpersonal meanings of the total 194 sentences with 152 sentences of Declarative Mood, 14 sentences of Interrogative Mood, 7 sentences of Exclamative, 6 sentences of Imperative and 15 sentences of Minor sentence. From these data we can conclude that the higher frequently of mood types found in students' descriptive text in personal letter is Declarative Mood. It happens because the purpose of the text to describe and share information about personality matter to addressee. In order to accomplish their purpose, mostly the students used declarative mood to give their statement in the letter.

In the students' statement, there are some subjects and finites. Subjects that found in students' descriptive text are I 139 times, you 20 times, we 3 times, he 2 times, it 6 times, and others (my name, my hobby, my father, my favorite, my brother, my mother) 38 times. From these findings, we can conclude that the highest of subjects frequently found in students' descriptive text is subject I. It indicates that in the letter the most students describe and declare information

about themselves, about their personal opinion, and about their feeling. Finites that found in students' descriptive text are simple present 165 times, present continuous 4 times, present perfect 3 times, present passive 1 time, simple past 9 times, past continuous 1 time, past passive 2 times, modal 32 times, and incompletes sentence 1 time. It can be conclude that the most students used simple present tense to write this descriptive text in personal letter. It related to the characteristic of descriptive text that is to describe something actual, on the other hand because the students wrote personal letter, they had to describe recent personal matter,so that they used simple present tense.

The researcher also found the modality that involved in students writing, they are, medium degree of modal verbs (will, would, should, be to, supposed to) 17 times, low degree of modal verbs (can, may, could, might) 15 times, medium degree of modal adverbial (probably, usually, generally, likely) 1 time, and high degree of modal adjectivals (certain, definite, absolute, necessary, obligatory) 1 time. We can see that mostly students used medium degree of modal verbs (will, would, should, be to, supposed to). It indicates that the students wanted to state their intention about what would the writer do to the reader.

Secondly, in term of Ideational Meanings analyzed Processes, Participants, and Circumstances. In Processes analysis, the process types involved in students' descriptive text are Material Process 60 times, Mental: Perceptive 6 times, Mental: Cognitive 15 times, Mental: Desiderative 22 times, Mental: Emotive 23 times, Verbal 1 time, Behavioural 10 times, Relational: Attributive Intensive 35 times, Relational: Attributive Possessive 17 times, Relational: Attributive Circumstantial

4 times, Relational:Identifying Intensive 30 times, Relational: Identifying Possessive 1 time. The most students used Mental Process which total 66 times in descriptive text. It shows that most of the students describe about their feeling of thing to addressee. Not to mention, participant mostly used by the students in writing text is senser and phenomenon which total 132 times. We turned to circumstances that involved in students' descriptive text, circumstance of extent 5 times, circumstance of location 41 times, circumstance of manner 26 times, circumstance of cause 12 times, circumstance of contingency 0.95%1 time, circumstance of accompaniment 2 times, circumstance of matter 8 times, circumstance of angle 10 times. The highest frequency of circumstance used by the students is circumstance of location. It indicates that some places are mentioned by students to support information described by students.

Thirdly, in term of Textual Meaning Meanings analyzed Theme Types. The researcher found theme types used by students are unmarked topical theme 22 times, marked topical theme 8 times, interpersonal theme 15 times, textual theme 30 times and multiple theme 41 times. The highest theme types used by students is unmarked topical theme. It happens because it is related the characteristic of personal letter which describe about personality matter about the writer, so the students mostly used subject in the beginning of the clause.

5.2 Suggestions

Consideration from result and significance of study, there are suggestions for English teacher, for students and for researcher who interested this topic.

First, for English students. I suggest to you to learn more about metafunction. This is the important basic skill that you have to know. If you have known and mastered this theory, your skill level of English will be increase and it will be benefit for your future.

Second, for researcher who interested this topic. Hopefully, this study can be a good reference for your research, but you should have topic more deeper, newer, more interested than this for the sake of language education.

BIBLIOGRAPHY

- Andaruli, D. J. (2015). Interpersonal, Ideational, Textual Meanings Found in Students' Recount Texts (A Case Study at Eight Grade Students of SMP 2 Kudus in the Academic Year of 2014/2015). *English Department Faculty of Languages and Arts; Universitas Negeri Semarang* .
- Anggraeni, C. W. (2017). Ideational Meaning in Students' Self-Introduction: What are Realized? *Journal of English Language, Literature and Teaching* , 46-61.
- Anggraini, d. (2013). *Bahasa Inggris SMA/MA dan SMK/MAK Kelas X Semester 1* . Klaten: Viva Pakarindo.
- Anggreningrum. (2012). The Computerized Accounting and Information Technology Students' Translations Viewed from Systemic Functional. *English Education Journal* , 100-105.
- Arimafrida, T. (2016). Textual Meanings Realized in Students' Narrative Texts. *English Department Faculty of Languages and Arts; Universitas Negeri Semarang*
- Azar, B. S. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
- Basri, M. (2018). *Metafunctions Analysis of Descriptive Texts Produced by the Eighth Graders of Junior High School*. English Department Faculty of Languages and Arts: Universitas Negeri Semarang.

- Butt, D. (. (1995). *Using Functional Grammar*. Sydney: Macquarie University.
- Creswell, J. W. (2012). *Educational Research:planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Dirgeyasa, I. W. (2016). Genre-Based Approach: What and How to Teach and to Learn Writing. *Canadian Center of Science and Education* , 45-51.
- Egins, S. (1994). *An Introduction to Systemic Functional Linguistics*. New York: Continuum.
- Febriyana, A. (2018). An Analysis of Textual Meaning on Students' Writing of Recount Text. *Journal of English Language Teaching* , 54-62.
- Humphrey, L. D. (2003). *Grammar and Meaning An Introduction for Primary Teachers*. Australia: Southwood Press Pty Limited.
- Kusumawati, S. A. (2010). Meanings Realized in Written Recount Texts Developed by Students of the Firts Grade of SMA Negeri 1 Batang. *Emglish Department Faculty of Languages and Arts; Universitas Negeri Semarang* .
- Litosseliti, L. (2010). *Research Methods in Linguistics*. London and New York: Continuum International Publishing Group.
- Matthiessen, M. H. (2014). *Halliday's Introduction to Functional Grammar*. London and New York: Routledge.

- Mujiyanto, d. (2018). *Panduan Penulisan Karya Ilmiah*. Semarang: UNNES PRESS.
- Nunan, D. (1993). *Introducing Discourse Analysis*. England: Penguin Group.
- Rizal, Y. (2003). *Komponen-Komponen Dasar Korespondensi*. Semarang: Aneka Ilmu.
- Sayitno, H. (2018). The Textual Metafunction on Students' Composition: Thematic Choices and Thematic Progression Pattern (A Study on Writing of the 4th Semester Students of English Department Semarang State University in the Academic Year 2015/2016). *English Department Faculty of Languages and Arts; Universitas Negeri Semarang* .
- Setiawati, N. (2016). Thematic Development on Students' Analytical Exposition Texts. *English Education Faculty of Languages and Arts; Universitas Negeri Semarang* .
- Sipayung, K. T. (2016). Metafunction Realization on Students' Descriptive Paragraphs. *International Journal of Linguistics* , 20-30.
- Tanzili, A. A. (2006). *Pedoman Lengkap Menulis Surat*. Jakarta: Kawan Pustaka.
- Triastuti, A. (2018). Ideational Meaning Realization on Students' Descriptive Texts in the Form of Personal Letter. *English Education Faculty of Languages and Arts; Universitas Negeri Semarang* .

- Utami Widiati, d. (2017). *Bahasa Inggris SMA/MA/SMK/MAK*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Wibowo, E. P. (2018). Interpersonal and Ideational Meanings Expressed in the Letters of Rejection Written by Students of the Eleventh Grade of Senior High School. *English Department Faculty of Languages and Arts: Universitas Negeri Semarang* .
- Wignell, L. G. (1994). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
- Zacarian, J. H. (2010). *Teaching English Language Learners: Across the Content Areas*. Virginia: ASCD.