



**THE REALIZATION OF INTERPERSONAL, IDEATIONAL AND  
TEXTUAL MEANING IN ABSTRACTS OF GRADUATE  
STUDENTS' RESEARCH PAPER**

a thesis

submitted in partial fulfilment of the requirements for Master's Degree in English  
Language Education Program

by

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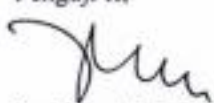
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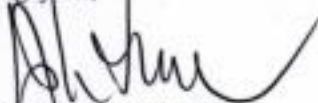
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## **MOTTO AND DEDICATION**

### **Motto:**

1. The realization of interpersonal, ideational, and textual meanings in students' work can help the readers to comprehend the relationship, experience, and structure from the students in the writing product
2. The teacher can use the realization of interpersonal, ideational, and textual meanings to train students' awareness in interpersonal, ideational, and textual interaction in a text

### **Dedication:**

This thesis is dedicated to English Language Education, Pascasarjana, Universitas Negeri Semarang.

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*Hesti Eka Wardani*

## ABSTRACT

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**Keywords:** realization, interpersonal meaning, ideational meaning, textual meaning, research paper

Higher education students are expected to show the contribution on an academic field. Consequently, the students are demanded to conduct a research and report it in the scholarly written form. This research investigated the interpersonal, ideational, and textual meaning in graduate students' research paper, how the meanings are realized in the research paper and also its pedagogical implication to English education. The objectives of this research were to explain the realization of interpersonal, ideational, and textual meaning and how it can give benefit for students in writing research paper.

Using the framework of Systemic Functional Linguistic by Halliday (1994) and Eggins (2004), this research carried out a grammar analysis which belongs to qualitative research. The source was research papers taken from graduate Students of UNNES Pasca Sarjana program. The objects of this research was focused in abstract section of the research papers. The units were clauses in the abstract and it was analyzed into several steps. There were classifying the texts, classifying the data into observation sheets of mood, transitivity, and theme analysis, and interpreting the data.

The findings revealed that the meanings were realized by the students' language choice. Interpersonal meaning realized in the research papers showed that the research papers were carrying the speech role as giving information. Moreover, the students took role as the information giver in the third person point of view. Ideational meaning realized in research papers showed that the students presented their experience in state of being and doing through relational process and material process with help of other process types, participant roles and circumstances to support their presenting. Textual meanings were realized through the use of theme structure by giving high concern on the subject of the clause as the main delivered message point. The realization of the meanings also could give benefit to students in having the guideline when they are proposed to write research paper.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter describes background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, and definitions of key terminologies.

### **1.1 Background of the Study**

Entering the territory of higher education involves acculturation of new and unfamiliar social, cultural, and academic conventions. This process of academic socialization “involves adapting to new ways of knowing: new ways of understanding, interpreting, and organizing knowledge” (Lea & Street, 2000, p. 32). Particularly important in this process of acculturation is learning to express oneself in accordance with conventions which are both expected and valued within academia (Ivanič, 2004, p. 233).

Higher education students are expected to be able to conduct research and writing research paper. This way is intended to report the research result along with brief explanation and fundamentals theory. The students are hoped to understand theories, apply them in a certain subject of field, explore in broader areas, interpret the results, and organize it in a well composed research paper.

Research Paper (henceforward RP) uses a typical organizational pattern, known as the IMRD format, stands for Introduction, Methods, Results, and Discussion (Swales and Feak, 2001, p. 155). The four different sections thus are identified with four different purposes.

Introduction aims to provide the rationale for the paper, moving from general discussion of the topic to the particular question. Methods is the second section in RP aims to describe the detail, methodology, materials, and procedures. The third section, results, describes the findings accompanied by variable amounts of commentary. Discussion is the last section in RP which has purpose to offer an increasingly generalized account of what has been learned in the study.

These different purposes for each section leads to different linguistic characteristics. Introduction section has high characteristic of present tense and citation or references. While in the method section, past tense and passive voice appear high among other characteristics. Results show high usage of past tense and variable commentary and passive voice. In the discussion section, the presence of present tense, citations, qualification, and commentary appear higher than past tense and passive voice.

Acquiring academic writing proficiency needs not only mastering the technical and formal aspects of the genre but also the ability to think in more abstract terms. The technical and formal aspects are including using source of references and citations whereas the abstract term means ability of reflecting on vocabulary choice and language usage within the academic context. In this way graduate students can be fully comprehend to write a meaningful and proper research paper.

Systemic Functional Linguistics (henceforward SFL) involves the idea that a language is a set of systems at which the speaker or the writer has unlimited choice of ways in creating meanings (Bloor and Bloor, 2004, p. 3). In line with

Bloor and Bloor's statement, Eggins (1994; 2004) states that SFL is not only a model of grammar but also contributing the way to represent an approach in analysing the discourse.

With regard to SFL such as highlighted in the former paragraph, it concerns not only with the structures but also with how those structures construct meaning, and how to realize meanings in a text (Gerot & Wignell, 1994, p. 6). This way defines that SFL uses language as a resource for making meaning.

Concerning about language as a resource for making meaning, it deals with the clauses that encode three strands of meaning which are ideational (experiential), textual, and interpersonal meaning. (Gerot and Wignell, 1994, p. 22) specifically explain:

Ideational meaning, a meaning about things and ideas, are realized in the clause by options from transitivity: Processes, Participants, and Circumstances; and clause complex. Textual meaning which makes language contextually and co-textually relevant are realized in lexicogrammar through Thematic and Information System. Interpersonal meanings are realized in the lexicogrammar through selection from the system of mood.

It has broadly understood that graduate students, especially who are majoring in English education, have to completely understand the concept of SFL and three strands of meaning. Ideational, interpersonal and textual meaning can reveal the overall meanings as entity happened in the phenomenon. Understanding the meaning can help graduate students to understand the meaning lies in social

phenomenon. The result is the students are aware of what is happening in their social life and respond properly and wisely.

Currently, the condition does not meet the expectation. There are numbers of students who are not aware of three strands of meaning in a certain phenomenon. The students have no sufficient experience in conducting research and writing research report. That is why research paper form lecturers are a solution to increase students' interest in research and improve students' writing ability.

By the statements above, this study, therefore, focuses on exploring the interpersonal, ideational, and textual meanings realised in graduate students' research paper. It is considered needing more analysis for the sake of English graduate students' improvement at UNNES. The results later will be a reflection to the students of their understanding of interpersonal, ideational, and textual meanings. It also shows great deals to English education society in general concerning with prior knowledge in English linguistics.

## **1.2 Reasons for Choosing the Topic**

Realization is chosen in this study in order to see the students' awareness of their language choice and structure in making representation of meaning in their research papers. Becoming aware of the meaning can help the students and the readers of this study to engage in the research papers.

Interpersonal meaning is chosen in this study as it portrays relationship between the subjects involved in the research paper as the clause of exchange.

Ideational meaning is chosen in this study as it reflects the content of a discourse. It fits with the purpose of research paper. Research paper is written in



order to report the conducted research and its results to readers. In other words, experiential meaning can help the readers understand the research paper's content precisely as it reveals the real experience of a discourse.

Textual meaning is chosen in this study as it highlights the flow of the information. By figuring the textual meaning in students' research paper, it can reveal how students use language as the means to help them convey message through the flow of the information.

Research paper is chosen as the object of the study because it shows contribution and effort of graduate students in academic studies. Graduate students are highly expected to take part in making contribution especially in a particular field of study, while conducting research and writing research paper are examples of how the students can contribute to any field of study.

### **1.3 Research Questions**

This study is guided by four statements as follows:

- 1) How is systemic functional grammar analysis used to realize the interpersonal meaning in the students' research paper?
- 2) How is systemic functional grammar analysis used to realize the ideational meaning in the students' research paper?
- 3) How is systemic functional grammar analysis used to realize the textual meaning in the students' research paper?
- 4) How does the use of systemic functional grammar analysis to realize meanings give benefit to students in writing research paper?

#### **1.4 Objectives of the Study**

The objectives of the study are:

- 1) to analyse students' research paper in order to explain how systemic functional grammar analysis realize the interpersonal meaning in students' research paper;
- 2) to analyse students' research paper in order to explain how systemic functional grammar analysis realize the ideational meaning in students' research paper;
- 3) to analyse students' research paper in order to explain how systemic functional grammar analysis realize the textual meaning in the students' research paper
- 4) to analyse students' research paper in order to explain the benefit of the use of systemic functional grammar analysis in realizing meaning for graduate students in writing research paper.

#### **1.5 Significance of the Study**

The use of systemic functional grammar analysis to realize interpersonal meaning in students' research paper is explained through mood analysis, so that theoretically interprets the concept of mood and residue system in research paper. The interpersonal meaning realization is also explained, so that practically encodes the clause of exchange which is realized in the tenor. Furthermore, the study explained so that pedagogically giving chance for lecturer to explicitly explain the relationship among the subjects in the papers and the concept of mood system.

The use of systemic functional grammar analysis to realize ideational meaning in students' research paper is explained through transitivity system, so that theoretically interprets the concept of transitivity system in research paper. The ideational meaning realization is also explained, so that practically encodes the meaning of experience which is realized in the field of discourse. Furthermore, the study explained so that pedagogically giving chance for lecturer to explicitly explain the range of language choice in transitivity system and gives a brief example to deliver with.

The use of systemic functional grammar analysis to realize textual meaning in students' research paper is explained through theme and rheme analysis, so that theoretically interprets the concept of theme and rheme system in research paper. The textual meaning is also explained, so that practically encodes the structural configuration in research paper. Furthermore, the study is explained so that pedagogically giving chance for lecturer to explicitly explain the theme and rheme system and gives a brief example to deliver with.

The benefit of realizing meaning through systemic functional grammar analysis for graduate students in writing research paper is explained, so that theoretically supports and proves the theory of Systemic Functional Grammar in meaning making in discourse. It is also explained so that practically gives sight to linguists practitioners to implement the theory of linguistics in classroom setting. Furthermore, it is explained so that pedagogically gives benefit to students in understanding three strands of meaning and its implementation in written discourse.

## 1.6 Scope and Limitation of the Study

This study focuses on the metafunction analysis on the interpersonal, ideational and textual meaning realization seen in students' research paper. The study focused on the abstract section of the papers. It is considered as the proper section as the abstract involves information needed in the research paper. Beside showing the findings of the research, it portrays the students' thought and perspectives on their research. The research papers are final semester papers from Semantics study which are composed by graduate students of English Department UNNES admission year 2016. This study focuses on four points as follows:

1. The realization of interpersonal meaning in the students' research paper
2. The realization of ideational meaning in the students' research paper.
3. The realization of textual meaning in the students' research paper.
4. The pedagogical benefit for the students in writing research paper.

Regarding the limitation of the study, there are four key terms to be explained to avoid ambiguity which are stated as follows;

### 1) Realization

Halliday and Matthiesen (1999) define realization is an abstract construction of language that refer to the inter-stratal relationship between the semantics and the lexicogrammar. Teach (1999) views that realization is the basic relation that holds within the resources of any one stratum, between the paradigmatic and syntagmatic axis. Eggins (2004) proposes realization is a process of encoding in which a meaning becomes encoded or expressed in a system. It relates to one element of schematic structure to language. In other word, realization is the

relationship of an abstract construction of language that represents the stratification of language in which it involves semantics, lexicogrammar, phonology, or phonetic that link to a term in a system.

## 2) Interpersonal Meaning

Halliday & Matthiesen (2004) define interpersonal meaning as a meaning which is enacting social relationships. An Eggins (2004) states interpersonal meaning is meaning about roles and attitudes. Gerot & Wignel (1994) define interpersonal meanings are meanings which express a speaker's attitudes and judgements. It is a meaning which most centrally influenced by tenor of discourse and realised through mood structures of clauses.

## 3) Ideational Meaning

Halliday & Matthiesen (2004) suggest the function of language in relation to ecological and social environment is to making sense of experience and acting out the social relationship. Gerot & Wignell (1994) states ideational meaning deals with 'field' which is related to 'topic' or 'subject matter'. Ideational meaning is one of the systemic accounts of grammar as metafunctions which represents reality in language. It involves two components: that of experiential meaning and logical meaning.

## 4) Textual Meaning

Gerot & Wignel (1994) state textual meanings express the relation of language to its environment and are realised through system of theme. Halliday & Matthiesen (2004) explain textual meanings relates to the construction of text which portray the sequence, flow, cohesion and continuity of discourse.

Thompson (1996) defines textual meanings see how the speakers construct their message which makes them fit smoothly.

#### 5) Research paper

Winkler and Metherell (2010) research paper is a formal work of scholarly writing which shows result of research in a specific subject. Ellison (2010) sees research paper as an open-ended assignment which allows students to pick particular topic and pursue the research.

Research paper is a written formal work which involves the information about a specific subject and represents the opinions, ideas, views, and findings of a research on the chosen topic.

In order to present the thesis systematically, I present some chapters including an introduction, reviews of the literature, research methodology, research findings and discussion, conclusion and suggestion.

The first chapter presents the introduction which covers the background of the study, reason for choosing the topic, research questions, objective of the study, significance of the study, scope of the study, definition of key terms. The background of the study introduces the concept of metafunction and research paper in a certain study. It highlights the ideal condition of graduate students in writing research paper and making contribution in academic area. According to Halliday (1985), there are three major functions of language, namely, ideational, interpersonal, and textual meaning. It is the way how to explain the students' research paper in term of context and grammatical content. It tells the language structure and configuration and its benefit to students. There are four research

questions which are stated in the sub chapter research questions. The objective of the study is stated to see the objectives of the study and its benefit in term of theoretically, practically and pedagogically is stated in the subchapter significance of the study. Scope the study is giving information on the limitation of the research to avoid misperception in the research and the last is the key terms which explain some terms in this study.

The second chapter presents the review of the literature of the research. The chapter provides previous studies, theoretical review and theoretical framework. The previous studies present some previous studies related to the topic of the study which were conducted by former researchers. There are sixty previous studies from related area of study which are being reviewed on first section in chapter two. The studies worked on systemic functional linguistic analysis in various written works. The discussion will reveal the setting of the studies along with the focus and the result of the studies. The studies then are classified into several categories on its similarities.

The second part of chapter two is the review of related literature. It discusses the explanation of some theories related to the study including theory of systemic functional linguistics, interpersonal meaning, ideational meaning, textual meaning, and research paper. The reviews are considered from several authors of the theory. The last subchapter in chapter two gives an overview of the research by presenting theoretical framework. It presents the flow of the study in form of flow chart. The chart is started with the chosen topic and introduces the objectives of the study. It tells the process of analysis which is focusing on three kinds of

analysis including Mood, Transitivity, and Theme analysis. In the last process of the chart it is known that from the result, the researcher is going to make conclusion on its pedagogical benefit for students.

The third chapter presents the methodology and process to analyze the data in this research. It covers research assumptions, research design, subject and object the study, role of the researcher, research instrument, method of collecting and analysing data, and triangulation. There are four assumptions which will be explained relate to this study. First, it was assumed that graduate students present the exchange of information in various ways to express interpersonal meaning. Second, in order to portray the experience in the paper, the students presented structure and meaning using the various configurations in ideational meaning. Third, it was assumed that graduate students highlight the message in textual meaning through different Mood types. The fourth assumption is by examining the aforementioned meaning it will give benefits to graduate students in writing research paper.

The research design of this study was descriptive qualitative method with graduate students' research papers as the subject of the study and abstract section is the object of the study. There are ten abstracts to analyse and instruments of data analysis are using mood analysis, transitivity analysis, and theme rheme analysis. The findings are then consulted to the expert to test its validity in triangulation method.

The fourth chapter sets out to present the findings of the analysis and the discussion. This chapter will specifically speak the result of the analysis and its



discussion to the research questions of this study. The findings and discussions are related to the underlying theories and compared with other theories on same area of the study. The results of this study are also compared to the results from former similar studies. From the data analysis it is found that the graduate students' research papers realized meanings in a particular way. Interpersonal meaning is expressed through mood system showing that the students take role as the information giver. The result of the analysis also shows the students maintain distant relationship with the readers. Meanwhile in ideational meaning, the students present to the readers an experience of relation of ideas besides experience of events. Furthermore, textual meaning shows students' attention in highlighting the topic of their research papers. The discussion portrays the benefit of meanings realization to the students. It is discussed that by realizing three strands of meaning can help students in writing research paper.

The last chapter offers the conclusion and suggestion related to the findings of the current study. It can be concluded that the students' research paper realized three strands of meaning in a specific way. The students used the declarative mood to state the exchange of giving the information. The students also present their position in third person point of view to keep distance from the reader so it revealed the distant relationship between the students and the readers. The ideational meaning was revealed by the use of dominant relational and material process and its participant role in different circumstances. Moreover, textual meaning was revealed through theme analysis showing the students' concern in making the starting point of their delivering ideas. The suggestion is the

recommendation that can be drawn from both process and findings of the study.

The suggestions included the suggestion for English teachers, students, researchers, and anyone who are interested in such area of study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is the review of related literature, discussing the previous studies, review of theoretical background which contains of discourse, context and text, systemic functional linguistics, experiential meanings, academic writing, research paper and research paper structure, and the theoretical framework of the study.

#### **2.1 Review of Previous Studies**

Numbers of studies focusing on metafunction analysis have been conducted in applied linguistics area and give sight to the researcher to apply in academic field of study. The studies have showed Halliday's metafunction analysis is applicable to any discourse analysis, both academic and non-academic text. The followings are numbers of studies which relate to this study and classified into seven categories.

There are sixty previous studies which are selected to be reviewed and seen its similarities and differences with the current study. The studies are considered suit to the current study for they give interpretation on Systemic Functional Linguistic analysis. The various scope of study on this analysis is other factor why these studies are selected. The selected studies help to enrich the knowledge on applying Systemic Functional Linguistic on various object of study and give examples on how the analysis should be done in a certain scope of study. Therefore, in order to expand the discussion, the selected previous studies are

classified into several categories based on the similarity in its topic. First category talks about metafunction analysis conducted in various academic studies. The second category talks about metafunction analysis on literary works and various written works. The third category discusses the use of transitivity analysis to seek the experiential meaning on various texts. The fourth group discusses the realization of the interpersonal meaning on written and spoken discourse. The fifth group tells about the realization of the textual meaning. The sixth group of previous studies presents the studies which focus in academic writing.

The studies focusing on metafunction analysis have been conducted in academic studies (Arunsirot (2013); Bumela (2012); Sipayung et al (2016); Hermawan and Sukyadi (2017); Tabrizi et al (2014); and Azmi et al (2014)). The studies are similar in topic and object of study. The studies attempted on metafunction and discourse analysis on academic text from students of different level study. Sipayung et al (2016) and Arunsirot (2013) showed similar interest in studying metafunction on students' writing projects. While Sipayung et al and Mubarak describe the three strands of meaning in metafunction system, Arunsirot (2013) focused his study on textual meaning realization of students' writing. The study shows results which reveal five problems of theme encounter in students' writing. Bumela (2012), on the other hand, attempted to reveal the metafunction in students' learning experience in making sense of the text. The study used two selected articles and was analyzed by two groups of respondents. The study shows metafunctions can be easily located and give benefit to respondents to develop the respondents' awareness in exploring the text.

Several studies focusing on metafunction analysis also conducted in various written discourse (Nur (2015); Madjadi and Nurchayo (2014); Ye (2010); Bilal (2012); Ekawati and Kurnia (2018); and Kamilah (2014)) shared similar interest in Halliday's metafunction analysis applied on written discourse.

Nur (2015) and Ye (2010) aimed their studies on discovering interpersonal metafunction on presidential speech. While Nur (2015) used Nelson Mandela's inauguration speech, Ye took Barack Obama's victory speech as the data analysis. The studies show similar result in language choices in two speeches. The results show the interpersonal meaning indicates that language can be useful to convey the meaning and convince the audience while at the same time by the means of proper pronoun language can create an intimate dialogic style. Different from the former researchers, Madjadi and Nurchayo (2014) attempted on applying metafunction analysis in news item text. The result shows the author of news item texts applies classification, description, and identification to express categorical distinction, quality and qualifier, and possessive relation, facet and measure.

Literary works are also being a part of metafunction analysis as Bilal (2012) and Kamilah (2014). Both researchers attempted to identify three metafunction in literary works of Thank You M'am and Invictus. Both studies reveal how metafunction analysis reveals hidden characteristics and intention of the main role. Furthermore, the studies also propose benefit of metafunction analysis in EFL learning in term how language can be used to achieve communicative goals in different context. Ekawati and Kurnia (2018) showed how the use of transitivity analysis focusing on material process can determine the ideology of

the speaker of a speech. The study presented argumentation and demonstration on how SFL model in text analysis in term of genre and semantic strata of SFL model. The study can be significant practically to other researchers who share similar interest in discourse analysis through SFL model.

Number of studies focusing on transitivity analysis had been conducted in various literary texts (Alaei and Ahangari (2016); Qasim et al (2018); Gusnawaty et al (2017); Hidayat (2014); Isti'anah (2018); Kristiani et al (2018)). Alaei and Ahangari, 2016; Qasim et al, 2018;Khasbani, 2018; and Isti'anah, 2018 conducted their researches on the similar topic, which is transitivity analysis on literary works. Instead of aiming at same point of literary works, the researchers purposely used transitivity analysis on different points of view. Khasbani (2018) proved in his study that in a literary works realized ideational meaning which can reveal the truth of the character through the language used in the work. Alaei and Ahangari (2016); Qasim et al (2018) intended to determine authors' ideology in their literary works. The studies showed transitivity analysis can be applied to determine authors' ideology in their works.

Isti'anah (2018) focused her study at portraying mental process of the main character in a literary work. The study showed mental process of the main character portrays main character as an attentive, intellectual, and affectionate character. Hidayat (2014) presented the ideational meaning realized in online newspapers. It was found that the news on a case of Abdul Qadir Jaelani realized the meaning which represented the experience through sets of language choice on material and mental process. Meanwhile, Kristiani et al (2018) showed valuable

transitivity analysis implemented to find the ideational meaning in poetry by Kahlil Gibran. It showed that hidden in the poetry it realized the elements of transitivity which affect the meaning. It showed the poet used the constituents of transitivity to support his representation.

Several studies also had been conducted on the transitivity analysis in several different scope of study. The studies were conducted on the academic field and took students' works as the data analyses (Anggraeni (2014; 2017); Gardner (2007); Salsabil (2014); Xuan (2018)). The studies had been conducted to study experiential meaning in different academic sources. Anggraeni in 2014 attempted to discover experiential meaning through transitivity analysis on students' recount text. In 2017, similar study was conducted on the students' self-introduction. The studies showed similar result which was showing the existence of participants, processes, and circumstances which were realised in the text. Different from Anggraeni, Gardner showed ideational meaning in a corpus student writing. The study revealed disciplinary differences and similarities of the documented students' writing. The study demonstrates the results by mapping assignment initial sentence subject onto a framework of abstraction and describe angle on field across disciplines and years of study.

Xuan (2018) described in his study that registerial difference exists in the deployment of the process types in different writing tasks. Moreover, pedagogical implications are suggested on how to include the system of process type in ESL writing. Salsabil (2014) applied transitivity analysis on English textbook and discovered numbers of participants, processes, and circumstances in textbook. The

analysis described the genre refers to descriptive texts which maintained appropriately the competencies in the recent curriculum.

Studies on experiential meanings had been also conducted on several texts (Apriliani and Priyatmojo (2016); Mafruchatunnisa and Agustien (2016); Yuliati (2016); Kusumawardani (2012); Hartati (2016); Mujiyanto (2010); Yuliana and Imperiani (2017); and Sukarno (2008)). Sukarno (2008) attempted to seek the existence of the interpersonal meaning in Javanese wedding *pranatacara*. The study found that in the Javanese wedding *pranatacara* realized the interpersonal meaning through mood analysis. The analysis resulted in the use of language choice showed the formal relationship of the speaker and the audience. Yuliana and Imperiani (2017) studied the realization of interpersonal meaning in course newsletter. The study was based on the systemic functional linguistic perspective. It showed the writer used the language to persuade the reader through the language choice. Mujiyanto (2010) also attempted to study the interpersonal clauses focusing on the transfer of modalization in the Indonesian translation. It was said that functional equivalence need to be achieved in rendering interpersonal clauses. The modalization was stated covering two types of meaning, probability and usuality. The meanings were seen had been realized by employing Modal adjunct, Mood adjunct, and combination of Modal and Mood adjunct. The shift, moreover being explained can be happened through word order, substitution, or employment of word pair.

Hartati (2016), different from studies beforehand, sought the realization of interpersonal meaning in spoken text. The study was implemented in a



conversation by the students and resulted that between the speakers happened the exchange of maintaining the information. Similar to Hartati, Yuliati (2016) sought the interpersonal meaning negotiation in the classroom between students and teacher interaction. The study revealed that the teacher produced utterances in form of command the most which shows the authority and dominant power in the interaction.

The other dimension of metafunction, the textual meaning also had been conducted by numbers of researcher. Prayudi (2014) analysed the textual meaning in a news magazine on terrorism representation. The study revealed that the events were structured through cultural and political perspectives. The selection of issues, further said was selected to inform the public regarding the progress of the investigation. Moreover, Prayudi and Hendariningrum (2017) studied the textual meaning in the Jakarta Post online representation of presidential in Indonesia. The study showed how the issues were represented in the media. It was resulted that the media represented the issues in open, straight-forward, and critical reporting style. It hit the effective function in accordance with pluralist ideals of the Indonesian Constitution and Pancasila. Safrina (2007) beforehand, analysed the textual meaning of the construction of Indonesia in selected print media. The findings showed the dynamic negotiations on the idea of nation. The findings also indicated that there was historical narrative background in the selected texts proved the existence of the pedagogic discourse.

Studies about writing also showed great deals of attention from pedagogy practitioners. The studies focused on the analysis in students' writing (Evans

(2007); Ginting (2018); Kwon et al (2018); Derntl (2014); Rukmini (2014); Pineteh (2014); Buckingham (2008); and Pratiwi, et al (2017)). The studies attempted to apply linguistics analysis on students's writing work. Rukmini, 2014 examined the realization of clause complex analysis in students' abstract and considered abstract contains summary of the text. The study was taken as one of reference in the present study due to its similarity in the subject of the study. The findings showed that the students' competence in using clause complexes in abstract were considerably good. Ginting (2018) analysed the lexical items on his study. University students showed various lexical density and considerate significant diversity. Furthermore, the study proved that there were several misuse and overuse of lexical chunks which were found in the students' writing. Grammatical mistakes, particularly with articles and prepositions were also shown in the result of the studies and drew the researchers' attention to propose some pedagogical implications for ESL composition.

Derntl (2014), Pineteh (2014), and Evans (2007) similarly described the features of academic research paper writing in their studies. Evans, 2007 presented important features of academic research papers in English in his article. It was stated in his article that writing academic research paper in English was daunting. The study showed how to construct introduction, method, result, and discussion in a research paper. The study also gave tips several things to prioritize and avoid in writing research paper. Pineteh, 2014 presented a study focusing on academic writing challenges faced by undergraduate students. The study revealed the challenges are consequences of the students' linguistic and general literacy

background, attitude toward academic writing and privileging of middle-class literacy practices. Similar to Evans (2007), Derntl (2014) presented basic guidance of research paper writing and publishing. Despite of the importance of research paper structure, Derntl insisted in putting more focus on the content of the research paper itself for the sake of publishing. Different from the former studies, Pratiwi et al (2017) conducted research on writing in students of vocational high school. The study revealed that the students were partly competent in writing business letters. The students were seen facing difficulty in using grammar and choosing proper words related to their terms and topic.

This study is, therefore, different from the aforementioned studies. This study found the correlation between three strands of meaning analysis and theories of academic writing in writing research paper. the findings of the analysis became the source to identify the benefit in writing research paper for the students. Moreover, the pedagogical benefit was related to theory of academic writing and systemic functional linguistics.

## **2.2 Review of Theoretical Studies**

The theoretical studies will give the explanation of some theories related to this study. It is about discourse, context and text, systemic functional linguistics, experiential meanings, academic writing, research paper and research paper structure.

### **2.2.1. Realization**

Realization (see pg. 8) shows relationship model, both intra-stratal and inter-axial. The former defines the relationship between a higher rank and the next

lower rank on the rank scale of a given stratum. The latter shows relationship between paradigmatic axis and syntagmatic axis of a given rank (Matthiesen, Teruya, and Lam, 2010, p. 171-172).

Referring to the notion of realization, the realization defines a relationship in stratification of language resources. Halliday and Matthiesen (1999; 2004) and Halliday and Webster (2009) demonstrate that the language resources are stratified into semantics, lexicogrammar, phonology, and phonetics in context. It can be inferred that stratification of language is based on the context of situation. Furthermore, the term of realization derive from the idea of the relationship among the strata of semantics, lexicogrammar, phonology or phonetic for the process of connecting the level of strata with another (Halliday and Matthiesen, 2004).

In systemic functional linguistics, the terms of realization is used to discover the relationship of the abstract construction of language in strands of meanings either experiential meanings, interpersonal meanings, or textual meanings. Matthiesen, Teruya, and Lam (2010) insist that the realization is the representation in the systemic functional linguistics that associates with a term in a system.

### **2.2.2. Systemic Functional Linguistics**

Systemic grammar is described being organized around the concept of grammaticalization, while meaning is construed in networks of interrelated contrasts (Halliday and Matthiesen, 2004, p. 47). Furthermore, SFL differs from traditional grammar and formal grammar in the primary concern, unit of analysis,

language level of concern, and language's view. According to Gerot and Wignell, 1994, p. 7, the primary concern of traditional and formal grammar is how the sentences should be structured, while the functional grammar is concerned on how the meanings of the text are realized. The unit of analysis of traditional and formal grammar is in the sentences, while the functional grammar is in whole texts. The language level of concern of traditional and formal grammar is syntax, while the functional grammar is semantic. Moreover, traditional and formal grammar view a language as a set of rules for sentence construction, while functional grammar views a language as a resource for meaning making.

Coffin (2010) realizes that systemic functional linguistics focus on the notion of language use as functional that enable people to represent the experience of the world (the experiential function), to interact with others (the interpersonal function), and to create coherent and cohesive text (the textual function). Besides, these three functions, metafunction, reflect to the idea of register, and language. The following figure displays the realization among genre, register, and language.

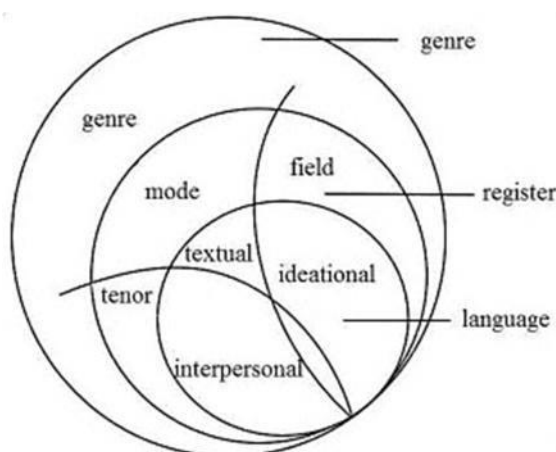


Figure 2.1 Metafunction in Relation to register and Genre  
(Adopted from Halliday and Webster, 2009, p. 160)

Figure 2.1 shows that there is relationship among genre, register, and language. Genre consists of tenor, field, and mode as register. Each classification of register has its own language function. The tenor is represented by the interpersonal function of language. The field is realized by the ideational function of language. The mode is realized by the textual function of language. Regarding the relationship among genre, register, and language metafunction, the inference of systemic functional linguistic is realized in the context of situation (tenor, field, mode) and the context of culture (genre).

Lock (1996) mentions that there are three types of meanings within grammatical structures that are as experiential meanings, interpersonal meanings, and textual meanings. Halliday and Metthiesen, 2004, p. 61 state that experiential meanings deal with construing model of experience. Interpersonal meanings perform social relationship, while textual meanings focus on creating relevance to context. It can be viewed that experiential meanings is expressed through the system of transitivity or process type with the choice of process implicating associated participant roles and configuration (Eggins, 2004, p. 206). Further, Lock (1996) insists that experiential meanings deal with the ways language represents people's experiences of the world as well as the inner world of their thoughts and feelings. In other word, experiential meanings are concerned with the construction ideas or information to understand experiences.

Interpersonal meanings are expressed through the system of mood. Eggins (2004) states that the system of mood and modality are keys of understanding the interpersonal relationship between the interactions. Lock (1996) views that

interpersonal meaning has to do with the ways in which people act upon one another through language by giving and requesting information, getting people to do things and offering to do things themselves. Moreover, it can be stated that interpersonal meanings are concerned with the ways in which language user uses language to interact with human beings.

Textual meanings are expressed through the system of theme. Eggins (2004) proposes that the theme system in textual meaning contributes to the realization of meaning about the organization of the communicative event how the text hangs together. Lock, 1996, p. 9 adds the textual meanings have to do with the way in which a language is organized in relation to its context, since it is important in the creation of coherence in spoken and written text. It means that textual meanings build up texts that are coherent and cohesive.

### **2.2.3. Interpersonal Meaning**

Interpersonal meaning (see p. 8) is expressed by mood system. Halliday & Matthiesen (2004) categorize interpersonal meaning as the meaning as an exchange. It is claimed that in clause as exchange it reveals the organization as message, as an interactive event involving the speaker, or writer, and audience. The speaker, or writer, interacts with the audience, or reader, in two speech roles. Giving and demanding are two fundamental types of speech role in which giving implies receiving and demanding implies giving in response.

Halliday, 1994, cited in Eggins, 2004, p.146 proposes types of speech roles and commodities in interaction. There are four types of interactions, statement, question, offer and command. Two types of commodity in form of information

and goods and services can be applied in giving and demanding speech role. The interaction forms statement in giving information and offer in giving goods and services. The other speech role, demanding, forms interaction of question in demanding information and command in demanding goods and services.

Furthermore, it is proposed by Halliday the speech function pairs for each initiating speech function. The responding speech function can come in form of supporting or confronting the speech function. Acceptance supports the offer, while rejection confronts. Command response can be compliance for supporting the command, or refusal for confronting it. Acknowledgement and contradiction are response for statement, in which the former supports the statement and the later confronts the statement. The last interaction, question, creates response as answer by supporting the question, and disclaimer by confronting the question.

Egins (2004) explains the mood structure of the clause refers to the organization of a set of functional constituents. Moreover, it explains the relation between speech function and typical mood in clause. Statement appears in declarative Mood. Question appears in interrogative Mood. Command appears in imperative Mood. Offer appears in modulated interrogative Mood. Answer and acknowledgement appear in elliptical declarative Mood. Accept and compliance appears in minor clause.

### **2.2.3.1 Mood**

Halliday & Matthiesen (2004) explain there are two parts consisted in Mood element. They are Subject and Finite. Subject appears in a nominal group, while Finite appears in a verbal group. It is a small number of a verbal group



expressing tense. The remainder of the clause is called the Residue. The expression of MOOD in the clause can be in form of indicative, declarative and interrogative, in which can be distinguished into yes/no interrogative for polar question and WH-interrogative for content question.

It has been identified there are two essential functional constituents of the mood components of the clause. They are the subject and the finite.

a. Subject

Halliday and Matthiesen, 2004 in Eggins, 2004, p.151 define subject realizes the thing by reference to which the proposition can be affirmed or denied. Halliday and Matthiesen (2004) state that subject in English has got a distinct identity as a trinocular perspective. The subject is a nominal element that is picked up by the pronoun in the mood tag; it is that which combines with the finite to form the mood element in the clause; it is that which carries the modal responsibility.

b. Finite

Halliday and Matthiesen, 2004 in Eggins, 2004, p.152 define finite as a terms of its function in the clause is to make the proposition definite. It is explained that the function of the finite is to anchor the proposition. There are two kinds of finite:

1. Temporal finite verbal operators

The finite is categorized as temporal finite verbal operators when the words anchor the proposition by reference to time. The words give tense to the finite, either past, present, or future.

## 2. Finite modal operators

The finite is categorized as finite modal operators when the words anchor the proposition by reference to modality. It is the finite elements which express the speaker's judgement of how likely/unlikely something is.

### 2.2.3.2 Residue

Eggs (2004) suggests the residue component of the clause is that part of the clause which is somehow less essential to the arguability of the clause than is the mood component. Residue component can also contain a number of functional elements. The elements are a predicator, one or more complements, and any number of different types of adjuncts.

#### a. Predicator

The predicator is the lexical or content part of the verbal group. It is defined as it fills the role of specifying the actual event, action or process being discussed. It is identified as being all verbal elements of the clause after the single finite element.

#### b. Complement

The complement is defined as a non-essential participant in the clause, a participant somehow affected by the main argument of the proposition.

#### c. Adjuncts

Adjuncts can be defined as clause elements which contribute some additional information to the clause. It is typically realized by an adverbial group or a prepositional phrase. Eggs (2004) explains there are three kinds of adjunct which possibly exists in a clause. They are Circumstantial Adjuncts, Modal Adjuncts and Textual Adjuncts.

Circumstantial Adjuncts have function to add ideational information to the clause. The circumstantial meanings may refer to time, place, cause, matter, accompaniment, beneficiary and agent.

Modal Adjuncts are clause constituents which add interpersonal meaning to the clause. They add meanings which are connected to the creation and maintenance of the text. There are four types of Modal Adjuncts. They are Mood Adjuncts, Polarity Adjuncts, Comment Adjuncts and Vocative Adjuncts. Mood Adjuncts show expression of probability, usuality, intention or minimization, presumption and inclination. Polarity Adjuncts shows yes or no in common interaction.

Comment adjuncts express an assessment about the clause as a whole. They are typically occur in clause initial position, often occur after subject and realized by adverbs. Lastly, Vocative Adjuncts function to control the discourse by designing the next speaker.

There are two types of Textual Adjuncts. They are Conjunctive Adjuncts and Continuity Adjuncts. The former is expressed by cohesive conjunctions, function to provide linking relations between one sentence and another. The later, Continuity Adjuncts, include the continuative and continuity items, particularly frequent in casual talk.

#### **2.2.4. Ideational Meaning**

Ideational meanings are largely concerned with the contents and ideas. The contents and ideas of the language are used in the context that it is in the text. Text does not derive from the reading passage. Halliday and Matthiesen (2004) propose that when people speak or write, they produce text that refers to any instance of

language, in any medium, that makes sense to someone who knows the language. In Systemic Functional Linguistic, language has been viewed in the metafunctions of language. One of the language metafunctions is ideational meanings that consist of experiential meanings and logical meanings.

The pattern of experiential (ideational) meaning is realized by transitivity system. Eggins (2004) views that the forming elements of transitivity system are the participants, process, and circumstance configuration which represent real life experience who is doing what, to whom, when, where, why, and how. Halliday and Matthiessen (2004), Eggins (2004), Gerrot and Wignell (1994) have similar views towards the three functional components of experiential meaning in transitivity system. The description of each component is presented as follows:

#### 1. Participants

Participants are people, ideas, or things which participate in the process. The participants carry out the processes under circumstances. The participants are realized by nominal groups. The labels of participant vary depending on which processes they are encounter to.

#### 2. Processes

The physical activities, mental and verbal activities, state of being and having are referred to as process. Process is realized by verbal group of the clause.

#### 3. Circumstances

Circumstances are conditions in which processes are occurring. Circumstances also answer when, where, why, how, how many, and as what. Circumstantial elements are represented prepositional phrases or adverbial groups.

### 2.2.4.1 Participant

The role of participants is represented in the clause as nominal group. Nominal groups can be referred to as noun groups. Gerot and Wignell (1994) state in experiential meanings, the elements of participants are categorized into actor, goal, initiator, beneficiary, range (in material process type); behavior, range (in behavioural process type); sense, phenomenon, inducer (in mental process type); sayers, verbage, target (in verbal process type); token, value, assigner (in relational-identifying process type), carrier, attribute, attributor (in relational-attributive process type); existent (in existential process type).

Halliday and Matthiesen, 2004; Eggins, 2004 state that the selection of participant types are associated with the selection of process types. Further is explained as follows;

#### a. Participants in Material Process

There are five labels of participants in material process. They are actor, goal, initiator, beneficiary, and range.

#### b. Participants in Behavioural Process

There are two labels of participants in behavioural process. They are behavior and range.

#### c. Participants in Mental Process

There are three labels of participants in mental process. They are sense, phenomenon, and inducer.

d. Participants in Verbal Process

There are three labels of participants in verbal process. They are sayer, verbiage and target.

e. Participants in Relational Process

There are six labels of participants in relational process. They are token, value, assigner, carrier, attribute, and attributor.

f. Participants in Existential Process

There is one label of participant in existential process. It is the existent. Existent is the participant of existential process which usually follows the sequence of there is or there are can be a phenomenon of any kind and is often in fact of an event.

#### 2.2.4.2 Process

Halliday and Matthiesen (2004) states the impression of experience consists of a flow of events, or goings-on which is modelled as a figure. The figure itself can be realized as a figure of happening, doing, sensing, saying, being or having (Halliday and Matthiesen, 1999, cited in Halliday and Matthiesen, 2004). Further stated by Halliday and Matthiesen, 2004 all figures consists of a process unfolding through time and of participants being directly involved in the process in some way. Halliday and Matthiesen suggest transitivity as a grammatical system by which all figures are sorted out in the grammar of a clause. The transitivity is stated construes the world of experience into a manageable set of process types. Whereby, each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind.

Halliday and Matthiesen, 2004 propose distinguish process types into inner and outer experience. Outer experience is, further explained an experience as going on out there, in the world around us. On the other hand, inner experience is an experience which happens as going on inside ourselves, in the world of our consciousness. Moreover, it is stated there are six process types; they are material, behavioural, mental, verbal, relational, and existential process.

Halliday and Matthiesen, 2004; Eggins, 2004 further explain the different process types as follows;

a. Material Process

Eggins (2004: 215) defines material process as a process of doing, usually concrete and tangible actions. It is the process which is that some entity does something, undertakes some action. Gerot and Wignell (1994: 55) add that material process express the idea which something physically, bodily, and materially doing something.

b. Behavioural Process

Gerot and Wignell (1994: 60) describe behavioural process as a process of physiological and psychological behaviour like breathing, dreaming, snoring, smiling, hiccupping, looking.

c. Mental Process

Mental process is a process which deals with feeling, thinking, and perceiveing (Gerot and Wignell, 1994: 55), Eggins (2004: 225) adds that cognition, affection, and perception are included in mental process verbs. Cognition group is verbs of thinking, knowing, and understanding. Affection group is verbs of liking, fearing,

loving. Perception group is verb of perceiving through five senses; seeing, hearing, touching, tasting.

d. Verbal Process

Verbal process is a process of verbally acting. Eggins (2004: 235) defines verbal process as a process of verbal action including symbolic exchange of meaning.

e. Relational Process

Relational process involves state of being. There are two kinds of relational process. Gerot and Wignell (1994: 67) identify the relational process is divided into two types. They are identifying process and attributive process. Identifying process deals with process which establishes an identity. Attributive process is a process which assigns a quality.

f. Existential Process

Eggins (2004: 238) identifies the existential process verbs follow the word 'there' in which it does not refer to a location. Gerot and Wignell (1994: 72) views that existential process is represented by verbs of existing 'be', 'exist', and 'arise'.

### **2.2.4.3 Circumstance**

Circumstances are element in transitivity system which deals with the conditions that answer where, when, why, or how the process are taken place. Halliday and Matthiesen (2004: 175) state that circumstantial elements as optional augmentation in a clause. They are not directly involved in the process unlike the participants.

Eggins (2004) propose seven systems of circumstances. They are circumstance of extent, location, matter, manner, accompaniment, role, and cause.



Circumstance of extent answers question about how long and how far in the clause. Circumstance of location tells about temporal and spatial. Circumstance of matter answers the question what about. Circumstance of manner tells quality, means, and comparison. Circumstance of cause gives information about cause, reason, and behalf. Circumstance of accompaniment adds detail on with whom. Lastly, circumstance of role describes which role the participants act as in a clause.

### **2.2.5. Textual Meaning**

Textual meaning (see p.9) refers to the way the text is organized as a piece of writing or speech (Eggins, 2004). Textual metafunction is described as the relevance or the enabling metafunction, in which it is the level of organization of the clause which enables the clause to be packaged in ways which make it effective given its purpose and its context (Halliday, 1974, cited in Eggins, 2004, p.298). The realization of the textual meanings can be done by the means of theme patterns of the grammar and is associated in mode of the text. Halliday and Matthiesen (2004) state that as a message of structure, a clause consists of a Theme accompanied by a Rheme and the structure is expressed by the order, where the Theme is put first.

#### **2.2.5.1 Theme**

Halliday and Matthiesen (2004) define Theme is the element which serves as the point of departure of the message, in which locates and orients the clause within its context. Eggins (2004) identifies three types of Theme which can occur

in the clause based on the different types of elements of clause structure. They are explained as follows:

a. Topical Theme

Topical Theme occurs when an element of transitivity function occurs in first position in a clause. Either participants, process, or circumstances plays an important role as the starter of a message in a clause.

b. Interpersonal Theme

Interpersonal Theme occurs when a constituent to which assigned a Mood label occurs at the beginning of a clause. The constituents which can function as interpersonal Theme are the unfused Finite and four categories of Modal Adjuncts: Mood, Vocative, Polarity and Comment.

c. Textual Theme

Two main types of textual elements which can get to be Theme are Continuity Adjuncts and Conjunctive Adjuncts. Continuity Adjuncts are words which are used in spoken dialogue to indicate that the speaker's contribution is somehow related to what previous speaker has said. Conjunctive Adjuncts are cohesive conjunctions or elements which serve to link sentences together.

Eggins (2004) further explain that besides having a single theme in a clause, it is possible for a clause to have more than one theme before the topical theme appear. The term is called multiple Themes. It contains a sequence of Themes, which often several textual and/or interpersonal Themes occurring before the topical Theme.

### **2.2.5.2 Rheme**

Rheme is defined as the remainder of the message, the part in which the theme is developed (Halliday and Matthisen, 2004). Meanwhile, Eggins (2004) asserts that the identification for the Rheme is everything that is not the Theme. In a clause which described as a message is structured and consist of a Theme accompanied by a Rheme. The structure itself is presented by the order which the Theme is put at first at the beginning of a clause.

### **2.2.6. Academic Writing**

Murray (2005) defines academic writing as a set of conventions in thesis or a published paper in a specific discipline. Fitzmaurice and O'Farrell (2007) insist academic writing differs from other types of writing. Academic writing requires a detached and objective approach, appeals to logic, and provides evidence in support of an intellectual position. Lea and Street (2006) view the academic literacy sees writing as a social practice which varies on genre, context, and culture.

Bailey (2003) proposes four purposes of academic writing. They are (1) to report on a piece of research the writer has conducted (2) to answer a question the writer has been given or chosen (3) to discuss a subject of common interest and give the writer's view (4) to synthesize research done by others on a topic. Hartley (2008) mentions kinds of writing products in academic writing, such as academic article, academic journal, textbook, handbook, manual, proposal, thesis, doctoral research, and conference paper.

Similar to any other kinds of writing, academic writing typically has its structure and sequence. Fitzmaurice and O'Farrell (2007) explain there are three parts in academic writing. They are introduction, main body, and conclusion. The introduction section concerns with stating the main issues deal with in the paper. Main body contains the readings of literature reviews and discussion, and conclusion states what the author believe to be reasonable conclusions based on the arguments made which relate to the questions.

### **2.2.7. Research Paper**

Research paper (see pg. 10), as stated in preceding paragraph, is an example of academic writing. Brown (2004) categorizes genres of written language into three types, which are academic writing (papers, general subject reports, assignment, essays, academic journals, test, technical reports, theses, and dissertations); job-related writing (letters, emails, memos, evaluation reports, project reports, schedules, labels, signs, advertisements, announcements, and manuals); and personal writing (letters, emails, greeting card, invitation, messages, notes, calendar entries, shopping list, diaries, personal journals, short stories, and poetry).

Concerning research paper as a type of academic writing, Bailey (2003) proposes four purposes of academic writing. They are (1) to report on a piece of research the writer has conducted (2) to answer a question the writer has been given or chosen (3) to discuss a subject of common interest and give the writer's view (4) to synthesize research done by others on a topic. Hartley (2008) mentions kinds of writing products in academic writing, such as academic article, academic

journal, textbook, handbook, manual, proposal, thesis, doctoral research, and conference paper.

Brown (2004) categorizes four types of writing performances. They are imitative, intensive, responsive, and extensive. Imitative writing deals with basic skill in mastering the mechanic of writing. Intensive writing concerns on the skill in producing appropriate vocabulary, collocations and idioms, and correct grammatical features. Responsive writing focuses on the performance at a limited discourse level with emphasis on context and meaning. Extensive writing emphasizes on achieving a purpose, organizing and developing ideas logically, syntactic and lexical variety and engaging in the process of drafts to accomplish final products.

Writing research paper is often categorized as a hierarchically organized, goal-directed, and problem-solving process. Research paper at university level is a chance for students to prompt students' thinking and written response. It requires great deals of reading comprehension for understanding the underpinning theories, developing ideas, and constructing the paper (Ellison, 2010). Winkler & Methesen (2010) suggest research paper gives benefit to students in case it forces students to learn lots about the particular subject and emphasize the students' scholar writing ability.

Fitzmaurice and O'Farrell (2007) explain there are three parts in academic writing. They are introduction, main body, and conclusion. The introduction section concerns with stating the main issues deal with in the paper. Main body contains the readings of literature reviews and discussion, and

conclusion states what the author believe to be reasonable conclusions based on the arguments made which relate to the questions.

Writing research paper consists of four main processes, which are planning, writing, editing, and reviewing. Similar to Fitzmaurice and O'Farrell, Hartley, (2008) proposes four parts of research paper as a standard structure to facilitate communication, which is known as IMRAD (introduction, method, result, and discussion). This is a method of writing up a research paper or article for making the scientific enterprise look logical. In addition, writing is seen as moving in separate stages from planning through writing and editing to reviewing. Swales and Feak, 1994, p. 157 propose shape of research paper as shown on figure 2.2 to support the explanation of structure of research paper.

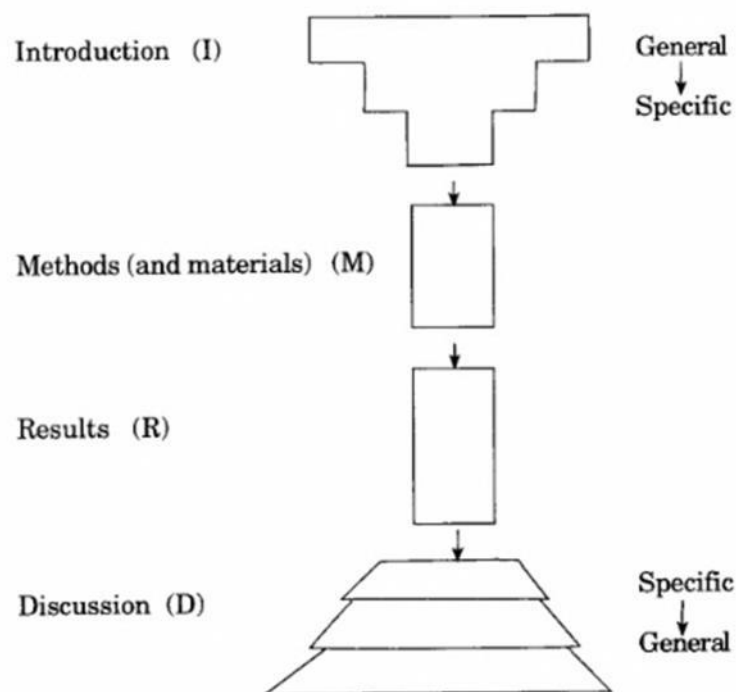


Figure 2.2 Overall Shape of Research Paper  
(source: Swales and Feak, 1994, p. 157)

It is shown on figure 2.2 introduction section comes from general into specific area. Methods and results flow while giving detailed information related to topic of the research and explained more general on discussion section. It is the section which the author shows their own beliefs and views in general.

### **2.3 Theoretical Framework**

Related to the topic of the study, this present study is conducted in order to achieve four objectives. The objectives are to find the realization of Interpersonal, Ideational, and Textual Meaning, and its pedagogical implication. Hence, the study is focusing on metafunction analysis on Systemic Functional Linguistic in written text. The analysis will be applied on English graduate students' research papers. The analysis focuses on the realization of Interpersonal, Ideational, and Textual Meaning in the students' research paper. Therefore, guiding this study, the chart below describes the notion of the study.

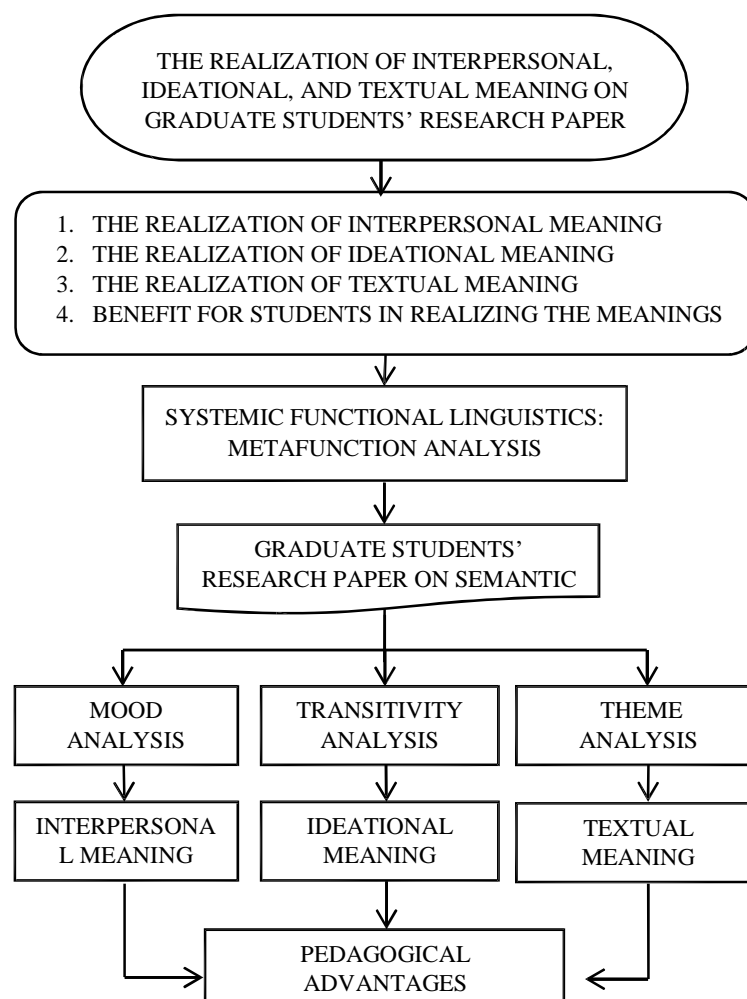


Figure 2.3 Scheme of Theoretical Framework

The chart above tells the flow of the study. The study is begun by selecting the topic, which is the realization of Interpersonal, Ideational, and Textual Meaning in graduate students' research paper. Besides finding the realization of Interpersonal, Ideational, and Textual Meaning, this study is intended to find its benefit especially to the students in the objectives of the study. For that purpose, the metafunction analysis in Systemic Functional Linguistic is selected as the prior guideline of the study. By the metafunction analysis, the research is done using three analyses to seek the realization of the interpersonal, ideational, and



textual meanings in the abstracts of the graduate students' research papers. The analyses are carried out to help finding the meanings realization in the abstracts. The interpersonal meaning realization was determined by applied mood analysis in the subject of the study. The ideational meaning realization was found through transitivity analysis, while the textual meaning analysis realization was sought by the means of the theme-rheme analysis. After gaining the realization of Interpersonal meaning, Ideational meaning, and Textual meaning, the next notion is finding the pedagogical advantages by relating the findings to the underlying theories on academic writing theories.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

In this chapter, it is presented the conclusion of this present study and the suggestion for future research, educational practitioner and for the reader who interested in linguistics. The conclusion is referred to the findings and discussion in the previous chapter. The conclusion answers the research questions which stated in the first chapter of this thesis.

### **5.1 Conclusions**

This study has analysed the interpersonal, ideational, and textual meanings revealed in graduate students' research paper. Based on the data analysis in the previous chapter, the conclusions can be drawn as follow.

Firstly, Interpersonal Meaning determines how the language choice is used by the students to make communication in their research paper. It can be inferred that from the tenor point of view the students maintained to put much attention more on the topic on their research about rather than on themselves as the writer or the researcher. It also can be said that the students position themselves as the information giver from third point of view.

Secondly, Ideational Meaning determines how the language choice establishes the experience of the text. From the abstracts, it can be inferred that the students presented the experience of state of being and act to the readers to highlight their research paper. The students introduced to the reader the

relationship between the participant role and its configuration with the circumstances to expand their ideas.

Thirdly, the conclusion of Textual Meaning which falls in mode can be seen from the Theme and Rheme analysis. The data analysis showed the students maintain the consistency on the Theme related to the topic of their research. By the sequence of Theme and Rheme also showed that the students were in effort to make coherent of their text in written mode.

Fourthly, the conclusion of pedagogical implication showing the benefit of meanings realization to the students is the use language choices and configuration can help the students in making research paper. By realizing the three strands of meanings, the students are given guide on how they should organize their language choice properly to create meaning and achieve communicative purpose of the research paper.

## **5.2 Suggestion**

Considering the result and significance of the study, the writer suggests that this study will be useful for English teachers, students, discourse analyst and those who are interested in systemic functional linguistic.

Firstly, the writer would like to suggest to English teachers. By mastering the knowledge of metafunction analysis it will be very helpful for the teachers to raise students' awareness to pay attention to the use of language to realize meanings. The language needs to be carefully selected when trying to engage on different kinds of meanings.

Second suggestion is addressed to the students. The English students are suggested to pay more attention on their knowledge of systemic functional linguistics. Mastering Systemic Functional Linguistic will help the students to deliver their ideas on communication, both in written and spoken mode. By being aware of language choices helps the students to aware on how they should organize their language choice.

The third suggestion is addressed to the researchers and discourse analyst who are interested in conducting such study. Hopefully they would be able to demonstrate how the analysis is applied as a powerful tool to uncover the interpersonal, ideational, and textual meanings. Further, any analysis of discourse needs more linguistic evidence to make judgement rather than intuition.

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