BUKTI KORESPONDENSI

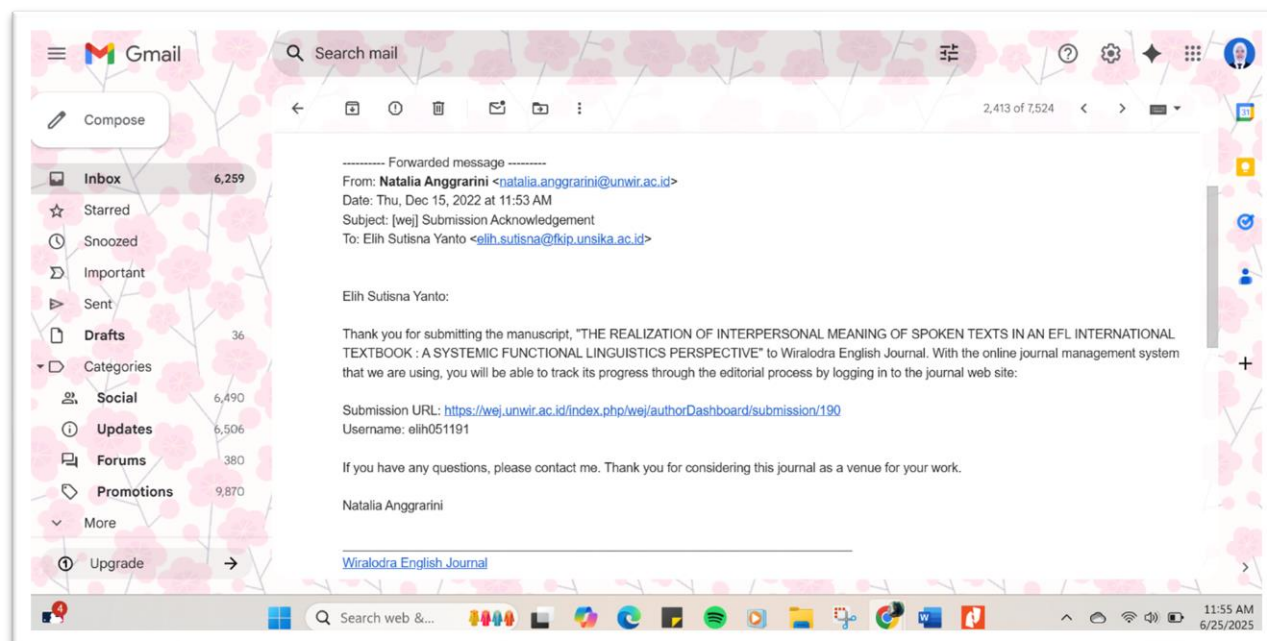**ARTIKEL JURNAL NASIONAL TERAKREDITASI SINTA 4**

Judul artikel Jurnal : The Realization of Interpersonal Meaning of Spoken Texts in An EFL International Textbook: A Systemic Functional Linguistics Perspective

Jurnal : Wiralodra English Journal (WEJ)

Penulis : Elih Sutisna Yanto, Hikmah Pravitasari

No	Perihal	Tanggal
1	Bukti konfirmasi submit artikel dan artikel yang disbumit	15 Desember 2022
2	Bukti hasil review dan Perbaikan hasil review	25 Januari 2023
3	Disetujui	08 Februari 2023
4	Bukti konfirmasi diterima artikel publish secara online	11 Maret 2023

1. Bukti konfirmasi submit artikel dan artikel yang disbumit (15 Desember 2022)

THE REALIZATION OF INTERPERSONAL MEANING OF SPOKEN TEXTS IN AN EFL INTERNATIONAL TEXTBOOK: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE

Elih Sutisna Yanto*1, Hikmah Pravitasari*2
*elih.sutisna@fkip.unsika.ac.id*1, *hikmah@latansamashiro.ac.id*2
English Education Department, Faculty of Teaching and Education*1,
English Education Study Program*2

Universitas Singaperbangsa Karawang, Karawang West Java, Indonesia*1, STKIP La Tansa Mashiro, Rangkasbitung Lebak Banten, Indonesia *2

ABSTRACT

Interpersonal metafunction is an important concept in describing interactions in terms of responding to the act of giving or demanding goods, services, or information (Halliday and Mathiessen (2004). However, very little research has been done on how mood and modality resources in the spoken texts of textbooks can be used to communicate with other people. This article explores interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students at level 3 or intermediate. The research employed discourse analysis and Systemic Functional Linguistics (SFL) as the main theoretical framework, and the analysis employed the mood element as a central resource for the realization of interpersonal meaning. The findings reveal that declarative clauses dominate (146, or 53.09 percent) among the 275 clauses in the 16 texts. Interrogative clauses are much less common (64, or 23.27 percent). None of the texts, therefore, utilize any of the imperative clauses. Additionally, the number of modalization used in the sixteen texts is probability (26, or 9.45%), usuality (10, or 3.64%), and obligation (9, or 3.27%). This research suggests that the upcoming language textbooks could incorporate examples of interpersonal meaning in terms of speech functions as resources for interaction. The implication is that language teachers could explicitly and systematically teach students interpersonal grammar of exchange dealing with the semantics of speech functions and modality. Teachers and students should be able to think critically about textbooks as socio-semiotic agents because interpersonal meaning grammar helps people learn to deconstruct or make interactive spoken texts.
Keywords: Declarative clause, imperative clause, interpersonal meaning; modalization, systemic functional linguistics

INTRODUCTION

Textbooks in the area of English language teaching (ELT) have long been considered important to English pedagogy. In this case, textbooks function both as a source of knowledge that teachers depend on to plan and deliver lessons and as the central source of language input for language learners apart from their teachers (Hutchinson & Torres, 1994; Richard, 2001). Moreover, Weninger (2018) contends that textbooks are one of the most common forms of learning materials used in language teaching. Today's textbooks, particularly those published by worldwide commercial publishers, imitate magazines in many ways: they have a glossy cover, are filled with images and other visuals, and often include current, popular cultural topics and genres such as movies, blogs, and travel. She also asserts that the way a textbook is made is appealing not only to students but also to many teachers. This is because most commercial textbooks now include a wide range of audiovisual, online, and digital extras that are planned and introduced in a logical order.

ELT textbook evaluation consists of three types: pre-use, in-use, and post-use evaluations (Ellis, 1997; Tomlinson, 2003). In particular, pre-use evaluation assesses the effects of ELT textbooks before they are selected and utilized (Cunningsworth, 1995; Tomlinson, 2003). In-class evaluation measures the impact of ELT textbooks used in the classroom (Ellis, 1997; Tomlinson, 2003). Post-use evaluation measures the effect of ELT textbooks that have been used for a short or long time (Tomlinson, 2003). All three of these methods have their advantages, but they also have weaknesses. For example, before using an ELT textbook, readers can get a quick opinion about its value. After using it, readers can get a more in-depth look at its value. ELT textbooks should be used in a variety of contexts to help language learners improve their academic literacy. Although these three types of ELT textbook evaluations emphasized the importance of contextual language use in an ELT textbook, they used too broad criteria or failed to investigate how well an ELT textbook helps students understand the relationship between linguistic resources and their understanding of different contextual meanings, which is critical for academic literacy.

In the field of language pedagogy, there has been an extraordinary trend in implementing the application of linguistics theory to the analysis of school language (e.g., Christie, 2002; Halliday, 2005a, 2005b; Hoang, 2019; Martin, 1989, 1991, 2005a, 2005b; Moss, 2000; Rubino, 1989; Schleppegrell,2008; Taylor, 1979; Williams, 1985; Unsworth, 2000; and Wignell, Martin, and Eggins, 2005). However, few studies have evaluated the interpersonal meaning (tenor) of spoken texts in international ELT textbooks. To fill this void, this article explores the grammatical features and interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students in level 3 or intermediate. Therefore, the present study addresses the following questions 1) What kinds of **social roles and social status** are presented in the spoken texts of the textbooks? (2) What kinds of **social distance** are presented in the spoken texts of the textbooks? (3) What kinds of **speaker personas** are presented in the spoken texts of the textbooks?

LITERATURE REVIEW

Systemic Functional Linguistics (SFL) by Halliday (1994) is a powerful language acquisition theory that could be applied in

all three categories of ELT textbook evaluation. The use of SFL-based resources has been shown to help ESL students improve their academic literacy (see Rose et al., 2012). SFL contends that language is shaped by two layers of context: *the context of situation* and *the context of culture* (Halliday, 1994; Rose & Martin, 2012). The context of a situation comprises three variables: field, tenor, and mode (Halliday, 1994). Semantically, these three variables define the register of a discourse. Based on the three variables, language users express three meta-meanings: ideational meaning (representing inner and outer experience), interpersonal meaning (enacting social interactions), and textual meaning (creating discourse texture) (Halliday, 1994). To create the three meta-meanings, SFL describes how to choose vocabulary and grammar based on transitivity, mood (e.g., choosing subject-verb-object order), theme/rheme, and cohesion (e.g., the choice of conjunction words).

The notion of 'interpersonal' meaning refers to how language is used to promote "social interaction, to create and maintain relationships, to develop and project a personal identity, to express opinions and engage with the views of others." Derewianka (2011, p. 109). In addition, Halliday (1975, p. 21) asserts that the interpersonal metafunction refers to "the idea that language can be used as a means of communicating information" and that "the fundamental nature of any communication process is that of dialogue" (Halliday 1975, p. 31). Thus, the interpersonal resources of language refer to "the area of the language in which choices are made that assign communication roles to the performer (whether speaker or writer) and to the addressee (whether listener or reader)" (Fawcett 2017, p. 1).

With this in mind, the interpersonal resources (both the lexicogrammatical and semantic resources) reflect and construe an intersubjective aspect of semiosis. For Weninger (2020), the interpersonal (i.e., interactive and personal) metafunction in a text enacts social relations and acts on others; in other words, language is fundamentally addressive, geared to attract the attention of others.

Interpersonal Meaning from the Systemic Functional Linguistics Perspective

To guide the discussion, we will draw on theoretical ideas about the interpersonal meaning addressed in Systemic Functional Linguistics. Halliday and Matthiessen (2014, p. 134) argue that the clause is "organized as an interactive event." As an interactive event, the clause contributes to the development of an exchange of meaning between a speaker (or writer) and a listener (or reader). The notion of exchange is central in the SFL tradition's description of the interpersonal metafunction, and, as a broad, non-technical term, it covers a description of how the semantic system of speech functions is realized in the lexicogrammar (wordings) by different clause types. Additionally, Derewianka, B. (2007, p. 850) asserts that interpersonal meaning is concerned with grammatical resources for interacting and the development of subjectivity (e.g., various types of speech function: statements, questions, commands; the assessment of probability, obligation, and commitment; the ways in which we address each other; and so on Gerot & Wignell (1995) state that "these interpersonal meanings are realised in the lexicogrammar through selection from the system of Mood, the clause as exchange (p.22)"

Table 1. Basic Speech Functions and Their Properties

COMMODITY EXCHANGED			
		Goods-and services	information
ROLE IN EXCHANGE	giving	'offer Shall I give you this teapot?	'statement' He's giving her the teapot.
	demanding	'command' Give me that teapot! Proposal	'question' What is he giving her? Proposition

Table 2. Basic Speech Functions and Their Responses

Speech function	Expected response	Discretionary response
Offer	**Acceptance**	**Rejection**
Shall I give you this teapot?	Yes, please do!	No, thanks
Command	Undertaking	Refusal
Give me that teapot!	Here you are.	I won't
Statement	Acknowledgement	Contradiction
He's giving her the teapot.	Is he?	No, he isn't
Question	Answer	Disclamer
What is he giving her?	A teapot	I don't know.

With this in mind, the elements of statement, question, offer, and command are to be regarded as dialogically initiating speech functions, to which there are a number of possible and typical responses. The four basic speech functions and their respective sets of responses are shown in Table2 (Halliday and Matthiessen 2014, pp.136–137).

The Speech Functions and Mood Types

Andersen (2017) explains that "the declarative and the interrogative are types of indicative clauses, meaning that they are structured around the mood element, which in English consists of subject and finite." "They are structurally distinct from one another, since the declarative is characterized by the word order subject before finite, while the 'yes-no' interrogative is characterized by the word order finite before subject" (p. 118). The WH-interrogative has the order of subject before finite when the WH element is the subject, and finite before subject otherwise (Halliday and Matthiessen 2014, p. 143). The imperative is different from the indicative in that it does not necessarily involve a Mood element—that is, a Subject and a Finite (this goes for the unmarked positive imperative, such as look); however, there are forms of imperatives with a Mood element, such as Don't you look (Halliday and Matthiessen 2014, p. 165), and the imperative is considered a Mood type.

SFL and School Textbooks Research

Over the last few decades, language pedagogy has made significant progress in enacting the application of linguistic theory to the analysis of school language (Hoang, 2019). Numerous empirical studies on the language of school textbooks in English and other languages have been conducted using SFL as a theoretical framework, for example, Moss (2000), Unsworth (2000), Christie (2002), Martin (1989, 1991, 2005a, 2005b), Halliday (2005a, 2005b), Wignell, Martin, and Eggins (2005), and Schleppegrell (2005). (2008). In reviewing the literature, it is evident that research on evaluating international ELT textbooks focusing on interpersonal meaning (Tenor) on spoken texts remains relatively scarce. Only a few studies examined the unfolding of English textbooks using a systemic functional linguistic perspective. Martin (2005a) compared the features of four different texts taken from junior and secondary school textbooks. At the level of register, Martin (2005a) found that science textbooks are concerned with constructing taxonomies while history textbooks are concerned with constructing texts (i.e., the texture of scientific discourse is oriented to field while that of history is focused on mode).

Xuan and Huang (2017) conducted a longitudinal study on the system of modality as an interpersonal meaning-making resource, examining the writing of adolescent Chinese ESL students in terms of their partial mastery and use of the resources. Using the findings and discussion, Xuan and Huang distinguished the linguistic features in their students' written texts according to the Modality system, in order to have a complete view of their use of modal expressions in their writing and give some insight into the design of secondary level English curriculum and writing instruction on the Chinese mainland. They discovered that, as part of a typical Asian culture, students used several modal expressions of obligation to communicate their thoughts and opinions inside the Modality system. In addition, To (2018) examines how the language of textbooks implemented in teaching English as a foreign language (EFL) in the Vietnamese context shifted across levels in a book series. The findings indicate that the mean scores of nominalization and grammatical metaphor of the overall textbook texts increased in complexity as their levels advanced.

Hoang (2019) examined the transitivity features of seven texts (constructed in the form of lessons) in middle school science. This previous research provided useful insights into the nature of the language of school textbooks. However, further research can explore the characteristics of language in science textbooks, particularly in languages other than English. While the function of textbooks is crucial in language teaching, to the researchers' best knowledge, the New Interchange Series has not been academically investigated, at least in the Indonesian context, and little research attention has been given to the interpersonal meanings realized in the mood and modality resources in the spoken texts of the textbooks. This study analyzes the interpersonal meaning of the mood and modality resources in the fourth edition of an interchange series textbook used by students at level 3 or intermediate.

METHOD OF STUDY

Data

This investigation examined Jack C. Richards and Jonathan Hull's (2013) Interchange series level 3 (intermediate) textbook. The textbook analysis consisted of four steps. The first phase consisted of identifying and classifying all lexicogrammar of interpersonal speech functions found in these textbooks. Systemic Functional Linguistics (SFL) states that lexicogrammar consists of social roles and status, social distance, and speaker persona. The second phase involved categorizing textbook examples of spoken text types. It had sixteen spoken texts. In the third step, all instances of interpersonal language were classified according to types of moods, types of modalities in the textbooks, classified speech functions of the analyzed sample text, and a summary of social relations, social connectedness, and speaker persona of the analyzed sample text. The final step of data analysis involves quantitative and qualitative analysis of the 16 texts and sample texts from the textbooks, particularly those found in spoken text types, in order to emphasize the various types of interpersonal lexicogrammar included in the textbooks.

The first author carried out Steps 1–3. Both the second and first authors performed the fourth step. Two writers then undertook multiple rounds of double-checking of the coding and analysis results to ensure agreement on the data analysis. The research was limited to conversation texts in order to examine the interpersonal significance of the spoken texts in the selected textbooks. Regarding spoken mode, the research emphasizes social roles and social position, social distance, and speaker identity. Based on these criteria, the authors of this study explore the manifestation of interpersonal meaning in each unit's dialogue-extracted spoken texts from a textbook. The New Interchange Series was selected for this study because, in the first place, it provides comprehensive input to address the crucial communicative and linguistic needs of language learners. Therefore, although the themes discussed in these books may be interesting, both fluency and accuracy are emphasized. In addition to clear directions and a range of themes, the books offer a curriculum that blends concepts, structures, functions, vocabulary, and pronunciation.

Analysis Frameworks and Procedures

The analysis employed a systemic functional linguistics perspective and utilized the mood elements as central resources for the realization of interpersonal meaning. The approach involved segmenting the interactive discourse into individual messages and then describing the selection of features for each message using semantic networks. Due to limited space, to exemplify, the authors randomly chose Text 1 as the sample of analysis. Message boundaries are indicated by bracketed numerals.

FINDINGS AND DISCUSSION

To get baseline information for further analysis and discussion, the texts were analyzed for the number of types of clauses, moods, and polarities (see tables 3, 4, and 5).

Table 3. Baseline information

	Total	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16
Number of words	1771	115	106	108	76	82	112	138	101	106	116	128	106	126	129	111	111
Number of clauses	275	23	16	22	13	13	22	22	14	19	19	18	15	15	20	12	12

Table 4. Types of Mood

Text	Number of Clauses	Declarative (%)	Imperative (%)	Interrogative (%)
Text 1	23	7 (30.43%	0	5 (21.73%)
Text 2	16	11 (17.6%)	0	2 (12.5%)
Text 3	22	12 (54.55%)	0	5 (22.73%)
Text 4	13	10 (76.92%)	0	2 (15.38%)
Text 5	13	5 (38.46%)	0	3 (23.08%)
Text 6	22	9 (40.91%)	0	6 (27.27%)
Text 7	22	10 (45.45%)	0	6 (27.27%)
Text 8	14	8 (57.14%)	0	2 (14.29%)
Text 9	19	9 (47.37%)	0	7 (36.84%)
Text 10	19	10 (52.63%)	0	4 (21.05%)
Text 11	18	9 (50%)	0	7 (38.89%)
Text 12	15	10 (66.67%)	0	3 (20%)
Text 13	15	10 (66.67%)	0	3 (20%)
Text 14	20	11(55%)	0	4 (20%)
Text 15	12	9 (75%)	0	2 (13.33%)
Text 16	12	6 (50%)	0	3 (25%)
Total	275 (100%)	146 (53.09%)	0 (0%)	64 (23.27%)

Table 4 (types of mood) shows that out of the sixteen spoken texts in the textbook, the highest frequency of mood is in declarative clauses (146, or 53.09%), and interrogative clauses (64, or 23.27%), but none of the imperative clauses are employed in the texts. With this in mind, the book writers choose two speech functions as resources for interaction, i.e., statement or declarative mood (providing information) and question or interrogative mood (asking for information) (see figure 1 and table 6). However, the book writers in the conversation do not include the imperative clauses that function as instruction, invitation, suggestion, and advice (Derewianka, 2011).

Table 5. Types of Modality

Text	Number of Clauses	Modalization		Modulation
		Probability	Usuality	Obligation
Text 1	23	3 (13,04%) (could, can [2])	0	2 (8.7%) (would, will)
Text 2	16	3 (18.75%) (can, could, probably)	0	0
Text 3	22	2 (9.1 %) (would [2])	0	2 (9.1 %) (would, will)
Text 4	13	1 (7.69%) (would)	1 (7.69%) (always)	0
Text 5	13	1 (7.69%) (may)	0	0
Text 6	22	1 (4.55%) (can)	0	1 (4.55%) (will)
Text 7	22	2 (9.1%) (can [2])	0	0
Text 8	14	2 (14.29%) (could, may)	1 (7.14%) (always)	0
Text 9	19	1 (5.26%) (can)	1 (5.26%) (always)	0
Text 10	19	0	0	0
Text 11	18	1 (5.56%) (would)	1 (5.56%) (never)	0
Text 12	15	0	4 (26.67 %) (never [2], always [2])	1 (6.67 %) would
Text 13	15	4 (26.67%) (might, could, may, couldn't)	1 (6.67%) (should)	1(6.67 %) (must)
Text 14	20	3 (15 %) (can [2], may)	0	2(10%) (must, would)
Text 15	12	0	1 (8.33 %) (should)	0
Text 16	12	2 (16.67%) (will [2])	0	0
Total	275 (100%)	26 (9.45%)	10 (3.64%)	9 (3.27%)

Additionally, Table 5 (Types of Modality) depicts that the number of modalizations—the use of modality to argue about the probability or frequency of propositions or an information clause—realized as indicative (Eggins, 2004) are probability (26 or 9.45%), usuality (10 or 3.64%), and, obligation (9 or 3.27%), respectively. In this case, the book's authors primarily include the epistemic modality (modalization) that concerns the speaker's assessment of the validity of what they are saying as logical meaning, such as certainty, logical necessity, probability, and possibility (Coffin, Donohue, & North, 2013). Moreover, the book writers also provide the deontic modality (modulation) that concerns the speaker's assessment of the desirability of an event or situation, such as obligation, desirability, inclination, and permission (Coffin, Donohue, & North., 2013). Eggins (2004) asserts that modulation refers to the use of modality to argue about the obligation or inclination of proposals, goods, and service clauses realized as imperative.
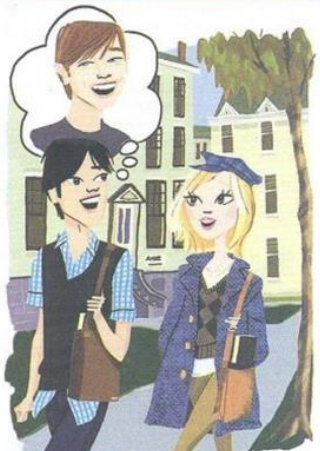

Figure 1. That's what friends are for!: Love and marriage in North America,

Chris:	(1)	Do you have a date for your friend's wedding yet? (interrogative, question)
Kim:	(2)	Actually, no, I don't (declarative, statement)
	(3)	Do you know anyone I could go with? (interrogative, polar question)
Chris:	(4)	Hmm. (minor clause-filler)
	(5)	What kind of guys do you like? (interrogative, WH question)
Kim:	(6)	Oh, I like guys who aren't too serious and who have a good sense of humor. (declarative, statement)
	(7)	You know, someone like you. (declarative, statement)
Chris:	(8)	OK. (minor clause, statement)
	(9)	Uh, what else? (filler, interrogative, question)
Kim:	(10)	Well, I'd prefer someone I have something in common with-who I can talk to easily. (filler, declarative, statement
Chris:	(11)	I think I know just the guy for you. (declarative, statement)
	(12)	Bob Branson. (minor clause-address/vocative)
	(13)	Do you know him? (interrogative, polar question)
Kim:	(14)	No, I don't think so. (declarative, statement)
Chris:	(15)	OK, I'll ask him to meet us for coffee, and you can tell me what you think. (declarative, statement)

Table 6. Speech Functions: Initiating and Responding

	Speech function	Chris	Kim
Initiating the exchange: giving information	Statement	8,11,15	2, 6, 7, 10, 14
Initiating the exchange: giving goods and services	Offer	15	-
Initiating the exchange: demanding goods and services	Command	-	-
Initiating the exchange: demanding information	Question	1, 5,9,13	3
Responding: supplying information	Answer/disclaimer	11,12	2,6,7,10,14
Responding: supplying goods and services	Supply/refuse supply	-	2,6,7,10,14
Responding: receiving goods and services	Acceptance/rejection	-	2,6,7,10,14
Responding: receiving information	Acknowledge/contradict	-	2,6,7,10,14

The clauses (1), (3), (5), (9), and (13) use the speech function of "question" to exchange information between Chris and Kim. Chris and Kim's questions use interrogative clauses (either "yes" or "no"), polar questions (messages (1), (3), and (13)), or WH-questions (message 5). Chris began the conversation by inquiring about Kim's wedding date. Chris and Kim are good friends. It can be seen by looking at Kim's casual reply to Chris about her condition. Without hesitation, Kim states that she has no companion for her friend's wedding. This answer would be different when you are not a close friend because this exchange of information is quite private. Following Poyton (1984), between Kim and Chris, contact is probably very high, affective involvement is strong, and they have equal power. Kim also asks Chris to confirm whether he has a match for her as her companion. Kim's request will lead the conversation and encourage Chris to find someone who matches Kim as a wedding companion. The use of "I" in subject position shows the producers of the texts (Chris and Kim) are personally reconstructing the speech event, i.e., they are exchanging their views on Kim's companion for their friend's wedding party.

The clauses (4), (8), (9), and (12) are punctuative, minor clauses such as "hmm," "OK,, "uh," and 'Bob Branson." They have no predicator (verb part of the clause). Punctuative clauses are typically formulaic greetings, hesitations, addresses, and reactive expressions (Williams, 2019; p. 502). Messages 4 and (9) reflect Chris's thinking of Kim's companion as a reaction to Kim's questions. Only Kim uses negative polarity three times in this conversation [messages (2), (6), and (14)] to state that she has no companion, no criteria for her companion, and has never heard of Bob Branson. Kim uses medium modality [message (10), "*Well, I <u>would</u> prefer someone...*"] and low modality ['*I <u>can</u> talk to you easily*"] to assess her choice of wedding companion. Modalities used by Kim are mostly the willingness subtype of the epistemic modality depicting Kim's wishes for a wedding companion. These modalities "concern the speaker's assessment of the validity of what they are saying" (Coffin, C., Donohue, J., & North, S. 2013, p. 169). Meanwhile, Chris also uses medium modality [message (15) '*OK, I <u>will</u> ask him....*'] and low modality ['*you <u>can</u> tell me....*'] as the possibility to meet Bob Branson and to know Kim's feeling towards Bob Branson.

This spoken text mostly uses the simple present tense to describe facts, generalizations, and explanations. Both Chris and Kim in the exchange contribute a similar number of declarative clauses in which they make statements. This suggests there is no significant status differential. They also use the same modality to show equal authority. This kind of spoken text is usually exchanged between close friends in our daily lives. In other words, this conversational example "illustrates many of the characteristics of an informal tenor, as well as the social roles and relationships played by interactants" (Eggins, 2004, p. 143).

Table 7. The Summary of Social Relation, Social Connectedness and Persona of Text 1

Spoken Text	Contextual Description		
	Social Relations (Distribution of speech functions)	**Social Connectedness** (Formality of language, terms of address, and lexis)	**Persona** (Modality, evaluative language)
1	5 interrogative clauses, 10 declarative clauses (3 negative statements & 7 positive statements)	Using pronouns (you & I) to address the participants	Using 2 medium modalities (would, will) and 3 low modalities (can) There is an evaluative language

Conclusion and pedagogical Implications

The findings of this study provide more insights into, first, the learning and teaching of interpersonal meaning at the college level

for English learners in Indonesia and the wider Asian ESL/EFL context, and, second, the design of related teaching resources, particularly in contexts where English is used as a lingua franca. The findings also show that the spoken texts in this textbook include interpersonal meaning in terms of patterns of interaction that vary depending on the nature of the relationships between the interactants, the speaker, and the addressee. As a result, this finding describes the potential of the English clause to exchange meaning. With this in mind, the exchange meanings of face-to-face in spoken interactions need the grammar of interaction, such as the use of interrogative clauses to ask questions, the use of declarative clauses to make statements, and the use of imperatives to give instructions. This empirical evidence suggests that language textbook designers could include a variety of examples of interpersonal meaning in upcoming editions of the book.

The implication of this study is that knowledge of the interpersonal grammar of exchange dealing with the semantics of speech functions and modality could be introduced by language teachers to students explicitly and systematically. Both teachers and students should have the opportunity to engage critically with textbooks as a socio-semiotic agent, for instance, and how socially connected or distant interlocutors are likely to influence the degree to which the language used is formal or informal, including the terms of address, as "an important resource in establishing and maintaining relationships in terms of power, status, familiarity, and feelings" (Derewianka, 2011, p. 118).

REFERENCES

Andersen, T. H. (2017). Interpersonal meaning and the clause. In *Routledge Handbook of Systemic Functional Linguistics* (pp. 115-130). Routledge.

Christie, F. (2002). *Classroom discourse analysis: A functional perspective*. London: Continuum.

Coffin, C., Donohue, J., & North, S. (2013). *Exploring English grammar: From formal to functional*. Routledge.

Cunningsworth, A. (1995). Choosing your course book. Heinemann.

Derewianka, B.(2011). *A new grammar companion for teachers.* Sydney: Primary English Teaching Association

Derewianka, B. (2007). Changing approaches to the conceptualization and teaching of grammar In *International handbook of English language teaching* (pp. 843-858). Springer,Boston, MA.

Eggins, S. (2004). *Introduction to systemic functional linguistics*. (2nd edition). (p.172). Printer Publisher, Ltd

Ellis, R. (1997). The empirical evaluation of language teaching materials. ELT Journal, 51(1), 36-42.

Fawcett, R. P. (2017). From meaning to form in the Cardiff Model of language and its use. In *The Routledge Handbook of Systemic Functional Linguistics* (pp. 80-100). Routledge.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.

Halliday, M. A. K. (1973). *Explorations in the functions of language*. Edward Arnold.

Halliday, M.A.K. (1975). *Learning How to Mean: Explorations in the Development of Language*. Arnold

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning.* Edward Arnold.

Halliday, M. A. K. (2005a). On the language of physical science. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp. 59–75). The Falmer Press.

Halliday, M. A. K. (2005b). Some grammatical problems in scientific English. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp. 76–94). The Falmer Press.

Halliday, M.A.K., and C.M.I.M. Matthiessen. (2014). *An Introduction to Functional Grammar*. 4th edn. Routledge.

Hoang, V. V. (2019). An Interpersonal Analysis of a Vietnamese Middle School Science Textbook. *The M.A.K. Halliday Library Functional Linguistics Series*, 129–144.vdoi:10.1007/978-981-13-9883-4_7

Hutchinson, T., & Torres, E. (1994). The Textbook as agent of change. *ELT Journal*, *48*(4), 315-28.Khalim, A., & Warsono, W. (2017). The Realization Of Interpersonal Meanings Of Conversation Texts In Developing English Competencies And Interlanguage For Grade X. *English Education Journal*, *7*(2), 122-132.

Linda, G., & Peter, W. (1995). *Making sense of functional grammar*. Antepodean Educational Enterprises.

Martin, J. R. (1989). Technicality and abstraction: Language for the creation of specialized texts. In F. Christie (Ed.), *Writing in schools* (pp. 36–44). Deakin University Press.

Martin, J. R. (1991). Nominalization in science and humanities: Distilling knowledge and scaffolding text. In E. Ventola (Ed.), *Functional and systemic linguistics* (pp. 307–337). Mouton de Gruyter.

Martin, J. R. (2005a). Life as a noun: Arresting the universe in science and humanities. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp.242–292). London & The Falmer Press.

Martin, J. R. (2005b). Literacy in science: Learning to handle text as technology. In M. A. K.Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp.184–222). The Falmer Press.

Moss, G. M. (2000). The language of school textbooks and the ideology of science. *Zona Próxima*. No1, 44–55.

Poyton, C. (1984). Names as vocatives: forms and functions. *Nottingham Linguistics Circular* 13(Special Issue on Systemic Linguistics), 1-34.

Richards, J. C. (2001). *Curriculum development in language teaching.* Cambridge University Press.

Richards, J. C. (2001). *Curriculum development in language teaching.* Cambridge University Press.

Rubino, A. (1989). The discourse of history: A cross cultural perspective. In *Genre and systemic functional studies*. Australian Review of Applied Linguistics (Series S, Vol. 6, pp. 70–

108).

Schleppegrell, M. J. (2008). *The language of schooling: A functional linguistics perspective.* Lawrence Erlbaum Associates, Publishers.

Taylor, C. (1979). *The English of high school textbooks (Education Research and Development Committee, Report 18).* Canberra, Australian Government Publishing Service.

Thompson, G., Bowcher, W. L., Fontaine, L., & Schönthal, D. (Eds.). (2019). *The Cambridge handbook of Systemic functional linguistics. Cambridge*: Cambridge University Press

Tomlinson, B. (2003). Developing materials for language teaching. Continuum

To, V. (2018). Linguistic complexity analysis: A case study of commonly-used textbooks in Vietnam. *Sage Open, 8*(3), (pp.1-13). doi.org/10.1177/2158244018787586

Unsworth, L. (2000). Investigating subject-specific literacies in school learning. In L. Unsworth (Ed.), *Researching language in schools and communities: Functional linguistic perspectives* (pp. 245–274). Cassell.

Weninger, C. (2018). Textbook analysis. In Chapelle, C.A. (Ed.), *The Encyclopedia of Applied Linguistics*. Hoboken, NJ: Wiley & Sons. DOI: 10.1002/9781405198431.wbeal1489

Weninger, C. (2021). Multimodality in critical language textbook analysis. Language, *Culture and Curriculum, 34*(2), 133-146. DOI: 10.1080/07908318.2020.1797083

Wignell, P., Martin, J. R., & Eggins, S. (2005). The discourse of geography: Ordering and explaining the experiential world. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp. 151–183). The Falmer Press.

Williams, T. (1985). The functions of language. In B. Hodge (Ed.), *Communication and the teacher* (pp. 101–120). Melbourne: Longman Cheshire.

Xuan, W., & Huang, X. (2017). Understanding Interpersonal Meaning-Making in Chinese High School Students' ESL Writing: A Systemic Functional Perspective. *The Asia-Pacific Education Researcher*, *26*(5), 227–238. doi:10.1007/s40299-017-0343-4

Zhang, X. (2017). A critical review of literature on English language teaching textbook evaluation: What systemic functional linguistics can offer. *Journal of Language and Cultural Education, 5(1)*, 78–102. doi:10.1515/jolace-2017-0005

2. Bukti hasil review dan Perbaikan hasil review (25 Januari 2023)
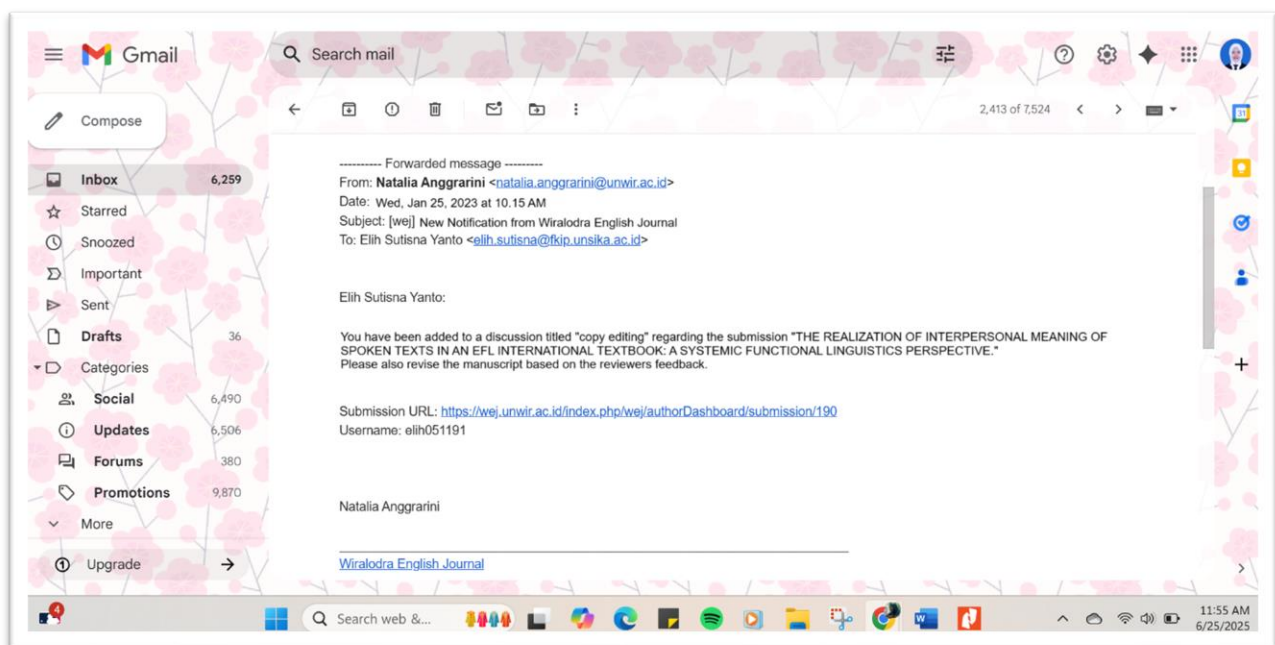
Review Result:

This article needs some information added to make it clearer in each aspect discussed. As for the details of the aspects that need to be added, as follows:

Make sure all the important points of the research are in the abstract:

1. In one sentence, why did you bring up this topic?

2. What is the subject matter of this research?

3. What is the purpose of the research?

4. Who is being studied?

5. What research design did you use?

6. What instruments are used?

7. How was the data collected and analyzed?

8. What are the results and conclusions?

9. What are the implications?

Please ensure that all elements of the method, including design, participants, instruments, data collection, and data analysis, are included in the paragraphs.

RESPONSE TO THE REVIEWERS WEJ

Dear Editor and Reviewers,

We would like to sincerely thank you for the thoughtful and constructive feedback provided on our manuscript, titled "The Realization of Interpersonal Meaning of Spoken Texts in An EFL International Textbook: A Systemic Functional Linguistics Perspective," submitted to WEJ. We appreciate the time and effort taken to carefully review our work and provide valuable suggestions that have greatly improved the quality and clarity of our study.

In response to the reviewers' comments, we have carefully revised the manuscript to address all concerns raised. Specifically, we have:

Abstract Section:

Point 1. Interpersonal metafunction is an important concept in describing interactions in terms of responding to the act of giving or demanding goods, services, or information (Halliday and Mathiessen (2004).

Point 2. This article explores how mood and modality resources in the spoken texts of textbooks can be used to communicate with other people.

Point 3. This article explores interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students at level 3 or intermediate.

Point 4. An interchange series textbook—the fourth edition textbook used for students at level 3 or intermediate.

Point 5. discourse analysis that examines how mood and modality are used in a textbook to construct meaning and understanding.

Point 6. content analysis i.e., interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students at level 3 or intermediate in terms of spoken texts.

Point 7. This article explores interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students at level 3 or intermediate. The analysis employed the mood element as a central resource for the realization of interpersonal meaning by using Systemic functional linguistics perspective.

Point 8. The findings reveal that declarative clauses dominate (146, or 53.09 percent) among the 275 clauses in the 16 texts. Interrogative clauses are much less common (64, or 23.27 percent). None of the texts, therefore, utilize any of the imperative clauses. Additionally, the number of modalization used in the sixteen texts is probability (26, or 9.45%), usuality (10, or 3.64%), and obligation (9, or 3.27%). This research suggests that the upcoming language textbooks could incorporate examples of interpersonal meaning in terms of speech functions as resources for interaction.

Point 9. The implication is that language teachers could explicitly and systematically teach students interpersonal grammar of exchange dealing with the semantics of speech functions and modality. Teachers and

students should be able to think critically about textbooks as socio-semiotic agents because interpersonal meaning grammar helps people learn to deconstruct or make interactive spoken texts.

Method Section:

We have added a research design. Participants in this study did not include humans; instead, they used documents, specifically Jack C. Richards and Jonathan Hull's (2013) Interchange series level 3 (intermediate) textbook. The instrument for data collection in the research is Jack C. Richards and Jonathan Hull's (2013) Interchange series level 3 (intermediate) textbook. The analysis employed a systemic functional linguistics perspective and utilized the mood elements as central resources for the realization of interpersonal meaning. The approach involved segmenting the interactive discourse into individual messages and then describing the selection of features for each message using semantic networks. To illustrate their analysis within the constraints of limited space, the authors randomly selected Text 1 as the sample. Message boundaries are indicated by bracketed numerals

We believe these revisions have significantly enhanced the manuscript's contribution and readability. A detailed point-by-point response to each reviewer's comments is enclosed for your consideration.

Thank you once again for your valuable feedback and the opportunity to improve our work. We look forward to your positive evaluation of our revised manuscript.

Best regards,

Elih Sutisna Yanto (Corresponding author)

MANUSCRIPT REVISE BASED ON REVIEWERS' WEJ FEEDBACK

We appreciate the reviewer's comments on the substance of our article, and we revised it by marking the changes in blue presented in the whole manuscript.

THE REALIZATION OF INTERPERSONAL MEANING OF SPOKEN TEXTS IN AN EFL INTERNATIONAL TEXTBOOK: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE

Elih Sutisna Yanto[*1], Hikmah Pravitasari[*2]
*elih.sutisna@fkip.unsika.ac.id*1, *hikmah@latansamashiro.ac.id*2
English Education Department, Faculty of Teaching and Education*1,
English Education Study Program*2

Universitas Singaperbangsa Karawang, Karawang West Java, Indonesia[*1], STKIP La Tansa Mashiro, Rangkasbitung Lebak Banten, Indonesia [*2]

ABSTRACT

Interpersonal metafunction is an important concept in describing interactions in terms of responding to the act of giving or demanding goods, services, or information (Halliday and Mathiessen (2004). However, very little research has been done on how mood and modality resources in the spoken texts of textbooks can be used to communicate with other people. This article explores interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students at level 3 or intermediate. The research employed discourse analysis and Systemic Functional Linguistics (SFL) as the main theoretical framework, and the analysis employed the mood element as a central resource for the realization of interpersonal meaning. The findings reveal that declarative clauses dominate (146, or 53.09 percent) among the 275 clauses in the 16 texts. Interrogative clauses are much less common (64, or 23.27 percent). None of the texts, therefore, utilize any of the imperative clauses. Additionally, the number of modalization used in the sixteen texts is probability (26, or 9.45%), usuality (10, or 3.64%), and obligation (9, or 3.27%). This research suggests that the upcoming language textbooks could incorporate examples of interpersonal meaning in terms of speech functions as resources for interaction. The implication is that language teachers could explicitly and systematically teach students interpersonal grammar of exchange dealing with the semantics of speech functions and modality. Teachers and students should be

able to think critically about textbooks as socio-semiotic agents because interpersonal meaning grammar helps people learn to deconstruct or make interactive spoken texts.

INTRODUCTION

Textbooks in the area of English language teaching (ELT) have long been considered important to English pedagogy. In this case, textbooks function both as a source of knowledge that teachers depend on to plan and deliver lessons and as the central source of language input for language learners apart from their teachers (Hutchinson & Torres, 1994; Richard, 2001). Moreover, Weninger (2018) contends that textbooks are one of the most common forms of learning materials used in language teaching. Today's textbooks, particularly those published by worldwide commercial publishers, imitate magazines in many ways: they have a glossy cover, are filled with images and other visuals, and often include current, popular cultural topics and genres such as movies, blogs, and travel. She also asserts that the way a textbook is made is appealing not only to students but also to many teachers. This is because most commercial textbooks now include a wide range of audiovisual, online, and digital extras that are planned and introduced in a logical order.

ELT textbook evaluation consists of three types: pre-use, in-use, and post-use evaluations (Ellis, 1997; Tomlinson, 2003). In particular, pre-use evaluation assesses the effects of ELT textbooks before they are selected and utilized (Cunningsworth, 1995; Tomlinson, 2003). In-class evaluation measures the impact of ELT textbooks used in the classroom (Ellis, 1997; Tomlinson, 2003). Post-use evaluation measures the effect of ELT textbooks that have been used for a short or long time (Tomlinson, 2003). All three of these methods have their advantages, but they also have weaknesses. For example, before using an ELT textbook, readers can get a quick opinion about its value. After using it, readers can get a more in-depth look at its value. ELT textbooks should be used in a variety of contexts to help language learners improve their academic literacy. Although these three types of ELT textbook evaluations emphasized the importance of contextual language use in an ELT textbook, they used too broad criteria or failed to investigate how well an ELT textbook helps students understand the relationship between linguistic resources and their understanding of different contextual meanings, which is critical for academic literacy.

In the field of language pedagogy, there has been an extraordinary trend in implementing the application of linguistics theory to the analysis of school language (e.g., Christie, 2002; Halliday, 2005a, 2005b; Hoang, 2019; Martin, 1989, 1991, 2005a, 2005b; Moss, 2000; Rubino, 1989; Schleppegrell,2008; Taylor, 1979; Williams, 1985; Unsworth, 2000; and Wignell, Martin, and Eggins, 2005). However, few studies have evaluated the interpersonal meaning (tenor) of spoken texts in international ELT textbooks. To fill this void, this article explores the grammatical features and interpersonal meanings realized in the mood and modality resources of an interchange series textbook—the fourth edition textbook used for students in level 3 or intermediate. Therefore, the present study addresses the following questions 1) What kinds of **social roles and social status** are presented in the spoken texts of the textbooks? (2) What kinds of **social distance** are presented in the spoken texts of the textbooks? (3) What kinds of **speaker personas** are presented in the spoken texts of the textbooks?

LITERATURE REVIEW

Systemic Functional Linguistics (SFL) by Halliday (1994) is a powerful language acquisition theory that could be applied in all three categories of ELT textbook evaluation. The use of SFL-based resources has been shown to help ESL students improve their academic literacy (see Rose et al., 2012). SFL contends that language is shaped by two layers of context: *the context of situation* and *the context of culture* (Halliday, 1994; Rose & Martin, 2012). The context of a situation comprises three variables: field, tenor, and mode (Halliday, 1994). Semantically, these three variables define the register of a discourse. Based on the three variables, language users express three meta-meanings: ideational meaning (representing inner and outer experience), interpersonal meaning (enacting social interactions), and textual meaning (creating discourse texture) (Halliday, 1994). To create the three meta-meanings, SFL describes how to choose vocabulary and grammar based on transitivity, mood (e.g., choosing subject-verb-object order), theme/rheme, and cohesion (e.g., the choice of conjunction words).

The notion of 'interpersonal' meaning refers to how language is used to promote "social interaction, to create and maintain relationships, to develop and project a personal identity, to express opinions and engage with the views of others." Derewianka (2011, p. 109). In addition, Halliday (1975, p. 21) asserts that the interpersonal metafunction refers to "the idea that language can be used as a means of communicating information" and that "the fundamental nature of any communication process is that of dialogue" (Halliday 1975, p. 31). Thus, the interpersonal resources of language refer to "the area of the language in which choices are made that assign communication roles to the performer (whether speaker or writer) and to the addressee (whether listener or reader)" (Fawcett 2017, p. 1).

With this in mind, the interpersonal resources (both the lexicogrammatical and semantic resources) reflect and construe an intersubjective aspect of semiosis. For Weninger (2020), the interpersonal (i.e., interactive and personal) metafunction in a text enacts social relations and acts on others; in other words, language is fundamentally addressive, geared to attract the attention of others.

Interpersonal Meaning from the Systemic Functional Linguistics Perspective

To guide the discussion, we will draw on theoretical ideas about the interpersonal meaning addressed in Systemic Functional Linguistics. Halliday and Matthiessen (2014, p. 134) argue that the clause is "organized as an interactive event." As an interactive event, the clause contributes to the development of an exchange of meaning between a speaker (or writer) and a listener (or reader). The notion of exchange is central in the SFL tradition's description of the interpersonal metafunction, and, as a broad, non-technical term, it covers a description of how the semantic system of speech functions is realized in the lexicogrammar (wordings) by different clause types. Additionally, Derewianka, B. (2007, p. 850) asserts that interpersonal meaning is concerned with grammatical resources for interacting and the development of subjectivity (e.g., various types of speech function: statements, questions, commands; the assessment of probability, obligation, and commitment; the ways in

which we address each other; and so on Gerot & Wignell (1995) state that "these interpersonal meanings are realised in the lexicogrammar through selection from the system of Mood,the clause as exchange (p.22)"

Table 1. Basic Speech Functions and Their Properties

COMMODITY EXCHANGED			
		Goods-and services	information
ROLE IN EXCHANGE	giving	'offer Shall I give you this teapot?	'statement' He's giving her the teapot.
	demanding	'command' Give me that teapot! Proposal	'question' What is he giving her? Proposition

Table 2. Basic Speech Functions and Their Responses

Speech function	Expected response	Discretionary response
Offer	**Acceptance**	**Rejection**
Shall I give you this teapot?	Yes, please do!	No, thanks
Command	Undertaking	Refusal
Give me that teapot!	Here you are.	I won't
Statement	Acknowledgement	Contradiction
He's giving her the teapot.	Is he?	No, he isn't
Question	Answer	Disclamer
What is he giving her?	A teapot	I don't know.

With this in mind, the elements of statement, question, offer, and command are to be regarded as dialogically initiating speech functions, to which there are a number of possible and typical responses. The four basic speech functions and their respective sets of responses are shown in Table2 (Halliday and Matthiessen 2014, pp.136–137).

The Speech Functions and Mood Types

Andersen (2017) explains that "the declarative and the interrogative are types of indicative clauses, meaning that they are structured around the mood element, which in English consists of subject and finite." "They are structurally distinct from one another, since the declarative is characterized by the word order subject before finite, while the 'yes-no' interrogative is characterized by the word order finite before subject" (p. 118). The WH-interrogative has the order of subject before finite when the WH element is the subject, and finite before subject otherwise (Halliday and Matthiessen 2014, p. 143). The imperative is different from the indicative in that it does not necessarily involve a Mood element—that is, a Subject and a Finite (this goes for the unmarked positive imperative, such as look); however, there are forms of imperatives with a Mood element, such as Don't you look (Halliday and Matthiessen 2014, p. 165), and the imperative is considered a Mood type.

SFL and School Textbooks Research

Over the last few decades, language pedagogy has made significant progress in enacting the application of linguistic theory to the analysis of school language (Hoang, 2019). Numerous empirical studies on the language of school textbooks in English and other languages have been conducted using SFL as a theoretical framework, for example, Moss (2000), Unsworth (2000), Christie (2002), Martin (1989, 1991, 2005a, 2005b), Halliday (2005a, 2005b), Wignell, Martin, and Eggins (2005), and Schleppegrell (2005). (2008). In reviewing the literature, it is evident that research on evaluating international ELT textbooks focusing on interpersonal meaning (Tenor) on spoken texts remains relatively scarce. Only a few studies examined the unfolding of English textbooks using a systemic functional linguistic perspective. Martin (2005a) compared the features of four different texts taken from junior and secondary school textbooks. At the level of register, Martin (2005a) found that science textbooks are concerned with constructing taxonomies while history textbooks are concerned with constructing texts (i.e., the texture of scientific discourse is oriented to field while that of history is focused on mode).

Xuan and Huang (2017) conducted a longitudinal study on the system of modality as an interpersonal meaning-making resource, examining the writing of adolescent Chinese ESL students in terms of their partial mastery and use of the resources. Using the findings and discussion, Xuan and Huang distinguished the linguistic features in their students' written texts according to the Modality system, in order to have a complete view of their use of modal expressions in their writing and give some insight into the design of secondary level English curriculum and writing instruction on the Chinese mainland. They discovered that, as part of a typical Asian culture, students used several modal expressions of obligation to communicate their thoughts and opinions inside the Modality system. In addition, To (2018) examines how the language of textbooks implemented in teaching English as a foreign language (EFL) in the Vietnamese context shifted across levels in a book series. The findings indicate that the mean scores of nominalization and grammatical metaphor of the overall textbook texts increased in complexity as their levels advanced.

Hoang (2019) examined the transitivity features of seven texts (constructed in the form of lessons) in middle school science. This previous research provided useful insights into the nature of the language of school textbooks. However, further research can explore the characteristics of language in science textbooks, particularly in languages other than English. While the function of textbooks is crucial in language teaching, to the researchers' best knowledge, the New Interchange Series has not been academically investigated, at least in the Indonesian context, and little research attention has been given to the interpersonal meanings realized in the mood and modality resources in the spoken texts of the textbooks. This study analyzes the interpersonal meaning of the mood and modality resources in the fourth edition of an interchange series textbook used by students at level 3 or intermediate.

METHOD OF STUDY

Data

This investigation examined Jack C. Richards and Jonathan Hull's (2013) Interchange series level 3 (intermediate) textbook. The textbook analysis consisted of four steps. The first phase consisted of identifying and classifying all lexicogrammar of interpersonal speech functions found in these textbooks. Systemic Functional Linguistics (SFL) states that lexicogrammar consists of social roles and status, social distance, and speaker persona. The second phase involved categorizing textbook examples of spoken text types. It had sixteen spoken texts. In the third step, all instances of interpersonal language were classified according to types of moods, types of modalities in the textbooks, classified speech functions of the analyzed sample text, and a summary of social relations, social connectedness, and speaker persona of the analyzed sample text. The final step of data analysis involves quantitative and qualitative analysis of the 16 texts and sample texts from the textbooks, particularly those found in spoken text types, in order to

emphasize the various types of interpersonal lexicogrammar included in the textbooks.

The first author carried out Steps 1–3. Both the second and first authors performed the fourth step. Two writers then undertook multiple rounds of double-checking of the coding and analysis results to ensure agreement on the data analysis. The research was limited to conversation texts in order to examine the interpersonal significance of the spoken texts in the selected textbooks. Regarding spoken mode, the research emphasizes social roles and social position, social distance, and speaker identity. Based on these criteria, the authors of this study explore the manifestation of interpersonal meaning in each unit's dialogue-extracted spoken texts from a textbook. The New Interchange Series was selected for this study because, in the first place, it provides comprehensive input to address the crucial communicative and linguistic needs of language learners. Therefore, although the themes discussed in these books may be interesting, both fluency and accuracy are emphasized. In addition to clear directions and a range of themes, the books offer a curriculum that blends concepts, structures, functions, vocabulary, and pronunciation.

Analysis Frameworks and Procedures

The analysis employed a systemic functional linguistics perspective and utilized the mood elements as central resources for the realization of interpersonal meaning. The approach involved segmenting the interactive discourse into individual messages and then describing the selection of features for each message using semantic networks. Due to limited space, to exemplify, the authors randomly chose Text 1 as the sample of analysis. Message boundaries are indicated by bracketed numerals.

FINDINGS AND DISCUSSION

To get baseline information for further analysis and discussion, the texts were analyzed for the number of types of clauses, moods, and polarities (see tables 3, 4, and 5).

Table 3. Baseline information

	Total	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16
Number of words	1771	115	106	108	76	82	112	138	101	106	116	128	106	126	129	111	111
Number of clauses	275	23	16	22	13	13	22	22	14	19	19	18	15	15	20	12	12

Table 4. Types of Mood

Text	Number of Clauses	Declarative (%)	Imperative (%)	Interrogative (%)
Text 1	23	7 (30.43%	0	5 (21.73%)
Text 2	16	11 (17.6%)	0	2 (12.5%)
Text 3	22	12 (54.55%)	0	5 (22.73%)
Text 4	13	10 (76.92%)	0	2 (15.38%)
Text 5	13	5 (38.46%)	0	3 (23.08%)
Text 6	22	9 (40.91%)	0	6 (27.27%)
Text 7	22	10 (45.45%)	0	6 (27.27%)
Text 8	14	8 (57.14%)	0	2 (14.29%)
Text 9	19	9 (47.37%)	0	7 (36.84%)
Text 10	19	10 (52.63%)	0	4 (21.05%)
Text 11	18	9 (50%)	0	7 (38.89%)
Text 12	15	10 (66.67%)	0	3 (20%)
Text 13	15	10 (66.67%)	0	3 (20%)
Text 14	20	11(55%)	0	4 (20%)
Text 15	12	9 (75%)	0	2 (13.33%)
Text 16	12	6 (50%)	0	3 (25%)
Total	275 (100%)	146 (53.09%)	0 (0%)	64 (23.27%)

Table 4 (types of mood) shows that out of the sixteen spoken texts in the textbook, the highest frequency of mood is in declarative clauses (146, or 53.09%), and interrogative clauses (64, or 23.27%), but none of the imperative clauses are employed in the texts. With this in mind, the book writers choose two speech functions as resources for interaction, i.e., statement or declarative mood (providing information) and question or interrogative mood (asking for information) (see figure 1 and table 6). However, the book writers in the conversation do not include the imperative clauses that function as instruction, invitation, suggestion, and advice (Derewianka, 2011).

Table 5. Types of Modality

Text	Number of Clauses	Modalization		Modulation
		Probability	Usuality	Obligation
Text 1	23	3 (13,04%) (could, can [2])	0	2 (8.7%) (would, will)
Text 2	16	3 (18.75%) (can, could, probably)	0	0
Text 3	22	2 (9.1 %) (would [2])	0	2 (9.1 %) (would, will)
Text 4	13	1 (7.69%) (would)	1 (7.69%) (always)	0
Text 5	13	1 (7.69%) (may)	0	0
Text 6	22	1 (4.55%) (can)	0	1 (4.55%) (will)
Text 7	22	2 (9.1%) (can [2])	0	0
Text 8	14	2 (14.29%) (could, may)	1 (7.14%) (always)	0
Text 9	19	1 (5.26%) (can)	1 (5.26%) (always)	0
Text 10	19	0	0	0
Text 11	18	1 (5.56%) (would)	1 (5.56%) (never)	0
Text 12	15	0	4 (26.67 %) (never [2], always [2])	1 (6.67 %) would
Text 13	15	4 (26.67%) (might, could, may, couldn't)	1 (6.67%) (should)	1(6.67 %) (must)
Text 14	20	3 (15 %) (can [2], may)	0	2(10%) (must, would)
Text 15	12	0	1 (8.33 %) (should)	0
Text 16	12	2 (16.67%) (will [2])	0	0
Total	275 (100%)	26 (9.45%)	10 (3.64%)	9 (3.27%)

Additionally, Table 5 (Types of Modality) depicts that the number of modalizations—the use of modality to argue about the probability or frequency of propositions or an information clause—realized as indicative (Eggins, 2004) are probability (26 or 9.45%), usuality (10 or 3.64%), and, obligation (9 or 3.27%), respectively. In this case, the book's authors primarily include the epistemic modality (modalization) that concerns the speaker's assessment of the validity of what they are saying as logical meaning, such as certainty, logical necessity, probability, and possibility (Coffin, Donohue, & North, 2013). Moreover, the book writers also provide the deontic modality (modulation) that concerns the speaker's assessment of the desirability of an event or situation, such as obligation, desirability, inclination, and permission (Coffin, Donohue, & North., 2013). Eggins (2004) asserts that modulation refers to the use of modality to argue about the obligation or inclination of proposals, goods, and service clauses realized as imperative.
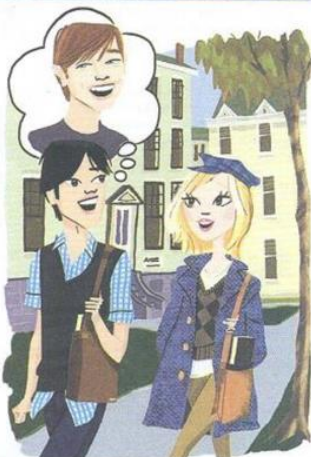

Figure 1. That's what friends are for!: Love and marriage in North America,

Chris:	(1)	Do you have a date for your friend's wedding yet? (interrogative, question)
Kim:	(2)	Actually, no, I don't (declarative, statement)
	(3)	Do you know anyone I could go with? (interrogative, polar question)
Chris:	(4)	Hmm. (minor clause-filler)
	(5)	What kind of guys do you like? (interrogative, WH question)
Kim:	(6)	Oh, I like guys who aren't too serious and who have a good sense of humor. (declarative, statement)
	(7)	You know, someone like you. (declarative, statement)
Chris:	(8)	OK. (minor clause, statement)
	(9)	Uh, what else? (filler, interrogative, question)
Kim:	(10)	Well, I'd prefer someone I have something in common with-who I can talk to easily. (filler, declarative, statement
Chris:	(11)	I think I know just the guy for you. (declarative, statement)
	(12)	Bob Branson. (minor clause-address/vocative)
	(13)	Do you know him? (interrogative, polar question)
Kim:	(14)	No, I don't think so. (declarative, statement)
Chris:	(15)	OK, I'll ask him to meet us for coffee, and you can tell me what you think. (declarative, statement)

Table 6. Speech Functions: Initiating and Responding

	Speech function	Chris	Kim
Initiating the exchange: giving information	Statement	8,11,15	2, 6, 7, 10, 14
Initiating the exchange: giving goods and services	Offer	15	-
Initiating the exchange: demanding goods and services	Command	-	-
Initiating the exchange: demanding information	Question	1, 5,9,13	3
Responding: supplying information	Answer/disclaimer	11,12	2,6,7,10,14
Responding: supplying goods and services	Supply/refuse supply	-	2,6,7,10,14
Responding: receiving goods and services	Acceptance/rejection	-	2,6,7,10,14
Responding: receiving information	Acknowledge/contradict	-	2,6,7,10,14

The clauses (1), (3), (5), (9), and (13) use the speech function of "question" to exchange information between Chris and Kim. Chris and Kim's questions use interrogative clauses (either "yes" or "no"), polar questions (messages (1), (3), and (13)), or WH-questions (message 5). Chris began the conversation by inquiring about Kim's wedding date. Chris and Kim are good friends. It can be seen by looking at Kim's casual reply to Chris about her condition. Without hesitation, Kim states that she has no companion for her friend's wedding. This answer would be different when you are not a close friend because this exchange of information is quite private. Following Poyton (1984), between Kim and Chris, contact is probably very high, affective involvement is strong, and they have equal power. Kim also asks Chris to confirm whether he has a match for her as her companion. Kim's request will lead the conversation and encourage Chris to find someone who matches Kim as a wedding companion. The use of "I" in subject position shows the producers of the texts (Chris and Kim) are personally reconstructing the speech event, i.e., they are exchanging their views on Kim's companion for their friend's wedding party.

The clauses (4), (8), (9), and (12) are punctuative, minor clauses such as "hmm," "OK,, "uh," and 'Bob Branson." They have no predicator (verb part of the clause). Punctuative clauses are typically formulaic greetings, hesitations, addresses, and reactive expressions (Williams, 2019; p. 502). Messages 4 and (9) reflect Chris's thinking of Kim's companion as a reaction to Kim's questions. Only Kim uses negative polarity three times in this conversation

[messages (2), (6), and (14)] to state that she has no companion, no criteria for her companion, and has never heard of Bob Branson. Kim uses medium modality [message (10), "*Well, I would prefer someone...*"] and low modality ['*I can talk to you easily*"] to assess her choice of wedding companion. Modalities used by Kim are mostly the willingness subtype of the epistemic modality depicting Kim's wishes for a wedding companion. These modalities "concern the speaker's assessment of the validity of what they are saying" (Coffin, C., Donohue, J., & North, S. 2013, p. 169). Meanwhile, Chris also uses medium modality [message (15) '*OK, I will ask him....*'] and low modality ['*you can tell me....*'] as the possibility to meet Bob Branson and to know Kim's feeling towards Bob Branson.

This spoken text mostly uses the simple present tense to describe facts, generalizations, and explanations. Both Chris and Kim in the exchange contribute a similar number of declarative clauses in which they make statements. This suggests there is no significant status differential. They also use the same modality to show equal authority. This kind of spoken text is usually exchanged between close friends in our daily lives. In other words, this conversational example "illustrates many of the characteristics of an informal tenor, as well as the social roles and relationships played by interactants" (Eggins, 2004, p. 143).

Table 7. The Summary of Social Relation, Social Connectedness and Persona of Text 1

Spoken Text	Contextual Description		
	Social Relations (Distribution of speech functions)	**Social Connectedness** (Formality of language, terms of address, and lexis)	**Persona** (Modality, evaluative language)
1	5 interrogative clauses, 10 declarative clauses (3 negative statements & 7 positive statements)	Using pronouns (you & I) to address the participants	Using 2 medium modalities (would, will) and 3 low modalities (can) There is an evaluative language

Conclusion and pedagogical Implications

The findings of this study provide more insights into, first, the learning and teaching of interpersonal meaning at the college level for English learners in Indonesia and the wider Asian ESL/EFL context, and, second, the design of related teaching resources, particularly in contexts where English is used as a lingua franca. The findings also show that the spoken texts in this textbook include interpersonal meaning in terms of patterns of interaction that vary depending on the nature of the relationships between the interactants, the speaker, and the addressee. As a result, this finding describes the potential of the English clause to exchange meaning. With this in mind, the exchange meanings of face-to-face in spoken interactions need the grammar of interaction, such as the use of interrogative clauses to ask questions, the use of declarative clauses to make statements, and the use of imperatives to give instructions. This empirical evidence suggests that language textbook designers could include a variety of examples of interpersonal meaning in upcoming editions of the book.

The implication of this study is that knowledge of the interpersonal grammar of exchange dealing with the semantics of speech functions and modality could be introduced by language teachers to students explicitly and systematically. Both teachers and students should have the opportunity to engage critically with textbooks as a socio-semiotic agent, for instance, and how socially connected or distant interlocutors are likely to influence the degree to which the language used is formal or informal, including the terms of address, as "an important resource in establishing and maintaining relationships in terms of power, status, familiarity, and feelings" (Derewianka, 2011, p. 118).
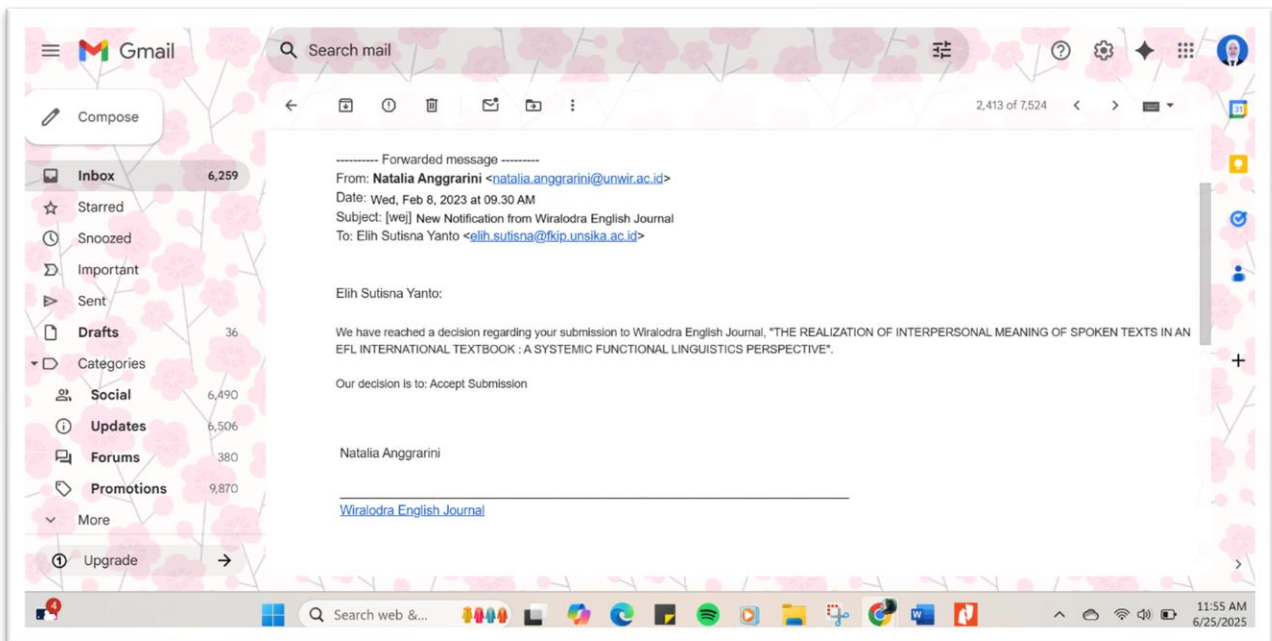
REFERENCES

Andersen, T. H. (2017). Interpersonal meaning and the clause. In *Routledge Handbook of Systemic Functional Linguistics* (pp. 115-130). Routledge.
Christie, F. (2002). *Classroom discourse analysis: A functional perspective*. London: Continuum.
Coffin, C., Donohue, J., & North, S. (2013). *Exploring English grammar: From formal to functional*. Routledge.
Cunningsworth, A. (1995). Choosing your course book. Heinemann.

Derewianka, B.(2011). *A new grammar companion for teachers.* Sydney: Primary English Teaching Association

Derewianka, B. (2007). Changing approaches to the conceptualization and teaching of grammar In *International handbook of English language teaching* (pp. 843-858). Springer,Boston, MA.

Eggins, S. (2004). *Introduction to systemic functional linguistics*. (2nd edition). (p.172). Printer Publisher, Ltd

Ellis, R. (1997). The empirical evaluation of language teaching materials. ELT Journal, 51(1), 36-42.

Fawcett, R. P. (2017). From meaning to form in the Cardiff Model of language and its use. In *The Routledge Handbook of Systemic Functional Linguistics* (pp. 80-100). Routledge.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.

Halliday, M. A. K. (1973). *Explorations in the functions of language*. Edward Arnold.

Halliday, M.A.K. (1975). *Learning How to Mean: Explorations in the Development of Language*. Arnold

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning.* Edward Arnold.

Halliday, M. A. K. (2005a). On the language of physical science. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp. 59–75). The Falmer Press.

Halliday, M. A. K. (2005b). Some grammatical problems in scientific English. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp. 76–94). The Falmer Press.

Halliday, M.A.K., and C.M.I.M. Matthiessen. (2014). *An Introduction to Functional Grammar*. 4th edn. Routledge.

Hoang, V. V. (2019). An Interpersonal Analysis of a Vietnamese Middle School Science Textbook. *The M .A.K. Halliday Library Functional Linguistics Series*, 129–144.vdoi:10.1007/978-981-13-9883-4_7

Hutchinson, T., & Torres, E. (1994). The Textbook as agent of change. *ELT Journal*, *48*(4), 315-28.Khalim, A., & Warsono, W. (2017). The Realization Of Interpersonal Meanings Of Conversation Texts In Developing English Competencies And Interlanguage For Grade X. *English Education Journal*, *7*(2), 122-132.

Linda, G., & Peter, W. (1995). *Making sense of functional grammar*. Antepodean Educational Enterprises.

Martin, J. R. (1989). Technicality and abstraction: Language for the creation of specialized texts. In F. Christie (Ed.), *Writing in schools* (pp. 36–44). Deakin University Press.

Martin, J. R. (1991). Nominalization in science and humanities: Distilling knowledge and scaffolding text. In E. Ventola (Ed.), *Functional and systemic linguistics* (pp. 307–337). Mouton de Gruyter.

Martin, J. R. (2005a). Life as a noun: Arresting the universe in science and humanities. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp.242–292). London & The Falmer Press.

Martin, J. R. (2005b). Literacy in science: Learning to handle text as technology. In M. A. K.Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp.184–222). The Falmer Press.

Moss, G. M. (2000). The language of school textbooks and the ideology of science. *Zona Próxima*. No1, 44–55.

Poyton, C. (1984). Names as vocatives: forms and functions. *Nottingham Linguistics Circular* 13(Special Issue on Systemic Linguistics), 1-34.

Richards, J. C. (2001). *Curriculum development in language teaching.* Cambridge University Press.

Richards, J. C. (2001). *Curriculum development in language teaching.* Cambridge University Press.

Rubino, A. (1989). The discourse of history: A cross cultural perspective. In *Genre and systemic functional studies*. Australian Review of Applied Linguistics (Series S, Vol. 6, pp. 70–108).

Schleppegrell, M. J. (2008). *The language of schooling: A functional linguistics perspective.* Lawrence Erlbaum Associates, Publishers.

Taylor, C. (1979). *The English of high school textbooks (Education Research and Development Committee, Report 18).* Canberra, Australian Government Publishing Service.

Thompson, G., Bowcher, W. L., Fontaine, L., & Schönthal, D. (Eds.). (2019). *The Cambridge handbook of Systemic functional linguistics. Cambridge*: Cambridge University Press

Tomlinson, B. (2003). Developing materials for language teaching. Continuum

To, V. (2018). Linguistic complexity analysis: A case study of commonly-used textbooks in Vietnam. *Sage Open, 8*(3), (pp.1-13). doi.org/10.1177/2158244018787586
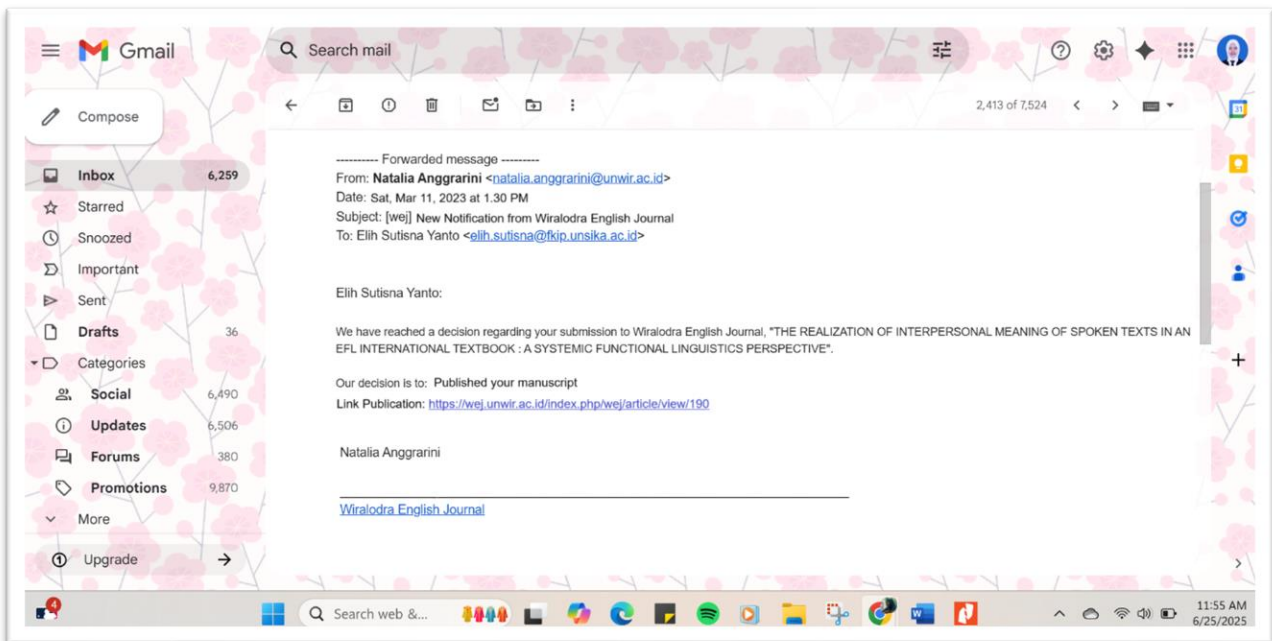
Unsworth, L. (2000). Investigating subject-specific literacies in school learning. In L. Unsworth (Ed.), *Researching language in schools and communities: Functional linguistic perspectives* (pp. 245–274). Cassell.

Weninger, C. (2018). Textbook analysis. In Chapelle, C.A. (Ed.), *The Encylopedia of Applied Linguistics*. Hoboken, NJ: Wiley & Sons. DOI: 10.1002/9781405198431.wbeal1489

Weninger, C. (2021). Multimodality in critical language textbook analysis. Language, *Culture and Curriculum, 34*(2), 133-146. DOI: 10.1080/07908318.2020.1797083

Wignell, P., Martin, J. R., & Eggins, S. (2005). The discourse of geography: Ordering and explaining the experiential world. In M. A. K. Halliday & J. R. Martin (Eds.), *Writing science: Literacy and discursive power* (pp. 151–183). The Falmer Press.

Williams, T. (1985). The functions of language. In B. Hodge (Ed.), *Communication and the teacher* (pp. 101–120). Melbourne: Longman Cheshire.

Xuan, W., & Huang, X. (2017). Understanding Interpersonal Meaning-Making in Chinese High School Students' ESL Writing: A Systemic Functional Perspective. *The Asia-Pacific Education Researcher*, *26*(5), 227–238. doi:10.1007/s40299-017-0343-4

Zhang, X. (2017). A critical review of literature on English language teaching textbook evaluation: What systemic functional linguistics can offer. *Journal of Language and Cultural Education, 5(1)*, 78–102. doi:10.1515/jolace-2017-0005

3. Disetujui (08 Februari 2023)

4. Bukti konfirmasi diterima artikel publish secara online (11 Maret 2023)

---------- Forwarded message ----------
From: **Natalia Anggrarini** <natalia.anggrarini@unwir.ac.id>
Date: Sat, Mar 11, 2023 at 1.30 PM
Subject: [wej] New Notification from Wiralodra English Journal
To: Elih Sutisna Yanto <elih.sutisna@fkip.unsika.ac.id>

Elih Sutisna Yanto:

We have reached a decision regarding your submission to Wiralodra English Journal, "THE REALIZATION OF INTERPERSONAL MEANING OF SPOKEN TEXTS IN AN EFL INTERNATIONAL TEXTBOOK : A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE".

Our decision is to: Published your manuscript
Link Publication: https://wej.unwir.ac.id/index.php/wej/article/view/190

Natalia Anggrarini

Wiralodra English Journal

Februari 24, 2023

Dear **Elih Sutisna Yanto, Hikmah Pravitasari**

It's my pleasure to inform you that, after the peer review, your paper "**THE REALIZATION OF INTERPERSONAL MEANING OF SPOKEN TEXTS IN AN EFL INTERNATIONAL TEXTBOOK: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE**" has been ACCEPTED to be published in WIRALODRA ENGLISH JOURNAL (WEJ), p-ISSN 2597-7504 (Printed), e-ISSN 2622-4100 (Online). It will be available online at https://wej.unwir.ac.id/index.php/wej in March, 2023

You are requested to follow all the rules and regulations of WEJ related to Publication. Once we publish your paper, you cannot submit it somewhere else.

Thank you very much for contributing to the WIRALODRA ENGLISH JOURNAL (WEJ).

Congratulations,

With Regards,
WIRALODRA ENGLISH JOURNAL (WEJ)
Editor-in-Chief

Atikah Wati, M.Pd.

THE REALIZATION OF INTERPERSONAL MEANING OF SPOKEN TEXTS IN AN EFL INTERNATIONAL TEXTBOOK: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE

Elih Sutisna Yanto[*1], **Hikmah Pravitasari**[*2]
elih.sutisna@fkip.unsika.ac.id[*1], hikmah@latansamashiro.ac.id[*2]
English Education Department, Faculty of Teaching and Education[*1],
English Education Study Program[*2]
Universitas Singaperbangsa Karawang[*1], STKIP La Tansa Mashiro, Banten[*2]

ABSTRACT

Interpersonal metafunction is an important concept when describing interactions in terms of responding to the act of giving or demanding goods, services, or information (Halliday and Mathiessen (2004). This article examines interpersonal meanings realized in the mood and modality resources of an Interchange Series textbook—the fourth edition textbook used for Grade 3 or Intermediate students. The research u discourse analysis and Systemic Functional Linguistics (SFL) as the main theoretical framework, and the analysis used the mood element as a central resource for the realization of interpersonal meaning. The results show that among the 275 clauses in the 16 texts, declarative sentences dominate (146 or 53.09 percent). Interrogative clauses are much less common (64, or 23.27 percent). None of the texts, therefore, utilize any of the imperative clauses. Furthermore, the number of modalization used in the sixteen texts are probability (26 or 9.45%), usuality (10 or 3.64%), and obligation (9 or 3.27%). This research suggests that forthcoming language textbooks may include examples of interpersonal meaning in terms of speech functions as resources for interaction. The implication is that language teachers could explicitly and systematically teach students interpersonal grammar of exchange that deals with the semantics of speech functions and modality. Teachers and students should be able to critically question textbooks as socio-semiotic agents since interpersonal meaning grammar helps people learn to deconstruct or interactively create spoken texts.