

# CHAPTER I

## INTRODUCTION

### A. Background of the study

English became an international language. Technological advances have enabled people to access foreign languages and cultures with ease. The younger generation has developed a love for the English language through the Internet, such as music, movies, celebrity news, and others. This attraction impels many more people to learn English and thus become very popular. Thus, English became the world's language because we needed a language that everyone quickly spoke. Moreover, in Indonesia itself, English has become a foreign language that must be learned as we know it; from kindergarten to college, we learn English.

There are four skills to be mastered in learning English: listening, speaking, reading, and writing. Speaking has become a skill to be learned, and most students will say that learning to speak is the most challenging skill to master.<sup>1</sup> Otherwise, unlike other skills, there was no other way to become proficient at speaking than to practice it right away. One of the best ways to improve communication skills, particularly speaking skills, is to use "speech" in public communication or public speaking. Because most people get nervous before doing anything significant in front of a large group of

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<sup>1</sup> Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004).

people, such as giving a speech. The most successful medium for presenting aims and objectives to audiences is speech.<sup>2</sup> One of Halliday's hypothesized roles of language in speech is an interpersonal function, in which language is employed to enable us to engage in communicative acts with other people. Here is what it implies: using language to communicate with others is to establish and sustain social relationships. When we communicate with other people, we usually say things to influence their attitudes or behavior. Provide information, clarify our attitudes, and so on. In other words, we utilize language to communicate between the speaker and the listener.<sup>3</sup>

There is always something else going on when language is employed every speaking time. Language establishes our personal and societal interactions with the people around us when interpreting. While students can gain the capacity to speak in public, transmit ideas or opinions, develop self-confidence, and develop leadership skills, all of which will impact the students' future and the quality of education and the country.<sup>4</sup> Thus, discourse analysis can be used in students' speeches. The study of discourse through grammatical analysis is prevalent among language researchers.

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<sup>2</sup> Hepie Pionery and Arina Isti, "Modality Analysis in Melania Trump 's and Ivanka Trump 's Campaign Speeches in Republican National Convention , July 19 Th , 2016" 5691 (2016).

<sup>3</sup> M. A. K. Halliday & M. I. M. Matthiessen, Halliday 's Introduction to Functional Grammar, Fourth Edition (USA and Canad: Routledge, 2014).

<sup>4</sup> Rahmawati, Thesis 'An Analysis of Mood and Modality in Jokowi's Inauguration Speech', (Bandarlampung: Universitas Teknokrat Indonesia, 2020).

Functional Grammar, also known as Systemic Functional Linguistics, has been increasingly popular (often abbreviated to SFL). SFL is a theory of language functions created by Halliday. Because language has many meanings, as Halliday suggests, it is offered to promote interaction. Language has both systemic and functional features, according to Systemic Functional Linguistics. It has systemic qualities because it emphasizes meaning as a choice in interpreting language and functional characteristics since it is designed to interpret how language is used.<sup>5</sup> Systemic Functional Linguistics (SFL) is a linguistic method that examines how language is utilized in various circumstances in ordinary social interactions, both in speech and writing. In this definition, systemic refers to the totality, whereas functional refers to anything that can be employed in various scientific subjects.

As a result, when we use language, whether spoken or written, it has a specific purpose, such as providing information, making an offer, or issuing a command. Language also serves to perform our personal and social relationships with others. Thus, we can learn how speech is produced to build social relationships between the speaker and the listener by examining the Mood and Modality of speech. Certain interpersonal functions can be revealed through Mood and Modality. Interpersonal

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<sup>5</sup> M.A.K. Halliday & Christian M.I.M. Matthiessen, *Introduction to Functional*, 2nd Edition (London: Hodder Arnold, 1994).

meaning is one of the metafunctions of language, which involves the interaction between the speaker or writer and the listener or reader. language grammar is used as an action in interpersonal functions, which means that the grammar clauses we use not only function as figures but also as propositions, or offers, where we provide information or ask questions, give orders or make offers, and express our judgment and attitude toward whomever we address and what we talk about.<sup>6</sup>

Halliday suggests three forms of metafunction as the essential component of meaning in this regard namely. Ideational (in association with the knowledge of the discourse to be analyzed), Interpersonal (related to interpersonal relationships or people around the discourse to be analyzed), and textual (related to how the discourse is composed and forms meaning in the form of speech or writing).<sup>7</sup>Interpersonal meaning serves as a marker for the communication in participant roles. People can understand the interactivity between speakers by analyzing the interpersonal meaning, such as the language used by the speaker, the social distance between the speaker, and the social background of the writers, such as their power and knowledge.<sup>8</sup>

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<sup>6</sup> M. A. K.Halliday & M.I.M Matthiessen, Halliday 's Introduction to Functional Grammar, Fourth Edition (New York: Routledge, 2014).

<sup>7</sup> M.A.K. Halliday Christian M.I.M. Matthiessen &, Introduction to Functional, 3rd Edition (London: Hodder Arnold, 2004).

<sup>8</sup> Jeremy Harmer, *How To Teach Writing* (Harwol: Pearson Eduation Ltd, 2004).

Nowadays, many institutions provide bilingual lessons to students, and language learners are referred to as bilingual learners. Bilingual learners are students who study two (or more) languages to a high level of competency. They may learn Vietnamese, Spanish, and Arabic in Germany or the United States, or English as a foreign language (EFL) in Turkey, Malaysia, or Indonesia. One of the most well-known is an Islamic boarding school.<sup>9</sup> A boarding school is one of the places that offer a language curriculum to students who hope to achieve their educational goals. Language programs in boarding schools are implemented based on some factors. Knowing relevant development psychology theory is one of the ways to figure out what base became the foundation of thinking.<sup>10</sup>

Students at the Al-Mizan Islamic boarding school must be able to master the required language; as a result, the modern Al-Mizan Islamic boarding school has a well-defined strategy for improving students' foreign languages, which includes not only receiving theory in regular class meetings but also receiving training through a good language program. This is true in everyday communication when multilingual (English and Arabic) is used. Furthermore, speech exercises, also known as muhadarah (in

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<sup>9</sup> Choyri Liyanhanikal Faidah, 'Mood Analysis On Spoken Texts Of Teacher ' S Scaffolding Talks In English Subject' (University of Islamic State Walisongo Semarang, 2018).

<sup>10</sup> Jauhari, "The Implementation of Language Program Towards Students' Foreign Language Acquisition at Bilingual Islamic Boarding School of Darul Amien Nagara Academic Year 2016/2017" (University of Islamic State Antasari, 2017).

Arabic), become one of the ways to help them develop their language abilities. Students at Al-Mizan must participate in a speech activity in which they give three speeches in Arabic, English, and Indonesian at different times over one week. This speech activity is mandatory for all students.

Based on the prior phenomenon, the Researcher tries to analyze the interpersonal meaning of the students' speech in terms of Mood and modality. The researcher is interested in what types of Mood and modality are used and how are the Mood and modality that realized in student speech. As the speaker delivers their speech, it is crucial to know the goals of the students' speech; the researcher is conducting the Research on eleventh-grade students of Madrasah Aliyah Al-Mizan Islamic boarding school.

## **B. Formulation of the Research**

Following the identification, the scientist determines the main aspects:

1. What types of Moods are used in students' speech at eleventh-grade students of MA Al-Mizan?
2. What types of modalities are used in students' speech at eleventh-grade students of MA Al-Mizan?
3. How are the Mood and modality realized in students' speech at eleventh-grade students of MA Al-Mizan?

### **C. The objective of the Research**

1. To analyze the Mood types used in students' speech at eleventh-grade students of MA Al-Mizan.
2. To analyze the modality types and value used in students' weak speech at eleventh-grade students of MA Al-Mizan.
3. To analyze how Mood and modality are realized in students' speech at eleventh-grade students of MA Al-Mizan.

### **D. Scope and Limitation**

In this study, the researcher focus on analyzing the types of Mood and modality realized the interpersonal meaning in students' speech. Furthermore, this Research focuses on the Mood and modality of interpersonal meaning of twenty students in class A eleventh-grade students at Madrasah Aliyah Al-Mizan. The researcher uses the theories proposed by Halliday. Researchers use several variables to choose research subjects for this study.

Firstly, the data were collected from a video speech that researcher take from students by the eleventh-grade at Madrasah Aliyah Al-Mizan Cikole, Pandeglang Banten. The second is also based on the fact that students conduct speeches during their routine activity every week. The school requires every student to make a weekly speech called Muhadoroh (in Arabic). Usually, they do three speeches a week using Indonesian,

English, and Arabic. The researcher will discuss the emphasis on student speech in English and provide a different topic. Third, the researcher chooses students' speech based on their teacher's recommendation.

#### **E. The significance of the study**

This study refers to certain grammatical aspects such as Mood and Modality, so the results of this study provide several contributions. The results of this study are expected to contribute practically. This study contributes to the development of the theory of the interpersonal meaning of mood and its modality in the context of students' speech proposed by Halliday. In addition, this Research is also expected to make a practical contribution. This study contributes to researchers and students on how to use mood and modalities in the right way, both orally and in writing, and to see the interpersonal meaning realized in their speech. In addition, since this study focuses on analyzing mood and modalities in students' speech, it is readily available for EFL students and readers interested in linguistic studies. From this learning, students can evaluate themselves more critically and understand that language has a function to interpret.

#### **F. Previous Studies**

There are various past research related to the current study that is relevant with interpersonal meaning to support and develop this study.

The first previous study was by Okvita Firlir Mayangsari in 2020. The title of her study is "Interpersonal Meaning of Modality in Students' Argumentative Essays." The data were taken from the argumentative essay from 4th-semester students of the Departments of English Literature at UIN Maulana Malik Ibrahim Malang. She employed students' Argumentative essays and applied Halliday's theory. The findings showed that 165 Clauses contained modalities found in students' argumentative essays. Modality was found in every clause, indicating that the writers' interpersonal meanings were various types, values, and orientations. After conducting a thorough investigation, the researcher discovered two types of modalities: modalization and modulation. There were also 95 clauses classified as modalization type and 70 classified as modulation type. Furthermore, the study discovered three modality values: high, moderate, and low. However, the median value was the most popular in students' persuasive essays. The most common modal utilized by students was the finite modal operator, such as modal "will." Furthermore, the researcher discovered four different orientations of modality. However, the students tended to utilize explicit objective orientation to demonstrate the objectivity of their arguments. Furthermore, the results of this study revealed that students employed

modality in argumentative essays to persuade readers by providing options and communicating their viewpoints objectively and without prejudice.<sup>11</sup>

The second is from Lusi Ayu Setyowati in 2016. Her study is about "Interpersonal meaning analysis in Hans Christian Andersen's short work The Real Princess." She looked at the Mood and modality of Hans Christian Andersen's story. The clauses as an exchange in Hans Christian Andersen's short story The Real Princess were used as data in this study. In this study, the author collects data through observation and documentation as a processing method. She discovers that the text's declarative Mood is frequently utilized, revealing the author-reader relationship. The author, as interlocutor, is the information provider, while the readers are the information recipients. It conveys the author's attitude to the readers by studying the modality and discovering that the modal finite is less employed in the text than the finite tense. In Hans Christian Andersen's short story The Real Princess, there are just two speaking functions: statement and question. The statement appears 98% of the time in the text, whereas the query only appears 2%. As a result, the voice function utilized in the text is the statement, which provides information.<sup>12</sup>

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<sup>11</sup> Okvita Firli Mayangsari, Thesis "Interpersonal Meaning Of Modality In Students ' Argumentative Essays Department Of English Literature Faculty Of Humanities, (Surakarta: Universitas Muhammadiyah Surakarta, 2020).

<sup>12</sup> Lusi Ayu Setyowati, Thesis 'Interpersonal Meaning Analysis In Short Story Of Hans Christian Andersen The Real Princess', (Surakarta: UMS, 2016) 1–17.

The last previous study was by Dini Hadiani in 1999, titled "Interpersonal Meaning in Students' Explanation Text." Her study is aimed to investigate the interpersonal meaning in students' explanation texts. Six texts taken from students' writings were used as the instruments of text analysis. According to this study, the findings demonstrate that students have applied Mood types which are realized by the Subject and Finite as Mood element and predicator and complement as Residue. The composition of Subject and Finite in the clauses describes the declarative Mood which dominates the texts in realizing the speech function of the statement. It suggests that the students have attempted to provide the information to the readers correspond with the social purpose of the explanation text. It is also found that the students use a small number of modality in their texts. It indicates that the students try to present factual information by giving an equal relationship with the reader.<sup>13</sup>

Based on previous Research, many researchers conducted Research in academic writing such as narrative text, explanation text, report text, and other types of writing. There has also been no research on student speech. Therefore, the researcher will conduct Research on students' weekly speeches, which they get as a weekly routine at the modern Islamic boarding school Al-Mizan. The researcher will focus on Research on eleventh-grade

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<sup>13</sup> Dini Hadiani, "Interpersonal Meaning in Students' Explanation Texts" 5, no. 1 (2019): 12–20.

students since they are at the intermediate level in language learning. In this case, as with previous studies, the researcher employs the Halliday theory to determine the Moods and modalities realized in students' speech.

### **G. The organization of writing**

The researcher arranged five chapters, and every chapter has some points to explain. The points are:

Chapter 1 Introduction. This chapter contains the background of the study. Identification of problem. The objective of the study. Scope and limitation. The significance of the study. Previous of study. And the organization of writing.

Chapter II Theoretical Framework. This chapter contains theories gathered from a variety of experts.

Chapter III Research Methodology. This chapter details the methodology used by the researcher in this study.

Chapter IV Finding and Discussion. This chapter contains a description of the data analysis, findings, and discussion.

Chapter V Conclusion and Suggestion. This chapter contains the conclusion and suggestions.