

An Analysis of Mood Block Mood On Student New Item Text

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ABSTRACT

Making meaning opens up new worlds, deepens our comprehension of the environment, and offers infinite chances for both personal and professional development. This study highlights the importance of systemic functional analysis as a valuable tool for examining the linguistic features of different text types. Specifically, the focus is on applying this analysis to news item texts written by students from 12th grade from SMAN 11 Garut. By investigating the mood blocks in the students texts, including subject choices, mood types, and clause structures, the study aims to determine if these tests align with the linguistic features commonly found in news item texts. However, a notable gap in the existing research is the lack of analysis regarding the interrelationship between mood blocks. Therefore, this study seeks to bridge this gap and provide insights into the analytical relationship within mood blocks, shedding light on the students' ability to produce news item texts that accurately match the genre's linguistic characteristics.

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1. INTRODUCTION

Making sense is an essential skill for learning a language, and its importance cannot be overstated. It provides countless opportunities for both professional and personal growth, opens up new worlds, and increases our understanding of the environment. A wide range of academics from several disciplines have emphasized the importance of producing meaning in language learning. For instance, in their book "Language Learning: An Introductory Reader," Michael Long and Charles Reiss emphasize the importance of meaning-making in language learning, stating that "meaning-making is a major component of what it means to acquire and use language" (p. 95). According to research, making sense is an essential component of learning a language, and authorities like Stephen Krashen have stressed the need of understandable input in the learning process, M.A.K. Halliday (1999) developed the functional grammar of systematic as a method for teaching and learning systematic grammars. Therefore, it is crucial to describe how language is utilized at the level of text, not

a syllable or a phrase, using the functional systematic, which focuses on how language produces meaning. Text that informs the public about factual events is written at the text level and includes a variety of genres, such as news text.

Students learning a new language may find it challenging to comprehend and communicate text. This issue may have an influence on students of all academic levels and backgrounds, which could significantly impair their capacity for effective communication and active involvement in social and academic environments. Students need to have a firm understanding of the meaning and context of language, according to study, in order to communicate effectively. According to Krashen (n.d.), learning a language in this circumstance entails more than just learning grammar—it also entails learning meaning and comprehension. The importance of understanding linguistic structure and meaning in communication is also emphasized by Halliday (1985), who claims that meaning is the primary emphasis of language use.

According to Halliday (1994), the creation of meaning is of utmost significance in the study of languages since it serves as the basis for successful communication. Interpersonal meaning, which includes the expression of attitudes, the building of relationships, and the negotiating of power dynamics, is fundamental to social interactions in Systemic Functional Linguistics. However, because of language difficulties and a lack of experience with the proper use of mood,

Modality, and engagement elements, students frequently struggle to communicate the intended meaning behind a text. It is crucial for pupils to become proficient in comprehending and employing interpersonal meaning in order to overcome these difficulties. Students can improve their communicative ability and successfully traverse various social circumstances by participating in language studies that study mood, modality, and engagement. Students that possess this competency are better able to build relationships, be polite, negotiate power, and articulate their ideas clearly and concisely. In order to help students properly decode and encode meaning. Educators should emphasize the relevance of interpersonal meaning in language studies. This will help students become more proficient communicators in a variety of settings. Halliday (1994) emphasizes that for students to acquire the art of producing meaning in communication, they must comprehend and use interpersonal meaning. Students can improve their communicative competence and successfully communicate their intended meanings in a variety of social circumstances by becoming proficient in the presentation of attitudes, the development of connections, and the negotiation of power dynamics (p. 122).

Rizkallah and Alsaedi, 2021; Kuo & Anderson, 2010; Vandergrift & Baker, 2015; among others—have focused their studies on the effects of mood analysis on students' vocabulary learning, reading comprehension, and listening comprehension. Wang and Zhang in 2020; Vandergrift and Baker in 2015. Earlier studies have looked at the connection between mood-block analysis and discourse in a variety of methods (Coffin, 2006; Eggins & Slade, 1997; McCarthy, 1991; Thompson, 2014; Halliday & Matthiessen's, 2014). Other academics have also looked into how language and mood are related. (Martin, 2010; Eggins, 2004; Emilia & Krees, 2012).

According to the justification given, earlier study has concentrated more on the effects of mood block analysis and the analytical connections between them. Researchers' secondary objective is to assess students' capacity to accurately express news items by looking at their textual output. The evaluation of pupils adherence to genre norms and their ability to effectively communicate news information is the main objective. This study seeks to pinpoint the positives and negatives of students' news writing abilities while also suggesting ways to strengthen them. Through this research, important knowledge will be obtained to guide teaching strategies and assist students in honing their news writing skills, enabling them to communicate news items in a way that is consistent with the genre's intended communicative goals.

2. METHOD

In this study, descriptive qualitative methods are employed. This study strategy is appropriate because it satisfies the requirements of qualitative research to determine the students' comprehension of the news item text by examining their news item texts. This research is a case study specifically. By using a case study approach, it is possible to fully explore the given context. And gain a greater understanding of how students' linguistic choice reflect their ideas, opinions, and participation in the news discourse. According to Yin (2018). "Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research" (p. 7). Therefore, using a case study approach for mood block analysis offers an efficient way to sort out the complexities of language

Choices in a news item created by students.

The 12th grade at SMAN 11 Garut served as the study's participant. Before moving on to the next stage of their academic or professional endeavors, students must consolidate their knowledge and skills throughout the crucial 12th grade time of their academic careers. A key research tool that is directly related to the analysis and study done is document analysis. With a focus on the news item texts that students write, a systematic inspection and evaluation of diverse documents can be carried out by using rigorous document analysis methodologies. This method enables the extraction of valuable insights and information by facilitating a thorough analysis of the textual traits and qualities found in the documents under investigation.

3. RESULTS AND DISCUSSION

The analysis on the type moods in students news item text is expended on in this componenet. Paculiarly, the discussion will center on the Moods; Subject, Finite, Predicator, Complemen, and Adjunct. The findings are also related to the news item text social function, genre shift and linguistic characteristics.

First, Subject. The analysis result shows that from Text below, all of the clauses in that text begin with the Subject. An example of the Subject in students work is presented below.

A. These was on Sunday 28 April 2019. In a very famous forest area ashdown

These	Was	On Sunday 28 april 2019. In a very famous area ashdown
Subject	Finite	Complement
	Mood	Residue

The example above demonstrates that the subject (these) denotes the participant in that clause-that is, the doer. Additionally, given that the subject is a finite object, its placement before to the finite is reasonable. Statement as opposed to the query. Given the text genre, the subjects use and placement (declarative mood) have been suitable. in which the use of the statement structure is crucial (see also Eggins, 2004; Emilia,2014). The majority of the texts start with a subject in the declarative mood, which was also supported by earlier studies by Cordeiro (2017), Bankole & Ayoola (2014).

Second, Finite. Almost all clauses in the students texts consist of finite. (See an example below)

B. The burned forest area is estimated to be hectares in area, which includes trees and shrubs in the long standing area

The burned forest area	Is	Estimated to be hectares in area, which includes trees and shrubs in the long standing area.
Subject	Finite	Complement
Mood		Residue

Finite is used to demonstrate the tense in the example stated above. The placement of finite, that comes after subject, is also right. This suggests Emilia’s (2014) statement that in. Correct mood, after subject comes finite. Using simple present tense, which is a linguistic feature of personal news item text (Knapp & Watkins, 2005), is also demonstrated in the sample. The word “is” there indicated that the happened in the present time.

Third, Predicator. Almost all clauses in the students text consist of predicator. (See an example below

C. Ashdown forest conservator said “odd gust of combined with unseasonability dry condition” were the cause of fires on February 26.

Ashdown forest conservator	Said	“odd gust of combined with unseasonability dry condition” were the cause of fires on February 26
Subject	Finite	Predicator
	Mood	Residue
		Complement

The example above is meant to inform readers about the Conservator of the Ashdown Forest, who claimed that “strange gusts coupled with dry and impassable conditions” were to blame for the fires on February 26. When a predictor tells listeners what is happening or is happening, they are giving content for the linguistic aspects of a proposition. This claim also promotes social objectives. News text to deliver up-to-date, reliable information to the general audience. James W. Carey, a renowned media expert, claims that the news serves as a “transmitter” that aids people in staying updated about events, advancements, and problems that have an impact on their life.

Fourth Complement; The Complement is an additional component. Complement is advantageous to the development of the clauses, theoretically. For Eggins and Slade (1997) and Emilia (2014), it is crucial that Interpersonal complement is a tool used to broaden the negotiation table. A word’s complement may fall under the noun, adjective, or adverb categories.

D. The bush fire broke out at 9.30 pm local time on Sunday said The east sussex fire and rescue Service, based on a bbc report on Monday (29/04/2019).

The bush fire broke out at 9.30 pm local time on Sunday	Said	The east sussex fire and rescue Service, based on a bbc report on Monday (29/04/2019).
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Complement	Finite	Predicator	Subject
Residue		Residue	
Mood			

The example shows that a complement may be very useful in complete the purpose of a sentence within a clause. This refers to Yuliana’s previous study that she conducted, Imperiani, (2017) and Noor et al. (2015) that use the complement to complete the meaning of a clause in the texts.

Fifth Adjunct, including conjunctive and mood adjuncts, will be the final topic of discussion. Take the phrase, “I was very tired, but I was happy.” The intensification that occurs when mood adjunct is used a person’s attitude through type. According to Eggins (2004), the display of intensity enhances the text’s interpersonal significance as perceived from I was very tired but I was glad to see that the writer conveys his satisfaction despite his exhaustion from going to his uncle’s house.

E. Then after several hotspots were tamed the crew was reduced to just 4

Then after several hotspot were tamed	There crew	Was	Reduce to just 4
Cir. Adjunct	Subject	Finite	Complement
Residue	Mood		Residue

The example above shows that adjunct is required for both realizing adverb and arranging the events. According to Silva (2016) and Najim (2008), the texts’ adjuncts were utilized to order the events and realize adverbs.

4. CONCLUSION AND SUGGESTION

Based on the results of the study, students were able to arrange declarative moods in news stories by putting Subject, Finite, Predicator, Complement, and Adjunct in the correct order. While adjuncts usually use temporal adjuncts, the mood components on the topic in the news text primarily use phenomena rather than pronouns. The text still has several instances of improper grammar, which results in a lack of time clarity as well as degree and polarity of information. Another outcome of the research is that the marking is a verb tense. Students will be able to communicate the contents of written documents with others as efficiently as feasible if English teachers are taught about the Mood Explicit aspect (both structural and lexical).

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