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## THE REALIZATION OF INTERPERSONAL MEANING ON MALE AND FEMALE STUDENTS' PERSONAL LETTER

**Dewi Nasita**

[dwnasita@gmail.com](mailto:dwnasita@gmail.com)

Universitas Galuh Ciamis, Indonesia

**Bambang Ruby Sugiarto**

[bambangrubys@gmail.com](mailto:bambangrubys@gmail.com)

Universitas Galuh Ciamis, Indonesia

**Luthfiyatun Thoyyibah**

[luthfiyatun20@gmail.com](mailto:luthfiyatun20@gmail.com)

Universitas Galuh Ciamis, Indonesia

### ABSTRACT

Interpersonal meaning is important since it reveals someone's adjustment into another participant, it is created and maintained the social relations (Gerrot and Wignell, 1994). The present study proposed to elaborate the similarity or the difference between the realization of interpersonal meaning on male and female students' letters, especially personal letters and to investigate which one between male and female students is more emotionally expressive in writing a personal letter. The present study implemented discourse analysis in the qualitative descriptive design. Three couples of male and female students in the eleventh grade at one of Senior High School in Ciamis, Indonesia were engaged in this study. Six personal letters then analyzed by means of Systemic Functional Linguistics. It was found that both male and female students created a sense of politeness in a different way. Thus, the majority of declarative clauses evinced that both male and female students comprehended well the purpose of the letter-writing which is to give information. In terms of modality, female students presented lower modalization which is suggested that they preferred to present the information as what it has. Moreover, female students found dominated all the characteristics of emotional markers. It significantly proofed that female students are more emotionally expressive rather than male students.

**Keywords:** Interpersonal Meaning, Gender Differences, Emotional Expression, Personal Letter

### INTRODUCTION

As one of the subjects included in the national curriculum, the English language must be taught at junior and senior high school students as well as at university. The main objective of EFL teaching and learning in Indonesia is to develop four language skills, namely listening, speaking, reading, and writing. In this case, the students of Vocational

High School are focused on mastering these four language skills in the process of teaching and learning English. Moreover, the students should develop and master these four language skills, so they can use English actively and passively. Besides, students can meet the goal of English learning by mastering these four language skills.

Systemic functional linguistics (afterward mentioned as SFL) views a language as a resource for making meaning and concerned not only with the structures but also how those structures construct meaning (Gerrot and Wignell, 1994, p. 5). SFL would rather try to see discourses produced in the form of written or oral language and what is contained in the texts that are produced, than in the manner of language representation or process in the human brain. SFL provides great importance in the function of language, such as what is language is used for rather than what language structure is all about and the manner by which it is composed (Halliday & Matthiessen, 2014).

SFL model proposes that human language has evolved to make three generalized kinds of meaning; experiential, textual and interpersonal. Experiential dealt with the way the reality is presented and the grammatical resources for construing human experience around and consist of “what it is going on” (Rahmasari, G., Nurhayati, IK., 2019). Textual meaning is concerned with the creation of text and the way humans organize their sense of meaning into the text. Whether interpersonal meaning dealt with the interaction between the speaker as the addresser to the listener or addressee.

Interpersonal meaning recognized that the speaker takes the knowledge state of the hearer into account in the process of negotiating discursial meaning (Davidse & Simon-Vandenberg, 2008). Thus, the interpersonal meaning is important as its function is to establish the speaker’s role in the speech situation and relationship with others. Thus, the researchers analyzed the realization of interpersonal meaning in male and female students’ letters. Matthiessen & Halliday (2004) provide the grammatical system to analyze interpersonal meaning, which is mood and modality. (Eggins & Slade, 1997) performed a full scheme for analyzing the realization of mood and modality in the informal setting.

Moreover, it is undeniable that males and females enacted differently in writing. (Xia, 2013) argued that female is better in some aspects such as vocabularies of color and tend to use interrogative sentence. Whether males tend to use imperative. Numerous expressions often used by the writer to make communication successful. The study from (Parkins, 2012) revealed that female is more expressive by the use of great numbers of emoticons and laughter.

Based on the explanation above, Research questions were formulated as follows:

1. How is the interpersonal meaning realized on male and female students' written personal letters?
2. Which one between male or female is more emotionally expressive?

### **Interpersonal meaning**

Systemic Functional Linguistics (SFL) is very useful for contribution in the field of teaching, especially on language teaching (Cahyati, E, 2019). SFL attempts to relate language to a particular aspect of human experience, namely social structure (Halliday and Matthiessen, 2004). This relationship between language and social situation implies that language use is viewed as a system of choices made among other options or ways of communication available within the context (Adenike & Olusanya, 2014). Thus, SFL equally states that the context of the situation is arranged in categories. These categories are Field, Tenor and Mode and the three Metafunctions (experiential, interpersonal and textual).

Interpersonal meaning means language has an interpersonal function and it is used to encode interaction and to show how defensible the different propositions are believed to be. It allows encoding meanings of attitudes, interaction, and relationships that realize the tenor of discourse (Arancón, 2013). Almurashi (2016) added that the interpersonal meanings concerned with the interaction between the speaker(s) and addressee(s). Interpersonal meaning used to establish the speaker's role in the speech situation and relationship with others. In other words, when we use language to interact, one of the things we are doing with it is establishing a relationship between us (Sugiarto, BR, 2015). Mood and modality is one main grammatical system in interpersonal meaning (Matthiessen & Halliday, 1997 cited in Abdulrahman Almurashi, 2016). It means that to analyze interpersonal meaning, we could identify the mood and its modality first.

### **Mood**

Gerot and Wignell (1994) and Halliday and Matthiessen (2004; 2014) state that mood elements consist of two elements. Those elements are, first, is the subject which realized by a nominal group and the second is Finite which part of the verbal group. Finite decides whether the clause is included positive or negative polarity. It also determines when the occurs based on the tenses used. Such as the past tense use finite did, was, had, used to; present tense use finite does, is are, have; future tense use finite will, shall, would, should.

## Residue

The residue consists of functional elements of three kinds such are predicator, complement, and adjunct. Predicator realized by a verbal group. Sometimes it is fuse with finite but only in simple present and simple past tense. Complement is another participant which realized in the clause but they are not pivotal. The identification of complement is they are possible to become subject if the clause is changed into passive form. The last element in the residue is adjunct. Adjunct is those left behind besides the subject, finite, predicator, and complement.

There are some types of adjunct, see table below:

Table 1  
Metafunction and adjunct

Metafunction	Type of adjunct	Location in mood structure
Experiential	Circumstantial adjunct	In residue
Interpersonal	Modal Adjunct	Mood adjunct
		Comment adjunct
Textual	Conjunctive adjunct	(not in mood structure)

As can be seen in the table 1, not all adjuncts realized in the residue. There is mood adjunct which falls into mood structure and also comments adjunct and conjunctive adjunct which does not fall into mood structure. Gerrot and Wignell (1994, p. 30) mentioned that both comment adjunct and conjunctive adjunct express textual meaning rather than interpersonal, so they do not fall into mood structure.

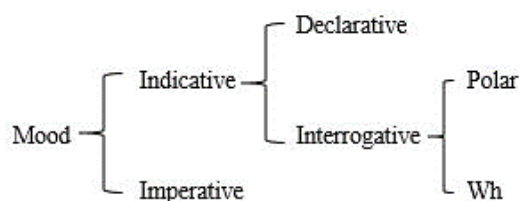


Figure 1. Mood Types

As can be seen in the figure 1, indicative mood is realized by subject & finite. Declarative clauses most frequently combined with a falling tone which shows the feature of certainty. The yes/no interrogative is usually found with an ‘uncertain’ rising tone. WH-interrogatives, on the other hand, favor falling tone, because although they are asking for a missing element, the proposition itself is taken as certain. In the imperative mood, the presence of a subject and finite is optional, whether the presence of a predicator is an obligation (Gerot & Wignell, 2014). Imperatives are typically combined with falling tones and rising tone; falling tone typically used as a command; but a mild command, such as a

request and negative command, often comes with a rising tone. Rising tone means has the effect of leaving the decision to the listener. On the contrary, the rising-falling tone is the one most typical of exclamative clauses, where the meaning is ‘wow!’ – something that is (presented as) contrary to expectation. (Halliday & Matthiessen, 2014).

### **Modality**

Halliday & Matthiessen (2004) stated that modality is related to speakers’ judgment which is intermediate between the two poles of negative and positive polarity. This term covers two types, namely modalization and modulation.

Yuliana & Imperiani (2017) said that modalization is related to propositions and used to argue about the probability or frequency of something (usuality). Probability dealt with the possibility of some information. For example, “*He plays the double-bass*” means a positive polarity. Moreover, there are some scales of probability. *Must* indicate high probability, *may* indicate median probability and *might* indicate low probability. However, usuality dealt with the frequency of some information happen. For example, “*He always plays the double-bass*” means the speaker is highly sure toward the frequency of *He* in playing *the double-bass*. As mentioned aforesaid that *always* indicate the high scale of usuality, then *usually* indicates the median scale and *sometimes* indicates a low scale of usuality.

Meanwhile, modulation is related to proposals and consists of obligation and inclination. Different from probability and usuality, obligation and inclination demand good and service as its commodity. Obligation used to demand goods and services. This kind of modality also has a scale on it that construe a different meaning. Directive demand on the obligation commonly used by the people who have a higher power. The high scale of obligation commonly realized through *must*. For example, “You must get a degree”. It is a kind of directive obligation. Whether the median scale of obligation commonly realized through *will*, *supposed to* and *expected*. It is a kind of advice. For example, “*It is expected that you get a degree*”. Low scale of modulation commonly realized by *may*, *allowed* and *permitted*. It is a kind of permission. For example, “*You are allowed to get a degree*”.

The inclination is used to show how sincere the action or the intention of the speaker. The high scale of inclination realized by *determined* and *convicted*. It is a kind of conviction. For example, “*I’m determined to study philosophy next year*”. Median inclination realized by *keen to* or *pleasure*. It is a kind of attitude. For example, “*It’s a pleasure for me to study philosophy next year*”. Whether low inclination realized by

*willing to* and *commitment*. It is a kind of undertaking. For example, “*It is a commitment for me to study philosophy next year*”.

Similar to mood types, this dimension of interpersonal meaning can be realized metaphorically as well. With regard to this, Eggins (2004) as cited by Yuliana & Imperiani (2017) argues that since judgment is typically implicit, realized using Finite Modal Operators or Mood Adjunct within a clause, when expressed explicitly it entails metaphorical realization. This explicit realization involves realizing the modality using the projected clause like the following example illustrates *I'm sure Henry James wrote 'The Bostonians'* (Eggins, 2004 cited in Yuliana & Imperiani, 2017). The pseudo-clause *I'm sure* explicitly expresses the certainty in who wrote the Bostonians.

### **Genders and Writing**

Byrne in Rais et al (2012) said that writing produces a sequence of sentences arranged in a particular order and linked together in certain ways. A sequence of sentences then put in order and linked together to build coherent meaning. The types of writing divided into informative, persuasive, expressive and literary discourse. Writing as one of four language skills was considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary (Sukam, Antoni, & Hidayati, 2015).

Writing is an important communication skill and has an essential role in the second language learning process. This language skill assumed to be of great importance to academic success since it is the commonest assessment measure for academics to evaluate their students' cognitive. Therefore, students' weaknesses in writing ability may put their academic success considerably at risk (Javadi-Safa, 2018, p. 16).

Physically, women are apparently different from men. Men commonly have more muscle than women. Beside, Xia (2013) suggests that women are greater in pronunciation using the color word, rich in intonation and tends to use more adverb and so with an adjective. Talking about words, many researchers suggest that women prefer to use first-person pronouns and use more interrogative than their man counterparts. (Newman, Groom, Handelman & Pennebaker, 2013; Xia, 2013; Kimani, S., Njeri, E., Kimwele, M., 2018)

Gender parity has been a matter of controversy and concern for educational practitioners and researchers alike. Bataineh & Al-hamad (2018) stated that gender is affecting EFL writing performance. Toward the stereotype image that females are better

language learners than their male counterparts, Bataineh & Al-hamad (2018) guess that it is because the female is more able to remember lists of words, express empathy, develop interpersonal relations and involve in emotional and artistic expression. The research by Kimani (2018) found that female students are more likely to use English than males. Whether male students likely used Sheng. When it comes to writing, the study from Newman, et al (2008) confirmed that men used more words, whereas women used longer sentences. It is also stated that women commonly used tag questions and uncertainty verb phrases which combined with perceptual or cognitive verbs (e.g., “I wonder if”). Below is the result of Newman’s study which indicates the difference between men and women in using language.

In writing, it is no secret anymore that women are more emotionally expressive than men (Ahmadi; 2015; Brescoll, 2016; Parkins, 2012). Fundamentally, a human will never separate from language and also emotion. It is not weird anymore to question the relationship between these two things. Ahmadi (2015) proof that women are slightly more likely to use positive emotion whether men tend to use negative emotion. One pivotal research by Brescoll (2016) found that women are more emotional than men, but considering this as the harmful of women carriers to become a leader is not effective. The most important research found by Parkins (2012) found that women often use emotional expression when writing on their social media. Parkins (2012) added that characteristic of emotionally expressive are the extensive use of punctuation (such as !!! and ???), the use of extensive full stops (e.g. ....), the use of capitalized text, the addition of the same letter within a word (such as yeeeeees), the general use of emoticons (e.g. ☹, 😊), the different means of expressing laughter (e.g. lol, hehe, haha, wkwk).

### **Personal Letter**

A personal letter is a kind of personal writing which is represented by personal correspondence, thank you letters, letters of congratulation or condolences. All of these can be printed or handwritten. Sukam et al., (2015), added that a letter is a piece of paper or more than used as a communication tool to deliver the statement or information in written form, from one person to another. It usually contains a feeling of expression, private things, and important things. Furthermore, they concluded that a personal letter is a type of friendly letter which provides communication between a small number of people, usually two people to give information or tell about something. It contains feeling



expression, private things, and important things as a way to communicate and allows a person to leave a message and to keep in touch.

A personal letter is not as formal as another letter such as a business letter. Hasnun (2006) cited in Sukam et al., (2015) said that the parts of the personal letter include the place and date of a letter, address, greeting, the body of letter, closing sentence and signatures. The result of Sukam et al., (2015) toward the use of the personal letter in learning recount text indicates that the personal letter media would helpful teaching and learning process and improving students' writing skill in recount text since it found that there are increasing of students score after apply personal letter media.

Ministry of Indonesian Education seen interpersonal letter is important to be mastered in high school education level, especially eleventh grade. That is why they put interpersonal letter as a material list on the syllabus of teaching-learning activity. Several points that should be mastered in the personal letter subject are linguistic features, structure, and expression (Bashir et al., 2014). The result of Sukam et al., (2015) toward the use of the personal letter in learning recount text indicates that the personal letter media would helpful teaching and learning process and improving students' writing skill in recount text since it found that there are increasing of students score after apply personal letter media.

Structurally, a personal letter is similar to another type of letter. The structure of personal letter according to Bashir et al., (2014) are date (the information of letter-writing date), address (the information about writer's place), salutation and name (consist of greeting and the nickname of letter's receiver), introduction (starts with how the writer's preview or shared moment), body of the letter (main part which consists of detail explanation toward the reason why the letter is written), closure, complimentary closing, and signature. Sometimes, personal letters also add postscripts which stimulate the reader to respond to the letter. According to Bashir et al., (2014), the function of the personal letter are various depends on the writer's intentions to write the letter, for example: expressing gratitude, giving advice, delivering good news or bad news, asking for help and also expressing apologize.

## **METHOD**

Three couples of male-female students were engaged in this study. In order to answer the first research question, six written personal letters segmented into clauses to



identify the number of clauses and the realization of mood block constituent. Secondly, the clauses moved into mood and modality analysis. Next, the mood and modality moved into the table of interpersonal meaning quantity summary. Lastly, the interpretation was made by considering the explanation of Eggins and Slade (1994). The second research question answered by using a similar table in the first step. The data moved into a quantity summary table. The interpretation of the emotional expressive adapted from Parkins's (2012) explanation.

## FINDINGS AND DISCUSSION

In the clauses segmentation step, the researchers not only found the number of the participants' clauses, but also the mood constituent of each clause. The researchers found various subjects along with finite and the predicator, also the combination between complements and adjuncts. It is in harmony with the statement of Eggins and Slade (1997, p. 106) that in the clause division, the researchers will be able to identify the constituent of the clause such as subject, finite, predicator, complement, and adjunct. In this step, the researchers found 118 subjects, 88 finite and 88 predicators, 44 complements and 150 adjuncts (varies from circumstantial, textual and interpersonal) realized on six letters.

Table 2  
The Findings of Mood Types

Mood type	Participant	
	Male	Female
Declarative	47.7	38.5
Interrogative	2.8	8.3
Imperative	1.8	0.9

Male and female students act differently in creating interpersonal meaning. From table 2, it can be seen that the declarative clause is the major type found both in male and female letters. Declarative clause often used to make a statement or offer. In the present study, the statement became the major speech function among all letters. It is in accordance with the general function of a personal letter which commonly contains information to be shared by the writer to the reader or addressee. Moreover, it is not the first study that evinces declarative clause is the major type of the clause. Kawashima (2004) formerly found that declarative clause is the major of mood type in the women magazine *With*. Later in China, Xu (2012) also studied the realization of interpersonal meaning on the sixteen business letters. It also found that the declarative clause found most

of the letters. Previously in 2017, Yuliana and Imperiani tried to study the interpersonal meaning of the online course of the newsletter by Islamic and general education schools. The finding of their study also in line with the present study which found that the declarative clause is found mostly rather than another mood type. The realization of the declarative clause in the letters can be seen below

F1 (Cl.3) It's me, Irma

M1 (Cl.6) So your birthday is here

F2 (Cl.6) I always see your Instagram's stories

M2 (Cl.1) I know your condition

F3 (Cl.7) By the way, I'm fine in here

M3 (Cl.3) I hope you always in good feel situation

In contrary to declarative clauses, male and female students produced interrogative and imperative clause differently. Male students produced more of the imperative clause, whether female students produced more of interrogative. Xu's (2012) study has a similarity with the present study. Despite the small proportion of the realization, the imperative clause in Xu's (2012) study is the same with the present study which consists of the word "please". The word "please" is softened the tone of imperative and show the courtesy of the writer. This suggests that even if male students tend to use command than female students, but they are softened their word so it will create a sense of politeness. The realization of the imperative clause on male students' letter can be seen below

M2 (Cl.16) Pray to me, mom

M3 (Cl.16) Please come back

The interrogative clause was mostly produced by female students. It is known that in the letters, female students produce three times more than the male student. The realization of the interrogative clause in female students' letter can be seen below

F1 (Cl.2) How are you?

F1 (Cl.4) Are you remember me?

F3 (Cl.3) and how is Banjarsari?

F3 (Cl.18) Dear, how is your birthday last week?

Kawashima (2004), Xu (2012) and Yuliana & Imperiani (2017) agree that the use of questions in the text will engage the readers in an imagined dialogue so that it will create a conversation-like flow discourse. It also suggests politeness because the writer wants to create a sense of toleration since the writer puts the reader's opinion toward something as

important. A finding in Xia's (2013) research toward gender differences in using language also strengthen the finding on the present study. The study in Xia (2013) found that females are use interrogative often rather than male.

Table 3  
The Findings of Modalization and Modulation

Modalization	Male	Female
(i)probability	10.6%	
(ii)usuality	21.1%	15.9%
Modulation	Male	Female
(i)obligation	10.6%	
(ii)inclination	10.6%	15.9%
(iii)capability	5.3%	10.6%

Furthermore, it can be seen from table 3 that female students show greater modulation by showing inclination and capability when none of the male students produced. This finding not only suggests that female students are more freely act to exchange goods and services but also proof that female students lack in expressing modalization. Lower acts in modalization suggest that the writer provides the information as to what it has. As an additional, female student is also not attracted to modalized their information and present the text as what it has.

Moreover, the researcher also discussed the realization of emotional expression between gender in writing the letter. There are six categories to identify emotional expression. These six categories are laughter, emoticon, full stop, capitals punctuation, and an additional letter such as what has been mentioned in the previous chapter. Yet, in the data, the researcher only found 5 kinds of categories. Below is the finding of the emotional expressive markers:

Table 4  
The Findings of Emotional Expressive Markers

Gender	Emotional Expressive Markers				
	Laughter	Emoticon	Full Stop	Capital	Punctuation
Male	1 (2.6%)	2 (5.3%)	2 (5.3%)	0 (0%)	0 (0%)
Female	5 (13.2%)	5 (13.2%)	9 (23.7%)	4 (10.5%)	10 (26.3%)

Within the same proportion, it can be seen that laughter realized in both male and female students' letters. Laughter sometimes realized by *haha*, *hehe* and *LOL* (Parkins,

2012). This is also realized on the interpersonal meaning knowing as a minor clause. A minor clause is a clause that has no mood at all. Every form of laughter might be part of a minor clause, but not every minor clause is laughter. Because a minor clause has two characteristics, first it can not be unambiguously retrieved and second, it cannot be negated.

Rather than male students, female students are not only higher in the realization of laughter, but also in emoticon and full stop. Emoticon realized both male and female students' letters. There are 5,27% emoticon in the male letter, and 13,2% on the female letter. An emoticon is a graphical image that replaces face emotional expression. Parkins (2017) mentioned that the icon “ ☺ ”, “ :D ” and “ :) ” represent a positive facial expression. “ ☺ ” and “ :) ” commonly means smiling face, whether “ :D ” means laughing face. The negative facial expression commonly realized by “ :( ”. for example

- M3 Cl.21 Bye..... :)
- F1 Cl.3 It's me, Irma..... :)
- F2 Cl.24 I miss you so bad >< ♥
- F3 Cl.4 I really miss you so much :(

In face-to-face communication, full stops indicate a short hesitation of the speaker in the interaction (Eggins and Slade, 1997:5). It commonly exists when the speaker holds their word for various purposes. In the written communication, the full stop could indicate separation toward two different things and an indication of something untold (Parkins, 2017). For example

- M3 Cl.21 Bye ..... :)
- F1 Cl.3 It's me, Irma ..... :)
- F1 Cl.16 Oh no ..... My sister!
- F3 Cl.15-16 Oh wait..... HAPPY BIRTHDAY
- F3 Cl.14 I hope you are not angry to me, and .....

Capitalization is not the only one that male students did not concern with, but also punctuation. Punctuation is a pivotal element in writing, including writing a letter. It will influence the meaning of the text, as the intonation influence the meaning of the utterance.

Yet the punctuation that being talked here is the mark which consists of more than one sign, for example, “????”, “!!!!”. These greater used of punctuation indicate the degree of intensity of what the writer want had to say.

## CONCLUSION

Based on the findings, it was found that even though female students produced more clauses than males, the researchers learned that male and female students produced a number of clauses that were almost the same number. Thus, it was found that both male and female students produced a declarative clause mostly from another type of clause. It is along with the result by Rui & Jingxia (2018), Yuliana & Imperiani (2017), Adenike & Olusanya (2014) and Xia (2013) which found declarative mostly than another type of clause. Moreover, this study also revealed a sense of politeness by both male and female students in their own way. Female students created a sense of politeness by showing a greater number of interrogative, whether male students created a sense of politeness by the use of the word “please” to soften their sentence.

The findings also found that both male and female students’ modalization of usuality was realized mostly. This indicates that both male and female showed high confidence toward the trueness of something happen. Moreover, it found that there were no female students produced modalization of probability. It was clear that male students dominated the realization of modalization. Female students not only more attracted to exchange goods and services but also were more confident to show their self-awareness. Then, it was found that female students dominated all characteristics of emotional expressive markers such as laughter, emoticon, punctuation, full stop, and capitalization. Therefore, it is significantly proofed that female is more expressive in showing their emotion than male.

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## Appendix 1

### Useful Expressions in Personal Letter

Structure	Expression
Salutation	"Dear" "Dearest" "Sweetheart" "Darling" Salutation depends on how well (close) the relationship between the writer and the reader
Starting the letter (warm greeting)	How are you? Hope this letter finds you ... Thank you for your last letter. It was so good to hear from you. Sorry for answering late. I'm sorry I should have written earlier ... Haven't heard from you in a while so I thought ... I am sorry to inform you that ...
Closing	"Yours" "All the love" "All the best" "Best wishes" "With love" "Sincerely yours" "Affectionately" "Much love"
Closure	I am looking forward to seeing you soon. My best wishes for the coming test. See you. I will write soon. I am waiting for a quick reply. Looking forward to seeing you again. Bye.

Adopted from Bashir et al., (2014, p. 66)

## Appendix 2

### Clause segmentation



Code: F1

Cl Hello!  
1

Minor clause
--------------

Cl How are you????  
2

Adj.WH	F	S
R	M	

Cl It's me, Irma  
3

S	F	P	C	Adj.int
M		R		

Cl Are you remember me????  
4

F	S	P	C
M		R	

Cl we are being friend started from instagram  
5

S	F	P	Adj.circ
M		R	

Cl From there we chat each other  
6

Adj.circ	S	F	P	Adj.circ
		M		
R				

Cl Tell about the culture of our country and other  
7

P	Adj.textual	Adj.circ
R		

Cl You know about all my dreams  
8

S	F	P	Adj.textual	Adj.circumstance
M		R		

Cl About I want to visit your country, Korea  
9

Adj.circumstance	S	F	P	Adj.circumstance	Adj.Int
		M			
R					

Cl You Tell me so many information about Korea  
10

S	F	P	C	Adj.circumstantial
M		R		

Cl You are promise me to buy a lot of Korean Food for me  
11

S	F	P	Adj.circumstance
M		R	

**Appendix 3**  
**Mood and Modality Analysis**

Participant	Clause no.	Subject	Mood	Modality	Adjunct
F1	1		minor		
	2	you	Wh-interrogative: full		
	3	It	Declarative: full		interpersonal
	4	You	Polar interrogative: full		circumstantial
	5	We	Declarative: full		Circumstantial
	6	We	Declarative: full		Circumstantial
	7	(we)	Declarative: elliptical: (SF) P Adj/textual Adj/cicumstantial		Textual Circumstantial
	8	You	Declarative: full		Textual Circumstantial
	9	I	Declarative: full		Circumstantial Interpersonal
	10	You	Declarative: full		Circumstantial
	11	You	Declarative: full		Circumstantial
	12	You	Polar interrogative: elliptical (F) SPCAdj/int		Interpersonal
	13		Minor		
	14	I	Declarative: full		Circumstantial
	15	You	Declarative: full		Textual Interpersonal

**Appendix 4**  
**The Quantity Summary of Interpersonal Meaning**

Mood (clause types)		M1	M2	M3	F1	F2	F3
number of clauses		20	20	21	21	24	24
declarative	full	10 (50%)	14 (70%)	10 (47,6%)	11 (52,4%)	14 (58,3%)	11 (45,7%)
	elliptical	8 (40%)	5 (40%)	5 (23,9%)	4 (19,1%)	5 (20,8%)	3 (12,5%)
polar interrogative	full	1 (5%)			2 (9,5%)		1 (4,2%)
	elliptical						1 (4,2%)
tagged declarative	full					1 (4,2%)	
	elliptical						
wh-interrogative	full			2 (9,5%)	1 (4,8%)		3 (12,5%)
	elliptical						1 (4,2%)
Imperative			1 (5%)	1 (4,8%)		1 (4,2%)	
Minor		1 (5%)		3 (14,2%)	3 (14,2%)	3 (12,5%)	4 (16,7%)
most frequent subject choice		I (7) You	I (13) You	I (9) You (7)	I (6) You (7)	I (11) You (4)	I (10) You (5)

		(5) Various 3 <sup>rd</sup> person sg (6)	(2) Various 3 <sup>rd</sup> person n 5	Various 3 <sup>rd</sup> person sg (1) We (1)	We (4) It (1)	It (2) Us (1) Various 2 <sup>nd</sup> person pl (2) Various 3 <sup>rd</sup> person sg (2)	It (3) Various 3 <sup>rd</sup> person sg (1) Various 3 <sup>rd</sup> person pl (1)
Negation				2		1	
Adjunct	Circumstantial	13	13	11	14	10	12
	interpersonal	4	7	7	4	9	3
	textual	7	4	2	4	6	5
<b>Modalization</b>							
(i)probability	high	2 (10,5%)					
	med						
	low						
(ii)usuality	high	1 (5,25%)	3 (15,7%)			1 (5,25%)	
	med						
	low					2 (10,5%)	
<b>Modulation</b>							
(i)obligation	high			1 (5,25%)			
	med						
	low	1 (5,25%)					
(ii)inclination	high		2 (10,5%)		1 (5,25%)		2 (10,5%)
	med						
	low						
(iii)capability	high			1 (5,25%)		1 (5,25%)	1 (5,25%)
	med						
	low						

### Appendix 5

#### The Realization of Emotional Expressive Markers

No.	Typical expressive	Realization	Participant
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	emotion markers		
1	Laughter	I (am) very good everyday <i>hehehe</i>	M3
2	Full stops	I (am) very good everyday hehehe ...	M3
3	Emoticon	...everyday hehehe :D	M3
4	Full stop	Bye ...	M3
5	Emoticon	Bye ... :))	M3
6	Punctuation	How are you ???	F1
7	Full stop	(...)Irma .....	F1
8	Emoticon	(...)Irma ..... :)	F1
9	Full stop	(...)Instagram .....	F1
10	Full stop	and others ...	F1
11	Laughter	and others ... <i>hehehe</i>	F1
12	Full stop	Your country, Korea .....	F1
13	Laughter	(...) <i>LOL</i>	F1
14	Full stop	(...) LOL ...	F1
15	Laughter	(...) LOL ... <i>hehehe</i>	F1
16	Full stop	Oh no .....	F1
17	Punctuation	My sister !!!	F1
18	Full stop	(...) for me .....	F1
19	Capital	THANK YOU FOR EVERYTHING	F1
20	Laughter	Let's visit Indonesian food too, <i>LOL</i>	F2
21	Laughter	Just kidding, <i>hehe</i>	F2
22	Emoticon	I miss you so bad >< ♥	F2
23	Punctuation	Hi !!!!	F3
24	Emoticon	I really miss you so much :(	F3
25	Punctuation	I really miss you so much :( !!!!	F3
26	Emoticon	I'm fine here :)	F3
27	Full stop	Oh wait, .....	F3
28	Punctuation	How is your birthday last week ?????	F3
29	Capital	<i>HAPPY BIRTHDAY</i>	F3

30	Punctuation	HAPPY BIRTHDAY !!!!	F3
31	Capital	<i>WISH YOU ALL THE BEST !!!</i>	F3
32	Punctuation	WISH YOU ALL THE BEST !!!!!	F3
33	Punctuation	I can't come to say directly to you !!!!	F3
34	Emoticon	I can't come to say directly to you !!!! :(	F3
35	Full stop	and .....	F3
36	Punctuation	What feel to be sweet 30 years old ????	F3
37	Capital	<i>SEE YOU!!!!</i>	F3
38	Punctuation	SEE YOU!!!!	F3

## Appendix 6

### Quantity Summary of The Realization of Emotional Expressive Markers

Gender	Emotional Expressive Markes					
	Laughter	Emoticon	Full Stop	Capital	Punctuation	Additional Letter
Male	1 (2,6%)	2 (5,3%)	2 (5,3%)	0	0	0
Female	5 (13,2%)	5 (13,2%)	9 (23,7%)	4 (10,5%)	10 (26,3%)	0