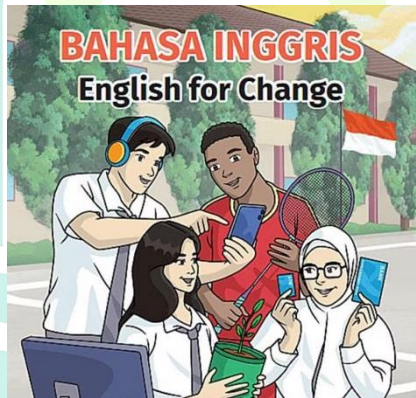




**AN ANALYSIS OF MOOD TYPES AND  
MODALITY IN THE EFL TEXTBOOK  
ENTITLED “ENGLISH FOR CHANGE”  
FOR ELEVENTH GRADE STUDENTS:  
AN INTERPERSONAL  
METAFUNCTION PERSPECTIVE**



**MUHAMMAD RAJA AL-FATTAH PANDANI HARAHAP**  
SN. 20522037

**2026**

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**A THESIS**

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## SURAT PERNYATAAN KEASLIAN SKRIPSI

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Yth. Dekan FTIK Universitas Islam Negeri K.H Abdurrahman Wahid Pekalongan  
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*Assalamu 'alaikum Wr.Wb.*

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Entitled "English for Change" for Eleventh Grade Students: An Interpersonal Multifunction  
Perspective

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas  
perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 4 Maret 2026  
Pembimbing



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Has been examined and approved by the panel of examiners on Thursday, 12<sup>th</sup> March 2026 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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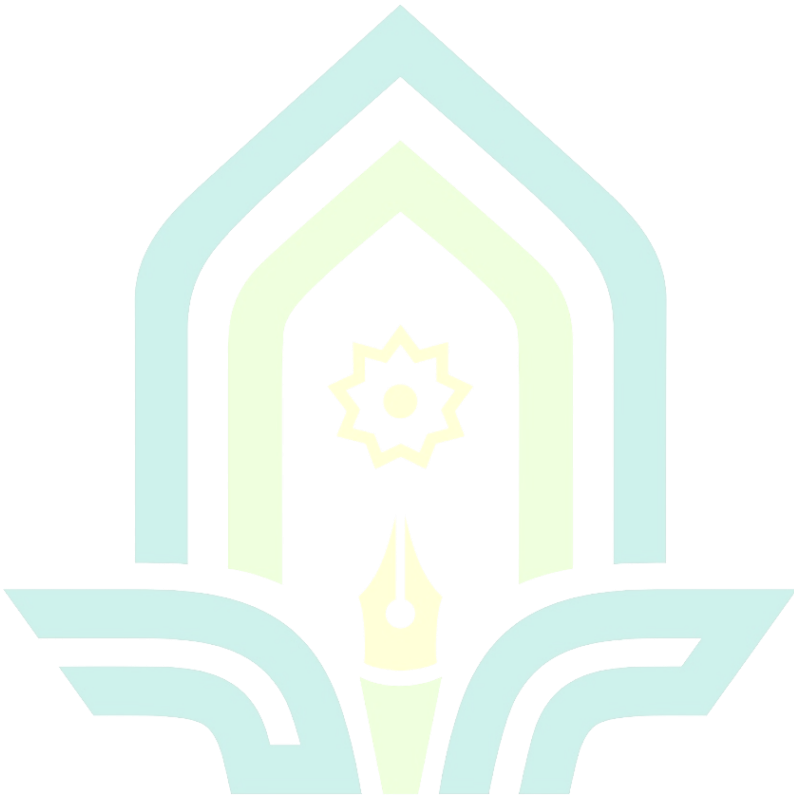
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**MOTTO**

“Man Jadda Wa Jadda”

“Dont Worry, I am the strongest!”

“Daijobu, boku saikyo dakara!”



## ABSTRAK

Penelitian ini menganalisis makna interpersonal dalam buku teks EFL berjudul *English for Change* untuk siswa kelas sebelas. Penelitian ini bertujuan untuk menjelaskan bagaimana mood types dan modality direalisasikan dalam buku teks dengan menggunakan kerangka Systemic Functional Linguistics dari M.A.K. Halliday. Penelitian ini menggunakan metode deskriptif kualitatif dengan analisis frekuensi untuk mengkaji kemunculan jenis mood dan ekspresi modal dalam klausa-klausa terpilih dari Unit 1. Hasil penelitian menunjukkan bahwa terdapat mood imperatif, deklaratif, dan interogatif, dengan klausa imperatif muncul paling dominan, yang menunjukkan sifat instruksional dari buku teks tersebut. Dalam hal modalitas, probabilitas lebih dominan dibandingkan dengan obligasi, yang mencerminkan tingkat kepastian dan kontrol yang berbeda dalam wacana. Hasil penelitian ini menunjukkan bahwa penulis memposisikan diri sebagai pemandu pembelajaran, penyedia pengetahuan, dan fasilitator dalam proses belajar. Selain itu, temuan ini menyoroti bagaimana pilihan bahasa dalam buku teks berkontribusi dalam membentuk interaksi di kelas dan mengarahkan respons siswa. Penelitian ini juga mengimplikasikan bahwa makna interpersonal memiliki peran penting dalam mendukung komunikasi dan keterlibatan yang efektif dalam konteks pembelajaran EFL.

Kata kunci: metafungsi interpersonal, mood types, modality, analisis buku teks

## ABSTRACT

This research analyzed the interpersonal meaning in the EFL textbook entitled English for Change for eleventh-grade students. This study aims to explain how mood types and modality are realized in the textbook using M.A.K. Halliday's Systemic Functional Linguistics framework. This research used a descriptive qualitative method with frequency analysis to examine the occurrence of mood types and modal expressions in selected clauses from Unit 1. The findings show that imperative, declarative, and interrogative moods are identified, with imperative clauses appearing most frequently, indicating the instructional nature of the textbook. In terms of modality, probability is more dominant than obligation, reflecting different levels of certainty and control in the discourse. The results suggest that the author positions themselves as an instructional guide, a knowledge provider, and a facilitator in the learning process. Furthermore, these findings highlight how language choices in the textbook contribute to shaping classroom interaction and guiding students' responses. This study also implies that interpersonal meaning plays a significant role in supporting effective communication and engagement in EFL learning contexts.

*Keywords: interpersonal metafunction, mood types, modality, textbook analysis*

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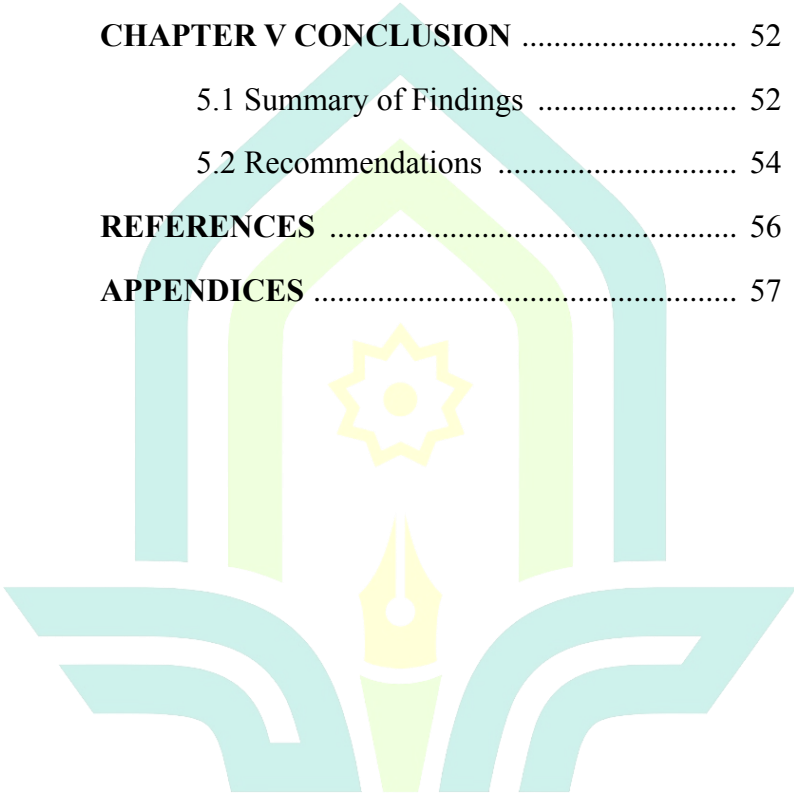


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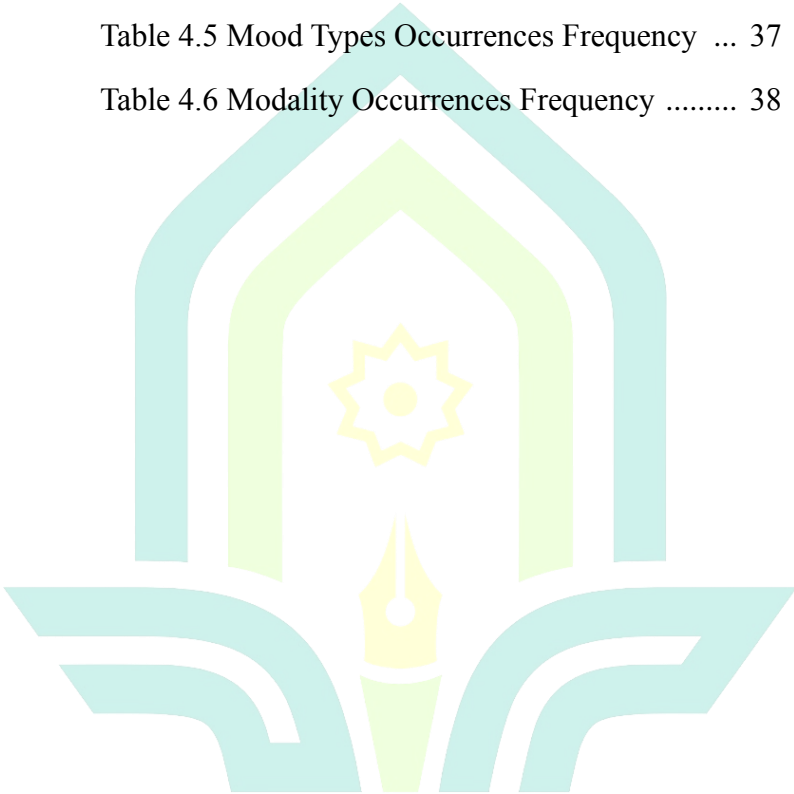
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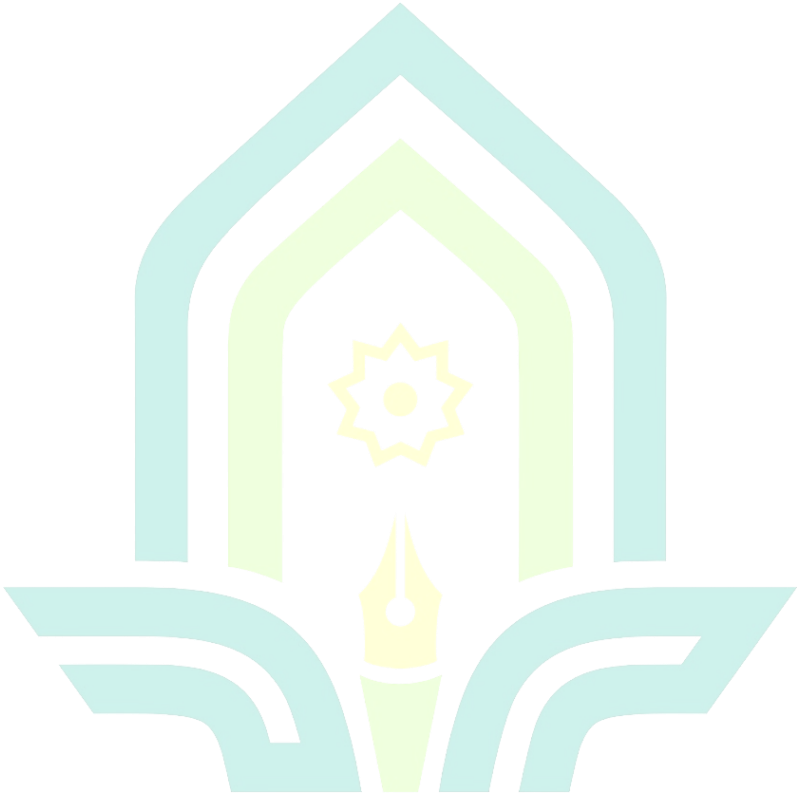
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Language is had multiple functions more than just for conveying information. It also has a role in maintaining social relationships and expressing cultural realities (Rabiah, 2018). According to M.A.K. Halliday's Systemic Functional Linguistics (SFL), language consists of three metafunctions: ideational, interpersonal, and textual (Darong, 2024). These metafunctions refer to the linguistic roles that support meaning-making in language use. The ideational metafunction represents experience, the interpersonal metafunction enacts social relationships, and the textual metafunction organizes the flow of information (Forey & Sampson, 2017). Among these three metafunctions, the interpersonal metafunction is particularly important as it enables the negotiation of roles and relationships between speakers (or writers) and audiences (or readers). Therefore, analyzing interpersonal meaning at the clause level is essential, especially in instructional contexts such as textbooks.

In English language teaching context, textbooks are used for guiding classroom interaction and learning processes. It provides structure, consistency, and instructional direction for both teachers and students (Goran Hajdin & Divjak, 2016). Textbooks also can influence classroom interaction, task management, and the relationship between teachers and students (Åberg, 2017). Thus, analyzing textbooks from an interpersonal perspective is important to understand how linguistic choices

construct relationships within instructional discourse. Several previous studies have examined Linguistics features in educational texts. A study by Yanto and Pravitasari studies (2023) entitled *The Realization of Interpersonal Meaning of Spoken Texts in an EFL International Textbook: A Systemic Functional Linguistics Perspective* have analyzed interpersonal meaning in spoken texts of an international EFL textbook. This research is focused on analyzed interpersonal meanings in spoken texts that found in the Interchange Series Level 3. Similarly, Darong and Regus studies (2024) entitled *Unpacking Linguistic Features in EFL Textbooks Using Systemic Functional Linguistics: Transitivity, Mood, and Nominal Group Structure Analysis* have examined two Indonesian EFL textbooks. Their study is focused on three main linguistic features: transitivity (process types), mood structure, and nominal group structures. In addition, Sofi study (2025) entitled *An Analysis of Conjunction in Descriptive Text of English Textbook Entitled 'English for Nusantara' for Ninth Grade Students* have identified the types of conjunctions it used in textbook descriptive text reading passages. This study aims to determine the most dominant type of conjunction that found in the data. However, these previous studies mainly focused on different contexts or types of texts, such as spoken texts, general linguistic features, or conjunction analysis, rather than specifically examining interpersonal meaning through both mood types and modality in Indonesian EFL textbooks. In addition, limited attention has been given to how these linguistic resources construct author–

student relationships in instructional texts, particularly in English for Change textbook.

English for Change EFL textbook for eleventh grade students was selected in this study because this textbook is used by eleventh-grade students in Indonesian senior high schools' level and it contains various instructional prompts, tasks and assignments, reading passages, suggestion box from the authors and explanatory texts. These features provide rich data for analyzing interpersonal meaning, especially through mood types and modality. Expressions such as "Carefully read the following materials" and "Now, work in groups of four" demonstrate how the author positions themselves as an instructor while guiding students' learning activities. Despite its use in Indonesian classrooms, this textbook has not been widely analyzed from an interpersonal metafunction perspective. It is important to examine how interpersonal meaning is constructed in this textbook to better understand how language is used to guide classroom interaction. Therefore, this textbook is relevant to be analyzed to reveal how interpersonal meaning is constructed in classroom discourse.

Since the interpersonal meaning is realized through mood types and modality, analyzing these linguistic features allows a deeper understanding about how the textbook authors negotiate roles, express attitudes, and construct interactional positioning within the textbooks. This study aimed to analyze how mood types and modality are realized in English for Change

EFL textbook to reveal how the author positions themselves and directs classroom interaction.

## **1.2 Limitation of Problem**

This research is limited to the analysis of interpersonal meaning realized through mood and modality systems in English for Change textbook for eleventh grade students. The analysis will focus only on the instructional passages found in Unit 1 entitled "Digital Literacies and My Identity". This research does not analyze the entire Unit 1 from the textbook, but only selected clauses that explicitly demonstrate interpersonal features relevant to the research objectives, specifically from page 3 to page 28 to reveal power relation between the author (as the writer) and the students. Other linguistic metafunctions, such as ideational and textual metafunctions, are not examined in this research.

## **1.3 Formulation of The Problems**

To address the focus of this study on interpersonal meaning, particularly through mood and modality, the research problems are formulated as follows:

1. How are mood types realized in the "English for Change" textbook for eleventh grade students to construct interpersonal meaning and author positioning in instructional discourse?
2. How does the use of modality in the "English for change" textbook for eleventh grade students reflect the author's interpersonal

stance toward students in terms of authority, obligation, and suggestion?

## 1.4 Operational Definition

To avoid misunderstandings about the terms that will be used in this study, there are some definitions related to these terms:

### 1.4.1 Interpersonal Metafunction

In this study, interpersonal metafunction is refer to the way language is used to establish and maintain social relationships between the writer and the reader. Interpersonal metafunction is focuses on the social world and the relationship between speaker and hearer, it representing language as a means of communicating information (Bakuuro, 2017).

### 1.4.2 Mood Types

Mood types in language is refer to the interpersonal dynamics between speakers (or writer) and their attitudes towards the content of communication (Stanlaw, 2020). In this study, mood types are considered to three types: Declarative (to provide information), interrogative (used to ask questions) and imperative (to give instructions or commands).

### 1.4.3 Modality

Modality in language refer to the speaker (or writer) expresses of judgment regarding the likelihood and necessity of an

action or situation (Киливник & Гикава, 2024). In this study, modality includes modal verbs such as must, can, should, may, and other linguistic markers that indicate obligation, possibility, or suggestion.

#### 1.4.4 English Textbook

Textbooks are the main material that used by teachers to teach foreign languages about language and culture (Tomlinson, 2011). According to the Ministry of Education and Culture (now known as the Ministry of Education, Culture, Research and Technology) Regulation No. 8 of 2016, textbooks are the main learning resources to achieve basic competencies and core competencies and are declared eligible by the Ministry of Education, Culture, Research and Technology for use in the education unit. In this study, English textbook is specifically referring to *English for Change* textbook, which is the official English textbook for eleventh grade students in Indonesian senior high school level, published under the authority of the Ministry of Education, Culture, Research and Technology of the Republic Indonesia. The study focuses on the written instructional content, including reading texts, activity prompts, and task directions.

## 1.5 Aims of Study

The researcher in this study aims to analyze the realization of mood types and modality in English for Change textbook to investigate how the author positions themselves in instructional discourse, particularly in terms of authority, directive control, and supportive guidance.

## 1.6 Significance of The Research

This study has several significant contributions:

### 1. Theoretical significance

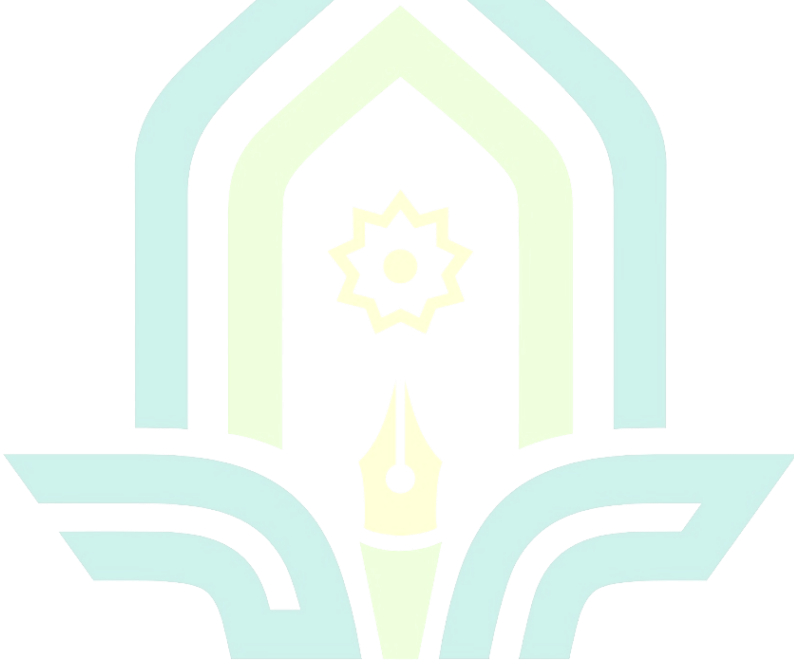
Textbook's function both as sources of knowledge that teachers rely on to plan and deliver lessons and as primary sources of language input for learners (Richards, 2001). This study will contribute to the development of Interpersonal metafunction from Systemic functional linguistics framework, especially in mood types and modality.

### 2. Empirical significance

Textbook is a stimulus or instrument for teaching and learning (Thomson, 2000). This study will provide empirical data on how the mood types and modality are constructed in English for Change EFL textbook.

### 3. Practical significance

This study will show benefit for English teachers, textbook authors, and curriculum developers by raising awareness of how language choices in textbooks can influence teacher–student interaction and engagement, as stated by Riazi (2003) that textbooks have a very crucial role in the realm of language teaching and learning.



## **CHAPTER V CONCLUSION**

### **5.1 Summary of Findings**

Based on the analysis of mood types on page 3 to page 28 in Unit 1 “Digital Literacies and My Identity” on English for Change textbook, the researcher was found the three types of mood are realized, they are declarative, interrogative, and imperative clauses. Among these three categories, imperative clauses appear most frequently based from the selected data. This finding indicates that the instructional passages in the textbook mainly function to direct students to perform certain learning tasks and activities. Imperative clauses are used to provide clear instructions, commands, or guidance that encourage students to actively participate in the learning process. In addition, declarative clauses are used to provide explanations and information related to the learning materials, while interrogative clauses are occasionally used to stimulate students’ thinking and interaction during classroom activities. Meanwhile, declarative clauses are used to provide explanations and information, and interrogative clauses are used to stimulate students’ thinking and participation.

On the other hand, the modality analysis reveals that modal expressions are used to express different degrees of obligation, probability, and suggestion. These modality resources function to guide students in a way that is not overly authoritative. The use of modality allows the author to soften instructions and provide options or encouragement, rather than

imposing strict commands. This indicates that the textbook author attempts to maintain a supportive and facilitative pedagogical tone while still directing students' learning activities. The findings of this study have several implications. For textbook writers, the results highlight the importance of using appropriate mood types and modality to create effective instructional communication that balances authority and student engagement. For teachers, understanding how interpersonal meaning is constructed in textbooks can help them interpret and adapt instructional language in the classroom more effectively. For students, especially eleventh-grade students, the use of clear instructions and supportive language may enhance their participation and comprehension during learning activities. In addition, for future researchers, this study suggests the need to explore interpersonal meaning in other units or textbooks to gain a broader understanding of how language is used in educational contexts.

Overall, the findings demonstrate that interpersonal meaning in English for Change textbook is realized through the combination of mood types and modality. The dominant use of imperative clauses reflects the author's role as an instructional authority who directs classroom activities, while the use of modality clauses shows that the author also acts as a facilitator who encourages student participation and reflection in the learning progress. These linguistic choices construct a balanced interaction between authority and support in the instructional discourse.

## **5.2 Recommendations**

### **5.2.1 For Textbook Authors**

Textbook authors (or writers) are encouraged to consider the use of linguistic resources, particularly the mood types and modality when designing instructional passages in EFL textbooks. The findings of this study show that imperative clauses are frequently used to guide students in performing learning activities, while modality expressions help soften instructions and provide suggestions. The authors also may carefully design instructional language that not only provides clear directions but also supports students' engagement and participation in classroom activities. In this way, the linguistic choices used in textbooks can help facilitate learning for eleventh grade students and create more effective pedagogical interaction.

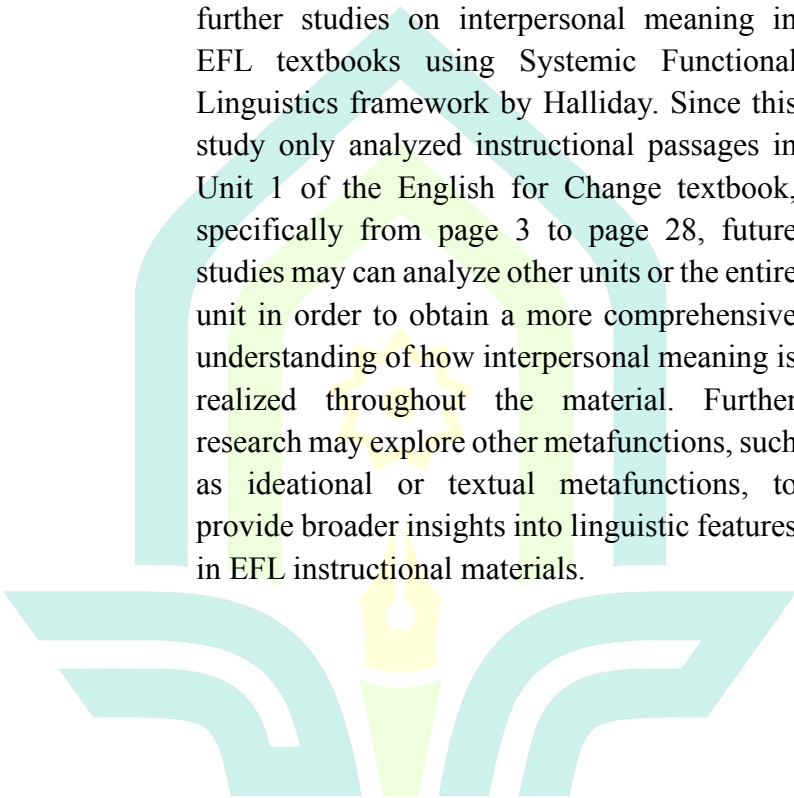
### **5.2.2 For English Teachers**

English teachers may consider to use the findings of this study as a reference to better understand how instructional language functions in EFL textbooks. By recognizing how mood types and modality express instructions, suggestions, and guidance, teachers can more effectively interpret the learning activities presented in the textbook and guide students in completing them. This understanding may also help teachers support

eleventh grade students in understanding the instructions more clearly and participating actively in classroom learning activities.

### **5.2.3 For Further Researchers**

It is hoped that this research could be a consideration for future researchers to conduct further studies on interpersonal meaning in EFL textbooks using Systemic Functional Linguistics framework by Halliday. Since this study only analyzed instructional passages in Unit 1 of the English for Change textbook, specifically from page 3 to page 28, future studies may can analyze other units or the entire unit in order to obtain a more comprehensive understanding of how interpersonal meaning is realized throughout the material. Further research may explore other metafunctions, such as ideational or textual metafunctions, to provide broader insights into linguistic features in EFL instructional materials.



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