



# ANALYSIS OF MOOD STRUCTURE IN EFL STUDENTS' NARRATIVE TEXTS

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## Abstract.

This study aimed at finding the types of moods found in students' narrative texts. This study employed a qualitative research design in which using document analysis as a technique to obtain the data. The data used in this study were in the form of texts written by the students. There were six students categorized as high achiever and low achiever to become the sample of this study. The data were then analyzed using a data analysis sheet consisting of the categorizations of the data based on the mood types. The findings showed that the dominant mood type of the students' narrative text was the declarative. The characteristic of declarative mood when the position of the subject was before the finite (Haliday & Matthiessen, 2004 ).

**Keywords:** Systemic Functional Linguistic (SFL), Mood structure, Narrative text

## INTRODUCTION

This study aims at analyzing Mood structure in students' narrative texts. The discussion of Mood is traceable to the exploration of the context within Systemic Functional Linguistic (SFL) theory. SFL is a widespread approach to analyzing language concerning its functional meaning. It focuses on the function of language in different contexts. It offers applied orientations to linguistics study (Chan & Unsworth, 2011)(Christi & Unsworth, 2000). Choice of words is meaning in the principle of Functional grammar. This principle focuses on the functions that words perform and the meaning determined by the choice of these words (Ye, 2002).

In this study, there is an introduction of systematists' view on language and grammar constituents of Mood analysis that describe interpersonal metafunction of language. Mood and Residue are the two main elements of the analysis. The Mood

element comprises subject and finite sub-elements whereas predicator, Complement and Adjunct are sub-elements of Residue. Subject (the nominal group) determines the Mood of the entire clause (Ye, 2002). Finite expresses tense and the view of the speaker or writer (Butt et al., 2003). The part of the verb that shows event is called Predicator.

The researcher chose this topic is because the result if the students writing should be paid attention by the teacher. Using a mood block as the tools of the analysis would see the variant of the students writing skills. After that, as teacher we will know how to use teaching method to adjust their writing so they can improve. But if there is something wrong, we can fix it.

## **REVIEW OF LITERATURE**

### **Systemic Functional Linguistic (SFL)**

Halliday & Matthiessen (2004), states that Systemic functional linguistics (SFL) is a theory of language that focuses on the idea of language functions rather than only on form. In the similar Chan and Unsworth (2011) Systemic Functional Linguistic is concerned to describe meaning potential. The linguistic options or choices that are available to construct meaning in a particular context. This theory does not only refer to the theory of language but also a methodology for analyzing the texts based on the context they are used.

Systemic Functional Linguistic also views that all languages have to manage three major functions or also known as metafunctions (Halliday & Matthiessen, 2004; Eggins, 2004; Thompson, 2014), are ideational metafunction (concerned with clauses as representation), interpersonal metafunction (concerned with the interaction between the speaker(s) and addressee), textual metafunction (concerned with the creation of text).

According to Eggins (2004), interpersonal metafunction is defined as a meaning strand emerging in a text which is the realization of the speaker's expression of his relationship with the readers or speakers and the expression of his attitude toward the subject matter. It means the interpersonal metafunction deals with the speaker's social relationship which is embedded in a text. It is realized within tenor through the mood pattern of grammar. It also reflects the fundamental types of speech role: giving and demanding in which the commodity being exchanged can be goods & services or information (Halliday & Mathiessen, 2004).

### **Mood**

The mood is part of Systemic Functional Grammar. Mood is indicated by the interpersonal meanings of the text. The central aspect of the grammar of exchange is MOOD (Haliday & Matthiessen, 2004).

There are three main elements to the MOOD constituent: (S. Eggins, 2004):

1. An explanation of polarity: either YES (positive polarity) or NO (negative polarity)
2. a nominal-type element, which we will call the SUBJECT
3. a verbal-type element, which we will call, FINITE

But since the polarity element can also be elapsed without endangering the argument, appear to be only two components essential to the MOOD a Subject and a Finite.

In the interpersonal meaning analysis, the mood element consists of the subject and is finite. The subject and finite are important because, through the subject and finite from the clause, it can be determined if the clause is a declarative clause, an interrogative clause, or an imperative clause.

### **Narrative text**

According to Joyce & Feez (2013) in Arigusman (2018) Narrative text is a story about one or a group of characters (can be a person or animal) overcoming a problem, it also shows how people react to experiences, exploring social and cultural values and entertain the readers and listeners.

The structure of narratives includes orientation, complication, evaluation, resolution, and coda. Orientation: Introduce the character, place, and time, Complication: Develop a conflict, Resolution: End of the conflict, Coda: (if any) shows the change that happens to the characters and the moral value of the story.

### **METHODOLOGY**

This study employs a qualitative research design in which using document analysis as a technique to obtain the data. The data used in this study are in the form of texts written by students. The data in this study is focussing on the analysis of the mood structure found in the students' texts as one of the three aspects of mood.

A sample is an observed object that consists of the biggest and the widest object, it is called population. Participant in this study is six students at one of senior high schools in Garut who has learned narrative text.

This study was conducted in one of senior high schools in Garut. There were some reasons for choosing the research site. First, the researcher got access to conduct research in that school. Second, the level of senior high school were chosen to be examine whether they have reached the purpose of writing one genre of text as set by the curriculum.

The students are requested to write narrative text. The students are given the task of writing a narrative text. Then the result of the text is analyze every clause using document analysis.

The data collection involved the following procedures:

1. Reading the text
2. Parsing the text into clauses
3. Classifying the clauses based on the categories of narrative text rubric assessment
4. Identifying the clause, each clause that has been identified is further analyzed about mood structure, which includes subject and finite (Eggins, 2004) (Yusuf & Novita, 2020)
5. Concluding the type of mood that contain in students narrative text.
6. Concluding.

### **FINDING AND DISCUSSION**

The text analysis was used to answer the research question. There were six narrative texts were purposely selected to be analyzed in this study. These texts produced by

eleventh class students. These texts were divided into three levels of achievement: high, middle, and low achiever.

### The Result of Mood Type in High Achiever Students' Narrative Texts

#### Student 1

There were 26 clauses found in this text. This text consisted of one type of mood. The type of mood found in this text was declarative mood. The characteristic of declarative mood when the position of the subject was before the finite (Haliday & Matthiessen, 2004). The result of mood type found in this students' narrative text was for example:

There	Lived		a girl called cinderella
Subject	Finite	Predicator	Complement
MOOD		Residue	

It was also found some clauses did not have subject or (elliptical clause) in this text because of limited of knowledge about structures. It can be seen in the following example

Cindrella	(was)	very sad and cried
Subject	(Finite)	Complement
Mood		Residue

The following table highlighted information of mood types in students' narrative text.

MOOD Type		Total	Percentage
Declarative	Non-elliptical	24	92,3%
	Elliptical	2	7,6%
Imperative		0	0
Interogative		0	0
Total		26	100%

#### - Student 2

There were 22 clauses found in this text. This text consisted of one type of mood. The type of mood found in this text was declarative mood.

An elderly granfather	Came		to his house
Subject	Finite	Predicator	Complement
Mood	Residue		

It was also found some clauses did not have mood (elliptical clause) in this text. It can be seen in the following example

And	(she)	drove		him away by flushing the old grandfather
	(Subject)	Finite	Predicator	Complement
		Mood		Residue

The following table highlighted information of mood types in students' narrative text.

Mood Type		Total	Percentage
Declarative	Non-elliptical	20	90%
	Elliptical	2	10%
Imperative		0	0
Interogative		0	0
Total		22	100%

### The Result of Mood Type in Middle Achiever Students' Narrative Texts

#### Student 3

There are 19 clauses found in this text. This text conswasted of two types of mood in the text. The types of mood are declarative mood and introgative mood.

The example of declarative found in the text.

Suddenly,	They	Saw		A large bear getting closer toward them
Adjunct : comment	Subject	Finite	Predicator	Complement
	Mood	Residue		

Interrogative mood was expressed by question. The clause which was included into interrogative mood was when the position of the subject is after the finite (Halliday & Matthiessen, 2004).

The example of interogative found in the text.

What	Did	The bear	whisper	into your ears?
WH/ complement	Finite	Subject	Predicator	Adjunct: circumstantial

Residue...	Mood	...Residue
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It was also found some clauses did not have subject or finite (elliptical clause) in this text. It can be seen in the following example

and	slowly	(it)	left	the place
	Adjunct: comment	Subject	Finite	Predicator
		Mood	Residue	

The following table highlighted information of mood types in students' narrative text.

Table 4.3 Table the result of mood type

MOOD Type		Total	Percentage
Declarative	Non-elliptical	16	88,8%
	Elliptical	2	6%
Imperative		0	0
Interogative		1	5,2%
Total		19	100%

#### Student 4

In this text found 13 clauses, The type of mood found in this text was declarative mood only.

The example of declarative found in the text.

Her stepmother and step swaster	Did not	like	Cinderella
Subject	Finite	Predicator	Complement
Mood		Residue	

The following table highlight information of mood types in students' narrative text.

Table 4.4 Table the result of mood type

MOOD Type		Total	Percentage
Declarative	Non-elliptical	13	100%
	Elliptical	0	0

Imperative	0	0
Interogative	0	0
Total	13	100%

### The Result of Mood Type in Low Achiever Students' Narrative Texts

#### Student 5

In this text found 22 clauses, The type of mood found in this text was declarative mood only.

One day	Malin	want	to go back to	his own village	
Adjunct : circ	Subject	Finite	Predicator	Compliment	Adjunct : circ
	Mood		Residue		

It was also found some clauses did not have mood (elliptical clause) in this text. It can be seen in the following example

Because	(He)	Was	along time
Adjunct: conjunctive	Subject	Finite	complement
	Mood	Residue	

The following table highlight information of mood types in students' narrative text.

4.5 Table the result of mood type

MOOD Type		Total	Percentage
Declarative	Non-elliptical	21	95,4%
	Elliptical	1	4.6%
Imperative		0	0
Interogative		0	0
Total		22	100%

#### Student 6

There were 22 clauses. The type of mood found in this text was declarative mood only.

Once upon a time	There	Was	King named Prabu Baka
Adjunct:circ	Subject	Finite	Complement
Mood		Residue	

It was also found some clauses did not have subject or finite (elliptical clause) in this text. It can be seen in the following example

and	(He)	Meat	to take as
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				hwas wife
	(subject)	Finite	Predicator	Complement
	Mood		Residue	

The following table highlighted information of mood types in students' narrative text.

Table 4.6 Table the result of mood type

MOOD Type		Total	Percentage
Declarative	Non-elliptical	21	95,4%
	Elliptical	1	4.6%
Imperative		0	0
Interogative		0	0
Total		22	100%

The six tables above showed that the declarative mood was most frequently used and dominated all the samples. Five samples which totally employed the declarative mood, they are student 1, student 2, student 4, student 5, and student 6.

In term of the use of the interrogative mood, the six tables above showed that only student 3 which employed the interrogative mood. The imperative mood could not be found in the other samples. In regard to the use of the imperative mood. The six tables showed that all sample cannot be found the imperative mood. However, some of the produced clauses did not have mood because of the absence of subject or finite or both caused by limited knowledge about structures.

Whereas the result of the data that had been analyzed were shown in the table as follow:

No	Mood Type		Student Achiever		
			High	Middle	Low
1	Declarative Mood	Non-elliptical	44	42	42
		Elliptical	4	2	2
2	Interrogative		-	1	-
3	Imperative		-	-	-
Total			48	45	44



Based on the data above, the findings of the analysis on the mood type of students' narrative text, were declarative mood and interrogative mood. The dominant mood type among the students' narrative texts was declarative mood.

## CONCLUSIONS

This study concerned the type of mood structure found in students' narrative texts. This study was conducted in one of high schools. Based on the finding, it can be concluded that there are two types of mood found in students' narrative texts. They are declarative and interrogative mood. The clauses were dominated by declarative mood, it reveals the relationship between the author and the readers.

Some problems found in the students' narrative writing. They are: limited knowledge about structures, error use of modal word order errors and inappropriate verb use, wrong choice of process type, lack of vocabulary mastery. This study would give to the teacher the overview of how we can use or adjust teaching method especially for writing seen from the result of mood block in this study.

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