

**TENOR OF ANALYTICAL EXPOSITION ESSAY AT FOURTH
SEMESTER IAIN SYEKH NURJATI CIREBON: A SYSTEMIC
FUNCTIONAL LINGUISTICS PERSPECTIVE**

A THESIS

**Submitted to the English Language Teaching Department Tarbiyah and
Teacher Training Faculty of Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of the Requirements of Undergraduate Degree**



FITRIATUDDINIYAH

Reg. Number: 14121310294

**ENGLISH LANGUAGE TEACHING DEPARTMENT OF
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
CIREBON**

2016



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

Fitriatuddiniyah. 14121310294. *Tenor of Analytical Exposition Essay at Fourth Semester IAIN Syekh Nurjati Cirebon: A Systemic Functional Linguistics Perspective.*

This study aims to reveal the role relationship between the EFL writer and the intended reader – the lecturer and peers –, and the way they make their interpersonal meaning (tenor) in their analytical exposition essay which is concerned with clauses as *exchanges*. This study completed the missing gap in previous study with observing how tenor encode in two selected analytical exposition texts. Language involves interactions where we initiate or respond to the act of giving (means inviting to receive) or demanding (means inviting to give) for goods-and-services or information. The principle grammatical system here is the Mood network, within which is a choice between imperative and indicative, if indicative is chosen, there is a choice between declarative and interrogative. These choices are realised by manipulating the Mood elements.

The design of this study use qualitative research exactly research non-interactive for analysis the data. The technique of collecting data of this research conducted by document analysis from two selected analytical exposition texts of 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon, West Java.





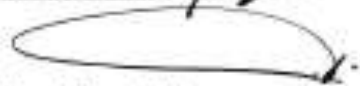

The result of analysis shows that the declarative mood is most dominant in two selected text, with a little bit of imperative mood, and nothing interrogative mood has been found. It means the writer more give informations as possible to the reader. Then, the analysis of tenor dimensions in two selected texts found that the status of text 1 is equal, while the status of text 2 is unequal. The contact of these texts have the same uninvolved contact. The analysis of affect, these texts have the positive affect. It indicates that these texts are not compatible as analytical exposition, but descriptive text based on the analysis of tenor dimensions.

Key words: *writing, tenor dimensions, Systemic Functional Linguistics, and Analytical Exposition Texts*



RATIFICATION

The thesis which is entitled "TENOR OF ANALYTICAL EXPOSITION ESSAY AT FOURTH SEMESTER IAIN SYEKH NURJATI CIREBON: A SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE", written by **FITRIATUDDINIYAH** and registration number is **14121310294** has been examined on August 11th, 2016. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	25 - 08 - 2016	
The Secretary of English Language Teaching Department <u>Sumadi, SS. M. Hum</u> NIP. 19701005 200003 1 002	25 - 08 - 2016	
Examiner 1 <u>Sumadi, SS. M. Hum</u> NIP. 19701005 200003 1 002	22 - 08 - 2016	
Examiner 2 <u>Farouk Imam Arrasyid, M. Pd.L, M.Pd</u> NIP. 19830420 200901 1 009	22 - 08 - 2016	
Supervisor 1 <u>Dr. Ilman Nafi'a, M. Ag</u> NIP. 19721220 199803 1 004	23 - 08 - 2016	
Supervisor 2 <u>Dr. Tedi Rohadi, M. Pd, S.E., Dipl. TEFL</u> NIP. 19680309 200801 1 017	23 - 08 - 2016	

Acknowledge by,
The Dean of Tarbiyah and Teacher Training Faculty,
Syekh Nurjati State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M. Ag
NIP. 19721220 199803 1 004

TABLE OF CONTENT

TITLE	i
ABSTRACT	ii
APPROVAL	iii
OFFICIAL NOTE	iv
LETTER OF AUTHENTICITY	v
RATIFICATION	vi
AUTOBIOGRAPHY	vii
ACKNOWLEDGEMENT	viii
PREFACE	x
TABLE OF CONTENT	xi
LIST OF APPENDIX	xiv
LIST OF FIGURE	xv
LIST OF TABLE	xvi

CHAPTER I INTRODUCTION

1.1	Research Background	1
1.2	Focus of the Study	4
1.3	Research Questions	5
1.4	The Aims of the Research	5
1.5	Significance of the Research	6
1.6	Previous Study	6



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

1.7	Theoretical Foundation	8
1.7.1	Systemic Functional Linguistics	9
1.7.2	Interpersonal Metafunction	10
1.7.3	The Tenor	12
1.7.4	Writing	26
1.7.5	Genre	27
1.7.6	Analytical Exposition Text	29
1.8	Research Methodology	30
1.8.1	The Objective of the Research	30
1.8.2	Place and Time of the Research	31
1.8.3	Method of the Research	32
1.8.4	The Source of the Data	32
1.8.5	The Instrument of the Research	32
1.8.6	The Technique of Collecting Data	33
1.8.7	The Technique of Analyzing Data	33
1.9	Research Timeline	35

CHAPTER II THE FINDING OF MOOD TYPES IN TWO SELECTED ANALYTICAL EXPOSITION ESSAYS

2.1	The Mood Types as Found in Two Selected Analytical Exposition Essays	37
2.1.1	The Mood Types as Found in the Introduction Section of Text 1	38
2.1.2	The Mood Types as Found in the Discussion Section of Text 1	41
2.1.3	The Mood Types as Found in the Conclusion Section of Text 1	42
2.1.4	The Mood Types as Found in the Introduction Section of Text 2	44
2.1.5	The Mood Types as Found in the Discussion	



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

Section of Text 2	46
2.1.6 The Mood Types as Found in the Conclusion	
Section of Text 2	48

CHAPTER III THE TENOR DIMENSIONS ENCODED IN TWO SELECTED ANALYTICAL EXPOSITION ESSAYS

3.1 The Tenor Dimensions as Found in the Two Selected Analytical Exposition Texts	54
3.1.1 The Tenor Dimensions as Found in the Text 1	56
3.1.2 Status of Text 1	58
3.1.3 Contact of Text 1	61
3.1.4 Affect of Text 1	63
3.1.5 The Tenor Dimensions as Found in the Text 2	64
3.1.6 Status of Text 2	66
3.1.7 Contact of Text 2	69
3.1.8 Affect of Text 2	70

CHAPTER IV CONCLUSION

4.1 Conclusion	74
4.2 Suggestion	75

REFERENCES

APPENDICES

CHAPTER I

INTRODUCTION

1.1 Research Background

Writing is one of important aspect in human communication for transferring their idea, thought, argument from one to another. It also gives the meaning from the writer to the reader. Writing is embodied, it is removed from context and the personal experiences of writers and readers because meanings can be encoded in texts and recovered by anyone who speaks the same language as the writer. Writers and readers conform to homogeneous practices so writing is treated like an object, and its rules imposed on passive users (Hyland, 2002: p. 8-9). It is widely acknowledged that writing is seen as a site of interaction between writers and readers in a text.

Essentially the process of writing involves creating a text that author assume the reader will recognise and expect. Texts are created in terms of how their authors understand reality, in turn, these understanding are influenced by their membership of social group. Hyland (2002: p. 44) said that writing has developed through increasingly sophisticated understandings of context. We recognize that meaning is not something that resides in the words we write and send to someone else, but is created in the interaction between writer and reader as they will make sense of these words in different ways, each trying to guess the intentions of the other. Cutting (2002: 3 cited by Hyland) suggest that there are three main aspects of this interpretive context, namely the situational context, the background knowledge context, and the co-textual context.

This study investigated one of those three main aspects of interpretive context that is the situational context by using the Systemic



Functional Linguistics (SFL) has attempted to show how contexts leave their traces is (or are expressed in) patterns of language use. Halliday's dimensions of context are field, tenor, and mode. Then, tenor will be the main topic of this study which defined as the expression of the writer's attitudes, includes feelings, emotions and opinions. According to Halliday, tenor defines who is taking part, the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind or another, both the type of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved (Halliday & Hasan, 1985, p.12).

Texts were analysed by using the framework of Systemic Functional Linguistics (SFL). SFL is social theory of language, it regards language as a meaning-making resource through which people interact with each other in given situational and cultural contexts. SFL theorist are mainly interested in how language is used to construe meaning in social setting (Emilia, 2014: p. 63). The context in which a text is produced includes more than "what is going on with regard to what." It includes participants. A text may or may not explicitly identify the participants. However, something of the relationship between the participants is embedded in the text. This part of the context having to do with social relationships is the tenor of discourse. Tenor of discourse as the negotiation of social relationships among participants in social action (who are taking part in the exchange) and the interacting roles of those involved in the exchange of which the text is part.

Begin from the problem of writing, many researchers who investigated writing in different ways and types thinking that the various purposes of writing, its myriad contexts of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding (Hyland,



2009: 2). There are some concerns of writing researching. The first area is Curriculum Systems (Pahlevi (2014), Intansari (2013), and Alawiyah (2014)). The second area is Writing in Literacy Practices (Hos and Topal (2006), Jesson and Limbrick (2014), and Kim (2013)). The third area is move structure (Vekili (2012), Tseng (2011), and Mohsenzadeh (2014)). The last area is SFL (Kress (2008), Krauss (2005), Kazmierczak (2003), Hyland (2005), Lancaster (2011), Zawacki (2006), Gardner (2008), Promwinai (2008), and Opara (2012)).

This study particularly adopt from Systemic Functional Linguistics, which has attempted to show the ideas of any text as the result of the writers' language choices in a particular context of situation (Halliday, 1985: 46). In some studies, researchers regard writing has been related to Systemic Functional Linguistics. From all previous study, a study that more competence is a study from Noeris Meiristiani (2011) has analyzed understanding tenor in spoken texts in year XII english textbook to improve the appropriacy of the texts. This study aims at investigating the interpersonal relations (tenor) of the interactants in the conversation texts as well as the appropriacy of their realization in the given contexts. However, this study is different from her, the investigation itself concentrated on the ways the EFL learners encode tenor written in their analytical exposition essays.

However, this study aims to reveal the role relationship between the EFL writer and the intended reader – the lecturer and peers –, and the way they make their interpersonal meaning (tenor) in their analytical exposition essay which is concerned with clauses as *exchanges*. This study completed the missing gap in previous study with observing how tenor encode in two selected analytical exposition essays taken from 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon, West Java. According to Halliday (1994: see also Eggins, 1994; Butt et al. 2000) that language involves interactions where we initiate or



respond to the act of giving (means inviting to receive) or demanding (means inviting to give) for goods-and-services or information. Thus, Halliday and Mathiessen (2004) regard this function as one of exchange. The principle grammatical system here is the MOOD network, within which is a choice between imperative and indicative, if indicative is chosen, there is a choice between declarative and interrogative. These choices are realised by manipulating the MOOD elements.

Analytical exposition essay analysis was chosen because it seen as one of text to explore EFL learners' critical-thinking. Those analytical exposition essays were as one of students' assignment at IAIN Syekh Nurjati Cirebon. Then, the main reason why this study chooses students of 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon as the object because the researcher found the phenomenon which is related to this research in this university. The major concern of this research is to investigate the two selected analytical exposition essays of the two learners. The first learner was who has high-grade, and the second learner was who has low-grade among 38 learners who took the course.

1.2 Focus of the Study

This study investigates the expression of attitudes or tenor encode in two selected analytical exposition essays taken from 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon, West Java. Tenor can be analyzed in terms of status, contact and affect (Poynton:1985, p. 77) cited in (Emilia:2014, p. 80). *Status* relevant to tenor is the degree to which the participants in an exchange are equal or unequal in relation to one another. *Contact* between the participants is also measured on a cline between the extremes of frequent and occasional contact. *Affect* can be measured on two independent clines: high to low and positive to negative. Affect differs from status and contact in that it



may be neutral, and thus not marked as either positive or negative (Martin 1992, p. 526). Status, contact and affect are each realized by interpersonal meanings in a text. In general, tenor can be identified as more formal - higher status or higher degree of status differential, lower degree of contact and/or lower degree of affect - or less formal - lower status or lower degree of status differential, higher degree of contact and/or higher degree of affect.

1.3 Research Questions

This area of investigation is formulated in the following research questions are:

1. What types of Mood are found in two selected analytical exposition essays taken from 4th semester English Language Teaching Department IAIN Syekh Nurjati Cirebon, West Java?
2. How do tenor dimensions encode in two selected analytical exposition essays taken from 4th semester English Language Teaching Department IAIN Syekh Nurjati Cirebon, West Java?

1.4 The Aims of the Research

The aims of the research based on the research questions are:

1. To identify types of Mood are found in two selected analytical exposition essays taken from 4th semester English Language Teaching Department IAIN Syekh Nurjati Cirebon, West Java.
2. To explore how tenor dimensions encode in two selected analytical exposition essays taken from 4th semester English Language Teaching Department IAIN Syekh Nurjati Cirebon, West Java.



1.5 Significance of the Research

Theoritically, this study is significant for the teaching of writing to learners of English as a foreign language (EFL), especially with respect to the building of awareness of how to produce an appropriate text for various academic audiences. It is also significant for understanding patterns of attitudes expressed by EFL learners, and it investigate the tenor defined as the expression of the writer's attitudes, includes feelings, emotions and opinions.

Practically, this study should be useful for EFL learners, especially for students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon. They should know what is Systemic Functional Linguistics, interpersonal meaning (Tenor), and how it works in the text. Then, the EFL learners more take care in attitude when they are making a text. Beside that, this study will help the teachers to asses the analytical exposition essay of the students by effective strategy. In this study will offer some kinds of words that can show the strong argument or weak argument in analytical exposition essays. Therefore, it will seek to understand the Mood choices which are often times used in analytical exposition essay that these EFL learners bring into their analytical exposition essay to make the readers achieve tenor of discourse.

1.6 Previous Study

This section reviews some previous study that related to Systemic Functional Linguistic. In particularly, investigating tenor of discourse. The first is Noeris Meiristiani (2011) has analyzed understanding tenor in spoken texts in year XII english textbook to improve the appropriacy of the texts. This study aims in investigating the interpersonal relations (tenor) of the interactants in the conversation texts as well as the appropriacy of their realization in the given contexts. The second is Yustinus Eko Wahyu Widayat (2006) has analyzed a tenor analysis of



short story entitled *cat in the rain* by Ernest Hemingway. This research is aimed to describe the tenor of the text which covers status, contact and affect. The third is Ayoola Moses Olusanya (2013) has analyzed an interpersonal metafunction analysis of some selected political advertisements in some Nigerian newspaper. The aim of this study is to find out how the politicians use language to express their view points to reflect the political context through advertisement by using the framework of Systemic Functional Grammar (SFG).

Most of the current researches have different objects of the research. The first is Noeris Meiristiani (2011) has analyzed understanding tenor in spoken texts in year XII english textbook to improve the appropriacy of the texts. This study aims at investigating the interpersonal relations (tenor) of the interactants in the conversation texts as well as the appropriacy of their realization in the given contexts. The study is discourse analysis by applying a descriptive qualitative method. Four out of eight texts were selected to be analyzed based on the variety of the speakers' roles and on the assumption that they potentially show a high possibility of inappropriacy.

The second is Yustinus Eko Wahyu Widayat (2006) has analyzed tenor of a short story. It is a descriptive qualitative research. The source of data is a short story which was written in 1925 by Ernest Hemingway entitled *Cat in The Rain*. This research is aimed to describe the tenor of the text which covers status, contact and affect. To reach this purpose, this research was conducted through Systemic Functional Linguistics (SFL). In taking the data, the researcher applied purposive sampling technique. Purposive sampling technique is conducted by way of selecting samples based on certain criteria. The sample was taken by selecting the short story in the Ernest Hemingway's short story collection book entitled *In Our Time* which deals with the marriage and the relationship between man and woman. There are three short stories that are related to the criteria. The researcher chose one of them which is entitled *Cat in The Rain*.



The third is Ayoola Moses Olusanya (2013) has analyzed an interpersonal metafunction analysis of some selected political advertisements in some Nigerian newspaper. This study presents an interpersonal metafunction analysis of selected adverts of two political parties during the last general election. Eight different advertisements (four from each political party) were analysed to find out how the politicians use language to express their view points to reflect the political context through advertisement. Interpersonal metafunctionis within the framework of Systemic Functional Grammar (SFG) and it was used as the theoretical framework for the analysis in this study. The analysis involved the analysis of mood and modality of the various clauses identified. The analysis reveals that the interpersonal meaning of a structure does not always correspond with its lexicogrammar analysis as the political advertisers use various mood types to interact, negotiate, establish and maintain good relations with and as well change the behaviour of the readers.

All of the the previous studies above have the relation with this study. However, this study focused on how tenor encode in two selected EFL learners' analytical exposition essays taken from 4th semester English Language Teaching Department IAIN Syekh Nurjati Cirebon, West Java. To fill the gap, this study tries to investigate tenor of discourse and how they improve in the realization of establishing power, social distance, the use of degree of formality, and affective involvement.

1.7 Theoretical Foundation

The researcher of this study investigated the tenor in two selected EFL learners' analytical exposition essay taken from 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon, West Java. In analyzing the data, it needs some theories. There are some things which exist in this current research, i.e. Systemic Functional Linguistics,



interpersonal metafunction, tenor, writing, genre, and analytical exposition text.

1.7.1 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is a study of language. SFL views that language has two characteristics, systemic and functional. It is systemic because SFL uses a theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options (Halliday, 1994, p.14). It emphasizes meaning as the fundamental element in analyzing language. Language is also functional because it is designed to account for how language is used. There are four main theoretical claims about language that Systemic Linguists have in the SFL view. There are: language is functional; its function is to make meanings; these meanings are influenced by the social and cultural context in which they are exchanged; and the process of using language is a semiotic process, a process of making meanings by choosing. (Eggins, 1994, p.2).

SFL views language as a functional linguistics. Language is functional because each element in a language can be explained by reference to its function in the total linguistics system. Its function is to make meanings. The choice of the word “meanings” rather “meaning” here is significant. It emphasizes that linguistic texts are typically making a number of meanings simultaneously, not just one meaning. These meanings are always influenced by the context in which meanings are being made. The contexts are the cultural and situational context. Meanings are made by semiotic process, where meanings are made by choosing.

SFL also views language in social-semiotic process because language is functional in the sense that it is a kind of semiotics system where all elements of language are interlocked each other to perform meaning and it performs social functions at once (Halliday, 1985a). SFL



has been described as a functional semantic approach to language in two main respects. Firstly, it functionally asks both how people use language in different social context and how language is structured for use. It is SFL dimension as a scientific discipline of linguistics. Secondly, it tries to develop a theory about language as a social process and an analytical methodology that allows the more detailed and systematic description of language patterns. It is SFL dimension as an approach to language (Eggins, 1994, p.22-23).

In the scope of SFL, there are fundamental component of meaning called Metafunction. According to Halliday, the functional components are ideational meaning, interpersonal meaning and textual meaning (1985a, p.13). *The ideational meaning* is the meaning functions to represent patterns of experiences. It enables human being to build a mental picture of reality, to make sense of their experience of what goes around them and inside them. *The interpersonal meaning* is concerned with the interaction between speaker or writer and listener or reader. It functions is to enabling of exchanging roles in rhetorical Interaction: statements, questions, offers and commands. *The textual meaning* is concerned with the organization of the text in which the experiential, logical and interpersonal are bound together into a coherent. Those fundamental meanings are always made simultaneously in a text to perform social functions. Therefore, those meanings are always related to the context in which social functions are being performed.

1.7.2 Interpersonal Metafunction

Halliday's interpersonal metafunction has been chosen to be the theoretical backbone for the study. The main argument in the theory, as observed by Halliday and Matthiessen (2004), is that grammar of language is a resource not only for talking about our inner and outer experiences of the world but also for communicating our attitudes towards and



expectations of those with whom we interact. So in ideational metafunction, language is a way of reflecting; in interpersonal metafunction a way of acting.

Interpersonal metafunction deals with people's use of language to relate to their audience. When people communicate, they deliver more than just content or information, they also communicate their role, their partners in the talk exchange. This includes the various ways the speaker enters a speech situation and performs a speech act. The interpersonal metafunction is basically concerned with enacting social relationships between the speaker and the hearer in a specific context of communication, and deals with the clause as an exchange of information and as a exchange of goods and services (Halliday 2004).

Within the SFG account, at the lexico-grammatical stratum, interpersonal meaning includes, along with the expression of opinion and attitude, the mood of the clause, expressed in English by the presence/absence and ordering of subject and finite verb. In addition, in the semantics, interpersonal meaning includes the type of speech act chosen (statement, offer, question and directive), realized by grammatical options and encoded by means of three syntactic moods (declarative, interrogative and imperative). The system of MOOD organizes the clause as an interactive event in which the speaker adopts a speech role, essentially (i) giving or demanding information (by means of statements and questions) or (ii) exchanging goods and services (be the commodity an offer or a command), and assigns a complementary role to the listener which he wishes him to adopt (Halliday 2004).

There are two main variables of context that influence every text. Firstly, language use occurs within a context of culture, which determines which genres are permissible within a given society. Secondly, it is dependent on the context of situation, also known as register, comprising three critical contextual variables which both determine and are influenced by the meanings realized in texts. Field, Tenor and Mode comprise the



register of a text, and each register variable correlates with a metafunction of a language.

In English, interpersonal function is realized in many aspects, but this study focuses on three components only: mood choices, tenor, and personal pronoun. This paper focuses on the text and its interpersonal meaning which correlates to Tenor, due to its interest in linguistic construction of relationships between the writer and reader.

1.7.3 The Tenor

This study analyzes the expression of attitudes or tenor encode in two selected analytical exposition essays taken from 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon, West Java. This study principally adopt from a Systemic Functional Linguistic (SFL) approach. SFL is a social theory of language. SFL regards language as a meaning-making resource through which people interact with each other in given situational and culture context. As they do so, the theory claims, people literally construct experience, building knowledge and culture. SFL theories are mainly interested in how language is used to construe meaning in social setting (Emilia, 2010, p. 63).

In SFL approach, a foreign language writer is guided by a clear, explicit framework i.e. what to write about (Field), how or what attitude a writer should express (Tenor), and how ideas and attitude should be organized (Mode). Then, this study focuses on the attitudes encoded by the writer (Tenor).

Tenor is defined as the social role relationship played by the participants. The participants are including the writer or the speaker, the participants within the text or the thing having role in the text, and the reader or the listener. Halliday in Martin (1992) states, "Tenor refers to who is taking part, to the nature of the participants, their statuses and roles" p.499). Meanwhile, Martin himself outlines in his *English Text* that



it refers to the negotiation of social relationship among participants (Martin, 1992, p.523).

Halliday and Hasan (1985) propose that tenor is the realization of interpersonal meaning. Interpersonal meaning observes a text from the point of view of its function in the process of social interaction. The text is not only the reflection of reality but also a piece of interaction between speaker or writer and listener or reader (p.20). Tenor is called as a register variable together with the two others, field and mode. Tenor is the projection of interpersonal meaning which is realized through interpersonal metafunction of language. Meanwhile, field and mode are the projection of ideational meaning and textual meaning.

Based on the register concept, tenor constructs the meaning by means of the language use reflecting the interpersonal metafunction. The interpersonal meaning can be defined in terms of inter-relation among participants that can be represented by the relation between the speaker or writer and the audience in negotiating the exchange of meaning. Halliday states that the interpersonal meaning is meaning as a form of action, the way the speaker or the writer use language to do something to the listener or reader (1985, p.53).

Further, Halliday in Eggins (1994) approaches the grammar of interaction in those relations from a semantic perspective. He points out that when language is used to interact, one of the things to be doing with it is establishing a relationship between the participants. In order to establish the relationship, the participants use the basic types of speech role: giving and demanding. At the same time as choosing either to give or demand in an exchange, the participants also chose the kind of commodity being exchanged. The choice is between exchanging information or exchanging goods and services (p.149). Further, Halliday grouped the exchanging of information (statement and question) as *propositions* and the exchanging of goods and services (offer and command) as *proposals* (Halliday in Martin, 1992, p.32).



The researcher used the other theory to support the primary theory in analysing the data, i.e. Appraisal theory. a Appraisal Theory (Martin 2000; Martin & Rose 2003; Martin & White 2005), developed within SFL, is the framework aiming to describe the various ways of linguistic realization of interpersonal meanings in language use. It is concerned with the interpersonal in language, with the subjective presence of writers/speakers in texts as they adopt stances towards both the material they present and those with whom they communicate.

It is concerned with how writers/speakers approve and disapprove, enthuse and abhor, applaud and criticise, and with how they position their readers/listeners to do likewise. It is concerned with the construction by texts of communities of shared feelings and values, and with the linguistic mechanisms for the sharing of emotions, tastes and normative assessments. It is concerned with how writers/speakers construe for themselves particular authorial identities or personae, with how they align or disalign themselves with actual or potential respondents, and with how they construct for their texts an intended or ideal audience.

According to Martin, tenor mediates these relationships along three dimensions which are referred as status, contact and affect (Martin, 1992, p.523). *Status* refers to the relative position of interlocutor in a cultural social hierarchy. Those relationships can be either horizontal, when the status of the participants is equal and not comparable, or vertical, when the status of the participants is unequal and comparable (ibid, p.526). *Contact* concerns with the degree of involvement among interlocutors. The basic opposition of contact is involved and uninvolved. It depends on a number of factors influencing the familiarity of participants with each other. Contact also refers to the readability level of text being used. It means that whether the participants involved are familiar or not with the text. It shows what and how the text is; very difficult, difficult, easy or very easy to be understood (Santosa, 2003, p.52). Moreover, *affect* refers to the degree of emotional charge in the relationships between participants. Poynton in



Martin classifies affect as positive or negative and as permanent or transient (Martin, 1992, p. 533).

Tenor is concerned with the semiotics of relationships among participants that mediates the relationships among three dimensions: status, contact and affect as described in the figure below (Martin, 1992:p. 525-526).

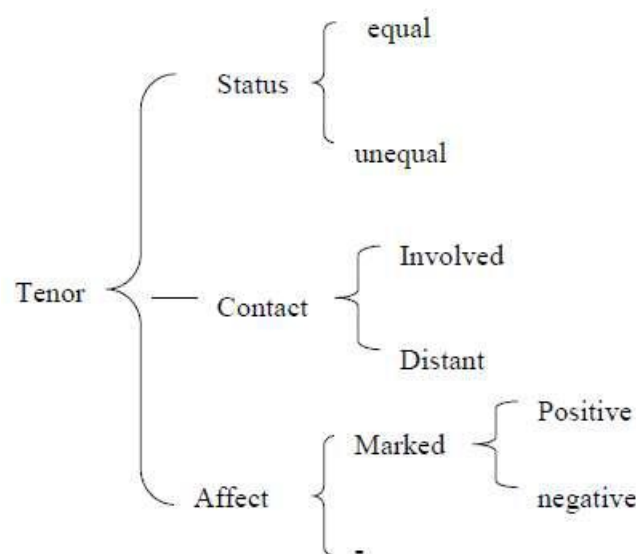


Figure 1. Three dimensions of Tenor

Adapted from Martin (1992, p.526) cited in Yustinus (2006, p. 50)

1) Status

Status refers to the relative position of interlocutor in a culture's social hierarchy. Its basic contrast is equal and unequal status depending on whether the social ranking of the participant is comparable or not (Martin, 1992, p.525). It means that status deals with the interrelationship level between the writer and the participant in the text, the writer and the reader and between the participants themselves. There are different realizations of principle associated with status as proposed by Poynton in Martin.



The key principle is reciprocity of choice as he stated “equal status among interlocutor is realized by them taking up the same kind of choice (e.g. tutoyer) whereas unequal status is realized by them taking up different ones (e.g. tutoyous) (Martin, 1992, p.527).

Furthermore, the concept of dominate and deference needs to be taken into account as it is a basic distinction in the realization of the unequal status. This concept considers certain kinds of selections which are related to the speakers of higher status and other kind of choices speakers of lower status. As a result, this determination will show whether the social roles among participants are dominant or dominated, more controlling or controlled, more directing or directed, in negotiating the social exchange of meaning.

It can be said that there is a symbolic relation between position of interlocutors in social hierarchy and various linguistic system. Martin states clearly about this. He states, “*the realization of status tends to foreground grammatical options*” (Martin, 1992, p.528). The grammatical options employed by the status are realized through modality system, whereas the realization of unequal status is expressed through grammatical and discourse options as shown in the table below.

Unequal Status	Dominant	Defer
Grammar	No ellipsis Modalization: high Modulation: obligation Vocation: familiar Person: 1 st	Residue ellipsis Modalization: low Modulation: inclination Vocation: respectful Person: 2 nd
Discourse semantic	Primary knower Initiating Turn controlling	Primary actor Responding Turn respecting

Table 1. The Realization of Unequal Status

Adapted from Martin (1992, p.529) cited in Yustinus (2006, p. 51)

- a) Unequal status, or a participant of dominant status tends not to use ellipsis. Similarly, dominance is marked by polarity asserted. From a



position of dominance modalization tends to be high. The dominant party tends to use modulation of obligation. Another dominant characteristic is manifest expression of attitude. Likewise, the dominant party presents comments. Use of familiar vocatives is dominant. Use of first person is characteristic of dominant. The dominant initiates, challenges and controls turn-taking.

- b) Equal status, or a participant of deferential status tends to use ellipsis in answering to the dominant participant, thus not setting the agenda or terms of argumentation, the matched (agreeing) polarity of deference. Low from a deferential position. The deferential party modulation of inclination. Whereas concurring attitude is a characteristic of deference. The deferential party invites comments. Use of respectful vocatives is deferential. Use of second person characteristic of deferential. The deferential responds, tracks and respects turntaking.

2) Contact

Contact deals with the degree of involvement among interlocutors. Contact as a social distance which is determined by the frequency and the range of previous interaction has two basic contrasts. They are involved and uninvolved depending on the number of factors influencing the familiarity of participants with each other (Martin, 1992, p.529).

In addition, he makes classification of the involvement into two dimensions. The first is the involvement of social activity which is oriented to the family work or recreation. Then, the second one is the involvement which is oriented to whether the social activity is regular or occasional (ibid, p.530). In realizing the principle for contact, it needs to consider the point of view of both system and process (ibid, p.531). In the system viewpoint, the principle is proliferation, in which the predictability of meaning is determined by the degree of contact – the less contact the fewer the choices available, and otherwise, the more contact the more options available to be taken up.



Meanwhile, the process point of view has the principle of contraction – where the less contact means that the realization of meaning is more explicit, whereas the more contact means that more can be left unsaid. It can be concluded that involved contact is realized through the more choices available and implicit realization of meaning, whereas uninvolved contact through less contact and explicit one. In order to determine contact whether it is involved or uninvolved, Poynton gives a number of the key realization as seen through the figure below.

Contact	Involved	Uninvolved
Grammar	Minor clause Mood ellipsis Mood contraction Vocation Nick name	Major clause No ellipsis No contraction No vocation Full name
Lexis	Slang General words	Standard Specific words
Discourse semantic	Homophoric Implicit conjunction Experiential metaphor	Endhophoric Explicit conjunction Experiential congruence

Table 2. The realization of Involved and Uninvolved Contact

Adapted from Martin (1992, p.532) cited in Yustinus (2006, p. 52)

- a) Involved contact means informal. Contact is realized in the grammar by use of minor clause which has mood ellipsis. Use of vocative and range of names or nick-name. In the discourse semantics involved versus uninvolved contact is characterized by dialogue, homophoric reference, and implicit conjunction.
- b) Uninvolved contact means more formal. Contact is realized in the grammar by use of major clause, which has no ellipsis and not use of vocative. It range of single name or full name. In the discourse semantics involved versus uninvolved contact is characterized by monologue, endophoric reference, and explicit conjunction.

3) Affect

Affect concerns with the degree of emotional charge in the relationship between participants. It covers the positive or negative



judgment among participants, the writer to the participants in the text and the writer to the readers. The positive or negative judgment can be explained through the semiotic components used in the text (Santosa, 2003, p.51). Basically, affect has two oppositions, positive and negative. But, Poynton in Martin gives additional classification of affect, namely permanent or transient. Therefore, affect can be classified into three dimensions: surge/predisposition, positive/negative and self/other (1992, p.533).

In addition, Martin associates the realization of affect with amplification. Here, affect is like a stereo system which can be turned on or off and balanced between speakers (both off, one on, both on). Its volume can be adjusted to normal listening levels (predisposition) or turned on very loud when the occasion desires (surge).

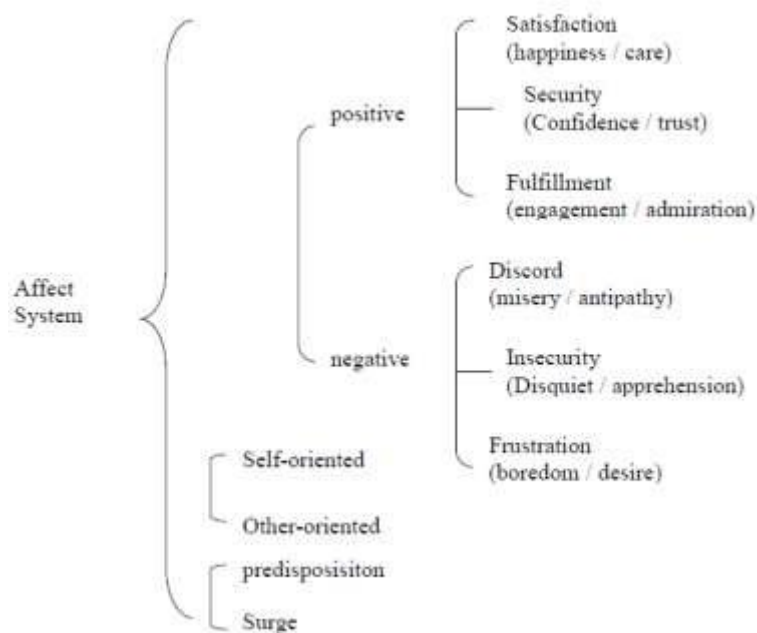


Figure 2. Classification of Affect
(Adapted from Martin, 1992, p.536)

Typology of **affect** groups emotions into three major sets having to do with un/happiness, in/security and dis/satisfaction. The un/happiness



variable covers emotions concerned with ‘affairs of the heart’ – sadness, hate, happiness and love; the in/security variable covers emotions concerned with ecosocial well-being – anxiety, fear, confidence and trust; the dis/satisfaction variable covers emotions concerned with telos (the pursuit of goals) – ennui, displeasure, curiosity, respect.

The un/happiness set of meanings is probably the first to come to mind when we think about emotions, and is included in all of the inventories we have encountered. It involves the moods of feeling happy or sad, and the possibility of directing these feelings at a Trigger by liking or disliking it.

In/security covers our feelings of peace and anxiety in relation to our environs, including of course the people sharing them with us. In stereotypically gendered communities the feelings here are associated with ‘mothering’ in the home – tuned to protection from the world outside (or not). Dis/satisfaction deals with our feelings of achievement and frustration in relation to the activities in which we are engaged, including our roles as both participants and spectators.

Then, there are two grammatical elements of Tenor as Mood and Modality, thus between them realise the interpersonal function of language. Mood is one of a set of distinctive forms that are used to signal modality, the term Mood is used by some authors in the same sense Modality is. According to Eggins, 1994, p. 179 modality refers to a complex area of English grammar which concerns the different ways in which a language user can intrude on his/her message, expressing attitudes and judgements of various kinds (Emilia, 2010, p.131).

4) The Mood System

Gerot and Wignell (1994:22) state that interpersonal meanings (Tenor) are realized in the lexicogrammar through selections from the system of MOOD. For the information, “we use capital letters to differentiate the MOOD constituent of the clause from general term,



Mood, which describes the overall structure of the clause” (Eggins, 1994:155).

a) **Subject and Finite (Elements of MOOD Block)**

Eggins (1994:156) identifies two essential functional constituents of the MOOD element of the clause: the Subject and the Finite. Subject, Halliday (1985a:76) in Eggins (1994:156) defines Subject as it realizes the thing by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition, what is “held responsible”. Furthermore, Eggins (1994:157) explains “although there will only ever be one Subject per clause, the class of items which can be Subject may vary. The Subject may be a single word (noun or pronoun), or it may be a lengthy noun phrase. The Subject may even be a clause itself”.

Finite, Halliday (1985a:75) in Eggins (1994:157) defines the Finite in terms of its function in the clause to make the proposition definite, to anchor the proposition in a way that we can argue about it. Eggins (1994:157) states that it does this through what Halliday (1985:75) refers to as Finite Verbal Operators, of which he identifies two kinds: *first*, Temporal Finite Verbal Operators, Eggins (1994:157) declares “these words anchor the proposition by reference to time. They give tense to the Finite – either past (*I learn the English language from this guy*), present (*The sentence goes on for a page and a half*) of future (*I will buy you a copy of this novel tomorrow*)”. *Second*, Finite Modal Operators, Eggins (1994:157) states that these words anchor the proposition not by reference to time but by reference to Modality. Modality is Finite elements which express the speaker’s judgment of how likely/unlikely something is. Many kinds of Modal are presented in the table below:



Auxiliaries	Uses
Can	Ability, permission
Could	Past ability, polite question
May	Permission, possibility
Might	Possibility
Should/ ought to	Advisability, expectation
Had better	Strong advisability
Must	Necessity, deduction
Have to	Necessity
Have got to	Necessity
Will	Simple future, Polite request
Would	Polite request, preference, conditional
Shall	Simple future with “I” and “we”, polite question to make a suggestion

Table 3. Modal auxiliaries and its function

b) Residue

Eggins (1994:161) suggests RESIDUE as the part of the clause which is somehow less essential to the arguability of the clause than is the MOOD component. However, “the RESIDUE component can also contain a number of functional elements: a Predicator, one or more Complements, and any number of different types of Adjuncts” (Eggins, 1994:161).

- 1) Predicator, it encodes the action or process involved in the clause. It gives content to the verbal element of the proposition, telling listeners



(or readers) what was happening (Eggins & Slade, 1997, p. 78). The predicator is present in all major clauses, except for those where it is displaced through ellipsis (Halliday, 1994, p.79). Like the Finite, the Predicator is expressed within the verbal group. This means that part of the verbal group is expressing the Finite, and part is expressing the predicator. When there is only one constituent in the verbal group, then that constituent is functioning both as Finite and as Predicator. This is the case with the simple past tense or simple present tense form of a verb (Emilia, 2014, p. 120).

- 2) Complement, according to Halliday (1994, p. 80), a complement is an element within the Residue that has the potential of being the Subject but is not. A complement can be an adjective as in *His face is white as snow* or a dependent clause (noun clause) as in *You can buy whatever you want*. Like the Subject, the Complement is expressed by a nominal group either a single pronoun or noun or by a sequence of words dependent on a head noun. This indicates that there can be two nominal groups in a clause, one which will be the Subject and one a Complement.
- 3) Adjunct, as the label suggests, elements which are additional, either than essential, to the proposition. They function to add extra information about events expressed in the one of the proposition (Eggins & Slade, 1997, p. 81). Adjunct is typically realised by an adverbial group or a prepositional phrase (Halliday & Matthiessen, 2004, p. 124) or conjunctions (Eggins & Slade, 1997, p. 81). Adjuncts are expressed through all the word classes that do not express Subjects, Complements, Finites, and Predicators.

5) The MOOD Types

According to Halliday (1994) observes that most of the clauses in English are construed around declaratives, interrogatives, and imperatives. The choice of mood depends on the role the speaker or writer selects in the



speech or writing situation and what role he assigns to the addressee. Declarative mood typically gives out information, interrogative expresses a question-typically asking for information, and imperative expresses a directive (Thompson, 2004).

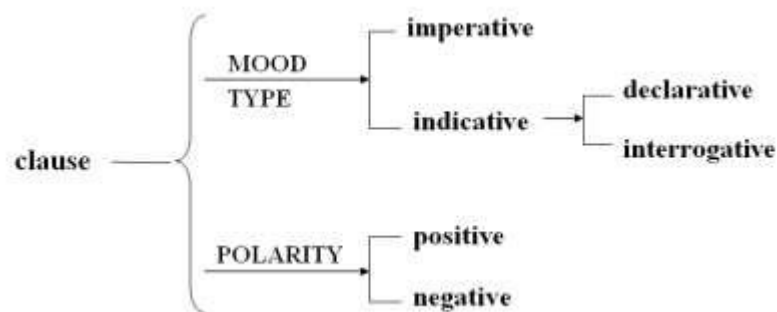


Figure 3. The hierarchical organization of English mood structure, adapted from (Wang, 2008:55)

Halliday (1994) cited in Wellman Kondowe (2014, p. 48) observes that most of the clauses in English are construed around declaratives, interrogatives, and imperatives. The choice of Mood depends on the role the writer selects in the writing and what role he assigns to the addressee or reader. Declarative mood typically gives out information, interrogative expresses a question-typically asking for information, and imperative expresses a directive (Thompson, 2004).

In English, the Mood consists of **Subject** and **Finite**. The Subject supplies the reference to which the proposition can be affirmed or denied. The Finite refers to the first functional element of the verbal group (Thompson, 2004). The ordering of Subject and Finite in the clause plays an indispensable role in signaling giving informaton and it indicates whether the clause is declarative (Subject + Finite), interrogative (WH + Finite or Finite + Subject), or imperative (Subject “let’s”).

6) Polarity and Modality System



Polarity is the choice between positive and negative, as in is/isn't, do/don't. Polarity, typically, has to do with finite element because there is positive and negative of finite element. Positive can be is, was, has, can, etc and negative can be isn't, wasn't, hasn't, can't etc (Halliday, 1994, p.88).

However, the possibilities are more than just of simple 'yes' or 'not' (positive and negative), but between the two. This is what Halliday defines as modality. He proposes that "modality refers to the area of meaning that lies between yes and no". Modality, as mentioned before, is the speaker's judgment of the probabilities or the obligation. As Eggins said in Emilia (2014, p. 131) modality refers to a complex area of English grammar which concerns the different ways in which a language user can intrude on his/ her message, expressing attitudes and judgements of various kinds.

According to Wang (2010) cited in Wellman (2014, p. 7) modality is another aspect of interpersonal metafunction of clauses which shows the degree to which a proposition can be said to be valid. It refers to the space between "yes" and "no", showing the speaker's judgments of the probabilities or the obligations involved in what s/he is saying. In English, modality is commonly realized through modal verbal operators (also known as modal auxiliaries) of the finite verbs (Halliday and Matthiessen, 2004). Modality involves degrees and scales about the validity of a proposition, which is referred to as modal commitment. There are three values of modal commitment: high, median and low on the scale and they lead to different meanings (Halliday, 1994).

POLARITY	MODALITY		
	Low	Median	High
Positive	can, may, could,	will, would, shall	must, ought to,



	might, dare		need, has/had to
Negative	needn't, doesn't/didn't	won't, wouldn't, shouldn't, isn't/wasn't to	mustn't, oughtn't, couldn't, hasn't/hadn't

Table 4. Modal auxiliaries and their degree of commitment

Modified from Wang (2010, p. 259)

Modality is classified into Modalization and Modulation. Modalization is the proposition modality used in a clause that explores the exchange of information. Halliday states “in a proposition the meaning of the positive and negative poles is inserting and denying: positive *it is so*, negative *it isn't so*. Modalization has two kinds of intermediate possibilities, namely (i) probability (possibly/ probably/ certainly and (ii) usuality (sometimes/ usually/ always). Both probability and usuality can be realized in three ways: a). by finite modal operator in the verbal group, e.g. *It must be West Papua*, b). by a modal adjunct e.g. *That's probably West Papua*, c). by both together e.g. *That'll certainly be West Papua*.

Modulation is the proposal modality used in a clause that exchanges goods and services. In a proposal, the meaning of positive and negative poles is prescribing and proscribing: positive *do it* and negative *don't do it*. Modulation also has two kinds of intermediate possibilities depending on the speech function of command or offer. In a command, it is degrees of obligation (allowed to/ supposed to/ required to), while in an offer, it is degrees of inclination (willing to/ anxious to/ determined to). Both obligation and inclination can be expressed in two ways: first by a Finite modal operator, e.g. *Luna will make you a breakfast*, second by an expansion of the predicator: (i) by a passive verb' e.g. *you are allowed to go*; (ii). by an adjective, e.g. *I am anxious to help her*.



1.7.4 Writing

Writing is one of important aspect in human communication for transferring their idea, thought, argument from one to another. It also gives the meaning from the writer to the reader. Writing is embodied, it is removed from context and the personal experiences of writers and readers because meanings can be encoded in texts and recovered by anyone who speaks the same language as the writer. Writers and readers conform to homogeneous practices so writing is treated like an object, and its rules imposed on passive users (Hyland, 2002: p. 8-9). It is widely acknowledged that writing is seen as a site of interaction between writers and readers in a text.

Hyland (2002: p. 44) said that writing has developed through increasingly sophisticated understandings of context. We recognize that meaning is not something that resides in the words we write and send to someone else, but is created in the interaction between writer and reader as they will make sense of these words in different ways, each trying to guess the intentions of the other. Essentially the process of writing involves creating a text that author assume the reader will recognise and expect. Texts are created in terms of how their authors understand reality, in turn, these understanding are influenced by their membership of social group.

1.7.5 Genre

A number of definitions of genre have been influential in the area of and text type genre analysis, notably those of Martin (1984, p. 25) and Swales (1990). Martin's definition has been particularly influential in the work of the Australian genre-based approach to teaching writing. Martin describes genre as 'a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture'. Further examination of Martin's work, in which he gives examples of genres such as poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment-making, service encounters, and news broadcasts, clearly shows that his



definition takes largely the same perspective on genre as that of Biber (1988).

Swales' (1990: 58) definition of genre as 'a class of communicative events, the members of which share some set of communicative purposes which are recognized by the expert members of the parent discourse community' shows that he, too, views the notion of genre from a similar perspective to that expressed by Biber.

A genre, in this view, is defined as a category assigned on the basis of external criteria such as intended audience, purpose, and activity type, that is, it refers to a conventional, culturally recognised grouping of texts based on properties other than lexical or grammatical (co-)occurrence features, which are, instead, the internal (linguistic) criteria forming the basis of text type categories. Biber (1988, p. 170) has this to say about external criteria: Genre categories are determined on the basis of external criteria relating to the speaker's purpose and topic; they are assigned on the basis of use rather than on the basis of form.

This discussion may give the impression that the notions of genre and text type are clearly defined in the area of genre analysis. Whilst this is true in some cases, it is much less so in others, and, in particular, in certain pedagogic applications of the results of genre analysis. In fact, some pedagogic applications of genre analyses seem to be based on the notion of 'text type' rather than 'genre'. Derewianka (1991), for example, in her discussion of writing in schools, presents as genre categories texts which she labels as recounts, narratives, information reports, explanations, and arguments. This is also the case in the work of Hammond et al. (1992) who, in a work focusing on adult second language literacy development, list as genre categories anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews. An examination of the written texts presented in Hammond et al., however, reveals that these texts may be viewed from another perspective as well; that is, one which identities the genre and text type category membership



of the genres in the terms described above. This alternative perspective is presented in table above.

Genre	Text type
Recipe	Procedure
Personal letter	Anecdote
Advertisement	Description
Police report	Description
Student essay	Exposition
Formal letter	Exposition
Formal letter	Problem-Solution
News item	Recount
Health brochure	Procedure
Student assignment	Recount
Biology textbook	Report
Film review	Review

It is clear from this analysis that more than one genre may share the same type. That is, the student essay and formal letter may both share the text type of exposition. Equally, a single genre, such as formal letters, may be associated with more than one text type; in this case, exposition and problem-solution. Actually, the text type of this study is exposition which has student essay genre.

1.7.6 Analytical Exposition Text



Exposition is a text whose purpose to inform, explains, describe, or define about a subject or a topic to other people. It is a tool that processes authentic and accurate information on the subject in written form. According to Gerot and Wignel (1994) exposition is kind of texts which have the main purpose to persuade people to think about a subject from a specific point of view.

There are two kinds of exposition text according to Gerot and Wignell (1994). They are analytical and hortatory exposition. There are differences between hortatory and analytical exposition text. Analytical exposition text has a purpose to inform the reader something in the case. So that, the generic structure of the texts is thesis, argument, reiteration or conclusion. On the other hand, hortatory exposition has a purpose to explain the readers that something should or should not happen. Because of the purpose above, the generic structure of hortatory different with the analytical expositions texts. The generic structure of hortatory is thesis, argument, and recommendation. In short, exposition text persuades readers through giving information and argument about the issue.

Then, analytical exposition is an expository composition which develops a topic by distinguishing its components and discussing each in turn. It is used for analyzing or explaining questions of “how” and “why” something works. Texts about traffic jam and a law banning cigarettes can be some examples of analytical exposition when they contain exploration about how traffic jams occur (what causes them), and why is it important to ban smoking (Nurhikmah, 2011:2). The texts are written for one communicative purpose that is to persuade the audience about something important to call for attention. In persuading the audience, some supporting ideas or arguments on why something is important are presented.

1.8 Research Methodology



This subchapter presents the research method in detail. It describes about the objective of the research, place and time, method of the research, the source of the data, the instrument of the research, the technique of collecting data, and the technique of analyze the data.

1.8.1 The Objective of the Research

The objective of the research is to investigate tenor in two selected analytical exposition essay at fourth semester of English Language Teaching Department at IAIN Syekh Nurjati Cirebon: A Systemic Functional Linguistics perspective. Analytical exposition essay analysis is chosen because analytical exposition seen as one of text type to create critical-thinking to explore EFL learners' potential. As Emilia (2005) argues that argumentative writing is relevant to the necessity to develop critical-thinking to explore EFL learners' potential. Beside that, those texts were as one of students' assignment at IAIN Syekh Nurjati Cirebon.

Then, the main reason why this study chooses students of 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon as the object because the researcher found the phenomenon which is related to this research in this university. The major concern of this research is to investigate the two selected analytical exposition essays of the two learners. The first learner was who has high-grade, and the second learner was who has low-grade among 38 learners who took the course. Its purpose is for developing a better quality of EFL learners analytical exposition essay in IAIN Syekh Nurjati Cirebon by exploring the tenor. This study is important for the teaching of writing to learners of English as a foreign language, especially by respecting to the building of awareness of how to produce an appropriate text for various academic audiences.

1.8.2 Place and Time of the Research



This study conducted in two selected analytical exposition texts. Texts were taken from 4th semester of English Language Teaching Department at IAIN Syekh Nurjati Cirebon located in Jl. Perjuangan By Pass Sunyaragi Cirebon. It is because researcher has found the phenomenon of this research was found in EFL learners' analytical exposition essays that they have taught. The researcher has analyzed tenor in two selected texts in the first and second week on July 2016. According to Alwasilah (2000:100) that qualitative research focuses on phenomena. It doesn't have generalizability and comparability, but have internal validity and contextual understanding. The researcher is action for (1) building friendship with the respondents, (2) sampling, (3) collecting data, (4) analysing data, and (5) presenting data.

1.8.3 Method of the Research

The method of the research of this study use qualitative research exactly research non-interactive for analyzing the data. Qualitative research is situated activity that locates the observer in the world which consist of a set interpretive, material practices that make the world visible (Denzin and Lincoln (2005) cited in Lodico, et al (2010:33)). The qualitative research non-interactive (non-interactive inquiry) also called analytical research, conduct assessments based on the analysis of documents. As the name implies this study did not collect data interactively through interaction with human data sources. The researcher collects the two selected analytical exposition texts based on their grade, identify and analyze Mood types and Tenor of those texts, and organize the data, then write the discussion of finding, and take a brief result of discussion.

1.8.4 The Source of the Data



In this study, the researcher collects the data in the forms of primary source data and secondary source data. Primary data source is two selected analytical exposition texts taken from 4th semester of English Language Teaching Department at IAIN Syekh Nurjati Cirebon. Secondary source data is the source of the data acquired in which support the researcher's idea regarding to the research. The secondary source data can be taken from the writing study in the form of books, journals, dictionary, and the other references which are relevant to this research.

1.8.5 The Instrument of the Research

The instrument of this research is the researcher herself. The researcher is as the source for collecting and analyzing the data. As the instrument of the research, she more comprehends the data for giving more information clearly, and accurately. According to Ary et al (2006:424) that the characteristics of qualitative research are “concern for context and meaning, naturally occurring settings, human as instrument, descriptive data, emergent design and inductive analysis”. One of the characteristic of qualitative research as quote above is “human as instrument”. This research uses qualitative research, so the instrument of research is the researcher herself. As Iodico et al (2006: 106) called it self-developed instrument where the instruments are created by the researcher for a specific setting or group of participants in collecting data, it will be conducted by the researcher. Descriptive-survey researchers design and develop their own surveys to gather the perceptions of their sample participants on current educational issues.

1.8.6 The Technique of Collecting Data

The data collecting of this research conducted by document analysis. As Donald (2010: 442) said that documents or other artifacts to gain an understanding of the phenomenon under study. Document analysis can be of written or text-based artifacts (textbooks, novels, journals,



meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.). The researcher uses this technique because the source of the data is taken from the document such as the two selected analytical exposition texts.

1.8.7 The Technique of Analyzing Data

The data is collected by investigate the tenor in two selected analytical exposition essays written by EFL learner of English Language Teaching Department at IAIN Syekh Nurjati Cirebon, especially in 4th semester of English Department. The technique of collecting data in this study is documentation. As Meson (2002: 103) said that “The analysis of documentary sources is a major method of social research, and one which many qualitative researchers see as meaningful and appropriate in the context of their research strategy”. Data analysis will be done after data collected has been done. Data collection and analysis in qualitative research are inductive processes. The researcher adapted from Iodico, et al (2006: 301) as follow:

1. Preparing and organizing the data

The researcher prepares and organizes the data collected from text documents. The data organized to get sense of what are in the data. The data are two selected analytical exposition essay was taken from EFL learners of 4th semester English Language Teaching Department at IAIN Syekh Nurjati Cirebon, West Java.

2. Reviewing and exploring the data

The researcher reads the two selected analytical exposition essays in several times for detail and examine data to get an overall sense of what is in them and whether enough data have been collected.



The researcher analyzed the MOOD types and Tenor elements that found in the text. Then, the researcher make note to herself about the data as she collected them, and it's begun the process of reviewing the data.

3. Coding data into categories

The researcher makes coding data that describe related phenomena and labeling these parts using broad category names also describe general categories that can be used to organize the information contained in the data. Coding of this research is too make readers easy to read, the data which analyze used name codes. There are some of codes, i.e.:

- T1 : Text 1
- T2 : Text 2
- Intro. : Introduction section
- Disc. : Discussion section
- Conc. : Conclusion section
- Pr. : Paragraph
- Se. : Sentence
- C : Clause
- S : Subject
- Fi : Finite
- Pdc : Predicate
- Cpl : Complement
- Adjc : Adjunct

4. Reporting and interpreting data

The researcher reports including interpret the report the data findings as a conclusion in the end of this qualitative research.



1.9 Research Timeline

This research needs three months to be investigated since writing research proposal until thesis revision. Here is brief timelines:

No.	ACTIVITY	JUNE				JULY				AUG			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Writing research proposal and consultation												
2.	Proposal Seminar and Research Instrument												
3.	Conducting research Sample, validity, and reliability of data												
4.	Collecting of data												
5.	Data Analysis												
6.	Finishing thesis writing												
7.	Thesis examination												
8.	Thesis revision												





REFERENCES

- Christie, Frances and Martin, J.R. (2000). *Genre and Institution: Social processes in the Workplace and School*. London: Cambridge.
- Coffin, C. (2004). 'Arguing about how the world is or how the world should be: the role of argument in IELTS tests'. *Journal of english for Academic Purposes*, vol 3, no 3, pp229-246.
- Cummins, Jim and Davidson, Chris. (2007). *International Handbook of English Language Teaching*. New York: Springer.
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics*, 2nd Edition. London: Printer Publishers, Ltd.
- Emilia, E. (2005a). *A critical genre-based approach to teaching academic writing in tertiary EFL context in Indonesia*. Volume 1. A PhD thesis submitted to department of Language, Literacy and Arts Education, Faculty of Education, The University of Melbourne.
- Emilia, E. (2014). *Introducing Functional Grammar*. Bandung: Pustaka Jaya.
- Hyland, Ken and Shaw, Philip. (2016). *The Routledge Handbook of English for Academic Purposes*. New York: Routledge.
- Hyland, Ken. (2005). *Stance and engagement: A model of interaction in academic discourse*. *Discourse studies*, 7(2), 173-192.
- Hyland, Ken. (2009). *Teaching and researching Writing*. 2nd Edition. UK. Pearson education Limited.
- Kazmierczak. E.T (2003), *Design as meaning making: from making things to the design of thinking*.

- Krauss, S. E (2005).vol. 10. *Research paradigms and meaning-making: a primer*.
- Carstens, A (2011). *Meaning-making in academic writing: a comparative discourse analysis of student essay*.
- Kress, G (2010). *Making meanings material: thoughts on literacy, reading and writing in the context of multimodal communication*.
- Lancaster, Zak. (2011). *Interpersonal Stance in L1 and L2 Students' Argumentative Writing in Economics: Implications for Faculty Development in WAC/WID Programs*.University of Michigan.
- Lee, Sook Hee. (2008). *Attitude in Undergraduate Persuasive essays*. Charles Sturt University
- Lodico, M., Spaulding, D., & Voegtle, K. (2006). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass.
- Lokyer, Sharon. 2008. Textual Anaysis in Given, L *The SAGE Encyclopedia of Qualitative Research Methods*, pp. 866. California.
- Martin, James R., & White, Peter R. R. (2005). *The language of evaluation: Appraisal in English*. New York: Palgrave Macmillan.
- Meiristiani, Noeris. (2011). *Understanding Tenor In Spoken Texts In Year Xii English Textbook To Improve The Appropriacy Of The Texts*. Semarang State University-Indonesia
- Modiano, M. (2009). *Language Learning in the Multicultural Classroom - English in a European and Global Perspective*. Lund: Student literature.

