

HALAMAN PENGESAHAN

A THESIS

REALIZATION OF MOOD THROUGH "30 MINUTES IMPROVE
ENGLISH EVERY DAY" VIDEO ON LEARN ENGLISH WITH JESSICA
YOUTUBE CHANNEL

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

In the communication process, language plays an important role in conveying messages from one person to another. Language is an important aspect of human existence and organization and growth. Language is a human need to establish interpersonal relationships. The main purpose of language interaction is through the use of the language of others. Therefore, language teaching with a focus on communication to students with an emphasis on their ability to interact with others, but how one uses language to communicate with others in a given situation will vary. The most important thing in language interaction is for learners to understand the language and how the teacher uses the language. When someone communicates something, text is used in communication. Meaning and structure are added to this text. Consequently, in this case, meaning (semantics) encapsulates an important role, because the purpose of communication is meaning, which enables the receiver to understand what the sender is saying.

When engaging in conversations, people automatically use language to form meaning, which can be considered an expression of interpersonal meaning. This relationship can be linked to the mood system, where some interactions are conveyed through changes in expressions such as arguments, opinions, or even suppositions in the mood system. The study of interpersonal meaning is fascinating because it tries to understand how feelings and values are negotiated. This requires an understanding of students' intentions and goals when speaking by paying attention to the use of mood in the context of interpersonal meaning.

In this era of globalization, English has become the main international language for communication between countries. English becomes a tool to interact with other people abroad. English is the language used by most countries among other languages in the world (Simarmata & Lestari, 2023: 1). The main purpose of language interaction is through the use of the language of others. Therefore, language teaching with a focus on communication to a person with an emphasis on their ability to interact with others. However, how one uses language to communicate with others in a given situation will vary. Language teaching is no longer limited to the formal school environment, but has expanded to various online platforms, such as YouTube. Learn English with Jessica, a YouTube channel dedicated to providing English learning materials. For the purpose of this study, the texts of the English conversation videos on the YouTube channel were analyzed with a focus on the aspect of interpersonal meaning. The video "30 minutes to improve English every day" is 33.19 minutes long and contains key phrases for various situations in daily life, aiming to help viewers improve their English. The video also comes with a script to make it easier for viewers to understand the content. The video has reached 49,087 views, and has gotten over a thousand likes. While there have been many English conversation videos before, the researcher chose a video with a variety of topics presented in one video. Focusing on improving everyday language skills, the video covers a wide range of learning topics, including grammar, vocabulary and conversation skills.

In understanding the meaning of a sentence, the speaker or listener must understand the sentence structure that builds meaning based on context. Sentence meaning depends on grammatical knowledge, speaker meaning depends on

context knowledge. That is, listeners know the meaning of the sentence because they know the rules of the sentence structure itself to gain knowledge in both.

When the speaker utters the sentence, he specifically uses what is known as a directive to the listener to do something. Clause meaning makes interpersonal meaning an exchange. Here the main grammatical system is the mood. The functions of language according to Halliday (1994: 2) are three, namely to represent the world around us (ideational), to interact with other speakers (interpersonal), and to recognize ideational and interpersonal meanings into a message (textual). In the interpersonal meaning, sentences are considered as part of the interaction between speaker and listener, Halliday & Hasan in Butt et al. (1995: 13). That is, language is considered as a way to reflect on oneself.

The researcher will focus on the realization of mood from interpersonal meaning. Because the researcher is very interested in this type of language structure in building meaning as a language system and this research is new, and also mood as part of interpersonal meaning can also be learned through other samples that are not always monotonous from books, but also from YouTube videos. Therefore, the researcher will select YouTube videos of conversations that use English (clauses or sentences). From a linguistic perspective, video conversations not only teach English but hone reading and other skills to improve one's English.

The reason researcher are interested in the Learn English with Jessica youtube channel as an object that is different from previous researchers is because the channel contains a lot of English teaching such as Listening and Speaking Skills, Vocabulary, Tips, Grammar which aims to improve general English knowledge

and skills. And this channel is also consistent in uploading new videos, namely four times a week. Learning English with Social Media can increase the use of social media and video platforms as English learning tools by providing a new context to explain how mood are portrayed in learning videos. Learning English with Jessica has many fans, indicating that the teaching approach used is very successful and engaging. Analyzing specific videos from this channel can provide valuable insights.

In watching conversation videos on YouTube, language takes the most important role in their conversations, such as interacting with others using English, where the audience will be interested in translating what has been said by the speaker. In presenting the realization of the meaning of interpersonal moods such as Exclamative, Declarative, Interrogative, and Imperative Mood, researchers take one example of a video conversation that contains daily conversations to improve English.

To develop this research proposal, researchers will make research that has been done before as a reference. Based on previous research conducted by (FANG, 2016) entitled "The Realization of Mood through Syntactic Patterns in English Public Service Advertising Texts". This study shows that declarative is the most frequently used mood in public service advertising texts, followed by imperative and interrogative, this study also notes that wh-interrogative interrogatives are more frequently used than yes-no interrogatives in advertising. This study differs from the author's research in terms of its object and analysis. This research focuses on the description of the data under study, while the author's

research focuses on the types and structures of moods found in everyday conversation videos.

It can be concluded that this difference has the potential to provide a different understanding of language use in various communicative situations and the researcher is interested in taking a title. "Realization of mood through the video "30 minutes improve english every day" on the youtube channel learn english with jessica".

1.2 The Problems of The study

Based on the above background, the problems of this study are as follows:

1. What types of moods are realized in YouTube conversation videos?
2. What type of mood is dominantly used in YouTube conversation videos?

1.3 The Objectives of The Study

Based on the previous problem formulation, there are two main objectives to be achieved in this study to answer the research questions that have been described as follows:

1. To analyze the types of mood realized in the conversation videos on YouTube.
2. To calculate the dominant type of mood used in YouTube conversation videos.

1.4 The Scope of The Study

There are four types of interpersonal meaning, namely speech role, speech function, mood, and modality. The analysis focus of this research is mood,

through Halliday and Matthiesen's Theory in 2014. Mood is a language system in interpersonal meaning in the form of clauses or sentences that have a single and limited subject. Researchers focus on analyzing two video topics whose data sources are from YouTube conversation videos and use persuasive language, so researchers only choose clauses or sentences related to the types of mood, namely the exclamative mood, declarative mood, interrogative mood, and imperative mood.

1.5 The Significant of Research

This research is expected to make several contributions as described below:

1. Theoretically
 - a. The researcher hopes that the results of this study can be used as a new sample in understanding the interpersonal meaning atmosphere in understanding the atmosphere of interpersonal meaning.
 - b. The results of this study can be significantly useful for research in
 - c. Understanding and understanding the mood of interpersonal meaning through video conversation.
2. Practically
 - a. First, students can improve their English skills by understanding the use of mood in the practical context of daily conversation.
 - b. Secondly, linguistics students, this research can be used as a reference to understand the application of Halliday and Mathiesse's theory in the interpersonal meaning of practical context of daily conversation.

- c. Third, for other researchers, this study can be used as a reference for linguistic research especially related to interpersonal meaning in the practical context of daily conversation based on linguistic analysis.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To begin the research, it is necessary to apply theories to clarify and explain some of the concepts or ideas used in the context of the research. A theoretical understanding of the concepts discussed in this research is considered necessary. The presentation of this framework has significant benefits in providing a deeper understanding of all topics related to this research. The theoretical explanation of the concepts and statements mentioned above will be discussed as follows.

2.2 Language

Language is a means of communication organized in the form of units, such as words, groups of words, clauses, and sentences expressed both orally and in writing. There are many definitions of language, and this definition is only one of them. You can compare this definition with the following: "the system of human communication by means of a structured arrangement of sounds (or written representations) to form larger units, e.g. morphemes, words, sentences" (Richards, Platt & Weber, 1985: 153).

Language is a means to communicate. Language is also a means to convey, opinions, and arguments to other parties. Therefore, language has an important social role in communicating with the wider community (Adolf Hualai, 2017: 7 and Gorys Keraf, 1994: 3).

Language and communication have a very close relationship. The relationship between the two is reflected in the definition of language according to linguistic formulation and communication review, namely language as a tool or medium of

communication used by humans in interacting with each other. Conversely, communication requires a medium, namely language. Noermanzah (2017: 2) explains that language is a message that is usually conveyed in the form of expression as a means of communication in various specific activities. According to KBBI (Big Indonesian Dictionary), language is an arbitrary system of sound symbols, which is used by a group of people to work together, interact, and also to identify themselves. Judging from the understanding in the dictionary, it can be understood that language can also function as a sound symbol as the notes in the tone, but the functions or benefits provided are very different between the two.

2.3 Linguistics

Linguistics means the science of language. The word linguistics comes from the Latin word *lingua* which means language. People who specialize in linguistics are called linguists. Linguistics is often called general linguistics because it does not only study a language.

In general, linguistics is often used to express the science of language. The term linguistics is usually also expressed with various terms or names, including in the Higher Education Curriculum (PT), especially in the Indonesian Language and Literature Education Program, the term linguistics is stated with different course names. Some call it linguistics, introductory linguistics, general linguistics or general linguistic knowledge. However, with different names, the substance of the study is the same, namely studying language. Therefore, linguistics is called linguistics or the scientific study of language.

(Effendi, 2012) states that linguistics is a science that studies, examines or studies the nature and intricacies of language, namely language in general that humans have as a means of communication or linguistics is the science of language or the science that investigates language scientifically.

2.3.1 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is an approach to language developed by M.A.K Halliday in the 1960s . Halliday in his theory of SFL explains language as meaning, not a combination of words and sentences. SFL is also called Systemic Functional Grammar (SFG). He assumed that "there may be no such thing as a "complete" grammatical explanation, because language is inexhaustible". Therefore, Halliday also presented a "conceptual framework" that supports "functional frameworks, not formal frameworks". In line with Halliday in Mathiessen (2004: 47) systemic grammar is a grammar organized around grammatical concepts, where meaning is interpreted in a network of interrelated contrasts.

Systemic Functional Linguistics is primarily concerned with people using language to interpret meaning. It is often shortened to SFL which is defined "not as a group of structures but as a network of systems, or sets of interrelated choices for creating meaning" (Halliday, 1994: 15). Fointaine (2013: 5) states that SFL is the ways in which we will create meaning through language organized in patterns of use. Therefore, SFL will be determined through the meaning potential of language which emphasizes on language codes, language utterances, and determines all texts that have all meaning potential. The functional diversity of language is recognized in SFL by the metafunctional hypothesis: once we

examine the meaning potential of language itself, we find that the large number of choices contained in it merge into some relatively independent 'networks'; and these networks of choices correspond to certain basic functions of language. These 'certain basic functions' are the three metafunctions: ideational, interpersonal, and textual. The interpersonal metafunction 'serves to ensure and maintain social relations' (Halliday 1970: 142-143) , including the speaker's assessment of the probability and relevance of a message. Interpersonal (mood) relates to the grammar of the speech function.

2.4 Interpersonal Meaning

Interpersonal functions play a role to organize and maintain social relationships, and indicate the roles of participants in communication (Halliday, 2002: 54). This means that the language that occurs in society and is used by humans in communication is very close to interpersonal meaning. As in Saragih's previous quote, interpersonal is a conversation about human needs in exchanging experiences. In addition, the interpersonal function plays a role in building and maintaining social relationships, as well as showing the role of the participants in communication (Halliday, 2002: 54). (Mahrani, 2020 : 3) state that the interpersonal metafunction understands the tenor or interactivity of a text which consists of three components, namely the speaker/writer persona (whether the writer and speaker have a neutral attitude, which can be seen from the use of positive or negative language), social distance (how close the distance is between the speaker and the speaker), and relative social status (whether they have an equal position in terms of power and knowledge about something).

2.4.1 Speech Function

Language carries three main functions, namely ideational function, interpersonal function, and textual function. These three functions are called metafunctional functions, and they denote different realities. Under the ideational function, language is used to express physical-biological reality and deals with the interpretation and representation of experience. Under the interpersonal function, language is used to express social reality and deals with the interaction between the speaker/writer and the listener/reader. Under the textual function, language is used to express semiotic reality or the reality of symbols and is concerned with the way texts are created in context (Matthiessen, 1992/1995:6; Martin, 1992) . The three functions do not stand alone in isolation. They constitute a unified metafunction. Therefore, a linguistic utterance, for example in the form of a clause, carries out the three functions at once. In other words, even though there is only one clause, the one clause must be seen in its capacity to have three functions at once.

Halliday (1994: 68) states that there are only two most basic types of speech functions that lie behind all the more specific speech functions, viz: (1) giving and (2) demanding types. Either the speaker gives something to the hearer or he demands something from him. Even this basic category already involves complex notions, i.e. giving means "inviting to receive", and demanding means "inviting to give". The speaker is not only doing something for himself, but also demanding something from the hearer. These two basic types of conversational functions are related to the nature of the commodities being exchanged. The commodities can be (a) goods and services or (b) information, as described in the following table.

Table 2. 1 The Basic Types of Speech functions (Halliday, 1994: 68)

| Commodity Role in Exchange | (a) Good and Services | (b) Information |
|----------------------------|-----------------------|-----------------|
| (1) Giving | “Offer” | “Statement” |
| (2) Demanding | “Command” | “Question” |

Systematically, the speech functions above can be explained as follows:

1. Statement: providing information
2. Question : asking for information
3. Offer: providing goods and services
4. Command: demanding goods and services

All the speech functions mentioned above will be further explained as follows:

a. Statements

Statements are realized as declaratives. A statement is a way of giving information by stating or the act of stating in the form of speech and writing. Statements can be both positive and negative. Generally, statements do not require an answer from the listener.

b. Question

A question that is realized as an interrogative mood. A question is an interrogative word used to seek confirmation and request an answer from the listener. A question is a way of demanding information or requesting information in the form of an interrogative statement that can take the form of an information question (wh-question) (wh-question) or a yes/no question.

c. Offer

An offer realized in interrogative form. An offer is an expression of willingness to give or do something, or to propose acceptance, rejection. Offering can also be interpreted as a way to provide goods and services to someone.

d. Command

Commands are realized as unmarked commands and marked commands. Commands are a way of providing information, goods or services by forcing the listener to provide them. Commands are also a way of requesting goods and services in the form of imperative statements in both positive and negative commands. In a command sentence, the subject is omitted. Information exchange involves an intangible verbal commodity and language is the end goal. The giving of information often takes the form of a statement, a declarative denoted by Subject[^]Finite. The request for information is expressed with a question realized with an interrogative word. Statements and questions (propositions) can be disputed, refuted, adjusted, etc., and the response is varied and must be linguistic, unlike proposals. The position and presence of both Subject and Finite therefore indicates whether the clause is declarative (statement), interrogative (question, offer) or imperative (command).

2.5 Mood Element

Mood is built by two elements, namely Subject and Finite. Mood is the domain of interpersonal clauses. Mood is also defined as the grammaticalization of the word function in a clause (Mathiessen, 1992: 665). Besides in SFL theory, Mood is also known in structural theory, such as Subjunctive Mode. In interpersonal meaning, a clause is analyzed from the mood structure consisting of mood elements and residue elements, subjects which are groups, and finite operators which are part of the verbal group Mathiessen in Halimah (2007:16). The rest of the clause will be referred to as the residue. The subject and finite form the mood, and the other three elements namely predicator, complement, and

adjective form the residue (Amrin Saragih, 2006:67) in (Mahrani, 2020) , which can be briefly stated in Figure 2.5 as follows:

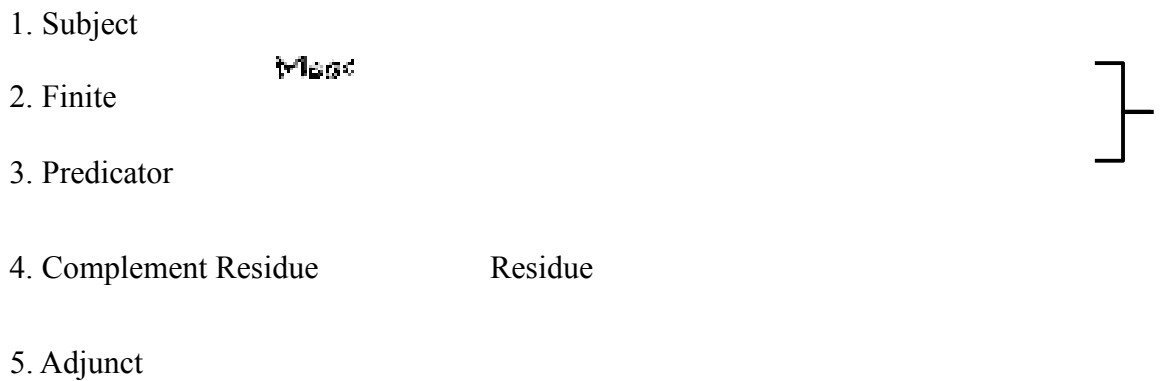
1. Subject
 2. Finite
 3. Predicator
 4. Complement Residue Residue
 5. Adjunct
- 

Figure 2.5 Mood Element (Saragih, Amrin 2006: 67)

2.5.1 Subject

The first element is called the subject. The subject can be a prepositional phrase or adverbial group Mathiessen in Halimah (2017: 16). In other words, the subject is the element that is used as an argument (responsible person) in other words, it is called the perpetrator of a sentence. The subject is the clause element on which the argument is based. The subject is separated from the actor, but it still determines the person responsible for the success of the proposal. This role is clearly recognizable in the case of offers and commands, but the principle is the same in statements and questions. The definition of subject inherited from classical times is a morphological one: it is a nominal element "noun or pronoun" that is in the nominative case, and which displays the correspondence between person and number with a finite verb. The subject will be one of the mood components. As stated above that the subject can be recognized as a pronoun or even with a noun.

2.5.2 Finite

The finite is also called the forming element with the subject as the maker (verbal operator) of the mood. The second element is called finite. Mathiessen in Halimah (2017:17) states that the finite element is one of a small number of verbal operators that express tense (e.g. is, has) or modality (e.g. can, must). However, in some cases, finite elements and lexical verbs are combined into one word (e.g. loves). Subjects and finites are closely intertwined, and combine to form a single constituent that we call a mood.

The finite element, as the name implies, has the function of making the proposition finite. As such, finiteness is expressed using verbal operators that are temporal or modal. But there is no further feature that is an important thing that accompanies finite, which is polarity. This is the choice between positive and negative. For something to be arguable, it must be specified as to polarity; either it is or it is not (proposition), either do! or don't! (proposal). Thus, finite elements, in addition to expressing primary form or modality, also embody positive or negative polarity. Each operator appears in both positive and negative forms: did/didn't, can/can't, and so on.

Table 2.2 lists the finite, positive and negative verbal operators. It should be noted that some negative forms, such as mayn't, are rather rarely used; if they appear in a negative clause, the negative is usually split (may not, used not to). In such cases, the not can be analyzed as part of the residue, but it is important to note that this is an oversimplification - sometimes it is functionally included in the Finite, for example: You may not leave before the end (not allowed) : the note is part of the Finite You may not stay until the end (allowed not to leave) : the note is

part of the Residue For further discussion on polarity and modality, and the relationship between the two will be explained as follows:

Table 2. 2 Finite Verbal Operators, Positive and Negative.

| Temporal Operators | | | |
|--------------------|--|---|---|
| | Past | Present | Future |
| Positive | did, was, had, used to | does, do, is, have, has | will, shall, would, should |
| Negative | didn't, wasn't, hadn't, didn't + used to | doesn't, don't, isn't, haven't, hasn't | won't, shan't, wouldn't, shouldn't |
| Modal Operators | | | |
| | Low | Median | High |
| Positive | can, may, could, might, (dare) | will, would, should, is/was to | must, ought to, need, has/had to |
| Negative | needn't, doesn't/didn't + need to, have to | won't, wouldn't, shouldn't, (isn't/wasn't to) | mustn't, oughtn't to, can't, couldn't, (mayn't, mightn't, hasn't/hadn't to) |

Finiteness combines polarity specification with temporal or modal reference specification in speech events. It is the verbal component of mood.

2.5.3 Predicator

The third element is called predicator. Predicators are parts of clauses that contain verbal groups that describe processes -actions, events and states expressed by other verbal groups other than Finite. Predicates are present in all main clauses, except those replaced by ellipsis. This is realized by the verbal group minus the modal temporal operator, which as we have seen functions as a finite on the mood element as stated by Geoff Thompson in Purnama (2014:28).

According to Amrin Saragih (2006: 68) predicators are verb elements after the finite is separated from the verb group. In other words, predicators are verb

groups that are less finite, namely events. For example, in the verb group "write", the predicator is write. When the finite and predicator are not fused, the predicator follows the finite.

2.5.4 Complement

The fourth element is called complement. Geoff Thompson in Purnama (2014: 28) states that complement is a residual element that is considered a non-essential part of the clause. This element is usually realized by a nominal group that could have been chosen as the Subject. The complement can become the Subject through the process of making the clause passive, because the complement answers the questions "is/has what", "to whom", "does what". Example: "Henry Ford built his first car in his backyard".

Table 2. 3 Complement

| | | | | |
|------------|--------|------------|---------------|-----------------|
| Henry Ford | Built | | his first car | in his backyard |
| Subject | Finite | predicator | Complement | adjunct |
| Mood | | Residue | | |

2.5.5 Adjunct

The fifth element is called an adjunct. The next step after identifying the MoodResidue element is to distinguish the type of Adjunct. Generally, all types of Adjunct belong to circumstantial adjunct because it tells about when, or how, or where, or why the event happened as said by Linda Gerot and Peter Wignell in Purnama (2014:30). For example: 'Henry Ford built his first car in his backyard'. The italicized above is Circumstantial Adjunct, which indicates where an event occurred, there are two types of Adjunct, one of which is very relevant to Mood

analysis, while the other two are outside the Mood Structure, namely Conjunctive Adjunct and Comment Adjunct.

According to Amrin Saragih (2006: 65) in grammar, speech function is the realization of interpersonal meaning at the semantic level or stratum. Speech functions are realized in three tones at the grammatical level, which are referred to as moods. Therefore, the mood element has a clear semantic function: it carries clause load as an interactive event. The mood types already discussed, declarative and interrogative yes/no are terms in the system of indicative types and interrogative types. Wh-interrogative is a sub-type of interrogative contrasted with yes/no interrogative, exclamative is a sub-type of declarative contrasted with affirmative, and imperative is the main mood type contrasted with indicative (declarative and interrogative). The mood type scheme will be explained in figure 2. 1.

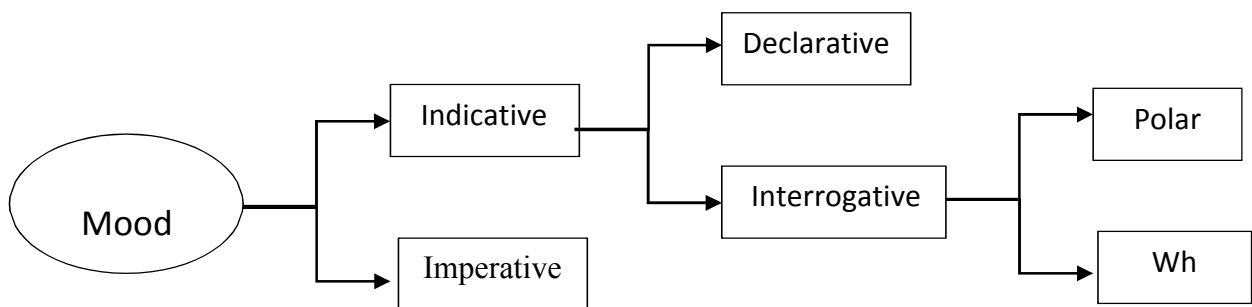


Figure 2. 1 Schematic of Mood

2.6 Types of Mood

Gerot and Wignell (1994:38-41) state that mood in English is realized by the position in the clause of the subject and finite; so, the indicative mood is the realization of the subject and finite elements. The order of subject and finite

causes a clause to be declarative or interrogative. There are also exclamatives that use the question word Wh as a complement or adjunct and are followed by an exclamation mark at the end of the clause. In imperatives, the mood element may contain both subject and finite, subject or finite only, and it is possible for the clause to have no mood element.

2.6.1 Exclamative

These clauses have a WH what or how element, in the nominal or adverbial group. What combines with a complement, as in the very easy riddle you asked, is often an attributive complement, as in how stupid he was. How combines with an auxiliary word, as in how stupid he is. In earlier English, the Finite in these clauses preceded the Subject, as in how are the mighty fallen, but as the order Finite ^ Subject became specifically associated with the interrogative mood, the normal order in interrogative sentences became Subject ^ Finite. Simply put, interrogative sentences use the interrogative Wh as a complement or adjunct and are followed by an exclamation mark at the end of the clause (Gerot and Wignell 1994:38-41). An example is given in table 2.4.

Table 2. 4 Exclamative Mood

| | | | |
|------------------------|---------|--------|------------|
| What a wonderful woman | She | Has | Become |
| Complement/WH- | Subject | Finite | Predicator |
| Mood | | | |
| Residue | | | |

Exclamative clauses of the three types just described have typical grammar, but other types of moods can also embody exclamation; these include yes/no interrogative clauses that have negative polarity. However, unlike clauses

that have an exclamatory mood, such clauses do not have typical exclamatory grammar.

2.6.2 Declarative Mood

According to Nuraini (2019:174) declarative mood is a clause related to the exchange of information. This type of mood is usually used to make statements, answer questions or state an idea. Declarative mood is a type of clause in the form of a statement. Declarative clauses usually consist of two main sequences. They are subject ^ finite; the finite comes after the subject, which can be seen in table 2.5 below.

Table 2. 5 Declarative Mood

| | | |
|---------|--------|-----------------|
| You | Are | beautiful woman |
| Subject | Finite | Compliment |
| Mood | | Residue |

The analysis of the mood clause in table 2.5 shows that the clause is grammatically composed of mood and residue elements which are structurally applied to create interpersonal meaning. On the other hand, the finite in the word "are" is always preceded by the subject shown in the word "you". Then, there is a clause residue element consisting of Adjunct which is shown in the phrase "hard to believe". In the mood element, the word "you" is the Subject because it is a personal pronoun that belongs to the nominal group. Meanwhile, the word "are" is Finite because the Finite element is a small verbal operator that expresses time. In addition, there is one residue element in the clause. Based on the mood element, the clause on the table can be categorized as a declarative mood because the clause consists of a subject followed by a finite.

2.6.3 Interrogative Mood

Interrogative mood belongs to the indicative type because the mood structure consists of subject and finite as stated by Nuraini (2019: 175). The difference between declarative and interrogative is the mood structure in declarative which consists of a subject at the beginning of the clause and followed by a finite. Meanwhile, the mood structure in interrogative consists of finite at the beginning of the clause and followed by Subject as shown in table 2.6 below.

Table 2. 6 Interrogative Mood

| | | |
|--------|---------|------------|
| Are | You | Sleepy |
| Finite | Subject | Complement |
| Mood | | Residue |

The table shows that the clause can be identified as interrogative mood because there is Finite in the word "are" to start the clause and then followed by Subject in the word "you". In addition, when the clause is in the form of Wh-Question, the initial clause is Wh/Subject followed by Finite.

1. WH Element

Not all interrogatives will be preceded by a Finite element, for example the wh-interrogative. "Questions realized with wh-interrogative mood clauses ask for specific information" (Lock, 1996:182). These questions use who, what, which, where, when, why, or how. The WH element is a distinct element in the interpersonal structure of the clause. Its function is to specify the entity that the questioner wants to give. The WH element is always combined with one of the three functions of subject, complement, or adjunct. If combined with a subject, as part of the mood element, and the order within the mood element must be subject^finite as shown in table 2.7.

Table 2. 7 WH-element conflated with Subject

| | | | |
|--------------|-------------|---------|-----------------------|
| Who | Talked | | About Love |
| Subject/ WH- | Past finite | “talk” | Predicator Complement |
| Mood | | Residue | |

On the other hand, if the WH element is combined with a complement or adjunct, it is part of the residue, and in this case the typical interrogative order in the mood element asserts itself, and we have the finite subjects of table 2.8.

Table 2. 8 WH-Element Conflated with Complement and Adjunct

| | | |
|------------------|--------|---------|
| Whose These flew | Are | They |
| Complement/ WH | Finite | Subject |
| Residue | Mood | |

| | | | |
|-------------|--------|--------------|------------|
| Where | Have | All the kids | Trapped |
| Adjunct/ WH | Finite | Subject | Predicator |
| Mood | | | |
| Residue | | | |

WH-Predicators, there is always the possibility that the missing piece that the speaker wants to provide might be something expressed in a verb, action, event, mental process or relationship, and therefore serve as a predictor. However the WH element cannot be equated with a predicator, there is no verb for what in English, so we cannot ask "what did he do". This kind of question is realized as do + what (complement), or what (subject) + happen, and whatever has been done to him, or happened to him, appears as an adjunct, in the form of a prepositional phrase, usually with the preposition to. An example is given in table 2.9.

Table 2. 9 WH-Clause Having Question Related to the Process

| | | | | |
|----------------|--------|-------------|------------|----------------|
| What | Has | The teacher | Did | To the student |
| Complement/ WH | Finite | Subject | Predicator | Adjunct |
| Mood | | | | |
| Residue | | | | |

2.6.4 Imperatives

According to Halliday in Nuraini (2019: 175) the mood structure of imperative mood does not always consist of subject and finite. It can consist of subject only, finite only, or no mood elements. Meanwhile, imperative is a type of mood that is usually used to give orders or requests to listeners to do something the speaker wants, which is usually answered with a yes/no answer. Imperative has a different person system from indicative. Since the imperative is a mood for exchanging goods and services, the subject is "you" or "me" or "you and I". When the second person "you" is the base form, the imperative clause will display the paradigm as reflected in table 2.10.

Table 2. 10 Paradigm of Imperative Clause

| | Unmarked for person or polarity | Marked for Person | Marked for Polarity |
|----------|---------------------------------|-------------------|---------------------|
| Positive | See | You look | Do look |
| Negative | Don't see | Don't you look | Do not look |

In this analysis, the unmarked positive has no mood element, the verb form (see) is only a predicator, with no finite in it. The other forms have a mood element; these consist of a subject only (you), a finite only (do, don't), or a finite followed by a subject (don't you). All of these forms can be followed by a mood tag: won't you?, will you?, which indicates that the clause is finite, even though the verb is not finite (the imperative form is be, as in be quiet!, not the finite form are). Historically, the do, don't forms were not derived from non-finite verb forms, but now they have a similar function to finite operators in indicative clauses: compare the dialogical sequence See! - Should I? - Yes, do! or No, don't!, with responses consisting only of mood elements. The corresponding forms of the imperative with "you and me" are described in table 2.11 as follows:

Table 2. 11 Corresponding Forms of the Imperatives with “You and Me”

| | Unmarked for person or polarity | Marked for Person | Marked for Polarity |
|----------|---------------------------------|-------------------|---------------------|
| Positive | Let’s see | Let’s see | Do let’s see |
| Negative | Don’t let’s see | Don’t let’s see | Let’s not see |

The tag is shall we, and the answer form is Yes, let's; No, don't let's. Note that the meaning of let's always includes "you", in contrast to we/us in the indicative form, which can include the listener. Therefore, sequences like let's go, you stay here are contradictory, unless there is a change of addressee; the non-inclusive offer is realized either as the declarative we'll go, or let's go, with the imperative on the verb let. What is the analysis of let? Given its place in the paradigm, it is best interpreted as a wayward form of the Subject "you and me" (note that the marked person is realized by Ictus on let, parallel to you). The only anomalous form then is the response Yes, let's!, No, don't let's!, which on this analysis has a Subject and no Finite; but in each case there is an alternative form with a finite element in it, Yes, do let's!, No, don't let's!, which also shows that let's is perceived as a Subject. (The order of do let's corresponds to the previous second person order as in Do you look!)

According to Eggins and Slade (1997:85) there are several types of imperatives which can be classified as follows:

1. Full Imperative

This imperative mood usually does not contain a subject or finite element, but only consists of a predicator, plus one of the non-core participants, namely complements and adjectives.

Example: "Get your bracelet and go and work for the dirt car" Imperatives are often used to make commands, i.e. to demand that someone does something.

Imperatives set the expectation of an appropriate response, which will probably be non-verbal, but in casual conversation, imperative mood is often used to negotiate actions indirectly, i.e. it serves to encode.

2. Elliptical commands

All elements in the imperative that expect a predicate can be elliptical, giving the imperative a distinctive elliptical structure.

Example "Look"

The explanation of the types of mood above can be simply explained as follows:

a. Exclamative Mood

Exclamative mood is a clause whose subject position is in the middle of WH-element and finite, which is of course in the form of a statement.

b. Declarative Mood

Declarative mood is a clause whose position is in front of the finite, and is usually expressed by a statement.

c. Interrogative Mood

Interrogative mood is a clause when the subject position is after the finite. Interrogative moods are also expressed with questions.

d. Imperative Mood

Imperative mood is the clause when the predicator comes at the beginning of the sentence, with or without the subject which is usually "you".

The general principle behind mood expressions in clauses is as follows. The grammatical category typically used to exchange information is the indicative; within the indicative category, the characteristic expression for statements is the

declarative, while for questions it is the interrogative; and within the interrogative category, there is a further distinction between yes-no interrogatives, for polar questions, and WH interrogatives, for content questions.

2.7 Learn English with Jessica Youtube Channel

2.7.1 Video

Audio visual media is media that has sound elements and image elements. this type of media has better capabilities because it includes sound and images (Syeful Bahri and Aswan Zain, 2002: 141) in (Busyaeri et al, 2016). Video is an audio-visual media that has been circulating in the community and is in great demand by school children, students, and parents, ranging from types of entertainment videos, knowledge, information, music, and historical stories can be watched easily.

Video comes from the Latin, video-vidivisum which means seeing (having vision); able to see. According to the Big Indonesian Dictionary, video is a recording of live images or television programs for broadcast via television sets, or in other words, video is a moving image accompanied by sound. Meanwhile, Arief S. Sadiman states that video is an audio-visual medium that displays images and sound. The message presented can be in the form of facts (events, important events, news) or fictitious (such as stories), can be informative, educational or instructional.

2.7.2 YouTube

YouTube is a popular internet platform that is frequently used by users from all over the world. The website features a wide array of content, including videos created by users as well as movies and clip art. Many people have found success

by using YouTube to share their videos with others. Not just a news platform, YouTube can also be used as a marketing tool to promote products or businesses. One example is uploading business videos to YouTube for free. In addition, YouTube users also often share useful tutorials, such as for gaming or music, that can help users without having to spend money. Given this reality, YouTube has created news shows that are the highlight and concern of today's society. Through this platform, it provides an audio-visual spectacle that is effective in delivering news and information to a wide audience. YouTube is also a video sharing community, which means that YouTube users can upload and view a wide variety of video clips online, using any web browser (Miller, 2009:3). Learn English with Jessica, a YouTube channel dedicated to providing English learning materials. For the purpose of this study, the texts of English conversation videos on YouTube channels were analyzed with a focus on the aspect of interpersonal meaning. The video "30 minutes to improve English every day" is 33.19 minutes long and contains key phrases for various situations in daily life, aiming to help viewers improve their English.

2.8 Previous Study

In writing this research, the author refers to several previous authors who have the same theme in their research. It is taken from:

The first is International Journal of Language and Linguistics, published online August 16, 2015. The study titled "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)" is written by (Noor et al., 2015). In their research wrote the study highlights the functional and semantic properties of the last address of the Holy Prophet (PBUH). The study is based

upon Halliday's (1985) SFL Mood Analysis. The data obtained from the last address of the Holy Prophet (PBUH) are analyzed in tables. The analysis of 56 clause reveals that 32 are declarative, 22 are imperative, whereas, only one is interrogative clause. The difference with the author's research is in the media, namely using videos from YouTube channels, so that previous researcher contribute as the author's reference and the results of the previous researcher analysis with the author have similarities, namely the same results as the most dominant declarative clauses.

The second is The title of the journal is "The Realization of Mood through Syntactic Patterns in English Public Service Advertising Texts." written by (FANG, 2016). In his research, shows that declarative is the most frequently used mood in public service advertising texts, followed by imperative and interrogative. The study also noted that wh-interrogatives were more common than yes-no interrogatives in these ads. The analysis shows that these linguistic choices play an important role in creating interpersonal meaning and influencing audience engagement. The research aims to provide valuable insights for advertisers and learners, although it recognizes limitations in data collection and analysis. The difference with the author's research is in the media, namely using videos from YouTube channels, so that previous researchers contribute as the author's reference.

The third is the journal title is "Realization Of Interpersonal Meaning In U.S President Barack Obama's Speech At Vietnam Convention Centre: A Mood System Analysis written" by (Hanh & Lam, 2021). This research analyzes US President Barack Obama's speech at Vietnam Convention Center by using

Systemic Functional Grammar to understand the interpersonal meaning conveyed. The research focuses on the types of mood, modal auxiliary verbs, subjects, and shifting tenses in the speech. Declarative clauses are the most dominant, followed by imperative clauses, with no interrogative clauses. Obama uses language to express strong determination and urge the audience to take action, establishing a close and equal relationship with the audience through the use of first-person pronouns such as "I" and "we." This analysis aims to reveal how language is used to convey social relations and attitudes in Obama's speech, emphasizing hope, determination, and partnership between the United States and Vietnam. The difference with previous researcher is in the media where previous researcher contributed as a reference for the author.

All the previous studies finding above really helps and contributes the researcher to understand how the mood will be realized and counting the dominant mood realized, such as declarative mood, interrogative mood, imperative mood and the reseracher will adds the exclamative one as it takes thespecial part of this research from another research.

2.9 Conceptual Framework

Systemic Functional Linguistics has three parts, namely ideational meaning, textual meaning, and the last is interpersonal meaning, interpersonal meaning is divided into four, namely speech role, speech function, mood, and modality. This research will focus on the types of mood. Mood is one of the language structures in linguistics that consists of Systemic Functional Linguistics interpersonal meaning. It builds language meaning through language structure

(subject and finite). Mood can be realized in anything, one of which will be realized in a video conversation on youtube with English subtitles.

There are four main elements of mood, namely Exclamative mood, Declarative mood, Interrogative mood, and Imperative mood, and will be analyzed through data collection, data condensation, data display, and the last is to draw and verify the conclusion of mood data.

Through the conceptual framework, each part related to mood will be realized in Figure 2.2 below.

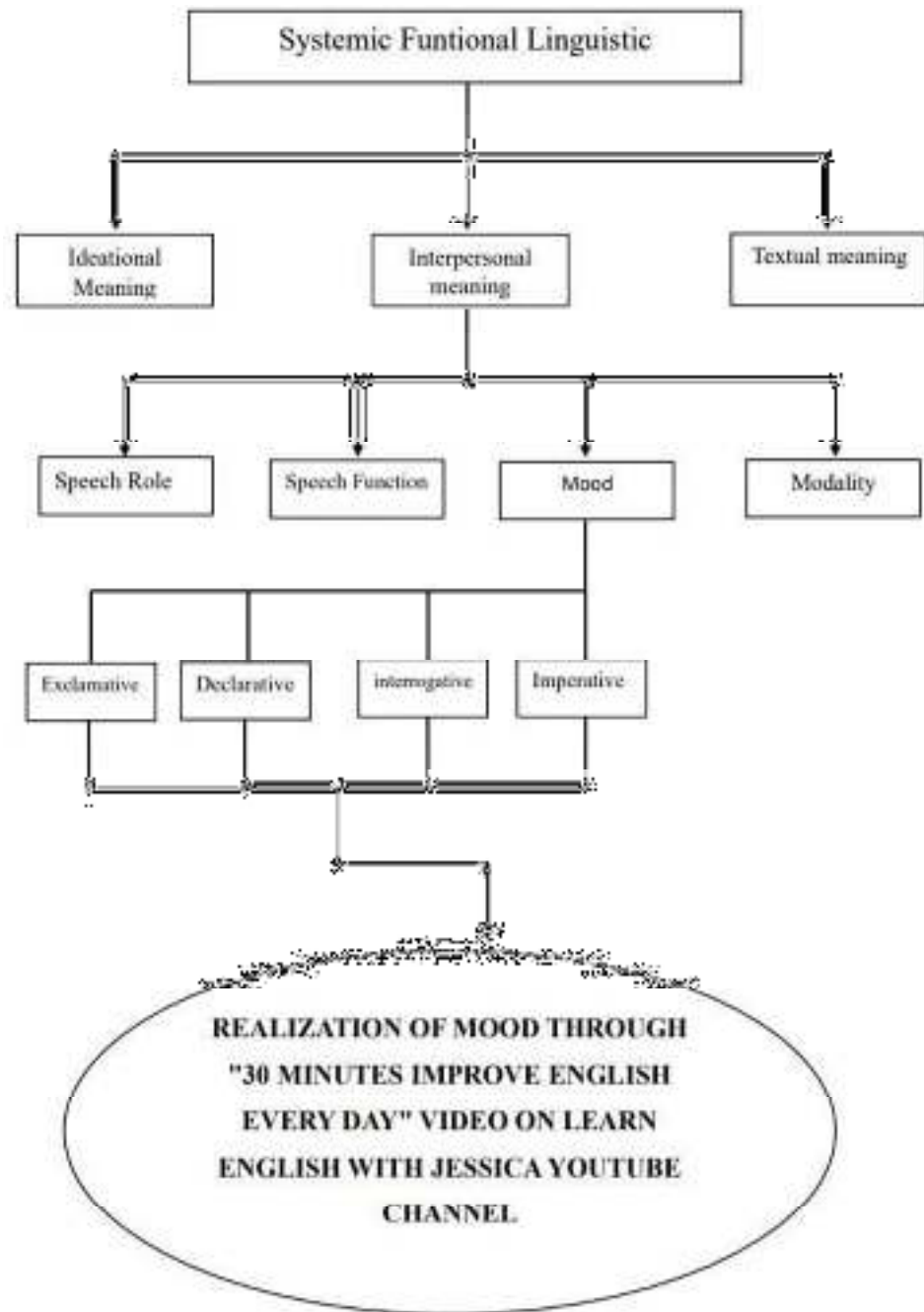


Figure 2. 2 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This section describes the research approach and methods used in conducting this research. The researcher uses descriptive qualitative as a method that analyzes the types of mood, the dominant mood contained in the video conversation supported by Halliday and Mathiessen's theory. Basically, the data of this research was collected from printed materials related to mood.

The researcher used descriptive qualitative in analyzing and describing the data in the form of text, in the form of clauses. According to Hancock et.al (2009:7), qualitative is concerned with developing explanations of social phenomena. It is concerned with the social aspects of our world. The descriptive approach centers on the way humans make sense of their reality and attach meaning to it. It is a form of social inquiry that focuses on how people interpret and understand their experiences and the world in which they live. Humans are not individual entities that exist in a vacuum but explore their world in the entire context of their lives. The purpose of this study is to analyze the realization of interpersonal interpersonal meaning based on the mood realized in conversation videos on youtube.

In qualitative research, researcher are interested in using data to describe a phenomenon, articulate what it means and make sense of it. Different approaches require different types of analysis: in this introductory text the researcher focuses on moods as part of interpersonal meaning, such as exclamative moods, declarative moods, interrogative moods and imperative moods. Most types of

analysis involve the categorization of verbal or behavioral data, for the purpose of classification, summary and tabulation.

According to Sugiyono (2012: 13) descriptive research, namely, research conducted to determine the value of independent variables, either one independent variable, either one or more variables (independent) without making comparisons, or connecting with other variables. All is done basically by counting how often something appears in the data and comparing one measurement with another, as well as in the researcher's research objective "to calculate the dominant mood that is realized from conversation videos on youtube". At the end of the analysis, we not only have a lot of results but we also have what we can call "the big picture": the main findings. (Tampubolon et al., 2023 : 29) The researcher applied the descriptive qualitative method as the research design because a qualitative method is a method to analyze the qualitative data, which is the data consist of words, not numerical patterns.

3.2 Data and Source Data

Data refers to information that serves as descriptive material related to the object of research. This data is a material that provides an explanation or description of the characteristics, attributes, or other aspects related to the object of research. Thus, data refers to the initial information obtained by the researcher from the research subject. The data of this research is the realization of the use of mood in the video "30 Minutes to Improve English Every Day". Data source is very important in this research. Without data sources, research cannot obtain information. The data source of this research is the video "30 Minutes to Improve

English Every Day" on the YouTube channel "LEARN ENGLISH WITH JESSICA", which were taken from link below:

https://youtu.be/xQQB_bIIXtc?si=Zd7itwk-t1r8bTkl

3.3 The instrument of collecting data

According to Raco (2010: 108) data is collected if the purpose and objectives of the research are clear, and the data source is informants or participants who have been identified, contacted, and have agreed to provide the necessary information. There are various methods of data collection, including documentation, observation, tests, interviews, and questionnaires. In the context of this study, the researcher collected data by applying observation. The researcher observing the utterances by searching for them on internet networks such as youtube, to find out the full text of the conversation video and download it, which only uses English.

3.4 Technique of Collecting Data

In this study, the researcher chose to use non-participant observation as a data collection method. The researcher decided to use this method because this method only requires the researcher to observe the dialog in the video conversation without being directly involved in the situation. The steps of data collection in this study used several techniques, namely:

1. Searching for daily conversation videos on Youtube
2. Selecting conversation videos that use English.
3. Downloading the selected conversation video from Youtube.
4. Transcribing the conversation video into clauses or sentences.
5. Using a table, all clauses were listed and coded according to mood type.

6. Identify mood-related conversations used in the video conversation.
7. Classify the types of mood.

3.5 Technique of Analyzing Data

The data of the research was analyzed in some following technique. In order to answer the first problem, the researcher used the following techniques:

1. Identifying the types of mood.
2. Classifying the data based on each type of mood types.

Then, In order to answer the research problem number two, the researcher used the following technique:

1. Calculating the mood realization based on each type. The formula and the sample of analysis in form of the table are follows based on Hancock et al (2009:24) :

$$N = \frac{f(x)}{n} \times 100\%$$

More details :

N : percentage of types

f(x) : total types frequency of the sub category

n : total types of all categories

Example of Analysis

Realization of mood used in conversation videos

Sample of Analysis

Mood realization used in video conversation.

Table 3. 1 The Percentage of Mood Types

| No | Types of Mood | Number | Percentage |
|-------|---------------|--------|------------|
| 1 | Exclamative | ..... | ..... |
| 2 | Declarative | ..... | ..... |
| 3 | Interrogative | ..... | ..... |
| 4 | Imperative | ..... | ..... |
| Total |  | ..... | ..... |

Based on technique of analysis data above, the researcher needed some chronological steps in analyzing the data. Therefore, after collecting the data through technique of collecting data, data condensation, data display and also drawing and verifying conclusion were needed to identify the data regarded. All of these steps above were the most needed to identify the data later. According to Hancock et.al (2009: 24) analysis data in a research project involves summarising the mass of data collected and presenting the results in a way that communicates the most important features, and the data was analyzed with qualitative and quantitative research.

Data analysis in qualitative research was considered of Miles, Huberman and Saldana (2014: 31-32) into four steps occurring together, the first was data collection, the second was condensation, the third was drawing and verifying conclusion and the last step is data display. In this study, the researcher used following steps to analyze the data.

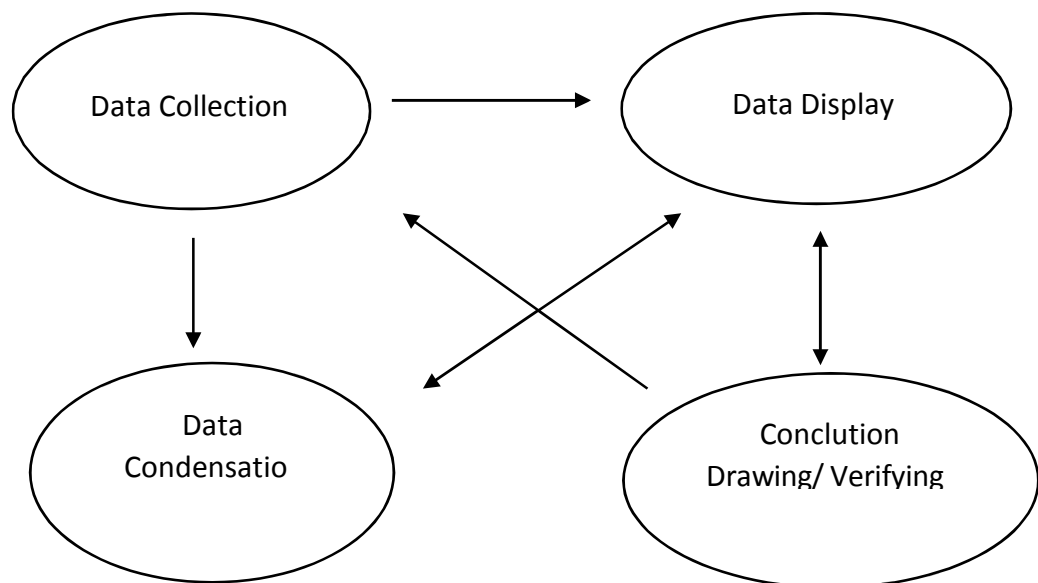


Figure 3. 1 Interactive Data Analysis Model (Miles, Huberman and Saldana, 2014: 33)

3.5.1 Data Condensation

Data condensation was the process of selecting, focussing, simplifying, abstracting, and transforming of rough data appeared from notes written in the field. Through condensing, it made data stronger, data condensation was not something separated from analysis. Data condensation was a form of analysis which sharpened sorts, focused, discarded, and organized data in such a way that “final” conclusions could be drawn and verified. The following of the process in data condensation were :

- a. Selecting, researchers select data from video conversations taken from the website concerned.
- b. Focusing, in this stage the researcher focuses on video conversations that use English as the object of the data.
- c. Simplifying, in this stage, the researcher transforms the data into simplifying the data into clauses. The clause consists of the mood used in the video conversation.
- d. Abstracting, in the process of abstracting, the evaluated data mainly consists of the mood used in the conversation videos.
- e. Transforming, after abstracting, the researcher will analyze the data by selecting each clause into mood types. The data are selected based on the types of mood (subject and finite), residue (object and complement) and realized in the exclamative, declarative, interrogative and imperative as the result of analysis as a result of interpersonal meaning as an interpretative interpretive analysis and using persuasive text.

3.5.2 Data Display

After condensing the data, the next step was to display the data. Data display was an organized, compressed assembly of information that allowed conclusion drawing and verifying activity to be shown. The researcher presented the data in analysis, which showed in the form of table, to make the reader easily in understanding. The following steps conducted the researcher in presenting data through grouping the data into types of mood such as exclamative, declarative, interrogative and imperative.

3.5.3 Drawing and Verifying Conclusion

Drawing and verifying conclusion was one of the important or the final steps in this study. After drawing parts of the data that had been cited as an absolute data, verifying conclusion is the right way in united the entire collected, reduced and displayed data. This was a way to know the result of the data after the data display. In this step, the researcher made conclusion after completely identifying types of mood as part of interpersonal meaning and realizations used in YouTube conversation videos.

3.6 Validity (Triangulation)

The reliability of the information was extremely should be checked in looking at the legitimacy of the information. In this research, the triangulation strategy was utilized by the essayist to notice the legitimacy of the information. Deciding reality with regards to a similar social wonder was not the motivation behind triangulation however expands one's comprehension of what had been investigated (Sugiyono, 2007:330). The subjective cross-approval was called as triangulation, and which was evaluated was the adequacy of the information as

indicated by the assembly various information source or numerous information assortment, said William Wiersma in Sugiyono (2007:372). There were four sorts to recognize the triangulation of information (Norman Denzin, 1978), they were:

1. Data Triangulation

The information of triangulation identified with the utilization of different or diverse information or data (individuals, existence) in an exploration, for instance subjective and quantitative information. The cycle of reviewing and looking at data by author which got in the distinctive source was called as information triangulation. Looking at perception information and meeting information or poll and test was the technique the essayist was used to get the information. The research being looked at by the author are understudies' expressions, source data and conditions or point of view of various individuals in comparative setting. Furthermore, as indicated by Guion (2011: 1) stated that interpretable triangulation information in sociology was frequently viewed as regularly supportive in approving cases that might emerged from beginning pilot contemplates or the blending of information from certain viewpoints.

By considering the comparative setting above, the researcher needs this data triangulation to confirm the data results, therefore there will be one topic of video conversation from the youtube channel as data triangulation to confirm the validity of the data results.

2. Investigator Triangulation

Investigator triangulation related to the use of multiple researcher to obtain more valid data. Work in team was the way it takes to make sure the validity of data.

3. Theory of Triangulation

Triangulation theory relates to the use of two or more theories which was combined when examining phenomenon and situation. Inclusion of some theories were needed to be made more complete to obtain more comprehensive data.

4. Methodology of Triangulation

Triangulation methodology related to the effort of checking the data or data result. To conduct phenomenon and situation by using some methods were called as the aim of methodology triangulation. The combination of method approaches used in social science research, where the result from one method are used to enhance argument and clarify the result of others as same as methodology of triangulation.

Therefore, in this research the writer used data triangulation. It meant that this research needed to include some more complete data to examine the result of this study to make sure the data valid.

