

MOOD ANALYSIS IN THE NARRATIVE TEXT “TIMUN MAS” FROM ENGLISH FOR NUSANTARA GRADE 9

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis realisasi mood dan kontribusinya terhadap pengembangan peristiwa dalam teks naratif Timun Mas – Fighting the Giant (Part 2) yang terdapat dalam buku English for Nusantara kelas IX. Penelitian ini menggunakan pendekatan kualitatif dengan analisis wacana berbasis Systemic Functional Linguistics (SFL), khususnya sistem mood menurut Halliday dan Matthiessen (2014). Data penelitian berupa klausa-klausa dalam teks naratif yang dianalisis untuk mengidentifikasi jenis mood dan fungsinya dalam struktur naratif. Hasil penelitian menunjukkan bahwa dari keseluruhan klausa dalam teks, hanya 44 klausa yang dapat dianalisis sebagai realisasi mood. Di antara klausa tersebut, mood deklaratif muncul paling dominan, diikuti oleh mood interogatif dan eksklamatif dalam jumlah terbatas. Temuan ini menunjukkan bahwa mood deklaratif berperan penting dalam menyampaikan peristiwa secara runtut, sementara mood interogatif dan eksklamatif berkontribusi dalam membangun konflik dan keterlibatan emosional pembaca. Simpulan penelitian ini menegaskan bahwa sistem mood berfungsi sebagai sumber makna interpersonal yang mendukung perkembangan teks naratif. Secara pedagogis, temuan ini dapat dimanfaatkan oleh guru untuk merancang pembelajaran berbasis analisis linguistik dengan memanfaatkan teks naratif berbasis budaya lokal.

Kata kunci: Mood; Makna Interpersonal, Teks Naratif, Systemic Functional Linguistics, Buku Teks

ABSTRACT

This study aims to analyze mood realization and its contribution to the development of events in the narrative text Timun Mas – Fighting the Giant (Part 2) taken from the English for Nusantara Grade 9 textbook. This research employs a qualitative approach using discourse analysis based on Systemic Functional Linguistics (SFL), focusing on the mood system proposed by Halliday and Matthiessen (2014). The data consist of clauses in the narrative text that were analyzed to identify mood types and their functions within the narrative structure. The findings reveal that out of all clauses in the text, only 44 clauses can be identified as realizations of mood. Among these, declarative mood is the most dominant, while interrogative and exclamative moods appear less frequently. The results indicate that declarative mood plays a major role in presenting events systematically, whereas interrogative and exclamative moods contribute to building tension and emotional engagement in the story. In conclusion, the mood system functions as an important interpersonal meaning resource that supports narrative development. Pedagogically, this study offers insights for teachers to design linguistically informed learning activities using locally grounded narrative texts in English language teaching.

Keywords: Mood, Interpersonal Meaning, Narrative Text, Systemic Functional Linguistics, Textbook

INTRODUCTION

From a functional perspective, language is not only used to deliver information, but also to build social relationships and express attitudes in communication. According to (Halliday & Matthiessen, 2014) , language functions as a social resource that allows speakers and writers

to interact with others, negotiate roles, and convey personal viewpoints. One important function of language is the interpersonal meaning, which focuses on how language is used to express feelings, judgments, and relationships between participants. This interpersonal meaning is commonly realized

through grammatical choices such as mood, which plays an essential role in shaping interaction and meaning in a text. Since language functions to construct social and interpersonal meaning, it is essential for learners to engage with texts that allow them to experience how language is used meaningfully in context, one of which is narrative text.

Narrative texts are widely regarded as powerful tools in English language teaching because they engage students in meaningful use of the language across multiple skills. In EFL classrooms, narrative texts have been shown to enhance learners' writing proficiency by stimulating creative thinking and critical analysis through structured story elements, such as plot and characters, which encourage learners to express ideas clearly and cohesively (Wintolo & Qatrinada, 2024).

Furthermore, narrative texts also support the development of listening and speaking skills by providing contexts that promote interaction and communication, helping students to use the target language in more natural and engaging ways (Khoir et al., 2024). Research on the pedagogical use of short stories and narrative genres suggests that these texts not only improve linguistic competence but also foster student motivation, cultural awareness, and deeper cognitive involvement in the learning process (Pardede, 2021).

To support the development of meaningful language use in classroom contexts, learning materials play a crucial role in mediating how language is presented and practiced. In this regard, textbooks function as one of the main sources of knowledge in education, alongside the teacher, and therefore hold a fundamental role in the teaching and learning process (Darrin & Fahmi, 2014). Within the framework of the curriculum, textbooks provide structured content, language input, and learning activities that guide both teachers and students toward achieving instructional goals (Darrin & Fahmi, 2014). In English language teaching, especially in EFL contexts, textbooks are often the primary reference used in daily classroom practices, making them influential in shaping how linguistic features, text types, and meanings are introduced to learners (Darrin & Fahmi, 2014).

Based on the importance of language in expressing meaning, the use of narrative texts, and the role of textbooks in English language teaching, it is necessary to look more closely at how meaning is built through language choices in texts. Learning a language involves not only understanding what a text is about, but also how writers use language to express attitudes and relationships. Therefore, this study uses a functional linguistic perspective, specifically Systemic Functional Linguistics (SFL), to examine interpersonal meaning through the analysis of mood.

Systemic Functional Linguistics (SFL) views language not simply as a set of grammatical rules, but as a resource people use to make meaning in social contexts (Halliday & Matthiessen, 2014). From this perspective, language is always connected to its use in real situations, where speakers and writers choose linguistic forms to achieve particular purposes. SFL emphasizes that meaning is shaped by context, including who is involved, what is happening, and how language is used to communicate ideas. Because of this focus on meaning and context, SFL has been widely applied in text and discourse analysis, especially in educational and classroom-based studies (Eggins, 2004).

According to SFL, language performs three metafunctions at the same time: ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). This study focuses on the interpersonal metafunction, which relates to how language is used to build relationships, express attitudes, and negotiate roles between participants. Interpersonal meaning allows speakers or writers to give information, ask questions, make requests, or show feelings toward others. In written texts, interpersonal meaning is important because it shows how the writer positions readers and represents interactions between characters or events (Thompson, 2014).

In Systemic Functional Linguistics, interpersonal meaning is mainly realized through the mood system, which shows how a clause functions in interaction (Halliday & Matthiessen, 2014). A clause is divided into

two main parts: Mood and Residue. The Mood element consists of the Subject and Finite, while the Residue includes the Predicator, Complement, and Adjunct (Halliday & Matthiessen, 2014). Based on the arrangement of the Subject and Finite, clauses can be classified into different mood types, namely declarative, interrogative, imperative, and exclamative. Declarative clauses are typically used to give information, interrogative clauses are used to ask questions, imperative clauses function to give commands or requests, and exclamative clauses are used to express strong feelings or emotions (Thompson, 2014). By examining these mood types, researchers can identify how speakers or writers position themselves and interact with others through language.

In narrative texts, mood types play an important role in shaping interaction and developing story events. Declarative clauses are commonly used to describe actions and sequences of events, helping to build the storyline (Egins, 2004). Imperative clauses often appear in moments of conflict or tension, such as when characters give commands or warnings. Interrogative and exclamative clauses may be used to emphasize emotions or highlight important moments in the story. Through these mood choices, narrative texts do not only present events, but also construct relationships between characters and engage readers in the story (Bloor & Bloor, 2013).

Previous studies have explored the use of mood in narrative and recount texts within the framework of Systemic Functional Linguistics. According to (Nurinayah, 2021) analyzed mood and residue in students' narrative texts and found that declarative mood was the most dominant type, indicating that narrative texts mainly function to give information and construct interpersonal meaning. In a related study, (Fannisa Wanda et al., 2025) examined mood and transitivity in students' recount and report texts and revealed that mood types contribute to the organization of actions and events in the text. Their findings suggest that mood choices do not only reflect interpersonal interaction but also support the

development and progression of events in written texts. However, studies focusing on the role of mood in narrative texts from English textbooks, particularly local textbooks, remain limited.

Previous studies have mainly examined mood types in students' written narratives or general EFL texts, with limited focus on narrative texts found in locally developed English textbooks. In particular, little attention has been given to the analysis of mood in narrative stories included in English for Nusantara, which is officially used as a primary learning resource in Indonesian schools. Moreover, existing studies tend to emphasize the frequency of mood types rather than exploring how these mood choices contribute to the development of story events. To address this gap, this study analyzes the use of mood in the narrative text *Timun Mas* from English for Nusantara, aiming to identify the dominant mood type and to explain how mood contributes to the progression of events in the story. The findings of this study are expected to support teachers in understanding the interpersonal meaning embedded in textbook narratives and in designing more linguistically informed learning activities.

METHOD

This study employed a qualitative descriptive research design. The research focused on analyzing the use of mood types in a narrative text to understand how interpersonal meaning is realized and how mood contributes to the development of story events. A qualitative approach was chosen because the study aims to describe and interpret linguistic features rather than measure them statistically.

The data of this study were taken from narrative texts in the English textbook *English for Nusantara* for Grade 9, which is officially published and distributed by the Indonesian Ministry of Education, Culture, Research, and Technology (Kemdikbud). This textbook was selected because it is part of the national curriculum and serves as a primary learning resource in English language classrooms. The narrative text *Timun Mas* was chosen as the

main data source due to its relevance to narrative genre learning and its cultural value in Indonesian education.

The data were collected through document analysis. The narrative text *Timun Mas* from the English for Nusantara Grade 9 textbook issued by Kemdikbud was carefully read and segmented into clauses. Each clause was treated as a unit of analysis, as mood in Systemic Functional Linguistics is realized at the clause level. Clauses containing clear mood structures were then selected for further analysis.

The data were analyzed using the Systemic Functional Linguistics framework proposed by Halliday and Matthiessen (2014), with a specific focus on the interpersonal metafunction. Each clause was analyzed to identify its mood type (declarative, interrogative, imperative, or exclamative) and its mood elements, including Subject, Finite, and Residue (Predicator, Complement, and Adjunct). After identifying the mood types, the analysis examined how these mood choices contribute to the progression of events in the narrative text. The findings were then interpreted to explain the role of mood in constructing interpersonal meaning and supporting the development of the story.

RESULT AND DISCUSSION

The narrative text *Timun Mas – Fighting the Giant (Part 2)*, the story consists of a larger number of clauses when viewed as a complete text. However, not all clauses function as realizations of mood. Based on the Systemic Functional Linguistics framework, mood can only be identified in finite independent clauses that function as exchanges of meaning. After a careful examination of the entire narrative, only 44 clauses were identified as clauses that could be analyzed within the mood system.

From these 44 clauses, 38 clauses are realized through declarative mood, while 3 clauses use interrogative mood and 3 clauses employ exclamative mood. This distribution shows that declarative mood is the most frequently used mood type in the narrative text. The dominance of declarative mood reflects the

nature of narrative texts, which primarily aim to retell events and present sequences of actions rather than to demand responses from the reader. This finding supports (Nurinayah, 2021), who also found that declarative mood was the most frequently used mood type in narrative texts, emphasizing its role in delivering information rather than engaging in direct interaction.

The results indicate that mood types contribute to the development of events in the narrative text *Timun Mas – Fighting the Giant (Part 2)* in relation to its narrative structure. Declarative mood is predominantly used across all stages of the narrative, while interrogative and exclamative moods appear mainly in the complication stage. This pattern shows that different mood types are distributed according to the function of each narrative stage.

In the orientation, declarative mood plays an important role in introducing the characters, setting, and initial situation, helping readers understand the context of the story. During the complication, interrogative and exclamative moods become more prominent to build conflict, express emotions, and increase tension between characters, making the story more engaging for readers. In the resolution, declarative mood is used again to describe problem-solving actions and conclude the conflict in a systematic and logical way. These findings suggest that mood choices support the narrative development by guiding readers through the stages of the story. This pattern indicates that mood choices support the progression of events in the narrative, aligning with (Fannisa Wanda et al., 2025), who argue that mood plays a role in organizing actions and events within a text.

CONCLUSION

This study investigated the realization of mood in the narrative text *Timun Mas – Fighting the Giant (Part 2)* taken from the English for Nusantara Grade 9 textbook. The findings reveal that although the narrative text contains a larger number of clauses, only 44 clauses can be identified as realizations of mood. Among these, declarative mood appears most

frequently, followed by interrogative and exclamative moods in much smaller proportions. This result answers the first research question by showing that declarative mood dominates the narrative, reflecting the primary function of narrative texts as a medium for retelling events and presenting information in a clear and sequential manner.

In relation to the second research question, the findings show that mood types contribute differently to the development of story events across the narrative structure. Declarative mood plays a crucial role in the orientation and resolution stages by establishing context and resolving conflict in a logical and systematic way. Meanwhile, interrogative and exclamative moods mainly occur in the complication stage, where they function to intensify tension, express emotions, and engage readers more deeply with the conflict. These findings indicate that mood is not only a grammatical feature but also an important interpersonal resource that supports meaning-making and guides readers through the progression of events in a narrative text.

The results of this study provide both academic and pedagogical implications. Academically, this study contributes to Systemic Functional Linguistics research by showing how mood operates within a locally developed textbook, English for Nusantara, which has received limited attention in previous studies. Pedagogically, the findings can help teachers design learning activities that focus on identifying mood types and understanding their functions in narrative texts. By analyzing mood in culturally relevant stories such as Timun Mas, students can develop a deeper understanding of interpersonal meaning while simultaneously appreciating local values and narratives. Future research may expand this study by examining other text types or comparing mood realization across different textbooks and grade levels.

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