# INTERPERSONAL, IDEATIONAL, AND TEXTUAL MEANINGS ANALYSIS ON JOANNA FUCHS' POEMS:
## *STAR TEACHER*, *IMPORTANT TEACHER,* AND *NUMBER ONE TEACHER*

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## Abstract

This study is related to three types of meanings: interpersonal, ideational, and textual. The data source is three poems entitled *Star Teacher*, *Important Teacher*, and *Number One Teacher* by Joanna Fuchs. To obtain the objective of the study, the writers apply descriptive qualitative method. The steps of data analysis technique applied are: reading the whole poems, dividing the data into clauses, writing down each clause, dividing each component in each clause by implementing segmenting immediate constituent technique (*Teknik Bagi Unsur*

*Langsung*), identifying each clause in terms of Interpersonal, Ideational and Textual meanings, describing each Interpersonal, Ideational, and Textual meanings analysis, interpreting the findings of the analysis, and drawing the conclusion. The analysis result of interpersonal meaning on these three poems is that the dominant Mood type is Declarative Mood which are *Star Teacher* (12 clauses), *Important Teacher* (11 clauses*)*, and *Number One Teacher* (19 clauses*)*. The modal finite "would", categorized as median level of Modality, is found only on *Important Teacher*. Afterwards, ideational meaning analysis concludes that on *Star Teacher*, Relational (Attributive) becomes the process which frequently appears on it with 6 clauses. Besides, Material Process occurs repeatedly on *Important Teacher* and *Number One Teacher* with 7 clauses on each poem. The participants and circumstances are on *Star Teacher* (Carrier: 5, Attribute: 5, Senser: 3, Phenomenon: 3, Tokens: 2, Value: 2, Actor: 1, Goal: 1, Circumstance of Time: 1 and Circumstance of Role: 1), *Important Teacher* (Actor: 6, Goal: 5, Recipient: 1, Senser: 1, Carrier:1, Attribute: 1, Token: 1, Value:1, Circumstance of Place: 4, Circumstance of Accompaniment: 1, and Circumstance of Cause: 1), and *Number One Teacher (*Actor: 5, Goal: 3, Senser: 3, Phenomenon: 2, Carrier: 2, Attribute: 2, Token: 2, Value: 2, Behaver: 1, Range: 1, Circumstance of Role: 2, Circumstance of Time: 2, and Circumstance of Accompaniment: 1). Based on the findings of textual meaning analysis, the writers discover that in Topical Theme, Unmarked Topical Theme mostly recognized on three poems: Star Teacher (11 clauses), Important Teacher (6 clauses), and Number One Teacher (9 clauses). On the other hand, in Textual Theme, there are several clauses analyzed as Structural on these three poems: *Star Teacher* (3 clauses), *Important Teacher* (2 clauses), and *Number*

*One Teacher* (7 clauses). Then, one clause identified as Theme in Imperative is only on *Important Teacher*.

## A. Introduction

Literature represents the realities of people lifes. Specifically, literature is related to the production of literary works either poetry, drama or prose (Wolfrey et al, 1997: 62). Dunton reviews in Aminuddin (2013: 6), poem is ascribe to human thought that uses emotional language which is concrete, artistic and rhythmic. It means that poem has diction which represent aesthetic value of poem itself.

The writers are interested in American poet namely Joanna Fuchs (79 years old). She is from Sandpoint, North Idaho, USA. As the writer reads on poemsource.com, she graduated from the University of Illinois with a degree in fashion retailing, but she is a wordsmith and a frequent communicator, both in writing and speaking. She is not only a poet, but also a professional writer web site, a publisher of poemsource.com in which she usually shares her beautiful greeting card poem, and she also writes fiction and nonfiction works. The writers take three poems which are about education especially teacher. Those three poems are entitled *Star Teacher*, *Important Teacher,* and *Number One Teacher*.

Poem entitled *Star Teacher* represents a student who has a favorite teacher that she or he loves the most because of the way the teacher teaches. Then, poem entitled *Important Teacher* describes the roles of teacher for students. The teacher's roles are important like giving support when the students lose

spirit, and teaching them what they want to know. Meanwhile, poem entitled *Number One Teacher* talks about teacher as the role model who inspires students in order to not to be afraid of dreaming and always be kind to students.

Through these three poems, the poet wants to deliver messages and meanings about how a good teacher is. It can be obtained by using three types of meanings by Gerot and Wignell (1994). It is necessary to be done because through Gerot and Wignell's theory, it can be accomplished not only from the structure of clause even text but also the context.

According to Gerot and Wignell (1994: 12-14), three types of meanings are interpersonal, ideational, and textual meaning. Interpersonal meaning presents relation between speakers socially. Whereas, ideational meaning is meaning about what the things are going on. Then, textual meaning is about the way information in a text. In this research, the writers analyze clauses on the three poems about education: *Star Teacher*, *Important Teacher,* and *Number One Teacher* by Joanna Fuchs. The writers apply systemic functional grammar theory that focuses on interpersonal, ideational, and textual meanings.

## B. Literature Review

Functional Grammar describes language in actual use and concerned with texts and their contexts (Gerot and Wignell, 1994: 6). In other words, functional grammar does not only focus on the structure but also how the meaning is built. Systemic Functional Grammar (SFG) analyzes three meanings which are interpersonal, ideational and textual meanings.

1. Interpersonal Meaning

Interpersonal meaning is meaning which expresses a speaker's attitude and judgments (Gerot and Wignell, 1994: 13). Interpersonal meaning is recognized through MOOD and modality.

a. Mood

According to Gerot and Wignell (1994: 25), Mood has two elements which are Subject (nominal group), and Finite element (part of verbal group). For example: Michael did (it consists of Mood element: *Michael* as Subject and *did* as Finite). Droga and Humphrey in Andaruli (2015: 27) says modality refers to the strong, medium or weak position of probabilities between definite 'yes' or 'no'.

b. Residue

Residue is the rest of the clause. Gerot and Wignell (1994: 31-35) deliver that Residue consists of Predicator, Complement(s), and Adjunct(s). For example: Someone draws something on this paper (it consists of Mood and Residue: *Someone* as Subject, *draws* as Finite and Predicator, *something* as Complement, and *on this paper* as Adjunct.

c. Mood Types

Mood has 2 types: Indicative (Declarative and Interrogative), and Imperative. Interrogative is divided into Polar, Wh-Question, Querying Residue, Exclamative (Gerot and Wignell, 1994: 38).

2. Ideational Meaning

Ideational meaning is meaning which is talking about ongoing activities and the circumstances surrounding happenings and doings

(Gerot and Wignell, 1994: 12). Ideational meaning is realized through Transitivity which consists of:

a. Circumstances

Circumstances contain information about what, where, when, why, how, and how many and it is divided into (Gerot and Wignell, 1994: 52-53).

b. Processes and Participants

Halliday in Harbi et al (2019: 46) reviews that the process is recognized by a verb and it is the central part of the situation. Participants are recognized by a nominal group, and circumstances are marked by adverbial groups or prepositional phrases Gerot and Wignell (1994: 54-73) divide processes into seven types: Material Process (process of doing physically), Mental Process (what we feel, think, and perceive), Verbal (process of saying), Behavioral (process of physiological and psychological behavior), Relational (process of being and having), Existential (process of existence), and Meteorological Process (process to tell about weather).

3. Textual Meaning

Gerot and Wignell (1994: 14) review that Textual Meaning is about the way information in a text which is developed through Theme and Rheme. Gerot and Wignell (1994: 104) classify the Theme. There are Topical Theme (may be nominal group complex, prepositional phrase or embedded clauses and adverbial groups), Textual Theme (the clause to its context), Interpersonal theme (to indicate the speakers' personal judgment on the meaning), Clause as Theme in a Clause Complex, Thematic Equative, Predicated Theme, Theme in Interrogative, Imperative, and Exclamative.

## C. Method of Investigation

The writers apply descriptive qualitative method. The sources of the data are three poems entitled *Star Teacher*, *Important Teacher* and *Number One Teacher* by Joanna Fuchs which are taken from https://www.poemsource.com/teacher-poems.html (Accessed on December 7th 2020 at 9.30 p.m). To collect the data, the writers implement *Simak Bebas Libat Cakap (SBLC)* method in which the writers only role as the analyst.

To analyze the data, the writers implement these steps: reading the whole poems, dividing the data into clauses, writing down each clause, dividing each component in each clause by implementing segmenting immediate constituent technique (*Teknik Bagi Unsur Langsung*), identifying each clause in terms of Interpersonal, Ideational and Textual meanings, describing each Interpersonal, Ideational, and Textual meanings analysis, interpreting the findings of the analysis, and drawing the conclusion.

## D. Findings and Discussion

There are total of 43 clauses consisting of 13 clauses of *Star Teacher*, 11 clauses of *Important Teacher*, and 19 clauses of *Number One Teacher*.

1. Interpersonal Meaning

This meaning is realized through Mood system and Modality. There are total of 43 clauses which are identified as declarative mood. There are 12 clauses on *Star Teacher*, 11 clauses on *Important Teacher*, and 19 clauses on *Number One Teacher*.

2. Ideational Meaning

This meaning is recognized through Transitivity and processes become the core of

transitivity. There are 4 processes types on these three poems:

a. Material Process

There are total of 15 clauses which represent Material Process. There is only one clause on *Star Teacher,* 7 clauses on *Important Teacher,* and 7 clauses on *Number One Teacher.*

b. Mental Process

There are total of 8 clauses which are Mental Process. On *Star Teacher*, there is one clause of Mental Affective, and 2 clauses of Mental Cognitive Process. On *Important Teacher,* there is only one clause which belongs to Mental Perceptive Process. On *Number One Teacher,* there is one clause of Mental Affective and 2 clauses of Mental Perceptive Process.

c. Behavioral Process

There are total of 5 clauses which can be categorized as Behavioral Process. On *Star Teacher,* this process does not appear on it, one clause on *Important Teacher,* and 4 clauses on *Number One Teacher.*

d. Relational Process

There are total of 14 clauses which belong to Relational Process. On *Star Teacher,* there are 2 clauses of Relational Identifying and 6 clauses of Relational Attributive Process. On *Important Teacher,* there is only one clause on each Relational Identifying and Attributive Process. On *Number One Teacher,* there are 2 clauses on each Relational Identifying and Attributive Process.

3. Textual Meaning

This meaning is represented through Theme and Rheme. There are 3 Theme types.

a. Topical or Ideational Theme

There are total of 33 clauses which are categorized as Topical Theme. On *Star Teacher,* there are 11 clauses which are able to be stated as Unmarked Topical Theme. On *Important Teacher,* there are 3 clauses which draw Marked Topical Theme, and 6 clauses of Unmarked Topical. On *Number One Teacher,* there are 4 clauses which are able to be identified as Marked Topical Theme, and 9 clauses of Unmarked Topical.

b. Textual Theme

There are total of 12 clauses which belong to Textual Theme. On *Star Teacher,* there are 3 clauses. On *Important Teacher,* there are 2 clauses. On *Number One Teacher,* there are 6 clauses.

c. Theme in Imperative

There is only one clause which is categorized as Theme in Imperative in poem entitled *Important Teacher*.

## E. Conclusion

The writers discover the result of interpersonal meaning on these three poems is that the dominant Mood type is Declarative Mood which are *Star Teacher* (12 clauses), *Important Teacher* (11 clauses*)*, and *Number One Teacher* (19 clauses*)*. The modal finite "would" which is categorized as median level of Modality is found only on *Important Teacher*. Afterwards, ideational meaning analysis concludes that on *Star Teacher*, Relational (Attributive) becomes the process which frequently appears on it

with 6 clauses. Besides, Material Process occurs repeatedly on *Important Teacher* and *Number One Teacher* with 7 clauses on each poem. Based on the findings of textual meaning analysis, the writers find that in Topical Theme, Unmarked Topical Theme mostly recognized on three poems: Star Teacher (11 clauses), Important Teacher (6 clauses), and Number One Teacher (9 clauses). On the other hand, in Textual Theme, there are several clauses which are analyzed as Structural on these three poems: *Star Teacher* (3 clauses), *Important Teacher* (2 clauses), and *Number One Teacher* (7 clauses). Then, one clause which is identified as Theme in Imperative is only on *Important Teacher*.

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