

CHAPTER II

REVIEW OF LITERATURE

B. 1 Interpersonal Meaning

Human use language to express almost everything in their daily life such as thought, ideas, emotion, desire, message, etc (Griffe, 1995:4). The word of making contact proved that language is one of attribute or instrument for people to communicate each other by verbal and non-verbal. One of some reasons why people do conversation is to getting and making meaning because these consist of information or knowledge that they scramble. Some people think that language is not simple as others think about it. Language can be more complex because it can changes the world view about certain phenomenon that involve with human daily activity.

As stated by Gudykunst (1991); Adler and Towne (1996) in Hargie and David (2005:12), there are some component of the communication process, such as simplest form, identified, message, medium, channel, code, noise, feedback and context. It indicates that even though language is complex, it had play a important role in that process and it involved with these. Language involves interaction of how people generally initiate and respond the act of giving or demanding for goods-and-service or information. Halliday (1994) believes that language

simultaneously expresses three strands of meanings: ideational, interpersonal and textual.

The interpersonal meaning reveals with the attitudes and stances towards a discourse as a dialogue. As described by Halliday and Matthiessen in 2004, interpersonal meaning is the process of exchange, giving means like inviting to receive and demanding means like inviting to give. Interpersonal meaning used to maintain interpersonal relationship and express opinion about the world and can influence other people's behavior. The interpersonal meaning pays more interaction to the interaction between the speaker and the listener because one of the main goal of communication is to establish and maintain certain social relationship (Chenglian and Bin, 2018).

Interpersonal meaning is one of the success key in discourse communication. It also represents as the idea that language can be used as a means of communicating information (Halliday 1975, p.21). According to Andersen (2017), the fundamental nature of any communication process is that of the dialogue, hence the interpersonal resources of language designate the area of the language in which choices are made which assign communication roles to the performer (whether speaker or writer) and to the addressee (whether listener or reader). There are many ways of how the performer expect to tell the

addressee, for example by text. In either spoken texts or written texts, an interlocuter or a performer expects to tell the addressee via text, it means that the text has a relationship between providers of information and recipients of information.

The relationship between the performer and the addressee is shown as follows;

Table 1: The Relationship between the performer and the addressee

	Performer	Addressee
Declarative	Provider of information	Recipient of information
Interrogative	Recipient of information	Provider of information
Imperative	Recipient of information/ recipient of goods and services	Provider of information/ Provider of goods and services.

The table shows that in declarative, the performer as a provider of the information and the addressee as the recipient of information. Meanwhile, we can see in the interrogatives. There is an opposite

movement of information; the performer as the recipient of information and the addressee as provider of information. In the imperative, the performer demands the information or goods or service to the addressee. The table above also shows that the relationships of interlocutor are naturally influenced by the social situation and as such the interlocutor's positions will maintain some element of flexibility.

B. 2 Mood Element

B. 2.1 Mood

he	Didn't
You	Did
Melissa	Did
Subject	Finite
Mood	

According to Palmer (1986,21), mood traditionally refers to a category which is expressed in verbal morphology. Mood deals with two elements; subject and finite. 'Subject' is a nominal group while 'finite' is a verbal group. 'Finite' is part of the verbal group that expresses tense (e.g. has/have, be), modality (e.g. should/could) and polarity (negative or positive). Then, the combination of those elements forms in one constituent and called as "the mood system"

Here are the examples of how the mood elements in some clauses and it will make a better understanding about mood system

As quoted by Nelson (2001,93), mood essentially refers to the distinction in the form of a verb phrase that express the speaker's attitude towards what is said. In English, there are three types of mood: the *indicative* mood, the *imperative* mood and the *subjunctive* mood. The *indicative* mood is the unmarked mood that used to express statements in general. On the other hand, the *imperative* mood means a mood that used to express directive speech acts such as commands and the *subjunctive* mood is used to express wishes and recommendations (Quirk et.al 1985, 149).

Beside the mood element (subject and finite), there is another component, called as 'residue'. The residue is the reminder in the clause and it consist of predicator, complement(s) and adjunct(s). There is an example of clause and the explanation of each elements that will help to understand more about the elements in the residue as can be seen as follows:

You	just	read	It	Deeply
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Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

As said before, residue consist of other elements such as predicator, compliment(s) and adjunct(s). Predicator described as the rest of verbal group which includes any other auxiliaries (Shanti, 2019). According to Halliday (1994:79), there are several functions of predicator: defines as time reference, defines various other aspects and phrase and determines the process (mental, action, event and relational process) that is based on the subject. Meanwhile, the complement is realized by other nominal group and used to complete the argument. Adjunct is additional information in which added to the clause without influencing it. There are several types of adjunct: circumstantial adjunct, conjunctive adjunct, comment adjunct and mood adjunct.

B. 2.2 Mood Types

Mood has two types which are used in a verbal interaction: indicative (declarative or interrogative) and imperative mood. The concept of mood types looks similiar like the concept of interpersonal meaning. In the declarative, the performer (speaker or writer) provides

the information to the addressee (reader or listener). The indicative mood is the usual form of the verbs and used to make a statement. For example "The stringray is our school mascot." In the clause, the mood is 'the stringray' and 'is', the word "is" used as a statement. Then, in the interrogative mood, the performer demand an information from the addressee. According to Shanti (2019), there are two types of interrogative: polar question and WH-question. Polar question means a question that only need affirmative (yes) or negative (no) answer. Meanwhile, WH-questions needs a content answer. The imperative mood is a mood where the performer commands or demand information, goods or service.

Adapted from Gerot and Wignell (1994:38), the declarative mood consists of subject and finite. In the interrogative polar (yes/no question), the position of finite always in the beginning and it's indicates that there is position movement between declarative and interrogative mood. Next, the interrogative WH-question, the WH-question became a beginner and then followed by the finite. The last is the imperative mood. In the imperative mood, the mood element may consist of subject and finite, subject only, finite only or no mood elements. We could see in the table below for more detailed structures of mood in a clause:

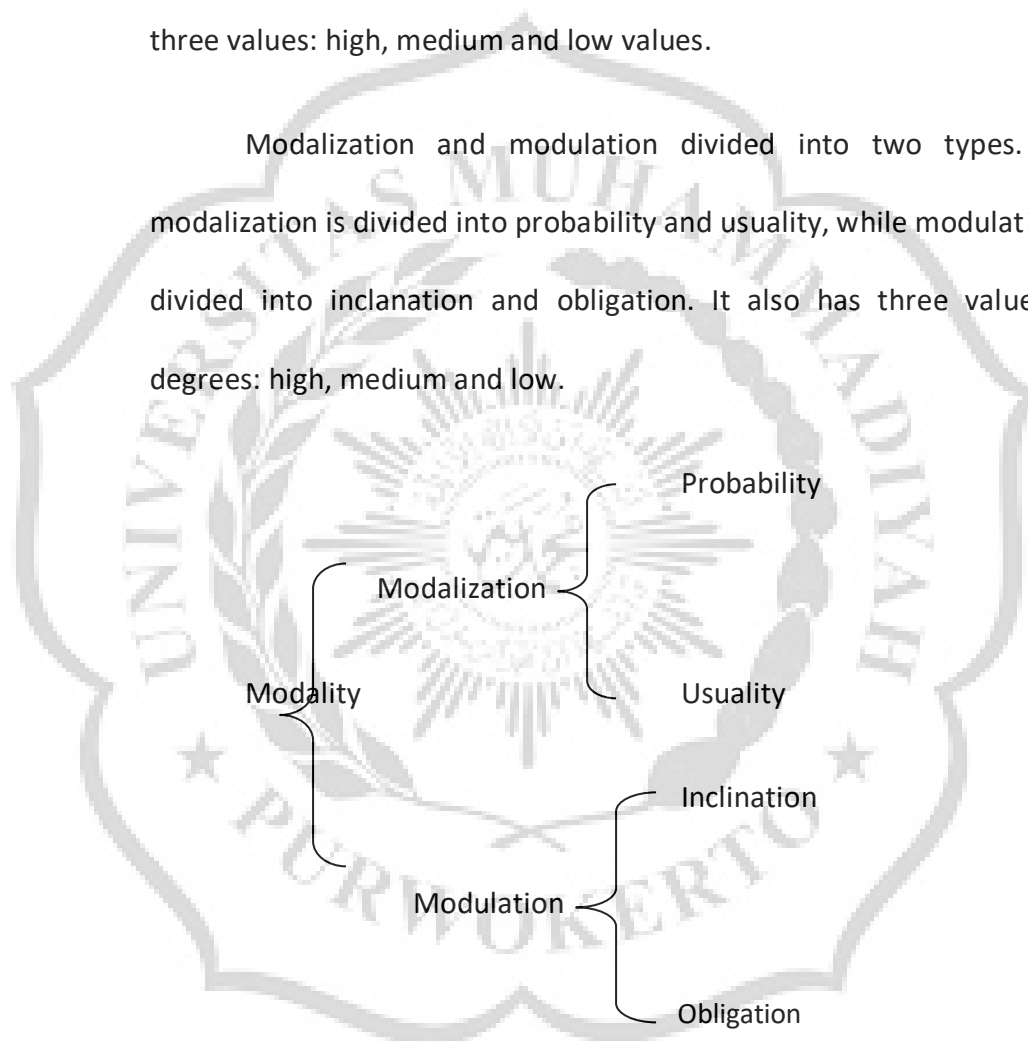
Mood	Order
Declarative	Subject+Finite
Interrogative polar (yes/no question)	Finite+Subject
Interrogative WH- question	WH/Subject^Finite
Imperative	Subject+Finite/Subject only/ Finite only/ No subject and finite

B. 3 Modality

The term of modality refers to the speaker's judgements in what the speaker is saying. According to Lyons (1977), modality is people's opinions and attitudes towards propositions expressed with language or circumstances described by proportions. On the other, modality can be defined as a signal of the speaker's/writer's involvement in what he/she says or writes. In Halliday's SFL, modality mainly located in the interpersonal components of the grammar and choices in this component are independent of grammatical choices for other component (Halliday, 2002:200).

Martin and David (2003) described that modality is a way of introducing attitudinal voice to discourse and it can be as a resource for grading polarity that can setting up positivity and negativity. There are two kinds of modality: modalization and modulation. It is divided into three values: high, medium and low values.

Modalization and modulation divided into two types. The modalization is divided into probability and usuality, while modulation is divided into inclination and obligation. It also has three values or degrees: high, medium and low.



Modalization is the are of modality in English grammar which people can include on a message and express attitude and various kinds of judgement (Egins, 2004:172). Modalization consist of probability and usuality. Probability occurs when the performer expresses judgement or

probability of something happening or being happened whereas usuality occurs when the performer expresses judgement as to the frequency with which something happen.

Modulation means the way the speaker express their judgements or attitudes about event and actions. Modulation not always represented by command and structure clause but modulation always deals with demanding, direction, advice, permission, undertaking, or capability (Luffi, 2013). In modulation, the inclination refers to the tendency of speaker when he/she is doing something and the capability of his/her feeling. Then, obligation occurs when the speaker give command, suggestion, demand and device.

Modality can be expressed by using five ways. According to Halliday (1976), five ways to express modality such as modal verbs, nouns, adjectives, adverbs and verbs. In modal verbs the modality can be seen such as *can, would, should* or *might*. Next, the modality in nouns are *possibility, chance, hope, expectation, intention* and *determination*. The modality in adjectives such as *conceivable, possible, likely, obvious, appropriate, necessary sure, surprise, able, willing, doubtful* and *certain*. Then, in adverbs, the modality such as *hardly, perhaps, evidently, assuredly, fortunately, regrettably, surprisingly, etc.*

The last is in verbs, the modality such as *doubt, think, believe predict, suggest, want, prefer, desire, permit, forbid, etc.*

B. 4 Obligation

Obligation is one of the subtypes of modulation that used in a command which lies between *yes* and *no*. The modality of obligation actually expressed by modals *must, should, ought to* and *had better*. Obligation can expressed that it strong and weak. The modal “Must” is used to express strong obligation whereas “should, ought to and had better” used to express weak obligation.

Huddleston and Pullum (2002, 186) defined that *should* expresses medium strength modality in its most frequent use. *Should* can be a polite way to express obligation and necessity because it offers advice or merely describes correct procedure. Indeed, *should* has no past tense form, but it possible to express past obligation in backshifted environments of *shall*.

According to Collins (2005:251), “must” involves external pressure on the subject of obligation and it may convert obligations, duties, directives, recommendation and the like. The term *must* can make the impact if a speaker wishes to use an expressions with which they can assert power and authority over the addressee. Subjective *must* is essentially performative. It means that by uttering the word, the

performer simultaneously tells the addressee to do something. For example: “You must read it deeply”.

According to Halliday (2014), the polarity of obligation divided into two; positive and negative obligation. Positive obligation means the speaker or the performer required, supposed and allowed the addressee in positive way (i.e. “That must be John.”). In contrast, the negative obligation is when the performer required, supposed and allowed the addressee in negative way (i.e. “That must not be John.”). Halliday (2014) also stated that the positive and negative polarity refers to the area of meaning that lies between yes and no. In the degree of obligation, what the implies of that polarity will depend on the underlying speech function of the clause. If the clause is ‘goods-&-services’ clause it means that the performer is wanted to or is not wanted to.

There is the list about proposal positive and negative polarity adapted from Halliday and Matthiessen (2014) as the way to make a better understanding about the obligation as follows:

Proposal positive

(do that)

In high value clause:

- You must do that.

Proposal negative

(don’t do that)

In high value clause:

- You can’t do that.

- You're **required** to do that.
- You're **required not** do that.

In median value clause:

In median value clause:

- You **should** do that.
- You **shouldn't** do that.
- You're **supposed** to do that
- You're **supposed not** do that

In low value clause:

In low value clause:

- You **can** do that.
- You needn't do that.
- You're **allowed** to do that.
- You're **allowed not** do that

B. 5 Javanese Modals

According to Vander Klok, the modals in Javanese are a distinct grammatical category. In Javanese there are three degree of the language: *ngoko*, *krama* and *krama inggil*. There are five types of modality in Javanese language, *modalitas intensional*, *modalitas epistemik*, *modalitas deontik*, *modalitas dinamik*. As stated by Alwi (1992:36), *modalitas intensional* refers to the attitude of the speaker that related to the inclination. *Modalitas epistemik* means the notions of possibility and necessity utterance by the speakers to their addressee. Then, *modalitas deontik* is the modality which covers obligation and permission. The last is *modalitas dinamik*, the term has similarity with *modalitas deontik*. The differences is the *modalitas deontic* happen by nature factors but *modalitas dinamik* caused by social factors.

Vander Klok described that modals in Javanese behave more like auxiliaries than verb. Neither auxiliaries nor modals can take DP arguments. For example the auxiliary *wis*. In Javanese, the word “*wis*” means ‘PAST’ can take a VP complement but not a DP complement. But, in the modal *mesthi*, the modal cannot have a DP argument as its complement. Here are the examples of that statement, as follow bellow:

1.) *Cah kuwi wis mangan(VP).*

“The child has eaten”

2.) *Konco-ku wis gelang (DP).*

“My friend had a bracelet”

3.) *Dullah mesthi ngerti (VP) jawaban-e (DP).*

“Dullah must know the answer.”

4.) *Dullah mesthi jawaban-e (DP)*

“Dullah certainly has the answer.”

Both modals and auxiliaries can appear with predicates and may attach prefix *sa’* and the possessive suffix *-(n)é*. In the Javanese, there is a modals that encode for force and being the type of modal base. The example adapted from Horne (1961), Robson (2002) and other fieldwork as in the table below.

	Horne (1961)	Robson et al (2002)	Fieldwork	Others
<i>Mesthi</i>	Must Probably Of course	Inevitable Natural predicatbale	Must Should Certainly	
<i>Kudu</i>	Must Have to	Really have to	Must Should	
<i>Mungkin</i>			May possibly	Maybe Possibl-y Likely
<i>Ento oleh</i>	Receive get	To receive permission	Permission to Allowed to May, can	

Review of Related Studies

There are similar studies that related to the writer's idea about modality especially obligation. That related studies also help the researcher to make a novelty about the research and also help the researcher's idea about the topic. The first study conducted by Luffi Nurhidayah (2013) entitled *Modalization and Modulation Expressions of The English-Bahasa Indonesia Confession of a Shopaholic Movie Text*. The objectives of this study are to describe the realization of modalization and modulation expressions in the English and Bahasa Indonesia movie texts of *Confessions of a Shopaholic* and describe motivating factors that make the occurrence of the modalization and modulation in the English and the Bahasa Indonesia movie text are different. The findings show that modulation expressions in both the English and the Bahasa Indonesia movie text are greater than modalization expressions. Moreover, obligation has the greatest occurrence in both text. The research also found that there are four motivating factors that make the occurrence of the modalization and modulation expressions in the English and the Bahasa Indonesia are different. These factors are (1) there are modalization and modulation expressions which are from non-modality words, (2) there modalization

and modulation expressions which are categorized in the different category, (3) there are modalization and modulation expressions which are categorized in the different degree of modality and (4) the English and the Bahasa Indonesia movie texts are derived from different form.

Second study conducted by Widiorini (2012). In the research the writer limits the research on the analysis of modalization expressions in the UP film, such as: 1) translation is the replacement of textual material in one language (source) by equivalent material in another language (target). 2) modalization is a part of modality that is used to argue about the probability of frequency of propositions. 3) Film means cinema picture or movie as adaptation drama in electronic media form. The aims of the research are: 1) find out modalization expressions in the UP Film, 2) find out the equivalences of modalization expressions in the UP film and 3) find out the translation accuracies of Modalization Expressions Equivalnces in the UP film. The result of the research showed that the most modalizations that involved in the film is *will*. It appears in about 46 with percentage of accuracy 98%. Each modals can have more than one equivalences and the translator able to translate about 84% among modalization expressions that appear in the UP film appropriately. However the problem appear when the researcher found some modalization sentences that are translated inccorectly and are not translated at all.

The third study conducted by Permatasari (2019). The purpose of the study are: 1) analyzing the structure of the mood used by the oldest brother of Pevensie's siblings in *The Lion, the Witch and the Wardrobe* and *Prince Caspian* movies, 2) identifying the mood types used by the oldest brother of Pevensie's siblings in *The Lion, the Witch and the Wardrobe* and *Prince Caspian* movies, 3) describing the types of modality used by the oldest brother of Pevensie's siblings in *The Lion, the Witch and the Wardrobe* and *Prince Caspian*. The result showed that Peter, as the oldest of Pevensie's siblings, mostly used the mood structure of subject+finite. The most dominant mood type used by Peter in the two movie is a declarative mood with 70 declarative utterances in total. The use of declarative mood indicates that Peter prefers to state or declare something rather than to give commands or ask something to the others. The last is Peter tends to use modal finite operator with median value in his utterances.

The fourth related study was conducted by Zakalashvili and Avagyan. The article discusses the modal verbs of obligation and their function in quotations and political discourse. The usage of modal verbs in speeches strengthens the impact of people, because they emphasize what people should, must, ought to and have to. The result revealed that the choice of the use of certain modal verb can have a decisive influence on the outcome of an event. The study of modal verbs of

obligation in quotation reveals some peculiarities in terms of gender differences. Thus, women are inclined to use modal verbs expressing weak obligation, whereas men are more likely to use modals of strong obligation.

The last study conducted by Kyu Kim and Thompson (2010). The study investigated modal expressions of obligation in English and Korean. Analytical categories were devised based on two aspects: who is imposing the obligation and whom the obligation is imposed. The analysis showed differences in the ways in which obligation is imposed on the reader in two corpora. The English writers depend more on thirdperson scientific expert as the obligation imposer and tend to specify the obligation imposed. In contrast, Korean writers are more likely to impose obligation in their own persona and to represent the obligation imposed implicitly. The researchers explored in what ways these differences can be seen as reflecting cultural norms.