



## Interpersonal Meaning In TOEFL Test Direction

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### ABSTRACT

*Interpersonal meanings are meanings which express a speaker's attitudes and judgments which is realized through the system of MOOD. This study investigates the interpersonal meaning in TOEFL test direction. This study utilized descriptive qualitative method. Meanwhile, the data were collected from TOEFL test preparation book by Pyle, M.A. and Page, M.E.M. (1995). CLIFFS's TOEFL Preparation Guide. This study use Halliday and Matthiessen's theory about interpersonal meaning. . Based on the results, the researcher can be taken a conclusion that in the direction of TOEFL test there is ten clauses of statement clause and six clauses of command clauses, meanwhile offer and question clauses is not found in the direction.*

**Keyword: Interpersonal meaning, Mood, Direction, TOEFL.**

### INTRODUCTION

In general people having less attention in direction. According to oxford learners dictionary direction is the instructions about how to do something, where to go, etc. Direction usually constructed from sets of commands which are part of imperative sentences and used to issue a command or instruction, make a request or demand, or offer advice, so basically, they tell people what to do. Direction has an important function to guide us in reaching our goals properly. Meanwhile in social media, direction is needed to ease the users in using the application, and also to create a violationless virtual world. In academic field, directions are often found in text books or in tests. In test direction has an important role to guide the test takers in completing the test.

Nowadays in most of college in indonesia english proficiency test is a common thing, even it becomes a major requirement for graduation. According to Benmostefa (2008: 7) proficiency test is is devised to measure how much of a language someone has learned and measure the learner's level in language mastery. There are several kinds of english proficiency tests around the world but only several of them are most widely-accepted, namely ; (1) *The Test of English as a Foreign Language (TOEFL)*, (2) *The International English Language Testing System (IELTS)*, (3) *The Cambridge Certificate of Advanced English (CAE)*, (4) *The Cambridge Certificate of Proficiency (CPE)*, (5) *The Test of English for International Communication (TOEIC)*

Those test is considered as a written language because it is in the the form of text. A written language or text usually needs a certain pattern called grammar to make it easier for the language or text to be understood by the reader. Basically, grammar is sets of principles how words are put together and how it works as a unity.



Recently there is a popular study in linguistics related to grammar, this study has developed an approach to linguistics which performs language as a basic of constructing human being's experiences called as Systemic Functional Linguistics (SFL). M.A.K. Halliday was the person who first introduced SFL, later on SFL is developed by the other systemic functional grammarians such as Ruqaiya Hasan, J.R. Martin, C.M.I.M. Matthiessen. Through their works SFL grow and recognized widely for viewing language as an essential meaning-making resource by applying the descriptive and interpretive framework. According to Liu (2014:1238), Systemic Functional Linguistics (SFL) or systemic functional grammar (SFG) provides a social perspective to language study and regards language as a social semiotic resource. It describes how the language is used by people in accomplishing human's daily social life.

Based on the SFL perspective, Halliday (2004: 309) propose the fundamental components of meaning called metafunction which consists of three, namely: ideational (clause as representation), the interpersonal (clause as exchange) and the textual (clause as message). Furthermore those metafunctions serve to express three largely independent sets of semantic choice, they are : transitivity, mood, and theme.

Considering the problem of the meaning realized in written language (text) especially in English proficiency tests, it makes the writer intrigued to examine more about interpersonal meaning in the direction of TOEFL test text, because in that texts contain sentences that might have the implicit /hidden messages or meaning and even double interpretation if the reader slightly reads them. As the meaning in the written language or text itself has several types, the writer will focus to investigate the interpersonal meaning which express a speaker's attitude and judgments which also constructed from mood and speech function

However, studies in this field, specifically interpersonal meaning have been conducted several times. For instances, Fauzi (2013) has investigated the mood and speech function realizations of rights and responsibilities in *twitter's terms of service*. This research found that in "Twitter's terms of Rights" mostly give the information than demand service and Responsibilities even though mostly give the information and contains of demands goods or services. The second, Mughibbah (2016) has analyzed the interpersonal meaning in "Freedom Writers" movie subtitle. The result of this research is; The tenor consist of power, contact, and affect, the mood in the subtitles is realized through grammatical use. The third, Lestari and Rahmah (2014) has examined the realization of speech function in cigarette's slogans. The result shows that there were only three speech functions found in the slogans, namely: statement, question and command. And there were three moods found, they were declarative, interrogative and imperative.

Those three previous studies have the relevance to this study, but those are different from what the writer will be explained about. The first research focus on finding out the mood types and speech function realizations of rights and responsibilities in "Twitter's terms of service". The second research focus on analyzing the interpersonal meaning in two ways: by using tenor dimensions as a tool to describe



it and using mood systems as grammatical realization in interpersonal meaning. The third research put more concerned in identifying the types of speech function and types of mood an realized in cigarette's slogans. Meanwhile, the writer attempts to find and investigate the interpersonal meaning in the direction of *TOEFL* test.

As described earlier, the writer interested in conducting the study regarding interpersonal meaning component, the foremost discussion in this study is to find, investigate, and analyze, the interpersonal meaning in the direction of *TOEFL* test. Thus, the writer comes up with the title: **“Interpersonal Meaning in Toefl Test Direction”**

## LITERATURE REVIEW

### Interpersonal meaning

A text can be defined as any passages either spoken or written of whatever length that does form a unified whole. Every text has a different meaning based on context, and the context itself is dived into two, they are culture and situation. So we can conclude that meaning has always culturally situated. The context of culture determines what we can mean through; (1) being ‘who we are’, (2) doing ‘what we do’, (3) saying ‘what we say’. Meanwhile the context of situation can be specified through the register variable such as : (1) field, specifies what is going on/ the activity with reference to what / object, (2) tenor, the social relationships between the participants,(3) mode, how the language is being used. (Gerot and Wignel, 1995: 10-11)

Interpersonal meanings as proposed by Gerot and Wignel (1995: 13) are meaning which express the speaker's attitudes and judgements. Meanings are realised by mood and modality. Fauzi (2013: 12 ) added that meaning which is constructed from mood and modality generally influenced by tenor of discourse. Furthermore, it can be analyzed lexicogramatically into subject and finite as the element of mood. So this metafunction is connecting the speaker and the hearer which concern the clause as exchanges. The conclusion is that interpersonal meaning has an important roles in language because it can be used for expressing our attitude to others as well as taking up a role towards whoever we are adressing and what we are talking about.

### Mood or Mood System

Eggin (cited in Fauzi, 2013: 13) defines mood as the organization of the set of functional constituent. In addition mood also considered as the central aspect of grammar of exchange and its elements. In the other hand, Gerot and Wignel (1995: 22) define mood as the system in which interpersonal meanings are reaized within the conversation and it shows how clauses are structured . Mood consist of two parts,they are : subject and finite. The subject is realized by a nominal group and finite element which is part of the verbal group.



### a. Mood elements

Normally a clause consists of subject and finite, the subject realized by a nominal group meanwhile the finite is part of the verbal group and the rest element such as predicator, complement, and adjunct in a clause are residue.

#### 1. Subject

According to Halliday (cited in Fauzi, 2013: 16-17) subject defines as something that refers to a proposition which can be affirmed or defined. Meanwhile Gerot and Wignel (1995: 28) state “The subject is that upon which the speaker rests his case in exchanges of information, and the one responsible for insuring that the prescribed action is or is not carried out in exchange of goods and services”.

#### 2. Finite

Gerot and Wignel (1995: 25) state “Finite element element is one of the small number of verbal operators expressing tense, modality and polarity.” The finite element has the function to make the proposition finite. It relates the proposition to its context in the speech event. Finite is being the core that is bandied about exchanges because it carries the validity of the proposition (Thompson in Fauzi, 2013: 15). Finite can divided into two kinds; verbal operator and modal operator . The finite verbal operator is relating the proposition with time, for example they give tense to the Finite—either past, present or future. Meanwhile the finite modal operator is relating the proposition with modality. The table below shows the finite verbal operator according to Halliday (2004 :116)

Table 1. Finite verbal operator

<b>Temporal operators:</b>			
	<b>past</b>	<b>present</b>	<b>future</b>
<b>positive</b>	did, was, had, used to	does, is, have	will, shall, would, should
<b>negative</b>	didn't, wasn't, hadn't, didn't + used to	doesn't, isn't, hasn't	won't, shan't, wouldn't, shouldn't
<b>Modal operators:</b>			
	<b>low</b>	<b>median</b>	<b>high</b>
<b>positive</b>	can, may, could, might, (darf)	will, would, should, is/was to	must, ought to, need, has/had to
<b>negative</b>	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)

#### 3. Residue

- **Predicator**

Predicator embodies the action process involved in the clause. It gives content to verbal element of the proposition, telling listeners what is or was happening. Gerot and Wignel (1995: 31) explain that the predicator is the verb part of the clause; the bit which tells what's doing, happening



or being. There are also non-finite ('to'+ verb and verb + 'ing') clauses containing a predicator but no finite element.

- Complement

Complement is a participant which is somehow implicated in the proposition. The complement answers the questions 'is/had what', 'to whom', 'did to what'.

- Adjunct

Adjunct is usually realized by an adverbial group or a prepositional phrase (rather than by a nominal group). There three main types of adjuncts; circumstantial, interpersonal and textual plus mood adjunct. (1) circumstantial adjunct, answering the questions 'how', 'where', 'when', 'by whom', (2) conjunctive adjunct, has textual function such as; anyway, moreover, meanwhile, therefore, etc, (3) comment adjunct, express the speaker's comment on what he or she is saying, such as; 'apparently', 'hopefully', etc, (4) mood adjunct, expressing the interpersonal meaning. The table from below shows

### **b. Mood types**

There are two types of mood, namely ; indicative mood and imperative mood. The indicative mood has two branches, they are declarative and interrogative. The clause with declarative mood type is expressing the statement which cover past, present and future tense, the common structure of a clause of this type is subject and followed by finite. Meanwhile the interrogative clause is realizing a question, this type of mood can be differentiate from the question pattern whether it is a polar interrogative (yes/no question) or is a WH-interrogative (having the WH elements such as; what, who, why, where, which, etc in the clause) the common structure of an interrogative clause is finite and followed by subject. In the other hand, the imperative mood is expressing commands, requests and prohibitions, in imperative clauses the mood element may consist of subject + finite, subject only, finite only or they may have no mood element, but typically it consist of a predicator. (Gerot and Wignel, 1995: 41)

### **Speech Function**

Saragih in Supika (2017: 2) states that speech function refers to a function performed by a speaker in a verbal interaction or conversation which specifies his or her role (asking and demanding) and the content or commodity transacted (information and goods & services). It is used as the medium to exchange experiences among speaker and listener in order to fulfill their needs. So when someone communicates or interacts with others, there will be the three elements which are involved, they are: (a) the orientation taken by the speaker can be either that of initiating or responding; (b) the role played which are giving and demanding; and (c) the commodity transacted which are information and goods and services. The involvement of roles and commodities appeared in conversations or interactions will be intersected, and the four speech functions are derived as described in the table below Halliday (2004 :107):



Table of Speech Functions

Role in exchange	Commodity Exchanged	
	Goods and services	Information
Giving	Offer	Statement
Demanding	Command	Question

These basic types of speech role related to the nature of commodity being exchanged creates the four primary types of speech function, they are statement, offer, question, and command as what stated by Halliday (2004 :108). In offer speech function, the speaker gives the hearer some goods or services and the speaker inherently invites the hearer to receive those goods and services. Meanwhile in command speech function, the speaker demands the hearer some goods and services and the hearer are thereby invited to give that service or provide the goods. And in statement speech function, the speaker gives the hearer some information and the speaker inherently is inviting the hearer to receive that information. Lastly in question speech function, The speaker demands the hearer some information and the speaker inherently is inviting the hearer to give that information.

## METHODOLOGY

This research is using descriptive qualitative as the method of the research. Descriptive method itself is used to describe, explain, and analyze the phenomenon which occurred behind the data. Sutopo in Tang et al. (2009: 1) states that in descriptive method, the analysis of the data is done naturally objective, and factual. Meanwhile Creswell (2009: 22) states that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of this research are emerging questions and procedures, collecting data, analysing the data, and making interpretations of the meaning of data. The descriptive and qualitative method are mixed in order to make a clear data presentation, thus they were elaborated in the form of sentence. Thus the writer analyze the data (the direction of *TOEFL* test) according to Halliday's theories about interpersonal meaning.

The source of the data in this research is taken from a books entitle "*Cliff's TOEFL Preparation Guide*" by Michael A. Pyle and Mary E.M. Page (1995). The direction will be broken down into clauses and then it will be identified according to the interpersonal meaning theory.



## RESULT AND DISCUSSION

### Interpersonal Meaning in TOEFL Test Direction

This section described interpersonal meaning in the direction of *TOEFL* test based on Halliday's theory about interpersonal meaning which covers the mood system and speech function. The data can be explained as follows:

a. Statement

- In Part A, you will hear short conversations between two speakers

In Part A	you	will	Hear	short conversations between two speakers
A: circ	S	F	P	C
Residue	MOOD			

Analysis :

This clause is realizing a speech function of statement, in which the role exchange between the the test writer is 'giving information' that 'there will be a short conversation in Part A' towards the test takers.

- At the end of each conversation, a third voice will ask a question about what was said.

At the end of each conversation	a third voice	will	ask	a question about what was said.
A: circ	C	F	P	C
Residue				

Analysis :

This clause is realizing a speech function of statement, in which the role exchange between the the test writer is 'giving' and the commodity exchanged is 'information', the meaning behind this clause is that 'there will a question after the conversation end' towards the test takers.

- The question will be *spoken* just one time after you hear a conversation and the question about it

The question	will be	spoken	Just one time	After	You	hear	a conversation and the question about it
C	F	P	C	A: conj	S	F/P	C
Residue						Mood	

Analysis :

This clause is realizing a speech function of statement, in which the role exchange between the the test writer is 'giving' and the commodity exchanged is



‘information’, the meaning behind this clause is that ‘the question will not be repeated, so the test takers must listen to the conversation and wuestions carefully’ towards the test takers.

- In Part B, you will hear longer conversations.

In Part B	you	will	Hear	longer conversations
A: circ	S	F	P	C
Residue	MOOD			

Analysis:

This clause is realizing a speech function of statement, in which the role exchange between the the test writer is ‘giving information’ that ‘there will be a longer conversation in Part B compared to part A’ towards the test takers.

- After each conversation, you will be asked some questions.

After	Each conversation	you	Will be	asked	some questions
A:conj	C	S	F	P	C
Residue	Mood				

- After each talk, you will be asked some questions.

After	Each talk	you	will be	asked	some questions
A:conj	C	S	F	P	C
Residue	Mood				

Analysis :

The clauses above is realizing a speech function of statement, in which the role exchange between the the test writer is ‘giving’ and the commodity exchanged is ‘information’, the meaning behind this clause is that ‘there will be some questions after the talk’ towards the test takers.

- In Part C, you will hear several talks.

In Part C	you	will	Hear	several talks
A: circ	S	F	P	C
Residue	MOOD			

Analysis:

This clause is realizing a speech function of statement, in which the role exchange between the the test writer is ‘giving information’ that ‘there will be a several talks in Part C’ towards the test takers.

- Questions 1-15 are incomplete sentences.

Questions 1-15	Are	incomplete sentences
C	F	C





Residue
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Analysis:

This clause is realizing a speech function of statement, in which the role exchange between the the test writer is ‘giving information’ that ‘the sentences is incomplete, so the test takers must fill and complete it’ towards the test takers.

- In questions 16-40, each sentence has four underlined words or phrases.

In questions 16-40	each sentence	has	four underlined words or phrases
A: circ	C	F	C
Residue			

Analysis :

The clause above is realizing a speech function of statement, in which the role exchange between the the test writer is ‘giving’ and the commodity exchanged is ‘information’, the meaning behind this clause is that ‘every sentence in question number 16 to 40, contain four underlined word or phrasses, and one of them is the correct answer. So the test takers must choose’ towards the test takers.

- In this section, you will read a number of passages, each one is followed by approximately ten questions about it.

In this section	you	will	read	a number of passages, each one is followed by approximately ten questions about it.
A: circ	S	F	P	C
Residue		Mood		

Analysis :

The clause above is realizing a speech function of statement, in which the role exchange between the the test writer is ‘giving’ and the commodity exchanged is ‘information’, the meaning behind this clause is that ‘there will be several passages with ten questions in that section’ towards the test takers.

b. Command

- Do not take notes while listening make any marks on the test pages

Do not	take	notes	while listening	or	make	any marks	on the test pages
F	P	C	A : circ	A: conj	P	C	A: circ
Residue							

Analysis :

The clause above is realizing a speech function of command, in which the role exchange between the the test writer is ‘demanding’ and the commodity exchanged is ‘goods and services’, the meaning behind this clause is that ‘the test takers shold not write anything on the test pages.’



- Turn the page as soon as you have marked your answer.

Turn	the page	as soon as	you	have	marked	your answer
P	C	A: circ	S	F	P	C
Residue				MOOD		

Analysis :

The clause above is realizing a speech function of command, in which the role exchange between the the test writer is ‘demanding’ and the commodity exchanged is ‘goods and services’, the meaning behind this clause is that ‘the test takers can go to the next page after answering the questions in this page.’

- Then, on your answer sheet, find the number of the problem and fill in the space that corresponds to the letter of the answer you have chosen.

Then	on your answer sheet	find	the number of the problem	and	fill	in the space that corresponds to the letter of the answer	you	have	chosen
A: conj	A: circ	P	C	A: conj	P	A: circ	S	F	P
Residue							MOOD		

Analysis :

The clause above is realizing a speech function of command, in which the role exchange between the the test writer is ‘demanding’ and the commodity exchanged is ‘goods and services’, the meaning behind this clause is that ‘the test takers should answer in the provided space.’

- Choose the one word or phrase that best completes the sentence.

Choose	the one word or phrase that best completes the sentence
P	C
Residue	

Analysis :

The clause above is realizing a speech function of command, in which the role exchange between the the test writer is ‘demanding’ and the commodity exchanged is ‘goods and services’, the meaning behind this clause is that ‘the test takers can choose only one word or phrase to complete the sentence.’

- Do not work on any other section of the test.

Do not	work	on any other section of the test.
F	P	A: circ

Analysis :



The clause above is realizing a speech function of command, in which the role exchange between the the test writer is ‘demanding’ and the commodity exchanged is ‘goods and services’, the meaning behind this clause is that ‘the test takers should work this section first, before moving on another section.’

- So you will have to listen carefully in order to understand and remember what the speaker says.

So	you	will have	to listen	carefully	in order to understand and remember what the speaker says
A: conj	S	F	P	A: circ	C
	MOOD				
	Residue				

Analysis :

The clause above is realizing a speech function of command, in which the role exchange between the the test writer is ‘demanding’ and the commodity exchanged is ‘goods and services’, the meaning behind this clause is that ‘the test takers should focus on the listening section so they can understand and remember the recording.’

## CONCLUSION

Based on the results, the researcher can be taken a conclusion that in the direction of TOEFL test there is no clause that carrying the speech function of ‘question’ and ‘offer’, meanwhile the ‘statement clause’ is found ten main clauses and the ‘command clauses is found 6 clauses(This does not include sub-clauses). The reason why there is only statement and command clauses in the direction of TOEFL test is that, in direction the test writers providing information to the teakers about the reading passages,listening recording, or questions and also the test writers instructing the test takers to do or demanding an action such as to read, to write etc on time because the test only last for 90 minutes, so that test takers can answer all the questions correctly so they can get a high score. Meanwhile the question clause exist in the main part, not in the direction.

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