

THE REALIZATION OF INTERPERSONAL MEANING IN COURSE NEWSLETTERS: A SYSTEMIC FUNCTIONAL LINGUISTIC PERSPECTIVE

Dian Yuliana

Ernie D.A. Imperiani

Universitas Pendidikan Indonesia

dian.yuliana@upi.edu; ernie_imperiani@upi.edu

First received: 22 February 2017

Final Proof Received:

Abstract

This study investigates the realizations of interpersonal meaning in newsletters offering online courses by general and Islamic educational institutions, and whether or not the realization of this strand of meaning by the two groups of institutions is similar. Twelve newsletters from six educational institutions (three general and three Islamic) offering online courses were used as the data. Using Halliday and Matthiessen's (2004) grammar of interaction, the study found some similarities and differences in the realization of interpersonal meanings in the two groups of newsletters. Regarding the mood types, both institutions mostly use declaratives realizing the speech function of statement. Following this is imperative that is frequently employed to make offer and, in fewer frequency, command. The study also found that modalities and modulation are only used sparingly by both institutions. The dominant use of declaratives suggests that most of the writers of these newsletters provide information without creating an imagined dialogue with their readers. The relatively high use of offer in the data is hardly surprising due to the nature of the genres of newsletters. In addition, the small number of modality used in the newsletters demonstrates that the text producers prefer to present their propositions and proposals as facts.

Keywords: interpersonal meaning; mood system; systemic functional linguistics

Language involves interactions where people generally initiate and respond to the act of giving or demanding for goods-and-services or information. Halliday (1994) believes that language is a resource for making meaning and that meaning is created in contexts. In addition, he also believes that language simultaneously expresses three strands of meanings: ideational, interpersonal, and textual. Interpersonal meaning, the strand of meaning that is the focus of this study, deals with how language is used in an interaction including in maintaining social relations, expressing attitudes and influencing others (Eggs, 2004). Analysing this strand of meaning in written texts can provide information on how writers position themselves in their texts and construct their relationship with their readers.

There have been numerous studies focusing on interpersonal meaning in written texts. Kawashima (2004) for instance, who examined the writer-reader relationship in Japanese and Australian Magazine articles, revealed that the Japanese magazine exploited interpersonal meaning resources such as mood types, modality and lexis to create unequal power relation – that resembles teacher-student in a Japanese adult school; while the Australian magazine used the resources to create a more equal power relation between the text producer and the readers. In addition, Khalid (2013) conducted a study which examined traces of authorial

subjectivity in four categories of news articles published in Scotland. It was found that all the clauses in the texts are presented in declaratives which suggest an informative nature of the texts. In addition, all news writers employed numerous modal verbs in presenting their subjective authorial positioning. Another study came from Hamoy (2014) who attempted to understand intermediate English as a Second Language (ESL) learners' use of interpersonal features to create a voice in their academic writing and to see if it aligns with the voice typical of Western academic writing. The study found that the participants were unable to create a voice consistent with Western academic writing.

Most studies on interpersonal meaning as exemplified above have so far focused on newspapers (e.g. Ayoola, 2013; Khalid, 2013; Pertiwi, 2015), academic papers (e.g. Hamoy, 2014; De Oliveira 2015), and magazines (e.g. Kawashima, 2004), leaving some areas of written genres less discussed, including that of newsletter. A newsletter itself, according to Cambridge dictionary, is a printed or electronic document containing information about recent activities of an organization and is usually sent regularly either via mail or email to the organization's members. An analysis of how text producers of newsletters position themselves in their texts and construct their

relationship with their readers is important to know whether or not such positioning is similar or different from those of the other written genres as previous works in this area have revealed. This study was accordingly conducted to investigate the realizations of interpersonal meaning in newsletters, in particular those offering online courses produced by general and Islamic educational institutions -- and to see whether or not the realization of the interpersonal meaning by the two groups of institutions is similar. The reasons of having general institutions and Islamic institutions as the data are due to recent trends in online courses and the increase of Moslem population in the West -- that

also triggers the increase of Islamic online learning platform.

Grammar of Interpersonal meaning: Clause as Exchange

As mentioned previously, interpersonal meaning refers to how language is used in interaction. With regards to this, Halliday (1994) and Martin, Matthiessen and Painter (1997) argue that in any interaction, there are two things that language basically does (known as speech roles or speech functions), namely giving and demanding for commodities. The commodities exchanged in the interaction are of two groups: information and goods and services, as outlined in Table 1.

Table 1. Speech Roles and Commodities in Interaction (Adapted from Halliday, 1994)

Speech Roles	Comodities	
	Information	Goods and Services
Giving	Statement	Offer
Demanding	Question	Command

As indicated in Table 1, when language is used to give information, statement is made; while when it is used to demand for information, questions are made. When goods and services are concerned, speech roles that can be created are offer and command. The first is made when goods and services are given, while command is produced when goods and services are demanded.

The semantic meaning of speech function is realized in lexicogrammar through the structure of Mood system, in this case by mood types. With regards to this, the systemicists argue that there are three types of mood, the example of each is presented in Table 2 below.

Table 2. Mood Types with Examples (Adopted from Martin, Matthiessen & Painter, 1997)

Mood Type	Example
Declarative	The spy came in from the cold.
Interrogative	Did the spy come in from the cold? (polar) Where did the spy come from? (WH-)
Imperative	Come in from the cold!

Due to the limited space of this paper, detailed explanation on the structures of each mood types are not provided here but can be seen for example in Eggins (2004), Halliday and Matthiessen (2004) and Martin, Matthiessen and Painter (1997).

As mentioned previously, these mood types realize speech functions which were outlined in Table 1. Table 3 below presents the typical realizations of speech functions by their Mood types.

Table 3. Typical Realizations of Speech functions (Eggins, 2004)

Speech Functions	Typical Realizations
Statement	Declarative
Question	Interrogative
Offer	Modulated interrogative
Command	Imperative

As indicated in Table 3, statement is typically realized by declarative, question by interrogative, and command by imperative (see Table 2 for each of these examples). Offer is typically realized by modulated interrogative as in *would you like a cup of coffee?* where the modal *would* in the interrogative differentiates the realization of this speech function from that of question – apart from the basic purpose of the utterance itself to give goods and services.

Besides typical realizations outlined in Table 3 above, speech functions can also be realized metaphorically. This metaphorical realization is called grammatical mood metaphor or simply known as mood metaphor (Martin, Matthiessen & Painter, 1997; Eggins, 2004; Halliday and Matthiessen, 2004). This metaphorical realization happens when a speech function which is typically realized by one mood type, is realized by other (Eggins, 2004). For instance, commands which are

typically realized by imperatives are realized by other mood types, such as interrogative.

Modality

Modality is related to speakers' judgment which is intermediate between the two poles of negative and positive polarity (Halliday & Matthiessen, 2004). This term covers two types, namely modalization --

which is related to propositions -- and modulation -- which is related to proposals. With regard to these two dimensions of modality, Eggins (2004) posits that modalization is used to argue about the probability or frequency of something; while modulation about obligation and inclination. Further types of modalization and modulation are outlined in Table 4 below (adapted from Eggins, 2004).

Table 4. Dimension of Modality (Adapted from Eggins, 2004)

Modalization	Examples	Modulation	Examples
Probability	That book was possibly published by Abu Bakr Foundation	Obligation	You shouldn't mess with him.
Usuality	He usually walks to work.	Inclination	I'd like to lend you the book.

Modality examples illustrated in Table 4 are realized congruently. Similar to mood types, this dimension of interpersonal meaning can be realized metaphorically as well. With regards to this, Eggins (2004) argues that since judgment is typically implicit, realized using Finite Modal Operators or Mood Adjunct within a clause, when expressed explicitly it entails metaphorical realization. This explicit realization involves realizing the modality using projected clause (Martin, 1985; Halliday, 1994; Lipsone, 2004; Emilia, 2005) as the following example illustrates *I'm sure Henry James wrote 'The Bostonians'* (Eggins, 2004). The pseudo-clause *I'm sure* explicitly express the certainty in who wrote the Bostonians.

METHOD

This study used a descriptive qualitative research design since the purpose of the study was to investigate the realization of interpersonal meaning in the data used in the study. This design suits the study because it will result in giving in-depth understanding of the use of interpersonal meaning in the data used in this study. This is in accordance with Alwasilah (2002) who states that qualitative research is a mean for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The data were twelve newsletters from six educational institutions (three general and three Islamic) offering online courses published between March 19th and April 21st, 2016. The newsletters were selected from the researchers' subscription lists of newsletters based on their popularity among online communities. The newsletters produced by the Islamic institutions were labeled using the initial code I; meanwhile, general newsletters were labeled using the initial code G. Since two newsletters were used from each group, the data used were referred to as I1a, I1b, G1a, G1b, and so on.

The data were analysed using the grammar of interaction from semantic perspectives developed by Halliday and Matthiessen (2004), which involved

the following steps. First, the newsletters were broken down into clauses and analysed for mood Types. Then, these clauses were examined to see which speech function each mood type realizes. The next step was categorizing the clauses in terms of the modality: modalization and modulation and how these were realized. Finally, the results of analyses in steps 1 to 3 were further analysed to see how the interpersonal meanings are created in the two groups of the newsletters.

FINDINGS AND DISCUSSION

Interpersonal Meaning in the Newsletters

The realization of the interpersonal meaning in the newsletters can be seen from mood types and the speech function they realize and modality. Further elaboration of each realization of the interpersonal meaning in the newsletters is as follows.

Mood Types and Speech Function

The analysis revealed that declarative is the dominant mood Types used in the newsletters, while statement is the dominant speech function. In addition, metaphorical realizations of speech functions were found in the data.

Declarative is used dominantly in most newsletters such as in G1a (86.4%) and I2b (85.8%). Samples of this mood type are presented in the following clauses below.

E1. Good English writing skills are essential for any journalist. (G1a)

E2. nothing helps the puritans' cause as much as Western ignorance, prejudice and hate. (I2b)

The two clauses in the two excerpts above are characterised by the position the Subjects, *You* in E1 and *he* in E2, that precede the Finite, *will* in E1 and fused with the predicator as *charts* in E2. This order of Subject and Finite is typical of declarative as suggested in the work of Systemicists (e.g. Eggins, 1994; Gerrot & Wignell, 1994; Halliday, 1994; Martin, Matthiessen & Painter, 1997).

Most of the declaratives found in the data were used to make statements. This can be seen for example in Excerpts 1 and 2 above where this mood type is used by G1a and I2b to give propositions in the newsletter. The dominant use of declaratives to realize this speech function suggests that one popular strategy used by most of the newsletters in their course offer is providing information about the courses. The popularity of this mood type to realize this speech function among the text producers might be due to the interpersonal dimension of this mood type which creates a more favorable relation with the readers. As argued by Pertiwi (2015), one interpersonal meaning created by declarative in making statement is power equality between the text producers and their readers. This is compared to, say, the use of dominant imperatives realizing commands in a text which indicates the writers positioning themselves as having more authoritative role than their readers.

In addition to making statements, declaratives were also used to make offers, as the following excerpts exemplify.

E3. This course will give you, the student, critical knowledge [[on how to navigate in these turbulent times]]. (I3a)

E4. This course will help you develop the fundamental skills [[used by carers during their day-to-day duties]] (G2a)

Both E3 and E4 have the form of declaratives where Subject (*The course* and *This course* in E3 and E4 respectively) precedes its Finite (*will*) (see e.g. Eggins, 1994, 2004; Gerrot & Wignell, 1994 on declarative mood type).

However, these declaratives are not used to make statements as they typically are. What these two clauses do are offering the benefits of taking the courses in questions; i.e. getting critical knowledge on how to navigate in turbulent times, developing fundamental skills used by carers during their day-to-day duties (see e.g. Martin, Mathiessen & Painter for details on the speech function realizations). Hence, the function served by these declaratives are realizing the speech function of offer. This non typical realisation of the speech function is what Halliday (1994) and other systemicists (Martin, 1985, 1995; Eggins, 1994; Martin & Rose, 2008) call mood metaphor. The use of declaratives to metaphorically realize offer is a common practice among text producers of written genre as evidenced in much of the discussion on interpersonal meaning in texts (Martin, 1985; Halliday, 1994; Martin, Mathiessen & Painter, 1997; Miremadi & Jamali, 2003; Eggins, 2004; and Halliday & Mathiessen 2004). These scholars point out that realizing proposals (commands, request and offer) metaphorically in declaratives is more typical for written texts than their congruent realization is, using imperatives. Unlike realized congruently using modulated interrogative (Eggins, 2004), the

metaphorical realization of offer in declaratives will make the proposal not arguable (see Khalid's (2013) discussion on the nature of declarative mood).

The second most prevalent mood type used in the newsletters is imperative. This is especially true for G2a and G2b which made this mood type dominant in their newsletters. Other general educational institutions typically used this mood type far less than declarative. The gap is not that wide in the Islamic newsletters, particularly that in I3b where Imperative is used in 40.4% of its clauses, as opposed to 46.8% of declarative. Some examples of Imperative clauses in the newsletters can be seen in E5 and E6 below.

E5. Don't forget also that the annual retreat is coming up (I1b)

E6. Find your next course (G2b)

While both Excerpts 5 and 6 do not have explicit Subjects as their common feature, each has differences in their structures. The first excerpt, E3 has its Finite realized in negative polarity *Don't*, while E4 does not have Finite, but only Predicator *Find*.

As to the function, it was found that most of the Imperatives was used by the text producers to ask their target readers to do something. The consistent realization of command using imperatives as indicated in the examples above make the proposal stronger and more direct. In addition, this congruent realization also gives variation to the way text producers present their proposals in the data, adding more tone to the realization of the interpersonal meaning in the text.

Even though this speech function is generally known as command (e.g. Eggins, 1994, 2004; Gerrot & Wignell; Halliday, 1994; Martin, Mathiessen & Painter, 1997; Halliday & Mathiessen, 2004), the present study would not use this label since such label carries with it a sense of direct imposing which is not quite appropriate for the interpersonal meaning in the context of course offer where the text producers as the course marketing are expected not to sound forcing their readers. For this reason, this study adopts the interpretation used by Ayoola (2013) when interpreting the speech functions of some imperatives in the data of his study. In line with him, this study would rather see the imperatives exemplified in E5 and E6 as giving persuasive advice to the readers, than to give command to them.

Another function realized by this mood type in the data is offer such as that in G1a *Learn key journalism procedures and practices with this free journalism course from G1a* where the text producer offers the target readers key journalism procedures and practices through the course offered. Similar to the case of the speech function of offer realized by declarative discussed previously, this non typical realization of offer by imperative is also a case of mood metaphor. With regard to offer, Eggins (2004)

argues that this speech function is typically realized by modulated interrogative (such as *would like* in *would you like some coffee?*).

As discussed by Gerrot and Wignell (1994), the Mood element of Imperatives can have one of the following forms: Subject + Finite, Subject only, or Finite only. In addition, they also suggest that an Imperative may have no MOOD element. In all these four possible forms of Imperatives, they further suggest that Predicator is always present in this mood type. Regarding these four forms of Imperatives, only two forms that were found in the data: Finite only, as exemplified in E5; and no MOOD element (Predicator only), as exemplified in E6.

Finally, Interrogative was used the least in the data. Interestingly, Islamic institutions used this mood type in relatively higher frequency than their general institution counterpart. Five newsletters in this study did use this mood type, and four of these were the newsletters produced by the Islamic institutions. The examples of Interrogatives found in the data are given in E7 and E8 below.

E7. Have you been attending and learning Arabic here and there? (I2a)

E8. How do you deal with bigotry and discrimination in a hostile environment? (I3b)

E7 is an instance of polar interrogative, in which the answer to this type of interrogative is *yes* or *no*. This type of interrogative has the structure of Finite *Have* preceding the Subject *you*. In contrast, E8 is an instance of Wh- interrogative type, in which the answer to this type of interrogative would need elaboration. In line with what outlined by Gerrot and Wignell (1994) on the structure of Wh-interrogative, E8 has the following structure: the question word *how*, followed by Finite *do*, and then followed by Subject *you*.

Regarding its functions, both Excerpts 7 and 8 express question – demanding for information. Questions in written texts serve to engage the readers with the texts through an imagined dialogue (see Kawashima, 2004). Since interrogative was more commonly found in newsletters produced by the Islamic institutions, it can be argued that these text producers write their texts using a strategy to get their readers more involved into the texts.

However, asking questions is not the only function served by this mood type found in the data. Data analysis also showed that declarative was also used to make offer, as in *Dian- would you like to be a journalist?* (G1a) Modulated interrogative, as argued by Eggins (2004), is a typical form of offer. In this particular example, the modulation of inclination used in the clause is *would like*. As this example illustrates, the clause doesn't actually demand for information, i.e. whether or not the addressee would like to be a journalist, but to offer a course of journalist as confirmed by the following clauses *Learn key journalism procedures and*

practices with this free journalism course from G1a. This non-typical realization of mood type indicates the third form of mood metaphor found in the data.

Modality

Many institutions did not use modalization and modulation in the propositions and proposals that they made. Those that did include I2a (17.2%), I2b (14.1%), G1a (18.2%) and G3a (10.5%). In addition, it was also revealed that most newsletters using modality in congruent ways, only few cases of modality metaphor were found in the data.

The small number of modalization used in the newsletters indicates that the text producers want to present their propositions as reality that has absolute truth. As discussed in the findings of declarative, this mood type was used dominantly in the newsletters to make statements – most of which are not modulated. Such strategy bears some consequences to the interpersonal meaning created in the texts; namely, the propositions are presented as facts. This supports Khalid's (2013) study which revealed that when proposition is realized in declaratives (to make statements) without modality, text writers create propositions that cannot be challenged by their readers. The difference between the modulated propositions and unmodulated ones from the newsletters are presented in Excerpts 9-12 below.

E9. "This book can be summed into the voice of moderate Muslim world; (I1b)

E10. At G3a we continue to work doubly hard [[to share the latest tools, insights and lessons]] // **that can help you tackle** [[the problem that you see]]. (G3a)

E11. This course provides you with enough guidelines [[to express yourself creatively in a variety of writing styles.]] (G1a)

E12. And our mission to change the way the world tackles poverty remains just as relevant. (G3a)

There is a difference in the way propositions in E9-E12 are made. The modality of probability *can* in E9 and E10 marks each of the text producers' judgment about the probability of the proposition that is made. In E9, the text producer writes about his belief regarding the category of a book; while in E10, the text producer states the benefits of the course for the course takers. According to Khalid (2013), the use of modality in propositions like these allows the writers to create an interpersonal dimension acknowledging that the readers may have different ideas from the proposition. In contrast, the absence of modality in E11 and E12 make the propositions in these two clauses as facts and not likely to be challenged.

Despite its small occurrence, the use of modulation in Islamic newsletters shows the tendency of the text producers of this group to soften down their proposal, as can be seen in E13 as opposed to E14 below.

E13. If you're not sure// you'll have to take a course this term, (I1a)

E14. Arm yourself with the same approach [[designers use to shape products and services]]. (G3a)

By the use of the modulation *have to* in E13, the proposal is softened as opposed to the unmodulated imperative in E14 which result in a stronger proposal. In addition, the use of medium-modality of certainty *will* in E13 further softens down the proposal.

Another finding related to modality is the way it was realized in the newsletters. Data analysis showed that most text producers using modality in their newsletters did so congruently as the excerpts in this section have exemplified so far. A few cases of modality metaphor were found in the data which were produced by three institutions, G1, I2, and G3, in their four newsletters (G1a, I2ab, G3b), with I2b being the newsletter with the most occurrences of the metaphor. One is exemplified below.

E15. It has always been understood within the scholastic circles that in areas [[where there is disagreement amongst the scholars of ijihad]], it is not permissible to object to actions being done based upon sound ijihad. (I2b)

The underlined part of E15 above *It has always been understood within the scholastic circles that in areas [[where there is disagreement amongst the scholars of ijihad]]* is a projecting clause that explicitly expresses the certainty of the writer in the proposition presented in the projected clause *it is not permissible to object to actions being done based upon sound ijihad*. The projecting clause is a pseudo-clause that metaphorically means *I am sure*. A way of saying this kind of certainty in such a metaphorical way is what Martin (1985), Halliday (1994), Lipsone (2004) and Emilia (2005) refer as modality metaphor. The pseudo-clause underlined in excerpt E15 above is a compulsory element in this metaphorical realization of certainty. Such construction makes the judgment explicit, creating stronger impact on the evaluation. In addition, the use of *It has been ...that* in the appended clause above objectifies the writer's judgment, as argued by Eggins (2004, p. 175) that such construction of modality metaphor allows the text producer "to hide behind an ostensibly objective formulation." This impersonal touch to the evaluation is proper for the context of the newsletter considering the degree of distance between the text producer and its target readers which is not close and intimate. The effect created would be different if the text producers used the subjective explicit construction for realizing his judgment or certainty using for example *I think* or *I believe* (for a more detailed discussion on factors affecting interpersonal distance and their consequences on interpersonal meaning realization see Eggins, 2004).

The Realization of Interpersonal Meaning in the Two Groups of Newsletter: similarities and differences

As can be inferred from the discussion in the previous section, the way interpersonal meaning realized in the newsletters produced by the two groups of educational institutions are relatively similar. This will be further elaborated in the following. Due to the space of the paper however, the discussion on this issue is not accompanied with excerpts from the data. Such excerpts along with its detailed explanation and discussion can be seen in the previous section above.

The first similarity is that declaratives to realize statements are used dominantly in most newsletters from both Islamic and general educational newsletters. As suggested by works on interpersonal meaning in SFL perspectives by, among others, Ayoola (2013) and Pertiwi (2015), the use of this speech function creates equal power relation between the text producers and their target audience. Thus, the prominent use of statements in the newsletters produced by the two groups of institutions may indicate that both groups of educational institutions opt for equal power relation with their readers in marketing their courses. Regarding this, it is argued that equal power relation serves to create solidarity with the readers (e.g. Ayoola, 2013; Pertiwi, 2015). In addition, Vestergaard and Schroder (as cited in Patpong, 2008) further suggest that the power relation established in advertisements can both be equal and unequal at the same time. With regard to the equal power relation, the text producers position themselves as experts who have much information on the goods and services being offered; similarly, the potential customers are also positioned as experts who look for goods and services. In line with this notion of equality, when commenting on the high frequency of statement in the slogans of cigarette advertisements, Lestari and Rahmah (2014) suggest that this speech function is used to provide information on the product being marketed. Similarly, the high frequency of this speech function in the newsletters of this present study enables the target audience to make an informed decision whether or not to join the course. Thus, the readers have power to decide without feeling imposed—hence resulting in the equal power relation.

The next similarity displayed by the two groups of institutions still has to do with the use of speech function. Data analysis showed that the newsletters from both educational institutions that did not dominantly use statement was shown to use offer (I3a, G1a, G2b) and command (I3b, G2a). These two speech functions are common and not surprising in genres of recommending, to use Ure's text typology (as cited in Patpong, 2008), such as that of the newsletters – that belong to the umbrella genre of advertisement. Even though offer was not

identified in other studies investigating advertisements such as those conducted by Patpong (2008), and Lestari and Rahmah (2014), major use of command in this study is in line with the findings of their studies. As suggested in these studies, the use of this particular speech function is typical in genres of advertisements to influence the target audience to buy the products advertised. Meanwhile, the use of offer by the text producers of the newsletters might indicate the preference of the text producers of presenting the benefits their potential consumers would get by joining the courses, leaving their readers with more to consider about joining the courses or not.

Combining command and offer with other speech functions, in particular statement, in a proper proportion (statement dominant, offer and command less frequently) produce an effective text aimed at selling courses to the potential course takers. As argued by Vestergaard and Schroder (as cited in Patpong, 2008), language used in advertisement should be exploited so as to attract the potential consumers' attention, evoke their interest and to finally make them take positive actions towards the proposal expressed in the advertisements. In addition, the use of varied speech functions allows the text producers to not bombard the readers with commands to join the courses, but provide them first with ample information then alternately present their proposals with offers of potential benefits by joining the courses. This is then followed by the text producers' finally asking the readers to join the course through the speech function of commands. The use of these varied speech function will make the readers less and less intimidated. This varied use of speech functions in the two groups of newsletters shows that both groups of educational institutions are capable of exploiting the resources of interpersonal meaning to convey the goals of their texts.

Another similarity displayed by the two groups of institutions in the realization of interpersonal meanings has to do with the use of modality. With regard to this, some newsletters produced by both groups of institutions did not use modalization and modulation in their newsletters. This trend suggests that the text producers prefer to present their propositions as facts to create stronger propositions and proposals that cannot be challenged by their readers. This finding contrasts with that of Khalid (2013) which investigated the use of interpersonal meaning in newspaper articles – one aspect of which was that of modality. His study showed that modal verbs characterized the articles under study, adding a color of author subjectivity in terms of judgment and assessment into the supposedly-objective written texts. In addition, the use of modality can also create more persuasive texts, as indicated in Pertiwi's study (2015). Thus, the absence of modality in some of the newsletters from both

educational groups suggests less persuasive power of the newsletters, albeit the social purpose of the texts.

Despite the similarities, a few differences were also identified in the way interpersonal meaning was realized in the two groups of newsletters. One difference found in the data has to do with the use of questions. Eventhough varied in frequency, this type of speech function is used in all Islamic newsletters but only one general course that uses this speech function in its newsletter. The different strategies used by the text producers may suggest that the Islamic group has the tendency to engage their readers more with the texts they produces, thus creating a less interpersonal distance between them (see Kawashima, 2004). Another difference found in the data was that related to the use of offer which was relatively more prevalent in the general newsletters. Although previous investigation into the realization of interpersonal meanings in advertisements such as those of Patpong (2008) and Lestari and Rahmah (2014) did not find this particular speech function in their data, the different trend revealed by the data analysis regarding this speech function in this study may indicate the preference of the general newsletters to provide benefits of joining the courses offered to their target readers as a persuasive strategy to sell the courses. In fact, such persuasive strategy will provide their readers with more things to consider about the action they will take next regarding the course offer.

CONCLUSION

This study has shown how interpersonal meaning is realized in newsletters offering online courses produced by Islamic and general education institutions. As shown in the section of findings and discussion above, the mood type predominantly used by both group of newsletters is declarative that realized the speech function of statement. This finding suggests that most of the writers of these newsletters prefer to present their course offer by providing much information about the courses. Still related to this finding, despite producing newsletters offering courses to their target readers, only three courses used offer as the dominant speech function in the newsletters. This indicates that the newsletters in this study prefer to present their proposal of course offer not explicitly as offer but through information on the courses. In addition, the use of modality in only few newsletters indicates the preference of the text producers to present the propositions and proposals related to their course offers as mainly facts, making their readers unable to challenge them.

Having said this, in general the realizations of the interpersonal meaning in the newsletters produced by the two groups of institutions is similar. Few differences include more use of interrogatives

to make questions in newsletters of Islamic institutions which indicates that the text producers of this group opt for softening their propositions and proposal through the use of this speech function. One effect created by this is an imagined dialogue with their target readers.

Finally, it can be concluded that the use of varied speech functions in the texts -- statements, commands, offers and interrogatives in some newsletters -- and modality by the two groups of institutions create successful advertising texts. This gives an equal writer-reader relationship which enables the latter to make an informed decision on what action to take regarding the course. A final note, this study confirms Eggins' argument (2004) on how interpersonal resources can be used to maintain social relationship and influence others.

REFERENCES

- Alwasilah, A. C. (2002). *Pokoknya Kualitatif: Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: PT. Dunia Pustaka Jaya.
- Ayoola, M. O. (2013). An interpersonal metafunction analysis of some selected political advertisements in some Nigerian newspapers. *International Journal of Humanities and Social Science*, 3(8), 165-178.
- Newsletter (2016) Cambridge Online Dictionary. Retrieved September 5, 2016 from <http://dictionary.cambridge.org/dictionary/english/newsletter>
- De Oliveira, L. C. (2015). A systemic-functional analysis of English language learners' writing. *DELTA*, 31(1), 207-237.
- Eggins, S. (1994). *An introduction to systemic functional linguistics*. London: Pinter
- Eggins, S. (2004). *An introduction to systemic functional linguistics. Second Edition*. London: Continuum
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in tertiary EFL context in Indonesia*. Thesis Dissertation: University of Melbourne
- Gerot, L. and P. Wignell. (1994). *Making Sense of Functional Grammar*. New South Wales: Antipodean Educational Enterprises
- Halliday, M. A. K. (1994). *An introduction to functional grammar*. (2nd.Ed.). London: Edward Arnold.
- Halliday, M. A. K. & Matthiessen, C. (2004). *An introduction to functional grammar*. (3rd. Ed.). London: Hodder Arnold.
- Hamoy, A. (2014). Voice in ESL academic writing: An interpersonal analysis. *Theses, Dissertations and Capstones*. Paper 866.
- Kawashima, K. (2004). Interpersonal relationships in Japanese and Australian women's magazines: A case study. Proceedings of the 2004 Conference of the Australian Linguistics Society.
- Khalid, P. Z. B. M. (2013). Modality analysis of the newspaper articles about the Scottish Ship RMS Queen Elizabeth. *Academic Journal of Interdisciplinary Studies*, 2(9), 458-461.
- Lestari, U.T., and Rahmah. (2014). *Realization of speech functions in cigarette's slogans*. *Linguistica*, 3(3), 353-364
- Lipson, M. (2004). *Exploring functional grammar: A course book*. Bologna: University of Bologna.
- Martin, J.R. (1985). *Factual writing: Exploring and challenging social reality*. Victoria: Deakin University.
- Martin, J.R. (1995). Interpersonal meaning, persuasion and public discourse: Packing a semiotic punch. *Australian Journal of Linguistics*, 33-67.
- Martin, J.R., Matthiessen, C. M. I. M., Painter, C. (1997). *Working with functional grammar*. London: Hodder Arnold Publication
- Martin, J.R. & Rose, D. (2008). *Genre relation: Mapping culture*. London: Equinox.
- Miremadi, S.A. and Jamali, F. (2003). Interpersonal grammatical metaphor in the written discourse of the social and natural sciences, *Indonesian Journal of Applied Linguistics*, 6/2, 69-86
- Patpong, P. J. (2008). Language of Persuasion: An Analysis of Selected Samples from Talisman Advertisements. In Noorgard, N. (ed.) *Systemic Functional Linguistic in Use. Odense Working Papers in Language and Communication* vol. 29, pp. 633-644
- Pertiwi, T. I. (2015). The Interpersonal Meaning of Indonesian Newspapers in Presidential Election 2014 (A Systemic Functional Linguistics Approach). *Jurnal Bahasa, Sastra dan Studi Amerika*, 21(1), pp. 8-14.