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# The Realization of Interpersonal Meanings of Conversation Texts in *Developing English Competencies* and *Interlanguage* for Grade X

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## Article Info

## Abstract

This research examined Interpersonal Meaning in conversation texts in grade x English textbooks "Developing English Competencies and Interlanguage. This study was a qualitative research employing a descriptive comparative method. The data were taken from the printed versions of an electronic English textbooks "Developing English Competencies" by Ahmda Dody et al 2008 and "Interlanguage" by Joko Priyono et al 2008. Four conversation texts of each English textbook were selected from the whole texts that have the same topics based on the basic competence of the school based curiculum. Thus, the total data were eight conversation texts. This research resulted several findings. The first finding is the realization and similarities and differences of interpersonal meaning in both texts consisting status, affect and contact and the appraisal system consisting affect, judgment and appreciatiation. There were similarities between conversation texts of two English textbooks. The similarities were found between texts A1 and B1, A2 and B2 and A3 and B3 their status was equal and their social distance was frequent contact and high affective involvement. Second, the differeences were found between A4 and B4. From the appraisal system of attitude (affect, judgment and appreciation), texts from textbook A and those from textbook B showed good attitudes, which can be proof by the fact that the conversation texts in both conversation textbooks mostly use positive clauses more than negative one in realizing the interpersonal meaning (tenor).

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**INTRODUCTION**

People in the world communicate with others by means of language. Language is a tool for communication. Furthermore it is a tool for construing an experience to be a meaning so that it can be communicated. People also could share information and communicate their experience by language. Their interaction can be direct and indirect. If people say something indirectly, it means that they imply something. To do this they may use one or both language forms: spoken and written to communicate their expereiences. They try to achieve mutual understanding in their communities. As Eggins and Slade (1994:11) said that communication is not just a process of taking turn in producing sounds and words but it is a semantic activity, a process of making meaning.

Many aspects are needed in learning English language, such as focusing on the teacher's skills, the student's ability, and the facilities including the textbooks, multimedia or language laboratory. As stated by Thomson (2000: 175), "the textbook is a stimulus or instrument for teaching and learning". Riazi (2003: 52) also states that textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (element) in the second/ foreign language classroom after the teacher.

Concurrent with this, communicative language teaching must be applied to the learners that focuses on communicative competence. As stated by Larsen and Freeman (2008: 121), "communicative language teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence as the goal of language teaching and by acknowledging the interdepndence of language and communication". It becomes clear that being able to communicate requires more than linguistic competence. It requires communicative competence.

Therefore, students should be supplied with good materials model texts, which enable them to produce texts to realize meanings in English. These texts should consider the appropriacy of language use.

The materials can be authentic materials, for example from newspaper, magazine, recipe or textbook. According to Dana Ferris and John S. Hedgcock (2005: 125), "textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach". It means that the materials in the textbook should help the teacher in conducting teaching and learning process, so it is important for the teacher to select and to analyze the contents of the textbook.

To understand the context of situation in a text, particularly spoken, students are exposed to conversation texts that mostly focus on the use of functional expressions. Systemic functional grammar underlines context of situation in categories. They are Field, Tenor and Mode. Corresponding to these, Halliday (1970) analyses language into three metafunctions: Experiential (Ideational), Interpersonal and Textual metafunctions. Each of the metafunctions expresses different modes of meaning of clauses in different aspects of the world.

In Interpersonal metafunction analysis which is my concern in this study, sentence is considered as a piece of interaction between the speaker and listener (Halliday & Hasan 1985: 8). Here, language is considered as a way of reflecting. According to Butt, et al (1995:13) "The interpersonal metafunction uses language to encode interaction and to show how defensible or binding we find our proposition or proposal." In interpersonal analysis, meaning is considered from the point of view of its function in the process of social interaction. In the interpersonal metafunction, a clause is analyzed into Mood and Residue, with the mood element further analyzed into Subject and Finite. The Subject and Complement are typically realized by nominal groups. The Finite is realized by the tensed element of the verb. The Predicator is realized by the non-tensed (or nonfinite) element or elements of the verbal group. The Adjunct is

realized by an adverbial group or prepositional phrase.

According to Matthiensen (1995:17) the interpersonal metafunction is a resource for enacting social roles and relationships between speaker/writer and listener/reader. This study is therefore expected to examine how relationships are established and maintained in the conversation texts. Welimited the analysis by focusing on Interpersonal Meaning (Tenor) of the conversation texts in order to know the relationships and power of interpersonal meaning (tenor) including equal or unequal, high or low affective involvement presented through the conversation texts based on the textbook.

Tenor is the role of relationship between the interactants. Poynton, (in Eggin, 1994: 64) states that tenor can be broken down into three different continua: power, affective involvement, and contact. Power is a matter of equal and unequal power of the roles of the interactants in communication, contact deals with frequency of communication between the interactants. It is whether they have frequent or infrequent interaction. Affective involvement describes the emotional relationship between the interactants in a particular situation. The affective involvement is either high or low. Tenor is the projection of interpersonal meaning and realized through the interpersonal metafunction in language (Martin, 1992 : 523-525).

In this study, we chose the textbooks entitled "Developping English Competencies" and "Interlanguage grade X". These textbooks consist of some functional expressions and those functional expressions are listed and graded from more formal to less formal situations. In fact, those expressions would mean nothing without context. Consequently, the study on tenor as one of the elements of context of situation becomes important. By analyzing tenor, the meaning constructed to build the relationship between the interactants in conversation text can be interpreted.

Interpersonal meaning is the meaning that is used to enact social relationship between the participants in discourse. The enactment of this type of meaning, as well as the other two types of meaning, is conducted through the clauses they produce during the social interaction. In discourse, interpersonal meaning is mainly realized through the Mood and Modality part of a clause. Following Martin, Matthiessen and Painter (1997: 57), making an utterance in an interactive event inherently involving a speaker or a writer and an addressee (listener or reader). In uttering a clause, a speaker selects a speech role for him or herself, and, simultaneously and thereby, allocates a speech role to the addressee. The role taken by a speaker may be giving goods or services (offering) or information (stating, declaring), or demanding goods or services (demanding) or information (questioning, asking). Modality, realized through Mood Adjuncts and Modal Operators is used to express attitudes and judgments and the degree of certainty of the speaker. In spoken language, the selection of role taken by the participants of an interaction is mostly signaled by the intonation of an utterance. By means of intonation, a participant can assign himself as an information seeker, for example, and, at the same time, allocate a speech role to the addressee.

Within any context of culture, there are different situations. These different situations determine how the language system will be used to communicate meaning. The different situations will differentiate the use of language. For instance, the language used by news broadcaster in radio will be different from the language used by news broadcaster in Television. Systemic functional linguists refer to these three aspects or parameters of context of situation as field, tenor and mode of discourse (Butt 1996:12). When we use language in a particular context of situation, there are three main factors which influence the language choices that we make such as field, tenor and mode. Hammond and Burns (1992: 2) define field as the social activity taking place, tenor as the relationship between participants and mode as the channel of linguistic communication. Field, tenor and mode are the components of context of situation.

Appraisal system, as stated by Martin and Rose (2003: 22), is a system of interpersonal meanings. Appraisal is concerned with evaluation: the kinds of attitude that are negotiated in a text, strength of the feelings involved and the way in which values are sourced and readers aligned. There are three aspects in appraisal they are affect, judgment and appreciation. Furthermore Anderson (2006: p532) states the subsystem of affect concerns linguistic resources speakers utilize for expressing their feelings in terms of their emotional states and/or responses to some emotional trigger. It does can be conclude affect is kinds of a part how people express their feeling directly or implied in positive or negative feelings.

Martin and Rose (2003:28) also defines the judgment as with affect, judgments of people's character can be positive or negative, and they may judge explicitly or implicitly. The term "judgment" is closely related to the evaluation of attitudes in which human behavior is assessed by reference to some set of social norms.

Appreciation deals with how people appreciate and feel about things, not about people's behavior in discourse (Martin and Rose 2003: 32) as martin points out, as with affect and judgment, things can be appreciated positively and negatively. Moreover, Appreciation shares with judgment the property of being oriented towards the `appraised' rather than the subjective `appraiser'. Values of Appreciation are properties, which attach to the phenomenon under evaluation rather than the human subject doing the evaluation (White, 2001). This is how a writer appreciates things and construes his appreciation in his writings to know how people feel about people and the way they behave.

## METHODS

In this study, the writers used qualitative employing a descriptive comparative method. It is called qualitative since it is a type of research which does not include any calculation or enumeration (Moleong, 1990: 2). Moreover,

Subroto (1992: 6-7) states that a qualitative research is a kind of research which is not designed to use the statistic procedures. Maxwell (1996: 17) also state that "the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers". It means that the data in this study is analyzed in the form of description and identification or analysis of the texts.

It is called descriptive since it describes phenomena in which a research conclusion can be drawn. Arikunto (2006: 111) states that descriptive research is commonly used to describe certain phenomena, based on the data collected, to get conclusion. In addition, the research also employs comparative method. According to Miles and Huberman (1992: 237), comparative method is implemented by making comparison between two sets of things, persons and roles of activities.

The comparative method compares conversation texts found in two English textbooks entitled "Interlanguage" and "Developing English Competencies" to find their similarities and differences in realizing interpersonal meaning (tenor).

## RESULTS AND DISCUSSIONS

The findings of this study comprise the elements of the interpersonal meaning (tenor) in each conversation based on two textbooks, as shown by Table 1 and 2.

**Table 1.** The Outcome of Mood Analysis Based on Textbook A

| Mood Types | Frequency | | | |
|---|---|---|---|---|
| | Text A1 | Text A2 | Text A3 | Text A4 |
| Declarative | 18 | 13 | 5 | 7 |
| Interrogative | 6 | 2 | 5 | 4 |
| Imperative | 3 | 2 | - | - |
| Exclamative | 1 | - | 1 | - |
| Total | 28 | 17 | 11 | 11 |
| Total Frequency | 67 | | | |

**Table 2.** The Outcome of Mood Analysis Based on Textbook B

| Mood Types | Frequency | | | |
| --- | --- | --- | --- | --- |
| | Text A1 | Text A2 | Text A3 | Text A4 |
| Declarative | 8 | 14 | 8 | 2 |
| Interrogative | 3 | 4 | 3 | 3 |
| Imperative | - | - | - | - |
| Exclamative | - | 4 | - | - |
| Total | 11 | 22 | 11 | 5 |
| Total Frequency | 49 | | | |

The above tablesshow that declarative clauses were dominantly found in the texts of both English textbooks. It indicates that almost all conversation texts focused on giving information rather than demanding information. It was then followed by interrogative, which meant the conversation texts focused on demanding information. Furthermore, followed by imperative and exclamative that just appeared in particular texts.

Based on the analysis of conversation texts of interlanguage textbooks, we categorized four conversation texts (Text A1, A4, A3 and A4). First, in text A1, we found that the societal roles held by the speaker was friend and friend, and their status was equal and their social distance was frequent contact, informal and high affective involvement. Second, the conversation of text A2 found that the societal roles held by the speakers are between family members. There is equal status between the participants involving mother, father and daughter. And their status was equal and their social distance was frequent contact, informal and high affective involvement. Third, in this text, the societal roles held by the speakers are between friends. There is equal status between the participants, and their social distance was frequent contact, informal, high affective involvement. Fourt, in this text, the societal roles held by the speakers are between Mrs. Sugiarto and Receptionist. There is unequal status between the participants involving Mrs. Sugiarto and Receptionist and their social distance was infrequent contact, formal, low affective involvement.

We divided conversations found in Developing English Competencies book into four (Texts B1, B2, B3 and B4). First, in this text B1, the societal roles held by the speakers are between student and student. There is equal status between the participants involving Adib, Arnys and Retno. And their status was equal and their social distance was frequent contact, informal and high affective involvement.

Second, in this text B2, the societal roles held by the speakers are between student and student. There is equal status between the participants involving Adib and Ruben. And their status was equal and their social distance was frequent contact, informal and high affective involvement. Third, in this text B3, the societal roles held by the speakers are between friend and friend. There is equal status between the participants involving Anita, Ruben and Adib. And their status was equal and their social distance was frequent contact, informal and high affective involvement. Four, in this text B4, the societal roles held by the speakers are between friend and friend. There is equal status between the participants involving Marcell and Arnys, and their status was equal and their social distance was frequent contact, informal and high affective involvement.

In addition, we found some similarities and differences in the two textbooks. Firts, the similarities were found between text A1 and B1 were friend and friend, and their status was equal and their social distance was frequent contact and high affective involvement. While A2 and B2 was between Father, Retno and Mother, their status was equal and their social distance was frequent contact and high affective involvement.While A3 and B3 was between student and student, their status was equal and their social distance was frequent contact and high affective involvement. Second, the differences were found between A4 and B4. The difeerences between texts A4 found from the social role of the text A4 was between Receptionist and Mrs. Sugiarto. While in text B4 between friend and friend (Marcell and Arnys), then the status of text A4 was unequal and in text B4 it was Equal. Whereas the social distance of text A4 was infrequent contact, low affective involvement, and in text B4 it was frequent contact and high affective involvement.

The result of tenor analysis in text A1 showed that the relationship between speakers (friend and friend) is of equal status it can be considered as appropriate. It can be proven through imperative clause, for example in clause 2 *"let me introduce myself,"* which indicates that the speakers also have the same status or equal status. The used of declarative clause in the text above is fully appropriate to introduce his name "Ali" to his friend in polite condition. The use of declarative as found in clause 34 "We *should* go to the palace to meet the President of Indonesia. Declarative with modulation indicates that the speaker gives advice to his friend in polite condition.

Text A2 established through Retno, Father and Her Mother how equal power relationship. Text A2 showed that the relationship among the speakers is that among family members and considered *appropriate*. It can be proven through the use of interrogative clause by Retno such as in clause 16 *"Dad, Where is mom?"* Retno demands information from her father about her mother's location by using a vocative *"Dad"*. The appropriate status also can be seen through the use of imperative clauses such as in *"Come on", "Go tell your daddy"*. Those clauses were meant by the mother to give support to her daughter.

In addition, text A3 showed that the relationship between speakers is friends that have equal status. Based on the conversation text, text A3 was considered appropriate as evidenced by the use of interrogative modulated clauses, such as in clause 7 "Say**,** *would* you like to go out tonight?*"*. It indicates that the speaker requests information in a polite manner, and also in the clause "Well, *would* you like to go to a concert?" the use of interrogative clause with modulation indicates that the speaker gives an invitation in polite condition.

Text A4 was established through Receptionist and Mrs. Sugiarto. There was unequal status in text A4 and is considered appropriate status. It can be proven by modulated interrogative found in clause 2 *"Can I help you?"* the finite *"can"* means an offer to Mrs. Sugairto in polite. Clause 6 "But you *have to*

come to the clinic" uses the finite *"have to"* to show declarative with modulation indicates that the Receptionist has authoritative position while Mrs. Sugiarto was obliged to comply with the commands.

Meanwhile, the result of tenor analysis in textbook "Interlanguage" showed that the relationship between speakers in text B1 was considered appropriate and they have equal status. It can be proven through the use of vocative *"Adib"*, *"Arnys"* and *"Retno"* such as in clauses 6, 7 and 8 as a familiar way of addressing a friend by his name. The use adjunct "By the way" in clause 4 "By the way, are you a new student, too?" indicates that each speaker was free to exchange information.

The equal status of speakers in texts B2, B3 and B4 was considered appropriate. The status was equal since they have relationship between friends and there was no indication from each speaker to dominate interaction, mostly the conversation was constructed in interrogative clauses such as in text B3 clause 7 "Yeah, tonight we're going to have a small welcome party. *Would* you like to come?". The finite *"would"* has meant to ask in polite manner, whether the hearer is come or not. In text B4 clause 1 "Do you have a recipe book of making tempura?" the use of auxiliary verb *"do"* has meant to ask the hearer in polite condition. In text B4, the use of vocative such as in clause 1 "Hi, Ruben" indicates that the speakers know each other very well, there is no indication that one of them has more authority; the conversation seems free to take a long time to exchange information.

This subchapter discusses the general interpretation based on the previous studies with the result of the interpersonal meaning (tenor) we found. In line with the result from the previous studies on interpersonal meaning and appraisal system, similar patterns are discussed and described as follows:

In terms of mood system (table 4.1 and table 4.2), the texts of both English textbooks were dominated by declarative. The conversation texts of English textbook "Developing English Competencies" were

mostly declarative, followed by interrogative, imperative, and exclamative. It was proven through the analyses of text A1 until the text A4 in that they were dominated by declarative. On the contrary, imperative and exclamative were less found in the texts of this English textbook. They just appeared in particular texts. Imperative and exclamative just appeared in texts A1 and A2, which meant that the mood in the models of the conversation texts tended to give information rather than demand information or demand goods and services.

The conversation textss in English textbook "Interlanguage" were also mostly declarative then followed by interrogative, imperative and exclamative. It was proven through the analyses of text B1 until text B4 that they were dominated by declarative. On the contrary, imperative and exclamative were rarely found in the texts of this English textbook. They just appeared in particular texts. There is no imperative found in text B, and the exclamative just appeared in text B2, and this meant that the mood in the models of the conversation texts tended to give information rather than demand information or demand good and services.

From the description above, it can be seen that declarative clauses were most dominantly found in the texts of both English textbooks. It indicates that almost all conversation texts focused on giving information rather than demanding information. Interrogative was then followed, which meant the conversation texts focused on demanding information. Lastly, imperative and exclamative appeared only in particular texts.

Viewed from modality, the texts of English textbook "Developing English Competencies" employed dominant modulation of ability. It can be seen through text A1, text A3, and text A4 then followed by modulation of inclination as shown by texts A2 and A4.

The presence of modulation in the whole texts of book A as sample showing low modality in text A1 was found in the clause 27 "I *can* spend my whole day for cooking". The finite "*can*" in the clause has meaning of ability, while

modulation of medium in text A1 was shown in clause 34 "We *should go* to the palace to meet the President of Indonesia. The finite "*should*" in the clause has meaning of advice. Furthermore, modulation of inclination in text A2 was proven in clause 19 "Yes*, I will*. The finite "*will*" in the clause has the meaning of inclination. On the other hand, text A3 employed modulation of ability and inclination. It was shown in clause 8 "Sorry, I *can't*. The finite "*can't*" in the clause has the meaning of inability, while in the clause 19 "Well, *would* you like to go to a concert?" the finite "*would*" in the clause has the meaning of inclination. In text A4 I found modulation in clause 8 "When *should* I come?". The finite "*should*" has the meaning of obligation, medium modulation and in clause 13 also there is a medium modulation like "*Can* I have your name please?". The finite "*can*" in the clause has the meaning of ability.

Meanwhile, the texts of English textbook "Interlanguage" employed dominant modulation of inclination and obligation as shown in text B1 "*Shall* we go to the canteen?". The finite "*shall*" indicates that the modal was high modulation and has the meaning of obligation and text B3 only has medium modulation as found in clause 15 "He*'ll* be home tonight". The finite *"will"* in the clause has median modality and has the meaning of inclination and clause 8 "*Would* you like to come?" also shows that the finite "*would*" has the meaning of inclination in low form. Then, followed by medium modality indicating ability and willingness as shown in text B4 in clause 7 "*Can* I see you at 10 a.m. tomorrow? The finite "*can*" has the meaning of ability in medium modulation and in the clause 9 "I*'ll* be waiting for you", the finite "*will*" has the meaning of willingness in medium form. On the contrary, modulation or modalization was not found in text B2.

Based on the data description above, it can be seen that both of English textbooks have various kinds of societal roles. Firstly, societal roles of the texts found in English textbook "Developing English Competencies" labelled as textbook A can be described as follows: text A1

was between student and student, text A2 was between mother, father and daughter, text A3 was between friend and friend, text A4 was between Receptionist and Mrs. Sugiarto.

Secondly, societal roles of the texts found in English textbook "Interlanguage" which is symbolized as textbook B can be described as follows: text B1 was between student and student, text B2 was between friend and friend, text B3 was between friend and friend, text B4 was between friend and friend.

Based on the data description above, it was found that the texts of English textbook entitled *"Developing English Competencies"* has two equal and two unequal powers. The texts that have equal power were texts A1 and A3, while the two others were unequal powers; they were texts A2 and A4.

The employment of modality reflected the unequal power, as shown by text A2 and A4 that use modulations showing obligation and ability. Text A2 shows the societal role held by the speakers among father, mother and daughter. There was unequal status between the participants involving father, mother and daughter. That was proven through modulated declarative giving information in clause 14 "I am *going to* work" and clause 19 "Yes, I *will"*. The clauses indicate that the daughter has low position and also it can be seen from the polarity adjunct *"Yes"* to show actions that the speaker has complied with the command so that the power status was unequal.

Text A4 shows the societal role between the Receptionist and Mrs. Sugiarto. There was unequal status between the participants involving Receptionist and Mrs. Sugiarto. That was proven through modulated declarative, for example: *"have to"* in clause 6 "But you *have to* come to the clinic", *"will"* in clause 12 "*I'll* be there" a declarative with modulation that indicates that the Receptionist has authoritative position while Mrs. Sugiarto was obliged to subject to command.

Furthermore, the mood system in the text also reflected equal power. It was shown by texts A1 and A3 which have societal role between friend and friend, which can be seen from A1

among Asep, Denias and Sri and A3 between Ari and Ira. There was equal status between them. It was proven by imperative clause in text A1 such as in clause 10, "*Let's go* to the crowd", in clause 32 "*Let's talk* about cooking later", and in clause 35 "*Let's go*". From text A3, we can see the equal status from the use of vocative and as can be seen in clause 2 "Hi Ira!" that indicates that the speakers have the same age or the same status.

Meanwhile, all four texts taken from English textbook "Interlanguage" shows equal power. The employment of vocative, informality and the modality can be considered as a kind of equal power. The equal power was shown by the whole texts B including text B1 in which the societal role held by the speakers was among students (Adib, Arnys and Retno). There was equal status between the participants involving Adib, Arnys and Retno. The presence of vocative in clause 6 "My name is *Adib*" and in clause 7 "I'm *Arnys*" showed that the relationship between the speakers was friends and they have a role as students. Therefore, the status was equal.

The use of vocative was also shown by text B2 in which the societal roles held by the speakers were between friends Adib and Ruben. The relationship between the speakers was between friends. There was equal status between the participants involving Adib and Ruben. It was proven by the use of vocative adjunct like in clause 1 "*Hi, Ruben*" and in clause 3 "Oh, *hi Adib*" as a familiar way of addressing a friend by his name.

Texts B3 and B4 also show equal power. Text B3 shows the societal role among the speakers consisting of Anita, Ruben and Adib. The relationship between the speakers is that of friend and friend. There was equal status among the participants involving Anita, Ruben and Adib. It was proven by the use of informal conversation form; it can be seen in clause 7 *"Yeah,* tonight we're going to have a small welcome party" and in clause 16 "*Well*, I think I have to go now". Text B4 also has equal power that can be seen from the societal role held by the speakers comprising Marcell and Arnys. The

relationship between them is friend and friend. It can be seen from the modulation in the conversation, there was no high modulation as in clause 7 "*Can* I see you at 10 a.m. tomorrow?". The finite *"can"* has a medium modulation and has meaning of ability, and like in clause 9 "*I'll* be waiting for you", the finite *"will"* also has medium modulation and has meaning of willingness.

Based on the data description, it can be seen that both English textbooks have various kinds of social distance found in them. English textbook "Developing English Competencies" can be described as follows:

Text A1: Frequent contact, formal, high affective involvement. It can be proven by the use of modality as in clause 34 "We *should* go to the palace to meet the President of Indonesia". The employment of modal finite *"should"* expresses meaning of obligation as a kind of advice.

Text A2 shows that the speakers have frequent contact, high affective involvement. Frequent contact and low affective involvement can be proven through vocative adjunct in clause 7 "*Mom,* you know*" and circumstantial in clause 18 "Go tell *your father*. It indicated that the relationship between mother, father and daughter seemed so close. In addition, the use of imperative such as found in clause 17 "*Come on*", and in clause 18 "*Go tell your daddy*" both of which were uttered by the mother support the fact that there was unequal power between Mom and Retno. Thus, it indicated that the relationship between Mother and Retno unequal.

Text A3 also shows that the speakers have frequent contact, formal, high affective involvement. It can be proven by the use of vocative as in clause 3 "Hi, Ira!", It indicates that the *contact* is frequent. In addition, the speakers between Ira and Ari has high affective involvement, which can be seen from the conversation which indicates that each speaker was free to exchange information as in clause 7 using modality of willingness "Say, would you like to go out tonight?". The finite *"would"*

indicates that the question was to demand information by exchanging information.

Text A4 indicates that the speakers have infrequent contact, formal, low affective involvement. It was evidenced by the use of high modality that means obligation, which can be seen in clause 7 "You *have to* come to the clinic". This clause indicates that the contact between the speakers was infrequent and also the conversation between them seemed distant, so that the social distant has low contact and low affective involvement.

Meanwhile, the social distances found in English textbook "Interlanguage" were as follows:

Text B1 consists of speakers who have high contact and high affective involvement. Each speaker is free to demand information and give information about their names, as the example in clause 6 "My name is *Adib*". They indicate their self to exchange information, and clause 7 "I'm *Arnys*" it's indicates that the speaker has high affective involvement.

Text B2 also shows that the speakers have frequent contact, high affective involvement. It shows that both speakers easily exchange information instead of demanding information and giving information during their conversation. The conversation was going on brief and free. It was proven by clause 12 that demands information *"How was it?"* and clause 13 *"It was a nice gathering,"* which seems that both speakers have frequent and high affective involvement.

Text B3 is similar to text B2 in that the speakers also seem to have frequent contact, high affective involvement. It can be seen through the polarity adjunct *"yes"* as shown in clause 3. In addition, it can be seen in clause 17 and 18 *"See you"* also shows that they can meet anytime they want because they are friends. At last text B4 also shows high contact and high affective involvement between the speakers. It can be seen through clause 7 "*Can* I see you at 10 a.m. tomorrow?" in which the finite *"can"* have the meaning of ability and is used to demand information. In addition, the use of modality *"will"* in clause 9 "*I'll* be waiting for

you" also is meant to give information to his friend. It indicates that both speakers have high frequent and high affective involvement.

From the ideological perspectives, texts from both of the textbooks (Text A and Text B) have the same characteristics, which can be seen from the result of analysis using the appraisal of attitude (affect, judgment and appreciation). Texts from textbook A and those from textbook B showed good attitudes as evidenced by the fact that the conversation texts in both conversation textbooks mostly use positive clauses more than negative one in realizing the interpersonal meaning (tenor). The findings of this study have implications for pedagogy, theory, and further research.

## CONCLUSION

Based on the discussion of the lexicogrammatical analysis and contextual description of conversation texts found in "Developing English Competencies" and "Interlanguage" textbooks, some conclusions can be drawn as follows:

Firts, there were similarities between conversation texts of two English textbooks. The similarities were found between text A1 and B1, A2 and B2, A3 and B3. Their status was equal and the social distance was frequent contact and high affective involvement. Second, the differences were found between A4 and B4. It can be seen from the status of text A4 was unequal and in text B4 it was equal. Whereas the social distance of text A4 was infrequent contact, low affective involvement. In text B4, it was frequent contact and high affective involvement. From ideological perspective, texts from both textbooks (Text A and Text B) have the same characteristics, which can be seen from the result of analysis using the appraisal of attitude (affect, judgment and appreciation). Texts from textbook A and those from textbook B showed good attitudes as evidencedby the fact that the conversation texts in both conversation textbooks mostly use positive clauses more than negative one in realizing the interpersonal meaning (tenor). Hence, both of the textbooks A

and B entitled "Developing English Competencies" and "Interlanguage" show a good attitude, which can be seen from the result of analysis that the writers mostly used positive clauses than negative clauses and also used more direct in giving clear explanation to the readers and not implicit.

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