

**EXAMINING INTERPERSONAL GRAMMATICAL METAPHOR
USE IN ACADEMIC WRITING**

A PAPER

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By:

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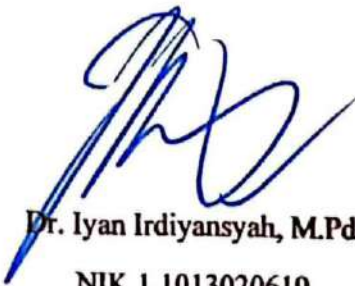
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USE IN ACADEMIC WRITING


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DECLARATION

I hereby declare that the paper entitled *“Examining Interpersonal Grammatical Metaphor Use in Academic Writing”* is completely my own work. I am fully conscious that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of the paper, I would be prepared to take any legal responsibility.

Bogor, July 2024

A handwritten signature in black ink, appearing to be 'Alya Nurfakhira', with a stylized, cursive script.

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PREFACE

Bismillahirrahmanirrahim, first of all, the researcher would like to give all praise to Allah SWT, who has given strength, toughness, and proficiency to the researcher so that the paper entitled “*Examining Interpersonal Grammatical Metaphor Use in Academic Writing*” can be completed. This paper is submitted to fulfill one of the requirements for the Degree *Sarjana Pendidikan* examination in the English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University. The researcher realizes that this paper has many mistakes and is far from being perfect. Therefore, all criticism, comments, and suggestions for the completion of this paper are highly appreciated. The researcher also hopes this paper will be useful and beneficial for her, all of the readers, and further researchers.

Bogor, July 2024



Alya Nurfakhira

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ABSTRACT

Academic writing presents challenges as students struggle to create meaning through texts. Writing an academic final paper is a challenge for university students. This study aims to analyze and examine the students use of interpersonal grammatical metaphor in academic writing within the utilization of mood and modality. By applying the theoretical framework of systemic functional linguistics, the researcher chose a descriptive qualitative method and thematic analysis design based on her research aims. Six papers were selected since they met eight qualifications from the appraisal checklist. All the selected papers distributed 76 clauses of positive declarative mood, 6 clauses of negative declarative mood, and 24 clauses of imperative mood. The data collected presented a total of 106 clauses in the distribution of mood systems. Students applied a total of 47 clauses for high obligation, 10 clauses for medium obligation, and 33 clauses for low obligation. Moreover, students applied 8 clauses of high inclination and 8 clauses of modalization in usuality. The data collected presented a total of 106 clauses in the distribution of modality. The realization of the mood system was used to express meaning through their research background and reason for choosing the topic. While types of modalities are realized to strengthen their background of study and express possibilities that were likely to occur in their reason for choosing the topic, students realized modalization to express meaning and give evidence why their topic is reasonable.

Keywords: Interpersonal Grammatical Metaphor, Mood and Modality, Academic Writing.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English language learning has wide coverage, there are several skills that can be learned. At the university level, students are given writing lessons from the time they enter college until they draw up their final paper. One of the challenges is writing. Puspitasari, V., (2021) stated there are some problems in writing process, students have difficulties in creating meaning through texts. Writing a final paper is a big challenge for every university student. They must be able to write academic papers in an appropriate language, give an accurate interpretation of their meaning by considering a patterns of clauses type, and make extra effort to reduce vocabulary and grammar errors.

Academic writing skills is complicated for students in higher education. Examples of academic writing products can range from essays, bibliographies, and theses up to scientific papers (Ganobcsik- Williams, 2004; Marlies Schillings, 2023). As stated by Turmudi, D (2020) If students would like to finish their studies, they must do scientific research. Students frequently struggle with structuring ideas, they are confused about choosing a language to use to express their meaning in sentences, and still unaware of how to apply linguistic aspects throughout their paper.

In basic terms, the higher education system asks students to convey ideas and produce their thought through research, using meaning conveyed by means of awareness of language use.

Systemic Functional Linguistics (SFL), a crucial theory in the academic world, comes to be a theory to examine meaning in a student's academic writing. SFL tries to see discourses produced in the form of written or oral language and what is contained in the texts that are produced. Because of the concern of SFL with the use of language, great importance is placed on the function of language, such as what language is used for, rather than what language structure is all about and the manner by which it is composed (Matthiessen & Halliday, 1997). There are three kinds of meta functions in SFL theory: ideational, textual, and interpersonal. In writing academic paper interpersonal metaphor refers to how students use language to interact with other people, establish and maintain relationships, and influence people's behavior.

Interpersonal metaphor can be realized in various ways; mood and modality are the two most important ones in writing academic papers. Metaphor of mood can be a system of realization clause refers to the set of functional constituent subjects. According to Halliday and Matthiessen (2014) speech function can be realized by different mood types, that is, clause types on the phonological level.

While the metaphor of modality can be a realization of students meaning to give the reader their thoughts and message by expressing feelings, including what students believe, the necessity of the situation is described by utilizing modalization and modulation. Modality is realized in the mood element of the clause, either through the finite or through mood adjuncts (Halliday and Matthiessen 2014: 177–8).

The research relating to this topic has been done by Ngongo, M., & Benu, N. (2020), the study find that interpersonal metaphor is used in undergraduate paper. The realization of interpersonal metaphors in mood system in texts was dominated in declarative mood. Realization of modality was in probability, usually and obligation or inclination. The use of modality was least used than declarative of mood. This might be because by the limited knowledge of the students of how to upgrade clauses. In facts students need to be concerned about how to apply interpersonal meaning when writing their paper. The majority of the meaning in this field is still shared between supervisors and students, and research in this area is still limited. It has not been examined in a scientific context.

Students' insufficient knowledge causes them to struggle in creating meaning in writing academic papers. They must become more knowledgeable about the application of theory to enhance their academic papers. Previous research shows that students have limited knowledge of how to upgrade clauses because the production of

meaning in their writing can be limited. The writer's observational findings after reading some of the final papers from students of the English Language Education Study Programs at Pakuan University, most students are still unaware of how to convey meaning in their writing, and the meaning in this field is still shared between supervisors and students. The writer used the theoretical framework developed by Systemic Functional Linguistic to help students applying Interpersonal Meaning when writing their papers in order to solve the challenge.

The writers chose chapter one of the student academic paper because it requires students to deliver their meaning and exchange information through sentences and chapter one is the largest researcher voice than another chapter. Additionally, students need to express their thoughts and reasons, also operate their variable definition by expressing the meaning that they are persisting in the utilization of the theories. This study focuses on the analysis of meaning and genre encounters in academic writing and how students apply mood system, modulation, and modalization, with a particular focus on interpersonal meaning, which is comprised of mood and modality.

B. Aim of the Research

This study aims to analysis and examine the students use of Interpersonal Grammatical Metaphor in academic writing, within utilization of Mood and Modality. By applying theoretical framework of Systemic Functional Linguistic.

C. Research Questions

Based on the background of the study, the researcher intends to find the answer of this question

1. What are the types of Interpersonal Grammatical Metaphor based on SFL framework used by students in their academic writing?
2. How are those types of Interpersonal Grammatical Metaphor applied by students in their paper realizations in chapter one?

D. Research Focus

This research focuses on how students used Interpersonal Grammatical Metaphor to create meaning through expressing their thoughts, writing the research background, and how mood and modalities are realized in the undergraduate students' paper in Chapter One.

E. Operational Definitions

1. Interpersonal Grammatical Metaphor

Linguistic theory that comprises manifested interpersonal component through different options available of mood and modality. (1994; Halliday & Matthiessen 2004)

2. Academic Writing

One of the final assignments that students have to complete for their undergraduate degree (S1) in order to graduate from college is *skripsi*, and it takes the form of scientific papers (Hasibuan, A, 2022).

F. Research Significance

The researcher expect that the findings of this research will give some significance as follows:

1. The result of the research can be useful for students to learn how to use Interpersonal Grammatical Metaphor in constructing their final paper.
2. This study can be used as a resource for future researchers who want to conduct an analysis on this interpersonal grammatical metaphor.

CHAPTER II

THEORETICAL FOUNDATION

A. The Concept of Systemic Functional Linguistic

Systemic Functional Linguistics grows in common linguistic theory with previous expert assumptions supported by facts, and the nature of linguistics that is identified by using discourse analysis and educational linguistics, it is interpreted as historical theory in language research. SFL is a recent theory and approach in language research that was familiarized by M.A.K. Halliday in the 1970s in England and supported by some of influential studies. According to Halliday (1994) The concept of language as a network of systems for creating meaning is referred to as systemic. The core concepts of SFL are language as functional and language as meaning-making (Halliday, 1978). SFL is more than just a linguistic theory; it is a leading language as a social semantic system and comes from generativism, which covers human innate language capacity and hypothesizes innategrammatical structure (Kazemian, Behnam, & Ghafoori, (2013).

SFL viewed as a component of human experience in language (Halliday, 1994). The other concept of SFL is understanding a language means, how the speaker or writer uses language in context and how language structures are used. Language as meaning-making has a systematic choice in a specific context (Halliday & Matthiessen,2014)

For example, when students write their academic writing course assignment, they choose particular grammatical functions and meaning that are different from those used when writing a daily story in their diary. It can show that the context of a situation is related to the meaning-making choice. Elaborations of linguistics refer to meaning, which means each part of language is based on meaning that arises from the speaker or writer's impression of language use. Based on Hidayat, D. F. (2018) SFL relates to concepts in which a language is formed by a series of systems in which the speaker or writer has a limitless option for expressing themselves. It shows that language is a form of people creativity, complied by experiences then organize into words, sentence, groups, phrases, clauses, or text, then communicated as sound and symbols.

In SFL, linking the context of a situation with linguistic choices is stated as register. Based on Halliday & Matthiessen (2014) Register has three features: field, tenor, and mode. The field refers to how people use specific lexico grammatical features and understand them, such as mental verbs and elements of cohesion; ideational meta- function allow people to understand what is occurring in the text. The tenor refers to the understanding of how and when the speaker or writer chooses specific moods and modalities. Interpersonal meta-function shows the relationship between the speaker and listener, as well as between writers and readers. Meanwhile, mode refers to understanding the theme and rhyme.

Textual meta-function help people understand the text organized. Learn and apply SFL is very important because it works to link language structure and social function in detail. SFL stands for an approach to language based on the idea that language serves a variety of purposes for people in their lives as social beings (Halliday 2006, Kazemian, Behnam, & Ghafoori, 2013). Halliday (1993) stated that language simultaneously achieves three functions in constructing meaning, the ideational meta-function constructs ideas and experiences; the interpersonal meta-function enacts social roles and power dynamics; and the textual meta-function manages the flow of information to make extended discourse coherent and cohesive.

Meta- functions are utilized in sentences, clauses, and phrases to represent a trilogy of meanings within a sentence's grammatical structure: logical or experiential (sentence as expression), interpersonal (sentence as exchange), and textual (sentence as message) (Halliday, 1994). People needs to be able to interpret a text in terms of its meta-function in order to read, perceive, and comprehend it.

B. Grammatical Metaphor in SFL

The word "congruence" is a suitable word to say that grammatical metaphor is useful in applied linguistics. Taverniers, Miriam (2004) stated that expressions are regarded as examples of grammatical metaphor. Metaphor is a familiar theory in language. In its creation,

metaphor goes beyond a very long process and development. It has received attention in many disciplines, such as linguistics, literature, semiotics, psychology, pedagogy, etc. (Taverniers, Miriam. 2004). Grammatical metaphor views language as a system of choice for meaning-making; metaphor is used to create meaning from lexical metaphor, the use of a word to show different meanings. 'A word is said to be used with a transferred meaning (Halliday, 1985,p.321. Halliday & Matthiessen, 2004).

M.A.K. Halliday pointed out: “We look at it from another perspective. We are not asking how the word is used, but we are asking how it is expressed”. Liu, F. (2018). argues that metaphors occur at the grammatical level, leading to the concept of grammatical metaphor. The basics of meaning-making in grammatical metaphors depend on the context. Writers had a wide choice of linguistic systems, from contextual, systemic, functional, and lexicogrammatically. Grammatical metaphor comes as a new strategy for creating meaning. From a functional perspective, grammatical metaphor has given a specific way to illustrate and express meaning ((Halliday& Matthiessen, 2004; Matthiessen & Bateman, 1991).

There are two types of grammatical metaphors, namely ideational metaphors and interpersonal metaphors (Halliday & Matthiessen, 2004). Halliday (1994) sustains the three meta-functions of language function at the same time in the expression of meaning because certain

aspects of grammar recognize ideational metaphor, while other aspects identify interpersonal metaphors. Though, Others get textual metaphors.

Grammatical metaphor is crucial because it enables writers to wrap information into express meaning, nominal groups, and present it within a clause. Interpersonal meanings of modal assessment are typically realized in the clause by means of modal auxiliaries, such as mood adjunct, clause, which are then called as interpersonal grammatical metaphor (Halliday 1985a).

C. Interpersonal Grammatical Metaphor

Interpersonal grammatical metaphor is type and part of grammatical metaphor that focuses on how language is used in people interactions. Interpersonal grammatical metaphor is one of the tools to realize meaning that involves incongruent ways of speaking or writing language that focus on maintaining people relations. Suhadi, J. (2018) stated that a change of expression from a congruent interpretation into another incongruent realization that involves changes in the level of clauses, groups, words, and morphemes. According to Majid Fakher (2023) Interpersonal metaphor is a linguistic tool to improve an utterance's argumentative ability and negotiation. Language is used to create social interactions between speakers and listeners, as well as between writers and readers. It is part of two meta-functions that are effective in helping develop a compatible atmosphere, maintain good interaction, and foster social communication.

Halliday (2017) point out that Interpersonal metaphor frequently used in English to enhance discourse evocative function and accomplish a good effect. An approach for enacting a wider range of social roles and connections in relation to tenor is interpersonal metaphor, which enables people to balance power (status) and contact (awareness) in interpersonal interactions. Interpersonal metaphors related to judgments, feelings and attitude which is categorized in metaphors of mood and modality.

1. Metaphors of Mood

The main interpersonal clause system that gives resources for providing or demanding a commodity to interactions in dialogue is mood. This could be goods and services or resources for carrying out speech functions (acts) using clause grammar, such as statements (giving information) and questions. (Andersen, T. H. 2017). Mood structures represent linguistic interactions between the speaker and listener and the writer and reader that provide interactional meanings, such as what the clause is doing. (Majid Fakher 2023).

According to Tingting & Cheng (2019) there are some congruent forms of mood in the mood system; there are modal verbs, modal adverbs, and predicate extend components that are used to show opinion and assessment on various things. Mood element consists of two parts: the nominal group “Subject” and the verbal group “finite operator”, which expresses tense (*e.g. is, has*) (Halliday, 2017).

Type of Mood

According to Halliday and Matthiessen (2004), the two most common mood metaphors are imperative mood and indicative mood. Indicative moods include declarative, imperative, interrogative, and exclamatory moods. Although mood is a way for individuals to communicate, these moods could be applied by using speech functions. There are four basic move types of statement, question, offer, and command are called as speech function (Zhang, 2019).

These functions are different based on the roles of speech and exchanged commodities, and they are related to particular grammatical structures. Based on explanation above some types of mood are composed by declarative, interrogative and imperative. Declarative mood is typically used in the speech function to express statements. Accurate meanings are shared with declarative clauses, which can be employed to dismiss an argument and are also related with non-factual meanings.

In interpersonal context, the interrogative mood is naturally linked with information requests; a typical questioning method is to elicit a "yes" or "no" response, whereas a WH- interrogative, The imperative mood has a diverse system of a person from the indicative. It is the mood for substituting products and services (Opoku, N. A 2022).

According to Eggins (1994, p.153). It can conclude that speech function and typical mood in clause divided into:

Speech Function	Typical mood in clause
Statement	Declarative Mood
Question	Interrogative Mood
Command	Imperative Mood
Offer	Modulated Interrogative
Answer	Mood
Acknowledgment	Elliptical declarative Mood
Accept	Elliptical declarative Mood
Compliance	Minor Clause
	Minor Clause

Table 2.1 Speech Function and Typical Mood of Clause

(Taken from Eggins, 1994, p.153)

a. Statement

A statement is one way of interacting to report facts and opinions that the speaker or writer gives to the listener or reader; this way, it could reveal different moods. Fairclough (2003) mentions that there are some different types of statement:

1. **Statement of fact** (realis statement): Statement about what it is, was, has been the case (*e.g Mizan went to Jakarta last week*).
2. **Irrealis statement**: Predictions (*e.g Mizan will go to Jakarta next week*) and Hypothetical statement (*e.g Mizan might go to Jakarta next week, if his mother allows him to*).

3. **Evaluations:** “an author’s commitment to what is desirable or undesirable, good or bad” (Hood,2010, p.13). It may be realized as exclamations (*e.g what a good boy!*)

Expressed the interrogative mood:

- *That is not the student's character of a private school.*

-*Is that the student's character of a private school?*

A statement *That is not the student's character of a private school.* It is usually answered in the interrogative mood. While *Is that the student's character of a private school.* Which is the congruent statement form.

Expressed the imperative mood:

Noah : Where is my blue bag, Mom?

Mom: I put somewhere in the locker.Look for it in the locker!

A question *Where is my blue bag, Mom?* is normally answered in the indicative mood *I put somewhere in the locker!* which is in the congruent coding. However, it can be expressed in imperative mood as in *Look for it in the locker!*

Expressed the declarative mood:

"The man is driving the car across the country in order to see his family over the long Christmas holidays."

In this sentence, the verb construction "is driving" is in the declarative mood, because it expresses a real situation that is actually going to happen for certain.

b. Command

The author requests the reader for some goods and services, and the readers is then requested to offer the services or offer what is needed. The language forms of different moods could reflect this function. (Majid Fakher, 2023).

Expressed the declarative mood:

Don't task your brother!

You should not task your brother

The role of command is fulfilled by the two sentences here. To complete the command's objective, the first clause employs the imperative mood, while the second employs the declarative mood.

Expressed the interrogative mood:

Start up the CD player!

Could you Start up the CD player?

These metaphorical clauses express the command function.

The first sentence employs the imperative clause, while the second employs the interrogative mood "which is a typical expression for request" to achieve the command's goal.

c. Question

The person who giving the speech has requested certain information from the listener, and so the speaker has invited the listener to offer this information. The language form of distinct moods reveals this function.

Do you know his name?

- *I ask you if you know his name. (Expressed declarative mood)*

- *Tell us if you know his name. (Expressed imperative mood)*

- *Have you known his name? (Expressed Interrogative mood)*

d. Offer

The speaker offers some goods or services to the listener, and by saying so, the speaker indirectly urges the listener to take those goods and services.

(e.g I'll open the window)

As previously stated, a verbal function can be reflected in multiple different moods in actual language use, and a mood can also reflect different verbal functions.

Speech function classifications "statement" "command" "question" "offer" can be represented through many moodtypes; distinguishing between an exchange of information and an exchange of products is essential in the recognition of mood metaphors.

In this research, clauses in the mood system are covered by the typical mood in clauses, the way students' express statements and interact to report facts, deny facts and opinions to the reader, and reveal different moods. And also, how students' deliver commands or suggestions to the reader for some good or service in applying the language forms. The realization of declarative mood, imperative mood, interrogative mood, and statement are the aspects that are focused on in this research.

2. Metaphors of Modality

Modality is defined as the degree that exists between the clause's constructive and destructive extremes (Halliday & Matthiessen, 2004, p. 147). It can be expressed as a modal adjunct (always, probably, usually, and sometimes) or as a modal vocal operative entity (will, can, must, etc.). According to Fairclough (1992, p. 159), intonation patterns (linguistic hesitancy) and hedges (bit of and sort of) are all indirect models of realizing modality in speech.

All speaker or readers positions have modalities associated with them, including likelihood, typicality, obligation, usuality, obviousness, and inclination. It can be expressed using a variety of formulations, including nouns, modal verb adjectives, adverbs, and so on. (Majid Fakher 2023). Halliday claims that modality can be expressed in three different ways: through modal finite, through an adverbial group/ prepositional phrase recognized as mood adjunct and through interpersonal grammatical metaphor and modal.

Type of Modality

The judgmental component of a clause's meaning, known as modality, refers to the speaker's or listener's beliefs about the arguments' likelihood (modalization) or acceptability (modulation). It is best viewed as forming a single, complicated semantic space with polarity (positive/negative). According to Halliday (2004: 618), modality is the degree that is in between the

positive and negative poles. It goes on to say that the meaning space that falls between yes and no is referred to as modality. In order for clauses to perform the interpersonal metafunction of indicating the extent to which a statement is valid, modalities are crucial

Modality involves degrees of value attached to the modal judgment. The three basic values of modal judgment are high, median and low. The different scales of modal judgment led to different meanings. Halliday (2004) also states that modality is the speaker's judgment of the probabilities, usualities or the obligations involved in what the people said. In our everyday communication, some statements or utterances cannot be expressed only by just "yes" or "no" but there also degrees between "yes" or "no".

1. Modalization

A component of the general grammatical field of modality, a complicated area of English grammar that deals with the various ways in which language use can intrude on the message, is modalization, according to Eggins (2004: 172). expressing opinions and different types of judgment. According to him, modalization conveys the speaker's attitude towards what they are saying. It is the speaker's introduction to the text and their assessment of the possibility, probability, or frequency of something occurring or existing. Modalization is the speaker's judgment to proposition of information commodity which is used in communication or interaction. Halliday and Mattiessen (2004:147- 150) present that modalization involves the expression of two kinds of meanings, they are probability and usuality.

Probability

Probability refers to a speaker's assessment of the likelihood of something happening or being true. The speaker expresses judgments or predictions about past, current, or future events. For example, *Linda is in the library. She must be studying* (Manalu, E. 2018).

Usuality

Usuality refers to a speaker's judgment on the frequency of something happening or being. e.g., *Linda is in the library. She is always present after lunchtime*. Both probability and usuality can be expressed through three ways (Halliday and Matthiessen 2004:147), they are: By a finite modal operator in the verbal group e.g., *That will be John*. By a modal adjunct. e.g., *That's probable John*. By both together. e.g., *That'll probable be John*.

According to Halliday and Matthiessen (2004:147), there are three degrees of modalization:

Realization	Degree of modalization		
	High	Medium	Low
Probability	must, certainly, sure, believe, definitely, can't, couldn't, bet, of course	probably, probable, think, will be, won't,	maybe, possibly, may, perhaps, possible
Usuality	Always	usually, often, frequently	sometimes, occasionally, ever, never, once, rarely, seldom

Table 2.2 degree of modalization

2. Modulation

Eggins (2004: 181) defines modulation as a speaker's expression of judgments or attitudes about acts and events. Modulation is a key aspect of interpersonal communication, including demanding, directing, advising, and seeking permission, undertaking or competence. According to Eggins (2004: 181), modulation is the act of requesting, guiding, or expressing one's willingness to get someone to do something. These can be realized into asking for someone, offering declarative statement, advising statement, or even directing imperative statement. There are two types of modulation, they are obligation and inclination. Those are explained as follows:

Obligation

Obligation comes when the speaker provides an order, proposal, demand, or counsel to the listener that must be followed. For example, *you can bring this cheese.* (Manalu, E. 2018).

Inclination

Inclination refers to a speaker's predisposition to act based on their feelings. The speaker's inclination may indicate their aptitude, willingness, and determination. Ability refers to a person's ability to perform a task with minimal inclination, whereas willingness indicates a stronger tendency and determination is the strongest.

Halliday (2004: 147) states that both obligation and inclination can be expressed by: (a) by finite modal operator *e.g. You should know that, I'll help them.*

(b) by an expansion of the predicator by a passive verb, *e.g. You're supposed to know that*, by an adjective, *e.g. I'm anxious to help them*. Modulation refers to asking for direction or expressing our readiness to influence someone's actions. These can be expressed as asking for someone, making a declarative remark, delivering advice, or directing an imperative statement.

There are three degrees of modulation as shown in the following table:

Realization	Degree of modulation		
	High	Medium	Low
Obligation	must, have to, ought to, required to, to...	Should, shall, will, would, supposed	may, might, can, could, allowed
Inclination	Determined to, need to	want to, keen, will, would, won't, wouldn't	Willing

Table 2.3 Degree of modulation

Halliday (2014: 694) classifies modalization and modulation according to the degree of realization in English into three levels: high, median and low.

High

High degree is the action closest to „yes“ poles (positive polarity) and becomes the most possible to happen. The word expressions included to modalization and modulation expressions are: (i) Probability (certain, must be, should be, must, possible, certainly), (ii) usuality (always), (iii) obligation (required, must, have to, ought to, need), (iv) inclination (determine to, need to).

Medium

Medium degree is the action occurs between high and low level or in the median of the polarity. The word expressions included to modalization and modulation expressions are: (i) Probability (probable, probably, possible), (ii) usuality (usually, often), (iii) obligation (Supposed, should, shall, will, would), (iv) inclination (keen, want to).

Low

Low degree is the action closest to no poles (negative polarity) and most possible not to happen. The word expressions included to modalization and modulation expressions are: (i) probability (possible, may be, may) (ii) usuality (sometimes, occasionally, ever, never), (iii) obligation (may, might, can, could), (iv) inclination (willing).

Modality covers some types of modulation and modalization. The realization of expressed command, suggestion, demand, and advice is focused on analysing and examining how students applied that clause type to giving judgmental components of clause meaning. In choosing a degree to attach modal judgment, refer to the reader's beliefs about the arguments or acceptability.

In addition, how students express their opinion through different types of judgment through text leads to the realization that possibility, probability, and usuality are analysed in this research. How students use clause type to express willingness to the reader in this type of modulation by choosing obligation and inclination in some of the degrees is also focused on in this research.

D. The Concept of Academic Writing

According to Brown, G. T. (2012) there are three genres of writing: Academic writing, Job-Related Writing and Personal Writing. While this research is focus on Academic writing. College students may profit from understanding the writing process since they have to finish academic writing tasks when they want to graduate (Apriyani,2022). Academic writing encompasses all writing tasks that are the product of research, experiment, or enquiry for the advancement of knowledge in academic or professional settings.

Academic writing is one of the big challenge tasks students encounter in university. Both domestic and international students struggle with academic writing (Campbell, M. 2019). Students are expected to create a well-structured piece of writing (Ceylan, N. O. 2019). According to Hasibuan, A etal. (2021) writing is similar to expressing thoughts, feelings, arguments, and opinions in writing.

In the writing process, the use of grammar and the combination of words and sentences must be delivered correctly, as must the use of language features of a text in a great way. One must master the basic writing skills related to words. choice, sentence effectiveness, reasoning, and meaning (Little et al., 2018). It can be concluded that writing is a challenging skill in language.

Apriyani (2022) pointed out that there are six types of academic writing:

1) Notes

This text is a written record of a text's main points for a student personal use.

2) Report

This text is usually the most extended piece of writing done by a student (20,000+ words), often for a higher degree, on a student's topic.

3) Project

A piece of research, either individual or group work, with the student's topic.

4) Essay

An essay is a general term for any academic essay, report, presentation, or article.

5) Dissertation/Thesis

A type of text describes something a student has done, e.g., conducting a survey.

6) Paper

A type of text like written work, with the teacher's title, typically 1000–5000 words.

E. The definition of *Skripsi*

University in Indonesia called undergraduate thesis as *skripsi*, while *skripsi* is part of academic writing and scientific project. Scientific papers are one kind of writing that uses logical thinking and systemic language. Scientific projects can be designed in the form of articles, papers, journals, and *skripsi*. Hasibuan, A et al... (2022) stated that one of the final assignments that students have to complete for their undergraduate degree (S1) in order to graduate from college is *skripsi*, and it takes the form of scientific papers.

The purpose of the individual *skripsi* preparation process is to enable students to overcome difficulties related to the research they conduct on their own. Writing a *skripsi* involves two types of research methods: qualitative and quantitative. *Skripsi* is used to obtain a degree from a public or private university. According to Dakhi, S., & Hutabarat, H. (2018) the full undergraduate thesis contains five chapters: introduction, literature review, research methodology, research finding and discussion, and conclusion and suggestions.

Students are required to write and deliver their thought, reason and background for their research in Chapter one also cite multiple related prior studies in. Typically, they accomplish this by conducting a literature review, which involves reading and searching articles, books, journals, and other sources.

By citing multiple theories, students are able to construct meaning by delivering and exchange information. As mention in *Panduan Penulisan Skripsi* (2022) Students may also provide relevant research to support their own, as well as compare and contrast their studies with those of others to determine how theirs differs and excels. Additionally, this research will choose several undergraduate papers under the title of Perception Study.

Since perception is an experience or event that is then processed into one with information from the day of perception interpretation (Wahyuni et al., 2022). Perception shows a process that starts with the sensory vision of receiving a certain stimulus and then interpreted to produce an understanding based on what the' student's feelings are, so the researcher chose a perceptions paper to find out how students use interpersonal meaning.

F. Thematic Analysis

Qualitative researchers use theme analysis to analyze data. Thematic analysis is a qualitative data analysis technique that generates themes based on the data. (Braun, V., & Clarke, V. 2019). Thematic analysis has numerous definitions and methodological directions, which can lead to confusion and incorrect use by researchers (Braun, V., & Clarke, V. 2019). Thematic analysis in this research will be used as a tool to analyze the data by categorizing the macro and micro themes in order to make this research more accurate in gathering the data.

G. Related Research

There are several relevant studies related to examining interpersonal grammatical metaphor by using systemic functional linguistic framework. The first study was conducted by Ngongo, M., Benu, N. (2020) which showed that interpersonal metaphor was realized in mood system and modality. Mood system was realized mostly in declarative clauses than interrogative and imperative ones. This fact was caused by the channel of text, written text, while modality was least used in the texts.

The second study is researched by Vivanti P., et al (2021) that revealed several findings: declarative MOOD was the most dominant of the indicative MOOD systems, while the imperative MOOD type was not dominant, and probability was more dominant than usually. There were 73 clause, categorized as probabilities, and 2 clauses, were categorized as usual; the obligation was dominant 14 clauses. Then, no clauses were indicated as the inclination. It was concluded that the realization could be seen from the types of indicatives, imperative, modalization, and modulation that were found in the analytical exposition text.

The third study was conducted by Opoku, N.A (2022) showed that mood choices used in the selected speech were declarative and imperative. Of these two mood choices, declarative was predominant (86%). However, the study revealed that interrogative mood was absent from the speech. The study recommends that, in the future, such speeches should include interrogative moods.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

The researcher chose a descriptive qualitative method and thematic analysis design based on her research aims: "Analyze and examine students use of interpersonal meaning in academic writing within the utilization of mood and modality." The researcher used a qualitative approach because the aims of the research are compatible with that approach. Since qualitative researchers take up their study in a natural state, trying to make sense of and interpret the meaning of an issue or phenomenon (Aspers, P., & Corte, U. 2019).

Here, thematic analysis is used as a foundation. Braun et al. (2019) have stated that thematic analysis is an umbrella term, which means that thematic analysis works by describing the data with a specific theme. In reference to this research, which used Systemic Functional Linguistic (SFL) theory, descriptive-qualitative, which is multimethod in focus, included an interpretative and naturalistic approach to describing and analyzing the type of mood and modality and how students applied and realized it in Chapter 1 of *Skripsi*.

The researcher has designed several steps to achieve the aims of this research. The research design is as follows:

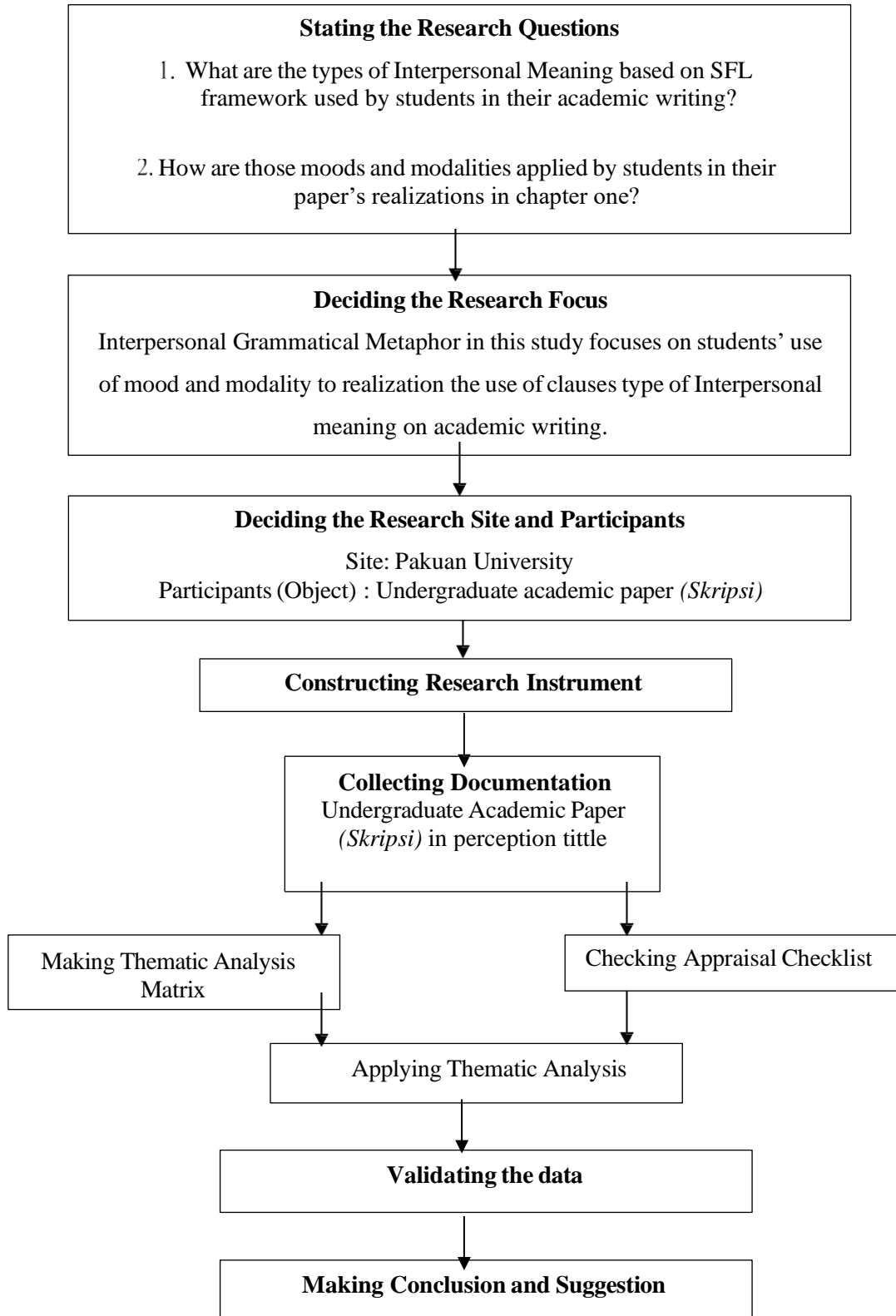


Figure 3.1 the Research Design

B. Research Site and Participants

The researcher conducted research in the English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University. The object of this research are undergraduate students' papers in the title of perception that have been registered in 2023, students' papers selected by using purposive sampling (Sugiyono 2016: 85). Since the Faculty of Teacher Training and Educational Science has applied the Outcome-Based Education (OBE) curriculum, which equips students with the ability and skills to encounter the world of work, one of the skills on which they focus is interpersonal skills. (Sehabudin, A. M. N. et al., 2020). Related to the Systemic Functional Linguistic (SFL) framework, perceptions included more dialogue and reciprocal interaction and provided more use of interpersonal meaning.

C. Research Instrument

In constructing the research instrument, the researcher used one instrument and two techniques to collect the data: documentation, an appraisal checklist, and a thematic analysis matrix. Further explanations are as follows:

1. Documentation

Documentation is a type of non-test instrument in qualitative research that is used to confirm and obtain evidence with documents (Hasan et al., n.d.). According to Herawati & Irdiyansyah, n.d. (2022) Document is written data such as textbooks, syllabus, lesson plan, students' work, diary, etc. Morgan (2022) mentions that documentation is an effective research tool that has been utilized for many years.

It involved studying multiple sources, such as novels, newspaper stories, academic journal articles, papers, and institutional reports.

The document in this research is the main instrument used in collecting the data, which are the artifacts of an undergraduate academic paper (*skripsi*). The use of interpersonal meaning and the way students express meaning in academic paper construction are still not being interpreted appropriately (Campbell, M. 2019). So, the researcher selected an undergraduate paper to examine the use of interpersonal meaning in student papers. In addition, the researcher analyzes the mood and modality employed in meaning toward the writing of Chapter 1 of the paper.

2. Artifact Appraisal Checklist

The researcher used an appraisal checklist as a supporting tool to collect the data. This appraisal checklist has a role as a technique for checking and filtering the undergraduate papers, which can be selected as an appropriate paper to be data and help the researcher to know the papers qualification in details. In checking the documents, the researcher adapted the Joana Briggs Institute (JBI) critical appraisal checklist (2020). Lin-Lu Ma et al. (2020) approved the JBI critical appraisal checklist involving the feasibility, appropriateness, meaningfulness, and effectiveness of the data. The appraisal checklist provides eight questions for detailed checking categorized according to the SFL theoretical framework, including the type of clause, mood, and modality type that the researcher has searched for and examined in this research.

Artifact Appraisal Checklist	
Reviewer:	Date of Check:
Author:	Publish Year:
Title:	Record Number:

	Yes	No	Unclear	Not Applicable	
1. Does the paper have a study of perception title?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Does the paper apply categories of Interpersonal meaning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the paper including typical mood in Clause?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Is there any categorical type of statement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the author express a declarative/ imperative/ interrogative mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is the paper including digital aspect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Does the author apply modalization /modulation in their sentence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is the author applying the speech function?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall appraisal: Include	<input type="checkbox"/>	Exclude	<input type="checkbox"/>	Seek Further Info	<input type="checkbox"/>
A.					
B.					

*Adapted from JBI Critical Appraisal Checklist (2020)
Table 3.2 Artifact Appraisal Checklist*

3. Thematic Analysis Matrix

To analyzed the data that has been collected from documentation and filtered by using the appraisal checklist, the researcher used a thematic analysis matrix as a tool to divide the data into predetermined themes. The matrix included five columns to field in to analyzed the data by using macro and micro themes from the paper.

The researcher followed the steps from feel in the data source, transfer the example of the data, specify the initial codes, write down the classification, and link it to the emergent theme. This matrix was suggested by Braun and Clarke (2017).

Thematic Analysis Matrix				
Paper Title: Research 1				
Author:				
Data Source	Example of Data	Initial Codes	Classification and Theorization	Emergent Themes
This columns provide; sub 1 chapter 1 (page)	This columns provide the example of interpersonal meaning in sentence	DM	The expression to offer good and service in sentence.	Type of Mood
This columns provide; sub 2 chapter 1 (page)		MHO	The expression to show prediction in sentence.	Type of Modality
etc....				

Table 3.3 Thematic Analysis Matrix

D. Research Procedure

In gathering the data, the researcher followed some procedures. The researcher selected the papers as a research instrument, which is documentation. In selecting the papers, the researcher bound it with an appraisal checklist for checking, choosing, and filtering the appropriate papers. The researchers combine the appraisal checklist with purposive sampling techniques (Sugiyono 2016: 85). Additionally, the researcher used purposive sampling in order to help answer the research question and make sure the sample of data was appropriate and connected with the purpose of this research.

After checking an appraisal checklist and getting the appropriate paper, the researcher made a thematic analysis matrix to analyze and categorize the data according to its qualification and theory. In identifying the content of the paper using the theoretical framework of systemic functional linguistics (SFL), the researcher selected academic papers (*skripsi*) in the title of the perception study that have appropriate content that is suitable for the aims and purposes of the research study.

E. Data Analysis

Data analysis was a process to analyze and cultivate the data that the researcher had. The data was analyzed using the theoretical framework of Systemic Functional Linguistics (SFL) by M.A.K. Halliday. The selected academic papers of chapter one are analyzed to examine how students use interpersonal metaphors to create meaning, the types of interpersonal meaning that they use to express their thoughts, their research background, and how mood and modalities are applied in the undergraduate students' papers of chapter one. After gathering the data, the researcher analyzed and examined the data collected from the documentation that had been filtered by using an appraisal checklist. Then, the data were analyzed using a thematic analysis matrix as an analysis tool. Further explanations are as follows:

1. Appraisal Checklist

The appraisal checklist is a table of data that provides the elements that are analyzed. The elements refer to the theory and provisions that should be provided in selected academic papers. The data showed how well the academic papers included the appropriate content with the research focus.

The appraisal checklist in this research is adapted from the JBI Critical Appraisal Checklist for Qualitative Research (2020). The data from the appraisal checklist is used to check and filter the appropriate papers to be a sample to analyze the use of interpersonal meaning and how students expressed their thoughts through text in the context of the research.

2. Documentation

Here, the artifacts of students' academic papers are gathered from the library of the Faculty of Teacher Training and Educational Science. The researcher collected all the registered undergraduate papers with the title Perception that were published in 2023 by searching through the data in the library book report. All registered papers are analyzed by selecting and matching the sentence's expression of interpersonal meaning, such as the type of mood and the type of modality. The sentence is searched and linked to the theory of systemic functional linguistics (SFL), which is then examined to find out how students express meaning in a sentence.

3. Thematic Analysis Matrix

The data from the selected papers was analyzed and categorized in the five columns of this thematic analysis matrix. In this matrix, the data from the selected papers are categorized into several columns: The existence of data are filled in by the data source; the expression sentences are coded by applying the type of mood and modality theory; the sentences are transcribed as examples of data; the macro and micro themes are found in going back to the theoretical foundation. The explanation of the coded are filled in by the classification and theorization columns; and the clause types are categorized to deliver meaning in the sentence by using the theory of systemic functional

linguistics (Halliday, M.A.K., & Matthiessen 2014). In analyzing the data from the instrument applied, such as the student papers, the researcher applied the six-phase thematic analysis to analyze and confirm the data. The researcher used thematic analysis in the six-phase guide to data analysis by Braun & Clarke (2006). There are the details as follows:

Step 1: Identify the data source
Step 2: Fill the example of data
Step 3: Construct initial codes
Step 4: Classify the theory
Step 5: Emergent Themes
Step 6: Write down and interpretation

Table 3.4 Thematic Analysis

In the six-phase thematic analysis used to analyze and validate the data, the researcher identified the data source from documentations related to research focuses. Then the data was filled in and classified by the SFL framework. The codes are constructed by considering the characteristics of the data. And then the researcher classified the data according to the theory and interpreted the data.

In using thematic analysis, the data are systematically organized and analyzed. Thematic analysis is flexible for identifying, describing, and interpreting patterns (themes) within a data set in great detail (Dawadi, S. 2021). This research used the SFL theoretical framework and thematic analysis to make it strongly defined and interpreted in detail.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

This research was conducted from May 13th until June 15th in the English Language Education Study Program, Faculty of Teacher Training and Educational Science, Pakuan University. To complete this research, students' papers were selected from the FKIP library. In collecting the data, the researcher collected students' papers in perception titles to analyze and examine the utilization of interpersonal grammatical metaphors in Chapter 1. To answer the research questions, the researcher used the Systemic Functional Linguistic Framework to determine the categorization of interpersonal grammatical metaphor. The documentation is filtered by using eight questions in an artifact appraisal checklist that was adapted from the Joana Briggs Institute (JBI) critical appraisal checklist (2020). Then the researcher categorized and validated the data by using a thematic analysis matrix.

1. Data from Documentation

The data from the documentation were gathered from six selected papers. Which were filtered using the appraisal checklist, which provided classifications related to the Systemic Functional Linguistic Framework by M.A.K. Halliday. The appraisal checklist was used to select the appropriate students' papers that precise with the focus of this research. A total of fourteen papers were registered at the FKIP library in 2023 under the title of perception.

The papers in the title of perception were investigated since perception included researchers voices that were written through their thoughts in constructing the background of the study. In gathering the data, students' papers (*Skripsi*) were collected by manual searching in the library book report. After the points were met, a total six papers were found to be the objects of this research. The table below is the representation of the appraisal checklist from the six selected papers:

Qualifications	Selected Papers					
	P1	P2	P3	P4	P5	P6
1.The paper includes perception title.	✓	✓	✓	✓	✓	✓
2.The paper applies interpersonal meaning categories	✓	✓	✓	✓	✓	✓
3.The papers include typical mood in clause.	✓	✓	✓	✓	✓	✓
4.The papers include type of Statement	✓	✓	✓	✓	✓	✓
5.The papers expressed type of Mood.	✓	✓	✓	✓	✓	✓
6.The papers include digital aspect.	✓	✓	✓	✓	✓	✓
7.The writers apply type of modality.	✓	✓	✓	✓	✓	✓
8.The writers apply speech function.	✓	✓	✓	✓	✓	✓

Table 4.1 Appraisal Checklist of the Selected Paper

From the table above, six papers were selected since they met eight qualifications from the appraisal checklist. Every selected paper includes five chapters of the students' academic writing (*Skripsi*). There are Introduction, Theoretical Foundation, Research Methodology, Data Description and Analysis, and Conclusion and Suggestions that are wrapped into one student's academic paper (*Skripsi*).

In this research, Introduction in Chapter One was selected since Chapter One of *Skripsi* provides researchers voice in wide range. This research analyzed and examined how students applied and realized the mood and modality to express meaning through the text and found out what types of interpersonal grammatical metaphors are used by students in a constructed academic paper. Besides that, there are seven sub-sections on the students' paper of Chapter One: a. Background of the Study, b. Reason for Choosing the Topic, c. Aim of the Research, d. Research Question, e. Research Focus, f. The Operational Definition, g. Research Significance.

Hereafter, the first sub-section, a. Background of the Study, and the second sub-section, b. Reason for Choosing the Topic, from all selected papers are examined and analyzed in each sub-section with regard to the type of clauses. In this data description, the data is presented by using several codes: **P** is referred to as Paper, **C** is referred to as Clause, and the numbers are referred to as the number of selected papers and the number of clauses (e.g., **P3** is referred to as the data identification from selected papers number 3, **C2** is referred to as clause number 2).

a. Mood System

The data identification of mood systems were analyzed and examined using the Systemic Functional Linguistic Theoretical Framework by Halliday & Matthiessen (2014). The data are categorized into two types of moods: declarative mood in positive and negative form, and imperative mood.

The table below shows the data identification of type clauses of mood that students wrote to express meaning from six selected papers. The identification is presented and divided by types of mood from each subsection in Chapter 1 of *Skripsi*:

- **Sub-section One (Declarative Mood)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
2.	P1	Vocabulary is the central part of the language...	Positive Declarative Mood
89.	P3	...writing skills are essential skills...	Positive Declarative Mood
4.	P1	...students cannot understand the context...	Negative Declarative Mood
93.	P3 they do not have the correction...	Negative Declarative Mood
174.	P5	They are not used to speaking and have no motivation...	Negative Declarative Mood
60.	P2	The learning process is no longer need...	Negative Declarative Mood

Table 4.2 Data identification of declarative mood Sub 1

Table 4.2 presents the data identification from clauses types of mood systems. The students used two types of declarative mood in their first subsection. Including positive declarative mood and negative declarative mood. In the written positive declarative mood, students used finite, i.e., *to be* in declarative moods such as “*are*” and “*is*.” As listed in the table, the data example of the positive declarative mood shown in **clause 2** was identified through paper number one. The example is as follows:

...Vocabulary **is the central** part of the language...

Data 1 #C2 #P1

Besides that, it was discovered that students wrote in the negative declarative mood by using finite, i.e., the verbs “do” and to be with the verbs “is” and “are” in the negative form. As listed in the table, the data examples of negative declarative mood shown in clauses 93 and 174 were identified through paper number three and paper number five. The examples are as follows:

*...they **do not** have the correction...*

Data 2 #C93 #P3

*They **are not** used to speaking and have no motivation...*

Data 3 #C174 #P5

From the data identification that was collected from six selected papers, it is presented that students applied **59 clauses** of declarative mood, which are divided into **53 clauses** of positive declarative mood and **6 clauses** of negative declarative mood in the first sub-section.

- **Sub-section One (Imperative Mood)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
96.	P3	...to get a good result in writing in English, understanding and mastering grammar in writing is necessary...	Imperative Mood
170.	P5	...but the practice becomes ineffective.	Imperative Mood
17.	P1	...they need more exploration and practice in memorizing vocabulary.	Imperative Mood
20.	P1	...it is important to provide a comfortable environment and learning atmosphere for students to learn vocabulary...	Imperative Mood

Table 4.3 Data Identification of imperative mood Sub 1

Table 4.3 presents, there are four examples of data identification that students applied to the expressed imperative mood. In the written type of imperative mood, students applied clauses by using finite in various verbs to command or give some request or advice.

As listed in the table, the data example of imperative mood shown in **clause 17**, was identified through paper number one. The example is as follows:

...they need more exploration and practice in memorizing vocabulary...

Data 4#C17 #P1

The data identified from six selected papers showed that students applied **19 clauses** of imperative mood in the first sub-section.

- **Sub-section Two (Declarative Mood)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
73.	P2	...learning process is different from the old...	Positive Declarative Mood
144.	P4	...high school who are allowed to use...	Positive Declarative Mood
47.	P1	There are two reasons why the researcher choses the topic.	Positive Declarative Mood
211.	P6	They said this application is a good one to use	Positive Declarative Mood

Table 4.4 Data Identification of declarative mood Sub 2

Table 4.4 above presents the data identification from the second sub-section, where there is a reason for choosing the topic. In the second sub-section, students apply one type of declarative mood; there is a positive declarative mood type. In written positive declarative mood, students are used finite, i.e., *to be* as their applied in the first sub-section; to express declarative mood, students are used *“are”* and *“is.”*

As listed in the table above, the data examples of positive declarative mood shown in **clauses 144** and **47** were identified through paper numbers four and one. The examples are as follows:

*...high school **who are** allowed to use ...*

Data 5#C144 #P4

*There **are two** reasons why the researcher choses the topic...*

Data 6 #C47 #P2

The data identified that students from six selected papers applied **23 clauses** of positive declarative mood in their second sub-sections.

- **Sub-section Two (Imperative Mood)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
82.	P2	This application offers many advanced features that make it an ideal tool for students.	Imperative Mood
115.	P3	...several previous researchers have proven the effectiveness of Grammarly checkers in helping students write through their research...	Imperative Mood
76.	P2	It becomes important as every school now uses technology to support learning activities.	Imperative Mood

Table 4.5 Data Identification of imperative mood Sub 2

Based on Table 4.5 above, the data presents identification from the second sub-section of the imperative mood types. In the second sub-section, students are writing clauses by using finite in various verbs to express commands or give some requests or advice. As listed in the table, the data example of imperative mood shown in **clause 76**, was identified through paper number two. The example is as follows:

It becomes important as every school now uses technology to support learning activities.

Data 7#C76 #P2

In the data identified in the six selected papers, it is presented that students applied **5 clauses** of imperative mood in the second sub-section.

It can be concluded that students from all the selected papers distributed **76 clauses** of positive declarative mood, **6 clauses** of negative declarative mood, and **24 clauses** of imperative mood. The data collected presented a total of **106 clauses** in the distribution of mood systems.

b. Modality

The data identification of modality were analyzed and examined using the Systemic Functional Linguistic Theoretical Framework by Halliday & Matthiessen (2014). The data are categorized into two types of modality: modulation in three different degrees (high, medium, and low) and modalization in usuality. The identification is presented and divided by types of modalities from each sub-section in Chapter 1 of *Skripsi*:

- **Sub-section One Modulation (Obligation)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
7.	P1	...enhance their vocabulary to achieve learning outcomes...	High Obligation Modulation
97.	P3	... must be mastered by everyone...	High Obligation Modulation
164.	P5	...the way they learn will be influenced...	Medium Obligation Modulation
176.	P5	This media should be a good activity...	Medium Obligation Modulation
69.	P2	...this issue may give a lot of perceptions...	Low Obligation Modulation
126.	P4	...people can learn many things...	Low Obligation Modulation

Table 4.6 Data Identification of obligation Sub 1

The table above presents the data identification from clauses as a type of modality. There are two types of modalities that students applied in their first sub-section: modulation and modalization.

In written modulation, students' express obligation and inclination in three different degrees, i.e., high, medium, and low. In written high obligation, students used the preposition *“to”* and the verb *“must”* to express high obligation in a sentence. As listed in the table, the data example of high obligation shown in **clause 97**, was identified through paper number three. The example is as follows:

...must be mastered by everyone...

Data 8 #C97 #P3

Hereafter, in expressing obligation in medium degree, students used modal verbs and auxiliary verbs *“will”* and *“should”* to express medium obligation. As listed in the table, the data example of medium obligation shown in **clause 176**, was identified through paper number five. The example is as follows:

This media should be a good activity...

Data 9 #C176 #P5

Moreover, students expressed obligation to a low degree by using the modal auxiliary verbs *“can”* and *“may.”* As listed in the table, the data example of low degree shown in **clause 69**, was identified through paper number two. The example is as follows:

...this issue may give a lot of perceptions...

Data 10 #C69 #P2

Based on the data identified from six selected papers, it is presented that students applied **56 types** of obligations, which were divided into **27 types** of high obligations, **7 types** of medium obligations, and **22 types** of low obligations in their first sub-section.

- **Sub-section One Modulation (Inclination)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
6.	P1	It means that students need to enhance their vocabulary...	High Inclination Modulation
153.	P5	...language that needs to develop...	High Inclination Modulation
194.	P6	...language as it is needed to construct sentences...	High Inclination Modulation

Table 4.7 Data Identification of inclination Sub 1

Based Table 4.7 above presents data on inclination expression in high degree. Students applied high inclination modulation to the auxiliary verb “*need to*” in their first sub-section. As listed in the table, the data example of high inclination modulation shown in **clause 6**, was identified through paper number one. The example is as follows:

*It means that students **need to** enhance their vocabulary...*

Data 11 #C6 #P1

From the data identification that was collected from six selected papers, it is presented that students applied **6 clauses** of high inclination modulation in their first sub-section.

- **Sub-section One Modalization Usuality**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
13.	P1	...they often have frustration with memorizing vocabulary...	Usuality Modalization
166.	P5	Problems that usually arise...	Usuality Modalization
101.	P3	...make their mistakes repeatedly ...	Usuality Modalization

Table 4.8 Data Identification of usuality Sub 1

Table 4.8 above presents that there are several examples of data identification that students applied to expressed modalization in usuality form. In this modalization, students used the adverbs "*often*," "*usually*," and "*repeatedly*." As listed in the table, the data examples of modalization usuality shown in **clauses 166 and 13** were identified through papers numbers five and one. The examples are as follows:

*Problems that **usually** arise...*

Data 12 #C166 #P5

*...they **often** have frustration with memorizing vocabulary...*

Data 13 #C13 #P1

From the data identification that was collected from six selected papers, it is presented that students applied **5 clauses** type of modalization usuality in their first sub-section.

- **Sub-section Two Modulation (Obligation)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
44.	P1	...since it relates to exploring and building...	High Obligation Modulation
88.	P2	...student will give a different perception...	Medium Obligation Modulation
46.	P1	...applications during teacher-led learning can enhance students' creative thinking...	Low Obligation Modulation
184.	P5	...teaching media since it might be able to give a different atmosphere...	Low Obligation Modulation

Table 4.9 Data Identification of obligation Sub 2

The table above presents the data identification from clauses type of modulation obligation in the second sub-section. The students from all selected papers applied the obligation in several degrees, i.e., high, medium, and low degrees.

High obligation is expressed by using the preposition "*to*." As listed in the table above, the data example of high obligation shown in **clause 44**, was identified through paper number one. The example is as follows:

*...since it relates **to exploring** and building...*

Data 14#C44 #P1

Moreover, in expressing medium obligation, students used the modal auxiliary verb "*will*." As listed in the table, the data example of medium obligation shown in **clause 88**, was identified through paper number two. The example is as follows:

*...student **will give** a different perception...*

Data 15#C88 #P2

Besides that, students expressed obligation to a low degree by using the modal auxiliary verbs "*can*" and "*might*." As listed in the table, the data example of low obligation shown in **clause 184**, was identified through paper number five. The example is as follows:

*since it **might be able** to give a different atmosphere...*

Data 16#C184 #P5

From the data identification that was collected from six selected papers, it is presented that students applied **34 clauses** of obligation modulation that were divided into **20 clauses** of high obligation, **3 clauses** of medium obligation, and **11 clauses** of low obligation in their second sub-section.

- **Sub-section Two Modulation (Inclination)**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
182.	P5	...a speaking skill that needs proper attention...	High Inclination Modulation
190.	P5	...students' perceptions need to be known to improve...	High Inclination Modulation

Table 4.10 Data Identification of inclination Sub 2

Table 4.10 above shows that there is a high inclination modulation that is expressed by students in their second sub-section. In applied high-inclination modulation, students used the auxiliary verb “need to.” As listed in the table, the data examples of high inclination modulation shown in **clauses 190** and **182** were identified through paper number five. The examples are as follows:

*...students' perceptions **need to be** known to improve...*

Data 17#C190 #P5

*...a speaking skill that **needs** proper attention...*

Data 18#C182 #P5

From the data identification that was collected from six selected papers, it is presented that students applied **2 types** of high inclination modulation in their second sub-section.

- **Sub-section Two Modalization Usuality**

Clauses Number	Source of Data	Example of the Data	Type of Mood and Modality
42.	P1	The teacher always applies applications...	Usuality Modalization
48.	P1	The teacher consistently implements various digital-based applications...	Usuality Modalization
80.	P2	...online learning is often used...	Usuality Modalization

Table 4.11 Data Identification of usuality Sub 2

The table above presents data identification from clauses type of modalization in usuality. In written modalization, in usuality, students used the adverbs of frequency "often," "always," and "consistently." As listed in the table, the data examples of modalization usuality shown in clause 42 and clause 80 were identified through papers numbers one and two. The examples are as follows:

*The teacher **always** applies applications...*

Data 19#C42 #P1

*...online learning is **often** used...*

Data 20#C80 #P2

From the data identification that was collected from six selected papers, it is presented that students applied **3 clauses** type of modalization usuality in their second sub-section. The data identification from the six selected papers presented by those students applied a total of **47 clauses** for high obligation, **10 clauses** for medium obligation, and **33 clauses** for low obligation. Beside those students, they applied **8 clauses** of high inclination and **8 clauses** of modalization in usuality. The data collected presented a total of **106 clauses** in the distribution of modality.

B. Data Analysis

The researcher presents an explanation of the data analysis toward the collected data. The data analysis was based on the research focus of this study, how students used Interpersonal Grammatical Metaphor to create meaning through expressing their thoughts, writing the research background, and how mood and modalities are realized in the undergraduate students' paper in Chapter One. The purpose of the data analysis is to explain and answer these research questions:

1. What are the types of Interpersonal Grammatical Metaphor based on SFL framework used by students in their academic writing?
2. How are those types of Interpersonal Grammatical Metaphor applied by students in their paper realizations in chapter one?

The researcher examined and analyzed the data using the Systemic Functional Linguistic Theoretical Framework by Halliday & Matthiessen (2014) and interpreted the data according to a six-phase guide to data analysis by Braun & Clarke (2006).

1. Mood System Analysis

In this research, the first analysis of interpersonal grammatical metaphor is the mood types that the writers of six selected papers applied in their chapter One of *Skripsi*. The mood system is analyzed and divided by each sub-section, for a total of two sub-sections. It was found that six selected papers applied two types of mood. Specifically, declarative moods that were applied in positive and negative form, as well as the student's applied imperative mood type. These types are explained as follows:

a. Positive Declarative Mood

The positive declarative mood in six selected papers was indicated by the examples of clauses in **Data1#C2#P1** and **Data6#C47#P2**. The clauses are indicated as positive declarative mood since positive finite is applied by using *to be*. (Halliday. 2014). The data on clauses indicated that students expressed a positive statement of fact and used the positive finite "*is*" and "*are*." Halliday (2014), discussed that the sentences in the declarative mood are forms of an affirmative statement and are used to make a statement, convey information, or describe a verb form that states a fact or an action

Halliday & Matthiessen (2014) assert that the speech function typically employs the declarative mood to convey statements. A statement is one way of interacting to report facts and opinions that the speaker or writer gives to the listener or reader; this way, it could reveal different moods (Fairclough 2003).

Students applied the clause type of positive declarative mood to express meaning in a positive statement of fact and exchange information. From the clause examples in sub-section 1, the student realized the meaning of delivering information about variables in the background of the study in chapter one of *Skripsi*. While in sub-section two, the students realized the meaning of expressing a positive statement about the reason why the topic had been chosen.

b. Negative Declarative Mood

In the applied negative declarative mood, six selected papers are indicated by examples of clauses in **Data2#C93#P3** and **Data3#C174#P5**.

The clauses are indicated as having a negative declarative mood since negative finites are applied. The data of clauses indicated that students expressed a negative statement of fact and used the negative finites “*is not*” and “*are not*” as *to be*. And other clauses used the verbs “*do not*,” “*cannot*,” etc. Halliday (2014) suggested that the sentences in the declarative mood are in the form of an affirmative statement and are used to make a statement, convey information, or describe a verb form that states a fact or an action. As stated by Yu, H. (2017), statements are most naturally expressed by declaratives.

Students applied the clause type of negative declarative mood to express meaning in a negative statement of fact and convey information. From the clause examples in sub-section one, students realized the meaning of the expressed information through “students have no correction in learning grammar.” Besides that, students also expressed the negative statement, “students have no motivation to develop their speaking skills.” It shows that students expressed negative statements of fact in their background studies. While students from six selected papers have not realized the clause type of negative declarative mood in their second sub-section.

c. Imperative Mood

In the applied imperative mood, six selected papers are indicated by the data of clauses on **Data4#C17#P1** and **Data7#C76#P2**. The clauses are indicated in the imperative mood because students applied various verbs to express commands or give some requests or advice. A category of mood referred to as imperative mood forms an order or a request, it can be used

to give instructions, make requests, or give advice to the reader, or the other way around (Halliday & Matthiessen 2014).

It can also be written as the writer requests the reader for some goods and services, and the reader is then requested to offer the services or offer what is needed (Majid Fakher, 2023).

Students applied the clause type of imperative mood to express meaning in giving advice, requests, and offers. From the clause example in sub-section one, the student realizes the meaning of expressing advice to the reader to explore more and practice learning vocabulary. In chapter one, the student delivered meaning by sharing their thoughts.

Furthermore, in the clause examples in sub-section two, students realize meaning through the sentence, and it can be seen that students wanted to advise the reader to use technology to support learning activities. Students wanted to advise the reader to strengthen the reason for their topic.

2. Modality Analysis

The second analysis of Interpersonal grammatical metaphors is modality types. In this research, interpersonal grammatical metaphor is analyzed based on the type of modality those students applied in their background of the study and reason for choosing the topic, which is divided into two sub-sections. It was found that in six selected papers, students applied two types of modalities. There are obligation modulations in three different degrees (high, medium, and low), inclination modulations in high degrees, and usuality modalizations. These types are explained as follows:

a. High Obligation Modulation

In applied high obligation modulation, six selected papers are indicated by the data of clauses on **Data8#C97#P3** and **Data14#C44#P1**. The clauses are indicated as obligation modulation in high degree. Since modal verbs and mood adjuncts are applied (Halliday & Matthiessen 2014), the high degree of obligation in six selected papers is indicated by the words “*to*” and the verb “*must*,” as modal verbs.

Manalu, E. (2018) agrees that obligation comes when the writers provide an order, demand, or ask someone to do something; it also asks for permission, direction, demand, or advice or suggestions that the readers must follow. High degree is the action closest to (yes) positive polarity and becomes the most possible to happen (Halliday 2014: 694).

Students applied the clause type of high obligation modulation to express meaning by providing an order, demanding, and giving advice to the reader. From the clause example in sub-section one, the student realized the meaning of giving advice and demanded of the reader that every person must master writing skills to face the world of work. It can be seen that students expressed their judgment in the background of their study.

Besides that, in the clause example in sub-section two, the student realized the meaning of giving a suggestion to the reader that students could enhance creative thinking to explore new word collections. It can be seen that students expressed demands and advice based on the reason they chose the topic of the study.

b. Medium Obligation Modulation

In applied medium obligation modulation, six selected papers are indicated by the data of clauses on **Data9 #C176#P5** and **Data15#C88 #P2**. The clauses are indicated as obligation modulation in medium degree. Since modal verbs and mood adjuncts are applied (Halliday & Matthiessen 2014), As mentioned by Manalu, E. (2018), obligation refers to requests for permission, direction, demand, advice, or suggestions that the readers must follow.

The medium degree of obligation in six selected papers is indicated by the words “*will*” and the verb “*should,*” as modal verbs. According to Halliday (2014), the medium degree is the action that occurs between the high and low levels, or in the median of the polarity; this medium degree is expressed as a more flexible suggestion than the high degree.

Students applied the clause type of medium obligation modulation to express meaning by providing an order, demanding, and giving advice to the reader in more flexible suggestions. From the clause example in sub-section one, students realize meaning through giving advice for doing something. students demanded readers use the teaching media as the topic raised in the background of the study.

Moreover, in the clause example in sub-section two, students realize meaning through suggestions for doing something. Students suggested in their reasons for choosing the topic that the participants would have different perceptions.

c. Low Obligation Modulation

In applied low obligation modulation, six selected papers are indicated by the data of clauses on **Data10#C69#P2** and **Data16#C184 #P5**. The clauses are indicated as obligation modulation in low degree. Since modal verbs and mood adjuncts are applied (Halliday & Matthiessen 2014). As supported by Manalu, E. (2018), Obligation refers to asking for permission, direction, demand, advice or suggestions that the readers must follow.

According to Halliday and Matthiessen (2014), a low degree is the action closest to no poles (negative polarity) and most likely not to happen. The data realized from six selected papers is indicated by the words "*may*," "*might*," and "*can*" as the modal auxiliary verb.

Students applied the clause type of low obligation modulation to express meaning by providing an order, demanding, and giving advice to the reader in the closest to no polarity and most likely not to happen. From the clause example in sub-section one, the student realized the meaning of expressing a prediction or possibility about something happening.

The student predicted that the issue raised may have a lot of perceptions. In chapter one, it shows that the student strengthened their background of study and realized its meaning. While, from the clause example in sub-section two, students realized the meaning of expressed possibilities that were less likely to occur in their reason for choosing the topic.

d. High Inclination Modulation

Students from six selected papers apply inclination modulation in one degree, which is a high degree. The data indicated by the data of clauses on **Data11#C6 #P1** and **Data17#C190 #P5**. The clauses indicate inclination to a high degree. As mentioned in the SFL theoretical framework by Halliday (2014), inclination refers to a writer's predisposition to act based on their feelings; it is implied as a wish for others. The expression reflects the individual's willingness based on their feelings. The writer's inclination may indicate their aptitude, willingness, and determination.

The data from six selected papers is indicated by the word "*need to*" as the auxiliary verb. A high degree of inclination signifies actions that are nearest to the "yes" poles (positive polarity) and are more likely to occur. It is an expressed desire of the writers to do something for others (Halliday & Matthiessen 2014).

Students applied the clause type of high-inclination modulation to express meaning by reflecting their willingness based on their feelings. From the clause example in sub-section one, the student realized the meaning of expressing a desire for someone to do something. Students wanted the readers to enhance their vocabulary, in chapter one, the meaning stood for the researcher's thoughts. Furthermore, in the clause example in sub-section two, the student realized the meaning of desire that someone needs to do something. Students wish the readers knew that perceptions are important to improve. It can be seen that the students expressed their willingness in their reason for choosing the topic.

e. **Modalization Usuality**

Students from six selected papers are applied to one modalization type, as is usuality. The data indicated by the data of clauses on Data 12 #C166 #P5 and Data19#C42 #P1. The clauses are indicated as usuality since students applied the adverbs of frequency "*often*," "*usually*," and "*always*." According to Halliday and Mattiessen (2004:147–150), usuality refers to a speaker's judgment on the frequency of something happening or being. This occurs when someone describes what they spend almost all of their time doing or what they consider routine.

Students applied the clause type of modalization in usuality to express meaning by showing the frequency of something happening routinely. From the clause example in sub-section one, the student realized the meaning of something that happened repeatedly or was routine. Students show that in pronunciation, errors and mistakes are usually raised. It shows that students reinforced their background in the study of Chapter 1. While the clause example in sub-section two, the student realizes the meaning in the expression that there are applications that teachers always apply in learning, the meaning gives evidence why their topic is reasonable.

The result from the data analysis concluded that those students from six selected papers realized types of mood in imperative mood and declarative mood types in negative and positive form. While students realized modality in high, medium, and low obligation. The inclination is also expressed in high degree, and lastly, the modalization is expressed in usuality.

Students have realized the declarative mood in their first chapter of *Skripsi*. The clause of declarative mood is used to realize meaning in a positive and negative statement of fact and exchange information about variables in the background of the study in chapter one of *Skripsi* and the reason why the topic had been chosen. Besides that, students realized imperative mood in express meaning in giving advice, requests, and offers. In chapter one, the student delivered meaning by sharing their thoughts. As mentioned by Majid Fakher (2023), mood structures represent linguistic interactions between the speaker and listener and the writer and reader that provide interactional meanings, such as what the clause is doing.

According to Halliday (2004), modality is the speaker's judgment of the probabilities, usualities, or obligations involved in what the people said. Modality involves degrees of value attached to the modal judgment. The different scales of modal judgment led to different meanings.

Moreover, students realize the meaning of expressed modulation in three different degrees, i.e., high, medium, and low, which is used to strengthen their background of study and express possibilities that were likely to occur in their reason for choosing the topic. Besides that, modalization is realized to express meaning and give evidence why their topic is reasonable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research focuses on how students used Interpersonal Grammatical Metaphor to create meaning through expressing their thoughts, writing the research background, and how mood and modalities are realized in the undergraduate students' papers in Chapter One. The descriptive qualitative method and thematic analysis design are applied as methods and designs in this research. This research used documentation as the main instrument.

While an artifact appraisal checklist and a thematic analysis matrix were used as techniques to gather the data, the researcher chose an undergraduate paper with the title "perception" in the Faculty of Teacher Training and Educational Science Library that was published in 2023. There are six selected papers used as objects in this research. The researchers used the Systemic Functional Linguistic Theoretical Framework by M.A.K. Halliday.

The findings of this research revealed that students applied interpersonal grammatical metaphors to the clauses, types of mood, and modality used in their first chapter of *Skripsi*. It can be seen from the data findings from six selected papers that students realized a total of 212 clauses of mood and modality were indicated as expressions for delivering interpersonal meaning.

In chapter one of *Skripsi*, students realize two clauses' types of declarative mood, i.e., declarative mood in positive and negative form and imperative mood. Beside that, students realized two clauses' types of modality, i.e., modulation of obligation in three different degrees (high, medium, and low), modulation of inclination in a high degree, and one modalization in usuality.

The realization of the mood system in the six selected undergraduate papers was used to express meaning through their research background and reason for choosing the topic. Students realized meaning by giving statements, advice, requests, and offers. Furthermore, the realization of modality in the six selected papers was used to strengthen their background of study and express possibilities that were likely to occur in their reason for choosing the topic through an expressed judgment of the probabilities, usualities, inclinations, or obligations. It can be concluded that this research was conducted by referring to the Systemic Functional Linguistic Framework by M.A.K. Halliday.

B. Suggestions

Based on the research process, the researcher would like to present suggestions for undergraduate students and further researchers who would conduct similar research on this topic. For undergraduate students, the data shows that delivering meaning through sentences is quite difficult. Since students missed interpreting the meaning, while applying and writing academic writing with appropriate meaning is important. It is suggested that undergraduate students learn how to use interpersonal grammatical metaphors in drawing up all kinds of academic writing.

For the further researcher, it is recommended that the other researcher conduct further analysis by considering this topic with the large scope of the paper to look at how other undergraduate students apply interpersonal grammatical metaphor through the sentence to deliver meaning. Since the scope of this research is limited, the result was not diverse. The researcher also hoped this research could be used as a reference for other researchers who raised similar topics with this research.

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LIST OF APPENDICES

A. Appendix 1: Appraisal Checklist Result from Six Selected Papers

Artifact Appraisal Checklist	
Reviewer: Alya Nurfakhira	Date of Check: 27 Mei 2024
Author: Student 1	Publish Year: 2023
Title : Students Perception Of Digital Application For Vocabulary Enrichment	Record Number: 005

	Yes	No	Unclear	Not Applicable
1. Does the paper have a study of perception title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the paper apply categories of Interpersonal meaning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the paper including typical mood in Clause?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there any categorical type of statement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the author express a declarative/ imperative/ interrogative mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is the paper including digital aspect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the author apply modalization /modulation in their sentence?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the author applying the speech Function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall appraisal: Include <input checked="" type="checkbox"/> Exclude <input type="checkbox"/> Seek Further Info <input type="checkbox"/>				
<p>A. The paper used digital aspect and include a lot of interpersonal meaning, the paper includes the criteria of chosen paper.</p> <p>B. Some of type mood and speech function are not fully applied.</p>				

Artifact Appraisal Checklist	
Reviewer: Alya Nurfakhira	Date of Check: 27 Mei 2024
Author: Student 2	Publish Year: 2023
Title : Students Perception On The Use Of Google Classroom For Online English Learning	Record Number: 003

	Yes	No	Unclear	Not Applicable
1. Does the paper have a study of perception title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the paper apply categories of Interpersonal meaning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the paper including typical mood in Clause?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there any categorical type of statement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the author express a declarative/ imperative/ interrogative mood?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the paper including digital aspect?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Does the author apply modalization /modulation in their sentence?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Is the author applying the speech Function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall appraisal: Include <input checked="" type="checkbox"/> Exclude <input type="checkbox"/> Seek Further Info <input type="checkbox"/>				
A. The paper raised the 2020 online learning issues and include digital aspect.				
B. Some types of mood, modulation, modalization are not fully applied.				

Artifact Appraisal Checklist	
Reviewer: Alya Nurfakhira	Date of Check: 27 Mei 2024
Author: Student 3	Publish Year: 2023
Title : Students Perceptions Of Using Grammarly As An Online Grammar Checker In <i>Skripsi</i> Writing.	Record Number: 009

	Yes	No	Unclear	Not Applicable
1. Does the paper have a study of perception title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the paper apply categories of Interpersonal meaning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the paper including typical mood in Clause?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there any categorical type of statement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the author express a declarative/ imperative/ interrogative mood?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the paper including digital aspect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the author apply modalization /modulation in their sentence?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Is the author applying the speech Function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall appraisal: Include <input checked="" type="checkbox"/> Exclude <input type="checkbox"/> Seek Further Info <input type="checkbox"/>				
<p>A. The paper used digital aspect and include a lot of interpersonal meaning, the paper includes the criteria of chosen paper.</p> <p>B. Some of type mood, modalization are not fully applied.</p>				

Artifact Appraisal Checklist	
Reviewer: Alya Nurfakhira	Date of Check: 27 Mei 2024
Author: Student 4	Publish Year: 2023
Title : Students Perception Of Using Google Translate Application Toward Their English Vocabulary Knowledge	Record Number: 006

	Yes	No	Unclear	Not Applicable
1. Does the paper have a study of perception title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the paper apply categories of Interpersonal meaning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the paper including typical mood in Clause?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there any categorical type of statement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the author express a declarative/ imperative/ interrogative mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is the paper including digital aspect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the author apply modalization /modulation in their sentence?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Is the author applying the speech Function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall appraisal: Include <input checked="" type="checkbox"/> Exclude <input type="checkbox"/> Seek Further Info <input type="checkbox"/>				
<p>A. The paper used digital aspect and include a lot of interpersonal meaning, the paper includes the criteria of chosen paper.</p> <p>B. Some of type mood and modalization are not fully applied.</p>				

Artifact Appraisal Checklist	
Reviewer: Alya Nurfakhira	Date of Check: 27 Mei 2024
Author: Student 5	Publish Year: 2023
Title: Students Perception Toward The Use Of Cambridge Advanced Learners Dictionary In Pronunciation Class	Record Number: 008

	Yes	No	Unclear	Not Applicable
1. Does the paper have a study of perception title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the paper apply categories of Interpersonal meaning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the paper including typical mood in Clause?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there any categorical type of statement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the author express a declarative/ imperative/ interrogative mood?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the paper including digital aspect?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Does the author apply modalization /modulation in their sentence?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Is the author applying the speech Function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall appraisal: Include <input checked="" type="checkbox"/> Exclude <input type="checkbox"/> Seek Further Info <input type="checkbox"/>				
<p>A. The paper used a Cambridge dictionary and added online audio correction, so the digital aspect is applied.</p> <p>B. Some types of and modalization are not fully applied.</p>				

Artifact Appraisal Checklist	
Reviewer: Alya Nurfakhira	Date of Check: 29 Mei 2024
Author: Paper 6	Publish Year: 2023
Title : Students Perceptions Toward The Use Of Grammarly Application	Record Number: 010

	Yes	No	Unclear	Not Applicable
1. Does the paper have a study of perception title?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the paper apply categories of Interpersonal meaning?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the paper including typical mood in Clause?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there any categorical type of statement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the author express a declarative/ imperative/ interrogative mood?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the paper including digital aspect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the author apply modalization /modulation in their sentence?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Is the author applying the speech Function?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall appraisal: Include <input checked="" type="checkbox"/> Exclude <input type="checkbox"/> Seek Further Info <input type="checkbox"/>				
<p>A. The paper used digital aspect and include a lot of interpersonal meaning, the paper includes the criteria of chosen paper.</p> <p>B. Some of type mood, modalization are not fully applied.</p>				

B. Appendix 2: Data Chapter One from Six Selected Papers

Orange = Positive declarative mood

Light Orange = Negative declarative mood

Green = Imperative mood

Underline = Imperative mood

Purple = High obligation modulation

Red = Low obligation modulation

Yellow = Medium Obligation modulation

Pink = High inclination modulation

Blue = Usuallymodalization

PAPER 1 (Student's perception of digital applications for vocabulary enrichment)

CHAPTER I

INTRODUCTION

A. Background of the Study

The role of **English language components is significant**, especially vocabulary. **Vocabulary is the central** part of the language, and **it is not inseparable** from the English language. **Without enhancing their vocabulary**, **students cannot understand** the context of a word or sentence. Asmana and Arifani (2021) state that vocabulary is the main perspective for comprehending English because each expertise in English requires a vocabulary. It means that **students need to** enhance their **vocabulary to** achieve learning outcomes and express their **perspectives to** other students.

Similarly, Akil and Rosida (2018) clarify that to express their ideas, students should first understand the meaning of the word. The key to having good English is mastering vocabulary, which can affect students' proficiency in learning English. Consistently, Sudarmaji and Yusuf (2021) mention that vocabulary is considered the most difficult part of English learning by students. Meanwhile, they often have frustration with memorizing vocabulary because their ability to understand the meaning is different and they have limited vocabulary. Their abilities are still low because they need more exploration and practice in memorizing vocabulary. Constantly, Katemba (2021) defines that vocabulary is the most important element to be learned in the language; without vocabulary, learners cannot express, transcribe, recite,

or comprehend what they have to say in the listening and speaking processes.

If students lack of vocabulary, it may delay their understanding of the sentence. To support the statement, Aprilani (2021) claims that teachers must provide media that could motivate students and make them more interested in learning English vocabulary. As a consequence, it is important to provide a comfortable environment and learning atmosphere for students to learn vocabulary. In addition, using technology to learn English can support learning outcomes.

The body of technology is separated into two parts, which are software and hardware. Hardware is a tangible component, and software is the intangible part of the technology, also known as a digital application. The use of digital applications exaggerates human activities and makes them easier to develop and access in learning. Lin et al., (2017) state that in this period when knowledge and information flow rapidly, the application of digital learning covers different fields and industries. It creates a variation of digital teaching materials that have been implemented in schools and also adds various digital learning platforms into classroom activities that can improve the quality of student learning.

This allows students to apply digital apps mostly through their computers and Android and IOS platforms at any time and from any location, and they can access anything they want. They can communicate rapidly and effectively with the aid of applications, especially in online learning. In line with, Katemba (2021) says that learning a language using technology is an excellent opportunity for students.

They can also use the technology while studying, which means using the device as a means of communication while spending time using it for inappropriate activities. Learning language through technology is a shift for students of Generation Z in this modern era. Hashim (2018) argues that generation Z is identified by the fact that they were born during the debut of the graphical web, which is comparable to the internet currently, in addition to the growth of mobile devices and computers. Correspondingly, Hassan Taj et al. (2017) mention that technology can give prospects for vocabulary learning by allowing teachers to present vocabulary in multimodal ways. It means that digital technology provides students with several advantages as a multipurpose, convenient system for interactive learning, and it instantly creates an opportunity for vocabulary. The employment of digital applications needs to expand with students' personal computers or smartphone use.

Rabu and Talib (2017), describe that students of the digital generation, who are increasingly exposed to different computer technologies and software, gadgets, and portable tools, require technology-based learning strategies that enable them to engage actively in a classroom setting. It means that digital applications are programs or systems on their devices that provide content to learn languages through smartphones or PCs, such as software or applications that contain documents, PDFs, and audio-visual content about how to master and develop new words in languages through digital. A digital application is a device program that helps students fulfill their needs in learning; therefore, the researcher wants to investigate students' perceptions

B. Reason for Choosing the Topic.

Based on the researcher's pre-observation, students at SMA Dwiwarna experience technology-based learning. The teacher always applies applications to students in learning activities, which means students can develop their proficiency using digital technology while they learn the proper way to use it. The utilization of applications during teacher-led learning can enhance students' creative thinking since it relates to exploring and building new word collections.

There are two reasons why the researcher chooses the topic of students' perceptions of digital applications for senior high school students. First, learning using technology helps students to develop their English ability. The use of the digital application significantly advantages students at SMA Dwiwarna. The teacher consistently implements various digital-based applications that support students in learning vocabulary in English. The teacher allows the students to use a PC and iPad at the boarding school dorm on weekdays, and then when learning he enables students to use the digital application for English subjects.

Second, the researcher wants to investigate students' perspectives on digital applications. Digital applications provide features that make it easier for them to find new words in the learning activity, which makes them apprehensive about interactive learning to enhance their vocabulary. On the other hand, it is related to the benefits and challenges they have experienced while learning English with digital applications and finding new vocabulary.

PAPER 2 (Students' Perception on The Use of Google Classroom for Online English Learning)

CHAPTER I

INTRODUCTION

A. Background of the Study

In the 21st century, the education system is developing through digital. The education institutions are required to innovate the learning process. The learning process is no longer needed face-to-face in the classroom. Specifically, during the COVID-19 pandemic, the learning process was conducted from offline learning into online learning, teachers and students are challenged to adapt with new conditions and situations during the online learning process. Online learning is considered as a good way to learn everything including learning English, as it can be accessed anytime and anywhere.

According to the researcher's observation, the majority of high schools in Bogor use Google Classroom as their learning platform. Endang (2020) states that Google Classroom is a learning platform developed by Google to create, distribute, and grade assignments. The main purpose of this learning platform is to give access for teachers and students to share learning files. Google Classroom integrates documents, spreadsheets, presentations, Gmail, and calendars into clear form to manage teachers' and students' communications. Students can be invited to join a class through a private code given by the teachers. Ridho (2019) says that Google Classroom is an

effective tool for learning as it can help students improve their learning through active participation in online discussions and tasks.

As Google Classroom becomes popular in the world of education, this issue may give a lot of perceptions. In this study, the researcher focuses on students' perceptions. Kotler (2000) as cited in Pamungkas et al., (2020) states that perception is a process in which people choose, organize, and understand incoming information that comes in to create a general picture of meaning. Therefore, this study proves the use of Google Classroom for online learning based on students' perceptions to analyze how students organize and understand English materials through the learning platform Google Classroom.

B. Reason for Choosing the Topic

Presently online learning is often used in the world of education, and online learning can be accessed by everyone. It becomes important as every school now uses technology to support learning activities. Teachers and students are required to adapt to modern technology because the current learning process is different from the old learning process. In reality, many students are still experiencing difficulties in doing online learning. That is why the researcher investigated the problem of this phenomenon.

Several schools use Google Classroom as the learning media to conduct online learning. It is because Google Classroom is considered one of

the best platforms to support the learning process. This application offers many advanced features that make it an ideal tool for students. Diana et al., (2021) states that this application allows their users to save time, organize lessons, and improve communication. Mafa (2018) states that Google Classroom is exciting for learning as students can show satisfaction with the learning activities in Google Classroom. Fitri et al., (2020) says that people will have different perceptions in experiencing something, it can be influenced by sensory receptors and the world around them. From these statements, students' perception can be considered as positive feedback or negative feedback based on how students understand the material and enjoy the learning process through Google Classroom.

Based on the statements above, the writer decided to investigate students' perceptions, since every student will give a different perception on the use of Google Classroom for learning English. The writer expects to get information about the students' perceptions on the use of the Google Classroom application as an online media in learning English.

PAPER 3 (Students Perceptions of Using Grammarly as An Online Grammar Checker in *Skripsi* Writing)

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, writing skills are essential skills that must be mastered by everyone, especially if people want to work in an office, work as a writer or in publishing media, become a teacher or even a student. It is necessary to master English. Errors in writing can lead to misunderstandings, which often happen, especially when writing in English. English is a foreign language that is quite difficult for the community because it has different structures and rules from Bahasa Indonesia. Dhillon et al.(2016) stated that many of the students commonly make grammar mistakes in their learning especially in writing. But the teacher is not aware of the students' errors. Then the students make their mistakes repeatedly because they do not have the correction. Even though EFL learners are taught grammar much more than any other language aspects, they are still making grammatical errors in their writing (Zulfikar et al.,2020). Then, to get a good result in writing in English, understanding and mastering grammar in writing is necessary to construct a good and communicative sentence.

In this digital era, many applications can help people write good English. One of them is using the Grammarly Checker application.

Grammarly is an online application that can help correct grammar, spelling, punctuation, and writing style. Grammarly is widely used by students, especially students in the final semester who are preparing a *skripsi*. Many studies discuss the use of Grammarly checkers in the learning of English by students. Several studies have shown that the Grammarly checker is widely used and can help students write.

Nuro'azah (2019) stated that the students improve their writing after using the Grammarly Checker. Grammarly can fix unclear sentences, grammatical errors, spelling errors, and missed punctuations. It also provides several better word choices for students. In 2020, Mubarok & Syafi'i wrote that in improving writing skills, Grammarly checkers give lots of features to facilitate learners to create their own words and styles freely. The quality of students' writing has increased, and students have the confidence to submit their assignments after checking with the Grammarly checker. (Fahmi & Cahyono, 2021, p.21). Another study from Universitas Islam Negeri Sunan Ampel (Lailika, 2019, p.46) writes that this is happening because the student will give direct and indirect responses to the application for the student to correct it. From the feedback provided, students can know which is correct and which is wrong and can immediately correct their mistakes by clicking on the words suggested by Grammarly.

In conclusion, from the previous studies, the researcher has known that university students widely use Grammarly to correct their grammar in

writing. Using Grammarly helps them find and receive feedback on their mistakes. Then, students can improve their writing skills in writing lessons. Therefore, in this research, the researcher wants to identify the final semester students of the English Language Education Study Program's perceptions of using Grammarly as a tool checker in *skripsi* writing.

B. Reason for Choosing the Topic

In English, if the grammar is wrong, the meaning conveyed will be different. Using Grammarly checker, a grammar check application that can correct the grammar, spelling, punctuation, and writing styles of students' writing, can help students in writing. From the previous study, students have widely used Grammarly to check their paragraphs and essays. Many students use this application to help in writing their *skripsi*.

The researcher chose the topic because Grammarly is a popular grammar checker in this era. Students widely use it to help them do writing assignments. Besides, several previous researchers have proven the effectiveness of Grammarly checkers in helping students write through their research. In other words, the researcher is curious and wants to identify how the students in the final semester were perceived.

In conclusion, many students use Grammarly to help them do their assignments. Even some studies say that Grammarly is effective enough to assist students in writing courses. Due to the popularity of this application

and the supporting research results, the researcher wants to identify students' perceptions of writing a *skripsi* using this application.

PAPER 4 (Students' Perceptions of Using Google Translate Application Toward Their English Vocabulary Knowledge)

CHAPTER I

INTRODUCTION

A. Background of the Study

Being able to understand other languages is what we need right now. People can understand other languages by translating them in various ways. In today's era, people can learn many things easily using a smartphone. The existence of smartphones helps people to get information more classily. Currently one of the technological advances in Machine Translation, the application of this useful technology is good to be applied in any field, one of which is in the field of education. Machine Translation will help in the field of education, especially for students who translate other languages into the language they are learning. Students will find it easier to gain new knowledge by using a foreign language, especially English. Rahayu (2021), mentions that English is one of the international languages that are very important to learn, especially in Indonesia. In Indonesia, English has become the foreign language of communication and it is taught as a foreign language, English is learned in school as an international language. Learning English can be assisted through machine translation which will make it easier for students in translating the new English vocabulary that students will get.

The media here also has many functions, namely in the field of education, generating motivation and stimulating learning activities, as well as influencing student psychology, and the popular media for translating commonly used is Google translate, according to Yanti (2019) one of the popular Machine Translates commonly used is Google Translate.

According to Maulida (2017), Google translate is a free multilingual machine translation service developed by Google to translate and learn English vocabulary from text, speech, images, websites, or videos in real-time from one language to another. Google translate has many benefits in education. The benefits of Google translate that can be felt by students are in translating the original language into English. Students are greatly helped by the google translate application. Google Translate is also very easy to use by students.

Lacking English vocabulary knowledge makes students access information through Google Translate. New vocabulary can be classily accessed by students using this Google translate. However, the lack of knowledge of students in using this google translate Therefore, this research subject is in the second grade of senior high school. The writer also wants to know students' perception on Google translate in improving English vocabulary.

B. Reason for Choosing the Topic

The writer chooses this topic because the school that will be researched, has students in the second grade of high school who are allowed to use translation media, namely Google translate and, Google translate is used when doing English assignments. Therefore, the researcher wants to know students' perceptions Google translate application toward their English vocabulary knowledge.

The writer chose google translate as research material because google translate is the popular machine translation based on Yanti (2019) and easy to be accessed by students. The writer states that google translate is recommended for students because according to Maulida (2017) Google translate is a means of learning foreign language pronunciation for students who want to learn foreign languages, for example for those who want to learn to pronounce words, and Google translate also has an offline mode, so the application it can make students more efficient and also know other languages because it is free.

PAPER 5 (Student's Perception Toward the Use of Cambridge Advanced Learners Dictionary in Pronunciation Class)

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most important language in the world (Darsih et al.,2021). Many people use it as a media of communication and it is a cashier for people who come from countries to interact and communicate with English. English is foreign language that needs to develop because English is also a language that can connect any aspect including the education aspect such as speaking skills.

Speaking is one of productive skills, which must be mastered in learning a foreign language. Fluent speaking skills are actions that produce words that can be understood by the listener. Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant use for communication (Dewi et al.,2016).Teaching speaking is not a simple task, and speaking difficulties are also caused by external factors such as the teacher's work, therefore lecturers need to provide more advanced treatment to students, practice-oriented sessions, and effective ways to implement them such as offering mobile applications that can help students learn and practice speaking (Darsih et al.,2021).In this case teachers have to give more opportunities to their students to express themselves by providing the activities that enable them to speak.

Moreover, the problem of speaking English is the lack of vocabulary and also lack of student's confidence. Indonesia is a multicultural country that has many cultural backgrounds with more than hundreds of mother tongues (Saripudin et al.,2020). **What is certain is that when** Indonesians learn a new language, linguistically the way **they learn will be influenced** by their tribal language and national language. **This condition will lead us to new language problems** when the students' learn a new language outside our first language. Problems **that usually arise are errors and mistakes** in pronunciation. In this study, the researchers deliberately researched students' perceptions of Cambridge Advanced Learner's Dictionary that **can help** correct errors in the pronunciation of sentences in English. Researchers **decided to involve** students of the English education **class of 2020 who are now in semester** 4 in their research because this phenomenon was experienced by them when they were in semester 2.

Based on the researcher, **every teacher still uses traditional methods such as speaking practice which only has dialogue in front of the class**, then the teacher corrects it directly, **but the practice becomes ineffective**. English classes **tend to show that students** only have activities that involve reading and writing skills. **There is no adequate practice for students to develop their oral skills** so **they are not used to speaking and have no motivation**. **There are many** ways to teach speaking. **One of them is by using the Cambridge Advanced Learner's Dictionary**. This media **should be a good** activity for students with low speaking skills because in this media there are interesting

features so that students immediately know where the pronunciation errors are.

B. Reason Choosing the Topic

Many people use the English language as a second language in their country to facilitate communication with tourists. In the era of globalization, English plays a key role in many ways: economics, politics, culture, communication, and education. In response to this, therefore in Indonesian. Speaking English is very important to master (PourhoseinGilakjani,2011). During online learning, many digital learning media tools are used by teachers to make meaningful learning, especially in speaking skills. There are some reasons why the researcher chooses the topic related to Speaking Skills in Pronunciation and Cambridge Advanced Learner's Dictionary.

First, a speaking skill that needs proper attention due to its ability to train the students comprehension of Cambridge Advanced Learner's Dictionary can be seen as a proper teaching media since it might be able to give a different atmosphere while learning. In teaching speaking using traditional method such as material from books, they will not be able to know where the mispronunciation error is, then by using Cambridge Advanced Learner's Dictionary students will know where their pronunciation error is then they can make the mistake as an evaluation for themselves, it help students in learning activities in the pronunciation class in online learning (Al Nakhalah,A,M,2016).The researcher shows Know

more difficulty when speaking or reading aloud in front of class. The researcher also knew how to speak this sentence with good pronunciation.

Second, the researcher wants to know what makes it difficult for college students to learn the English language even as a student in college. Sometimes students still lack their speaking skills, especially miss pronunciation. Finally, the researcher wanted to know the students' perception about the implementation of Cambridge Advanced Learner's Dictionary in pronunciation class as their new experience. Another reason is that student answers can be taken into consideration for lecturers to teach. The results of this study are expected to have positive values that strengthen the reasons why students' perceptions need to be known to improve the quality of pronunciation courses.

PAPER 6 (Students' Perceptions Toward the Use of Grammarly Application)

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing English is considered one of the most difficult languages to master because it is a complex process that requires linguistic synthesis and cognitive analysis. According to Fadhilah et al. (2019), it will be even more complicated if writing in a foreign language such as English because every language has grammar that must be understood and followed. Grammar is one of the crucial aspects of language as it is needed to construct sentences.

Based on Lailika (2019) research, in University of Sunan Ampel Surabaya found that many students still have difficulties or poor understanding of how to use grammar correctly. This becomes a problem in learning English, one of which is the ability to write. The incompatibility of grammar writing with the applicable rules due to a lack of knowledge in the mastery of grammar is one of the obstacles in the context of writing.

Many programs have been built to support the language learner in achieving better language proficiency, since the technology is rapidly developing. There are several ways to learn and improve language components such as grammar, and one of them is by the help of Artificial Intelligence or AI. Artificial Intelligence (AI) is a tool that is needed today for teaching units in the process of sharing knowledge with the students.

One of the media on AI is Grammarly. Grammarly is an application which is beneficial for detecting error analysis of English components, especially grammar. This media is also useful for improving students grammar better, either in grammar subjects or writing subjects. Grammarly Premium is an automated proofreading system that can identify errors related to 250 grammar rules. Grammarly is one of the applications which beneficial for detecting error analysis of English components or can be in writing skills.

Several researchers had researched this topic several years ago Neill & Russell (2019) explain that Grammarly is an application that has been identified to save time due to its fast performance, and effectiveness and provides a lot of feedback than using traditional methods while remaining consistent in the literature. Grammarly also the appropriate to provide feedback is in the form of grammar desired by students but by not sacrificing their high-level skills (Neill& Russell, 2019a). Vidhiasi & Haryani (2021) argue that the lecturers will be greatly helped by using Grammarly in analyzing grammar errors. But actually, it is very useful as well for students in EFL writing skills because it can significantly reduce student writing errors (Ghufron & Rosyida, 2018). However, Karyuatry (2018) says that Grammarly is an application designed to make it easier for students to use the wrong sentences, but on the other hand, this application still has difficulties with errors in the form of semantic sentences. In conclusion, Grammarly Application is a good media and it is recommended for use in

the current situation.

B. Reason for Choosing the Topic

This research is about a tool that can help students' especially in checking their grammar in written form by using Grammarly Application. The reason for choosing the topic is because the researcher is interested to analyze the students' perceptions toward the use of grammar application. Then, based on the literature review, several researchers had researched this. They said this application is a good one to use, so that the students can utilize it as a grammar checker for their writing.

C. Appendix 3: Table Identification of Clauses Types

Table Data Identification From 6 Selected Papers		
Paper 1 Sub-section One Paragraph 1		
NO.	Type of Mood and Modality	Example of the Data
1.	Positive Declarative Mood	English language components is significant
2.	Positive Declarative Mood	Vocabulary is the central part of the language
3.	Negative Declarative Mood	...it is not inseparable...
4.	Negative Declarative Mood	...students cannot understand the context...
5.	Imperative Mood	Without enhancing their vocabulary, students cannot understand
6.	High Inclination Modulation	It means that students need to enhance their vocabulary
7.	High Obligation Modulation	enhance their vocabulary to achieve learning outcomes...
8.	High Obligation Modulation	...express their perspectives to other students.
Paper 1 Sub-section One Paragraph 2		
NO.	Type of Mood and Modality	Example of the Data
9.	High Obligation Modulation	The key to having good English...
10.	High Obligation Modulation	their ability to understand the meaning
11.	High Inclination Modulation	...they need more exploration...
12.	High Inclination Modulation	which can affect students' proficiency
13.	Usuality Modalization	they often have frustration with memorizing vocabulary
14.	Positive Declarative Mood	...the meaning is different ...
15.	Positive Declarative Mood	The key to having good English is mastering vocabulary
16.	Imperative Mood	Their abilities are still low...
17.	Imperative Mood	they need more exploration and practice in memorizing vocabulary.
Paper 1 Sub-section One Paragraph 3		
NO.	Type of Mood and Modality	Example of the Data
18.	Positive Declarative Mood	... it is important to provide a comfortable environment...
19.	Imperative Mood	using technology to learn English

		can support learning outcomes
20.	Imperative Mood	it is important to provide a comfortable environment and learning atmosphere for students to learn vocabulary.
21.	High Obligation Modulation	important to provide a comfortable environment
22.	High Obligation Modulation	learning atmosphere for students to learn
23.	High Obligation Modulation	using technology to learn English
24.	Low Obligation Modulation	English can support learning outcomes
25.	Low Obligation Modulation	... it may delay their understanding...
Paper 1 Sub-section One Paragraph 4		
NO.	Type of Mood and Modality	Example of the Data
26.	Positive Declarative Mood	The body of technology is separated into two parts...
27.	Positive Declarative Mood	... which are software and hardware.
28.	Positive Declarative Mood	Hardware is a tangible component...
29.	Positive Declarative Mood	software is the intangible part of the technology
30.	Imperative Mood	...adds various digital learning platforms into classroom activities that can improve the quality of student learning.
31.	Low Obligation Modulation	...learning platforms into classroom activities that can improve the quality...
Paper 1 Sub-section One Paragraph 5		
NO.	Type of Mood and Modality	Example of the Data
32.	High Obligation Modulation	This allows students to apply digital apps..
33.	Low Obligation Modulation	They can communicate rapidly and effectively
34.	Usuality Modalization	...apply digital apps mostly through their computers and Android and IOS...
Paper 1 Sub-section One Paragraph 6		
NO.	Type of Mood and Modality	Example of the Data
35.	Low Obligation Modulation	They can also use the technology while studying
36.	High Obligation Modulation	The employment of digital applications needs to expand
37.	Positive Declarative Mood	Learning language through technology is a shift for students...

Paper 1 Sub-section One Paragraph 7		
NO.	Type of Mood and Modality	Example of the Data
38.	Positive Declarative Mood	It means that digital applications are programs or systems
39.	Positive Declarative Mood	A digital application is a device program
40.	High Obligation Modulation	...devices that provide content to learn languages through smartphones...
41.	High Obligation Modulation	...therefore, the researcher wants to investigate students' perceptions.
Paper 1 Sub-section Two Paragraph 1		
NO.	Type of Mood and Modality	Example of the Data
42.	Usuality Modalization	The teacher always applies applications...
43.	High Obligation Modulation	...applies applications to students in learning activities...
44.	High Obligation Modulation	since it relates to exploring and building
45.	Low Obligation Modulation	...which means students can develop their proficiency...
46.	Low Obligation Modulation	...applications during teacher-led learning can enhance students' creative thinking...
Paper 1 Sub-section Two Paragraph 2		
NO.	Type of Mood and Modality	Example of the Data
47.	Positive Declarative Mood	There are two reasons why the researcher choses the topic
48.	Usuality Modalization	The teacher consistently implements various digital-based applications
49.	High Obligation Modulation	...technology helps students to develop their English ability.
50.	High Obligation Modulation	...when learning enables students to use the digital application...
Paper 1 Sub-section Two Paragraph 3		
NO.	Type of Mood and Modality	Example of the Data
51.	Positive Declarative Mood	...it is related to the benefits and challenges...
52.	High Obligation Modulation	...the researcher wants to investigate students' perspectives on digital applications.

53.	High Obligation Modulation	...it easier for them to find new words...
54.	High Obligation Modulation	...interactive learning to enhance their vocabulary.
55.	High Obligation Modulation	...it is related to the benefits and challenges they have experienced...
Paper 2 Sub-section One Paragraph 1		
NO.	Type of Mood and Modality	Example of the Data
56.	Positive Declarative Mood	...education system is developing through digital.
57.	Positive Declarative Mood	...education institutions are required ...
58.	Positive Declarative Mood	teachers and students are challenged
59.	Positive Declarative Mood	Online learning is considered as a good way
60.	Negative Declarative Mood	The learning process is no longer need
61.	Imperative Mood	The learning process is no longer needed face-to-face in the classroom.
62.	High Obligation Modulation	required to innovate the learning process.
63.	High Obligation Modulation	challenged to adapt with new conditions
64.	High Obligation Modulation	as a good way to learn
65.	Low Obligation Modulation	as it can be accessed anytime a
Paper 2 Sub-section One Paragraph 2		
NO.	Type of Mood and Modality	Example of the Data
66.	Positive Declarative Mood	this learning platform is to give access
67.	High Obligation Modulation	clear form to manage teachers' and students'
68.	Low Obligation Modulation	Students can be invited to join a class
Paper 2 Sub-section One Paragraph 3		
NO.	Type of Mood and Modality	Example of the Data
69.	Low Obligation Modulation	this issue may give a lot of perceptions
70.	High Obligation Modulation	students' perceptions to analyze how students

Paper 2 Sub-section Two Paragraph 1		
NO.	Type of Mood and Modality	Example of the Data
71.	Positive Declarative Mood	online learning is often used in the world of education
72.	Positive Declarative Mood	Teachers and students are required...
73.	Positive Declarative Mood	...learning process is different from the old
74.	Positive Declarative Mood	students are still experiencing difficulties
75.	Positive Declarative Mood	That is why the researcher investigated
76.	Imperative Mood	It becomes important as every school now uses technology to support learning activities.
77.	Imperative Mood	In reality, many students are still experiencing difficulties in doing online learning
78.	High Obligation Modulation	adapt to modern technology
79.	Low Obligation Modulation	learning can be accessed
80.	Usuality Modalization	online learning is often used
Paper 2 Sub-section Two Paragraph 2		
NO.	Type of Mood and Modality	Example of the Data
81.	Positive Declarative Mood	Google Classroom is considered
82.	Imperative Mood	This application offers many advanced features that make it an ideal tool for students.
83.	Imperative Mood	It is because Google Classroom is considered one of the best platforms to support the learning process.
etc.....		
Paper 6 Sub-section Two Paragraph 1		
NO.	Type of Mood and Modality	Example of the Data
211.	Positive Declarative Mood	They said this application is a good one to use
212.	Low Obligation Modulation	a tool that can help students'

D. Appendix 4: Thematic Analysis Matrix

Thematic Analysis Matrix				
Paper Title: Students Perception of Digital Application for Vocabulary Enrichment				
Author: Student 1				
Data Source	Example of Data	Initial Codes	Classification and Theorization	Emergent Themes
Sub 1 Paragraph 1 Chapter 1	Vocabulary is the central part of the language...	PD	The verb “is the central”is indicated by positive finite, it expressed a positive statement of fact.	Positive Declarative Mood
	...students cannot understand the context...	ND	The verb “cannot”is indicated by negative finite, it expressed a negative statement of fact.	Negative Declarative Mood
	...they need more exploration and practice in memorizing vocabulary...	IM	The sentence is expressed imperative mood, it expressed commands or give some requests or advice.	Imperative Mood
Sub 1 Paragraph 1 Chapter 1	...enhance their vocabulary to achieve learning outcomes...	MHO	The verb “to achieve” is in high obligation, because it expressed command, suggestion, demand,and advice	High Obligation Modulation
	It means that students need to enhance their vocabulary...	MHI	The verb “need to” is in high inclination, it expressed willingness and determination to get reader to do something.	High Inclination Modulation
Sub 1 Paragraph 1 Chapter 2	...they often have frustration with memorizing vocabulary...	MU	The verb “often” is in usuality, it expresses judgments to the frequency which something happening.	Modalization Usuality
Paper Title: Students’ Perception on The Use of Google Classroom for Online English Learning				
Author: Student 2				

Data Source	Example of Data	Initial Codes	Classification and Theorization	Emergent Themes
Sub 2 Paragraph 1 Chapter 1	...learning process is different from the old...	PD	The verb “is different” is indicated by positive finite, it expressed a positive statement of fact.	Positive Declarative Mood
	It becomes important as every school now uses technology to support learning activities.	IM	The sentence is expressed imperative mood, it expressed commands or give some requests or advice.	Imperative Mood
Sub 1 Paragraph 3 Chapter 1	...this issue may give a lot of perceptions...	MLO	The verb “may give” is in low obligation, it expressed command, suggestion, demand, and advice.	Low Obligation Modulation
Sub 2 Paragraph 3 Chapter 1	...student will give a different perception...	MMO	The verb “will give” is in medium obligation, it expressed command, suggestion, demand, and advice.	Medium Obligation Modulation
Sub 2 Paragraph 1 Chapter 1	...online learning is often used...	MU	The verb “often” is in usuality, it expresses judgments to the frequency which something happening.	Modalization Usuality
Paper Title: Students Perceptions of Using Grammarly as An Online Grammar Checker in Skripsi Writing				
Author: Student 3				
Data Source	Example of Data	Initial Codes	Classification and Theorization	Emergent Themes
Sub 1 Paragraph 1 Chapter 1	...writing skills are essential skills...	PD	The verb “are essential” is indicated by positive finite, it expressed a positive statement of fact.	Positive Declarative Mood
 they do not have the correction...	ND	The verb “do not” is indicated by negative finite, it expressed a negative statement of fact.	Negative Declarative Mood

	...several previous researchers have proven the effectiveness of Grammarly checkers in helping students write through their research...	IM	The sentence is expressed imperative mood, it expressed commands or give some requests or advice.	Imperative Mood
	... must be mastered by everyone...	MHO	The verb “must be” is in high obligation, because it expressed command, suggestion, demand, and advice	High Obligation Modulation
	...make their mistakes repeatedly ...	MU	The verb “repeatedly” is in usuality, it expresses judgments to the frequency which something happening.	Modalization Usuality

Paper Title: Students’ Perceptions of Using Google Translate Application Toward Their English Vocabulary Knowledge

Author: Student 4

Data Source	Example of Data	InitialCodes	Classification and Theorization	Emergent Themes
Sub 2 Paragraph 1 Chapter 1	...high school who are allowed to use...	PD	The verb “who are” is indicated by positive finite, it expressed a positive statement of fact.	Positive Declarative Mood
Sub 1 Paragraph 1 Chapter 1	...people can learn many things...	MLO	The verb “can learn” is in Low obligation, because it expressed command, suggestion, demand, and advice	Low Obligation

Paper Title: Student’s Perception Toward the Use of Cambridge Advanced Learners Dictionary in Pronunciation Class

Author: Student 5

Data Source	Example of Data	InitialCodes	Classification and Theorization	Emergent Themes
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Sub 1 Paragraph 4 Chapter 1	They are not used to speaking and have no motivation...	ND	The verb “are not” is indicated by negative finite, it expressed a negative statement of fact.	Negative Declarative Mood
	...but the practice becomes ineffective	IM	The sentence is expressed imperative mood, it expressed commands or give some requests or advice.	Imperative Mood
Sub 1 Paragraph 3 Chapter 1	...the way they learn will be influenced...	MMO	The verb “will be” is in medium obligation, it expressed command, suggestion, demand, and advice.	Medium Obligation Modulation
Sub 1 Paragraph 4 Chapter 1	This media should be a good activity...	MMO	The verb “should be” is in medium obligation, it expressed command, suggestion, demand, and advice.	Medium Obligation Modulation
Sub 1 Paragraph 1 Chapter 1	...language that needs to develop...	MHI	The verb “needs to” is in high inclination, it expressed willingness and determination to get reader to do something.	High Inclination Modulation
Sub 1 Paragraph 3 Chapter 1	Problems that usually arise...	MU	The verb “that usually” is in usuality, it expresses judgments to the frequency which something happening.	Modalization Usuality
Paper Title: Students’ Perceptions Toward the Use of Grammarly Application				
Author: Student 6				
Data Source	Example of Data	Initial Codes	Classification and Theorization	Emergent Themes
Sub 2 Paragraph 1 Chapter 1	They said this application is a good one to use	PD	The verb “is a good” is indicated by positive finite, it expressed a positive statement of fact.	Positive Declarative Mood
Sub 1 Paragraph 1 Chapter 1	...language as it is needed to construct sentences...	MHI	The verb “needed to” is in high inclination, it expressed willingness and determination to get reader to do something.	High Inclination Modulation

E. Appendix 5: Daftar Skripsi dengan Judul “Perception” 2023

**DAFTAR JUDUL SKRIPSI “PERCEPTION”
PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN**

NO	JUDUL SKRIPSI	NO SERI	TAHUN
1	Students’ Perception Toward Collaborative Writing Strategy: A Narrative Inquiry	1592/p.fkip/	2023
2	Students’ Perception Toward The Use Of Comic Strips In English Class	1591/p.fkip/	2023
3	Students’ Perception On The Use Of Google Classroom For Online English Learning	1570/perpust.FKIP/	2023
4	Students’ perceptions of the implementation of literation program	1578/perpust.FKIP/	2023
5	Students Perception of Digital Applications For Vocabulary Enrichment	1580/perpust.FKIP/	2023
6	Students’ Perceptions Of Using Google Translate Application Toward Their English Vocabulary Knowledge	1523/perpust.FKIP/	2023
7	Students’ Perceptions On The Difference Between Novel And Movie Of Gulliver’s Travel	1559/perpust.FKIP/	2023
8	Student’s Perception Toward The Use Of Cambridge Advanced Learners Dictionary In Pronunciation Class	1530/perpust.FKIP/	2023
9	Students Perceptions of Using Grammarly As An Online Grammar Checker In <i>Skripsi</i> Writing	1548/perpust.FKIP/	2023
10	Students’ Perceptions Toward The Use Of Grammarly Application	1593/p.FKIP/	2023
11	Students’ Perception Towards The Use Of Journal Writing Technique In Basic Writing Class	1600/p.FKIP/	2023
12	Students Perceptions Toward Oral Corrective Feedback In English Pronunciation Class	1617/perpustakaan/ FKIP	2023
13	Students’ Perceptions Toward Joining English Club On Their Speaking Skills	-	2023
14	A Narrative Inquiry On The Students Perception And Experience In Writing Essays Using Reading-To-Write Strategy	-	2023

F. Appendix 5: Surat Keputusan Pengangkatan Bimbingan Skripsi



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 3469/SK/D/ FKIP/VI/2024

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- Menetapkan Pertama : Mengangkat Saudara
Dr. Iyan Indriyansyah, M.Pd. : Pembimbing Utama
Asih Wahyuni, M.Pd. : Pembimbing Pendamping
- Nama : ALYA NURFAKHIRA
NPM : 031120025
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : EXAMINING INTERPERSONAL GRAMMATICAL METAPHOR USE IN ACADEMIC WRITING
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
pada tanggal 23 Juni 2024

Dr. Iyan Indriyansyah, M.Si.
NIP. 0694 021 205

- Tembusan :
1. Rektor Universitas Pakuan
 2. Wakil Rektor I, II, dan III Universitas Pakuan

G. Appendix 6: Surat Izin Penelitian



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kota Pos 412, E-mail: asp@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 8567/WADEK /FKIP/VI/2024

23 Juni 2024

Perihal : Izin Penelitian

Yth. Dekan FKIP
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : ALYA NURFAKHIRA
NPM : 031120025
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 13 Mei s.d. 20 Juni 2024 mengenai:
EXAMINING INTERPERSONAL GRAMMATICAL METAPHOR USE IN
ACADEMIC WRITING

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan








H. Appendix 7: Berita Acara Bimbingan Skripsi






Lampiran 2 Catatan Bimbingan







Tanggal	Bab	Catatan Bimbingan	Paraf
24/ Okt 2023	Judul	- Memperbaiki judul - Menyusun Variable. - Konsultasi cara penulisan dan susunan teori di bab 1.	MP +
5/ Nov 2023	Bab 1	- Mengumpulkan bab 1 - Revisi background, Research focus, Research question, aim, dan significance.	MP +
20/ Nov 2023	Bab 1	- Konsultasi terkait variable dan teori - Meluruskan teori dan beberapa kesalahan penulisan pada bab 1.	MP +
27/ Nov 2023	Bab 1	- Revisi keseluruhan bab 1.	MP +
12/12 2023	Bab 1 dan Bab 2	- Memperbaiki bab 1 - Melanjutkan dan mempersiapkan bab 2	MP +



Tanggal	Bab	Catatan Bimbingan	Paraf
20/ Okt 2023	Judul Bab 1	- Menyampaikan judul proposal Penelitian - Merevisi judul - Konsultasi terkait bab 1	MP
15/23 /12	Bab 1	- Merevisi bab 1 - Melanjutkan bab 2 dan konsultasi terkait penulisan bab 2	MP
11/ Des 2023	Bab 2	- Konsultasi terkait bab 2 - Pembahasan teori terkait masing-masing variable.	MP
5/ Jan 2024	Bab 2 dan 3	- Mengumpulkan bab 2 dan 3 - Melakukan revisi bab 2 - Mendiskusikan bab 3 (Instrument, site, participant, Method, design).	MP +

Lampiran 2 Catatan Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
8/Jan 2024	Bab 1,2,3	- Revisi keseluruhan - Mendesain Research Instrument, Approval checklist, Thematic Analysis - Revisi bab 3	
16/Jan 2024	Bab 3	- Merevisi Instrument - pengarahan dan persiapan Seminar proposal.	
23/Jan 2024	Bab 1-3	- konsultasi keseluruhan Proposal	
29/Feb 2024	Revisi seluruh Sempro	- Perbaiki daftar pustaka - Perbaiki instrument	
7/maret 2024	Revisi Seluruh Sempro	- Perbaiki instrument - Perbaiki grammar	

Tanggal	Bab	Catatan Bimbingan	Paraf
26/April 2024	Bab4	- Persiapan pengambilan data. - Distusi cara pengambilan data	
16/Mai 2024	Bab4	- Konsultasi terkait data yang telah di peroleh - Persiapan cara pengolahan data	
31/Mei 2024	Bab4	- konsultasi data dan Instrument.	
6/juni 2024	Bab4	- perbaiki data descripsi dan bab4	
20/juni 2024	Bab4	- Revisi Research paper - Revisi daftar bab2 - perbaiki data pada bab4	

Tanggal	Bab	Catatan Bimbingan	Paraf
24/juni 2024	Bab 4-5	- Perbaikan bab 4 (data analysis)	
25/juni 2024	Bab 4-5	- Perbaikan penyajian data dari thematic analysis - Perbaikan tabel	
27/juni 2024	Bab 4-5	- Perbaikan tabel dari data instrument	
4/juli 2024	Bab 4-5	- Perbaikan data pada bab 4	
16/juli 2024	Bab 4-5	- Perbaikan data analisis - Perbaikan data dari documentation	
18/juli 2024	Bab 4-5	- Penambahan data yang harus di analisis	

Tanggal	Bab	Catatan Bimbingan	Paraf
19/juli 2024	Bab 4-5	- Perbaikan kalimat pada penyajian data.	
22/juli 2024	Bab 4-5	- Perbaikan dari bab 3-5 - Revisi acknowledgement	
24/juli 2024		Final ujian / draft Final skripsi	