

BUKTI KORESPONDENSI DAN REVIEW

Judul Artikel	Managing Interpersonal Meaning In Social Media: A Case Study Of Indonesian Language Use
Jurnal	Academic Journal Perspective: Education, Language and Literature
Penerbit	Lembaga Penelitian Universitas Swadaya Gunung Jati Cirebon
Penulis	Putu Nur Ayomi (Penulis Tunggal)

No	Perihal	Tanggal
1	Bukti Submit Artikel	2 Januari 2021
2	Keputusan Review Tahap 1: <i>Revision Required</i>	14 April 2021
3	Submit Revisi	19 Februari
4	Keputusan Editor: <i>Accept Submission</i>	17 Mei 2021
5	Copyediting review Request	18 Mei 2021
5	Publikasi	Mei 2021

1. Submit Artikel pada

#4544 Summary

SUMMARY REVIEW EDITING

Submission

Authors	Putu Nur Ayomi
Title	MANAGING INTERPERSONAL MEANING IN SOCIAL MEDIA: A CASE STUDY OF INDONESIAN LANGUAGE USE
Original file	4544-12429-1-SM.DOCX 2021-01-02
Supp. files	4544-12430-1-SP.DOCX 2021-01-02
Submitter	Ms. Putu Nur Ayomi
Date submitted	January 2, 2021 - 12:49 PM
Section	
Editor	Mahmud Mahmud
Author comments	Saya mengikuti seminar ICOLTEC 2020 yang diselenggarakan UII dan direkomendasikan untuk submit artikel ke jurnal ini.
Abstract Views	277

2. Keputusan Awal Editor : 14 April 2021

[Perspective] Editor Decision External Inbox x



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Apr 14, 2021, 1:48 PM ☆ ↶ ⋮

Ms. Putu Nur Ayomi:

We have reached a decision regarding your submission to Academic Journal Perspective : Education, Language, and Literature, "MANAGING INTERPERSONAL MEANING IN SOCIAL MEDIA: A CASE STUDY OF INDONESIAN LANGUAGE USE".

Our decision is: Revisions Required

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Academic Journal Perspective: Education, Language, and Literature

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3. Submit Perbaikan : 19 Februari 2021

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Peer Review

Round 1

Review Version	4544-12431-2-RV.DOCX	2021-02-19
Initiated	2021-02-19	
Last modified	2021-04-14	
Uploaded file	Reviewer B 4544-14077-1-RV.DOCX	2021-04-14
	Reviewer A 4544-13511-1-RV.DOCX	2021-03-01

4. Keputusan Editor Setelah Perbaikan “Accept Submission”: 17 Mei 2021

Editor Decision

Decision	Accept Submission	2021-05-17
Notify Editor	 Editor/Author Email Record 	2021-05-17
Editor Version	4544-13322-1-ED.DOCX	2021-02-19
Author Version	4544-13730-1-ED.DOCX	2021-03-16 DELETED
	4544-13730-2-ED.DOCX	2021-04-15 DELETED
	4544-13730-3-ED.DOCX	2021-05-02 DELETED
Upload Author Version	<input type="button" value="Choose File"/> No file chosen	<input type="button" value="Upload"/>

ISSN: 2621-6981

5. Copyediting Review Request

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Tue, May 18, 2021, 11:25 AM



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REVIEWER 1



MANAGING INTERPERSONAL MEANING IN SOCIAL MEDIA: A CASE STUDY OF INDONESIAN LANGUAGE USE

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Abstract

Social media has become an important platform for everyone to broadcast information, opinions, and emotion freely and borderless in today's society. Among other social media, Twitter is the most well-known social media platform for idea-sharing. With a resource such as hashtags, people can search, follow, and contribute to a specific topic, which can create a nationwide and even worldwide discussion. With such a high engagement between users, how the twitter users use language to manage interpersonal role-relationship effectively will determine how smooth a communication goes. Character education is an integral part of Indonesia's education system. Therefore, in this internet era, it is also essential to understand the language resources of interpersonal meaning that students can exploit to engage more positively while exercising their freedom of expression in social media. This study draws upon the Systemic Functional Linguistic's (SFL) theory of interpersonal metafunction (Halliday, 1978; Halliday & Matthiessen, 2014; Martin, 1992) that focuses on Mood and Modality and the Appraisal system (Martin, J.R.; White, 2005). As a case study, the data are taken from a trending topic in Indonesia Twitter, by choosing purposively some data that can best reflect the variety of interpersonal meaning. This study shows that specific interpersonal language resources can produce a more negotiated stance and solidarity that can lessen personal conflicts between users and encourage more positive communication.

Keywords: *appraisal, interpersonal metafunction, mood, modality, social media, stance*

INTRODUCTION

Unlike other social media which is based on networking and focuses primarily to connect people who know each other, Twitter is known as a microblogging service which focuses on ideas and opinions sharing (Zappavigna, 2011). While traditionally, a search engine such as Google can help people to find information of specific topics by directing them to various websites: news, blogs, or other media outlet, today, social media enable people to search not only for content, they can also find out what other people say about a particular issue in real-time (Zappavigna, 2011). This cultural shift is enabled through some features available in social media, especially the Twitter Features such as *hashtag* (#). It enables people to discover what topic they are interested in and tell others about their opinion about a particular topic. Twitter, in its explore menu, also provides users with information

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about some trending topics, especially the most popular hashtag and keywords that can be customized based on the user's location or topic they want to follow. The hashtag #BlackLivesMatter, for example, become a worldwide trending topic that was tweeted by millions of people for weeks following the death of George Floyd, an American black man in police custody. This massive amount of shared public pressure instigated many social movements in real life and created tension in US politics. According to Zappavigna (2011:789), Twitter becomes a linguistic code that means "Search for me and affiliate with my value!".

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On the other side, social media can be a dangerous environment where one can face negative information and hoax as well as negative linguistic exposures. Users can easily find hateful and rude tweets, bullying, including harsh tweet wars. Although it remains controversial (ICRS, 2020; Article 19, 2003), Indonesian law regulates the expression of defamation and blasphemy on the Internet, resulting in a criminal penalty. Understanding the role that language plays to regulate interpersonal role-relationship between social media users and express evaluation on some issues is essential to be able to communicate more positively on social media platforms. Education is responsible for enforcing a positive form of communication to create more supportive and less toxic environments for the young generation. In social media, they can foster critical thinking, practice their freedom of speech by stating their argument clearly and, at the same time, respecting other opinions.

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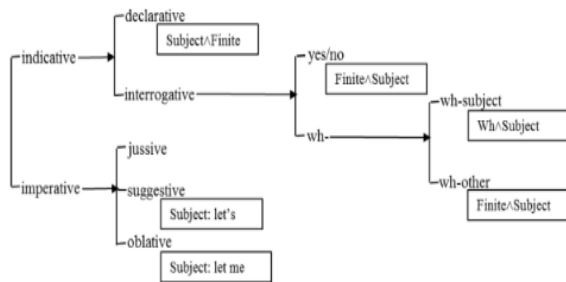
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From the perspective of Systemic Functional Linguistic (SFL), the language system evolves to serve us with three kinds of meanings: the ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). Ideationally, language is a resource to express experience about oneself or the world through the arrangement of participants taking part, the process that happens, and the event's surrounding circumstances. Interpersonally, language facilitates the expression of one's speech role, point of view, and communicating attitude. Textually, language is a resource for organizing all information in different levels of the language units to create a coherent and meaningful text (Halliday & Matthiessen, 2014; Humprey et al., 2012; Martin, 1992).

This study focuses on how Indonesian Twitter users manage interpersonal meaning in their tweets. There are two language systems central to the discussion of interpersonal meaning in SFL, namely Mood and Modality. In the Mood system, a clause is seen as a linguistic resource that realizes different moves made by the speaker in an interaction, which is seen as a process of exchanging information or goods and services. Grammatically, Mood is constructed by a different Subject and Finite arrangement, which creates different speech functions, namely Declarative, Interrogative, Imperative, and Offer (Halliday & Matthiessen, 2014:135).

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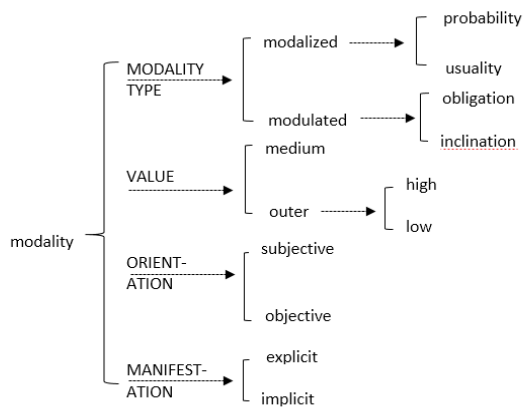
Figure 1. Mood System in English Language



(Yu & Wu, 2016:3)

Furthermore, the Modality system provides resources for the speaker to enact her position between the two polarities of “Yes” and “No” regarding the degree of possibility or obligation in the utterances. Although there are some typical realizations of Mood and Modality in the grammar, for example, in English, a yes/no interrogative is realized by the sequence of Finite^Subject; in the real discourse, people use a variety of ways to realize that meaning.

Figure 2. Modality System

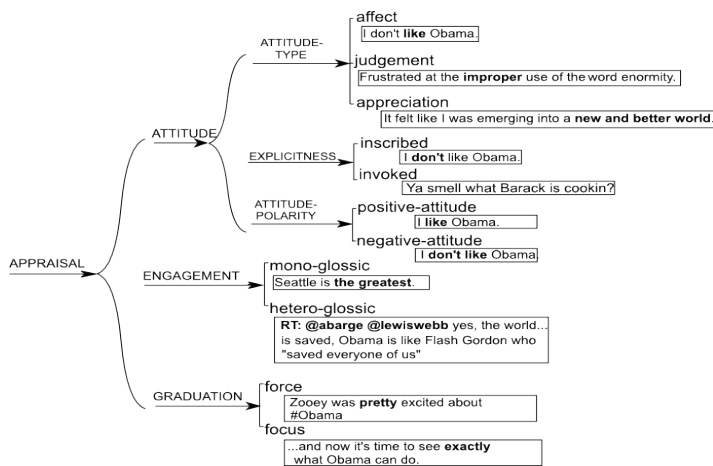


(Halliday & Matthiessen, 2014:135)

As an extension to these systems, Martin & White (2005) add an Appraisal system within the interpersonal metafunction. This system covers the language resources to evaluate what is being said, including the three domains: Attitude, Engagement, and Graduation. Attitude concern with the language used to express feelings, which include affect, judgment, and appreciation. Engagement deals with language resources for contracting and expanding spaces to discuss and manage voices in a text to be monogloss and/or

heterogloss. Lastly, through the system of graduation, evaluation carried by the two previous systems can be intensified or downgraded.

Figure 3. The System Network of Appraisal



(Zappavigna, 2011:796)

Several studies have discussed how interpersonal language resources can be employed for various purposes in social media. Ross & Caldwell (2020) study how President Trump constructs his political opponents' negative representation in his tweets by focusing on interpersonal metafunctions. Zappavigna (2011) explores how linguistic resources are employed to create ambient affiliation on Twitter, especially by focusing on the Engagement system. Korenek & Šimko (2014) proposed that Appraisal theory, combined with information technology, can be a very applicative and valuable tool to measure public sentiments toward certain commercial products or some issues in the microblogging platform or social media in general. This study takes a more pedagogical approach by focusing on exploring how language can be employed to effectively and positively engage in communications by managing interpersonal meaning. The language used in Twitter to discuss a controversial topic, as shown by heated debates and online "fights" between users, is interesting from a pedagogic perspective to understand the role language plays in such a context.

METHOD

This study is a qualitative one. Samples are chosen purposively by choosing the tweets that show the complimentary use of interpersonal language resources and compare them to the more negative ones. This study uses a case study of a trending topic in Indonesia with the keyword Jerix or the related hashtags such as #bebaskanJRXSID 'free JRX SID' and #sayabersamaJRX 'I am with JRX' that has been tweeted more than twenty-five thousand times in Twitter following Jerinx arrest.

Jrx or Jerinx is a vocalist of an Indonesian popular punk band *Superman is Dead* (SID). The Indonesian Police arrested him based on the Indonesian Medical Doctors Association

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(IDI) report, which accused him of spreading hate speech and defamation to the organization by calling IDI "kacung WHO" the lackey of WHO on 13 June 2020. He was charged with breaking several Indonesian Law articles concerning Electronic Information and Transactions (UU-ITE). Jerinx's statement was stimulated by a hospital refusal to handle childbirth because the mother could not afford to pay for the rapid Covid-19 test, which caused the unborn baby's death. However, before this case, Jerinx himself often raised controversies regarding his statements about COVID-19. He indicated that the pandemic was a conspiracy by some global elites. He also often criticized how the Government and IDI handled the Covid-19 pandemic, including by neglecting some Covid-19 health protocols. Despite that many people considered Jerinx's statements on the pandemic as nonsense, his arrest gathered many refusals. Some trending hashtags that demanded his release appeared on Twitter. A petition to release him had been signed by 52.000 people (Fatia, 2020). There are significant online debates between those who refuse and those who support Jerinx arrest. The language used in this example of controversy can reflect various interpersonal lexicogrammatical resources one can use to express affiliation and opposition in challenging interactions.

RESULTS AND DISCUSSIONS

This section demonstrates how different use of interpersonal lexicogrammatical resources can create different types of interpersonal meaning. Those are manipulating mood, modality, and certain lexicogrammatical choices to express evaluation in attitude, engagement, and graduation.

Mood

Compared to the other more written like genres such as scientific articles, news articles, or books, language used in social media has many varieties of mood. This is related to its more interactive and dialogic nature of communication. Since it accommodates people from different backgrounds who mostly do not know each other personally, and they are not institutionalized, users' status is, to some extent, equal. One can address presidents, politicians, professors, or any other users in a similar egalitarian manner. Consider an example of a tweet below which is directed to President Jokowi:

Excerpt 1: *Pak @jokowi, di Negara yang Anda pimpin ini, ternyata koruptor lebih bisa bebas dan tidak ditahan selama proses penyidikan ya daripada mereka yang berekspresi menyuarakan pikirannya dan dituduh dengan pasal karet UUTE? Sungguh sangat tidak elok. #BebaskanJRXSID #SayaBersamaJRX*
' Mr. @jokowi, in the country that you lead, turns out that corruptors can be freer and (they are) not detained during the investigation process, right, than those who express their thoughts and are accused by using the UUTE "rubber article"? It's absolutely very unpretty. #FreeJRXSID #IamwithJRX'

In delivering her critic, a user addressed the president directly by mentioning his official account @jokowi and used the term address Pak 'Sir.' Should they meet face to face, this kind of communication will not be likely to happen. There are two sentences in excerpt 1, including two sentences in the hashtags. Although the first sentence used a question mark '?', its length and its form that resembled a declarative sentence made the sentence sounds more like a statement instead of a question. Sentence 1 follows the Subject[^]finite[^]Predication form, which is a typical form of a declarative sentence rather than the typical form of an interrogative sentence, which is started with Wh- question. We can compare sentence 1 in excerpt 1 with the constructed interrogative forms, i.e., *Apakah*

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di negara yang Anda pimpin....? 'Is in the country that you lead....' or *Mengapa di negara yang anda pimpin?* 'Why in the country that you lead...'. Although both the original and constructed interrogative form charges the propositions' accountability to President Jokowi, the Wh-questions are still more questions-like seeking more answers or clarification. The original form resembles declarative sentence form, which, although employing question mark, sounds more rhetorical, especially with the absence of a falling tone that can signify that the sentence is a question. Therefore, this form of language accuses the president with a higher degree of an imposition than using the wh-interrogative. The same also occurs with the second sentence. The second sentence is an indicative declarative sentence that gives information to the reader. In the case of excerpt 1, the sentence *Sungguh sangat tidak elok 'It's absolutely very unpretty,' which has ellipted subject* tells about what the speaker thinks about the situation. This form of clause construction closes space for the negotiation of what being said in the clause. Again, if the clause is reconstructed into an interrogative form, e.g. yes/no interrogative: *Bukankah ini sungguh sangat tidak elok? 'Isn't this It's absolutely very unpretty?'*, the statement becomes less authoritative and accusing.

In debates, interrogatives, which can be interpreted as rhetorical questions, are often used to give sarcastic remarks, a judgment which is dressed as a questioned prejudgment. It informs the reader about what the speaker thinks but reduces the speaker's responsibility to prove the statement she gives. This, for example, can be seen in the tweets below:

Excerpt 2: *Koruptor kah dia..?*
'Is he a corruptor?'

The question raised by a username in the excerpt above was a response to a news article showing Jerinx carried by a police officer, handcuffed. On the other hand, there was a series of DJoko Chandra photos circulated widely on the internet, walking casually beside some police officers without handcuffs. This convicted corruption actor who cost the state about 940 billion rupiahs was recently arrested after being a fugitive for about 11 years. The tweet, which protested what she thought to be an unfair treatment, is construed in interrogative clause instead of a series of declarative which carry the similar message as in the following sentences:

Excerpt 3: *Ketika peraturan lebih mudah memenjarakan orang2 baik dan kritik, sedangkan para koruptor penuh tata kerama di beri kelonggaran bahkan bebas berkeliaran.*
'When the regulations make it easier to imprison good people and critics, while the corruptors are (treated) full of ethics, given the flexibility to even roam freely.'

Compared to the interrogative forms, the declarative clauses in excerpt 3 shows more information, and it also states clearly what the writer thinks about Jerinx's arrest. She was in charge and more committed to whatever she writes. However, the interrogative clause is vague and requires the reader to have the same background knowledge as the writer. To some extent, the writer can argue the meaning of her proposition by taking the grammatical form at face value, that it is only a question.

The two hashtags, *#FreeJRXSID* and *#IamwithJRX*, as can be seen in excerpt 1, used different types of mood. The first, "Free JRX SID," is imperative, as shown by the lack of subject and the predicator's initial position. Since it is used as a hashtag, it usually does not employ an exclamation mark (!). The imperative mood is used to exchange goods and services; in this case, the speaker requests President Jokowi or other related parties to free

Jerinx. In different types of context e.g., such as face-to-face spoken communication or a letter directed to an individual or an institution, imperative usually requires some politeness markers (see K, 2015). This is so because imperative imposes some work to the addressee and therefore cost the addressee. In the Indonesian language, this includes politeness markers such as *tolong* or *silahkan* 'please' or projecting verbal clauses such as *kami memohon agar...* 'we request for....' etc. relative to the social status of the interactants. As suggested earlier, since social media implies an egalitarian society and that the platform is often used to raise the conversation about social issues, this type of language is considered proper. Its function as a hashtag requires more straightforward, on-point language. The second clause used as a hashtag "I am with JRX" is a declarative sentence indicating the speaker's position regarding the issue. The two hashtags sum up the preceding arguments and clearly state the intention of the tweet's writer. Another use of imperative can be seen in reply to those supporting Jerinx arrest below.

Excerpt 4: (...) *pokok dasarnya, please, jangan MENGHINA Institusi Resmi. Silahkan Speak Up, krn Kami para Kuli Bor biasa Speak Up.*
'the bottom line, please, don't INSULT Official Institutions. Just Speak Up, because We, the Drilling Coolies, usually Speak Up.'

As can be seen in excerpt 4. above, there are two imperatives, *jangan MENGHINA Institusi Resmi* 'please, don't INSULT Official Institutions' and *Silahkan Speak Up* 'Do speak up'. The two imperatives follow the typical initial predicator position with omitted (you) Subject. The first sentence uses politeness markers "please and *silahkan* which makes the clauses a request and a suggestion instead of a command. In this position, the speaker acknowledges and supports the others' right to exercise their freedom of speech as what the speaker and her fellow doctors do. However, she emphasized that they should not send any insulting statements. This form of imperatives indicates respect to others' position and, at the same time, gave countering argument to their position. The explanation above has shown that the writer can manipulate the types of mood she uses to make her statement less direct and create more space for negotiation.

Modality

As the clause is seen as an exchange, the Modality system provides a writer with a meaning potential to assess if the proposition shared has a certain degree of validity or usuality or a certain degree of the obligation or inclination to fulfill the proposal. Modality is within the spectrum of low to high according to how much force is given to the statement. Modality can take various grammatical forms, such as modal adverbs or projecting clauses. Besides the system of Mood, the system of Modality can also be exploited to present various communicative meaning. Different use of modality can create a different image of the writer. Consider some examples below:

Excerpt 5: *Kritik harus dijawab dengan sanggahan yang kredibel bukan dengan kurungan penjara. Itulah sebenarnya arti dan nilai demokrasi yang diperjuangkan selama ini. #BebaskanJRXsid #BebaskanJRX #SaveJRX #KamiBersamaJRX*
'Critics **must** be answered with a credible rebuttal, not by imprisonment. That is in fact the meaning and value of democracy that has been fought for so far ..
#BebasJRXsid #BebasJRX #SaveJRX #KamiBersamaJRX

In the excerpt 5 above the writer used two high modality markers at his sentences. The first has to do with proposal. with the use of modal adverbial *harus* 'must', the writer put a very

high obligation to the audience to act in the way he expects. The second use of modality markers *sebenarnya* 'in fact' show high certainty of the stated proposition. The use of both types' of high degree modality in terms of obligation and possibility shows that the writer is really committed to his statements and established a higher authoritative position in relation to his reader by considering that what he said as definite and undisputable. Another example of high modality statement is also shown by an example below, in which the speaker assert certainty about how what he stated would likely to happen by using the adverb *selalu* 'always'

Excerpt 6: *Kekuatan semesta akan selalu bersama orang-orang yang benar.*
'The power of the universe will always be with the righteous'

When it comes to the degree of obligation, writers can also use mid and low modality lexical choice. The example of mid modality in terms of obligation is adverbs such as *seharusnya* or *mestinya* 'supposed to' that can be seen in Excerpt 7. In this type of modality, the writer expects the interlocutor to behave in a certain way that the writer considers appropriate. The writer asserts her value to the interlocutor. This form of modality still imposes something to the interlocutor, although not as hard as the previous. On the other hand, the words with a low modality such as *dapat/boleh/bisa* 'can/may' enable the writer to suggest something but still respecting the interlocutor prerogative to choose.

Excerpt 7: *Jerinx itu musisi, public figure! **mustinya** ngerti bahwa segala opini dan perkataannya akan membawa pengikutnya ke arah yg dia inginkan. Ini C19 bukan masalah sepele! Bebas **boleh**, tp yah bijak lah, (..)*
'Jerinx is a musician, a public figure! **Supposed to** understand that all his opinions and words will bring his followers in the direction he wants. This C19 is not a trivial problem! (You) **can** be free, but be wise, (..)'

Modality in regards to the truth of the proposition can also vary from high to low. High modality is shown by adverbs such as *pasti, tentu* 'certainly' or *sebenarnya* 'in fact' such as in excerpt 8. Low modality is shown by adverbs such as *mungkin* 'maybe', which means that the writer is not entirely sure of what he is talking about and, therefore, open to other information. However, this type of modality is sometimes used to introduce irrelevant, groundless accusations, joke, or sometimes insulting comment, and the writer can dodge the responsibility for the information he argues since it is only a "maybe". This, for example, can be seen in the following statement:

Excerpt 8: *Ah bs jd si [#jerinx](#) lg mabuk Vodka satu krat.. klo ngomong suka ngelantur wong mabuk berat dia.*
'Ah, probably [#jerinx](#) is drunk of Vodka, one crate.. he often speaks digressively, because he is drunk heavily'

Although the statement such as in the excerpt above cannot be proven and one can take this as a joke or as the speaker talks about drunk from consuming one crate of vodka, which is an exaggeration, this statement still gives the reader something to think about and can influence how people see Jerinx's statements. Mid modality regarding the truth of one statement is often constructed as a projecting clause in which the speaker believes that what he said is true, but only from a certain point of view, usually from the speaker's point of view; this is often constructed by clauses such as *menurut pendapat saya* 'in my opinion' or other similar construction. In this type of modality, one takes a more negotiated, less authoritative point of view and is ready for different opinions. An example of this can be seen in the following excerpt:

Excerpt 9: *Saya pikir statement @JRXSID__ sgt subjektif, tetapi memenjarakan dia juga sangat konyol dan kekanak-kanakan...*

'I think the @JRXSID__ statement is subjective, but imprisoning him is also ridiculous and childish ...'

In the tweet above, the writer shows his disagreement with the tweet he replied to that defend what Jerinx said about COVID-19 by saying that Jerinx's statement is subjective. However, she disagrees with Jerinx imprisonment. All of the statements are framed with the mid modality projecting clause "I think (...)". This is also related to the establishment of heterogloss text that will be discussed in the following section. The exploration above has shown that the choice of Mood and Modality can be an essential resource for the writer to state her position regarding an issue and manages her interpersonal relation with and the audiences. Simultaneously, they are also essential resources for the reader to interpret the writer's position and status.

Appraisal

Besides the grammatical form that construes Mood and Modality, the interpersonal meaning also relies on the speaker's lexical choice to evaluate the proposition being said. As shown in Figure 3, Appraisal's language resource has three subsystems: Attitude, Engagement, and Graduation. In their use, all of these systems can work simultaneously.

Attitude

Language can be a tool to express a writer's attitude toward persons, ideas, or phenomena within the spectrum of negative and positive polarity. Attitude includes expressions of emotion, judgment, and appreciation. Among the three, negative judgments are quite risky as it evaluates person behaviors and can be considered a personal attack. An example of judgment can be seen below:

Excerpt 10. *Org gk bermutu gk isah di komenin. So smkn byk komenin org gila ini maka dia beranggapan bahwa dia paling top di negri ini. (...)*

'This person has no quality, don't comment on him. The more comments on this insane person, the more he would think that he is the top person in this country.'

As mentioned earlier, people on Twitter mostly do not know each other personally, and judgement is usually made toward a person's character based on the idea they share or other information constructed the media, especially in public figures. As can be seen in the excerpt above, the tweet judges the person whose status she commented as *orang gk bermutu* 'a person with no quality' and *gila* 'insane'. This kind of insult can create disharmony and unnecessarily heated debates, which sometimes out of context and distract someone from the idea being discussed. Instead of giving judgement one can express evaluation on things, idea and phenomena instead of a person. This belongs to the subsystem of Appreciation. As can be seen in excerpt 9. the writer does not judge Jerinx morally as an individual, instead, the writer assesses Jerinx's statement negatively as subjective as the opposite of objective. Being a subjective statement, what Jerinx said is not based on fact and cannot be fully reliable. Again the writer also evaluates a phenomenon, Jerinx imprisonment as *konyol* 'ridiculous' and *kekanak-kanakan* 'childish' rather than assessing IDI, or government as many tweets do.

In argumentation, sometimes it is also necessary to include the expression of feeling and emotion toward something. This is subjective but can be highly relatable to the audiences because humans share the ability to feel emotions the same way. Besides, the statement

can also be seen as a testimony or an authentic personal experience. This can be seen in the example below:

Excerpt 11: *Kami lebih takut pembungkaman opini #BebaskanJRXsid*
'We are more afraid of silencing opinions #FreeJRXsid'

Excerpt 12: *Garai gak mood merayakan HUT Indonesia 17 Agustus 1945 .. Semua bisa hancur lebur kalo sistem didalamnya babak belur.*
'Because of this (I'm) not in the mood to celebrate Indonesia's Independence Day on August 17, 1945 .. Everything can be destroyed if the system inside is battered.'

As shown above, both writers express their personal feeling of insecurity as the reaction of Jerinx imprisonment in the opening to further state their argument. When speaking about a public issue, the expression of feeling, whether the positive feeling of security, e.g., trust and reassured or negative feelings of insecurity such as the example above, can be useful to build empathy and suspense to present further argument.

Engagement

Language also provides a resource for writers to manage voices in writing or dialogic conversation. This belongs to the system of Engagement. The writer's statement can be monogloss in which only the writer's voice is presented or heterogloss in which the writer mentions other sources of information. In responding to a statement, a writer can either affirm, deny, or acknowledge the different opinions. One can also show affiliation or distance herself toward a statement. The ability to manage engagement is essential in any text, especially the academic text of persuasive text (see also Ayomi & Candra, 2016).. The writer should acknowledge any possible opinion and later deliver her own position, conclusion, and judgement. Failing to do so can create an imbalance text. Too many monoglossic voices will create a subjective text that only comes from the writer's mind. On the other hand, incorporating only others' voices in writing means that the writer does not present something new to the audience, and she only quotes the statement from others. However, in the case of Twitter since one expects to read writer's personal opinion and many of the tweets are in the context of replaying and commented on some issue, most tweets are monoglossic, as can be seen in excerpt 1-8 above.

Excerpts 1-8 above are examples of countering tweets in which the writer rebuts and disagrees with a particular issue. However, they differ in the use of modality. The use of high modality such as *harus* 'must', *seharusnya* 'be supposed to', *ternyata* 'actually', *pokok dasarnya* 'the bottom line' in the excerpts above shows contracting spaces in which the writer restrict different perspective to assert and defend her argument. On the other hand, the use of mid or low modality such as *saya pikir* 'I think..' or *bisa jadi* 'probably' can expand spaces and allow different argumentation.

On the other hand, social media also enable more heteroglossic text in the ways different from other platforms, i.e. by means of tagging and hashtagging. By tagging other users, the writer introduces or invites other voices in her tweets, such as the example below. Utilizing hashtagging, she shows affiliation and endorses the communal act presented by the hashtag, for example, demanding Jerinx release in the tag such as [#BebaskanJRXsid](#)

Excerpt 13: *Status FB Bli @rudolfdehu yg arif melihat problematika. Sebagai seseorang yg melihat penderitaan anggota keluarga saya memulihkan diri dari Covid-19. Saya berterima kasih atas kerja keras tenaga kesehatan. Namun, terkait kasus Bli Jrx semoga dibukakan pintu perdamaian @PBIDI*

'The status of FB Bli @rudoldfethu which is wise to see the problem. As someone who had seen the suffering of my family members to recover from Covid-19. I thank the health workers for the hard work. However, regarding the Bli Jrx case, hopefully the door to peace @PBIDI will be opened'.

Graduation

There are several linguistic resources one can use for grading meaning; to amplify or to weaken the force and focus of a statement being said, such as by grading adverb and adjective e.g., *sangat* 'very', *tidak begitu* 'not really' or the use of certain graded lexical choices, e.g. 'dislike' in comparison to 'hate' or repetitive wording. The use of grammatical metaphor can also facilitate graduation (see Ayomi et al., 2020). Additionally, the use of mid and low modality will lessen the force and focus of the proposition. Students must be mindful of using highly intensifying graduation resources, particularly to carry negative judgement and evaluation, as this may escalate conflict and information bias. In the case of Jerinx, his mentioning of IDI as *kacung* 'lackey/slave' can escalate the negative imposition to IDI and therefore considered as derogatory statement. The more neutral language to explain his disagreement with IDI policy will likely escape him from being charged with the criminal offense of hate speech.

Other than that, typography can also be a graduation resource. The use of punctuation, especially exclamation mark and uppercase writing, are often used to increase force and focus. As an example, in the part of the tweet "*pokok dasarnya, please, jangan MENGHINA Institusi Resmi*" 'the bottom line, please, don't INSULT Official Institutions'. the writer highlighted and tried to focus the reader to the word *menghina* 'insult' which she contrasted with Jerinx supporters' narrative of critic and free speech. In many cases, uppercase and exclamative marks also intensify the forces for the audience to accept what the speaker said. In spoken language, this is similar to rising tone and louder voice when someone shouting or yelling. This can be observed such in the part of excerpt 14 below:

Excerpt 14: *Ini C19 bukan masalah sepele! Bebas boleh, tp yah bijak lah, trus jgn ngetes Tuhan, tolak rapid Sama ngk pake masker. Itu konyol!*

'This C19 is not a trivial problem! You can be free, but be wise, and don't challenge God, refuse rapid test and not wearing mask. That's ridiculous.'

As with the spoken language, one may take this language resource cautiously since this can imply that the speaker is being emotional, impatient and therefore reduce the image of objectivity and calmness. In reply to such a tone of utterance, the metaphorical phrase *jangan ngegas* 'don't press the gas pedal' or the form of encouragement to keep arguing, "*gas terus!*" 'full throttle' are commonly found. Hashtagging is a typographic convention to mark a topic and also make the topic more searchable. The hashtag's presence is to gain attention to the topic and mark affiliation with others who subscribe to the hashtag (Zappavigna, 2011). This presence of affiliation with other users who share the same value and stance makes the message louder than those not using the hashtag.

CONCLUSION

By presenting a case study of a trending controversial issue in Indonesia, this study has shown how the interpersonal language resources within the system of mood, modality and appraisal in Indonesia language are employed in the microblogging platform of Twitter. By exploring the interpersonal resource and their discursal effect shown by the choice of mood, modality, and the choice of appraisal system, students can be more mindful and can have more control over their language choice. This is because interpersonal meaning

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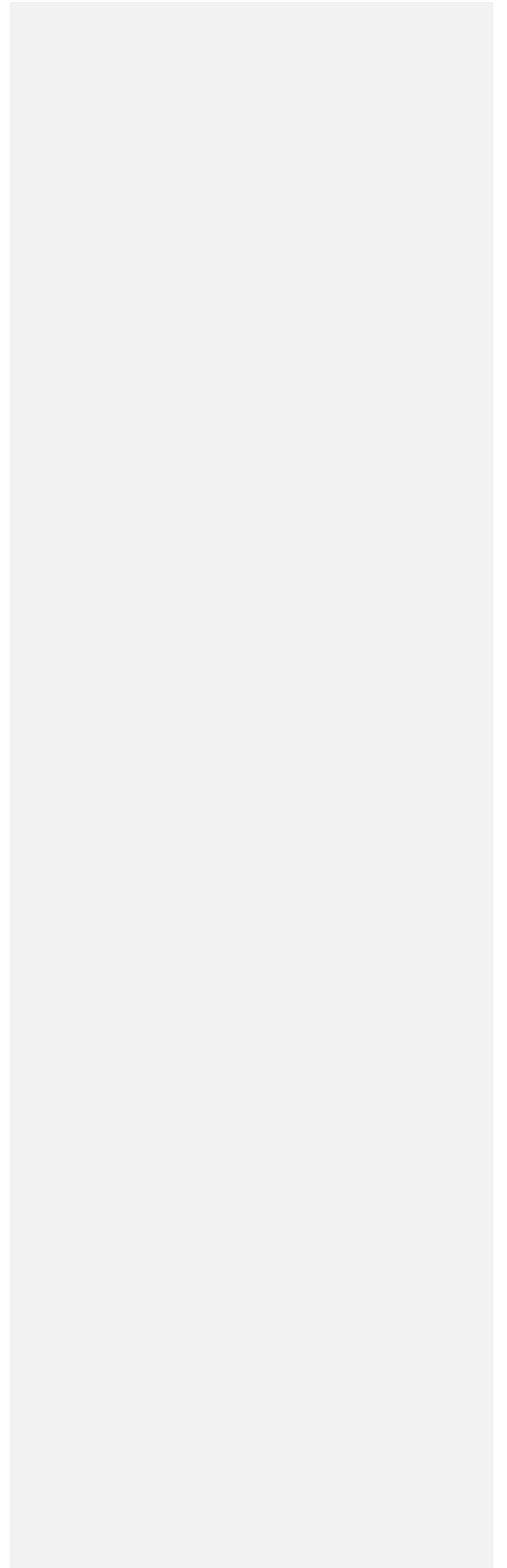
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resource is a means of negotiating power and solidarity, which can escalate the conflict or, on the other hand, can open further conversation that can bring more understanding to the problem at hand. By manipulating mood, modality, and appraisal, such as the use of interrogative, mid modality resources, appreciation instead of judgement to evaluate phenomena and other typographic meaning potential, specific to social media, such as tagging and hashtagging, one can participate in social media communication more effectively and safely.

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REVIEWER 2



MANAGING INTERPERSONAL MEANING IN SOCIAL MEDIA: A CASE STUDY OF INDONESIAN LANGUAGE USE

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Abstract

In today's society, social media, especially Twitter has become an important platform for everyone to broadcast information, opinions, and emotions freely and almost without border. With such a high engagement between users, how the social media users organise language to manage interpersonal role-relationship effectively determine how smooth a communication goes. This study aims to describe the language resources of interpersonal meaning that one can use to engage more positively in social media while exercising their freedom of expression. To serve that purpose, a qualitative case study is conducted, by analysing data from a trending topic in Indonesian Twitter. The data were taken purposively by choosing the utterances that can best reflect the variety of interpersonal meaning occurring on social media. This study draws upon the Systemic Functional Linguistics (SFL) theory of interpersonal metafunction that focuses on Mood, Modality and the Appraisal system. This study shows that specific interpersonal language resources can produce a more negotiated stance and solidarity that can lessen personal conflicts between users and encourage more positive communication.

Keywords: appraisal, interpersonal metafunction, mood, modality, social media, stance

INTRODUCTION

Unlike other social media which is based on networking and focuses primarily to connect people who know each other, Twitter is known as a microblogging service which focuses on ideas and opinions sharing (Zappavigna, 2011). Traditionally, people use search engine such as Google to help them finding some information of specific topics, by directing them to various websites: news, blogs, or other media outlet. Today, people also use social media such as Twitter to search what other people say about a particular issue in real-time (Zappavigna, 2011). This cultural shift is enabled through some features available in social media which allow people to discover what topic they are interested in and tell others their opinion about that issue. Twitter, in the explore menu, provides users with information about trending topics, especially the most popular hashtag and keywords that can be customized based on user locations or topic they want to follow. The hashtag #BlackLivesMatter, for example, became a worldwide trending topic that was tweeted by millions of people for weeks following the death of George Floyd, an American black man in police custody. This massive amount of shared public pressure instigated many social movements in real life and created tension in US politics. According to Zappavigna

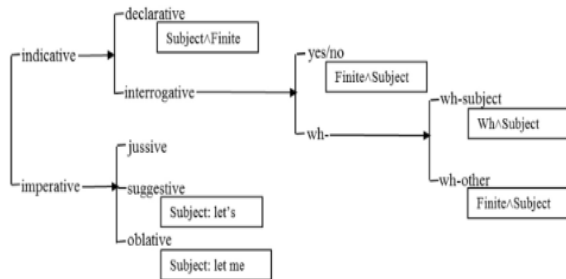
(2011:789), Twitter becomes a linguistic code that means “Search for me and affiliate with my value!”. In Indonesia, the famous hashtags such as #*GejayanMemanggil* ‘Gejayan is calling’ or #*CabutOmnibusLaw* ‘Abort Omnibus Bill’ were used by many university students in Twitter to gather masses and protested against the government’s new regulation. In this case, social media is a platform for students to foster critical thinking, practice their freedom of speech, and at the same time, respecting other opinions

On the other side, social media can be a dangerous environment. One can easily receive negative information and hoax, as well as negative linguistic exposures, such as hateful or rude tweets, bullying, and harsh tweet wars. Although it remains controversial (ICRS, 2020; Article 19, 2003), Indonesian law regulates the expression of defamation and blasphemy on the internet which results in a criminal penalty. Therefore, it is important, especially for students to understand the role that language can play to regulate a more positive interpersonal role-relationship in expressing their opinion and feeling about certain issues in social media. Education is responsible for enforcing a positive form of communication to create more supportive and less toxic environments for the young generations.

From the perspective of Systemic Functional Linguistic (SFL), the language system evolves to serve us with three kinds of meanings: the ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). Ideationally, language is a resource to express experience about oneself or the world through the arrangement of participants taking part, the process that happens, and the surrounding circumstances. Interpersonally, language facilitates the expression of one’s speech role, point of view, and attitude. Textually, language is a resource for organizing all information in different levels of the language units to create a coherent and meaningful text (Halliday & Matthiessen, 2014; Martin, 1992).

Since it is the organisation of interpersonal meaning that plays a big role in either establishing harmony or initiating conflicts between speakers, this study focuses on exploring how Indonesian Twitter users manage interpersonal meaning in their tweets. By having more knowledge about this, students can have more awareness of the consequences of their language in social media. There are two language systems central to the discussion of interpersonal meaning in SFL, namely Mood and Modality. In the Mood system, a clause is seen as a linguistic resource that realizes different moves made by the speaker in an interaction, which is seen as a process of exchanging information or goods and services. Grammatically, Mood is constructed by a different Subject and Finite arrangement, which creates different speech functions, namely Declarative, Interrogative, Imperative, and Offer (Halliday & Matthiessen, 2014:135).

Figure 1. Mood System in English Language

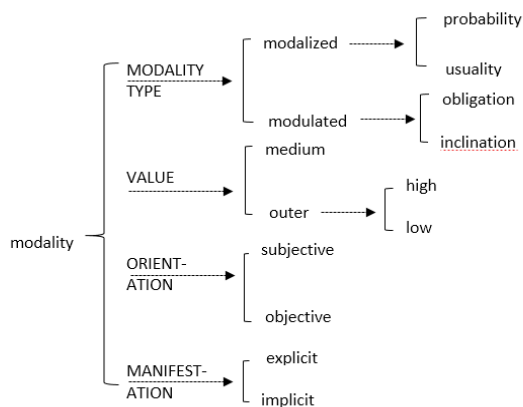


(Yu & Wu, 2016:3)

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Furthermore, the Modality system provides resources for the speaker to enact her position between the two polarities of “Yes” and “No” regarding the degree of possibility or obligation in the utterances. Although there are some typical realizations of Mood and Modality in the grammar, for example, in English, a yes/no interrogative is realized by the sequence of Finite/Subject; in the real discourse, people use a variety of ways to realize that meaning.

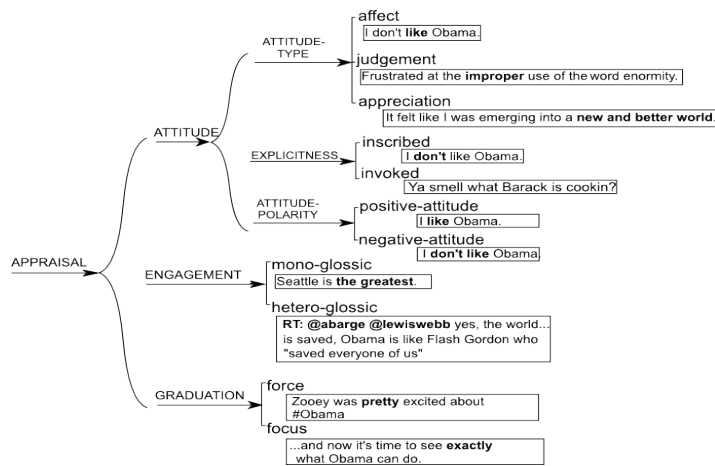
Figure 2. Modality System



(Halliday & Matthiessen, 2014:135)

As an extension to these systems, Martin & White (2005) add an Appraisal system within the interpersonal metafunction. This system covers the language resources to evaluate what is being said, including the three domains: Attitude, Engagement, and Graduation. Attitude concerns with the language use to express feelings, which includes affect, judgment, and appreciation. Engagement deals with language resources for contracting and expanding spaces, to discuss and manage voices in a text to be monogloss and/or heterogloss. Lastly, by the subsystem of graduation, evaluation carried by the two previous subsystems can be intensified or downgraded.

Figure 3. The System Network of Appraisal



(Zappavigna, 2011:796)

Several studies have discussed how interpersonal language resources can be employed for various effects and purposes in different fields such as in education, news reports and translation (Chueasuai, 2017; Kabigting, 2020; Li, Lei, & Cheng, 2020; Mustikawati, 2017; Sabao, 2016; Wei, Wherrity, & Zhang, 2015). In social media, they are especially exploited to construe certain values or framing. Ross & Caldwell (2020) studied how President Trump represented his political opponents' negatively in his tweets by focusing on interpersonal metafunctions. By applying Appraisal theory, Etaywe & Zappavigna (2021) explored how the al-Qaeda leaders constructed their identity, ideology and threats in their series of public statements which were circulated in social media, post 9/11 terrorist attacks. Arancibia & Montecino (2017) also investigated how public angers toward a politician behaviour in Chile were represented linguistically in a comment section of Youtube. Korenek & Šimko (2014) proposed that Appraisal theory, combined with information technology, can be a very applicative and valuable tool to measure public sentiments toward certain commercial products or public issues in the microblogging or social media platform. Others employ the perspective of stance to discuss this interpersonal language resources (Simaki, Simakis, Paradis, & Kerren, 2018). Different from those previous researches, this study takes a more pedagogical approach by focusing on exploring how language can be employed to effectively and positively engage in communications by managing interpersonal meaning. The language used in Twitter to discuss a controversial topic, as shown by heated debates and online "fights" between users, is interesting to be analysed from a pedagogic perspective to understand the role language plays in such a context.

METHOD

This study is a qualitative research that aims to provide an in-depth description of how certain lexicogrammatical choices, articulating interpersonal meanings, operate in Twitter conversations. The data were collected purposively by selecting the tweets' elements that express the meaning of Mood, Modality and Appraisal in the various variations of their

uses. The selected data were then analyzed descriptively from the perspective of SFL (Halliday & Matthiessen, 2014; Martin & White, 2005) to highlight the complimentary use of interpersonal language resources and the more negative ones. In order to provide a detailed context for the interpersonal meaning interpretations, a case study is conducted (Stake, 2005). A controversial trending topic in Indonesia was chosen to provide a more comprehensive insight on how Twitter users express support or disagreement. The data sources were tweets with the keyword *Jerinx* or the related hashtags such as *#bebaskanJRXSID* 'free JRX SID' and *#sayabersamaJRX* 'I am with JRX' that had been tweeted more than twenty-five thousand times in Twitter following Jerinx arrest.

Jrx or Jerinx is a vocalist of an Indonesian popular punk band *Superman is Dead* (SID). The Indonesian Police arrested him based on the Indonesian Medical Doctors Association (IDI) report which accused him of spreading hate speech and defamation to the organization by calling IDI *kacung WHO* 'the lackey of WHO' on 13 June 2020. He was charged with breaking several Indonesian law articles concerning Electronic Information and Transactions (UU-ITE). Jerinx's statement was stimulated by a hospital refusal to handle childbirth because the mother could not afford to pay for the rapid Covid-19 test. This caused the unborn baby's death. However, before this case, Jerinx himself often raised controversies regarding his statements about COVID-19. He indicated that the pandemic was a conspiracy by some global elites and he deliberately showed ignorance of Covid-19 health protocols in public. He also often criticized how the Government and IDI handled the Covid-19 pandemic. Despite that many people considered Jerinx's statements on the pandemic as nonsense, his arrest gathered many protests. Some trending hashtags that demanded his release appeared on Twitter. A petition to release him had been signed by 52.000 people (Fatia, 2020). There were significant online debates between those who refused and those who supported Jerinx arrest. The language used in this example of controversy can reflect various interpersonal lexicogrammatical resources one can use to express affiliation and opposition in challenging interactions.

RESULTS AND DISCUSSIONS

While previous studies focus on how the interpersonal meanings present in a text can construe certain values and representations, this study gives a different insight by demonstrating how different use of interpersonal lexicogrammatical resources can create different interpersonal relations between interactants in social media. By manipulating Mood, Modality, and certain lexicogrammatical choices to express evaluation in Attitude, Engagement, and Graduation one can create a more positive and solidarity tone. This is explained further in each subsection.

Mood

Compared to the other more written-like genres such as scientific articles, news articles, or books, language used in social media has many varieties of Mood. This is related to its more interactive and dialogic nature of communication. Since it accommodates people from different backgrounds who mostly do not know each other personally, and they are not institutionalized, users' status are, to some extent, equal. One can address presidents, politicians, professors, or any other users in a similar egalitarian manner. Consider an example of a tweet below which is directed to President Jokowi:

Excerpt 1: Pak *@jokowi*, di Negara yang Anda pimpin ini, ternyata koruptor lebih bisa bebas dan tidak ditahan selama proses penyidikan ya daripada mereka yang

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bereksprei menyuarakan pikirannya dan dituduh dengan pasal karet UUIITE? Sungguh sangat tidak elok. #BebaskanJRXSID #SayaBersamaJRX
'Mr. @jokowi, in the country that you lead, turns out that corruptors can be freer and (they are) not detained during the investigation process, right, than those who express their thoughts and are accused by using the UUIITE "rubber article"? It's absolutely very unpretty. #FreeJRXSID #IamwithJRX'

In delivering her critic, a user addresses the president directly by mentioning his official account @jokowi and uses the address term Pak 'Sir'. Should they meet face to face, this kind of communication will not be likely to happen. There are two sentences in excerpt 1, including two sentences in the hashtags. Although the first sentence uses a question mark '?', its length and its form that resembles a declarative sentence makes the sentence sounds more like a statement instead of a question. Sentence 1 follows the Subject[^]finite[^]Predication form, which is a typical form of a declarative sentence rather than the typical form of an interrogative sentence, which is started with Wh- question. We can compare sentence 1 in excerpt 1 with the constructed interrogative forms, i.e., *Apakah di negara yang Anda pimpin.....?* 'Is in the country that you lead....?' or *Mengapa di negara yang anda pimpin?* 'Why in the country that you lead...?'. Although both the original and constructed interrogative form charges the propositions' accountability to President Jokowi, the wh-questions are still more questions-like, seeking more answers or clarification. The original form resembles declarative sentence form, which, although employing question mark, sounds more rhetorical, especially with the absence of a falling tone that can signify that the sentence is a question. Therefore, this form of language accuses the president with a higher degree of an imposition than using the wh-interrogative. The same also occurs in the second sentence. The second sentence is an indicative declarative sentence that gives information to the reader. The sentence *Sungguh sangat tidak elok* 'It's absolutely very unpretty,' which has ellipted subject tells what the speaker thinks about the situation. This form of clause construction closes space for the negotiation of what being said in the clause. Again, if the clause is reconstructed into an interrogative form, e.g. yes/no interrogative: *Bukankah ini sungguh sangat tidak elok?* 'Isn't this absolutely very unpretty?', the statement becomes less authoritative and accusing.

In debates, interrogatives, which can be interpreted as rhetorical questions, are often used to give sarcastic remarks, a judgment which is dressed as a questioned prejudgment. It informs the reader about what the speaker thinks but reduces the speaker's responsibility to prove the statement she gives. This, for example, can be seen in the tweets below:

Excerpt 2: *Koruptor kah dia..?*
'Is he a corruptor?'

The question raised by a username in the excerpt above was a response to a news article showing Jerinx carried by a police officer, handcuffed. On the other hand, there was a series of DJoko Chandra photos circulated widely on the internet, walking casually beside some police officers without handcuffs. This convicted corruption actor who cost the state about 940 billion rupiahs was recently arrested after being a fugitive for about 11 years. The tweet, which protested what she thought to be an unfair treatment, is construed in interrogative clause instead of a series of declarative which carry the similar message as in the following sentences:

Excerpt 3: *Ketika peraturan lebih mudah memenjarakan orang2 baik dan kritik, sedangkan para koruptor penuh tata kerama di beri kelonggaran bahkan bebas berkeliaran.*

'When the regulations make it easier to imprison good people and critics, while the corruptors are (treated) full of ethics, given the flexibility to even roam freely.'

Compared to the interrogative forms, the declarative clauses in excerpt 3 shows more information, and it also states clearly what the writer thinks about Jerinx's arrest. She was in charge and more committed to whatever she writes. However, the interrogative clause is vague and requires the reader to have the same background knowledge as the writer. To some extent, the writer can argue about the meaning of her proposition by taking the grammatical form at face value, that it is only a question.

The two hashtags, *#FreeJRXSID* and *#IamwithJRX*, as can be seen in excerpt 1, use different types of mood. The first, "Free JRX SID," is an imperative, as shown by the lack of subject and the predicator's initial position. Since it is used as a hashtag, it usually does not employ an exclamation mark (!). The imperative mood is used to exchange goods and services; in this case, the speaker requests President Jokowi or other related parties to free Jerinx. In different types of context e.g., such as face-to-face spoken communication or a letter directed to an individual or an institution, imperative usually requires some politeness markers (see K, 2015). This is so because imperative imposes some work to the addressee and therefore cost the addressee. In the Indonesian language, this includes politeness markers such as *tolong* or *silahkan* 'please' or projecting verbal clauses such as *kami memohon agar...* 'we request for....' etc. relative to the social status of the interactants. As suggested earlier, since social media implies an egalitarian society and that the platform is often used to raise the conversation about social issues, this type of language is considered proper. Its function as a hashtag requires more straightforward, on-point language. The second clause used as a hashtag "I am with JRX" is a declarative clause indicating the speaker's position regarding the issue. The two hashtags sum up the preceding arguments and clearly state the intention of the tweet's writer. Another use of imperative can be seen in the reply of those supporting Jerinx arrest below.

Excerpt 4: *(..) pokok dasarnya, please, jangan MENGHINA Institusi Resmi. Silahkan Speak Up, krn Kami para Kuli Bor biasa Speak Up.*

'the bottom line, please, don't INSULT Official Institutions. Just Speak Up, because We, the Drilling Coolies, usually Speak Up.'

As can be seen in excerpt 4 above, there are two imperatives, *jangan MENGHINA Institusi Resmi* 'please, don't INSULT Official Institutions' and *Silahkan Speak Up* 'Do speak up'. The two imperatives follow the typical initial predicator position with omitted (you) subject. The first sentence uses politeness markers *please* and *silahkan* which makes the clauses a request and a suggestion instead of a command. In this position, the speaker acknowledges and supports the others' right to exercise their freedom of speech as what the speaker and her fellow doctors do. However, she emphasizes that they should not send any insulting statements. This form of imperatives indicates respect to others' position and, at the same time also provides countering arguments to defend the speaker's position. The explanation above has shown that the writer can manipulate the types of mood she uses to make her statement less direct and therefore can create more space for negotiation.

Modality

As a clause is seen as an exchange, the Modality system provides a writer with a meaning potential to assess if the proposition shared has a certain degree of validity, usuality or a certain degree of obligation or inclination to fulfill the proposal. Modality is within the spectrum of low to high according to how much force is given to the statement. Modality can take various grammatical forms, such as modal adverbs or projecting clauses. Besides the system of Mood, the system of Modality can also be exploited to present various communicative meaning. Different use of modality can create a different image of the writer. Consider some examples below:

Excerpt 5: Kritik **harus** dijawab dengan sanggahan yang kredibel bukan dengan kurungan penjara. Itulah sebenarnya arti dan nilai demokrasi yang diperjuangkan selama ini.. #BebaskanJRXsid #BebaskanJRX #SaveJRX #KamiBersamaJRX
'Critics **must** be answered with a credible rebuttal, not by imprisonment. That is in fact the meaning and value of democracy that has been fought for so far.. #BebasJRXsid #BebasJRX #SaveJRX #KamiBersamaJRX

In the excerpt 5 above, the writer employs two high modality markers in his sentences. The first has to do with proposal. With the use of modal adverbial *harus* 'must', the writer put a very high obligation to the audience to act in the way he expects. The second use of modality markers *sebenarnya* 'in fact' shows high certainty of the stated proposition. The use of both types of high degree modality, in terms of obligation and possibility, shows that the writer is really committed to his statements and established a higher authoritative position in relation to his reader by implying that what he said as definite and undisputable. Another example of high modality statement is also shown in the example below, in which the speaker asserts certainty that what he stated would likely to happen by using the adverb *selalu* 'always'

Excerpt 6: *Kekuatan semesta akan selalu bersama orang-orang yang benar.*
'The power of the universe will always be with the righteous'

When it comes to the degree of obligation, writers can also use mid and low modality lexical choice. The example of mid modality in terms of obligation is adverbs such as *seharusnya* or *mestinya* 'supposed to' that can be seen in Excerpt 7. In this type of modality, the writer expects the interlocutor to behave in a certain way that the writer considers appropriate. The writer asserts her value to the interlocutor. This form of modality still imposes something to the interlocutor, although not as hard as the previous. On the other hand, the words with a low modality such as *dapat/boleh/bisa* 'can/may' enable the writer to suggest something but still respecting the interlocutor prerogative to choose.

Excerpt 7: *Jerinx itu musisi, public figure! **mustinya** ngerti bahwa segala opini dan perkataannya akan membawa pengikutnya ke arah yg dia inginkan. Ini C19 bukan masalah sepele! Bebas **boleh**, tp yah bijak lah, (..)*
'Jerinx is a musician, a public figure! (he) **supposed to** understand that all his opinions and words will bring his followers in the direction he wants. This C19 is not a trivial problem! (You) **can** be free, but be wise, (..)'

Modality in regard to the truth of the proposition can also vary from high to low. High modality is shown by adverbs such as *pasti*, *tentu* 'certainly' or *sebenarnya* 'in fact' such as in excerpt 8. Low modality is shown by adverbs such as *mungkin* 'maybe', which means that the writer is not entirely sure of what he is talking about and, therefore, open to other

information. However, this type of modality is sometimes used to introduce irrelevant, groundless accusations, joke, or sometimes insulting comment, and the writer can dodge the responsibility for the information he states since it is only a “maybe”. This, for example, can be seen in the following statement:

Excerpt 8: *Ah bs jd si #jerinx lg mabuk Vodka satu krat.. klo ngomong suka ngelantur wong mabuk berat dia.*

‘Ah, probably #jerinx is drunk of Vodka, one crate.. he often speaks digressively, because he is drunk heavily’

Although the statement such as in the excerpt above cannot be proven and one can take this as a joke, as the speaker talks about drunk from consuming one crate of vodka, which is an exaggeration, this statement still gives the reader something to think about and can influence how people see Jerinx’s statements. Mid modality regarding the truth of one statement is often constructed as a projecting clause in which the speaker believes that what he says is true, but only from a certain point of view, usually from the speaker’s point of view; this is often constructed by clauses such as *menurut pendapat saya* ‘in my opinion’ or other similar construction. In this type of modality, one takes a more negotiated, less authoritative point of view and is ready for different opinions. An example of this can be seen in the following excerpt:

Excerpt 9: *Saya pikir statement @JRXSID__ sgt subjektif, tetapi memenjarakan dia juga sangat konyol dan kekanak-kanakan...*

‘I think the @JRXSID__ statement is subjective, but imprisoning him is also ridiculous and childish ...’

In the tweet above, the writer shows his disagreement with the tweet he is replying to, that defend what Jerinx said about COVID-19 by saying that Jerinx's statement is subjective. However, she disagrees with Jerinx imprisonment. All of the statements are framed with the mid modality projecting clause "I think (...)". This is also related to the establishment of heterogloss text that will be discussed in the following section. The exploration above has shown that the choice of Mood and Modality can be an essential resource for the writer to state her position regarding an issue and manages her interpersonal relation with the audiences. Simultaneously, they are also essential resources for the reader to interpret the writer's position and status.

Appraisal System

Besides the grammatical form that construes Mood and Modality, the interpersonal meaning also relies on the speaker's lexical choice to evaluate the proposition being said. As shown in Figure 3, Appraisal's language resource has three subsystems: Attitude, Engagement, and Graduation. In their use, all of these systems can work simultaneously.

Attitude

Language can be a tool to express a writer's attitude toward persons, ideas, or phenomena within the spectrum of negative and positive polarity. Attitude includes expressions of emotion, judgment, and appreciation. Among the three, negative judgments are quite risky as it evaluates person behaviours and can be considered a personal attack. An example of judgment can be seen below:

Excerpt 10. *Org gk bermutu gk isah di komenin. So smkn byk komenin org gila ini maka dia beranggapan bahwa dia paling top di negri ini. (...)*

'This person has no quality, don't comment on him. The more comments on this insane person, the more he would think that he is the top person in this country.'

As mentioned earlier, people on Twitter mostly do not know each other personally, and judgement is usually made toward a person's character based on the idea they share or other information constructed by the media, especially for public figures. As can be seen in the excerpt above, the tweet judges the person whose status she commented on as *orang gk bermutu* 'a person with no quality' and *gila* 'insane'. This kind of insult can create disharmony and unnecessarily heated debates, which sometimes out of context and distract someone from the idea being discussed. Instead of giving judgement, one can express evaluation on things, idea and phenomena instead of a person. This belongs to the subsystem of Appreciation. As can be seen in excerpt 9, the writer does not judge Jerinx morally as an individual, instead, the writer assesses Jerinx's statement negatively as subjective as the opposite of objective. Being a subjective statement, what Jerinx said is not based on fact and cannot be fully reliable. Again the writer also evaluates a phenomenon, Jerinx imprisonment as *konyol* 'ridiculous' and *kekanak-kanakan* 'childish' rather than assessing IDI, or government as many tweets do.

In argumentation, sometimes it is also necessary to include the expression of feeling and emotion toward something. This is subjective but can be highly relatable to the audiences, because humans share the ability to feel emotions the same way. Besides, the statement can also be seen as a testimony or an authentic personal experience. This can be seen in the example below:

Excerpt 11: *Kami lebih takut pembungkaman opini #BebaskanJRXsid*
'We are more afraid of silencing opinions #FreeJRXsid'

Excerpt 12: *Garai gak mood merayakan HUT Indonesia 17 Agustus 1945.. Semua bisa hancur lebur kalo sistem didalamnya babak belur.*
'Because of this (I'm) not in the mood to celebrate Indonesia's Independence Day on August 17, 1945 ... Everything can be destroyed if the system inside is battered.'

As shown above, both writers express their personal feeling of insecurity as the reaction of Jerinx imprisonment in the opening, to further state their argument. When speaking about a public issue, the expression of feeling, whether the positive feeling of security, e.g., *trust* and *reassured* or negative feelings of insecurity such as the example above, can be useful to build empathy and suspense to present further argument.

Engagement

Language also provides a resource for writers to manage voices in writing or dialogic conversation. This belongs to the system of Engagement. The writer's statement can be monogloss in which only the writer's voice is presented or heterogloss in which the writer mentions other sources of information. In responding to a statement, a writer can either affirm, deny, or acknowledge the different opinions. One can also show affiliation or distance herself toward a statement. The ability to manage engagement is essential in any text, especially the academic text of persuasive text (see also Ayomi & Candra, 2016). The writer should acknowledge any possible opinion and later deliver her own position, conclusion, and judgement. Failing to do so can create an imbalance text. Too many monoglossic voices will create a subjective text that only comes from the writer's mind. On the other hand, incorporating only others' voices in writing means that the writer does

not present something new to the audience and she only quotes the statement from others. However, in the case of Twitter, since one expects to read writer's personal opinion and many of the tweets are in the context of replying and commenting on some issue, most tweets are monoglossic, as can be seen in excerpt 1-8 above.

Excerpts 1-8 above are the examples of countering tweets in which the writer rebuts and disagrees with a particular issue. However, they differ in the use of modality. The use of high modality such as *harus* 'must', *seharusnya* 'be supposed to', *ternyata* 'actually', *pokok dasarnya* 'the bottom line' in the excerpts above show contracting spaces in which the writer restricts different perspectives to assert and defend her argument. On the other hand, the use of mid or low modality such as *saya pikir* 'I think..' or *bisa jadi* 'probably' can expand spaces and allow different argumentation.

On the other hand, social media also enables more heteroglossic text in the ways different from other platforms, i.e., by means of tagging and hashtagging. By tagging other users, the writer introduces or invites other voices in her tweets, such as the example 13 below. The writer shows affiliation and endorses the communal act presented by the hashtag, for example, demanding Jerinx release in the hashtag such as [#BebaskanJRXsid](#)

Excerpt 13: *Status FB Bli @rudolfdethu yg arif melihat problematika. Sebagai seseorang yg melihat penderitaan anggota keluarga saya memulihkan diri dari Covid-19. Saya berterima kasih atas kerja keras tenaga kesehatan. Namun, terkait kasus Bli Jrx semoga dibukakan pintu perdamaian @PBIDI*

'The status of FB Bli @rudolfdethu is wise to see the problem. As someone who had seen the suffering of my family members to recover from Covid-19. I thank the health workers for the hard work. However, regarding the Bli Jrx case, hopefully the door to peace @PBIDI will be opened'.

Graduation

There are several linguistic resources one can use for grading meaning; to amplify or to weaken the force and focus of a statement being said, such as by grading adverb and adjective e.g., *sangat* 'very', *tidak begitu* 'not really' or the use of certain graded lexical choices, e.g., 'dislike' in comparison to 'hate' or repetitive wording. The use of grammatical metaphor can also facilitate graduation (see Ayomi et al., 2020). Additionally, the use of mid and low modality will lessen the force and focus of the proposition. Students must be mindful of using highly intensifying graduation resources, particularly to carry negative judgement and evaluation, as this may escalate conflict and information bias. In the case of Jerinx, his mentioning of IDI as *kacung* 'lackey/slave' can escalate the negative imposition to IDI and therefore it is considered as derogatory statement. The more neutral language to explain his disagreement with IDI policy will likely escape him from being charged with the criminal offense of hate speech.

Other than that, typography can also be a graduation resource. The use of punctuations, especially exclamation mark and uppercase writing, can increase force and focus. As an example, in the part of the tweet "*pokok dasarnya, please, jangan MENGHINA Institusi Resmi*" 'the bottom line, please, don't INSULT Official Institutions', the writer highlights the words and focuses the reader to the word *menghina* 'insult', which is opposed to the Jerinx supporters' narrative of critic and free speech. In many cases, uppercase and exclamative marks also intensify the force given to the audiences to accept what the speaker said. In spoken language, this is similar to rising tone and louder voice when someone shouting or yelling. This can be observed such in the part of excerpt 14 below:

Excerpt 14: *Ini C19 bukan masalah sepele! Bebas boleh,tp yah bijak lah,trus jgn ngetes Tuhan,tolak rapid Sama ngk pake masker.Itu konyol!*

‘This C19 is not a trivial problem! You can be free, but be wise, and don’t challenge God, refuse rapid test and not wearing mask. That’s ridiculous.’

As with the spoken language, one may take this language resource cautiously since this can imply that the speaker is being emotional, impatient and therefore reduce the image of objectivity and calmness. In reply to such a tone of utterance, the metaphorical phrase *jangan ngegas* 'don't press the gas pedal' or the form of encouragement to keep arguing, "*gas terus!*" 'Full throttle' are commonly found. Hash tagging is a typographic convention to mark a topic and also make the topic more searchable. The hashtag's presence is to gain attention to the topic and mark affiliation with others who subscribe to the hashtag (Zappavigna, 2011). This presence of affiliation with other users who share the same value and stance makes the message louder than those not using the hashtag.

CONCLUSION

By doing a case study that can examine the context of situation and the nature of communication in social media more comprehensively, this research has shown how different choices of interpersonal language resources in Indonesian language operates in the microblogging platform of Twitter. With more understanding on the discursual effects of certain use of Mood, Modality, and Appraisal resources, social media users can be more mindful and can have more control over their language choices. This is because interpersonal meaning resource is a means of negotiating power and solidarity, which can escalate the conflict or, on the other hand, can open further conversation that can bring more understanding to the problem at hand. The study suggested that in discussing conflicting or sensitive issue, one can opt for the use of interrogative mood, mid modality resources, the use of appreciation instead of judgement to evaluate phenomena and other typographic meaning potential, specific to social media, such as tagging and hash tagging.

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