**ABSTRACT**

Maulah, Kharisatul. 2021. *The Analysis of Interpersonal, Ideational, and Textual Meanings on Joanna Fuchs’s Poems: Star Teacher, Important Teacher, and Number One Teacher*. A Thesis. English Education Study Program of Educational Sciences and Teachers’ Training Faculty Peradaban University. S.R. Pramudyawardhani, S.S., M.Pd.

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This study was related to three types of meanings: interpersonal, ideational, and textual meanings. The data source was three poems entitled *Star Teacher*, *Important Teacher*, and *Number One Teacher* by Joanna Fuchs. To reach the objective of the study, the writer used descriptive qualitative method. The steps of data analysis technique applied were: reading the whole poems, dividing the data into clauses, writing down each clause, dividing each component in each clause by implementing segmenting immediate constituent technique (*Teknik Bagi Unsur Langsung*), identifying each clause in terms of Interpersonal, Ideational and Textual meanings, describing each Interpersonal, Ideational, and Textual meanings analysis, interpreting the findings of the analysis, and drawing the conclusion. The result analysis of interpersonal meaning on these three poems was that the dominant Mood type was Declarative Mood which were *Star Teacher* (12 clauses), *Important Teacher* (11 clauses*)*, and *Number One Teacher* (19 clauses*).* The modal finite “would” which was categorized as median level of Modality was found only on *Important Teacher*. Afterwards, ideational meaning analysis concluded that on *Star Teacher*, Relational (Attributive) became the process which frequently appeared on it with 6 clauses. Besides, Material Process occurred repeatedly on *Important Teacher* and *Number One Teacher* with 7 clauses on each poem. The participants and circumstances were on *Star Teacher* (Carrier: 5, Attribute: 5, Senser: 3, Phenomenon: 3, Tokens: 2, Value: 2, Actor: 1, Goal: 1, Circumstance of Time: 1 and Circumstance of Role: 1), *Important Teacher* (Actor: 6, Goal: 5, Recipient: 1, Senser: 1, Carrier:1, Attribute: 1, Token: 1, Value:1, Circumstance of Place: 4, Circumstance of Accompaniment: 1, and Circumstance of Cause: 1), and *Number One Teacher (*Actor: 5, Goal: 3, Senser: 3, Phenomenon: 2, Carrier: 2, Attribute: 2, Token: 2, Value: 2, Behaver: 1, Range: 1, Circumstance of Role: 2, Circumstance of Time: 2, and Circumstance of Accompaniment: 1). Based on the findings of textual meaning analysis, the writer discovered that in Topical Theme, Unmarked Topical Theme mostly recognized on three poems: Star Teacher (11 clauses), Important Teacher (6 clauses), and Number One Teacher (9 clauses).On the other hand,in Textual Theme, there were several clauses which were analyzed as Structural on these three poems: *Star Teacher* (3 clauses), *Important Teacher* (2 clauses), and *Number One Teacher* (7 clauses). Then, one clause which is identified as Theme in Imperative was only on *Important Teacher*.