



**THE ANALYSIS OF INTERPERSONAL, IDEATIONAL, AND
TEXTUAL MEANINGS ON JOANNA FUCHS'S POEMS:
*STAR TEACHER, IMPORTANT TEACHER AND
NUMBER ONE TEACHER***

A THESIS

**Submitted in Partial Fulfilment of the Requirements
for *Sarjana Pendidikan* Degree**

by

KHARISATUL MAULAH

40117008

**EDUCATIONAL SCIENCES AND TEACHERS' TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM
BUMIAYU
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STATEMENT

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Opinions or findings of others in this thesis are quoted with respect to ethical standards.

Bumiayu, June 23rd, 2021



KHARISATUL MAULAH
40117008

APPROVAL

This thesis entitled "The Analysis of Interpersonal, Ideational, and Textual Meanings on Joanna Fuchs's Poems: *Star Teacher*, *Important Teacher*, and *Number One Teacher*"

Name : **KHARISATUL MAULAH**

Student Number : **40117008**

Had been approved by the Board of Examiners of English Education Study Program of Educational Sciences and Teachers' Training Faculty Peradaban University on Wednesday, June 23rd, 2021.

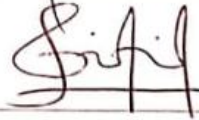
Board of Examiners

Signatures:

Head of the Board of Examiners/
Fourth Examiner
Ujang Khiyarusoleh, M.Pd
NIDN. 0606068602



Third Examiner/Advisor
S.R Pramudyawardhani, S.S., M.Pd
NIDN. 0630078303





Second Examiner,
Dede Nurdiawati, M.Pd
NIDN. 0607038104




First Examiner,
Yuniar Fatmasari, S.S., M.A.
NIDN. 0606068403



Approved by:

Dean of Educational Sciences and
Teachers' Training Faculty

Dede Nurdiawati, M.Pd
NIDN. 0607038104


Head of English Education
Study Program

Yuniar Fatmasari, S.S., M.A.
NIDN. 0606068403


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.

Keywords: *Analysis, Interpersonal, Ideational, Textual, Poems*

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, Behavior: 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*.

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The writer expects that the thesis will carry some benefits for all the readers and the writer as well. The writer really needs suggestions, advices and criticisms to make the thesis better.

Bumiayu, June 23rd, 2021
The Writer

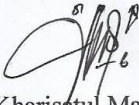

Kharisatul Maulah

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by Joanna Fuchs

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