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REALIZATION OF MOOD THROUGH "30 MINUTES IMPROVE ENGLISH EVERY DAY" VIDEO ON LEARN ENGLISH WITH JESSICA YOUTUBE CHANNEL

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan struktur dan makna yang terkandung dalam video percakapan YouTube. Di sini sistem gramatikal yang digunakan adalah mood. Penelitian ini menganalisis ucapan-ucapan dalam percakapan video di YouTube untuk mengetahui tipe mood. Interpretasi dan makna klausa, makna interpersonal sebagai pertukaran. Penelitian ini menggunakan pendekatan deskriptif kualitatif dan desain penelitiannya adalah analisis observasional. Data penelitian ini adalah 2 topik video percakapan yang diambil dari Channel Youtube Learn English With Jessica. Analisis data interaktif model Miles Huberman dan Saladana 2014. Penelitian ini didasarkan pada teori Halliday dalam Mathiessen 2014. Peneliti menemukan ada empat jenis mood yang diwujudkan. Dari total 44 klausa dalam video percakapan, mood yang diwujudkan adalah exclamative (4,55%), deklaratif (81,81%), interrogative (4,55%), dan imperatif (9,09%). Hal ini menunjukkan bahwa tuturan dalam percakapan video cenderung menyampaikan informasi pernyataan dalam bentuk deklaratif.

Kata Kunci: Makna Interpersonal, Mood, Video Percakapan.

Abstract

This study aims to describe the structure and meaning contained in YouTube conversation videos. Here the grammatical system used is mood. This research analyzes the utterances in the video conversation on YouTube to find out the type of mood. Interpretation and meaning of clauses, interpersonal meaning as an exchange. This research uses a qualitative descriptive approach and the research design is observational analysis. The data of this research are 2 topics of conversation videos taken from Learn English With Jessica Youtube Channel. The interactive data analysis model of Miles Huberman and Saladana 2014. This research is based on Halliday's theory in Mathiessen 2014. The researcher found that there are four types of mood realized. From a total of 44 clauses in the video conversation, the realized moods are exclamative (4.55%), declarative (81.81%), interrogative (4.55%), and imperative (9.09%). This shows that the utterances in the video conversations tend to convey statement information in declarative form.

Keywords: Interpersonal Meaning, Mood, Video Conversation.

INTRODUCTION

In the communication process, language plays an important role in conveying messages from one person to another. Language is an important aspect of human existence and organization and growth. Language is a human need to establish interpersonal relationships. The main purpose of language interaction is through the use of the language of others. Therefore, language teaching with a focus on communication to students with an emphasis on their ability to interact with others, but how one uses language to communicate with others in a given situation will vary. The most important thing in language interaction is for learners to understand the language and how the teacher uses the language. When someone communicates something, text is used in communication. Meaning and structure are added to this text. Consequently, in this case, meaning (semantics) encapsulates an important role, because the

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purpose of communication is meaning, which enables the receiver to understand what the sender is saying.

When engaging in conversations, people automatically use language to form meaning, which can be considered an expression of interpersonal meaning. This relationship can be linked to the mood system, where some interactions are conveyed through changes in expressions such as arguments, opinions, or even suppositions in the mood system. The study of interpersonal meaning is fascinating because it tries to understand how feelings and values are negotiated. This requires an understanding of students' intentions and goals when speaking by paying attention to the use of mood in the context of interpersonal meaning.

In this era of globalization, English has become the main international language for communication between countries. English becomes a tool to interact with other people abroad. English is the language used by most countries among other languages in the world (Simarmata & Lestari, 2023: 1). The main purpose of language interaction is through the use of the language of others. Therefore, language teaching with a focus on communication to a person with an emphasis on their ability to interact with others. However, how one uses language to communicate with others in a given situation will vary. Language teaching is no longer limited to the formal school environment, but has expanded to various online platforms, such as YouTube. Learn English with Jessica, a YouTube channel dedicated to providing English learning materials. For the purpose of this study, the texts of the English conversation videos on the YouTube channel were analyzed with a focus on the aspect of interpersonal meaning. The video "30 minutes to improve English every day" is 33.19 minutes long and contains key phrases for various situations in daily life, aiming to help viewers improve their English. The video also comes with a script to make it easier for viewers to understand the content. The video has reached 49,087 views, and has gotten over a thousand likes. While there have been many English conversation videos before, the researcher chose a video with a variety of topics presented in one video. Focusing on improving everyday language skills, the video covers a wide range of learning topics, including grammar, vocabulary and conversation skills.

In understanding the meaning of a sentence, the speaker or listener must understand the sentence structure that builds meaning based on context. Sentence meaning depends on grammatical knowledge, speaker meaning depends on context knowledge. That is, listeners know the meaning of the sentence because they know the rules of the sentence structure itself to gain knowledge in both.

When the speaker utters the sentence, he specifically uses what is known as a directive to the listener to do something. Clause meaning makes interpersonal meaning an exchange. Here the main grammatical system is the mood. The functions of language according to Halliday (1994: 2) are three, namely to represent the world around us (ideational), to interact with other speakers (interpersonal), and to recognize ideational and interpersonal meanings into a message (textual). In the interpersonal meaning, sentences are considered as part of the interaction between speaker and listener, Halliday & Hasan in Butt et al. (1995: 13). That is, language is considered as a way to reflect on oneself.

The researcher will focus on the realization of mood from interpersonal meaning. Because the researcher is very interested in this type of language structure in building meaning as a language system and this research is new, and also mood as part of interpersonal meaning can also be learned through other samples that are not always monotonous from books, but also from YouTube videos. Therefore, the researcher will select YouTube videos of conversations that use English (clauses or sentences). From a linguistic perspective, video conversations not only teach English but hone reading and other skills to improve one's English.

The reason researcher are interested in the Learn English with Jessica youtube channel as an object that is different from previous researchers is because the channel contains a lot of English teaching such as Listening and Speaking Skills, Vocabulary, Tips, Grammar which aims to improve general English knowledge and skills. And this channel is also consistent in uploading new videos, namely four times a week. Learning English with Social Media can increase the use of social media and video platforms as English learning tools by providing a new context to explain how mood are portrayed in learning videos. Learning English with

Jessica has many fans, indicating that the teaching approach used is very successful and engaging. Analyzing specific videos from this channel can provide valuable insights.

In watching conversation videos on YouTube, language takes the most important role in their conversations, such as interacting with others using English, where the audience will be interested in translating what has been said by the speaker. In presenting the realization of the meaning of interpersonal moods such as Exclamative, Declarative, Interrogative, and Imperative Mood, researchers take one example of a video conversation that contains daily conversations to improve English.

To develop this research proposal, researchers will make research that has been done before as a reference. Based on previous research conducted by (FANG, 2016) entitled "The Realization of Mood through Syntactic Patterns in English Public Service Advertising Texts". This study shows that declarative is the most frequently used mood in public service advertising texts, followed by imperative and interrogative, this study also notes that wh-interrogative interrogatives are more frequently used than yes-no interrogatives in advertising. This study differs from the author's research in terms of its object and analysis. This research focuses on the description of the data under study, while the author's research focuses on the types and structures of moods found in everyday conversation videos.

It can be concluded that this difference has the potential to provide a different understanding of language use in various communicative situations and the researcher is interested in taking a title. "Realization of mood through the video "30 minutes improve english every day" on the youtube channel learn english with jessica".

METHOD

The researcher used descriptive qualitative in analyzing and describing the data in the form of text, in the form of clauses. The data of this research is the realization of the use of mood in the video "30 Minutes to Improve English Every Day". Data source is very important in this research. Without data sources, research cannot obtain information. In the context of this study, the researcher collected data by applying observation. The researcher observing the utterances by searching for them on internet networks such as youtube, to find out the full text of the conversation video and download it, which only uses English. The steps of data collection in this study used several techniques, namely:

1. Searching for daily conversation videos on Youtube
2. Selecting conversation videos that use English.
3. Downloading the selected conversation video from Youtube.
4. Transcribing the conversation video into clauses or sentences.
5. Using a table, all clauses were listed and coded according to mood type.
6. Identify mood-related conversations used in the video conversation.
7. Classify the types of mood.

The data of the research was analyzed in some following technique. In order to answer the first problem, the researcher used the following techniques:

1. Identifying the types of mood.
2. Classifying the data based on each type of mood types.

FINDINGS AND DISCUSSION

Findings

Based on the data analysis, there are two selected video conversation topics, which contain 44 clauses. Of the 44 clauses, there are 36 declarative, 4 interrogative, 2 imperative and 2 exclamative. This will be clearly shown by the table below.

Table 1. The percentage of Mood Types

No	Types of Mood	Number	Percentage
1	Exclamative	2	4,55 %
2	Declarative	36	81,81 %
3	Imperative	2	4,55 %
4	Interrogative	4	9,09 %

Total	44	100%
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To answer the second problem, the researchers calculated that the most dominant is the declarative mood, by analyzing the number and percentage of 36 clauses (81,81%).

Discussion

Based on the research results, from the two topics of the video conversation, 44 clauses containing mood elements were found. There are four types of mood realized, namely exclamative mood, a sentence form expressing strong feelings or emotions that often ends with an exclamation mark, declarative mood in the form of a statement sentence or conveying information, interrogative mood in the form of a sentence asking questions or seeking additional information and the last is imperative mood in the form of a sentence giving orders, instructions, or requests without an exclamation mark.

This shows that the two topics of the video conversation are more likely to be statement sentences and conveying information. The two video conversation topics, in providing information to people who want to improve their English skills. In the two video conversation topics, they talk about their daily lives. They share their experiences by talking to each other. This makes listeners become interested in trying to speak English with their friends or surroundings. Conversational videos, provide information to listeners with declarative statements to convey knowledge such as vocabulary using English. They also use questions to attract listeners' attention and enthusiasm, and the questions are delivered in interrogative and declarative forms.

In the video conversation, the YouTube channel learning English with Jessica tries to make listeners aware of other content videos and interested in learning using the channel. In addition, from some of the data that has been analyzed, researchers found several omissions of subjects and finites in clauses. Of course, this happens because everyday language sometimes does not always have a subject or something else.

Based on the results of previous researcher with the results of researcher have different comparisons and have similarities where the results of previous researcher with researcher have dominant results that are declarative mood. The difference in comparison between the results of previous researcher and researchers is in the object under study.

The benefits of this research for education are Understanding Mood in English: By analyzing the videos, the researcher was able to understand the different types of mood used in the context of teaching English and Developing Effective Learning Materials: By understanding how mood is used in videos, educators can develop more interesting and effective learning materials. Thus, researching the Realization Of Mood Through "30 Minutes Improve English Every Day" Video On Learn English With Jessica Youtube Channel on the Youtube Channel Learn English With Jessica can provide insights for the world of education in terms of teaching and learning English.

CONCLUSION

From the data analysis in the previous chapter, the researcher concluded that

1. It is found that there are four types of moods realized on two topics of conversation videos on youtube. They are exclamative mood, declarative mood, interrogative mood, and imperative mood.
2. The most dominant mood realized on the two topics of conversation videos on youtube is the declarative mood. From a total of 44 clauses, the exclamative mood consists of 2 clauses (4,55 %), declarative mood consists of 36 clauses (81,81%), interrogative consists of 4 clauses (9,09 %), and imperative consists of 2 clauses (4, 55 %). This shows that the declarative mood is the most dominant from the percentage.
3. The reason why the declarative mood is the most dominant is because the declarative mood is the mood that is most widely used in descriptive text forms, namely making statements or conveying information. Declarative is conveying facts, opinions, or thoughts.

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