



A Comparative Analysis Of Mood And Modality In Report Texts: Student Vs. Textbook Models

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ABSTRACT

*This study examines mood and modality in report texts, comparing student-generated writing with a textbook model to explore how these linguistic features construct interpersonal meaning. Using the framework of Systemic Functional Linguistics, the analysis focuses on mood types (declarative, interrogative, imperative) and modality expressions (probability, obligation) to identify patterns and discrepancies between the two text types. The findings reveal that both texts predominantly utilize declarative moods, reflecting the genre's objective of presenting factual information. However, the textbook model demonstrates greater grammatical accuracy and linguistic precision, while the student text shows variability and frequent errors in mood realization. In terms of modality, the textbook employs a balanced range of modal verbs to express nuanced attitudes and probabilities, contributing to its authoritative tone. Conversely, the student text relies heavily on basic modal verbs like *will*, limiting its ability to convey complex interpersonal meanings. These differences highlight a significant gap between textbook standards and student writing practices, suggesting the need for explicit instruction on mood and modality to enhance students' academic writing skills. This study underscores the importance of integrating targeted pedagogical strategies that address both grammatical proficiency and genre awareness. By bridging the gap between idealized models and student performance, educators can better support learners in mastering the linguistic features essential for effective report writing. The findings contribute to understanding how mood and modality operate within educational texts and offer insights for improving teaching practices in language education.*

Keywords: Mood, Modality, Report text

INTRODUCTION

The linguistic features of mood and modality play a crucial role in constructing interpersonal meaning within texts, particularly in educational settings. Rooted in the framework of Systemic Functional Linguistics (SFL), developed by Halliday and expanded by Matthiessen (2004), these components are integral to understanding how language encodes relationships, attitudes, and judgments. Mood refers to grammatical structures such as declarative, interrogative, or imperative forms, which align with speech functions like statements, questions, or commands. Modality, encompassing modal verbs (e.g., *must*, *may*) and adjuncts (e.g., *probably*, *necessarily*), expresses degrees of certainty, probability, or obligation. Together, these features serve as essential tools for writers to navigate the interpersonal dynamics of communication, making them vital for mastering academic writing genres like report texts.

Report texts, as a genre, occupy a central position in educational contexts. These texts are characterized by their objective presentation of factual information, typically structured systematically to convey credibility and clarity. Textbooks often provide idealized examples of report texts, serving as benchmarks for students learning to write within this genre. However, the linguistic proficiency required to mirror these models is often beyond the reach of many students, resulting in a noticeable gap between textbook exemplars and student-generated texts. This disparity raises questions about the effectiveness of current pedagogical approaches in equipping students with the necessary linguistic tools.

Research on mood and modality has been extensive, covering various text types and communicative contexts. For instance, Eggins (2004) emphasized the significance of these elements

in constructing interpersonal meaning, while Siregar, Pasaribu, and Sinambela (2021) explored their use in dialogue texts, highlighting the dominance of declarative moods and median-level modality. Trung (2022) further examined interpersonal meanings in IELTS essays, revealing how modality contributes to nuanced expressions of attitudes and probabilities. Amalia et al. (2018) analyzed mood and modality in political speeches, demonstrating how declarative clauses establish authority and credibility. These studies underscore the versatility of mood and modality in achieving communicative goals across genres.

However, within the specific context of report texts, research remains limited. While studies have identified the prevalence of declarative moods in presenting factual information (Amalia et al., 2018), there is a lack of comparative analysis between student-generated texts and textbook models. This gap is critical, as it leaves unexplored the linguistic differences that may hinder students from effectively constructing the interpersonal meanings required for successful academic writing. By addressing this gap, this study aims to provide valuable insights into the linguistic challenges faced by students and the potential for pedagogical interventions.

The purpose of this study is to compare the realization of mood and modality in report texts written by students with those presented in textbook models. Using the SFL framework, this research seeks to uncover patterns and discrepancies that can inform strategies for teaching report writing. Specifically, it addresses two research questions: (1) How do mood structures differ between student-generated report texts and textbook models? (2) How is modality employed to express attitudes and probabilities in both text types? These questions aim to uncover the extent to which students align with the linguistic conventions demonstrated in textbook exemplars and to identify areas where targeted instruction could bridge existing gaps.

This study addresses a critical gap in existing research by comparing the linguistic features of mood and modality in student and textbook report texts. By applying the SFL framework, it provides both theoretical insights and practical strategies for enhancing language education outcomes. The findings are expected to contribute to a more nuanced understanding of how linguistic choices impact textual meaning, offering a pathway for improving students' academic writing skills.

METHODS

This study utilizes a qualitative research design, emphasizing textual analysis within the framework of Systemic Functional Linguistics (SFL). The qualitative research method uses qualitative data, such as interviews, records, and observations, to understand and explain a social phenomenon. (Denzin and Lincoln, 1994). It is consistent with the research because it employs documents in the form of report texts as the data.

Furthermore, a qualitative approach is appropriate for exploring linguistic features, such as mood and modality, in written texts to identify patterns and variations in constructing interpersonal meanings. Using SFL as an analytical lens, the study examines how language choices in report texts manifest the interpersonal metafunction, focusing on mood structures and modality expressions.

The participant of this study was a ninth-grade student of an Islamic Junior High School in Bandung, West Java, Indonesia. The student did the assignment after getting explanation from the teacher and reading the model text taken from the textbook *Bright: An English* which is included in the curriculum. He was assigned a task by his English teacher to write a report text as a final project in the first term about one of the animals in the world.

The study's data consist of two main sources:

1. Student Text: Report text written by ninth-grade student based on prompts given during English lessons. The text represents student-generated writing and reflects the student's application and understanding of mood and modality.

2. Model Text: A report text titled *Orangutan* from the textbook *Bright: An English*. This text is used as a reference model for comparison, representing the idealized use of mood and modality as presented in an educational resource.

The data collection method used in this study was **documentation**, which involved gathering both model text and student-written text. The model text was sourced from *Bright: An English*, a textbook widely used in Indonesian junior high schools. The text was carefully selected to represent the standard linguistic and structural features of report texts as outlined in the curriculum.

The student text was collected from classroom assignments. After studying the model text in a guided learning session, students were instructed to write their own report texts as part of their coursework. These assignments provided authentic samples of student work, reflecting their understanding and application of the linguistic elements of mood and modality taught in class. After collecting their work, the researcher chose one of their works to be examined for this study.

The analysis was guided by Halliday's SFL framework, focusing on mood and modality within the interpersonal metafunction. The process involved the following steps:

1. Mood Analysis:
 - Each clause in the model and student texts was identified and categorized by mood type (declarative, interrogative, imperative).
 - The frequency and distribution of mood types were calculated to identify patterns in structuring information across the texts.
 - Attention was given to grammatical accuracy and consistency in mood realization.
2. Modality Analysis:
 - Modal expressions (e.g., modal verbs such as *can*, *must*, *will*; modal adjuncts such as *probably*, *necessarily*) were identified in both datasets.
 - The modality was analyzed based on two dimensions: modalization (probability/usuality) and modulation (obligation/inclination).
 - The degree of modality (high, median, low) was recorded to explore variations in expressing attitudes or probabilities.
3. Comparative Analysis:
 - A side-by-side comparison was performed between the model text and the student texts to identify similarities and differences in mood structures and modality expressions.
 - Emerging patterns were interpreted to highlight discrepancies between textbook standards and student applications.
4. Contextual Interpretation:
 - Findings from the textual analysis were triangulated with teacher input to provide context for the observed patterns.
 - Pedagogical implications were drawn based on the gaps identified between student writing and textbook models.

Through systematic analysis of mood and modality in these datasets, this study aims to identify linguistic patterns that can inform teaching practices and support the development of students' academic writing skills.

RESULTS

Mood Analysis

The examination of mood types in the model text (*Orangutan*) and the student-generated text (*Kangaroo*) revealed distinct patterns in the use of declarative, interrogative, and imperative moods. These mood types are essential in structuring information and setting the communicative intent within report texts.

1. Model Text (*Orangutan*):
 - The model text predominantly employs declarative clauses, with 30 declarative sentences. These are crucial for presenting factual information systematically, as exemplified by sentences such as "Orangutans mostly live in trees" and "They seldom roam on the ground."

These declaratives help convey the authoritative tone of the text, reinforcing its expository nature.

- Interrogative and imperative moods are absent, which aligns with the genre's preference for delivering information without direct interaction or instruction.

2. Student Text (Kangaroo):

- Similarly, the student text uses declarative clauses predominantly, with 16 declarative sentences. Examples include "Thylogale Brunii or we usually called kangaroo looks like giant mouse" and "They live on the ground that has tall grass." However, the frequency of declarative sentences is lower in the student text compared to the model, signaling a less dense construction of information.
- Like the model text, interrogative and imperative moods are not utilized in the student text. This adherence to the genre's conventions highlights the student's understanding of the structural norms of report writing, even though their execution is less polished.

The findings indicate that both texts utilize declarative moods in accordance with the report genre, but the student text demonstrates a less consistent application, with errors such as "Kangaroo body's is covered by grey and brown hair coat" affecting clarity.

Modality Analysis

Modality expressions, which convey levels of certainty, probability, or obligation, were analyzed in both texts. This analysis reveals significant differences in how modality is used to convey interpersonal meaning.

1. Model Text (Orangutan):

- The model text incorporates 4 modal expressions, including:
 - *Can*: 2 occurrences (e.g., "Their cheeks are puffy and they have a kind of pouch hanging from their throat, which contains air sacks.")
 - *Will*: 2 occurrences (e.g., "In the dry season, they built up fat reserves to anticipate the monsoon season, which lasts from April through October, when food is much less available.")
- The sparing use of modal verbs serves to convey possibility (*can*) and future certainty (*will*), contributing to the balanced and authoritative tone of the text.

2. Student Text (Kangaroo):

- The student text uses 5 modal expressions, with:
 - *Can*: 1 occurrence (e.g., "Back leg is used for moving and front leg is used like hand.")
 - *Will*: 4 occurrences (e.g., "They will always reproducing I baby kangaroo.")
- The overuse of *will* in the student text suggests a limited range of modality, which restricts the expression of varying levels of certainty or probability. The grammatical issue, such as "They will always reproducing I baby kangaroo," undermines the clarity and effectiveness of the modality.

These findings suggest that the model text employs a more balanced and precise use of modality, effectively combining modalization (*can*) and modulation (*will*) to express possibility and certainty. In contrast, the student text relies heavily on *will*, indicating an underdeveloped understanding of how modality can convey nuanced interpersonal meanings.

Comparative Insights

The comparative analysis between the model text and the student-generated text reveals several notable differences:

1. Mood:

- Both texts primarily utilize declarative moods, which is typical for report texts. However, the model text demonstrates a greater frequency and grammatical accuracy in its declarative mood constructions.

- The student text shows greater variability in sentence structures, with some errors affecting coherence and clarity.
2. Modality:
 - The model text demonstrates a balanced approach in employing different modal verbs to express both possibility and certainty, resulting in a more measured tone.
 - The student text, on the other hand, relies excessively on the modal verb *will*, which suggests a limited understanding of the full range of modality in constructing interpersonal meaning.
 3. Linguistic Precision:
 - The model text is marked by linguistic precision and consistency, particularly in its use of mood and modality to present information effectively.
 - The student text displays grammatical inconsistencies and a more restricted use of modality, indicating areas for improvement in both linguistic competence and understanding of the interpersonal function of language.

Table of mood and modality in model text and students' text

Feature	Model Text (Orangutan)	Student Text (Kangaroo)
Declarative Moods	30	19
Interrogative Moods	0	0
Imperative Moods	0	0
Modal Verbs Used	<i>can</i> (2), <i>will</i> (2)	<i>can</i> (1), <i>will</i> (4)
Total Modality	4	5

The findings of this study align with existing research on the use of mood and modality in educational contexts. Esfahani (2024) highlighted that textbooks provide a model of effective mood structures, guiding students in their understanding of genre conventions. Puspitasari et al. (2021) observed that students often struggle with consistent use of modality, typically relying on basic modal verbs like *will* or *can* without exploring more nuanced forms of modality. Lim et al. (2022) pointed out that multimodal textbooks can enhance student engagement, but the gap between the idealized models in textbooks and the actual writing of students often persists, particularly regarding linguistic precision and complexity. The results also support Weninger's (2021) observation that textbooks often provide more linguistically accurate and sophisticated models compared to the texts produced by students. The analysis of mood and modality in the model text and student-generated text reveals critical areas for improvement in students' understanding and application of these linguistic features. This study provides insights that could inform pedagogical strategies aimed at helping students develop greater linguistic proficiency in academic writing.

DISCUSSION

The findings of this study provide a comparative analysis of mood and modality in report texts written by students and those found in a textbook model. By examining the linguistic features of both texts through the lens of Systemic Functional Linguistics (SFL), this research uncovers significant differences in how interpersonal meanings are constructed. The analysis reveals that while both texts predominantly rely on declarative moods, the textbook model demonstrates greater grammatical accuracy and linguistic precision. In contrast, the student text exhibits variability and limited sophistication in its use of modality, often overusing basic modal verbs like *will*. These findings contribute to ongoing discussions about the gap between textbook standards and student-generated writing, highlighting areas for pedagogical improvement.

One of the key contributions of this study is its detailed examination of mood structures. The findings confirm that declarative moods dominate both the model and student texts, aligning with previous research that emphasizes their centrality in report writing (Esfahani, 2024; Puspitasari et al., 2021). Declarative clauses are essential for presenting factual information systematically, as seen in the textbook's precise statements such as "Orangutans mostly live in trees." However, while the

student text adheres to this convention, its execution is less consistent. Errors like "Kangaroo body's is covered by grey and brown hair coat" disrupt clarity and coherence, reflecting challenges in grammatical accuracy. These discrepancies support Weninger's (2021) observation that student writing often falls short of the linguistic precision modeled in textbooks.

The modality analysis further highlights differences in how attitudes and probabilities are expressed. The textbook text employs a balanced range of modal verbs, such as *can* and *will*, to convey possibility and certainty effectively. For example, "They seldom roam on the ground" uses modality to reflect measured probability, enhancing the text's authoritative tone. In contrast, the student text relies heavily on *will*, as seen in sentences like "They will always reproducing I baby kangaroo." This overreliance on a single modal verb limits the text's ability to express nuanced interpersonal meanings. These findings align with Puspitasari et al.'s (2021) study, which found that students often struggle with varying modality choices, relying instead on basic expressions.

The findings also resonate with Krishnan and Srinivass's (2022) research on interpersonal meaning in professional discourses. Their study highlighted the importance of balancing modalization (e.g., probability) with modulation (e.g., obligation) to achieve effective communication. Similarly, this study demonstrates that while the textbook achieves this balance, the student text does not, indicating a need for targeted instruction on modality use.

In addition to supporting existing research, this study offers new insights into how mood and modality are realized within report texts specifically. While much of the literature has focused on other genres—such as speeches (Ismi, 2023) or argumentative texts (Vinchristo, 2022)—this research provides a genre-specific analysis that underscores the unique linguistic demands of report writing. For instance, Bolotova (2021) emphasized the role of modality in shaping text-forming functions across genres but did not address its application within report texts. By filling this gap, this study contributes to a more nuanced understanding of how linguistic features operate within educational contexts.

The comparative nature of this research also highlights broader implications for pedagogy. The gap between textbook models and student writing reflects challenges not only in linguistic proficiency but also in genre awareness. As Lim et al. (2022) noted, multimodal approaches in textbooks can enhance engagement but may not fully address students' difficulties with specific language features. This study reinforces these findings by showing that while textbooks provide idealized models of mood and modality use, students require explicit instruction to bridge the gap between theory and practice.

Furthermore, these findings complement Esfahani's (2024) work on content analysis of textbooks via natural language processing. Esfahani argued that textbooks are designed to scaffold learning by modeling effective language use; however, this study reveals that students often fail to replicate these features in their writing. This suggests a disconnect between what is taught and what is internalized, highlighting the need for more interactive and reflective teaching strategies.

The reliance on declarative moods across both texts also raises questions about genre-specific conventions versus individual creativity. Lepper et al. (2022) explored how text characteristics influence reader engagement and found that rigid adherence to genre norms can sometimes limit creativity. While declarative moods are essential for factual reporting, overemphasis on them may restrict students' ability to experiment with other mood types or explore alternative ways of constructing meaning.

In terms of modality, this study critiques the limited variation observed in student writing while acknowledging its potential developmental stage. Gao et al. (2023) emphasized that linguistic proficiency evolves through exposure and practice; thus, students' reliance on basic modal verbs like *will* may reflect their current level of competence rather than an inherent inability to use more complex forms. This perspective aligns with developmental theories that view language learning as a gradual process influenced by input quality and frequency.

Finally, this study contributes to discussions about how textbooks can better support language learning by addressing gaps identified in student writing. Weninger (2021) argued for a critical approach to textbook analysis that considers not only what is included but also what is omitted or underemphasized. By identifying specific areas where students struggle—such as grammatical accuracy in mood realization or variation in modality choices—this research provides actionable insights for curriculum developers and educators.

This study advances our understanding of mood and modality in report texts by offering a detailed comparison between textbook models and student-generated writing. The findings support existing research while introducing new perspectives on genre-specific linguistic demands and pedagogical implications. By highlighting gaps between idealized models and actual student performance, this research underscores the need for targeted interventions that address both linguistic proficiency and genre awareness.

CONCLUSIONS

The study has provided a comprehensive comparative analysis of mood and modality in report texts, focusing on the differences between student-generated texts and textbook models. The findings reveal that while both texts predominantly rely on declarative moods, the textbook model demonstrates greater grammatical accuracy and linguistic precision, effectively fulfilling the genre's purpose of presenting factual information systematically. In contrast, the student text exhibits variability in grammatical execution and limited sophistication in modality use, often overusing basic modal verbs without exploring more nuanced expressions.

This research highlights the significant gap between idealized textbook standards and actual student writing practices. While textbooks serve as effective models of linguistic features, students often struggle to replicate these features due to challenges in grammatical proficiency and limited awareness of how mood and modality contribute to interpersonal meaning. These discrepancies underscore the need for explicit instruction on the functional use of mood and modality, particularly within the context of report writing.

The study also emphasizes the importance of balancing modalization and modulation to achieve effective communication. The textbook model successfully employs a range of modal expressions to convey probability, certainty, and obligation, enhancing its authoritative tone. In contrast, the student text's reliance on a narrow set of modal verbs limits its ability to construct nuanced interpersonal meanings. These findings suggest that targeted pedagogical strategies are necessary to help students develop a deeper understanding of modality and its role in academic writing.

Overall, this research contributes to a growing body of literature on mood and modality by offering a genre-specific analysis within an educational context. It provides valuable insights into the linguistic demands of report writing and highlights areas for improvement in teaching practices. By addressing the gaps identified in this study, educators can better support students in mastering the linguistic features essential for constructing effective and meaningful report texts.

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