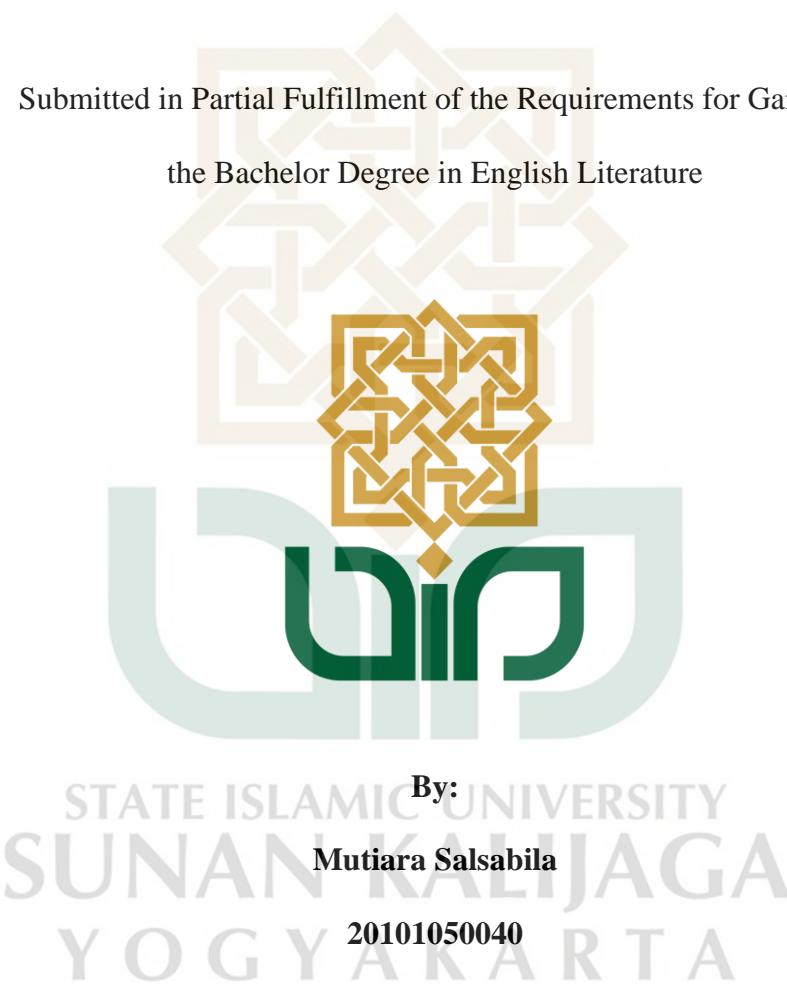


**AN ANALYSIS OF INTERPERSONAL MEANING  
IN *BATTLE OF BADR* ANIMATED VIDEO  
(A SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH)**

**A GRADUATING PAPER**

Submitted in Partial Fulfillment of the Requirements for Gaining  
the Bachelor Degree in English Literature



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## **MOTTO**

“Remember when you cried out to your Lord for help, He answered, I will reinforce you with a thousand angels-followed by many others.”

**(Q.S Al-Anfal: 9)**

“Remember when Allah caused drowsiness to overcome you, giving you a feeling of peace and security from Him. And He sent down rain from the sky to purify you, free you from Shaytan’s whispers, strengthen your hearts, and make your steps firm”

**(Q.S Al-Anfal: 11)**



## DEDICATION

Sincerely, I dedicated my thesis:

To my family who always support me and pray for me. Every word of advice and encouragement, every word of comfort, every trial gives me strength to face this harsh world. Thank you for your trust. I love you.

To all the teachers and lecturers who have given me knowledge throughout my life.

Thank you to my friends who have helped me through the joys and sorrows of my life and have always been there for me.

Congratulations to myself! You are always amazing. No matter how difficult it is, no matter how hurt you are, you can definitely overcome what is in front of you.

Congratulations on staying strong after a big storm. You are amazing, thank you for continuing. Then face other amazing things and overcome other fears. May Allah always make your path easy; may Allah always bless you. May your joy, smile, laughter, and happiness always spread to others. Become a more useful person.

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kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqosyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris.

Atas perhatiannya, kami mengucapkan terima kasih.

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## FINAL PROJECT STATEMENT

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I certify that this graduate paper is definitely my own work. I am completely responsible for the content of this graduating paper. Other researcher's opinion or finding included in this research is quoted or cited in accordance with ethical standards.

Yogyakarta, December 24<sup>th</sup>, 2024

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**An Analysis of Interpersonal Meaning**  
**In *Battle of Badr* Animated Video**  
**(A Systemic Functional Linguistics Approach)**

**By: Mutiara Salsabila**

**ABSTRACT**

This research analyses the "Battle of Badr" animated video with the aim of understanding the dynamics of interpersonal relationships and power struggles between characters using the theory of Systemic Functional Linguistics by M.A.K. Halliday. The main focus of this research lies in how different types of Moods, Speech Functions, and Modalities are used to express interpersonal meaning. The research method used in this research is a mixed method. This research integrating qualitative and quantitative analysis. This research analyzes how often and how different types of Moods, Speech Functions, and Modalities appear in the conversations of the characters. Data were obtained from the animated video and manually transcribed for analysis purposes. The findings of the research indicate that the Declarative Mood dominates, accounting for 60 clauses or equal to 69.78% of all Mood types analyzed. Characters use statements more often to convey information, assert power, and express their intentions and emotions. The Imperative Mood is used to give commands and requests, reflecting assertiveness and power, while the Interrogative Mood is used to ask questions and seek information, reflecting doubt and the need for clarification. This research also highlights the use of Modality to express degrees of certainty, obligation, and inclination, with characters using Modulation to express obligation and desire, and Modalization to indicate certainty and possibility. This research presents an analysis of the linguistic features found in the "Battle of Badr" animated video emphasizing the need for clear and explicit communication in conveying interpersonal meanings and social roles. This study concludes that linguistic elements play an important role in conveying interpersonal meanings and power dynamics in narrative texts, particularly in religious stories designed for children.

**Keywords:** *Mood, Modality, Interpersonal Meaning, and Speech Function*

**Analisis Makna Interpersonal**  
**Dalam Video Animasi *Perang Badr***  
**(Pendekatan Linguistik Fungsional Sistemik)**

**Oleh: Mutiara Salsabila**

**ABSTRAK**

Penelitian ini menganalisa video animasi “Perang Badar” dengan tujuan memahami dinamika hubungan interpersonal dan perebutan kekuasaan antar karakter menggunakan teori Linguistik Fungsional Sistemik (LFS) oleh M.A.K. Halliday. Fokus utama penelitian ini terletak pada bagaimana berbagai jenis Mood, Fungsi Tuturan, dan Modalitas digunakan untuk mengungkapkan Makna Interpersonal. Metode penelitian yang digunakan dalam penelitian ini adalah metode campuran. Penelitian ini memadukan analisis kualitatif dan kuantitatif. Penelitian ini menganalisis seberapa sering dan bagaimana berbagai jenis Mood, Fungsi Tuturan, dan Modalitas muncul dalam percakapan para karakter. Data diperoleh dari video animasi dan ditranskripsi secara manual untuk tujuan analisis. Hasil penelitian menunjukkan bahwa Mood Deklaratif mendominasi, mencakup 60 klausa atau sebesar 69,78% dari semua jenis Mood yang dianalisis. Para karakter lebih sering menggunakan pernyataan untuk menyampaikan informasi, menegaskan kekuasaan, dan mengekspresikan niat dan emosi mereka. Mood Imperatif digunakan untuk memberi perintah dan permintaan, mencerminkan ketegasan dan kekuasaan, sedangkan Mood Interrogatif digunakan untuk mengajukan pertanyaan dan mencari informasi, mencerminkan keraguan dan kebutuhan untuk klarifikasi. Penelitian ini juga menyoroti penggunaan Modalitas untuk mengekspresikan tingkat kepastian, kewajiban, dan kecenderungan, dengan karakter menggunakan Modulasi untuk mengekspresikan kewajiban dan keinginan, dan Modalisasi untuk menunjukkan kepastian dan kemungkinan. Penelitian ini menyajikan analisis fitur linguistik yang ditemukan dalam video animasi "Perang Badar" yang menekankan perlunya komunikasi yang jelas dan eksplisit dalam menyampaikan Makna Interpersonal dan peran sosial. Studi ini menyimpulkan bahwa elemen linguistik memainkan peran penting dalam menyampaikan Makna Interpersonal dan dinamika kekuasaan dalam teks naratif, khususnya dalam cerita keagamaan yang dirancang untuk anak-anak.

**Kata kunci:** *Mood, Modalitas, Makna Interpersonal, dan Fungsi Tuturan*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Research

Language is like an invisible thread that connects people. Language is an amazing phenomenon that is more than just a tool/facility (Altun, 2023, p. 362).

Language according to Reddy (1979) in Maynard & Turowetz's (2013, p. 251) research is also referred as a link between ideas between humans which are processed from within the mind and finally expressed in the form of words.

Language not only conveys messages literally, but also allows speakers to express attitudes, establish social relationships, and influence other people through different language choices.

Digital media such as animated videos have become a popular tool for teaching religious stories to children. The use of visual and audio elements in this video often emphasizes the narrator's verbal message. However, communication basically still depends on the choice of language used. Analyzing interpersonal function in this context provides deeper result into how religious stories can be designed to maximize their impact on child audiences. Furthermore, this research can also contribute to the development of religious learning materials that are more effective and tailored to the needs of the young generation target group. A linguistic approach that places this function at the center of its research is Systematic Functional Linguistics (SFL) developed by Halliday and Matthiessen (2004).

In the theory of Systemic Functional Linguistics (SFL), clauses can be analyzed using three meta-functions, namely as textual metafunction, ideational metafunction, and Interpersonal Metafunction (Eggins, 2004). In SFL the exchange process occurs during interaction or conversation. This exchange process is called Interpersonal Metafunction. Interpersonal Metafunction in an utterance describes how the speaker and his/her interlocutor interact, using language to build and maintain relationships with them, to influence their behavior, to express our own perspectives on things in the world, and to obtain or change their perspectives. This concerns the roles of the speaker and interlocutor, as well as Mood and Modality (Fadhillah & Rahmadina, 2021, pp. 58-59).

In understanding the semantic meaning in an exchange process, a Mood System is needed. Basically, the Mood System refers to the grammatical structure used that allows speakers to express their attitudes, judgments, and social roles (Martin, Matthiessen, & Painter, 1997, pp. 57-58). The commodities exchanged in this process are data in the form of giving or requesting information, giving or requesting goods and services. There are types of grammatical Mood in Interpersonal Metafunctions, namely declarative which is realized with statement sentences, interrogative which is realized with question sentences, and imperative which is realized with command sentences (Halliday & Matthiessen, An Introduction to Functional Grammar, 2004, pp. 107-108). Modality consists of probability, usuality, obligation, readiness. Modality can be a feature of Finite or separate Adjunct Mood. The scale of

suggestions and prohibitions in the exchange of goods and services is called modulation/modalization (Martin, Matthiessen, & Painter, 1997, pp. 63-64).

The sentence Can you close the door? is an example of an Interpersonal Metafunction sentence that has a Mood of an interrogative sentence, but indicates that someone is actually giving a command in a subtle way by using the finite modal word can. Basically, the sentence Can you close the door? is a command sentence that is stated with a question sentence that has a Modality of possibility that asks about the possibility of someone closing the door for the speaker. This is different from the sentence close the door! which is a congruent grammatical realization that does mean to order someone to close the door. From both examples we can see the same purpose of an utterance, namely asking someone to do something, but there are different grammatical choices (Martin, Matthiessen, & Painter, 1997, pp. 64-69).

Narrative children's stories, especially those based on religious values, such as the story of Battle of Badr, are not only entertaining, but also convey moral messages and build emotional connections with the audience (Martin & Rose, 2021). Battle of Badr is one of the most important events in Islamic history and is often told in various narrative formats, including animated videos for children. These videos usually aim to convey values such as courage, sacrifice and obedience to Allah SWT. Narrators often use various forms of language when telling a story, including declarative sentences to provide information, questions to stimulate thought, and imperative sentences to prompt action. However, the effectiveness of this mediation is highly

dependent on how the interpersonal function of language is treated and understood by child audiences. Therefore, it is important to analyze how atmosphere, Modality and other linguistic elements are used in the video (Emilia, 2020).

In this research, the researcher is interested in examining the interpersonal meaning in the story of the animated video Battle of Badr from YouTube Channel Luqmay. Luqmay is a platform created to teach children about Islam through interesting stories and interactive content. On their YouTube channel, they display animated videos based on Islamic stories taken from famous book sources, such as the story of Prophet Ibrahim and the Well of Zamzam, battle stories such as the Battle of Uhud and Battle of Badr.

The researcher chooses this story because the values of obedience and faith contained in this story are relevant to research that does not want to be separated from religious values. This story is also suitable as an object of Interpersonal Metafunction analysis research because it has appropriate material where there are many dialogues between characters in the story among other stories that tend to be monologues. Interpersonal Metafunction analysis research that analyze Islamic stories, has not been widely carried out, and is more often found in political narratives or Western Literature. This story shows the differences between two different religious groups and how they interact with each other with their fellow believers and opponents.

Based on the explanation above, the author analyzes this story using Interpersonal Metafunction to find out or provide information about the

relationships between characters, and how each character communicates so that the information can be received properly.

### **1.2 Problem Statement**

1. How do Mood, Speech Function and Modality interact to convey interpersonal meanings in Battle of Badr story?
2. How do the characters use Mood, Speech Function and Modality to assert dominance, show respect, or negotiate power?
3. What is the most dominant Mood, Speech Function and Modality used in Battle of Badr story?

### **1.3 Objective of Research**

1. To find out how do Mood, Speech Function and Modality interact to convey interpersonal meanings in Battle of Badr story.
2. To find out how do the characters use Mood, Speech Function and Modality to assert dominance, show respect, or negotiate power.
3. To determine the most dominant Mood, Speech Function and Modality used in Battle of Badr story.

### **1.4 Scope of Research**

The scope of the research is mainly focused on identifying the use of Mood, Speech Function and Modality based on their interaction to convey interpersonal meanings and the ability to assert dominance, show respect, or negotiate power. This research aims to provide understanding to the public, especially readers. This research will also show is the most dominant components of Interpersonal Metafunction that appeared in the story of Battle

of Badar which are analyzed using MAK Halliday's theory with a linguistic approach. The data used in this research are only focused on the clauses from the dialogues in the story.

### **1.5 Significance of Research**

The results of this research can be used to provide assistance and contribution for future researchers to enrich and improve their knowledge of Interpersonal Metafunction more specifically. The researcher hopes that this research can provide broader information to English Literature students about how Interpersonal Metafunction can affect the relationship and interaction between characters in certain narratives to expand their understanding of language and Systemic Functional Linguistics (SFL). Also, as an additional reference on its application in analyzing literary works.

### **1.6 Literature Review**

There are several previous studies on Interpersonal Metafunctions of Mood and Modality that are still relevant to this research. The researcher found similarities and differences between these studies and this research. Similarities help and assist researchers in conducting their research, but differences indicate that there are gaps where this research has not been analyzed before. The first research is a thesis entitled Analysis of Interpersonal Function through Mood and Modality in Crazy Rich Asian Movie (Aklima, 2023). This research uses the Mood and Modality analysis framework by Halliday and Matthiessen (2004).

The data used in the research are the dialogues of the main characters collected from the film subtitles, and analyzed using qualitative content analysis. The aim is to identify the dominant types of Mood and Modality used by the main characters and analyze their interpersonal functions. The results of the analysis revealed that the most frequently used Mood type by the main character is the declarative Mood, followed by the interrogative and imperative Moods. Moderate Modality is the most common Modality type. These choices reflect the attitudes, intentions, and relationships of the characters. This research contributes to understanding how language choices reflect the speaker's attitudes and intentions, providing results for discourse analysis, sociolinguistics, and media studies.

The second research is a journal article entitled *Analisis Fungsi Interpersonal pada Teks Narasi dalam Buku Bacaan Anak* (Sanjaya & Pramono, 2020). Sanjaya and Pramono (2020) examined the function of interpersonal relationships in narrative texts included in children's reading materials. In this research, we use Systematic Functional Linguistics (SFL) theory to analyze the determination of Mood in narrative texts and specifically identify the sentence structures used to guide interactions between the narrator and the audience. The results of this research indicate that narrative texts use commands, questions, and statements to create deep interpersonal relationships between writers and readers. In the context of children's story videos, these choices can help you understand how viewers interact with the story and influence their understanding of the message you want to convey.

Another research entitled *Analisis Mood System dalam Cerita Anak pada Program Televisi* by Putri and Rahayu (2021), they conducted research on Mood system analysis in children's stories broadcast on television. They focus on how the choice of declarative, interrogative, and imperative sentences influences children's understanding of the story being told. In this research, declarative sentences are often used to provide information, interrogative sentences are used to encourage children to think more critically, and imperative sentences are also used to provide instructions or direction. This is very relevant to the research of video stories for children, for example in the context of the story of the Battle of Badr, and how this sentence format helps children absorb and understand the moral message of the story.

The fourth research is entitled *Metafungsi Interpersonal dalam Pembelajaran Bahasa di Sekolah Dasar* by Hendriana and Kurniawan (2020), discuss the importance of using Interpersonal Metafunctions in language learning in elementary schools. They show that in the context of language teaching to children, the choice of appropriate sentence structures, such as commands, questions, and statements, can influence students' understanding and engagement with the lesson material. This research also shows that using appropriate sentences when telling stories can produce better interactions between storytellers and young audiences. This research is very relevant to the video story Badar War for children. This analysis will help you understand how using appropriate sentences in the video can help children understand the story.

The gap between this research and other research is the object used and the focus of the analysis. The researcher's focus is on the analysis of Interpersonal Metafunction in the story of Battle of Badr more specifically. The researcher does not only research Interpersonal Metafunction of Mood, but also Modality. The researcher looks at how metaphors affect the relationships and interactions between characters in a particular narrative. This is a narrower and more detailed approach that has not been widely discussed in existing research.

### **1.7 Theoretical Framework**

Systemic Functional Language (SFL) treats language as a meaning-making system, a linguistic theory that sees the potential for meaning in linguistic structures (Cheng, 2023, p. 4). In SFL there are four ways to analyze meaning through its grammar, namely from its context, semantics, lexico-grammar, and phonology. From these four ways, three forms of meaning can be produced, namely ideational/experiential meaning, textual meaning, and interpersonal meaning, which are then referred to as three metafunctions. This research uses one of the three existing metafunctions, namely Interpersonal Metafunction/interpersonal meaning in its analysis. This metafunction sees clauses as exchanges, functioning to determine the role of the speaker in the speech situation and relationships with others. One of the main grammatical systems is Mood and Modality (Almurashi, 2016, pp. 72-73). This is in accordance with the focus of this research, namely to determine the role of story characters in speech situations and their relationships with other characters.

In understanding the interpersonal meaning in the exchange process, a Mood System is needed. The Mood System is a component of Interpersonal Metafunction, which is a grammatical resource used to understand interactive patterns in dialogue. Basically, the Mood System refers to the grammatical structure used that allows speakers to express their attitudes, judgments, and social roles (Martin, Matthiessen, & Painter, 1997, pp. 58-58). Mood has two elements, namely Mood and Modality. In the Mood System, there are two types of Mood, namely indicative and imperative (Halliday & Matthiessen, An Introduction to Functional Grammar, 2004, pp. 111-114). Indicative Mood Markers are classified into two, namely statements and questions (Taverniers, 2015, p. 88).

In Halliday's SFL theory, the interpersonal elements of a -Mood- clause consist of the Subject of the clause, the Finite (which encodes grammatical number, primary tense and Modality), the polarity marker and the modal adverb. In this concept, the Mood element is considered to carry the utterance as an interactive event, and therefore, through the various choices available to the Mood element (subject+finite), the interpersonal component is realized in language. The different systems of choices realized in the Mood element are determined at two different levels: the speech function level and the Mood and Modality level. At the speech function level, it deals with meaning in discourse; it refers to four main categories of speech functions: 'statements', 'questions', 'offers' and 'commands'. What is negotiated in the speech interaction is the exchange of information or 'goods-&-services'. While at the Mood and Modality

level, Mood indicates the differences in clause types, namely, interrogative, indicative, declarative and imperative Mood types. Modal meaning is realized through modal operators, through modal adverbs, which are considered as expressions of Modality (Taverniers, 2015, pp. 86-88). Modality has two branches, namely Modalization which is related to 'probability' and Modulation which is related to 'obligation' (Halliday & Matthiessen, 2004, p. 147).

## **1.8 Methodology**

### **1.8.1 Type of Research**

Creswell (2013), defined mixed methods as the combination of “qualitative and quantitative approaches in the methodology of a research” (p. 271). This research uses a mixed method with the exploratory sequential design. This method allows the researcher to primarily focus on qualitative data while still incorporating quantitative elements to support and enrich the researcher findings.

Qualitative research as described by Saryono (2010), as cited in Agustianti, et al. (2022) in the book entitled *Metode Penelitian Kuantitatif dan Kualitatif*, is “research that is used to investigate, discover, describe and explain the quality or characteristics of social situations that cannot be explained, measured or described through quantitative” (p. 143). Qualitative research is focused on describing the state of nature or essence of the value of an object or certain signs (Abdussamad, 2021, p. 79). Then interpret and conclude the symptoms according to their context. Conclusion that is

objective and natural can be achieved according to the symptoms in the context which is subjective in qualities (Harahap N. , 2020).

Quantitative research, in the contrary, works with statistics or number that allow the researcher to quantify the world and includes hundreds, thousands, or even hundred thousand observations. Creswell and Hesse-Biber (2014; 2015) as cited in Hariyanto (2023), defined “quantitative method is a method of analysis that applies the reality in terms of numbers or a numerical value for the research analysis” (p. 47). Quantitative methods help us determine relationship between two or more variables with the help numerical description by using statistic (Stockemer, 2019, p. 9). Stockemer (2019) also wrote that “Quantitative and qualitative methods are complimentary” (p. 10). That in line with the principal for combining quantitative and qualitative methods Mixed Methods where each one of the methods can elaborates the other (Morgan, 1998).

The quality of a research result is determined by the type of research and research design used (Syahza, 2021, p. 24). Research that collaborates both so that the data is more comprehensive uses combination research. The selection of research methods depends on the research objectives set by the researcher (Waruwu, 2023, p. 2897). An exploratory sequential mixed methods approach involves conducting qualitative and quantitative research in separate phases, with one method following the other (Creswell, 2022). This approach allows the researcher to use the findings from the first phase to inform the second phase, creating a comprehensive understanding of the

social value of social interaction based from the clauses from the story. It aims to reveal the meaning of speech, interaction and the role of the characters in the speech process in the story of the Battle of Badar.

### **1.8.2 Data Source**

Qualitative research data must be in the form of words, sentences, narrative expressions or images (Abdussamad, 2021, p. 84). Therefore, the data source for this research is the Battle of Badr animated video. Data sources based on how they are obtained include primary and secondary data sources (Nasution, 2023, p. 6). The researcher only used primary data for this research. The qualitative data in the form of clauses collected by manually transcribed the video. The video can be accessed through the YouTube application and the Luqmay website <https://luqmay.com/>. The quantitative data is based on the qualitative findings of the coded Mood types, Speech Functions and Modality types.

### **1.8.3 Data Collection Technique**

Data collection techniques for qualitative data according to Creswell (2013) is divided into four ways, namely observation, interviews, documents, and audio-visual materials. From the four ways, this research involves the use of data collection techniques by means of observation and also using a purposeful sampling strategy. For the quantitative data, the researcher also used observation technique. Observation technique combined with purposive sampling strategy is used in the data collection process for the first phase where researchers watched and listened to the

video Battle of Badr on Luqmay's YouTube Channel, then transcribed all the speech contained in the video into written form (Creswell, 2013). For the second phase, the quantitative data can be obtained by coding the entire dataset based on the identified Mood types, Speech Functions and Modality types (Taherdoost, 2021).

A purposeful sampling strategy in the first phase is used in this research to determine participants of the research which in this research are clauses from the dialogues in Battle of Badr Story. The purpose of using this technique is to select the most relevant and informative cases or participants. The criteria for the clauses selected are clauses from the character's dialogues that have elements of Interpersonal Metafunction of Mood and Modality in them (Creswell, 2013). For the data validation, a modified double-checking method was employed. That method is used to ensure the accuracy and reliability of the transcriptions in this research. Although the process involved only one researcher, the steps taken ensured a thorough review and validation of the data (Hepburn & Bolden, 2020). By using double-check analysis, the researcher can cross-verify the findings, ensuring that the conclusions drawn are strong and well-supported by the data.

#### **1.8.4 Data Analysis Technique**

The exploratory sequential design begins with an exploratory qualitative initial phase, and then, based on the information collected in that phase, the researcher adapts measures in the quantitative phase and finally tests the adapted measures or instruments with a sample of the data

(Creswell, 2022, pp. 55-56). This research used the descriptive analysis technique to present the data. The transcript text from Battle of Badr animated video were divided into clauses. Then followed by the identification of interpersonal meaning. according to John W. Creswell (2022), there are several steps that must be taken after the research data is collected to analyze the data:

1. Collect and analyze qualitative data: Gather the data collected from the animated video 'Battle of Badr' through observation technique. Then divide the full transcript into the form of clauses (see Appendix 1 Table 12) and followed by the identification of interpersonal meaning (see Appendix 3).
2. Collect a quantitative data: Use the qualitative findings to create quantitative data. Create a detailed manual outlining the coding scheme, including definitions and examples for each category adapted from an article entitled "Descriptive Statistics" by Kaur, Stoltzfus, and Yellapu (2018). Each code of the Mood and Modality elements are followed by the number 1, 2, 3, 4, etc., (see Appendix 1 Table 12).
3. Test the adapted quantitative component: Validate and test the coding scheme with the frequency formula to ensure they work well and provide accurate results (Moore, McCabe, & Craig, 2014). Integrate the qualitative result with the quantitative data (see Chapter 3: 69-71 for the formula applications).

Table 1. Frequency Formula

$$Frequency = \frac{Number\ of\ occurrences}{Total\ number\ of\ observations} \times 100\%$$

4. Draw conclusions: Discuss how the qualitative themes are reflected in the quantitative data, providing a fuller picture of the speech's interpersonal dynamics. Explain how the use of different Mood types and Modality types can help the speaker convey authority, persuasion, and engagement.

### 1.9 Paper Organization

The structure of this research paper consists of four chapters. The first chapter is the introduction. This chapter contains several sub-chapters, such as information about the background of the research explaining why the researcher conducted this research, research questions, research objectives, scope of the research, significance of the research, etc. The review conducted in this research includes the theoretical approach and research methods used, including the type of research, data sources, data collection and data analysis techniques, and the structure of the paper. In Chapter two, the researcher outlines the theoretical framework of the research. The third chapter is about findings and discussions on the description of the Mood system through Interpersonal Metafunction used by Amina in her audio novel. The last chapter is the conclusion and suggestions.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **4.1 Conclusion**

The research findings from the analysis of the animated video “The Battle of Badr” reveal several key results into the interpersonal dynamics and power relations among the characters. The research found that in Battle of Badr story, Mood, Speech Function and Modality work together to show how characters communicate and interact with each other. Different Mood types (like statements, commands, and questions) help set the tone and intention behind what characters say. Modality adds extra meaning by showing how certain, obligated, or possible something is. Speech Functions (like giving information, asking for information, or asking for actions) show the purpose of each sentence. Together, these elements create a rich picture of how characters relate to each other, their intentions, and their emotions

The findings enrich the educational value of the narrative and provide result into the historical and moral lessons conveyed through the characters’ interactions. This research stands out for several reasons. It provides a comprehensive analysis of the linguistic features of the animated video “The Battle of Badr,” examining the types of Mood, Speech Function, and Modality to convey interpersonal meanings and social roles. The research delves deeply into the interactions between the characters, highlighting the complex power dynamics and emotional states that shape their relationships. By combining quantitative data with qualitative analysis, the research offers a balanced

perspective, providing frequency counts of different types of Mood, Speech Function, and Modality markers, along with detailed discussions of specific dialogues and interactions.

The findings also emphasize the importance of values such as courage, sacrifice, and obedience. These moral and ethical lessons can help shape children's character and behavior. By using animated videos as a teaching tool, the research makes learning more engaging and interesting for children. This can foster a love for learning and curiosity about history and culture.

#### **4.2 Suggestion**

Based on the analysis of Mood, Speech Function and Modality in the Battle of Badr story, future research could focus on several areas to improve understanding. Conducting research to compare these linguistic elements in this story with a different historical or religious text can help find patterns and differences in how characters communicate. Researching individual characters and their use of Mood, Speech Function and Modality can give deeper results into how they show dominance, respect, or negotiate power.

Researcher can also look into how cultural and contextual factors influence the use of these elements can help understand the impact of cultural norms and historical context on language use. Using quantitative methods can provide statistical evidence to support qualitative findings and identify dominant patterns. Exploring how different modalities affect the interpretation of the text by readers can shed light on how Modality shapes readers'

perceptions and understanding. Examining variations in Speech Functions across different genres or types of discourse can help understand how the purpose of communication influences the choice of Speech Functions.

It would be interesting to add analysis of the use of Interpersonal Metaphor in conveying Mood and Modality instead of just interpersonal meaning. That can provide results into how figurative language enhances interpersonal meanings and power dynamics. By addressing these areas, future research can build on the findings of the current research and contribute to a more comprehensive understanding of how linguistic elements convey interpersonal meanings and power dynamics in various contexts.



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