



MANAGING INTERPERSONAL MEANING IN SOCIAL MEDIA: A CASE STUDY OF INDONESIAN LANGUAGE USE

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Abstract

In today's society, social media, especially Twitter has become an important platform for everyone to broadcast information, opinions, and emotions freely and almost without border. With such a high engagement between users, how the social media users organise language to manage interpersonal role-relationship effectively determine how smooth a communication goes. This study aims to describe the language resources of interpersonal meaning that one can use to engage more positively in social media while exercising their freedom of expression. To serve that purpose, a qualitative case study is conducted, by analysing data from a trending topic in Indonesian Twitter. The data were taken purposively by choosing the utterances that can best reflect the variety of interpersonal meaning occurring on social media. This study draws upon the Systemic Functional Linguistics (SFL) theory of interpersonal metafunction that focuses on Mood, Modality and the Appraisal system. This study shows that specific interpersonal language resources can produce a more negotiated stance and solidarity that can lessen personal conflicts between users and encourage more positive communication.

Keywords: appraisal, interpersonal metafunction, mood, modality, social media, stance

INTRODUCTION

Unlike other social media which is based on networking and focuses primarily to connect people who know each other, Twitter is known as a microblogging service which focuses on ideas and opinions sharing (Zappavigna, 2011). Traditionally, people use search engine such as Google to help them finding some information of specific topics, by directing them to various websites: news, blogs, or other media outlet. Today, people also use social media such as Twitter to search what other people say about a particular issue in real-time (Zappavigna, 2011). This cultural shift is enabled through some features which allow people to discover what topic they are interested in and tell others about their opinion. Twitter, with its explore menu, provides users with information about trending topics, especially the most popular hashtag and keywords that can be customized based on user locations or topic they want to follow. The hashtag #BlackLivesMatter, for example, became a worldwide trending topic that was tweeted by millions of people for weeks following the death of George Floyd, an American black man in police custody. This massive amount of shared public pressure instigated many social movements in real life

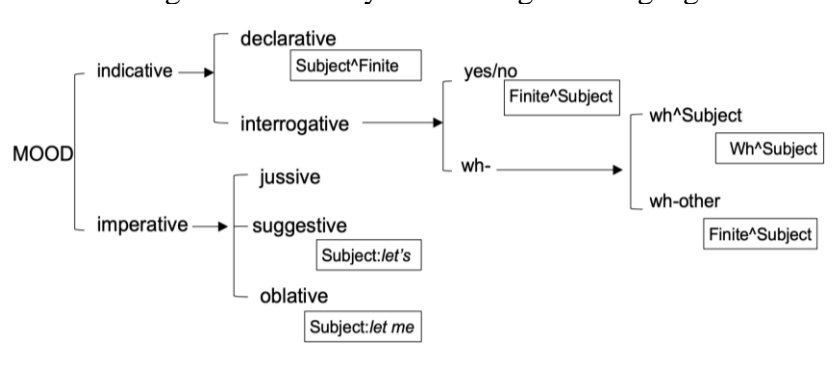
and created tension in US politics. According to Zappavigna (2011:789), Twitter becomes a linguistic code that means “Search for me and affiliate with my value!”. In Indonesia, the famous hashtags such as #GejayanMemanggil ‘Gejayan is calling’ or #CabutOmnibusLaw ‘Abort Omnibus Bill’ were used by many university students in Twitter to gather masses and protest the government’s new regulation. In this case, social media can be a platform for students to foster critical thinking and practice their freedom of speech.

On the other side, social media can be a dangerous environment. One can easily receive false information and hoax, as well as negative linguistic exposures, such as hateful or rude tweets, bullying, and harsh tweet wars. Although it remains controversial (ICRS, 2020; Article 19, 2003), Indonesian law regulates the expression of defamation and blasphemy on the internet which results in a criminal penalty. Therefore, it is important, especially for students to understand the role that language can play to regulate a more positive interpersonal role-relationship in expressing their opinion and feeling about certain issues in social media. Education is responsible for enforcing a positive form of communication to create more supportive and less toxic environments for the young generations.

From the perspective of Systemic Functional Linguistic (SFL), the language system evolves to serve us with three kinds of meanings: the ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). Ideationally, language is a resource to express experience about oneself or the world through the arrangement of participants taking part, the process that happens, and the surrounding circumstances. Interpersonally, language facilitates the expression of one’s speech role, point of view, and attitude. Textually, language is a resource for organizing all information in different levels of the language units, to create a coherent and meaningful text (Halliday & Matthiessen, 2014; Martin, 1992).

Since it is the organisation of interpersonal meaning that plays a big role in either establishing harmony or initiating conflicts between speakers, this study focuses on exploring how Indonesian Twitter users manage interpersonal meaning in their tweets. By having more knowledge about this, students can have more awareness of the consequences of their language in social media. There are two language systems central to the discussion of interpersonal meaning in SFL, namely Mood and Modality. In the Mood system, a clause is seen as a linguistic resource that realizes different moves made by the speaker in an interaction, which is seen as a process of exchanging information or goods and services. Grammatically, Mood is constructed by a different Subject and Finite arrangement, which creates different speech functions, namely Declarative, Interrogative, Imperative, and Offer (Halliday & Matthiessen, 2014:135).

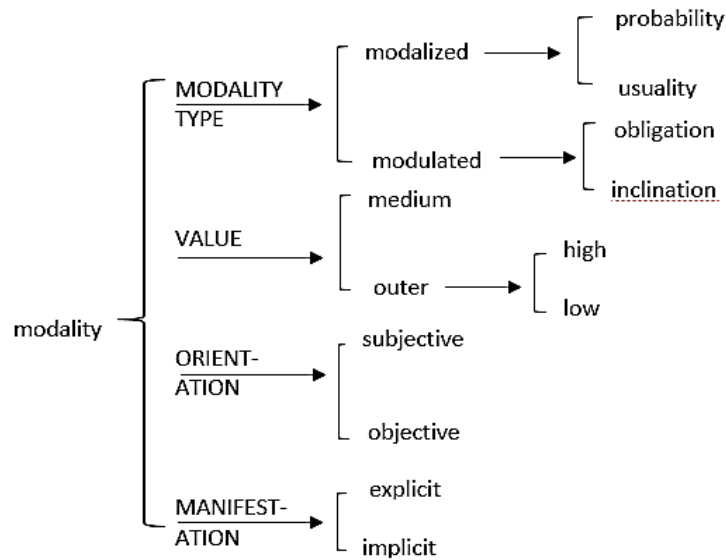
Figure 1. Mood System in English Language



(Yu & Wu, 2016:3)

Furthermore, the Modality system provides resources for the speaker to enact her position between the two polarities of “Yes” and “No” regarding the degree of possibility or obligation in the utterances. Although there are some typical realizations of Mood and Modality in the grammar, for example, in English, a yes/no interrogative is realized by the sequence of Finite^Subject; in the real discourse, people use a variety of ways to realize that meaning.

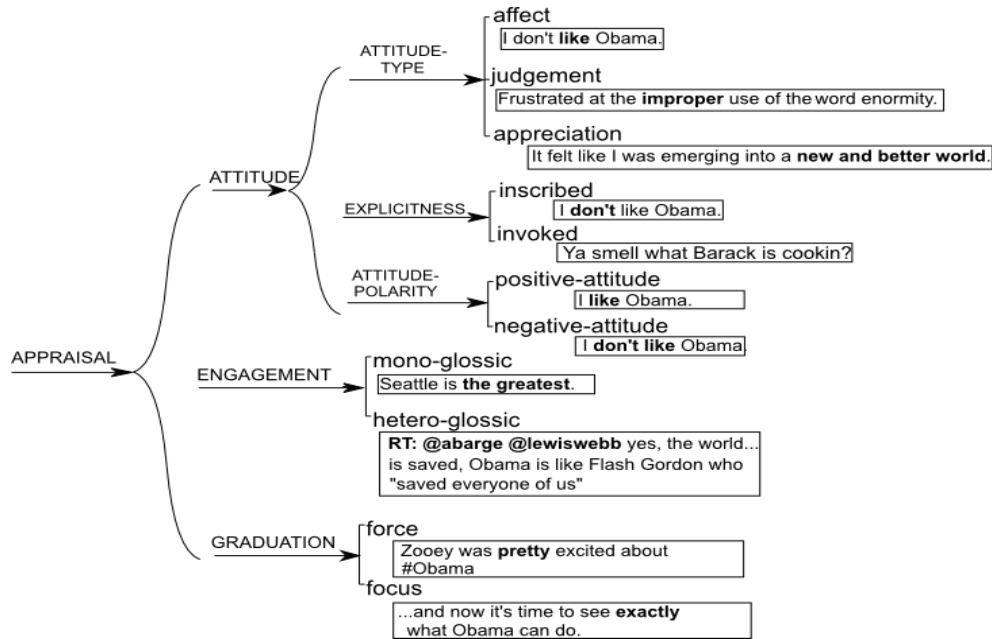
Figure 2. Modality System



(Halliday & Matthiessen, 2014:135)

As an extension to these systems, Martin & White (2005) add an Appraisal system within the interpersonal metafunction. This system covers the language resources to evaluate what is being said, including the three domains: Attitude, Engagement, and Graduation. Attitude concerns with the language use to express feelings, which includes affect, judgment, and appreciation. Engagement deals with language resources for contracting and expanding spaces, to discuss and manage voices in a text to be monogloss and/or heterogloss. Lastly, by the subsystem of graduation, evaluation carried by the two previous subsystems can be intensified or downgraded.

Figure 3. The System Network of Appraisal



(Zappavigna, 2011:796)

Several studies have discussed how interpersonal language resources can be employed for various effects and purposes in different fields such as in education, news reports and translation (Chueasuai, 2017; Kabigting, 2020; Li, Lei, & Cheng, 2020; Mustikawati, 2017; Sabao, 2016; Wei, Wherrity, & Zhang, 2015). In social media, they are especially exploited to construe certain values or framing (Ayomi, 2021). Ross & Caldwell (2020) studied how President Trump represented his political opponents' negatively in his tweets by focusing on interpersonal metafunctions. By applying Appraisal theory, Etaywe & Zappavigna (2021) explored how the al-Qaeda leaders constructed their identity, ideology and threats in their series of public statements which were circulated in social media, post 9/11 terrorist attacks. Arancibia & Montecino (2017) also investigated how public angers toward a politician behaviour in Chile were represented linguistically in a comment section of Youtube. Korenek & Šimko (2014) proposed that Appraisal theory, combined with information technology, can be a very applicative and valuable tool to measure public sentiments toward certain commercial products or public issues in the microblogging or social media platform. Others employ the perspective of stance to discuss this interpersonal language resources (Simaki, Simakis, Paradis, & Kerren, 2018). Different from those previous researches, this study takes a more pedagogical approach by focusing on exploring how language can be employed to effectively and positively engage in communications by managing interpersonal meaning. The language used in Twitter to discuss a controversial topic, as shown by heated debates and online "fights" between users, is interesting to be analysed from a pedagogic perspective to understand the role language plays in such a context.

METHOD

This study is a qualitative research that aims to provide an in-depth description of how certain lexicogrammatical choices, articulating interpersonal meanings, operate in Twitter conversations. The data were collected purposively by selecting the tweets' elements that express the meaning of Mood, Modality and Appraisal in the various variations of their

uses. The selected data were then analyzed descriptively from the perspective of SFL (Halliday & Matthiessen, 2014; Martin & White, 2005) to highlight the complimentary use of interpersonal language resources and the more negative ones. In order to provide a detailed context for the interpersonal meaning interpretations, a case study is conducted (Stake, 2005). A controversial trending topic in Indonesia was chosen to provide a more comprehensive insight into how Twitter users express support or disagreement. The data sources were tweets with the keyword *Jerinx* or the related hashtags such as *#bebaskanJRXSID* 'free JRX SID' and *#sayabersamaJRX* 'I am with JRX' that had been tweeted more than twenty-five thousand times in Twitter following Jerinx arrest.

Jrx or Jerinx is a vocalist of an Indonesian popular punk band *Superman is Dead* (SID). The Indonesian Police arrested him based on the Indonesian Medical Doctors Association (IDI) report, which accused him of spreading hate speech and defamation to the organization by calling IDI *kacung WHO* 'the lackey of WHO' on 13 June 2020. He was charged with breaking several Indonesian law articles concerning Electronic Information and Transactions (UU-ITE). Jerinx's statement was stimulated by a hospital refusal to handle childbirth because the mother could not afford to pay for the rapid Covid-19 test. This caused the unborn baby's death. However, before this case, Jerinx himself often raised controversies regarding his statements about COVID-19. He indicated that the pandemic was a conspiracy by some global elites, and he deliberately showed ignorance of Covid-19 health protocols in public. He also often criticized how the Government and IDI handled the Covid-19 pandemic. Despite that many people considered Jerinx's statements on the pandemic as nonsense, his arrest gathered many protests. Some trending hashtags that demanded his release appeared on Twitter. A petition to release him had been signed by 52.000 people (Fatia, 2020). There were significant online debates between those who refused and those who supported Jerinx arrest. The language used in this example of controversy can reflect various interpersonal lexicogrammatical resources one can use to express affiliation and opposition in challenging interactions.

RESULTS AND DISCUSSIONS

While previous studies focused on how the interpersonal meanings present in texts can construe certain values and representations, this study gives a different insight by demonstrating how different use of interpersonal lexicogrammatical resources can create different interpersonal relations between interactants in social media. By manipulating Mood, Modality, and certain lexicogrammatical choices to express evaluation in Attitude, Engagement, and Graduation, one can create a more positive and solidarity tone. This is explained further in each subsection.

Mood

Compared to the other more written-like genres such as scientific articles, news articles, or books, language used in social media has many varieties of Mood. This is related to its more interactive and dialogic nature of communication. Since it accommodates people from different backgrounds who mostly do not know each other personally, and they are not institutionalized, users' status is to some extent, equal. One can address presidents, politicians, professors, or any other users in a similar egalitarian man. Yu & Wu (2016) had explained in their study that the use of imperative, especially jussive imperative is the most straightforward way for speaker to established power over hearer, and sometimes can be face-threatening. Regarding the nature of social media interaction, this study shows that interrogative mood is an essential resource to minimize accusation and direct

confrontation when one wants to show disagreements and oppositions. Although declarative and imperative forms are inevitable, especially in hash tagging, some politeness markers in the other parts of discourse can lessen tension and hostility. Consider an example of a tweet below which is directed to President Jokowi:

Excerpt 1: *Pak @jokowi, di Negara yang Anda pimpin ini, ternyata koruptor lebih bisa bebas dan tidak ditahan selama proses penyidikan ya daripada mereka yang berekspresi menyuarakan pikirannya dan dituduh dengan pasal karet UUIITE? Sungguh sangat tidak elok. #BebaskanJRXSID #SayaBersamaJRX*
'Mr. @jokowi, in the country that you lead, turns out that corruptors can be freer and (they are) not detained during the investigation process, right, than those who express their thoughts and are accused by using the UUIITE "rubber article"? It's absolutely very unpretty. #FreeJRXSID #IamwithJRX'

In delivering her criticism, a user addresses the president directly by mentioning his official account @jokowi and uses the address term *Pak* 'Sir'. Should they meet face to face, this kind of communication will not be likely to happen. There are two sentences in excerpt 1, including two sentences in the hashtags. Although the first sentence uses a question mark '?', its length and its form that resembles a declarative sentence makes the sentence sounds more like a statement instead of a question. Sentence 1 follows the Subject^{finite}Predication form, which is a typical form of a declarative sentence rather than the typical form of an interrogative sentence, which is started with Wh- question. We can compare sentence 1 in excerpt 1 with the constructed interrogative forms, i.e., *Apakah di negara yang Anda pimpin....?* 'Is in the country that you lead....?' or *Mengapa di negara yang anda pimpin?* 'Why in the country that you lead...?'. Although both the original and constructed interrogative form charges the propositions' accountability to President Jokowi, the wh-questions are still more questions-like, seeking more answers or clarification. The original form resembles declarative sentence form, which, although employing question mark, sounds more rhetorical, especially with the absence of a falling tone that can signify that the sentence is a question. Therefore, this form of language accuses the president with a higher degree of an imposition than using the wh-interrogative. The same also occurs in the second sentence. The second sentence is an indicative declarative sentence that gives information to the reader. The sentence *Sungguh sangat tidak elok* 'It's absolutely very unpretty,' which has *ellipted subject* tells what the speaker thinks about the situation. This form of clause construction closes space for the negotiation of what being said in the clause. Again, if the clause is reconstructed into an interrogative form, e.g. yes/no interrogative: *Bukankah ini sungguh sangat tidak elok?* 'Isn't this absolutely very unpretty?', the statement becomes less authoritative and accusing.

In debates, interrogatives, which can be interpreted as rhetorical questions, are often used to give sarcastic remarks, a judgment which is dressed as a questioned prejudgment. It informs the reader about what the speaker thinks but reduces the speaker's responsibility to prove the statement she gives. This, for example, can be seen in the tweets below:

Excerpt 2: *Koruptor kah dia..?*
'Is he a corruptor?'

The question raised by a username in the excerpt above was a response to a news article showing Jerinx walked by a police officer, handcuffed. On the other hand, there was a series of DJoko Chandra photos circulated widely on the internet, walking casually beside some police officers without handcuffs. This convicted corruption actor who cost the state

about 940 billion rupiahs was recently arrested after being a fugitive for about 11 years. The tweet, which protested what she thought to be an unfair treatment, is construed in interrogative clause instead of a series of declarative which carry the similar message as in the following sentences:

Excerpt 3: *Ketika peraturan lebih mudah memenjarakan orang2 baik dan kritik, sedangkan para koruptor penuh tata kerama di beri kelonggaran bahkan bebas berkeliaran.*

‘When the regulations make it easier to imprison good people and critics, while the corruptors are (treated) full of ethics, given the flexibility to even roam freely.’

Compared to the interrogative forms, the declarative clauses in excerpt 3 shows more information, and it also states clearly what the writer thinks about Jerinx’s arrest. She was in charge and more committed to whatever she writes. However, the interrogative clause is vague and requires the reader to have the same background knowledge as the writer. To some extent, the writer can argue about the meaning of her proposition by taking the grammatical form at face value, that it is only a question.

The two hashtags, *#FreeJRXSID* and *#IamwithJRX*, as can be seen in excerpt 1, use different types of mood. The first, "Free JRX SID," is an imperative, as shown by the lack of subject and the predicator's initial position. Since it is used as a hashtag, it usually does not employ an exclamation mark (!). The imperative mood is used to exchange goods and services; in this case, the speaker requests President Jokowi or other related parties to free Jerinx. In different types of context e.g., such as face-to-face spoken communication or a letter directed to an individual or an institution, imperative usually requires some politeness markers (see K, 2015). This is so because imperative imposes some work to the addressee and therefore cost the addressee. In the Indonesian language, this includes politeness markers such as *tolong* or *silahkan* 'please' or projecting verbal clauses such as *kami memohon agar... 'we request for....'* etc. relative to the social status of the interactants. As suggested earlier, since social media implies an egalitarian society and that the platform is often used to raise the conversation about social issues, this type of language is considered proper. Its function as a hashtag requires more straightforward, on-point language. The second clause used as a hashtag "I am with JRX" is a declarative clause indicating the speaker's position regarding the issue. The two hashtags sum up the preceding arguments and clearly state the intention of the tweet's writer. Another use of imperative can be seen in the reply of those supporting Jerinx arrest below.

Excerpt 4: (...) *pokok dasarnya, please, jangan MENGHINA Institusi Resmi. Silahkan Speak Up, krn Kami para Kuli Bor biasa Speak Up.*

‘the bottom line, please, don't INSULT Official Institutions. Just Speak Up, because We, the Drilling Coolies, usually Speak Up.’

As can be seen in excerpt 4 above, there are two imperatives, *jangan MENGHINA Institusi Resmi* 'please, don't INSULT Official Institutions' and *Silahkan Speak Up* 'Do speak up'. The two imperatives follow the typical initial predicator position with omitted (you) subject. The first sentence uses politeness markers *please* and *silahkan* which makes the clauses a request and a suggestion instead of a command. In this position, the speaker acknowledges and supports the others' right to exercise their freedom of speech as what the speaker and her fellow doctors do. However, she emphasizes that they should not send any insulting statements. This form of imperatives indicates respect to others' position and, at the same time also provides countering arguments to defend the speaker's position. The

explanation above has shown that the writer can manipulate the types of mood she uses to make her statement less direct and therefore can create more space for negotiation.

Modality

As a clause is seen as an exchange, the Modality system provides a writer with a meaning potential to assess if the proposition shared has a certain degree of validity, usually or a certain degree of obligation or inclination to fulfill the proposal. The analysis has proven that manipulating the modality scales can help the writer lessen imposition to others and show solidarity to others' opinions.

Modality is within the spectrum of low to high according to how much force is given to the statement. Modality can take various grammatical forms, such as modal adverbs or projecting clauses. Besides the system of Mood, the system of Modality can also be exploited to present various communicative meanings. Different use of modality can create a different image of the writer. Consider some examples below:

Excerpt 5: *Kritik harus dijawab dengan sanggahan yang kredibel bukan dengan kurungan penjara. Itulah sebenarnya arti dan nilai demokrasi yang diperjuangkan selama ini.. #BebaskanJRXsid #BebaskanJRX #SaveJRX #KamiBersamaJRX*
'Critics **must** be answered with a credible rebuttal, not by imprisonment. That is in fact the meaning and value of democracy that has been fought for so far.. #BebasJRXsid #BebasJRX #SaveJRX #KamiBersamaJRX

In the excerpt 5 above, the writer employs two high modality markers in his sentences. The first has to do with proposal. With the use of modal adverbial *harus* 'must', the writer put a very high obligation to the audience to act in the way he expects. The second use of modality markers *sebenarnya* 'in fact' shows high certainty of the stated proposition. The use of both types of high degree modality, in terms of obligation and possibility, shows that the writer is really committed to his statements and established a higher authoritative position in relation to his reader by implying that what he says as definite and undisputable. This is in line with what had been studied by Yu & Wu (2016) and Ayomi (2021). Another example of high modality statement is also shown in the example below, in which the speaker asserts certainty that what he states would likely to happen by using the adverb *selalu* 'always'

Excerpt 6: *Kekuatan semesta akan selalu bersama orang orang yang benar.*
'The power of the universe will always be with the righteous'

When it comes to the degree of obligation, writers can also use mid and low modality lexical choice. The example of mid modality in terms of obligation is adverbs such as *seharusnya* or *mestinya* 'supposed to' that can be seen in Excerpt 7. In this type of modality, the writer expects the interlocutor to behave in a certain way that the writer considers appropriate. The writer asserts her value to the interlocutor. This form of modality still imposes something to the interlocutor, although not as hard as the previous. On the other hand, the words with a low modality such as *dapat/boleh/bisa* 'can/may' enable the writer to suggest something but still respecting the interlocutor prerogative to choose.

Excerpt 7: *Jerinx itu musisi, public figure! mustinya ngerti bahwa segala opini dan perkataannya akan membawa pengikutnya ke arah yg dia inginkan. Ini C19 bukan masalah sepele! Bebas boleh, tp yah bijak lah, (..)*

‘Jerinx is a musician, a public figure! (he) **supposed to** understand that all his opinions and words will bring his followers in the direction he wants. This C19 is not a trivial problem! (You) **can** be free, but be wise, (..)’

Modality in regard to the truth of the proposition can also vary from high to low. High modality is shown by adverbs such as *pasti*, *tentu* ‘certainly’ or *sebenarnya* ‘in fact’ such as in excerpt 8. Low modality is shown by adverbs such as *mungkin* ‘maybe’, which means that the writer is not entirely sure of what he is talking about and, therefore, open to other information. However, this type of modality is sometimes used to introduce irrelevant, groundless accusations, joke, or sometimes insulting comment, and the writer can dodge the responsibility for the information he states since it is only a “maybe”. This, for example, can be seen in the following statement:

Excerpt 8: *Ah bs jd si #jerinx lg mabuk Vodka satu krat.. klo ngomong suka ngelantur wong mabuk berat dia.*

‘Ah, probably #jerinx is drunk of Vodka, one crate.. he often speaks digressively, because he is drunk heavily’

Although the statement such as in the excerpt above cannot be proven and one can take this as a joke, as the speaker talks about drunk from consuming one crate of vodka, which is an exaggeration, this statement still gives the reader something to think about and can influence how people see Jerinx’s statements. Mid modality regarding the truth of one statement is often constructed as a projecting clause in which the speaker believes that what he says is true, but only from a certain point of view, usually from the speaker’s point of view; this is often constructed by clauses such as *menurut pendapat saya* ‘in my opinion’ or other similar construction. In this type of modality, one takes a more negotiated, less authoritative point of view and is ready for different opinions. An example of this can be seen in the following excerpt:

Excerpt 9: *Saya pikir statement @JRXSID__ sgt subjektif, tetapi memenjarakan dia juga sangat konyol dan kekanak-kanakan...*

‘I think the @JRXSID__ statement is subjective, but imprisoning him is also ridiculous and childish ...’

In the tweet above, the writer shows his disagreement with the tweet he is replying to, that defend what Jerinx said about COVID-19 by saying that Jerinx's statement is subjective. However, she disagrees with Jerinx imprisonment. All of the statements are framed with the mid modality projecting clause "I think (...)". This is also related to the establishment of heterogloss text that will be discussed in the following section. The exploration above has shown that the choice of Mood and Modality can be an essential resource for the writer to state her position regarding an issue and manages her interpersonal relation with the audiences. Simultaneously, they are also essential resources for the reader to interpret the writer's position and status.

Appraisal System

Besides the grammatical form that construes Mood and Modality, the interpersonal meaning also relies on the speaker's lexical choice to evaluate the proposition being said. Although Sabao (2006) emphasizes that evaluation, either negative or positive, is likely to imply bias and lessen “objectivity”, especially in journalism, stating appraisal is inevitable in social media communication as the users represent their individual opinion. However, a writer has a lot of options to express her assessments more positively. As shown in

Figure 3, Appraisal's language resource has three subsystems: Attitude, Engagement, and Graduation. In their use, all these systems can work simultaneously.

Attitude

Language can be a tool to express a writer's attitude toward persons, ideas, or phenomena within the spectrum of negative and positive polarity. Attitude includes expressions of emotion, judgment, and appreciation. As can be seen in this study, negative judgments are quite risky as it evaluates person behaviours and can be considered a personal attack (see also Ross & Caldwell, (2020). An example of judgment can be seen below:

Excerpt 10. *Org gk bermutu gk isah di komenin. So smkn byk komenin org gila ini maka dia beranggapan bahwa dia paling top di negri ini. (...)*

‘This person has no quality, don’t comment on him. The more comments on this insane person, the more he would think that he is the top person in this country.’

As mentioned earlier, people on Twitter mostly do not know each other personally, and judgement is usually made toward a person's character based on the idea they share or other information constructed by the media, especially for public figures. As can be seen in the excerpt above, the tweet judges the person whose status she commented on as *orang gk bermutu* 'a person with no quality' and *gila* 'insane'. This kind of insult can create disharmony and unnecessarily heated debates, which sometimes out of context and distract someone from the idea being discussed. Instead of giving judgement, one can express evaluation on things, idea and phenomena instead of a person. This belongs to the subsystem of Appreciation. As can be seen in excerpt 9. the writer does not judge Jerinx morally as an individual, instead, the writer assesses Jerinx's statement negatively as subjective as the opposite of objective. Being a subjective statement, what Jerinx said is not based on fact and cannot be fully reliable. Again, the writer also evaluates a phenomenon, Jerinx imprisonment as *konyol* 'ridiculous' and *kekanak-kanakan* 'childish' rather than assessing IDI, or government as many tweets do.

In argumentation, sometimes it is also necessary to include the expression of feeling and emotion toward something. This is subjective but can be highly relatable to the audiences, because humans share the ability to feel emotions the same way. Besides, the statement can also be seen as a testimony or an authentic personal experience. This can be seen in the example below:

Excerpt 11: *Kami lebih takut pembungkaman opini #BebaskanJRXsid*

‘We are more afraid of silencing opinions #FreeJRXsid’

Excerpt 12: *Garai gak mood merayakan HUT Indonesia 17 Agustus 1945.. Semua bisa hancur lebur kalo sistem didalamnya babak belur.*

‘Because of this (I’m) not in the mood to celebrate Indonesia's Independence Day on August 17, 1945 ... Everything can be destroyed if the system inside is battered.’

As shown above, both writers express their personal feeling of insecurity as the reaction of Jerinx imprisonment in the opening, to further state their argument. When speaking about a public issue, the expression of feeling, whether the positive feeling of security, e.g., *trust* and *reassured* or negative feelings of insecurity such as the example above, can be useful to build empathy and suspense to present further argument.

Engagement

How the writers manage voices in their writing or dialogic conversation belongs to the system of Engagement. The writer's statement can be monogloss in which only the writer's voice is presented or heterogloss in which the writer mentions other sources of information. In responding to a statement, a writer can either affirm, deny, or acknowledge the different opinions. One can also show affiliation or distance herself toward a statement. The ability to manage engagement is essential in any text, especially the academic text of persuasive text (see also Ayomi & Candra, 2016). The writer should acknowledge any possible opinion and later deliver her own position, conclusion, and judgement. Failing to do so can create an imbalanced text. Too many monoglossic voices will create a subjective text that only comes from the writer's mind. On the other hand, incorporating only others' voices in writing means that the writer does not present something new to the audience, and she only quotes the statement from others. However, in the case of Twitter, since one expects to read the writer's personal opinion and many of the tweets are in the context of replying and commenting on some issue, most tweets are monoglossic, as can be seen in excerpt 1-8 above.

This study shows that a writer in social media can create a more dialogic environment by considering what other people say or asserting part or her opinion by using reporting and mental verb as well as their other lexical variation. Excerpts 1-8 above are examples of countering tweets in which the writer rebuts and disagrees with a particular issue. However, they differ in the use of modality. The use of high modality such as *harus* 'must', *seharusnya* 'be supposed to', *ternyata* 'actually', *pokok dasarnya* 'the bottom line' in the excerpts above show contracting spaces in which the writer restricts different perspectives to assert and defend her argument. On the other hand, the use of mid or low modality such as *saya pikir* 'I think..' or *bisa jadi* 'probably' can expand spaces and allow different argumentation.

On the other hand, according to (Zappavigna, 2011), social media also enables more heteroglossic text in ways different from other platforms, i.e., employing tagging and hash tagging. By tagging other users, the writer introduces or invites other voices in her tweets, such as example 13 below. The writer shows affiliation and endorses the communal act presented by the hashtag, for instance, demanding Jerinx release in the hashtag such as [#BebaskanJRXsid](#)

Excerpt 13: *Status FB Bli @rudolfdethu yg arif melihat problematika. Sebagai seseorang yg melihat penderitaan anggota keluarga saya memulihkan diri dari Covid-19. Saya berterima kasih atas kerja keras tenaga kesehatan. Namun, terkait kasus Bli Jrx semoga dibukakan pintu perdamaian @PBIDI*
'The status of FB Bli @rudolfdethu is wise to see the problem. As someone who had seen the suffering of my family members to recover from Covid-19. I thank the health workers for the hard work. However, regarding the Bli Jrx case, hopefully the door to peace @PBIDI will be opened'.

Graduation

With their varieties of expressions in multimodal online conversation, graduation resources also play a significant role in maintaining harmonious atmospheres, specially to tone down negative evaluations. There are several linguistic resources one can use for grading meaning; to amplify or to weaken the force and focus of a statement being said, such as by grading adverb and adjective e.g., *sangat* 'very', *tidak begitu* 'not really' or the use of certain graded lexical choices, e.g., 'dislike' compared to 'hate' or repetitive wording. The

use of grammatical metaphor can also facilitate graduation (see Ayomi et al., 2020). Additionally, the use of mid and low modality will lessen the force and focus of the proposition. Students must be mindful of using highly intensifying graduation resources, particularly to carry negative judgement and evaluation, as this may escalate conflict and information bias. In the case of Jerinx, his mentioning of IDI as *kacung* 'lackey/slave' can escalate the negative imposition to IDI and therefore, it is considered as a derogatory statement. The more neutral language to explain his disagreement with IDI policy will likely escape him from being charged with the criminal offense of hate speech.

Other than that, typography can also be a graduation resource. The use of punctuations, especially exclamation marks and uppercase writing, can increase force and focus. As an example, in the part of the tweet "*pokok dasarnya, please, jangan MENGHINA Institusi Resmi*" 'the bottom line, please, don't INSULT Official Institutions', the writer highlights the words and focuses the reader to the word *menghina* 'insult', which is opposed to the Jerinx supporters' narrative of critic and free speech. In many cases, uppercase and exclamative marks also intensify the force given to the audiences to accept what the speaker said. In spoken language, this is similar to rising tone and louder voice when someone is shouting or yelling. This can be observed in the part of excerpt 14 below:

Excerpt 14: *Ini C19 bukan masalah sepele! Bebas boleh,tp yah bijak lah,trus jgn ngetes Tuhan,tolak rapid Sama ngk pake masker.Itu konyol!*

'This C19 is not a trivial problem! You can be free, but be wise, and don't challenge God, refuse rapid test and not wearing mask. That's ridiculous.'

As with the spoken language, one may take this language resource cautiously since this can imply that the speaker is being emotional, impatient and therefore reduce the image of objectivity and calmness. In reply to such a tone of utterance, the metaphorical phrase *jangan ngegas* 'don't press the gas pedal' or the form of encouragement to keep arguing, "*gas terus!*" 'Full throttle' are commonly found. Hashtagging is a typographic convention to mark a topic and make the topic more searchable. The hashtag's presence is to gain attention to the topic and mark affiliation with others who subscribe to the hashtag (Zappavigna, 2011). This presence of affiliation with other users who share the same value and stance makes the message louder than those not using the hashtag.

CONCLUSION

By doing a case study that can examine the context of situation and the nature of communication in social media more comprehensively, this research has shown how different choices of interpersonal language resources in the Indonesian language operates in the microblogging platform of Twitter. With more understanding of the discursual effects of certain use of Mood, Modality, and Appraisal resources, social media users can be more mindful, and they can have more control over their language choices. This is because the interpersonal meaning resource is a means of negotiating power and solidarity, which can escalate the conflict or, on the other hand, can open further conversation that can bring more understanding to the problem at hand. The study suggested that in discussing conflicting or sensitive issues, one can opt for the use of interrogative mood, mid-modality resources, the use of appreciation instead of judgement to evaluate phenomena and other typographic meaning potential, specific to social media, such as tagging and hash tagging.

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