

MOOD SYSTEM ANALYSIS OF EFL STUDENTS' NARRATIVE WRITING IN THE PROJECT-BASED LEARNING IMPLEMENTATION

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ARTICLE INFO

Article History

Submission: June 12, 2026

Review: June 14, 2026

Revised: June 15, 2026

Accepted: June 16, 2026

Published: June 16, 2026

Keywords:

Mood System, interpersonal meaning, narrative writing, Project-Based Learning, Systemic Functional Linguistics.

ABSTRACT

This study analyzes the use of the Mood System in EFL students' narrative writing after the implementation of Project-Based Learning (PjBL). The research employed a descriptive qualitative method using the framework of Systemic Functional Linguistics (SFL), particularly the interpersonal metafunction proposed by Halliday and Matthiessen (1994). Twenty eleventh-grade students from a private senior high school in Bogor were purposively involved in this study. The data consisted of four collaboratively written narrative texts produced during PjBL activities. The analysis focused on declarative, interrogative, and imperative clauses to examine the realization of interpersonal meaning in students' narratives. The findings revealed that declarative clauses were the most dominant mood type in all texts, indicating that students mainly focused on delivering information and organizing story events systematically. Meanwhile, interrogative and imperative clauses appeared less frequently and were mostly used to support interaction among characters. In addition, Groups 1 and 4 demonstrated more varied mood choices, resulting in more interactive narratives, while Groups 2 and 3 relied more heavily on declarative clauses, making the texts more descriptive. Furthermore, PjBL encouraged students to develop narrative texts collaboratively and creatively, although mood variation remained limited. Therefore, explicit instruction on the Mood System and interpersonal meaning is needed to help students produce more meaningful and interactive narrative texts.

Kata Kunci:

Mood System, interpersonal meaning, narrative writing, Project-Based Learning, Systemic Functional Linguistics.

ABSTRAK

Penelitian ini menganalisis penggunaan Mood System dalam penulisan teks naratif siswa EFL setelah penerapan Project-Based Learning (PjBL). Penelitian ini menggunakan metode deskriptif kualitatif dengan kerangka Systemic Functional Linguistics (SFL), khususnya metafungsi interpersonal yang dikemukakan oleh Halliday dan Matthiessen (1994). Sebanyak 20 siswa kelas XI dari salah satu SMA swasta di Bogor dilibatkan secara purposif dalam penelitian ini. Data penelitian berupa empat teks naratif yang ditulis secara kolaboratif selama kegiatan PjBL. Analisis difokuskan pada klausa deklaratif, interogatif, dan imperatif untuk mengkaji realisasi makna interpersonal dalam teks naratif siswa. Hasil penelitian menunjukkan bahwa klausa deklaratif merupakan tipe mood yang paling dominan pada seluruh teks, yang mengindikasikan bahwa siswa lebih banyak menggunakan bahasa untuk menyampaikan informasi dan mengorganisasi peristiwa secara sistematis. Sementara itu, klausa interogatif dan imperatif muncul dalam jumlah yang lebih terbatas dan umumnya digunakan untuk mendukung interaksi antartokoh. Selain itu, Kelompok 1 dan Kelompok 4 menunjukkan variasi mood yang lebih beragam sehingga menghasilkan narasi yang lebih interaktif, sedangkan Kelompok 2 dan Kelompok 3 lebih banyak bergantung pada klausa deklaratif sehingga teks yang dihasilkan cenderung lebih deskriptif. Temuan penelitian juga menunjukkan bahwa PjBL mendorong siswa untuk mengembangkan teks naratif secara kolaboratif dan kreatif, meskipun variasi penggunaan mood masih terbatas. Oleh karena itu, pembelajaran yang mengintegrasikan pengajaran eksplisit mengenai Mood System dan makna interpersonal diperlukan untuk membantu siswa menghasilkan teks naratif yang lebih bermakna dan interaktif.

Introduction

Writing is considered one of the important language skills that students are required to develop in educational contexts. Through writing activities, students are expected to express ideas, experiences, and information in a clear written form. However, compared to other language skills, writing is often viewed as the most difficult skill to master. (Nunan, 1991) explains that writing becomes one of the greatest challenges for language learners.

This view is supported by (Carter & Nunan, 2001), who states that writing is considered the most challenging skill for foreign language learners. Similarly, (Ceylan, 2019) found that students often perceive writing as the most difficult language skill because it involves complex cognitive and linguistic processes. This is because writing requires various complex processes, such as generating ideas, organizing them systematically, and using appropriate grammar and vocabulary accurately (Harmer, 2004). Consequently, many students still face difficulties in producing organized and meaningful written texts.

According to the Indonesian national curriculum, English writing instruction at the senior high school level includes several text genres, namely descriptive, recount, procedural, and narrative texts. Among these genres, narrative text is regarded as one of the most interesting types of writing because it enables students to communicate stories, imagination, and experiences creatively (Anderson & Anderson, 1998). A narrative text generally contains orientation, complication, and resolution as its main structures. Nevertheless, students still encounter various problems in developing narrative writing. Previous studies revealed that students often struggle to generate ideas, arrange events logically, and maintain grammatical accuracy as well as appropriate vocabulary use in their narratives (Chadafi, 2024; Giawa, 2022).

In many cases, students also tend to depend heavily on declarative clauses while using only a limited number of interrogative and imperative clauses, making their writing appear less varied and less interactive (Eggins, 2004; Halliday & Matthiessen, 1994). Such limited mood variation indicates that students have not fully understood how language functions to build interaction and realize interpersonal meaning within narrative texts. In addition, low confidence and limited motivation frequently make writing activities feel difficult for students, resulting in narratives that are relatively short and less expressive (Harmer, 2006). Therefore, effective instructional approaches are needed not only to improve students' writing skills technically, but also to increase their awareness of how linguistic choices contribute to meaning construction and reader engagement.

To overcome these problems, teachers need to apply appropriate instructional strategies that can support students in developing narrative writing ability. One of the approaches widely implemented in writing classrooms is Project-Based Learning (PjBL).

(Bell, 2010) defines PjBL as an instructional approach that promotes learning through meaningful project activities. Through this approach, students are encouraged to explore topics, work collaboratively, and apply their knowledge in authentic contexts. Moreover, (Krauss & Boss, 2013) explain that PjBL emphasizes student-centered learning by allowing learners to determine what they learn, how they learn, and how they demonstrate their understanding. In writing classrooms, PjBL may encourage students to participate more actively in constructing and developing narrative texts collaboratively. Nevertheless, writing instruction should not only focus on improving students' writing performance, but also pay attention to how students use language to create meaning and interaction within their texts.

In relation to language use, (Halliday & Matthiessen, 1994) proposed Systemic Functional Linguistics (SFL), which views language as a meaning-making resource. Within SFL, interpersonal metafunction refers to how language is used to establish interaction and social relationships between writers and readers. One important element of interpersonal metafunction is the Mood System, which includes declarative, interrogative, and imperative clauses (Eggins, 2004). The Mood System contributes significantly to the realization of interpersonal meaning because it reflects the way writers exchange information, express attitudes, and engage readers through linguistic choices. In narrative texts, the use of different mood types may help writers create interaction among characters and make stories more engaging for readers. However, students often rely excessively on declarative clauses and show limited variation in mood choices, resulting in narratives that appear less interactive and emotionally less expressive. Therefore, analyzing the Mood System in students' narrative writing may provide deeper insights into how students realize interpersonal meaning through grammatical choices.

Several previous studies have explored interpersonal meaning and Mood System in narrative writing by applying the framework of Systemic Functional Linguistics. (Utari & Fajriah, 2023) analyzed mood structure in EFL students' narrative texts and found that declarative mood was the dominant type used in students' writing. Likewise, (Nurinayah, 2021) investigated interpersonal meaning through mood and residue analysis in narrative texts and reported that declarative clauses were frequently used to establish interaction

between writers and readers. In addition, (Vasya & Samsi, 2025) examined interpersonal meaning in undergraduate students' narrative texts and found that declarative clauses were dominantly used to organize events and convey information systematically in narrative discourse. These findings indicate that Mood System analysis can provide important insights into the way students construct interpersonal meaning in narrative writing.

Apart from studies on Mood System, several researchers have also investigated the implementation of Project-Based Learning in teaching narrative writing. (Chadafi, 2024), (Giawa, 2022), and (Saliimah et al., 2023) found that PjBL contributed positively to students' writing development, including grammar mastery, vocabulary use, idea organization, creativity, and learning motivation. In addition, these studies showed that PjBL promotes active participation and collaborative learning, enabling students to become more engaged in the writing process. However, most previous studies mainly concentrated on students' writing achievement and technical writing aspects, whereas the analysis of interpersonal meaning through grammatical choices in narrative texts produced through PjBL activities has received limited attention.

Therefore, a research gap still exists regarding how students realize interpersonal meaning through Mood System variation in narrative writing within Project-Based Learning activities. Previous studies have generally examined Mood System in narrative writing and the implementation of PjBL separately, while only a limited number of studies have specifically focused on students' use of declarative, interrogative, and imperative clauses in narrative texts produced through PjBL activities. In addition, studies discussing the realization of interpersonal meaning through mood choices in collaboratively written narrative texts are still relatively limited in EFL contexts. Accordingly, this study aims to investigate students' use of the Mood System in narrative writing after the implementation of Project-Based Learning. More specifically, this study examines the types and frequencies of mood choices found in students' narrative texts as indicators of interpersonal meaning realization. By applying the framework of Systemic Functional Linguistics, this study is expected to provide a deeper understanding of how students use language functionally and interpersonally in narrative writing, as well as contribute to the development of functional grammar pedagogy in EFL classrooms.

Method

This research employed a descriptive qualitative approach to analyze the Mood System found in students' narrative texts produced through Project-Based Learning (PjBL) activities. According to (Creswell, 2014), qualitative research is used to explore and interpret meanings and experiences occurring within a particular context. In relation to this study, the research focused on examining how students realized interpersonal meaning through the use of declarative, interrogative, and imperative clauses in narrative writing. A descriptive qualitative method was considered suitable because the study emphasized the interpretation of linguistic features and language functions rather than numerical measurement of students' performance. Accordingly, the analysis concentrated on how students functionally used language to construct meaning and interaction in narrative texts. The study applied the framework of Systemic Functional Linguistics (SFL) proposed by (Halliday & Matthiessen, 1994), specifically the interpersonal metafunction related to the Mood System.

The participants of this study consisted of 20 eleventh-grade social science students from a private senior high school in Bogor. The participants were selected through purposive sampling since they had previously studied narrative text materials and were considered able to compose narrative texts adequately. To support collaborative learning during the implementation of Project-Based Learning, the students were divided into four groups, with each group consisting of five students. Through collaborative discussions and group activities, students were encouraged to exchange ideas, organize narrative structures, and develop narrative texts based on the assigned themes. All participants participated voluntarily, and their identities were kept confidential for research purposes. The instruments used in this research were a narrative writing task sheet and students' narrative texts produced during the Project-Based Learning activities. The narrative texts written by the students served as the primary data source for identifying and analyzing the Mood System used in their writing.

The data collection process was conducted in one classroom meeting. At the beginning of the lesson, students were introduced to narrative texts, including their generic structures and language features. The researcher also explained the concept of the Mood

System in Systemic Functional Linguistics, particularly declarative, interrogative, and imperative clauses. After the explanation session, Project-Based Learning activities were implemented in the classroom. Students worked collaboratively within their groups to create narrative texts based on the given themes. The activities involved discussing story ideas, organizing plot sequences, composing narrative texts, and presenting the final narratives in front of the class. During the learning process, students were encouraged to actively participate in discussions, generate ideas, and apply appropriate language features in their writing. At the end of the session, all narrative texts produced by the students were collected for further analysis.

The collected data were analyzed using the interactive model proposed by (Miles et al., 2014), which includes data reduction, data display, and conclusion drawing. The analysis focused on identifying the Mood System found in students' narrative texts based on the theories proposed by (Halliday & Matthiessen, 1994) and (Eggins, 2004). The analysis began by dividing the texts into clauses. Afterward, each clause was classified into declarative, interrogative, or imperative mood types. Following the classification process, the frequency of each mood type was calculated to determine the dominant patterns appearing in the students' narrative texts. The findings were then interpreted to examine how students realized interpersonal meaning and established interaction with readers through their linguistic choices. To ensure the trustworthiness of the analysis, peer checking was conducted by discussing the clause classification and mood categorization with an English education lecturer who was familiar with Systemic Functional Linguistics.

Results and Discussion

The present study investigated students' use of the Mood System in narrative writing after the implementation of Project-Based Learning (PjBL). Using the framework of Systemic Functional Linguistics (SFL), particularly interpersonal metafunction, the analysis focused on declarative, interrogative, and imperative clauses as realizations of interpersonal meaning in students' narrative texts. The findings showed that declarative clauses were the most dominant mood type across all groups, indicating that students mainly used narrative texts to convey information and organize story events systematically. According to (Halliday & Matthiessen, 1994), declarative clauses primarily function to

exchange information in communication. Meanwhile, interrogative and imperative clauses appeared less frequently and were mainly used to support interaction among characters.

To present the findings systematically, this section is divided into two parts. The first part discusses the social functions realized through mood choices in each group's narrative text, while the second part presents the frequency and distribution of mood types identified in the students' narratives.

A. Social Functions Realized in Students' Narrative Writing

This section presents the social functions realized through the mood choices found in students' narrative texts. The analysis examines the use of declarative, interrogative, and imperative clauses in expressing information, requests, questions, warnings, and interactions among characters within the narratives. Representative clauses from each group's narrative text are presented in the following tables.

1. Social Function in Group 1 Narrative Text

Group 1 produced a narrative text entitled *The Tortoise and The Rabbit*. The analysis focused on the use of declarative, interrogative, and imperative clauses as realizations of interpersonal meaning in the narrative. Several representative clauses identified in the text, along with their mood types and social functions, are presented in Table 1.

Table 1.

Realization of Social Functions in Group 1 Narrative Text

No.	Clause	Mood Type	Social Function
1.	Once upon a time, a rabbit and a tortoise lived in the forest.	Declarative	Giving Information
2.	The rabbit was very proud of his speed.	Declarative	Describing character
3.	Are you sure you want to race against me?	Interrogative	Asking information
4.	How could you beat me?	Interrogative	Asking explanation
5.	Don't underestimate me!	Imperative	Command/warning

No.	Clause	Mood Type	Social Function
6.	Let's race and see who wins!	Imperative	Invitation

As shown in Table 1, Group 1 employed declarative, interrogative, and imperative clauses in the narrative text. Declarative clauses were the most frequently used and mainly functioned to provide information, describe characters, and narrate the sequence of events. Meanwhile, interrogative clauses were used to create interaction among the characters through dialogues, particularly in expressing questions and curiosity. Imperative clauses were also identified in several parts of the story to convey invitations and warnings. The use of varied mood types indicates that the students attempted to develop a more interactive and communicative narrative. Through dialogues and interpersonal expressions, the narrative became more engaging for readers.

2. Social Function in Group 2 Narrative Text

Group 2 composed a narrative text entitled *Bawang Merah and Bawang Putih*. The analysis examined representative clauses found in the narrative to identify the realization of declarative, interrogative, and imperative clauses as social functions within the text. The selected clauses together with their mood types and social functions are presented in Table 2.

Table 2.

Realization of Social Functions in Group 2 Narrative Text

No.	Clause	Mood Type	Social Function
1.	There lived a kind girl named Bawang Putih.	Declarative	Introducing character
2.	She lived with her stepmother and stepsister, Bawang Merah.	Declarative	Giving background information
3.	One morning, Bawang Putih went to the river to wash clothes.	Declarative	Narrating event
4.	Her stepmother and Bawang Merah became jealous after seeing the treasure	Declarative	Describing reaction

No.	Clause	Mood Type	Social Function
5.	Who asked her for her help?	Interrogative	Asking information

As presented in Table 2, declarative clauses dominated the narrative text written by Group 2. These clauses were mainly used to introduce characters, provide background information, and narrate events in the story. Only one interrogative clause was identified, while imperative clauses were absent from the text. This finding suggests that the students relied heavily on declarative forms to deliver information and retell story events. Consequently, the narrative appeared more descriptive and less interactive. Although the students were able to organize the storyline coherently, the limited variation of mood types indicates that the realization of interpersonal meaning in the text was still relatively limited.

3. Social Function in Group 3 Narrative Text

Group 3 wrote a narrative text entitled *The Boy Who Cried Wolf*. The analysis focused on identifying the use of declarative, interrogative, and imperative clauses as realizations of interpersonal meaning in the narrative text. Several representative clauses identified in the text together with their mood types and social functions are displayed in Table 3.

Table 3.

Realization of Social Functions in Group 3 Narrative Text

No.	Clause	Mood Type	Social Function
1.	There was a shepherd boy who was bored.	Declarative	Introducing character
2.	Every day, he watched a flock of sheep near the village.	Declarative	Giving information
3.	The boy laughed loudly at the villagers.	Declarative	Describing behaviour
4.	The villagers felt angry because the boy lied to them.	Declarative	Expressing feeling

No.	Clause	Mood Type	Social Function
5.	Please help me!	Imperative	Requesting help

Based on Table 3, Group 3 predominantly used declarative clauses in the narrative text. These clauses mainly functioned to introduce characters, describe situations, and narrate the sequence of events throughout the story. In comparison, only one imperative clause was identified, while interrogative clauses were not found in the narrative. The imperative clause functioned as a request for help expressed by the main character during an important moment in the story. The limited variation of mood types suggests that the narrative tended to be more informational and less interactive. This finding indicates that the students still demonstrated limited awareness in using different mood types to establish interaction and realize interpersonal meaning more effectively within the narrative.

4. Social Function in Group 4 Narrative Text

Group 4 created a narrative text entitled *Squeaky and the Lost Acorns*. The analysis examined the use of declarative, interrogative, and imperative clauses identified in the narrative text as realizations of interpersonal meaning. Several representative clauses together with their mood types and social functions are presented in Table 4.

Table 4.

Realization of Social Functions in Group 4 Narrative Text

No.	Clause	Mood Type	Social Function
1.	Squeaky lived in the forest with his animal friends.	Declarative	Giving Information
2.	One morning, Squeaky discovered that all of his acorns were missing.	Declarative	Narrating event
3.	Where are my acorns?	Interrogative	Asking information
4.	Can you share the acorns with me?	Interrogative	Asking request
5.	Let's find them together!	Imperative	Invitation

No.	Clause	Mood Type	Social Function
6.	Please take some of them.	Imperative	Offering/request

As illustrated in Table 4, Group 4 demonstrated the most varied use of mood types among all groups. Declarative clauses were mainly used to describe events and provide information related to the storyline, while interrogative clauses functioned to express questions and requests between characters. In addition, imperative clauses were used to convey invitations and offerings through dialogues. Compared to the other groups, Group 4 showed a more balanced use of declarative, interrogative, and imperative clauses. This variation contributed to stronger interpersonal meaning realization and made the narrative more interactive and communicative. The findings indicate that the students were able to apply mood variation more effectively to build interaction and maintain reader engagement throughout the story.

B. Mood Types Found in Students' Narrative Writing

This section presents the frequency and distribution of mood types identified in students' narrative texts. The analysis focuses on declarative, interrogative, and imperative clauses as realizations of interpersonal meaning in the narratives. The frequency of each mood type identified across all groups is presented in Table 5 and Figure 1.

Table 5.

Frequency of Mood Types in Students' Narrative Texts

Group	Declarative	Imperative	Interrogative	Total Clauses	Notes on Social Functions
1	9	2	2	13	High engagement; dynamic interaction with the reader
2	11	0	1	12	Moderate engagement; lacks imperative forms for directive function

Group	Declarative	Imperative	Interrogative	Total Clauses	Notes on Social Functions
3	12	1	0	13	Minimal interaction; text is largely monologic and expository
4	8	2	2	12	Strong interpersonal tone; encourages reader participation

The distribution of mood types identified in students’ narrative texts is also illustrated in Figure 1. The figure shows the dominance of declarative clauses and the limited use of interrogative and imperative clauses across all groups.

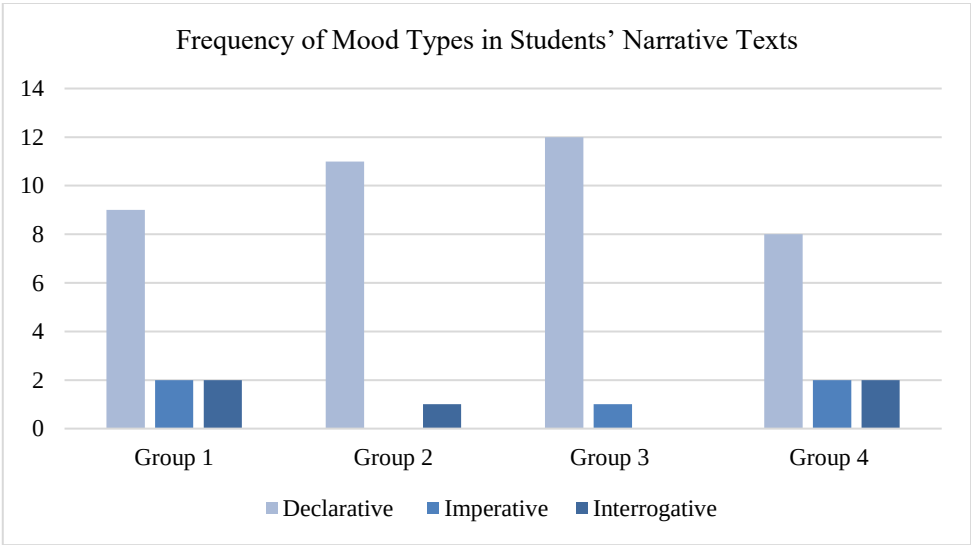


Figure 1. Frequency Distribution of Mood Types in Students’ Narrative Texts.

As shown in Table 5 and Figure 1, declarative clauses were the most dominant mood type found in all groups’ narrative texts. Group 3 produced the highest number of declarative clauses with 12 occurrences, followed by Group 2 with 11 clauses, while Groups 1 and 4 produced 9 and 8 clauses respectively. These findings indicate that the students mainly relied on declarative clauses to deliver information and narrate events in their stories. This result is closely related to the communicative purpose of narrative texts,

which primarily function to tell stories and organize events logically. (Halliday & Matthiessen, 1994) state that declarative clauses are generally used to exchange information and express statements in communication. Therefore, the dominance of declarative clauses suggests that the students tended to use narrative writing mainly to convey information and organize story events for readers.

The findings are consistent with several previous studies on Mood System analysis in narrative writing. (Utari & Fajriah, 2023) found that declarative mood was the most dominant mood type in EFL students' narrative texts, indicating that students commonly positioned themselves as providers of information in their writing. Similarly, (Nurinayah, 2021) reported that declarative clauses were frequently used to establish interaction between writers and readers in narrative discourse. Likewise, (Vasya & Samsi, 2025) revealed that undergraduate students predominantly utilized declarative clauses to organize events systematically and convey information clearly in narrative texts. These findings indicate that declarative mood functions as the primary linguistic resource used by students in constructing narrative discourse and realizing interpersonal meaning.

Meanwhile, interrogative and imperative clauses appeared in relatively limited frequencies across all groups. Interrogative clauses were only identified in Groups 1, 2, and 4, while imperative clauses appeared in Groups 1, 3, and 4. Interrogative clauses were mainly used to build interaction among characters through questions and expressions of curiosity in dialogues. In contrast, imperative clauses generally functioned to express commands, requests, invitations, and warnings in certain parts of the narratives. Although both mood types contributed to interpersonal meaning, their limited use indicates that most students still focused more on delivering information than creating interaction through varied mood choices. As a result, several narratives appeared more descriptive and less interactive.

Furthermore, the findings showed differences in mood variation among the groups. Groups 1 and 4 demonstrated more varied mood choices through the use of declarative, interrogative, and imperative clauses. This variation contributed to narratives that appeared more communicative and engaging for readers. In contrast, Groups 2 and 3 relied more heavily on declarative clauses, making the narratives more informational and less

interactive. These findings suggest that although the students were generally able to construct narrative texts appropriately, some students still demonstrated limited awareness of how mood variation can support interpersonal meaning and reader engagement in narrative discourse.

The findings are also related to previous studies discussing the implementation of Project-Based Learning in writing instruction. (Chadafi, 2024), (Giawa, 2022), and (Saliimah et al., 2023) found that Project-Based Learning contributed positively to students' writing development, including grammar, vocabulary, idea organization, creativity, collaboration, and learning motivation. In the present study, collaborative activities implemented through PjBL encouraged students to exchange ideas, organize narrative structures, and develop stories creatively. However, the findings also indicate that the implementation of PjBL alone was not sufficient to fully develop students' understanding of interpersonal meaning in writing, particularly in applying varied mood choices within narrative texts.

Therefore, the findings highlight the importance of integrating Project-Based Learning with explicit instruction related to Systemic Functional Linguistics, particularly interpersonal metafunction and the Mood System. Through clearer guidance and continuous practice, students may develop a better understanding of how language functions not only to convey information, but also to establish interaction and engage readers effectively in narrative writing.

Conclusion

This study investigated students' use of the Mood System in narrative writing after the implementation of Project-Based Learning (PjBL). Using the framework of Systemic Functional Linguistics (SFL), particularly interpersonal metafunction, the findings revealed that declarative clauses were the most dominant mood type identified in all groups' narrative texts, while interrogative and imperative clauses appeared less frequently. The dominance of declarative clauses indicates that students mainly used narrative writing to convey information and organize story events systematically, which is closely related to the communicative purpose of narrative texts. Meanwhile, interrogative and imperative

clauses functioned to support interaction among characters and make the narratives more communicative and engaging.

The findings also showed differences in mood variation among the groups. Groups 1 and 4 demonstrated more varied mood choices through the use of declarative, interrogative, and imperative clauses, resulting in narratives that appeared more interactive and dynamic. In contrast, Groups 2 and 3 relied more heavily on declarative clauses, causing the narratives to become more descriptive and less interactive. These findings suggest that although students were generally able to construct narrative texts appropriately, some of them still demonstrated limited awareness of how mood variation can support interpersonal meaning and reader engagement in narrative discourse.

In addition, the findings indicate that Project-Based Learning encouraged students to develop narrative texts collaboratively and creatively through activities involving idea sharing, story development, and narrative organization. However, the implementation of PjBL alone was not sufficient to fully develop students' understanding of interpersonal meaning in writing, particularly in applying varied mood choices within narrative texts. Therefore, this study highlights the importance of integrating Project-Based Learning with explicit instruction related to Systemic Functional Linguistics, especially interpersonal metafunction and the Mood System, to help students develop more meaningful, interactive, and engaging narrative writing in EFL classrooms

Declarations

Author Contribution

Aina Farah Nur Humaira: Conceptualization, Methodology, Data Collection, Data Analysis and Original Draft Preparation.

Yogi Setia Samsi: Supervision, Reviewing, and Editing

Fela Dafitri: Supervision, Reviewing, and Editing

Funding Statement

This research received no specific grant from any funding agency.

Conflict of Interest

The authors declare no conflict of interest regarding the publication of this paper.

Additional Information

No additional information is available for this paper.

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