

## MOOD AND TRANSITIVITY SYSTEM IN THE DIALOGUE OF NOVEL ENTITLED 'THE FAULT IN OUR STARS': SYSTEMIC FUNCTIONAL LINGUISTIC STUDIES

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### ABSTRACT

This research is focused on the analysis of the interpersonal meaning and transitivity system in the novel entitled '*The Fault in Our Stars*'. This research aims to describe the interpersonal meaning (mood) whether it is *declarative* (statement), *interrogative* (question), *imperative* (command), or *subjunctive mood* (wish/request) and the transitivity system in the dialogue between characters of the novel in order to describe the realization of linguistic experience of the character in novel whether which entangle *processes*, *participants*, and *circumstance*. The theory used in this research is the theory of Systemic Functional Linguistic (SFL) proposed by Halliday focusing on text, the text in this case is novel. The data were collected by note taking and randomly taken from the dialogue in the novel, afterward, analyzed to find out the mood usage and transitivity system used in the dialogue. This study uses a qualitative descriptive approach. The result shows that from the data sample there are five processes of transitivity system found in this study namely; mental, material, existential, verbal, and relational.

Keyword: Novel, SFL, Interpersonal, Transitivity.

### ABSTRAK

Penelitian ini difokuskan pada analisis makna interpersonal dan sistem transitivitas dalam novel berjudul '*The Fault in Our Stars*'. Penelitian ini bertujuan untuk mendeskripsikan makna interpersonal (mood) apakah itu deklaratif (pernyataan), interogatif (pertanyaan), perintah (perintah), atau suasana hati subjungtif (wish / request) dan sistem transitivitas dalam dialog antara karakter novel Untuk menggambarkan realisasi pengalaman linguistik karakter dalam novel apakah yang melibatkan proses, peserta, dan keadaan. Teori yang digunakan dalam penelitian ini adalah teori Systemic Functional Linguistic (SFL) yang diajukan oleh Halliday yang berfokus pada teks, teks dalam hal ini adalah novel. Data dikumpulkan dengan mencatat dan diambil secara acak dari dialog dalam novel tersebut, kemudian dianalisis untuk mengetahui penggunaan mood dan sistem transitivitas yang digunakan dalam dialog. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa dari data sampel terdapat lima proses sistem transitivitas yang ditemukan pada penelitian ini yaitu; Mental, material, eksistensial, verbal, dan relasional.

Kata kunci: novel, sfl, interpersonal, transitivitas

## I. INTRODUCTION

### 1.1 Background of Study

A novel today is a long narrative in literary prose which is the further development of romance. Richard Taylor in *Understanding the Elements of Literature* (1981:46) explains that a novel is normally a prose work of quite some length and complexity which attempts to reflect and express something of the equality or value of human experience or conduct. *The Fault in Our Stars* is the sixth novel by author John Green and published in the United States by Dutton Books, a member of Penguin Group (USA) Inc. In 2012. The style of the novel is romance which means the main plot of a romance novel revolve about the two people as they develop romantic love for each other and work to build a relationship. In this case, John Green as an author brilliantly explored the funny, thrilling, and tragic business of being alive and in love.

The research in this case took data from the dialogues that occurred in the novel, because of the fact that novel is one of literature that formed by a good writing skill (graphology) which is arranged in clauses, so that can be analysed by Systemic Functional Linguistics (SFL). A novel is presented in text, and forming as collection of papers (book), so it would help the researcher to analyse the data. Based on the case above, course, it makes interesting to be researched. Functionally it refers to Systemic Functional Linguistic (SFL) theory which is only focused in *interpersonal metafunction* and *ideational metafunction*. *Interpersonal metafunction* at the clausal level enjoys Mood. Mood is grammatical category in verb form which is expressed the psychological mood deed according to the speaker interpretation, or speaker attitude about what to say (Kridalaksana:1984). Mood has been

categorized by: (1) *declarative mood* (statement), (2) *interrogative mood* (question), (3) *imperative mood* (command), (4) *subjunctive mood* (wish/request). *Ideational metafunction* provides grammatical resources at clause rank to construe the inner and outer experience or 'goings-on' of the word, as the domain of functions and meanings of the world through the systems of transitivity which consist of three elements: *process*, *participants*, and *circumstance* (Halliday:1985).

### 1.2 Problems of Study

Regarding to the introduction above, the main focus in this study are mood and transitivity system as followed:

- (1) What category of mood is used in the dialogue of the novel entitle *THE FAULT IN OUR STARS*?
- (2) How is the transitivity system in the dialogue of the novel entitle *THE FAULT IN OUR STARS*?

### 1.3 Aims of Study

A research must have certain aim to prove that it is a competent research, it is to find out the answer of a problem that appears and exists in the research. The same thing is happened in this research too, the aim of this study is divided into two; general purpose and specific purpose.

#### (1.3.1) General purpose

The aim is to study and analyze the language use and purposes of the novel.

#### (1.3.2) Specific purpose

The purposes of this study are;

- (1) To identify the category of mood in the novel entitle *THE FAULT IN OUR STARS*.
- (2) To analyze the transitivity system in the novel entitle *THE FAULT IN OUR STARS*

#### 1.4 Scope of Study

This study is only focused on analysing the interpersonal meaning analysis (mood) and transitivity system analysis from the dialogue in the novel of *The Fault in Our Stars*, in order to discover the existent of mood that could be categorize whether it is *declarative mood* (statement), *interrogative mood* (question), *imperative mood* (command), or *subjunctive mood* (wish/request), and to discover the realization of linguistic experiences of the figure in the novel by three elements of transitivity; *processes*, *participants*, *circumstances* by using SFL theory of Halliday.

#### 1.5 Research Method

The data in this study are purposely sampling to mood and transitivity system which is collected from the novel dialogue entitle *The Fault in Our Stars*. The novel is the sixth novel by author John Green, published in January 2012. The novel is chosen with the consideration that the novel contains the simple interesting dialogue that can be analysed by Systemic Functional Linguistic theory to identify the mood category and transitivity system. This study uses library research to collect the data by note taking in the novel entitle *The Fault in Our Stars*. The data are purposely sampling from the dialogue in the novel and the data are analyzed to find out the mood usage and transitivity system.

## II. REVIEW OF LITERATURE, CONCEPT AND THEORETICAL FRAMEWORK

### 2.1 Review of Literature

There are several relevant research with this study, there are: (1) Genre Analysis In The Frame of Systemic Functional Linguistic (Najih, 2010). This research focused on concept identifying of genre in a text; (2) Analyzing Clause By Halliday's Transitivity System (Bustam, 2011). This research focused on acquiring a clear description of the transitivity system that functions as one of the clause analysis methods in an ideational function of language; (3) Pidato Bupati Lombok Barat Atas Rekomendasi Pensus LKPJ DPRD Dan Relevansinya Dengan Pembelajaran Wacana Di Sekolah: Kajian Linguistik Fungsional Sistemik (Usman, 2015). This research focused on meaning analyzing of transitivity and interpersonal meaning on the West Lombok Regent speech, and the relevance of the research with learning discourse in school; (4) A Comparison Of Transitivity System In English and Chinese (Sun and Zhao Yushan, 2012). This research focused on comparing the similarities and distinctions between English and Chinese on the transitivity system, hoping to deepen the understanding toward the two languages from a new aspect and throw light on E-C translation; (5) Functional Stylistic Analysis: Transitivity in English-Medium Medical Research Articles (Zheng, Yang, and Ge, 2014). The purpose of this study is report a corpus-based transitivity analysis on the six process types employed in realizing some stylistic features of the English-medium medical research article (RA).

### 2.2 Concept

There are several concept that related to this study, there are:

### (1) Text and Texture

According to Fairclough (1995:4) a text is traditionally understood to be a piece of written language a whole 'work' such as a poem or a novel, or a relatively discrete part of a work such as a chapter. According to Halliday and Hassan (1976:2) texture is organization of a text (temporal ordering, e.g.).

### (2) Clause

A clause is the product of three simultaneous semantic process. It is at one and the same time representation of experience (ideational), an interactive exchange (interpersonal), and message (textual).

### (3) Basic Action

According to Sinar (2007:76) in a language usage, the speaker or user only has two role of play, they are asking and giving. There are two commodities involve in this role play, namely; information and goods and services. The realization of basic action is the tone of conversation in the language structure level that is technically called *mood*.

## 2.3 Theoretical Framework

The theory which is used in this study is Systemic Functional Linguistic proposed by Halliday (1961). SFL recognizes the powerful role language plays in our lives and sees meaning-making as a process through which language shapes, and is shaped by, the contexts in which it is used. Every language offers its speakers/writers a wealth of options for construing meaning. SFL facilitates exploration of meaning in context through a comprehensive text based grammar that enables analysts to recognize the choices speakers and writers make from linguistic systems and to explore how those

choices are functional for construing meanings of different kinds. SFL describes three abstract functions (metafunctions) that are simultaneously realized in every clause we speak or write, and relates our linguistic choices to the contexts that the language participates in. The three metafunctions are the ideational, interpersonal, and textual, as in every clause our language simultaneously construes some kind of experience (ideational metafunction), enacts a role relationship with a listener or reader (interpersonal metafunction), and relates our messages to the prior and following text and context (textual metafunction). SFL provides constructs and tool for exploring these three kinds of meanings and their interaction in discourse.

### (1) Interpersonal Metafunction

Grammatically, interpersonal metafunction at the clausal level enjoys Mood. Mood is concerned with the topic of information or service and whether it is giving or demanding and the tenor of the relationship between interactants. According to Kridalaksana (1984), mood is a way to express the attitude of the speaker to what is being said. In grammatical terms, mood has been categorized by: (1) *Declarative Mood* (statement) is used to make factual statements or express opinions as if they were facts. Any verb tense may be deployed in the indicative mood; (2) *Interrogative Mood* (question) is one of the grammatical moods, specifically a type of epistemic mood. This applies particularly to languages that use different inflected verb forms to make questions; (3) *Imperative Mood* (command) is expressing commands or requests. It indicates that the speaker desires for the action expressed in the sentence to take place. In most imperative sentences, there's an implied *the addressee*; (4) *Subjunctive Mood* (wish/request) is the verb form used to express a wish, a

suggestion, a command, or a condition that is contrary to fact.

## (2) Ideational Metafunction

Ideational metafunction provides grammatical resources at clause rank to construe the inner and outer experience or 'goings-on' of the word, as the domain of functions and meanings of the world through the systems of transitivity. Based on the traditional view it is a grammatical feature which indicate of a verb takes a direct object (transitive) or not (intransitive). According to Halliday (1985) it is a new development of the old concept. Whether a verb takes or does not take a direct object is not a prime consideration. There are three components of what he calls a "transitivity system": *process*, *participants*, and *circumstance*. The concepts of process, participant and circumstance are semantic categories which explain in the most general way how phenomena of the real world are represented as linguistic structure (Halliday, 1994:109). Processes are expressed by verbal groups, participants by nominal groups, and circumstances by adverbial groups or prepositional phrases.

## III. Analysis

This chapter is mainly intended to describe findings and analysis of the realization of act in language structure (mood) and transitivity system regarding to Systemic Functional Linguistic (SFL) perspective which is based on the novel dialogue entitled *The Fault in Our Stars*.

### 3.1 Interpersonal Meaning Analysis

Mood might been said as a way to express the attitude of the speaker to what is being said. In grammatical terms, mood has been categorized by: (1) *declarative mood* (statement), (2) *interrogative mood* (question), (3) *imperative mood* (command), (4) *subjunctive mood* (wish/request).

#### 3.1.1 Declarative Mood (Statement)

The declarative mood is used to make factual statements or express opinions as if they were facts. Any verb tense may be deployed in the indicative mood.

**Table 3.1. The interpersonal meaning analysis of declarative mood.**

Data: "I refuse to attend Support Group." (The Fault in Our Stars:7)

|       | I                       | refuse | to attend | Support Group |
|-------|-------------------------|--------|-----------|---------------|
| Class | noun                    | verb   | verb      | noun          |
| Mood  | Declarative (statement) |        |           |               |

The category of mood in the table above tend to be realized as a declarative mood because of the fact that the clause itself conveys a factual statement or express opinions that is a real fact.

The class of each clause has been clearly mentioned as following; the class of

'I' is noun because it is identified as a person. The class of 'refuse' is verb because it is identified as an action or state that occurred in this sentence. The function of 'to attend' is also a mental process and the class is verb. The class of 'Support Group' is noun because it is identified as a place.

### 3.1.2 Interrogative Mood (Question)

It is treating interrogative as one of the grammatical moods, specifically a type

of epistemic mood. This applies particularly to languages that use different inflected verb forms to make questions.

**Table 3.2. The interpersonal meaning analysis of interrogative mood.**

Data: “Augustus, perhaps you’d like to share your fears with the group?” (The Fault in Our Stars:11)

|       |                          |                             |            |                 |
|-------|--------------------------|-----------------------------|------------|-----------------|
|       | Augustus                 | perhaps you’d like to share | your fears | with the group? |
| class | noun                     | verb                        | noun       | noun            |
| mood  | Interrogative (Question) |                             |            |                 |

The category of mood in the table above tend to be realized as interrogative mood because it signals that the speaker wishes to elicit information concerning the content of the utterance from the addressee.

The class of each clause has been clearly mentioned as following; the class of ‘Augustus’ is noun because it is identified as

a person. The class of ‘*perhaps you’d like to share*’ is verb because it is indicating an action or expressing an occurrence. The class of ‘*your fears*’ is class is noun because it is indicating a specific thing or set of thing. The class of ‘*with the group?*’ is noun because it is a specific thing or set of thing.

### 3.1.3 Imperative Mood (Command)

Imperative mood expresses commands or requests. It indicates that the speaker

desires for the action expressed in the sentence to take place. In most imperative sentences, there’s an implied *the addressee*.

**Table 3.3. The interpersonal meaning analysis of imperative mood.**

Data: “Buy me a fake ID so I can go to clubs, drink vodka, and take pot.” (The Fault in Our Stars:7)

|       |                      |                      |             |              |
|-------|----------------------|----------------------|-------------|--------------|
|       | Buy me a fake ID     | so I can go to clubs | drink vodka | and take pot |
| class | verb                 | verb                 | noun        | noun         |
| mood  | Imperative (Command) |                      |             |              |

The category of mood in the table above tend to be realized as imperative mood because it expresses a command, in the other hand it indicates that the speaker desires for the action expressed in the sentence to take place.

The class of each clause has been clearly mentioned as following; the class of

‘*Buy me a fake ID*’ is verb because it conveys an action or express an activity. The class of ‘*so I can go to the clubs*’ is verb because it conveys an action or it indicates an activity. The class of ‘*drink vodka*’, ‘*and take pot*’ are noun because those clauses are identified as things.



### 3.1.4 Subjunctive Mood (Wish/Request)

It is related to the verb form used to express a wish, a suggestion, a command, or a condition that is contrary to fact. The form

of a verb in the subjunctive mood may differ from the form with the subject which is not in the subjunctive mood.

**Table 3.4. The interpersonal meaning analysis of subjunctive mood.**  
Data: "I do wish were at the school these day" (The Fault in Our Stars:45)

|   |       |                    |                    |           |
|---|-------|--------------------|--------------------|-----------|
| The category of mood in the table above | I     | do wish            | were at the school | these day |
|   | class | noun               | verb               | noun      |
|   | mood  | Subjunctive (Wish) |                    |           |

person. The class of 'do wish' is verb

tend to be realized as subjunctive mood because of the fact that this clause expresses a wish in a condition that is contrary to fact.

The class of each clause has been clearly mentioned as following; the class of 'I' is noun because it is identified as a

because it conveys a mental action or in the other words it expresses an activity. The class of 'were at the school' is noun because it is identified as a place. The class of 'these day' is adverb because the clause has been modified to give emphasis about time.

### 3.2 Transitivity System Analysis

Transitivity system is related to three function of linguistic experience of human; they are *Process*, *Participants*, and *Circumstances*. Based on those functions that have been mentioned, the result of the analysis can be seen as the following:

#### 3.2.1 Process

Processes are central to transitivity. The process centers on that part of the clause that is realized by the verbal group, but it can also be regarded as what 'goings-on' are represented in the whole clause (Bloor and Bloor, 1995:110).

**Table 3.5. The transitivity system analysis of existential process.**

Data: "I had a little touch of Osteosarcoma a year and a half ago" (The Fault in Our Stars:11)

|          |             |                             |                |                 |                       |
|----------|-------------|-----------------------------|----------------|-----------------|-----------------------|
|          | I           | had                         | a little touch | of Osteosarcoma | a year and a half ago |
| function | experiencer | <b>process: Existential</b> | circumstance   | existent        | circumstance          |
| class    | noun        | verb                        | adverb         | noun            | adverb                |

The type of the process in the table above tend to be realized as an existential process because the sentence represents that something exists or happens. In the other words it is indicating a process of existence

and presents an entity as existing without predicating anything additional about it. Moreover, existential processes share features of relational process in the sense that the common verb is *BE (had)*.

From the table above the function and class of each clause have been mentioned clearly. The function of '*I*' is experiencer because it has entity of experiencing something and the class is noun because it is identified as a person. The function of '*had*' is an existential process because it is indicating that something has been happened or existed in the past and the class is verb because it conveys something that was occurring in the past. The function of '*a little touch*' is circumstance because it is indicating the quality about something that the experiencer wants to explain and the class is adverb because the clause has been modified to give emphasis about the existence about something that experiencer wants to explain. The function '*of Osteosarcoma*' is the existent because it is the phenomenon that happened or existed, in

fact, it existed in the past time and the class is noun because it is indicating the name of some specific thing (disease). The function of '*a year and a half ago*' is circumstance because it is indicating the time of when the process was existed and the class is adverb because it is showing the time of the event.

### 3.2.2 Participant

Participants are inherent in the process; they bring about its occurrence or mediate it. There are a number of specific ways in which a participant may take part in the process; it may act out the process, it may sense it, it may receive it, it may be affected by it, it may say it, and so on. The different configuration of participant are the bases for a typology of process type (Halliday and Matthiessen, 1999:54).

**Table 3.6. The transitivity system analysis of the participants in verbal process.**

Data: "I told you it was bleak." (The Fault in Our Stars:15)

|          |              |                    |               |                 |
|----------|--------------|--------------------|---------------|-----------------|
|          |              | told               | you           | it was bleak    |
| function | <b>sayer</b> | process:<br>Verbal | <b>target</b> | <b>verbiage</b> |
| class    | noun         | verb               | noun          | adverb          |

From the table above, it could be seen that the process tend to be realized as a verbal process because this is kind of saying process or in the other hand it is kind of symbolic exchange of meaning, in the other words according to the table above it has three participants there are: '*I*' is realized as a sayer for the reason that '*I*' is the participant who speak to the target, '*you*' is realized as a target because of the fact that '*you*' is the other participant in this process that receiving what sayer say, and '*it was bleak*' is realized as a verbiage due to the fact that it is a name for verbalization itself.

From the table above the function and class of each clause have been mentioned

clearly. The function of '*I*' is a sayer and the class is noun because it is identified as a person. The function of '*told*' is a verbal process because it is the process of saying something and the class is verb because it conveys an action or in the other words it expresses an activity. The function of '*you*' is target because it is the other participant in this process and the class is noun because it is identified as a person. The function of '*it was bleak*' is verbiage because it is a verbalization and the class is adverb because the clause has been modified from adjective to give emphasis about what sayer says.



### 3.2.3 Circumstance

Circumstances are typically less closely associated with the process and are usually not inherent in it. They specify the spatial or

temporal location of the process, its extent in space or time (distant or duration), its cause, the manner of its occurrence and so on (Halliday and Matthiessen, 1999:54).

**Table 3.7. The transitivity system analysis of the circumstance in existential process.**

Data: "I had a few good kisses with my ex-girlfriend, Caroline Mathers." (The Fault in Our Stars:72)

|          |             |                         |                   |  |
|----------|-------------|-------------------------|-------------------|--|
|          | I           | had                     | a few good kisses | with my ex-girlfriend, Caroline Mathers                            |
| function | experiencer | process:<br>Existential | existent          | <b>circumstance:</b><br><b>Accompaniment:</b><br><b>Comitative</b> |
| class    |             | verb                    | noun              | adverb   |

The type of the

because it has entity of experiencing something and the class

process in the table above tend to be realized as an existential process because the sentence represents that something exists or happens in the other words it is indicating a process of existence and presents an entity as existing without predicating anything additional about it. The type of the circumstance is realized as accompaniment which is adding information about comitative. In this case it denotes accompaniment or in the other hand encodes relationship of accompaniment between two participants in an event, which means that comitative relates an accompanee (I) and a companion (ex-girlfriend).

From the table above the function and class of each clause have been mentioned clearly. The function of 'I' is experiencer

is noun because it is identified as a person. The function of 'had' is an existential process because it is indicating that something has been happened or existed in the past and the class is verb because it conveys something that has been happen in the past. The function 'a few good kisses' is the existent because it is the phenomenon that happened or existed, in fact, it existed in the past time and the class is noun because it is indicating the name of some specific thing (kisses). The function of 'with my ex-girlfriend, Caroline Mathers' is circumstance because it is indicating the accompaniment with someone that the experiencer wants to describe and the class is noun because it is identified as a person.

## IV. CONCLUSIONS AND SUGGESTIONS

### 4.1 Conclusions

Based on the analysis and discussion of the data that have been explained in the previous chapter, it can be concluded that

interpersonal (mood) and ideational (transitivity system) are abstract functions (metafunctions) that are simultaneously realized in every clause that the author wrote in the novel dialogue, and relates to the reader linguistic choices to the contexts that the language participates in. Those

metafunctions help the author enacts a role relationship with a reader (interpersonal metafunction), as in every clause in novel dialogue readers language simultaneously construe some kinds of experience (ideational metafunction).

Interpersonal metafunction is grammatically categorized into; *declarative*, *interrogative*, *imperative*, and *subjunctive*. Those categories of mood help the author to express the attitude of the characters in the novel to what is being said, in the other hand, mood is the atmosphere created by the setting and actions of the characters in the setting. It also relates to the reader's

emotional response. Meanwhile ideational metafunction provides grammatical resources at clause rank to construe the inner and outer experience or 'goings-on' of the word in the novel dialogue, as the domain of functions and meanings of the world through the systems of transitivity. Furthermore transitivity system is divided into three components namely; *process*, *participants*, and *circumstance*. The concepts of process, participant and circumstance are semantic categories which explain in the novel dialogue, the way of how phenomena of the real world are represented as linguistic structure.

## 4.2 Suggestions

Discussing about interpersonal and ideational metafunction will not be done without understanding about meaning in context through a comprehensive text based grammar that enables analysts to recognize the choices of speakers and writers make from linguistic systems and how those choices are functional for construing meanings of different kinds, like what SFL states that every language offers its speakers/writers a wealth of options for construing meaning. Whoever wants to learn about Systemic Functional Linguistic

do not be confused, all of its need just an understanding of context and related to our understanding because SFL offers a means of exploring meaning in language and of relating language use to social contexts so as to contribute to our understanding of language in social life. For the future researchers it would be essential to continue this study regarding to textual metafunction that related the message to the prior and following text and context or it would be even better to analyse the three metafunction concept in specific context.

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