

DISCOURSE SEMANTIC ANALYSIS ON STUNDENTS RECOUNT TEXT OF SMUK ST. IGNATIUS LOYOLA

Hieronimus C. Darong

Program Studi Bahasa Inggris STKIP St.Paulus Ruteng. Jl. Ahmad Yani, No.10, Ruteng 86508
e-mail:ronybarera@yahoo.co.id

Abstract: *Discourse Semantic Analysis on the Students' Recount Text of SMUK St. Ignatius Loyola.* This study aims at describing and analyzing the register category, namely field, tenor, and mode of the texts. The object of the research was fifteen recount texts from which the three register categories were analyzed. The texts were modified into clauses which will, in turn, be analyzed in accordance with the goal of analysis, that is, to investigate the register category of field, tenor, and mode. The steps of analysis were based on the concept of Systemic Functional Linguistics (SFL).

Keywords: SFL, register category (field, tenor, mode) and recount text

Abstrak: *Diskursus Analisis Semantik pada Teks Recount Siswa SMUK St. Ignasius Loyola.* Artikel penelitian ini bertujuan untuk mendeskripsikan dan menganalisis register kategori teks yaitu field, tenor, dan mode. Obyek yang diteliti adalah lima belas tulisan teks recount siswa SMUK St. Ignatius Loyola Labuan Bajo. Teks-teks tersebut dimodifikasi ke dalam bentuk klausa dan dianalisis untuk mengetahui field, tenor, dan mode. Langkah langkah analysis mengacu pada konsep fungsi sistemik kebahasaan (SFL).

Kata Kunci: SFL, kategori, registrasi, danteks recount

RATIONALE

Communication is an interactive process by means of language; language delivers messages from an interlocutor to others. Since communication is available to exist among people, it is inevitably influenced by interlocutors. Therefore, it is important to pay attention to how language makes meanings in spoken or written discourse in terms of grammar and meanings. There are many ways of determining functions of languages. One approach is to consider grammar as 'a set of rules which specify all the possible grammatical structures of the language' (Lock, 1996:1). Another approach is focusing on the functions of grammatical structures, and their meanings in the social context. The latter approach of grammatical analysis is called functional; it is Systemic Functional Linguistics. This as such focuses on 'how the grammar of a language serves as a resource for making and exchanging meanings' (Lock, 1996:3). Certain grammatical structures and certain words do not always make the same

meaning; the same words can have different communicative functions in a different situation. Thus, meanings are influenced by the social situation. On the other hand, different utterances can work with the same communicative function.

Regardless to what happens in someone's utterances, writing as one form of discourse, whatever it is, invetablyis arranged through a system as it has been emphasized. A system of lexico grammar (words, grammar, pharse, and sentence) and a context involved. To reveal the system needs a language competence to get it through. It is a competence which the readers or listeners use to comprehend texts both spoken and written. In Celce-Murcia and Olstain (2000:10), the main competence needed in language is discourse competence. It means that when someone communicates, both in spoken and written languages, he/she is involved in a discourse. What is meant by a discourse is a communication event which is influenced by the topic communicated and the channel used in

the cultural context. Discourse competence can be gained if someone gets supporting competence such as linguistic competence (grammar, words, and clause) and context.

Students who have learnt a foreign language have probably often found their competence in a position when using it, where they have to improvise in order to get their messages across and cope with difficulties owing to their limited or inadequate language resources. Generally, difficulty that emerges in interaction is related to the attempt to express or negotiate an intended meaning that they have perceived. It should be emphasized that the student's ability in composing and analyzing a text in terms of discourse analysis is still confronted with the constraints of systemic strategy in comprehending the text as already put forward previously. It seems that the inadequate linguistic competence and limited or inadequate language resources are considered as the sources of the difficulty in analyzing a text. Text is solely understood as a group of words or clauses in which meaning is employed without revealing the meaning to the context by which function of those words or clauses is used systemically. Different contexts realize different meanings even if the text has the same words or even the same grammatical structures. Similar contexts or moments can reflect different meanings and functions if grammatical structures or words are used in different ways. In other words, we can have more than one meaning for one word due to its context. The context could vary depending on the intention of the speaker or the writer in his or her text and how he or she uses language and its structure.

With regard to the statement as well as the fact which have been stated previously, this article tries to investigate and analyze text of the student's writing which aims at showing how the types of lexico-grammatical items used to express register categories that is, context of situation (field, tenor and mode) as the realization of three metafunctions found in language used in students writing.

This research based article deals much with a discourse semantic analysis using systemic functional linguistics theory on students' writing of SMUK St. Ignatius Loyola. The analysis, furthermore, mainly focused on the terms of register category that is field and tenor and mode of the text. These texts will finally be compared to see whether or not they use the same or different grammatical and lexical items to realize the register category (field, tenor and mode).

THEORETICAL CONCEPT

Conception of Discourse

Although for several years there has been an increasing interest in the study of discourse, a strict definition of discourse is not yet to be found. Some practitioners of discourse studies seem to take the notion of discourse for granted. Grimes (1975:21) regards discourse as a primitive term. He writes that since discourse is a primitive term national system, it is obviously not possible to give strict definition. Longacre (1983:1) argues that the term discourse, as currently used, covers two areas of linguistic concern: the analysis dialogue especially of live conversation - and the analysis of monologue. In the parlance of many, discourse covers the former, and with at least of us, discourse covers the later. Kress (1985:27) says, "discourse is a category that belongs to and derives from the social domain, and text is a category that belongs to and derives from the linguistic domain". What Kress means here is that discourse and text are different. When one discusses about discourse it is not a product of language in the text.

Halliday and Hasan (1976:1) provide a definition of a text, which has some resemblance to what can be understood by the term discourse from the above quotations. A text is defined as a unit of language in use, and a text can be spoken and written. There is not much difference between the term discourse and text in terms of Halliday and Hasan's definition. So, the term discourse and text can be interchangeably used.

In relation to this research, Eggins, (1994:82-95) put forward the discourse as the part of semantics. It has something to do with the stratum of meaning. The discourse-semantics label describes the different types of texture that contribute to making text; the resources the language has for creating text. So, what belong to the discourse stratum of the systemic model are the systems of all the different text-forming resources of the language. In other words, the discourse part of the discourse – semantics describes the types of cohesion through which texture is realized in text.

In a discourse semantic analysis, in terms of its grammar, a text should be followed by further interpretation related to the context of situation as well as that of culture, respectively referred to as register (field, tenor and mode) and Genre. This implies that functional linguistics deals with both a

theory of language (text) as well as a theory of contexts in which language plays an important role. So, a discourse semantic analysis or discourse studies, is a generalization of the concept of conversation to the context. In other words, it views *text* and *context* as the two kinds of information that contribute the communication.

From the above – mentioned definitions of discourse, we may conclude that discourse is a study related to text and language. The scope of discourse analysis is wide because discourse studies analyze units of language not only in written text but also in spoken text (recount text, interview, conversation and so forth). We as listeners and readers try to understand every single meaning of the words there. In reaching these, the speaker or writer will try to find the best way in choosing words and to link them to each other so that the reader or listener can understand the text easily.

Systemic Functional Linguistics (SFL) at Glance

It is necessary to note that the term SFL is actually dealt with functional grammar. The term grammar seems to be very simple and is often taken for granted. It is, however, important to realize that the concept of grammar is determined by the linguistic theory used to explain it (Matthiessen 1990:1). Structural linguistics, which has been developed in the last fifty five years, defines grammar as a rule system. It is, therefore, various types of formal grammar such as phrase structure grammar have been introduced. Systemic Linguistics is based on functional theory advocated by Halliday, which tends to define the term grammar as a resource for expressing and making meaning. He claims that grammar is of great importance in linguistic analysis, since a discourse analysis that does not make use of grammar as its bases is not considered an analysis. In this context, the analysis is only considered as a running commentary on a context. However, it should be understood that analyzing a text in terms of grammar is only a starting point of the analysis. The analysis should be done to the further critical explanation or interpretation related to its context of situation that is known as register category (field, tenor and mode) as well as culture (genre).

SFL puts a great interest in the relation between language and context. If a text can be understood by the speakers or writers, there is a great deal

about the context in which the text occurs can be revealed. Therefore, SFL has been described as a functional semantic approach to language which explores how people use language and how language is structured for use in different context.

Context of Situation (Register Category-Field, Tenor and Mode)

Discourse analysts do not only study language use ‘beyond the sentence’, but also prefer to analyze ‘naturally occurring’ language use. When analyzing discourse, it is not only concerned with “purely” linguistic facts; it should pay equal or more attention to language use in relation to social, political and cultural aspects where and when the text is being used. Context of situation or register covers three main domains, that is, field, tenor and mode.

Field is a category of register, which refers to what is happening to the nature of the social action, taking place. It is concerned with what the participants are engaged with, in which language figures as an essential component (Martin 1992:499). It is what is going on in the context, or the kind of activity (as recognized by the culture) in which language is playing some part. Eggins (1994, 52) defines field of discourse as “what the language is being used to talk about”. This variable includes not only the specific topic of discourse, but also the degree of technicality or specialty on the one hand or everyday quality on the other. It is the aspect of situation dealing with the main concern of the activity. This means that field, the continuum of which ranges from technical specialized fields to common sense or everyday. Transitivity is a means of revealing the field. The term transitivity is concerned with the representation of process. Process refers to “goings-on”: of doing, happening, felling, relational, being and possessive. Transitivity specifies the different types of process that are recognized in the language and the structures by which they are expressed, (Halliday, 1985:101). Process types can be classified into a number of categories. They are material process that is a processes of doing or action, mental Process that is a process concerning with the meanings of thinking or feeling, a behavioural process that a type of process, in which the semantic feature exists between material and mental process, Verbal process (processes of verbal action), relational process, existential and possessive process (Halliday in Eggins 1994:240).

Tenor, on the other hand, is the negotiation of social relationships among participants in social action, or who is taking part in the exchange, and the interacting roles of those involved in the exchange of which the text is part. Talking with lecturer as students consult something is totally different from the way of chatting with friends. The role relationship is in unequal status, and the degree of social contact and affective involvement might be quite low. This example contrasts to a casual conversation between friends in which power or status is equal and contact and affective involvement are both high. So, Tenor as a register variable has to do with role structure. This register variable refers to who is talking part, the nature of the participants, their statuses, and the kinds of role relationship among the participants (Martin, 1992:499). Without altering the basic notion of tenor mentioned above, tenor is intended to refer to the social role relationships played by the interactants (Eggins 1994:63). The role relationship variables can be distinguished into formality, politeness and reciprocity. This as such can be revealed through mood structure and pronoun analysis.

Mood structure can be identified as the grammar of interpersonal meaning. It indicates that mood is concerned with the way the clauses in a text are arranged for the expression of interpersonal relationship between the individuals involving in a text (Eggins 1994:146). The structure of the mood in the clause refers to the organization of a set of functional constituents including the constituent Subject. Mood structure covers two main elements, that is, Mood and Residue. A mood is an element which functions to carry argument and a Residue, which can be left out or ellipsed. Halliday in Eggins (1994:155), describes the mood element as carrying “the burden of the clause as an interactive event. That is why it remains constant, as the nub of the proposition. Mood has two essential functional constituents of the clause, that is, Subject and Finite. Subject is that it realizes the thing by reference to which the proposition can be affirmed or denied. It provides the person or thing in whom is vested the success or failure of the proposition (declarative, demanding or giving). Residue component of the clause is that part of the clause which is somehow less essential to the arguability of the clause than is the mood component (Eggins 1994:161). The mood structure analysis must be in line with the result of pronoun analysis in which the intimacy and solidarity involved.

The last category of register is mode. Mode can be revealed through nominal group analysis. In Systemic Functional Linguistic, a nominal group is a group of words which expresses an entity. A “nominal group” is widely regarded as synonymous to noun phrase in other grammatical models. The analysis of nominal group is used to find out the types of nominal groups used in the text. It must be done in a concise way for the sake of having information whether the text is categorized as spoken or written. Furthermore, the lexical cohesion of a text can be referred to determine as such. Both deal with the channel of communication used by the writer or speaker as well in which lexical cohesion is embraced within. Thus, the establishment of nominal groups used in a text functions as a point of interpreting the mode of a text. If the most use of nominal group is complex, then, it characterizes the text as written mode and it is on vice versa.

There are some terms needed to know relating to the component parts of analysis of nominal groups in the texts under study. They include Thing, Classifier, Epithet, Numerative, Qualifier, and Deictic (Halliday 1985a:160-163) which are abbreviated as T, C, E, N, Q, and D respectively, for simplicity purposes. The term Thing refers to the base or head of a nominal group which is commonly realized through noun. This is usually elaborated, using modifiers of various kinds like Classifiers, Epithets or others. Being a modifier, the Classifier shows the sub class of the Thing being referred to. The Epithet indicates some quality of the subset, for the instance, old, long, blue and so forth. This may be an objective property of the thing itself; or it may be an expression of the speaker’s subjective attitude towards it. With a respect to the use, the difference between Classifier and Epithet goes to its extends or its expansion. The former cannot be expanded with some sort of intensifier like very or rather. On contrary, in common, the expansion of the later includes the use of intensifier. The Numerative component indicates some numerical feature of the subset; either quantity or order, either exact or inexact (two trains, second train, many trains). Deictic indicates whether or not some specific subset of the Thing is intended; and if so, which, (Halliday: P.160). In other words, it refers to the use of demonstratives and possessives. The term qualifier has to do with the element of nominal group giving further definition to the base of the nominal group. What of the element which follows the Thing.

Unlike the elements preceding Thing, which are words or sometimes complex words, what follows the Thing is either phrase or clause. With only rare exceptions, all qualifiers are embedded which conventionally signed by [[]] for the embedded clause and [] for the embedded phrase. What this means is that position following the Thing is reserved for those items which, in their own structure, are of a rank higher than or at least equivalent to that of nominal group. It is necessary to note that the analysis of nominal group of the texts under study should refer to the modification of the text.

METHODOLOGY

Text Modification

The object of this reserach was fifteen recount texts of SMUK St Ignatius Loyola 2013/2014. As it has been mentioned previously, the focus of the analysis on the texts under study is an investigation of the register category that is, field, tenor and mode. Each of the students' writing (15 texts) was modified into clauses from which the texts are built. The modified texts was, then, analysed in accordance with the goal of analysis that is register category (field, tenor and mode).

As its scope, to know the field of the texts, the transitivity showing the major process being used each text should be determined. It, therefore, the analysis of the transitivity structures the texts must be presented. Tenor analysis which refers to the negotiation of social relationships between the participants (writer and reader) in the texts was concerned much with the analysis of mood structure and pronouns being used. These as such could reveal the interpersonal meaning of the participants

involved in the texts. Mode deals with the nature of the texts from which the texts are considered as being spoken or written. It is undeniable that there are a number of aspects can be used to determine this nature of text. One of them is the use of nominal group which is decided as the focus of mode analysis of the texts.

Analysis and Discussion

The analysis of grammatical choices in transitivity is one of some ways to reveal the field of the text. The following table is the data of the transitivity structure.

DISCUSSION

Systemic functional grammar is one of several functional theories in the current discipline of linguistics which conceives of text as social interaction. It is thus suited not only for increasing the interpreter's understanding of the language of the texts to be interpreted, but also for relating those texts to their context. Systemic functional linguists view language as systems of meaning potential in human interaction that are realized by various structures. The organizing concept is not structure described by rules, but system.

With the notion of system we can represent language as a resource, in terms of the choices that are available, the interconnection of these choices, and the conditions affecting their access. We can then relate these choices to recognizable and significant social contexts, using

Table 1. Transitivity structure analysis

Process	Material	Mental	Verbal	Behavioural	Exixtential	Relational	Possessive
Text 1	6	1	-	-	-	5	-
Text 2	3	3	2	-	1	5	-
Text 3	13	-	-	-	-	7	3
Text 4	10	4	2	-	-	11	6
Text 5	18	2	1	-	-	9	3
Text 6	8	-	-	-	-	4	-
Text 7	14	3	-	-	1	7	3
Text 8	13	4	-	-	-	4	1
Text 9	12	1	-	-	-	4	1
Text10	5	-	1	-	-	6	1
Text11	7	-	2	1	1	5	-
Text12	5	-	-	-	-	4	1
Text13	3	-	-	-	-	6	-
Text14	8	1	-	1	-	4	-
Text15	9	1	-	1	-	6	1

Table 2. Mood Structure Analysis

Process	Mood	Residue
Text 1	13	17
Text 2	16	21
Text 3	24	35
Text 4	26	34
Text 5	28	45
Text 6	35	40
Text 7	26	42
Text 8	23	32
Text 9	17	27
Text 10	15	19
Text 11	16	18
Text 12	12	16
Text 13	9	11
Text 14	14	15
Text 15	16	19

In other words, systemic linguists study texts as communicative behavior, as meaning production in the context of a culture, the behavioral matrix within which all social interaction takes place. The choice to engage in a culturally recognized social process is made at the level of the genre. Regardless of this as such in a discourse semantic analysis of a text in terms of its grammar should be followed by further interpretation related to the context of situation which refers to as register as has previously been mentioned. This implies that functional linguistics deals with both a theory of language as well as a theory of contexts in which language plays an important role. Martin (1992:495) surmises that the interpretation of context is comprised of two

Table 3. Pronoun

Pronoun	I/me /my/ Mine/ myself	You/you/ your/ yours/ your self	He/ him/his/ himself	She/ her/ hers/ herself	It/it /its	We/ us/ our /ours/ ourselves	You/ you/your /yours/ yourselves	They/ them/ their/ theirs/ themselves
Text 1	1/-/1/-	-	-	-	-	4/-/1/-	-	-
Text 2	8/5/3/1	-	1/1/-	3/-/5/-	-	1/-/1/-	-	-
Text 3	13/1/7/-	-	-/-/1	1/1/-	1/-/-	1/1/1/-	-	-
Text 4	1/1/-/-	-	-/-/1/-	6/4/-/1	-	3/1/1/-/-	-	-
Text 5	10/1/8/-	-	-	2/2/4/-	-	9/2/3/-/-	-	-
Text 6	1/1/-/-	-	-	-	-	we/-/1/-	-	-
Text 7	12/5/12 /1	-	-	-	-	1	-	1/-/1/-
Text 8	13/2/8/-	1/-/-/-	2/-/-/-	-/1/-/-	-	-	-	-
Text 9	1/-/-/-	-	-	3/2/-/-	2/-/-	13/1/3/-	-	-/1/-/-
Text 10	2/-/4/-	-	1/-/-/-	1	1/-/-	3/-/-/-	-	-
Text 11	1/-/-/1	-	2/-/-/-	-	-	2/2/-/-	-	1/2/-/-
Text 12	1/-/1/-	-	-	-	1/-/-	5/-/-/-	-	-
Text 13	3	-	-	-	-	-	6	-
Text 14	8/2/6/-	-	1/-/-/-	-	1/-/-	-	-	-
Text 15	1/-/3/-	-	-	-	2/-/-	1/-/1/-	-	-

Table 4. Nominal Group Analysis

Text	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	27	33	25	21	34	27	31	25	18	23	22	16	36	30	26
Pattern of the texts	T, Q, DT, NT, NTT, DQT, DNT, NET, DTT, DECT, DEET														

sociosemantic networks. . . . The data are the observed facts of ‘text-in-situation’: what people say in real life (Halliday 1978: 192).

levels of communication, that is, register referring to the context of situation and genre referring to the context of culture (the later is not the concern of this article). This means that register serves as

the actualization of genre, language has the function of realising register that can be organized into field, tenor and mode. This signifies that genre is concerned with the integration of meanings conveyed by field, tenor and mode, which are considered as systematically related social process. In other word, it is a generalization of the concept of conversation (text) to the context. It views *text* and *context* as the two kinds of information that contribute the communication. Consequently, the analysis of language is not only 'beyond the sentence', but also prefer to analyze 'naturally occurring' language use; it is not only concerned with "purely" linguistic facts; it should pay equal or more attention to language use in relation to social context where and when the text is being used. The word context in Functional Linguistics concept is concerned much with context of situation (register category). It covers three main domains, that is, field, tenor and mode as this article cope with.

Field

As to the concern of this article and with regard to the statement above, field is one of the three register category to be analyzed. In fact, there are many ways which are considered as the ways of revealing the field of the texts under study. One of them is transitivity structure analysis as the concern of this article. The transitivity structure encodes the ideational content of the text, that is, the content and ideas expressed by the text. This content is typically expressed by patterns of processes, participants and circumstances. Transitivity system is helpful to recognize and encode our experiences of the world. In relation to the analysis of the texts under study, the analysis of transitivity should refer to the clause modification as it has been presented in the methodology.

By referring to the presentation of process types (transitivity) analysis stated (table 1), the researcher found that the writer's tendency is to expose the events performed by the writer and his friends through the appearance of material process as the first process type that mostly appear. Material process, as a process of doing, used in this text is a good choice in the address to demonstrate what they do, what action they take. Thus, the field of the texts under study is about the action done by speaker.

Tenor

Based on the mood structure analysis, the texts share a common similarity but differently in conveying the modality and pronoun which in turn, having different interpersonal relationship. All the texts mostly use declarative clause. It indicates that the texts are in similar way of conveying information but different in building interpersonal relation among characters involved. This is supported by the result of pronoun analysis as another aspect to reveal the interpersonal. Based on the pronoun analysis, the use of "I" and "We" is mostly used in the texts under study. Besides, the texts convey different interpersonal relation. Pronoun *I* and *we* is used to refer the writer and his friends only. Then, the interpersonal relationship of the texts under study is different. The difference can be done by looking at how the writer of each text under study uses the system of Mood and the use of pronoun. Thus, the power or solidarity of the relationship, the extent of the intimacy and the level of familiarity is different. It makes sense as to the concept of recount text as a personal factual text.

Mode

To reveal the mode of the text, as it has been mentioned previously, many ways can be conducted. Since the scope of the study, the mode of the texts under study was revealed solely through the analysis of nominal group. The analysis of the nominal groups of the text shows that most of nominal groups of the text are categorized as one word nominal groups. These one word nominal groups are represented by the central Thing (T element) which appears in number as such. Furthermore, the use of the nominal groups as those, commonly, has to do with the participants both human and non human as well.

With respect to the modifiers used to modify the T element, that of one-word nominal groups, there are other nominal groups constituting mostly in one modifier. These nominal groups are realized through the structural pattern of DT, ET, NT, and CT. Other types of nominal groups found are considered as longer nominal groups. These types are expanded by three to five classifiers and constructed in the structural pattern DECT (Clause 3), DEET (Clause 14) in text 3, CCDT (Clause 6) in text 6, NTNT (Clause 8) in text 7, NETDT

(Clause 12) in text 13 and DTDT (Clause 6) in text 14. From the construction in which modifier appears, it can be seen that almost most of them constitute word as modifier. Referring to this and as to the data (table 4), most of the nominal groups are simple consisting of central thing (T element) or bearing one or two pre modifiers. However, there are still a few number of complex nominal groups. It is because of their number of the word as modifiers. The researcher found that T, DT, ET, and NT or one-word and and one two simple modifiers nominal group exists most in the texts, then, followed by nominal groups which consist of one to two simple modifiers. The fact is structural pattern “ T” and “DT”, mostly used for nominal groups as such. It is, however, still a few number of nominal groups considered complex. The reason is because of the number of word used. They are commonly embraced with E and C as modifier. Yet overall, it can be asserted that the nominal groups are simple and then, in turn, characterize the spoken mode (Chanel of communication) to the texts under study.

Conclusion

With respect to the analysis and discussion, the analysis of the texts under study can be inferred as follows;

The field of the texts

Field is a category of register, which refers to what is happening to the nature of the social action, taking place. It is concerned with what the participants are engaged with, in which language figures as an essential component. Regarding to this as such and relying much on transitivity analysis, the recount texts under study share common features. All is about experiential action which is carried by the participants

Tenor of the texts under study

The Tenor is related to how interpersonal meaning is generally realized in the text of recount texts. From the foregoing analysis and discussion, it is concluded that the interpersonal relationship of the texts under study is different. The difference

can be done by looking at how the writers of each each text under study use the system of Mood and the use of pronoun. Thus, the power or solidarity of the relationship, the extent of the intimacy and the level of familiarity is different.

Mode of texts under study

The mode of the texts under study refers to the channel of communication whether it is spoken or written language. As stated in the scope of study, to determine the mode of these texts, it is viewed only from the nominal groups being used. Regarding the nominal group analysis, it is inferred that the texts under study belongs to spoken language. It is due to the use of simple nominal groups consisting of the head noun or T element only and the ones involving the use of one or two simple modifiers making up each text.

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