

Transitivity Systems Analysis of Bilingual Civic 3 Education Textbook for Grade XII

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Abstract— This thesis deals with transitivity analysis on Bilingual Civic 3 Education Textbook For Grade XII by applying Halliday's^[1] theory of Systemic Functional Linguistics (SFL) especially on transitivity system. A single investigation on the textbook was done, i.e. transitivity systems (process, participant, and circumstance) that are dominantly used in textbook. In analyzing the data, the researcher used the following steps such as reading the textbook, segmenting the data in form of clauses, identifying the types of processes, participants and circumstances, and classifying the clauses into categories and drawing conclusions from the analysis. There were 160 clauses altogether as the data of the analysis. The results of the analysis three process types that occupied mostly in the text, i.e. (1) Mat.Pr., (2) Rel. Int.Att., and (3) Verb Pr. The dominant process types used in the text, i.e. Mat.Pr. = 106 (48.18%). While the rests two, i.e. 60 clauses (27.27%) were categorized as Rel. (Int.Attr.) and 42 (19.0%) clauses were categorized as Verb Pr.. Usually, there are two primary participants involved in certain processes, namely Actors and Goal in material, Sayer and Phenomenon in mental, Carrier/ Ident. and Attr./Ident. in relational, Sayer and Receiver in verbal process, except Existent in existential and Behaver in behavioral process. The textbook was also constructed by the domination of Location circumstance (both Location of Time and Place), i.e. 36.5% and the second place in numbers was Cir.Acc. to show the place where the action took place with detailed attached information realized by Cir.Acc. The writers of the textbook focused on the actor to show the efforts made by people involved in the text and the events happened or took place. These two transitivity elements were supposed to be important since the text discussed about the history of a country.

Keywords: SFL, Transitivity systems, civic textbook, dominant

I. INTRODUCTION

The analysis in this paper focused on the transitivity systems analysis based on LFS theory. It provides an analytical framework which is interesting, useful and powerful for the analysis of texts. Halliday^[1] as quoted in Gerrot and Wignell^[2] argue that: Text is a piece of language in use that is language that is functional. A text length is not important and it can be either spoken or written. Butt et. al. (1995)^[3] say that: Text always occurs in two contexts, they are context of culture and context of situation. Context of culture or the outer context around a text determines what we can mean through: (1) Being "who we are"; (2) Doing "what we do"; and (3) Saying "what we say".

However, this is not to be understood as being to the exclusion of other possible theoretical approaches, which may well come to similar conclusions. However, it should be stressed, particularly for teachers who are less familiar with SFL, that this approach is not simply a technique of textual analysis, but rather a useful theory of language. SFL helps highlight the features of the textbook in a particularly clear, powerful, and objective fashion. SFL analytical framework made it possible for teachers to analyse the data linguistically.

"Textbooks are one of the most important educational inputs: texts reflect basic ideas about a national culture, and ... are often a flashpoint of cultural struggle and controversy." Richards^[4]

The linguistic analysis of textbooks also has pedagogic relevance for students, applied linguistics, text and corpus linguistics. This study will attempt to impart to students a sense of the primary purposes of grammar. It is assumed that students will respond more positively to a focus on both form and meaning rather than on form only, because they themselves are more conscious of meaning in their own use of language, especially in its spoken mode.

The transitivity systems cover four main elements, ie. Participant I, Process, Participant II, and Circumstance. In traditional grammar, simply these elements function respectively as subject, predicate, object, and adverbial. The study specifically identified and categorise the types of processes that help in the realisation of the messages of the reading texts in the textbook. The messages are interpreted according to the identified process options and related to the ideological opinions expressed in the text. The study revealed that texts helped to articulate a better understanding not only the constructions of clauses found in the text but also the meaning (lexico-grammar). It also revealed that texts in Civics 3 textbooks used in Grade XII express different process types, which are used to describe or make references to teachers and learners. In other words, texts are rich with linguistic features that can be useful for English learning teaching. A good understanding of the corresponding grammatical features of processes can help students and teachers use them in expressing their experiences of the world in the appropriate register, and define the syllabuses for students learning English.

Nicolas, (1984)^[5] mentions that functional theories of grammar are those approaches to the study of language that

see the functions of language and its elements to be the key to understanding linguistic processes and structures. Functional theories of language propose that since language is fundamentally a tool, it is reasonable to assume that its structures are best analyzed and understood with reference to the functions they carry out. Functional theories of grammar differ from formal theories of grammar, in that the latter seek to define the different elements of language and describe the way they relate to each other as systems of formal rules or operations, whereas the former defines the functions performed by language and then relates these functions to the linguistic elements that carry them out. This means that functional theories of grammar tend to pay attention to the way language is actually used in communicative context, and not just to the formal relations between linguistic elements. SFL as the famous name of this type of grammar is considered with form and function of language as well as the role of context in human communication, thereby providing an analytical framework for lexical and grammatical qualitative and quantitative analysis of linguistic features of language variation.

Systemic linguists share a common interest in language as a social semiotic. They claim that the function of language use is to create meanings that are influenced by the cultural and social context of their exchange, therefore language use is a semiotic process. Accordingly, language is characterised as functional, semantic, contextual, and semiotic. The functional questions of the systemic approach are concerned with how people use language and how language is structured for use, whereas the semantic questions are focused on how many types of meanings are made with the use of language and how language is used to make such meanings. Halliday^[6] argues that three main kinds of meanings are used simultaneously in the structure of language: ideational, interpersonal, and textual. These three elements are also known as metafunctions, the categories that constitute one of the tenets of systemic functional theory.

Thompson^[7] describes the experiential functions of language, to which he refers to after Halliday as an experiential metafunction, as: “We use language to talk about our experience of the world, including the worlds in our own minds, to describe events and states and the entities involved in them.” In Systemic Functional Linguistics language therefore represents external reality by happenings and states, which are referred to as Processes; entities, known as Participants and circumstances in which the happenings and states occur, which are referred to as Circumstances (White)^[8].

Quoting Thompson^[7], the term transitivity probably be familiar as a way of distinguishing between verbs according to whether they have an Object or not. Here, however, it is being used in a much broader sense. In particular, it refers to a system for describing the whole clause, rather than just the verb and its Object. It does, though, share with the traditional use a focus on the verbal group, since it is the type of process that determines how the participants are labelled: the ‘doer’ of a physical process such as kicking is given a different label from the ‘doer’ of a mental process such as wishing (note that

even at this informal level ‘doer’ seems less appropriate as a label in the case of the mental process).

Transitivity systems belong to experiential functions of group and phrases classes, their type of elements and realization can be seen in the following Table 1.

Table 1. Typical experiential functions of group and phrase classes

Type of element	Typically realized by
(i) process	verbal group
(ii) participant	nominal group
(iii) circumstance	adverbial group or prepositional phrase

1. Process

Halliday^[1] clarifies at the layer of the transitivity system, the clause is analyzed for its potential to represent both the outer and the inner worlds of human beings, which is what the ideational metafunction does. The representation of reality is achieved by means of a set of processes, along with their participants and the circumstances in which they unfold.

In the transitivity system, there are six types of process, i.e. (1) material, (2) mental (cognition, perception, affection), (3) relational, (4) behavioral, (5) verbal, and (6) existential. The participants related to each are: Material → Actor (obligatory) and Goal (optional); Mental → Sayer and Phenomenon (both are always potentially present; either may, however, be implicit); Relational → Attributive type: Carrier and Attribute OR Identifying type: Identifier and Identified; Behavioral → Behaver; Verbal → Sayer, Verbiage, Receiver, Target; Existential → Existent.

2. Participant

There are two participants in mental processes, namely Sayer and Phenomenon. Halliday and Matthiessen^[9] state that Sayer is “the conscious being that is feeling, thinking, wanting, or perceiving” and that Phenomenon is “that which is ‘sensed’— felt, thought, wanted or perceived”

3. Circumstance

Circumstances are elements that can be found in all six processes in functional grammar, especially in mental processes. Yet, Circumstances are optional participants in mental processes. It means that it is nothing necessarily needed former a mentally process to have a Circumstance element.

As stated by Halliday and Matthiessen^[9], Circumstances refer to *examples such as the location of an event in time or space, its manner, or its cause, and these notions of when, where, how, and why the things happens provided by... explanation, by linking circumstance to the four WH-forms that were adverbs...*

Eggsins^[10] states that there are seven elements of circumstantial that can be found in processes, as follow:

1. Extent : Circumstantial element of extent answers the question about duration (*How long?* and *How many times?*) and spatial distance (*How far?*).

2. Location : Circumstantial element of location answers the question about temporal (*When?*) and spatial (*Where?*).

3. Manner : Circumstantial element of manner answer the question about means (*How?* and *Whit what?*), quality (*How?* and *How -ly?*), and comparison (*What... like?*).

4. Cause : Circumstantial element of cause answers the question about cause (*Why?*), reason (*What for?*), and behalf (*Who for?*).

5. Accompaniment: Circumstantial element of accompany-ment answers the question *with whom?*

6. Matter : Circumstantial element of matter answers the question *what about?*

7. Role : Circumstantial element of role answers the question *what as?*

II. METHODOLOGY

A. Research Method

To achieve the objective of this research, this research uses descriptive qualitative research. Bogdan and Bilken^[11] mention that design used in this research refers to the research's plan of how to proceed, and this research refers to the researcher's plan of how to proceed. Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyse this data, and how all of this is going to answer research question.

B. Data and Data Source

The data of this research are linguistic features in the forms of all clauses in "case studies" text as one of the activities in the textbook. It is chosen because all reading texts in all chapters are different in topic discussions while in the 'case studies' the topic is about the overall discussions on topics in each chapter. The source of data in this thesis is Civics 3 textbook used for Senior High School Year XII . The textbook is written by Drs. Hasyim, M.M. and published by Yudistira (2010). It consists of 4 chapters with different topics and class activities spread out in 254 pages. Each chapter consists of 4 to 7 different text. The main reason of choosing the textbook as the data sources of this study is the fact that the textbook itself is used as the main source of the study of English in the school. It is also considered that Civic 3 textbook is rich with linguistic features especially that relate to transitivity systems.

C. Technique of Collecting Data

The technique of collecting data were carried out through activities of examining the data, organizing, dividing into units that can be managed, synthesizing, looking for patterns, discovering what is meaningful and what is studied and decided by the researchers to be systematically reported. These activities are called documentary technique (Bogdan and Biklen)^[12].

D. The Research Instruments

In qualitative research, the researcher is the key instrument. As Bogdan and Biklen^[12] mentions that "the researcher is the key instrument". It means that everything happened in the process of research is controlled by the

researcher. Besides, the documentary sheet was used in order to make the data collection systematically done. Other instruments, such as questionnaire, interview, observation, and reading can be used in qualitative method. In this research the writer will use reading because it is more to do with literature review. It is also an instrument for studying all kinds of texts, including textbook.

Doing a research with reading as the instrument, the analysis that was conducted will be related to a content analysis. The data (linguistic items in the text of an interview, speech or focus-group discussion, textbook) are coded or grouped into categories which are tested for their reliability and validity (whether or not they accurately represent what is being said, in a transcript for example). These categories or codes were included words or themes, word senses, phrases or whole sentences. Once coded, the textual data are interpreted and the results of the analysis provided. Either of two methods is usually used, i.e. (1) conceptual analysis and (2) relational analysis.

Of the two main approaches to content analysis, conceptual analysis is by far the more popular. This approach examines either the incidence or the frequency of using research instruments. Basic principles Conceptual analysis concepts (themes/issues, words, phrases, etc.) in a text. It quantifies the occurrences of the concepts that have chosen for examination. Conceptual analysis is also referred to as thematic analysis because it is the themes or issues in the text that the researcher intends to analyse. The following is the process of collecting the data: (1) Identify the topic of the research; (2) Establish content categories; (3) Test the categories generated; (4) Collect data; (5) Analyse content of data; and (6) Provide results.

In doing item (4) above, documentary sheets were used in order to systemize the work. There are two documentary sheets designed based on the need of transitivity systems, i.e. (1) documentary sheet process; and (2) documentary sheet circumstance.

E. Technique of Data Analysis

Bogdan and Bilken^[12] mention that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials to support the research in order to present the finding to others. In this study, the data were analyzed by using technique of interactive model suggested by Miles, Huberman, and Saldana^[13]. There are several steps of analyzing data, i.e. (1) data collection, i.e. The data collection referred to what was done in collecting data and how to collect the data. The data of this research were all clauses found in the reading all texts in all chapters. (2) data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents, and other empirical materials; (3) data display refers to and organized, compressed data which were obtained from data source that allows conclusion drawing and action. The data were displayed into matrices to show the end results of the analysis; and (4) data verification/conclusion refers to

decision (i) what processes exist in all data from the data source, (ii) what process was dominantly used in the texts, (iii) how the transitivity systems found in all clauses were relevant to the process of teaching and learning in English subject.

This model presents analysis as continuous, interactive process involving three phases that constantly impact upon each other and are carried out simultaneously. Finally, the researcher selected and code the data needed related to research questions. These activities were going on until the research questions were answered.

F. The Trustworthines of the Study

To ensure reliability in qualitative research, examination of trustworthiness is crucial. Searle^[15], while establishing good quality studies through reliability and validity in qualitative research, states that the “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability”. Lincoln and Guba^[14] mention that there are four criteria of establishing the trustworthiness of qualitative data, namely (1) credible (can be believed/true value); (2) dependability (depend on data/consistency); (3) confirmability (neutrality), and (4) transferability (the results can be transferred and researched again/applicability).

III. RESULTS AND DISCUSSIONS

This part deals with the description of the answers of problem, i.e. what transitivity systems (Process, Participants, and Circumstances) types that characterize English for SMK 1 Textbook for Grade X?

The Transitivity Systems (Process, Participants, and Circumstances) Types that Characterize the textbook, three process types that occupied mostly, i.e. (1) Material Process (Mat.Pr.), (2) Relational Intensive Attributive (Int.Att), and (3) Verbal Process (Verb Pr.). The dominant process types used in the text, i.e. Material Process (Mat.Pr.) i.e. 106 (48.18%). While the rests two, i.e 60 clauses (27.27%) were categorized as Relational Intensive attributive process (Int.Attr.) and 42 (19.0%) clauses were categorized as Verbal Process (Verb Pr.). The examples of the analysis of the three processes , Mat.Pr. (Data 1,2,3,5,and7); Rel.Int.Att.(Data 4,12,13,14, and 22) and Verb Pr. (Data 5,8,4,87, and 89) were showed respectively as follows:

Data 1.

World development	gets	faster.
Nom.Grp.	Verb.Gp.	Adv.Grp.
Actor	Mat.Pr.	Goal

Data 2.

All kinds of field of life	change along.	with age advancement
Nom.Grp.	Verb.Gp.	Adv.Grp.
Actor	Mat.Pr.	Cir.Acc.

Data 3.

Therefore,	Pancasila as open ideology	must be able to filter	and	adopt
	Nom.Grp.	Verb.Gp.		Verb.Gp.
	Actor	Mat.Pr.		Mat.Pr.

with age development.
Adv.Grp.

Cir.Acc.

Data 5.

The following materials	would help	us	to answer such questions	by understanding the following matters.
Nom.Gr	Verb.Gp.	Nom.Grp.	Verb.Gr.	Adv.Grp.
Actor	Mat.Pr.	Receiver	Verb.Pr.	Cir.Man.

Data 7.

It is, of course,	a strong ideology	and	it has been deeprooted
	Nom.Grp.		Verb.Gp.
	Actor		Mat.Pr.

Data 4.

Will	Pancasila	be	a strong ideology for Indonesian	in this globali-zation era?
Verb.Gp.	Nom.Grp.	Verb.Gp.	Nom.Grp.	Adv.Grp.
Int.Attr.	Token	Int.Attr.	Value	Cir.L.P.

Data 12.

Idea	means	see (idean),	while	logy	is
Nom.Grp.	Verb.Gp.	Nom.Pr.		Nom.Grp.	Verb.Gp.
Token	Int.Attr.	Value		Token	Int.Attr.

from the word...
Adv.Grp.
Value

Data 13.

Thus,	theory	means	the product of discovery in mind in the form of science or
	Nom.Grp.	Verb.Gp.	Nom.Grp.
	Token	Int.Attr.	Value

Data 14.

Ideology	could also mean	a group of systemic concept	that could be made as basis, opinion (event) giving goal and.....
Nom.Grp.	Verb.Gp.	Nom.Grp.	Adv.Gr.
Token	Int.Attr..	Value	Cir.Acc.

Data 22.

it	means	that in each ideology there will always be vital ideas and ...	as their supporting subject to achieve an ideal.....
Nom.Grp	Verb.Gp	Nom.Grp.	Adv.Grp.
Token	Int.Attr.	Value	Cir.Man.

Data 5.

The following materials	would help	us	to answer such questions
Nom.Gr	Verb.Gp.	Nom.Grp.	Verb.Gr.
Actor	Mat.Pr.	Receiver	Verb.Pr.

by understanding the following matters.
Adv.Grp.
Cir.Man.

Data 84.

In the session,	Mr. Moh. Yamin	stated	his ideas.
Adv.Grp.	Nom.Grp	Verb.Gp	Nom.Grp
Cir.L.T.	Sayer	Verb.Pr.	Verbiage

about the formulation of state base spoken and written....
Adv.Grp.
Target

Data 87.

The religion affair	is consigned	to their own religion group.
Nom.Grp	Verb Grp	Nom.Gr.
Sayer	Verb.Pr.	Target

Data 89.

In addition,	Mr. Soepomo	also suggested	the state base including the following elements.
Adv.Grp.	Nom.Grp	Verb Grp	Nom.Grp
	Sayer	Verb.Pr.	Target

Related to the results of Circumstance analysis, it can be said that Cir.Acc. dominated in use in the text, i.e. 33 (29.5%). Cir.Lt., Cir.Role., Cir.Man. and Cir.L.P. were put in the second, third, fourth, and fifth places in numbers, i.e. 29 (25.8%); 17 (15.2%); 16 (14.3%); and 12 (10.7%) respectively.

The following were the examples of the circumstance ordered from the biggest one in number respectively. Cir.Acc. (Data 2,3,6, and 14); Cir.Lt. (Data 48,52,77, and 81), Cir.Role. (Data 15,16,17, and 41), Cir.Man.(Data 22,34,47, and 57) and Cir.L.P (Data 4,7, and 68)

Data 2.

All kinds of field of life	change along.	with age advancement
Nom.Grp.	Verb.Gp.	Adv.Grp.
Actor	Mat.Pr.	Cir.Acc.

Data 3.

Therefore,	Pancasila as open ideology	must be able to filter	and	adopt
	Nom.Grp.	Verb.Gp.		Verb.Gp.
	Actor	Mat.Pr.		Mat.Pr.

with age development.
Adv.Grp.
Cir.Acc.

Data 6.

There	will not be	a huge Nation of Indonesia	if it does not have an ideolgr base
Nom.Gr.	Verb.Gp.	Nom.Grp.	Adv.Grp.
Existing	Exist.Pr.	Existence	Cir.Acc.

Data 14.

Ideology	could also mean	a group of systemic concept	that could be made as basis, opinion (event) giving goal and.....
Nom.Grp.	Verb.Gp.	Nom.Grp.	Adv.Gr.
Token	Int.Attr..	Value	Cir.Acc.

Data 48.

However,	since the beginning	it	has been estimated	that the ideas would endanger
	Adv.Grp.	Nom.Grp.	Verb Grp	Adv.Grp.
	Cir.L.T.	Senser	Men.Pr.	Phenom.

Data 52.

Each society	has	their own values	for a long time ago	since values are formed in line with the process of
Nom.Grp.	Verb Grp	Nom.Grp.	Adv.Grp	Adv.Grp.
Carrier	Int.Poss.	Attr.	Cir.L.T.	Cir.L.T.

Data 77.

In front of General session	on september	president	asserted
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of United Nations (UN)	30, 1960	soekarno	
Adv.Gr.	Adv.Gr.	Nom.Gr.	Verb Grp
Cir.L.P.	Cir.L.T.	Sayer	Verb.Pr

Data 81.

Basically	the establishment of BPUPKI	could not be separated	from Japanese interest in facing the war of Great East Asia with...
Adv.Grp.	Nom.Grp	Verb Grp	Adv.Grp.
	Goal	Mat.Pr.	Cir.L.T.

Data 15.

According to some politicians,	ideology	has	some definitions as follows.
Adv.Grp.	Nom.Grp.	Verb.Gp.	Nom.Grp.
Cir.Role	Carrier	Int.Attr.	Attribute

Data 16.

According to Soerjanto..	ideology	is	a principle to underlie the attitude of a person or
Adv.Grp.	Nom.Grp.	Verb.Gp.	Nom.Grp.
Cir.Role	Carrier	Int.Attr.	Value

Data 17.

According to Sumarno,	Ideology	is	a unit of all over systematic and fundamental idea toward human life.
Adv.Grp.	Nom.Grp.	Verb.Gp.	Nom.Grp.
Cir.Role	Carrier	Int.Attr.	Attribute

Data 41.

The limitation	makes	dynamics of Pancasila	as open ideology
Nom.Grp.	Verb Grp	Nom.Grp.	Adv.Grp.
Actor	Mat.Pr.	Goal	Cir.Role

Data 22.

it	means	that in each ideology there will always be vital ideas and	as their supporting subject to achieve an ideal.....
Nom.Grp	Verb Grp	Nom.Grp.	Adv.Grp.
Carrier	Int.Attr.	Attr.	Cir.Man.

Data 34.

Pancasila	could develop	creatively and dynamically	to answer the age needs without changing the basic values.
Nom.Grp.	Verb Grp	Adv.Grp.	Adv.Grp.
Actor	Mat.Pr.	Cir.Man.	Goal

Data 47.

Basically,	all ideas	could be completed	to describe the basic values.
Adv.Grp.	Nom.Grp.	Verb Grp	Adv.Gr.
Cir.Man.	Actor	Mat.Pr.	Cir.Man

Data 57.

The values	are formed	by the considerationbase of creation, sense, and convince of someone orsociety	as well as nation.
Nom.Grp.	Verb Grp	Adv.Grp.	Adv.Grp.
Goal	Mat.Pr.	Cir.Man.	Cir.Man.

Data 4.

Will	Pancasila	be	a strong ideology for Indonesian	in this globalization era?
Verb.Gp.	Nom.Grp.	Verb.Gp.	Nom.Grp.	Adv.Grp.
Int.Attr.	Token	Int.Attr.	Value	Cir.L.P.

Data 7.

It is, of course,	a strong ideology	and	it has been deeprooted
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Cir.Lt., Cir.Role., Cir.Man. and Cir.L.P. were put in the second, third, fourth, and fifth places in numbers, i.e. 29 (25.8%); 17 (15.2%); 16 (14.3%); and 12 (10.7%) respectively.

	Nom.Grp.		Verb.Gp.
	Actor		Mat.Pr.

in its society	that	could prop up	a huge nation like Indonesia.
Adv.Gr.		Verb.Gp.	Nom.Gr.
Cir.L.P.		Mat.Pr.	Goal

Data 68.

The basic value which is relatively constant	included	in Preamble of 1945 Constitution.
Nom.Grp	Verb Grp	Adv.Grp.
Goal	Mat.Pr.	Cir.L.P.

IV. CONCLUSION

The students Bilingual Civics 3 textbooks used in Grade XII SMA used all processes types, i.e. (1) Material Process (Mat.Pr.), (2) Relational Intensive Attributive (Int.Att), and (3) Verbal Process (Verb Pr.), (4) Relational Intensive attributive process (Int.Attr.), (5) Existential Process (Ext.Pr.), (6) Mental Process)Men.Pr.), (7) Behavioural Process (Beh.Pr.). Among the processes, the dominant process types used in the text, i.e. Material Prcess (Mat.Pr.) i.e. 106 (48.18%). While the rests two, i.e 60 clauses (27.27%) were categorized as Relational Intensive attributive process (Int.Attr.) and 42 (19.0%) clauses were categorized as Verbal Process (Verb Pr.).

Related to the results of Circumstance analysis, it can be said that Cir.Acc. dominated in use in the text, i.e. 33 (29.5%).

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