

AN ANALYSIS OF EXPERIENTIAL MEANING IN POETRY “WILLIAM WORDSWORTH”

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ABSTRACT

This paper analyzes experiential meaning in poetry written by William Wordsworth. It applied Halliday Systemic Functional Grammar to pinpoint and analyze the occurrences of processes in the poetry. There are five poetry which is taken as the subject on this research. The analysis is conducted based the six processes in transitivity system. The analysis found that there are five processes coded in the poetry of William Wordsworth. They are material, mental, relational, behavioral and existential. It also resulted that the most dominant types is the material process. It's meant that poetry tells about the poet's action in expressing of his idea, feeling and showing in life. This finding also shows that William Wordsworth as the poet uses the material process to build the imagery such as personification, simile and metaphor. Related to the findings of this study, the application of analysis experiential meaning can be implicated in writing and reading academic as well as translators, students and instructors involved in writing and reading pedagogy.

Keywords: *transitivity, type of process, experiential meaning, poetry.*

A. BACKGROUND OF THE STUDY

In relation to character building, learning through literature became important in Education. Because of literature serves a gateway to learning of the past, expanding knowledge and understanding the world. It has been known that at least there are seven reasons make literature became important. Firstly, literature can open the eyes and make sense more than just what front door shows. Literature help to realize the wide world outside, build intuition and instincts. Secondly, literature can build the critical thinking skill. When reading literature, it means that learn to look between the lines, find the symbols, make connecting, theme and learn the characters. Thirdly, Begin to look at a sentence with a larger sense of detail, depth and realize the importance of reading. Literature is a leap into the past. Next, literature as the appreciation for other cultures and beliefs. Literature also can improve writing skills to be better and the last is addressing humanity (Brennashi:2015). This reasons also relevance to the statement of P.T

Barnum that literature is one of the most interesting and significant expression of humanity.

In major, there are three types of literature. They are prose, poetry and novel. From these types, poetry is noted as the oldest literary work in the history of English literature. It has emerged since the old period. Poetry also has different element from another. It has line, stanza, rhyming, alliteration, diction ad full of imagery to beautify the poem. Therefore, many people said that it is very difficult to get the hidden meaning in poetry. It is caused that our ingrained tendency to be very literal in communication. Most of people often speak and write in extremely literal terms to make sure understanding each other. Thus, when communication is coming, the speaker and listener look it at the same way and try to extract its literal meaning. This situation doesn't work in poetry. Great poetry is not literal, almost by definition. As art it shows the reader a higher truth that is expressed in a non-literal, non-linear way, a way is completely original to the artist who has compose it. The readers have to interpret the intention in the poetry. When we are trying to make meaning of the ideas, we must analyze the language used by the writer grammatically and logically.

Gerrot and Wignell (2008:6) explain that the theory of grammar is needed to know the text working. By using the theory, the reader will understand the text explicitly. One of the ways to convey meaning is by analyzing the transitivity pattern in the poetry. Transitivity is represented experiential meaning that are meaning about the world experience and what is going on in the clause. Therefore, the aim of this analysis is to investigate the experiential meaning through analyzing of the processes in clause. The writer will see the types of processes and the most dominant type of processes coded in the poetry. In this case, the writer will analyze poetry written by William Wordsworth. It's the famous poetry in the romantic period. The findings of the research are expected to be useful for (1) The readers, especially for those work In language teaching and learning, (2) Other researchers to conduct other research on the basis SFL in which the findings can give suprising progress in lingiustics field and (3) the society as their stick of information in learning linguistic

B. REVIEW OF RELATED LITERATURE

1. Systemic of Functional Linguistics

Historically, systemic functional linguistics was largely developed by M.A.K. Halliday and his followers, it built on previous work of linguists. Two of the most influential were Bronislaw Malinowski and J.R. Firth. Bronislaw Malinowski was a Polish-born anthropologist who did much of his work based in England. One of his key concepts was that to fully understand an utterance, understanding the “context of situation” of that utterance is highly important. Bronislaw Malinows (2011:2) has another concept. He believed that the meaning of words lies in their ability to invoke the situation in which they have previously been used.

Then J.R. Firth, he established linguistics as a discipline in Great Britain. He and his followers became known as the London School of linguistics, since they were mostly based in the School of Oriental and African Studies (SOAS) at the University of London. His central contributions in regards to SFL are:

- Firth picked up Malinowski’s idea about the centrality of the context of situation, and applied it throughout his linguistic model.
- He believed that the central concern of linguistics should be the study of meaning, which was very different from the dominant Bloomfieldian approach then current in American linguistics, which thought the study of meaning was not a concern for linguists.
- He developed an approach to phonology, called ‘prosodic phonology’, which allowed phonological features to be shared over successive phonemes, rather than each phoneme having its distinct features (segmental phonology)

After Firth Died, Halliday was the most influential of his followers, and he inherited the leadership of what became known as neo-Firthian linguistics. His application of Firthian principles to grammar was called “Scale and Category Grammar”.

Dealing with it, language education in Britain at that time was based on traditional theories of grammar. The Labour government of that time gave Halliday extensive funding to develop a kind of linguistics that would be more

useful for teaching English in British schools (as a first language). Within this program, Halliday evolved his Scale and Categories grammar into something more functional, what he called Systemic Grammar. While most of the use of linguistics up to that time had been to describe the many languages of the colonial world (Asia, Africa and the Americas), he developed a linguistics more suited to being applied in the classroom.

In 1969, Simon Dik called his grammar approach “Functional Grammar”. Halliday considered this unfair, since this is a generic name covering a wide range of grammars at that time. To reclaim the title, Halliday started to use the name “Systemic Functional grammar” for his approach.

In the late 1960s, Halliday and his wife, Ruqaiya Hasan, had a baby, and Halliday observed much of the language development of his child, developing an influential theory on child language development. Halliday moved to Sydney in 1975, becoming Chair of Linguistics at the University of Sydney. There, he focused on extending and developing his functional grammar, resulting in his most-read work “An Introduction to Functional Grammar”, which has since appeared in 3 editions, and has been translated into many languages.

Halliday (1993) was not solely responsible for the development of the theory: he provided a framework to which many other linguists have contributed such as.

- Ruqaiya Hasan, his wife, developed the area of Cohesion (see Halliday and Hasan), and contributed to various areas of discourse semantics.
- Jim Martin was a student of Halliday...
- Michael Gregory
- Robin Fawcett
- Christian Matthiessen
- Margaret Berry
- Clare Painte

Halliday stated in Donnell (2011:2) that Systemic-Functional Linguistics (SFL) is an approach to language developed mainly by M.A.K. Halliday in the U.K. during the 1960s, and later in Australia. The approach is now used world-

wide, particularly in language education, and for purposes of discourse analysis. While many of the linguistic theories in the world today are concerned with language as a mental process, SFL is more closely aligned with Sociology: it explores how language is used in social contexts to achieve particular goals. In terms of data, it does not address how language is processed or represented within the human brain, but rather looks at the discourses we produce (whether spoken or written), and the contexts of the production of these texts. Because it is concerned with language use, SFL places higher importance on language function (what it is used for) than on language structure (how it is composed).

Furthermore, Suzanne (1994:23) took her understanding from Halliday related to systemic of functional linguistics. She also described that systemic functional linguistics has been defined as functional semantic approach to language which explore both how people use language in different contexts, and how language is structured for us as a semiotic system.

The term "systemic" refers to the view of language as "a network of systems, or interrelated sets of options for making meaning: "The term "functional" indicates that the approach is concerned with the contextualized, practical uses to which language is put, as opposed to formal grammar, which focuses on compositional semantics, syntax and word classes such as nouns and verbs. Systemic functional grammar is concerned primarily with the choices the grammar makes available to speakers and writers. These choices relate speakers' and writers' intentions to the concrete forms of a language. Traditionally the "choices" are viewed in terms of either the content or the structure of the language used. In SFG, language is analyzed in three different ways (strata): semantics, phonology, and lexicogrammar. SFG presents a view of language in terms of both structure (grammar) and words (lexis). The term "lexicogrammar" describes this combined approach.

Related to the term of systemic of functional linguistics, Halliday used term "functional" because it considers language to have evolved under the pressure of the particular functions that the language system has to serve. Functions are therefore taken to have left their mark on the structure and organization of language at all levels, which is said to be achieved via metafunctions. Therefore,

the term *metafunction* is particular to systemic functional linguistics.

Functional grammar refers to an approach to language with reference to roles or functions played by language. Or rather functions given by human beings to language in their lives as as a social beings). The notion of functional approach to language (or rather functional grammar) is interpreted as covering three related meanings, namely functional in terms of human needs, functional with reference to use language and functional in terms of constituent relations.

Firstly, functional study to language is based on the principle that language is structured in response to the needs of people as a social beings. Language in use or text, that is everything is said or written, forms in context which is often referred as social context. Thus, language evolved in line with the human need for language in the social context. In other words, the structure of language is motivated by the needs of the society where the language is used.

Secondly, functional approach refers to the concept that human beings use language in order to fulfill three functions known as metafunctions namely (1) represent, (2) to exchange and (3) to organize experience. Technically these metafunctions are termed as ideational, interpersonal and textual functions. The ideational metafunction divides into experiential functions, where the language is used to describe experience and logical function, where language is used to describe experience and logical functions, where language is used to relate experience. As function equals meaning, it is said language conveys four kinds of meaning, namely experiential, logical, interpersonal and textual meanings. Thus, the grammar of language entered on and are described with reference the four metafunctions or meanings. This implies that the grammar or rather lexicogrammar of one language is constituted by experiential, logical, interpersonal and textual (lexico) grammar

Thirdly, functional approach implies that each element or units of language in any level is explained by reference to its functions in total linguistic system. In the sense, clauses, phrases, words, morphemes and so on are interpreted as functional with respect to the whole. In other words, a unit does something or functions in a bigger unit above it in which it is an element, and finally the functions of each units is eventually determined by the functions of language use.

In this study, it will be focused on the experiential meaning. The clarification will be shown in the following section

2. Experiential Function

Halliday (1985:106) stated that experiential function can be defined as a way of representing patterns of experience. This statement is grounded by the principle that language enables human being to build a mental picture of reality, to make sense of what goes on around them and inside them. Here the clause plays a central role, because it embodies a general principle for modeling experience.

Halliday constituted clause into three element, they are process, participant and circumstances. In the different process, they constituted in different participant term and it can be seen on the following

1) Type of Process

Process is defined to activity done which is equivalent to verb in traditional terminology. Related to the process, they have the type of process and their associated configuration.

a) Material Process

Material process refers to processes of doing, usually concrete, “real” tangible actions; for example *The Student **learns** Semiotic System in IAIN SMH Banten*. in this sentence, Learn is the material process, because it is something done

b) Mental Process

People are not always talking about concrete processes of doing. We very often talk not about what we are doing, but about what we think or feel. simply, mental process encode meanings of thinking or feeling mental processes. For example, *my boy **hates** chicken porridge*. The word “hate” refers to mental process. Because it related to something about feeling

c) Relational Process

Relational Process could be said to be those of being or the process of being. Relational process consists of six principle. It can be seen on the following table:

Table I
The Principle Types of Relational Process

Mode/Type	Attributive	Identifying
(1) Intensive	Chusnul is smart	Chusnul is the student
(2) circumstantial	Banten Expo is on Sunday night	Tomorrow is the 10 th
(3) possessive	Banten has a lot of arts	Debus is Banten's art

d) Behavioral Processes

It is the process which typically of human physiological and psychological behavior like breathing, coughing, smiling, dreaming and staring. They are partly like the material and partly like the mental. Therefore, Halliday introduces the boundaries of behavioral process. In fact, they are indeterminate, but it can be recognized from the following kinds of typical:

- a) {Near Mental} process of consciousness represented as forms of behavior, such as, look, watch, state, listen, think, worry and dream
- b) {near Verbal} Verbal processes as behavior, e.g. chatter, grumble and talk
- c) Physiological process manifesting states of consciousness, e.g. cry, laugh, smile, frown, sigh, snarl, whine
- d) Other physiological process, e.g. breathe, cough, faint, shit, yawn, sleep
- e) {near material} bodily poster and pastimes e.g. sing, dance, lie, sit

Behavioral process are almost always middle, e.g. He always **grumbling**. In this sentence shows that grumbling is behavioral process

e) Verbal Process

Verbal process is process of saying, as in *what did you say? - I said its noisy in here*. But “saying” has to be interpreted in a rather broad sense; it covers any

kinds of symbolic exchange of meaning, like *the notice tells you to keep quiet, or my watch says its half past ten.*

f) Existential Process

It represent that something exists or happens. Existential clauses typically have the verb “be”, in this respect, they seems resemble to relational process. But other verbs that commonly occur are mainly different from either the attributive or the identifying. One group is a small, set of closely related verbs meaning “exist” or “happen”; exist, remain, arise; occur, come about, happen, take place. The other group embody some circumstantial feature; e.g of time (follow), place (sit, stand, lie; hang, rise, stretch, emerge, grow). But a considerable number of other verbs can also be used in abstract existential clauses; e.g. erupt, flourish, prevail. Simply, the existential process can be seen on the example “**there was** Islamic book in Tisera.

2) Participant

Participants are persons or things which are involved in a process e.g. **the girl learn semantics** in the classroom. As have mentioned before, the different process has different participant.

In the material process, there are two frequent participant, namely Actor and Goal. Actor is the constituent of the clause who does deed or perform the actions. When the clause only has one participant and is active, the participant will be Actor. Then Goal is the participant at whom the process is directed, to whom the action is extended, it is the participant treated in traditional grammar as Direct object, and usually maps on to the complement participant in the mood analysis, the goal usually what becomes subject in the passive. The following example show the participants in material process clearly:

The girl	Learns	Semantics
Actor	Process: Material	Goal

In the passive, the Goal becomes the subject and the Actor may be inserted or omitted

Semantics	Is learned	By the girl
Actor	Process; material	Goal

In the mental process, the participants in clause is term as senser and phenomenon. The senser, who feels, thinks, or perceives, must either be human or an anthropomorphized non-human. It must be conscious being. And the Phenomenon is that which is thought, felt or perceived by the conscious senser. Look at the following example:

My boy	Hates	Chicken porridge
Senser	Process: mental	Phenomenon

In relational process, they are constituted into some principles and they also have different participant based on the type of relational. In the attributive subtype, a quality, classification, or descriptive epithet (attributive) is assigned to a participant (carrier). The carrier is always realized by a noun or nominal group. In the descriptive attributive intensive, the Attribute is a quality or epithet described to the carriers. The example will be shown on the following:

Chusnul	Is	Smart
Carrier	Relational process: attributive	Attribute

Then, the intensive identifying process. It is contrast with the attributive both semantically and grammatically. Semantically, an identifying clause is not about ascribing or classifying, but defining. The meaning of an identifying intensive is that “x serves to identify the identity of y”. For example, in the clause:

You	‘re	The skinniest one here
Token	Process; Intensive	Value

The example above shows that “you” are identified as the “holder” or “occupant” of the identity or label of “the skinniest one”. Grammatically, defining involves two participants: a Token (that which stands for what is being defined) and a Value (that which defines).

Other common sub types of relational process is circumstantial. Circumstantial relational processes encode meanings about circumstantial dimension. In the attributive circumstantial, the circumstance is often expressed in the attribute, i.e, while the verb remains intensive, the attribute will be a prepositional phrase or adverb of location, manner, cause etc. the example can be seen on the following:

The book	Was	In her table
Carrier	Process: intensive	Attribute/circ. Location

The other relational process is (2) Possessive. Possessive processes encode meanings of ownership and possession between clausal participants. In attributive possessive, possession may be coded through the participants (with the attribute the possessor, and the process remaining intensive). In the clause below show the relational possessive process:

This novel	Is	Yours
Carrier/possessor	Relational possession	Attribute: possessed

Possession may also be encoded through the process, the commonest attributive possessive verbs being “to have and to belong to”. Typically, the Carrier will be Possessor:

I	Had	Lot of novel
Carrier/possessor	Relational possession	Attribute: possessed

A final type of relational process is causative relational. Causative relational may occur with either attributive or identifying structures, with causation expressed either “a make + be (process: intensifying) structure or with identifying relations through a causative process. The example can be seen on the following:

The experience in Geneva	Made	Diana	become	A blood donor
Agent/attributor	Relational: causative	Carrier	Relational intensive	Attribute

In the behavioral process, Halliday in Suzanne describes the behavioral processes semantically as a “half-way house” between mental and material process. And they have only one participant. Behavioral express a form of doing that does not usually extend to another participant. Therefore, the one obligatory participant is called Behaver and typically a conscious being (like Senser in the mental process). The following example shows the participant:

My boy	Smiled	Nicely
behavior	Process; behavioral	Circumstance: manner

In verbal process, it typically contains three participants: Sayer, receiver and Verbiage. Sayer, the participant responsible for the verbal process, does not have to be a conscious participant (although typically is) but anything capable of putting out a signal. The Receiver is the one who to whom the verbal process is directed; the Beneficiary of verbal message, occurring with or without preposition depending on position in the clause. The verbiage is a nominalized statement of the verbal process: a noun expressing some kind of verbal behavior sex. Statement, question, answer, story) look at the example below:

So	She	asked	Her friend	A question
	Sayer	Process; verbal	Receiver	verbiage

In the existential process, it is typically employ the verb “be” or synonyms such as exist, arise, occur. The only obligatory participant in an existential process which receive a functional label is called the Existent. This participant, which usually follows the “there is/there are” sequence, any be a phenomenon of any kind and is often in fact an event, e.g. there was a battle. Circumstantial elements (particularly of location) are common in existential processes:

there	Was	A cat	Under the table
	process: existential	Existent	Circ; location

As clear information, the table below will show the types of processes and its participant:

Table I. Type of Process

No	Process	Participant	
		1	2
1	Material	Actor	Goal
2	Mental	Senser	phenomenon
3	Relational	Relational attributive: carrier Relational possession: Possessor Relational intensive identifying: token Relational causative: agent/attributor	attribute possessed value attribute
4	Behavioral	Behaver	-
5	Verbal	Sayer	Receiver----- verbiage
6	Existential	-	The existent

3) Circumstances

The last element in a clause is circumstances. Circumstances can be realized by adverbial groups or prepositional phrases. Circumstances can occur not only with material process but with all process type. They are presented here for

convenience. Circumstantial can best be identified by considering what probe is used to elicit them:

1). Extent HOW LONG? Duration); HOW FAR? (spatial distance)

She'	Ve given	Blood	23 times
Actor	Process;material	Goal	Cir.extent

He	Stayed up	All night
Actor	Process;material	Circ; extent

2). Location refers to when/ (tempora;) and where (spatial)

She	Call	Me	On the Sunday night
Actor	Process;material	beneficiary	Cir.location

3) Manner refers to HOW? WITH WHAT? (Means); HOW? HOW -ly(quality); WHAT----LIKE? (Comparison)

The doctor	Did	The transfusion	Through the umbilical artery
Actor	Process;material	Range	Cir.Manner

4) Cause WHY? (cause); WHAT FOR? (reason); WHO FOR? (behalf)

My sister	Survived	Thanks to the two Swiss men
Actor	Process;material	Circ: cause

5) Accompaniment WITH WHOM?

He	Got	On the plane	With his girlfriend
Actor	Process;material	Circ;loc	Circ:accompaniment

6) Matter WHAT ABOUT?

As for greece	They	Give	You	Nothing
Circ. Matter	Actor	Proc: material	Benefeciery	Goal

7) Role WHAT AS?

She	Is travelling	To Austrakia	As a tourist
Actor	Process;material	Circ; loc	Circ: role

C. METHODOLOGY OF THE RESEARCH

This research is conducted by applying the descriptive method. Borg and Gall (1989) in the book educational research and technology stated that descriptive method is primarily concerning with finding what is.

To get the result of the research, the data is needed and chosen deals with the problem that is related to the study. In this study, the sources of data were taken from poetry written by William Wordsworth. There are five poetry; written in March, London 1802, Composed upon Westminster bridge, Lines written in early spring and resolution and independence,

Data is important in the field research, the data will give the writer to get information about the respondent to collect the data, The data is taken by applying library research technique. After doing the library research, the data is collected by reading all clauses in poetry.

The data were analyzed based on Halliday theory about experiential meaning by the following techniques:

1. Reading all clauses in every line of poetry
2. Identify the predicator in poetry
3. Analyze the process
4. putting the clauses based on the types of predicator and process into a list
5. Converting the occurrences into percentages.
6. Describing the findings of the study based on the statements available in the part of chapter I

D. FINDING

After collecting and analyzing of the data, the following table will show the occurrences of experiential meaning in five poetries written by William Wordsworth

No	Poetry/ processes	“writt en in March ”	“Lond on 1802”	“Compose d upon Westminst er bridge”	“Lines written in early spring”	“resoluti on and independ ence”	Total	%
1	Material	12	9	6	17	19	63	59%
2	Mental			4	7	4	15	14%
3	Relational	1	5	5	4	3	18	17%
4	Behavioral	2	1	1	1		5	5%
5	Verbal						-	
6	existential	3		1	1		5	5%

The table above shows the occurrences of experiential system in five poetries that the poet used five processes. They are material (59%), mental (14%), relational (17%), Behavioral (5%), Verbal (0) and existential (5%). From these process, it seems that the material process is the dominant type in poetry

In the poetry “Written in March”, William Wordsworth uses four processes. They are material, relational, behavioral and existential. But the material process is used dominantly. He uses this process to describe to the reader about the people’s action in welcoming of season changing. Many people are welcome to the changing of the season by starting to work to fulfill their life. It can be seen from the sentence which coded in material process such as ‘the oldest and youngest are **work** with strongest, the plowboy is **whipping** anon. William Wordsworth also uses material process to draw the action of nature to welcome changing of season, from the sentence “the stream is **flowing**, the small bird **twitters** and the lake doth glitter”.

In the poetry of “London 1802” William Wordsworth uses three processes. They are followed by material, relational and behavioral. Furthermore, the material process is the dominant process. William Wordsworth uses the process to express the attention of Wordsworth feels are the problems with English society. Thus, they need someone like MILTON to save the entirety of England with his nobility and virtue. William Wordsworth express this willing to ask Milton to rise again and do something to save them. It can be seen in the sentence “oh raise up, return to me again, and give us manner, virtue, freedom and power”. Poet also describe the admiration to the Milton’s figure by using relational process to draw Milton’s identity such a s “ the soul was like a star and dwell apart, thou had a voice whose sound was like the sea, pure as the naked, heaven’. This sentence also shows us that William as the poet use relational process in making of Imagery.

William Wordsworth uses four processes, namely material, mental, relational and behavioral. But material process is used dominantly in his poetry “Composed upon, Westminster Bridge”. He gives the description about the quiet and shimmering beauty of London in the light of an early morning. It looks in the sentence “this city now doth like a garment wear the beauty of the morning”. This sentence also shows that William Wordsworth uses “wear as the material which is usually tend to the actor or human being but he replace it to the City or thing. He conveys that the cities can inspire similar feelings as nature can. He also imagines that heart is very nature, it never lies.

In the poetry of Lines written in early spring, five processes are coded. They are material, mental, relational, behavioral and existential. William Wordsworth tends to use material process in his poetry. He uses the process of material to express bitter sweet moment but he gives the human character to the elements of nature such as ‘Every flower that enjoys the air breathes, their thought that I cannot measure’, the budding twigs spread out, the periwinkle trailed its wreaths. By using of these human actions and feelings, William Wordsworth emphasizes the metaphor of man’s internal feeling being like nature’s instinctual actions.

In the writing of Resolution and Independence, William Wordsworth uses four processes. They are material, mental, relational and existential. In this poetry

is also found that the material process is the dominant type. William's aim is to convey the reader about his action to find himself. He realizes that his essential quality of mental and spiritual identity cannot rely upon an external environment for its continuing strength. At the first, William tells the happy feeling time in spring time. He represented the feeling that the nature can do what the man do such as he feel that the birds are singing, the woods over his own sweet voice, the dove brought the joy, the sky rejoices. Then, William tells that suddenly man can fall into despair, he is puzzled into a crisis of confidence himself. Then when he has most need, the old man appears as if by peculiar grace to serve as an admonishment

E. CONCLUSION

From the findings above, it can be concluded that experiential system can represent the meaning in the poetry by analyzing of the pattern such as the process and predicator. From the poetry, it can be found that there are five of processes; material, mental, relational, behavioral and existential. Meanwhile, there is no words or sentence coded in verbal process.

After categorizing of the processes, the writer also found that the most dominant type is the material process within five poetries. This process coded in the poetry to tell the poet's action in expressing and showing his experience, his idea and feeling in life. This finding also shows that William Wordsworth as the poet uses the material process to build the imagery such as personification, simile and metaphor.

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