

**METAFUNCTION ANALYSIS IN TEXTS OF ENGLISH TEXTBOOK
FOR SENIOR HIGH SCHOOL X GRADE**



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ABSTRAK

QURRATA'AIN: ANALISIS META-FUNGSI PADA TEKS-TEKS DI DALAM BUKU TEKS SMA X. Thesis. Yogyakarta: Graduate School Universitas Negeri Yogyakarta, 2020.

Penelitian ini bertujuan untuk mengungkapkan perwujudan jenis teks di dalam buku teks bahasa Inggris dengan menggunakan perspektif Linguistik Sistemik Fungsional (LSF), yang berfokus pada (1) tipe makna pengalaman, (2) tipe makna pertukaran, (3) tipe makna perangkaian, dan (4) sejauh mana guru Bahasa Inggris memahami pengaplikasian LSF di dalam teks..

Penelitian ini menggunakan metode campuran (kuantitatif dan kualitatif). Metode kuantitatif digunakan untuk menghitung jumlah metafungsi dari LSF di dalam teks dan metode kualitatif digunakan untuk penjelasan lebih lanjut setiap aspek metafungsi, dan untuk menjelaskan pemahaman guru Bahasa Inggris tentang LSF. Sumber data adalah *Bahasa Inggris X* revisi 2017 yang diterbitkan oleh Kemendikbud. Data didapat dari enam teks dari setiap jenis teks (deskriptif, recount dan naratif). Data dikumpulkan melalui observasi dan teknik mencatat.

Hasil dari penelitian ini sebagai berikut: (1) perwujudan dari makna pengalaman, yang paling banyak digunakan adalah proses *material* (57.4%) sedangkan proses *behavioral* sangat terbatas di dalam teks (0.47%), (2) makna pertukaran melibatkan sistem *mood*, dan *mood* deklaratif adalah yang paling banyak digunakan dalam teks (93.7%), (3) perwujudan makna perangkaian yang menunjukkan tema dominan di dalam teks adalah tema *topical* (80.1%), sedangkan yang paling sedikit adalah tema *interpersonal* (2.20%), dan (4) pada umumnya guru Bahasa Inggris sadar tentang pengaplikasian LSF di dalam teks meskipun teori LSF tidak digunakan secara langsung di buku teks. Penelitian ini memberikan implikasi untuk praktik pendidikan dan rekomendasi bagi guru Bahasa Inggris berdasarkan hasil analisis yang ada.

Kata Kunci: Bahasa Inggris X, makna pengalaman, makna pertukaran, makna perangkaian, teks

ABSTRACT

QURRATA'AIN: METAFUNCTION ANALYSIS IN TEXTS OF ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL X GRADE. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2020.

This study aims to reveal the realization of genre text in the texts of an English textbook through Systemic Functional Linguistics perspective focusing on: (1) types of ideational meaning, (2) types of interpersonal meaning, (3) types of textual meaning, (4) the extent to which the English teachers comprehend the application of SFL in the texts.

This study employed a mixed-method (quantitative and qualitative). The quantitative method was used to measure the frequency of meta-function of SFL in the texts and qualitative method was used to gain further discussion on the description of each meta-function including to explain the comprehended of English teachers' understanding of SFL. The data source is *Bahasa Inggris X* revised 2017 published by Ministry of Education and Culture. The data were gathered from 6 texts of each genre text (descriptive, recount and narrative texts). The data were collected through observation and note-taking technique.

The results of this research are as follows. (1) The realization of ideational meaning shows that the most frequently used one is the material process (57.4%) while the behavioural process is the least frequently used in the texts (0.47%). (2) The interpersonal meaning involves the mood system, and declarative mood is the most frequently used in the texts (93.7%). (3) The realization of textual meaning shows that the dominant theme in the texts is topical theme (80.1%) while the less number of occurrences is interpersonal theme (2.20%). (4) Most of the English teachers have been aware of the SFL applied in texts although the SFL theory is not written in textbook explicitly. This study gives the implication to educational practice and recommendation to English teachers based on the provided analysis.

Keyword: Bahasa Inggris X, ideational meaning, interpersonal meaning, textual meaning, text

DECLARATION OF AUTHENTICITY


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Yogyakarta, 26 May 2020



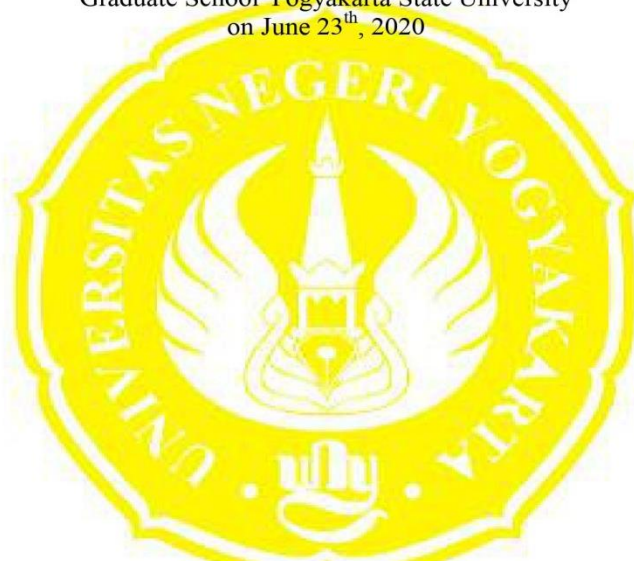

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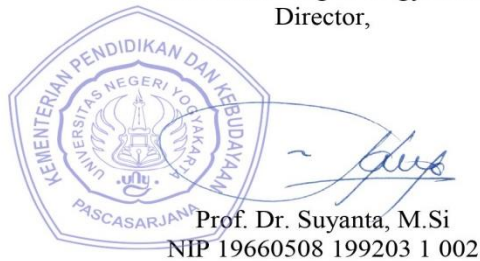
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You have run so far, and might be almost there. It is such a waste if you stop now. Connect to God in your business and being patient.

You never separated from TEXT.

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The final word, I realized that in writing of thesis is still far from perfection. Therefore, I invoke suggestion and criticism, which is build for the sake of perfection and may be useful for all of us.

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ABBREVIATIONS

Pa	: Participant	V	: Value
P	: Process	Be	: Behavior
C	: Circumstance	Ex	: Existent
TP	: Tanjung Puting	De	: Declarative
NF	: Niagara Falls	In	: Interrogative
BJ	: B.J Habibie	Im	: Imperative
CN	: Cut Nyak Dien	Re	: Residue
IS	: Issumboshi	Top	: Topical
MK	: Malin Kundang	Int	: Interpersonal
Ex	: Extent	Tex	: Textual
Loc	: Location	Rhe	: Rheme
Man	: Manner	Unmark	: Unmarked
Cau	: Cause	Mark	: Marked
Matt	: Matter	Re	: Reference
Acc	: Accompaniment	Su	: Substitution
Ro	: Role	El	: Ellipsis
Mat	: Material	Co	: Conjunction
Men	: Mental	Rep	: Repetition
Ver	: Verbal	Syn	: Synonym
Rel	: Relational	Hyp	: Hyponymy
Beh	: Behavioral	Mer	: Meronymy
Exi	: Existential		
Ac	: Actor		
Go	: Goal		
Cl	: Client		
Re	: Recipient		
Se	: Senser		
Ph	: Phenomenon		
Sa	: Sayer		
Rec	: Receiver		
Ve	: Verbiage		
Ca	: Carrier		
At	: Attribute		
To	: Token		

CHAPTER I

INTRODUCTION

This chapter consists of a background of problems, identification problems, limitation of problems, research problems, the objectives of the research, and significances of the research.

A. Background of Problems

This study aims to analyze the metafunction of Systemic Functional Linguistics (SFL) in texts of an English textbook. Metafunction refers to a part of language system particularly the semantics and lexicogrammatical aspects. Metafunction involves three meanings namely reality, interaction, and message. This study would help the English teachers in comprehending the lexicogrammatical usage and function of texts.

Text cannot separate from people's life. When someone was born, he/she has a birth certificate, conversely when someone die, he/she has a death certificate (Wiedarti, 2013). Two official document issues contain detailed person's identity. The texts are generally recognized for legal purposes such as to attend social services or school, to get married (if a widow/widower needs to officially show his/her previous partner), and to register the life insurance. These are pieces of evidence that prove the existence of texts in life.

Language refers to a resource of making meaning and a communication tool (Hasan and Halliday, 1976; Matthiessen, 2014). The context, text, and linguistic features are related to language. The social purpose of text can be recognized and

understood by people that draw peoples' values. The term of text is an instance of language to make someone know the language usage (Halliday, 1978, 1994; Matthiessen, 2014).

This study investigated the texts in English textbook of tenth-grade students. The Systemic Functional Linguistics (SFL) is a model of text analysis. Martin (1992) argues the text is rich in semantical content, which meaningful, contextual, and oriented in functional grammar. The English teachers have to know and understand how Systemic Functional Linguistics (SFL) constructing a text or all of the units of language. The SFL helped the teacher to enhance the teaching and learning text in the classroom.

The students' successful learning in school depends on how the students' understanding of the text in textbooks is and the various features that can be characterized by the nature of text (Beck and Worthy; 2006). The purposes of teaching and learning are to achieve students' understanding in text structure and employing it in a certain context. Texts are used as materials in teaching language.

Systemic Functional Linguistics is used to investigate the meaning of the text. SFL refers to language as a semiotic system (Halliday and Hasan, 1976; Halliday, 1994). There are five advantages of SFL to analyse the texts: (1) SFL is seen the object of study in a text as a unit of language use, (2) SFL emphasizes the context, (3) SFL does not only see the structure of text but also the meaning of language unit, (4) the syntagmatic aspect always connects with paradigmatic aspect to know the

function of a language unit, and (5) SFL can cross the multidisciplinary (e.g. social, economy, politic, language teaching, etc.).

Metafunction of SFL consists of the ideational, interpersonal, and textual meaning. The ideational meaning refers to the way the external reality is represented in a text. It relates to the content of the message and the processes included in the text whether it can be actions, events, or circumstances. The interpersonal meaning refers to the relationship between the speaker and addressee or the speaker and his message. The textual meaning refers to the potential meaning that relates a text to the phenomena in a text such as theme, information, and cohesion of a text. The metafunction is interrelated to each other to construct a text.

Systemic Functional Linguistics perspective can be used in language education, child language development, media discourse, casual conversation, etc. (e.g. Perales-Escudero, 2018). This research focused on texts analysis of English textbook. The genres of text analysis also had been conducted in previous researches (e.g. Presnyakova, 2011; Faradi, 2015; Suhartini; 2016). The scholars attempted to identify and analyze the process, modality, and thematic aspect in texts' type.

The implementation of Curriculum 2013 in Indonesia is accompanied by various supporting aspects. The existence of textbook is a crucial component to achieve goals in the applied Curriculum (O'keeffe, 2013; Fatima and Kazim, 2015). Textbook becomes as a guideline for teachers and students to achieve the competencies in education. The Curriculum 2013 adopted the concept of language as social semiotics of SFL by Halliday. The genre-based approach developed in

Australia and has been implemented in SFL and EFL contexts (Kanp & Watskin; 2015; Putra, 2014; Emilia and Hamied, 2015; Ningsih and Gunawan, 2019). It refers to an approach in English language teaching which concerns on text-based. The English textbook presents functional texts such as descriptive, recount, narrative, exposition, etc. The students are obliged to implement the text type in social interaction. Teaching and learning various texts for students has aimed to achieve social function and can use each text in different situations. The narrative text will differ from the report text. Based on the Ministry of Education and Culture Regulation No. 21 of 2016 about the standard content of English, the tenth-grade students have to achieve the competencies.

Functional texts has own genre text. Genre texts involve the social function, schematic structure, and linguistic features of the text. The social function is the value of culture in social context while the generic structure links the ideas, use vocabulary, arrange the word, determine the intonation, and organize the ideas to construct a good paragraph (Wiedarti, 2013).

This study used an English textbook (2017 revision edition) for Senior High School X grade published by the Ministry of Education and Culture. Three texts are represented the material in *Bahasa Inggris X*: descriptive, recount, and narrative texts. Descriptive text refers to how to describe something or particular person, place, and thing. The generic structures of the descriptive text are identification and description. Identification is the statement of the specific things, animal, or person whereas the description is the detail of particular things.

Recount text has function to retell about past events. The generic structures of recount text are orientation, events, and reorientation. The orientation refers to the basic information to understand the text. The event portrays the chronological sequence of the event whereas reorientation is the last statement, which proves the end of the story.

Narrative text retells a story using past tense. The purpose is to entertain and amuse the readers or listeners with the story. Narrative text has three generic structures: orientation, complication, and resolution. Orientation contains information about the story. The complication signs the climax of the story and resolution refers to how the participant resolves the story either a successful or unsuccessful conclusion.

Based on the preliminary study conducted in SMA X Yogyakarta on November 1, 2019, and SMK X Yogyakarta on November 15, the researcher found that the English teachers only focused on how to make the students understood the content of the text. Further, the students answered the question which was related to the text and wrote a simple text. However, all of the text should have the criteria of the text genre. Concerning the pedagogical aspect, the teacher integrated elements of teaching and learning. Those were genre, text, and grammar. It was not only focusing on the structure or content but also on grammar. The ultimate step represented assessment.

The teachers had not been aware of a verb that could indicate the different processes in a text. The teachers had not been aware of texts' role in their life. The

texts in the textbook reflected the nature of human experience. As a teacher who taught a text, she/he has to be able to transfer knowledge and skills in constructing a text. It could encourage students to use text types in various social purposes.

The problem identification came from the texts itself. The use of text should be in an appropriate order. It related to coherence and cohesion. Therefore, the text should fulfil coherence and cohesion criteria. The cohesion refers to the relation of meaning connected within sequences (Halliday and Hasan, 1976; De Beaugrande and Dressler, 1981). Coherence has a function to arrange the mean of the text.

The teacher has to understand social function, generic structure, linguistic features, texture, and context. The descriptive text has its own linguistic features such as mental process when describing feelings. The teachers have to be aware and make sure whether texts in the textbook meet the criteria of the linguistic features or not. The generic structure comprises purpose, presented material, and closing statement. The linguistic aspects also required in composing or writing a text.

The linguistic features or linguistic aspects related to the content, for example, when the teacher delivers the material of descriptive text. The teacher should know the linguistic features of descriptive text such as the use of an adjective to modify a noun or action verb. Based on the previous studies and problem identification, this study is focused on metafunction analysis of texts in English textbook for Senior High School students X grade.

B. Identification of Problems

Based on the background of problem above, there are some problems identified by the preliminary study of the teachers and theories to conduct this research, as follows:

1. teachers had not been aware that a text did not only tell about what happened in the text. It also contained structural, texture, and textual aspects of the language. It aimed to achieve social function and for communication.
2. teachers had not been aware of the importance of "verb" in clauses or sentences. Each verb group can indicate a different process.
3. the texts did not make the points clear.
4. the texts were written in an appropriate order. The text should be coherent and cohesive. It confused the students if the materials were arranged in an incoherent order.
5. the text used should be authentic, appropriate to the students' level and need. It used a language in daily life.

C. Limitation of the Problems

The researcher interested to reveal the metafunction of texts in *Bahasa Inggris X*. The data source is *Bahsa Inggris X* (2017 revision edition) published by the Ministry of Education and Culture. The reasons *Bahasa Inggris X* textbook is selected as the data source are: (1) the English teachers prefer to use the textbook published by the Ministry of Education and Culture as primary textbook, and (2) *Bahasa Inggris X* published by Ministry of Education and Culture provides three

basic texts genres: descriptive, recount, and narrative texts. It depends on Knap model's (Knapp and Watkins, 2005) social process starts with the describing process to order things and continuing the process of the sequences events.

There were 10 texts materials in reading section of *Bahasa Inggris X* which labelled into descriptive texts (*Tanjung National Park, Taj Mahal, and Visiting Niagara Falls*), recount texts (*Meeting my idol, The Battle of Surabaya, BJ Habibie, and Cut Nyak Dien*) and narrative texts (*Issumboshi, The legend of Maling Kundang, and Story Wind*). However, the researcher took two texts for each genre as representations of text materials in *Bahasa Inggris X*. The selected texts are Tanjung National Park, Visiting Niagara Falls, B.J. Habibie, Cut Nyak Dhien, Issumboshi and Malin Kundang.

D. The Research Problems

Based on the focus of the research, the researcher formulates the following question:

1. what are the types of ideational meaning realized in texts of *Bahasa Inggris X*?
2. what are the types of interpersonal meaning realized in texts of *Bahasa Inggris X*?
3. what are the types of textual meaning realized in texts of *Bahasa Inggris X*?
4. to what extent the English teachers comprehend the result of metafunction realization in texts of *Bahasa Inggris X*?

E. The Objectives of the Research

Based on the research problems, the research objectives following those questions are:

1. to find out the types of ideational meaning realized in texts of *Bahasa Inggris X*.
2. to examine the types of interpersonal meaning realized in texts of *Bahasa Inggris X*.
3. to reveal the types of textual meaning realized in texts of *Bahasa Inggris X*.
4. to explain the extent to which the English teachers comprehend the application of SFL in the texts.

F. The Significances of the Research

This research is expected to give contribution to some parties such as English teachers and other researchers related to this area.

The roles of SFL in language education are to give explanation and interpretation of texts, bring awareness of the lexicogrammatical aspect, to know the produce and process texts, and relate the context (Halliday, 1994; Fauziati, 2016).

In 2004, Indonesian curriculum adopted the Systemic Functional Linguistics Genre Pedagogy (SFL GP), which was developed by Australia genre pedagogy (Knap and Watskin, 2005; Putra, 2014; Emilia and Hamied, 2015; Ningsih and Gunawan, 2019). The application of SFL GP aimed to enhance the literacy pedagogy of students and they will be familiar with texts (Emilia and Hamied; 2015). Teaching and learning various texts can help students to succeed in school, community, and employment.

Five crucial points of Curriculum 2013 for English published by Ministry of Education and Culture (2014) are: (1) the materials taught are recognized as communication tool in real life; (2) students are familiarized with texts understanding taught by teacher;s (3) can compose texts; (4) understand the meaning of texts; and

(5) are introduced to the appropriate text rules. Those are evidences that Indonesian Curriculum led by the concept of SFL. SFL is introduced by Halliday with his concept “language is seen as social semiotics”. SFL does not only consider the language features but also the social context in which language takes place (Imtihani, 2010). The main reason for the implementation of SFL-GP in the classroom is that the concept suitable approach to handle competencies in Curriculum 2013 (Fauziati, 2016). However, there has been very limited understanding of the concept and practice of SFL.

Based on the interview with the writer of English textbooks, the application of SFL GP has not been successful yet. Therefore, the findings are expected to give information for the English teachers and know SFL can evaluate or the text. A text should fulfil the criteria of text genre. Each text has different social function, generic or schematic structure, and linguistic or lexicogrammatical feature. The text genre gives an impact in comprehending and producing the text. All aspects were covered in SFL perspective by analysing the metafunction.

The teacher should be aware that the purpose of the Curriculum 2013 is to teach various texts for communication and using in daily life. SFL was seen the object as daily language.

For the other researchers, this research could be a meaningful contribution for those who concern about the metafunction analysis. Besides, this research used in future research as the guideline or reference.

CHAPTER II

LITERATURE REVIEW

Literature review plays a significance role in conducting the research. This chapter considers theoretical review, previous related study, and theoretical framework.

A. Theoretical Review

1. Systemic functional linguistics (SFL)

Language is not only for communicating with other people but also to make meaning and achieve social function. In producing language, without the function of structure language will be pointless. In particular, it connects with potential meaning in a sentence.

The Systemic Functional theory considers language as a tool to interpret meaning. Language function is used by a speaker or writer depending on the social context. The language function represents the idea and the cultural context. The cultural context of representative idea interrelates with situational context (Halliday, 1978). The sentence structure is arranged by clauses, phrases, and words. Those aspects are related to each other to make meaning (Eggins, 2004).

The Systemic Functional Linguistics theories were developed by Halliday (1994), Eggins (2004), Fontaine (2013), and Matthiessen (2014). The linguistic theory in the text analysis should reflect the linguistic context by following the principle of SFL. According to Halliday and Hasan (1976) SFL emphasizes that

language is a social phenomenon as social semiotics (Gerot and Wignell, 1994; Halliday, 1994; and Matthiessen, 2014). The language context concerns what people is currently doing, the relationship and social roles between the speaker and addressee, and aspects that are used to communicate (e.g. spoken or written).

Systemic Functional Linguistics (SFL) is used to develop the teaching and learning classroom process (Jones and Lock, 2011; Gumono, 2015; Wiratno, 2016). Based on the previous presented research, SFL could engage in the process of teaching and learning. It answered the question about characteristics and language functions itself and how people use the language to interpret or construct meaning. The steps in teaching and learning process aid the students to recognize what the materials inform about. The teaching material involved whether the structure and context of the text well delivered.

a. The Key elements of SFL

Texture refers to the function of text in context (Martin; 1992). In SFL, a text can be identified by four aspects namely context, semantics, lexicogrammar and phonology (Halliday, 1994; Matthiessen, 2014).

The context divides into two: situation and culture context (Halliday, 1994; Halliday and Hasan, 1976, 1989; Martin, 1992; Matthiessen,2014). Social context can be seen in the figure.1 below:

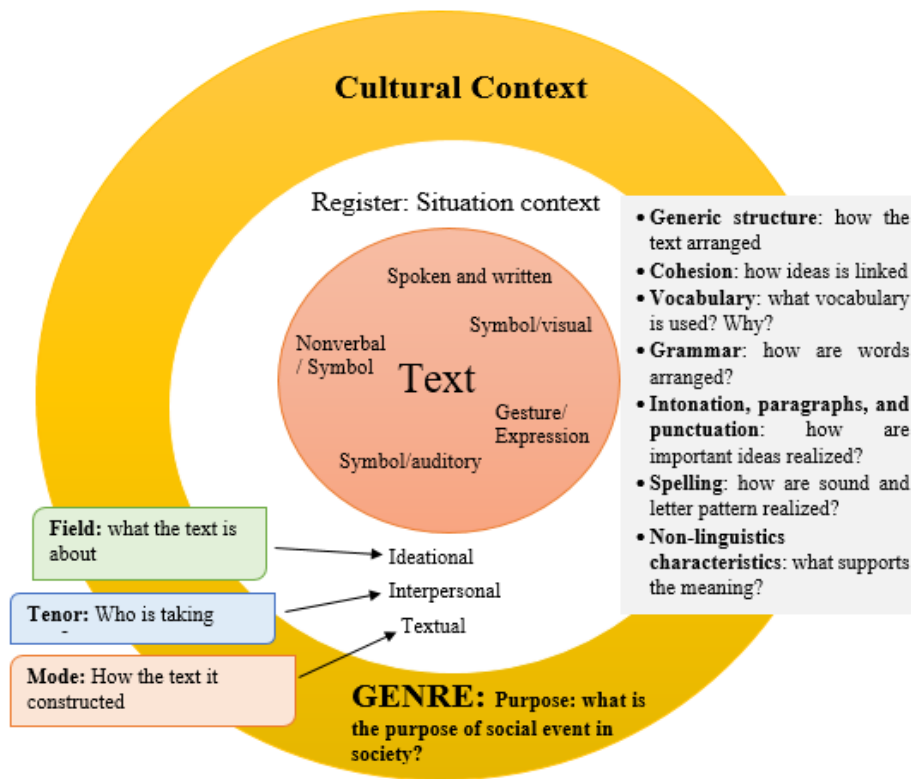


Figure.1 social context: genre and register.

1) Situation context

Halliday and Hasan (1976) argue that the context of situation refers to the language used. Three crucial components included: field, tenor, and mode.

The concept to interpret social context in a text based on the environment.

Dell Hymes (1967) also explains the concept of which things include in the communication. Based on the ethnography of communication (Dell Hymes, 1967 in Halliday and Hasan, 1989) stated the concept of context situation by using SPEAKING.

Letter	Aspect	Definition
S	Setting and Scene	refers to the time and place.
P	Participant	refers to how the speaker or listener in a text or the combination of address or-addressee or sender and receiver.
E	Ends	refers to the result of a conversation that expected from.
A	Act sequence	refers the actual form and content for example word use, how they are utilized of the word and the relationship with the topic.
K	Key	refers to the tone, manner about the particular message want to convey. Whether serious, mocking, Sarcastic, etc. it can be noticed by the gesture, posture, and behaviour.
I	Instrumentalities	refers to the channel between writing or oral, etc.
N	Norms of interaction and interpretation	refers to specific behaviours such as silence, gaze return and so on.
G	Genre	refers to the cultural or traditional speech such as proverb, prayers, small talk, problem talk, etc.

For example, the register of politic speech follows the rules of the politics, contradict with the register of a talk show in TV or interview to write a biography (Titscher; 2000). The writing biography should consider the elements of a specific genre.

2) Cultural context

Cultural context is the value considered in society, to achieve the social goals of a text. A situational context is a constraint meaning which the context of the situation allowing three components such as field, tenor, and mode. The cultural context refers to a basic to offer the understanding of the text meaning. According to

Martin (1992) cultural context is oriented in social activity. A text is a form of interaction. There are two participants included speaker-listener or reader-writer.

The language cultural determines what the participants can do and cannot do. Some steps determined by cultural context. In a text, the steps were known as generic or schematic structures.

b. Metafunction of SFL

SFL was introduced by Halliday then realized metafunction of language in SFL. SFL is a source of making meaning so that the social context would be seen in three meanings, it is called metafunction. Metafunction is a part of system language which involves the particular semantic and lexicogrammatical resources (Halliday; 1994). Three components meaning are ideational, textual, and interpersonal meaning. The stratifications and metafunction in SFL framework as seen the figure.2 below:

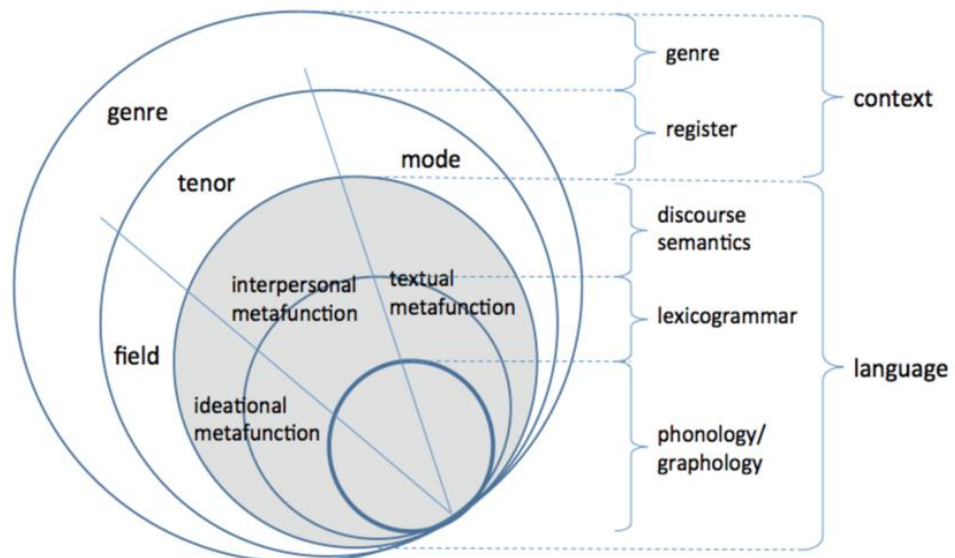


Figure.2 Stratifications and Metafunction in SFL Framework (Martin; 1992).

Metafunction of language classified into three namely the ideational, textual, and interpersonal meaning. These strands of meaning will express in the unit of languages such as clause, sentences, texts, and paragraphs.

1) Ideational Meaning

Ideational meaning is also known as experiential grammar (Eggins; 2004). Language represents the function of language itself (Leech, 1983; Halliday and Hasan, 1989). It is employed to describe the personal experience and convey a reality. The ideational meaning refers to experiences or ideas of someone when producing a text.

It aims to tell subject matter in a text. In ideational meaning related to transitivity system. It can be represented in the process of the participant and circumstances. The process is fundamental to transitivity and a part of the clause that realized by the verbal group. Each verb has indicated to a different process. As described in the figure.3 below:

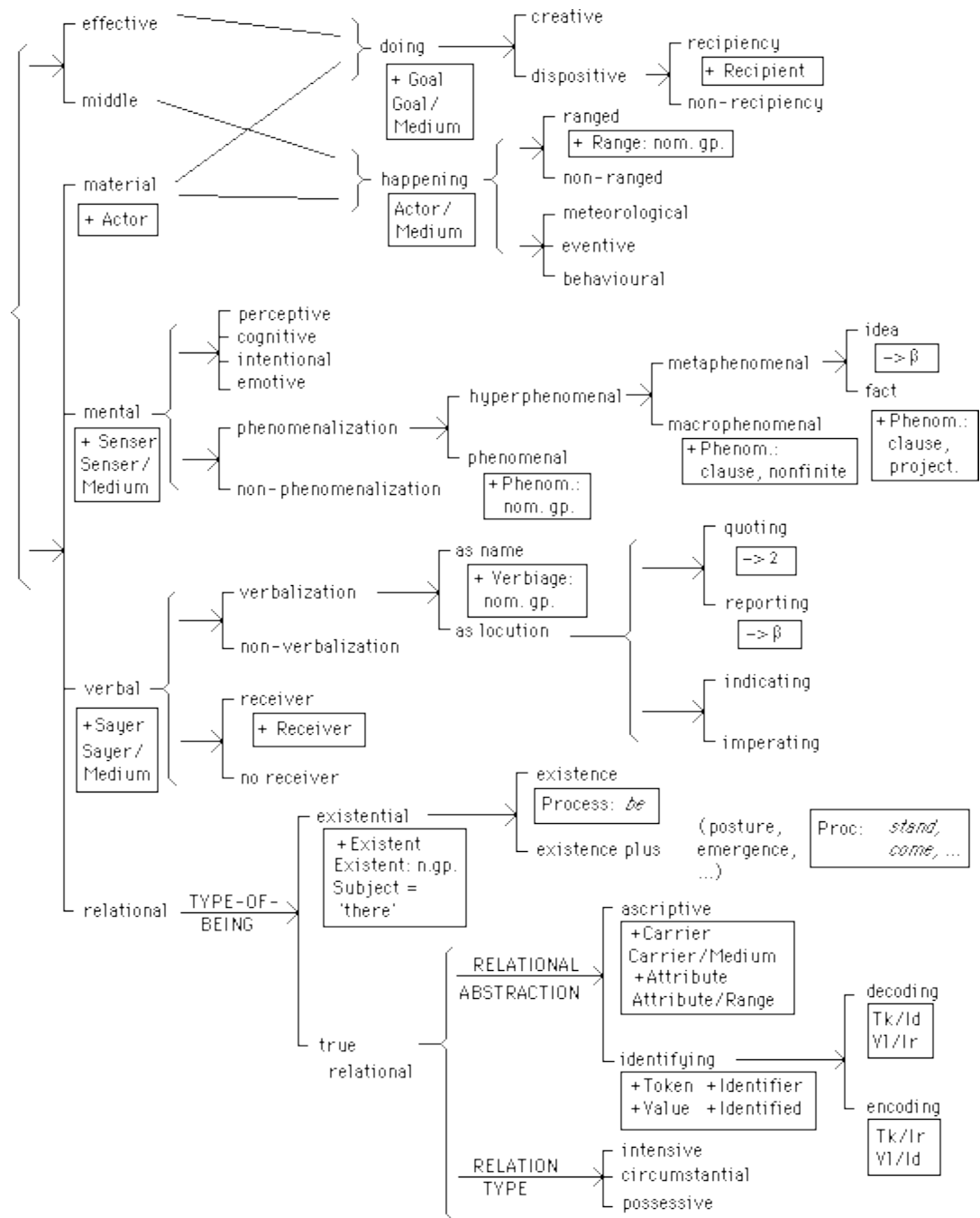


Figure.3 The process type of ideational meaning (Halliday,1994; Matthiessen,2014).

Based on the figure 3 above, the ideational consists of five processes. They are material, mental, relational, verbal, behavioural, and existential (Eggins, 2004; Halliday, 1994; Fontaine, 2013; Matthiessen, 2014). Each verb in a phrase, clause and sentence will indicate the types of process.

a) Process Types and Participants

(1) Material process

The clauses refer to a process of doing and happening (Eggins, 2004; Halliday, 1994; Fontaine, 2013; Matthiessen, 2014). The process is always accomplished by a verb.

From those theories, the researcher concluded that the participants of material process are Actor, Goal, Scope, Attribute, Client, and Recipient (Eggins,2004; Halliday,1994; Fontaine,2013; Matthiessen,2014). An actor refers to who does act and as a key participant in the material process. The goal is known as a patient, to suffers of the process (Halliday; 1994).

The scope is something remains not affected by the action. An Attribute is a quality of attributing to an entity. The client refers to for whom or which the action occurs or service that will do for another in a sentence or clause. The recipient is thing that will be given to another or the receiver. The examples can be seen in the table below:

Table.1 Example of Participant in Material Process (Eggins;2004)

Diana	went	to Geneva.				
Ac	P:Mat					
He	cleaned	your violin.				
Ac	P:Mat	Goal				
Marg	cooked	them all	dinner			
Ac	P:Mat	Client	Goal			
Alvin	made	Gate	and	painted	it	black
Ac	P:Mat	Scope		P:Mat	Goal	Attribute

(2) Mental Process

Mental process means what people think or sense (Eggins, 2004; Fortaine, 2013). The mental process recognized by using the simple present or past tense. The mental process identified through three things: cognition, perception, and affection.

The participant of the mental process has two participants: senser and phenomenon. Senser is a conscious participant to feel, think, etc whereas the phenomenon is someone can be felt, thought, etc.

Table.2 Example of Participant Mental Process (Fontaine;2013)

John	Likes	Jane
Senser	Mental process	Phenomenon

(3) Relational Process

The relational process consisted of two modes namely attributive and identifying that might be identified by intensive, circumstantial and possessive (Eggins, 2004; Halliday, 1994). It involves in "being" and the process related to the attributive and identifying. Attributive has a function to point out something, and identifying point out the quality of something.

Besides that, there are participants in attribute and identifying: carrier, attribute, token and value.

Carrier and attribute whereas token and value of identifying. The carrier is a main participant which to point out something or quality attributed to an entity. Token and value are realized by using a nominal group. A token refers to the participant defined whereas value refers to the participant, which defines.

Table.3 The Principal Types of Relational Process (Eggins,2004; Halliday,1994)

Type \ Mode	Attributive ‘a is an attributive of x’	Identifying ‘a is the identity of x’
Intensive ‘x is a’	Novi is smart	Novi is the captain; the captain is Novi
Circumstantial ‘x is at a’	A birthday party is on a Saturday	Yesterday is the 17 th ; the 17 th is yesterday
Possessive ‘x has a’	Mun has a doll	The doll is Mun’s; Mun’s is the doll

(4) Verbal Process

Verbal process involves a clause indicated by “*saying*” (Halliday, 1994; Eggins, 2004; Fontaine, 2013; Matthiessen, 2014). It is a direct process, which informs by the speaker.

The main participant is sayer (Eggins,2004; Fontaine,2013; Halliday,1994; Matthiessen,2014). Sayer refers to the main participant in the verbal process that produces utterances. According to Fontaine (2013) and Eggins (2004) receiver and verbiage are the additional aspects in the verbal process.

The receiver is someone who received by sayer and verbiage is a message of verbal process or what the sayer said. The target is the entity targeted by what sayer or main participant said (Halliday,1994; Matthiessen,2014).

Table.4 Example of Verbal Process (Eggin,2004)

I	Asked	Him	a question.
Sayer	Verbal process	Receiver	Verbiage

(5) Behavioural process

A behavioural process is a process combining with material and mental process or hybrid process (Halliday; 1994). However, the behavioural process is typically in intransitive form. The participants are behavior and behaviour (Eggin, 2004; Fontaine, 2013; Halliday, 1994; Matthiessen, 2014).

Table.5 Example of Behavioral Process (Eggin;2004)

She	Sighed	with despair
Be	P:Beh	Behaviour
George	Sniffed	the soup
Be	P: Beh	

(6) Existential process

The existential process refers to what something happens (Eggin, 2004; Halliday, 1994). It is a something, exists or happens in around. It would be identifying with the following two ways (1) the utterance used 'there' (2) verbs such as *exist, arise, and occur*. (Eggin,2004; Halliday;1994). The typical verb in the existential process is used "be" whereas the participant of the existential process is called existence.

Table.6 Example of Existential Process

should	there	Was	any difficulties
		Existential process	Existence

b) Circumstances

The circumstances are a part of a participant identified by an adverbial or prepositional phrase (Halliday, 1994; Eggins, 2004; Matthiessen, 2014). This part plays role to answer the question about additional information of the text with ending question marks (Cahyati; 2019). Types of circumstances are extent, location, manner, cause, accompaniment, matter, and role (Halliday, 1994; Eggins, 2004; Matthiessen, 2014).

Table.7 Type of Circumstances

Type of circumstances	Definitions	Example
Extent	Refers to duration (how long), distance (how far), and frequency (how often)	I've given blood 36 times
Location	Refers to time (when) or place (where)	I delivered it to the clinic where she was
Manner	Refers to how? which relates to means, quality, comparison and degree.	They did the transfusion through the nonbiblical artery
Cause	Refers to cause, reason, or behalf of something	He carried the bomb for her boyfriend
Accompaniment	Refers to self-explanatory which divided into two types comitative (who with/what with) and additive.	She got with her sisters
Matter	Refers to what about? And occurs in the verbal process	As for Greece , they give you nothing
Role	Refers to what as or for what And into what	She was travelling to New York as a traveller

2) Interpersonal Meaning

The interpersonal meaning achieves influence of the tenor in discourse. The interpersonal meaning is the meaning that tries to express the speaker's feelings. It would be perceived between the speaker and listener in realizing mood that used in the conversation.

Interpersonal meaning is known as logical meaning (Eggs; 2004). It is as an exchange that functions to express the social aspect and personal meaning. In interpersonal meaning emphasized of clause complex.

a) Structure of Mood Element

Crucial components in a small part of the clause have function as constituents of the mood component. They are subject and finite (Halliday, 1994; Eggs, 2004; Fontaine, 2013; Matthiessen, 2014).

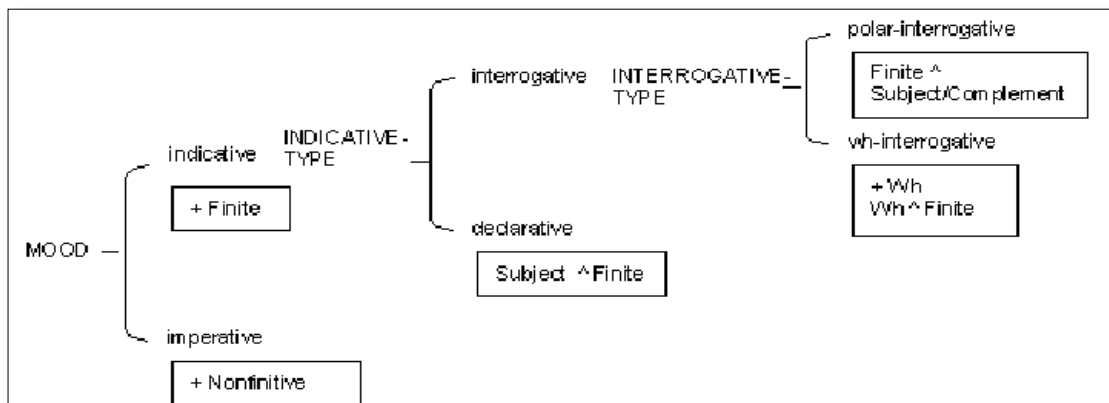


Figure.4 The mood by following Halliday (1994) and Matthiessen (2014)

(1) Subject

The subject is a participant expressed by a nominal group. Each clause contains a subject. According to Fontaine (2013) Halliday (1994) and Matthiessen (2014) subject refers to play a role to determine the mood of the clause and included as nominal group. For the identification of the subject can be seen how to make sure, is it subject or not? This test adopted in Fontaine (2013), Halliday (1994), and Matthiessen (2014):

- (a) the subject realizes in a declarative sentence: *you can believe that.*
- (b) check the clause includes an auxiliary verb or use yes/no interrogative: *Yes-can can*
- (c) check using the interrogative sentence: *can you believe that?*
- (d) identify a subject recognized by the displacement of the subject: so. You can identify that subject is *you.*

(2) Finite

Halliday (1994) and Matthiessen (2014) finite is a part of verbal which function to make preposition definite in the clause. In additional, based on Fontaine (2013) finite is the most significance elements in the clause. Subject and finite interrelated and combined to make a mood in a clause.

Fontaine (2014) introduced a test to find a finite by realizing (a) clause always included verbal element (b) clause included finite modal auxiliary verb (c) clause involved finite as a verbal operator that inflected for the grammatical mood in indicative or imperative.

Finite divided into two temporal and modal operators (Matthiessen, 2014). The verbs included temporal such as *did, was, didn't, hadn't, does, isn't, will, would, wouldn't, etc* while the modal operators such as *can, may, will doesn't, won't, must, etc.*

Table.8 Example of Subject and Finite (Eggins;2004)

Women	don't	constitute
Subject	Finite	

b) Type of Mood

Three types of Mood system are declarative, interrogative and imperative.

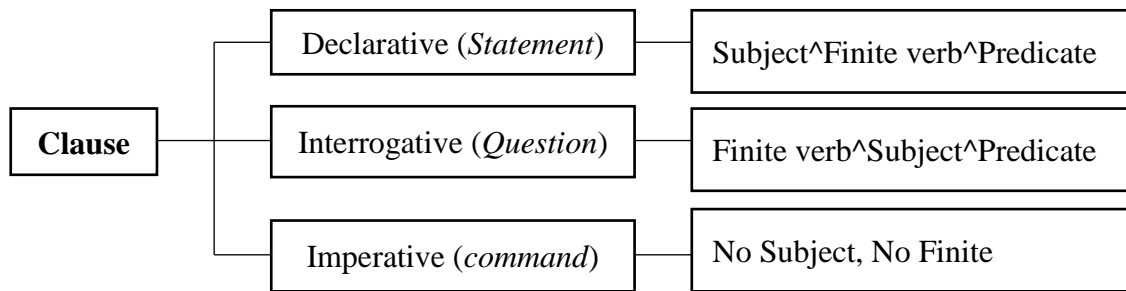


Figure. 5 Type of mood (Eggins;2004)

(1) Declarative

The declarative has functioned to express a wide of speech functional meanings and can be a statement form (Halliday, 1994; Eggins, 2004; Matthiessen, 2014). It accomplished by subject and finite. In the declarative clause, the subject comes before the finite. The language realized the declarative structurally by putting the subject before finite. For example, *Bears eat honey. Bears don't eat honey* (Matthiessen, 2014). This is the form of a statement or declarative that *bears* as a subject and *eat* as a finite in the clause above.

(2) Interrogative

In English, there two structures for asking a question: yes/no question and WH-interrogatives (who, what, which, where, when, why, how). Halliday (1994) , Eggins (2004) , and Matthiessen (2014) the interrogative element is a part existed in interpersonal structure of the clause.

The interrogative element is commonly interrelated to one or another of three functions of interpersonal namely subject, complement, or adjunct.

Table.9 Example of Interrogative (Fontaine; 2013)

Do	you	Want	me to send that insurance letter to you?
Finite	Subject	Predicator	Complement
MOOD		RESIDUE	

The characteristic of an interrogative is Exclamatives. Exclamatives are used to express the emotional exists in what or how for nominal and adverbial (Halliday, 1994; Eggins, 2004; Matthiessen, 2014).

Table.10 Example of Exclamatives (Eggins; 2004)

What a great writer	Henry James	was!
Wh/complement	Subject	Finite
RESIDUE	MOOD	

The last is imperative, imperative relates to moon tag such as “*shall we*”, “*won’t you*”, etc.

Table.11 Example of Imperative (Eggins; 2004)

Do	let us	Read	Henry James
Finite	Subject	Predicator	Complement
MOOD		RESIDUE	

(3) Imperative

Imperative clauses are the mood used to change goods and services.

Generally, it does not contain the subject of finite. The imperative only has predicator.

c) Structure of Residue

Three fundamental complements in a residue are the predicator, complement and adjunct (Halliday, 1994; Eggins, 2004; Fontaine, 2013; Matthiessen, 2014). The complement is a predicator which labeled of the part verbal group. Function of the predicator in clause as follows: (1) it refers to time reference (2) predicator has various aspects and phases (3) it is active and passive voice (4) it refers to the process that is predicated of the subject (Halliday, 1994; Matthiessen, 2014).

Eggins (2004) argues the predicator can identify by the role of specifying actual event or process talked in the clause and the predicator always involved after the single finite element.

Table.12 Example of Predicator and complement

The weak ones	aren't	constituted	by women.
Subject	Finite	predicator	complement
MOOD		RESIDUE	

An adjunct obtains another hand with a complement that refers to an element that has not got the potential as the subject. It also consisting of two types adjuncts: circumstantial adjuncts and modal adjuncts (Eggins; 2004). Circumstantial adjunct expresses some circumstance relating to the process in the

clause or sentence. It refers to time, place, cause, matter, beneficiary, and agent (Halliday, 1994; Eggins, 2004; Matthiessen, 2014).

Table.13 Example of Adjunct (Eggins, 2004; Fontaine, 2013)

Cat	always	voices	like that.	
Subject	Adjunct: mood	Finite	predi cator	Adjunct: circumstance
MOOD			RESIDUE	
-yeah				
Adjunct:polarity				
MOOD				
Unfortunately	I	can't	walk	today
Adjunct; comment	Subject	Finite; modal	predica tor	Adjunct: circumstanc e
	MOOD		RESIDUE	
Everyone	Knows		that,	Minho
Subject	Finite	Predicator	Complement	Adjunct: vocative
MOOD		RESIDUE		
Maybe	I	can't	tell	him
Adjunct: modality	Subject	Finite: modal	predicator	Complement
	MOOD		RESIDUE	

d) Modality

There are two types of modality: modalization and modulation (Halliday, 1994; Eggins, 2004; Matthiessen, 2014).

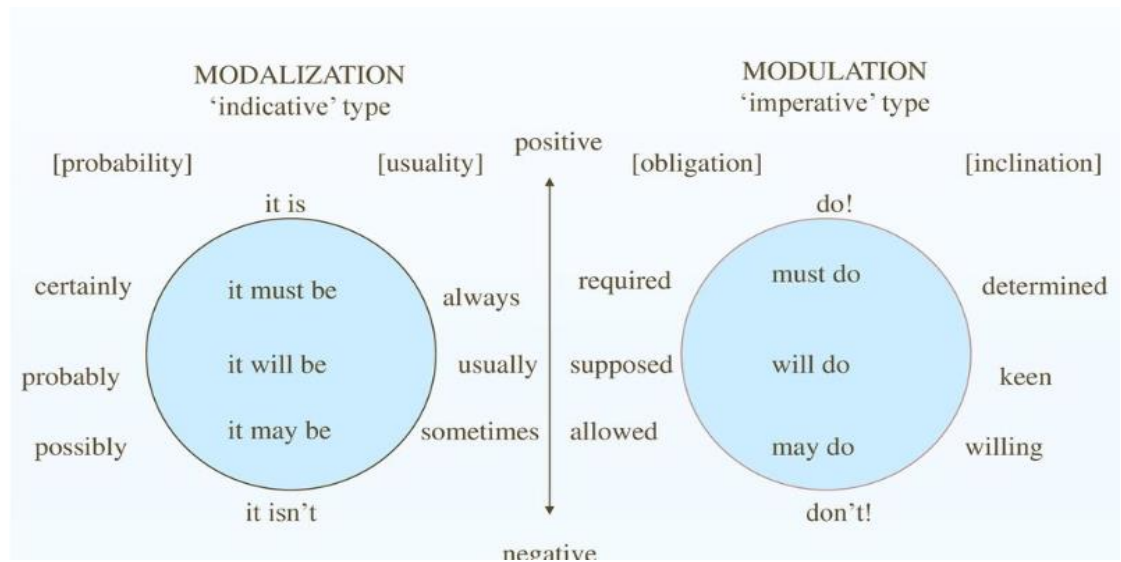


Figure.6 Relation of modality by following Halliday (1994) and Matthiessen (2014)

(1) Modalization

Halliday (1994) and Matthiessen (2014) argue the modalization expressed two rather meanings: probability and usuality. Probability refers probability of something happening while usuality refers to the frequency with which something happens (Egins; 2004). Two strategies for expressing modalization in the clause: (1) the use of the modal finite (2) the use of mood adjuncts of either probability.

(2) Modulation

Modulation is concerned with the expression of obligation or readiness and inclination that relate to speakers' attitude about activities and events. The types of modulation expression are obligation and inclination (Halliday, 1994; Egins, 2004; Matthiessen, 2014).

Table. 14 Clause Express of the Obligation and Inclination (Eggins; 2004)

Obligation	Modal finites	<i>must, will, may, have to</i>
	be + ed with a personal subject	<i>you are allowed to access the internet</i>
	An impersonal it + ed clause	<i>it is permitted that you access the internet</i>
Inclination	a personal subject + attitudinal adjective	<i>I'm willing</i>
	an impersonal structure with a dummy <i>it</i> as subject and <i>mental process</i> as the head.	<i>it's a commitment.</i>

3) The Textual Meaning

Textual meaning is the clause of message which the language should be coherence and meaningful whether in spoken or written texts. Two types can be characterized text based on textual meaning. They are thematic, rheme, and cohesion.

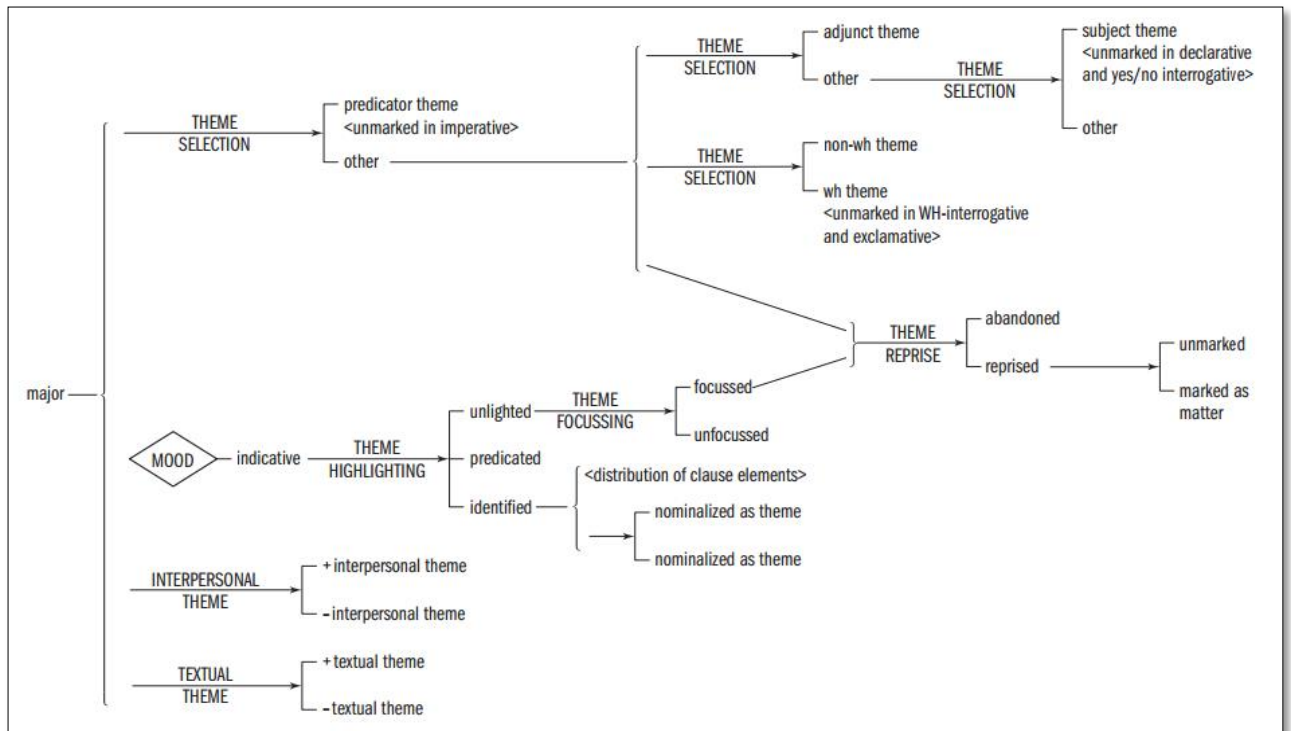


Figure. 7 The System of Theme

a) Theme and Rheme

The theme stands for the point of the message which contains familiar information whereas rheme refers to the remainder the new information. Thematic choices are a choice of the theme and rheme in a text.

Rheme is also called the end of the clause. Both of them are a part of the clause. The characteristic of theme principally occurs in the first before the subject whereas rheme occurs at the end of the clause. Based on the theory of Eggins (2004) Fontaine (2013) and Matthiessen (2014) there are three themes namely topical theme, interpersonal theme, and textual theme.

(1) Topical Theme

The topical theme is an element of a clause which occurs in the first position in that clause (Eggins, 2004; Fontaine, 2013). There are two kinds: unmarked theme and marked theme.

Table.15 Example of Topical Theme (Eggins; 2004)

I	've given blood 36 tim
Topical (unmarked)	
THEME	RHEME
Up the hill	Jack and Jill went.
Topical (marked)	
THEME	RHEME

(2) Interpersonal Theme

The interpersonal theme occurs when a word or constituent of interpersonal elements at the beginning of a clause (Eggins, 2004; Fontaine, 2013). Eggins also classified themes in several types: finite or are not fused finite and have modal adjuncts (*mood, vocative, polarity, and comment*).

Table.16 Example of Mood Adjuncts as Interpersonal Theme (Eggins; 2004)

Just	Give	me	a whistle
Adj: mood	Predicator	Complement	Complement
Interpersonal	Topical		
THEME		RHEME	

The vocative adjuncts as an interpersonal theme included in interpersonal meaning to the clause (Eggins; 2004). It is in before first topical theme.

Table.17 Example of Vocative Adjuncts as Interpersonal Theme (Eggins; 2004)

Do	you	want	some more soup	Diana?
Finite	Subject	Predicate	Complement	Adjunct:voc
Interpersonal	Interpersonal	Topical		
THEME			RHEME	

The polarity adjuncts have functioned as performing a textual role in the clause (Eggins; 2004). Where yes or no act interpersonal or as polarity adjuncts. It can be analyzed as interpersonal themes.

Table.18 Example of Polarity as Interpersonal Theme (Eggins; 2004)

No/Yes
Adjunct:polarity
Interpersonal
THEME

The comment adjuncts identify by looking adverbial expression of attitude (Eggins; 2004). It occurs before the first topical theme.

Table.19 Example of Comments as Interpersonal Theme (Eggins; 2004)

Fortunately,	the bomb	didn't	explode.
Adjunct:comment	subject	finite	Predictor
Interpersonal	Topical		
THEME			RHEME

(3) Textual Theme

Textual theme is one of the types of theme. Element in textual does not express the interpersonal meaning. However, it links to cohesive of the clause to

the context. The textual theme realized by the continuity adjuncts and conjunctive adjuncts (Halliday, 1994; Eggins, 2004; Fontaine, 2013; Matthiessen, 2014).

Table.20 Example of Textual Theme

And	He	purposes	Marriage
Adj: conjunctive	Subject	Finite/predictor	complement
Textual	Topical		
THEME		RHEME	
Oh	They	give	you a cup of tea
Adj: continuity	Subject	Finite/predictor	complement
Textual	Topical		
THEME		RHEME	

b) Cohesion

Cohesion is a way of certain words or grammatical features linking to the clause with other clauses in the texts (Ampa and Basri; 2019; Trisnaningrum et al, 2019). Cohesion divided into the grammatical cohesion and lexical cohesion. The grammatical cohesion refers to the whole clause combining strategies that function how words or elements parts of a text associated with the use (Halliday and Hasan, 1976; Olievera, 2015).

The number of grammatical items determines how the sentence length. According to Tsareva (2010), the cohesion helps to interpret cohesion in written discourse and identify the items. It is easy to obtain the reader interpretations. Four elements of grammatic cohesion to form a clause are reference, substitution and ellipsis, conjunction.

(1) Reference

Reference is a part of the elements to make a clause. It carries out a special role to create ties of cohesive between the elements too difficult to interpret (Halliday, 1994; Matthiessen, 2014). Halliday and Hasan (1976) state that type of references: the personal, demonstrative and comparative.

The personal reference refers to function pronouns and possessive determiners in a clause e.g. *I, me, mine, my, your etc.* (Halliday and Hasan, 1976; Shahnaz and Imtiaz, 2014).

The demonstrative reference is the usage of proximity reference e.g. *this, these, that, those, here, the* (Halliday and Hasan, 1976; Shahnaz and Imtiaz, 2014).

The comparative reference, it is an indirect reference employing identity or similarity, relating to adjective.

Tabel.21 Example of Reference Types

Types of reference	Examples of
personal reference	Ali went to the market. He was annoyed because it was closed.
demonstrative reference	The novel was there on the table. She'd never read Dilan and I didn't intend to do so now.
comparative reference	He did not know the novel as many men have heard the same .

(2) Substitution and Ellipsis

Substitution and ellipsis make a meaning potential in the lexicogrammatical level (Shahnaz and Imtiaz; 2014). Substitution typically is

used of a word that substitutes in grammatical whereas ellipsis is an element that has to be omitted in a clause (Hidayat; 2016). Substitution and ellipsis have three forms, they can be nominal, verbal and clausal (Halliday and Hasan; 1976). Both of them are similar in grammatical aspect and usage.

In nominal, a word is employed as an alternative of a noun. It indicated by "one/ones". The verbal substitution is used the verb "do" and for the clausal substitution is substituted by anaphoric referring.

In the ellipsis, nominal ellipsis refers to some noun is missed and verbal ellipsis refers to a verb is missed. Clausal ellipsis of the whole clause is missed (Halliday and Hasan; 1976).

Table.22 Examples of Substitution and Ellipsis

Nominal substitution	Verbal substitution	Clausal substitution
What kind of ice creams would you like? a vanilla one , please	I did not like the novel , but many people did .	Have you ever been to Jakarta? Yes, I have.
Nominal ellipsis	Verbal ellipsis	Clausal ellipsis
Afi loved the Barbie dolls , Ani preferred the Bear.	Will someone be waiting here? Ali will , I should think.	I often wonder why more novels are being published today?

(3) Conjunction

A conjunction is a part of the discourse, which plays role as connector one clause to another clause (Halliday and Hasan, 1976; Matthiessen, 2014). Conjunction consists of four types: additive, adversative, temporal, and causal.

The first type of conjunction is additive conjunction. Additive conjunction has a function as a structurally coordinate. The distinction between

additive conjunction and coordinate is the function itself. Coordinating conjunction is a word that used to link two clause or similar statement. Therefore, both of the clauses whether are separated, they nonetheless receive the comparable position as the main clause.

The additive conjunction is to link the clauses or statements. It also only adds one statement in another statement. The coordinate correlation such as “*and, or, nor*” can occur when those have a coordinate pair such as “*both...and, either...or, neither...nor.*” Those pairs have a function as a single unit but there is no cohesive relation.

The coordinate is also established between nouns, adverbs, etc. For example: *Was she in a shop? **And** was that really-was it a sheep that was sitting on the other side of the counter.* (Halliday and Hasan; 1976).

The second type is adversative conjunction. This type of conjunction has characterized as contractive. The function is to introduce something that contrary to what has been said or written. (Halliday and Hasan, 1976; Lingga, 2007).

The three types of conjunction are temporal. This conjunction has a function to introduce the temporal relation between sentences (Halliday and Hasan, 1976; Lingga, 2007).

The last type of conjunction is clausal. This type acts the relation between the sentences as the causal (cause and effect). The clausal conjunction is referring to several situations such as general, conditional and respective.

Cohesion also included the lexical cohesion, which recognized how the writer and speaker using lexical resources in a text. Halliday (1994) states it is the relation arranged in a text by the lexical times choice. To select items in some way that have mentioned before (Halliday, 1994; Mathiessen, 2014).

Lexical cohesion is a way of word links to the parts of the text (Rullyanti and Sriwigati; 2018). There are primary of lexical resources or lexical relations namely repetition, synonym, hyponymy, and meronymy (Halliday and Hasan, 1976; Shahnaz and Imtiaz, 2014; Oliveira, 2015).

(1) Repetition

Repetition is the lexical item repetition in a clause. Repetition was acknowledged particularly as a reiteration. It is the repetition of the same word (Halliday and Hasan, 1976; Shahnaz and Imtiaz, 2014). As sample, *important* and *importance* (Olievera, 2015) both of the words is the same item although they have different morphological form. Another example is proposed by Oliveira (2015) *he brought up several **questions**. These **questions** were served as guides.*

(2) Synonym

Synonym is a word some sense synonymous with another word in a text and has the same meaning (Shahnaz and Imtiaz, 2014; Oliveira, 2015). For example: *the information and the data* (Shahnaz and Imtiaz, 2014). Both of them are the same meaning.

(3) Hyponymy

Hyponymy is the lexical resource as function to refer the relationship between more general and specific (Halliday, 1994; Matthiessen, 2014) for example *it is acceptable to wear **clothes**, similar to **pyjamas** out in the street* (Oliveira, 2015).

(4) Meronymy

Meronymy and hyponymy are interrelated each other in development for text (Halliday, 1994; Matthiessen, 2014). It refers to lexical items as whole to part (Eggins; 2004) for examples: *with the lack of **technology**, use of **machines*** (Oliveira, 2015). The word of *technology* and *machines* is a part of meronymy because *a machine* is a part of *technology*.

2. The Concept of Text

a. The Definition of Text

Kridalaksana (2008) states a text is a complete unit of abstract. It is contained a sentence and word form as the interaction process broadly in written or the script. Text based on the Oxford dictionary is a printed part of a book. Trask (1999) states a text is a piece of spoken or written language.

Systemic Functional Linguistics draws the different meaning of text properly. A text becomes a representation of the social process that has a function. Language is a text has a lingual unit to express a meaning fusing contextual (Halliday and Hasan; 1976). Lingual units refer to words, group of words, clauses,

or paragraph. If the speaker wants to express something, it means the speaker will use certain forms of a text.

The text's function is to achieve and convey the purpose of communication. Halliday and Hasan (1976), Ifversen (2003), and Husein and Pulungan (2017) stated the further about the text as:

1. a text represents a part of spoken or written whatever length but still form a unified.
2. a text is a unit of language use.
3. a text is a semantic unit. The text can be recognized as the unity of meaning which contains sequences of sentences such as morphemes, lexemes, etc. (Halliday and Hasan, 1976; Ifversen, 2003)
4. a text is a language people produce and react to what they say and write, and read and listen.
5. a text is a language that is doing some job in some context. A text is an object of social exchange meanings based on the context of the situation. (Halliday and Hasan, 1976; Husein and Pulungan, 2017).

Moreover, a text may be written or spoken, how short-length texts and never separate the context. It must be functional. A text should be accepted textuality that is a text bind of the external and internal factors. This statement supported by De Beaugrande and Dressler (1981) a text as communicative should meet standards of textuality.

A text consists of words and sentence and meaning. It is a process selection meaning over and over to make meaning.

b. Characteristics of Text

A text should meet the criteria of characteristics texts. The main characteristic of text is cohesion what ties a text together internally. To make the reader or listener understand what the speaker means by using cohesive in a sentence. The linguist M.A.K Halliday emphasized a text as a semantic unit that should be textual elements included. Both of them are internally cohesive and functioning as a theme of information system, linguistic cohesion, and semantic coherence (Ifversen, 2003; Husein and Pulungan, 2017).

Within the semantic analysis, the internal relation between the different segments of meaning (lexemes, words) related to syntagmatic and paradigmatic relation (Ifversen; 2003). The last relation has involved the existence of synonym, antonyms, etc. (Ifversen; 2003). The following are characteristics of the text based on Husein and Pulungan (2017):

- 1) the semantic unit was known as a form of interaction.
- 2) a text has internal factors such as cohesive and coherence. Both of them are not random but always connected.
- 3) the text created by situational relevant or contextual.
- 4) a text has a mode of linguistic realization whatever any length even spoke or written.

According to De Beaugrande and Dressler (1981), a text should meet seven standards of textuality: (1) cohesion, (2) coherence, (3) intentionality, (4) acceptability, (5) informativity, (6) situational, and (7) intertextuality.

1) Cohesion

The cohesion refers to chain of clause connected within a sequence (Halliday and Hasan, 1976; De Beaugrande and Dressler, 1981). Generally, cohesion occurs when there is an interpretation of some element and dependent on another. The linguistic sequence in a text does not happen coincidentally but see the grammatical rules. All the function implemented to establish a relationship between the elements as cohesion. Some of the elements used to achieve cohesion are repetition, anaphora, and conjunction. (Halliday and Hasan; 1976).

2) Coherence

Coherence has a function to arrange the meaning of the text. Coherence is a way of concept about relevant and used to achieve a goal of communication. Cohesion and coherence are two fundamental elements in the study of text (Trask; 1999). Cohesion is a linguistic property whereas the coherence is combined two aspects: linguistic and cognitive property (Trask; 1999). Both of them play important role in the texts. Based on De Beaugrande and Dressler (1981) coherence refers to:

- a) a concept relates to cognitive content.
- b) relations are links with the concept within a text with each link identified with the concept connected.

c) a make sense text because there is connected between a sense of knowledge and expression of the text (Trask; 1999).

3) Intentionality

De Beaugrande and Dressler (1981) states that the intentionality relating to attitude and intention of the text writer. A step of the writer uses cohesion and coherence to achieve a goal in a text.

4) Acceptability

The text should have detail information and use to worth accepted for the readers or listeners. A text must recognize by recipients in a particular situation (De Beaugrande and Dressler; 1981). If a text involves incomprehensible such as incoherent, incomplete, too hard to understand, etc. A reader or listener can be asked about the acceptability of the text itself although the intention is clear.

5) Informativity

A text must informativity. It means the content of the text is already recognized as unknown (De Beaugrande and Dressler; 1981). It means the quantity of the new information and the quality offered in a text. However, it focuses on how the structure of the material and the use of the cohesive device.

6) Situationality

Situationality means the factors making a text relevant to the situation. The context never separated from the text (Halliday and Hasan; 1976).

7) Intertextuality

Intertextuality refers to the benefit of why text made (Beaugrande and Dressler; 1981). If a reader or listener does not have prior knowledge of a relevant text it means the communication may break down because a reader or a listener never understanding of the text. In the terminology of text planning, the genre is described as a scheme (Beaugrande and Dressler; 1981):

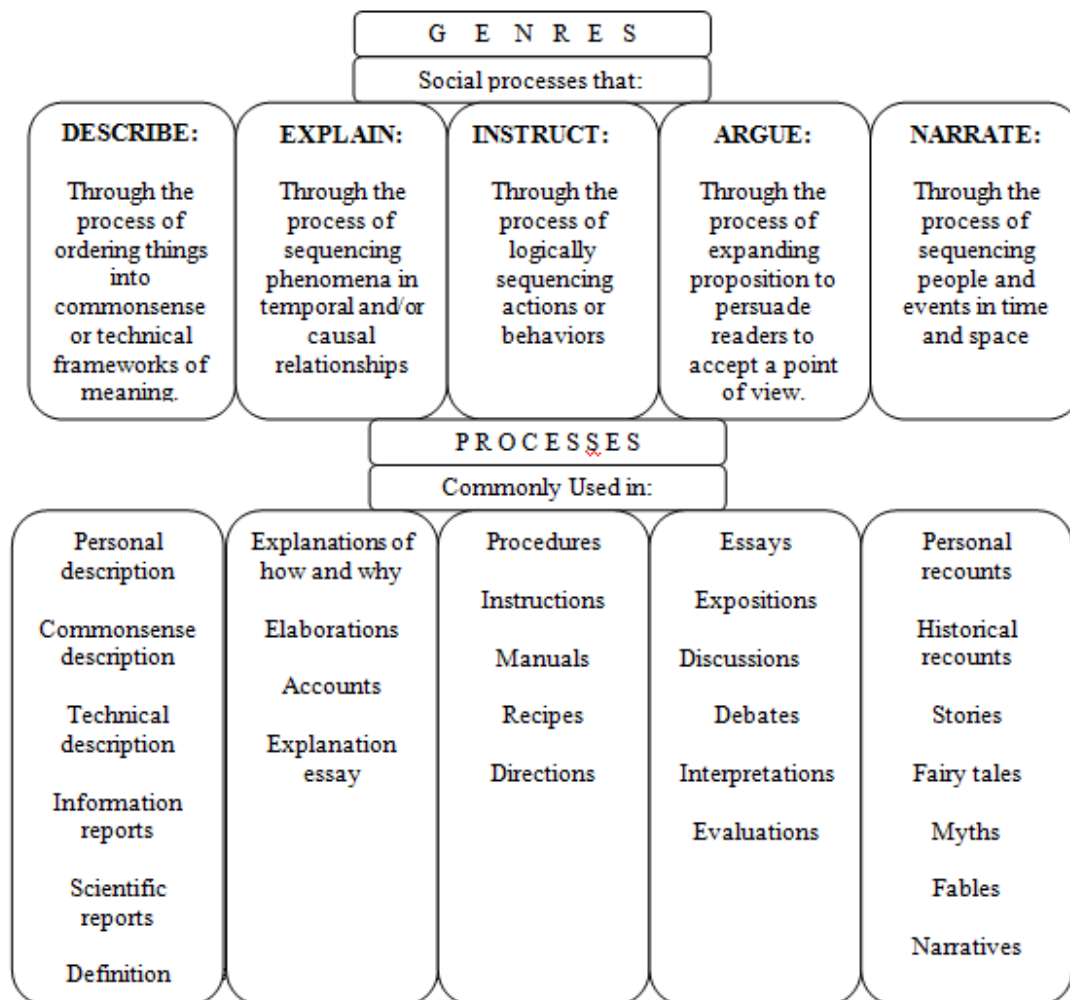
- a) a variety of narrative texts such as stories depends on the principle of temporal arrangement.
- b) a variety of argumentative texts such as explanations, scientific articles, etc. It was used contrasting tool.
- c) a variety of descriptive text used local elements such as the temporal element in images or delivery of the story.
- d) a variety of instructive text such as textbook is generally argumentative.

c. Type of Texts

Halliday and Hasan (1976) state a text as unit of language use. Therefore, the various texts have the function and purpose. For example, Martin (1992) a text is used to tell a story will be different with a text used to report a story. The different of them is realized by the lexicogrammar or language structure. In systemic functional linguistics, genre involves goal-oriented to the social process. It is suggested by curriculum activities to engage students in using the language for social purposes such as explaining, describing, recounting, and storytelling.

In Indonesia emphasizes the genre-based approach implementation. In case, the teacher should be able to guide the students in understanding a text not only as a group of sentences but also achieve purpose in communication. Based on De Beaugrande and Dressler (1981) there are four text types descriptive, narrative, argumentative, and scientific.

The genres of text have a function as a social process that describes, explain, instruct, argue and narrate and the process commonly used in (Knapp and Watkins; 2005) as the figure.8 described below:



Figures.8 Knapp models in Knapp and Watkins, 2005 (p.27)

In English textbook for tenth grade as source of data in this study. Three genre texts taught in *Bahasa Inggris X*: Descriptive, Recount and Narrative text. Those are included in English Curriculum 2013, knowing how the text to be composed for the teacher to deliver the text as material.

1) Descriptive Text

The descriptive text refers to a text which describes a place, thing, etc. or event to the readers or listeners (Husein and Pulungan; 2017). The social function of descriptive text is to describe a particular person, place, thing, or animal.

Descriptive text is always used in social daily interaction. All of the people face particular things or person that they must describe. For example, *A new stone age village*, people should describe it specifically. The descriptive text has a structure. The element structures of descriptive text consist of general statement and description (Husein and Pulungan, 2017; Christie and Derewianka, 2008).

In part identification or general statement filled the specific things, animal, or person while in the part description describes the person or animal description clearly. The descriptive text has some linguistics features (Knapp and Watkins, 2005; Christie and Derewianka, 2008; Noprianto, 2017).

- a) The descriptive text focused on the primary participant (*Teo in James Valentine's book Jump Man or Platypus*).
- b) Generally, the use of present tense (*eats, sings, swim*).
- c) Use adverbial phrase to add information about a particular thing (*bubbled, smashed*).
- d) Use mental when describing feelings (*felt, liked*).

Table.23 Example of the Descriptive Text

<p>An Erlenmeyer flask is a type of laboratory flask which features a flat bottom, a conical body, and a cylindrical neck. It is named after the German chemist Emil Erlenmeyer (1825–1909), who created it in 1860.</p>	<p>Identification</p>
<p>Erlenmeyer flasks have wide bases, with sides that taper upward to a short vertical neck. They may be graduated, and often spots of ground glass or enamel are used where they can be labeled with a pencil. It differs from the beaker in its tapered body and narrow neck. The mouth of the Erlenmeyer flask can have a beaded lip that can be stopped using a piece of cotton wool, rubber bung, or similar. Alternatively, the neck may be fitted with a female ground glass joint to accept a glass stopper. The tapered sides and narrow neck of this flask allow the contents of the flask to be mixed by swirling, without risk of spillage, making them suitable for titrations. Such features similarly make the flask suitable for boiling liquids. Hot vapours condense on the upper section of the Erlenmeyer flask, reducing solvent loss. Erlenmeyer flasks' narrow necks can also support filter funnels. Erlenmeyer flasks are also used in microbiology for the preparation of microbial cultures.</p> <p>It has the most significant impact on oxygen transfer.</p>	<p>Description</p>

Source: Husein and Pulungan, 2017 (p.2)

2) Recount Text

A recount is serves social function to retell event to inform or entertain (Christie and Derewianka, 2008). It refers to speaking and writing about the past event. Knapp's model of genre recount text represents a process of narrating by

the process of sequencing people, event in time, and space. The generic structure of recount text is orientation, events, and reorientation (Christie and Derewianka, 2008; Kemendikbud, 2017).

The orientation is to present the reader about the information to comprehend the text such as who was involved, where it happened, and when it happened. An event refers to the chronological sequence of the event and reorientation is the last statement about what happened at the end of the story. The language features of the recount text (Knapp and Watkins, 2005; Cakrawati,2018):

- a) focus on the specific participant (*the writer*).
- b) use of the temporal sequence (*on Monday*).
- c) use simple past tense (*went, talked*).
- d) use of action verbs (*went, stayed*).

Table.24 Example of the Recount Text

Once there was an old man. His wife had died and he had married again. The man had one son and his stepmother had a daughter.	Orientation
One day the man and his son went collecting fire-wood. They saw a golden tree. They went slowly over to the tree. When they got closer to the tree they heard a voice coming from the tree. This is what the tree said. Go north for one and a half miles. Then you will find a fairy wearing a gold ring. You must take the ring and make a wish	Events sequences

They dun just as the fairy had said and they lived happily ever after.	Resolution
--	------------

Source: Knapp and Watskin,2005 (p. 225).

3) Narrative Text

The narrative has social function to amuse, entertain and to deal with the actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, and turn find a resolution.

Narrative of text structure involves orientation, complication and resolution (Knapp and Watkins, 2005; Kemendikbud, 2017). The orientation refers to where the story happened when the story happened, who and what is involved in the story. The complication is about the climax of the characters in a story, and the resolution refers to a part of resolved either happy conclusion, etc. There are characteristics of language features in narrative text (Knapp and Watkins, 2005; Husein and Pulungan, 2017).

- a) The use of past tense (*drunk, ate*).
- b) The use of action verbs (*walked, killed*).
- c) Specific character (*Cinderella, Alibaba*).
- d) Use present tense for direct speech (*Alibaba said, "My name is Alibaba*).
- e) Dominated conjunction (*when, then, suddenly*).
- f) Material process (*saw, felt*).

Recount text and narrative are almost similar in language features, verb choice, and dominated in past tense. Both of them are too hard to different. However, the narrative has dialogue or speech direct in a text and both of them different in generic structure (Christie and Derewianka, 2008).

Table.25 Example of the Narrative text

<p>I have special experience in dealing with the police. I once visited Medan and stayed at my colleague's house. As it was my first visit to the city Johan, my friend, took me to have sightseeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. Johan had to obediently produce his driving license to respond to the police officer's order. In a gruff manner, the police officer withheld the license and was about to give him a ticket to pay the fine blaming that we had crossed the road when the red light was on. Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took an Rp. 10.000 banknote from his pocket, went out of the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand and let our proceeds to our destination. It appears to me that such a practice to deal with the police is common in Medan.</p>	<p>Orientation</p> <p>Complication</p> <p>Resolution</p>
---	--

Source: Husein and Pulungan, 2017 (p.3).

3. The Relation of Language, Text and Context

A text is not only linked with a grammatical unit but it also has a single meaning. The context is about the situation or setting in the communication occurs. Based on the definition and explanation above language, text, and context cannot be separated from each other. Context remains a crucial aspect which constructs a text.

All languages occur in social context in which the situational context, cultural context, or both of them exist. The relationship between systematic aspect of the text and context happens. There is a symbolic relationship between the language used and social context. The linguistic system and language will shape social context. The Systemic Functional Linguistics presents a detailed systematic account of the relation between text and context.

B. Previous Related Studies

Some researches have been conducted to explore texts. The issue of text analysis through Systemic Functional Linguistics has received considerable attention (Takahira, 2014; Thi to, 2015; Suhartini, 2016; Ismail, 2019). This research focuses on three types of text in *Bahasa Inggris X*: descriptive, recount, and narrative texts presented for the tenth grade students of Senior High School. *Bahasa Inggris X* is published by the Ministry of Education and Culture.

Table.26 Previous Related Studies

Researcher	Title	The Findings
Takahira 2014	Discourse analysis of interpersonal features in ESL and JSL textbooks	<p>This study aimed to investigate what aspect contributed to differentiate language choice for interpersonal metafunction. The method used was quantitative, which was applied to examine the number of interpersonal metafunction in ESL and JSL textbooks. Language could not be separated from context and culture. Language of the textbooks provided not only linguistic resources but also reflection of the interpersonal aspects. After conducting an analysis of Mood and subject personal pronoun in ESL and JSL textbooks, the researcher found that linguistic choices were influenced by contexts, modes, proficiencies of the target language, and interpersonal relationship. The study suggested that explicit instructions on appropriate choices of language in particular situations in the language classroom were delivered because textbooks played an important role in the language classroom.</p> <p>The similarity of the current study and this study lays on the use of SFL and textbook analysis. However, both of them are differentiated by the data source. Although textbooks are still applied in both researches as the data source, this current study uses <i>Bahasa Inggris X</i> whereas the previous study used Japanese book. The previous study analyzed the interpersonal feature in two textbooks.</p>
Thi to 2015	Linguistic complexity in English textbooks: a functional grammar perspective	The study aimed to identify linguistic complexity in English textbook by using Systemic Functional Linguistics. This study used quantitative research to examine the level of linguistic complexity in four textbook levels. The textbook were science and non-science textbooks. The result of the study revealed that the language of the textbook

		<p>became more complex when the level advanced in the chosen book. Specifically, it found a higher level of textbook and grammatical metaphors. However, the highest level of the textbook did not display the complexity among the four levels. The study concluded that the findings did not only give more insight into the nature of language but also gave impact on English language teaching and learning, teacher, textbook choice, writing, as well as curriculum design.</p> <p>The similarity of the current study and this study is on the use of SFL and textbook analysis. Yet, although both of the researches use textbooks as data source, this current study uses <i>Bahasa Inggris X</i> whereas the previous study used science and non-science books. The previous study analyzed the linguistics complexity while the current study identifies the metafunction realized in <i>Bahasa Inggris X</i>.</p>
Suhartini 2016	An analysis of narrative texts in textbooks used by eighth-grade students: Systemic Functional Linguistics perspective.	This study used two English textbooks to reveal differences and similarities of narrative texts. The aim of the study was to know to what extent narrative text fulfilled the criteria of a good textbook. This study employed a descriptive qualitative method. The data of this study were six narrative texts taken from two books. The results were 4 out of 6 narrative texts fulfilled the social orientation, complication, and resolution; 5 out of 6 narrative texts fulfilled the social purpose; and 6 out of 6 narrative texts fulfilled the language features. The narrative texts between two textbooks also showed differences and similarities. It included linguistic features and process types. However, the researcher also found differences between the two books: three narrative texts in one of the textbook did not provide resolution and another did not provide orientation.

		<p>The similarity of the current study and this study is on the use of SFL and textbook analysis. However, the previous study only focused on narrative texts while the current study analyzes three text genres: descriptive, recount, and narrative in textbook.</p>
Ismail 2019	The High School Students' Narrative Writing Development: A Transitivity Pattern Analysis	<p>This study aimed to know the students' narrative writing development using analytical tools developed by Systemic Functional Linguistics theory such as transitivity system. The study conducted an explanatory mixed-method approach. Two points of students' narrative writing were analyzed. The first was the proportion of different process type in students' narrative writing and the second was transitivity system networks drawn up from the writing. The result was that the students had various process type choices such as relational, verbal, and behavioural as the high achiever's texts. The students tried to describe the psychological and physiological aspects of human experience. However, the researcher also found other processes such as material and mental processes.</p> <p>The similarity between the current study and this study is on the use of SFL. However, the previous study analyzed the transitivity in the high school students' narrative writing development while the current study identifies metafunction of <i>Bahasa Inggris X</i>.</p>

C. Theoretical Framework

The research aimed to attempt the metafunction of English text in *Bahasa Inggris X* as a textbook for the tenth grade of Senior High School students. These texts are texts in the reading section of a textbook, which divided into three types of

genre text: descriptive, recount and narrative text. This analysis is based on Systemic Functional Linguistics (SFL) particularly the metafunction of the language.

˘ The metafunction consists of three meaning: ideational meaning, interpersonal meaning and textual meaning.

There are 6 texts out of 3 genre text. Each genre text consists of two texts. The conceptual framework of this research is drawn in the following the figure.9

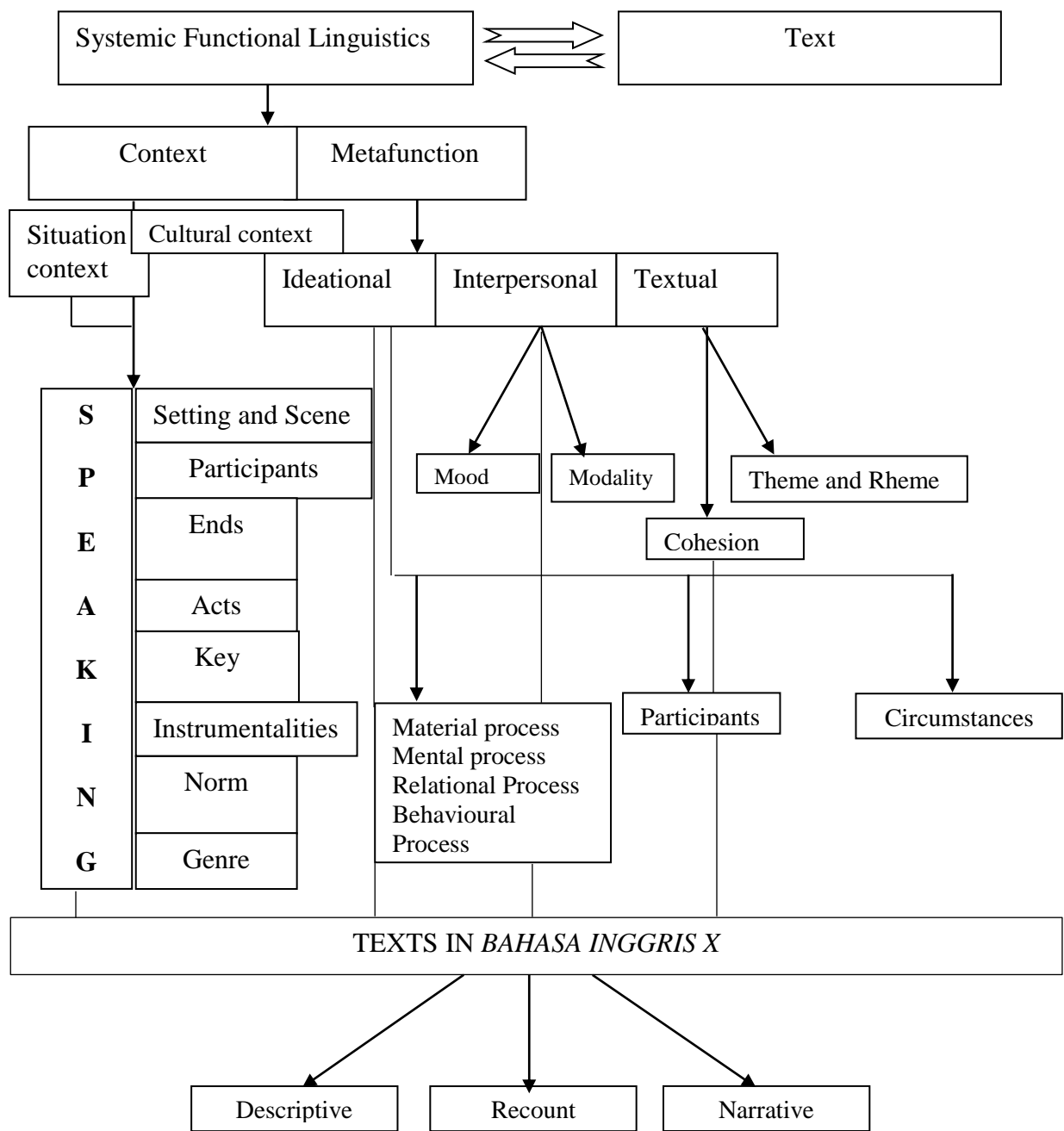


Figure.9 Conceptual Framework

D. Research Question

Based on the focus of the research, the researcher formulates the following question:

1. What are the types of ideational meaning realized in a text of *Bahasa Inggris X*?
2. What are the types of interpersonal meaning realized in a text of *Bahasa Inggris X*?
3. What are the types of textual meaning realized in a text of *Bahasa Inggris X*?
4. To what extent the English teachers comprehend the result of realization metafunction in texts of *Bahasa Inggris X*?

CHAPTER III

RESEARCH METHOD

Research method considers research type, unit analysis, data source, the technique of collection data, an instrument of data, the technique of data analysis and trustworthiness.

A. Research Type

According to Sugiyono (2013), research method is a scientific way to obtain data based on specific purposes and uses. It is a process of collecting data analysis (Creswell, 2014). The primary objective of this research was to identify the metafunction in the text of the English textbook (*Bahasa Inggris X*). This research applied mixed-method, which was involved in the procedure for collecting, analyzing, and mixing quantitative and qualitative methods. The quantitative method was employed to know the number of occurrences of metafunction in tenth graders' English textbook. The qualitative method was designed to get information and interpret the current phenomena.

B. Unit of Analysis

Unit of analysis of this research was divided into two: clause and paragraph. The clause analysis was to investigate the ideational meaning (*participant, process and circumstance*), interpersonal meaning (*mood system and modality*), and textual meaning (*theme and rheme*) whereas the paragraph was to find out the textual

meaning (*cohesion*). Cohesion was a part of textual meaning functioning to link clause to another clause or paragraph to another paragraph.

C. Source of the Data

The data source was *Bahasa Inggris X* 2017 revision, 3rd printing, published by the Ministry of Education and Culture. *Bahasa Inggris X* was published first in 2014 and three members of editorials team were namely Helena I.R Agusties, Emi Emilia, and Raden Safrina. This textbook was provided for senior high school students. It consisted of 234 pages with 15 chapters. The data of the research was the texts in reading section materials in the English textbook.

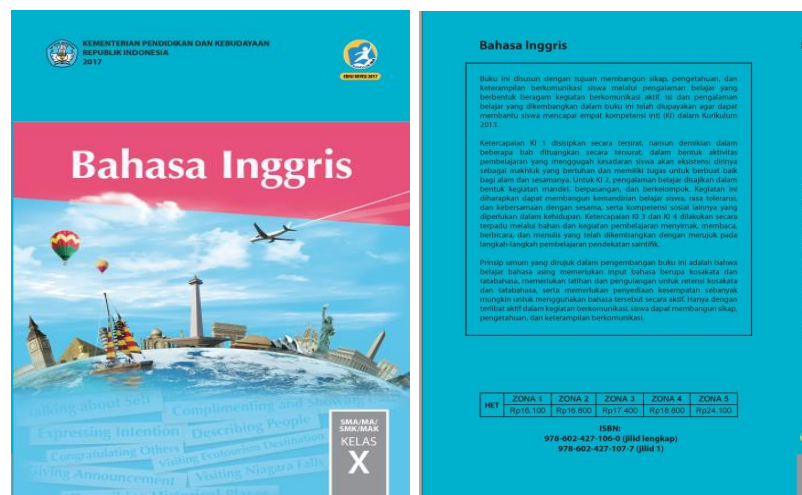


Figure.10 *Bahasa Inggris X*

The data were text types of reading activities in the textbook for the tenth grade students of senior high school: *Bahasa Inggris X*. There were three text genres: descriptive, recount, and narrative. There were some titles in *Bahasa Inggris X* but only the titles listed below were analysed.

1. Descriptive text: *Tanjung Putting National Park* and *Niagara Falls*
2. Recount text: *B.J. Habibie* and *Cut Nyak Dien*
3. Narrative text: *Issumboshi* and *The Legend of Malin Kundang*

The researcher chose two texts of each text genre as representations of the text materials in *Bahasa Inggris X*. The considered reasons in choosing the texts were: (1) popular topic in Indonesia and other countries (the US and Japan), (2) the length of the text, and (3) the dominant activities following the texts in *Bahasa Inggris X*.

D. The Technique of Collection Data

The data collection technique set the observation and note-taking or *Simak Bebas Libat Cakap* and *catat* as the primary techniques. Those techniques were elaborated in Sudaryanto's book *Metode dan Aneka Teknik Analisis Bahasa* (2015).

The researcher applied *simak* technique, which observation without getting involved in the formation of the data except as the observer of the needed data. It included observing the context.

The *Simak* technique employed in the study was *Simak Bebas Libat Cakap* which was related to the condition in which the researcher did not take a role on what occurred in *Bahasa Inggris X*. In conducting the *Simak* technique, the researcher read the English textbook and observed what had been written in the textbook.

this research used *Catat* technique which could be done after the previous techniques were conducted. The researcher wrote a note of the needed data then

classified it into particular categories. The classifications were ideational, interpersonal, and textual meaning.

E. Instrument of Data

The first instrument of this research was the researcher. In this research, the researcher acted as the planner, data collector, analyst, and reporter of the research finding. The second instrument was the table of criteria and parameters of the realization form of metafunction and texts genres. The goals of data analysis were to summarize the data and to present it. Those could be comprehended, interpreted, or related to some decisions the researcher wished to make.

F. The Trustworthiness of The Data

To achieve the credibility of the data, the researcher read and reread the data carefully to make sure the data were suitable for the research questions. The researcher used the triangulation technique.

The research used experts' judgment to confirm and evaluate the research data. The expert judgment was a lecturer who had an educational background in Systemic Functional Linguistics.

G. The technique of Analyzing Data

The data analysis technique is the process of data arrangement and data categorization. The texts in *Bahasa Inggris X* were divided into clauses. This was followed by the identification of ideational meaning, interpersonal meaning, and textual meaning. For the investigation of cohesion in textual meaning, the texts divided into the paragraph. Unlike the process, mood, modality, theme, and rheme

carried out within paragraph but in clause formed. There are some steps to analyze the data:

1. reading the text
2. collecting and selecting the data.
3. The data corresponded with the criteria of parameters metafunction. As the tables are shown above:

Table.27 Sheet of Ideational Meaning

Process	Structural Realization Form					Circumstance
Material	Actor	Process	Client	Goal	Recipient	
Mental	Senser	Process	Phenomenon			
Verbal	Sayer	Process	Receiver	Verbiage		
Relational	Carrier	Process	Attribute			
Behavioural	Behaver	Process	Behaviour			
Existential	Existent	Process				

Table.28 Sheet of Interpersonal Meaning

Interpersonal	Structural Realization Form				
Mood	Declarative	Subject	Finite	Predicate	Adjunct
		MOOD		RESIDUE	
	Interrogative	Finite	Subject	Predicate	Adjunct
		MOOD		RESIDUE	
	Imperative	No subject	No finite		
Modality	Modalization				
	Modulation				

Table.29 Sheet of Textual Meaning

Textual	Structural Realization Form		
Theme	Topical theme <i>Marked</i> <i>Unmarked</i>	Theme	Rheme
	Interpersonal theme	Theme	Rheme
	Textual theme	Theme	Rheme
Grammatical Cohesion	Reference		
	Substitution		
	Ellipsis		
	Conjunction		
Lexical Cohesion	Repetition		
	Synonym		
	Hyponymy		
	Meronymy		

4. calculating the number of occurrence of metafunction.
5. interpreting and discussing based on theories and previous related studies.

CHAPTER IV

THE FINDING AND DISCUSSION

This chapter consists of two subchapters. The first is research findings. The research findings are presented quantitatively to show the information of the distribution findings based on the ideational meaning, interpersonal meaning, and textual meaning. The second is discussion. The discussion discussed and interpreted quantitatively to get depth understanding of the text in English textbook by four research questions:

A. Research Findings

This section presents the findings metafunction in texts of *Bahasa Inggris X*. It divided into three sub sections findings: (1) the recount text should meet the criteria of genre text and quantitatively of ideational meaning, Interpersonal and textual meaning (2) the descriptive text should meet the criteria of genre text and quantitatively of ideational meaning, Interpersonal and textual meaning (3) the narrative text should meet the criteria of genre text and quantitatively of ideational meaning, Interpersonal and textual meaning.

This study arranged based on the common text used in real life. The recount is a primary text which people more often used. People do like to tell the story and experience. According to Samantaray (2014) the story as the way people communicate experiences and how people make sense of themselves. Jonathan Gottschall, American Literary says *people are species and more enthusiastic of story even when people go to sleep, their mind tries to tell story itself*. Descriptive and

narrative is almost similar position but this study attempted descriptive as second text. People tend to describe anything than tell the legend story or fairy tale.

1. Recount Text

a. The Analysis of Genre Text in Recount Text

Language refers two things, (1) natural and cultural, and (2) individual and social (Knapp and Watkins, 2005). Recount text is a text which tells about past event. Knapp and Watkins (2005) argue that recount is a simple text focusing on sequence of events. In fact, people use recount text almost every day. People love to tell story, how the story happened, when the story happened, etc. They have a way to bring people feeling to the story. For example, people try to tell their experience, holiday, impression of things, news, what they do like and do not like, etc.

Recount text is a text type taught in school. *Bahasa Inggris X* as primary book used by tenth grade students of senior high school presents recount text as material. The recount texts which are being analyzed are two texts entitled *B.J Habibie* and *Cut Nyak Dhien*. Those texts comprise 70 clauses.

Recount texts as text genre should fulfil some criteria. The criteria consist of social purpose, generic structure, and language features. Two recount texts in *Bahasa Inggris X* have fulfilled the first criteria, which is social purpose, as recount text. The social function of the recount text is to retell and inform the past story. The texts give detailed information to the readers about sequence of events of national heroes: *B.J Habibie* and *Cut Nyak Dhien*.

The second term is generic or schematic structure of recount text which consists of orientation, events, and reorientation. The two texts have fulfilled three steps of generic structure. In *B.J Habibie* text, the writer tries to convey information properly concerning who Habibie is. The next paragraph tells the detailed story of Habibie, and the conclusion or reorientation tells about Habibie's life in Germany and his released book entitled *Detik-Detik yang Menentukan*. *Cut Nyak Dhien* text also has fulfilled the criteria of recount text's generic structure. It is similar to Habibie's story, which starts with the introduction of Cut Nyak Dhien and her family. It is followed with the detailed events happened in her life, and the last paragraph concludes his life events: Cut Nyak Dhien was exiled to Sumedang and died on 6 November 1908.

The last point was language features of recount texts. The list of language features used in recount text and its samples taken from BJ (B.J. Habibie text) and CN (Cut Nyak Dhien text) texts presented in *Bahasa Inggris X* are elaborated below.

- (1) Focus on specific participant (*B.J Habibie* and *Cut Nyak Dhien*).
- (2) The use of temporal sequence (*B.J Habibie* text e.g. during this time; and *Cut Nyak Dhien* e.g. two years later).
- (3) Simple past tense (*B.J Habibie* text e.g. served, worked; and *Cut Nyak Dhien* e.g. declared, continued).
- (4) The use of action verbs (*B.J Habibie* text e.g. returned, worked; and *Cut Nyak Dhien* e.g. married, evacuated).

The two texts have already employed the appropriate language features required by recount texts.

According to De Beaugrande and Dressler (1981) a text should meet the textuality standard such as intentionality, acceptability, informativity, situationality, and intertextuality. BJ and CN recount texts try to deliver the writer intention and worth detailed information to the readers. A reader can accept the information of the text itself. Therefore, even if the texts do not contain new information, the English textbook tries to defend the quality of the text. Situationality term stresses that the text should be relevant to a particular situation. The intertextuality refers to the benefit the text made. The recount texts try to give information or story based on temporal arrangement.

From the analysis and explanation above, the two texts have fulfilled the criteria of recount text genre and it depends on textuality standard of texts.

b. The Quantitatively of Metafunction

The texts were analyzed 70 clauses of two recount texts. This was done on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that all of the metafunction found in the text of English textbook.

1) The Quantitatively of Ideational Meaning in Recount Text

People use language to interact with other people not only established the relationship. Ideational meaning used to tell the experiences and ideas which represent in the world. There are three components of ideational meaning and

those are participants, processes, and circumstances. The selected clauses then analyzed in terms of the ideational meaning. Each clause identified and encoded on the process types' categories of ideational meaning: Material, Mental, Verbal, Behaviour, Relational, and Existential clauses. Having finished encoding all clauses in processes types' classification, the researcher calculated the total number of occurrences in table sheet.

The findings of the participants, processes and circumstances were found in the recount text of the *Bahasa Inggris X*. The number of occurrences of ideational meaning in recount texts was presented in table below:

Table.30 Total Occurrences of Process Type, Participant, Circumstance in Recount Texts

P	CODE TEXT										N
	BJ		CN		N	BJ		CN			
	F	%	F	%		F	%	F	%		
Mat	30	34.8	56	65.1	86	Ac	21	45.6	26	56.5	46
						Go	19	34.5	36	65.4	55
						Cl	0	0	0	0	0
						Re	5	55.5	4	44.4	9
Men	5	41.6	7	58.3	12	Se	3	60	2	40	5
						Ph	2	33.3	4	66.6	6
Ver	4	33.3	8	66.6	12	Sa	3	37.5	5	62.5	8
						Rec	2	100	0	0	2
						Va	2	25	6	75	8
Rel	8	53.3	7	46.6	15	Ca	1	16.6	5	83.3	6
						At	2	28.5	5	71.4	7
						To	6	66.6	3	33.3	9
						Va	4	66.6	2	33.3	6
Beh	0	0	0	0	0	Be	0	0	0	0	0
Exi	0	0	0	0	0	Ex	0	0	0	9	0
N	47		78				70		98		
											125

Circumstance (C)	Code Text				N
	BJ		CN		
	F	%	F	%	
Ex	4	57.1	3	42.8	7
Loc	31	55.3	25	44.6	56
Man	4	33.3	8	66.6	12
Cau	6	60	4	40	10
Matt	0	0	2	100	2
Acc	6	54.5	5	45.4	11
Ro	10	62.5	6	37.5	16
N	61		53		
	114				

The findings showed that there are 125 of processes, 168 participants, and 114 circumstances taking part in two texts of *Bahasa Inggris X* while making configuration to the process types.

Based on the table above, the material process of texts predominates of the process types followed by relational, mental, and verbal. There is no found the behavioural and existential process in recount text. The material process occurred in recount text 30 (34.8%) times for BJ and 56 (65.1%) times for CN.

The second place is relational process found 15 times of both recount texts. The third place found in recount texts are mental process appeared and verbal process with the same number of occurrence, 12 times. The process type helped texts experiences to share to readers. The readers also could figure out what the texts tried to tell by examining the process choices. The findings emphasized material process which highest process choices in recount text. It refers to an action or doing appeared.

In recount texts participants' finding as the table shown above, the total participants are 70 for coding text BJ and 98 for CN. In first text with code text BJ, the highest position of participants is actor with 21 (45.6%) followed goal with the number of occurrences 19 (34.5%). The lowest number of occurrences is receiver. There is no found client, existent, behavior.

In second text of recount text with code text CN, the highest position of participants is goal with 36 (65.4%) out of 98 which followed goal with the number of occurrences 26 (56.5%). There is no found client, receiver, and existent in recount text CN.

The highest position of the number occurrences of circumstances is location with 31 (55.3%) and 25 (44.6%) whereas the matter of circumstances is very limited, it is only found 0 in code text BJ and 2 in code text CN.

a) Material Process

All clauses refer to a process of doing and happening (Eggins, 2004; Halliday, 1994; Fontaine, 2013; Matthiessen, 2014). The process is always realized by a verbal group. Material process involves the participants namely actor, goal, client and recipient. There is not found the client in recount texts in *Bahasa Inggris X*. The texts in *Bahasa Inggris X* appeared the variation of participants, material process and circumstances included in those clauses, as shown in the following examples.

BJ/135/4.C2(sample recount text 1)

Habibie	Worked	On two projects	which	Received	funding	from Deutsche Bundesbahn
Actor	P:material					
			Actor	P:material	Goal	C:loc

CN/145/1.C4 (sample recount text 2)

She	Was	Awarded	the title of Indonesian National Hero	on 2 May 1964	by the Indonesian government
Recipient		P:material	Goal	C:loc	

The first sample in code data BJ/135/4.C2 of recount text constructed *Habibie and which* as actor in that clause, *worked* and *received* as material processes, *funding* as goal and *from Deutsche Bundesbahn* as circumstance. There are two clauses, the first clause contains material process which Habibie as actor. It indicates the specific person. The clause tells what happens of Habibie while the second clause, there is material process. The actor is *which*. The sample above means Habibie worked on two projects and the projects got the funding from Deutsche Bundesbahn is the one of the railway companies.

Next sample, as shown table above with code CN/145/1.C4 elaborated *She* as recipient. Recipient is participant included in material process as the receiver or goods and services which relates to thing will be given to another. In the clause realized *Awarded* indicated material process and *the title of Indonesian National Hero* as goal. Goal as participants of clauses has function to be a potential extended structurally or the extended semantic agent. Goal

refers to suffer of the process and participant at whom process is directed. The Indonesia government gave the actor as National Hero of Indonesia.

b) Mental Process

The analysis of mental process is related to what people think or sense. The participants in mental process are senser and phenomenon. Senser is a main participant that is conscious to feel and think whereas phenomenon is which felt, though and perceived (Halliday, 1994; Eggins,2004; Matthiessen,2014). Those samples found in recount texts in *Bahasa Inggris X*, as shown in the following examples:

BJ/135/5.C1 (sample recount text 1)

Habibie	Did	Accept	a position	with messerschmitt-bolkow-blohm in hamburg
Senser		P:mental	Phenomenon	C: accompaniment, loc

CN/146/5.C5 (sample recount text 2)

However,	Teuku umar	secretly	planned	to	betray	the Dutch
	senser	C: manner	P:mental	Phenomenon		

In recount texts, two samples from two texts taken, as shown table above in code BJ/135/5.C1 and CN/146/5.C5. Those clauses constructed *Habibe* and *Teuku Umar* as senser, *accept* and *planned* indicated as mental process, *a position* and *to betray the Dutch* as phenomenon. Two samples contain mental process, Habibie try to accept the position, he had to think before he accepted the position. On the other hand, Teuku umar set up the secret

tactics before doing war to the Dutch. The clauses involve the cognition or process of thinking.

c) Verbal Process

Verbal process is a process which indicated a direct process which tell by speakers or shown by saying (Halliday, 1994; Eggins, 2004; Fontaine, 2013; Matthiessen, 2014). The primary participant is called as sayer. Those samples found in recount texts in *Bahasa Inggris X*, as shown in the following examples:

BJ/135/6.C1 (sample recount text 1)

In 1974	Suharto	Requested	Habibie	to return to Indonesia as part of Suharto's drive to develop the country
Circum:loc	Sayer	P:verbal	Receiver	Verbiage

CN/145/2.C4 (sample recount text 2)

And	many men	proposed	To	Marry	her
	Sayer	P:verbal	Verbiage		

The sample of recount text contains verbal process, in sample BJ/135/6.C1 found *Suharto* as sayer, *requested* as verbal process, *to return to Indonesia as part of Suharto's drive to develop the country* as verbiage and in the clause identified the receiver. Receiver is a part of verbal process has functioned as addressee or the entity targeted by the saying. The clause realized *Habibie* as receiver and *in 1994* as circumstance of location. The circumstance of time adds more information about the clause. The first clause is verbal process,

Suharto as sayer want to Habibie come back to Indonesia. He said Habibie had to help Suharto in developing Indonesia.

The second clause taken from Cut Nyak Dhien text, the clause is verbal process indicated by proposed verb. The clause means many men would ask her (Cut Nyak Dhien) as wife or getting married with her. Many men is sayer referring to more than two men would marry her as verbiage or content the sayer said or told about.

d) Relational Process

Relational process concerns with process of being. Two types of relational process consist of attribute and identifying. The main participant is carrier in attribute and there is attribute which has function as a quality attributed to an entity or to point out something whereas the identifying as relational process. There are main participants are token and value. The sample found in recount texts in *Bahasa Inggris X*, as shown in the following example:

BJ/134/1.C3 (sample recount text 1)

He	Was	the third president of the republic of Indonesia (1998-1999)
Token	P:relational	Value

The sample in code clause BJ/134/1.C3 was taken in recount text entitled BJ. Habibie. The clause constructed *He* as token, *the third president of the republic of Indonesia (1998-1999)* as value. The clause told that he or Habibie had been the third president in Indonesia. Relational process is concerned with becoming or being. *Was* indicated there is a relational process.

2) The Quantitatively of Interpersonal Meaning in Recount Text

There are two texts of recount text comprises 70 clauses. In terms of analyzing the mood and modality are in each clause. The findings revealed that interpersonal resources were found in the recount text of English textbook.

a) Mood

In mood system of interpersonal meaning decided into a three types namely declarative mood, interrogative mood and imperative mood. This study helped the researcher to identify the relation between the participants involve in recount texts of *Bahasa Inggris X*. The total number of occurrences of mood and residue found in recount texts, as shown table below:

Table.31 Total Occurrences of Mood and Residue in Recount Text

Type of Mood	Code Text				N
	BJ		CN		
	F	%	F	%	
Declarative	37	43.0	49	56.9	86
Interrogative	0	0	0	0	0
Imperative	0	0	0	0	0
Residue	33	42.3	45	57.6	78

Based on the data of table.28, the highest number of occurrence of mood was declarative mood with 86 times which divided into BJ text, 37 (43.0%) and CN text, 49 (56.9%). There is no found the interrogative and imperative mood. Residue is the rest of verbal group consisting of predicator and adjunct.

Declarative mood is a mood that expressed by using statement. The clause included into the declarative mood is when subject position is before finite in the clause.

BJ/134/2.C1 (sample recount text 1)

Following <i>his father's death</i>	Habibie	Continued	his studies	in Jakarta and then in 1955 moved to Germany
Predicator-complement-prepo	Subject	Finite/pred		Adjunct
	MOOD			
			RESIDUE	

CN/145/1.C2(sample recount text 2)

She	Was	Born	in Lampadang	in 1848
Subject	Finite	Pred	Adjunct	Adjunct
MOOD		RESIDUE		

The samples taken from recount texts, those clauses with code BJ/134/2.C1 and CN/145/3.C2 are statement. It can identify by the position of subjects (*Habibie and She*) which is before the finites of the clause (*continued and was*). The adjunct found was circumstantial. Adjunct expresses some circumstance relating to the process in the clause or sentence. It refers to time, place, cause, and matter (Halliday, 1994; Eggins, 2004; Matthiessen, 2014). It was declarative mood which used without modality. The mood system in the texts has function to know the interaction or to engagement the readers. The writer of texts should write the texts using various resources of linguistic to good communication.

b) Modality

Modality refers to a thing with proposition in mood deny what is stated in the residue. The total number of occurrences of modality in recount texts, as shown table below:

Table.32 Total Occurrences of Modality in Recount Text

Type of Modality	Code Text				N
	BJ		CN		
	F	%	F	%	
Modalization	0	0	0	0	0
Modulation	0	0	3	100	3
N	0		3		

The table of total occurrences of modality in recount texts showed limited of modulation, 3 (100%) out of 3 and there is no modalization in recount texts.

(1) Modalization

Modalization is one type of modality used to argue the probability of frequency of proposition. A proposition is not always positive or negative. There are two types of modalization: probability and usuality. The probability is when the speaker tries to express a judgment as probability of something happening while the usuality refers to when the speaker try to express the judgment as to the frequency of something happens. There is no found the modalization of recount texts.

(2) Modulation

Modulation is another modality type used to argue about the obligation or inclination. It relates to negotiation of goods and services. The modulation is a way to express the judgment or attitude about action and events for the speakers. However, there are three modulations, one of them showed below:

CN/145/6.C3 (sample recount text 1)

As Achenese women, we may not shed tears for those who have been martyred.

The sample above, the modulation indicated by *may*. The clause above tried to give a judgment about as Achenese, they do not shed tears. It is a form of estimation thing. The clause represented the writer's attitude about the topic. The use of strong modulation and pronoun used to draw the subject *we* to spesifically identified as visitors in the park.

c) The Quantitatively of Textual Meaning in Recount Text

In terms of analyzing the theme, rheme, and cohesion are in each clause. The findings revealed that all of the textual meaning was found in recount text of English textbook, *Bahasa Inggris X*.

a) Theme and Rheme

People deliver the ideas and thought when doing communication each other. The clauses showed that the information of speaker's or writer's idea. The function of the clause is as a message which relates to textual meaning. The clause of message should be coherent and meaningful. The textual meaning is achieved by using theme and rheme analysis of the text. Based on

Halliday (1994) Eggins (2004) Fontaine (2013) and Mattiessen (2014) the theme divided into three: topical theme, interpersonal theme and textual theme.

The table of theme and rheme found in two text of recount text:

Table.33 Total Occurrences of Theme and Rheme in Recount Text

Code Text	Theme Types and Rheme										N
	Top				Int		Tex		Rhe		
	Unmark		Mark		F	%	F	%	F	%	
	F	%	F	%							
BJ	22	40	15	60	0	0	2	11.1	28	35	67
CN	33	60	10	40	0	0	16	88.8	52	65	111
N	55		25		0	0	18		80		

The table showed the highest number of occurrence of theme was topical theme. Topical theme consists of unmarked theme and marked theme. Unmarked theme found the BJ text, 22 (40%) and CN text, 33 (60%) whereas the marked theme found 15 (60%) of BJ text and 10 (40%) of CN text. The topical theme followed the textual theme with the total number of occurrence, 2 (11.1%) for BJ and 16 (88.8%) for CN. There is no found interpersonal theme. The table showed rheme. The total number of occurrence of rheme was 28 (35%) of BJ text and 52 (65%) of CN text.

(1) Topical Theme

Topical theme is the first element of ideational meaning. The topical theme represents a meaning realized in ideational meaning. The topical theme divides into unmarked theme and marked theme. Unmarked theme is particularly subject while the marked topical theme is not subject. Marked is used as the theme to stands out to attract the attention.

BJ/135/3.C5 (sample recount text 1)

Habibie and his wife	settled	in Aachen for a short period before moving to Oberforstbach
Topical:unmarked	Rheme	

CN/145/8.C4 (sample recount text 2)

Her daughter, Cut Gambang	Escaped
Topical:unmarked	Rheme

In recount texts found samples above which shown in code BJ/135/3.C5 and CN/145/8.C4. *Habibie and his wife and her daughter, Cut Gambang* are the unmarked theme in those clauses, *settled in Aachen for short period before moving to Oberforstbach* and *escaped* as the rheme or additional information. Theme choice suggest the text written by the ideology or willing of writer and how the cohesion and coherence created. Each theme represents the different starting point of the message deliver in the clause.

BJ/135/3.C6 (sample recount text 1)

In May 1963	They	Had	their first son, Ilham akbar habibie and later son Tareq Kemal Habibie
Topical:marked	Rheme		

CN/145/8.C3(sample recount text 2)

Despite desperately fighting back	Dhien was captured
Topical:marked	Rheme

In recount texts found samples above which shown in code BJ/135/3.C6 and CN/145/8.C3. *In May 1963* and *despite desperately fighting back* are the marked theme in those clauses, *they had their first son ...* and *Dhien was captured* as the rheme or additional information. The choice of

marked theme is when the writer choice to make with something other than the use of subject. The clauses did not use subject but circumstantial adjunct.

(2) Textual Theme

Textual theme is the theme relates to the clause to the preceding text in order to realize linking role by conjunction and continuatives.

CN/145/2.C2 (sample recount text 2)

And	her mother	Was	also	from an aristocratic family
Textual theme	Topical:unmarked	Rheme		

The sample with code CN/1452.C2 was found in recount texts and as textual theme and was from an aristocratic as rheme in the clause. Textual and topical themes realized together in the clause. *Her mother* is a topical theme and subject in the clause. However, *and* realized as textual theme by using the conjunctive adjunct.

b) Cohesion

Cohesion relates to the meaning relation defines it as a text and connected within a sequence (Halliday & Hasan, 1976; De Beaugrande & Dressler, 1981). There are two kinds of cohesions, grammatical cohesion and lexical cohesion. To analyze the cohesion through Systemic Functional Linguistics perspective, the researcher analyzed in paragraph of unit analysis. It can be easy to analyze the linguistic sequences in a text by see grammatical rules. All the function in a text applied to create relationship between other elements as cohesion.

(1) Grammatical Cohesion

Grammatical cohesion has function to make whole words or elements parts of a text associated by using them (Halliday & Hasan, 1976; Olievera, 2015). There are four types of grammatical cohesion namely reference, substitution, ellipsis, and conjunction. The result of analysis grammatical cohesion in recount texts, as shown table below:

Table.34 Total Occurrences of Grammatical Cohesion in Recount Text

Code Text	Type of Grammatical Cohesion								N
	Re		Su		El		Co		
	F	%	F	%	F	%	F	%	
BJ	27	35.0	1	100	0	0	23	40.3	51
CN	50	64.9	0	0	2	100	34	59.6	86
N	77		1		2		57		

Based on table above, the highest number of occurrence was reference. The total number of occurrence of repetition in recount texts was 77 times. It occurred in BJ text, 27 (35.0%) and CN, 50 (64.9%) which followed the second place was conjunction and the total number was 57 times. In BJ text was 23 (40.3%) of conjunction and CN text, 34 (59.6%). Substitution and Ellipsis was limited number found in recount texts.

1.1 Reference

Reference plays a special role to create ties of cohesive between the elements that can be difficult to interpret was seen by out of context, the most important it relates to meaning (Halliday, 1994; Matthiessen, 2014). There are

three types of references and those are personal reference, demonstrative reference and comparative reference.

Sample recount text 2

*Sometime later, Teuku Umar proposed to marry **her**. Learning that Teuku Umar would allow **her** to fight, **she** accepted his proposal. **They** were married in 1880. **This** greatly boosted the morale of Aceh armies in **their** fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang*

From the bold “*her* and *she*” represents the personal reference. As sample above, *he* and *she* refer to the word *Cut Nyak Dien* in the previous sentence. Besides that, in sample recount text is found personal reference, the bold “*they* and *their*” refer to *Cut Nyak Dhien and Teuku Umar*. The use of personal pronoun showed to emphasize character of the story and to avoid the same repetition of paragraph in the text.

1.2 Substitution

Substitution is one types of grammatical cohesion. It has function to substitute a word in grammatical. Sample taken in recount text. It can be seen sample below:

Sample recount text 1

*In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. **The two** married on 12 May 1962, returning to Germany shortly afterwards.*

Two substitutes *Hasri Ainun* and *Habibie* in the previous sentence. The substitution element has the less percentage. Substitution may function as nominal.

1.3 Ellipsis

Ellipsis is the omission of clause. Ellipsis takes places in grammatical cohesion to substitution. Ellipsis divided into nominal, verbal and clausal. It is only found the nominal of ellipsis in recount text of CN.

Sample recount text 2

*Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using **these supplies** to help the Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).*

From the bold word *these supplies* fills out an elliptical nominal group which was *heaving equipment, weapons, and ammunition*.

1.4 Conjunction

Conjunction is the mostly used in descriptive, recount and narrative texts with 178 times (see table. 32). The use of conjunction as shown sample in recount text below:

Sample recount text 1

*In 1962, Habibie returned to Indonesia for three months on sick leave. **During this time**, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. **Te** two married on 12 May 1962, returning to Germany shortly afterwards. Habibie **and** his wife settled in Aachen for a short period **before** moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, **and** later another son, Tareq Kemal Habibie.*

The use of conjunction in sample above is the bold “*during this time, and, before*”. Those are words used to linked other words or clauses as mark in a paragraph above.

(2) Lexical Cohesion

Lexical cohesion refers to how the writer and speaker using lexical resources in a text. Four types of lexical cohesion are repetition, synonym, hyponymy and meronymy. The result of lexical cohesion in the text, as shown table below:

Table.35 Total Occurrences of Lexical Cohesion in Recount Text

Code Text	Type of Lexical Cohesion								N
	Rep		Syn		Hyp		Mer		
	F	%	F	%	F	%	F	%	
BJ	13	50	3	37.5	4	80	2	50	22
CN	13	50	5	62.5	1	20	2	50	21
N	26		8		5		4		

Based on the table above, the repetition was the highest number found in recount texts and total number of repetition, 26. It was followed the synonym, 3 (37.5%) of BJ text and 5 (62.5%) of CN text. The BJ text found 4 (80%) and CN, 1 (20%) of hyponymi. The last of lexical cohesion, meronymy, BJ and CN text occurred 2 times.

2.1 Repetition

Repetition is a lexical item repeats the same word (Halliday and Hasan, 1976; Shahnaz and Imtiaz, 2014). These sample found in one of paragraphs in recount text entitle Cut Nyak Dhien (CN).

Sample recount text 2

*One of **her troops**, Pang Laot, told **the Dutch** the location of her headquarters in Beutong Le Sageu. **The Dutch** attacked, catching Dhien and **her troops** by surprise. Despite desperately fighting back, **Dhien** was captured. Her daughter, Cut Gambang, escaped and continued the resistance. **Dhien** was brought to Banda Aceh*

*and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because **the Dutch** were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908*

The paragraph above was taken in recount text with code CN text. *Her troops, the Dutch and Dhien* repeated in the next sentences. *Her troops* means soldier, which had Cut Nyak Dhien, Dhien means famous figure in Indonesia and main character in the story. The Dutch means the people of the Netherlands that wanted to war with Aceh people.

The writer used repetition because the literary device which has function to emphasize the things or person as significant things or person. The writer hopes the readers to pay attention to the language in the text.

2.2 Synonym

Synonym refers to a word some sense synonymous with another word in a text that has the same meaning (Shahnaz and Imtiaz, 2014; Oliveira, 2015).

Sample recount text 1

*Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a **degree** in engineering in Germany, giving him the **title** *Diplom-Ingenieur*.*

The bold word of degree is same with title means the qualification was given for student after completing the studies.

2.3 Hyponymy

Hyponymy is a lexical cohesion where the relationship between them and it is general to specific. As result shown below:

Sample recount text 1

*There, he developed **theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Teorem, and Habibie Method**, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.*

The result above, the paragraph was taken of recount text. The paragraph found hyponymy. Thermodynamics, construction, and aerodynamics are a type of theories developed by Habibie. There are three theories which developed by Habibie.

2.4 Meronymy

Meronymy refers to lexical items as whole to part (Eggins; 2004). As shown the result of recount text:

Sample recount text 2

*Two years later Teuku Umar set out to assault Aceh, but he instead deserted with **his troops taking with them heavy equipment, weapons, and ammunition**, using **these supplies** to help the Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).*

The word of *supplies* refers to a whole part of *heavy equipment, weapons, and ammunitions*. It has the meaning relation of the whole part.

2. Descriptive Text

a. The Analysis of Genre Text in Descriptive Text

Descriptive text has a function to describe the specific things (Huesin and Pulungan, 2017). Descriptive text is used in social daily interaction. There are two texts being analyzed in this part, entitled *Tanjung Putting National Park* (TP) and *Visiting Niagara Falls* (NF). Each text has different social purpose, generic structure, and language features. It is called as text genre which has function to develop the linguistic expression. Descriptive text is one of the text types which has its own text genre.

The first point was social purpose. Descriptive text is employed to describe a particular person, place, thing, or animal. In descriptive texts of *Bahasa Inggris X*, the writer tries to describe specific places namely Tanjung Putting National Park which is located in Kalimantan and Niagara Falls in international border between USA and Canada. Both of the texts have fulfilled the criteria of social purpose of descriptive text.

The second aspect is generic structure of descriptive text. Generic structure consists of general statement and description. General statement refers to the general information about the particular place and description refers to the complete information of the place. TP text describes the location of Tanjung Putting in general statement and the next paragraph tries to describe the detailed information about the place such as the attractions or activities people can do in the park. The primary activity is to see the orangutan. Meanwhile, NF in general

statement gives information about the Niagara Falls' location and what Niagara Falls is. The next paragraph explains the activities and general information of the place. Both of the texts have fulfilled criteria of the generic structure; TP and NF have been written in accordance with steps that should be developed in descriptive texts.

Descriptive texts are required to use features of language in writing or speaking. Just like recount text, the descriptive text also has its own language features. There are four language features in descriptive text (Knapp and Watkins, 2005; Christie and Derewianka, 2008; Noprianto, 2017), and its samples taken from TP and NF texts in *Bahasa Inggris X* textbook are presented as follows.

(1) Focus on primary participant (*Tanjung Putting National Park* and *Visiting Niagara Falls*)

(2) Use present tense (*Tanjung Putting National Park* e.g. see, reach, offers; and *Visiting Niagara Falls* e.g. helps, visit, get)

(3) Use adverbial phrase (*Tanjung Putting National Park* and *Visiting Niagara Falls*)

(4) Use material (*Tanjung Putting National Park* e.g. plunge, take, go; and *Visiting Niagara Falls* e.g. access, start, renowned)

The samples above show that the entire language features required in descriptive texts have already been fulfilled.

The texts should fulfil the criteria of textual standard of a text (De Beaugrande and Dressler, 1981). The TP and NF texts involve the intentionality

of the writer and the text can be accepted by the readers as material in English textbook. Based on the topic and content offered, the teacher can give prior knowledge to students about the TP and NF. The situation of the text is suitable and never be separated from the context. The last point is intertextuality. If TP and NF are seen from intertextuality point of view, both of the descriptive texts have already used local elements to deliver the story.

From the analysis, the descriptive texts have fulfilled the criteria of texts genre and standard texts of textuality. It is better for the English teacher who teaches text to know the characteristics of good texts before delivering the material to the students.

b. The Quantitatively of Metafunction

The texts were analyzed 55 clauses of two descriptive texts. The analysis was done on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that all of the metafunction meaning was found in the text of *Bahasa Inggris X*.

1) The Quantitatively of Ideational Meaning in Descriptive Text

There are three components of ideational meaning and those are participants, processes and circumstances. The selected clauses then were analyzed in terms of the ideational meaning. Each clause was identified and encoded on the process types' categories of ideational meaning: Material, Mental, Verbal, Behaviour, Relational, and Existential clauses. Having

finished encoding all clauses in processes types' classification, the researcher calculated the total number of occurrences in table sheet.

In terms of analyzing the ideational meaning is in each clause. This was concluded on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that all of the participants, processes and circumstances were found in the descriptive text of the English textbook. The number of occurrences of ideational meaning in descriptive texts was presented in table below:

Table.36 Total Occurrences of Process Type, Participant, and Circumstance in Descriptive Texts

Text Code	TP		NF		N	Participant (Pa)	TP		NF		N
	F	%	F	%			F	%	F	%	
Mat	18	41.8	25	58.1	43	Ac	11	50	11	50	22
						Go	10	37.0	17	62.9	27
						Cl	0	0	0	0	0
						Re	1	20	4	80	5
Men	12	63.1	7	36.8	19	Se	6	60	4	40	10
						Ph	9	69.2	4	30.7	13
Ver	1	33.3	2	66.6	3	Sa	1	100	0	0	1
						Rec	0	0	0	0	0
						Va	1	100	0	0	1
Rel	16	57.1	12	42.8	28	Ca	9	45	11	55	20
						At	9	52.9	8	47.0	17
						To	2	40	3	60	5
						Va	2	40	3	60	5
Beh	1	100	0	0	1	Be	0	0	0	0	0
Exi	0	0	1	100	1	Ex	0	0	1	100	1
N	48		47				61		66		
	95					127					

Code Text	TP		NF		
Circumstance (C)	F	%	F	%	N
Ex	5	41.6	7	58.3	12
Loc	15	51.7	14	48.2	29
Man	6	75	2	25	8
Cau	3	75	1	25	4
Matt	0	0	0	0	0
Acc	3	75	1	25	4
Ro	2	66.6	1	33.3	3
N	34		26		
	60				

The table showed the total of processes was 95 whereas the participants were 127. The last is total number of circumstances 60 of descriptive texts. The highest number of occurrence of processes was material process which 18 (41.8%) of TP and 25 (58.1%) of NF. The second place was relational process which 16 times (57.1%) of TP and 12 times (42.8%) of NF and followed by Mental and verbal process. In descriptive texts, the result found the behavioural and existential process. The behavioral found in TP, 1 time whereas the existential process found in NF, 1 time. Both of the processes are limited found.

Two texts of descriptive texts, the total participants are 61 of coding text TP and 66 of NF text. In first text with code text TP, the highest position of participants is actor in TP, 11 (50%) out of 61 which followed goal with the number of occurrences 10 (37.9%) out of 61. There is no found client, receiver, behavior and existent. The second code text, NF of descriptive text as shown table above, the highest position is goal with 17 (62.9%) out of 66 which followed carrier and actor, 11 and 8 for attribute. There is not found client, say, receiver, verbiage, behavior.

The circumstances were also found in descriptive texts. The highest number of occurrence of circumstance is location, in code text TP 15 (51.7%) and NF, 14 (48.2%). There is no found matter of circumstance in descriptive texts.

a) Material Process

The code texts TP and NF of descriptive texts in *Bahasa Inggris X* appeared the variation of participants, material process and circumstances included in those clauses, as shown in the following examples.

TP/53/1.C2 (sample descriptive text 1)

Visitors from foreign countries	Come	to this park because of its amazing nature
Actor	P: material	Circumstance: loc

NF/73/3.C3 (sample descriptive text 2)

The boat	Operates	mid-May until late October
Actor	P: material	C: extent

The first clause with code clause TP/53/1.C2 as shows in the table above arranged or constructed in descriptive text with code TP. The main participants is *visitors from foreign* as actor, *come* as verb which indicates as material process and *to this park* as circumstances. The actor is main participant which doing an action. The writer informed that people or visitors from foreign countries reason to go park because the nature.

Like the first sample, in second descriptive text with code NF, the second sample has the same structures where the word *operates* indicated the material process refers to the activity will be done by the actor. *The boat*

is shown as actor. Mid-May until late October is circumstance which informed the how long the boat operated.

b) Mental Process

Those samples found in descriptive texts in *Bahasa Inggris X*, as shown in the following examples:

TP/53/5.C6

At night	You	can	Enjoy	the clear sky and the amazingly bright stars	as the only lights for the night
C:loc	Senser		P: mental	Phenomenon	C: role

NF/73/4.C2 (sample descriptive text 2)

Here	Tourists	May	Enjoy	the most powerful and involving film experience that brings reality to life on 1 45 foot screen.
C:loc	Senser		P:mental	Phenomenon

From the sample clauses above, the researcher identified the clauses which arranged participants, process and circumstance. As shown table above with code TP/53/2.C2 of descriptive text, the clause arranged that you as senser, *enjoy* realized as mental process and *the clear sky and the amazingly bright stars* as phenomenon, *at night* and *as the only lights for the night* as circumstance. There is a feeling process in the clauses.

The second sample is in another descriptive text shown above with code NF/73/4.C2. *Tourists* as senser, *enjoy* as mental process, *the most*

powerful and involving film experience as phenomenon and *here* as circumstance. *Enjoy* included in affection or feeling process.

c) Verbal Process

The verbal process is also found in descriptive text and taken from descriptive text entitled Tanjung Putting National Park as sample shown above:

TP/53/5.C1 (sample descriptive text 1)

The travelling in the boat	Offers	an unforgettable experience
Sayer	P: verbal	Verbiage

The sample of descriptive text with code TP/53/5.C1 contains the verbal process of the clause. *The travelling in the boat* as the sayer, another participants is *an unforgettable experience* as verbiage which has meaning verbiage is the content of what the participant said (Halliday; 1994). The verbal process indicated in *offers*. The sayer hopes giving memorable experience.

d) Relational Process

The relation process is found in descriptive texts of *Bahasa Inggris* X, as sample shown above:

TP/53/3.C2 (sample descriptive text 1)

Camp Leakey	Is	a rehabilitation place	for ex-captive orangutans and	also a preservation site
Carrier	P: relational	Attribute		C: loc

NF/73/3.C1 (sample descriptive text 2)

It	Is	a world-famous scenic boat tour of the American and Canadian falls	for about a half-hour ride
Token	P:relational	Value	C:extent

In TP/53/3.C2, sample took in descriptive text as shown table above, the attribute is attached to the carrier, *Camp Leakey, a rehabilitation place for ex-captive orangutans and also a preservation site*. Those are participants are inseparable which signify to bring the advantages for Camp Leakey as place to a rehabilitation place for orangutans. There is circumstance of location, *preservation site*.

The second sample in second descriptive text, the clause arranged it as token, *a world-famous scenic boat tour of the American and Canadian falls* as value, *for about a half-hour ride* as circumstance. Two clauses are relation process as being process.

e) Behavioral Process

Behavioral process is recognized as hybrid process which contained the mental and material process. It relates to the physiologist and psychologist. There is participant in behavioral process, it called behavior. The behavioral process found lowest total number of occurrences in six texts of *Bahasa Inggris X*. This sample found in descriptive in *Bahasa Inggris X*, as shown in the following example:

TP/53/4.C4 (sample descriptive text 1)

You	Sleep	Cook	and	eat	in that Klotok night and day during your journey	into the jungle
Actor /behavior	P: behavioral	P: material		P:material	C: extent	C: loc

As shown the table above, the table with code TP/53/4.C4 found in descriptive text. It arranged the structure, *you* as actor. *You* is particularly as behavior. However in the clause dominate with material process. *You* is an actor in the clause. In the clause, *sleep* as behavioral and *in that Klotok night ad day during your journey* and *into the jungle* as circumstances, it has function to add more information for the clause in descriptive text. Behavioral process combines two processes: mental and material.

f) Existential Process

The existential process refers to what something happens and exist (Halliday, 1994; Eggins, 2004). The main participant is existence. In genre text of *Bahasa Inggris X* got the lowest number occurrences. The sample found in descriptive text in *Bahasa Inggris X*, as shown in the following example:

NF/72/1.C7(sample descriptive text 2)

There	Are	various attractions	that people	can	Enjoy	in Niagara Falls,
	P:existential	Existence				C:loc

The sample in table with code clause NF/72/1.C7 of descriptive text, the clause arranged *there* is sign to identify the existential process, including characteristic of existential process. The main participant is existence which contains in *various attractions*. This sentence shows different places and activities which people enjoy in the place.

2) The Quantitatively of Interpersonal Meaning in Descriptive Text

There are two texts of descriptive text which comprises 55 clauses. In terms of analyzing the mood and modality are in each clause. This was done on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that interpersonal resources were found in the text of English textbook.

a) Mood

In mood system of interpersonal meaning decided into a three types namely declarative mood, interrogative mood and imperative mood. The total number of occurrences of mood and residue found in descriptive texts, as shown table below:

Table.37 Total Occurrences of Mood and Residue in Descriptive

Type of Mood	Code Text				N
	TP		NF		
	F	%	F	%	
Declarative	31	46.2	36	53.7	67
Interrogative	0	0	0	0	0
Imperative	1	100	0	0	1
Residue	26	44.0	33	55.9	59

Based on the data of table above, the highest number of occurrence of mood was declarative mood with 67 times which divided into TP text, 31 (46.2%) and NF text, 36 (53.7%). The limited number was found in imperative, 1 of TP text. There is no found the interrogative. Residue refers to the rest of verbal group which consists of predicator and adjunct. The total residue found in descriptive texts was 59 time of residue.

(1) Declarative Mood

Declarative mood found in descriptive texts. As samples shown above:

TP/53/2.C3 (sample descriptive text 1)

Most of their lives	are	spent	in trees where orangutans travel from branch to branch by climbing or swimming with their long arms.		
Subject	Finite	Predicator	Adjunct/complement		
MOOD		RESIDU			

NF/72/2.C1 (sample descriptive text 2)

The first to	Enjoy	in Niagara Falls	is	cave of the winds	
Subject			Finite	Complement	
		Adjunct			
MOOD				RESIDUE	

From the mood structure above, it can be found that there is declarative mood in a clause. Sample first in first descriptive text, as shown table above with code clause TP/53/2.C3, the *most of their lives* as subject and *are* as finite. The clause is sample for declarative which is statement formed. It can be identified by the position that subjects is before the finite while *spent* as predicator and *in trees where orangutans travel from branch to branch by climbing or swimming with their long arms* as adjunct and complement to additional information about the clause.

The second sample with code NF/72/2.C1, the subject is *the first to enjoy in Niagara falls, is* as finite and *cave of the winds* as complement. The writer of text can select how they state the message. The reader can agree or not what the writer said. The writer purposes to tell what she/he wants to. The writer is an informant.

(2) Imperative Mood

Imperative mood is expressed by command. In Systemic Functional Linguistics, it is not always signed by command. Imperative mood has function to exchange goods and services. Particularly the imperative mood, do not contain subject or finite but consist of predicator. The sample would be seen below:

TP/53/1.C4 (sample descriptive text 1)

This	is	unlike	any park that	you	have	Seen	in your city	this is a jungle!
Subject	Finite	Complement						
MOOD								
		RESIDUE						
				Subject	Finite	Predicator		Imperative
				MOOD		RESIDUE		

As samples above with code TP/53/1.C4, the imperative mood realized in *this is a jungle!* It emphasized that the readers to know a jungle. The writer attempted to demand something realized in terms of imperative mood. Speech function is to offer something. The writer is a controller of the text. Through the imperative mood can persuade to make reader determining the behavior of readers.

b) Modality

Modality refers to a thing with proposition in mood deny what is stated in the residue. The total number of occurrences of modality in descriptive texts, as shown table below:

Table.38 Total Occurrences of Modality in Descriptive Text

Type of Modality	Code Text				N
	TP		NF		
	F	%	F	%	
Modalization	8	88.1	4	66.6	12
Modulation	1	11.1	2	33.3	3
N	9		6		

The table showed the result of modality analysis in descriptive texts. The highest number of occurrence of modality was modalization. The total number was found 12 times in TP, 8 (88.1%) and NF, 4 (66.6%). The lowest number was attempted in modulation, 1 (11.1%) in TP and 2 (33.3%) in NF.

(1) Modulization

The unit of analysis was paragraph in descriptive texts. The sample of modulization in descriptive text, as shown below:

TP/53/2.C1 (sample descriptive text 1)

Though the park is home to many animals, Seeing orangutans is usually the visitors' main reason to visit the park

The first sample shown above, the clause indicated a modulization. The modal adjunct identified, *usually*. It means that the reason why visitors visit the park is to see orangutans. It can be perhaps but sometimes is not. The information provided can be affirmed or denied. Besides that, for other samples, the clauses indicated modulization. The information can be happened but sometimes, is not for sure.

(2) Modulation

The modulation is also found in descriptive text. The sample of modulalization in descriptive text, as shown below:

NF/72/1.C7 (*sample descriptive text 2*)
There are various attractions that people can enjoy in Niagara Falls, six of them are described here

The sample above was taken from descriptive text indicated as modulation. The sample, code NF/72/2.C3 there is finite modal operator, *can*. It is a form of the speakers try to offers services or goods, you can take it when you visit Niagara Falls place.

3) The Quantitatively of Textual Meaning in Descriptive Text

In terms of analyzing the theme, rheme, and cohesion are in each clause. This was done on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that all of the textual meaning was found in the descriptive text of English textbook. The number of occurrences of theme, rheme and cohesion are presented in the table below:

a) Theme and Rheme

The textual meaning is achieved by using theme and rheme analysis of the text. Based on Halliday (1994) Eggins (2004) Fontaine (2013) and Mattiessen (2014) the theme divided into three: topical theme, interpersonal theme and textual theme. The table of theme and rheme found in two texts of descriptive text:

Table.39 Total Occurrences of Theme Types and Rheme in Descriptive Text

Code Text	Theme Types and Rheme										N
	Top				Int		Tex		Rhe		
	Unmark		Mark		F	%	F	%	F	%	
	F	%	F	%							
TP	16	36.3	9	64.2	0	0	5	62.5	27	45	57
NF	28	63.6	5	35.7	0	0	3	37.5	33	55	69
N	44		14		0		8		60		

The result of analysis showed based on table above. The highest number of theme was topical theme. Topical theme divided into two types: unmarked theme and marked theme. The total number of unmarked theme was 16 (36.3%) in TP text and 28 (63.6%) in NF text whereas the marked theme, 9 (64.2%) of TP and 5 (35.7%) of NF text. The lowest number occurred in textual theme which was 5 (62.5%) times in TP text and 3 (37.5%) in NF text. There is no found interpersonal theme. The ending of clause or rheme was found 27 (45%) and 33 (55%) of TP and NF text.

(1) Topical Theme

The explanation of the topical theme would be seen below. The sample was taken of two descriptive texts.

TP/53/5.C5 (sample descriptive text 1)

These monkeys	know	That	the boat's engine noise and the treat of its propeller scare Crocodiles, which find These chubby monkeys delicious.
Topical:unmarked		Rheme	

NF/73/4.C2 (sample descriptive text 2)

Here	Tourists	may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen.
Textual theme	Topical:unmarked	Rheme

Theme is a starting point and information has known before while theme is a new information or additional information to complete the theme. As the table samples showed above particularly found the unmarked theme in descriptive, recount and narrative texts. It refers to theme which considers as subject. The unmarked theme in descriptive text with code TP/53/5.C5 and NF/73/4.C2, *these monkeys* and *tourists* is the theme. It gives familiar information. Meanwhile *know that the boat's engine noise and the threat of its propeller scare crocodiles which find these chubby monkeys delicious and may enjoy the most powerful and involving film experience that bring reality to life on a 45 foot screen* are the rheme. It comes after the theme and tries to give new information to readers.

TP/53/5.C6 (sample descriptive text 1)

At night you	Can enjoy the clear sky and the amazingly bright stars as the only lights for the night
Topical: marked	Rheme

NF/73/4.C1(sample descriptive text 2)

The next to visit in Niagara Falls	is Niagara adventure theater
Topical:marked	Rheme

The marked theme in descriptive text shown in code TP/53/5.C6 and NF/73/4.C1, *at night* and *the next to visit in Niagara falls* is the marked theme. It arranges in first position and tries to give familiar information. Meanwhile *you can enjoy the clear sky and amazingly bright stars ...* and *is Niagara adventure theater* are the rheme. It comes after the theme and tries to give new information to readers.

(2) Textual Theme

Textual theme also found in descriptive text, as sample shown below:

TP/53/5.C4 (*sample descriptive text 1*)

A troop of 20 light-brown monkeys	may	Plunge	from branches 10 meters or higher into the river	And	Cross	directly	in front of the boat
Topical:marked	Rheme			Textual theme	Rheme		

The clause contains the textual theme. In descriptive text with code TP/53/5.C4 found the textual theme crossing directly in front of the boat as theme or additional information.

b) Cohesion

To analyze the cohesion through Systemic Functional Linguistics perspective, the researcher analyzed in paragraph of unit analysis. There are two kinds of cohesions, grammatical cohesion and lexical cohesion.

(1) Grammatical Cohesion

There are four types of grammatical cohesion namely reference, substitution, ellipsis, and conjunction. The table showed the result of analysis.

Table.40 Total Occurrences of Grammatical Cohesion in Descriptive Text

Code Text	Type of Grammatical Cohesion								N
	Re		Su		El		Co		
	F	%	F	%	F	%	F	%	
TP	25	67.5	0	0	2	100	17	35.4	44
NF	12	32.4	0	0	0	0	31	64.5	43
N	37		0		2		48		

Based on table above, the highest number of occurrence was reference. It occurred in TP text, 25 (67.5%) and NF, 12 (32.4%) which followed the second place was conjunction. TP text was 17 (35.4%) of conjunction and NF text, 31 (64.5%). Ellipsis was limited number found in recount texts. The total number was 2 in TP text. There is no found the substitution.

1.1 Reference

Reference is dominant of grammatical cohesion found in descriptive text. Reference refers to the relation of element in text to another element by reference to which it is interpreted in the given instance. As shown in the following paragraph example:

Sample Descriptive text 1

*Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of central Kalimantan peninsula. Visitors from foreign countries come to **this** park because of **its** amazing nature. **This** is called a park, but unlike*

*any park that **you** have seen in **your** city, **this** is a jungle! **It** is a real jungle, which is home to the most interesting animal in the world: orangutans.*

From the bold “*this*” represents the demonstrative reference. As sample above, this refers to the word *Tanjung Putting National Park* in the previous sentence. It has function as usage of proximity reference. Besides that, the bold “*you* and *your*” refer to visitors and “*it* and *its*” refers to park. It is personal pronouns which has function as pronouns and possessive determiners in a clause.

1.2 Ellipsis

Ellipsis is the lowest number found in descriptive texts and another text. The sample was taken in descriptive text entitled Tanjung Putting National Park.

Sample descriptive text 1

A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. **These monkeys** know that the boat’s engine noise and the threat of its propeller scare crocodiles, which find **these chubby monkeys** delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

The word of these monkeys and these chubby monkeys indicated 30 a troop of 30 light brown monkeys. It was nominal ellipsis.

1.3 Conjunction

Conjunction is a part of grammatical cohesion which has function as cohesive among the clause and another clause of text. To link the idea, the text should use conjunction properly.

Sample descriptive text 2

*The Niagara Falls are renowned both for their beauty **and** as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, **and** industrial uses has been a challenge for the stewards of the falls **since** the 19th century.*

The use of conjunction in sample above, from the bold “*and, since*” refers to Niagara falls are renowned and managing of Niagara Falls should be balance as a challenge whereas *since* represents as when the challenge has been started. The type of conjunction *and, since* occurred in the text to link the previous idea to next idea. It was to get the meaningful relationship in the clause.

(2) Lexical Cohesion

There are four types of lexical cohesion namely repetition, synonym, hyponymy and meronymy. The result of analysis shown below:

Table.41 Total Occurrences of Lexical Cohesion in Descriptive Text

Code Text	Type of Lexical Cohesion								N
	Rep		Syn		Hyp		Mer		
	F	%	F	%	F	%	F	%	
TP	10	40	3	50	1	33.3	7	77.7	21
NF	15	60	3	50	2	66.6	2	22.2	22
N	25		6		3		9		

The result of analysis above showed that the repetition was the highest number. The total repetition found in descriptive texts, 25 which divided 10 (40%) of TP and 15 (60%) of NF. The second position of lexical cohesion type was meronymy which followed synonym and hyponymy.

2.1 Repetition

Repetition is a part of lexical cohesion. Repetition is a word or phrase repeat in the paragraph.

Sample descriptive text 1

*To reach the place, we should take **a boat** down Sekonyer river. **The boat** is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by **the boat** to Camp Leakey takes three days and two **nights**. You sleep, cook, and eat in that klotok, **night** and day during your journey into the jungle.*

In sample descriptive text 1 above, the boat and night occur twice in paragraph, the words mean transportation used to reach Camp Leakey and night means the period of time between afternoon and bedtime.

2.2 Synonym

The synonym is also found in descriptive texts, the following example can be seen below:

Sample descriptive text 1

*This is called a park, but unlike any **park** that you have seen in your city, this is **a jungle!** It is a real jungle, which is **home to the most interesting animal** in the world: orangutans.*

The words bold *park, jungle* and *home to the most interesting animal* have similar meaning which represent a place to live the animal.

2.3 Hypoymy

The hyponymy found in descriptive texts, the following example can be seen below:

Sample descriptive text 2

*They form the southern end of the Niagara Gorge. From largest to smallest, **the three waterfalls** are **the Horseshoe Falls, the American***

Falls and the Bridal Veil Falls. *The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island.*

Hyponymy is a specific part. The paragraph above explained there are three falls in US and Canada. Three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls.

2.4 Meronymy

Meronymy is lexical cohesion type where a word in a whole-part relationship with each other. As a result shown below:

Sample descriptive text 1

Tanjung Puting National Park *is an internationally famous ecotourism destination, which is located in the southwest of central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.*

This paragraph was taken in descriptive text, meronymy shown *famous ecotourism, Tanjung Puting National Park, Visitor, and orangutans*. The famous ecotourism, visitor and orangutans are parts of Tanjung Puting National Park. It can give cohesiveness to the text. *Famous ecotourism, visitor and orangutans* in the text unit the idea in the texts when sentence tells about those are.

3. Narrative Text

a. The Analysis of Genre Text in Narrative Text

Narrative text is a text that tells about the chronologies of story. The narrative text has its own text genre such as social purpose, generic structure, and

language features. Those traits are used when producing narrative text. According to Eggins (2004) text genre has a state which contributes as a part of the overall meaning made in the text.

The researcher has conducted an analysis of social purpose of two narrative texts in *Bahasa Inggris X* entitled Issumboshi and Malin Kundang. Both texts have social purpose to amuse, entertain, and deal with the actual or vicarious experience in different ways. The Issumboshi text tells about a story of grandparents who was given a little child from God after they waited for a long time. Then, Issumboshi went out to study and met with princess. Issumboshi was growing up like normal person and asked the princess to be his wife. This story has successful conclusion. Issumboshi, the grandparents, and his wife lived in palace together.

Malin kundang tells a story about a man and his mother who lived together without father. Malin Kundang became rich after he left his mother alone in the village. However, Malin Kundang denied the old woman as his mother after they reunited. The mother got mad and she cursed Malin Kundang. Then, a thunderstorm happened and Malin Kundang became a big stone. Both texts try to amuse the reader through the chronological stories which have good messages. The IS (Issumboshi text) and MK (Malin Kundang text) have fulfilled the criteria of narrative text.

The second part of text genre is generic structures of narrative text. The narrative text's generic structures are orientation, complication, and resolution.

The orientation exposes the introduction of the story, the complication refers to the story, and the conclusion or ending of the story is called with resolution. Generic structures or schematic structures in the text refer to a series of steps or stages to make step by step organization of genre. Eggins (2004) argues that generic structure draws the positive contribution in composing a particular text genre. IS and MK tell the story based on three steps of narrative texts. IS text introduces the story with presenting a brief prologue of Issumboshi and his family. The complication is pictured by the story of the princess who was grabbed by demons. Issumboshi helping the princess concludes the story with a happy ending.

MK tells the characters' introduction in the first paragraph. The next paragraph shows the complication when Malin Kundang did not accept his mother. His mother got mad and prayed to God to punish Malin Kundang. As the ending of the story, Malin Kundang became a stone and thus the story has sad ending. The IS and MK texts have fulfilled the generic structure aspects of narrative texts.

There are characteristics of language features in narrative text (Knapp and Watkins, 2005; Husein and Pulungan, 2017). The language features used in narrative texts of *Bahasa Inggris X* are as follows.

- (1) The use of past tense (*Issumboshi* e.g. looked, saw, grew; and *Malin Kundang* e.g. lived, went, helped)

- (2) The use of action verbs which indicate material process (*Issumboshi* e.g., taught, went; and *Malin Kundang* e.g. went, landed).
- (3) The use of specific character (*Issumboshi* and *Malin Kundang*).
- (4) The use of present tense for direct speech (*Issumboshi* e.g. give a child, do you want to be eaten by a frog?; and *Malin Kundang* e.g. has become rich, have never had).
- (5) Dominated conjunction (*Issumboshi* e.g. and then, then; and *Malin Kundang* e.g. when, after that).

Recount text and narrative text are almost similar in some features, such as the language features, verb choice, dominating past tense, and narration form (Knapp and Watskin, 2005). Narrative text involves dialogues or direct speeches which differentiate it from recount text. Moreover, the generic structures of both texts are dissimilar. Therefore, the IS and MK have already fulfilled the criteria of narrative text's language features.

Concerning the analysis of the standard of good textuality text, the text should meet the following criteria: intentionality, acceptability, informativity, situationality, and intertextuality (De Beaugrande and Dressler, 1981). The writer of IS and MK texts tries to give intention and the information conveyed in the texts is acceptable. Besides, the information quality conveyed by the text is still taken into account. The context is provided to make the texts and still attention to quality information conveyed.

From the analysis elaborated before, the IS and MK have fulfilled the text genre of narrative texts. Knowing the textual and text genre of narrative text will help teachers to teach the text properly.

b. Quantitatively of Metafunction

The texts were analysed 91 clause of two narrative texts. In terms of analyzing metafunction were the ideational meaning, interpersonal meaning, and textual meaning of each clause. This was done on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that all of the metafunction was found in the text of English textbook

1) The Quantitatively of Ideational Meaning in Narrative Text

There are three components of ideational meaning and those are participants, processes, and circumstances. The selected clauses then were analyzed in terms of the ideational meaning. Each clause was identified and encoded on the process types' categories: Material, Mental, Verbal, Behaviour, Relational, and Existential clauses. Having finished encoding all clauses in processes types' classification, the researcher calculated the total number of occurrences in table sheet.

In terms of analyzing of the ideational meaning is in each clause. This was concluded on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that all of the participants, processes, and circumstances were found in the narrative text of the

English textbook. The number of occurrences of ideational meaning in narrative texts presented in table below:

Table.42 Total Occurrences of Process Type, Participant, Circumstance in Narrative Texts

Text Code	IS		MK		N	Participant (Pa)	IS		MK		N
	F	%	F	%			F	%	F	%	
Mat	80	70.7	33	29.2	113	Ac	45	65.2	24	34.7	69
						Go	51	64.5	28	35.4	79
						Cl	0	0	0	0	0
						Re	5	71.4	2	28.5	7
Men	13	72.2	5	27.7	18	Se	9	81.8	2	18.1	11
						Ph	6	75	2	25	8
Ver	24	75	8	25	32	Sa	13	81.2	3	18.7	16
						Rec	1	100	0	0	1
						Va	12	85.7	2	14.2	14
Rel	16	47.0	18	52.9	34	Ca	10	43.4	13	56.5	23
						At	11	44	14	56	25
						To	2	66.6	1	33.3	3
						Va	1	100	0	0	1
Beh	0	0	1	100	1	Be	0	0	0	0	0
Exi	3	100	0	0	3	Ex	3	100	0	0	3
N	136		65				169		91		
	201						169		91		
	201						169		91		

Code Text	IS		MK		N
Circumstance (C)	F	%	F	%	
Ex	4	80	1	20	5
Loc	20	66.6	10	33.3	30
Man	10	55.5	8	44.4	18
Cau	3	50	3	50	6
Matt	1	25	3	75	4
Acc	4	36.3	7	63.6	11
Ro	5	83.3	1	16.6	6
N	47		33		
	80				

Based on the table above, the total of processes, participants and circumstances was 201 times, 260 times and 80 times. The highest number of processes was material process. Material process is a process that predominate than other process, the number of occurrence was 80 (70.7%) of IS and 33 (29.2%) of MK. The second position was relational process which followed the verbal and mental process. The existential and behavioural process was very limited of number occurrence.

The last narrative texts with code text IS and MK, first text, IS found the highest of number occurrences is goal with 51 (64.5%) out of 169 which followed actor, 45 (65.2%). There is no found client and behavior.

In second text of narrative text with code text MK, the highest position of participants is goal with 28 (35.4%) out of 91 which followed goal with the number of occurrences 24 (34.7%) out of 91. There is no found value, client, receiver, behavior, and existent. In accordance with the process types, the participants' roles would show how the experience had been built and conveyed the reality.

Based on table.37 the circumstances, the highest number of circumstance was location which 20 times (66.6%) of IS and 10 times (33.3%) of MK text. the lowest number of occurrence of circumstance was matter.

a) Material Process

Material process is found in narrative texts. As samples shown above:

IS/157/1.C2 (sample narrative text 1)

They	Lived	in a small house near the village forest			
Actor	P:material	C:loc			

MK/172/1.C4 (sample narrative text 2)

He	usually	Went	to sea	to	catch	fish
Actor	C:manner	P:material	C:loc		P:material	

The first sample of first narrative text with code IS constructed the clause *they* as actor, *lived* as verb which indicated material process and *in a small house near the village forest* as circumstance. The second sample of narrative text with code MK/172/1.C4, *He* as actor, *went, catch* as material process and *usually, to sea* as circumstance. Two samples are material process. It relates to physically activity. *They* is a personal pronoun which doing activity in small village and *He* draws someone's routine to go sea.

b) Mental Process

Those samples found in narrative texts in *Bahasa Inggris X*, as shown in the following examples:

IS/158/5.C3 (sample narrative text 1)

Grandfather and grandmother	Asked	as	they	saw	him off
Sayer	P:verbal				
			senser	P:mental	Phenomenon

MK/172/3.C5 (sample narrative text 2)

The local people	recognized	that	it	Was	Maling Kundang, a boy from the area
---------------------	------------	------	----	-----	--

Senser	Process:mental	Phenomenon			
			carrier	Process :relatio nal	Attribute

Narrative texts with code IS/158/5.C3 and IS/158/5.C3 realized the mental process. Those clauses arranged *they* and *the local people* as senser, *saw* and *recognized* indicated mental process, *him off* and *that it was Malin Kundang a boy from the area* as phenomenon. Saw and recognized involved the perceiving aspect through visual sense.

c) Verbal Process

The sample found in narrative texts in *Bahasa Inggris X*, as shown in the following example:

IS/158/10.C10 (*sample narrative text 1*)

You have saved my life	the princess	said
Verbiage	Sayer	P:verbal

Sample took of narrative text as shown table code IS/158/10.C10 arranged *the princess* as sayer, *said* as verbal process and *you have saved my life* as the content of what is said or verbiage. Verbal process refers to process of saying.

d) Relational Process

The sample found in narrative texts in *Bahasa Inggris X*, as shown in the following examples:

IS/158/10.C2 (sample narrative text 1)

The	remaining	demons	were	Frightened
Carrier			P:relational	Attribute

The sample as shown above with code IS/158/10.C2, the clause arranged *the remaining demons* as carrier and *frightened* as attribute. The clause showed that demons feel afraid. The *frightened* was felt by demons. It was not mental process, if the position of “the *frightened*” in the clause as adjective.

e) Behavioral Process

The sample found in narrative texts in *Bahasa Inggris X*, as shown in the following examples:

MK/172/4.C10 (sample narrative text 2)

Malin kundang	just	Laughed	and	set	Sail
Behaver		P:behavioural		P:material	Goal

The behavioral process realized in code clause MK/172/4.C10, *Malin Kundang* as behavior and *laughed* indicated as behavioral process. The clause contains two processes namely behavioral and material. The behavioral construe the people behavior. The verbs are generally related to psychological.

f) Existential Process

The sample found in narrative texts in *Bahasa Inggris X*, as shown in the following examples:

IS/159/9.C2(sample narrative text 1)

Suddenly	There	Was	a strong wind
C:manner		P:existential	Existent

The sample taken from narrative text, the clause arranged *a strong wind* as existent, and *there was* as existential and *suddenly* as circumstance. The characteristic of existential process was realized by using *there*.

2) The Quantitatively of Interpersonal Meaning in Narrative Text

There are two texts of narrative text, which comprises 91 clauses. In terms of analyzing the mood and modality are in each clause. This was done on the model that proposed by Halliday (1994), Fontaine (2003), Eggins (2004), and Matthiessen (2014). The findings revealed that interpersonal resources were found in narrative the text of English textbook.

a) Mood

In mood system of interpersonal meaning decided into a three types namely declarative mood, interrogative mood and imperative mood. This study helped the researcher to identify the relation between the participants involve in narrative texts of *Bahasa Inggris X*. The total number of occurrences of mood and residue found in narrative texts, as shown table below:

Table.43 Total Occurrences of Mood and Residue in Narrative Text

Type of Mood	Code Text				N
	IS		MK		
	F	%	F	%	
Declarative	67	66.3	34	33.6	101
Interrogative	7	100	0	0	7
Imperative	7	77.7	2	22.2	9
Re	72	66.0	37	33.9	109

Based on the data above, the highest number of occurrence of mood was declarative mood with 101 times which divided into IS text, 67 (66.3%) and MK text, 34 (33.6%) which followed of limited number of imperative, 9 times in narrative texts. the last is interrogative mood found, 7 of IS code. Residue refers to the rest of verbal group consists of predicator and adjunct. The total residue found in descriptive texts was 109 times.

(1) Declarative

Those samples found in narrative texts, as shown table below:

IS/158/5.C2 (sample narrative text 1)

Then	I	will	Come	Back
	Subject	Finite	Pred	Adjunct
	MOOD		RESIDUE	

MK/172/3.C1 (sample narrative text 2)

Many years later	Malin Kundang	became	Wealthy
adjunct	Subject	Finite/pred	Complement
	MOOD		
			RESIDUE

The samples were taken from narrative texts, the subjects are *I and Malin Kundang* and *will and became* as finite. The position of subject is before

the finites. *Will* and *become* were finite whereas *come* and *become* were proclitic. *Wealthy* was complement and *back* was adjunct. Finite can be a predicator in the clause.

The interlocutor is the author of the texts, addressing to the readers. The relationship between the author and readers is the author as the provider of information and the readers as the recipient. The writer or author provides the information to the readers about the texts which main participant included.

(2) Interrogative Mood

Interrogative mood is found less number of occurrences in texts of *Bahasa Inggris X*, as shown table below:

IS/158/7.C8 (*sample narrative text 1*)

Why	do	you	want	to	meet	me?
Wh-	Finite	Subject	Predicator			
		MOOD				

IS/157/3.C5 (*sample narrative text 1*)

Hey	Issumboshi	do	you	want to be eaten	by a frog?
	Subject	Finite	Subject	Predicator	Adjunct /complement
		MOOD			RESIDUE

From the mood structure above, it can be found there are two clauses that identified in questions form. For IS/158/7.C8 and IS/157/3.C5, the subject position (*you*) which is after the finite (*Do*) of those clauses. *Want to meet me* and *want to be eaten* were predicator. In IS/157/3.C5 had adjunct or complement as additional information namely *by a frog?*

By using a question in the texts, the writer of the text tried to know the respond of the reader about the question. The writer also asks to readers whether the readers agree or not with the answer or opinion in the narrative text. To indicate the interrogative mood by using question tag.

(3) Imperative Mood

The sample was found in narrative text, as shown table below:

IS/157/1.C3 (sample narrative text 1)

Please	Give	us	a child	they	Asked	God everyday
Pred	Pred			Subject	Finite/pred	
RESIDUE				MOOD		

Imperative refers to expectations of a response which may be non-verbal. However, the imperative mood used to negotiate the action explicit. In IS/157/1.C3 *please give us a child*. The clause tries to request or do negotiation for having a child.

b) Modality

Modality refers to a thing with proposition in mood deny what is stated in the residue. The total number of occurrences of modality in narrative texts, as shown table below:

Table.44 Total Occurrences of Modality in Narrative Text

Type of Modality	Code Text				N
	IS		MK		
	F	%	F	%	
Modalization	4	66.6	2	33.3	6
Modulation	15	93.7	1	6.25	16
N	19		3		

Based on the table above, the modality type is used in narrative texts to indicate the thing with proposition. The highest number of occurrence was modulation which found 16 times whereas the lowest number was modalization with 6 times.

(1) Modalization

The modalization sample shown below, it was taken from narrative text entitled *issumboshi*.

IS/157/3.C6 (*sample narrative text 1*)

Issumboshi was always being bullied by the children of the village and often went home feeling unhappy

The modal adjunct used *always*. It is indicated that the frequency of proposition of the probability. The *issumboshi* always get bullied for other children of the village. It made him unhappy.

(2) Modulation

Modulation found in narrative text entitled *Malin Kundang*, as the following example below:

MK/172/1.C2 (*sample narrative text 2*)

Malin Kundang and his mother had to live hard

The sample shown finite modal operator *had to* which indicated to express about the action or events. The function is to argue the obligation.

3) The Quantitatively of Textual Meaning in Narrative Text

In terms of analyzing the theme, rheme, and cohesion are in each clause. This was done on the model that proposed by Halliday (1994), Fontaine (2003),

Eggins (2004), and Matthiessen (2014). The findings revealed that all of the textual meaning was found in the text of English textbook.

a) Theme and Rheme

The textual meaning is achieved by using theme and rheme analysis of the text. Based on Halliday (1994) Eggins (2004) Fontaine (2013) and Mattiessen (2014) the theme divided into three: topical theme, interpersonal theme and textual theme. The table of theme and rheme found in two text of narrative text:

Table.45 Total Occurrences of Theme Types and Rheme in Narrative Text

Code Text	Theme Types and Rheme										N
	Top				Int		Tex		Rhe		
	Unmark		Mark		F	%	F	%	F	%	
	F	%	F	%							
IS	64	79.0	21	60	7	100	28	93.3	98	77.7	218
MK	17	20.9	14	40	0	0	2	6.66	28	22.2	61
N	81		35		7		30		126		

The result of analysis showed based on table above. The highest number of theme was topical theme. Topical theme divided into two types: unmarked theme and marked theme. The total number of unmarked theme was 64 (79.0%) in IS text and 17 (20.9%) in MK text whereas 21 and 14 of marked theme in IS and MK. Textual theme was the second position, the number of occurrence was 28 (93.3%) of IS and 2 (6.66%) of MK. The lowest number occurred in interpersonal theme which was 7 times in IS text. The ending of clause or rheme was found 98 (77.7%) and 28 (22.2%) of TP and NF text.

(1) Topical theme

Topical theme found in narrative texts, as the following examples below:

IS/157/3.C2 (sample narrative text 1)

This child	must	be	a gift from God	thanks to God!"
Topical:unmarked	Rheme			

MK/172/2.C4 (sample narrative text 2)

Malin Kundang	agreed	in the hope	to	get	a better life
Topical:unmarked	Rheme				

In narrative texts found samples above which showed in code IS/157/3.C2 and MK/172/2.C4. *This Child* and *Malin Kundang* are unmarked theme, *must be a gift from God* and *agreed in the hope to get a better life* are the rheme.

These samples found in narrative texts of marked theme, as shown table below:

IS/157/2.C1 (sample narrative text 1)

One day	from the household Shinto altar	they	heard	a cute cry "Waa! Waa!"
Topical:marked	Rheme			

MK/172/2.C3(sample narrative text 2)

To thank him,	the merchant	Allowed	Malin Kundang	to	sail	with him
Topical:marked	Rheme					

In narrative texts found samples above which showed in code IS/157/2.C1 and MK/172/2.C3. *One day* and *to thank him* are marked theme, *from the household Shinto altar...* and *the merchant allowed Malin Kundang..* are the rheme. theme and rheme help the teacher to understand how information is

delivered in clause. If a text to be a good text, the theme should be put in the first to tell the readers what the text are going to talk about.

(2) Interpersonal Theme

Interpersonal theme occurs the first element of the clause which indicated interaction each other of speakers. As samples shown below:

IS/157/3.C5 (*sample narrative text 1*)

Hey	issumboshi	do	you	want to be eaten by a frog?
	Topical: unmarked	Rheme		
		Interpersonal	Topical: unmarked	Rheme

IS/158/6.C2 (*sample narrative text 1*)

I'm	going	now	Issumboshi said	is	he	with such a small body?
Topical: : unmarked			Rheme	interpersonal	Topical : unmarked	Rheme

The interpersonal theme is only found in narrative text. interrogative more occurred in dialog or conversation. *Do* and *is* as interpersonal theme, *want to be eaten by a frog* and *with such as small body* as rheme or new information in the clause.

(3) Textual theme

Sample was taken from narrative text entitled *issumboshi*. The clause arranged the textual theme.

IS/158/7.C16 (sample narrative text 1)

Oh	what a cute	fellow	he	is !"	said	the princess	putting issumboshi on her palm
Textual	Topical: marked		Rheme				
	Topical:marked	Rheme					

MK/172/4.C5 (sample narrative text 2)

But	he	kept refusing do it
Textual theme	Topical theme	Rheme

The last samples were taken in narrative texts with code IS/158/7.C6 and MK/172/4.C5, *oh*, and *but* as textual theme, *he is said* and *kept refusing do it* as rheme.

b) Cohesion

There are two kinds of cohesions, grammatical cohesion and lexical cohesion. To investigate the cohesion through Systemic Functional Linguistics perspective, the researcher analyzed in paragraph of unit analysis.

(1) Grammatical Cohesion

There are four types of grammatical cohesion namely reference, substitution, ellipsis, and conjunction. The result of analysis shown table below:

Table.46 Total Occurrences of Grammatical Cohesion in Narrative Text

Code Text	Type of Grammatical Cohesion								N
	Re		Su		El		Co		
	F	%	F	%	F	%	F	%	
IS	80	61.0	0	0	0	0	42	60.8	122
MK	51	38.9	0	0	0	0	27	39.1	78
N	131		0		0		69		

Based on the table.41, the result of analysis data of grammatical cohesion was found in narrative text. The highest number of occurrence was repetition. The total number of repetition was 131 which 80 (61.0%) of IS and 51 (38.9%) of MK. It is followed by conjunction with total number of occurrence, 69 times in two narrative texts.

Grammatical cohesion has function to make whole clause combining strategies that function how words or elements parts of a text associated by the use (Halliday & Hasan, 1976; Olievera, 2015). There are four types of grammatical cohesion namely reference, substitution, ellipsis, and conjunction.

1.1 Reference

The reference is one of the types of grammatical cohesion. It was found in paragraph of narrative text entitled Malin Kundang.

Sample narrative text 2

*One day, when Malin Kundang was sailing, **he** saw a merchant's ship being raided by a band of pirates. With **his** bravery, Malin Kundang helped the merchant defeat the pirates. To thank **him**, the merchant allowed Malin Kundang to sail with **him**. Malin Kundang agreed in the hope to get a better life. **He** left **his** mother alone.*

From the bold “*he*” represents the personal reference. As sample above, this refers to the word *Malin Kundang* in the previous sentence. Beside that “*him*” in *the merchant allowed Malin Kundang to sail with him* refers to the merchant.

1.2 Conjunction

The conjunction is the almost high frequency found in narrative text. As sample shown above:

Sample narrative text 1

*The Princess liked Issumboshi, **and** she taught him reading, writing, **and** various studies. **Further**, Issumboshi practiced fencing very hard **in order to** be strong.*

In last sample was taken in narrative text, the use of conjunction found “*and, further, in order to*”. *And, further* used in a paragraph to link the word, phrase or clause of equal grammatical. It is a coordinating conjunction.

(2) Lexical Cohesion

Besides the grammatical cohesion, there is lexical cohesion analysis in narrative texts. There are four types of lexical cohesion namely repetition, synonym, hyponymy and meronymy. The result of analysis shown table below:

Table.47 Total Occurrences of Lexical Cohesion in Narrative Text

Code Text	Type of Lexical Cohesion								N
	Rep		Syn		Hyp		Mer		
	F	%	F	%	F	%	F	%	
IS	37	77.0	4	50	0	0	4	66.6	45
MK	11	22.9	4	50	0	0	2	33.3	17
N	48		8		0		6		

Based on the table.47 the highest number of occurrence was repetition.

The total number of repetition was 48 times which divided into 37 (77.0%) of IS and 11 (22.9%) of MK text. the lowest number of lexical cohesion found in synonym and meronymy. There is no found hyponymy.

Lexical cohesion refers to how the writer and speaker using lexical resources in a text. Four types of lexical cohesion are repetition, synonym, hyponymy and meronymy. The total number of occurrences of lexical cohesion in descriptive, recount, narrative texts, as shown table below:

2.1 Repetition

The dominant lexical cohesion found in a text is repetition. As the following example below:

Sample narrative text 1

*Once upon a time there was an old couple who didn't have **a child**. They lived in a small house near the village forest. "Please give us **a child**," they asked God everyday.*

The bold word of *a child* was repeated in other sentences. The function is to emphasize the word repeated.

2.2 Synonym

Synonym is the word or phrase that has same or nearly meaning with another word.

Sample narrative text 1

*They **looked** and **saw** a crying baby who **looked** just like a little finger.*

Sample narrative text 2

*After that he ordered his crews to set sail to leave the old woman who was then full of sadness and **anger**. Finally, feeling **enraged**, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.*

The samples above was taken from narrative texts with code IS and MK, the words has same meaning *saw* and *looked*, *anger* and *enraged*. Saw and looked means the something can discern visually or through eyes. Anger and enraged made a meaning strong feeling.

2.3 Meronymy

The meronymy is a whole-part of word. As sample was taken from *issumboshi* text.

Sample narrative text 1

*They went back to **the palace**, and **the Princess** asked **the King** to let her marry *Issumboshi*. *The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.**

From the paragraph above, the palace is whole part of *the princess* and *the king*. It was known as meronymy.

3.The Quantatively of Metafunction in Recount, Descriptive, and Narrative Texts

a. Ideational Meaning in Recount, Descriptive, and Narrative

Ideational meaning consists of process, participant, and circumstance. The total number of occurrence of process type in recount, descriptive and narrative texts as shown table below:

Table.48 Total Occurrences of Process Type in Recount, Descriptive, and Narrative Texts

Pr.	Type of text						N	%
	Rec		Des		Nar			
	BJ	CN	TP	NF	IS	MK		
Mat	30	56	18	25	80	33	242	57.4
Men	5	7	12	7	13	5	49	11.6
Ver	4	8	1	2	24	8	47	11.1
Rel	8	7	16	12	16	18	77	18.2
Beh	0	0	1	0	0	1	2	0.47
Exi	0	0	0	1	3	0	4	0.95
N	47	78	48	47	136	65	N=421	

Based on the table.48, the material process is the most frequently used in three of genre texts with the percentage 57.4% while the limited used is behavioral process (0.47%). The highest number of occurrence is found in narrative texts, which followed recount texts.

The total number of occurrence of participants and circumstances type in recount, descriptive and narrative texts as shown table below:

Table.49 Total Occurrences of Participants and Circumstances in Recount, Descriptive and Narrative Texts

P	Pa	Type of text						N	%
		Rec		Dec		Nar			
		BJ	CN	TP	NF	IS	MK		
Mat	Ac	21	26	11	11	45	24	138	24.8
	Go	19	36	10	17	51	28	161	29.0
	Cl	0	0	0	0	0	0	0	0
	Re	5	4	1	4	5	2	21	3.78
Men	Se	3	2	6	4	9	2	26	4.68
	Ph	2	4	9	4	6	2	27	4.86
Ver	Sa	3	5	1	0	13	3	25	4.50
	Rec	2	0	0	0	1	0	3	0.54
	Va	2	6	1	0	12	2	23	4.14
Rel	Ca	1	5	9	11	10	13	49	8.82
	At	2	5	9	8	11	14	49	8.82
	To	6	3	2	3	2	1	17	3.06
	Va	4	2	2	3	1	0	12	2.16
Beh	Be	0	0	0	0	0	0	0	0
Exi	Ex	0	0	0	1	3	0	4	0.72
N		70	98	61	66	169	91	N=55	

C	Type of Text						N	%
	Rec		Dec		Nar			
	BJ	CN	TP	NF	IS	MK		
Ex	4	3	5	7	4	1	24	9.44
Loc	31	25	15	14	20	10	115	45.2
Man	4	8	6	2	10	8	38	14.9
Cau	6	4	3	1	3	3	20	7.87
Matt	0	2	0	0	1	3	6	2.36
Acc	6	5	3	1	4	7	26	10.2
Ro	10	6	2	1	5	1	25	9.84
N	61	53	34	26	47	33	N=254	

The table above showed that, the highest number of process will give an impact in participants. The dominant participants found in the texts, material participants namely goal (29.0%) and actor (24.8%). Besides that, the highest

number of circumstance is location (45.2%). The highest number of participant found in narrative texts followed recount texts. The circumstance of location is the most used in recount texts followed narrative texts.

b. Interpersonal Meaning in Recount, Descriptive and Narrative

The interpersonal meaning involved the mood system and modality. The total number of occurrence of each aspect was found in recount, descriptive and narrative texts would explain below.

1) Mood system

Mood system is attempted in recount, descriptive and narrative texts. However, the realization of type of mood system was not the most frequently used in the texts. As shown table below:

Table.50 Total Occurrences of Mood and Residue in Recount, Descriptive, and Narrative Texts

Type of Mood	Type of text						N	%
	Rec		Dec		Nar			
	BJ	CN	TP	NF	IS	MK		
De	37	49	31	36	67	34	254	93.7
In	0	0	0	0	7	0	7	2.58
Im	0	0	1	0	7	2	10	3.69
N	37	49	32	36	81	36	N= 271	
Re	33	45	26	33	72	37	246	

Table.50 showed that the type of mood system predominate in the texts is declarative mood (93.7%). The highest number found in narrative texts. The limited type of mood also occurred in interrogative mood (2.58%).

2) Modality

Mood system is realized in recount, descriptive and narrative texts, as shown table below:

Table.51 Total Occurrences of Modality in Recount, Descriptive, and Narrative Texts

Type of Text	Code text	Modality		N
		Modalization	Modulation	
Rec	BJ	0	0	0
	CN	0	3	3
Des	TP	8	1	9
	NF	4	2	6
Nar	IS	4	15	19
	MK	2	1	3
N		18	22	N=40
%		45	55	

Based on table above, the modulation is highest number of occurrence found in texts with total number, 22 times (55%). It mostly found in narrative texts, which followed in descriptive texts.

c. Textual Meaning in Recount, Descriptive and Narrative

Textual meaning divided into theme, rheme and cohesion. Those aspects found in recount, descriptive and narrative texts.

1) Theme and Rheme

Theme and rheme also realized in the texts, the data would be shown below:

Table.52 Total Occurrences of Theme and Rheme of Recount, Descriptive, and Narrative Texts

Type of Theme	Type of text						N	%
	Rec		Des		Nar			
	BJ	CN	TP	NF	IS	MK		
Top	37	43	25	33	85	31	254	80.1
Int	0	0	0	0	7	0	7	2.20
Tex	2	16	5	3	28	2	56	17.6
N	39	59	30	36	120	33	N=317	
Rhe	28	52	27	33	98	28	266	

Table.52 showed that topical theme is the most frequently used in texts.

The highest number found in narrative texts. The limited theme is interpersonal theme.

2) Cohesion

Cohesion revealed in the texts and the total number of occurrences as shown table below:

Table.53 Total Occurrences of Cohesions of Recount, Descriptive, and Narrative Texts

Type of Theme	Type of text						N	%
	Rec		Des		Nar			
	BJ	CN	TP	NF	IS	MK		
Grammatical cohesion								
1. Re	27	50	25	12	80	51	245	52.2
2. Su	1	0	0	0	0	0	1	0.21
3. El	0	2	2	0	0	0	4	0.85
4. Co	23	34	17	31	42	72	219	46.6
N	51	86	44	43	122	123	N=469	
Lexical Cohesion								
1. Rep	13	13	10	15	37	11	99	66.8
2. Syn	3	5	3	3	4	4	22	14.8
3. Hyp	4	1	1	2	0	0	8	5.40
4. Mer	2	2	7	2	4	2	19	12.8

N	22	21	21	22	45	17	N= 148
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Based on table.53, showed that grammatical cohesion and lexical cohesion found in texts. Four types of grammatical cohesion: reference, substitution, ellipsis, and conjunction. The highest number of grammatical cohesion, reference found 245 times (52.2%) in texts, which followed the conjunction, 219 (46.6%).

Four types of lexical cohesion: repetition, synonym, hyponymy, and meronymy. The highest number found in repetition, 99 times (66.8%). Grammatical and lexical cohesion are the most frequently realized in narrative texts followed the recount texts.

B. Discussion

The findings presented above are related to the research focusing in the genre analysis and metafunction of SFL (ideational meaning, textual meaning, and textual meaning of descriptive, recount, and narrative texts of *Bahasa Inggris X*). This section provides a comprehensive discussion about those findings. It will be elaborated into the following three sections of metafunction. The interpretation of English teacher's questionnaire answers will be discussed as well.

1. Text Genre of Recount, Descriptive, and Narrative Texts in *Bahasa Inggris X*

In Systemic Functional Linguistics, genre involves step and goal to the social process. The curriculum activities engage the students to use language for social purposes such as explaining, describing, recounting, and storytelling. Based on

Eggs (2004) genre is a step by step organization which has part in the beginning, middle, and end. The genres of text have a function as a social process that describes, explains, instructs, argues, and narrates the process commonly used (Knapp and Watkins, 2005). Each text type uses different social process. Descriptive text is a variety of text which has social process to order things into meaningful technical frameworks whereas recount and narrative texts have the social process of sequencing people and events.

Text genre of text types is also different. Text genre is divided into three elements: (1) social function, (2) generic or schematic structure, and (3) language features. Eggs (2004) emphasizes that genre analysis should be done. The genre analysis is an ultimate step to make the social and cultural aspects of language explicit, to differentiate the genre type, and to realize pragmatic and interpersonal contexts. By analyzing the text genre, especially for English teachers, they will know whether the text is successfully made and it will help them to do the critical text analysis.

Recount text has social process relating to the sequencing of time and place. A recount is a part of narrating form (Knapp and Watkins, 2005). Recount text refers to a text which tells the past event. The social function of recount text is to entertain or inform the reader or listener about past events. Three parts of the generic structure are orientation, events, and reorientation (Christie and Derewianka, 2008; Kemendikbud, 2017). The orientation is the general introduction which tells events in chronological order. The reorientation is the last stage which gives the last

statement of the story or past event. In writing and speaking recount text, the writer or speaker should know the step by step direction to produce the text. The language features of recount text (Knapp and Watskin, 2005; Cakrawati, 2018) might involve specific participant, temporal sequence, simple past tense, and action verbs. The language features will be explained more in metafunction of Systemic Functional Linguistics. The recount texts in *Bahasa Inggris X* have fulfilled criteria of text genre.

The descriptive text has a social function, generic structure, and language features. The general social function of descriptive text is to describe particular things (Husein and Pulungan, 2017). The generic structure consists of a general statement and description (Christie and Derewianka, 2008; Husein and Pulungan, 2017). Identification or general statement part tells the particular things, animal, or person while the description part describes the person or animal clearly and deeply. As explained in chapter II, descriptive text is completed with language features mastered in writing or speaking descriptive text. English teachers have a responsibility to know the text genre of each text. The language features of descriptive text should focus on the primary participant, using the present tense, using the adverbial phrase, and mental or material process. The language features will be explained more in metafunction of Systemic Functional Linguistics. The descriptive texts in *Bahasa Inggris* have fulfilled criteria of text genre.

The narrative text is a text which has text genre. It consists of social function, generic structure, and language features. The social function of narrative text is to

entertain and amuse the reader. The narrative text deals with experience in different ways such as problematic events. Based on Knapp and Watskin (2005), narrative and recount include the social processes to narrate the sequencing of events, time, and place.

The second part of the text genre is generic structure. A step will be used to write and speak through narrative texts. There are three steps: orientation, complication, and resolution (Knapp and Watkins, 2005; Kemendikbud, 2017). The orientation refers to where the story happened, when the story happened, and the introduction of character of the story. The second step is a complication which is related to the climax of the story, and resolution is the end of the story.

The last point is language features which are required in producing the narrative texts. It is almost similar to recount text. However, there is a difference. The language features should be found in narrative texts are the use of past tense, action verbs, present tense for direct speech, and dominated by conjunction (Knapp and Watkins, 2005; Husein and Pulungan, 2017). Concerning the social function and generic structure, the narrative texts in *Bahasa Inggris X* have fulfilled the criteria. The language features will be explained more in metafunction through SFL.

2. Metafunction of SFL in Recount, Descriptive, and Narrative Texts in *Bahasa*

Inggris X

a. Ideational Meaning of Recount, Descriptive, and Narrative Texts in *Bahasa*

Inggris X

This section discusses and interprets the ideational meaning: participants, processes, and circumstances in descriptive texts, recount texts, and narrative texts in *Bahasa Inggris X*. Halliday's framework, under the ideational metafunction concerns with verb analysis to acknowledge that different verbs function in different ways. Each process is identified with certain participants' types. When analyzing the texts, categorizing the participants and associated process can reveal how the writer of the text has chosen to distinguish those participants.

The findings show that all types of ideational meaning present a different number of occurrences in six texts being analyzed. The unit of analysis of lexicogrammar starts with a clause. It is in line with what Halliday states that the clause is the center of action in grammar. The clause is a fundamental choice representing meaning and as processing unit of meaning. The findings also explore the first research question which is to find out the realization of ideational meaning in descriptive texts, recount texts, and narrative texts of *Bahasa Inggris X*. The texts comprise 216 clauses of the descriptive, recount, and narrative texts. Ideational meaning focuses on processes and those are about doings, happenings, feelings, saying, and beings.

1) Material Process

The material process has the highest number of occurrences found in three types of text of *Bahasa Inggris X*. The total numbers of occurrence of material process are 86 in recount texts, 43 in descriptive texts, and 113 in narrative texts.

The material process refers to the process of doing or happening (Eggins, 2004; Halliday, 1994; Fontaine, 2013; Matthiessen, 2014). The domination of the material process in texts confirms the result of Eggins analysis in *An Introduction to Systemic Functional Linguistics*. According to Eggins (2004), the dominant process indicates that the texts are centrally involved with actions and events. The participants of the material process carry out. According to Gerot and Wignell (1994) the grammatical feature (verb action) is commonly used in narrative text.

This study mostly finds material process in texts. Other previous researchers also found that the material process was the dominant process in the texts (Sugiarto, 2014; Suhartini, 2016; Cakrawati, 2018; Ismail, 2019). The texts try to use the material process to express an action, describe the doing or happening activities.

The material process is often used in all three texts. It gives impact to the participants. The highest number of participant is the goal and actor in three texts.

2) Relational Process

The relational process is the second highest number of occurrence after material process in recount, descriptive, and narrative texts of *Bahasa Inggris X*. There are 15 in recount texts, 28 in descriptive texts, and 33 in narrative texts. It

refers to the process of being. The relational process is in the second position after the material process. Other researchers also confirmed similar result (Sugiarto, 2014; Suhartini, 2016). The relational process is classified into two forms: attributive process and identifying process. The relational process is a process which provides supplementary description to material which characterizes texts to be more informative.

This result is similar to the previous researches conducted by Sugiarto (2014), Suhartini (2016), and Cakrawati (2018). Their results of ideational meaning analysis show that material process predominates other processes. However, there is a study which shows that the relational process has the higher number of occurrence than material process (Noprianto, 2017).

3) Mental Process

The use of mental process in the texts tells about its writer experience in real life and their feelings. In recount text, the mental process occurs 12 times whereas in descriptive text it appears 19 times. Meanwhile, the number of occurrence of mental process in narrative text is 18 times. Descriptive and narrative texts are most frequently use mental process. The texts tell about feelings, perceiving, and thinking.

In writing descriptive text, the writer or speaker should involve the mental process when describing feelings (Knapp and Watkins, 2005; Christie and Derewianka, 2008; Noprianto, 2017).

4) Verbal Process

The other process following mental process is verbal process. The mental process and verbal process are positioned after the relational process (Sugiarto, 2014; Suhartini, 2016; Cakrawati, 2018). Verbal process is related to indirect and direct speeches. In recount text, verbal process is found about 12 times whereas in descriptive text only 3 times. Narrative text possesses the highest number of verbal process, which occurs 25 times. The verbal process is generally found in dialogue or conversation. The narrative text frequently uses dialogue to narrate the story than other text types.

5) Existential Process

Halliday (1994) and Matthiessen (2014) argue that the existential process can be defined as the process of existing. There is one participant in the existential process which is known as the existent. The existent is realized by its subject "*there*". It indicates things that can be seen by people's eyes. This research shows that the mean percentage of existential processes is the lowest overall. The number of occurrence of the existential process found in descriptive text is only 1 time, and 3 times in narrative text. Generally, existential process has characteristics of the entity existence which is the participant. This result is similar to previous studies' results (Suhartini, 2016; Cahyati, 2019).

6) Behavioral Process

The lowest number of occurrences occurs in the text is behavioral process. The behavioral process is only found in descriptive and narrative texts with 1

occurrence each. Behavioral process is a process which is linked with physiologist and psychologies, or hybrid process (material and mental process).

Based on the explanation above, the process and participant are interrelated. If the highest number is found in material process, it gives an impact to material participants. The highest number of participant appears as material participants are goal and actor.

The ideational process includes circumstances. Circumstances have a function to answer the questions as to where, when, why, how, etc. The circumstances are the realized meanings about the extent, time and place, manner, cause, accompaniment, matter, and role. Besides, the highest number of occurrence is circumstance of location which occurs in recount texts 56 times, as well as 29 times and 30 times in descriptive texts and narrative texts respectively.

The lowest number of occurrence is circumstance of matter. The total numbers of matter in recount texts and narrative texts are 6 times. There is no circumstance of matter found in descriptive text. The occurrence of circumstance in a clause can be realized in various forms. According to Eggins (2004), the circumstances occur in all processes types and be marked by an adverbial and prepositional phrase.

Based on the data analysis, processes found in narrative texts dominate the processes occurring in recount and descriptive texts. On the other hand, the realization of a participant is dominant and becomes the process with the highest number of occurrence. The circumstances of the location indicated there are

temporal time, sequencing event, and place. It is adjusted with one of the language features of the recount and narrative texts.

English teacher should know the verbs indicating various processes used in the texts. By knowing the use and function of processes and circumstances, it will be easy for the English teacher to investigate the students' writing or texts written by the writer. The processes of each text genre used are different. It depends on how the context or situation is pictured.

b. Interpersonal Meaning of Recount, Descriptive, and Narrative Texts in *Bahasa Inggris X*

This section discusses and interprets the textual meaning concerning with mood system and modality in descriptive texts, recount texts, and narrative texts in *Bahasa Inggris X*. Systemic Functional Linguistics (SFL) helps the researcher to describe and see how the position of texts writer or author of *Bahasa Inggris X* in making the relation to the participant. Whether consciously or subconsciously the author or writer has taken a stance to the reader; the linguistic choice has taken its role. Interpersonal meanings can be seen in the interaction or participants in daily social activities. To analyze the texts based on SFL, the researcher separates each clause in texts. Interpersonal meaning concerns with the mood system (mood and residue) and modality.

This part also answers the second research question of the realization of interpersonal in texts. The findings have shown that all types of interpersonal meaning are presented in a different number of occurrences in six texts being

analyzed. The most applied theme is the declarative mood. It is followed by imperative mood while the interrogative mood is displayed the least. The residue is also showed in the clauses. The interpersonal meaning expresses the relation among participants in the situation and the speakers own intrusion into it (Halliday, 1994; Eggins, 2004; Fontaine, 2013; Matthiessen, 2014). Modality refers to the system which is initiated by verbal modal.

1) Mood system

The mood system is arranged by the structure of the clause in the texts. Firstly, the researcher identifies each clause and analyzes the mood types. The classification of mood types is based on approximate subject and finite.

The declarative mood has the highest number of occurrence than imperative and interrogative moods in recount, descriptive, and narrative text. The total number of declarative mood in recount text is 86 times, 67 times in descriptive text, and 101 times in narrative texts. The narrative text has the highest number of declarative mood than other texts. This result is similar to other research (Nopriation, 2017). The declarative mood is considered relevant to the purposes of texts which is to give information to the readers. The declarative mood is a clause referring to the information exchange. It is used to give a statement, answer a question, or declare an idea.

The second position is occupied by imperative mood. In recount text, there is no imperative mood found. In the descriptive text, it is found only in one occurrence, while in narrative text, it is found 9 times. The imperative

mood is a type of mood which is used to give command, to make a request to the listener, and to do something needed by the speaker.

The lowest number of occurrence is interrogative mood. The interrogative mood is only found in narrative texts with 7 times occasions. The interrogative mood is generally used to make an offer or question. It is aimed to demand for an information or give good, and services. Besides, the interrogative mood refers to a speaker or writer asking a question to get or clarify the information (Takahira, 2014).

Based on the data analysis of mood, narrative texts have the dominant occurrence of mood than recount and descriptive texts. The interpersonal meaning is realized in mood choices (*declarative, imperative, and interrogative*). The English teacher may also differentiate the clauses telling and explaining the information or question. The reaction of interrogative mood will determine the form, function, and meaning. These three things give different impact in producing texts. The declarative mood dominates the texts genre. The readers need to get this knowledge or information (Takahira, 2014).

2) Modality

Modality is a part of the interpersonal meaning. Its purpose is to negotiate effect of the message to the reader of the texts. Modality is explicitly realized by modals (Thi to, 2015). Modality refers to the offering or asking for information as well as giving a vague attitude and opinion indirectly and

politely. As individuals, people have opinions and attitude toward proposition expressed by language or circumstances described by propositions. It can help them to give judgment on the propositions through subjective attitudes and opinions. According to Halliday (1994), modality enables the speaker to express the attitude with his/her own language. It influences the listeners' attitudes and behaviors.

Modality in SFL is divided into modalization and modulation. Modality is a particular limit of occurrence number (Ardiansah, 2015; Faradi, 2017; Cakrawati, 2018). In recount text analysis, modulation is found 3 times whereas in the descriptive text it is also found 3 times. Lastly, in narrative text, it is found 16 times. In recount text analysis of modalization, the researcher does not find any of it whereas in descriptive text it is found 12 times. Lastly in narrative text, it is found only 6 times.

The highest numbers of modality found in texts of *Bahasa Inggris X* are 22 times of modulation and 18 times of modalization. It is similar with the result of Ardiansah's (2015) and Faradi's (2017) researches which, in the meantime, proves the similarities between the previous researches and the current research. Narrative texts has the dominant occurrence of modality than recount and descriptive texts.

The use of modality in the texts is to express something and it is not mandatory. The use of modality depends on the ideology of the writer. The English teacher should differentiate the modality in texts. According to Thi to

(2015), the modality has a function to express speaker's opinion in various ways.

c. Textual Meaning of Recount, Descriptive, and Narrative Texts in *Bahasa Inggris X*

This section discusses and interprets textual meaning which is divided into three types of theme sections namely topical theme, textual theme, and interpersonal theme in descriptive texts, recount texts, and narrative texts in *Bahasa Inggris X*. The findings have shown that there are all types of textual meaning presented in different number of occurrences in six texts being analyzed.

The most applied theme is the topical theme which is followed by the textual theme. The interpersonal theme is displayed the least. The rheme is also showed in the clauses. The total number of theme and rheme represent the function of language as to convey the idea, to organize, and to build a relationship (Halliday, 1994; Matthiessen, 2014). Cohesions which will be discussed in this section are grammatical and lexical cohesion.

1) Theme and Rheme

The result shows that in three texts of *Bahasa Inggris X*, topical theme is the dominant theme. Topical theme is divided into two: unmarked theme and marked theme. The dominant theme in the three texts is topical. In recount text, it is found 55 unmarked theme and 25 marked theme. In descriptive text, the researcher finds 44 unmarked theme and 14 marked

theme, whereas the unmarked theme and marked theme predominate in narrative text, which is 81 times of unmarked theme and 35 times of marked theme.

The unmarked theme is a subject whereas marked theme is not subject. It can be a process or circumstance. According to Halliday (1994) and Matthiessen (2014) unmarked or marked theme has to be present in the clause whereas interpersonal and textual themes are optional. This result is comparable to the studies conducted by Noprianto (2017) and Cakrawati (2018). They also found that the unmarked topical theme was constituted by subject as thematic head in the text.

The frequently used theme after topical theme is textual theme. The textual theme is realized 18, 8, and 30 times in recount, descriptive, and narrative texts respectively. The textual theme in the texts of *Bahasa Inggris X* has a function to make the texts coherent and cohesive. It can be realized by conjunctive adjunct and continuity adjunct. According to Eggins (2004), conjunctive adjunct serves a word to link sentences together whereas continuity adjunct is a word use in texts to indicate the contribution of what a previous speaker said in an earlier turn.

The lowest number of occurrence is the interpersonal theme. The occurrence of interpersonal theme is only realized in narrative text (7 times). According to Halliday (1994), Eggins (2004), Fontaine (2013) and Matthiessen (2014) interpersonal theme is revealed by modal adjuncts. The

interpersonal theme is used in texts to provide the speakers' comment, assessment, or attitude toward the message. The last component besides theme is rheme. Rheme refers to the remainder of the message. Rheme is also called the end of the clause.

Based on the explanation above, the important points of these findings are as follows: (1) the teacher can introduce the theme and rheme to students. It can help the students to write a text coherently; (2) the meaning would differ based on the choice of theme. Topical theme realizes meaning to construe experiences and textual theme is a meaning to create the relevant context. The interpersonal theme refers to a meaning linking a social relationship; and (3) English teachers should know how to identify ideational meaning which involves the position of the theme.

The writers who write a text might consider the use of theme and rheme. According to Halliday (1994) and Matthiessen (2014) theme is the element the writer or speaker selects for grounding what they want to say. Rheme is a part of textual meaning which has a function as the rest of the clause. The position of rheme is always after the theme. Based on the result, narrative texts are dominant in the appearance of grammatical cohesion than recount and descriptive texts.

2) Cohesion

Cohesion refers to the relations of meaning which exist in the texts (Halliday & Hasan, 1976). In other words, the cohesion helps the texts to link

together. It is resources of the language to relate ideas and information. Cohesion refers to the connection of grammatical or lexical elements in the text that hold it together in making meaning. It is the relationship between words of texts by the interpretation of each clause to another clause. The texts should meet criteria of coherence and cohesion.

Cohesion is semantic properties. Coherence relates to a meaningful text that helps the readers to understand. Therefore, in the presence of cohesion, a text may become coherent. People are to obtain many information and knowledge using texts. The systematic text leads the readers and listeners to better comprehension. Based on Halliday and Hasan (1976) and Ifversen (2003), a text is a semantic unit which is seen by its meaning not only form. How long or short a text is, it involves the function.

According to De Beaugrande and Dressler (1981), cohesion is indicated by an interpretation of some elements. The cohesion and coherence of the texts are two important aspects in producing a text. If the texts do not have cohesion and coherence aspects, it will be hard for the readers and listeners to understand the text.

a) Grammatical cohesion

Grammatical cohesion is a form of cohesion which is realized by grammar (Halliday & Hasan, 1976). Grammatical cohesion is the structure of internal ties or devices used to relate words, clauses, and sentences in a text. Grammatical cohesion arranges the relevance between text being told and

said. It has a crucial role to create the unity of texts especially descriptive, recount, and narrative texts. Grammatical cohesion is a concept of semantic concept considering the text and it can define it as text (Halliday & Hasan, 1976).

Four types of grammatical cohesion are also found in the texts. The dominant number of occurrence in grammatical cohesion is reference followed by conjunction. This result is similar to previous researches (Hidayat, 2016; Mashitoh and Fadlilah, 2017; Rullyanti & Swiwigati, 2019; Trinaningrum, et al., 2019). The substitution is found only one time, whereas ellipsis cannot be found at all in the texts (Trinaningrum et al, 2019).

In three texts, the reference is found 17 times in recount texts, 37 times in descriptive texts, and 131 times in narrative texts. The reference makes links by referring back to something previously mentioned in the text. In other words, reference can serve to point back words in the texts and to provide information from the previous text.

Conjunction is somewhat different from other cohesion relations. It is a possible way as a system to connect to another meaning of the clause. The conjunction is the most frequently realized in the three texts. In recount text, it is found 57 times, whereas in descriptive texts 48 times. In narrative texts, it is found 69 times, which means it dominates the other two texts in the case of conjunction. Based on the language features of narrative texts, it

might be dominated by the conjunction (Knapp and Watkins, 2005; Husein and Pulungan, 2017).

The lowest number of occurrence is ellipsis. Ellipsis is found in recount and descriptive texts, 2 times each. Ellipsis is a part of grammatical cohesion referring to the omission of words or clauses in the text. The ellipsis can help the reader to understand what is being referred to the previously mentioned word which is subsequently left as the context. It omits a word or sentence which has similar meaning and interpretation (Halliday & Hasan, 1976).

Substitution refers to the replacement of word or clause linking the previously mentioned words (Halliday & Hasan, 1976). In the three texts, this element is the least common. It is only realized 1 time in recount text. Based on the data and analysis above, the lexical cohesion is dominantly found in narrative, recount, and descriptive texts.

b) Lexical Cohesion

Lexical cohesion is revealed in the texts of *Bahasa Inggris X*. The highest number of occurrence of lexical cohesion is repetition followed by synonym and meronymy. Hyponymy is a part of lexical cohesion found less in the three texts.

In recount text, repetition is realized 26 times. The numbers of occurrence in descriptive and narrative texts are 25 and 48 times. Repetition is the dominant element of lexical cohesion. This result is similar to Ampa

& Basri's research (2019). The use of lexical cohesion in the texts is an important thing. It is cohesive impact which influences the word selection. Lexical cohesion does not deal with grammatical and semantic connections but the connection based on the words usage. The purpose of lexical cohesion recognized in texts is to get the effect of language meaning intensity and the clarity of information.

The dominant type found in descriptive texts, recount texts, and narrative texts is a repetition. The author uses repetition in the texts to emphasize and assert a sentence or word in the texts. Repetition in texts indicates affirmation of meaning and it will grant aesthetic value to the sentence. Repetition is also repeated word, part of sentences, sound, etc. Those are considered appropriate contexts.

The second position based on the number of occurrence is synonym. Its function is to coordinate a clause to other clauses. The synonym is known as superordinate in texts. It indicates words which has the same meaning or close meaning in the texts. The numbers of occurrence in recount, descriptive, and narrative texts are 8, 6, and 8 times respectively.

Besides that, there is hyponymy. Hyponymy refers to specific part of words, in other words, it can be interpreted as language units. The numbers of occurrence in the recount and descriptive texts are 5 and 3 times respectively. There is not hyponymy in narrative text.

The last point is meronymy. It describes a part-whole in the relationship between lexical items. The numbers of occurrence in recount, descriptive, and narrative texts are 4, 9, 6 times.

Based on the data and analysis above, the lexical cohesion is dominantly found in narrative, recount, and descriptive texts.

d. To what extent the English teachers of SMA, SMK, MA comprehend SFL Perspective

After analyzing metafunction of Systemic Functional Linguistics in texts of *Bahasa Inggris X*, the researcher recognized at least ten English teachers to contribute to this thesis result and interpretation of findings. To know to what extent the comprehension of English teachers of SMA/SMK/MA, the researcher composed a questionnaire. The questions were related to why the teacher should teach the text and the students should learn variety of texts, how important SFL is in arranging texts, etc.

Teachers are people who facilitate the students to acquire knowledge and value. The significance of teachers is their responsibility to teach texts genres to the students. This statement is supported by Beck & Worthy (2006) who claim that measuring the success of the students can be done by seeing how they can understand the texts and features of the texts. The English teachers should comprehend the application of SFL as texts analysis model and play a role in arranging textbook.

SFL has been established since 2004 in Indonesia. All English teachers should be qualified and knowledgeable. The research questions of this researcher have been answered. Based on the answers of teachers, most of the teachers have been aware that there are three purposes of teaching texts. Firstly, it is to know the definition of texts, function, generic structure, and language features of context, which are used in real life communication whether in oral or written form.

The English teachers should comprehend and master the texts genre of each text. According to Wiedarti (2013) when a text is mastered, it would make people critically comprehend the text genre: social function, generic structure, and language features. Each text has different texts genre. Secondly, by learning texts, the students can develop their understanding of the relationship between language and culture. Besides, it can improve students' vocabularies. Lastly, there are many information conveyed in various texts and it makes students familiar with various texts. However, an English teacher teaching various texts is not only to communicate but also to understand how meanings are made based on different context and identity. It is supported by Halliday (1978) who states that text is a unit of semantic choice in situational context or a way to make meaning by using oral or written forms. Language use in daily life does not present the grammatical or lexical device. It is presented in a language used in social practice. The teachers have a responsibility to teach variety of texts to the students. According to Mikan and Lopez (2017), text in pedagogy is used as resources for teaching. It

also helps the students to improve their knowledge, to make meaning, and to extend the communication in real life.

Most of English teachers have recognized Systemic Functional Linguistics (SFL) as text analysis called genre-based approach. It is applied in Curriculum 2013 since 2004. Therefore, the English teachers do not know that SFL explicitly contributes in arranging English textbook. Texts of the English textbook do not reflect the SFL approach; it is only to comprehend the questions.

SFL is not written in the textbook but is used to arrange texts in the English textbook. Gumono (2015) states that textbook contains the aspects of linguistics which are corresponded by Curriculum 2013. Lexicogrammatical or language features are realized in various texts in the textbook, for example in the descriptive text. The descriptive text contains material process which is used to describe an action or doing. The English teachers have been aware the function (Knights; 2017). The task of the teachers is to make sure which text is appropriate for the students.

SFL can be used to analyze and arrange material development based on the advantages of SFL. It can be used for multidisciplinary course and see the object of study in a text as the unit of language use. Several English teachers argued that it was complicated to comprehend it theoretically. They had been aware that SFL could help them to know how the text was arranged, information was conveyed, and grammatical aspect was realized in texts. It was an essential thing to know, even though they did not teach SFL theory to students. The English teachers

should have background knowledge of how to analyze the texts before teaching it in the classroom.

To what extent SFL is important in teaching text, the English teachers answered that SFL was the most important thing to know. All of the English teachers agreed, by seeing several reasons, with four concluded reasons, as follows. (1) English teachers have responsibility to deliver knowledge. SFL can help to develop awareness of the teachers to know the appropriate content before teaching texts to students. (2) SFL is a model of text analysis, English test in Indonesia is mostly based on texts. SFL plays a role to know the texts based on the background level of students and their linguistic ability. (3) SFL encourages the English teachers to develop the competency in teaching texts. Besides that, it can help them to solve the problem they have to face relating to language features, coherence, and cohesion in the texts. It can affect students' understanding of texts. (4) Language is culture. SFL can promote critical thinking which is crucial aspect to be developed in the 21st century. Samanhudi (2012) and Zhang (2018) support the statement that SFL can develop critical thinking, for example when the students have been able to explore the awareness of using the processes to build content of the text. SFL encourage the students to critically choose a linguistic unit in constructing the relationship between language and meaning.

C. Research Limitations

There may be some possible limitations of this study. First, this study only focuses on an English textbook for tenth-grade students published by Ministry of

Education and Cultural with six texts of three texts genres (descriptive, recount, and narrative text). The recommendation for further researchers is that they are to cover more texts genres apart from descriptive, recount, and narrative and analyze the different level of English textbook, as Curriculum 2013 requires the students to master various texts. However, the further researchers analyzing the components of Systemic Functional Linguistics (SFL) may provide further contribution, as in how meaning is made and how texts are constructed in the English textbook.

The second limitation is that this study relies on the mix-method of text analysis. Mix methods can provide deeper analysis with more data on different levels. Besides, this study can engage more English teachers, not only ten English teachers to be involved in this study. Further researchers can ask English teachers from different education levels, not only SMK/MA/SMA teachers, to participate in their study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion, implication, and suggestion.

A. CONCLUSION

The previous chapter reveals that through analysis of metafunction of Systemic Functional Linguistics (SFL), there are ideational meaning, interpersonal meaning, and textual meaning in the texts of *Bahasa Inggris X* for senior high school students. The developmental steps of this study is described and explained in chapter IV. One point that can be underlined is that the metafunction is realized in texts of *Bahasa Inggris X*.

The analysis of texts genres consists of social function, generic structure, and language features in recount, descriptive, and narrative texts. Those texts have fulfilled the criteria of each text genres. Recount text process is to retell the event or story for the purpose of entertaining or informing. The text genres of recount are orientation, complication, and resolution. Unlike recount text, social function of descriptive text is to describe a particular character. Descriptive text starts with identification and followed by description. Narrative text is similar with recount text regarding its process which function is to amuse, entertain, and deal with actual experiences.

To achieve the government's objective "*the text taught to communicate in real life*" the English teacher should know the function of text, steps, and linguistic features required by each text.

The texts genres including recount, descriptive, and narrative texts expose the realization of metafunction in *Bahasa Inggris X*. Metafunction is divided into three namely ideational meaning, interpersonal meaning, and textual meaning. The dominant aspects of linguistics and lexicogrammatical units are found in narrative texts. The narrative texts are longer than other texts.

Ideational meaning is: (1) to draw reality, which expresses phenomenon by realizing processes type, participants, and circumstances; (2) to describe the personal experience; and (3) to tell subject matter in text. There are six processes in ideational meaning namely material, mental, relational, verbal, existential, and behavioural processes. Each verbal group indicates different process. Interpersonal meaning focuses on (1) interaction between speaker and listener, (2) assignment of speech role, and (3) trying to express speakers' feeling. Major resources of interpersonal meaning are mood system and modality.

Textual meaning is characterized by two points: (1) the clause of message should be coherent and meaningful, and (2) it characterizes text by choosing theme and rheme. Major resources are theme, rheme, and cohesion. SFL can help the teacher to analyze or deconstruct a text by knowing the element of the interpersonal meaning. To make sure that the students are producing or composing the appropriate texts, the English teachers should know the required linguistics unit.

Based on the questionnaire for English teachers, the conclusion is that the English teachers are already aware of Systemic Functional Linguistics perspective arranged in the English textbook. English teachers wish the SFL to be presented

explicitly in *Bahasa Inggris X*. SFL as model analysis for text gives the implication to teachers' comprehension. It will help them to analyze the texts before teaching it to the students.

B. IMPLICATION

This research focuses on the realization of metafunction of Systemic Functional Linguistics in the English textbook for tenth-grade students published by the Ministry of Culture and Education. This research brings some implications for material development and English teacher development.

The implication of this study on material development is that the study contributes in adding the resources of kinds of literature in academic writing particularly the one which follows Systemic Functional Linguistics (SFL) perspective. The metafunction result of this study can give some information on the structures. The texts material presented in English textbook focuses more on understanding texts genre and realizing the role of lexicogrammatical to make social meaning in written and spoken texts. Metafunction of SFL can help and support meanings construction in the texts. The linguistic features arranged in English textbook are to achieve its social function.

The implication of this study on English teacher development is that this study can be used as a reference for the teachers. Language teachers' understanding of Systemic Functional Linguistics or the use of genre-based approach can give them knowledge of how texts are constructed and arranged in an English textbook. If the teachers take the authentic text from other resources, they have already prepared and

known whether the text meets the criteria of appropriate text. Teachers should deliver a clear purpose in teaching texts genres. Teachers should comprehend the purposes of text, generic structure, and lexicogrammatical feature.

The teacher could teach the coherence in text and they do not only know about the structure but also the textual aspect and texture of text. The English teachers lead to choose texts material and support the students in developing their literacy practice. Texts model should be appropriate for students' background, linguistic ability, and motivation. The English teacher could apply the text based on the government' objective that is the text is taught to achieve social function for students.

C. SUGGESTION

Based on the implication and limitation of the result, there are some suggestions, as follows:

1. for English teachers, they may include metafunction. Metafunction is a part of language system, particularly semantic and lexicogrammatical features. Regarding text genre, it can help the students in composing text genre coherently particularly in producing the descriptive, recount, and narrative texts as basic texts which are mostly used in real life.

2. for other researchers who want to do researches on Systemic Functional Linguistics perspective, they can analyze or investigate different text types. It can give new perspectives on metafunction in various texts genres. The study has some limitation, however it is possible to expand the analysis to the other aspect deeply.

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APPENDIXES

Appendix.1 Research Instrument

RESEARACH INSTRUMENT INDICATOR TEXT AND SYSTEMIC FUNCTIONAL LINGUISTICS ANALYSIS (SFL)

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Thesis Title : Text Analysis in English Textbook for Senior High School X Grade by Using Systemic Functional Linguistics (SFL)

A. Metafunction of Systemic Functional Linguistics

Research Question 1: What is the type of ideational meaning that realized in a text of the English textbook for the tenth grade of senior high school?

1. Ideational Meaning

a. Ideational Meaning Characteristics

Terms	Definition	Characteristics	Major Resources
Ideational Meaning	Ideation- interpretation and representation of the world.	<ul style="list-style-type: none"> • To describe the personal experience and convey a reality. 	<ul style="list-style-type: none"> • Process types
		<ul style="list-style-type: none"> • To tell subject matter in a text 	<ul style="list-style-type: none"> • Participant
		<ul style="list-style-type: none"> • Related to the process that realized by verbal group 	<ul style="list-style-type: none"> • Circumstance

b. Definition Term in Ideational Meaning

No.	Terms	Definition
1.	Material process	All clauses refer to a process of doing and happening
2.	Actor	The one performing the action, known as main participant
3.	Goal	Refers to suffer of the process and participant at whom process is directed
4.	Client	For whom/which the action occurs
5.	Recipient	The receiver of goods or services, it relates to thing that will given to another
6.	Circumstance	A part of participant that identified by adverbial or prepositional phrase
7.	Mental Process	Relates to what people think or sense
8.	Senser	A main participant that is conscious to feel and think

9.	Phenomenon	That which is felt, thought or perceived
10.	Verbal Process	Refers to a direct process which tells by the speaker
11.	Sayer	The main participant or addresser
12.	Receiver	The addressee, the entity targeted by the saying
13.	Verbiage	The content of what is said or indicated
14.	Relational Process	Concerns with being, possessing and becoming
15.	Carrier	The main participant of relational process
16.	Attribute	A quality attributed to an entity, to point out something
17.	Behavioral Process	Combine with material and mental, called as hybrid process
18.	Behaver	The main participant of behavioral process
19.	Behaviour	Second participant

c. Structural Realization Form of Ideational Meaning (Process types)

No.	Process Type	Category Meaning	Structural Realization Form					Examples						
			Actor (Ac)	Process (P)	Goal (Gl.)	Beneficiary		Circumstance (C.)	<u>He</u> <u>Ac</u>	<u>made</u> <u>P</u>	<u>Alvin</u> <u>Cl</u>	<u>a tablet</u> <u>Go</u>	<u>last week</u> <u>C</u>	
			Client (Cl.)	Recipient (Recip.)										
1.	Mat	Doing/ Happening												

								<u>Blood</u> Ac	<u>Was</u> P	<u>Given</u> Go	<u>to my daughter</u> Re	
2.	Men	Sensing	Senser (Se)	Process (P)	Phenomenon (Ph)			<u>John</u> Se	<u>likes</u> P	<u>Jane</u> Ph		
3.	Ver	Saying	Sayer (Sa)	Process (P)	Receiver (Rec)	Verbiage (Ver.)		<u>I</u> Sa	<u>Asked</u> P	<u>Him</u> Rec	<u>a question</u> Ve	
4.	Rel	Being and Having	Carrier (Ca)	Process (P)	Attribute (At)			<u>Alfin</u> Ca	<u>was</u> P	<u>Fantastic</u> at		
5.	Beh	Behavi oral	Behaver (Be)	Process (P)	Behaviour (Behav.)			<u>She</u> Ber	<u>Sighed</u> P	<u>with despair</u> Behaviour		

d. Items of process type

Process types	Items
Material Process	Send, buy, take, cover, start, come, go, bring, gave, paint, play, swallow etc.
Mental Process	Amazed, hate, like, love, saw, think etc.

Verbal Process	Say, report, tell, write, command, deny, praise, abuse, slander, blame, etc.
Relational Process	Become, seem, have, remain, equal, include, contain etc.
Behavioral Process	Sniffed, sighed, smile, dream, sleep, sing, dance etc.

Research Question 2: What is the type of interpersonal meaning that realized in a text of the English textbook for the tenth grade of senior high school?

2. Interpersonal Meaning

a. Interpersonal Meaning Characteristics

Terms	Definition	Characteristics	Major Resources
Interpersonal Meaning	It is an exchange that function to express social aspect and personal meaning	• Interaction between speaker and listener	• Mood
		• Assignment of speech role	• Residu
		• Try to express speakers' feeling	• Modality

b. Definition Term in Interpersonal Meaning

No.	Terms	Definition
1.	Mood	Refers to a system that realized in conversation
2.	Residu	It is a part of interpersonal meaning that considers to three fundamentals

		such as predicator, complement and adjunct
3.	Subject	It provides the person or thing for doing something
4.	Finite	Part of verbal group that function to make proposition definite in clause
5.	Predicator	Lexical or content part of verbal group
6.	Complement	Non-essential participant in clause or participant affected by main argument of the proposition
7.	Adjunct	It has function for some additional information to the clause
8.	Modality	A thing with proposition in mood assert or deny what is stated in the residu
9.	Modulation	When modality is used to argue about the obligation or inclination
10.	Modalization	When modality is used to argue about the probability of frequency of proposition

c. Structural Realization Form in Interpersonal Meaning

No.	Structural Realization Form of Mood					Examples				
		Subject (S)	Finite (F)	Predicator (Pre.)	Complement (C)	Adjunct (Adj.)	<u>Everyone</u> <i>S</i>	<u>Will</u> <i>F</i>	<u>Know</u> <i>Pre.</i>	<u>That,</u> <i>C</i>
	MOOD		RESIDU			MOOD		RESIDU		

No.	Structural Realization Form of Modality				Examples	
	Modulation		Modulization		Modulation	Modulization
	Obligation	Inclination	Probability	Usuality	<i>You <u>need</u> to leaver now</i>	<i>The bee can ignorant you</i>

Research Question 3: What are the types of textual meaning that realized in text of the English textbook for the tenth grade of senior high school?

3. Textual Meaning

a. Textual Meaning Characteristics

Terms	Definition	Characteristics	Major Resources
Textual Meaning	Presentation of ideational and interpersonal information as text in context	<ul style="list-style-type: none"> The clause of message should be coherent and meaningful 	<ul style="list-style-type: none"> Theme
		<ul style="list-style-type: none"> Considers to characterized text namely theme and rheme. 	<ul style="list-style-type: none"> Rheme Cohesion

b. Definition Term in Textual Meaning

No.	Terms	Definition
1.	Theme	Refers to a point of the message that contains familiar information
2.	Rheme	The end of clause to remind the message which contain new information
3.	Topical Theme	An element of clause in process type in first position
4.	Interpersonal Theme	It is indicated with when a constituent of interpersonal element occurs at the beginning of clause
5.	Textual Theme	Element of textual but it does not express the interpersonal meaning. it relates to cohesive of the clause context.
6.	Grammatical Cohesion	It makes the whole clause combining strategies the function how words by the use and to interpret cohesion in identifying where items of grammatical can help the reader interpretation.
7.	Lexical cohesion	Refers how to writer and speaker using lexical resources in a text.
8.	Repetition	Lexical item repetition in clause
9.	Reference	It has function to play role in creating ties of cohesive between the element
10.	Substitution and Ellipsis	To substitute in grammatical whereas ellipsis is an element has to be omitted in clause.
11.	Conjunction	Part of discourse that function as connection a clause to another clause
12.	Synonym	Refers to a word that has same meaning

13.	Hyponymy	Lexical resource that shows the relationship between more general and specific
14.	Meronymy	Lexical items as whole to part of word

c. Structural Realization Form in Textual Meaning

Form above	Realization form of textual meaning			
Theme	Topical theme	Interpersonal theme	Textual theme	
	<u>I</u> 've given blood 36 <u>times</u> Theme Rheme	Do <u>you</u> give a blood? Theme Rheme	<u>and</u> <u>he</u> purposes marriage Theme Rheme	
Rheme				
Grammatical cohesion	Reference	Substitution and Ellipsis	Conjunction	
	Ali went to the market. He was annoyed because it was closed.	I did not like the novel, but many people did.	I was not informed. Otherwise I should have taken some action.	
Lexical cohesion	Repetition	Synonym	Hyponymy	Meronymy
	He brought up several question. These	The information and the data	It is acceptable to wear clothes, similar to	With the lack of technology,

	questions were served as guides.		Pajamas out in the street.	we do not know how to use this machines.
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d. Grammatical Cohesion and items

Grammatical cohesion	Items
Reference	I, Me, Mine, my, your, him, her, this, that, those, here, the, identically, better, more, likewise, so, such, etc.
Substitution and Ellipsis	One/ones, do etc.
Conjunction	And, or, nor, both.. and, either....or. neither.. nor, moreover, in addition, besides that, similarly, on the other hand, I mean, for example, thus, yet, but, actually, in fact etc.

B. Text

The Criteria and Parameters of a Text

Text	Social Function	Generic Structure	Language Features	Example
DESCRIPTIVE	To describe a particular person, place, thing, or animal.	Identification Description	(a) The descriptive text focus on main participant (b) Generally use present tense (c) Use adverbial phrase to add information about particular thing. (d) Use mental when describing feelings	An Erlenmeyer flask is a type of laboratory flask which features a flat bottom, a conical body, and a cylindrical neck. It is named after the German chemist Emil Erlenmeyer (1825–1909), who created it in 1860. Erlenmeyer flasks have wide bases, with sides that taper upward to a short vertical neck. They may be graduated, and often spots of ground glass or enamel are used where they can be labeled with a pencil. It differs from the beaker in its tapered body and narrow neck. The mouth of the Erlenmeyer flask can have a beaded lip that can be stopped using a piece of cotton wool, rubber bung, or similar. Alternatively, the neck may be fitted with a female ground glass joint to accept a

				<p>glass stopper.</p> <p>The tapered sides and narrow neck of this flask allow the contents of the flask to be mixed by swirling, without risk of spillage, making them suitable for titrations. Such features similarly make the flask suitable for boiling liquids. Hot vapors condense on the upper section of the Erlenmeyer flask, reducing solvent loss. Erlenmeyer flasks' narrow necks can also support filter funnels. Erlenmeyer flasks are also used in microbiology for the preparation of microbial cultures. It has the most significant impact on oxygen transfer.</p>
RECOUNT	To retell the event or story for the purpose of informing and entertaining.	Orientation, Complication Resolution	<ul style="list-style-type: none"> a) Focus on specific participant b) Use of the temporal sequence c) Use a simple past tense d) The use of action verbs 	One day the man and his son went collecting fire-wood. They saw a golden tree. They went slowly over to the tree. When they got closer to the tree they heard a voice coming from the

				tree. This is what the tree said. Go north for one and a half miles. Then you will find a fairy wearing a gold ring. You must take the ring and make a wish. They dun just as the fairy had said and they lived happy every after.
NARRATIVE	To amuse, entertain, and to deal with actual or vicarious experiences.	Orientation, Event Reorientation	<ul style="list-style-type: none"> a) The use of past tense b) The use of action verbs c) Specific character d) Using present tense in direct speech 	I have a special experience in dealing with the police. I once visited Medan and stayed in my colleague's house. As it was my first visit to the city Johan, my friend, took me to have a sight-seeing around the city of Medan. Johan drove the car and I sat beside him. I did not know if we had breached the traffic regulations but the police stopped our car and gave a sign that we had to stop at the side of the road. Johan opened the car window and a tough tall police officer appeared. Johan had to obediently produce his driving license to respond to the police officer's order. In a gruffly manner the police officer withheld the license and was

				<p>about to give him a ticket to pay the fine blaming that we had crossed the road when the red light was on. Johan, being accustomed to such a situation in his home city, reacted in a calm manner. He took a Rp. 10.000 bank note from his pocket, went out the car and shook hands with the police officer. I did not hear the words uttered by Johan but the police officer smiled at him. Johan returned to the car. The police officer waved his hand and let us proceed to our destination. It appears to me that such a practice to deal with the police is common in Medan.</p>
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Appendix.2 List Text Each Grade of SMA/MA/SMAK/MAK

List text in English textbook included in curriculum 2013 for SMA/MA/SMK/

Grade	Text type			
	TEKS INTERAKSI INTERPERSONAL	TEKS INTERAKSI TRANSAKSIONAL	TEKS FUNGSIONAL KHUSUS -	TEKS FUNGSIONAL
X	Ucapan selamat dan memuji bersayap (extended), serta menanggapinya.	<ul style="list-style-type: none"> Jati diri, dengan memperhatikan unsur kebahasaan pronoun, subjective, objective, possessive Niat melakukan suatu tindakan/kegiatan, dengan memperhatikan unsur kebahasaan kata kerja bantu modal be going to, would like to Keadaan/tindakan/kegiatan /kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan kata kerja dalam bentuk simple past tense vs present perfect tense 	<ul style="list-style-type: none"> Pemberitahuan (announcement), terkait kegiatan sekolah Lirik lagu terkait kehidupan remaja sma/ma/smk/mak /smk/mak Undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja terkait kegiatan. 	<ul style="list-style-type: none"> Teks deskriptif, terkait tempat wisata dan bangunan bersejarah terkenal Recount, terkait peristiwa bersejarah Naratif, terkait legenda rakyat
XI		<ul style="list-style-type: none"> Saran dan tawaran, dengan memperhatikan kata kerja bantu modal should dan can Pendapat dan pikiran, dengan memperhatikan unsur kebahasaan think, I suppose, in my opinion Hubungan sebab akibat, dengan memperhatikan 	<ul style="list-style-type: none"> Surat pribadi, terkait kegiatan diri sendiri dan orang sekitarnya Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<ul style="list-style-type: none"> Eksposisi analitis terkait isu aktual. Explanation terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain

		<p>unsur kebahasaan because of ..., due to ..., thanks to ...</p> <ul style="list-style-type: none"> Keadaan/tindakan/kegiatan / kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan kata kerja dalam bentuk passive voice 		di kelas xi
XII		<ul style="list-style-type: none"> Menawarkan jasa, dengan memperhatikan ungka[pan May I help you?, What can I do for you? What if ...? Pengandaian diikuti oleh perintah/saran, dengan memperhatikan unsur kebahasaan if dengan imperative, can, should 	<ul style="list-style-type: none"> Surat lamaran kerja Teks caption menyertai gambar/foto/tabel/grafik/bagan Manual penggunaan teknologi dan kiat-kiat (tips) Lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 	<ul style="list-style-type: none"> Prosedur dalam bentuk manual News item terkait berita sederhana dari koran/radio/tv

Appendix.3 The Result of Analysis Text in English Textbook by Using Systemic Functional Linguistics (SFL) Perspective

RESULT OF ANALYSIS TEXT IN ENGLISH TEXTBOOK BY USING SYSTEMIC FUNCTIONAL LINGUISTICS (SFL) PERSPECTIVE

TANJUNG PUTING NATIONAL PARK IDEATIONAL MEANING

TP/53/1.C1

Tanjung Puting National Park	Is	an internationally famous ecotourism destination,	which	is	located	in the southwest of Central Kalimantan peninsula.
carrier	P:relational	Attribute				
				P: relational	C: loc	

TP/53/1.C2

Visitors from foreign countries	Come	To this park because of its amazing nature
Actor	P:material	C: loc

TP/53/1.C3

This	Is	Called	A park
Carrier		P: relational	attribute

TP/53/1.C4

This	Is	unlike	Any park that	You	Have	Seen	In your city	This is a jungle!
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Carrier	P:relational	Attribute						
				Senser		P: mental	Circumstance: loc	

TP/53/1.C5

It	Is	a real jungle	which	Is	Home	to the most interesting animal in the world: orangutans.		
Carrier	P:relational	Attribute						
			token	P:relational	Value	Circumstance		

TP/53/2.C1

Though	The park	Is	Home	To many animals	Seeing	orangutans	Is	usually	The visitors' main reason	To	visit	The park
C: loc				Carrier			P: relational	C: manner	attribute	C: loc		
	Carrier	P:relational	Attribute		P: mental	phenomenon					P:materi al	Goal

TP/53/2.C2

Orangutans,	Which	Literally			mean	The man of the forest	Are	The largest arboreal animal on the planet			
Carrier							P:relational	Attribute			
		C:manner			P: relational	Attribute					

TP/53/2.C3

Most of their lives	Are	Spent	In trees	where	Orangutans	Travel	From branch	To branch	By	Climbing	or	Swimming	With their long arms
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Goal		P: material	C: extent										
				C:loc	Actor	P: material	C: Extent						
										P: material		P:material	C: acc

TP/53/3.C1

To	See	orangutans	we	should	go	To camp Leakey	Which	Is	located	In the heart of Tanjung Putting National Park			
C: cause			actor		P: material	C: loc							
	P: mental	phenomenon					Goal	P: relational		C:loc			

TP/53/3.C2

Camp Leakey	Is	A rehabilitation place	for ex-captive orangutans and	also a preservation site
Carrier	P: relational	Attribute		C: loc

TP/53/3.C3

It	Is	Also	A famous center	For research about orangutans
Carrier	P: relational		Attribute	
which	has been conducted		by the famous primatologist Dr. Briute Galdikas since 1971	
Token	P:relational		Value	

Which	Has been	Conducted	The famous primatologist Dr.Birute Galdikas	Since 1971
Goal		P: material	Actor	C: loc

TP/53/3.C4

Here	visitors	can	See	Daily feedings	To orangutans at jungle platforms as part of the rehabilitation process	To their natural habitat
	senser		P: mental	Phenomenon	C: loc	

TP/53/3.C5

This event	Gives	Them	opportunity	to	see	ornagutans	Upclose
actor	P: material	Recipient	goal		P: mental	phenomenon	

TP/53/4.C1

To	Reach	The place	We	Should	Take	A boat	Down Sekonyer river
C: cause			actor		Process: material	Goal	C:loc
	P: material	Goal					

TP/53/4.C2

The boat	Is	Popularly	Called	Perahu klotok	Whi ch	is	A boathouse	that	can	accommodate	Four peole
Carrier		C: manner	P: relational	Attribute			Actor			P: material	Goal

TP/53/4.C3

The trip by the boat to Camp Leakey	Takes	Three days and two nights
Actor	P: material	Goal

TP/53/4.C4

You	sleep	Cook	And	eat	In that Klotok night and day during your journey	Into the jungle
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Actor	P: behavioral	P: material		P: material	C: extent	C: role
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TP/53/5.C1

The travelling in the boat	Offers	An unforgettable experience
Sayer	P: verbal	Verbiage

TP/53/5.C2

In daylight,	On your way to camp Leakey	You	Can	see	tree	filled	with	proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan
C: extent	C: cause	Senser		P:mental	Phenomenon			
					P: material	C: accompaniment		

Monkey that	Have	Enormous snout	which	Can	Only	Be	Found	In Kalimantan
Possessor	P: relational		goal				P: mental	C:loc

TP/53/5.C3

The monkeys	Anxiously	Await	Klotok arrivals
Actor	C: manner	P: material	Goal

TP/53/5.C4

A troop of 20 light-brown monkeys	May	Plunge	From branches 10 meters or higher into the river	and	cross	Directly	In front of the boat
Actor		P: material	C: Extent		P:material	C:manner	C: location

TP/53/5.C5

These monkeys	Know	that	The boat's engine noise and the treat of its propeller	scare	Crocodiles	which	find	These chubby monkeys delicious
Senser	P: mental	Phenomenon						

				P: mental	Phenomenon		
						P: mental	

TP/53/5.C6

At night	You	can	enjoy	The clear sky and the amazingly bright stars	As the only lights for the night
C:loc	Senser		P: mental	phenomenon	C: role

TP/53/6.C1

With such exotic nature	No wonder many tourists from foreign countries who love ecotourism frequently	visit	Tanjung Puting National Park
C:accompaniment	Actor	P: material	Goal

Who	Love	ecotourism	Frequently
Senser	P:mental	phenomenon	C:manner

INTERPERSONAL MEANING

A. MOOD

TP/53/1.C1

Tanjung Puting National Park	Is	an internationally famous ecotourism destination,	which	is	Located	in the southwest of Central Kalimantan peninsula.
subject	Finite	Complement				
			Subject	finite	predicator	Adjunct/ complement
MOOD : Dec.	RESIDU	MOOD: Dec.			RESIDU	

TP/53/1.C2

Visitors from foreign countries	Come	To this park because of its amazing nature
Subject	Finite/Predicator	Adjunct/complement

MOOD: Dec	RESIDU
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TP/53/1.C3

This	Is	called	A park
Subject	Finite	predicator	Adjunct
MOOD :Dec		RESIDU	

TP/53/1.C4

This	Is	unlike	Any park that	You	Have	seen	In your city	This	is	a jungle!	
Subject	Finite	Complement									
MOOD: Dec		RESIDUE									
				Subject	Finite	predicator		Imperative			
				MOOD:Dec		RESIDUE					

TP/53/1.C5

It	Is	a real jungle,	which	Is	Home	the most interesting animal in the world: orangutans.				
Subject	Finite	Complement								
MOOD:Dec		RESIDU								
			Subject	Finite	Adjunct	Complement				
			MOOD: Dec			RESIDU				

TP/53/2.C1

Though	The park	Is	Home	To many animals	seeing	orangutans	Is	usually	The visitors' main reason	to	visit	The park
	Subject	Finite	Adjunct		Subject		Finite	Adjunct	complement	Adjunct		
	MOOD:D		RESIDUE		MOOD:Dec			RESIDU				

ec				
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TP/53/2.C2

Orangutans,	Which	Literally	mean	The man of the forest	Are	The largest arboreal animal on the planet
Subject		Adjunct			Finite	complement
MOOD						
RESIDUE						
		Adjunct	Predicator			

TP/53/2.C3

Most of their lives	Are	Spent	In trees	where	orangutans	Travel	From branches	To branches	By	Climbing	Or	Swimming	With their long arms
Subject	Finite	Predicator	Adjunct/complement										
MOOD:Dec		RESIDU											

TP/53/3.C1

To	See	Orangutans	We	should	Go	To camp Leakey	Which	Is	located	In the heart of Tanjung Putting National Park			
	Adjunct		Subject	Finite	Predicator	Adjunct/complement							
	MOOD:Dec												

RESIDU										
	Predicator	subject					subject	Finite	Predicator	Adjunct/complement
								MOOD:Dec	RESIDU	

TP/53/3.C2

Camp Leakey	Is	A rehabilitation place	for ex-captive orangutans and	also a preservation site
Subject	Finite	Complement		
MOOD: Dec		RESIDU		

TP/53/3.C3

It	Is	Also	A famous center	For research about orangutans which has been conducted by the famous primatologist Dr. Briute Galdikas since 1971
Subject	Finite	Adjunct	Complement	
MOOD: Dec		RESIDU		

Which	Has been	Conducted	The famous primatologist Dr.Birute Galdikas	Since 1971
Subject	Finite	Predicator	Complement	Adjunct
MOOD: Dec.		RESIDU		

TP/53/3.C4

Here	visitors	Can	See	Daily feedings	To orangutans at jungle platforms as part of the rehabilitation process	To their natural habitat
Adjunct	subject	Finite	Predicator	Adjunct/complement		
	MOOD: Dec					
RESIDUE						

TP/53/3.C5

This event	Gives	Them	opportunity	To	see	ornagutans	upclose
Subject	Finite						
MOOD: Dec.							

TP/53/4.C1

To	Reach	The place	We	Should	take	A boat	Down Sekonyer river
Adjunct			subject	Finite	predicator		Adjunct
			MOOD: Dec.				
RESIDUE							

TP/53/4.C2

The boat	Is	Popularly	Called	Perahu klotok	Which	is	A boathouse	that	can	Accommodate	Four people
Subject	finite	adjunct	Predicator								
MOOD: Dec.		RESIDUE			Subject	Finite		subject	finite	Predicator	
				MOOD: Dec.		MOOD: Dec.		RESIDUE			

TP/53/4.C3

The trip by the boat to Camp Leakey	Takes	Three days and two nights
Subject	Finite	
MOOD : Dec		

TP/53/4.C4

You	Sleep	Cook	And	eat	In that	Into the
-----	-------	------	-----	-----	---------	----------

					Klotok night and day during your journey	jungle
Subject	Finite	Predicator	cc	predicator	Adjunct	
MOOD: Dec.		RESIDUE				

TP/53/5.C1

The travelling in the boat	Offers	An unforgettable experience
Subject	Finite	
MOOD: Dec.		

TP/53/5.C2

In daylight,	On your way to camp Leakey	You	Can	see	trees	filled	with	proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan
Adjunct		subject	finite	predicator				
		MOOD: Dec.						
RESIDUE								

That	Have	Enormous snout	Which	Can	Only	Be	Found	In Kalimantan
Subject	Finite		subject	finite			predicator	complement
MOOD: Dec.			MOOD: Dec.		RESIDUE			

TP/53/5.C3

The monkeys	Anxiously	Await	Klotok arrivals
Subject	Adjunct	Predicator	

TP/53/5.C4

A troop	May	Plunge	From	and	cross	Directly	In front of
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of 20 light- brown monkeys			branches 10 meters or higher into the river				the boat
Subject	Finite	Predicator			predicator	adjunct	complement
MOOD: Dec		RESIDUE					

TP/53/5.C5

These monkeys	Know	that	The boat's engine noise and the treat of its propeller	Scare	Crocodiles,	which	find	These chubby monkeys delicious
Subject	Finite/predicator							
MOOD: Dec.								

TP/53/5.C6

At night	,you	Can	Enjoy	The clear sky and the amazingly bright stars	As the only lights for the night
Adjunct	Subject	Finite	Predicator		complement
	MOOD: Dec.				
RESIDU					

TP/53/6.C1

With such exotic nature	No wonder many tourists from foreign countries who love ecotourism frequently	visit	Tanjung Putting National Park
Adjunct	Subject	finite	
RESIDUE		MOOD: Dec.	

What	about	You?
		subject

TEXTUAL MEANING

a. THEME AND RHEME

TP/53/1.C1

Tanjung Puting National Park	is	an internationally famous ecotourism destination,	which	is	Located	in the southwest of Central Kalimantan peninsula.
Topical: unmarked		Rheme				

TP/53/1.C2

Visitors from foreign countries	come	To this park because of its amazing nature
Topical: unmarked		Rheme

TP/53/1.C3

This	Is	called	A park
Topical: unmarked		Rheme	

TP/53/1.C4

But	Unlike	Any park that	You	Have	seen	In your city	This is a jungle!
Theme							Rheme
Textual	Topical: marked						

TP/53/1.C5

It	Is	a real jungle,	which	is	Home	to the most interesting animal in the world: orangutans.
Topical: unmarked				Rheme		

TP/53/2.C1

Though	The park	Is	Home	To many animals	seeing	orangutans	is	Usually	The visitors' main reason	to	visit	The park
Topical: marked						Rheme						

Textual	Topical :unmarked	Rheme	
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TP/53/2.C2

Orangutans,	Which	Literally	mean	The man of the forest	Are	The largest arboreal animal on the planet
Topical: unmarked					Rheme	

TP/53/2.C3

Most of their lives	are	Spent	In trees	where	orangutans	Travel	From branch	To branch	By	Climbing	Or	Swimming	With their long arms
Topical: marked	Rheme												

TP/53/3.C1

To	See	orangutans	We	should	go	To camp Leakey	Which	Is	Located	In the heart of Tanjung Putting National Park
Topical: unmarked			Rheme							

TP/53/3.C2

Camp Leakey	Is	A rehabilitation place	for	ex-captive orangutans and	also a preservation site
Topical: unmarked	Rheme				

TP/53/3.C3

It	Is	also	A famous center	For research about orangutans which has been conducted by the famous primatologist Dr. Briute
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				Galdikas since 1971
Topical:unmarked	Rheme			

TP/53/3.C4

Here	Visitors	can	see	Daily feedings	To orangutans at jungle platforms as part of the rehabilitation process	To their natural habitat
Textual	Topical:unmarked	Rheme				

TP/53/3.C5

This event	gives	Them	opportunity	to	see	ornagutans	upclose
Topical:unmarked	Rheme						

TP/53/4.C1

To	Reach	The place	we	Should	take	A boat	Down Sekonyer river
Topical: marked			Rheme				

TP/53/4.C2

The boat	Is	Popularly	Called	Perahu klotok	Which	is	A boathouse	that	can	accommodate	Four people
Topical: unmarked	Rheme										

TP/53/4.C3

The trip by the boat to Camp Leakey	Takes	Three days and two nights
Topical:unmarked	Rheme	

TP/53/4.C4

You	Sleep	Cook	And	eat	In that Klotok night and day during your journey	Into the jungle
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Topical: unmarked	Rheme		Textual	Rheme	
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TP/53/5.C1

The travelling in the boat	Offers	An unforgettable experience
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Topical:unmarked	Rheme
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TP/53/5.C2

In daylight,	On your way to camp Leakey	You	Can	see	trees	filled	with.	proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan
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Topical:marked	Rheme
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TP/53/5.C3

The monkeys	Anxiously	Await	Klotok arrivals
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Topical:unmarked	Rheme
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TP/53/5.C4

A troop of 20 light-brown monkeys	May	plunge	From branches 10 meters or higher into the river	and	cross	Directly	In front of the boat
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Topical:marked	Rheme	Textual	Rheme
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TP/53/5.C5

These monkeys	Know	that	The boat's engine noise and the treat of its propeller	scare	Crocodiles,	which	find	These chubby monkeys delicious
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Topical:unmarked	Rheme
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TP/53/5.C6

At night	You	can	Enjoy	The clear sky	As the only
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				and the amazingly bright stars	lights for the night
Topical: marked	Rheme				
TP/53/6.C1					
With such exotic nature	No wonder many tourists from foreign countries who love ecotourism frequently	visit	Tanjung National Park	Putting	
Topical: marked	Rheme				

**VISITING NIAGARA FALLS
IDEATIONAL MEANING**

NF/72/1.C1

Niagara Falls	Is	the collective name for three waterfalls	that	cross	the international border between the Canadian province of Ontario and the USA's state of New York.
Token	P: relational	Value			
			Actor	P: material	Goal

NF/72/1.C2

They	Form	the southern end of the Niagara Gorge.
Actor	Process: material	Goal

NF/72/1.C3

the three waterfalls	Are	the Horseshoe Falls, the American Falls and the Bridal Veil Falls.
Token	P: relational	Value

NF/72/1.C4

The Horseshoe Falls	Lie	on the Canadian side and the American Falls	on the American side.
Actor	P:material	Circumstance: loc	Circumstance:loc

NF/72/1.C5

They	Are	Separated	By Goat island
Goal		Process:material	Actor

NF/72/1.C6

The smaller Bridal Veil Falls	Are	also	located	on the American side,	Separated	from the other waterfalls by Luna Island.
Goal		C:manner	P:relational	Circum:loc	P:material	Circum:loc

NF/72/1.C7

There	Are	various attractions that	people	can	enjoy	in Niagara Falls,	six of them	are	described	here
Goal							Recipient		P:verbal	C:loc
	Existential	Existence								
			senser		P:mental	C: loc				

NF/72/2.C1

The first to	enjoy	In Niagara Falls	Is	Cave of the winds
Carrier			P:relational	attribute
	P:mental	C:loc		

NF/72/2.C2

This attraction	Helps	people	Get	closer	To the falls	And	Go	Face-to-face with the pounding waters of the fall
Actor	P:material	Goal						
		Actor	P:material	C:manner	Recipient		P:material	C:accompaniment

NF/72/2.C3

People	Can	Get	soaked	On the Hurricane deck	Where	They	are	Just feet from the thundering waters
Carrier		Material	Attribute	C:loc	Circumstance:loc			
						Carrier	P:relational	attribute

NF/72/2.C4

Waterproof clothing and sandals	Are	Provided
Goal		Process:material

NF/73/2.C5

A trim at night	When	The falls	Are	Illuminated	In a rainbow of color	Is	Really amazing
Carrier						P:relational	Attribute
	C:loc	Goal		P:mental	C:loc		

NF/73/3.C1

The second charm	Is	Maid of the mist boat tour
Carrier	P:relational	Attribute

NF/73/3.C2

It	Is	A world-famous scenic boat tour of the American and Canadian falls	For about a half-hour ride
Carrier	P:relational	Attribute	

NF/73/3.C3

People	May	Access	The tour via the observation tower elevator	At prospect point in the state park
Actor		P: material	Goal	C:loc

NF/73/3.C4

The boat	operates	mid-May	Until late October
Actor	P: material	Goal	C: extent

NF/73/4.C1

The next to	Visit	In Niagara falls	Is	Niagara adventure theater
Carrier			P:relational	Attribute
	P:material	C:loc		

NF/73/4.C2

Here	tourists	May	Enjoy	The most powerful and involving film experience	that	Brings	reality	To life on a 45 foot screen
C:loc	Senser		P:mental	Phenomenon				
					Actor	P: material	Goal	Recipient

NF/73/4.C3

Audience members	Are	Given	The privilege to	Discover	The thundering falls	From a completely new and exhilarating perspective and plunge over them
Recipient		P:material	Goal		P:mental	phenomenon
					C:manner	

NF/73/4.C4

The theater	Shows	Hourly and free multi-language headsets	are	Made	Available
Actor	P:verbal	Goal			
		Goal		P:material	

NF/73/5.C1

Niagara science museum	Is	Another place	To	Visit
Carrier	P:relational	attribute	Circumstance:cause	
				process

NF/73/5.C2

It	Is	A sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus		
Token	P:relational	Value		

NF/73/6.C1

The fifth point of interest	Is	Niagara's was museum of history		
Carrier	P:relational	Attribute		

NF/73/6.C2

Here	Life-size wax figures	Portraying	Dramatic history of Niagara falls	are	Presented	To	guests
C:loc	Goal				P:verbal	Recipient	
		P:material	Goal				

NF/73/6.C3

They	Can	See	Fort Niagara scene, Indian village, old store, blacksmith and barber shop scenes and	How	Electricity	Is	Made	
Senser		P:mental	Phenomenon					
					Goal		P:material	

NF/73/6.C4

Wax figures of Julia Roberts,	Are	Displayed	Here	Too
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Princess Diana and many more			
Goal		P:verbal	Circumstance:loc

NF/73/7.C1

Finally	People	Can	Also	Enjoy	Rainbow air helicopter tours	Above and around the American and Canadian falls
circumstance	Senser		Circumstance	process	Phenomenon	circumstance

NF/73/7.C2

The tours	Start	From down town, next to the entrance to the rainbow bridge	And	Open from 9am to dust	When	Weather	Permits
					Circumstance:loc		
Actor	P:material	Circumstance: extent			Circumstance	Authority	Process

NF/73/7.C3

The tours	Operate	Everyday	From second weekend in May	Until October 31 st
Actor	P:material	C:extent	C: extent	C: extent

NF/73/8.C1

The Niagara falls	Are	Renowned	Both their beauty and as a valuable source of hydroelectric power
		P:material	Circumstance:role

NF/73/8.C2

Managing	The	Commercial,	Has	been	A challenge for stewards of the falls since
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	balance between recreational	and industrial uses			the 19 th century
		Carrier		P:relational	
P:material	Goal				

INTERPERSONAL MEANING

A. MOOD

NF/72/1.C1

Niagara Falls	Is	the collective name for three waterfalls	that	cross	the international border between the Canadian province of Ontario and the USA's state of New York.
Subject	finite	Complement			
MOOD: Dec		RESIDUE			
			Subject	Finite/Pred	Complement
			MOOD: Dec		RESIDUE

NF/72/1.C2

They	Form	the southern end of the Niagara Gorge.
Subject	Finite/ Pred	Complement
MOOD: Dec		RESIDUE

NF/72/1.C3

From the largest to smallest, the three waterfalls	Are the horseshoe falls	The three waterfalls	are	the horse shoe falls, the American falls and bridal veil falls
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	Subject	Finite	
	MOOD: Dec		

NF/72/1.C4

The Horseshoe Falls	lie	on the Canadian side and the American Falls	on the American side.
Subject	finite	Adjunct/ Complement	Adjunct
MOOD: Dec		RESIDUE	

NF/72/1.C5

They	are	separated	By Goat island
Subject	Finite	pred	Adjunct
MOOD: Dec		RESIDUE	

NF/72/1.C6

The smaller Bridal Veil Falls	Are	also	Located	on the American side,	separated	from the other waterfalls by Luna Island.
Subject	Finite	adjunct	Pred	Adjunct		
MOOD: Dec		RESIDUE				

NF/72/1.C7

There	Are	various attractions	that people	can	enjoy	in Niagara Falls,	six of them	are	Described	here
		Subject								
			Subject	Finite		Adjunct	subject	Finite	Pred	Adjunct
			MOOD: Dec		RESIDUE		MOOD: Dec		RESIDUE	

NF/72/2.C1

The first to	enjoy	In Niagara Falls	is	Cave of the winds
Subject			Finite	Complement
	Adjunct			

MOOD: Dec		RESIDUE
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NF/72/2.C2

This attraction	helps	People	Get	closer	To the falls	And	Go	Face-to-face with the pounding waters of the fall
Subject	Finite/Pred							
MOOD: Dec		subject	Finite/pred	Adjunct	Complement		Pred	Adjunct
		MOOD: Dec		RESIDUE				

NF/72/2.C4

Waterproof clothing and sandals	Are	Provided
Subject	Finite	pred
MOOD: Dec		RESIDUE

NF/72/2.C5

A trim at night	when	The falls	Are	Illuminated	In a rainbow of color	Is	Really amazing
Subject						finite	complement
MOOD: Dec							RESIDUE
		Subject	Finite	Pred	adjunct		
		MOOD: Dec		RESIDUE			

NF/73/3.C1

The second charm	Is	Maid of the mist boat tour
Subject	Finite	Complement
MOOD: Dec		RESIDUE

NF/73/3.C2

It	Is	A world-famous scenic boat tour of the American and Canadian falls	For about a half-hour ride
Subject	Finite	Complement	
MOOD: Dec		RESIDUE	

NF/73/3.C3

People	May	Access	The tour via the observation tower elevator	At prospect point in the state park
Subject	finite	Pred	Complement	Adjunct/ Complement
MOOD: Dec		RESIDUE		

NF/73/3.C4

The boat	operates	Mid-May	Until late October
Subject	Finite/pred		Adjunct
MOOD: Dec		RESIDUE	

NF/73/4.C1

The next to	Visit	In Niagara falls	Is	Niagara adventure theater
Subject			finite	Complement
MOOD: Dec				RESIDUE

NF/73/4.C2

Here	tourists	May	Enjoy	The powerful involving experience	most and film	that	Brings	reality	To life on a 45 foot screen
Adjunct	Subject	Finite	Pred			subject	Pred		
MOOD : Dec		RESIDUE							

NF/73/4.C3

Audience members	Are	Given	The privilege to	discover	The thundering falls	From a completely new and exhilarating perspective and plunge over them
Subject	Finite	Pred				Adjunct
MOOD: Dec		RESIDUE				

NF/73/4.C4

The theater	Shows	Hourly and free multi-language headsets	Are	Made	Available
Subject	Finite/pred	Subject	finite	Pred	Complement
MOOD: Dec		MOOD: Dec		RESIDUE	

NF/73/5.C1

Niagara science museum	Is	Another place	To	Visit
Subject	Finite	Complement	Adjunct	
MOOD: Dec		RESIDUE		

NF/73/5.C2

It	Is	A sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus
Subject	Finite	Complement
MOOD: Dec		RESIDUE

NF/73/6.C1

The fifth point of interest	Is	Niagara's was museum of history
Subject	finite	Complement
MOOD: Dec		RESIDUE

NF/73/6.C2

Here	Life-size	Portrayin	Dramatic	are	Presented	To	guests
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	wax figures	g	history of Niagara falls				
Adjunct	Subject			finite	pred		Complement
	MOOD : Dec			RESIDUE			

NF/73/6.C3

They	Can	See	Fort Niagara scene, Indian village, old store, blacksmith and barber shop scenes and	How	Electricity	Is	Made
Subject	finite	Pred		Adjunct	Subject	Finite	pred
MOOD: Dec		RESIDUE			MOOD		RESIDUE

NF/73/6.C4

Wax figures of Julia Roberts, Princess Diana and many more	are	Displayed	here	Too
Subject	finite	pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

NF/73/7.C1

Finally	People	Can	Also	Enjoy	Rainbow air helicopter tours	Above and around the American and Canadian falls
Adjunct	Subject	finite	Adjunct	Pred		Adjunct
	MOOD: Dec		RESIDUE			

NF/73/7.C2

The tours	Start	From down town, next to the entrance to the rainbow bridge	And	Open from 9am to dust	when	Weather	Permits
Subject	Finite/Pred	Adjunct			Adjunct	Subject	Finite/pred
MOOD: Dec		RESIDUE			RESIDUE	MOOD: Dec	

NF/73/7.C3

The tours	Operate	Everyday	From	second	Until October 31 st
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			weekend in May	
Subject	Finite/pred	Adjunct	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

NF/73/8.C1

The Niagara falls	Are	Renowned	Both their beauty and as a valuable source of hydroelectric power
Subject	Finite	pred	adjunct
MOOD: Dec		RESIDUE	

NF/73/8.C2

Managing	The balance between recreational	Commercial, and industrial uses	Has	Been	A challenge for stewards of the falls since the 19 th century
Adjunct		Subject	Finite	Pred	Complement
		MOOD: Dec		RESIDUE	

TEXTUAL MEANING

A. THEME AND RHEME

NF/72/1.C1

Niagara Falls	Is	the collective name for three waterfalls	that	Cross	the international border between the Canadian province of Ontario and the USA's state of New York.
Topical:unmarked		Rheme			

NF/72/1.C2

They	Form	the southern end of the Niagara Gorge.
Topical:unmarked	Rheme	

NF/72/1.C3

From the largest to smallest, the three waterfalls	Are the horseshoe falls	The three waterfalls are the horse shoe falls, the American falls and bridal veil falls
Topical :marked		Rheme

NF/72/1.C4

The Horseshoe Falls	Lie	on the Canadian side and the American Falls	on the American side.
Topical:unmarked	Rheme		

NF/72/1.C5

They	Are	Separated	By Goat island
Topical:unmarked	Rheme		

NF/72/1.C6

The smaller Bridal Veil Falls	Are	Also	located	on the American side,	separated	from the other waterfalls by Luna Island.
Topical:unmarked	Rheme					

NF/72/1.C7

There	Are	various attractions	that people	can	enjoy	in Niagara Falls,	six of them	are	described	here
Topical theme:unmarked							Rheme			
	Interpersonal theme	Topical theme:unmarked	Rheme							

NF/72/2.C1

The first to	Enjoy	In Niagara Falls	is	Cave of the winds
Topical theme:marked			Rheme	

NF/72/2.C2

This attraction	Helps	people	Get	closer	To the falls	And	Go	Face-to-face with the pounding waters of the fall
Topical theme:unmarked	Rheme							

NF/72/2.C3

People	can	Get	soaked	On the Hurricane deck	where	they	are	Just feet from the thundering waters
Topical:unmarked	Rheme							

NF/72/2.C4

Waterproof clothing and sandlas	are	Provided
Topical:unmarked	Rheme	

NF/72/2.C5

A trim at night	when	The falls	Are	Illuminated	In a rainbow of color	Is	Really amazing
Topical:unmarked						Rheme	

NF/73/3.C1

The second charm	Is	Maid of the mist boat tour
Topical :unmarked	Rheme	

NF/73/3.C2

It	Is	A world-famous scenic boat tour of the American and Canadian falls	For about a half-hour ride
Topical: unmarked	Rheme		

NF/73/3.C3

People	May	Access	The tour via the observation tower elevator	At prospect point in the state park
Topical:unmarked	Rheme			

NF/73/3.C4

The boat	operates	Goal-May	Until late october
Topical:unmarked	Rheme		

NF/73/4.C1

The next to	Visit	In Niagara falls	Is	Niagara adventure theater
Topical:marked			Rheme	

NF/73/4.C2

Here	Tourists	May	Enjoy	The most powerful and involving experience	that	Brings	reality	To life on a 45 foot screen
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Textual theme	Topical:unmarked	Rheme
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NF/73/4.C3

Audience members	Are	Given	The privilege to	discover	The thundering falls	From a completely new and exhilarating perspective and plunge over them
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Topical:unmarked	Rheme
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NF/73/4.C4

The theater	Shows	Hourly and free multi-language headsets	are	Made	Available
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Topical:unmarked	Rheme
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NF/73/5.C1

Niagara science museum	Is	Another place	To	visit
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Topical:unmarked	Rheme
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NF/73/5.C2

It	Is	A sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus
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Topical:unmarked	Rheme
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NF/73/6.C1

The fifth point of interest	Is	Niagara's was museum of history
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Topical:unmarked	Rheme
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NF/73/6.C2

Here	Life-size wax figures	Portraying	Dramatic history of Niagara falls	are	Presented	To	guests
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Textual	Topical:unmarked	Rheme
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NF/73/6.C3

They	Can	see	Fort	Niagara	How	Electricity	Is	Made
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			scene, Indian village, old store, blacksmith and barber shop scenes and				
Topical:unmarked	Rheme						

NF/73/6.C4

Wax figures of Julia Roberts, Princess Diana and many more	are	Displayed	here	too
Topical:unmarked	Rheme			

NF/73/7.C1

Finally	People	Can	Also	Enjoy	Rainbow air helicopter tours	Above and around the American and Canadian falls
Textual	Topical:unmarked	Rheme				

NF/73/7.C2

The tours	Start	From down town, next to the entrance to the rainbow bridge	And	Open from 9am to dusk	when	Weather	Permits
Topical:unmarked	Rheme					Adjunct	
					Topical:marked	Rheme	

NF/73/7.C3

The tours	Operate	Everyday	From second weekend in May	Until October 31 st
Topical:unmarked	Rheme			

NF/73/8.C1

The Niagara falls	Are	Renowned	Both their beauty and as a valuable source of hydroelectric power		
Topical:unmarked	Rheme				

NF/73/8.C2

Managing	The balance between recreational	Commercial, and industrial uses	Has	been	A challenge for stewards of the falls since the 19 th century
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Topical:marked	Rheme
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**RECOUNT TEXT
BJ HABIBIE
IDEATIONAL MEANING**

BJ/134/1.C1

Bacharuddin Jusuf Habibie	known	As BJ
Senser	P:mental	Circumstance:role

BJ/134/1.C2

Habibie	Was	born	On 25	June 1936
Actor		P:material	Circumstance:loc	Circumstance:loc

BJ/134/1.C3

He	was	The third president of the republic of Indonesia (1998-1999)
Token	P:relational	Value

BJ/134/1.C4

Habibie	was	In parepare, South Sulawesi Province	To Alwi Abdul Jalil Habibie and R.A Tuti Marini Puspowardojo
Token	P:relational	Circumstance:loc	Circumstance:accompaniment

BJ/134/1.C5

His father	was	An agriculturist from Gorontalo of Bugis descent	and	His mother	Was	A Javanese noblewoman from Yogyakarta
Token	P:relational	Value		Token	P:relational	Value

BJ/134/1.C6

His parents	met	While	studying	In Bogor
Actor	P:material			
			P:mental	Circumstance:loc

BJ/134/1.C7

When	He	was	14 years	Old	Habibie's father	Died
Circumstance:loc	Token	P:relational		Value	actor	P:material

BJ/134/2.C1

Following his father's death	Habibie	continued	His studies	In Jakarta and then in 1955	moved	To Germany
Preposition	Actor	P:material	Goal	Circumstance:loc	P:material	Circumstance:loc

BJ/134/2.C2

In 1960	Habibie	received	A degree	In engineering	In Germany,	Giving	Him	The title diplom-ingenieur
Circumstance:loc	actor	P:material	goal	Circumstance:role	Circumstance:loc	Circumstance:cause		
						P:material	recipient	goal

BJ/135/3.C1

He	remained	In Germany as a research assistant	Under Hans Ebner at the Lehrstuhl und Institut für Leichtbau	RWTH Aachen	To	Conduct	Research	For his doctoral degree
Actor	P:material	Circumstance:location/extent	Circumstance:loc	Recipient	Goal			
						P:material	goal	Circumstance:cause

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BJ/135/3.C2

In 1962	Habibie	returned	To Indonesia	For three months on sick leave
Circumstance:loc	actor	P:material	Circumstance:loc	Circumstance:extent

BJ/135/3.C3

During this time	He	was reacquainted	With hasri Ainun, the daughter of R. Mohamad Besari
Circumstance:extent	Actor	P:material	Circumstance:accompaniment

BJ/135/3.C4

The two	married	On 12	May 1962	Returning	To Germany shortly afterwards
Actor	P:material	Circumstance:loc	Circumstance:loc	P:material	Circumstance:loc

BJ/135/3.C5

Habibie and his wife	settled	In Aachen	For a short period	before	moving	to Oberforstbach
Actor	P:material	Circumstance:loc	C: cause		P:material	Circumstance:loc

BJ/135/3.C6

In May 1963	they	had	Their first son, Ilham akbar habibie and later son Tareq Kemal Habibie
Circumstance:loc	Processor/Token	P:relational	Circumstance:accompaniment

BJ/135/4.C1

when	Habibie's minumun wage salary	forced	him	Into part-time work	He	found	employ ment	With the automotive marque Talbot,	where	he	became	An advis or
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Circumstance:loc								Circumstance:accompaniment	Circumstance:role			
Circumstance:loc	Actor	P:material	Goal	Circumstance:role	actor	P:mental	Goal		Circumstance:loc	carrier	P:relational	attribute

BJ/135/4.C2

Habibie	worked	On	two projects which	Received	Funding	From Deutsche Bundesbahn
Actor	P:material					
			Actor	P:material	Goal	Circumstance:loc

BJ/135/4.C3

Due to his work with makosh	The head of train constructions	Offered	His position	To Habibie	Upon his retirement three years later	But	Habibie	Refused
	Sayer	P:verbal	Circumstance:role	Circumstance:accompaniment	Circumstance:loc		Actor	P:material

BJ/135/5.C1

Habibie	did	Accept	A position	With Messerschmitt-Bolkow-Blohm in Hamburg
Senser		P:mental	Phenomenon	Circumstance:accompaniment

BJ/135/5.C2

There	he	developed	Theories on thermodynamics, construction and aerodynamics	known	As the Habibie Factor, Habibie Teorem and Habibie method, respectively
Circumstance:loc	actor	P:material			Goal

BJ/135/5.C3

He	worked	For Messerschmit	On the development of the Airbus A-300B
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			aircraft
Actor	P:material	Circumstance:cause	Circumstance:cause

BJ/135/5.C4

In 1974	he	Was	promoted	To vice president of the company
Circumstance:loc	Goal		P:material	Circumstance:cause

BJ/135/6.C1

In 1974	Suharto	requested	Habibie	To	Return	To Indonesia	As part of Suharto's drive to	develop	The country
Circumstance:loc	sayer	P:verbal	receiver	Verbiage					
					P:material	C:accompaniment	Circumstance:role		
								P:material	goal

BJ/135/6.C2

Habibie	initially	served	As a special assistant	To Ibnu Sutowo, the CEO of the state oil company Pertamina
Actor	Circumstance:manner	P:material	Circumstance:role	Recipient

BJ/135/6.C3

Two years later	In 1976	habibie	was	Made	Chief Executive officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN)
Circumstance:loc	Circumstance:loc	Recipient		P:material	Goal

BJ/135/6.C4

In 1978	He	was	appointed	As Minister of Research and Technology
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Circumstance:loc	Goal		P:material	Circumstance:role
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BJ/135/6.C5

Habibie	was	selected	vice	President in march 1998
recipient		P: material	Goal	

BJ/135/6.C6

On 21 may 1998	Suharto	publicly	announced	His resignation and Habibie	Was	immediately	sworn	In as president
				Verbiage				
C:loc	sayer	C:manner	P:verbal	Receiver		C:manner	P:verbal	Circumstance:role

BJ/135/6.C7

Habibie's government	stabilized	The economy	In the face of the Asian financial crisis and the chaos of the last few months of Suharto presidency					
Actor	P:material	Goal	Circumstance:loc					

BJ/135/7.C1

Since	Relinquishing	The presidency	Habibie	has	Spent	More time	In Germany than in Indonesia
	P:material	goal	Actor		P:material	goal	C:loc

BJ/135/7.C2

However,	He	has	Also	been	Active	As a presidential adviser	During SBY's presidency
	carrier	P:relational	C:manner		Attribute	C:role	Circumstance:extent

BJ/135/7.C3

In September 2006	He	released	A book	called	Detik-detik yang menentukan: jalan Panjang Indonesia menuju Demokrasi (Decisive moments: Indonesia's long road towards democracy)		
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C:loc	actor	P:material	Goal	Goal
BJ/135/7.C4				
The book	recalled	The events of May 1998		
Senser	P:mental	Phenomenon		

INTERPERSONAL MEANING

A. MOOD

BJ/134/1.C1

Bacharuddin Jusuf Habibie	known	As BJ
Subject	Finite/pred	Adjunct
MOOD: Dec		RESIDUE

BJ/134/1.C2

Habibie	was	Born	On 25	June 1936
Subject	Finite	pred	adjunct	Adjunct
MOOD: Dec		RESIDUE		

BJ/134/1.C3

He	Was	The third president of the republic of Indonesia (1998-1999)
Subject	Finite	Complement
MOOD: Dec		RESIDUE

BJ/134/1.C4

Habibie	Was	Born	In parepare, South Sulawesi Province	To Alwi Abdul Jalil habibie and R.A Tuti Marini Puspwardojo
Subject	Finite	pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

BJ/134/1.C5

His father	was	An	agriculturist	And	His mother	was	A Javanese noblewoman from yogyakarta
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		from Gorontalo of Bugis descent				
Subject	Finite	complement	Cc	Subject	Finite	complement
MOOD: Dec		RESIDUE		MOOD: Dec		RESIDUE

BJ/134/1.C6

His parents	met	While	studying	In Bogor
Subjet	Finite/pred	Adjunct		
MOOD: Dec		RESIDUE		
		Connect	Pred	adjunct

BJ/134/1.C7

When	He	Was	14 years	Old	Habibie's father	Died
Adjunct					subject	Finite/pred
RESIDUE						
Adjunct	subject	Finite				
RESIDUE	MOOD: Dec				MOOD: Dec	

BJ/134/2.C1

Following <i>his father's death</i>	habibie	Continued	His studies	In Jakarta and then in 1955	Moved	To germany
Predicator-complement-prepo	subject	Finite/pred		Adjunct		
	MOOD: Dec					
			RESIDUE			

BJ/134/2.C1

In 1960	habibie	received	A degree	In engineering	In Germany,	Giving	Him	The title
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								diplom- ingenieur	
Adjunct	subject	Finite/pred		adjunct	adjunct	adjunct			
MOOD: Dec		RESIDUE							

BJ/135/3.C1

He	Remained	In Germany as a research assistant	Under Hans Ebner at the Lehrstuhl und Institut für Leichtbau	RWTH Aachen	To	Conduct	Research	For his doctoral degree
subject	Finite/pred	adjunct	Adjunct					
MOOD: Dec		RESIDUE				pred		adjunct

BJ/135/3.C2

In 1962	Habibie	Returned	To Indonesia	For three months on sick leave
Adjunct	subject	Finite/pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

BJ/135/3.C3

During this time	He	Was	Reacquainted	With hasri Ainun, the daughter of R. Mohamad Besari
Adjunct	subject	Finite	Pred	Adjunct
MOOD: Dec		RESIDUE		

BJ/135/3.C4

The two	married	On 12	May 1962	Returning	To Germany shortly afterwards
Subject	Finite/pred	Adjunct	Adjunct	pred	Adjunct
MOOD: Dec		RESIDUE			

BJ/135/3.C5

Habibie	settled	In	For a	before	moving	To
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and his wife		Aachen	short period			Oberforstbach
Subject	Finite/pred	Adjunct	adjunct	Adjunct		
MOOD: Dec		RESIDUE				

BJ/135/3.C6

In May 1963	they	Had	Their first son, Ilham akbar habibie and later son Tareq Kemal habibie			
Adjunct	subject	Finite	Adjunct			
MOOD: Dec		RESIDUE				

BJ/135/4.C1

when	Habibie's mininum wage salary	Forced	Him	Into part-time work	He	Found	employment	With the automot ive marque Talbot,	where	he	becam e	An advisor
Adjunct												
	subject	Finite/Pred			subjet	Finite/pred		adjunct	adjun ct	subject	Finite/ pred	comple ment
MOOD: Dec				MOOD: Dec		RESIDUE			MOOD: Dec		RESID UE	

BJ/135/4.C2

Habibie	Worked	On two projects	Which	received	Funding	From Deutsche Bundesbahn
Subject	Finite/Pred	Adjunct				
MOOD: Dec		RESIDUE				
			Subject	pred		adjunct
			MOOD: Dec			RESIDUE

BJ/135/4.C3

Due to his work with makosh	The head of train constrcutions	Offered	His position	To habibie	Upon retirement his three years later	but	Habibie	Refused
Adjunct	subejct	Finite/pred		adjunct	Adjunct	cc	subject	Pred
	MOOD: Dec			RESIDUE			MOOD: Dec	

BJ/135/5.C1

Habibie	did	Accept	A position	With Messerschmitt-Bolkow-Blohm in Hamburg
Subject	finite	Pred		Adjunct
MOOD: Dec		RESIDUE		

BJ/135/5.C2

There	He	Developed	Theories on thermodynamics, construction and aerodynamics	known	As the habibie Factor, Habibie Teorem and Habibie method, respectively
Adjunct	subjet	Finite/pred			
RESIDUE	MOOD: Dec				

BJ/135/5.C3

He	worked	For Messerschmit	On the development of the Airbus A-300B aircraft
Subject	Finite/pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE	

BJ/135/5.C4

In 1974	he	Was	promoted	To vice president of the company
Adjunct	Subject	Finite	pred	Adjunct
	MOOD: Dec			
RESIDUE				

BJ/135/6.C1

In 1974	Suharto	Requested	Habibie	To	return	To Indonesia	As part of Suharto's drive to	develop	The country
Adjunct	subject	Finite/Pred		Adjunct					
	MOOD: Dec			RESIDUE				pred	

BJ/135/6.C2

Habibie	Initially	Served	As a special assistant	To Ibnu Sutowo, the CEO of the state oil company Pertamina					
Subject	Adjunct	Pred	Adjunct	Complement					

BJ/135/6.C3

Two years later	In 1976	habibie	was	Made	Chief Executive officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN)				
Adjunct	adjunct	Subject	finite	Pred					
		MOOD: Dec		RESIDUE					

BJ/135/6.C4

In 1978	He	was	appointed	As Minister of Research and Technologi					
Adjunct	subject	finite	pred	Adjunct					
	MOOD: Dec		RESIDUE						

BJ/135/6.C5

Habibie	was	Selected	vice	President in march 1998					
Subject	Finite	Pred							
MOOD: Dec		RESIDUE							

BJ/135/6.C6

On 21	Suharto	publicly	announced	His	was	immediately	sworn	In	as
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may 1998				resignation and Habibie				president
Adjunct	subject	adjunct	pred					
				Subject	finite	Adjunct	pred	adjunct
				MOOD: Dec		RESIDUE		

BJ/135/6.C7

Habibie's government	Stabilized	The economy	In the face of the Asian financial crisis and the chaos of the last few months of Suharto presidency					
Subject	Finite/pred		Adjunct					
MOOD: Dec			RESIDUE					

BJ/135/7.C1

Since	Relinquishing	The presidency	Habibie	Has	spent	More time	In Germany than in Indonesia	
Adjunct			Subject	Finite	pred		adjunct	
	pred		MOOD: Dec			RESIDUE		

BJ/135/7.C2

However,	He	Has	Also	been	active	As a presidential adviser	During SBY's presidency	
Adjunct	Subject	Finite	adjunct	pred	complement	adjunct	adjunct	
	MOOD: Dec							
RESIDUE								

BJ/135/7.C3

In September 2006	He	released	A book	called	Detik-detik yang menentukan: jalan Panjang Indonesia menuju Demokrasi (Decisive moments: Indonesia's long road towards democracy)			
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Adjunct	subject	Finite/pred		
RESIDUE	MOOD: Dec	Subject	pred	
		MOOD		

BJ/135/7.C4

The book	Recalled	The events of May 1998
Subject	Finite/Pred	
MOOD: Dec		

TEXTUAL MEANING

A. THEME AND RHEME

BJ/134/1.C1

Bacharuddin Jusuf Habibie	known	As BJ
topical:unmarked	rheme	

BJ/134/1.C2

Habibie	Was	Born	On 25	June 1936
Topical:unmarked	Rheme			

BJ/134/1.C3

He	was	The third president of the republic of Indonesia (1998-1999)
Topical:unmarked	Rheme	

BJ/134/1.C4

Habibie	was	Born	In parepare, South Sulawesi Province	To Alwi Abdul Jalil habibie and R.A Tuti Marini Puspowardojo
Topical:unmarked	Rheme			

BJ/134/1.C5

His father	Was	An agriculturist	And	His mother	was	A	Javanese
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		from Gorontalo of Bugis descent				noblewoman from yogyakarta
Topical:unmarked	Rheme		Textual theme	Topical:unmarked	rheme	

BJ/134/1.C6

His parents	met	While	studying	In Bogor
Topical:unmarked	Rheme			

BJ/134/1.C7

When	He	Was	14 years	old	Habibie's father	Died
Topical:marked					Rheme	
Topical:marked	Rheme					

BJ/134/2.C1

Following his father's death	Habibie	continued	His studies	In Jakarta and then in 1955	moved	To Germany
	Topical:unmarked	Rheme				

BJ/134/2.C1

In 1960	habibie	received	A degree	In engineering	In Germany,	Giving	Him	The title diplom-ingeniur
Topical:marked	Rheme							

BJ/135/3.C1

He	Remained	In Germany as a research assistant	Under Hans Ebner at the Lehrstuhl und Institut fur Leichtbau	RWT H Aachen	To	Conduct	Research	For his doctoral degree
Topical:unmarked	Rheme							

BJ/135/3.C2

In 1962	Habibie	returned	To Indonesia	For three months on sick leave
Topical: marked	Rheme			

BJ/135/3.C3

During this time	He	was	reacquainted	With hasri Ainun, the daughter of R. Mohamad Besari
Topical:marked	Rheme			

BJ/135/3.C4

The two	Married	On 12	May 1962	Returning	To Germany shortly afterwards
Topical:marked	Rheme				

BJ/135/3.C5

Habibie and his wife	Settled	In Aachen	For a short period	before	Moving	To Oberforstbach
Topical:unmarked	Rheme					

BJ/135/3.C6

In May 1963	they	had	Their first son, Ilham akbar habibie and later son Tareq Kemal habibie
Topical:marked	Rheme		

BJ/135/4.C1

When	Habibie's minimum wage salary	forced	him	Into part-time work	He found	employment	With the automotiv e marque Talbot,	where	he	became	An advisor
Topical:marked					Rheme						
Topical:marked	Rheme										

BJ/135/4.C2

Habibie	worked	On	two projects which	received	Funding	From Deutsche Bundesbahn
Topical:unmarked	Rheme					

BJ/135/4.C3

Due to his work with makosh	The head of train constructions	offered	His position	To habibie	Upon his retirement three years later	but	Habibie	Refused
	Topical:unmarked	Rheme				Textual theme	Topical:unmarked	Rheme

BJ/135/5.C1

Habibie	did	Accept	A position	With Messerschmitt-Bolkow-Blohm in Hamburg
Topical:unmarked	Rheme			

BJ/135/5.C2

There	he	Developed	Theories on thermodynamics, construction and aerodynamics	known	As the habibie Factor, Habibie Teorem and Habibie method, respectively
Topical:marked	Rheme				

BJ/135/5.C3

He	worked	For Messerschmit	On the development of the Airbus A-300B aircraft
Topical:unmarked	Rheme		

BJ/135/5.C4

In 1974	he	was	promoted	To vice president of the company
Topical:marked	Rheme			

BJ/135/6.C1

In 1974	Suharto	requested	Habibie	To	return	To	As part	develop	The
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						Indonesia	of Suharto's drive to		country
Topical:marked	Rheme								

BJ/135/6.C2

Habibie	initially	served	As a special assistant	To Ibnu Sutowo, the CEO of the state oil company Pertamina					
Topical:unmarked	Rheme								

BJ/135/6.C3

Two years later	In 1976	habibie	was	made	Chief Excutive officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN)				
Topical:marked	Rheme								

BJ/135/6.C4

In 1978	He	was	appointed	As Minister of Research and Technology					
Topical:marked	Rheme								

BJ/135/6.C5

Habibie	was	selected	vice	President in march 1998					
Topical:unmarked	Rheme								

BJ/135/6.C6

On 21 may 1998	Suharto	publicly	announced	His resignation and Habibie	was	immediately	sworn	In president	as
Topical:marked	Rheme								

BJ/135/6.C7

Habibie's government	stabilized	The economy	In the face of the Asian financial crisis and the chaos of the last few months of Suharto presidency						
Topical:unmarked	Rheme								

BJ/135/7.C1

Since	Relinquishing	The	habibie	has	spent	More	In
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		presidency				time	Germany than in Indonesia
Topical:marked			Rheme				

BJ/135/7.C2

However,	He	Has	Also	been	active	As a presidential adviser	During SBY's presidency
Textual theme	Topical:unmarked	Rheme					

BJ/135/7.C3

In September 2006	He	released	A book	called	Detik-detik yang menentukan: jalan Panjang Indonesia menuju Demokrasi (Decisive moments: Indonesia's long road towards democracy)		
Topical:marked	Rheme						

BJ/135/7.C4

The book	recalled	The events of May 1998
Topical:unmarked	Rheme	

**CUT NYAK DHIE
IDEATIONAL MEANING**

CN/145/1.C1

Cut Nyak Dhien	Was	A leader of the Acehnese guerrilla forces	During the aceh war
Token	P:relational	Value	

CN/145/1.C2

She	was	Born	In Lampadang	In 1848
		P:material	C:loc	C:loc

CN/145/1.C3

Following the death of her husband Teuku Umar	she	Led	Guerilla actions	Against dutch	the	For 25 years
P:material preposition	Actor	P:material	Goal			C:loc

CN/145/1.C4

She	was	awarded	The title of Indonesian National Hero on 2	May 1964	By the Indonesian government
Recipient		P:material	Goal	C:loc	C: role

CN/145/2.C1

Cut nyak dhien	was	born	Into an Islamic aristocratic family in Aceh Besar
		P:material	C:role

CN/145/2.C2

Her father, Teuku Nanta Setia	was	A member of the ruling Ulee Balang aristocratic class in VI mukim	and	Her mother	Was	Also	From an aristocratic family
Token	P:relational	Value		carrier	P:relational	attribute	

CN/145/2.C3

She	was	Educated	In religion and household matters
Goal		P:material	C:matter

CN/145/2.C4

She	was	Renowned	For her beauty	and	Many men	proposed	To	Marry	Her
Actor		P:material	C:cause		sayer	P:verbal	Verbiage		
								P:material	Goal

CN/145/2.C5

Finally,	she	married	Teuku Cik Ibrahim Lamnga the son of an aristocratic family	When	She	was	twelve
C: manner	Actor	P:material	Goal				
				C:loc	Carrier	P:relational	Attribute

CN/145/3.C1

On 26	March 1873	The Duchth	Declared	war	On Aceh
C:loc	C:loc	sayer	P:verbal	verbiage	C:loc

CN/145/3.C2

In November 1873	During the second Aceh Expedition	The Dutch	Successfully	Captured	VI mukim in 1873	followed	By the Sultan's palace in 1874
C:loc	C:extent	actor	C:manner	P:material	Goal	P:material	C:loc

CN/146/4.C1

In 1875, Cut	Along with other mothers	were	evacuated	To a safer location	While	Her husband ibrahin	Fought	To	Reclaim	VI mukim
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Nyak Dhien and her baby						lamnga				
C:loc	C:accompaniment		P:material	C:cause						
						Actor	P:material	Goal		
									P:material	Goal

CN/146/4.C2

Lamnga	died	In action	On June 29,1878
Actor	P:material		C:loc

CN/146/4.C3

Hearing	This	Cut Nyak Dhien	was	enraged	And	swore	To	Destroy	The Dutch
		carrier	P:relational	Attribute		P:verbal	Verbiage		
P:mental	phenomenon							P:material	Goal

CN/146/4.C4

Sometimes later	Teuku Umar	proposed	To	Marry	Her
C:loc	sayer	P:verbal	Verbiage		
				P:material	Goal

CN/146/4.C5

Learning	That	Teuku umar would	Allow	her	To	Fight	She	Accepted	His proposal
							senser	P:mental	Phenomenon
P:mental	Phenomenon								

			P:material			P:material			
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CN/146/4.C6

They	were	married	In 1880
Goal		P:material	C:loc

CN/146/4.C7

This	Greatly	boosted	The morale of Aceh armies	In their fight against Dutch
Actor	C:manner	P:material	Goal	C:matter

CN/146/4.C8

Teuku Umar and Cut Nyak Dhien	Had	A daughter, Cut Gambang
Token	P:relational	

CN/146/5.C1

The war	continued	And	The Acehnese	Declared	Holy war against the Dutch	And Were	engaged	In guerilla warfare
Actor	P: material		sayer	P:verbal	Verbiage		P:material	C:loc

CN/146/5.C2

Undersupplied	Teuku umar	surrendered	To the Dutch forces on September 30, 1893	Along with 250 of his men
P:material	Actor	P:mental	C:loc	C:accompaniment

CN/146/5.C3

The Dutch army	Welcomed	Him	and	Appointed	Him	As a commander	Giving	Him	The title of Teuku Umar Johan Pahlawan
Actor	P:material	Goal		P:material	Goal	C:role	P:material	Recipient	Goal

CN/146/5.C4

However,	Teuku	Secretly	Planned	To	Betray	The
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	Umar					Dutch
	senser	C:manner	P:material	Phenomenon		
					P:material	Goal

CN/146/5.C5

Two years later	Teuku umar	Set	Out	To assault Aceh	But	he	Instead	Deserted	With his troops	Taking	With them
C:loc	Actor	P:material		C:cause		Actor	C:manner	P:material		P:material	C:acc
Heavy equipment, weapons, and ammunition	Using	These supplies	To	Help	The Acehnes						
Goal	P:material			P:material	Goal						

CN/146/5.C6

This	Is	Recorded	In Dutch history	As het verrad van teukoe oemar (the treason of teuku umar)
Goal		P:material	C:loc	C:role

CN/146/6.C1

The Dutch general Johannes benedictus van Heutz	Sent	A spy	To Aceh
Actor	P:material	goal	Recipient

CN/146/6.C2

Teuku Umar	was	killed	During a battle	When	The Dutch	launched	A surprise attack	On him	In Meulaboh
Goal		P:material		C:loc	Actor	P:material	Goal	C:accompaniment	C:loc

CN/146/6.C3

When	Cut gambang	Cried	Over his death	Cut nyak dhien	Slapped	her	And	The n	She	hugged	Her	
C:loc	Actor	P:verbal	C:manne r	Acto r	P:materi al	Goa l			Acto r	P:ment al	Goa l	
And	Said	As Acehnes e women	We		May	Not	Shed	tear s	For those	Who	Hav e been	Martyred
	P:verb al	C:role	Actor				P:ment al	Goa l	C:cause			
										Goal		P:materi al

CN/146/7.C1

After	Her husband	died	Cut nyak dhien	Continued	To	Resist	The Dutc h	Whit her small army	Until its destructio n in 1901	As	
	Actor	P:materia l	Acto r	P:materia l		P:materia l	Goal	Goal			
Circumstance:loc								C:accompanimen t	C:extent		
The	Adapted	Their	To	The	In						

Dutch		tactics		situation	Aceh					
Lanjutan goal										
Actor	P:material	Goal			C:loc					

CN/146/7.C2

Furthermore	Cut Nyak Dhien	suffered	From nearsightednessn and arthritis	As	She	Got	Older
C:cause		P:material		C:manner			
					carrier	P:relational	Attribute

CN/146/7.C3

The number of her troops	was	Also	decreasing	And	They	Suffered	From the lack of supplies
Actor		C:manner	P:material			P:material	

CN/146/8.C1

One of her troops, Pang Laot sayer	Told	The Dutch the location of her headquaters	In Beutong Le Sageu
	P:verbal	Verbiage	C:loc

CN/146/8.C2

The Dutch	attacked	catching	Dhien and her troops	By surprise
Actor	P:material	Goal		
		P:material	Goal	C:manner

CN/146/8.C3

Despite	Desperately	Fighting	Back	Dhien	was	Captured
				Goal		P:material
	C:manner	P:material				

CN/146/8.C4

Her daughter, Cut Gambang	escaped	and	continued	The resistance
Actor	P:material		P:material	Goal

CN/146/8.C5

Dhien	Was	brought	To	Banda Aceh and her myopi and arthritis	Slowly	healed	But	In the end	She	was
Goal		P:material	Recipient					C:loc	Goal	
					C:manner	P:material				
	Exiled	To Sumedang, West java	because	The Dutch	Were	Afraid	she	Would	mobilize	The resistance of Aceh people
	P:material	C;loc		carrier	P:relational	Attribute	Actor		P:material	Goal

CN/146/8.C6

She	died	On 6	November 1908
Actor	P:material	C:loc	C:loc

INTERPERSONAL MEANING

A. MOOD

CN/145/1.C1

Cut Nyak Dhien	was	A leader of the Acehnese	During the aceh war
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		guerrilla forces	
Subject	Finite	Complement	Complement
MOOD: Dec		RESIDUE	

CN/145/1.C2

She	was	born	In Lampadang	In 1848
Subject	Finite	pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

CN/145/1.C3

Following the death of her husband Teuku Umar	she	led	Guerilla actions	Against the dutch	For 25 years
Complement	Subject	Finite/pred		Adjunct	Adjunct
	MOOD: Dec			RESIDUE	

CN/145/1.C4

She	was	awarded	The title of Indonesian National Hero on 2	May 1964	By the Indonesian government
Subject	finite	Pred	Complement	Adjunct	Adjunct
MOOD: Dec		RESIDUE			

CN/145/2.C1

Cut nyak dhien	was	Born	Into an Islamic aristocratic family in Aceh Besar
Subject	Finite	Pred	Adjunct

MOOD: Dec	RESIDUE
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CN/145/2.C2

Her father, Teuku Nanta Setia	was	A member of the ruling Ulee Balang aristocratic class in VI mukim	And	Her mother	was	Also	From an aristocratic family
Subject	Finite	Complement	cc	Subject	Finite	Adjunct	adjunct
MOOD: Dec		RESIDUE		MOOD: Dec		RESIDUE	

CN/145/2.C3

She	was	Educated	In religion and household matters
Subject	Finite	Pred	Adjunct
MOOD: Dec		RESIDUE	

CN/145/2.C4

She	was	renowned	For her beauty	and	Many men	proposed	To	Marry	Her
Subject	Finite	pred	Adjunct	cc	Subject	Finite/pred		Pred	
MOOD: Dec		RESIDUE			MOOD: Dec			RESIDUE	

CN/145/2.C5

Finally,	she	married	Teuku Cik Ibrahin Lamnga the son of an	When	She	was	twelve
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			aristocratic family				
Adjunct	Subject	Finite/pred			Subject	finite	complement
	MOOD: Dec				MOOD: Dec		RESIDUE

CN/145/3.C1

On 26	March 1873	The Dutch	Declared	war	On Aceh
Adjunct	Adjunct	Subject	Finite/pred		Adjunct
		MOOD: Dec			RESIDUE

CN/145/3.C2

In November 1873	During the second Aceh Expedition	The Dutch	Successfully	Captured	VI mukim in 1873	followed	By the Sultan's palace in 1874
Adjunct	Adjunct	Subject	Adjunct	pred	complement	Pred	adjunct
							RESIDUE

CN/146/4.C1

In 1875, Cut Nyak Dhien and her baby	Along with other mothers	Were	evacuated	To a safer location	While	Her husband ibrahin lamnga	Fought	To	Reclaim	VI mukim
Adjunct	Adjunct	Finite	pred	Adjunct	Adjunct					
					Connect	Subject	Finite/pred			
						MOOD: Dec				

CN/146/4.C2

Lamnga	Died	In action	On June
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			29,1878
Subject	Finite/pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE	

CN/146/4.C3

Hearing	This	Cut Nyak Dhien	Was	enranged	And	swore	To	Destroy	The Dutch
Adjunct		Subject	Finite	Complement	cc	pred		pred	
		MOOD: Dec		RESIDUE					

CN/146/4.C4

Sometimes later	Teuku Umar	Proposed	To	Marry	her
Adjunct	Subject	Finite/pred		Pred	
		MOOD: Dec		RESIDUE	

CN/146/4.C5

Learning	That	Teuku umar would	Would	allow	Her	To	Fight	She	Accepted	His proposal
Adjunct								Subject	Finite/pred	
		subject	Finite	pred			pred	MOOD		
		MOOD: Dec		RESIDUE						

CN/146/4.C6

They	Were	married	In 1880
Subject	finite	pred	adjunct
MOOD: Dec		RESIDUE	

CN/156/4.C7

This	Greatly	boosted	The morale of Aceh armies	In their fight against Dutch
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Subject	adjunct	pred		Adjunct
MOOD				RESIDUE

CN/146/4.C8

Teuku Umar and Cut Nyak Dhien	had	A daughter, Cut Gambang
Subject	Finite	
MOOD: Dec		

CN/146/5.C1

The war	continued	And	The Acehnese	Declared	Holy war against the Dutch	and	Were	engaged	In guerilla warfare
Subject	Finite/pred	CC	Subject	Finite/pred		CC	finite	Pred	Complement
MOOD: Dec			MOOD: Dec						

CN/146/5.C2

Undersupplied	Teuku umar	surrendered	To the Dutch forces on September 30, 1893	Along with 250 of his men
Adjunct	Subject	Finite/pred	Adjunct	adjunct
MOOD: Dec		RESIDUE		

CN/146/5.C3

The Dutch army	Welcomed	Him	and	Appointed	Him	As a commander	Giving	Him	The title of Teuku Umar
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									Johan Pahlawan
Subject	Finite/pred		CC	Pred		Adjunct			
MOOD: Dec				RESIDUE					

CN/146/5.C4

However,	Teuku Umar	Secretly	Planned	To	Betray	The Dutch
Adjunct	Subject	Adjunct	Finite/pred		pred	
MOOD: Dec					RESIDUE	

CN/146/5.C5

Two years later	Teuku umar	Set	Out	To assault Aceh	But	He	instead	Deserted	With his troops	Taking	With them
adjuncts	Subject	Finite/pred		Adjunct	CC	Subject	adjunct	pred		pred	Adjunct
MOOD: Dec			RESIDUE							RESIDUE	
Heavy equipment, weapons, and ammunition	Using	These supplies	To	Help	The Acehnes						
adjunct	pred			Pred							

CN/146/5.C6

This	Is	Recorded	In Dutch history	As het verrad van teukoe oemar (the treason of teuku umar)
Subject	finite	pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

CN/146/6.C1

The Ducth general Johannes benedictus van Heutz	Sent	A spy	To Aceh
Subject	Finite/pred		
MOOD: Dec			

CN/146/6.C2

Teuku Umar	was	killed	During a battle	When	The Dutch	launched	A surprise attack	On him	In Meulaboh
Subject	finite	pred	Adjunct						
MOOD: Dec		RESIDUE							

CN/146/6.C3

When	Cut gambang	Cried	Over his death	Cut nyak dhien	slapped	her	And	Then	She	hugged	Her
Adjunct				Subject	Finite/pred		CC	Adjunct	Subject	Finite/Pred	
				MOOD: Dec				RESIDUE	MOOD: Dec		
And	Said	As Acehnes e women	we	May	Not	shed	tears	For those	Why	Have been	Martyred
CC	Pred	Adjunct	Subject	finite	neg	Pred		Adjunct			
			MOOD: Dec			RESIDUE			Subject	Finite	pred
									MOOD: Dec		RESIDUE

CN/146/7.C1

After	Her husband	died	Cut nyak dhien	Continued	To	Resist	The Dutch	Whit her small army	Until its destruction in 1901	as
Adjunct			subject	Finite/pred		pred		Adjunct	Adjunct	
	Subject	Finite/pred	MOOD: Dec				RESIDUE			
	MOOD: Dec									
The Ducth	Adapted	Their tactics	To	The situation	In Aceh					
Subject	Finite/pred		Adjunct							
MOOD: Dec			RESIDUE							

CN/146/7.C2

Furthermore	Cut Nyak Dhien	suffered	From nearsightednessn and arthritis	as	she	Got	Older
Adjunct	Subject	Finite/pred	Adjunct	connect	Subject	Finite/pred	complement
	MOOD: Dec		RESIDUE		MOOD: Dec		RESIDUE

CN/146/7.C3

The number of her troops	was	Also	decrasing	And	They	Suffered	From the lack of supplies
Subject	Finite	Adjunct	pred	CC	Subject	Finite/pred	Adjunct
MOOD: Dec		RESIDUE			MOOD: Dec		RESIDUE

CN/146/8.C1

One of her troops, Pang Laot	Told	The Dutch the location of her headquaters	In Beutong Le Sageu
Subject	Finite/pred		Adjunct

MOOD: Dec		RESIDUE
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CN/146/8.C2

The Dutch	attacked	catching	Dhien and her troops	By surprise
Subject	Finite/pred	pred		Adjunct
MOOD: Dec		RESIDUE		

CN/146/8.C3

Despite	Desperately	Fighting	Back	Dhien	was	Captured
Adjunct				Subject	Finite	pred
	Adjunct	pred	Adjunct	MOOD: Dec		RESIDUE

CN/146/8.C4

Her daughter, Cut Gambang	escaped	and	continued	The resistance
Subject	Finite/pred	CC	Pred	
MOOD: Dec			RESIDUE	

CN/146/8.C5

Dhien	Was	brought	To	Banda Aceh and her myopi and arthritis	Slowly	healed	But	In the end	She	was
Subject	Finite	pred		Complement	Adjunct	pred	CC	Adjunct	Subject	Finite
MOOD: Dec		RESIDUE							MOOD: Dec	
	Exiled	To Sumedan	because	The Dutch	were	Afraid	she	Would	mobilize	The resistance

		g, West java								e of Aceh people
	pred	Adjunct	Connect	Subject	finite	Complement	Subject	Finite	pred	
	RESIDUE			MOOD: Dec		RESIDUE	MOOD: Dec		RESIDUE	

CN/146/8.C6

She	died	On 6	November 1908
Subject	Finite/pred	Adjunct	Adjunct
MOOD: Dec		RESIDUE	

TEXTUAL MEANING

A. THEME AND RHEME

CN/145/1.C1

Cut Nyak Dhien	was	A leader of the Acehese guerrilla forces	During the aceh war
Topical:unmarked	Rheme		

CN/145/1.C2

She	Was	born	In Lampadang	In 1848
Topical:unmarked	Rheme			

CN/145/1.C3

Following the death of her husband Teuku Umar	She	led	Guerilla actions	Against the dutch	For 25 years
	Topical:unmarked	Rheme			

CN/145/1.C4

She	was	awarded	The title of Indonesian	May	By the Indonesian
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			National Hero on 2	1964	government
Topical:unmarked	Rheme				

CN/145/2.C1

Cut nyak dhien	was	born	Into an Islamic aristocratic family in Aceh Besar		
Topical:unmarked	Rheme				

CN/145/2.C2

Her father, Teuku Nanta Setia	Was	A member of the ruling Ulee Balang aristocratic class in VI mukim	And	Her mother	Was	Also	From an aristocratic family
Topical:unmarked	Rheme		Textual theme	Topical:unmarked	Rheme		

CN/145/2.C3

She	was	educated	In religion and household matters
Topical:unmarked	Rheme		

CN/145/2.C4

She	Was	renowned	For her beauty	and	Many men	proposed	To	Marry	Her
Topical:unmarked	Rheme			Textual theme	Topical:unmarked	Rheme			

CN/145/2.C5

Finally,	she	married	Teuku Cik Ibrahim Lamnga the son of an aristocratic family. When she was twelve.						
Textual theme	Topical:unmarked	Rheme							

CN/145/3.C1

On 26	March 1873	The Ducth	Declared	war	On Aceh
Topical:marked	Rheme				

CN/145/3.C2

In November 1873	During the second Aceh Expedition	The Dutch	Successfully	Captured	VI mukim in 1873	followed	By the Sultan's palace in 1874
Topical:marked	Rheme						

CN/145/4.C1

In 1875, Cut Nyak Dhien and her baby	Aling with other mothers	were	evacuated	To a safer location	While	Her husband ibrahin lamnga	Fought	To	Reclaim	VI mukim
Topical:marked	Rheme									

CN/145/4.C2

Lamnga	Died	In action	On June 29,1878
Topical:unmarked	Rheme		

CN/145/4.C3

Hearing	This	Cut Nyak Dhien	Was	enranged	And	swore	To	Destroy	The Dutch
		Topical:unmarked	Rheme		Textual theme	Rheme			

CN/145/4.C4

Sometimes later	Teuku Umar	proposed	To	Marry	Her
Topical:marked	Rheme				

CN/145/4.C5

Learning	That	Teuku umar	would allow	her	To	Fight	She	Accepted	His proposal
Topical:marked							Rheme		
		Topical:unmarked	Rheme						

CN/145/4.C6

They	were	married	In 1880
Topical:unmarked	Rheme		

CN/145/4.C7

This	Greatly	boosted	The morale of Aceh armies	of	In their fight against Dutch
Topical:unmarked	Rheme				

CN/145/4.C8

Teuku Umar and Cut Nyak Dhien	Had	A daughter, Cut Gambang
Topical:marked	Rheme	

CN/145/5.C1

The war	continued	And	The Acehnese	Declared	Holy war against the Dutch	and	Were engaged	In guerilla warfare
Topical:unmarked	Rheme	Textual theme	Topical:unmarked	Rheme		Textual theme	Rheme	

CN/145/5.C2

Undersupplied	Teuku umar	surrendered	To the Dutch forces on September 30, 1893	Along with 250 of his men
Topical:marked	Rheme			

CN/145/5.C3

The Dutch army	Welcomed	Him	And	Appointed	Him	As a commander	Giving	Him	The title of Teuku Umar Johan Pahlawan
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Topical:unmarked	Rheme	Textual theme	Rheme
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CN/145/5.C4

However,	Teuku Umar	Secretly	Planned	To	Betray	The Dutch
Textual theme	Topical:unmarked	Rheme				

CN/145/5.C5

Two years later	Teuku umar	Set	Out	To assault Aceh	But	He	instead	Deserted	With his troops	Taking	With them
Topical:marked	Rheme										
Heavy equipment, weapons, and ammunition	Using	These supplies	To	Help	The Acehnese						

CN/145/5.C6

This	Is	Recorded	In Dutch history	As het verrad van teukoe oemar (the treason of teuku umar)	
Topical:unmarked	Rheme				

CN/145/6.C1

The Dutch general Johannes benedictus van Heutsz	Sent	A spy	To Aceh
Topical:unmarked	Rheme		

CN/145/6.C2

Teuku Umar	Was	killed	During a battle	When	The Dutch	launched	A surprise	On him	In Meulaboh
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							attack			
Topical:unmarked	Rheme									

CN/145/6.C3

When	Cut gambang	Cried	Over his death	Cut nyak dhien	slapped	Her	And	Then	She	hugged	Her	
Topical:marked	Rheme			Topical:unmarked	Rheme		Textual theme	Textual theme	Rheme			
And	Said	As Acehese women	We		May	Not	she	tears	For those	Whp	Have been	Martyred
Textual theme	Rheme	Textual theme	Rheme									

CN/145/7.C1

After	Her husband	died	Cut nyak dhien	Continued	To	Resist	The Dutch	Whit her small army	Until its destruction in 1901	as	
Topical: marked			Rheme								
Textual theme	Topical:unmarked	Rheme									
The Dutch	Adapted	Their tactics	To	The situation	In Aceh						
Topical theme					Rheme						

CN/145/7.C2

Furthermore	Cut Nyak Dhien	suffered	From	as	she	Got	Older
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			nearsightedness and arthritis				
Textual theme	Topical:unmarked	Rheme					

CN/145/7.C3

The number of her troops	was	Also	decreasing	And	They	Suffered	From the lack of supplies
Topical:unmarked	Rheme			Textual theme	Topical:unmarked	Rheme	

CN/145/8.C1

One of her troops, Pang Laot	Told	The Dutch the location of her headquarters	In Beutong Le Sageu
Topical:unmarked	Rheme		

CN/145/8.C2

The Dutch	attacked	catching	Dhien and her troops	By surprise
Topical:unmarked	Rheme			

CN/145/8.C3

Despite	Desperately	Fighting	Back	Dhien	Was	Captured
Topical:marked				Rheme		

CN/145/8.C4

Her daughter, Cut Gambang	escaped	and	continued	The resistance
Topical:unmarked	Rheme	Textual theme	Rheme	

CN/145/8.C5

Dhien	was	brought	To	Banda Aceh and her	Slowly	healed	But	In the end	She	was
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				myopi and arthriti s							
Topical:unmark ed	Rheme						Textu al theme	Topical:mark ed			
	Exile d	To Sumedan g, West java	Beaus e	The Dutch	Were	Afrai d	she	Would	mobiliz e	The resistanc e of Aceh people	
Rheme											

CN/145/8.C6

She	died	On 6	November 1908
Topical: unmarked	Rheme		

**NARRATIVE TEXT
ISUMBHOSI
IDEATIONAL MEANING**

IS/157/1.C1

Once upon a time	There	was	An old couple	Who	Didn't	have	A child	
C:loc		Existential	Existent					
				Carrier		P:relational		

IS/157/1.C2

They	Lived	In a small house near the village forest
Actor	P:material	C:loc

IS/157/1.C3

Please	give	Us	A child	they	asked	God everyday
Verbiage				sayer	P:verbal	
P:verbal	P:material	recipient	Goal			

IS/157/2.C1

One day	From the household Shinto altar	they	Heard	A cute cry “Waa! Waa!”
C:loc	C:loc	senser	P:mental	Phenomenon/ P:mental

IS/157/3.C1

They	looked	and	saw	A crying baby	who	looked	just	Like a little finger
Actor	P:mental		P:mental		Actor	P:mental	C:manner	C:role

IS/157/3.C2

This child	Must	be	A gift from God	Thanks to God!”
Token		P:relational	Value	

IS/157/3.C3

We	will	call	This child issumboshi	they	Said
Verbiage				sayer	P:verbal
Actor		P:material	Goal		

IS/157/3.C4

They	raised	Issumboshi	With much care	but	issumboshi	never	grew	Bigger
Actor	P:material	Goal	C:accompaniment		Actor		P:material	

IS/157/3.C5

Hey	issumboshi	Do	You	want	To be	Eaten	By a frog?
	Actor	P:material	Goal				
			assessed	P:mental	Phenomenon		
						P:material	Actor

IS/157/3.C6

Issumboshi	was	always	being	bullied	By the children of the village	and	Often	Went	Home feeling unhappy
Goal		C:manner		P:material	Actor		C:manner	P:mterial	Goal

IS/157/4.C1

Grandmother	would	make	Some big rice balls	and	Encourage	Him
Actor		P:material	Goal		P:material	Goal

IS/157/4.C2

Eat	A lot	and	Grow	up	quickly	grandmother	Said
Verbiage						Sayer	P:verbal
P:material	Goal		P:material		C:manner		

IS/158/5.C1

One day	issumboshi	said	I	will	Go	To the capital to	study	and	become	A respectable person
C:loc	sayer	P:verbal	Verbiage							
			Goal		P:material	C:loc				
							P:mental		P:relational	

IS/158/5.C2

Then	I	will	come	Back
	Actor		P:material	

IS/158/5.C3

Grandfather and grandmother	were	worried	About him	But	Issumboshi's mid	Would not be	Changed
Goal		P:mental			Goal		P:material

IS/158/5.C4

At once	they	began	To	prepare	For his trip
C:extent	Actor	P:material	Goal		
				P:material	Recipient

IS/158/6.C1

Issumboshi	sheathed	A needle sword	In a straw case	Put	On a cup for a sedge hat	and	Started	Out	With a chopstick staff	In high spirits
Actor	P:material	Goal	C:loc	P:material	C:loc		P:material		C:accompaniment	C:cause

IS/158/6.C2

I'm	going	now	Issumboshi	said	is	He	Safe?	With such a small body?
Verbiage								
Actor	P:material	C:loc	sayer	P:verbal	P:relational			

IS/158/6.C3

Grandfather and grandmother	asked	As	they	saw	Him	Off
Sayer	P:verbal	Circumstance:role				
			senser	P:mental	Phenomenon	

IS/158/6.C4

Issumboshi	went	On the trip	With a big wish in a small body
Actor	P:material	C:loc	C:accompaniment

IS/158/6.C5

At last	Issumboshi	reached	The capital city	and	achored	Under the bridge
	Actor	P:material	Goal		P:material	C:loc

IS/158/7.C1

Then	he	climbed	up	To the railing	and	Viewed	The town
	Actor	P:material		C:cause		P:material	Goal

IS/158/7.C2

There	is	A fine palace over there
	Existential	Existent

IS/158/7.C3

I	shall	Ask	them	At one
Sayer		P:verbal	Verbiage	Circumstance

IS/158/7.C4

At long	Last issumboshi	arrived	At the palace
C:extent	Actor	P:material	C:loc

IS/158/7.C5

Excuse	me	But	I	Want	To	Meet	The feudal lord
P:verbal	Goal		Senser	P:mental	Phenomenon		
						P:material	Goal

IS/158/7.C6

The lord	came	To the door what?	Who's	There?
Actor	P:material	C;loc	P:relational	

IS/158/7.C7

Here	I	Am	At your feet	OH	How small
Attribute	Carrier	P:relational	Circumstance		

IS/158/7.C8

Why	Do	You	Want	To	Meet	Me?
Circumstance		Senser	P:mental	Phenomenon		
					P:material	Goal

IS/158/7.C9

Please	Let	Me	Be	Your retainer
P:verbal	P:material	Goal		
		Carrier	P:relational	Attribute

IS/158/7.C10

I	Wonder	If	Your very small body	can	Do	Anything
Senser	P:mental					
			Actor		P:material	Goal

IS/158/7.C11

I	'll	Stay	In your pocket	and	Guard	You	From all harm
Actor		P:material	C:loc		P:material	Goal	

IS/158/7.C12

When	issumboshi	said	so	A bee	Came	buzzing	By	Yha
				Actor	P:material	Goal		Process:verbal
C:loc	Sayer	P:verbal	circumstance				Actor	

IS/158/7.C13

Issumboshi	yelled	stabbing	The bee	Bravo!!
Actor	P:verbal	Goal		

IS/158/7.C14

I	Employ	You
Actor	P:material	Goal

IS/158/7.C15

It	would	Be	good	If	You	Became	The princess's man
Carrier		P:relational	attribute	Circumstance: role			

					Carrier	P:relational	Attribute
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IS/158/7.C16

Oh	What a cute	fellow	he	Is !”	Said	The princess	Putting <i>issumboshi on her palm</i>
Attribute			Token	P:relational	P:verbal	Verbiage	P:material/ goal

IS/158/7.C17

I	Will	Defend	You upon my life	said	Issumboshi
Verbiage					
Actor		P:material	Goal	P:verbal	Sayer

IS/158/8.C1

The princess	liked	Issumboshi	and	She	taught	Him reading, writing and various studies
Senser	P:mental	Phenomenon		Actor	P:material	Goal

IS/158/8.C2

Further,	Issumboshi	practiced	fencing	Very hard	In order to	Be	Strong
C:manner	Actor	P:material	Goal			P:relational	Attribute

IS/158/9.C1

One day	The princess	Went	out	To worship	At the Kiyomizu Temple
C:loc	actor	P:material		C:cause	C:loc

IS/158/9.C2

Suddenly	there	was	A strong wind	and	Some demons	Appeared
C:manner		Existential	existent		Actor	P:material

IS/158/9.C3

The leader of the demons	Tried to	grab	The princess	Help	Me!	She	Screamed.
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Actor		P:material		P:material	Goal	Sayer	P:verbal
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IS/158/9.C4

Issumboshi	Tried to	Help	her	But	The demon	Caught	Him	And	threw	Him	Into his mouth
Actor		P:material			Actor	P:material	Goal		P:material	Goal	C:role

IS/158/9.C5

Issumboshi	Who	was	swallowed	jabbed	And	jabbed	The demon's stomach
Actor				P:material		P:material	
	Goal		P:material				

IS/158/9.C6

The demon	rolled	over	and	Spart	out	Issumboshi
Actor	P:material			P:material		Goal

IS/158/10.C1

Issumboshi	jumped	At the demon	and	stabbed	His eyes
Actor	P:material	C:loc		P:material	Goal

IS/158/10.C2

The	Remaining	demons	were	Frightened
Carrier			P:relational	Attribute

IS/158/10.C3

They	Ran	away	In great haste	But one demon	Who	was	Left	behind	trembled	While	Holding	The magic hammer
Actor	P:material		C:loc	Actor					P: material	C:matter		
					Goal		P:				P:	Goal

							material				material	
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IS/158/10.C4

Do	You	Want	Me	To	stab	Your eyes	Too?
P:material	Goal						
	senser	Mental	assessed		P:material	Goal	Circumstance

IS/158/10.C5

Issumboshi	asked	please	Don't
Sayer	P:verbal	P:verbal	P:material

IS/158/10.C6

This	is	The magic hammer	That	will	grant	You	A wish
Carrier	P:relational	Attribute					
			Senser		P:mental	assessed	Phenomenon

IS/158/10.C7

I	give	it	To you	so	please	spare	Me
Actor	P:material	Goal	Recipient		P:verbal	P:material	Goal

IS/158/10.C8

And	Saying	this	He	ran	off	In a hurry
	P: verbal	Verbiage	Actor	P:material;	Goal	C:manner

IS/158/10.C9

Thank	You	Issumboshi
P:verbal	Goal	

IS/158/10.C10

You	Have	saved	My life	The princess	Said
Verbiage					
Actor		P: material	Goal	sayer	P:verbal

IS/158/10.C11

Princess,	please	wave	This magic hammer	and	make	A wish	That	I	may	become	Big	said	Issumboshi
Sayer	Verbiage											P:verbal	
	P:verbal	P:material	Goal		P:material	Recipient	Goal						
								Carrier		P:relational	Attribute		

IS/158/10.C12

The princess	waved	it	and	asked	May	issumboshi	become	Big!"
Actor	P:material	Goal		P:verbal	Verbiage			
					Carrier		P:relational	Attribute

IS/158/11.C1

And	then	strangely	Before her eyes	issumboshi	Began	To	grow
		C:manner		Actor	P:material	Goal	P: material

IS/158/11.C2

He	grew	Into a nice young man
Actor	P:material	C:role

IS/158/11.C3

They	Went	back	To the palace	And	The princess	asked	The king	to	let	her	Marry	issumboshi
Acto	P:materia		C:loc		sayer	P:verba	receive	Verbiage				

IS/157/1.C2

They	lived	In a small house near the village forest
Subject	Finite/pred	Adjunct /complement
MOOD: Dec		RESIDUE

IS/157/1.C3

Please	give	Us	A child	They	asked	God everyday
	pred			Subject	Finite/pred	
Imperative				MOOD: Dec		

IS/157/2.C1

One day	From the household Shinto altar	They	Heard	A cute cry “Waa! Waa!”
Adjunct	Adjunct/complement	Subject	Finite/pred	Pred
RESIDU		MOOD: Dec		

IS/157/3.C1

They	looked	And	saw	A crying baby	Who	looked	just	Like a little finger
Subject	Finite/pred		pred		Subject	Finite/pred	Adjunct	Adjunct/complement
MOOD: Dec			RESIDUE		MOOD		RESIDUE	

IS/157/3.C2

This child	Must	Be	A gift from God	Thanks to God!”
Subject	finite	pred	Complement	Imperative
MOOD: Dec		RESIDUE		

IS/157/3.C3

We	Will	Call	This child issumboshi	They	Said
Subject	finite	Pred	Imperative	Subject	Finite/Pred
MOOD: Dec		RESIDUE		MOOD: Dec	

IS/157/3.C4

They	raised	Issumboshi	With much care	But	Issumboshi	never	grew	Bigger
Subject	Finite/pred		Adjunct		Subject	Finite	pred	Complement
MOOD: Dec			RESIDUE		MOOD: Dec		RESIDUE	

IS/157/3.C5

Hey	issumboshi	Do	You	Want	To be	eaten	By a frog?
	Subject	Finite	Subject	Pred		pred	Adjunct /complement
		MOOD: interrogative		RESIDUE			

IS/157/3.C6

Issumboshi	was	Always	Being	bullied	By the children of the village	and	Often	Went	Home feeling unhappy
Subject	finite	Adjunct	Finite	pred	Adjunct/complement	CC	adjunct	pred	Subject
MOOD: Dec		RESIDUE							

IS/157/4.C1

Grandmother	would	Make	Some big rice balls	And	Encourage	Him
Subject	Finite	Pred				
MOOD: Dec		RESIDUE				

IS/157/4.C2

Eat	A lot	And	grow	Up	quickly	grandmother	Said
Pred					Adjunct	Subject	Finite/Pred
Imperative						MOOD: Dec	

IS/158/5.C1

One day	issumboshi	Said	I	will	Go	To the capital to	study	And	Become	A respectable person
Adjunct	Subject	Finite/pred	subject	finite	Pred		pred		Pred	

	MOOD: Dec	MOOD: Dec	RESIDUE					
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IS/158/5.C2

Then	I	Will	come	Back
	Subject	Finite	pred	Adjunct
	MOOD: Dec		RESIDUE	

IS/158/5.C3

Grandfather and grandmother	Were	worried	About him	But	Issumboshi's mid	Would not be	Changed
Subject	Finite	pred	Adjunct/complement		Subject	Finite	Pred
MOOD: Dec		RESIDUE			MOOD: Dec		RESIDUE

IS/158/5.C4

At once	They	began	To	Prepare	For his trip
Adjunct	Subject	Finite/pred		Pred	Complement
	MOOD: Dec			RESIDUE	

IS/158/6.C1

Issumboshi	sheathed	A needle sword	In a straw case	Put	On a cup for a sedge hat	And	Started	out	With a chopstick staff	In high spirits
Subject	Finite/pred		Adjunct/complement	Adjunct/complement			Pred		Adjunct/complement	Adjunct/complement
MOOD: Dec			RESIDUE							

IS/158/6.C2

I'm	going	Now	Issumboshi	Said	Is	He	Safe?	With such a small body?
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Subject	Finite/pred	adjunct	subject	Finite/pred	Finite	subject		complement
MOOD: Dec		RESIDUE	MOOD: Dec		MOOD:interrogative			RESIDUE

IS/158/6.C3

Grandfather and grandmother	asked	As	they	Saw	Him	Off
Subject	Finite/pred	Adjunct				
MOOD: Dec		RESIDUE	Subject	Finite/Pred	Subject	
			MOOD: Dec			

IS/158/6.C4

Issumboshi	went	On the trip	With a big wish in a small body
Subject	Finite/pred	adjunct	Adjunct/complement
MOOD: Dec		RESIDUE	

IS/158/6.C5

At last	Issumboshi	Reached	The capital city	And	anchored	Under the bridge
Adjunct	Subject	Finite/pred			Pred	Adjunct / complement
	MOOD: Dec				RESIDUE	

IS/158/7.C1

Then	He	Climbed	Up	To the railing	and	Viewed	The town
Adjunct	Subject	Finite/Pred		Adjunct	CC	Pred	
	MOOD: Dec			RESIDUE			

IS/158/7.C2

There	Is	A fine palace over there
	Finite/pred	Subject

IS/158/7.C3

I	Shall	Ask	them	At one
Subject	Finite	pred		Adjunct / Complement
MOOD: Dec		RESIDUE		

IS/158/7.C4

At long	Last issumboshi	arrived	At the palace
Adjunct	Subject	Finite/pred	Adjunct
	MOOD: Dec		RESIDUE

IS/158/7.C5

Excuse	Me	But	I	Want	To	Meet	The feudal lord
Pred		adjunct	Subject	Finite/Pred		Pred	
Imperative			MOOD: Dec				RESIDUE

IS/158/7.C6

The lord	Came	To the door what?	Who's	There?
Subject	Finite/pred	Adjunct/Complement	Wh- finite	
MOOD: Dec		RESIDUE	Interrogative	

IS/158/7.C7

Here	I	Am	At your feet	OH	How small
Adjunct	Subject	finite	Adjunct/ complement		
	MOOD: Dec		RESIDUE		

IS/158/7.C8

Why	Do	You	Want	To	Meet	Me?
Wh-	Finite	Subject	Predicator			
Interrogative						

IS/158/7.C9

Please	Let	Me	Be	Your retainer
Pred	Pred	subject	Finite	Complement
MOOD: imperative				RESIDUE

IS/158/7.C10

I	Wonder	If	Your very small body	Can	Do	Anything
Subject	finite	Adjunct				
MOOD: Dec		RESIDUE	Subject	Finite	Pred	
			MOOD: Dec: Dec		RESIDUE	

IS/158/7.C11

I	'll	Stay	In your pocket	And	Guard	you	From all harm
Subject	Finite	Pred	Adjunct/complement		Pred		Adjunct/complement
MOOD		RESIDUE					

IS/158/7.C12

When	issumboshi	Said	So	A bee	Came	buzzing	By	Yha
Adjunct				Subject	Finite/pred	pred	Adjunct	Pred
				MOOD: Dec		RESIDUE		
Adjunct	Subject	Finite/pred	Adjunct					
		MOOD: Dec		RESIDUE				

IS/158/7.C13

Issumboshi	Yelled	stabbing	The bee	Bravo!!
Subject	Finite/pred	Pred		
MOOD: Dec		RESIDUE		

IS/158/7.C14

I	Employ	You
Subject	Finite/Pred	
MOOD: Dec		

IS/158/7.C15

It	would	Be	good	If	You	Became	The princess's man
Subject	finite	pred	Complement	Adjunct			
MOOD: Dec		RESIDUE					
				Connect	Subject	Finite/Pred	Complement
					MOOD: Dec		RESIDUE

IS/158/7.C16

Oh	What a cute	fellow	he	Is !”	Said	The princess	Putting issumboshi on her palm
	Adjunct		Subject	Finite	Pred		Pred / adjunct
			MOOD: Dec		RESIDUE		
	Subject	Finite/Pred					
	MOOD: Dec						

IS/158/7.C17

I	Will	defend	You upon my life	Said	Issumboshi
Subject	Finite	pred	Adjunct	Pred	Subject
MOOD: Dec		RESIDUE			

IS/159/8.C1

The princess	Liked	Issumboshi	and	She	Taught	Him reading, writing and various studies
Subject	Finite/pred			Subject	Finite/Pred	
MOOD: Dec				MOOD: Dec		

IS/159/8.C2

Further,	Issumboshi	practiced	fencing	Very hard	In order to	be	Strong
Adjunct	Subject	Finite/pred	pred	Complement	Adjunct		
	MOOD: Dec		RESIDUE				Complement

IS/159/9.C1

One day	The princess	Went	out	To worship	At the Kiyomizu Temple
Adjunct	Subject	Finite/pred		Adjunct	Adjunct
	MOOD: Dec		RESIDUE		

IS/159/8.C2

Suddenly	There	Was	A strong wind	And	Some demons	Appeared
Adjunct		Finite	Subject		Subject	Finite/Pred
					MOOD: Dec	

IS/159/8.C3

The leader of the demons	Tried to	Grab	The princess	Help	Me!	She	Screamed.
Subject	Finite	Pred		Pred: imperative		subject	Finite/Pred
MOOD: Dec		RESIDUE				MOOD: Dec	

IS/159/8.C4

Issumboshi	Tried to	Help	her	But	The demon	Caught	Him	And	threw	Him	Into his mouth
Subject	finite	Pred			Subject	Finite/pred			pred		Adjunct / complement
MOOD: Dec		RESIDUE			MOOD: Dec				RESIDUE		

IS/159/8.C5

Issumboshi	Who	Was	swallowed	Jabbed	And	Jabbed	The demon's stomach
Subject				Finite/pred			
MOOD							

	Wh-	Finite	Pred				
	MOOD: interrogative		RESIDUE				

IS/159/8.C6

The demon	rolled	Over	and	Spat	out	Issumboshi
Subject	Finite/pred			Pred		
MOOD: Dec				RESIDUE		

IS/159/10.C1

Issumboshi	jumped	At the demon	and	Stabbed	His eyes
Subject	Finite/red	Adjunct		Pred	
MOOD: Dec		RESIDUE			

IS/159/10.C2

The	Remaining	Demons	were	Frightened
Subject			finite	Complement
MOOD: Dec				RESIDUE

IS/159/10.C3

They	Ran	away	In great haste	But one demon	Who	Was	Left	behind	trembled	While	Holding	The magic hammer
Subject	Finite/pred		Adjunct	Subject				Finite/Pred		Pred		
MOOD: Dec			RESIDUE	MOOD: Dec							RESIDUE	
			Complement		Subject	finite	Pred					
					MOOD: Dec		RESIDUE					

IS/159/10.C4

Do	You	Want	Me	To	stab	Your eyes	Too?
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finite	Subject	Pred			Pred		Adjunct
	MOOD:interrogative		RESIDUE				

IS/159/10.C5

Issumboshi	Asked	Please	Don't
Subject	Finite/Pred		
MOOD: Dec			

IS/159/10.C6

This	Is	The magic hammer	that	Will	grant	You	A wish
Subject	finite	Complement					
MOOD: Dec		RESIDUE					
			Subject	Finite	Pred		
			MOOD: Dec		RESIDUE		

IS/159/10.C7

I	give	It	To you	So	please	spare	Me
Subject	Finite/pred		Complement	Pred	Pred		
MOOD: Dec			RESIDUE				

IS/159/10.C8

And	Saying	This	He	Ran	Off	In a hurry
	Adjunct		Subject	Finite/pred		Adjunct /complement
			MOOD: Dec			RESIDUE

IS/159/10.C9

Thank	You	Issumboshi
Pred		

IS/159/10.C10

You	have	Saved	My life	The princess	Said
Subject	finite	Pred		Subject	Finite/Pred

MOOD: Dec	RESIDUE		MOOD: Dec
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IS/159/10.C11

Princess,	please	wave	This magic hammer	And	make	A wish	That	I	May	become	Big	said	Issu mboshi
Subject	pred	Finite/pred			pred			subject	Finite	pred	complement	Pred	
MOOD: imperative					RESIDUE			MOOD: Dec		RESIDUE			

IS/159/10.C12

The princess	waved	It	And	Asked	may	issumboshi	Become	Big!"
Subject	Finite/pred			Pred	Finite	subject	pred	Complement
MOOD: Dec				RESIDUE	interrogative		RESIDUE	

IS/159/11.C1

And	then	Strangely	Before her eyes	Issumboshi	Began	To grow
CC	Adjunct	Adjunct	Adjunct	Subject	Finite/Pred	Pred
				MOOD: Dec		RESIDUE

IS/159/11.C2

He	grew	Into a nice young man
Subject	Finite/Pred	Adjunct/complement
MOOD: Dec		RESIDUE

IS/159/11.C3

They	Went	back	To the palace	And	The princess	Asked	The king	to	let	her	marry	issumboshi
Subject	Finite/pred	adjunct	Adjunct	CC	Subject	Finite/Pred			pred	subject	Pred	
MOOD: Dec		RESIDUE			MOOD: Dec				RESIDUE	MOOD		

IS/159/12.C1

The princess and issumboshi	then	Got	Married	and	They	Invited	Grandfather and grandmother
Subject	Adjunct	pred	Complement		subject	Finite/Pred	
			RESIDUE		MOOD: Dec		
To	live	With them	In the palace				
	pred	Adjunct/complement	Complement				
	RESIDUE						

IS/159/12.C2

They	lived	Happily	Ever	after
Subject	Finite/pred	Adjunct	Adjunct	Adjunct
MOOD: Dec		RESIDUE		

TETXTUAL MEANING

A. THEME AND RHEME

IS/157/1.C1

Once upon a time	there	was	An old couple	Who	Didn't	have	A child
Topical:marked	Rheme						

IS/157/1.C2

They	Lived	In a small house near the village forest
Topical:unmarked	Rheme	

IS/157/1.C3

Please	Give	us	A child	They	asked	God everyday
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Topical:marked				Rheme		
		Topical:unmarked	Rheme			

IS/157/2.C1

One day	From the household Shinto altar	they	heard	A cute cry “Waa! Waa!”		
Topical:marked	Rheme					

IS/157/3.C1

They	Looked	and	saw	A crying baby	Who	looked	just	Like a little finger
Topical:unmarked	Rheme	Textual theme	Rheme					

IS/157/3.C2

This child	Must	be	A gift from God	Thanks to God!”
Topical:unmarked	Rheme			

IS/157/3.C3

We	Will	call	This child issumboshi	They	Said
Topical:unmarked				Rheme	
Topical:unmarked	Rheme				

IS/157/3.C4

They	raised	Issumboshi	With much care	but	Issumboshi	never	grew	Bigger
Topical:unmarked	Rheme			Textual theme	Topical:unmarked	Rheme		

IS/157/3.C5

Hey	issumboshi	Do	You	Want	To be	eaten	By a frog?
Textual	Topical: unmarked	Rheme					
		interpersonal	Topical:unmarked	Rheme			

IS/157/3.C6

Issumboshi	was	always	being	bullied	By the children of the village	And	Often	Went	Home feeling unhappy
Topical: unmarked	Rheme					Textual theme	Interpersonal theme		Topical: marked

IS/157/4.C1

Grandmother	would	make	Some big rice balls	And	Encourage	Him
Topical: unmarked	Rheme			Textual theme	Rheme	

IS/157/4.C2

Eat	A lot	and	grow	Up	Quickly	grandmother	Said
Topical theme : unmarked						Rheme	
	Topical: unmarked	Textual theme	Rheme				

IS/158/5.C1

One day	issumboshi	said	I	Will	Go	To the capital to	study	and	become	A respectable person
Topical: unmarked	Rheme									

IS/158/5.C2

Then	I	will	come	Back
Topical: unmarked	Rheme			

IS/158/5.C3

Grandfather and grandmother	Were	worried	About him	But	Issumboshi's mid	Would not be	Changed
Topical : marked	Rheme			Textual theme	Topical : unmarked	Rheme	

IS/158/5.C4

At once	they	began	To	Prepare	For his trip
Topical: marked	Rheme				

IS/158/6.C1

Issumboshi	Sheathed	A needle sword	In a straw case	Put	On a cup for a sedge hat	And	started	out	With a chopstick staff	In high spirits
Topical: marked	Rheme				Topical: marked	Textual theme	Rheme			

IS/158/6.C2

I'm	going	now	Issumboshi	said	is	He	Safe?	With such a small body?
Topical: : unmarked			Rheme		interpersonal	Topical : unmarked	Rheme	
Topical : unmarked	Rheme							

IS/158/6.C3

Grandfather and grandmother	asked	As	they	Saw	Him	Off
Topical : unmarked	Rheme					

IS/158/6.C4

Issumboshi	Went	On the trip	With a big wish in a small body
Topical: unmarked	Rheme		

IS/158/6.C5

At last	Issumboshi	reached	The capital city	And	achored	Under the bridge
Topical :marked	Rheme					

IS/158/7.C1

Then	he	climbed	up	To the railing	and	viewed	The town
Textual theme	Topical: unmarked	Rheme			Textual theme	Rheme	

IS/158/7.C2

There	Is	A fine palace over there
	Interpersonal theme	Topical: unmarked

IS/158/7.C3

I	shall	Ask	Them	At one
Topical: unmarked	Rheme			

IS/158/7.C4

At long	Last issumboshi	arrived	At the palace
Topical: marked	Rheme		

IS/158/7.C5

Excuse	Me	But	I	Want	To	Meet	The feudal lord
			Topical: unmarked	Rheme			

IS/158/7.C6

The lord	came	To the door what?	Who's	There?
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Topical: unmarked	Rheme	Topical theme	Rheme
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IS/158/7.C7

Here	I	Am	At your feet	OH	How small
Textual theme	Topical: unmarked	Rheme			

IS/158/7.C8

Why	Do	You	Want	To	Meet	Me?
Topical: marked	Rheme					
	interpersonal	Topical: unmarked	Rheme			

IS/158/7.C9

Please	Let	Me	Be	Your retainer
Interpersonal		Topical: unmarked	Rheme	

IS/158/7.C10

I	Wonder	If	Your very small body	Can	Do	Anything
Topical: unmarked	Rheme					

IS/158/7.C11

I	'll	Stay	In your pocket	And	guard	you	From all harm
Topical: unmarked	Rheme			Textual theme	Rheme		

IS/158/7.C12

When	issumboshi	said	So	A bee	came	buzzing	By	yha
Topical: marked				Rheme				
Topical: marked	Rheme							

IS/158/7.C13

Issumboshi	Yelled	stabbing	The bee	Bravo!!
Topical: unmarked	Rheme			

IS/158/7.C14

I	Employ	You
Topical: unmarked	Rheme	

IS/158/7.C15

It	Would	be	good	If	You	Became	The princess's man
Topical: unmarked	Rheme						

IS/158/7.C16

Oh	What a cute	fellow	he	Is !”	Said	The princess	Putting issumboshi on her palm
Textual	Topical: marked		Rheme				
	Topical:marked	Rheme					

IS/158/7.C17

I	Will	defend	You upon my life	Said	Issumboshi
Topical theme : unmarked				Rheme	
Topical theme : unmarked	Rheme				

IS/159/8.C1

The princess	Liked	Issumboshi	and	She	Taught	Him reading, writing and various studies
Topical theme : unmarked	Rheme		Textual	Topical : unmarked	Rheme	

IS/159/8.C2

Further,	Issumboshi	practiced	fencing	Very hard	In order to	be	Strong
Topical:marked	Rheme						

IS/159/9.C1

One day	The princess	Went	out	To worship	At the Kiyomizu Temple
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Topical: marked	Rheme
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IS/159/9.C2

Suddenly	There	was	A strong wind	And	Some demons	Appeared
Topical:marked	Rheme			Textual	Topical :unmarked	Rheme

IS/159/9.C3

The leader of the demons	Tried to	grab	The princess	Help	Me!	She	Screamed.
Topical: unmarked	Rheme				Topical: unmarked	Topical: unmarked	Rheme

IS/159/9.C4

Issumboshi	Tried to	Help	her	But	The demon	Caught	Him	And	Threw	Him	Into his mouth
Topical: unmarked	Rheme			Textual	Topical : unmarked	Rheme		Textual	Rheme		

IS/159/9.C5

Issumboshi	Who	was	swallowed	Jabbed	And	Jabbed	The demon's stomach
Topical theme : unmarked				Rheme	Textual	Rheme	

IS/159/9.C6

The demon	Rolled	over	and	Spart	out	Issumboshi
Topical theme : unmarked	Rheme		Textual theme	Rheme		

IS/159/10.C1

Issumboshi	jumped	At the demon	and	Stabbed	His eyes
Topical theme : unmarked	Rheme		Textual theme	Rheme	

IS/159/10.C2

The	Remaining	demons	were	Frightened
Topical theme : unmarked			Rheme	

IS/159/10.C3

They	ran	away	In great haste	But one demon	Who	was	left	behind	trembled	While	Holding	The magic hammer
Topical theme : unmarked	Rheme			Textual	Topical theme : marked				Rheme			

IS/159/10.C4

Do	You	Want	Me	To	stab	Your eyes	Too?	
Interpersonal	Topical theme : unmarked		Rheme					

IS/159/10.C5

Issumboshi	asked	Please	Don't
Topical theme : unmarked	Rheme		

IS/159/10.C6

This	Is	The magic hammer	that	Will	grant	You	A wish
Topical theme : unmarked	Rheme						

IS/159/10.C7

I	Give	it	To you	So	please	spare	Me
Topical theme : unmarked	Rheme			Textual theme			Topical theme : unmarked

IS/159/10.C8

And	Saying	this	he	ran	Off	In a hurry
Textual	Topical : marked			Rheme		

IS/159/10.C9

Thank	You	Issumboshi
	Topical theme : unmarked	Rheme

IS/159/10.C10

You	Have	Saved	My life	The princess	Said
Topical theme : unmarked	Rheme			Rheme	

IS/159/10.C11

Princess,	Please	wave	This magic hammer	and	make	A wish	That	I	may	become	Big	said	Issumboshi
Topical theme: unmarked	Rheme												

IS/159/10.C12

The princess	Waved	it	and	asked	May	issumboshi	become	Big!"
Topical theme : unmarked	Rheme		Textual theme	Rheme				

IS/159/11.C1

And	Then	strangely	Before her eyes	issumboshi	began	To grow
Textual	Textual	Topical : marked	Rheme			

IS/159/11.C2

He	Grew	Into a nice young man
Topical theme : unmarked	Rheme	

IS/159/11.C3

They	Went	back	To the palace	and	The princess	asked	The king	to	let	her	marry	issumboshi
Topical theme : unmarked	Rheme			Textual	Topical : unmarked	Rheme						

IS/159/12.C1

The princess and issumboshi	Then	Got	married	And	They	invited	Grandfather and grandmother
Topical theme : unmarked				textual	Topical : unmarked	Rheme	
To	live	With them	In the palace				

IS/159/12.C2

They	lived	happily	ever	after
Topical theme : unmarked	Rheme			

**THE LEGEND OF MALIN KUNDANG
IDEATIONAL MEANING**

MK/172/1.C1

along time ago, in a small village near the beach in West Sumatra	Lived	A woman and her son, Malin Kundang
Actor	P:material	Goal

MK/172/1.C2

Maling kundang and	Had to	Live	hard	Because	His father	had	Passed	away	When	He	was	A baby
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his mother												
Actor		P: material	C: manner		Actor		P: material		C; loc	carrier	P; relational	Attribute

MK/172/1.C3

Malin kundang	Was	A healthy, diligent and strong boy
Carrier	P:relational	Attribute

MK/172/1.C4

He	Usually	Went	To sea	To	Catch	Fish
Actor	C;manner		C;loc		P:material	

MK/172/1.C5

After	Getting	Fish	He	Would	Bring	It	To his mother	Sell	The caught fish	In the town
Circumstance:matter			Actor		P:material	Goal	recipient	P;material	goal	C:loc
	P:material	Goal								

MK/172/2.C1

One day	When	Malin Kundang	was	sailing	He	was	A merchant's ship being raided by a band of pirates
C:loc					Actor	P:relational	Goal
		Actor		P:material			relational/ actor

MK/172/2.C2

With his bravery	Malin Kundang	Helped	The merchant	Defeat	The pirates
C:accompaniment	Actor	P:material	Goal		
			Goal	P:material	Goal

MK/172/2.C3

To thank him,	The merchant	allowed	Malin	To	Sail	With him
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			Kundang			
Circumstance:cause	Authority	P: material	authorised		P:material	C:accompaniment
P:verbal/ goal						

MK/172/2.C4

Malin Kundang	agreed	In the hope	To	Get	A better life
Sayer	verbal			material	Goal

MK/172/2.C5

He	Left	His mother	Alone
Actor	P: material	Goal	C:accompaniment

MK/172/3.C1

Many years later	Malin Kundang	became	Wealthy
Circumstance	carrier	process	Attribute

MK/172/3.C2

He	had	A hug ship and a lot of crews	Who	worked	Loading trading goods
Carrier	P:relational		Actor	P:material	Goal

MK/172/3.C3

He	was	also	married	To a beautiful woman
Goal			P:material	C:cause

MK/172/3.C4

When	He	was	Sailing	On his trading journey	His ship	Landed	On a coast near a small village
C:loc	Actor		P:material	C:matter	Actor	P:material	C:loc

MK/172/3.C5

The local	recognized	That	It	Was	Maling Kundang, a boy from the area
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people					
Senser	P:mental	Phenomenon			
			carrier	P:relational	Attribute

MK/172/3.C6

The news	Ran	fast	In the town	Malin Kundang	has	become	Rich	And	Now	he	Is	Here
Actor	P:material	C:manner	Circumstance:loc									
				carrier		P:relational	attribute		attribute	carrier	P:relational	

MK/172/4.C1

An old woman	Who	was	Malin Kundang's mother	ran	To the beach	To	meet	The new rich merchant
Actor				P:material	C:loc	Goal		
	carrier	P:relational	Attribute				P:material	Goal

MK/172/4.C2

She	Wanted	To	Hug	him	To	release	Her sadness of	Being	Lonely	After a long time	
senser	P:mental	Phenomenon									
					Goal						
			P:mental			P:material	Goal				
							Being: P: relational Lonely: attribute				

MK/172/4.C3

When	His mother	came	Near him	Malin Kundang	Who	was	With his beautiful wife and his ship crews	denied	That	she	was	His mother
C:matter				Sayer				P:verbal	Verbiage			

	Actor	P:material			carrier	P:relational	attribute			carrier	P:relational	Attribute
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MK/172/4.C4

She	Had	pleaded	Maling Kundang to	look	At her	and	Admit	that	she	was	Her mother
Actor		P:material	Goal								
				P:mental	circumstance		P:verbal	Verbiage			
								carrier	P:relational	Attribute	

MK/172/4.C5

But	He	kept	Refusing	Do	It	And	Yelling	At her
	Actor	P:material	Goal					
			P:verbal	Goal			process	Circumstance
				P:material	Goal			

MK/172/4.C6

At last	Malin Kundang	said	To her Enough old woman!
C:loc	sayer	P:verbal	C:accompaniment

MK/172/4.C7

I	Have never	had	A mother like you, a dirty and ugly woman!
Token		P:relational	

MK/172/4.C8

After that	He	ordered	His crews	To	Set	Sail to	leave	The old woman	Who	Was	Then full	Of sadness and anger
	Actor	P:verbal	Goal		P:material		P:material		carrier	P:relational	Attribute	

MK/172/4.C9

Finally	Feeling	enraged	she	cursed	Malin Kundang	that	he	would	Turn	Into a stone	If	He	Didn't	apologize	To her
C: Manner	P: mental	attribute	actor	P:verbal	recipient	Goal									
							Goal		P:material	C:role		Actor		P:material	C:accomplishment

MK/172/4.C10

Malin kundang	just	laughed	And	Set	Sail
Actor	C:manner	P:behavioral		P:material	Goal

MK/172/4.C11

Suddenly	A thunderstorm	came	In the quiet sea	Wrecking	His huge ship
C:manner	Actor	P: material	C:manner	Goal	

MK/172/4.C12

He	was	thrown	Out	To a small island
Goal		P:material		Recipient

MK/172/4.C13

It	Was	Really too late	For him to	avoid	His curse	He	had	Turned	Into a stone
carrier	P:material	attribute	Circumstance:cause						

				P:material	Goal	Actor		P: material	C:loc
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INTERPERSONAL MEANING

A. MOOD

MK/172/1.C1

along time ago, in a small village near the beach in West Sumatra	Lived	A woman and her son, Malin Kundang
Subject	Finite/pred	
MOOD: Dec		

MK/172/1.C2

Maling kundang and his mother	Had	To	live	hard	Because	His father	Had	Passe	away	When	He	was	A baby
subject	Finite	pre	adjunc	connce	subjec	finit	pred			Adjunct			
MOOD: Dec		RESIDUE			MOOD: Dec					RESIDUE			
										adjunc	subjec	finit	Complemen
											MOOD: Dec		RESIDUE

MK/172/1.C3

Malin kundang	Was	A healthy, diligent and strong boy
Subject	Finite	Complement
MOOD: Dec		RESIDUE

MK/172/1.C4

He	Usually	Went	To sea	To	Catch	Fish
Subject	Adjunct	pred	adjunct		Pred	
MOOD			RESIDUE			

MK/172/1.C5

After	Getting	Fish	He	Would	Bring	It	To his mother	Sell	The caught fish	In the town
Adjunct			subject	Finite	Pred		complement	pred		Adjunct
MOOD: Dec				RESIDUE						

MK/172/2.C1

One day	When	Malin Kundang	Was	Sailing	He	was	A merchant's ship being raided by a band of pirates
Adjunct	Adjunct				subject	finite	
					MOOD		
		subject	Finite	Pred			
MOOD: Dec				RESIDUE			

MK/172/2.C2

With his bravery	Malin Kundang	Helped	The merchant	Defeat	The pirates
Adjunct	subject	Finite/pred	subject	Pred	
RESIDUE	MOOD: Dec				

MK/172/2.C3

To thank him,	The merchant	allowed	Malin Kundang	To	Sail	With him
adjunct	Subject	Finite/pred			Pred	Adjunct

	MOOD: Dec	RESIDUE			
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MK/172/2.C4

Malin Kundang	Agreed	In the hope	To	Get	A better life
Subject	Finite/pred	adjunct		Pred	
MOOD: Dec		RESIDUE			

MK/172/2.C5

He	Left	His mother	Alone
Subject	Finite/pred		Adjunct
MOOD: Dec		RESIDUE	

MK/172/3.C1

Many years later	Malin Kundang	Became	Wealthy
adjunct	Subject	Finite/pred	Complement
MOOD: Dec			
		RESIDUE	

MK/172/3.C2

He	Had	A hug ship and a lot of crews	Who	worked	Loading trading goods
Subject	Finite/pred		Wh-	Finite/pred	Pred
MOOD: Dec			MOOD		RESIDUE

MK/172/3.C3

He	Was	Also	married	To a beautiful woman
Subject	Finite	adjunct	pred	Adjunct
MOOD: Dec		RESIDUE		

MK/172/3.C4

When	He	Was	Sailing	On his	His ship	landed	On a coast
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				trading journey			near a small village
Adjunct				Subject	pred	Adjunct	
Adjunct	subject	finite	pred	Adjunct/ Complement			Complement
MOOD: Dec			RESIDUE				

MK/172/3.C5

The local people	recognized	That	It	was	Maling Kundang, a boy from the area
Subject	Finite/pred		subject	finite	Complement
MOOD: Dec			MOOD: Dec		RESIDUE

MK/172/3.C6

The news	Ran	fast	In the town	Malin Kundang	has	become	Rich	And	Now	He	Is	Here	
Subject	Finite/pred	adjunct	Adjunct / complement										
MOOD: Dec		RESIDUE		Subject	Finite	Pred	complement		complement	subject	Finite	Complement	
				MOOD: Dec		RESIDUE					MOOD: Dec		RESIDUE

MK/172/4.C1

An old woman	Who	Was	Malin Kundang's	ran	To the beach	To	meet	The new rich
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			mother						merchant
Subject				Pred	Adjunct				
	subject	Finite	complement		Complement			pred	
	MOOD: Dec		RESIDUE						

MK/172/4.C2

She	wanted	To	Hug	Him	To	release	Her sadness of	Being	Lonely	After a long time
Subject	Finite/pred							pred	Complement	
MOOD: Dec										

MK/172/4.C3

When	His mother	Came	Near him	Malin Kundang	Who	was	With his beautiful wife and his ship crews	denied	That	she	Was	His mother
Adjunct				Subject				pred		subject	Finite	Complement
										MOOD: Dec		RESIDUE
Adjunct	Subject	Finite/pred	Adjunct/complement	Subject	finite	Adjunct						
	MOOD: Dec		RESIDUE	MOOD: Dec			RESIDUE					

MK/172/4.C4

She	had	pleaded	Maling Kundang to	look	At her	and	Admit	that	she	was	Her mother
Subject	finite	Pred	Imperative		adjunct		Pred		Subject	Finite	Complement
MOOD: Dec		RESIDUE							MOOD: Dec		RESIDUE

MK/172/4.C5

But	He	kept	Refusing	Do	It	And	Yelling	At her
CC	subject	Finite/pred	pred	Pred			Pred	Complement/adjunct
	MOOD: Dec		RESIDUE					

MK/172/4.C6

At last	Malin Kundang	said	To her	Enough old woman!	
Adjunct/complement	Subject	Finite/pred	Adjunct/complement	Imperative	
	MOOD: Dec		RESIDUE		

MK/172/4.C7

I	Have never	had	A mother like you, a dirty and ugly woman!		
Subject	Finite	pred	Complement		
MOOD: Dec		RESIDUE			

MK/172/4.C8

After that	He	ordered	His crews	To	Set	Said to	leave	The old woman	Who	was	Then full	Of sadness and anger
Adjunct/complement	subject	Finite/pred				Complement						
	MOOD: Dec		RESIDUE									
						pred	subject		finit e	complement	Adjunct	
							MOOD: Dec				RESIDUE	

MK/172/4.C9

Finally	Feeling	enraged	she	cursed	Malin Kundang	that	he	would	Turn	Into a stone	If	He	Didn't	Apolo gize	To her	
Adjunct	Adjunct		subject	Finite/pred			subject	mod	pred	Adjunct		subject	Finite	Pred	Adjunct	
		Complement	MOOD: Dec					MOOD: Dec		RESIDUE			MOOD: imperative		RESIDUE	

MK/172/4.C10

Malin kundang	Just	laughed	and	Set	Sail
Subject	Adjunct	Finite/pred		Pred	
MOOD: Dec				RESIDUE	

MK/172/4.C11

Suddenly	A thunderstorm	came	In the quiet sea	Wrecking	His huge ship
Adjunct	subject	Finite/pred	Adjunct	Pred	
MOOD: Dec			RESIDUE		

MK/172/4.C12

He	was	thrown	Out	To a small island
Subject	Finite	pred	Complement	
MOOD: Dec		RESIDUE		

MK/172/4.C13

It	Was	Really too late	For him to	avoid	His curse	He	had	Turned	Into a stone
Subject	finite	complement	Adjunct			subject	Finite	pred	Adjunct/complement
MOOD: Dec		RESIDUE		pred		MOOD: Dec		RESIDUE	

TETXTUAL MEANING

A. THEME AND RHEME

MK/172/1.C1

along time ago, in a small village near the beach in West Sumatra	Lived	A woman and her son, Malin Kundang
Topical : marked	Rheme	

MK/172/1.C2

Maling kundang and his mother	had	To	live	hard	Because	His father	had	Passed away	When	He	was	A baby
Topical theme : unmarked	Rheme											

MK/172/1.C3

Malin kundang	was	A healthy, diligent and strong boy
Topical theme : unmarked	Rheme	

MK/172/1.C4

He	Usually	Went	To sea	To	Catch	Fish
Topical theme : unmarked	Rheme					

MK/172/1.C5

After	Getting	Fish	He	Would	Bring	It	To his mother	Or	Sell The caught	In the town
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									fish	
Topical theme : marked			Rheme				Textual theme		Rheme	

MK/172/2.C1

One day	When	Malin Kundang	was	sailing	He	was	A merchant's ship being raided by a band of pirates			
Topical theme: marked		Rheme								

MK/172/2.C2

With his bravery	Malin Kundang	Helped	The merchant	Defeat	The pirates	
Topical theme : marked		Rheme				

MK/172/2.C3

To thank him,	The merchant	allowed	Malin Kundang	To	Sail	With him
Topical theme : marked		Rheme				

MK/172/2.C4

Malin Kundang	Agreed	In the hope	To	Get	A better life
Topical theme : unmarked		Rheme			

MK/172/2.C5

He	Left	His mother	Alone
Topical theme: unmarked		Rheme	

MK/172/3.C1

Many years later	Malin Kundang	became	Wealthy
Topical theme: marked		Rheme	

MK/172/3.C2

He	Had	A hug ship and a lot of crews	Who	worked	Loading trading goods
Topical theme : unmarked	Rheme				

MK/172/3.C3

He	Was	also	married	To a beautiful woman
Topical theme	Rheme			

MK/172/3.C4

When	He	was	Sailing	On his trading journey	His ship	landed	On a coast near a small village
Topical theme : marked					Rheme		
Topical theme : marked	Rheme						

MK/172/3.C5

The local people	recognized	That	It	was	Maling Kundang, a boy from the area
Topical theme: unmarked	Rheme				

MK/172/3.C6

The news	ran	Fast	In the town	Malin Kundang	has	become	Rich	And	now	he	Is	Here
Topical theme : unmarked	Rheme											

MK/172/4.C1

An old woman	Who	was	Malin Kundang's mother	ran	To the beach	To	meet	The new rich merchant
Topical theme : unmarked				Rheme				

MK/172/4.C2

She	Wanted	To	Hug	him	To	release	Her sadness of	Being	Lonely	After a long time
Topical theme: unmarked	Rheme									

MK/172/4.C3

When	His mother	Came	Near him	Malin Kundang	Who	was	With his beautiful wife and his ship crews	denied	That	she	was	His mother
Topical theme : marked				Rheme								
Topical theme : marked	Rheme											

MK/172/4.C4

She	Had	Pleaded	Maling Kundang to	look	At her	and	Admit	that	she	was	Her mother
Topical theme: unmarked	Rheme										

MK/172/4.C5

But	He	kept	Refusing	Do	It	And	Yelling	At her
Textual theme: marked	Topical theme	Rheme						

MK/172/4.C6

At last	Malin Kundang	said	To her Enough old woman!
Topical theme: marked	Rheme		

MK/172/4.C7

I	Have never	had	A mother like you, a dirty and ugly woman!
Topical theme : unmarked	Rheme		

MK/172/4.C8

After that	He	ordered	His crews	To	Set	Sail to	leave	The old woman	Who	was	Then full	Of sadness and anger	
Topical theme: marked	Rheme												

MK/172/4.C9

Finally	Feeling	enraged	she	cursed	Malin Kundang	that	he	would	Turn	Into a stone	If	He	Didn't	apologize	To her
Textual theme	Topical theme : marked	Rheme													

MK/172/4.C10

Malin kundang	just	laughed	and	Set	Sail
Topical theme :	Rheme		Textual theme	Rheme	

unmarked			
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MK/172/4.C11

Suddenly	A thunderstorm	came	In the quiet sea	Wrecking	His huge ship
Topical theme:marked	Rheme				

MK/172/4.C12

He	Was	thrown	Out	To a small island
Topical theme : unmarked	Rheme			

MK/172/4.C13

It	Was	Really too late	For him to	avoid	His curse	He	had	Turned	Into a stone
Topical theme : unmarked	Rheme								

The Result of Grammatical Cohesion and Modality in Descriptive texts, Recount texts and Narrative texts

Reference : ———

Substitution : ———

Ellipsis : ———

Conjunction : ———

Modulation : ———

Modalization : ———

TANJUNG PUTTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of central Kalimantan peninsula. Visitors from foreign countries come to **this** park **because** of **its** amazing nature. **This** is called a park, **but** unlike any park that **you** have seen in **your** city, **this** is a jungle! **It** is a real jungle, which is home to **the most** interesting animal in the world: orangutans.

Though the park is home to many animals, **seeing orangutans is usually the visitors' main reason to visit the park**. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. **Most of their** lives are spent in tress **where** orangutans travel **from** branch **to** branch by climbing **or** swinging with **their** long arms.

To see orangutans, **we should go to Camp Leakey**, which is located in the heart of Tanjung Putting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans **and** also a preservation site. **It** is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here **visitors can see daily feedings to orangutans at jungle platforms as** part of the rehabilitation process to **their** natural habitat. **This** event gives **them** opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Putting National Park. What about you?

NIAGARA FALLS

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here

The first to enjoy in Niagara Falls is Cave of the Winds. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is Maid of the Mist Boat Tour. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is Niagara Adventure Theater. Here tourists may enjoy the most powerful

<p>and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available</p>
<p>Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus</p>
<p>The fifth point of interest is Niagara's Wax Museum of History. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.</p>
<p>Finally, people can also enjoy Rainbow Air Helicopter Tours above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate everyday from second weekend in May until October 31st.</p>
<p>The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.</p>
<p style="text-align: center;">B.J HABIBIE</p> <p>Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.</p>
<p>Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title <i>Diplom-Ingenieur</i>. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.</p>
<p>In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to</p>

Germany shortly afterwards. Habibie **and his** wife settled in Aachen for a short period **before** moving to Oberforstbach. In May 1963 **they** had **their** first son, Ilham Akbar Habibie, **and** later another son, Tareq Kemal Habibie.

When Habibie's minimum wage salary forced **him** into part-time work, **he** found employment with the Automotive Marque Talbot, **where he** became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. **Due to his** work with Makosh, the head of train constructions ordered **his** position to Habibie upon **his** retirement three years later, **but** Habibie refused. Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, **he** developed theories on thermodynamics, construction, **and** aerodynamics known **as** the Habibie Factor, Habibie Teorem, **and** Habibie Method, respectively. **He** worked for Messerschmitt on the development of the Airbus A-300B aircraft. In 1974, **he** was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia **as** part of Suharto's drive to develop the country. Habibie initially served **as** a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, **he** was appointed as Minister of Research **and** Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced **his** resignation **and** Habibie was immediately sworn in **as** president. Habibie's government stabilized the economy in the face of the Asian financial crisis **and** the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, **he** has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, **he** released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehese guerrilla forces **during** the Aceh War. **She** was born in Lampadang in 1848. Following the death of **her** husband Teuku Umar, **she** led guerrilla actions against the Dutch for 25 years. **She** was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. **Her** father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI *mukim*, **and her**

<p>mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.</p>
<p>On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI <i>mukim</i> in 1873, followed by the Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI <i>mukim</i>. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.</p>
<p>Sometime later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.</p>
<p>The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukoe Oemar" (the treason of Teuku Umar).</p>
<p>The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred."</p>
<p>After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.</p>

One of **her** troops, Pang Laot, told the Dutch the location of **her** headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien **and** **her** troops by surprise. Despite desperately fighting back, Dhien was captured. **Her** daughter, Cut Gambang, escaped **and** continued the resistance. Dhien was brought to Banda Aceh **and** **her** myopia **and** arthritis slowly healed, **but** in the end **she** was exiled to Sumedang, West Java **because** **the Dutch were afraid she would mobilize the resistance of Aceh people.** **She** died on 6 November 1908.

ISSUMBOSHI

Once upon a time **there** was an old couple who didn't have a child. **They** lived in a small house near the village forest. "Please give **us** a child," **they** asked God everyday.

One day, from the household Shinto altar, **they** heard a cute cry, "Waa! Waa!"

They looked **and** saw a crying baby who looked just like a little finger. "**This child must be a gift from God.** Thanks to God!" "**We will call this child 'Issumboshi'.**" **they** said. They raised Issumboshi with much care, **but** Issumboshi never grew bigger. "Hey, Issumboshi, **do you want to be eaten by a frog?**" **Issumboshi was always being bullied by the children of the village and** often went home feeling unhappy.

Grandmother would make some big rice balls and encourage **him.** "Eat a lot, **and** grow up quickly," Grandmother said.

One day, Issumboshi said, "**I will go to the capital to study and** become a respectable person. **Then I will come back.**" Grandfather **and** Grandmother were worried about **him,** **but Issumboshi's mind would not be changed.** At once **they** began to prepare for **his** trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, **and** started out with a chopstick stab, in high spirits. "**I**'m going now," Issumboshi said. "Is **he** safe? With such a small body?" Grandfather **and** Grandmother asked **as** they saw **him** off. Issumboshi went on the trip with a big wish in a small body.

At last Issumboshi reached the capital city **and** anchored under the bridge. **Then he** climbed up to the railing **and** viewed the town. "**There** is a fine palace over there. **I shall ask them** at once." At long last Issumboshi arrived at the palace. "Excuse **me,** **but I want to meet the feudal lord.**" The lord came to the door, "What? Who's **there?**" "Here **I** am, at **your** feet." "Oh. How small! **Why do you want to meet me?**" "Please let **me** be **your** retainer." "**I wonder if your very small body can do anything.**" "**I'll stay in your pocket and** guard

you from all harm.” **When** Issumboshi said **so**, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee. “Bravo! I employ **you**. **It would be good if you became the Princess’s man**.” “Oh! What a cute fellow **he** is!” said the Princess, putting Issumboshi on **her** palm. “**I will defend you upon my life**,” said Issumboshi.

The Princess liked Issumboshi, **and she** taught him reading, writing, **and** various studies. **Further**, Issumboshi practiced fencing very hard **in order to** be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly **there** was a strong wind, **and** some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” **she** screamed. Issumboshi tried to help **her**, **but** the demon caught **him and** threw **him** into **his** mouth. Issumboshi, who was swallowed, jabbed **and** jabbed the demon’s stomach. The demon rolled over **and** spat out

Issumboshi. Issumboshi jumped at the demon **and** stabbed **his** eyes. The remaining demons were frightened. **They** ran away in great haste, **but** one demon, who was left behind, trembled while holding the magic hammer. “**Do you want me to stab your eyes, too?**” Issumboshi asked. “Please, don’t. **This is the magic hammer that will grant you a wish**. I give **it** to **you**, so please spare **me**.” **And** saying **this, he** ran off in a hurry. “Thank **you**, Issumboshi. **You** have saved **my** life,” the Princess said. “Princess, please wave **this** magic hammer **and** make a wish **that I may become big**,” said Issumboshi. The Princess waved **it and** asked, “**May Issumboshi become big!**”

And then, strangely, **before her** eyes, Issumboshi began to grow. **He** grew into a nice young man. **They** went back to the palace, **and** the Princess asked the King to let **her** marry Issumboshi. The Princess **and** Issumboshi **then** got married, **and they** invited Grandfather **and** Grandmother to live with **them** in the palace. **They** lived happily ever after.

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman **and her** son, Malin Kundang. Malin Kundang **and his mother had to live hard because his** father had passed away **when he** was a baby. Malin Kundang was a healthy, diligent, **and** strong boy. **He usually went to sea to catch fish**. **After getting fish he would bring it to his mother, or** sell the caught fish in the town.

One day, **when** Malin Kundang was sailing, **he** saw a merchant’s ship being raided by a band of pirates. With **his** bravery, Malin Kundang helped the merchant defeat the pirates. To thank **him**, the merchant allowed Malin Kundang to sail with **him**. Malin Kundang agreed in the hope to get a better life. **He** left **his** mother

alone.

Many years later, Malin Kundang became wealthy. **He** had a huge ship **and** a lot of crews who worked loading trading goods. **He** was also married to a beautiful woman. **When he** was sailing on **his** trading journey, **his** ship landed on a coast near a small village. The local people recognized **that it** was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich **and** now **he** is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. **She wanted to hug him to release her sadness** of being lonely **after** a long time. **When his** mother came near him, Malin Kundang who was with **his** beautiful wife **and his** ship crews denied **that she** was **his** mother. **She** had pleaded Malin Kundang to look at **her and** admit **that she** was **her** mother. **But he** kept refusing to do **it and** yelling at **her**. At last Malin Kundang said to **her** “Enough, old woman! **I** have never had a mother like **you**, a dirty **and** ugly woman!” **After** that **he** ordered **his** crews to set sail to leave the old woman who was **then** full of sadness **and** anger. **Finally**, feeling enraged, **she** cursed Malin Kundang **that he** would turn into a stone if **he** didn’t apologize to **her**. Malin Kundang just laughed **and** set sail. Suddenly a thunderstorm came in the quiet sea, wrecking **his** huge ship. **He** was thrown out to a small island. **It** was really too late for **him** to avoid **his** curse; **he** had turned into a stone.

The Result of Lexical Cohesion in Descriptive texts, Recount texts and Narrative texts

Repetition : —————

Synonym : —————

Hyponymy : —————

Meronymy : —————

TANJUNG PUTTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of central Kalimantan peninsula. Visitors from foreign countries come to **this park** because of its amazing nature. This is called a **park**, but unlike any park that you have seen in your city, this is a **jungle**! It is a real **jungle**, which is home to the most interesting animal in the world: **orangutans (jungle)**.

Though the park is home to many animals, seeing **orangutans** is usually the visitors' main reason to visit the park. **Orangutans**, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in tress where **orangutans** travel from **branch** to **branch** by climbing or swinging with their long arms.

To see **orangutans**, we should go to **Camp Leakey**, which is located in the heart of Tanjung Putting National Park. **Camp Leakey** is a rehabilitation place for ex-captive **orangutans** and also a **preservation site**. It is also a famous center for research about **orangutans** which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see **daily feedings to orangutans** at **jungle platforms** as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see **orangutans** up close.

To reach the place, we should take a **boat** down Sekonyer river. **The boat** is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by **the boat** to Camp Leakey takes three days

and two **nights**. You sleep, cook, and eat in that klotok, **night** and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you **can see** trees filled with proboscis **monkeys, monkeys** that have enormous snout which **can only be found** in Kalimantan. **The monkeys** anxiously await klotok arrivals. A troop of 30 light-brown **monkeys** may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These **monkeys** know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At **night**, you can enjoy the clear **sky** and the amazingly **bright stars** as the only **lights** for the **night**.

With such **exotic nature**, no wonder many **tourists** from foreign countries who love **ecotourism** frequently visit **Tanjung Puting National Park**. What about you?

NIAGARA FALLS

Niagara Falls is the collective name for **three waterfalls** that cross the international border between the **Canadian province of Ontario** and the **USA's state of New York**. They form the southern end of the Niagara Gorge. From largest to smallest, the **three waterfalls** are **the Horseshoe Falls, the American Falls** and the **Bridal Veil Falls**. **The Horseshoe Falls** lie on the Canadian side and **the American Falls** on the **American side**. They are **separated** by Goat Island. The smaller **Bridal Veil Falls** are also located on the **American side, separated** from the other waterfalls by Luna Island. **There are various attractions that people can enjoy in Niagara Falls, six of them are described here**

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps **people get** closer to **the falls** and go **face-to-face** with the pounding **waters of the Falls**. **People** can **get** soaked on the Hurricane Deck where they are just feet from the thundering **waters**. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is *Maid of the Mist Boat Tour*. It is a world-famous scenic **boat tour** of the American and Canadian Falls for about a half-hour ride. People may access **the tour** via the Observation Tower elevator at Prospect Point in the state park. **The boat** operates mid-May until late October.

The next to visit in Niagara Falls is *Niagara Adventure Theater*. Here **tourists** may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. **Audience members** are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old

science instruments and philosophical apparatus
The fifth point of interest is <i>Niagara's Wax Museum of History</i> . Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.
Finally, people can also enjoy <i>Rainbow Air Helicopter Tours</i> above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.
The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.
B.J HABIBIE
Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.
Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany . In 1960, Habibie received a degree in engineering in Germany , giving him the title <i>Diplom-Ingenieur</i> . He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree .
In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son , Ilham Akbar Habibie, and later another son , Tareq Kemal Habibie.
When Habibie's minimum wage salary forced him into part-time work , he found employment with the

Automotive Marque Talbot, where he became an advisor. **Habibie** worked on two projects which received funding from Deutsche Bundesbahn. Due to his **work** with Makosh, the head of train constructions offered his position to **Habibie** upon his retirement three years later, but **Habibie** refused. **Habibie** did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the **Habibie Factor**, **Habibie Teorem**, and **Habibie Method**, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, **Suharto** requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. **Habibie** initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, **Habibie** was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. **Habibie** was elected vice president in March 1998. On 21 May 1998, **Suharto** publicly announced his resignation and **Habibie** was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the **presidency**, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's **presidency**. In September 2006, he released a **book** called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). **The book** recalled the events of May 1998.

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic **aristocratic family** in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulëë Balang **aristocratic class** in VI *mukim*, and her mother was also from an **aristocratic family**. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an **aristocratic family**, when she was twelve.

On 26 March 1873, the Dutch

<p>declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.</p>
<p>Sometime later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.</p>
<p>The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukoe Oemar" (the treason of Teuku Umar).</p>
<p>The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred."</p>
<p>After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.</p>
<p>One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in</p>

the end she was exiled to Sumedang, West Java because **the Dutch** were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

ISSUMBOSHI

Once upon a time there was an old couple who didn't have **a child**. They lived in a small house near the village forest. "Please give us **a child**," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "**Waa! Waa!**"

They looked and **saw** a **crying baby** who **looked** just like a little finger. "**This child** must be a gif from **God**. Thanks to **God!**" "We will call **this child** '**Issumboshi**,'" they said. They raised **Issumboshi** with much care, but **Issumboshi** never grew bigger. "Hey, **Issumboshi**, do you want to be eaten by a frog?" **Issumboshi** was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," **Grandmother** said.

One day, **Issumboshi** said, "I will go to the capital to study and become a respectable person. Then I will come back." **Grandfather** and **Grandmother** were worried about him, but **Issumboshi**'s mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits. "I'm going now," **Issumboshi** said. "Is he safe? With such **a small body**?" **Grandfather** and **Grandmother** asked as they saw him off. **Issumboshi** went on the trip with a big wish in **a small body**.

At last **Issumboshi** **reached** the **capital city** and anchored under the bridge. Then he climbed up to the railing and viewed the town. "There is a fine **palace** over there. I shall ask them at once." At long last **Issumboshi** **arrived** at the **palace**. "Excuse me, but I **want** to meet the feudal lord." The lord came to the door, "What? Who's there?" "Here I am, at your **feet**." "Oh. How small! Why do you **want** to meet me?" "Please let me be your retainer." "I wonder if your very **small body** can do anything." "I'll stay in your pocket and guard you from **all** **harm**." When **Issumboshi** said so, **a bee** came buzzing by. "Yhaa!" **Issumboshi** yelled, stabbing **the bee**. "Bravo! I employ you. It would be good if you became the **Princess's** man." "Oh! What a cute fellow he is!" said **the Princess**, putting **Issumboshi** on her palm. "I will defend you upon my life," said **Issumboshi**.

The Princess liked **Issumboshi**, and she **taught him reading, writing, and various studies**. Further, **Issumboshi** practiced fencing very hard in order to be strong.

One day **the Princess** went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some **demons** appeared. The leader of the **demons** tried to **grab the Princess**. “**Help** me!” she screamed. **Issumboshi** tried to **help** her, but **the demon** **caught** him and threw him into his mouth. **Issumboshi**, who was swallowed, **jabbed** and **jabbed the demon’s** stomach. **The demon** rolled over and spat out

Issumboshi. **Issumboshi** jumped at **the demon** and stabbed his eyes. The remaining **demons** were frightened. They ran away in great haste, but one **demon**, who was left behind, trembled while holding **the magic hammer**. “Do you want me to stab your eyes, too?” **Issumboshi** asked. “**Please**, don’t. This is **the magic hammer** that will grant you **a wish**. I give it to you, so **please** spare me.” And saying this, he ran off in a hurry. “Thank you, **Issumboshi**. You have saved my life,” **the Princess** said. “**Princess, please wave this magic hammer** and make **a wish** that I may **become big**,” said **Issumboshi**. **The Princess** **waved** it and asked, “May **Issumboshi become big!**”

And then, strangely, before her eyes, **Issumboshi** began to grow. He grew into a nice young man. They went back to **the palace, and the Princess** asked the King to let her marry **Issumboshi**. **The Princess** and **Issumboshi** then got married, and they invited Grandfather and Grandmother to live with them in **the palace**. They lived happily ever after.

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra **lived** a woman and her son, **Malin Kundang**. **Malin Kundang** and **his mother** had to **live** hard because his father had passed away when he was a baby. **Malin Kundang** was a healthy, diligent, and strong boy. He usually went to **sea to catch fish**. After **getting fish** he would bring it to **his mother**, or sell the caught fish in the town.

One day, when **Malin Kundang** was sailing, he saw a **merchant’s** ship being raided by a band of **pirates**. With his bravery, **Malin Kundang** helped **the merchant** defeat **the pirates**. To thank him, **the merchant** allowed **Malin Kundang** to sail with him. **Malin Kundang** agreed in the hope to get a better life. He left his mother alone.

Many years later, **Malin Kundang** became wealthy. He had a huge **ship** and a **lot of crews** who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey,

his **ship** landed on a coast near a **small village**. The local people recognized that it was Malin Kundang, a boy from **the area**. The news ran fast in the town; “Malin **Kundang** has become rich and now he is here”.

An old woman, who was **Malin Kundang’s mother**, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his **mother** came near him, **Malin Kundang** who was with his beautiful wife and his ship crews denied that she was his **mother**. She had pleaded Malin Kundang to look at her and admit that she was her **mother**. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly **woman!**” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and **anger**. Finally, **feeling enraged**, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Appendix.4 Analysis genre text

<p>Social function: To describe the beautiful place Tanjung Putting National Park</p> <p>Language Features:</p> <p>Focus on main participant</p> <p>Present tense</p> <p>Adverbial phrase</p> <p>Mental/material</p> <p style="text-align: center;">TANJUNG PUTTING NATIONAL PARK</p> <p>Tanjung Putting National Park is an internationally famous ecotourism destination, which is located in the southwest of central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans (jungle).</p>	<p>Identification</p>
<p>Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in tress where orangutans travel from branch to branch by climbing or swinging with their long arms.</p>	<p>Description</p>
<p>To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Putting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.</p>	
<p>To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.</p>	
<p>The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown</p>	

<p>monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.</p>	
<p>With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Putting National Park. What about you?</p>	
<p>Social function: To describe a place which called Niagara falls</p> <p>Language Features:</p> <p>Focus on main participant</p> <p>Present tense</p> <p>Adverbial phrase</p> <p>Mental/material</p> <p style="text-align: center;">NIAGARA FALLS</p> <p>Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here</p>	<p>Identification</p>
<p>The first to enjoy in Niagara Falls is <i>Cave of the Winds</i>. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.</p>	
<p>The second charm is <i>Maid of the Mist Boat Tour</i>. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.</p>	
<p>The next to visit in Niagara Falls is <i>Niagara Adventure Theater</i>. Here</p>	

<p>tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available</p>	<p style="text-align: center;">Description</p>
<p><i>Niagara Science Museum</i> is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus</p>	
<p>The fifth point of interest is <i>Niagara's Wax Museum of History</i>. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.</p>	
<p>Finally, people can also enjoy <i>Rainbow Air Helicopter Tours</i> above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.</p>	
<p>The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.</p>	
<p>Social function: To retell the story of B.J Habibie</p> <p>Language Features:</p> <p>specific participant</p> <p>circumstances</p> <p>temporal conjunction</p> <p>past tense</p> <p>action verbs</p> <p style="text-align: center;">B.J HABIBIE</p> <p>Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.</p>	<p style="text-align: center;">Orientation</p>
<p>Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie</p>	

<p>received a degree in engineering in Germany, giving him the title <i>Diplom-Ingenieur</i>. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.</p>	
<p>In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Tareq Kemal Habibie.</p>	
<p>When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused. Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Teorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.</p>	<p>Complication</p>
<p>In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.</p>	
<p>Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called <i>Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi</i> (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.</p>	<p>Resolution</p>

<p>Social function: To retell the history of Cut Nyak Dhien</p> <p>Language Features:</p> <p>specific participant</p> <p>circumstances</p> <p>temporal conjunction</p> <p>past tense</p> <p>action verbs</p> <p style="text-align: center;">CUT NYAK DHIEN</p> <p>Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government. Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.</p>	Orientation
<p>On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874. In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.</p>	
<p>Sometime later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.</p>	Complication
<p>The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku</p>	

<p>Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).</p>	
<p>The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: “As Acehnese women, we may not shed tears for those who have been martyred.”</p>	
<p>After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.</p>	
<p>One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.</p>	<p>Resolution</p>
<p>Social function: To entertain the reader through Issumboshi story</p> <p>Language Features:</p> <p>Action verbs</p> <p>Specific character</p> <p>Present tense in direct speech</p> <p style="text-align: center;">ISSUMBOSHI</p> <p>Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. “Please give us a child,” they asked God everyday.</p>	<p>Orientation</p>
<p>One day, from the household Shinto altar, they heard a cute cry, “Waa! Waa!”</p>	
<p>They looked and saw a crying baby who looked just like a little finger. “This child must be a gif from God. Thanks to God!” “We will call this child ‘Issumboshi’,” they said. They raised Issumboshi with much care, but</p>	

<p>Issumboshi never grew bigger. “Hey, Issumboshi, do you want to be eaten by a frog?” Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.</p>	
<p>Grandmother would make some big rice balls and encourage him. “Eat a lot, and grow up quickly,” Grandmother said.</p>	
<p>One day, Issumboshi said, “I will go to the capital to study and become a respectable person. Then I will come back.” Grandfather and Grandmother were worried about him, but Issumboshi’s mind would not be changed. At once they began to prepare for his trip.</p>	
<p>Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits. “I’m going now,” Issumboshi said. “Is he safe? With such a small body?” Grandfather and Grandmother asked as they saw him off. Issumboshi went on the trip with a big wish in a small body.</p>	Event
<p>At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town. “There is a fine palace over there. I shall ask them at once.” At long last Issumboshi arrived at the palace. “Excuse me, but I want to meet the feudal lord.” The lord came to the door, “What? Who’s there?” “Here I am, at your feet.” “Oh. How small! Why do you want to meet me?” “Please let me be your retainer.” “I wonder if your very small body can do anything.” “I’ll stay in your pocket and guard you from all harm.” When Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee. “Bravo! I employ you. It would be good if you became the Princess’s man.” “Oh! What a cute fellow he is!” said the Princess, putting Issumboshi on her palm. “I will defend you upon my life,” said Issumboshi.</p>	
<p>The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.</p>	
<p>One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon’s stomach. The demon rolled over and spat out</p>	
<p>Issumboshi. Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer. “Do you want me to stab your eyes, too?” Issumboshi asked. “Please, don’t. This is the magic hammer that will grant you a wish. I give it to you, so</p>	

<p>please spare me.” And saying this, he ran off in a hurry. “Thank you, Issumboshi. You have saved my life,” the Princess said. “Princess, please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The Princess waved it and asked, “May Issumboshi become big!”</p>	
<p>And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi. The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.</p>	Reorientation
<p>Social function: To entertain the reader with story of Malin Kundang</p> <p>Language Features:</p> <p>Action verbs</p> <p>Specific character</p> <p>Present tense in direct speech</p> <p style="text-align: center;">MALIN KUNDANG</p> <p>A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.</p>	Orientation
<p>One day, when Malin Kundang was sailing, he saw a merchant’s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.</p>	
<p>Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.</p>	Event
<p>An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she</p>	

was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Reorientation

Appendix.5 Questionnaire for English Teacher

Question	Answer
1. Why should the students learn variety of texts?	
2. Do you know Systemic Functional Linguistics as a model for text analysis? Do you know systemic functional linguistics also becoming basic for arranging English textbook?	
3. If you see the result of text analysis through SFL, how could you understand the result presented in draft? If you do not, which part of the draft you do not understand?	
4. As an English teacher who teaches texts, is it important to know SFL? Why?	

Appendix.6 Feedback of English Teachers

Questionnaire of English Teacher of SMK/MA/SMK	
<p>Name : ██████████</p> <p>Institution : ██████████</p>	
Question	Answer
<p>1. Why should the students learn variety of texts?</p>	<p>Because The K13 In English subject have to achieve the purpose of teaching English in the current curriculum (K13) includes: 1. Developing communication abilities in oral and written Language. That Ability Includes listening, speaking, reading and writing. 2. Raising awareness of the nature and the Importance of English has one of the foreign Language to be the main tool of learning. 3. Develop the understanding of relationship Between language and culture and expand cultural horizons. Refers to the standard competence of English for Senior High school, communicate both in oral or written can be realized by using a variety (interaction and monolog text) that is appropriate fluent and accurate which is manifested in each of the language skills.</p>
<p>2. Do you know Systemic Functional Linguistics as a model for text analysis? Do you know systemic functional linguistics also becoming basic for arranging English textbook?</p>	<p>Yes, I do.</p>
<p>3. If you see the result of text analysis through SFL, how could you understand the result presented in draft? If you do not, which part of the draft you do not understand?</p>	<p>I understand the result of the analysis that the texts of Bahasa Inggris X are truly having ideational, interpersonal and textual meaning. And I know that all of is expected to realized in learning process at school as in learning guideline.</p>

4. As an English teacher who teaches texts, is it important to know SFL? Why?	Yes, it is. As teachers that has responsibility to deliver the knowledge so that I believe I must be first to know what the exactly give I deliver to students and how important to it. Can they use texts or not in real life? So by knowing SFL first as model text analysis, the teacher be aware to text that will be taught for students.
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Questionnaire of English Teacher of SMK/MA/SMK	
Name	: ██████████
Institution	: ████████████████████████████████
Question	Answer
1. Why should the students learn variety of texts?	To understand how meanings are crafted based on different context and identity.
2. Do you know Systemic Functional Linguistics as a model for text analysis? Do you know systemic functional linguistics also becoming basic in arranging English textbook?	Yes, I do. SFL is an approach to understand a text through analysis but not specifically to arrange a textbook (material development) in fact, teacher can use any kinds of text and implemented SFL. On the other hand, even if in a textbook we can find different text genres, some text books do not provide SFL approach in the guideline. Most textbooks only provide different texts and comprehension questions which may not reflect SFL approach.
3. If you see the result of text analysis through SFL, how could you understand the result presented in draft? If you do not, which part of the draft you do not understand?	I understand your discussion, However,the complete points to discuss in SFL should be: 1. Context, which covers Field (what is going on), Tenor (the social roles and relationships between the participants), and the Mode (aspects of the channel of communication, e.g., monologic/dialogic, spoken/written, +/- visual-contact, etc.) 2. Semantics, which covers Ideational Semantics (the propositional content), Interpersonal Semantics (concerned with

<p>2. Do you know Systemic Functional Linguistics as a model for text analysis? Do you know systemic functional linguistics also becoming basic for arranging English textbook?</p>	<p>After I read it, I as English teacher should know the SFL.</p>
<p>3. If you see the result of text analysis through SFL, how could you understand the result presented in draft? If you do not, which part of the draft you do not understand?</p>	<p>When I saw the result of text analysis through SFL, I really confused of the table analysis. However, I understand some part how the verb can give different process like material process.</p>
<p>4. As an English teacher who teaches texts, is it important to know SFL? Why?</p>	<p>Yes it is, as English teacher I have to know SFL well. So, we have to study it because it will help us in teaching variey a text and SFL is arranged in text that I taught for students.</p>