

**DISCOURSE AND TEXT  
(Discourse Analysis)**

By:  
**Hamka<sup>1</sup>**

**Abstract**

Wacana merupakan pengalaman manusia dalam sebuah bahasa dan diekspresikan dengan dua cara, yakni bahasa lisan dan tulisan. Analisis wacana merupakan representasi dari pengalaman manusia berupa bahasa dengan *experiential function*, *logical function*, *interpersonal function* and *textual function*. Analisis Wacana yang dimaksud disini adalah analisis secara mendalam terhadap bahasa yang direpresentasikan dalam pengalaman yang disebut dalam *Meta-functions*. *Meta-functions* merupakan tata bahasa dari pengalaman manusia. Kemudian, aturan dalam *Metaphor* dilakukan pengaturan terhadap makna dan tata bahasa secara mendalam dan lebih kompleks.

*Keywords: Discourse, text, meta-functions, meta-phore and analysis.*

**INTRODUCTION**

This paper examines the study of discourse and text. It aims to introduce the study of language in which it is not yet developed in college courses such as English Education study program of Tarbiyahdepartementin STAINPadangsidimpuan. This will definitely be made more attractive in the Indonesian language of instruction. Surely it should be in English. But there are still many among the students and even lecturers on the English Education study program not understanding it. Concerns would arise in my understanding of my floating if not made in Indonesian. But firstly, let see in English!

The 20th century has developed the study of language called Systemic Functional Linguistics developed by Halliday. Halliday is a linguist who was born in England. He has done research in languages are mostly located in the Asian region such as India, Pakistan, Thailand, Malaysia, Bali (Indonesia) and many more. So she has been married to the Pakistani Asian descent (RukayaHasan) and now they live in Australia. He is now a Professor Emeritus in the study of language (Linguistics).

---

<sup>1</sup> Hamka adalah dosen Tadris Bahasa Inggris jurusan Tarbiyah STAIN Padangsidimpuan

Many who are interested in discussing this study of Systemic Functional Linguistics including me. This is because the theory is unbelievably provide benefits to humans as a leader of the universe to create, connect, exchange and organize experience. Thus, it can be concluded that the language as its form, a form of human experience.

## **THEORETICAL**

### **1. Discourse and Text**

Discourse is a human experience embodied in the language and expressed in two ways, verbally and in writing. Discourse and Text, in fact, are different. Both of them are just there to its experience and its organization. Discourse focuses on the experiences that occur in the social environment are exposed in the language, and then expressed in written or verbal and we say text.

Discourse and text studies in Linguistics and other Sciences are different. Discourse studies in linguistics refers to a form of the language of human experience, with exposure functions, relations, the exchanges and organizations. While the study of other social sciences, such as communication, anthropology and the others, studies Discourse and text refer to the social production which belong to them, and to be studied to be maintained (if either), destroyed (If it does not fit with the demands) and making history for the memories for a new generation as the new benchmark to maintain discourse. Because life is eternal with its exchange. This is where the role of discourse and text as well as in-depth study in a language and other sciences where the language as a form of experience.

### **2. Metafunctions**

Metafunctions are grammars based human experience on representation (experiential), Exchange (Interpersonal), organizing (Textual) and relationships (Logical). We say grammar is a theory of experience, how the experience is described, exchanged, assembled and linked. Form of experience contained in clause, because the clause is a grammatical unit as a form of experience. As metafunctions are exposed as follows:

a. Experiential Function

A clause serves as the unit of experience. Experience was contained in three elements, namely: Process, Participants and circumstance. Process is the essence of an experience. The process is determining the participants, while circumstance is a choice. There are 6 types of labeling processes and its participants, namely:

No.	Process	Pratisipant I	Partisipant II
1	Material	Actor	Goal
2.	Mental	Senser	Phenomenon
3.	Relasional: 1. Identification 2. Atribute 3. Possessive	1. Token 2. Carier 3. Possesser	1. Value 2. Atributor 3. Possessed
4.	Verbal	Sayer	Verbiage
5.	Behavioral	Behavior	-
6.	Existential	-	Existent

While circumstance, there are 9 types: extent (time and place), location (time and place), manner, cause, contingency, role, matter, long with what / whom (Accompaniment) and says who (angle). Here is example in analysis:

Mr.Sutan's grandson, Abdullah studiesregional languagewith his father in their house

Mr.Sutan's grandson, Abdullah	studies	regional language	with his father	in their house
Participant I: Sensor	Process: Mental	Partisipant II: Fenomena	Corcumstance: Cintingency	Circumstance: Location: Place

b. Interpersonal Function

Clause serves as a unit of exchange of experience. As a unit of exchange of experience, clause is reflected from said functions and said action. There are two elements of interpersonal function: mood and residue

**Mood** : **Subject**  
**Finite**  
**Residue** : **Predicator**

**Complement  
Adjunct**

Mood contains 3 realization, they are:

1. Declarative : Subject + Finite
2. Intereogative : Finite + Subject
3. Imperative : (*Subject*) + finite

Here is example in analysis:

Mr.Sutan’s grandson, Abdullah studies regional language with his father in their house

Mr.Sutan’s grandson, Abdullah	Studies	regional language	with his father	in their house
Participant I: Sensor	Process: Mental	Partisipant II: Fenomena	Circumstance: Contingency	Circumstance: Location: Place
Subject	Finite	Predicator	Compl.	Adjunct
Mood	Residue			

c. Textual Function

Clause as a coupling unit is composed of message theme and rheme.

Theme : The starting point of message

Rheme : The rest of the message

Theme is divided into 2 markers, unmarked and marked

Unmarked : In accordance with the exchange of subject and finite in mood

Marked : Contrary, like Indonesian and Batak languages.

Theme is also divided into its organization, namely: simple and multiple themes. Simple means that the theme is only one element of the process, participants or circumstance.

While multiple theme is of more than one element that refers to the theme of the process, participants or circumstance. Multiple theme consists of 3 elements: textual, Interpersonal and Topical themes.

Here is example in analysis:

Mr.Sutan's grandson, Abdullah studies regional language with his father in their house

Mr.Sutan's grandson, Abdullah	Studies	regional language	with his father	in their house
Participant I: Sensor	Process: Mental	Partisipant II: Fenomena	Circumstance: Contingency	Circumstance: Location: Place
Subject	Finite	Predicator	Compl.	Adjunct
Mood	Residue			
Voc.	Top.	Rheme		
Int.				
Theme				

#### d. Logical Function

Language is linking the experiences contained in clause. It means that it is logical relationship between two variables or two clauses within complex clauses or taxis. There are two relationships status of the two clauses, namely; parataxis and hypo-taxis. Parataxis is the status of the two experiences (clause) are the same (both independent) with marked 1,2,3, ...

Abdullah likes reddanAdindalikes red

1 = 2

Hipotaxis is the status of the two experiences (clause) are different (one is independent, and the other dependent) with marked A and B.

Abdullah sukamerahdanAdindajuga

A = B

There are two meanings that can be described or referred by both relationships we namelexico-semantic relationship.

1) What is the purpose of clause 2 to 1 or B to A?

2) What is the meaning given by 2 to 1 or B to A?

Thus, the lexical meaning of the two relationships above, the first question will result in development (expansion) and Projection

(projection). From the first meaning would give meaning to each, namely:

1) Expansion

- a) Elaboration encoded by (=)

Abdullah likes red and Adindalikes red

1 = 2

- b) Extension encoded by (+)

Abdullah likes red, but Adindalikes green

1 + 2

- c) Enhancement encoded by (:)

Abdullah likes because red is brave

1 : 2

2) Projection

- a) Locution encoded by (“ ”)

Abdullah said “my mother likes green”

A “ B

- b) Ide (Idea) ditanda dengan ( ‘ ’ )

Abdullah thought ‘my mother likes red’

A ‘ B

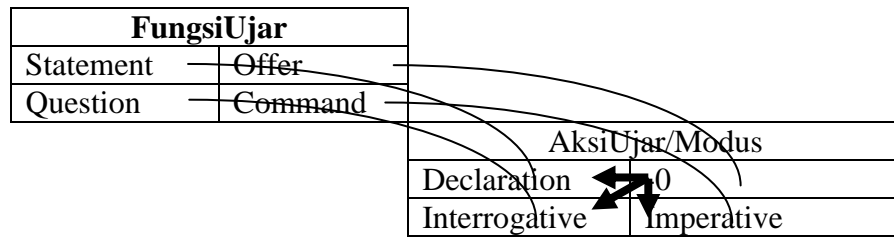
e. Speech Function

Speech function is a function of who is talking to whom the greeting in the form of statements, information, offers and orders in the forms of talk or action (Speech Acts) or better known as Speech Acts. Here is the speech function in speech acts realization.

Role	Comodity	
	Information	Service&Good
Giving	Statement	Offer
Demending	Question	Command

Figure 1 Speech Function

Where the fourth are manifested in in speech acts as follows.



No unmarked realization of offer, but can be realized by the other Speech acts. It can be concluded as follows.

1. I named my son Abdullah (Statement, Declaration)
2. Who is your child's name? (Question, Interrogation)
3. Call Abdullah! (Command, Imperative)
4. I would name my son Abdullah (Offer, Declaration)
5. Will you call Abdullah? (Offer, Interrogation)
6. Let me call Abdullah! (Bids, Imperative)

f. As mentioned in point 4., themes and rhyme are the coupling element of experience. Theme is the beginning of a series of message, and the rhyme is a series end of the message. Here are three examples.

- 1) Well Abdullah, You go back to your place

Well	Abdullah,	You	go back to your place
Continuative	Vocative	Topical	Rheme
Textual	Interpersonal		
Theme			

- 2) Actually, Abdullah is your full name

Actually, Abdullah	is your full name
Conjunction	Topical
Textual	
Rheme	
Theme	

3) Abdullah, Have you study hard?

Abdullah, Have you			study hard?
Vocative	Finite	Topical	Rheme
Interpersonal			
Theme			

g. Just like in point 4. Projectionis one relationship that gives lexical meaning of the utterance results (locution) and ideas.

1. Locutionis a result of the verbal process marked with ( “ )

Abdullah said“my mother likes green”

A “ B

2. Ideais the result of a mental process marked with ( ‘ )

Abdullah thought‘my mother likes green’

A ‘ B

### 3. Metafora

Grammatical Metaphoris in line with the semantics, which describes, connects, exchanges and assembles the experience using grammar such as the meaning of clause evacuated experience with another grammar. There are two functions of metaphor, namely: (1) applying the same meaning using different grammar with the same levels and elements, and (2) applying the same and different grammar with the different levels, for example, one level up or down ( a word becomes a clause or clauses become phrases).

Differences in the use of textual metaphor and interpersonal metaphor of experience are:

- a. Textual metaphor is a series of grammatical meaning in common purpose or realized by a series of unconventional grammar that includes relocation (reorganizing) experience, the process and the level of coding (a clause becomes group or phrase).
- b. Interpersonal metaphoris a metaphor meaning glittering series of modes, modalities and vocative by changing the previous element to be uncommon or marked metaphor.



#### **4. The Differences between Oral Discourse and Text**

The differences between oral discourse and text and can be seen in the following:

a. Media

Discourse or text in the media is giving ideas, suggestions, messages, market, information or stories that describe social events related to the context of the situation, culture and ideology. Discourse or text that is all composed in these kinds of academic texts, namely: hortatorical and analytical exposition, narrative, report, discussion, and so on.

b. Grammar

While in Grammar, discourse or text element refers to the use of language in those kinds of text above. Grammar is a theory of how the experience described, connected, exchanged and organized.

c. The nature of use

1) Chatting through the internet

Chatting through the Internet is a series of written language set in a situation, culture and ideology. Chatting through the internet situation illustrates the simplicity and economically. Culture is both slang and contemporary. The ideology is the exchange and development of relationships through communication network or in a series called the internet.

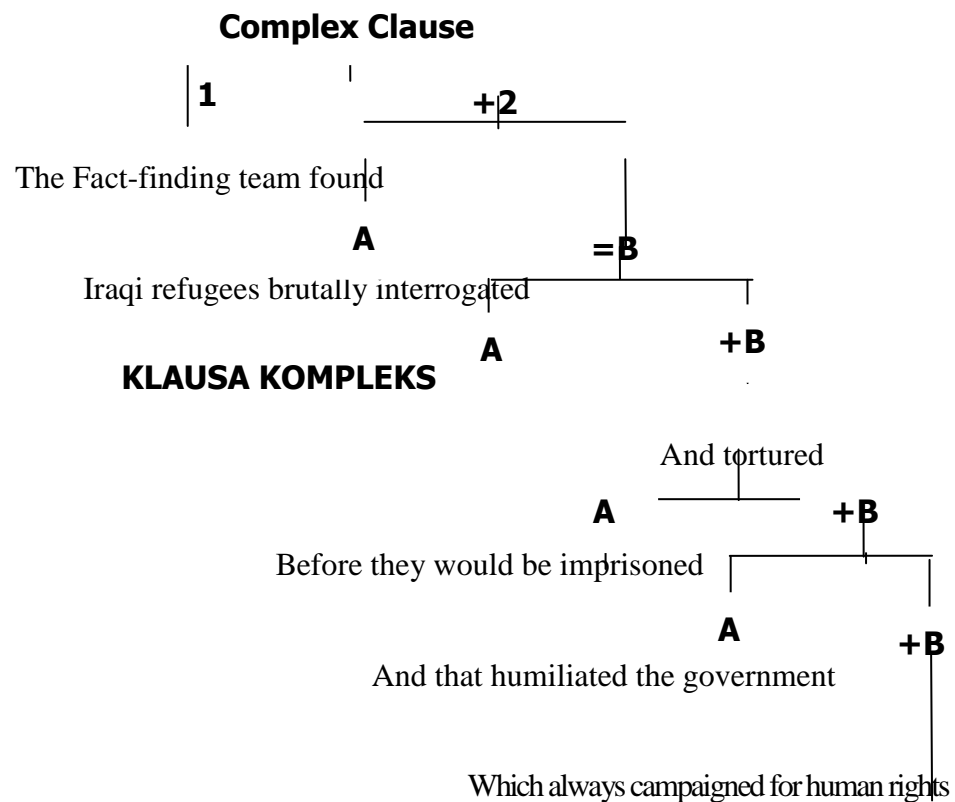
2) Oral Tradition in the text book

After all, every experience shows behaviourism (habit). That behaviourism view shows that a man is forever exchanges. Every human being has the different situations, different cultures and different ideologies. None of which exceed each other or better than the other or vice versa. Thus, the oral tradition is a text field a bit of social creations that contain the identity and culture as ideology and the deepest message of experience, education and confidence. Human behaviour is manifest the production as in rhymes, poems, and folklore, such as text in a book aimed at the preservation and existence of a situation, culture and

ideology in society. Thus, it can be concluded that, this is the category of narrative texts (literary work).

### 5. Application of Meta-functions

- 1) Analysis of logical function in a tree diagram
  - a) The Fact-finding team found
  - b) Iraqi refugees brutally interrogated
  - c) And tortured
  - d) Before they would be imprisoned
  - e) And that humiliated the government
  - f) Which always campaigned for human rights



- 2) Analysis of Grammatical Intricacy and Lexical Density
  - a) Johan went away from home
  - b) Because his father scolded
  - c) After his car was damaged
  - d) Because it collided with padycap
  - e) what made her mother sick

f) because she missed her beloved son

Johan's departure from house when his father's anger after the car collision with a rickshaw was causing his mother pain over longing for her beloved son.

3) Analysis of Steps (Dynamic Conversation), Speech Function and Mood

A: Kapansuratitudikirim? (*Delayed by Second Knower question, Interrogative*)

B: Apa, apa-apa yang ditanyakantadi? (*Clarification question, Interrogative*)

A: Saya, sayatanya... sayatanyatanggalpengirimansuratitu? (*Respon To clarification 1, marked question, Declarative*)

B: Apaitupenting? (*Challenge, question, Interrogative*)

A: Yasangatpentingkarenasuratitumenjadidasarpengajuanke Pengadilan(*Respon to challenge 1, question, Declarative*)

B: DuaMinggu yang lalu, tanggal 25 bulanini(*Respon, statement, Declarative*)

Tolongambilkanbukuitu(*Offer, Imperative*)

A: Untukapa? (*Confirmation 1, question, Interrogative*)

B: ya, untukmendatanggalpengirimandokumenitu. (*Respon to confirmation 1, Pernyataan, Deklaratif*)

4) Analysis of Text:

a) Experiential and Textual Functions

Pulau Itu berbatu dan tandus. Kecuali kaktus dan lumut tidak ada tumbuhan di pulau kecil itu. Air tawar juga tidak ada. Para nelayan singgah di pulau itu, dan beristirahat beberapa jam di waktu petang. Sebelum mereka pulang ke pemukiman mereka. Pemukiman penduduk terdekat terletak sekitar satu mil dari pulau itu. Sebenarnya penduduk telah meninggalkan pulau itu puluhan tahun yang lalu setelah sumber air tawar di pulau itu kering tiba-tiba dan pepohonan mati. Sejak itu hanya burung yang bersarang di situ. Akan tetapi, lima tahun terakhir ini pulau itu menjadi pemicu pertengkaran dan perseteruan antara tiga negara yang bertetangga. Nelayan dari tiga Negara sering mendapat perlakuan tidak wajar. Ketika yang berkuasa tentara dari satu negara yang lain, masing-masing menyatakan, pulau karang itu merupakan miliknya dan mempunyai data historis akurat yang menguatkan bahwa pulau itu bagian dari negaranya.

Perseteruan itu terjadi setelah tim survey perusahaan minyak dari beberapa Negara barat memastikan bahwa di dasar pulau itu tersimpan jutaan barel minyak bumi.

*(Assignment in Discourse Analysis Class by Saragih, A. 2008)*

1) Pulau Itu berbatu dan tandus

Pulau itu	Berbatu dan tandus	
Participant 1: Token	Process: Relational: Identification	Participant 2: Value
Theme	Rheme	

2) Kecuali kaktus dan lumut tidak ada tumbuhan di pulau kecil itu

Kecuali kaktus dan lumut tidak ada		Tumbuhan	di pulau itu
Process: Existential		Participant 2: Existence	Circumstance: Location: Spatial
Conj.	Vocative	Topical	Rheme
Textual	Interpersonal		
Theme			

3) Air tawar juga tidak ada

Air tawar	Tidak ada
Participant 2: Existent	Process: Existential
Theme	Rheme

4) Para nelayan singgah di pulau itu

Para nelayan	Singgah	Di pulau itu
Participant: Behaviour	Process: Behavioural	Circumstance: Location: Spatial
Theme	Rheme	

5) Dan beristirahat beberapa jam di waktu petang

Dan beristirahat	Beberapa jam	Di waktu petang
Process: Behavioural	Circumstance: Extent: Temporal	Circumstance: Location: Temporal
Conj.	Topical	Rheme
Text.		

Theme	
-------	--

- 6) Sebelum mereka pulang kepemukiman mereka

Sebelum mereka	Pulang	Kepemukiman mereka
Participant: Actor	Process: Material	Participant: Goal
Conj.	Topical	Rheme
Textual		
Theme		

- 7) Pemukiman penduduk terdekat terletak sekitar satu mil dari pulau itu

Pemukiman penduduk terdekat	terletak	Sekitar satu mil	Dari pulau itu
Participant 1: Token	Process: Relational: Identification	Participant 2: Value	Circumstance: Location: Spatial
Theme	Rheme		

- 8) Sebenarnya penduduk telah meninggalkan pulau itu puluhan tahun yang lalu

Sebenarnya penduduk	Telah meninggalkan	Pulau itu	Puluhan tahun yang lalu
Participant 1: Behaviour	Process: Behavioural	Circ: Location: Spatial	Circumstance: Extent: Temporal
Conj.	Topical	Rheme	
Text.			
Theme			

- 9) Setelah sumber air tawar di pulau itu kering tiba-tiba

Setelah sumber air tawar	Di pulau itu	Kering	Tiba-tiba
Participant 1: Behaviour	Circumstance: Location: Spatial	Process: Behavioural	Circumstance: Manner
Conj.	Topical	Rheme	
Text.			
Theme			

10) Dan pepohonan mati

Dan pepohonan		Mati
Participant: Behaviour		Process: Behavioural
Conj.	Topical	Rheme
Textual		
Theme		

11) Sejak itu hanya burung yang bersarang di situ

Sejakitu	Hanya burung	Yang bersarang	Disitu
Circumstance: Extent: Temporal	Participant: Behavioural	Process: Behavioural	Circumstance: Location: Spatial
Theme	Rheme		

12) Akan tetapi, lima tahun terakhir ini pulau itu menjadi pemicu pertengkaran dan perseteruan antara tiga negara yang bertetangga

Akan tetapi, lima tahun terakhir	Pulau itu	Menjadi pemicu	Pertengkar an dan perseteruan	Antara tiga negara yang bertetangga
Circumstance : Extent: Temporal	Participan t: Carier	Process: Relationa l: Attribute d	Participant: Attribute	Circumstanc e: Contingenc y
Con j. Text .	Topic al	Rheme		
Theme				

13) Nelayan dari tiga Negara sering mendapat perlakuan tidak wajar

Nelayan dari tiga Negara	Sering mendapat	Perlakuan Tidak wajar
Participant: Behaver	Process: Relational: Possessive	Participant: Possessed
Theme	Rheme	

14) Ketika yang berkuasa tentara dari satu negara yang lain

Ketika berkuasa		tentara	Dari satu negara yang lain
Process: Relational: Attributive		Participant: Carrier	Circumstance: Location: Spatial
Conj.	Topical	Rheme	
Textual			
Theme			

15) Masing-masing menyatakan

Masing-masing	Menyatakan
Participant: Sayer	Proses: Verbal
Theme	Rheme

16) Pulau karang itu merupakan miliknya

Pulaukarangitu	merupakan	Miliknya
Participant: Carrier	Process: Relational: Attributive	Participant: Attribute
Theme	Rheme	

17) Dan mempunyai data historis akurat

Dan mempunyai		Data historis akurat
Process: Possessive		Participant: Posessed
Conj.	Topical	Rheme
Textual		
Theme		

18) Yang menguatkan

Yang menguatkan
Process: Material
Theme

19) Bahwa pulau itu bagian dari negaranya

Bahwa pulau itu		Bagian dari negaranya	
Participant: Carrier		Process: Attributive	Participant: Attribute
Conj.	Topical	Rheme	
Textual			
Theme			

20) Perseteruan itu terjadi

Persatuanitu	Terjadi
Participant: Token	Process: Relational: Identification
Theme	Rheme

21) Setelah tim survey perusahaan minyak dari beberapa Negara barat memastikan

Setelah tim survey perusahaan minyak dari beberapa Negara barat		Memastikan
Participant: Token		Process: Relational: Identifiacion
Conjunction	Topical	Rheme
Textual		
Theme		

22) Bahwa di dasar pulau itu tersimpan jutaan barel minyak bumi

Bahwa di dasar laut	Pulau itu	Tersimpan	Jutaan barel minyak bumi
Circumstance: Location: Spatial	Participant: Behaviour	Process: Relational: Possessive	Participant: Possessed
Conj.	Topical	Rheme	
Textual			
Theme			

b) The tendencius pettern of Experiental and Textual Function

1) The tendency of Experiental Function



No.	Process	Total	Percentage
1	Material	2	9.09%
2	Mental	-	0%
3	Relational		
	1. Identification	4	18.18%
	2. Attributive	4	18.18%
	3. Possessive	3	13.64%
4	Verbal	1	4.55%
5	Behavioural	6	27.27%
6	Existential	2	9.09%
Total		22	100%

2) The tendency of Textual Function

No.	Theme	Total	Percentage
1	Unmarked Simple Theme	8	36.36%
2	Marked Simple Theme	2	9.09%
3	Unmarked Multiple Theme	5	22.73%
4	Marked Multiple Theme	7	31.82%
Total		22	100%

c) Social Context (Situation, Culture and Ideology)

1. Situation

a. Field

The problem is a process that occurs in the small island until now.

b. Tenor

There is a very complex exchange of experiences in the text above with respect to the user and the owner of the small island.

c. Mode

The organizing experience in is prolonged hassle arranged in uncommon happen in life.

2. Culture

a. Belief

It is believed that culture is a legacy that must be maintained. No evidence of cultural preservation will cause problems.

b. Value

Value of the island does not exist if it does not give a life. However, its value will increase and even essential if life is based on it.

c. Norm

There must be a binding rule that the island is better organized for the benefit of the Ummah.

3. Ideology

a. Religion

The world is full of different religions with truth it carries. This means that everyone should respect the truth of other religions. Not justify it, because religion does not belong to man, and have no right to make decisions for the truth in general, but on the basis of belief. If each people believes that the island is important especially for life, I'm sure there will be a way of solution, because it is belonging to God that must be maintained.

b. Education

In management, the island should be given to the hands of those responsible for the welfare of the community.

c. Experience

In general, the management of the island as it is prone to human error that often leads to the individual or group interests.

## **B. CONCLUSION**

Discourse is a human experience embodied in the language and expressed in two ways, verbally and in writing. Discourse and text studies in Linguistics and other Sciences are different. Discourse studies in linguistics refers to a form of the language of human experience, with the functions of representations, relations, exchanges and organizations. This is where the role of discourse and text as well as in-depth study in a language other sciences where the language as a form of

experience as the studies refers to Metafunctions. Metafunctions are grammar of experiences based on the function of human to represent (experiential), to relate (logical), to exchange (Interpersonal), and to organize (Textual). Furthermore, the of metaphor plays to set meaning and grammar richer, complex or otherwise.

This paper is very useful for me as a writer and in particular on the course English Education study program of Tarbiyah in STAIN Padangsidempuan. It is needed to realize the study of Discourse Analysis. It means that graduates are able to apply especially English language usages in everyday life.

**REFERENCES**

- Bloor, T. & Bloor, M. *The functional analysis of English*. London: Edward Arnold, 1995
- Burns, P. C and Broman B. L. *The Language Arts in Childhood Education*. Chicago: Rand McNally College Publishing Company, 1975
- Bogdan, R.C. & Biklen, S.K. *Qualitative Research in Education: An Introduction to Theory and Method*, Boston: Allyn & Bacon, 1982
- Clark, H. H & Clark, E. *Psychology and Language*. USA: HBJ Incorporation, 1977
- Diyata, F. *Getting Started in English*. Bandung: Regina, 2004
- Djuharie, O. S. *Genre*. Bandung: Yramawidya, 2007
- Downing, A & Locke, P. 1992. *A University Course in English Grammar*. UK: Prentice Hall International
- Eggins, S. *An Introduction to Systemic Functional Linguistics*. Great Britain: Biddles, 1994
- Emilia, E. *Menulis Tesis dan Disertasi*. Bandung: Alfabeta, 2008
- Gerrot, L & Wignell, P. *Making Sense of Functional Grammar*. Australia: Gerd Stabler, 1994
- Gusrayani, D. *Teaching Grammar in Context through Constructivism (Unpublished paper)*. Bandung: Universitas Pendidikan Indonesia, 2007
- *Thematic and Transitivity in Children's songs and Stories (Unpublished paper)*. Bandung: Universitas Pendidikan Indonesia, 2008
- Halliday, M.A.K. & Hasan. R. *Cohesion in English*. London: Longman, 1976
- Halliday, M.A.K. "How a Text Like a Clause?". In Allen, S. (Ed) *Text Processing: Text Analysis and Generation, Text Typology and Attribution*. Stockholm: Alqvist & Wiskel International, 1982
- *An Introduction to Functional Grammar*. London: Edward Arnold, 1985
- *An Introduction to Functional Grammar*. Second Edition. London: Edward Arnold, 1994
- Halliday, M.A.K & Matthiessen, Christian M.I.M. *Construing Experience through Meaning*. London: Continuum, 1999

- . *An Introduction to Functional Grammar*. Third Edition. London: Edward Arnold, 2004
- Hamka, 2009. *Theme and Rheme in Children's Songs Textbook: Getting Started in English (Unpublished Thesis)*. Medan: PPs Unimed
- Hoey, M. *Patterns of Lexis in Text*. Oxford: OUP, 1991
- Lewis, G. *Critical Communication*. Canberra: Prentice Hall, 1994
- Martin, J.R. *English Text: System and Structure*. Sydney: Sydney University, 1992
- Martin, J.R., Matthiessen, & C. Painter. *Developing Functional Grammar: A Workbook for Halliday's Introduction to Functional Grammar*. Sydney: Sydney University, 1995
- Mc. Carthy, & Michael M. *Discourse Analysis for Language Teachers*. New York: Cambridge University Press, 1991
- Pane, I. I. *Theme Rheme in Children's songs (in Journal of Linguistic Terapan Pascasarjana Unimed Vol. 3, No 1 Page 55)*. Medan: Pascasarjana UNIMED, 2006
- Paltridge, B. *Making Sense of Discourse Analysis*. Australia : Gold Coast, 2000
- Saragih, A. *Introduction functional Grammar*. Medan: Pascasarjana UNIMED, 2005
- --. *BahasadalamKonteksSosial*. Medan: Pascasarjana UNIMED. 2006
- --. *Discourse Analysis (Unpublished Lecture notes)*. Pascasarjana UNIMED, 2008
- . *Factual Writing (Unpublished Lecture Notes)*. Pascasarjana UNIMED, 2008
- Simatupang, S. R. *Theme and Rheme in TVRI and Metro News Texts (Unpublished Thesis)*. Pascasarjana UNIMED, 2008
- Sugiono. *Metode Penelitian Pedidikan: Pendekatan Kuantitatif, kualitative dan R & D*. Bandung: Alfabeta. 2008