

The Realization Of Interpersonal Function On The Tenth Grade English Textbook Of Senior High School Students

Memahami Fungsi Interpersonal Dalam Buku Teks Bahasa Inggris Kelas Sepuluh Untuk Siswa SMA

Jesica Sitinjak¹, Usman Sidabutar², Febrika Dwi Lestari³

English Education Study Program, HKBP Nommensen University^{1,2,3}

Email: ¹jesica.sitinjak04@icloud.com, ²usman.sidabutar@uhn.ac.id,

³febrikadwilestari@uhn.ac.id

*Corresponding Author

Received : 25 February 2026, Revised : 15 Maret 2026, Accepted : 26 April 2026.

Abstract

This study analyzes the realization of interpersonal function in the tenth grade English textbook Bahasa Inggris: Work in Progress used in Senior High School under the Merdeka Curriculum. The objectives are to identify how interpersonal function is realized through mood types and to determine the dominant mood type in the textbook. The study applies Halliday's Systemic Functional Linguistics (SFL), focusing on the interpersonal metafunction and the Mood system, which includes declarative, interrogative, and imperative clauses. A descriptive qualitative design with document analysis was employed. The data were clauses taken from reading texts. A total of 180 clauses were analyzed by identifying mood elements such as Subject, Finite, Predicator, Complement, and Adjunct, and then classified into mood types. The findings show that all three mood types are realized in the textbook, with declarative mood as the most dominant, functioning to present information and explanation. Interrogative mood is used to guide students' comprehension and encourage interaction, while imperative mood functions to give instructions and direct learning activities. The dominance of declarative mood indicates that the textbook positions the writer as an information provider and students as receivers of knowledge, although the presence of interrogative and imperative clauses still promotes participation. Overall, the textbook supports communicative learning and contributes to the development of students' communicative competence through its linguistic choices.

Keywords: Systemic Functional Linguistics; interpersonal function; mood system

Abstrak

Studi ini menganalisis realisasi fungsi interpersonal dalam buku teks Bahasa Inggris kelas sepuluh Bahasa Inggris: Work in Progress yang digunakan di Sekolah Menengah Atas di bawah Kurikulum Merdeka. Tujuannya adalah untuk mengidentifikasi bagaimana fungsi interpersonal direalisasikan melalui tipe modus dan untuk menentukan tipe modus dominan dalam buku teks tersebut. Studi ini menerapkan Linguistik Fungsional Sistemik (SFL) Halliday, yang berfokus pada metafungsi interpersonal dan sistem Modus, yang meliputi klausa deklaratif, interogatif, dan imperatif. Desain kualitatif deskriptif dengan analisis dokumen digunakan. Data berupa klausa yang diambil dari teks bacaan. Sebanyak 180 klausa dianalisis dengan mengidentifikasi unsur-unsur modus seperti Subjek, Kata Kerja Berbatas, Predikator, Komplemen, dan Adjungsi, kemudian diklasifikasikan ke dalam tipe modus. Hasil penelitian menunjukkan bahwa ketiga tipe modus tersebut direalisasikan dalam buku teks, dengan modus deklaratif sebagai yang paling dominan, berfungsi untuk menyajikan informasi dan penjelasan. Modus interogatif digunakan untuk membimbing pemahaman siswa dan mendorong interaksi, sedangkan modus imperatif berfungsi untuk memberikan instruksi dan mengarahkan kegiatan belajar. Dominasi modus deklaratif menunjukkan bahwa buku teks ini memposisikan penulis sebagai penyedia informasi dan siswa sebagai penerima pengetahuan, meskipun keberadaan klausa interogatif dan imperatif tetap mendorong partisipasi. Secara keseluruhan, buku teks ini mendukung pembelajaran komunikatif dan berkontribusi pada pengembangan kompetensi komunikatif siswa melalui pilihan linguistiknya.

Kata kunci: Linguistik Fungsional Sistemik; fungsi interpersonal; sistem modus

1. Introduction

English is a global language that is extensively utilized in many domains, including education, research, technology, and communication. In Indonesia, students are taught English from elementary school as a local content subject to equip them with the essential foreign language skills that are needed in the era of globalization. Mastering English helps them think critically, expand their knowledge, and prepare them for future careers that require multilingual communication.

Universities that provide English Education Study Programs seek to develop qualified and creative English instructors who can use engaging and innovative teaching methods, such as writing, reading, listening, and speaking. Through the use of real world resources like textbooks, English instruction at the school level also significantly contributes to the development of students' social and communication skills.

One of the most crucial tools for teaching and learning is the textbook. They are based on national curricula, including the Merdeka Curriculum and the 2013 Curriculum, and they methodically organize students' educational experiences. Through a variety of relevant and contextual language exercises, the Ministry of Education's English textbooks aim to improve students' knowledge, attitudes, and communication abilities. However, using these texts presents a number of problems. Instead of focusing on interpersonal exchanges like voicing opinions, agreeing, refusing, or encouraging others, even though there aren't many dialogues in the textbook, interpersonal function is nevertheless achieved through a variety of elements like assignments, instructions, inquiries, directions, and activity prompts. These textual components nevertheless convey interpersonal positioning, emotion, and modality that can be examined with SFL. Therefore, this study examines how interpersonal function is encoded in clauses from chapters 1–6 rather

SFL, created by M.A.K. Halliday, offers a helpful framework for analyzing such linguistic events. Based on SFL, language is a social semiotic system that serves to both establish social connections and transmit meaning. Ideational, textual, and interpersonal are Halliday's three categories of language metafunctions. Among these, the interpersonal function concentrates on the ways in which language is employed to create and preserve social connections through mood. This function turns language into a tool for social interaction, harmony, bargaining, and emotional expression.

Even though there is not much chat or overt discourse in a textbook, interpersonal function is nonetheless present and methodically fulfilled through the written text's mood structure. This written text's mood demonstrates that interpersonal function results from the writer's construction of social relationships, roles, and positions between the writer and pupils through grammatical choices in each clause, in addition to the occurrence of conversation.

Nevertheless, none of these research explicitly used mood analysis at the phrase level to investigate how interpersonal functions are implemented in Grade 10 English textbooks based on the Merdeka Curriculum. Few studies have examined the use of interpersonal function in educational contexts, especially in English textbooks used in Indonesian high schools, despite the fact that these studies have improved our knowledge of interpersonal meaning in political and media discourse. There is still a lack of research on how interpersonal function shapes students' communicative skills through textbooks.

Aspriza et al. (2025) “Textual Function on the Vocational High School Student’s Textbook: A Systemic Functional Linguistics Approach.” This study SFL developed by M.A.K. Halliday as the primary theoretical framework to analyze textual functions, particularly Theme-Rheme structures, mood types, and cohesive elements in expository and image-based texts. Meanwhile, Anshari et al. (2021) “An Analysis of Interpersonal Functions in Webtoon Comic ‘True Beauty’ Episode 1” examines how interpersonal functions in dialogue and visual elements

of webtoons are used to build relationships between characters, reveal social dynamics, and influence readers in the context of the drama genre. On the other hand, an analysis of Joe Biden's victory speech by Darong (2021) "An Analysis of Joe Biden's Victory Speech: A Rhetorical Perspective" examines how the victory address by Joe Biden was used to build political legitimacy, promote national unity, and respond to post-election polarization in the United States. Thus, the goal of this study is to investigate the interpersonal function in English textbooks for the tenth grade that are in line with the Merdeka Curriculum. It specifically looks into how these textbooks' language expresses viewpoints, encourages social engagement, and fortifies ties between speakers and listeners. The results are expected to shed light on how textbooks might improve students' interpersonal communication abilities.

2. Method

A descriptive qualitative research design was used for this investigation. The qualitative approach was selected in order to thoroughly examine and explain how Interpersonal Functions were achieved in texts found in English textbooks. The analysis's findings were presented descriptively, without the use of statistical hypothesis testing, as systemic linguistic descriptions (Mood).

According to Huberman & Saldana (2014), qualitative research was "a form of inquiry that emphasized understanding the human experience in context, through the collection and analysis of non-numerical data" (pp. 1-2). This meant that rather than measuring variables quantitatively, qualitative research focused on examining meaning, patterns, and relationships in data such as observations, interviews, documents, or field notes.

Because it allowed for a comprehensive analysis of language function in a social context and was consistent with SFL, which emphasized interpersonal meaning, a qualitative descriptive method was chosen. Because statistics placed more emphasis on pattern interpretation than on numerical measurements, they were disregarded. Because this study was limited to a single official Merdeka Curriculum textbook, the results could not be applied to other textbooks. Field observations were not employed because the subjective analysis relied on the researcher's interpretation.

3. literature review

Halliday & Matthiessen (2013) state that this method is useful for studying textbooks as a way to learn English because it makes it easier to comprehend how texts create meaning through interconnected structures and functions. This allows for the discovery of linguistic elements that are frequently missed in traditional methods.

Martin (2013) says that SFL is an approach that sees language as a resource for constructing meaning in social contexts, with an emphasis on genres and registers that allow for textual analysis in a range of communication circumstances. Eggins (2004) SFL explains as a theory that investigates language through metafunctions, which aids in comprehending the role texts play in social discourse and how those metafunctions combine to create complex meanings.

Based on Halliday & Matthiessen (2013), there are three primary metafunctions: textual, which arranges the text to achieve coherence and a clear structure; interpersonal, which concentrates on the growth of social relationships through interaction; and ideational, which creates meaning about the world by representing experiences.

According to Schmitt (1968), understanding spoken language, which is typically accompanied by additional auditory and visual input, requires using our existing knowledge and the environment in which we are listening. It is more accurate to think of listening as a collection of related processes rather than as a single process, such as recognizing the speaker's sounds, perceiving intonation patterns that indicate information focus, interpreting the relevance of what is being said to the current topic, and so forth.

According to Bailey (2003), speaking is learned in two broad contexts. Learning speaking skills is very challenging for students, because they have very few opportunities to use the target language outside the classroom. Where their target language is spoken find that they can neither understand native speakers nor be understood.

According to Tipping (2009), a person's score on a reading assessment is their reading proficiency. Reading starts with (a) a visual input that, when phonology is used immediately, results in word identification and (b) semantic information related to the word as limited by the current context. Immediately, a word is (d) semantically integrated with an ongoing message interpretation (proposition) and (c) syntactically integrated with an ongoing phrase parse.

According to Cheung (2016), writing is a difficult task. The secret to teaching writing effectively is to comprehend this intricacy. The controlled approach, process approach, and genre approach are just a few of the methods of teaching writing that I will briefly discuss in this chapter.

According to Richards (2015), the majority of language programs rely heavily on textbooks. In certain instances, they form the foundation for a large portion of the language practice that takes place in the classroom and the language input that students get.

Harahap (2021) carried out a pertinent earlier study titled "Interpersonal Meaning Realized in the Conversation Texts in English Textbook for Senior High School."

4. Findings And Discussion

1.1 The Data

The data of this research were taken from the reading texts entitled “Bahasa Inggris Work in Progress” in Chapters one to six of the english textbook The texts consist of six, namely biography text, personal experience text, health tips text, argumentative text, and narrative text. These texts were selected because they represent instructional reading materials commonly used in learning contexts and contain various forms of interaction between the writer and the reader.

The unit of analysis in this research is the clause. In Systemic Functional Linguistics, the clause functions as the primary unit for realizing interpersonal function because it represents an exchange between participants. Therefore, each sentence in the texts was segmented into clauses, and every clause was treated as one data item. From this process, the researcher obtained a total of 180 clauses which became the research data.

The collected clauses were analyzed based on Halliday’s Mood System in the interpersonal metafunction. Each clause was classified into declarative, interrogative, and imperative mood by identifying the Mood element (Subject and Finite) and the Residue element (Predicator, Complement, and Adjunct). This classification aimed to identify how the texts construct interpersonal function and how the writer positions the reader within the discourse.

Table 1. Data Result of Interpersonal Function on reading texts entitled “Bahasa Inggris Work in Progress” in Chapters one to six of the english textbook

Table 1. The data display for the mood types is

No	Clauses	Mood		
		Declarative	Imperative	Interrogative
1	Christiano ronaldo has very strong determination	✓		
2	He used to train very hard since his childhood	✓		
3	He knew that a footballer requires good stamina	✓		
4	A footbal match requires a palyer to run	✓		

5	He even trained himself continuously	✓
6	He also challenged himself	✓
7	He becomes so skillful and confident	✓
8	His opponents can not figure out his strategy	✓
9	Normal football players will use their single leg	✓
10	Players of right- handed or left-handed use their respective legs	✓
11	Ronaldo can easily use both of his legs efficiently	✓
12	He can use his head	✓
13	He is also one one of the fastest football players	✓
14	Ronaldo can run very fast	✓
15	He can run	✓
16	That is why he is also known as a rocket man	✓
17	This helps ronaldo to do his famous free kick	✓
18	Ronaldo's free kick speed is approximately 130 km/h	✓
19	Ronaldo's G-force is five times higher than normal	✓
20	He can jump up	✓
21	This jumping height is much more	✓
22	All of these have helped him achieve his success	✓
23	He has won many trophies	✓
24	His net worth is arround 500 milion dollars	✓
25	This makes him one of the richest athletes	✓
26	The football match took place about 5 years ago	✓
27	Two of the best football clubs of my country played against each other in a final match	✓
28	The two archrival teams had already clashed against each other in the past	✓
29	Their number of wins was pretty much the same throughout the history of their clash	✓

30	Nobody really knew which team was favorite to win the final	✓
31	The game continued scoreless up	✓
32	The second half of the game started	✓
33	The intensity of the game increased	✓
34	I was getting nervous in the stadium	✓
35	My team wasn't exactly playing up to our expectation	✓
36	My team was lucky to survive	✓
37	The ball was passed to the main striker	✓
38	A ball scored by my team	✓
39	We were indeed the victorious team	✓
40	I consider this match to be interesting	✓
41	We never know which team is going to win	✓
42	It attracts supporters	✓
43	It is also interesting	✓
44	I like football	✓
45	It is played between two international teams or local teams	✓
46	The teams give their best	✓
47	I would like to talk	✓
48	The game actually started	✓
49	The teams were screaming	✓
50	They were bound to win	✓
51	I also wanted my team to win	✓
52	Both teams were playing very rough and tough	✓
53	A study conducted in 2021 to 210 students from junior high school, senior high school an university levels	✓
54	There was a positive and significant influence of the student's age group on mental health	✓

55	Students in the 12-15-year age group had the worst mental health level	✓	
56	Students in the 20-25-year age group are known to have the lowest anxiety level	✓	
57	Indonesian students experienced a decline In mental health	✓	
58	The level of mental health and student anxiety has implications for their learning at home	✓	
59	All of us know about benefits of eating healthier	✓	
60	Proper nutrition helps us prevent cancer, heart disease	✓	
61	It allows us to lose weight	✓	
62	Eating healthier also helps to enhance our mood substantially	✓	
63	We are alive	✓	
64	I wanted to simplify the rules	✓	
65	Make it simple	✓	
66	Who are interested		✓
67	What are these tips?		✓
68	Eat real food, not processed food	✓	
69	It is best to eat foods	✓	
70	Forget foods		✓
71	Bread is not supposed to be white in color	✓	
72	It is hydrogenated in a factory	✓	
73	Processed food have been greatly modified	✓	
74	Do not exist in the food naturally	✓	
75	Eat a variety of different foods	✓	
76	Nature has its nutritional makeup	✓	

77	When we eat different types of foods	✓	
78	We are more likely to get all the nutrients	✓	
79	We need in order to be healthy	✓	
80	Cook more than eating out	✓	
81	The best ways to eat healthier	✓	
82	You will also be able to control	✓	
83	What goes into your food		✓
84	You will not be using chemicals	✓	
85	Stop eating before you are full		✓
86	You are completely full	✓	
87	Stop eating	✓	
88	You feel completely satiated	✓	
89	It is ok to stop eating	✓	
90	You still have some room in your stomach	✓	
91	Do not forget		✓
92	It takes a while for your stomach to send the message to your brain	✓	
93	You are full	✓	
94	Eat at the dining table not in your car or at your desk	✓	
95	Try to eat at a proper dining table	✓	
96	Never eat in your car or at your desk		✓
97	You make a point to sit down at a table	✓	
98	Focus on your meal		✓
99	You will be less likely to eat unconsciously	✓	
100	A window is almost never healthy	✓	
101	Following this rule also reduces the chances of eating	✓	
102	You are bored	✓	
103	Drink water		✓
104	Forget everything else		✓
105	Water is the healthiest drink	✓	

106	Flavored drinks are the most unhealthy	✓	
107	They should be avoided at all costs	✓	
108	You want to have a flavored drink	✓	
109	Make lemonade using fresh lemons	✓	
110	You can eat much healthier simply	✓	
111	I will explain	✓	
112	Why graffiti is art		✓
113	I will explain	✓	
114	How graffiti is essential in our culture	✓	
115	There are some reasons	✓	
116	Why graffiti shows us the potential	✓	
117	Life has to offer	✓	
118	They may have never seen before	✓	
119	It connects them to the artist	✓	
120	The artist gets to know	✓	
121	Their work is loved	✓	
122	Who see it		✓
123	They can take a simple old building	✓	
124	Turn it into a masterpiece		✓
125	Putting their mark on it		✓
126	Who paint graffiti have made this art		✓
127	Graffiti artists can change the meaning	✓	
128	What they are drawing to the public	✓	
129	Graffiti has the power	✓	
130	They are expressing their artistic abilities	✓	
131	Their voices through a canvas	✓	
132	Their voices are the voices of our future	✓	
133	You can tell the quality of a person's painting	✓	
134	They are drawing	✓	
135	People will stand	✓	
136	Watch you paint for hours		✓
137	They will stand	✓	

138	People will then tell you	✓	
139	How much they like it	✓	
140	Share their thoughts and opinions		✓
141	The artist are no longer making art for themselves	✓	
142	Why graffiti is an art		✓
143	Graffiti can be made with many different materials	✓	
144	Graffiti is made	✓	
145	Which means no two pieces are the same		✓
146	Graffiti is a form of expression	✓	
147	It gives the reader or viewer the chance	✓	
148	Graffiti art is not meant to be understood	✓	
149	Everyone is meant to be appreciated	✓	
150	Every person must strive to educate themselves of the origins of graffiti		✓
151	It has evolved to this very day	✓	
152	It is a door	✓	
153	Little red riding hood's mother gave her a basket	✓	
154	Told her to walk through the forest		✓
155	Remember not to talk to strangers		✓
156	Little red riding hood met the big bad wolf		✓
157	Where are you going little girl?		✓
158	He asked with his biggest smile	✓	
159	Who had forgotten		✓
160	What her mother told		✓
161	The wolf took a shortcut	✓	
162	Ran ahead to grandmother's house	✓	
163	When he got there		✓
164	He went inside	✓	
165	He put on her cap	✓	
166	Climbed into her bed		✓
167	She walked right up to the bed	✓	

168	What big ears you have		✓
169	All the better to hear you with my dear	✓	
170	What big teeth you have		✓
171	All the better to eat you with	✓	
172	He jumped out of bed	✓	
173	Started chasing little red riding hood		✓
174	Who was chopping wood		✓
175	The forest heard little red riding hood	✓	
176	He came inside	✓	
177	Hit the wolf over the head		✓
178	The wolf fell to the ground	✓	
179	Grandmother popped out of his mouth	✓	
180	Grandmother all had cake and tea	✓	

2.1 Data Analysis

The analysis was conducted using Halliday’s theory of interpersonal metafunction, particularly the Mood system. A clause is composed of Mood and Residue. The Mood element consists of Subject and Finite, while the Residue consists of Predicator, Complement, and Adjunct. By identifying these components, the researcher determined the type of mood realized in each clause.

Data 1. Cristiano Ronaldo has very strong determination [Ch 1, Pg 11, Cl 1]

<i>Christiano ronaldo</i>	<i>has</i>	<i>Very strong determination</i>
Subject	Finite	Complement
Mood		Residue

Christiano Ronaldo functions as the subject, which is a proper noun and refers to a single individual, making it third person singular and the center of information in the clause. The word has functions as a finite verb that indicates the present tense, and this form is used because the subject is third person singular; in addition, has also acts as a predicator because it is the main verb that expresses the meaning of possession.

Furthermore, the phrase very strong determination functions as a complement that completes the meaning of the predicate and explains what the subject possesses; this phrase is a noun phrase with determination as the head noun, while very strong acts as a modifier that reinforces the meaning of the noun.

Overall, this clause has an interpersonal structure pattern of Subject + Finite + Complement and is in the form of a declarative clause, which is a clause used to convey or provide information to the reader or listener about the character or qualities possessed by the subject.

Data 2. He used to train very hard since his childhood [Ch 1, Pg 11, Cl 2]

<i>He</i>	<i>used to</i>	<i>train</i>	<i>very hard</i>	<i>since his childhood</i>
Subject	Finite	Predicator	Adjunct manner	Adjunct time
Mood				

Residue

In this clause, He functions as the subject, which is a personal pronoun referring to the third person singular and is the center of information exchange in the clause. The element used functions as a finite verb that marks the past tense and indicates a habit that occurred in the past. These two elements, namely the subject (He) and the finite verb (used), form the mood in the clause. Meanwhile, the Residue consists of the Predicator, train, which is the main verb that expresses the action of practicing performed by the subject.

Furthermore, the phrase very hard functions as an adjunct of manner that explains how or the intensity with which the action is performed, while the phrase since his childhood functions as an adjunct of time that provides information about when the habit began, namely since childhood. Overall, this clause is a declarative clause that serves to provide information about the subject's habit of practicing very hard since childhood.

Data 10. Normal football players will use their single leg [Ch 1, Pg 11, Cl 10]

<i>Normal football players</i>	<i>will</i>	<i>use</i>	<i>their single leg</i>	-
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

Normal football players function as the subject, which is a plural noun phrase referring to soccer players in general as the actors in the clause. The word will functions as a finite verb that marks the future tense and indicates the modality of the action to be performed. These two elements form the mood of the clause.

Furthermore, the Residue part consists of the Predicator, that is use, which is the main verb that expresses the action performed by the subject, and the Complement, that is their single leg, which is a noun phrase that complements the meaning of the predicate and describes the part of the body used by the subject. Overall, this clause is in the form of a declarative clause because it serves to convey information about actions that are usually or will be performed by soccer players.

Data 18. This helps ronaldo to do his famous free kick [Ch 1, Pg 11, Cl 18]

<i>This</i>	<i>helps</i>	<i>helps</i>	<i>ronaldo</i>	
Subject	Finite	Predicator	Complement	Complement
Mood		Residue		

This is called a demonstrative pronoun, which is a pronoun that refers to something that has been mentioned previously in the context. The word ‘helps’ functions as the main verb (lexical verb) that indicates the action and also marks the present tense. The word “Ronaldo” functions as a proper noun because it is the name of the person who is affected by the action of helping. Meanwhile, ‘to do his famous free kick’ is the second complement in the form of a to-infinitive clause or non-finite clause, which is a clause that describes the action performed by Ronaldo as a result of the process of helping.

Data 23. All of these have helped him achieve his success [Ch 1, Pg 12, Cl 23]

<i>All of these</i>	<i>have</i>	<i>helped</i>	<i>him</i>	<i>achieve his success</i>
Subject	Finite	Predicator	Complement	Complement
Mood		Residue		

The clause includes all of these functions as the subject in the clause. In English grammar, this phrase is a noun phrase consisting of the quantifier all, the preposition of, and the demonstrative pronoun these. This phrase refers to several things that have been mentioned previously in the context of the discourse and becomes an element that interacts with Finite in the Mood structure.

Have functions as the finite. In English, this word is an auxiliary verb used to form the present perfect tense. In SFL analysis, the finite marks the time of the event and indicates the validity of the proposition in the exchange of information between the speaker and the listener. Helped functions as the predicator. This word is the main verb in the past participle form, which expresses the process of the action in the clause. In the present perfect structure, the main verb appears after the auxiliary verb and serves to indicate an action that has occurred.

Him functions as a complement. In English, this word is an object pronoun that refers to someone who receives or is affected by the action expressed by the verb helped. In SFL analysis, a complement is an element that completes the meaning of the predicate in a clause. Achieve his success is the second complement in the clause. This part is a non-finite clause consisting of the verb achieve, the possessive determiner his, and the noun success. This clause describes the action or result achieved by the participant mentioned earlier, thus completing the meaning of the helping process expressed in the main clause.

Data 27. The football match took place about 5 years ago [Ch 2, Pg 34, Cl 1]

<i>The football match</i>	<i>took</i>	<i>place</i>	-	<i>5 years ago</i>
Subject	Finite	Predicator	Complement	Adjunct
Mood			Finite	

In this clause, **"The football match"** functions as the subject and it is a **noun phrase** consisting of the **definite article** *the* and the **noun** *football match*. The word **"took"** functions as the **Finite** because it indicates **past tense** and shows the time reference of the clause. The expression **"took place"** functions as the **Predicator**, which expresses the process or event occurring in the clause. Meanwhile, **"about 5 years ago"** functions as an **Adjunct**, which is an **adverbial phrase** providing additional information about the time when the event happened.

Data 36. My team was lucky to survive [Ch 2, Pg 35, Cl 12]

<i>My team</i>	<i>was</i>	-	<i>lucky</i>	<i>to survive</i>
Subject	Finite	Predicator	Complement 1	Complement 2
Mood			Residue	

My team called the **noun phrase (NP)**. A **noun phrase** is a grammatical unit that functions as a noun within a clause and can serve roles such as subject, object, or complement. **Was** in the clause *My team was lucky to survive* is called a **verb**, more specifically a **linking verb** (a form of the verb *be*). **Lucky** in the clause *My team was lucky to survive* is called an **adjective**. **Lucky** functions as a **subject complement** because it follows the linking verb **"was"** and describes the condition or state of the subject, **my team**.

Data 45. It attracts supporters [Ch 2, Pg 32, Cl 19]

<i>It</i>	-	<i>attracts</i>	<i>supporters</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

The clause "It attracts supporters" can be explained through the grammatical structure of each word. The word "It" is a personal pronoun functioning as the subject pronoun in the clause, i.e. the element that acts as the agent or the entity performing the action in the sentence. The word "attracts" is a verb, more specifically a lexical verb in the present simple tense, which indicates an action performed by the subject; the form "attracts" is used because the subject "it" is third person singular, so the verb requires an -s ending. Meanwhile, the word "supporters" is a plural noun or countable noun referring to people who give support to something, such as a team or a specific activity. Grammatically, "supporters" functions as the object or complement of the verb, i.e., the party receiving the action expressed by the verb "attracts." Thus, taken as

a whole, this clause indicates that the thing referred to by “it” has the ability to attract supporters

Data 55. Both teams were playing very rough and tough [Ch 2, Pg 36, Cl 29]

<i>Both teams</i>	<i>were</i>	<i>playing</i>	<i>very</i>	<i>rough and tough</i>
Subject	Finite	Predicator	Adjunct	Complement
Mood		Residue		

The clause Both teams were playing very rough and tough can be explained through the grammatical function of each word. The word both is a determiner used to refer to two entities together and serves to restrict or specify the noun that follows it. The word teams is a plural noun referring to two groups of players and, together with the determiner both, forms the noun phrase both teams, which functions as the subject of the clause. The word were is a verb, specifically the past tense form of the auxiliary verb be, used to form the past continuous tense and indicating that the action took place in the past. The word playing is a present participle verb functioning as the main verb in the progressive aspect, indicating that the activity was ongoing at a specific time in the past. The word very is an adverb of degree that serves to strengthen or intensify the meaning of the adjective that follows it. Meanwhile, the words rough and tough are adjectives that serve to describe the manner or character of the two teams’ play. Overall, this clause indicates that both teams were playing in a very rough and forceful manner at the time the event took place.

Data 50. I would like to talk [Ch 2, Pg 35, Cl 24]

<i>I</i>	<i>would</i>	<i>like</i>	<i>to talk</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In this clause, “I” is a personal pronoun functioning as the subject—the element that identifies the main agent or participant in the clause and serves as the focal point in the exchange of information. “Would” is a modal auxiliary functioning as the finite verb—the part of the verbal group that indicates modality (desire, politeness, or possibility) and conveys the speaker’s attitude toward the statement. “Like” is the main verb functioning as the Predicate, which is the element that expresses the main process or action performed by the subject; in this case, it expresses a desire. ‘To’ is an infinitive marker that introduces the infinitive form and connects the main verb to the action the speaker wishes to perform. “Talk” is the base form of the verb, which is part of the Complement—the element that completes the meaning of the predicate by describing the action desired by the subject.

Data 68. All of us know about benefits of eating healthier [Ch 4, Pg 84, Cl 1]

<i>All of us</i>	<i>-</i>	<i>know</i>	<i>about benefits of eating healthier</i>
Subject	Finite	Predicator	Adjunct
Mood		Residue	

In the clause “All of us know about the benefits of eating healthier,” the phrase “all of us” functions as the subject in the mood structure, as it indicates the agent of the process in the clause. The verb “know” functions as both the finite verb and the predicate, as it is the main verb that indicates the present tense and expresses the mental process of knowing. Meanwhile, the phrase “about the benefits of eating healthier” functions as an adjunct in the residue, as it provides additional information regarding what the subject knows.

Data 69. Proper nutrition helps us prevent cancer heart disease [Ch 4, Pg 84, Cl 2]

<i>Proper nutrition</i>	-	<i>help</i>	<i>us</i>	<i>prevent cancer heart disease</i>
Subject	Finite	Predicator	Complement 1	Complement 2
Mood		Residue		

In the clause “Proper nutrition helps us prevent cancer and heart disease,” the phrase “proper nutrition” functions as the subject because it is the main agent or participant in the clause. The word “helps” functions as the predicator because it expresses the action of helping. The word “us” functions as a complement because it is the party receiving the help from that action. Meanwhile, the phrase “prevent cancer and heart disease” also functions as a complement because it completes the meaning of the predicator “helps,” explaining the purpose or result of that help, namely, preventing diseases such as cancer and heart disease. Thus, in the interpersonal structure

Data 70. It allows us to lose weight [Ch 4, Pg 84, Cl 3]

<i>It</i>	-	<i>allows</i>	<i>us</i>	<i>to lose weight</i>
Subject	Finite	Predicator	Complement 1	Complement 2
Mood		Residue		

In the clause “It allows us to lose weight,” the word “it” functions as the subject because it is the main participant in the clause. The word “allows” functions as the predicator because it expresses the process of granting permission or making something possible. The word “us” functions as the complement because it indicates the recipient of the predicator’s action. Meanwhile, the phrase “to lose weight” also functions as a complement because it completes the meaning of the predicator “allows,” that is, it explains the action or goal that “us” can achieve, namely losing weight.

Data 71. Eating healthier also helps to enhance our mood substantially [Ch 4, Pg 84, Cl 4]

<i>Eating healthier</i>	-	<i>Helps</i>	<i>also</i>	<i>to enhance our mood</i>	<i>Substantially</i>
Subject	Finite	Predicator	Adjunct	Complement	Adjunct
Mood		Residue			

In the clause “Eating healthier also helps to enhance our mood substantially,” the phrase “eating healthier” functions as the subject because it is the agent or the main process in the clause. The word “helps” functions as the predicator because it expresses the action of helping. The word “also” functions as an adjunct because it provides additional information that this action is in addition to something else that has already been mentioned. The phrase “to enhance our mood” functions as a complement because it completes the meaning of the predicator “helps” by explaining the purpose or result of the action. Meanwhile, the word “substantially” functions as an adjunct because it is an adverb that provides information regarding the degree or extent of the improvement in mood.

Data 72. We are alive [Ch 4, Pg 84, Cl 5]

<i>We</i>	<i>are</i>	-	<i>alive</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In this clause, “We are alive,” the word “we” functions as the subject because it indicates the agent or participant in the clause. The verb “are” functions as the finite verb because it indicates the present tense. The word “alive” functions as the complement because it is an adjective that describes the state or condition of the subject “we.”

Data 120. I will explain [Ch 5, Pg 109, Cl 1]

<i>I</i>	<i>will</i>	<i>explain</i>
Subject	Finite	Predicator
Mood		Residue

In the clause “I will explain,” the word “I” functions as the subject because it indicates the agent of the action in the clause. The word “will” functions as a finite verb because it is an auxiliary verb that marks the future tense and forms part of the mood structure in interpersonal analysis. The word “explain” functions as the predicate because it is the main verb that expresses the action to be performed by the subject. In this clause, there is no Complement or Adjunct, so the Residue consists only of the Predicate, that is “explain.”

Data 121. Why graffiti is art [Ch 5, Pg 109, Cl 2]

<i>Graffiti</i>	<i>is</i>	-	<i>Why</i>
Subject	Finite	Predicator	Adjunct
Mood		Residue	

In the clause “Why graffiti is art,” the word “graffiti” functions as the subject because it is the topic or main element of the clause. The verb “is” functions as a finite verb because it indicates the present tense. The noun “art” functions as the complement because it describes or identifies the state of the subject “graffiti.” Meanwhile, the word “why” functions as an adjunct because it is an interrogative adjunct that indicates a reason or a question about the cause of something.

Data 124. There are some reasons [Ch 5, Pg 109, Cl 5]

<i>There</i>	<i>are</i>	-	<i>Some reasons</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In the clause “There are some reasons,” the word “there” functions as the subject in the form of an existential subject—that is, a subject used to express the existence of something. The verb “are” functions as the finite verb because it indicates the present tense. The phrase “some reasons” functions as the complement because it specifies the thing whose existence is stated by the clause.

Data 127. They may have never seen before [Ch 5, Pg 109, Cl 8]

<i>They</i>	<i>may</i>	<i>have seen</i>	<i>never before</i>
Subject	Finite	Predicator	Adjunct
Mood		Residue	

In the clause “They may have never seen before,” the word “they” functions as the subject because it identifies the agent of the action in the clause. The word “may” functions as a finite verb because it is a modal auxiliary that expresses possibility and is part of the mood structure. The phrase “have seen” functions as the predicate because it is part of the verbal group that expresses the process of seeing. The word “never” functions as an adjunct that provides information about frequency or affirms that the action has never occurred. Meanwhile, the word “before” also functions as an adjunct because it provides temporal information indicating that the action has never occurred previously.

Data 128. It connects them to the artist [Ch 5, Pg 109, Cl 9]

<i>It</i>	-	<i>connects</i>	<i>them</i>	<i>to the artist</i>
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

In the clause “It connects them to the artist,” the word “it” functions as the subject because it is the main participant in the clause. The word “connects” functions as the predicate because it indicates the present tense and expresses the action of connecting. The word “them” functions as the object because it is the recipient of the predicate’s action. Meanwhile, the

phrase “to the artist” functions as an adjunct because it is a prepositional phrase that provides additional information regarding the direction or destination of the connection that is, to the artist.

Data 160. Little red riding hood’s mother gave her a basket [Ch 6, Pg 135, Cl 1]

<i>Little red riding hood’s mother</i>	-	<i>gave</i>	<i>her a basket</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In the clause “Little Red Riding Hood’s mother gave her a basket,” the phrase “Little Red Riding Hood’s mother” functions as the subject because it is the agent of the action in the clause. The verb “gave” functions as the predicate because it expresses the act of giving. The phrase “her a basket” functions as the complement because it identifies the recipient of the act of giving.

Data 161. Told her to walk through the forest [Ch 6, Pg 135, Cl 2]

<i>She (implicit)</i>	-	<i>told</i>	<i>her to walk through the forest</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In the clause “Told her to walk through the forest,” the subject is not explicitly stated, but can be inferred from the preceding context, namely she (Little Red Riding Hood’s mother). The word “told” functions as a predicate because it expresses the action of giving a command or saying something. The phrase “her to walk through the forest” functions as a complement because it is the recipient of the action and also because it completes the meaning of the predicate “told,” that is, it explains the content or action commanded to her.

Data 162. Remember not to talk to strangers [Ch 6, Pg 135, Cl 3]

<i>You (implicit)</i>	-	<i>remember</i>	<i>not to talk to strangers</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In the clause “Remember not to talk to strangers,” this is an imperative clause, so the subject “you” is not explicitly stated (it is implicit), and a finite verb typically does not appear. The word “remember” functions as the predicate because it is the main verb expressing the action of remembering or heeding a warning. The phrase “not to talk to strangers” functions as a complement because it completes the meaning of the predicate “remember” by specifying what must be remembered, namely, the prohibition against speaking to strangers.

Data 164. Where are you going? [Ch 6, Pg 135, Cl 5]

<i>You</i>	<i>are</i>	<i>going</i>	<i>where</i>
Subject	Finite	Predicator	Adjunct
Mood		Residue	

In the clause “Where are you going, little girl?”, the word “you” functions as the subject because it identifies the performer of the action in the clause. The word “are” functions as the finite verb because it is an auxiliary verb that marks the present continuous tense and is part of the mood structure. The word “going” functions as the predicate because it is the main verb that expresses the action currently being performed by the subject. The word “where” functions as an adjunct because it is a WH-interrogative adjunct that asks for information about the place or destination of the action.

Data 168. The wolf took a shortcut [Ch 6, Pg 136, Cl 9]

<i>The wolf</i>	-	<i>took</i>	<i>a shortcut</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In the clause “The wolf took a shortcut,” the phrase “the wolf” functions as the subject because it is the agent of the action in the clause. The verb “took” functions as the predicate because it expresses the action performed by the subject. The phrase “a shortcut” functions as the complement because it completes the meaning of the predicate “took” by indicating what the subject took.

3.1 Research Result

Based on the data analysis, the researcher identified 186 clauses taken from the reading texts in Chapters 1 to 6 of the English textbook *Bahasa Inggris: Work in Progress*. Each clause was analyzed using Halliday’s Systemic Functional Linguistics (SFL), particularly the interpersonal metafunction through the Mood system. The analysis was conducted by identifying the Mood elements (Subject and Finite) and the Residue elements (Predicator, Complement, and Adjunct) in order to determine the type of mood realized in each clause.

The clauses were then classified into three mood types: declarative, interrogative, and imperative. The results of the analysis show that all three mood types appear in the textbook; however, their distribution is not equal. The findings indicate that declarative mood dominates the data, followed by imperative mood and interrogative mood.

The mood types found in the data can be seen in the following table 4.2.

No	Mood types	Frequency	Percentage
1	Declarative	147	81.6%
2	Interrogative	15	8.3 %
3	Imperative	18	10 %
Total		180	100%

P = Number of each mood

$$\frac{180}{\quad} \times 100\%$$

Based on the analysis of the data taken from the English textbook *Bahasa Inggris: Work in Progress* for Grade X, a total of 180 clauses were identified and analyzed using Halliday’s Systemic Functional Linguistics (SFL), particularly focusing on the Mood system as part of interpersonal metafunction. The clauses were classified into three types of mood: declarative, interrogative, and imperative.

The distribution of mood types shows that declarative mood is the most dominant, with a total of 147 clauses (81.6%). This indicates that the textbook primarily functions to provide information, explanations, and descriptions to students. Most of the clauses are in the form of statements, which reflects the role of the writer as an information provider and the students as recipients of knowledge. The dominance of declarative mood suggests that the learning material emphasizes the delivery of content and factual information.

Furthermore, imperative mood appears in 18 clauses (10 %), making it the second most dominant type. Imperative clauses are mainly found in instructions, exercises, and task directions. These clauses function to give commands, suggestions, or guidance, directing students to perform certain actions during the learning process. This shows that the textbook also supports student engagement by guiding them through various learning activities.

On the other hand, interrogative mood is the least dominant, with only 15 clauses (8.3%). These clauses are used to ask questions and demand information, aiming to stimulate

students' thinking and comprehension. Although the number is relatively small, interrogative clauses still play an important role in encouraging interaction and developing students' critical thinking.

Overall, the findings indicate that the realization of interpersonal function in the textbook is dominated by declarative mood, which emphasizes the informative nature of the text. However, the presence of imperative and interrogative moods shows that the textbook also incorporates elements of interaction and communication, although in a more controlled manner. This pattern suggests that the textbook positions students mainly as receivers of information, while still providing opportunities for participation through instructions and questions.

4.1 Research Discussion

This research aims to analyze the interpersonal function in the English textbook *Bahasa Inggris: Work in Progress* by using Halliday's Systemic Functional Linguistics (SFL), particularly through the Mood system. The analysis focused on identifying the grammatical elements of Mood (Subject and Finite) and Residue (Predicator, Complement, and Adjunct) in each clause. From the analysis of 180 clauses, three types of mood were identified, that is declarative, imperative, and interrogative.

The findings show that declarative mood is the most dominant type found in the textbook. Declarative clauses are mainly used to present information, describe events, and explain certain topics in the reading texts. In the interpersonal perspective, declarative clauses function to give information, where the writer acts as the provider of information and the reader (students) acts as the receiver of information. This finding indicates that the textbook primarily functions as a medium for delivering knowledge to students. The dominance of declarative clauses is also reasonable because most of the texts in the textbook are descriptive, narrative, and explanatory texts that aim to provide information and learning materials.

The second most frequent mood type found in the data is imperative mood. Imperative clauses are mostly used in activity instructions, tasks, and directions in the textbook. In this type of clause, the subject "you" is usually omitted but understood implicitly. Imperative clauses function to demand goods and services, meaning that the writer expects the students to perform certain actions such as answering questions, discussing ideas, observing pictures, or completing exercises. The use of imperative clauses shows that the textbook not only provides information but also guides students in carrying out learning activities.

Meanwhile, interrogative mood appears as the least frequent mood type in the textbook. Interrogative clauses are generally used to ask questions related to the reading texts or learning activities. These clauses function to demand information from the students. In the context of textbooks, interrogative clauses are often used to stimulate students' thinking, comprehension, and engagement with the learning material. Even though the number of interrogative clauses is relatively small, their presence is important because they create interaction between the writer and the students as readers.

The findings of this research indicate that the interpersonal relationship constructed in the textbook reflects a pedagogical interaction similar to the interaction between teacher and students in the classroom. Through declarative clauses, the writer provides information and explanations. Through imperative clauses, the writer directs students to perform learning activities. Meanwhile, interrogative clauses encourage students to think critically and respond to the learning material.

Therefore, it can be concluded that the interpersonal function in the textbook is realized through the use of different mood types that represent different communicative purposes. The dominance of declarative clauses shows that the textbook mainly functions as a source of information, while imperative and interrogative clauses support the learning process by providing instructions and encouraging student participation. These findings support Halliday's

theory that language is used not only to convey information but also to establish social interaction between participants in communication.

This result is in line with previous studies that also found the predominance of declarative mood in constructing interpersonal meaning. For instance, Harahap (2021) found that declarative clauses were dominantly used in textbook conversations, indicating that the writer tends to position students as receivers of information. Similarly, the present study shows that declarative mood functions mainly to provide information and explanations, reinforcing the role of the textbook as a source of knowledge. This similarity suggests that English textbooks, regardless of their format, consistently emphasize informational delivery in shaping interpersonal interaction.

However, this study also presents differences when compared to other previous research. Vinchristo (2022), for example, found that interrogative mood was dominant in business editorials, reflecting a more interactive and evaluative style used to engage readers critically. In contrast, the current study shows that interrogative mood appears less frequently and is mainly used to guide students' comprehension rather than to challenge or evaluate opinions. This difference is influenced by the nature of the text, where textbooks are designed for instructional purposes, while editorials aim to persuade and involve readers in critical thinking. Therefore, the communicative purpose of the text significantly affects the realization of interpersonal function.

In addition, the findings of this study also differ from Simanjuntak et al. (2022), who analyzed spoken discourse and found that interpersonal meaning was strongly influenced by the speaker's role in direct interaction. In this study, however, interpersonal function is realized through written instructional discourse, where interaction is indirect but still systematically constructed through mood choices. Despite the absence of real-time communication, the presence of imperative and interrogative clauses in the textbook still encourages student participation, although in a more structured manner. This indicates that interpersonal meaning can be effectively realized not only in spoken discourse but also in written educational texts.

Furthermore, this study shares a theoretical similarity with Shekhani and Taha (2023), who also found that declarative mood dominates in public speeches. However, while their study highlights the use of declarative mood to build persuasion and express attitudes, the present study shows that declarative mood in textbooks primarily functions to deliver knowledge and organize learning content. This difference highlights how the same linguistic feature can serve different interpersonal purposes depending on the context and genre of the text.

Overall, the comparison with previous studies demonstrates that although there are similarities in the dominance of declarative mood, the function and distribution of mood types vary depending on the type of discourse. The findings of this study confirm that the textbook supports communicative learning by combining declarative, interrogative, and imperative moods, but still places greater emphasis on information delivery. This reinforces the idea that interpersonal function in educational texts is shaped by pedagogical goals, where interaction is guided and structured to support students' learning process.

5. Conclusions

Based on the analysis of interpersonal function in the English textbook *Bahasa Inggris: Work in Progress* using Halliday's Systemic Functional Linguistics (SFL), particularly through the Mood system, the conclusions are drawn in line with the research questions.

First, related to the realization of interpersonal function, the analysis shows that interpersonal meaning in the textbook is realized through the Mood structure of clauses. Each clause consists of mood elements, that is subject and finite, and Residue elements, including Predicator, Complement, and Adjunct. These elements function systematically to express interaction between the writer and the reader, where the writer positions themselves as the information provider and the students as the receivers. Therefore, the realization of

interpersonal function in this textbook reflects a clear communicative relationship in the teaching and learning context.

Second, in relation to the types of mood and their dominance, three types of Mood are identified in the 180 clauses analyzed, namely declarative, imperative, and interrogative. Among these, declarative Mood is the most dominant type. Declarative clauses are primarily used to give information, describe events, and explain materials in the textbook, indicating that the main function of the text is to deliver knowledge to students.

Furthermore, imperative mood appears as the second most frequent type. It is mostly found in instructions and exercises, functioning to demand goods and services from students, such as completing tasks, answering questions, and participating in activities. This shows that the textbook also plays a role in guiding students' learning processes. Meanwhile, the interrogative mood is the least frequent type found in the data. It is used to ask questions and demand information, aiming to stimulate students' critical thinking, comprehension, and classroom interaction.

Overall, the findings indicate that the interpersonal meaning in the textbook is realized through different mood types that represent different communicative purposes. The dominance of declarative clauses reflects the informational nature of the textbook, while imperative and interrogative clauses support the learning process by providing instructions and encouraging students' engagement.

References

- Anshari, R., Hanifa, D., Miransyah, I. O., & Sennya Nurditasari, S. x. (2021). Interpersonal Function in Course Webtoon Comic: A Systemic Functional Linguistics Analysis. *Journal of English Language Teaching and Linguistics*, 6(1), 27. <https://doi.org/10.21462/jeltl.v6i1.487>
- Aspriza, S., Sidabutar, U., & ... (2025). Textual Function on the Vocational High Student's Textbook: A Systemic Functional Linguistics Approach. *Jurnal Kajian Ilmu ...*, 6(2), 449–456. <http://www.journal.al-matani.com/index.php/jkip/article/view/1360%0Ahttps://www.journal.al-matani.com/index.php/jkip/article/download/1360/897>
- Bailey, K. M. (2003). Speaking. Practical English language teaching. In *New York: Mcgraw-Hill Companies* (pp. 47–59).
- Bloor, M., & Bloor, T. (2017). Systemic functional linguistics. In *The Routledge handbook of critical discourse studies* (pp. 151–164). Routledge.
- Cheung, Y. L. (2016). *Chapter 12 Teaching Writing Yin Ling Cheung*. 1–20.
- Darong, H. C. (2021). Interpersonal Function of Joe Biden's Victory Speech (Systemic Functional Linguistics View). *Journal of Education Research and Evaluation*, 5(1), 57. <https://doi.org/10.23887/jere.v5i1.31420>
- Eggs, S. (2004). *Introduction to systemic functional linguistics*. A&c Black.
- Halliday, M. A. K. (1995). Systemic theory. In *Concise history of the language sciences* (pp. 272–276). Elsevier.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2013). Halliday's introduction to functional grammar: Fourth edition. In *Halliday's Introduction to Functional Grammar: Fourth Edition*. <https://doi.org/10.4324/9780203431269>
- Hasan, R. (2009). The place of context in a systemic functional model. *Continuum Companion to Systemic Functional Linguistics*, 166–189.
- Huberman, A. M., Saldana, & Johnny. (2014). Qualitative data analysis. In *Research and Evaluation for Busy Students and Practitioners*. <https://doi.org/10.51952/9781447366263.ch012>
- Martin, J. R. (2013). Systemic functional linguistics. In *Framing Languages and Literacies* (pp. 24–50). Routledge.
- Richards, J. (2015). The Role of Textbooks in a Language Program. *The Role of Textbooks in a*

Language Program, June, 1.

Schmitt, N. (1968). An introduction to applied linguistics second edition. *The Bible Translator, 19(4)*, 177–177.

Siahaan, Sahat Taruli. S. B. T. S. (2023). A *THEME TYPES ANALYSIS OF PARATACTIC CLAUSE COMPLEXES. 5(1)*, 160–170.

Thompson, G., Bowcher, W. L., Fontaine, L., & Schönthal, D. (2019). *The Cambridge handbook of systemic functional linguistics*. Cambridge University Press Cambridge.

Tipping, D. (2009). Reading skills. *TLS - The Times Literary Supplement, 5534*, 6. <https://doi.org/10.2307/810505>