

Ideational Meta-Function Meaning Perspective in Jane Eyre's Novel

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ABSTRACT

Based on Michael Halliday's Systemic Functional Linguistics (SFL) theory, this study examines the meaning of Charlotte Brontë's Jane Eyre from the standpoint of ideational meta-function. The way that ideas and experiences are expressed in language, particularly through the contexts, participants, and processes in the text, is reflected in the ideational meta-function. To explain the character dynamics and the novel's primary themes—such as freedom, gender equality, morality, and emotional conflict, this research points out the utilization of material, mental, and relational processes in the main dialogues. The analysis's findings demonstrate that, particularly in discourses that emphasize women's social constraints, relational mechanisms tend to be applied to character identity and social positions. The introspection of the main character, such as Jane's contemplation of her autonomy and self-worth, is exhibited through mental processes. Material processes, on the other hand, show the characters' tangible responses to different difficulties. Furthermore, the novel's ideological meaning is reinforced by the circumstances, including comparison and periodicity.

Abstrak

Berdasarkan teori Linguistik Fungsional Sistemik (SFL) Michael Halliday, penelitian ini meneliti makna Jane Eyre karya Charlotte Brontë dari sudut pandang metafungsi ideasional. Cara ide dan pengalaman diekspresikan dalam bahasa, khususnya melalui konteks, partisipan, dan proses dalam teks, tercermin dalam metafungsi ideasional. Untuk menjelaskan dinamika karakter dan tema utama novel—seperti kebebasan, kesetaraan gender, moralitas, dan konflik emosional, penelitian ini menunjukkan pemanfaatan proses material, mental, dan relasional dalam dialog utama. Temuan analisis menunjukkan bahwa, khususnya dalam wacana yang menekankan kendala sosial perempuan, mekanisme relasional cenderung diterapkan pada identitas karakter dan posisi sosial. Introspeksi karakter utama, seperti perenungan Jane tentang otonomi dan harga dirinya, ditunjukkan melalui proses mental. Proses material, di sisi lain, menunjukkan respons nyata karakter terhadap berbagai kesulitan. Lebih jauh lagi, makna ideologis novel tersebut diperkuat oleh keadaan-keadaan, termasuk perbandingan dan periodisasi.



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1. Introduction

One of the most crucial aspects of social contact for everyone is language. Amalia and Juanda (2021) claimed it is possible to produce and retain cultural content through language. Meaning and aim pass on through language. Understanding the meaning and intent can be facilitated by the speaker's usage

of certain characteristics. Through language, humans constantly learn how to accomplish tasks and construct meaning using grammatical resources and word choices. Bloor and Bloor (2004: 2) state that the language we employ always generates meaning, since speaking carries a message. Zaimar (2014) asserts that language serves as a tool for social behavior and action within communication. These characteristics enable readers or listeners to comprehend the meaning and intent being communicated. These qualities become distinguishing traits and become the function of language if they are researched more thoroughly.

Every person's language conveys a message or meaning when they interact. Yuniar et.al (2023) told depending on the situation's and culture's background, different messages will develop. In order to communicate with people and create meaning from the experiences created, language is applied. Additionally, learning a language provides us with indirect knowledge of its sociocultural context. The reason for this is that the sociocultural setting in which a language is spoken directly affects the language's idioms, proverbs, phrases, and other components. Language and culture are interconnected as a result of their respective influence. From the standpoint of its users, language is a reflection of culture as a whole. Mu-Kuo and Chieh-Lai (2006) states, that the link between language and culture has a significant impact on the smooth exchange of ideas among people, tribes, and nations. Depending on the speaker's social background, languages, such as English, have variants or varieties that are employed in social contexts.

One of the data corpuses that can be used in language research is literary works, including novels. Novels can show an author's creativity in analyzing societal norms. One way to learn about society and its culture is via novels, and one such phenomenon is the gender phenomenon. Throughout their lives, women frequently face discrimination. The topic of women's battles garners interest since it informs people about their fight for equality and freedom. The *Jane Eyre* novel by Charlotte Bronte is used in the present research. The Victorian era is the setting for *Jane Eyre*, written by Charlotte Bronte. The most significant stage of a woman's life at the time was thought to be marriage. Regarding marriage as a survival need, the majority of women do not have the right to live alone or to choose not to get married. Women are often perceived as dependent on men's income due to society's suppression of their independence. The rules and regulations that surround women are portrayed as preventing them from engaging in employment that could sustain their personal life, denying them property rights, and forcing them into marriage. Since a woman will only become a wife and be heavily reliant on her husband, anything she desires will be meaningless. Most people agree that *Jane Eyre* is a classic. With its realistic depiction of a woman's inner existence, highlighting her battles with her innate urges and social circumstances, it brought new authenticity to the Victorian novel. As stated by Guilem (2018), as a great work of literature, this novel represents the struggle for women's rights.

The idea behind the research is that Systemic Functional Linguistics, or SFL, it is a technique related to text understanding that is applied in language

research. Analysis and comprehension are closely connected ideas. Understanding a text or explanation is essential before evaluating it to ascertain its intention and purpose in order to make it easier to understand. *Jane Eyre* is a cultural text that reflects and may even advance specific concepts about feminism and identity, as we might examine. by using an SFL to analyze the text dialogue and to approach the novel as a pleasure thing. Language, according to Michael Halliday, is a social semiotic system that generates meaning. He created a theory known as systemic functional linguistics, or SFL, based on this perspective. These functions combine to generate a single entity known as a meta-function, based on the Systemic Functional Linguistics (SFL) perspective.

Halliday in Bakuro Justine (2017) introduced the systemic and functional theories of linguistics, which had a big influence on the discourse approach used. Halliday (2010, 42) makes a connection between social theory and language and discourse analysis. According to Halliday, SFL analysis is an analysis of language use in writing and speech as a social practice. When speech is defined as a social practice, a dialectical relationship between specific discourse events is implied. When we talk about dialectical relationships, we are talking about the interaction between two things: discursive events that create and mold social structures, institutions, and situations. Text is used to transcribe both written communication and spoken interactions. In the words of Halliday and Matthiessen (2004), the mood grammar system with the different speech roles, giving and demanding, and the characteristics of information and commodities like products and services highlight interpersonal meaning. While expecting the implies providing, meaning that the listener provides information to the speaker in return, giving implies receiving, where the listener receives information from the speaker. The offer, command, statement, and question are the four primary speech functions that result from combining the two speaking roles. According to Halliday and Matthiessen (2004), the grammatical category, the general mood principle in clauses used for information transmission is indicative, but it is necessary when exchanging products and services.

The ideational meta-function, also known as ideational meaning, is one of the meta-functions in functional systemic linguistics that is frequently used in dialogue in literary works, especially novels. The experiencing meta-function is another name for the ideational meta-function. In the words of Halliday in Mushodiq and Suhono (2017), ideational meaning is formed by process, participants, and context. It means that the process is represented by a collection of verbs, the participants by a collection of nouns, and the circumstances by a combination of adverbs. With regard to the process type, this research especially aims into the way ideational meaning is realized. In order to analyze ideational meaning, the method is crucial. The process not only reflects the author's or speaker's worldview, but it also has the power to affect its participants. This supports Alaei and Ahangari's (2016, 208) assertion that the author's ideology will be determined by the process type that manifests itself the most frequently among the various types, as well as the types of

process verbs and circumstantial elements used to describe the various characters in the story itself.

The previous research about ideational meta-function had researched by Sukron Marzuki, Djatmika and Sri Marmanto in 2017. The research title is *Realisasi Makna Ideasional Dalam Teks Komentator Sepakbola Final Piala Aff.* The research is Depending on the transitivity process, they can be found in six different kinds of clauses. Material, mental, verbal, behavioral, relational, and existential processes are the six categories of processes that can be analyzed. This led to the most common material procedure utilized by the commentators. The commentator's text does not mention verbal or mental behavioral processes. Their research is very different, because they use transitivity and not ideational. In addition, their research does not use novels as their main data source.

The second research is from Putri Yuni Utami, M.R Nababan and Riyadi Santosa in 2021. Their research title is *The Divergent Of Ideational Metafunction Realizations In Graphic Translation Novel.* The results demonstrate the diverse ideational realizations in the translation that occur in experiential meaning intransitivity structure and lexical items logical meaning, even though it employs ideational and uses novels as the primary data source. Intertextuality, politeness approach, and idiom phrases cause the differences in transitivity structure and lexical items. Two aspects contribute to the logical subtype divergence in clauses interdependency: the speech balloon format's constraints and the translation's degradation of clause rank, which destroys the source language's structure.

The third research is from Elisabet Hutabarat, Herman, Dumaris E. Silalahi, Partohap Saut Raja Sihombing pada tahun 2020. An Analysis of Ideational Metafunction on News Jakarta Post about Some Good Covid-19 Related News. That component of the transitivity system was demonstrated by the research findings. Situations, participants, and processes are the three transitive systems. Initially, 177 participants were identified (goal, actor, sayer, sensor, verbiage, value, token carrier, attribute, behavior, client, recipient, phenomenon, and receiver). The biggest percentage of participants, roughly 26.55%, had been the actors. The second process revealed material, mental, linguistic, behavioral, and relational with a total of 103 processes, with material accounting for around 44.67%. With calculations of 80 times, the third circumstance discovered extent, locution, contingency, method, matter, and role. At around 30%, the highest circumstance is time or extents.

2. Literature Review

MAK Halliday set up the linguistic approach known as Systemic Functional Linguistics (SFL) in the 1960s. SFL focuses on the purpose of language over its form, thinks of the text as the primary unit of study, and stresses the role of language in social contexts and usage. A proponent of Systemic Functional Linguistics (SFL), Halliday views language as more than just a textual structure; it is a social and cultural system. The idea behind it, is founded on the ideas of Firth, who highlighted how crucial situational context is

to language comprehension. According to Firth in Halliday et.al (2016. 37), language must be understood in light of the social and cultural interactions that surround it rather than in an empty space. A text is defined by Halliday and Matthiessen (2014) as any kind of language that is presented in any format and that its consumers may understand within the context of its content. The primary need for a text is that it has context-specific meaning. Halliday (2004, 28). SFL uses a conceptual framework that emphasizes language's functional aspects over its formal.

Clauses are considered sources of meaning that are utilized to represent experiences (clause as representation) in the ideational meta-function dimension. Experiences with the world are expressed through ideational meta-function. Djatmika. (2014) explains that at this level, a clause represents a number of processes in the continuous human experience, giving it meaning. Some of the actors in this dimension are actively involved in the process. The actor, according to Halliday and Matthiessen (2014, 64), is the one who performs the action that takes place. Based on the quotation, every process type in the ideational meta-function represents a distinct model for understanding a specific experience subject. There are two forms of ideational meta-functions: experiential and logical. Complex sentences and groups are the structures that reflect logical ideational meaning, whereas transitivity is the grammar that represents experiential ideational meta-functions.

Language discourse has three metafunctions, according to Halliday in Santosa (2011, 4). These are ideational (i.e., logical and experiential), interpersonal (i.e., transactional and interactional), and textual. In various contexts, these meta-functions serve as the framework for meaning and discourse function. In ideational meta-functions, there are some ways to find and explain meanings, as follows: experiential and logic. Questions like Who or what will be taking a role? What conducts us " and What is taking place?" are all addressed by ideational meaning. A significant role of language, according to Derewianka (2022, 27), is to allow us to communicate about our experiences, reflect on our views, and exchange ideas and knowledge. This is what Halliday calls language's "ideational" or experiencing function. In experiential, Bloor, T. and Bloor, M. (2013) asserted that these meanings underlie the different functional approaches to language and correlate to the register variables mode, field, and tenor.

3. Method

Halliday's linguistic theory, Systemic Functional Linguistics, is used in the present research. Discourse in relation to grammar and related social theory is the focus of this theory. As stated by Wulansari (2016, 29), social theory is used to explain the meaning of words by incorporating social and cultural settings, whereas grammar is utilized to determine the function of word order. It is also impossible to divorce language's meta-function, which is inherent in language from its usage in discourse. The three meta-functions, according to Halliday (1994), are the ideational, interpersonal, and textual functions.

On top of that, the present analysis applies a descriptive-analytical research methodology. In Rakhmat et al. (2022, 232), Ratna claims that the descriptive-analytical method is a research approach that uses data analysis activities to try to characterize facts. This approach involves a data processing technique that interprets research objects and presents data in greater detail through analysis of a variety of parameters. With a focus on inductive analysis, this work necessitates an open and adaptable phenomenological thinking approach.

4. Result And Discussion

This research focuses to what Jane Eyre discusses is the first thing that we must analyze, by using Halliday thought about SFL. Instead, the story of Jane Eyre talks about an orphan kid whose deceased husband, Mr. Reed, entrusts to her aunt, Mrs. Reed. He begs his wife to care for Jane as if she were his biological daughter before he passes away, but Mrs. Reed breaks her word. Consequently, both her aunt and her relatives, particularly John Reed, marginalize Jane. We'll try find out how Jane Eyre has inspired and impacted many women and critics, through some corpus analysis. The main purpose of this analysis is to identify the most significant the language, used, through Halliday's SFL in the novel's dialogue.

Tabel 1
Ideational Meta-Function

Dialogue	Context	Ideational	Dialogue Function
Women are supposed to be very calm generally: but women feel just as men feel (Ch.12) (https://www.sparknotes.com/lit/janeeyre/quotes/page/4/)	Gender equality	Brontë's criticism about gender norms that lock women. It is the reflection of her ideas.	Educating readers about freedom and gender issues, particularly as they impact for women.
Do you think I can stay to become nothing to you? Do you think I am an automaton? a machine without feelings?... You think wrong! I have as much soul as you, and as full as much heart! (Ch:23) (https://www.sparknotes.com/lit/janeeyre/quotes/page/4/)	Jane expressed her anger, because she feels being belittled.	The idea that women are lifeless objects is one that Jane opposes.	It reflects Jane and Mr. Rochester's psychological conflict.

notes.com/lit/janee yre/full- text/chapter-xxiii)			
Do you think I am an automation- a machine without feelings? (Ch.23) (https://www.sparknotes.com/lit/janeeyre/full-text/chapter-xxiii/)	Rejecting preconceptions related to class and gender	By criticizing societal norms around women, this conversation reflects early feminist concepts.	Jane's feelings and ideals transcend th e boundaries of her gender
You were formed for labour, not for love (Ch.34) (https://www.sparknotes.com/lit/janeeyre/full-text/chapter-xxiii/)	Self- identification and emotional intelligence in relationships are acknowledged.	Represents Jane's rigid marriage thoughts toward St. John Rivers.	The conflict between spiritual calling and the needs of the heart was highlighted by St. John Rivers, who articulated both religious and pragmatic viewpoints.
I am no bird; and no net ensnares me. I am a free human being with an independent will (Ch.23) (https://www.sparknotes.com/lit/janeeyre/full-text/chapter-xxiii/)	Jane's desire to be free.	As a woman in a pa triarchal society, Ja ne's fight for auton omy and freedom.	It points out Jane's character: exceptio nally capable and independent

From the table. 1, we can analyze that class struggle and social standing are reflected in dialogue. The exchange between Jane Eyre and Mr. Rochester is an example of this type of dialog. The disparities between their socioeconomic strata are frequently emphasized by them. As an illustration, when Rochester states: ***Do you think I am automation- a machine without feelings?*** Jane's opinions on social injustice and her self-worth assertion in spite of her social inferiority are revealed via the ideational meta-function in this dialogue. Her fight against class standards that devalue people of lower social classes is reflected in this. Secondly, there is a dialogue above, serves as a conduit for tension in the emotions. There is a lot of emotional strain in the interactions between Jane and Mr. Rochester. For instance, when Jane aimed to reject Mr. Rochester, showed in: ***You were formed for labor, not for love*** (Ch.34) In researching ideational meta-function, the dialog also represents freedom and identity.

Table.2
Ideational Meta-Function Process

Dialogue	Process	Participant	Circumstances	Meaning
Women are supposed to be very calm generally	Relational	Woman is an attributive bearer Calm is the attributive	In general	Women must maintain composure in order to comply with societal norms.
Women feel just as men feel	Mental	Women and men	Comparison lust as	Emotional needs and feelings are the same for women and men.
Do you think I can stay to become nothing to you?	Mental: cognitive	You: Rochester I: Jane	None	Jane never wants to be seen as a person, who does not have any emotion
Do you think I am an automaton?	Relational : identification	Jane	Without condition	any As stated by Jane, she is not a lifeless thing.
You think wrong!	Mental: cognitive	You: Rochester	None	Jane is adamant that Rochester has an inaccurate perception of her .
I have as much soul as you, and as full as much heart! (Ch:23) (https://www.sparknotes.com/lit/janeeyre/full-text/chapter-xxiii/)	Relational : Attributive	I (Jane)	Comparison	Jane declares that her soul and feelings are comparable to Rochester's.
Do you think I am an automation-machine without feelings? (Ch.23)	Relational Identification	I = Jane	None	Jane dislikes to have herself represented as heartless or does not have any emotion

You were formed for labor, not for love (Ch.34) (https://www.s-parknotes.com/lit/janeeyre/fu-ll-text/chapter-xxiii/)	Material Passive action	You = Jane, Love and Labor None	According to this phrase, Jane is destined to make a living rather than be loved.
I am no bird (Ch.23) (https://www.s-parknotes.com/lit/janeeyre/fu-ll-text/chapter-xxiii/)	Relational Identification	I = Jane	The metaphor that compares Jane to a bird in a cage is rejected.
and no net ensnares me. (Ch.23) (https://www.s-parknotes.com/lit/janeeyre/fu-ll-text/chapter-xxiii/)	Mental Passive action	Me = Jane	Jane is unwilling to submit to the authority of others or the social structure.
I am a free human being : with an independent will (Ch.23) (https://www.s-parknotes.com/lit/janeeyre/fu-ll-text/chapter-xxiii/)	Relational : Attributive	I = Jane	Jane makes it clear how independent she is and how much she wants the right to be free.

From the table. 2, it is possible to analyze the Attributive Relational Process in the first and second numbers, which may be found in the sentence: ***Women are typically expected to be quite tranquil.*** An attribute or circumstance associated with the participant, specifically in the word ***women***, is indicated by this ideational. On the other hand, the term ***is supposed to be*** suggests a social construction that demands women preserve their tranquility. Women feel just as men feel is a mental process that is used to indicate the interior experiences of both men and women. This is the second number's

mental or emotional process. In this sentence, the word **Feel** as the verb highlights that women are just as emotionally attuned as males in this phrase. In terms of analysis conditions such as comparison and frequency, the word generally (adverb) in the first line serves as a frequency situation, showing that this societal expectation is widespread. The second sentence's use of the phrase **just as**, then emphasizes the emotional equality of men and women by acting as a comparison context.

The sentences **Do you think I can stay and be nothing to you? Do you think I'm an automaton?** use the verb **think** to describe a mental process. This verb is being used to explain Rochester's judgment and opinion towards Jane. Jane's resistance of dehumanization is part of the relational process, which is also the identification process. Gender inequality and the emotional oppression that women often face are highlighted by the use of words automation and machine, which are part of the metaphorical. Through mental processes that challenge Rochester's ideas, relational processes that reject her status as an emotionless object, and attributive processes that affirm her equality as a human being, Jane assertively asserts her autonomy in this dialogue. In order to express her feelings, societal tensions, and defiance of patriarchal conventions, Charlotte Brontë deliberately employs language. The novel Jane Eyre is a work that confronts societal and gender inequity in addition to being a romantic tale, as demonstrated by ideational meta-function research.

The subject, you, who is Jane, perceives an action from an outside source in the following dialogue since the passive verb: **were formed** is the passive form of the material process. The idea that Jane was made especially for work and not for love is a reflection of determinism and destiny. With regard to the process of forming Jane, the second participant is in the word: labor. The word love is the last participant, representing Jane's discouragement of what Rochester said. In response to Rochester, Jane is destined for work and devotion rather than love and enjoyment, as evidenced by the material process in the passive voice in this statement. The tension between moral obligation and individual aspirations is reflected in the novel's setting, as Jane is forced to decide between following her heart and living a life of sacrifice with Rochester.

Discussion

In Halliday's Systemic Functional Linguistics method, known as SFL, the ideational meta-function focuses on how language expresses real-world experiences in a text through processes, participants, and contexts. Themes of identity, independence, love, and the fight against social conventions are reflected in several ideational processes found in significant exchanges in Charlotte Brontë's Jane Eyre. One can evaluate Jane Eyre's remarks to Rochester, which highlighted that she is not a creature that can be imprisoned or subdued, by looking at a number of the quotes in the above table. Her freedom as a person with her own volition is declared.

Charlotte Brontë employed a variety of linguistic processes to create meaning, emphasizing important themes like freedom, identity, gender equality, and emotional struggle, according to the Systemic Functional Linguistic

approach's analysis of Ideational Meta-Function in the dialogue of the novel Jane Eyre. In the statement, ***I am no bird*** (Ch.23), for instance, Jane Eyre frequently employs relational processes, such as: identification and attributive to establish her status as a free individual with free will and equality to males. She challenges the notion that women are helpless or submissive beings in this regard.

Moreover, the researchers believe that the mental process depicts Jane's thoughts and feelings based on their examination of the preceding table. A cognitive process that represents Jane's critical thinking about her place in relationships and society is present in her dialogue. The sentence ***Do you think I am an automation?*** (Ch.23),, makes this clear. The language used in almost all discussion quotes in this study illustrates the ideological conflict between feminism and patriarchy. Jane's refusal to be treated as a passive object in love is evident from the aforementioned statement. Jane rejects religious beliefs that restrict her independence. The discussion's approach illustrates Jane's character's fight against social structures that oppress women and gender norms.

Instead, this Brontë's novel highlights female empowerment through language systems. As a free and self-willed person, Jane Eyre continuously defines herself through relational processes. The different language processes are used to express conflict in the book. Characters who attempt to oppress Jane utilize passive material processes, but Jane fights back with relational and mental processes to claim her independence. A strong feminist perspective is evident in Jane's dialogue, which demands equality in love and life and rejects social control. Jane keeps arguing throughout the relationship process that she is neither an item nor someone else's property. Jane's internal contemplation on her identity and self-worth is demonstrated through the usage of mental processes. Jane's active rejection of the roles that society and those around her impose is demonstrated through the concrete process. The analysis's findings demonstrate that language in Jane Eyre serves as the protagonist's tool for empowerment and resistance to the patriarchal system in addition to being a medium of communication.

5. Conclusion

In analyzing Jane Eyre from the meta-functional ideational meaning perspective reveals that language use in dialogue is crucial in expressing the experiences, conflicts, and ideologies. This novel employs a variety of linguistic processes to create meaning, particularly through material, mental, and relational processes, according to Michael Halliday's theory of Systemic Functional Linguistics, or SFL. According to Halliday's theory, the meta-functional ideational meaning perspective in Charlotte Brontë's Jane Eyre reveals that the language used in the book not only delivers stories but also reflects the main characters' experiences, beliefs, and social structures. The language process in Jane Eyre is controlled by the following, according to this

study: the Relational Process, which describes the character's identity, social standing, and how other people see them. As an illustration, consider Jane, who rejects her identification as a person with social limits and instead affirms her value.

The character's inner reflection and emotions are highlighted by the second, the Mental Process, particularly in Jane's battle with freedom, love, and moral principles. This procedure demonstrates Jane's psychological complexity as a unique person with mental agency. The last step is the material process, which shows the characters' concrete actions to achieve their goals. Jane's choices to become independent. She is able to leave Thorn-field, or turning down Rochester's proposal to get married. Additionally, it reinforces the critique of societal norms in the circumstances section, particularly in relation to gender equality, individual freedom, and women's challenges in a patriarchal society, through comparisons and conditions in significant discussions.

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