

CHAPTER 3

THEORETICAL FRAMEWORK AND METHODOLOGY

3.0 Introduction

In the previous chapter, the literature review of the study was presented. This chapter presents the theoretical framework and methodology used in the interpretation and analysis of data.

The chapter is organized into eight sections. Section 3.1 describes the theoretical framework used in the study. Section 3.2 is on the structure of the Nominal Group, Section 3.3 on the Verbal Group, Section 3.4 on the Adverbial Group and Section 3.5 on the Prepositional Phrase, Section 3.6 on word classes and group functions of groups and phrase. Section 3.7 is on the methodology of research, which includes a description of the data being investigated and a description of the methodology, which includes the procedures of data collection, coding system, stages of analysis and a sample analysis to demonstrate the use of the theory. The chapter ends with a summary in Section 3.8.

3.1 Theoretical Framework

In the current study, Systemic Functional Linguistics (SFL) developed by M.A.K.Halliday and Matthiessen (2004) has been employed as an analytical tool for describing and analyzing the language patterns of groups and phrases of billboard slogans.

Although M.A.K.Halliday and Matthiessen's (2004) theory is used as the main research tool for the study, the study also draws on descriptions of groups and phrase provided by other systemicists, namely, Butt, et.al (1995), Thompson (1996), Christie and Unsworth (2000), Downing and Locke (1992/2002), Bloor and Bloor (2004), and Eggins (2004).

As SFL is concerned with how people use language and how language is structured for use, the theoretical framework drawn from M.A.K.Halliday and Matthiessen (2004) is suitable to analyze the texts. Within SFL theory, meaning is represented in three types of metafunctions, the ideational, the interpersonal and the textual metafunctions (Thompson, 2004). In terms of group structure, Halliday and Matthiessen (2004) suggest that the ideational component is realized by the experiential and logical structures. Experiential and logical structures are found in the structure of clause and also in the structure of the group.

The structure of group appears at the rank below the highest rank, the clause. Using the rank scale described in Figure 2.2. of Chapter 2, it shows that the structure of group comes after a clause. Usually a clause consisting of one or more groups, while a group consisting of one or more words. A word usually consists of one or more morphemes. Groups can also be explained as a combination of words built up on the

basis of a particular logical relation. A phrase is also known as a shrunken clause. Halliday and Matthiessen (2004) distinguish three basic groups, which are the Nominal Group (NG), the Verbal Group (VG) and the Adverbial Group (AG). Within the phrase, Halliday and Matthiessen only include one type of structure, which is the Prepositional Phrase (PP). Thus, the current study investigates the ideational meanings in the billboard advertisements using all the three groups and the phrase as distinguished by Halliday and Matthiessen (2004) from page 309 to 362. The groups and phrase are shown in a form of a diagram in Figure 3.1.

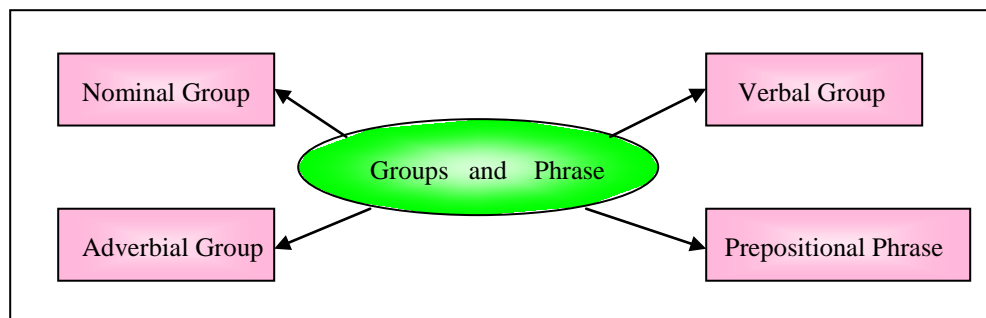


Figure 3.1 Types of Groups and Phrase

Groups and phrase are constituents of intermediate rank. From SFL point of view, a group is an expansion of a word whereas a phrase is a contraction of a clause. An example is taken from the data to show the differences between a group and a clause.

T17. NG16.1	Bandar Springhill - <i>an idyllic haven for your family home</i>
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Figure 3.2 Example of a text
(drawn from the data)

Figure 3.2 shows that, the text ‘*an idyllic haven*’ represents the Nominal Group. The Thing is ‘*haven*’ is premodified by the words ‘*an*’ (a Deictic) and ‘*idyllic*’ (an

Epithet). Both the Deictic and Epithet of text T17. NG16.1 expands or adds information to the Thing (*haven*). The whole text of the above example is called Nominal Group. However, ‘*for your family*’ is a clause embedded in the main clause. This embedded clause is known as a phrase. In fact it is known as a Prepositional Phrase since it begins with a preposition ‘*for*’ plus a Nominal Group ‘*your family*’.

The unit of analysis is the level of group in the grammatical rank scale. The rank of ‘group’ is meaningful in this study as the data being analyzed are the slogans of billboard advertisements, which mainly consist of groups and phrases. An example of a sentence broken up into clauses, groups, words and morphemes is shown in Figure 3.3. The sentence is “*In the lower layers of the sea, there are fewer animals and they tend to eat each other because there is no plant life.*”

RANK	EXAMPLES
Clause	<ul style="list-style-type: none"> • in the lower layers of the sea, there are fewer animals • (and) they tend to eat each other • (because) there is no plant life
Group	<ul style="list-style-type: none"> • the lower layers of the sea • fewer animals • are • each other
Word	<ul style="list-style-type: none"> • the • lower • layers
Morpheme	<ul style="list-style-type: none"> • layer • -s • the

Figure 3.3 Examples of each rank in the clause
(drawn from Bloor & Bloor, 2004:8)

Traditional grammar typically has eight parts of speech; which are the noun, verb, tense, adjective, adverb, preposition, conjunction and interjection. Unlike, traditional grammar, in SFL these speech parts are identified in groups and phrases. The most dominant groups in SFL are the Nominal Groups, Verbal Groups and Adverbial Groups, whereas the less dominant groups are the Adjectival Groups and Conjunction Groups. Therefore, in SFL, the groups, which make up the clause, are more important rather than the individual words. The following sentence drawn from Bloor and Bloor (2004:8), which consisting of groups and words is illustrated in detail in Figure 3.4.

“They build complex houses of various designs and also erect dams so that marauders cannot find their dwellings.”

Clause 1	They / build / complex houses of various designs /
Clause 2	[and] also (they) erect / dams /
Clause 3	[so that] marauders / cannot find / their dwellings /

Figure 3.4 Examples of clauses and their constituents
(drawn from Bloor & Bloor, 2004:9)

Figure 3.4 shows that there are three clauses in this sentence. The groups are separated by slashes (/) in each clause. From the example above, some groups consist of only one word while others are more than one word. The use of words ‘*and also*’ in Clause 2 indicates the relationship of addition between the ideas in Clause 1 and Clause 2. Meanwhile, the words ‘*so that*’ show the relationship of purpose between Clause 2 and Clause 3.

Figure 3.4 shows that the groups of the clause give better information of the clause compared to the words, which only provide limited information. As the current study focuses on groups and phrase, each of these groups and phrase are explained in detail in the next section.

3.2 The Structure of the Nominal Group

Nominal Group (NG) refers semantically to those of our experience, which we perceive as ‘things’ or ‘entities’. The term ‘thing’ refers to concrete entities, names of actions, abstractions, relationships, qualities, emotions, phenomena and many other classes of entities (Downing & Locke, 1992/2002).

When interpreting the Nominal Group, the ideational component is divided into two: the experiential (*multivariate*) and logical (*univariate*). The experiential structure refers to the content or ideas whereas the logical structure is concerned with the logical links between ideas.

3.2.1 The Experiential Structure of the Nominal Group

The experiential structure is known as a multivariate structure. In the Nominal Group, this structure has six elements. The sequence of the elements in the experiential structure of a Nominal Group is: (1) Deictic, (2) Numerative, (3) Epithet, (4) Classifier, (5) Thing, (6) Qualifier. Each of these elements is described in detail in the next subsection.

3.2.1.1 Deictic

This is the first element of the Nominal Group. It recognizes whether or not some specific subset of the Thing is intended. Usually, a determiner either specific or non-specific determines the Deictic. SFL identifies two types of Deictics, which are the specific Deictic that includes the demonstrative or possessive and the non-specific Deictic that includes the total or partial determiners. Figures 3.5 and 3.6 are examples of Deictic elements drawn from Halliday and Matthiessen (2004:314, 315).

	Determinative	Interrogative
Demonstrative	this that these those the	which (ever) what (ever)
Possessive	my your the his her its their one's	whose (ever)
	[John's] [my father's], etc.	[which person's] etc.

Figure 3.5 Items (determiner, or [embedded] nominal group) functioning as specific Deictic (drawn from Halliday and Matthiessen, 2004:314)

Figure 3.5 shows that the specific Deictics refers to the demonstrative and possessive determiners. Halliday and Matthiessen (2004) claim that the demonstrative items refer to some kind of proximity to the speaker while the possessive item refers to the person defined from the standpoint of the speaker.

		singular		non	singular	unmarked
				Dual	Mass/plural	
total	positive	each every		both	all	
	negative		neither (not either)			No (not any)
partial	selective	one	either			Some [s^m] any
	non-selective	A (n)			Some [sm]	
		'one'	'two'		'not one'	(unrestricted)

Figure 3.6 Determiners functioning as non-specific Deictic (drawn from Halliday and Matthiessen, 2004:315)

The non-specific Deictics shown in Figure 3.6 are divided into two, which are the total and partial determiners. These Deictics express the sense of all, or none, or some unspecified sub-set. Halliday and Matthiessen (2004) have given examples such

as, “both trains have left, is there a train leaving soon?, there are some trains on the track,…”

Although there is a difference in the specific and non-specific Deictics, there is also a parallel between both. Figure 3.7 shows the parallel between both the Deictics.

	‘weak’ determiner [cannot be Head]	‘full’ determiner [may be Head]	non-personal pronoun [Head]
specific	the	that	it
non-specific	a (n)	one	there

Figure 3.7 Parallel between specific and non-specific determiners
(drawn from Halliday and Matthiessen, 2004:315)

In Figure 3.7, the Head is the Thing that is being talked about. A Head “may be expressed by a pronoun, a proper name or a common noun” (Thompson, 1996: 180). Deictics such as ‘the’, ‘a’ and ‘an’ are weak determiners, which cannot be a Head whereas Deictics such as ‘that’ and ‘one’ can be the Head. ‘It’ and ‘there’, which function as the non-personal pronoun play the role as the Head. So, Figure 3.7 reveals there is a parallel between specific and non-specific determiners.

3.2.1.2 Numerative

The Numerative element comes after the Deictic. Halliday and Matthiessen (2004) explain that Numerative refers to the numerical feature of the particular subset of the Thing. There are two kinds of Numeratives, which are the quantifying and ordering Numeratives. The quantifying Numerative specifies either an exact or inexact number. On the other hand, the ordering Numerative states either an exact place in order or an inexact place. Figure 3.8 shows the different types of Numeratives.

	definite	indefinite
quantitative	one two three, etc. [a couple of], etc., [a quarter of], etc.	Few little [a bit of], etc., several [a number of], etc. fewer less more [the same amount of], etc.
ordinative	first second third, etc., next last	preceding subsequent, etc.

Figure 3.8 Items (numerals, or [embedded] nominal groups) functioning as Numeratives
(drawn from Halliday and Matthiessen, 2004:318)

Figure 3.8 shows that both the quantitative and ordinative elements of Numeratives are divided into two categories, which are the definite and indefinite Numeratives.

3.2.1.3 Epithet

The Epithet appears in the third ordering of the experiential structure. It indicates some quality of the subset. Usually the Epithet describes some quality or process of the Thing.

Halliday and Matthiessen (2004) suggest that there are two types of Epithets, the experiential Epithet and interpersonal Epithet. In the experiential structure, “Epithets are potentially defining whereas the interpersonal ones are not” (Halliday and Matthiessen 2004: 319). An example of experiential Epithet is shown in Figure 3.9.

	Deictic	Numerative	Epithet	Classifier	Thing	Qualifier
(a)	a		long		train	
(b)	the		long		train	

Figure 3.9 Examples of Epithet
(adapted from Halliday and Matthiessen, 2004)

Figure 3.9 shows that the word *long* is the Epithet of the text. In the first text, the word *long* in ‘a long train’ does not define or tell which particular train is being

discussed because the Deictic ‘a’ is non-specific. However, in the second text, the specific Deictic ‘*the*’ in the ‘*the* long train’ points out which train is being mentioned. Therefore, in this view, the Epithet depends on the Deictic to explain its function.

Since this study is concerned with the experiential structure, the interpersonal Epithet will not be in focus. Halliday and Matthiessen (2004:319) explain that the “Interpersonal Epithets tend to precede the experiential ones.” Many of these types of Epithets come as post-Deictic. In fact, the interpersonal Epithet is reinforced by other features, which contribute the same meaning. An example of a text containing experiential and interpersonal Epithets is illustrated in Figure 3.10.

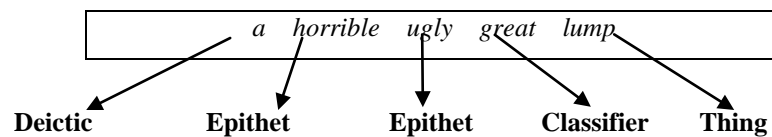


Figure 3.10 Example of Experiential and Interpersonal Epithets
(adapted from Halliday and Matthiessen, 2004)

Figure 3.10 shows that the word ‘horrible’ is a synonym of the word ‘ugly’. Here the word ‘horrible’ is an interpersonal Epithet because it is an adjective preceding the experiential Epithet ‘ugly’.

3.2.1.4 Classifier

“The Classifier indicates a particular subclass of the thing in question. However, the same word may function either as Epithet or as Classifier with a difference in meaning” (Halliday and Matthiessen, 2004:319). The table below gives a further explanation of the differences between an Epithet and a Classifier.

	Deictic	Numerative	Epithet	Classifier	Thing	Qualifier
(a)			electric		trains	
(b)				electric	trains	

Figure 3.11 Defining the differences between Epithet and Classifier
(adapted from Halliday and Matthiessen, 2004:319)

Based on the examples given in Figure 3.11, when the word ‘electric’ is expressed as Epithet as in (a), it means ‘*trains that go fast*’ whereas when the word ‘electric’ is expressed as Classifier as in (b), it means ‘*trains classified as expresses*’.

Bloor and Bloor (2004: 141) also concur with Halliday and Matthiessen’s (2004) view that “out of context, many expressions are ambiguous with regard to this functional distinction between Classifier and Epithet”. An example given by Bloor and Bloor is “some dancing girls”.

	Deictic	Numerative	Epithet	Classifier	Thing	Qualifier
(a)	some		dancing		girls	
(b)	Some			dancing	girls	

Figure 3.12 Defining the differences between Epithet and Classifier
(adapted from Bloor and Bloor, 2004:141)

Based on the examples given in the Figure 3.12, when the word ‘dancing’ is expressed as Epithet as in (a), it refers to ‘*some girls involved in the process of dancing*’ whereas when the word ‘dancing’ is expressed as Classifier as in (b), it refers to ‘*girls who earn their living by dancing.*’

Halliday and Matthiessen (2004) acknowledge that Epithet and Classifier are difficult to identify when a word can be expressed as both an Epithet and a Classifier. However, there are important differences. They further explain that, first; there are no degrees of comparison or intensity in Classifiers. Next, the range of Classifier is wide, which “includes material, scale and scope, purpose and function, status and rank, origin,

and mode of operation” (Halliday & Matthiessen, 2004:320). Third, Classifiers are commonly realized by a noun, or by a verb or an adjective as shown in Figure 3.13.

	<i>Deictic</i>	<i>Numerative</i>	<i>Epithet</i>	<i>Classifier</i>	<i>Thing</i>	<i>Qualifier</i>
(a) noun	the			table	fan	
(b) verb	the			spinning	fan	
(c) adjective	the			small	fan	

Figure 3.13 Examples of Classifiers

However, other realizations are also possible. The Classifier usually provides information about the Head. The ambiguous expression of a word is usually resolved by the context it is being used.

3.2.1.5 Thing

The semantic core of the Nominal Group is the Thing. Usually it is a common noun, proper noun or (personal) pronoun. Halliday and Matthiessen (2004:325) define that “Proper nouns are names of particular persons, individually or as a group; institutions of all kinds; and places”, which is usually consisting of one word or many.

Personal pronouns and proper nouns are alike since the reference is typically unique. The pronoun is defined interpersonally, by the speech situation. Proper nouns are defined experientially. Both pronouns and proper names usually occur without any other elements of the Nominal Group. Thompson (1996) notes that, since the pronouns and proper names refer to unique Things, they usually do not need any further specification. Halliday and Matthiessen (2004) explain that common nouns refer to a class of referents such as “persons, other living beings, objects (concrete or abstract), collective, and institutions”.

3.2.1.6 Qualifier

The Qualifier follows the Thing. It acts as a post-modifier as shown in Figure 3.14. Usually a Qualifier can either be a phrase or a clause. The examples given by Halliday and Matthiessen (2004:323) are reproduced here,

- (i) *Guinness, who was knighted in 1959, had a long film partnership [**with director David Lean**].*
- (ii) *Do you read any English novelists [[**who seem to you Kafkaesque**]]?*

The [[]] signifies an embedded clause, finite or non-finite whereas [] signifies an embedded phrase (or group). The examples in Figure 3.14 are drawn from Halliday and Matthiessen (2004) to further illustrate the Qualifier.

(a)	the	children	[in [blue hats]]
	<i>Deictic</i>	<i>Thing</i>	<i>Qualifier</i>
	determiner	noun	prepositional phrase

(b)	the	children	[[wearing blue hats]]
	<i>Deictic</i>	<i>Thing</i>	<i>Qualifier</i>
	determiner	noun	clause, non-finite

(c)	the	children	[[who are wearing blue hats]]
	<i>Deictic</i>	<i>Thing</i>	<i>Qualifier</i>
	determiner	noun	clause, finite

Figure 3.14 Nominal group with (a) prepositional phrase, (b) non-finite clause and (c) finite clause of Qualifier (drawn from Halliday and Matthiessen, 2004:324)

The preceding sections have provided a description of the Nominal Group carrying the experiential function in the structure of sentences. The subsequent section will focus on the logical structure of Nominal Group.

3.2.2 The Logical Structure of the Nominal Group

The logical structure of the Nominal Group shows the logical-semantic relations that are encoded in natural language. Halliday and Matthiessen (2004:329) suggest that in the logical structure of Nominal Group, there is a sub categorization which is ‘*a is a subset of x*’ which refers to the grammar of the Nominal Group as modification. The noun that forms the central pivot is known as ‘Head’ in this structure.

In functional terms, the Head is the Thing that is being talked about. SFL sets up three basic parts in the Nominal Group in explaining the Head. They are the Premodifier, Head, and the Postmodifier. The slot before the Head is known as the Premodifier and the slot following the head is known as the Postmodifier. Thompson (1996) concurs with Halliday and Matthiessen (2004) that not all Nominal Groups have all three slots filled. The only compulsory slot is the Head. In general, a noun fills a Head. However, in some cases the Head may be a determiner in an elliptical Nominal Group. Some examples drawn from Thompson (1996) are illustrated below.

(i) a	shift	of planetary emphasis
(ii) the faraway	things	of life
(iii) the	news	for which you have been waiting
Premodifier	Head	Postmodifier

Figure 3.15 Nominal group structures of Premodifier, Head and Postmodifier
(drawn from Thompson, 1996:180)

Figure 3.15 shows the three clauses consisting of Premodifier, Head, and Postmodifier. The Head in the three clauses above refer to nouns. In Figure 3.16, the two texts only consisting of the Head refer to specific determiners. The first Head refers to the demonstrative determiner whereas the second Head refers to the possessive determiner.

(i)	these	
(ii)	you	
Premodifier	Head	Postmodifier

Figure 3.16 Nominal group structures of Head only
(drawn from Thompson, 1996:180)

Examples of the Head and Post-Modifier element are shown in Figure 3.17. The Head refers to nouns whereas the postmodifiers provide information of the Head.

(i)	events	happening in the future
(ii)	situations	to do with overseas
Premodifier	Head	Postmodifier

Figure 3.17 Nominal group structures of Head and Postmodifier only
(drawn from Thompson, 1996:180)

Halliday and Matthiessen (2004) introduce the use of Greek alphabets to denote the premodifier of the Head in the Nominal Group as shown in Figure 3.18.

those	two	splendid	old	electric	trains
<i>Modifier</i>					<i>Head</i>
ζ	ϵ	δ	γ	β	α

Figure 3.18 Head and Modifier
(drawn from Halliday and Matthiessen, 2004:329)

The logical structure is explained by moving to the left of the structure. Here, the head is the *trains*. Halliday and Matthiessen (2004:329) have posed some questions about the Head such as “(which trains?-) *electric trains*; (which electric trains?-) *old electric train*; (which old electric trains?-) *splendid old electric trains* and so on. Calling *trains* the Head, it can be represented using the letters of the Greek alphabet” as shown in the third line in Figure 3.18.

This logical structure is known as a *Univariate* structure. A *Univariate* structure “is generated as an iteration of the same functional relationship: α is modified by β , which is modified by γ ” (Halliday and Matthiessen, 2004:331) as shown in Figure 3.18. Here it shows that the function of the Pre-modifiers ($\zeta, \epsilon, \delta, \gamma, \beta$) is to provide the

specification of the Head. Halliday and Matthiessen (2004:329) suggest that, “the logical structure explicates the similarities with the general relationship that runs throughout the pre-Head modification of the nominal group rather than the differences”.

Similar to the experiential structure of the Nominal Group, the logical structure also has its own elements in describing the Nominal Group.

3.3 The Structure of the Verbal Group

In analyzing groups and phrases, the Verbal Group also plays a vital role. The Verbal Group may consist of a simple verb or a complex verb. A Verbal Group is also categorized as the expansion of a verb. A Verbal Group consists of a sequence of words of the primary class of verb. Similar to the Nominal Group, a Verbal Group could be explained in terms of its experiential and logical structure.

The experiential structure seems to be simple as there are less lexical materials in the Verbal Group. It is the logical structure that plays a more important role as most of the semantic load is carried by the logical structure, including the system of tenses. The differences between the experiential and logical structure are described in section 3.3.1 and 3.3.2.

3.3.1 The Experiential Structure of the Verbal Group

Generally, the experiential structure of the finite Verbal Group is Finite plus Event, with the optional elements Auxiliary and Polarity. Finite Verbal Group range from one-word item, such as ‘ate’ to a longer phrase such as ‘has been eaten’. Halliday and Matthiessen (2004) postulate, a Verbal Group usually begins with the Finite and ends with the Event. The Finite here is equivalent to the Deictic in the Nominal Group and the Event is the verbal equivalent of the Thing.

Figure 3.19 shows the experiential structure of the Verbal Group provided by Halliday and Matthiessen (2004).

(a)

ate
Finite/Event

(b)

couldn't	have	been	going to	be	being	eaten
Finite	Auxiliary 1	Auxiliary 2	Auxiliary 3	Auxiliary 4	Auxiliary 5	Event

Figure 3.19 Experiential structure of the verbal group
(drawn from Halliday and Matthiessen, 2004:336)

The Verbal Group expresses a process, which may be an event or act of consciousness. It is different from the Nominal Group, which expresses an entity of some kind. However, both the Verbal Group and Nominal Group represent the core of the lexical meaning. When the Verbal Group is a single word, it may be referred to as a *simple finite verb*. This word is the Head of its group. When the verb is complex, the Head is the finite.

Halliday and Matthiessen (2004) noted that in the Verbal Group, sentences could be distinguished through intonation and rhythm too. The examples drawn from Halliday and Matthiessen (2004: 336) are explained below to show the contrast in intonation and rhythm.

- (a) // he / hasn't been / **working** //
- (b) // he has / not / **been** / working //

In (a), '*he hasn't been working*' is a neutral sentence on intonation and rhythm. However, in (b) it has a variant in which the word '**been**' is emphasized. In fact, it has 'marked negative (polarity)' and 'contrastive past (tense)'. This could be noticed in Figure 3.20 below.

has	not	been	working
Finite:	Polarity:	Auxiliary:	Event
Present	negative: marked	past: contrastive	

Figure 3.20 Verbal groups with marked polarity and contrastive tense
(drawn from Halliday and Matthiessen, 2004:337)

This section has given a brief explanation of the experiential structure of the Verbal Group. The next subsection will focus on the logical structure of the Verbal Group.

3.3.2 The Logical Structure of Verbal Group

The Verbal Group is also a realization of logical meaning. Unlike the experiential structure, the logical structure of the Verbal Group is realized by the system of tense. Halliday and Matthiessen (2004) provide three choices of tense as in Figure 3.21.

Tenses			
Present	eats		
	-s ('does')		
Past	has	eaten	
	-s	have ... -en	
	α	β	
Present	has	been	eating
	-s	have ... -en	be ... -ing
	α	β	γ

Figure 3.21 Building up the 'present in past in present' tense
(drawn from Halliday and Matthiessen, 2004:337)

In Figure 3.21, Halliday and Matthiessen (2004:337) describe that the Verbal Group *has been eating* can be separated into three choices of tense: “(1) present, expressed by the *-s* in *has*; (2) past, expressed by the verb *have* plus the *-en* in *been* (i.e. plus the fact that the next verb is in the past/passive participle form *V-en*); and (3) present, expressed by the verb *be* plus the *-ing* in *eating* (i.e. plus the fact that the next verb is in the present/active participle form *V-ing*)”.

Halliday & Matthiessen (2004: 337) pinpoint that the “tense in English is a recursive system”. Unlike the Nominal Group, the Head of a Verbal Group is the finite. With reference to Figure 3.21, the primary tenses function as the Head and it is shown as α . Meanwhile, the secondary tenses, which function as modifiers are shown as β . The secondary tenses are expressed in the past, present or future tense. The realization of primary and secondary tenses mentioned in Halliday and Matthiessen (2004) is shown below to give a better understanding of the logical structure of the verbal group.

	Primary	Secondary
Past	V-ed (simple past tense) as in <i>was/were, took, walked</i>	have + V-en as in <i>have been, have taken, have talked</i>
Present	V-s (simple present tense) as in <i>is/are, takes, walks</i>	be + V-ing as in <i>be being, be taking, be walking</i>
Future	will + V (infinitive) as in <i>will be, will take, will talk</i>	be going to + V (infinitive) as in <i>be going to be, be going to take, be going to walk</i>

Figure 3.22 Realization of primary and secondary tenses
(drawn from Table 6(10) in Halliday and Matthiessen, 2004:338)

Halliday and Matthiessen (2004) describe the elements of Verbal Group as purely grammatical, which represents the close-ended options such as past, present, future, positive or negative, active or passive. It is simpler to use the logical notation.

The class of word functioning as Event in the Verbal Group structure is the verb. Other than the tenses in the Verbal Group, phrasal verbs are also lexical verbs consisting of more than just the verb word itself. Usually there are two kinds of phrasal verbs as in (i) and (ii) as below, and there is also a combination of the other two (i) and (ii) as in (iii) shown below:

- (i) verb + adverb, for example *look out* 'unearth, retrieve'
- (ii) verb + preposition, for example *look for* 'seek'
- (iii) verb + adverb + preposition, for example *look out for* 'watch for the presence of.'

However, in the slogans of billboard advertisements, only the logical structure and experiential structure of the Verbal Group will be analyzed. Phrasal Verbs were hardly found in the slogans of billboard advertisements. Therefore, Phrasal Verbs will not be analyzed. Within the structure of Verbal Group, the experiential structure is simpler compared to the logical structure.

3.4 The Structure of the Adverbial Group

Halliday and Matthiessen (2004) suggest that the Adverbial Group have a less complex structure than the Nominal or Verbal Groups. The Head of the Adverbial Group is normally an adverb because of its functions either as a circumstantial adjunct or a modal adjunct. The example of the circumstantial adjunct given by Halliday and Matthiessen (2004) is the circumstance of time (e.g. tomorrow, today) or of quality (well, fast, quickly) whereas the modal adjunct is the assessment of time (still, yet) or of intensity (really, just).

In the Adverbial Group, there are no lexical pre-modifiers. However, like the Nominal Group's 'sub-modification', it has Sub-Modifiers relating to an adjective as

their Sub-Head. There are three types of items that serve as Pre-modifiers of adverbs.

The items are listed below:

- (i) polarity (not);
- (ii) comparison (more, less, as, so)
- (iii) intensification (very, great)

An example of the pre-modification in the Adverbial Group illustrated by Halliday and Matthiessen (2004) is shown in Figure 3.23.

Easily	
Head	

More	Easily
Modifier	Head
β	α

not	so	very	much	more	easily
Modifier					Head
ζ	ϵ	δ	γ	β	α

Figure 3.23 Pre-modification in the adverbial group
(drawn from Halliday and Matthiessen, 2004:356)

The Post-modification is namely the comparison. Similar to the Nominal Group, the Post-Modifiers are rankshifted, or embedded, for example, embedded clauses or embedded prepositional phrases. Halliday and Matthiessen, (2004:358) state that the “postmodifier is not the Head of the group but an item within the Premodifier, for example, *as, more, less, too* (the exception is *-er* comparatives like *faster*)”.

Examples of embedded Post-modifiers in Figure 3.24 show the different ways the adverbial groups may be analyzed.

(a)

much	more	quickly	than I could count
Modifier γ		Head α	Post-modifier
	<i>Sub-Head</i> $\beta\alpha$		<i>Sub-Modifier</i> $\beta\beta$

(b)

much	more	quickly	than I could count
	much	faster	
	too	quickly	for me to count
Modifier γ		Head α	Post-modifier

Figure 3.24 Adverbial groups with embedded Post-Modifiers
(drawn from Halliday and Matthiessen, 2004:358)

The preceding sections have provided a description of the Adverbial Group in the structure of sentences. The next section will focus on the Prepositional Phrase.

3.5 The Structure of the Prepositional Phrase

Thompson (1996) describes that the Head in the Prepositional group is a preposition followed by a Nominal Group. Usually in a clause, the Prepositional Phrase serves as an adjunct and as Post-Modifiers in the Nominal Group. It is said that the Nominal Group in a phrase is seen as dependent on the preposition. However, a Prepositional Phrase does not modify the Nominal Group in the same way as the Post-Modifier in a group modifies the Head. Thompson (1996) sees the relationship between the Nominal Group and the Prepositional Phrase like that of a Predicator and a Complement in a clause.

Halliday and Matthiessen (2004) describe the Prepositional Phrase as consisting of a preposition and a Nominal Group as shown in Figure 3.25. On the interpersonal

dimension, it functions as a minor Predicator having a Nominal Group as its Complement since a preposition is said to be a minor verb.

on	the	burning	deck
Preposition	Nominal group		
Location	Deictic	Epithet	Head

Figure 3.25 Prepositional Phrase consists of a preposition and a nominal group
(drawn from Halliday and Matthiessen, 2004:360)

“In the experiential dimension the preposition functions as a minor Process. The Nominal Group corresponds in function to a Range” (Halliday and Matthiessen, 2004:361). Figure 3.26 shows an example of Prepositional Phrase.

the boy	stood	on	the burning deck
Actor	Process	Location	
		‘Process’	‘Range’

Figure 3.26 Representation of prepositional phrase
(drawn from Halliday and Matthiessen, 2004:361)

Halliday and Matthiessen (2004) describe that Prepositional Phrases are phrases and not groups because they do not have logical structures as Head and Modifier. Therefore, the Prepositional Phrase is more like a clause rather than a group. Here, the preposition is interpreted as ‘minor Predicator’ and ‘minor Process’ which indicates the Prepositional Phrase is interpreted as a ‘minor clause’.

Halliday and Matthiessen (2004) claim that, a Prepositional Phrase functions either as an adjunct or as a Post-Modifier. However, the Prepositional Phrases with *of* cannot be included in any of these categories because it functions as a structure marker in the Nominal Group. Halliday and Matthiessen (2004) explain that the ‘*of*’ phrase can only appear as the circumstance of matter and as circumstances expressing a sense of

‘source’. As the Prepositional Phrase serves as an adjunct, it is important to know what the circumstantial element is. In SFL, most circumstances are represented by Prepositional Phrases. Hence, Figure 3.27 shows the types of circumstantial element.

	Type	wh-item	examples of realization	
enhancing	1 Extent	distance	how far? for; throughout ‘measured’; nominal group	
		duration	how long? for; throughout ‘measured’; nominal group	
		frequency	how many times? ‘measured’; nominal group	
	2 Location	place	where? [there, here]	at, in, on ...
		time	when? [then, now]	at, in, on, to, until ... adverb of time: today, yesterday, tomorrow; now
	3 Manner	means	how? [this]	by through, with, by means of
		quality	how? [this]	in + a + quality + manner/way, with + abstraction; according to adverbs in -ly, - wise; fast....
		comparison	how? what like?	like, unlike; in + manner of ...
		degree	how much?	to + a high/low/... degree/extent; adverbs of degree much, greatly...
	4 Cause	reason	why?	because of, as a result of, thanks to ...
		purpose	why? what for?	for, for the purpose of, for the sake ...
		behalf	who for?	for, for the sake of, in favour of, ...
	5 Contingency	condition	why?	in case of, in the event of
default			in default of, in the absence of ...	
concession			despite, in spite of	
extending	6 Accompaniment	comitative	who/ what with? with; without	
		additive	and who/what else? as well as, besides; instead of	
elaborating	7 Role	guise	what as? as, by way of, in the role/ shape...	
		product	what into? into	
projection	8 Matter	what about?	about, concerning, on, of...	
	9 Angle	source	according to, in the words of	
		viewpoint	To, in the view/ opinion of, ...	

Figure 3.27 Types of circumstantial element
(drawn from Halliday and Matthiessen, 2004:262)

3.6 Word Classes and Group Functions

Halliday and Matthiessen (2004:362) suggest that at a clause rank, “a group or phrase can serve a number of different clause functions”. However, the exception here

is at the Verbal Group. The relationship between word classes and group or phrase functions shows that there is a stronger tendency towards a one-to-one relationship. This means a word of a particular class tends to serve only one group/phrase function. However, in the class of adverb, only certain adverbs function as Head, whereas others function only as Modifier or sub-Modifier. Figure 3.28 shows clearly the functions of word classes in groups.

			nominal group	verbal group	adverbial group	conjunction group	preposition group
nominal	noun	common	Thing, Classifier				
		proper	Thing				
		pronoun	Thing				
	adjective		post-Deictic				
			Epithet, Classifier				
	numeral		Numerative				
	determiner		Deictic				
verbal	verb	lexical	Epithet, Classifier [V-ing, V-en]	Event			
		auxiliary		Auxiliary			
		operator		Finite			
	preposition						Head
adverbial	adverb		(Sub-Modifier)		Head, Modifier	(Sub-Modifier)	Modifier
	conjunction	linker				Head	
		binder				Head	
		continuative					Head

Figure 3.28 Word classes and their typical functions in groups
(drawn from Halliday and Matthiessen, 2004:362)

This study involves the media of advertisements. All the groups and phrase explained in this chapter are explored to look at how groups and phrase in the billboard slogans are created in enhancing the slogans' function as attracting and persuading its readers to buy the products. The study mainly focuses on the experiential and logical

structure of the Nominal Group, the Verbal Group, the Adverbial Group and the Prepositional Phrase. The next section will focus on the research methodology, which includes the data description, data collection, data coding system, and stages of analysis.

3.7 Research Methodology

This study adopts a qualitative approach in analyzing the texts on groups and phrases using the SFL framework. However, the qualitative data will be given a quantitative treatment to show the range of distribution.

3.7.1 Data Description

The data chosen for this study are strictly the slogans of billboard advertisements in Malaysia and it focuses only on the slogans written in the English language. In advertisements, slogans are used in context to express an idea or purpose.

Slogans are found rich in semantics, which are related to the context of advertisement. Slogans are used to elicit emotions as well as to promote and persuade the readers in purchasing the service or products. As slogans consist of short and incomplete texts, the analysis of groups and phrase in terms of experiential and logical meanings is feasible in the current study.

Since the focus of this study is on the experiential and logical meanings of billboard slogans, which are the phrases or sentences of the advertisements, the other media features such as images are eliminated.

The data consists of 100 slogans, which were extracted from the billboard slogans in Malaysia written in the English Language. The slogans were noted and committed to memory by having them written down without any preferences for

particular themes. Photographs were also taken where possible. Then only the slogans were categorized according to the various emerging themes.

3.7.2 Data Collection

The data was collected from the period of November 2006 till July 2007. The data consisting of 100 slogans of billboard advertisements were collected from the areas around the states of Negeri Sembilan, Selangor, Perak, Melaka and Johor Baharu.

Two qualitative methods were employed to collect materials for a thorough investigation. These methods were writing down the slogans manually and taking photographs of the billboard advertisements where convenient.

Figure 3.29 shows an excerpt from Appendix 1 containing detailed information of the time and location of the slogans that were obtained.

BILLBOARD SLOGANS

APPENDIX 1

TEXT NO.	SLOGANS	DATE	TIME	PLACE
1	Modern Tyre Senawang	30.11.06	5.30pm	Senawang, S'ban
2	Cine Fashion Indian Wedding	02.12.06	10.00am	Jln Kuching, KL
3	Milo Go Further	02.12.06	10.15am	Jln Kuching, KL
4	Mattress World - The Pocket Spring Specialist	02.12.06	10.45am	Desa Petaling, KL
5	Jasmine - When only the best will do	02.12.06	11.00am	North South Expressway

Figure 3.29 An excerpt of the data from Appendix 1

3.7.3 Data Coding System

The data were coded as follows:

Code	Reference
T	the text in Figure 3.29 (Appendix 1)
NG	the nominal group
VG	the verbal group
AG	the adverbial group
PP	the prepositional phrase

A further indexing of the groups and phrase is done as shown in Figure 3.30.

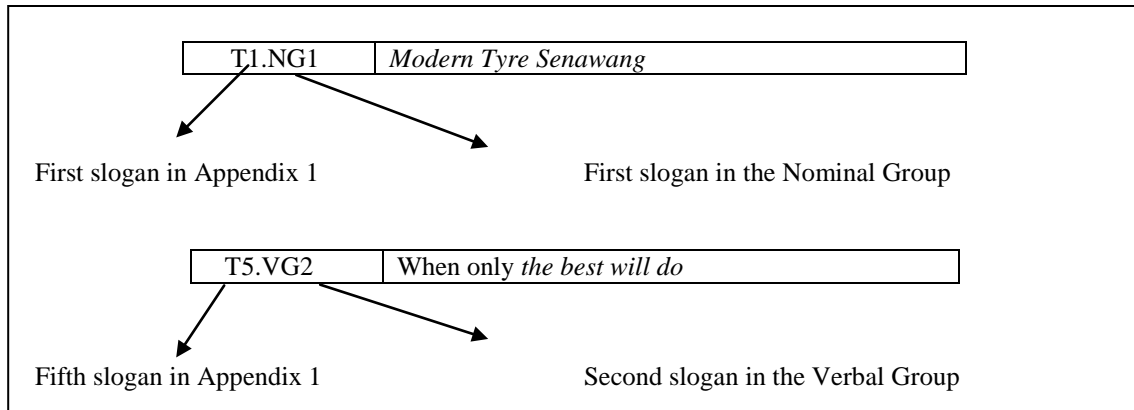


Figure 3.30 Indexing of the Nominal Group and Verbal Group

The index continues similarly as above for the Adverbial Group and Prepositional Phrase.

3.7.4 Stages of Data Analysis

The texts are analyzed in an orderly manner. The process of analyzing the texts is divided into eight (8) stages to answer the following Grand Tour Question:

How are ideational meanings expressed in Malaysian billboard slogans?

In order to answer the Grand Tour question, two research questions are formulated as follows:

- i) What are the experiential meanings expressed in Malaysian billboard slogans?**
- ii) What are the logical meanings expressed in Malaysian billboard slogans?**

The description of stages of data analysis is as follows:

- Stage 1** - The slogans are noted and where possible photographs of the slogans are taken as the researcher travelled along the highways.
- Stage 2** - the data are transcribed and codified in a table form to show when and where they were obtained as in Figure 3.29 (Appendix 1)
 - The slogans are categorized according to the various themes (Appendix 7 (i),(ii), (iii), (iv), (v), (vi) and (vii)..
- Stage 3** - Each slogan is labeled according to the respective groups and phrase it belongs to (as shown in Figure 3.30).
 - The groups and phrase in each slogan is being italicized to show the groups and phrase that will be analyzed.
- Stage 4** - Each group and phrase are tabled separately according to their functions, as shown in Figure 3.31 below. The grammatical function is assigned to the elements of the Nominal Group, Verbal Group, Adverbial Group and Prepositional Phrase. (Appendix 2 (i), (ii), (iii), (iv))
- Stage 5** - Then, the data is tabulated according to;
 - the percentage of each group and phrase against the total number of slogans being analyzed. (Appendix 3, 4, 5 and 6)
- Stage 6** - The analysis is done according to themes and it begins with:
 - the Nominal Group by looking into its elements, the Deictic, Numerative, Epithet, Classifier, Thing and Qualifier
 - in the Verbal Group, the analysis is based on the experiential as the Nominal Group. The Verbal Group is analyzed in terms of Finite, Event Auxiliary and Polarity in the experiential structure.
 - the Adverbial Group is analyzed according to the circumstantial Adjunct or modal Adjunct with regards to the language of advertisement.
 - the Prepositional Phrase is analyzed in terms of Process and circumstantial Adjuncts.
- Stage 7** - The analysis continues with the logical structure of all the Groups and Phrase.
- Stage 8** - A discussion is presented based on the findings of the study

(i) Nominal Group

APPENDIX 2(i)

<i>Index</i>	<i>Pre-Modifier</i>				<i>Head</i>	<i>Post-Modifier</i>
	<i>Deictic</i>	<i>Numerative</i>	<i>Epithet</i>	<i>Classifier</i>	<i>Thing</i>	<i>Qualifier</i>
T1.NG1			Modern		Tyre	
T17.NG16.1	an		idyllic		haven	for your family home

(ii) Verbal Group

APPENDIX 2(ii)

<i>Index</i>	<i>Finite</i>			<i>Polarity</i>	<i>Event</i>
	<i>Present</i>	<i>Past</i>	<i>Future</i>		
T3.VG1	Go				
T77.VG27	Do			not	hold

(iii) Adverbial Group

APPENDIX 2(iii)

<i>Index</i>	<i>Modifier</i>	<i>Head</i>	<i>Post-Modifier</i>
T38.AG1		Even	Better
T66.AG5.1		Always	Fresher

(iv) Prepositional Phrase

APPENDIX 2 (iv)

<i>Index</i>	<i>Actor</i>	<i>Process</i>	<i>Location</i>	
			<i>“Process”</i>	<i>“Range”</i>
T27.PG	The Trusted Name		In	Insurance
T40.PG	Best Coverage		On	All Highway

Figure 3.31 Elements of Each Group and Phrase
(drawn from the data)

A summary of the stages of analysis is provided in Figure 3.32.

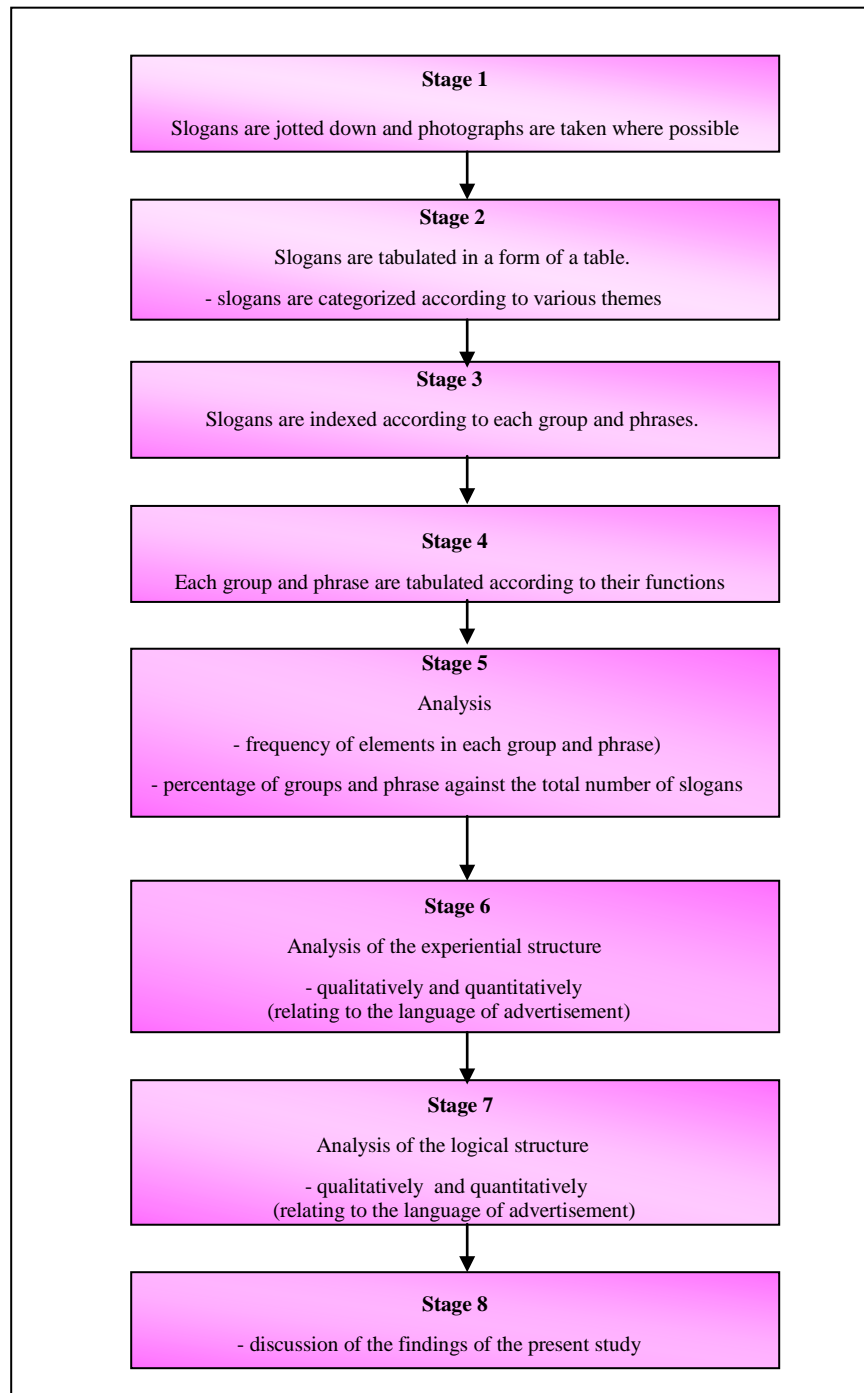


Figure 3.32 A summary of the stages of analysis

3.8 Chapter Summary

In this chapter, the theoretical framework and the research methodology of the present study have been explained in detail. It began with Section 3.1 by explaining the theoretical framework. Then, in Section 3.2, the Nominal Group is being described in terms of experiential and logical structures. Next, in Section 3.3, similar to the Nominal Group, the Verbal Group has been elucidated in terms of experiential and logical structures. Section 3.4 introduces the Adverbial Group and continues with Prepositional Phrase in Section 3.5. In Section 3.6, the Word Classes and Group Functions are explained. Section 3.7 briefly explains the research methodology of the current study by providing details on the data description, data collection, data coding system and stages of analysis.

The research design chosen in this study is feasible and appropriate for the analysis of the texts. The application of the theoretical framework of Systemic Functional Linguistics provides insights into the analysis of billboard slogans in this study. Therefore, the research design is carefully planned to give a better view of the analysis. The preceding chapter presents the findings obtained from the analysis of the groups and phrase in the billboard slogans written in the English Language.

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