

## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

In this chapter literature related to *Experiential meanings in the biographies of Mozart, Beethoven and Schubert* will be reviewed. Experiential meanings here encompass the System of Transitivity and Schematic Structure within Systemic Functional Linguistics (SFL). Section 2.1 presents the description of the genre. Section 2.2 reviews concepts in SFL. Section 2.3 reviews works done in the System of Transitivity and Schematic Structure.

#### 2.1 Biographical Discourse

Biographies are simply the history of a lifetime of a person. It describes the most important facts of someone's life, his or her childhood, adolescence, the life he or she lived through, educational background, professional life, marriage, children, and most outstanding achievements. It is usually published in a form of a book, an essay, in websites and sometimes in films. Biographical sources cover living and deceased persons, notable persons in particular countries, persons in specific occupations, celebrities, and civil and government leaders. Also it tells anecdotes, memories, trips and dearly cherished moments. It is our most precious legacy to the world and mainly to our family. A biography involves a whole life, building a bridge between generations, bringing us close to our grandchildren, great grand children and future generations, planting in their hearts the pride of belonging. According to Atkinson:

A life story is the story a person chooses to tell about the life he or she has lived, told as completely and honestly as possible, what is re

the teller wants others to know of it, usually as a result of a guided interview by another...A life story is a fairly complete narrating of one's entire experience of life as a whole, highlighting the most important aspects. (as cited in Roberts, 2002, p.3).

According to Gittings (1978, p.14), "Every biography comments on the human spirit and it's one of the most satisfying and established achievements in the present society." A biography is also said to be the study of a person's life where the biographer intensely uses all information; experiences, triumphant or disastrous, as an attempt to recreate the subject's life. A biographer literally puts himself in the footsteps of his subject. Biographies in the early days were written to teach the value of another person's life. Gittings (1978, p.22) notes in his 'Nature of Biography' that "biographers use a lot of first-hand information when writing a biography." This information together with the biographer's own knowledge creates the whole idea of a biography. Gittings (1978, p.40) also suggests that a "biography has been a movement towards humanistic study where it has developed from the official to the unofficial; it has admitted the lesser known, in their capacity and interest simply as human beings." Biographies not only portray the life of the person but also bring readers to appreciate the political, economical and social circumstances at that time around.

Roberts (2002, p.3) suggests that the "life history is usually taken to refer to the collection, interpretation and report writing of the 'life' in terms of the story told or as the construction of the past experience of the individual to relate to the story where information is gathered from various sources." The information consists of detailed aspects of the subject's life where his or her personal character, habits, effects of personal life on work and intimacies on relationship alongside minutiae of daily life are gathered in creating a biography. Roberts (2002, p.33) also notes that "biographies are

considered ‘life writing’ where they are written to show the ordinary lives of individuals as they live in different social structures.”

### **2.1.1 Genre of Biographies**

According to Collier’s Encyclopedia Online (2010), “All biographies are bound by some common denominators. They are all centered on an individual, his or her birth and death, his or her exploits which constitute the legacies that reverberate on society and serve as reference for posterity.” Collier’s Encyclopedia Online explains this further, “It is circumscribed by the birth and death of its subject and the reputation he leaves behind, and [also] its central interest is one person to whom all other matters are subordinated.”

Even though, biographies exploit the life of a person they differ in genre. This genre covers politicians, economists, celebrities, notable leaders, women, authors, businessman, successful people, musicians and music composers. According to Hawthorn, “Writers and commentators have identified various influences and differing criteria which shape expression, such as ‘subject, setting, theme, authorial attitude, genesis, purpose, occasion, structure, and effect” (as cited in Roberts, 2002, p.7). Williams claims that “there are a number of basic elements of genre such as the stance (traditionally, the narrative, the dramatic and the lyrical), mode of composition, and appropriate subject matter. These are subject to variation according to social, cultural and historical context” (as cited in Roberts, 2002, p.24). Therefore, the genre of a biography can be classified into different categories. The biographers’ while writing the biography, consciously and subconsciously give it the characteristics of a biography; thus enabling readers to identifying genre in its own right.

### 2.1.2 Research on Biographies

Biographies have a long history of wide use and have taken different forms such as books, documentaries, articles, websites and many more. These forms have changed according to time. Research or studies on biographies have been conducted for a long time. Roberts (2002, p.1) notes that “biographical research is an exciting, stimulating and fast-moving field which seeks to understand the changing experiences and outlooks of individuals in early lives, what they see as important, and how to provide interpretations of the accounts they give of their past, present and future.” Studies done on biographies give a better understanding of the subject and readers are drawn to this sighting discovered by the biographers in the biographies. “The intention in the study of lives is to gain an understanding of an individual’s life experiences within their socio-historical context” (Roberts, 2002, p.13). Dominicé (2000, p.37) who conducted a study on educational biography suggests that “written life stories, according to some recent studies, existed in Greek culture five centuries before Christ, under the generic title *bios*.” There have been many studies or research done on biographies from a non-linguistic perspective such as Epstein’s (1987) study on biographies by Walton, Johnson, Boswell and Strachey, where he explored the poetics of biography from a post-modern perspective. However, there have been little studies from a linguistic perspective. The present study attempts to fill in the gap using Systemic Functional Linguistics.

The next sub-section will review concepts from Systemic Functional Linguistics (SFL) pertaining to this study.

## 2.2 The Systemic Functional Linguistics

### 2.2.1 Language and Context

Biographies constitute a type of context. In Systemic Functional Linguistics (SFL), language and context are closely linked to each other. One interesting way to look at this relationship is to carry out a linguistics analysis. Eggins who supports SFL pioneered by M.A.K. Halliday notes that “language and context are interrelated” (2004, p.8). She also suggests that “the user of the language predicts accurately the appropriate language relating to that specific context”. Thus, use of language is seen to be sensitive to the context. Bloor and Bloor (2004, p.10) add that “language has three kinds of meanings:

- (i) Language is used to organize understand and express our perceptions of the world and of our own consciousness.
- (ii) Language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgments.
- (iii) Language is used to relate what is said (or written) to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself.”

Halliday (1984) suggests that “meanings can be attained using the three metafunctions: Ideational, interpersonal and textual.” The ideational meanings are meanings about things, about goings on and the circumstances surrounding this happenings and doings. The interpersonal meanings are meanings which express speakers’ thoughts and judgments. The textual meanings are concerned with the creation of text.

Egins (2004) notes that “our ability to predict when and how language use will vary, and the vagueness of language removed from its context provide evidence that in asking functional questions about language must focus on language and language use in context.” ‘How do people use language’ and ‘how is language structured’ are questions that describe the two dimensions of language. The first dimension shows the available options in the linguistic system and the possible choices people choose from to make meaning. The second dimension shows how people express themselves from the available choices.

### **2.2.2 Context of Situation and Context of Culture**

Meaning focuses on the context of situation and context of culture. The register theory describes the context of situation. It shows how language is used. The three dimensions governing the register variables are mode, tenor and field. Mode refers to how language is being used. Tenor shows the social relationships between those taking part and field describes what is going on. The ‘extra-linguistic level’, which is situated directly, within or below the ‘context of culture’, is composed of three aspects: Field, tenor, and mode (Butt et al., 2001).

Field refers to what is going on. It focuses on the activity or the object. The tenor refers to the social relationship between people where it focuses on status or power, the social contact and solidarity. The mode refers to how language is being used where it focuses on the role of language and the channel of communication.

The ‘extra-linguistic level’, or the outer context around a ‘text’, is described as the sum of all meanings possible in a particular culture. It contains the more specific ‘situational context’, and is realized in the experiential, interpersonal and textual meanings in a text (Butt, et al., 2001, p.8). These ‘extra-linguistic contexts’ are realized within the texts’ semantics and lexicogrammars. Egins (2004) claims that:

It is crucial to examine the ‘extra-linguistic contexts’ for several reasons. One important reason is to understand that contexts constitute texts as meaningful exchanges. Aspects of texts’ contexts directly influence the experiential, interpersonal and textual metafunctions that are conveyed within their linguistic features. (Egins, 2004, p.86).

A text’s situational contexts are situated within the broader, more general cultural contexts.

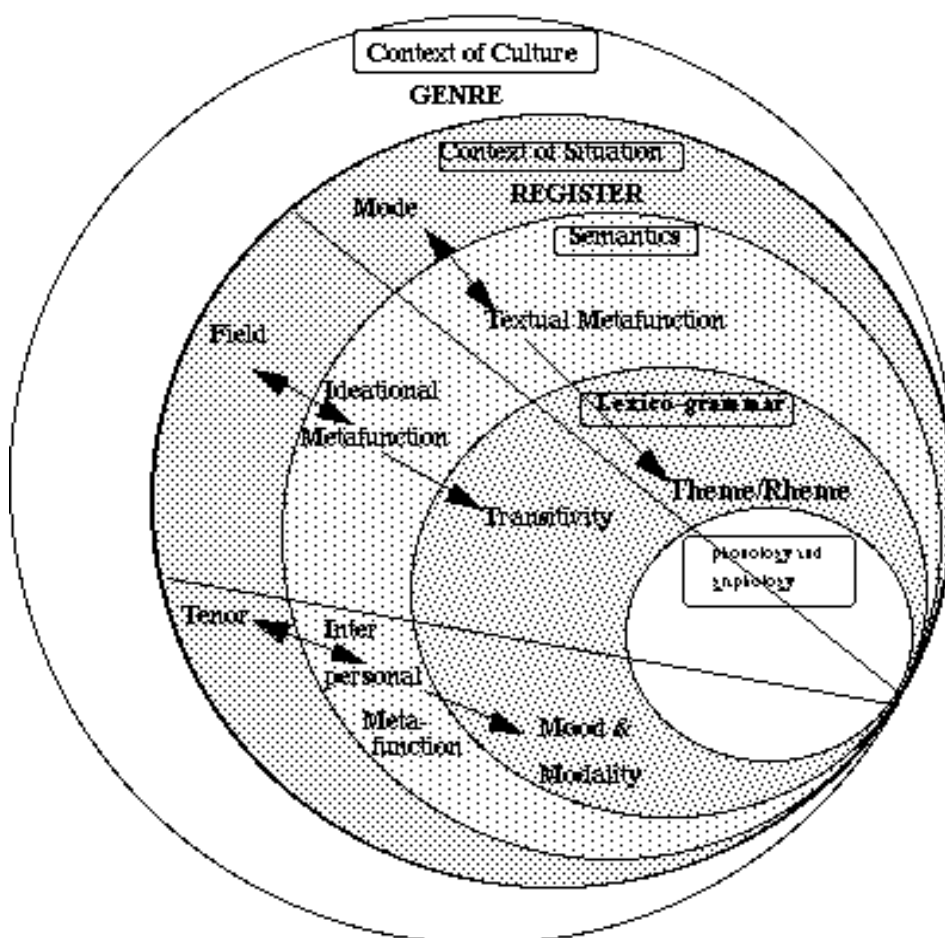


Figure 2.1: Stratification in Language (Halliday and Matthiessen, 2004, p.25)

Figure 2.1 shows the stratification in language as proposed by Halliday and Matthiessen (2004). SFL considers language use as functional, semantic, contextual and

semiotic. Language is also analyzed in terms of four strata: context, semantics, lexico-grammar and phonology-graphology. Context concerns the Field where it refers to ‘what is going on’, Tenor looks at the social roles and the relationship between participants and Mode is the aspect of the channel of communication. Semantics is divided further into three components; the ideational, interpersonal and textual ones. Lexico-grammar concerns the syntactic organization of words into utterances.

Eggs (2004, p.59) notes that “the concept of genre is used to describe the impact of the context of culture on language by exploring the staged, step-by-step structure cultures institutionalize as ways of achieving goals.”

The knowledge of context whether it is the context of situation or the context of culture, provides information about how language will be used. Grammatical analysis done on the text will provide knowledge about the context.

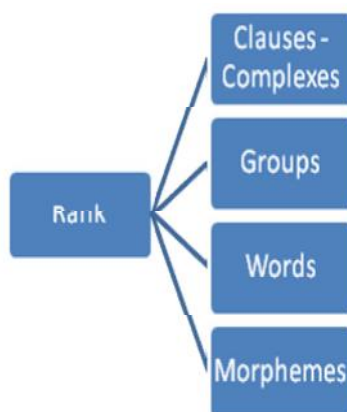
### **2.2.3 The Development of SFL**

M.A.K. Halliday, the founder of Systemic Functional Linguistics (SFL), first introduced scale and category grammar which led to the birth of SFL. Systemic Functional Grammar (SFG) which is the same as SFL, was introduced in the mid-1960s. Just like Firth's theories; it comprises a comprehensive theory of language for the analysis of language at all levels: phonology, lexicology and genre, just to name a few. Scale and Category grammar established a theoretical framework (a set of four categories: unit, structure, class and system) which could be used to describe the grammatical patterns of all languages. These categories were used for the analysis of language by Applied Linguistics, and ESL and EFL teaching and learning (Quirk et al., 1972, 1982; Biber et al., 1999).



### 2.2.3.1 Halliday's Scale and Category Grammar

The earliest version of SF Grammar was known as scale and category grammar. “Scale and category grammar is known as such because it sets up three ‘scales’ of abstraction (i.e. abstract relations), which are referred to as rank, delicacy, and exponents”. “Categories” include units, structures, classes, and systems”, (Halliday, 1956, p.36). Thus, units, structures, classes, and systems are related to each other and to the data in terms of Rank, Delicacy and Exponents (or Realization). The four categories in grammar are the unit, structure, class and system. Rank is the relationship between the units of the sentence. Figure 2.2 shows the top system of the grammar, Rank.



**Figure 2.2: The top system of grammar, Rank**

One rank or level can be divided into any meaningful smaller units of a different kind. According to Thompson (2004, p.21), “The smallest meaningful units are morphemes. Words are made up of one or more morphemes. Groups are made up of one or more words. Clauses are made up of one or more groups. Clause complexes are combined clauses”. The clause complexes are used to adequately account for sentence. Unit is the grammatical patterns that exist in language. Structure is the linear organization and class comprises the group units. System shows the point of choices

which are the paradigmatic choices proposed by Ferdinand de Saussure. The choices in the system include word classes such as verbs, nouns, pronoun, adjective, adverb, preposition, conjunction and interjection. The System of Transitivity adopts the term process to show verbs. This is the main focus in the transitivity analysis.

Systemic Functional Grammar (SFG) was later introduced by Halliday replacing the Scale and Category grammar. SFG revolves around the analyses of spoken and written language in authentic contexts of use.

### **2.2.3.2 Halliday's Systemic Functional Linguistics**

Egins (2004, p.3) notes that language use is functional and it makes meanings. The social and cultural context in which they are exchanged influences these meanings. The process of using language is a 'semiotic' one of making meanings by choosing. Egins (2004) adds that the functions of language are described in two main aspects where SFL is concerned:

1. How do people use language?
2. How is language structured for use?

The functional question 'how do people use language?' can be answered using authentic, everyday social interaction. According to Egins (2004), these interactions could be in the form of spoken or written linguistic elements where meanings relate closely to them. The use of language is always motivated by a purpose and the purpose is to make meaning or sense with each other. Meanings can also be predicted by looking at the context of language use from the linguistic patterns in a text. Therefore, the current study analyses how the text carries the context with it as there is a relationship between the language from the text and the context.

The functional question 'how is language structured for use?' can be answered through the study of genre and register including the study of field, tenor and mode.

“Genre represents the ‘context of culture’ for a text, which wraps the ‘context of situation’ realized in register” (Eggins, 2004, p.11).

Eggins (2004) adds that “register realized in ‘context of situation’ focuses on field, tenor and mode, the variables in register.” These variables are structured for metafunction analysis. The three metafunctions illustrate that a text makes meanings simultaneously. These three metafunctions include the ideational, the interpersonal and the textual. Therefore, a text can express meaning more than one time and these three meanings make sense with each other and the world. The current study analyses genre through Schematic Structure and register through the System of Transitivity.

The experiential metafunction relates to a text’s aspects of field. The transitivity analysis in this metafunction shows that processes are expressed by verbs, the participants by nouns and the circumstances by the prepositional phrases. The interpersonal metafunction relates to a text's aspects of tenor. Clauses in the interpersonal metafunction are analysed into ‘Mood’ and ‘Residue’, with the mood element further analysed into ‘Subject’ and ‘Finite’. The textual metafunction relates to a text’s aspects of mode. The textual metafunction is concerned with the creation of text, analyzes for ‘Theme’ and ‘Rheme’.

#### **2.2.4 The System of Transitivity**

As introduced in Chapter one, the present study uses the theoretical framework by Halliday and Matthiessen (2004). It focuses on the functional roles of the speaker to convey messages in daily communication. Halliday and Matthiessen in their book entitled ‘An Introduction to Functional Grammar. Third Edition’ (2004, p.169) suggest that “the clause construes a quantum of change as a figure or configuration of the process, participant involved in it and any attendant circumstances.” The experiential meaning which describes how events are brought out, are encoded in the System of

Transitivity. The System of Transitivity depicts these events by describing processes which are expressed by verbs, the Participants which are expressed by nouns and the circumstances which are expressed by the prepositional phrases.

### 2.2.4.1 Types of Processes and Participants

Halliday and Matthiessen (2004) note that the semantic categories differ according to the types of processes used in the clauses as illustrated in Figure 2.3 below.

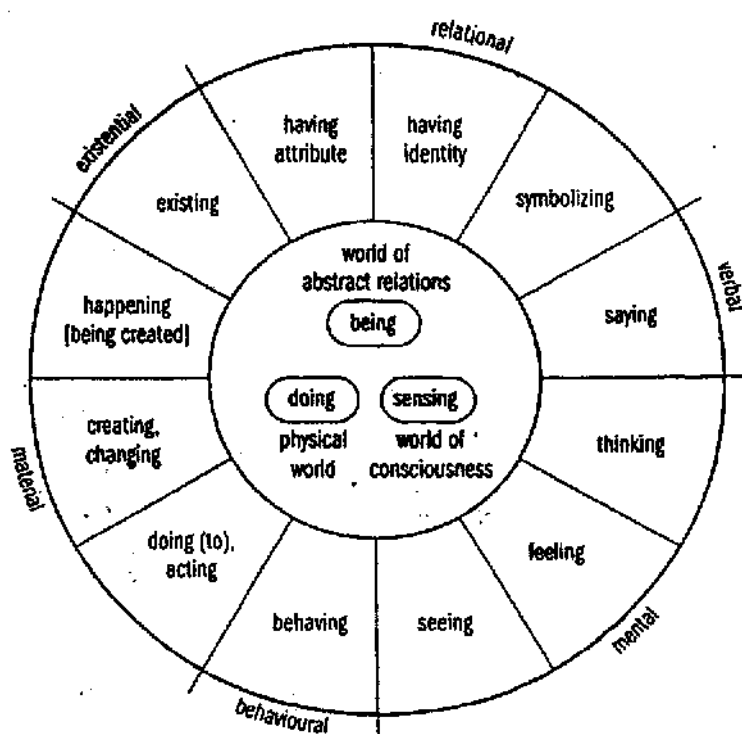


Figure 2.3: The grammar of experience: types of process in English

Source: Halliday and Matthiessen (2004, p.172)

Halliday and Matthiessen (2004)'s diagrammatic presentation of the inner and outer circles with types of processes suggest the following:

The outer circle shows six different process types which construe our world of experience which includes: Material, Mental, Relational, Verbal, Behavioural and Existential. The inner circle represents three diffe

relations, where 'being' is concerned, the physical world, where 'doing' is concerned and the consciousness world, where 'sensing' is concerned. (Halliday and Matthiessen, 2004, p.171-173)

There is a set of division between the outer and the inner experience. According to Halliday and Matthiessen (2004, p.171-173), "The outer experience consist of actions and events that people go through or participate to make things happen while the inner experience is a replay of the outer experience as it accounts for, responds to and contemplates about the experience." They note that:

The grammar distinguishes both the experiences. The outer experience can be seen in the external world and this is represented by the material processes while the inner experience of relations is represented by using the relational process. The material process focuses on the state of 'doing' while the relational process focuses on the 'being'. (Halliday and Matthiessen, 2004, p.171-173)

Halliday and Matthiessen (2004, p.171) suggest that "The material, mental and relational processes are the main types of processes in the System of Transitivity." There are other categories at the three boundaries that are not so clearly set apart. "It is recognizable in the grammar as intermediate between the different pairs-sharing some features of each and acquiring a character of their own" (Halliday and matthiessen, 2004, p.171). The behavioural process is the borderline of the 'material' and 'mental' processes. The verbal process is the borderline of 'mental' and 'relational' processes and the existential process is the borderline of 'relational' and 'material' processes. The behavioural process represents the outer manifestation of inner workings, the acting out process of consciousness and physiological states. The verbal process is the symbolic relationship constructed in human consciousness and enacted in the form of language, for instance saying and meaning. The existential meaning is recognized to 'be' – to exist or to happen.

Halliday and Matthiessen (2004, p.260) provide an outline of process types with their meanings and characteristic Participants. Table 2.1 below shows this representation.

**Table 2.1: Process types, their meanings and characteristic Participants**

Process type	category meaning	Participants, directly involved	Participants, obliquely involved
material: action event	'doing' 'doing' 'happening'	Actor, Goal	Recipient, Client; Scope; Initiator; Attribute
behavioural	'behaving'	Behaver	Behaviour
mental: perception cognition desideration emotion	'sensing' 'seeing' 'thinking' 'wanting' 'feeling'	Senser, Phenomenon	
verbal	'saying'	Sayer, Target	Receiver; Verbiage
relational: attribution identification	'being' 'attributing' 'identifying'	Carrier, Attribute Identified, Identifier;Token, Value	Attributor, Beneficiary Assigner
existential	'existing'	Existent	

**Source: Halliday and Matthiessen, 2004, p.260**

Halliday and Matthiessen (2004) explain that “there are participants in Table 2.1 which are directly involved and indirectly involved in the process.” The participant either ‘does’, ‘behaves’, ‘senses’, ‘says’, ‘is’ or ‘exists’. Participants that are complemented with prepositions are indirectly involved with the process types. The

recipient in the material process can either be a human or an abstract entity that receives things. The client is another indirect participant in the material process that has services performed for it. The actor, in the material process is the participant that is directly involved, is the participant doing something to another participant which is the goal. The behavior is the participant in the behavioural process 'behaving'. The phenomenon which is seen, felt or thought by the participant is known as the sensor in the mental process. The sayer is the participant uttering words to an intended target in the verbal process. The participant in the relational process is either an attribute, identifier or value.

Halliday and Matthiessen (2004, p.248) note that "There is a scope of the process which is the range and this could be seen in the material, mental, verbal and behavioural process types." They add that "The range states the field over which the process takes place or the process itself, forming a continuum as there is no division between them in the material and behavioural process types", (Halliday and Matthiessen, 2004, p.294). The range refines the process in the verbal process and delimits the boundaries when the phenomenon senses in the mental process.

Thompson (2004, p.108) validates Halliday's theoretical framework. He uses the term 'core meaning' instead of Halliday's 'category meaning' (in Table 2.2). Table 2.2 shows this representation.

**Table 2.2: Overview of process types**

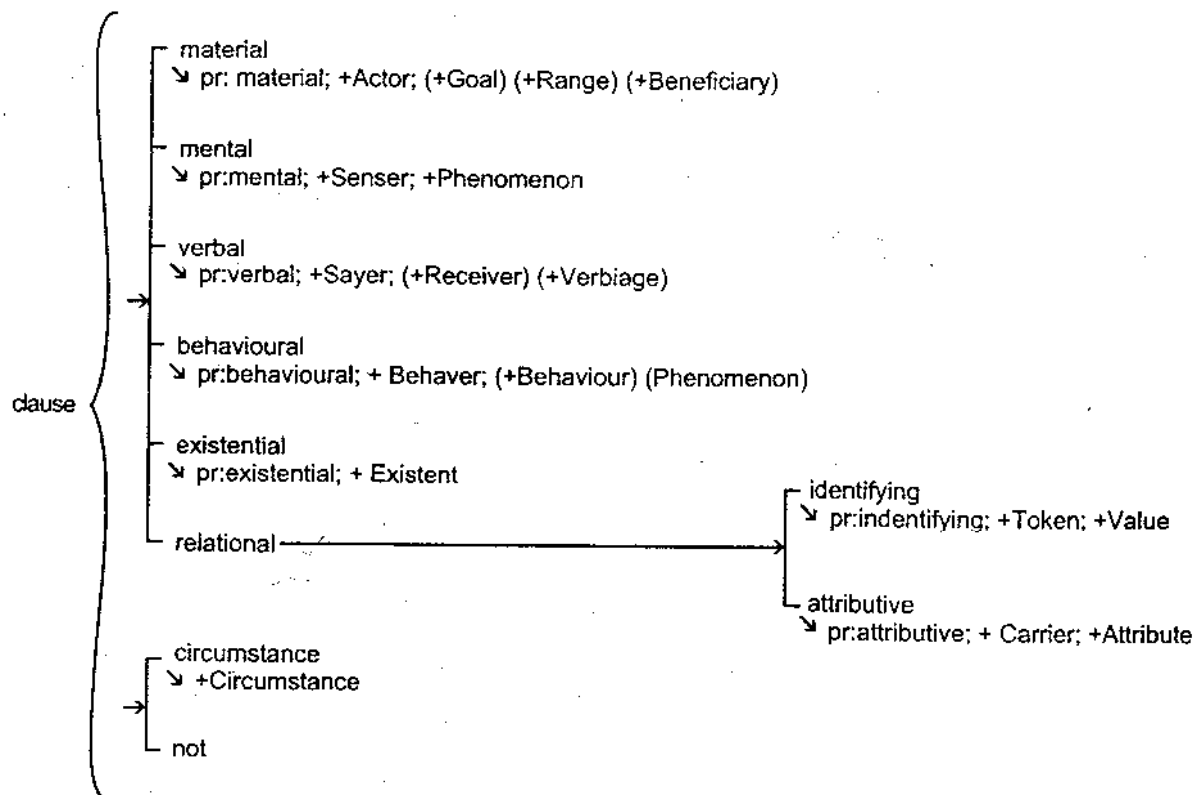
Process type	Core meaning	Participants
material	‘doing’, happening’	Actor (Goal)(Scope)(Beneficiary)
mental:	‘sensing’:	Senser, Phenomenon
perception	‘perceiving’	
cognition	‘thinking’	
emotion	‘feeling’	
desideration	‘wanting’	
relational:	‘being and having’:	
attributive	‘attributing’	Carrier, Attribute
identifying	‘identifying’	Value, Token/Identified, Identifier
verbal	‘saying’	Sayer(Receiver)(Verbiage)(Target)
behavioural	‘behaving’	Behaver (Behaviour)
existential	‘existing’	Existent

**Source: Thompson (2004, p.108)**

Table 2.2 is divided into three columns where the first column shows the process types, the second column shows the core meaning and the third column shows the Participants involved. The process types mentioned by Thompson has been rearranged where the 3 main processes grouped by Thompson are the material, mental and relational processes while the three minor processes are the verbal, behavioural and existential processes.

Eggs (2004) also supports Halliday’s theory stating that there are six process types in the System of Transitivity: the material, mental, relational, verbal, behavioural and existential and the Participants. Figure 2.4 below shows the processes and Participants used in the System of Transitivity proposed by Eggs (2004, p. 214)





**Figure 2.4: Transitivity**

*Source: Eggins (2004, p.214)*

Eggins states that each process is connected to different participant roles. The participant associated with a certain process may differ according to its function as a participant in that process type. There is also the possibility of a selected circumstance that plays a role in giving a meaning to the whole clause. The actor, goal, range and beneficiary are the Participants associated in the material process. The senser and phenomenon are Participants of the mental process. The verbal process has Participants such as the sayer, receiver and verbiage while the behavior, behavioural and phenomenon are associated with the behavioural process. The existent is the Participant associated with the existential process. The relational process can be divided into two, which is the identifying relational process where the token and value are Participants of this process and the attributive relational process with the carrier and attribute as Participants.

### 2.2.5 Schematic Structure

The present study also looks at Schematic Structure. Martin (1985a) presents Schematic Structure in his paper entitled 'Process and Text: two aspects of Human Semiosis'. This term was developed by him in his lecture (1979) 'Conjunction and Conversational Structure', which was later adopted by Ventola, showing that all genre have beginning-middle-end in the structure of some kind. The structure here is described as Schematic Structure. According to Martin (1985b), "Schematic Structure represents the positive contribution genre makes to a text. This positive contribution describes a way of getting from A to B in the way a given culture accomplishes whether the genre in question is functioning to do in that culture" (as cited in Eggins, 2004, p.59).

Hasan (1979) in her paper entitled 'On the notion of text' shows a framework similar to that of Martin's. 'Generic Structure Potential' is described by Hasan as the total set of options and obligatory elements in a social process of an event. She states her example by describing the options and obligatory stages of a small fruit stall where she shows the interaction between the seller and the buyer.

Ventola's pioneering work (1983, 1984, and 1989) shows Schematic Structure in service encounters in a travel agency in Australia and in a post office in Finland. Most of Ventola's works complement Martin's (1985a) work and terminologies as she had borrowed Martin's (1979) term. A linear presentation of diagram in Schematic Structure was used by Hasan (1979) and Martin (1985a). Ventola (1983,1984, 1989) in her works proposed a flow chart which interacts more closely to nature and service encounters. Ventola (1989) in her study of service encounters shows how various possibilities of house service encounter instances are generated. This is accordance to her theory that text is a dynamic process and it is not static. This theory was first introduced by Martin (1985a). Framework proposed by Martin (1985a) and Ventola

(1983, 1984, and 1987) was based on service encounters that involved two way interactions. The current study furthers work in Schematic Structure by looking at another genre other than service encounters. The genre of biographies is studied to show Schematic Structure in texts.

Egins (2004) also adopts the similar Schematic Structure framework proposed by Martin (1985a), Ventola (1987) and Hasan (1985a). Egins notes that “Schematic Structure is series of steps or stages.” She adds that “Schematic Structure refers to the staged, step-by-step organization of the genre and the constituent stages of a genre as a Beginning, a Middle and an End.” Egins (2004) framework has been used for this present study. Exemplification of this framework on Schematic Structure is shown in Chapter three.

The next subsection reviews works done in SFL.

## **2.3 Review of Works Done in SFL**

The current study looks at the interaction between the System of Transitivity and Schematic Structure. Studies based on SFL’s System of Transitivity and Schematic Structure is discussed in the following subsections.

### **2.3.1 Research on the System of Transitivity**

Matthiessen (1999) analyzed narratives, informative, gossip and expository articles in his article entitled ‘The System of Transitivity: An Exploratory Study of Text-Based Profiles’. Quantitative findings from the study showed that all process types were used in the text. The findings of the study also showed that ‘Quanta of change’ and ‘Flow event’ were used to show lexico-grammatical analysis as resources for construing people’s experience. Matthiessen agreed with Halliday’s patterns of clustering where transitivity, mood and theme have interconnectivity between one clause to another.

Hasan's (1983) study on the poem 'Widower in the Country' by Les Murray showed that material processes were used the most. The findings of the study revealed that transitivity concerns 'who does what to whom, where, how, and why' (1983, p.36). Participants and process types are sometimes indirect and the actor is not necessarily human. Quantitative findings, in her study, on participants show that actor in material processes were mentioned often.

Srinivass (2003) in her study comparing procedural and informative chemistry texts found that the author used particular types of processes in certain sections of the text. For example, relational processes dominate the introduction. She also found that the section on experiment has more material processes as this section has a lot of imperatives due to the use of instructional language.

Hashim (1996) conducted a study on medical texts. Her study entitled 'Syntactic choices and text organization in medical research articles', showed that medical texts had a specialized audience with uniformed sections as abstract, introduction, methods, results, and discussion. The findings also showed that process types were used to share information. The material, the mental, the relational and the verbal process types were used in every text. The behavioural and the existential process types were the least used process types in the texts.

Hwang (2000) conducted a study on law texts. Her study entitled 'Analisis fungsional sistemik teks undang-undang perlembagaan persekutuan Malaysia', was based on texts in two different languages namely Bahasa Melayu and English. The findings revealed that the material process types were used in both versions. The existential process types were not used at all. The study showed disagreement with Halliday's theory that relational processes were used to deliver meanings when material process types were used the most in her study.

In a study conducted on lecture discourse, Sinar (2002) showed the predominant use of the relational process types in the clauses as lecturers generalized the explanations in the conclusion stage. The material process types were used to describe events and activities. The mental processes were used to gauge the student's understanding of the events and activities conducted in classes. The relational processes were used to summarize and emphasize on the facts. There were seven phrases identified in her study namely the text structure, content, conclusion, evaluation, examples, interaction and background phrases that used different kinds of process types.

John (2004), in her study on texts on love songs, also found that the material process dominated texts on love songs. The study entitled 'Patterns of transitivity in the genre of English songs: a systematic functional perspective', showed that shorter texts had less clauses compared to longer texts with more process types deployed. The material processes were used the most conveying that 'love' was expressed as an action orientated characteristic. The findings showed that there was extra process types used as a result of combined process types in the clause within clause interpretation. The findings also revealed that the texts used mostly simple clause with one process types compared to complex clauses with two process types.

Sim (2008) conducted a study on newspaper reports on the death of 'Crocodile Hunter' Steve Irving in three English dailies in Malaysia. Her study uncovered the use of different process types to relate to different events. The material process dominated the newspaper reports on the death of 'Crocodile Hunter' Steve Irving where it depicted the concrete and physical action as they unfold, followed by the relational process to describe Steve Irving's personality. The next highest usage is the verbal process to show validity and objectivity in the news reports and the mental process to show the inner world of consciousness. The least used process types is the behavioural and existential

processes as the reports were on the going-ons and not about the physiological and psychological behavior of the participants.

Tan (S.L. Tan, 2008) in her study on the genre of literary text found that the material, verbal and relational and corresponding participants dominated the texts on the theme of punishment, its justification and execution in the nursery tale genre. The execution of punishment was carried out using the transitive and ergative systems of the material process.

Siow (2009) conducted a study on the unabridged and abridged version of the novel 'The Pearl' by John Steinbeck. Her study revealed that the material process dominated literary texts, followed by the relational process. The predominant use of these process types in both versions indicated that actions and descriptions were the main features in narratives.

Studies based on SFL's System of Transitivity by Matthiessen (1999) and Hashim (1996) showed that all process types were used in the texts. The present study also revealed the same findings. It has also found that the material process types dominated texts on biographies of music composers of the 18<sup>th</sup> century. This similarity can be seen in studies done by Hasan (1983), Srinivass (2003), Hwang (2000), Sinar (2002), John (2004), Sim (2008), Tan (2008) and Siow (2009) that the material process tends to predominate. While the existential process types were used in the present study, Hwang's (2000) study did not find the presence of this process type. This may be due to the differences in the genre type used, the current study being biographical texts of music composers and Hwang's being law texts.

### **2.3.2 Research on Schematic Structure**

There are limited studies on Schematic Structure. Therefore, only one study is discussed here.

Supramaniam's (2004) study entitled 'A systemic functional perspective of lexical cohesion in English newspaper commentaries in Malaysia' was based on lexical cohesion and Schematic Structure. The corpuses based on texts on newspaper commentaries. The findings of the study showed that expositions such as newspaper commentaries produced in an authentic setting do not necessarily present the thesis statement in the introduction where Schematic Structure is concerned. The study also showed that the interaction between lexical cohesion and Schematic Structure show that primary lexical strings run throughout the texts while carrying with them essential topics relating to the issue raised by writers of the text. Secondary strings appear to form clusters in regional areas in the texts. This shows that secondary strings carry topics that provide further support to the arguments deployed by the writers.

Based on all the research that has been carried out on various forms of data, as far as can be seen no study or research has been carried out on biographical texts. In view to this, the current study attempts to look at the interaction between the System of Transitivity and Schematic Structure to analyze biographical texts of music composers.

## **2.4 Chapter Summary**

This chapter has illustrated the related literature on the discourse of biography and SFL as well as the related research that has been conducted in these areas. On the whole, this review has brought to light that there is limited research on the genre of biography, where a combined analysis of Transitivity and Schematic Structure is concerned. Therefore, the current study is undertaken to investigate the content and lexico-grammatical resources to investigate experiential meanings and Schematic Structure in the genre of biography. The next chapter outlines the theoretical framework and the research methodology used in this investigation.