

**REPRESENTATION OF RACISM IN
HAMID'S SELECTED NOVEL: A SYSTEMIC
FUNCTIONAL LINGUISTIC ANALYSIS**

BY

SHAHZEB KHAN



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**Representation of Racism in Hamid's Selected Novel: A
Systemic Functional Linguistic Analysis**

By

SHAHZEB KHAN

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Thesis Title: Representation of Racism in Hamid's Selected Novel: A Systemic Functional Linguistic Analysis

Submitted by: Shahzeb Khan

Registration #: 40-MPhil/Eling/RWP-F21

Master of Philosophy
MPHIL ENGLISH LINGUISTICS

English Linguistics
Name of Discipline

Dr. Ejaz Mirza
Name of Research Supervisor

Signature of Research Supervisor

Dr. Muhammad Safeer Awan
Name of Dean (FAH)

Signature of Dean (FAH)

Date

AUTHOR'S DECLARATION

I Shahzeb Khan

Son of Muhammad Shoaib Khan

Registration # 40-MPhil/Eling/RWP-F21

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Representation of Racism in Hamid's Selected Novel: A Systemic Functional Linguistic Analysis** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Representation of Racism in Hamid's Selected Novel: A Systemic Functional Linguistic Analysis

This study delves into the portrayal of racism in Mohsin Hamid's novel "*The Last White Man*" (2022) using Halliday's Systemic Functional Linguistics (SFL). Through textual metafunction, it aims to unravel the intricate linguistic mechanisms through which racial dynamics are constructed and perpetuated within the narrative. The primary objective is to investigate linguistic patterns, grammatical structures, and thematic organization to uncover the subtle ways racism is depicted and reinforced in the text. The research adopts a mixed method approach, analyzing twenty selected paragraphs comprising 26 sentences and 357 clauses. The textual structure is scrutinized to identify conjunctions, conjunctive adjuncts, and continuatives, elucidating their role in enhancing coherence and portraying racist ideology. Tables presenting the frequency and percentage of themes and cohesive devices aid in statistical analysis, facilitating the identification of linguistic variations. Through this analysis, the study reveals the intricate relationship between language and societal concerns, shedding light on power dynamics and cultural representations within the novel's discourse. It also highlights the narrative's reflection of white supremacy, particularly in the post-9/11 context. The findings align with Halliday's conceptualization of language's textual framework, offering a structured understanding of grammar, meaning, and function. The study illustrates how textual metafunctions, including lexical density, grammatical complexity, coherence, and the usage of nominal groups, effectively portray racist ideology. Moreover, the research suggests the incorporation of additional Hallidayan frameworks, such as ideational and interpersonal analysis, to explore themes in both literary and non-literary texts. Overall, this study contributes to the understanding of how language constructs and perpetuates racism within literary narratives, offering insights into the broader socio-cultural context.

Keywords: *Systemic Functional Linguistics (SFL), Ideology of Racism, Textual Metafunction, Cohesive Devices*

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CHAPTER 1

INTRODUCTION

Language is a possible technique for generating ideas and communicating human experiences in the internal and external worlds. This requires a close look at its basic configuration. Humans present their thoughts, feelings, hopes and experiences to the world through language and then make them unique in different environments. Due to its diverse nature, messages are sometimes planned by searching for target languages in different schools of thought. By mastering the form and structure of language, language users can understand text even when it is incomplete. Language users may miss meaning by not understanding the relationship between language and code, because language is more about meaning than content. Language conveys messages, decisions, sounds, beliefs or ideas that correspond to the reality of written and spoken texts. This includes meaning and the order that exists in the author's perception and environment. It reflects the author's experience and analysis. Humans have a unique gift for language that is governed by grammar. This fact forms the basis for linguists to understand the form and structure of language and how people communicate through it.

One strategy is Halliday's Systemic Functional Linguistics (SFL) hypothesis (Harman, 2008). It provides an alternative approach to grammar principles with a framework suitable for anyone interested in language practice (Thompson, 2013). The field of Systems Functional Linguistics (SFL) is key to bridging the linguistic and social divide, "directed to be biological rather than social" (Kazmian et al., 2013). This grammatical approach shows that language is a social communication mechanism. This system is mainly based on form and structure defined by function (Wang, 2010). Systems functional linguistics emphasizes the construction of a grammatical system. People use it to communicate with each other and to manage the social situations in which they live. This is an opportunity to use the text in its own right. The explanations provided by functional grammars help organize existing knowledge (Thompson, 2013).

Conventional grammar focuses on the group of verbs as the main subject, while Systematic Functional Grammar (SFG) looks at the whole clause and its parts. The main weakness of the traditional syntax is that it cannot handle determining subordinate importance (Sinclair & Coulthard, 1975). Likewise, it cannot accommodate the

interdisciplinary and implicit components of languages because it attempts to provide a model that captures the common and useful characteristics of all language methods. Halliday (2019) asserts that language develops "not from within but symbolically from without". They question why language acquisition is not enough.

Halliday proposed System Functional Grammar (SFG) as a valid theory of grammatical transactions. As an alternative to dealing with sentence structure, it provides a suitable framework for those interested in using the language (Thompson, 2013). It plays an important role in overcoming all the problems between social order and semantics, and "strategy is natural, not social" (Kazmian et al., 2013). This grammatical approach suggests that language is a social communication technique, based on a framework in which language and structure remain suspended with their functions. The System of Functional Grammar (SFG) focuses on improving the grammatical context through which individuals communicate with each other and how individuals use language to "organize their social order in life" (Cope & Kalatzis, 2014). It provides an important resource for text integration in its original context. Functional grammar diagrams help us organize existing information (Thompson, 2013).

Halliday (1985 and 1994) considers typological groupings of different sentence structures with the aim of tracing their distinct language purposes and literature. By using a systematic functional framework, he has attempted to reveal the essential linguistic features of literary discourse. Such type of model may be used to find out the uniqueness of any genre. It may be particularly expository approach to see how the semantic capacity of language is analytically approached. Additionally, given that meaning is obtained by considering diffusion, this grammar is important in a few respects. It is about "the basic terminological choices accessible in English as communicated in sentences - the basic unit of development in any message" (Burton, 1982).

This approach of study drops in the framework of grammar and discourse study as it sees the text as a fixed message in particular circumstances and order. Halliday splits speech into three categories according to its meanings which he names as "metafunctions": ideological, interpersonal, and textual metafunctions (Thompson, 2013). Ideational metafunction is the use of language to convey or obfuscate meaning and comprehension (Halliday & Matthiessen, 2004). It is divided into two categories: logical work and empirical work. The empirical part emphasizes that language

addresses intuition. Thus, the speaker or writer conveys his or her actual opportunities and "experiences of the inner cosmos of his realisation" through this work, including their replies, impressions, and understandings as well as their semantic oral and cognitive manifestations. These include substitution, coordination, modification, and subordination (Halliday, 2019).

Experiential techniques refer to transitional frameworks (Halliday, 1994). Experiential metafunctions include implications that are understood in clusters as well as transitive implications that are understood in clauses. It presents cross-examination as a discourse strategy in light of the fact that its purpose is not only to find out how the language of a scholarly text makes sense but also to break down the text and what such a text means. It shows the linguistic aspects of the text. Also, it is an idea of the text that we need to break down different transitive examples to solve the same situations or situations in different ways. The present study mainly centers around the textual metafunction of the text in the novel "*The Last White Man*" written by Hamid. Textual metafunction is otherwise called "micro-theme" or "clause theme". Language is a way of creating text. Meaning and ideology are recognized through themes and associative patterns. Literature unquestionably provides us with a rich understanding of the cultural, religious, social, political, and economic viewpoints of the society in which the author lives (Diamond, 1989).

Mohsin Hamid is a Pakistani novelist who published "*The Last White Man*" in 2022. This is Hamid's fifth book. Love, grief, transformation, and identity are the book's central themes. The literary genre of magical realism encompasses this book. Therefore, the researcher is interested in identifying the significance of dystopian fiction on racism by analyzing the selected text and author's philosophy through careful analysis of transition patterns in the text and then preparing the reader for character development. Understanding the underlying motivations. Racism and its powerful role in our lives. Also, Systemic Functional Linguistics (SFL) is a relatively straightforward way to study grammar. It is much richer than other formal or traditional grammar schools. Through Systemic Functional Linguistics (SFL) we can deepen the analysis to explain the text. It offers integrated ways of accessing basic ideas and meanings. It is considered highly relevant in the teaching and learning of literature. Analyzing a literary work using textual metafunction from Systemic Functional Linguistics (SFL) can lead to a more complete understanding and appreciation of it. The study of a modern author

struggling with contemporary ideals and views may be the finest source of information to investigate and determine if systemic functional linguistics is acceptable for fictional literature. The purpose of this research is to explain Hamid's work from a fresh angle. It is an effort to examine his writings linguistically. The author's manipulation of the textual metafunction for depicting ideology of racism is the study's main point of interest.

1.1 Statement of the Problem

Language is a bunch of assists, systemic functional linguistics help speakers communicate meaning. Therefore, social context is complemented by language. It helps a person to create a mental picture and it shows them what is happening around and inside them. Text construction is meaning while clause is a lexical unit. It provides meaning to the text where it is a component. It is not limited to the circle and it is not just part of the text. It gives sense and coherence to the text. In various contexts, the speaker and the listener exchange meanings, linking the texts. Text systems' option selection is important. Structure converts a piece of text into a logical text. Instead than being a random collection of phrases. Harmony is one element of structure that gives the whole thing cohesion. The other component is selected information, often known as the new provided, and is related to its context or contains what the speaker wishes to communicate.

Using systemic functional linguistics, the problem addressed in this thesis pertains to the intricate relationship between language, systemic functional linguistics, and social context, particularly in the context of how they influence the portrayal of racial ideology within literary text. Language, serving as a tool for communication, is intricately linked with systemic functional linguistics, which aids speakers in effectively conveying meaning. This mutual relationship between language and social context enables individuals to conceptualize their surroundings and inner experiences, thereby facilitating the creation of mental pictures and comprehension of ongoing events. Central to this problem is the role of text construction and clauses in assigning meaning within text. While text construction embodies meaning, clauses serve as fundamental lexical units that contribute to the overall coherence and sense of the text. The exchange of meanings between speakers and listeners, facilitated by textual systems, underscores the importance of option selection within text structures.

Through the lens of systemic functional linguistics, this research aims to elucidate the function of textual structure, specifically in how it brings coherence and provides thematic information within literary works. Drawing upon Halliday's categorization of speech into ideological, interpersonal, and textual metafunctions, this study focuses on textual metafunction, which intersects with ideational and interpersonal metafunctions to convey meaning.

This study presents how the clause conveys meaning in a coherent manner and how the novelist uses structure to portray ideology of racism in his novel "*The Last White Man*". Textual structures are important because they express, signal, convey, impart or influence underlying belief systems. Thus understanding these structures is essential for interpreting meaning and ideology of racism. This study is designed to explore how the novelist controls structure such as continuatives, conjunctive adjuncts, conjunction, and structural theme to reflect his ideology of racism. In essence, this research seeks to explore how the novelist manipulates textual structure to convey and reinforce racial ideology, shedding light on the intricate interplay between language, structure, and societal concerns within literary text.

1.2 Objectives of the Study

The following research objectives are accomplished:

1. To investigate dominant themes that have been employed by Hamid in constructing the meanings in his novel, "*The Last White Man*".
2. To explore the role of lexical density and grammatical complexity in projecting the ideology of racism.
3. To explore the role of coherence and nominal groups in shaping and reinforcing racism-related concepts in the novel "*The Last White Man*".

1.3 Research Questions

1. What dominant themes have been employed by Hamid in constructing the meanings in his novel, "*The Last White Man*"?
2. How do lexical density and grammatical complexity play a role in projecting the ideology of racism?

3. How do coherence and nominal groups shape and reinforce racism-related concepts in the novel "*The Last White Man*"?

1.4 Significance of the Study

The current research sheds light on the importance of Systemic functional linguistics and its relationship to derivational choices and their impact on semantic development. The above analysis is important for language students because it questions the neutrality of the text and the knowledge of the language used in the development of any text for depicting ideology of racism.

From a sociological perspective, this study presents the importance of dystopian fiction in relation to racism. This study highlights the spontaneity in the selected text and the author's philosophy through a deliberate analysis of transitional patterns in the text and then prepares the reader to understand the ulterior motives of the character's development of racism and its powerful role in our lives.

This research is contemplated to be of value to researchers studying Systemic functional linguistics (SFL) and hopes to assist them by providing guidance for future researchers. Moreover, it is expected that this study will give an understanding of the ideology of racism through the development and investigation of clause through careful analysis using textual metafunction e.g. theme, rheme, continuatives, conjunctive adjuncts, conjunction, and structural theme.

1.5 Delimitation of the Study

This research is focusing on the Textual analysis of "*The Last White Man*". It is chosen as a sample text for proposal analysis. The current study excludes Hamid's essays and short fiction. The texts chosen for testing will be non-random selections of convenience because reading a novel word-for-word and sentence-for-sentence is absurd. The study of the chosen texts focuses on how the author employed textual metafunction to communicate his ethnic perspective. Clauses will be used to separate text portions. The clauses will be evaluated using theme and rheme. This analysis excludes the ideational and interpersonal interpretations of the text. This research explicitly pertains to Halliday's textual metafunction theory (1994). This study focuses only on the study of theme, rheme, metafunctions, continuatives, conjunctive adjuncts, conjunctions, and structural themes. The study does not contain rest.

1.6 Organization of the Study

The first chapter will provide a comprehensive overview of the topic, including the study's history, literature review, research questions, methodology, theoretical framework, data collection instruments, data analysis tools, issue description, study importance, and study delimitation. The second chapter will highlight the appropriate and accessible mixed technique for the issue under study. The first segment will have subsections for each of the three components. The end of this chapter will be followed by a summary. The third chapter will address the methodological strategies pertinent to the study question. Chapter four will be dedicated to present the findings from the data that was gathered, and chapter five will include a concise conclusion, findings, discussion, and summary. It will be concluded with suggestions for additional investigation.

CHAPTER 2

LITERATURE REVIEW

In the preceding chapter, the introduction of the research was discussed. The present chapter deals with an assessment of the relevant literature for the present research. Halliday's (1985 and 1994) ideas helped in the textual analysis of Hamid's novel. It elaborates on the Hallidayan language model and discusses its vital concepts. The study is based on the use of systemic functional for language study and the use of Systemic Functional Grammar (SFG) for finding the contextual meaning and ideologies presented in the novel through textual analysis. Many researchers have used the same model for the analysis of literary works. This chapter presents a brief summary of these works. The reason for going through the previous research is to find the differences and similarities between the previous and present research.

2.1 Theoretical framework of SFL

This chapter briefly reviews the language model of Systemic Functional Linguistics (SFL) which will be used in this current research. This chapter provides a detailed description of textual metafunctions, which are utilised for text analysis. General Linguistic Theory can be used for any language, but General Linguistic Theory does not deal with structure universality, according to Chomsky; it is a theory that is concerned with the function that describes any particular language (Halliday, 1961). Specific details of any language are not a theory. Theory provides a framework through which a language is discussed in detail. Additionally, every theory provides different details, and the answers are according to that applied theory (Halliday, 1961). Metalanguage works under certain conditions. Every theory has its own terms, which provide meaning according to the theoretical framework (Halliday, 1994). The details of these observations are understood under the theoretical classes, which are already defined.

Systemic Linguistics discusses the use of language by a person in society for his everyday rights. The function of a language is to provide meaning. These meanings are influenced by the society and culture in which they are used. The process is known as semiotics (Eggins, 2004). According to Systemic Functional Linguistics (SFL), language helps in making meanings and this meaning making has a proper system.

Language has a proper strong network of selection which is present in the form of system because of this reason it is known as “systemic” (Halliday, 2007). Grammatical and lexical choices help in the creation of meaning through a system (Droga & Humphrey, 2003). For this purpose, linguistic choices help in giving meaning. Systemic functional linguistics is concerned with the use of language for meaning-making; it is not about the use of language by people. Language is a source of meaning-making (Eggins, 2004). Language is used for describing perceptions presented in any form of communication and helps in their transfer to other people. According to theory, they are identified as interpersonal, textual, and ideational metafunctions of the language (Butt et al., 2000).

Language users have ideational, interpersonal, and textual knowledge in mind, because of which they make linguistic choices according to grammar in a simplified and organised way (Eggins, 2004). Systemic Functional Linguistics (SFL) is vividly used functionally, its usage is not limited to theory only (Droga & Humphrey, 2003). Systemic Functional Linguistics (SFL) comprises three main functions: field, tenor, and mode. During communication in different contexts, people make three choices at the same time. Firstly, they talk about some specific topic, which is linguistically known as "field." Secondly, they interact with someone and talk, which is linguistically called "tenor," and finally, it brings cohesion and coherence in both oral and written forms of communication, which is known as "mode." Thus, it takes us towards the use of language in different situations called register; it also shows the variation in the use of language (Butt et al., 2000; Martin, 2009).

According to Droga and Humphrey (2003), language choices make the relationship between the reader and writer present opinions and behaviours, which is known as tenor. Declarations and questions are made less personal by using names and pronouns in clause structures. While understanding interpersonal function leads students to understand tenor, which is used by writers for persuasion purposes, the mode brings cohesion and coherence and shows the organisation of the text, along with mentioning the next event to come.

Some major points related to Systemic Functional Linguistics (SFL) are that language depicts meaning. Depending on the social situation, the speaker employs different words to convey meaning. The language system may have power over this choice. This proves that there is a relationship between text and context. Language

choices are affected by social context; additionally, language itself creates such context. Thus, Systemic Functional Linguistics (SFL) tags the choices according to their function during meaning-making (Emilia, 2014).

According to Halliday and Matthiessen (2014), linguistic choices are made at the clause level or at the complete text level. Functional grammar examines how language creates meaning, whereas traditional grammar emphasises using language correctly and in accordance with rules. (Butt et al., 2000; Droga & Humphrey, 2003).

2.1.1 Systemic Functional Linguistics and Study of Meanings

According to Halliday (1978), the Functional model analyses language as a social behaviour, which is very complicated. This instance demonstrates how language influences our interpersonal interactions and social behaviours (Halliday, 1973). Moreover, culture has a great impact on our relationships and attitudes; this means language and culture have the same relation as language, meaning they have an impact on expression (Alatis, 1993). Every culture has some behavioural characteristics that are acceptable due to their distinctiveness. This potentiality includes language usage as well as all other forms of action. This behavioural interpretation holds that language is a tool for meaning-making that respects the constraints of its embedded culture.

In the first chapter, I mentioned that the present research is being carried out from the standpoint of Systemic Functional Linguistics (SFL) given by Halliday. According to Crane (2006), systemic functional linguistics facilitates functional analysis of language. Firth (1890-1961) established the notion of system and structure. He had a fascination with Systemic Functional Grammar (SFG) (Halliday, 1994; Robins, 1961). Firth ideas paved the way for the London School of Linguistics, which varied at that time from Saussure's idea of Universal Grammar. According to Firth, meaning and context are important parts of linguistics. The speaker always acquires linguistic options regarding particular contexts (Butler, 2002).

According to Martin (1992), who discusses functional linguistics for educational purposes during work, Halliday's functional grammar, traditional school grammar, and Chomsky's grammar, which aren't even appropriate for educational settings, The grammar with the most promise as a teaching and learning tool for literacy is one that links text's social purpose to explain language's system and structure. To demonstrate how language functions as a tool for meaning. Martin and Rothery (2014)

discuss the link between field, tenor, and mode. Together, these three ideas make up register, which enables us to make sense of the grammatical decisions made in a given text.

Context is a vital component in the meaning-making process. Functional Linguistics (SFL) gives an expressive and explanatory framework for meaning-making and thinking about language. It is about to find the linguistic elements within a specific language that are helpful in composing documents. It also examines how works are connected in the socio-cultural context in which they are created. The study focuses on authentic text. The purpose is to discover how meanings are produced in contact (Eggins, 2004).

Due to the fact that language is a systematic means of conveying meaning in context, Systemic Functional Linguistics (SFG) is more interested in how language is used. It's a "network of systems, or an interconnected set of possibilities for generating meaning," where a system is a set of options that need input and a set of two or more signals that can each be a possible option for a language. Customers, or a collection of products from which one needs to choose (Halliday, 1994).

Language is a sociosemiotic resource that speakers utilize to convey their desired meaning, claims Halliday (1994). According to Bloor and Halliday, it is "a system of meaning, through which meaning can be conveyed," and it is the expression of meaning in a social context. This is accomplished by the language that is spoken, as talking to oneself does not promote social contact. The study of systemic functional linguistics (SFG) focuses on explaining how meaning is created in normal linguistic interaction and analyzing how social connection is truly produced. Language therefore plays a more active part in forming our worldview than just serving as a means of representation. It engages in a variety of cultural activities. Language is "always encountered in relation to some backdrop of people, activities, and events from which things receive their meaning".

Systemic Functional Linguistics (SFG) places a high weight on context, but context alone does not explain meaning until it is connected to a grammatical analysis of the sentence at the phrase level, which is connected to the interior. Clause's grammatical organization helps identify where in the language structure language functions are located. General categories of meaning are those that pertain to language

functions, which are a feature of language as a whole (Shore, 1992). Systemic Functional Grammar (SFG) is involved in the organization of language unit structure as well as the general organization of language in terms of its various developmental stages and modes of meaning. To encompass all these facets, Halliday (1985) created the term "metafunction" (a general functional principle of linguistic order). The main tenets of Systemic Functional Grammar (SFG) theory, "system" and "function," are combined through its utilisation.

According to Dik (1991), systemists stress good knowledge of the language system for the comprehension of meaning. The linguistic system is not seen as an independent collection of guidelines or norms; its usage can only be measured in the second phase. It is also presumed that norms and principles for the composition of a language are comprehensible if they are examined according to the context. Accordingly, the study of linguistic expressions' formal and semantic qualities comes after the research on language use. Thus, Systemic Functional Linguistics (SFL) in language use is concerned with the contextual meaning. Meaning is created through an organised set of choices; the system provides choices at the initial stage that help in selection (Halliday et al., 1994).

The indications of the system are really collections of linguistic options that are mutually characterised by an entrance requirement. Language is both systemic and functional in the process of creating meaning. It focuses on the relationship between function and system. Function describes the way a word functions as a single word or as a collection of words in a sentence with other words. Every component of the system serves a purpose (Bloor & Bloor, 2013).

Choice is the fundamental idea of a system. Within a system network, every system serves as a decision point. The user's word choices blend situations in the text so that they represent their social experiences (Castro de, 2006).

Language plays a vital role in the presentation of ideologies and viewpoints in a speech context (Oktar, 2001). Language used in a social context produces meaning, as individual talk does not present social contact. Systemic Functional Linguistics (SFL) is concerned with meaning-making in a social context and is used for the analysis of social contact (Eggins, 2004). Presentation is not only the aim of language; it also makes and presents our view regarding the world. It is related to specific cultural

functions. Language gets meaning and is presented according to the actions and events of a person (Halliday, 1978). Systemic Functional Grammar (SFG) places emphasis on context, but for achieving meaning, a link is necessary between clause and grammar. Clause is vital in functional grammar. Functional grammar deals with the internal organisation of clauses grammatically. Function and quality are categories of meaning in functional grammar (Shore, 1992).

Systemic Functional Linguistics deals with three aspects of functional language. First is the mechanism of language; second is the organisation of language; and the final aspect deals with the social aspect of the language used in a text. The term metafunction was created by Halliday, which gives norms of linguistic organisation to present every aspect of text. Thus, system and function are the foundation of Systemic Functional Grammar (SFG) (Halliday, 1985). According to Halliday, Systemic Functional Linguistics (SFL) has tools that are beneficial for the analysis of social problems. According to Systemic Functional Linguistics (SFL), language functions as a social semiotic that is formed by its use in social situations. Courts, education, health care, politics, and other domains all make extensive use of Systemic Functional Linguistics (SFL). It provides a more comprehensive grasp of the social situation. (Schleppegrell, M. J., & Oteíza, T., 2023).

2.2 Three Metafunctions of Language

Among the three basic functions of Systemic Functional Linguistics (SFL), textual metafunction was developed by Halliday and is employed vividly in social situations. It helps in the identification of the three major social functions, first in passing messages in social relations. Second, it is a tool for presenting and sharing our experiences with each other, and lastly, it helps in organising our thoughts and making it a meaningful text. These functions are called metafunctions, comprising interpersonal showing relations, ideational, which presents experiences, and textual, which organises both ideational and interpersonal and makes a meaningful text (Halliday and Matthiessen 2014). Based on Halliday (1978) theory, textual metafunction symbolises ideational and interpersonal by joining them both and interpreting text meanings. The choice of the user in combining ideas shows which metafunction is used. Thus, the ideational and interpersonal together depict meaning with the help of textual metafunction.

As stated by Halliday (1976), textual language makes a text applicable to its context and environment by combining abstract language and language used in the form of words. The major organisation is through the choice of theme and rheme which is part of the textual metafunction. Prague school linguists developed theme but Halliday's explanation of theme is different from that of Prague school linguists. He gave a new name to old and new information as theme and rheme; both theme and rheme are the foundation of the clause. Theme refers to the previous information, while rheme refers to the most recent information. (Davidse, 1987).

According to Thompson (2013), theme and rheme provide important information to the hearer. The theme highlights the point where the message is sent and the event it is covering is unfolded, whereas rheme develops new information in the form of experience. Theme is concerned with the foundation of a text, but new information is flexible (Martin, 1992).

2.2.1 Textual Metafunction

A textual metafunction is used for analysing text. By combining both ideational and interpersonal elements, it creates meaningful text. It narrates the manner of communication. According to Humphrey, Droga, and Feez (2012), the text as a whole is connected by textual metafunction to make a purposeful meaning according to context. At first, the meanings are organised at clause level within the sentence; secondly, it links the text with conjunctions and cohesive devices, which brings coherence to the text.

Textual deals with spoken language, which internally organises information in text according to the context. Textual is responsible for the depiction of coherent ideas (Halliday & Webster, 2009). As mentioned by Chapelle (1998), Systemic Functional Linguistics (SFL) examines text according to its context so that it transfers a message in an efficient way. As explained by Halliday (1978), textual shows the speaker's text-making ability because of the way language is formed according to context. It changes the structure of language and differentiates the language according to the situation, which is not well organized. It develops a link between environment and situation in language. Thus, because of the textual component, ideational and interpersonal components are identified and understood. The information comprises context, which is recognised by clause, as clause is concerned with the structure and meaning of the

message. Eggins (2004) argues about text meaning and the structure of clauses. According to his argument, textual meaning is the actual message, as it comprises old and new information.

Halliday (1985) argues that the term "thematic structure" refers to the arrangement that provides the phrase with its message-like nature. Clause comprises two parts. The first part is a theme, while the second part is known as a rheme. By using theme and rheme, a clause serves to communicate a message. (Halliday & Matthiessen, 2004). The reader is assisted in understanding the information provided in the clause by the theme and rheme.

2.2.2 Interpersonal Metafunction

Building relationships, facilitating communication, and influencing behaviour are the main purposes of language. It's a tool for creating a social world. According to Halliday (1978), interpersonal metafunction fully conveys the speaker's meaning by presenting the situation's context. The interpersonal aspect of the phrase is peculiar (Araghi & Shayegh, 2011). Along with exchanging knowledge and meaning, individuals also bargain, build, and preserve relationships with one another. Their discourse defines their character traits and social positions. By using words, individuals convey their perspective on the world.

Shore (1992) asserts that linguistic meaning and interpersonal metafunction are connected. It contributes significantly to the environment in this way. It provides details on the modality choices made by the writer and speaker (Tench, 2008). It is the part language plays in communication, in expressing opinions and facilitating communication between the writer and the reader of a work. (Halliday, 2007). It is the outcome of the clause's exchange. Mood and polarity are the two main networks. Mood is the form of a verb that describes how or how one makes a claim. (Palmer, 2004). Eggins (2004) states that we call this element that is thrown about the sentence's mood element. The residue is the remaining portion of the statement.

2.2.3 Ideational Metafunction

Ideational interpersonal theory is a theoretical framework that explains people's experiences of the world; it gives context for the events and explains them. It illustrates how a language works (Butt et al., 2000; Halliday, 2007). According to Halliday (1971), clauses use language to convey the speaker's or writer's current experience of the world

and its meaning. It displays his consciousness-based internal world experience. It portrays his feelings, opinions, and responses to the speech. There are two categories for it: experiential and logical.

2.3 Textual System in SFG

As stated by Halliday (1994), the primary goal of developing Systemic Functional Linguistics (SFL) is to comprehend spoken or written modern English literature by analysing it based on grammar through its textual analysis. Texts are analysed using Systemic Functional Linguistics (SFL) textual metafunctions. It always intersects with the meta-functions of interpersonal communication and ideation to form a meaningful language. The manner of communication is directly related to the textual metafunction.

According to Humphrey, Droga, and Feez (2012), textual metafunction unites and links texts in order to facilitate understanding and the production of relevant meaning. First, textual metafunction uses cohesive devices to arrange information at the sentence and clause levels, presenting the text with momentum and meaning. Secondly, it connects the words and phrases in the text by using a variety of cohesive devices.

2.3.1 Theme and Rheme

According to Cerban, when we study language from the standpoint of textual metafunction, we try to comprehend how speakers construct their message in order to fit in the text (or in a conversation). Repetition, conjunction, and thematization are the three methods identified by functional grammar as the means by which textual meanings are created in a text. The use of the same word several times in a single paragraph is considered repetition. We refer to this as "lexical recurrence." It also includes other "grammatical" types of meaning repetition that can be articulated with various words or expressions. Repetition serves the purpose of demonstrating how several passages in a book are connected to one another. Repetition helps us highlight how the writing stays on topic. Otherwise, it would be challenging for the listeners to comprehend the text's message. Contrast is the function that demonstrates how the components of a text are related to one another, whereas repetition indicates which portions of a text are related (Cerban, 2008).

According to Mihai, the theme is set apart from the newsworthy material since it was intended to serve as a framework for orientation for the message (rheme and focus). Theme selections reveal the copywriters' goals for what constitutes background information and how the demands of the consumer are therefore anticipated.

In accordance with Cerban (2008), the manner in which information is organised in communication is a crucial component of functional grammar. Grammar is used to build this structure, and it typically takes place at the clause level. There are two concurrent and related methods of analysis that deal with the clause's structure in relation to the message's organisation in Systemic functional Grammar (SFG). The first is referred to as the information structure, while the second, which has elements with the labels theme and rheme, is known as thematic structure. The most frequent problems with figuring out the themes and metafunctions of these thematic frameworks. Yes/no words, adjuncts, time expressions, inquiry words, relative pronouns, reference items, and temporal expressions are a few of the most frequent examples.

The theme is the foundation for the textual metafunction in Systemic Functional Linguistics (SFL); however, its purpose and scope can only be completely understood as the dialogue develops. Theme that extends beyond the clause with the goal of improving its function in discourse analysis and extending the theme system in systemic functional linguistics (SFL). Using discourse: extending the clause's meaning. Continuum, London. This introduces multiple hyper themes that may cover the three strands of meaning (ideational, interpersonal, and textual), providing a more delicate system of hyper themes in Systemic Functional Linguistics by redefining hyper themes and arguing that they should not only be limited to the ideational dimension (SFL). The subtleties and complexities of several components falling within the concept of multiple hyper Additionally, when there isn't a clear textual element present, the subtle blending of interpersonal and ideational meanings in a single grammatical sentence may make it difficult to distinguish between many and simple hyper themes (Zhang, 2017).

According to Wang, the arrangement of the theme/rheme and the information system are both examples of textual metafunction. The findings indicated that most of the phrases in these poems are ideationally mental, material, and relational; interpersonally indicative and declarative; and textually complicated and marked. Any sort of text can achieve metafunctions, but literary texts are particularly adept at this. Second, this can be utilized as a resource for EFL teachers to introduce metafunctions

to their students. Additionally, knowing these insights can be utilized as a guide to help EFL students select the right study resources.

2.3.2 Cohesive Devices

According to Halliday and Hasan (2014), cohesive devices bring flow in linguistic information and make it a meaning speech according to its context. Thus, cohesive devices help in the presentation of meaning through text; a relationship between meaning and text is produced through cohesive devices. Cohesive links in a text are present across textual environments.

Halliday and Hasan (2014) established text as a unit employed by language, but its size does not identify it as a grammatical unit. Grammatical units bigger than sentences, known as super-sentences, are used to examine texts. The grammatical structure's cohesive strength draws more attention to cohesive devices, which are located within sentences and are unaffected by structure. The usages of demonstrative reference that occur as adjuncts in discourse, typically at the beginning of a phrase, are known as discourse adjuncts. Comparative reference appeals to me since it offers a clear classification with both general and detailed comparisons. Based on these traits, speakers of languages are able to identify one another by utilising appropriate comparison references. Conjunction serves as a reminder to readers of another common kind of cohesiveness seen in academic writing: conjunction. Halliday and Hasan (2014) have provided a more comprehensive and accurate explanation of English language use. Since cohesion is predicated on the idea that meaning is shaped by choice, it permits an explanation of language that reaches as far as the organisational framework of any society.

The verbal universe, or the internal arrangement of information in a text, is a textual metafunction of language. It establishes a flow of information in the text and is based on its regional context. Its duty is to provide a coherent expression of ideas. It identifies the text's subject and effectively communicates its messages such that each message's various components fit together logically in the larger context of the entire text, which serves as the foundation for Systemic Functional Linguistics (SFL) analysis. In the prospective text, realised (Chappell, 1998). One of the three aspects of meaning that are connected to the text is the textual metafunction. It is in charge of making interpersonal and theoretical metafunctions actual (Halliday, 1974). It relies on the topic

and emphasis of the material and indicates the clause's subject or immediate setting in the text. In this instance, the clause connects to the linguistic thematic framework and describes the message.

Dastjerdi & Samian (2011) state that coherence is the primary internal component that connects and lends meaning to the text. Coherence is basically a non-structural part of textual metafunction, free of phrase structure and not reliant on structure units, as defined by Halliday and Hasan (2014). Cohesion, in Emilia's (2014) opinion, imparts meaning that goes beyond the boundaries of a phrase or clause. Cohesive devices link these sections to give the text its meaning, as one portion of a text depends on the others.

According to Halliday (1994), conjunction aids in message creation and serves as a text organiser. Despite not being a structural component of grammar, conjunctions help sentences and clauses have structure and provide coherence to the written word. Clauses, sentences, and paragraphs are connected by conjunctions, which are words and phrases. They link ideas in a text by connecting addition, comparison, cause and effect, summary, conclusion, emphasis, opposition, and sequential order. Its existence has no effect on a clause's structural integrity.

What the Clause is going to be about is described as the aspect that acts as the message's focal point (Halliday & Matheson, 2004). A motif can be found. By choosing a spatial point of fluidity in the information flow, it is possible to establish the spatial context of a clause. It is done in conjunction with what the clause refers to and utilizes the system where the clause is found. Theme and rheme are its sole two constituent parts. The reader is aided in understanding how the material is presented by both theme and rheme. Systemic Functional Linguistics (SFL) analyses data in terms of three semiotic functions, which are variables or parameters. Pitch, tenor, and mode are these. A field is a portion of the outside world that a text addresses. The interaction between the speakers and listeners is referred to as the linguistic act's tenor. The mode is the channel used for communication (Halliday, 1978).

Mode is frequently thought about in terms of oral or written communication. These two texts are written in a form intended for silent reading; however, it should be emphasised that they are parts of a larger complex of texts, and the reading of this complex is not at all linear. Following the title is almost surely the abstract, and since

it's unlikely to be read linearly, the bibliography, or at least a reference to it, will likely follow for many readers. Some readers might read the abstract; in other circumstances, especially if they are familiar with the author and his or her work, they might choose to disregard it completely. Adjuncts are possibly the most significant grammatical optional element because, as their name implies (personally: anything "attached"), they are not the major part of a clause. Their informational value can be equal to or greater than that of subjects, finites, predicates, or complements (Cerban, 2008).

According to McCabe (2007), news stories and editorials may focus on sensory material that is quite similar, but it is evident that their objectives are entirely different: in the case of the report, to inform, and in the editorial, to present an argument for a certain point of view on a particular circumstance. By emphasising the metafunction of the text through subject selection and the use of textual adjuncts, as well as interactive metafunction through decisions made in the evaluation system, systematic functional linguistics (SFL) may demonstrate how these many linguistic aims are accomplished. It is carried out through the function, in particular through the engagement and behaviour subsystems. Since linguistic constructions like the conjunct nevertheless reveal what the author anticipates from their audience, the news report totally conceals the author's presence.

According to Cerban (2008), conjunctions and repetition are particularly effective when used between two or more sentences, but thematization differs since it focuses on the clause's structure, or the order in which its contents are presented. A clause's first element is known as the theme of the clause. The element that acts as the message's starting point is referred to as the theme by Halliday. The starting point for a clause is chosen by the speaker so that the listener may more easily connect it to the preceding clauses and understand how the new information will fit in with what has already been spoken. This is why, in some circumstances, the theme's outer limits constitute the most significant challenge.

Systematic Functional Linguistics (SFL) theory (Halliday, 1994) proposed three ways to organise the structure of English sentences: theoretical, interactive, and textual. It is similar in terms of interpersonal and ideological meaning in Japanese. But in the context of textual metafunction, things look different. Japanese seems to structure text around a particular unit, the subject unit, as seen through the use of ellipsis, such as anaphoric subject analogy and official extra linguistic subject analogy. The topic

proposes grammatical and semantic recognition criteria to organise Japanese speech into a systematic functional theoretical framework. Contexts in which the subject and rheme appear are known as the subject unit in Japanese. You can associate simple sentences, complex sentences, complex clauses, and sentences with a first-hand understanding of a topic (in written texts). In the systemic functional linguistics (SFL) model of language, the idea that a subject has a single function, nature, or state can be extended to the analysis of other languages, such as English.

2.3.3 Ideology

The concept of ideology is one of the major notions of Systemic Functional Linguistics (SFL). The term "ideology" has several connotations depending on the context. According to Destutt de Tracy (1754-1836), ideology is the study of ideas. Its foundation is Marxism, which is a fundamental notion for the representation of "concepts, beliefs, and cognition" and all that "man speaks, thinks, and conceives."

Fowler (2013) and Kress (1983 & 1985) claim that ideology offers a meaning system that is known in language via its context. Textual structure is crucial for expressing meaning, shaping beliefs, and transmitting meaning for this reason (Van Dijk, 1998). The writer's use of structural forms in a text helps to identify its meaning. It is difficult to identify these kinds of interpretations since the author of the text controls them. Understanding these structures for the meaning's explanation is the simplest method of comprehension. Many academics have utilised functional linguistics as a foundation for analysing various text genres in order to analyse ideology since all texts include ideology to some extent and convey ideological meaning, which is produced by ideational, interpersonal, and textual metafunction. (Caffarel-Cayron & Rechniewski, 2009).

Halliday's Systemic Functional Linguistics and Transfiguration attempts to show that the underlying ideology in texts must be studied in works below the linguistic level where linguistic words and socio-culturally constructed meaning conflict. Halliday claims that the social environment and its impact on the author's perception are what lead to the author's linguistic and functional choices. The discourse level should thus emphasise linguistic options. Ideational function, represented by the message and content of the text in addition to the writer's total knowledge of the actual world in terms of time and space, and interpersonal activity, where the social role, position, and relationship of the interaction are the speech acts. The network, mood,

and modality reflect the internal and external of the individual, all based on Halliday's systemic functional linguistics (SFL), transitivity, and metafunctions.

Considering that Systemic Functional Linguistics (SFL) encompasses more than just meaning, Continuatives, conjunctions, and conjunctive adjuncts help the text become coherent. The analysis of clauses using theme and rheme shows the writers' opinions on particular issues. It is a method for illustrating ideologies that are, in fact, representative of a culture. Because of this, it's essential to apply systemic functional linguistics as a theory to extract such ideologies and comprehend the text in light of its precise meaning.

2.4 Application of SFL to the Current Study

This research focuses on using textual metafunctions to analyse the Hamid novel. Systemic Functional Linguistics (SFL) lists three metafunctions, one of which is the textual metafunction. I used a variety of sources, a few of which are listed here, for my textual study of the book.

Gallardo's (2006) study was helpful to me in recognising and comprehending the novel's ideological perspective. *Pygmalion*, a play by GB Shaw (1913), helped me recognise the social class system in his studies. His work also assisted me in seeing how language is used to portray ideology, perception, and reality.

The researcher study focuses on the textual analysis of Hamid's book to pinpoint the language choices, the book's coherence and cohesiveness, and its racist ideology. Because of this, I chose twenty paragraphs from various novel chapters based on how relevant they were to the research. The purpose of this selection process was to identify the language choices and linguistic choices that the author employed to illustrate the novel ideology of racism and hatred. The study's main focus is on the linguistic decisions used to convey the novel's major events. These selections illustrate particular ideas (Halliday & Matthiessen, 2004).

Hamid's novel has certain implications that he has provided. The novel's textual analysis examines the novel's language choices. This aids in comprehending the novelist's ideology in the work properly (Short, 2018).

This study contributes to our knowledge of Hamid's communication skills and how he uses them to effectively and coherently express his racist ideology through

language. The next section discusses some earlier research that is relevant to this investigation. This research has analysed the literary work of Hamid using a textual model.

2.5 Review of Studies on Hamid's Novels

Hamid's first two books were well received, but his third novel "*How to Get Filthy Rich in Rising Asia*" didn't get as much fame. Khakpour (2013) claims that the book depicts poverty and corruption as effects of global economic pressures on those who are poor. While geography and chronology enlightened the reader, economics contextualised the story on thematic grounds. According to Scott (2014), the novel "*How to Get Filthy Rich in Rising Asia*," written by Hamid, presents universal aspects associated with numerous civilizations and reveals a global system that depends more on economic structure than on nationality or culture.

Scholars have focused a great deal of attention on Hamid's books, although Systemic Functional Linguistics (SFL) is not the main tool. A few studies have used literary elements to highlight individuals and themes. While the study is important in terms of itself, it does not address the linguistic choices, cohesive devices, and ideologies that he used to illustrate his novel's narrative.

The current study focuses on textual analysis of the coherent methods and language decisions used by Hamid to convey his ideology of racism and hatred in his work of fiction. The study aims to supplement earlier studies on Hamid's books by concentrating on the textual metafunction, linguistic choices, and writer ideology as shown in the novel.

2.6 Relationship of the Present Research to the Previous Studies

A popular theoretical and linguistic method for the examination of literary studies is systemic functional linguistics. Researchers all around the globe employ textual metafunction as a powerful tool for interpreting literary texts in order to uncover the meanings, ideologies, beliefs, and perceptions that the authors of such texts have expressed.

Textual metafunction examines the ideas and ideologies expressed in the text, according to Halliday and several other linguists who have employed Systemic Functional Linguistics (SFL) for literary text analysis. These studies demonstrated the

use of textual metafunctions in the analysis of language decisions, cohesive strategies, and ideologies within the selected text. For my research, I have used a textual model from functional grammar.

This study goal is to close the gap left by earlier research that used the Systemic Functional Linguistics (SFL) point of view. The current investigation and the previous studies are unrelated. The present study's objective is to utilise textual metafunction analysis to investigate how authors employ language in their works of fiction to convey their ideas, coherent devices, and linguistic choices.

The current study additionally looks at the connections between coherent techniques and language choices, as well as how they relate to the presentation of the writer's ideology and meaning-making. Although Hamid's books are well-known worldwide and have been the subject of several studies, textual metafunction is not used to analyse the novels' coherence. Hamid published a new book on August 2, 2022, titled "*The Last White Man*." This research looks at the ways in which Hamid uses language to convey his ideology and the ways in which coherent methods and linguistic choices contribute to the text's meaning.

2.7 Summary of the Chapter

The chapter has offered a summary of the literature that is relevant to the present study. The study's theoretical framework, Systemic Functional Linguistics (SFL), was thoroughly explained. Every topic relevant to this study is covered in this chapter. Here, the text that has been selected for analysis is thoroughly investigated together with the concept of textual metafunction as a system. In-depth discussion of data gathering and analysis techniques is covered in the upcoming chapter 3.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter offers a summary of the methods employed in the current study. The purpose of the study is to examine cohesion and coherence, thematic structures, and their role in depicting racist and hateful views in selected excerpts from the novel *The Last White Man*, written by Hamid, from the standpoint of textual metafunction. It gives an overview of previous studies related to the research topic. The present investigation comprises the theoretical framework, study design, methodology, samples, and data collection methodologies. Creating a framework for textual analysis of the chosen texts' clauses is the primary objective of this chapter.

3.1 Research Design of the Present Study

In this research, a mixed-methods approach is used. As discussed in the first chapter, the purpose of this research is to determine the devices that bring cohesion and coherence and appear most frequently in the novel's text and to investigate the connection between their usage and thematic structures. A quantitative technique is provided that involves calculating the frequency and percentage of themes and cohesive devices. These calculations give quantifiable information about how frequently specific language elements associated with racism appear in the text. Quantitative data can help to objectively demonstrate patterns and trends in the text. On the other hand, interpreting these frequencies and percentages requires qualitative analysis. The study explains what these numbers imply in the context of the novel, how they contribute to the portrayal of racism, and what consequences they have for comprehending the text's social, themes, cohesive devices, and linguistic components. Thus, the approach is a mixed method. An exploration of a concept with a specified goal is considered research. It is to unfold an issue of interest that needs comprehensive analysis so that the issue is resolved (Clough & Nutbrown, 2002). Textual metafunction is chosen for the examination of the chosen text of the novel after a thorough text analysis based on Halliday's (1985) Systemic Functional Linguistics. It also provides the details and analysis of cohesive devices, conjunctive adjuncts, and conjunction by using Halliday and Matthiessen's (2013).

Systemic functional linguistics is applied in the present study. The three major aspects of this grammar are interpersonal, ideational, and textual. Human beings use these functions during communication. Language is identified by its grammatical function. Textual metafunction joins ideational and interpersonal and expresses meaning through clauses in an organised manner. Systemic functional linguistics gives importance to clauses as a unit for the analysis of any text. Thus, the starting point is a textual metafunction, which is actually a mode that comprises theme, rheme, continuatives, conjunctive adjuncts, conjunction, and structural theme. Language is a set of choices used by speakers and writers to present different contexts. Textual metafunctions help in analysing text. It provides information on how text is constructed in the novel for portraying characters. As a speaker and writer, he or she depicts his or her experience of the internal and external world according to his or her perception (Boer, 1988).

In the current study, a mixed-methods research approach will be employed. The research novel is Hamid's "*The Last White Man*." The research sample will be an excerpt from the novel "*The Last White Man*," which will be chosen using a non-random process while eliminating all other categories. When choosing the work, gender, diversity, relevancy, balance, representation, and the need for study will all be taken into account. To guarantee representativeness, the researcher will choose numerous texts from chapters according to their relevance to the current study. The present study applies the systemic functional linguistics model to text (Creswell J. W., 1998, 2003). A research approach is a method by which we may carry out any kind of research. It has to do with the methods used to gather data. In general, it includes the approach, techniques, procedures, and methods used in the gathering and evaluation of data.

The current study requires a large number of sentences to achieve a reliable result through systemic functional linguistics. For the analysis of larger data, a mixed method is appropriate. The mixed method involves both quantitative and qualitative analysis of the data, as well as statistical and linguistic results presented through percentages in the form of tables, which helps in finding the differences occurring in the text of the novel at various places. The differences are described in detail through qualitative analysis. The qualitative method is used to understand people's thoughts, structures, and social norms (Creswell, 2017). Qualitative research helps in

understanding the meaning of the text. It helps the researcher by posing temporary research questions at the start of the research, which can be changed after completing the analysis of the selected text (Mwinlaaru, 2012). In the present study, a qualitative approach is also used by the researcher to understand the meaning of the text of the novel; it helps in the analysis of the theme and rheme as well as explaining them systematically.

Furthermore, this method is flexible and valid in the study and interpretation of the text. It reveals the ideologies and themes presented in any literary text. In the first step of qualitative data analysis, paragraphs were selected from the text of the novel *The Last White Man* by Hamid. The selection was done non-randomly and was studied carefully. Twenty paragraphs were further split into 26 sentences, and then those 26 sentences were separated into 357 clauses, comprising simple, compound, complex, and complex compound clauses. Each clause will be broken down and analysed using textual metafunctional analysis since a clause is considered to be the most complete linguistic unit by systematic functional linguistics (SFL).

Each clause will be coded using a theme and rheme. Additionally, there will be continuous conjunctions, conjunctive conjunctions, and many structural themes. The extract was presented in the form of two tables: one for themes and the other for percentage and frequency analysis of cohesive devices. Further, each sentence was separated into themes and rhemes in two columns. In the splitting process, the sentences were thoroughly studied and separated into three different columns named ideational, interpersonal, and textual themes. Every clause in the rheme column is named after the clause type, such as a noun clause, adjective clause, adverb clause, or subordinate clause, while in the textual column, continuatives, conjunctive adjuncts, and conjunctions are also named. The first table is explained through the qualitative method, and it depicts the ideology of racism and hatred. To assist the reader with understanding the context of the text, the table will be annotated at the end.

The second table of percentage and frequency analyses of cohesive devices presents the quantity of continuatives, conjunctive adjuncts, and conjunctions. Through the quantitative method, the table is annotated, explaining how the clauses are linked with each other for the depiction of the ideology of racism and hatred with cohesion and coherence and for the presentation of meaning at the clause level. This helps in determining which element is frequently appearing in the text. This kind of analysis

helps in answering research questions precisely as well as in understanding the meaning of a literary text.

At the end of the fifth chapter, an overall summary of the analysis of the textual features of the text is presented through tables. This detail gives an idea regarding the procedure for data collection.

3.2 Population of the Study

The population of the current study is the novel "*The Last White Man*," written by Mohsin Hamid and published on August 2, 2022. The novelist Mohsin Hamid is from Pakistan. Mohsin Hamid uses extended sentences, which makes it difficult for readers to comprehend the contents of the text. Clauses are the primary means of transmitting meanings. To express a message, a writer must have mastery of language. Transitivity analysis was used in his earlier works of fiction. The main themes of Hamid's most recent novel are identity, transformation, love, and grief. This dystopian novel is written from the perspective of 9/11.

3.3 Sample of the Study

This research is focusing on the textual analysis of "*The Last White Man*." It is chosen as a sample text for proposal analysis. The current study excludes Hamid's essays and short fiction. The texts chosen for analysis will be non-random selections of convenience because reading a novel word-for-word and sentence-for-sentence is absurd. The study of the chosen texts focuses on how the author employed textual metafunction to present an ethnic perspective. Clauses will be used to separate text portions. The clauses will be evaluated using theme and rheme. This analysis excludes the ideational and interpersonal interpretations of the text. The Systemic Functional Linguistics (SFL) theory of Halliday (1960) is relevant to this study. It comprises of three major functions, i.e., ideational, interpersonal, and textual. This study focuses only on textual metafunction. Thus, the current research focuses only on the study of themes, rhemes, continuatives, conjunctive adjuncts, conjunctions, and structural themes. The study does not contain rest.

3.4 Data Collection Process

For the current study, extracts from the novel "*The Last White Man*," written by Hamid, are taken for textual analysis, which was published on August 2, 2022. The

study analyses Hamid's grammatical and linguistic choices in the novel "*The Last White Man*." Regarding the sample selection, two major methods—a) random sampling and b) non-random sampling—are vividly used by researchers. For the current study, a non-random sampling method is used for the selection of extracts from the population. Non-random sampling methods comprise three types: a) convenience sampling; b) volunteer sampling; and c) snowball sampling (O'Leary, 2006; Nunan, 1992).

Using the convenience sample method of non-random sampling, 20 paragraphs from different chapters of the novel, comprising 26 sentences, have been selected. The extract for analysis comprised 26 sentences; these sentences comprised 357 clauses that depicted the ideology of racism and hatred and were cohesive devices in the novel. The selection was based on relevance for the present study. Extracts from three different parts of the novel are selected for representativeness. These extracts are selected according to their relevance to the study. These extracts are representative of characters, events, ideology, perceptions, and comparisons between characters. During analysis in Chapter 4, the relevant extracts that were chosen are denoted by the following letters: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, and T. The chosen excerpts will highlight the author's use of cohesive devices to construct meaning at the clause level throughout the novel, as well as the ideology of racism and hatred. The table below shows from which part of the novel the extracts are taken for textual analysis.

An Overview of Selected Text Samples from *The Last White Man*

No.	Selected text	<i>The Last White Man</i>	Page Number
Part One			
1	A	Chapter-1	10
2	B	Chapter-1	12
3	C	Chapter-3	19
4	D	Chapter-5	26
5	E	Chapter-5	26
Part Two			
6	F	Chapter- 6	31

7	G	Chapter- 6	31
8	H	Chapter- 8	40 - 41
9	I	Chapter- 8	41
10	J	Chapter- 8	41
11	K	Chapter- 8	42
12	L	Chapter- 8	42
13	M	Chapter- 10	47
14	N	Chapter- 10	49
15	O	Chapter- 10	49
16	P	Chapter- 10	49
17	Q	Chapter- 11	51
18	R	Chapter- 11	52
Part Three			
19	S	Chapter-13	63
20	T	Chapter-14	64

The text is distributed in clauses to save time during analysis. Halliday used the same method for functional analysis (Boer, 1988). Hamid uses longer sentences that contain many clauses. Most sentences in Hamid's novel consist of one paragraph. So to analyse the linguistic features, these sentences are broken down into clauses. Analysing a single clause helps us in the identification of subjectivity as well as linguistic elements in a text through which the author's ideology will be identified in the text (Bjørnebye, 2007).

3.5 Data Analysis Method

In the current study, a mixed-method research approach is employed. The research novel is Hamid's "*The Last White Man*." The research sample will be an excerpt from the book "*The Last White Man*," which will be chosen using a non-random process while eliminating all other categories. For analysis, a sample of sentences will

be chosen. The novelist's use of longer sentences in the novel comprises many clauses. As a result, the selection of sentences is done according to their relevance to the topic. While choosing the work, gender, diversity, relevancy, balance, representation, and the need for study are kept into account. To guarantee representativeness, the researcher selected numerous texts from each chapter. The text of each quote is examined in this research as the analysis's subject. To assist the reader with understanding the context of the text, a succinct overview of the important portions is provided. As descriptive and statistical analysis is done, a mixed method is selected for the analysis of the data.

Analysing literary text with precision and in detail is very complex. For this purpose, a first thorough reading of the text was done, as literary text provides different contextual meanings according to the language used in the text form. In the present study, in the first step, sentences were distributed into themes and rhemes in table form for the identification of different metafunctions. Secondly, linguistic choices and cohesive devices were analysed in table form and compared to each other to understand the contextual meanings of the text following Halliday and Hasan's (2014). Finally, every table was annotated to identify the usage of the ideology of racism and hatred and the use of cohesive devices. Both qualitative and quantitative methods were used for finding the frequency and percentage of the linguistic choices in the text according to textual metafunction (Halliday, 1976).

The analysis in the current study is described in Chapter 4, and the annotated and table-formatted findings of the textual analysis are presented in Chapter 5, showing the percentage of theme, rheme, and metafunctions like ideational, interpersonal, and textual, as well as the frequencies and percentage of continuatives, conjunctive adjuncts, and conjunctions used in the selected text. The linguistic choices, theme, rheme and cohesive devices are carefully analysed with the help of statistical tables, and results are presented.

The following steps are taken for the analysis of the selected data:

1. Extracts convenient to the present study are taken from the novel.
2. Extracts were in paragraphs, so they were split into sentences and then into their relevant clause types.
3. All excerpts are analysed through three tables. The first table provided information on the number of themes, rhemes, clauses, and their types and metafunctions used

in the excerpt. The table is annotated, and ideologies, characters, perceptions, ongoing situations, and events were discussed in detail with special reference to the words and situations presenting the ideology of racism and hatred. The second table provides the statistical details of metafunctions and clauses. The table is annotated at the end, and a comparative analysis is given. The third table provides the frequency and percentage of cohesive devices (continuatives, conjunctive adjuncts, and conjunctions), which depict the use of linguistic choices by the novelist for the depiction of the ideology of racism and hatred and bringing cohesion and coherence to the presentation of contextual meanings.

4. Frequencies and percentages of all excerpts are combined and counted.
5. Linguistics results of the frequency and percentage achieved through textual analysis from A-T are compared, and the final results are given in Chapter 5. This presents the final results that were achieved through the data by using textual analysis.

3.6 Theoretical Framework

Halliday's Systemic Functional Linguistics (SFL) is a theoretical approach to language that examines language from the standpoint of how it functions in the production of meaning. Halliday is credited with developing the Systemic Functional Grammar (SFG) (1985). Its foundation is Firth's theory of systems and structures (1890-1960). Using this method, we may examine the textual elements and discursive strategies the novel uses to convey racist attitudes, behaviours, and beliefs. It highlights the connections between language, context, and the individual. This method emphasises the role that language plays in establishing social hierarchies, defining social connections, and maintaining power dynamics (Halliday, 1978). Language has a crucial role in transformation because it replicates the viewpoints, ideas, and beliefs of the user that have been created in a discursive context. Every text has a unique meaning that is dependent on the situation. Context alone is insufficient for comprehending meaning unless it is connected to the clause-level grammatical analysis of the sentence. It is the primary part of functional grammar that interferes with the clause's internal grammatical organization and investigates the role played by the language's structural elements. Language's features and purposes are regarded as a general category of meaning.

Text is created by language. Themes and associative patterns help us identify ideology and meaning. Without a doubt, literature gives us a deep awareness of the communal, constitutional, economic, religious, and traditional perspectives of the society in which the author lives. The theme is the key component of a theme-rheme structure. We may get insight into the thematic organisation of a work by evaluating it sentence by sentence and understanding how the author communicates the nature of his key concerns to us. The study of systemic functional linguistics (SFL) offers a method for examining ideologies that are communicated in texts through linguistic choices.

Textual metafunction is the term used to describe how interactions are organised inside a text. The textual metafunction examines language characteristics. They can only be completely understood in light of the circumstances around them. (Thompson, 2013). Three strategies can be used to construct textual meanings: repetition, conjunction, and thematization. Collerson (1994) suggested utilising a cohesion analysis to draw attention to significant occurrences of recurrent themes in a text. Textual metafunction is a broad perspective on language that is concerned with how language is structured to transmit meaning. From this viewpoint, it is clear how the speaker organised their speech to achieve their goals. This type of analysis is made successful by establishing lexical chains, which include word or phrase repetition, the use of pronouns, the use of synonyms, hyponyms, and meronyms, and collocation in the text.

Thematization is seen as crucial in literary analysis as one of the resources of a textual metafunction. The theme establishes the message's focal point, and each clause's rheme provides more information about the theme immediately after the theme (Halliday and Matthiessen, 2014). In other words, a theme is the first element in a sentence, whereas a rheme is the recall clause. Gerot and Wignell (1994) categorise theme-rheme into three categories: ideational, interpersonal, and textual. The conjunctions, or adjuncts, that come first in a sentence structure are known as the textual theme.

The subject is important in order to influence the readers. Theme-rheme analysis is a type of literary analysis that concentrates on the themes and motifs present in literary works. Understanding a literary work's prevailing themes will help you comprehend how the author crafted their tale. The theme patterns that an author has developed in their writing may be examined using the theme-rheme technique. Literary text analysis using Systemic functional linguistics (SFL) may include a broad variety

of literary elements, such as the writers' intentions and sentiments, character descriptions, the way characters interact socially within a plot, text arrangement, and many more. A wide range of components and additional data of literary text analysis utilising systemic functional linguistics (SFL) still need to be explored in order to reveal greater contributions of systemic functional linguistics (SFL) in literary text analysis.

The objective of this research is to discover the realisation of textual metafunction that helps writers create cohesiveness and coherence in their work and to discover the kinds of theme types dominated in "*The Last White Man*," as well as the extent to which textual metafunction is crucial for interpreting the ideology of racism in text. Additionally, it will explain how writers link clauses to one another using conjunctions, conjunctive adjuncts, and continuatives, which create a structural theme.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

The study's methodology and procedures were covered in the preceding chapter. In accordance with Halliday's Systemic Functional Linguistics (SFL), this chapter will provide data analysis to address the research concerns. Additionally, a detailed presentation and discussion of the findings will take place. Systemic Functional Linguistics (SFL) facilitates in-depth text analysis of any kind. It aids in understanding the fundamental concepts and meanings as well as in determining the author's philosophy. For this reason, it is highly suggested that Systemic Functional Linguistics (SFL) be used when analysing literature related to teaching and learning. Through the use of textual metafunctions in Systemic Functional Linguistics (SFL), we may enhance our comprehension and appreciation of literature.

This study explores the deep relationship between interpersonal metafunction, ideational metafunction, and textual metafunction. It gives us a broader knowledge of how textual metafunction connects both interpersonal metafunction and ideational metafunction and presents the ideas and perceptions in a grammatically correct way. The textual metafunction helps in the organisation of the selected text. The aim of this chapter is to provide evidence of how textual metafunction joins the dominant themes in a text as well as projecting the ideology of racism with the help of lexical densities, grammatical complexities, and coherence. For this purpose, a mixed-method research approach is chosen. The analyzed data will be discussed and interpreted in this chapter.

Excerpts are taken using a non-random process from different chapters of the novel according to their suitability for the study, while other categories are eliminated. For analysis, 20 paragraphs, 26 sentences, and 357 clauses were found relevant to the study. During the selection of these sentences and clauses, gender, diversity, relevancy, balance, representation, and relevance to the study are kept into account. Each sentence is distributed into clauses, and further clauses are broken down according to textual metafunction analysis, as a clause is considered the most complete linguistic unit by Systemic Functional Linguistics (SFL). Further classification of the sentences is based on their types: independent, adverbial, adjective, and noun. Each clause is coded into theme and rheme and then split into textual theme, interpersonal theme, and ideational theme. The distribution and separation of these clauses according to their themes is

depicted in a table, and numbering is given to it to find out the number of clauses in each sentence. Additionally, textual themes will be divided into Continuatives, Conjunctive Adjuncts, and Conjunctions.

The text is distributed in three tables. Table 1 distributes sentences into clauses according to textual analysis, as well as dividing sentences into themes, rhemes, metafunctions, and clause types. The excerpt has been annotated according to textual metafunction. Table 2 presents' themes according to Systemic Functional Linguistics (SFL) as interpersonal (tenor), ideational (field), and textual with their frequency of usage in the text and will present their percentage used in the text. A detailed annotation is given after the table. Table 3 shows the frequency along with percentage of cohesive devices in the excerpt and will present cohesive devices like continuatives, conjunctive adjuncts, and conjunctions with their frequency and percentage present in the text. The detailed annotation according to the percentage and usage of the cohesive devices is given at the end of the table.

The results of the textual analysis of excerpts A–T are given below, which answer the following question, which is presented in 1.3 of Chapter 1.

1. What dominant themes have been employed by Hamid in constructing the meanings in his novel, "*The Last White Man*"?
2. How do lexical density and grammatical complexity play a role in projecting the ideology of racism?
3. How do coherence and nominal groups shape and reinforce racism-related concepts in the novel "*The Last White Man*"?

The study's objective is to identify theme, rheme, types of metafunctions (ideational, interpersonal, and textual), dependent, and independent clauses, and to determine the author's intention. The text analysis, which takes the form of tables, contains the responses to both queries. The results of analysis are presented in Chapter 5. Background of the novel is important before starting analysis of the novel "*The Last White Man*."

Anders is the protagonist in the novel *The Last White Man* written by Mohsin Hamid, he lives in a town and develops dark skin overnight. As the people were consistently turning "dark," conspiracy theories started, which depicted that white people were going to be replaced with dark-skinned people. Due to this, violence starts

in the town, and white militant groups start sending change-skinned people out of town. Because of the disturbed situation in town, most businesses shut down. After this, Anders took refuge with his dying father. In the meantime, Anders lover, Oona, was taking care of her mother, who was conspiracy-minded. By spring, people and racist militants had changed colour. People suffering from grief started building their houses and infrastructure with optimism, which was damaged during the winter. At Anders's father's funeral, everyone was present; he was the only white person in town. Anders, the protagonist, and his wife, Oona, shift to Anders's boyhood home at the end of the novel in order to take care of their daughter.

The novel explores the themes of mortality, grief, the irrationality of the social creation of race, freedom, and racial prejudice. The novel depicts a society that struggles on the way to enlightenment from fear and terror. According to Hamid, the novel highlights the new levels of racial discrimination after 9/11.

It is accurate to state that Hamid conveys a different topic and meaning in each of his novels. According to Halliday (1976), "every work represents the writer's individual discovery of the functional variety of language and strikes a distinctive harmony among the forms and components of meaning" (p. 360). The novel is analysed according to textual metafunction to identify the importance of textual metafunction in depicting the ideology of racism. Here is Text A, the first text for textual analysis.

4.1 Textual Analysis of Text A

Table 4.1.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			The bathroom	was shabbily but comfortingly familiar, (Hamid, M. 2022, p.10) (Independent Clause)

[2]	the (Continuatives)		cracks in the tiles, the dirt in the grouting, the streak of dried toothpaste (Hamid, M. 2022, p.10)	drip on the outside of the sink. (Hamid, M. 2022, p.10) (Adjective clause)
[3]	the (Continuatives)		interior of the medicine cabinet (Hamid, M. 2022, p.10)	was visible, the mirror door askew, (Hamid, M. 2022, p.10) (Independent Clause)
[4]	And (Coordinating Conjunctions)	Anders		raised his hand swung his reflection into place before his eyes. (Hamid, M. 2022, p.10) (Independent Clause)
[5]			It	was not that of an Anders he recognized (Hamid, M. 2022, p.10) (Independent Clause)
[6]		He		was overtaken by emotion, not so much shock, or sorrow, (Hamid, M. 2022, p.10) (Independent Clause)
[7]	Though (Subordinating Conjunctions)	those things		were there too, but above all the face

				replacing his filled him with anger, or rather, more than anger, an unexpected, murderous rage. (Hamid, M. 2022, p.10) (Adverb Clause)
[8]			He	wanted to kill the colored man (Hamid, M. 2022, p.10) (Independent Clause)
[9]			Who	confronted him here in his home, to extinguish the life animating this other's body, to leave nothing standing but himself, (Hamid, M. 2022, p.10) (Adjective Clause)
[10]	As (Subordinating Conjunctions), he was before (Conjunctive Adjuncts), and (Coordinating Conjunctions),	he		slammed the side of his fist into the face, cracking it slightly, and causing the whole fitting, cabinet, mirror, and all,

				to skew, like a painting (Hamid, M. 2022, p.10) (Adverb Clause)
[11]	After (Subordinating Conjunctions)		an earthquake	has passed. (Hamid, M. 2022, p.10) (Adverb Clause)

Table 4.1.1, the excerpt Text ‘A’ undertaken occurs in Part One, Chapter 01 of the novel “*The Last White Man*” (p.10). The excerpt clearly indicates racial ideology. The phrase “coloured man”, the emotional response of Anders, contains an "unexpected, deadly wrath" that focuses on the person reflected in the mirror and depicts racism and hatred. The fragment “coloured man” and fierce reactions based on racial differences are vivid symbols of racism and hatred, which are vital parts of the ideology of racism. It also shows the protagonist's emotional reaction when he sees his own face transformed in the mirror and is unable to identify the person as his identity change hurts him. The theme of the above text is the familiarity of the bathroom, and the theme depicts the protagonist's emotional reactions. The linguistic elements in the text depict the feelings, interactions, and character’s ideology within the defined setting.

Table 4.1.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	04	23.52
Ideational (Field)	07	41.18
Textual	06	35.30
Total	17	100

Table 4.2.2, according to the linguistic and statistical analysis, the passage comprises 05 sentences. There are 02 adjective clauses, 03 adverb clauses, and 06 independent clauses. Interpersonal is ranked lowest at 04 (23.52%). While textual makes up 06 (35.30%), the ideational theme predominates, with 07 (41.18%) illustrating the experiential and logical meaning. Textual delivers a flow of information inside the text and is contextually aware. Its purpose is to provide "coherent expression of ideas" and the presentation of an ideology of racism and hatred.

Table 4.1.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	02	25
Conjunctive Adjuncts	01	12.5
Conjunction	05	62.5
Total	08	100

Table 4.1.3, shows the usage of 05 conjunctions (62.5%), 02 continuatives (25%), and 01 conjunctive adjunct (12.5%). Conjunctions like "but" and "and" are used to better organise the sentence's concepts and give it cohesion and coherence. Whereas conjunctive Adjuncts like "before his eyes," "not so much," "though," "more than anger," and "as he was before" have linked the information throughout the sentence. The results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.2 Textual Analysis of Text B

Table 4.2.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]	When (Subordinating Conjunctions)		Anders	got back in his car (Hamid, M. 2022, p.12) (Adverb Clause)
[2]			it	occurred to him (Hamid, M. 2022, p.12) (Independent clause)
[3]	That (Conjunctions)		the three people he	had seen were all white,

			(Hamid, M. 2022, p.12)	(Hamid, M. 2022, p.12) (Noun Clause)
[4]	And (Coordinating Conjunctions), that(Conjunctions)	He		was perhaps being paranoid, inventing meaning out of details that might not matter, (Hamid, M. 2022, p.12) (Noun Clause)
[5]	And (Coordinating Conjunctions), at a traffic light (Conjunctive Adjuncts)		he	confronted his gaze in the rear view mirror, looked for the whiteness there, (Hamid, M. 2022, p.12) (Independent Clause)
[6]	for it must be somewhere, (Conjunctive Adjuncts)			maybe in his expression, (Hamid, M. 2022, p.12) (Adverb Clause)
[7]	But (Coordinating Conjunctions)		he	could not see it, (Hamid, M. 2022, p.12)

				(Independent Clause)
[8]	and(Coordinating Conjunctions)		the more he (Hamid, M. 2022, p.12)	Looked the less white (Hamid, M. 2022, p.12) (Independent Clause)
[9]			he	seemed, (Hamid, M. 2022, p.12) (Independent Clause)
[10]	as though (Subordinating Conjunctions), looking for his (Conjunctive Adjuncts)		whiteness	was the opposite of whiteness, was driving it further away, making him seem desperate, or uncertain, (Hamid, M. 2022, p.12) (Adverb Clause)
[11]	or like (Subordinating Conjunctions)	He		did not belong, (Hamid, M. 2022, p.12) (Adverb Clause)
[12]		he who		had been born here, damn it, (Hamid, M. 2022, p.12) (Adjective Clause)

[13]	and then (Coordinating Conjunctions)		he	heard the loud continuous horn of the car to his rear, (Hamid, M. 2022, p.12) (Independent Clause)
[14]	and (Coordinating Conjunctions)		he	started to move past a signal (Hamid, M. 2022, p.12) (Independent Clause)
[15]	That (Conjunctions)		had some seconds ago (Hamid, M. 2022, p.12)	turned green, (Hamid, M. 2022, p.12) (Adjective Clause)
[16]	And (Coordinating Conjunctions)	the woman behind him (Hamid, M. 2022, p.12)		swerved to overtake, and rolled down her window, (Hamid, M. 2022, p.12) (Independent Clause)
[17]	And (Coordinating Conjunctions)	cursed him, furious, cursed good and hard and (Hamid, M. 2022, p.12)		sped off, (Hamid, M. 2022, p.12) (Independent Clause)
[18]	And (Coordinating Conjunctions)	He		did nothing, nothing, not shout back,

				not smile to disarm her, nothing, (Hamid, M. 2022, p.12) (Independent Clause)
[19]	Like (Subordinating Conjunctions)		he	was mentally deficient, (Hamid, M. 2022, p.12) (Adverb Clause)
[20]	And (Coordinating Conjunctions)		she	was pretty, really pretty, or had been (Hamid, M. 2022, p.12) (Independent Clause)
[21]	Before (Subordinating Conjunctions)	She		shouted, (Hamid, M. 2022, p.12) (Adverb Clause)
[22]	and when (Subordinating Conjunctions)		he	got home (Hamid, M. 2022, p.12) (Adverb Clause)
[23]			he	wondered (Hamid, M. 2022, p.12) (Independent Clause)

[24]	How (Subordinating Conjunctions)		he	would have reacted, (Hamid, M. 2022, p.12) (Adverb Clause)
[25]	How (Subordinating Conjunctions)		he	could have reacted, (Hamid, M. 2022, p.12) (Adverb Clause)
[26]	If (Subordinating Conjunctions)		there	had only been some way for her to know (Hamid, M. 2022, p.12) (Adverb Clause)
[27]			he	was white, or for him to know it, because suddenly, (Hamid, M. 2022, p.12) (Noun Clause)
[28]	And (Coordinating Conjunctions)		there	was no hiding from the full weight of this, (Hamid, M. 2022, p.12) (Independent Clause)

[29]			he	did not. (Hamid, M. 2022, p.12) (Independent Clause)
[30]			Anders	took a hit of pot, held it tight in his lungs, (Hamid, M. 2022, p.12) (Independent Clause)
[31]	But (Coordinating Conjunctions)		maybe this (Hamid, M. 2022, p.12)	was a mistake, (Hamid, M. 2022, p.12) (Independent Clause)
[32]	Because (Subordinating Conjunctions)		by the time he (Hamid, M. 2022, p.12)	had made himself lunch (Hamid, M. 2022, p.12) (Adverb Clause)
[33]			he	was no longer hungry, (Hamid, M. 2022, p.12) (Independent Clause)
[34]			instead he	had a kind of strumming anxiety, (Hamid, M. 2022, p.12) (Independent Clause)

[35]			which he	knew from experience (Hamid, M. 2022, p.12) (Adjective Clause)
[36]			he	had better smoke through, (Hamid, M. 2022, p.12) (Independent Clause)
[37]	so as (Subordinating Conjunctions)		not to get	stuck in it, (Hamid, M. 2022, p.12) (Adverb Clause)
[38]	And (Coordinating Conjunctions)	He		smoked more, and stared at his phone, (Hamid, M. 2022, p.12) (Independent Clause)
[39]		wandering around the internet, and in the end he (Hamid, M. 2022, p.12)		had his lunch as his dinner. (Hamid, M. 2022, p.12) (Independent Clause)

Table 4.2.1, the excerpt Text ‘B’ undertaken occurs in Part One, Chapter 01 of the novel “*The Last White Man*” (p.12). This excerpt highlights the ideology of racism and anxiety. Anders is confused regarding his appearance, and he struggles with his changed coloured and sense of belonging. This anxiety develops a deep concern

regarding his racial identity, and he starts suffering from self-doubt. His interactions with people and an encounter with the woman in her car highlight his emotions and concerns about discrimination and loneliness. The excerpt highlights the ideology of racism and the vivid effect of racial differences on social relations. Further, it highlighted the struggle of a person who suddenly undergoes a change in appearance and society starts discriminating against him from others. It also presented how the discriminated person gets affected by the effects of self-perception and his interactions with people in society. It depicts themes related to discrimination and racial consciousness, which are the major aspects of the ideology of racism. The passage focuses on various aspects of Anders experiences and thoughts.

Table 4.2.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	09	13.84
Ideational (Field)	29	44.61
Textual	27	41.55
Total	65	100

Table 4.3.2, according to the linguistic and statistical analysis, the passage consists of 02 sentences. There are 03 adjective clauses, 12 adverb clauses, 03 noun clauses, and 21 independent clauses. Interpersonal is ranked lowest at 09 (13.84%). While textual makes up 27 (41.55%), the ideational theme predominates, with 29 (44.61%) illustrating the experiential and logical meaning. Textual provides a flow of information inside the text and is aware of its context. Its goal is to create "coherent expression of ideas" as well as portray an ideology of racism and hatred.

Table 4.2.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	03	10
Conjunction	27	90
Total	30	100

Table 4.2.3, shows the usage of 27 conjunctions (90%), 00 continuatives (00%), and 03 conjunctive adjuncts (10%). Conjunctions like "and," "for," "but," and "or" are vividly used in this passage to better organise the sentence's concepts and give it cohesion and coherence. Words like at, for, and, which, instead, no, by, because, by, or, and are used as continuatives, which show continuity of thought. Whereas conjunctive

adjuncts in the form of adverbial phrases like "for it must be somewhere" are used to connect the sentences together. The results demonstrate how conjunctive adjuncts, continuatives, and conjunctions with themes enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.3 Textual Analysis of Text C

Table 4.3.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		He		did it over the phone, (Hamid, M. 2022, p.19) (Independent Clause)
[2]		which		was a cowardly thing to do, (Hamid, M. 2022, p.19) (Adjective Clause)
[3]	but (Coordinating Conjunctions)		he	had no idea (Hamid, M. 2022, p.19) (Independent Clause)
[4]			how	to drop by (Hamid, M. 2022, p.19) (Adverb Clause)
[5]	and (Coordinating Conjunctions)	just		say it, (Hamid, M. 2022, p.19) (Adverb Clause)
[6]	Why (Conjunctive Adjuncts)		his father	would even believe him, and that was (Hamid, M. 2022, p.19) (Noun Clause)

[7]	How (Subordinating Conjunctions)	he		had told Oona, over the phone, (Hamid, M. 2022, p.19) (Adverb Clause)
[8]	And so (Conjunctive Adjuncts)	that was how he (Hamid, M. 2022, p.19)		did it again, (Hamid, M. 2022, p.19) (Independent Clause)
[9]	And (Coordinating Conjunctions)	his father		hung up the first time, (Hamid, M. 2022, p.19) (Independent Clause)
[10]	And (Coordinating Conjunctions)	the second time (Hamid, M. 2022, p.19)		asked him (Hamid, M. 2022, p.19) (Independent Clause)
[11]	If (Subordinating Conjunctions)	he		was high, (Hamid, M. 2022, p.19) (Adverb Clause)
[12]	If (Subordinating Conjunctions)	he		thought (Hamid, M. 2022, p.19) (Adverb Clause)
[13]		this		was a joke, (Hamid, M. 2022, p.19) (Independent Clause)
[14]	And (Coordinating Conjunctions), when (Subordinating Conjunctions)	Anders		said no to both, (Hamid, M. 2022, p.19) (Adverb Clause)
[15]			he	asked, with steel in his voice, a steel familiar to Anders, (Hamid, M. 2022, p.19)

				(Independent Clause)
[16]	If (Subordinating Conjunctions)	his son		was trying to call him a racist, (Hamid, M. 2022, p.19) (Adverb Clause)
[17]	to which (Subordinating Conjunctions)	Anders		replied (Hamid, M. 2022, p.19) (Adverb Clause)
[18]		He		most definitely was not, (Hamid, M. 2022, p.19) (Independent Clause)
[19]	and so (Coordinating Conjunctions)	his father		said, show me, smart guy, come here and show me (Hamid, M. 2022, p.19) (Independent Clause)
[20]	If (Subordinating Conjunctions)	You		can. (Hamid, M. 2022, p.19) (Adverb Clause)

Table 4.3.1, the excerpt Text ‘C’ undertaken occurs in Part One, Chapter 03 of the novel “*The Last White Man*” (p.19). The excerpt shows the conflict between Anders and his father; the conflict raises the issue of racism. The passage highlights a tense situation that involves charges of racism. It presents the sensitive communication of Anders over the phone with his father that leads to a series of events. The action of "doing something over the phone" is the theme of the sentence, while rheme is providing the detailed situation and succeeding communications. The sentence uses a variety of linguistic elements to link concepts and keep the story progressing.

Table 4.3.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	16	47.05
Ideational (Field)	04	11.77
Textual	14	41.18
Total	34	100

Table 4.3.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There is 01 adjective clause, 09 adverb clauses, 01 noun clause, and 09 independent clauses. Interpersonal predominates with 16 (47.05%). While textual makes up 14 (41.18%), the ideational theme is the lowest, with 04 (11.77%) depicting logical meaning. Textual themes convey information inside the text. The purpose is to provide "coherent expression of ideas" and the presentation of an ideology of racism and hatred.

Table 4.3.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	02	13.33
Conjunction	13	86.67
Total	15	100

Table 4.3.3, presents the usage of 13 conjunctions (86.67%), 00 continuatives (00%), and 02 conjunctive adjuncts (13.33%). Conjunctions are used to better organise the sentence's concepts and give it cohesion and coherence. The conjunction is used various times to link the actions and events in the passage. While “why, and so” are used as conjunctive adjuncts to present the reason behind Anders, The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.4 Textual Analysis of Text D

Table 4.4.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		Anders's boss		had said (Hamid, M. 2022, p. 26) (Independent Clause)
[2]			he	would have killed himself, (Hamid, M. 2022, p. 26) (Independent Clause)

[3]	And (Coordinating Conjunctions), the following week (Continuatives)		a man in town (Hamid, M. 2022, p. 26)	did just that, (Hamid, M. 2022, p. 26) (Independent Clause)
[4]			his story	followed by Anders in the local press, (Hamid, M. 2022, p. 26) (Adjective Clause)
[5]	Or (Coordinating Conjunctions), rather online in the regional section of a large publication, (Conjunctive Adjuncts)		the local paper having (Hamid, M. 2022, p. 26)	shut down long ago, (Hamid, M. 2022, p. 26) (Adjective Clause)
[6]			this man shooting himself in front of his own house, a shooting (Hamid, M. 2022, p. 26)	heard but not seen by a neighbor, and called in, and assumed to be an act of home defense, (Hamid, M. 2022, p. 26) (Adjective Clause)
[7]			the dark body lying there an intruder, (Hamid, M. 2022, p. 26)	shot with his own gun after a struggle, (Hamid, M. 2022, p. 26) (Adjective Clause)

[8]	But (Coordinating Conjunctions)		the homeowner (Hamid, M. 2022, p. 26)	was not present, and was nowhere to be found, (Hamid, M. 2022, p. 26) (Independent Clause)
[9]	And (Coordinating Conjunctions), then (Coordinating Conjunctions)		the wedding ring and the wallet and the phone on the dead man (Hamid, M. 2022, p. 26)	were all tallied up, and the messages (Hamid, M. 2022, p. 26) (Independent Clause)
[10]			that	had been sent, (Hamid, M. 2022, p. 26) (Adjective Clause)
[11]	And (Coordinating Conjunctions)	the experts		weighed in, (Hamid, M. 2022, p. 26) (Independent Clause)
[12]	And (Coordinating Conjunctions), the sum of it (Continuatives)		all	was clear, (Hamid, M. 2022, p. 26) (Independent Clause)
[13]	in other words (Continuatives) , that (Conjunctions)	a white man (Hamid, M. 2022, p. 26)		had indeed shot a dark man, (Hamid, M. 2022, p. 26) (Noun Clause)
[14]	But (Coordinating Conjunctions)		also that the dark man and the white man (Hamid, M. 2022, p. 26)	were the same. (Hamid, M. 2022, p. 26) (Independent Clause)

Table 4.4.1, the excerpt Text ‘D’ undertaken occurs in Part One, Chapter 05 of the novel “*The Last White Man*” (p. 26). The excerpt Text ‘D’ depicts themes of racial perceptions, human identity, and the social issues arising from them. The passage

explores a complex situation where the attacker and victim are both the same individual. The situation shows the perceptions and racial assumptions of the individual. The passage sheds light on how people's judgements on the basis of racial prejudices and biases have tragic consequences. This text deals with human identity and racial perceptions, and how actions and perceptions are affected by the ideology of racism. The passage presents a sequence of events that investigates the complexities of understanding the ideology of racism. The realisation that the "dark man" and "white man" were the same person contributes to exploring the theme. The suicide, media coverage, and investigation take the theme to the next level. The sentence sheds light on how our appearances, expectations, and prejudices shape our understanding of individuals and events. The theme put emphasis on how external factors in one's life and tragic events shape the fixed ideas of an individual. The rheme defines the situation where a man in town commits suicide, the investigation, the media coverage of the event, and Anders's boss's statement. It also addresses the reality that the homeowner and victim were the same person.

Table 4.4.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	03	13.63
Ideational (Field)	11	50
Textual	08	36.37
Total	22	100

Table 4.4.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 05 adjective clauses, 01 noun clause, and 08 independent clauses. Interpersonal is ranked lowest at 03 (13.63%). While textual makes up 08 (36.37%), the ideational theme predominates, with 11 (50%) illustrating the experiential and logical meaning. Textual delivers a flow of information inside the text and is contextually aware. Its objective is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.4.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	03	23.08
Conjunctive Adjuncts	01	7.69
Conjunction	09	69.23
Total	13	100

Table 4.4.3, shows the usage of 09 conjunctions (69.23%), 03 continuatives (23.08%), and 01 conjunctive adjunct (7.69%). The continuatives used are "and," "but," and "but also". The conjunctive adjuncts "in other words". The sentence makes extensive use of the conjunction "and" to connect various actions and events, giving the impression of progression and constructing a chain of events. The concepts are more effectively arranged and given structure and coherence through the use of conjunctions. In order to link events and create a logical narrative flow, the sentence uses continuatives such as "and the next week," "this man shooting himself," "a shooting heard but not seen," "and was nowhere to be found," and "and the sum of it all was clear." The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.5 Textual Analysis of Text E

Table 4.5.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			The mood in town (Hamid, M. 2022, p. 26)	was changing, (Hamid, M. 2022, p. 26) (Independent Clause)
[2]	more rapidly than its complexion, (Conjunctive Adjuncts)		for Anders	could not as yet perceive any real shift in the number of dark people on the streets, (Hamid, M. 2022, p. 26) (Independent Clause)
[3]	or if (Subordinating Conjunctions)		he	could, (Hamid, M. 2022, p. 26) (Adverb Clause)
[4]			he	could not be sure of it, (Hamid, M. 2022, p. 26)

				(Independent Clause)
[5]			those who	had changed still being, by all accounts, (Hamid, M. 2022, p. 26) (Adjective Clause)
[6]	few and far between, (Conjunctive Adjuncts), but (Coordinating Conjunctions)	the mood, yes, the mood (Hamid, M. 2022, p. 26)		was changing, (Hamid, M. 2022, p. 26) (Independent Clause)
[7]	And (Coordinating Conjunctions)		the shelves of the stores (Hamid, M. 2022, p. 26)	were more bare, (Hamid, M. 2022, p. 26) (Independent Clause)
[8]	And (Coordinating Conjunctions)		at night the roads (Hamid, M. 2022, p. 26)	were more abandoned, (Hamid, M. 2022, p. 26) (Independent Clause)
[9]	And (Coordinating Conjunctions)		even the days (Hamid, M. 2022, p. 26)	were shorter and cooler than they had been only recently, the leaves no longer as confident in their green, (Hamid, M. 2022, p. 26) (Independent Clause)
[10]	And (Coordinating Conjunctions), While (Continuatives)		these seasonal shifts (Hamid, M. 2022, p. 26)	were perhaps only the course of things, (Hamid, M. 2022, p. 26) (Adverb Clause)
[11]		the course of things (Hamid, M. 2022, p. 26)		felt to Anders more fraught. (Hamid, M. 2022, p. 26) (Independent Clause)

Table 4.5.1, the excerpt Text ‘E’ undertaken occurs in Part One, Chapter 05 of the novel “*The Last White Man*” (p.26). The passage depicts the ideology of racism and

the tensions arising due to the changing behaviour of the people within the town. A sense of unease starts due to a change in social dynamics. The theme presents the changing mood and its potential link with racial shifts and tensions. While rheme depicts how the lives of people in every aspect are affected by racism, the theme of the passage is clearly societal change and agitation. Through shifting moods, a comparison of changing complexions is done. The story presents the changing mood through a number of dark people on the streets, a deserted road at night, bare store shelves, and changes in the weather. It also depicts how the protagonist, Anders, is uncertain and feels discomfort when he starts wondering about the colour change, the change in the town's atmosphere, the change in weather, and its significance. Anders is also uncertain about how many people are affected by these changes. This ambiguity enhances an atmosphere of tension and discomfort in the town.

Table 4.5.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	02	11.11
Ideational (Field)	09	50
Textual	07	38.89
Total	18	100

Table 4.5.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 01 adjective clauses, 02 adverb clauses, and 08 independent clauses. Interpersonal is ranked lowest at 02 (11.11%). While textual makes up 07 (38.89%), the ideational theme predominates, with 09 (50%) illustrating the experiential and logical meaning. Textual provides a contextually aware information flow inside the text. Its goal is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.5.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	01	11.11
Conjunctive Adjuncts	02	22.22
Conjunction	06	66.67
Total	09	100

Table 4.5.3. , shows the usage of 06 conjunctions (66.67%), 01 continuatives (11.11%), and 02 conjunctive adjuncts (22.22%). Conjunctions like "and", "or if", "but," and "while" are used to better organise the sentence's concepts and give it

cohesion and coherence. Continuatives like "while", "and while", "as yet," "more bare," "more abandoned," "even," "only recently," "no longer," "as confident in their green," "perhaps only," and "for are used for transferring ideas from one clause to another. Conjunctive adjuncts like "more rapidly than its complexion", "still being, by all accounts, few and far between", "more bare", "more abandoned," "only recently," and "no longer as confident in their green" are used for joining clauses. The results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.6 Textual Analysis of Text F

Table 4.6.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			There	were flare-ups of violence in town, a brawl here, a shooting there, (Hamid, M. 2022, p. 31) (Independent Clause)
[2]	And (Coordinating Conjunctions)	the mayor		repeatedly called for calm, (Hamid, M. 2022, p. 31) (Independent Clause)
[3]	But (Coordinating Conjunctions)		militants	had begun to appear on the streets, pale-skinned militants, some dressed almost like soldiers in combat uniform, or halfway like soldiers, with

				military-style trousers and civilian jackets, (Hamid, M. 2022, p. 31) (Independent Clause)
[4]	And (Coordinating Conjunctions)		others	dressed like hunters, in woodland colors, or in jeans and ammunition vests, but all the militants, (Hamid, M. 2022, p. 31) (Independent Clause)
[5]	Whatever (Conjunctive Adjuncts)		their	attire, visibly armed, and as for the police, (Hamid, M. 2022, p. 31) (Adverb Clause)
[6]		the police		made no real effort to stop them. (Hamid, M. 2022, p. 31) (Independent Clause)

Table 4.6.1, the excerpt Text ‘F’ undertaken occurs in Part Two, Chapter 06 of the novel *“The Last White Man”* (p.31). The excerpt presents a situation of violence and unrest in the town when a group of militants appeared on the streets, some of whom were armed. It depicts a tense situation in potentially tense racial dynamics that give rise to violence. The phrase "pale-skinned militants" and their dress and weapons clearly present social divisions because of race. Thus, it depicts the tension of rising violence in town because of racial differences. It also put emphasis on the situation

where incidents of violence happened and militants were present in the streets, but police did not intervene. The theme of this sentence is the worsening situation, an increase in lawlessness, and the potential for increasing conflict.

Table 4.6.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	02	20
Ideational (Field)	04	40
Textual	04	40
Total	10	100

Table 4.6.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There is 01 adverb clause, and 05 independent clauses. Interpersonal is ranked lowest at 02 (20%). While textual makes up 04 (40%), the ideational theme is 04 (40%) illustrating the experiential and logical meaning. Textual provides a flow of information inside the text and is aware of its context. Its goal is to create "coherent expression of ideas" as well as to portray an ideology of racism and hatred.

Table 4.6.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	01	25
Conjunction	03	75
Total	04	100

Table 4.6.3, shows the usage of 03 conjunctions (75%), 00 continuatives (00%), and 01 conjunctive adjunct (25%). Continuatives are used within clauses like "and," "but," "with," "or," "but all," and "and as for" to connect phrases and bring coherence to different parts of the text, but as a textual theme, they are not used in this sentence. The relationship between clauses is built through the use of conjunctive adjuncts like "and," "but," "with," "or," "whatever," "as for," and "as for the police". Whereas conjunctions like "and," "but," "or," "but all," "and as for," and "as for" are used to create coherent expression. Conjunctions are utilised in large numbers to better organise the sentence's concepts and give it cohesion and coherence. The results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.7 Textual Analysis of Text G

Table 4.7.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		The militants		did not confront Oona (Hamid, M. 2022, p. 31) (Independent Clause)
[2]	when, (Subordinating Conjunctions)	on occasion, she (Hamid, M. 2022, p. 31)		ran into them. (Hamid, M. 2022, p. 31) (Adverb Clause)
[3]		They		did not hassle her, (Hamid, M. 2022, p. 31) (Independent Clause)
[4]	no more than (Conjunctive Adjuncts)	a group of men (Hamid, M. 2022, p. 31)		might normally hassle a woman out on her own, (Hamid, M. 2022, p. 31) (Independent Clause)
[5]	even less, (Continuatives) , possibly because (Conjunctive Adjuncts)	she		was white, or (Hamid, M. 2022, p. 31) (Adverb Clause)
[6]	Because (Subordinating Conjunctions)	they		Figured (Hamid, M. 2022, p. 31) (Adverb Clause)
[7]		she		supported them, (Hamid, M. 2022, p. 31) (Independent Clause)
[8]	For (Continuatives)	she		wore no sign or badge of her disapproval and kept her mouth shut, (Hamid, M. 2022, p. 31) (Independent Clause)

[9]	But (Coordinating Conjunctions)		she	had lingered too late at her share of drunken parties in high school and college, (Hamid, M. 2022, p. 31) (Independent Clause)
[10]	And (Coordinating Conjunctions)	she		knew the feeling (Hamid, M. 2022, p. 31) (Independent Clause)
[11]		the militants		gave her, (Hamid, M. 2022, p. 31) (Independent Clause)
[12]	the feeling that (Conjunctive Adjuncts)	they		were together (Hamid, M. 2022, p. 31) (Adjective Clause)
[13]	And (Coordinating Conjunctions)	she		was alone, (Hamid, M. 2022, p. 31) (Independent Clause)
[14]	and that (Conjunctive Adjuncts)		her situation	could change in an instant, (Hamid, M. 2022, p. 31) (Noun Clause)
[15]	And (Coordinating Conjunctions)		she	did not bike anymore, (Hamid, M. 2022, p. 31) (Independent Clause)
[16]			she	drove, (Hamid, M. 2022, p. 31) (Independent Clause)
[17]	And (Coordinating Conjunctions)	they		frightened her. (Hamid, M. 2022, p. 31) (Independent Clause)

Table 4.7.1, the excerpt Text ‘G’ undertaken occurs in Part Two, Chapter 06 of the novel “*The Last White Man*” (p.31). This excerpt depicts a situation where a white woman, Oona, comes across militants, but the militants do not bother her. At the same time, she feels fear and isolation. It also discusses that, as Oona is a white lady and the

militants are also of the white race, it looks like Oona supports the militants because of her ideology of racism. But on the other side, Oona fears their presence, which presents themes of fear, racial bias, and tension. This racial tension is created because of the militants present there. The militants are presented as a group who are following the ideology of racism; they think that whites are more supreme than other races. The reaction of Oona is presented, which clearly depicts racial dynamics. Oona feels the tension after seeing the militants, which changes her behaviour. The theme presents the supposed threat to the personal safety of Oona and the influence of militants on her everyday life.

Table 4.7.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	13	44.82
Ideational (Field)	04	13.80
Textual	12	41.38
Total	29	100

Table 4.7.2, according to the linguistic and statistical analysis, the passage comprises 02 sentences. There are 01 adjective clause, 03 adverb clauses, 01 noun clause, and 12 independent clauses. The interpersonal theme predominates with 13 (44.82%). While textual makes up 12 (41.38%), ideational is ranked lowest at 04 (13.80%). Textual provides a flow of information inside the text and is aware of its context. Its goal is to create "coherent expression of ideas" as well as portray an ideology of racism and hatred.

Table 4.7.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	02	15.39
Conjunctive Adjuncts	04	30.77
Conjunction	07	53.84
Total	13	100

Table 4.7.3, shows the usage of 07 conjunctions (53.84%), 02 continuatives (15.39%), and 04 conjunctive adjunct (30.77%). Conjunctions are used to better organise the sentence's concepts and give it cohesion and coherence. Conjunctions like "and," "or," "because," "for," and "but" join the ideas in the sentences and show how they relate to each other. To make the flow of the text better and more meaningful, continuatives in the form of words and phrases like "even less," "possibly because,"

"for," "but," "and," and "and that" are used to connect the thoughts and parts of the text. Conjunctive adjuncts in the form of phrases and words are used like "no more than," "even less," "possibly because," "for," "because," "but," "and," and "and that" to make the relationship between words, phrases, and clauses stronger. The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.8 Textual Analysis of Text H

Table 4.8.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			Oona's mother	resisted the notion (Hamid, M. 2022, p. 40-41) (Independent Clause)
[2]	that violence was happening, (Continuatives), or that (Coordinating Conjunctions)		substantial violence (Hamid, M. 2022, p. 40-41)	was happening, (Hamid, M. 2022, p. 40-41) (Noun Clause)
[3]	and said that (Conjunctive Adjuncts), if (Subordinating Conjunctions)		there	was violence (Hamid, M. 2022, p. 40-41) (Adverb Clause)
[4]			it	was (Hamid, M. 2022, p. 40-41) (Independent Clause)
[5]	Because (Subordinating Conjunctions)		there	were paid aggressors on the other side, saboteurs, (Hamid,

				M. 2022, p. 40-41) (Adverb Clause)
[6]	And (Coordinating Conjunctions), that (Continuatives),		they	were trying to kill both our defenders and our people in general, (Hamid, M. 2022, p. 40-41) (Noun Clause)
[7]	And (Coordinating Conjunctions)		they	were sometimes killing their own kind, to make us look bad, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[8]	And (Coordinating Conjunctions), also (Continuatives), because (Subordinating Conjunctions)		some of their own kind (Hamid, M. 2022, p. 40-41)	supported us, (Hamid, M. 2022, p. 40-41) (Adverb Clause)
[9]	And (Coordinating Conjunctions)		they	killed them for that, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[10]	And (Coordinating Conjunctions), that (Continuatives)		the main point (Hamid, M. 2022, p. 40-41)	was separation, (Hamid, M. 2022, p. 40-41) (Noun Clause)
[11]			it	was not (Hamid, M. 2022, p. 40-41) (Independent Clause)
[12]	That (Continuatives)	We		were better than them,

				(Hamid, M. 2022, p. 40-41) (Noun Clause)
[13]	Although (Subordinating Conjunctions)	We		were better than them, how could you deny it, (Hamid, M. 2022, p. 40-41) (Adverb Clause)
[14]	But (Coordinating Conjunctions), that (Continuatives)	we		needed our own places, (Hamid, M. 2022, p. 40-41) (Noun Clause)
[15]		where we		could take care of our own, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[16]	Because (Subordinating Conjunctions)	our people		were in trouble, so many of us in trouble, (Hamid, M. 2022, p. 40-41) (Adverb Clause)
[17]	And (Coordinating Conjunctions)	the dark people (Hamid, M. 2022, p. 40-41)		could have their own places, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[18]	And (Coordinating Conjunctions)	there they		could do their own dark things, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[19]	Or (Coordinating Conjunctions), whatever (Conjunctive Adjuncts)	We		would not stop them, (Hamid, M. 2022, p. 40-41) (Independent Clause)

	, and (Coordinating Conjunctions)			
[20]	but (Coordinating Conjunctions)	We		would not participate in our own eradication, that had to end, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[21]	And (Coordinating Conjunctions), now (Conjunctive Adjuncts)		there	was no time to wait, (Hamid, M. 2022, p. 40-41) (Independent Clause)
[22]	Now (Conjunctive Adjuncts)		they	were converting us, and lowering us, and that was a sign, a sign that (Hamid, M. 2022, p. 40-41) (Independent Clause)
[23]	If (Subordinating Conjunctions)		we	did not act in this moment (Hamid, M. 2022, p. 40-41) (Adverb Clause)
[24]			there	would be no more moments left (Hamid, M. 2022, p. 40-41) (Independent Clause)
[25]	And (Coordinating Conjunctions)		we	would be gone. (Hamid, M. 2022, p. 40-41) (Independent Clause)

Table 4.8.1, the excerpt Text ‘H’ undertaken occurs in Part Two, Chapter 08 of the novel “*The Last White Man*” (p.40-41). The excerpt puts a strong emphasis on the

ideology of racism. Oona's mother was of the opinion that people must be separated and differentiated on the basis of superiority. According to her, whites are a superior race. Her point of view puts emphasis on the idea of self-preservation. Every person must protect his own identity; this is why the other group is presented as a threat. This puts emphasis on the urgent need to act before they are banished from their land. This excerpt presents the themes of division, fear, and perceptions of eradication. It also presents a point of view on how the ideology of racism shapes the actions and beliefs of a society. The theme of the excerpt shows Oona's mother's belief system of superiority, self-preservation, and racial separation and the perceived threat; it also depicts Oona's mother's resistance to violence. The theme presents the assertions and justifications made by Oona's mother on the causes of the violence and the necessity of separation. The rheme depicts the belief in superiority, the argument for separation, and the role of paid aggressors and saboteurs, which sheds light on an urgent need for self-preservation. The explanation by Oona's mother also explains why violence is happening.

Table 4.8.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	09	20
Ideational (Field)	16	35.56
Textual	20	44.44
Total	45	100

Table 4.8.2, the linguistic and statistical analysis indicates that there is 01 sentence in this section. There are 14 independent clauses, 06 adverb clauses, and five noun clauses. The lowest ranking is interpersonal, at 09 (20%). Textual predominates with 20 (44.44%) of the total, whereas ideational contributes with 16 (35.56%). Textual provides a contextually aware information flow inside the text. Its goal is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.8.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	06	20.69
Conjunctive Adjuncts	04	13.80
Conjunction	19	65.51
Total	29	100

Table 4.8.3, shows the usage of 19 conjunctions (65.51%), 06 continuatives (20.69%), and 04 conjunctive adjuncts (13.80%). Conjunctions are used to better organise the sentence's concepts and give it cohesion and coherence. Conjunctions like "but," "although," "and," "or," "and," "and," "and," "and," "and," "and," "and" and "connected words or groups of words within a sentence. The Continuatives "resisted the notion," "and said," "on the other side," "saboteurs," "and that," "and also because," "or whatever," "and lowering us," presents a continuation of thought. While conjunctive adjuncts like "and said," "and also because," "but that," "so many of us in trouble," "and lowering us," "that," "if," and "in this moment" provide additional information about how clauses are related, The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.9 Textual Analysis of Text I

Table 4.9.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		Oona		could not dispute (Hamid, M. 2022, p. 41) (Independent Clause)
[2]	That (Conjunctions)		her mother	did indeed seem improved, that the changes in town, and all over the country, were suiting her mother, (Hamid, M. 2022, p. 41) (Noun Clause)
[3]	in some sense, (Conjunctive Adjuncts), and (Coordinating Conjunctions)	Oona		had the nagging feeling (Hamid, M. 2022, p. 41) (Independent Clause)

[4]	That (Conjunctions)		her mother	was right, not morally, but along a different dimension, (Hamid, M. 2022, p. 41) (Noun Clause)
[5]	That (Conjunctions)		her understanding of the situation (Hamid, M. 2022, p. 41)	was deeper (Hamid, M. 2022, p. 41) (Noun Clause)
[6]	Than (Subordinating Conjunctions)	Oona's		was, (Hamid, M. 2022, p. 41) (Adverb Clause)
[7]	as though (Conjunctive Adjuncts), (Subordinating Conjunctions)		She	had access to a mystical truth, a terrible mystical truth, a kind of conjuring (Hamid, M. 2022, p. 41) (Adverb Clause)
[8]	That (Conjunctions)		Oona	did not believe in and yet (Hamid, M. 2022, p. 41) (Adverb Clause)
[9]	that worked anyway, (Continuatives), and (Coordinating Conjunctions)		It	was (Hamid, M. 2022, p. 41) (Independent Clause)
[10]	as if (Conjunctive Adjuncts), (Subordinating Conjunctions)		all the ghosts (Hamid, M. 2022, p. 41)	were coming back, ghosts coming to each town and each house, ghosts coming to her

				mother, and compensating her for her loss, and others for their losses, (Hamid, M. 2022, p. 41) (Adverb Clause)
[11]	But (Coordinating Conjunctions)	Oona		did not feel compensated, (Hamid, M. 2022, p. 41) (Independent Clause)
[12]		she		felt even more bereft. (Hamid, M. 2022, p. 41) (Independent Clause)

Table 4.9.1, the excerpt Text ‘I’ undertaken occurs in Part Two, Chapter 08 of the novel “*The Last White Man*” (p.41). The excerpt depicts Oona's mother reaction to the changing circumstances in their town and country. Themes of loss, identity, perception, transformation, and the melancholic presence of the past are depicted in these clauses. It also places emphasis on changing racial dynamics and social change. It is clearly depicting an individual experience of societal change and its impact on characters. Instead of directly addressing the ideology of racism, it is indirectly presented by putting emphasis on the emotional and psychological impacts of the changes occurring in the town and in the country. The response of the characters to these changes is presented, as is how their responses are influenced by their beliefs, perceptions, and personal experiences. It highlights how individuals are affected by collective events and how individuals must find their own way of thinking instead of following blindly others. They must understand the world around them. The theme of the sentence is regarding Oona’s mother's developed state and the changes in their town and country; it is also exploring Oona’s and her mother's contrasting perceptions and emotions in response to the changes that occurred in their town and country. The theme depicts the struggle of Oona in reconciling her mother with the deeper mystic truth and

the ghosts coming back, as well as her own emotional state and lack of understanding. The conflicts within the characters are depicted with Oona's own feelings of loss and confusion.

Table 4.9.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	05	22.72
Ideational (Field)	07	31.82
Textual	10	45.46
Total	22	100

Table 4.9.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 03 noun clauses, 04 adverb clauses, and 05 independent clauses. Interpersonal is ranked lowest at 05 (22.72%). While textual dominates with 10 (45.46%), the ideational theme makes up 07 (31.82%) illustrating the experiential and logical meaning. Textual provides a contextually aware information flow inside the text. Its goal is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.9.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	01	7.15
Conjunctive Adjuncts	03	21.42
Conjunction	10	71.43
Total	14	100

Table 4.9.3, shows the usage of 10 conjunctions (71.43%), 01 continuatives (7.15%), and 03 conjunctive adjuncts (21.42%). Conjunctions are used to better organise the sentence's concepts and give it cohesion and coherence. Continuatives like "that the changes in town," "that worked anyway," "that worked anyway", "a terrible mystical truth", "a kind of conjuring", "and compensating her for her loss", "and others for their losses" indicate the continuity of thought. While conjunctions like "and", "but" connect words, phrases, and clauses. Conjunctive adjuncts show how ideas are related, like "in some sense," "not morally," "as though," "as if", "not morally, but along a different dimension". The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.10 Textual Analysis of Text J

Table 4.10.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		Oona		missed her father (Hamid, M. 2022, p. 41) (Independent Clause)
[2]	After (Continuatives)	These		conversations, (Hamid, M. 2022, p. 41) (Adverb Clause)
[3]		her father who (Hamid, M. 2022, p. 41)		was so reliable, (Adjective Clause)
[4]		Who		could talk sense into anyone, (Hamid, M. 2022, p. 41) (Adjective Clause)
[5]	And (Coordinating Conjunctions)	She		was certain her father could have helped her mother now, or rather (Hamid, M. 2022, p. 41) (Independent Clause)
[6]	that (Conjunctions)	with him still there her mother (Hamid, M. 2022, p. 41)		would not be (Hamid, M. 2022, p. 41) (Independent Clause)
[7]	Where (Subordinating Conjunctions)	She		was now, none of them would, (Hamid, M. 2022, p. 41) (Adverb Clause)
[8]	but as (Coordinating Conjunctions)	She		thought of her father (Hamid, M. 2022, p. 41) (Independent Clause)

[9]		She		Wondered (Hamid, M. 2022, p. 41) (Independent Clause)
[10]	if, (Subordinating Conjunctions)	entirely, completely, he (Hamid, M. 2022, p. 41)		would have disapproved of (Hamid, M. 2022, p. 41) (Adverb Clause)
[11]	What (Subordinating Conjunctions)	her mother		was saying, (Hamid, M. 2022, p. 41) (Noun Clause)
[12]		He		was not a bad man, not at all, (Hamid, M. 2022, p. 41) (Independent Clause)
[13]	But (Coordinating Conjunctions)		he	was not a saint either, (Hamid, M. 2022, p. 41) (Independent Clause)
[14]	And (Coordinating Conjunctions)		he	did have certain impulses relating to the color of people's skin, (Hamid, M. 2022, p. 41) (Independent Clause)
[15]		which to be fair (Hamid, M. 2022, p. 41)		were common, especially (Hamid, M. 2022, p. 41) (Adjective Clause)
[16]	When (Subordinating Conjunctions)		he	had been young, (Hamid, M. 2022, p. 41) (Adverb Clause)
[17]	And (Coordinating Conjunctions)		life	had never pushed him into any extremes, (Hamid, M. 2022, p. 41) (Independent Clause)

[18]			he	had done well, (Hamid, M. 2022, p. 41) (Independent Clause)
[19]	But (Coordinating Conjunctions), if (Subordinating Conjunctions)	He		had not, (Hamid, M. 2022, p. 41) (Adverb Clause)
[20]		Who		could say, (Hamid, M. 2022, p. 41) (Adjective Clause)
[21]	And (Coordinating Conjunctions)		as she	pondered it, her ability to see him wobbled a bit, to see (Hamid, M. 2022, p. 41) (Independent Clause)
[22]		Who		he was, (Hamid, M. 2022, p. 41) (Adjective Clause)
[23]	and yet (Coordinating Conjunctions)	She		missed him, her father, (Hamid, M. 2022, p. 41) (Independent Clause)
[24]	And (Coordinating Conjunctions)	She		missed her brother, (Hamid, M. 2022, p. 41) (Independent Clause)
[25]		Who		had been her father's favorite, (Hamid, M. 2022, p. 41) (Adjective Clause)
[26]	And (Coordinating Conjunctions)	Who		had missed him so much, too much, (Hamid, M. 2022, p.

				41) (Adjective Clause)
[27]			her brother who (Hamid, M. 2022, p. 41)	had thought their father walked on water, (Hamid, M. 2022, p. 41) (Adjective Clause)
[28]		her brother who (Hamid, M. 2022, p. 41)		would have said to her just then (Hamid, M. 2022, p. 41) (Adjective Clause)
[29]	That (Conjunctions)	Everything		would be fine, (Hamid, M. 2022, p. 41) (Noun Clause)
[30]		who		always said that, and was always wrong, and still always said it, (Hamid, M. 2022, p. 41) (Adjective Clause)
[31]	Whether (Subordinating Conjunctions)		he	believed it or not, hollow, and endearing, and heartbreaking, (Hamid, M. 2022, p. 41) (Adverb Clause)
[32]	And (Coordinating Conjunctions)	maybe her (Hamid, M. 2022, p. 41)		brother was right to go, had been right to go, to start to go (Hamid, M. 2022, p. 41) (Independent Clause)
[33]	as soon as (Subordinating Conjunctions)		their father	had gone, (Hamid, M. 2022, p. 41) (Adverb Clause)
[34]		maybe they (Hamid, M. 2022, p. 41)		both had been right, (Hamid, M. 2022, p. 41) (Independent Clause)

[35]			the two men of her family, maybe they (Hamid, M. 2022, p. 41)	had seen (Hamid, M. 2022, p. 41) (Independent Clause)
[36]		What		would be coming, and wanted no part of it, (Hamid, M. 2022, p. 41) (Noun Clause)
[37]	And (Coordinating Conjunctions)	Oona		could not blame them for that, should not, but did, (Hamid, M. 2022, p. 41) (Independent Clause)
[38]	And (Coordinating Conjunctions)		there	was no escape, (Hamid, M. 2022, p. 41) (Independent Clause)
[39]		It		was up to her. (Hamid, M. 2022, p. 41) (Independent Clause)

Table 4.10.1, the excerpt Text ‘J’ undertaken occurs in Part Two, Chapter 08 of the novel “*The Last White Man*” (p.41). This excerpt discusses individual beliefs, social dynamics, and the impact of societal change on people's perceptions. It focuses on how humans, with their actions and beliefs, reunite with the memories of their loved ones. It depicts human emotions and their nature when their loved ones leave them and put some responsibility on their shoulders. The sentence depicts how racial tensions have an impact on societal change and what steps they can take in response to these challenges. The theme of the excerpt is concerned with conflicting emotions, generational changes, family, loss, nostalgia, and the responsibilities humans face because of societal change. The rheme presents the internal emotional chaos and struggle of Oona. It also reflects Oona missing her father and brother and her sense of responsibility towards her mother. The excerpt also sheds light on Oona’s observations

regarding her brother's decision to leave. This excerpt has presented a complex picture of Oona's emotional journey. It explores Oona's responsibilities towards family members, her internal emotional conflicts, and how she will fulfil her responsibilities in challenging circumstances, keeping in mind her family's past and present.

Table 4.10.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	28	45.90
Ideational (Field)	11	18.03
Textual	22	36.07
Total	61	100

Table 4.10.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 10 adjective clauses, 03 noun clauses, 07 adverb clauses, and 19 independent clauses. Interpersonal predominates with 28 (45.90%). While textual makes up 22 (36.07%), ideational ranks lowest, with 11 (18.03%) illustrating experiential and logical meaning. Textual provides a flow of information inside the text and is aware of its context. Its objective is to create "coherent expression of ideas" as well as to portray an ideology of racism and hatred.

Table 4.10.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	01	4.34
Conjunctive Adjuncts	00	00
Conjunction	22	95.66
Total	23	100

Table 4.10.3, shows the usage of 22 conjunctions (95.66%), 01 continuatives (4.34%), and 00 conjunctive adjuncts (00%). Conjunctions like "and", "but", "or" and "after" are utilised to better organise the sentence's concepts and give it cohesion and coherence. Continuatives like "after these conversations," "could talk sense into anyone," "could have helped her mother now," "with him still there," and "to be fair" indicate the continuity of thought. While conjunctive Adjuncts like "after these conversations," "but as she thought," "and yet she missed," "or rather," "which to be fair," "and yet," "and maybe" are used to relate the ideas, the findings show how conjunction with themes, conjunctive adjuncts, and continuatives strengthened the text's coherence and powerfully displayed the ideology of racism and hatred.

4.11 Textual Analysis of Text K

Table 4.11.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		Anders		hoped he looked more brave (Hamid, M. 2022, p. 42) (Independent Clause)
[2]	Than (Subordinating Conjunctions)	he		felt, (Hamid, M. 2022, p. 42) (Adverb Clause)
[3]	And (Coordinating Conjunctions)		the three of them (Hamid, M. 2022, p. 42)	were armed (Hamid, M. 2022, p. 42) (Independent Clause)
[4]	But (Coordinating Conjunctions)	they		stopped (Hamid, M. 2022, p. 42) (Independent Clause)
[5]	When (Subordinating Conjunctions)		they	saw him, a few paces away, (Hamid, M. 2022, p. 42) (Adverb Clause)
[6]	And (Coordinating Conjunctions)	they		stared at him with contempt and fascination, (Hamid, M. 2022, p. 42) (Independent Clause)
[7]	And (Coordinating Conjunctions)		Anders	thought (Hamid, M. 2022, p. 42) (Independent Clause)
[8]		the one he (Hamid, M. 2022, p. 42)		knew stared at him with enthusiasm too, (Hamid, M. 2022, p. 42) (Independent Clause)

[9]	Like (Subordinating Conjunctions)	this		was special for him, personal, (Hamid, M. 2022, p. 42) (Adverb Clause)
[10]	And (Coordinating Conjunctions)		Anders	could perceive (Hamid, M. 2022, p. 42) (Independent Clause)
[11]			how self- righteous they (Hamid, M. 2022, p. 42)	were, how certain (Hamid, M. 2022, p. 42) (Independent Clause)
[12]	That (Conjunctions)		he, Anders,	was in the wrong, (Hamid, M. 2022, p. 42) (Independent Clause)
[13]	That (Subordinating Conjunctions)		he	was the bandit here, trying to rob them, (Hamid, M. 2022, p. 42) (Adverb Clause)
[14]			they who	had been robbed already and had nothing left, just their whiteness, the worth of it, (Hamid, M. 2022, p. 42) (Adjective Clause)
[15]	And (Coordinating Conjunctions)	they		would not let him take that, not him nor anyone else. (Hamid, M. 2022, p. 42) (Independent Clause)

Table 4.11.1, the excerpt Text ‘K’ undertaken occurs in Part Two, Chapter 08 of the novel “*The Last White Man*” (p.42). The excerpt depicts the ideology of racism. A situation is presented where three men challenge Anders with bias and aggression. They think it as their right to Anders. Their attitude reflects a sense of superiority because of their whiteness, and because of this, they think their act is a right on blacks. Both individuals’ actions are justified because of their racial background. Both groups see each other as a threat and perceive them as their enemies. The theme discusses a situation where Anders is facing three white men who are showing him their power and

superiority. While the rheme depicts the actions and perceptions of all characters involved in this conflict of racial beliefs, It also highlights that they have a self-right to defend their identity; it puts emphasis on the emotions and perceptions of Anders.

Table 4.11.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	07	26.93
Ideational (Field)	08	30.77
Textual	11	42.30
Total	26	100

Table 4.11.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 01 adjective clauses, 04 adverb clauses, and 10 independent clauses. Interpersonal is ranked lowest at 07 (26.93%). While textual predominates with 11 (42.30%), the ideational theme make up 08 (30.77%) illustrating the experiential and logical meaning. Textual provides a contextually aware information flow inside the text. Its aim is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.11.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	00	00
Conjunction	11	100
Total	11	100

Table 4.11.3, shows the usage of 11 conjunctions (100%), 00 continuatives (00%), and 00 conjunctive adjuncts (00%). Conjunctions "and" and "but" are used to present the actions and describe the themes related to them; they help in organising the sentence's concepts and give it cohesion and coherence. Conjunctive adjuncts are used to present conflict between Anders and the men with the phrase "a few paces away" within the clause. The mixed emotions are described through the phrase "with contempt and fascination". The focus on racial identity is presented through the phrase "just their whiteness, the worth of it". Conjunctive adjuncts in this sentence are used between clauses to present thoughts and ideas. The results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives, they have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.12 Textual Analysis of Text L

Table 4.12.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]	But (Coordinating Conjunctions)	they		did not particularly relish (Hamid, M. 2022, p. 42) (Independent Clause)
[2]	That (Conjunctions)		he	had a weapon and seemed to have grabbed part of the initiative, that was their role (Hamid, M. 2022, p. 42) (Noun Clause)
[3]	after all, (Conjunctive Adjuncts), and (Coordinating Conjunctions)	they		were not expecting this from him, (Hamid, M. 2022, p. 42) (Independent Clause)
[4]	And (Coordinating Conjunctions)		it	muddied the simplicity of the situation, (Hamid, M. 2022, p. 42) (Independent Clause)
[5]	And (Coordinating Conjunctions)		so they	halted, (Hamid, M. 2022, p. 42) (Independent Clause)
[6]	And (Coordinating Conjunctions)	they		faced off, his acquaintance, the two strangers, and Anders,

				(Hamid, M. 2022, p. 42) (Independent Clause)
[7]	And (Coordinating Conjunctions)	Anders		said (Hamid, M. 2022, p. 42) (Independent Clause)
[8]		hello guys, what (Hamid, M. 2022, p. 42)		can I do. (Hamid, M. 2022, p. 42) (Noun Clause)

Table 4.12.1, the excerpt Text ‘L’ undertaken occurs in Part Two, Chapter 08 of the novel “*The Last White Man*” (p.42). The excerpt depicts a situation where the armed person gets astonished by Anders confidence. They thought that they were in control of the situation, but due to Anders confidence, they reassessed and took a pause. The sentence presents an unexpected confrontation and the astonishing response of Anders. The sentence depicts the ideology of racism, where white-race armed men try to show dominance over Anders because of their race. It also shows the power dynamics and the defined roles going on during this encounter. The theme specifically presents an unexpected change in power dynamics during confrontation. Whereas rheme is showing Anders unshaking confidence over the three white-armed men. Continuatives and conjunctions have highlighted the series of events and the cause-and-effect relationship between them.

Table 4.12.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	05	33.33
Ideational (Field)	03	20
Textual	07	46.67
Total	15	100

Table 4.12.2. According to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 0 adjective clauses, 0 adverb clauses, and 0 independent clauses. Interpersonal make-up: 05 (33.33%). While textual predominates at 07 (46.67%), the ideational theme is the lowest, with 03 (20%) illustrating the experiential and logical meaning. Textual provides a contextually aware information

flow inside the text. Its goal is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.12.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	01	12.5
Conjunction	07	87.5
Total	08	100

Table 4.12.3, shows the usage of 05 conjunctions (62.5%), 02 continuatives (25%), and 01 conjunctive adjunct (12.5%). Conjunctions "and" and "but" are used to better organise the sentence's concepts and give it cohesion and coherence. Continuatives like "But," "that," "so," and "and" connected the ideas between the clauses. Whereas conjunctive Adjuncts have put emphasis on the actions in the clauses, the conjunctive Adjuncts used are "after all" and "not expecting this from him". The results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives, they have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.13 Textual Analysis of Text M

Table 4.13.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			For Anders	the images that stuck with him most were of two men in town, two dark men, meeting not far from Anders's place, (Hamid, M. 2022, p. 47) (Independent Clause)
[2]			the place he (Hamid, M. 2022, p. 47)	had fled, (Hamid, M. 2022, p. 47)

				(Independent Clause)
[3]	and (Coordinating Conjunctions)		it	seemed (Hamid, M. 2022, p. 47) (Independent Clause)
[4]			they	might have known each other, (Hamid, M. 2022, p. 47) (Independent Clause)
[5]	But (Coordinating Conjunctions)		it	was hard to tell, (Hamid, M. 2022, p. 47) (Independent Clause)
[6]	Because (Subordinating Conjunctions)	at first they (Hamid, M. 2022, p. 47)		approached (Hamid, M. 2022, p. 47) (Adverb Clause)
[7]	Like (Subordinating Conjunctions)	they		did know each other, (Hamid, M. 2022, p. 47) (Adverb Clause)
[8]	But (Coordinating Conjunctions)		when they	got closer (Hamid, M. 2022, p. 47) (Independent Clause)
[9]			it	seemed (Hamid, M. 2022, p. 47) (Independent Clause)
[10]		they		did not, (Hamid, M. 2022, p. 47) (Independent Clause)
[11]	And (Coordinating Conjunctions)		their words	were inaudible, (Hamid, M. 2022, p. 47) (Independent Clause)
[12]			the only sounds (Hamid, M. 2022, p. 47)	were sounds from the man filming them, inside his house, filming them outside on the street, some distance away,

				his reasons for doing so unclear, and then, (Hamid, M. 2022, p. 47) (Independent Clause)
[13]	without warning, (Conjunctive Adjuncts)		one of the two dark men (Hamid, M. 2022, p. 47)	ducked, ducked like a boxer dodging a punch, but without that grace, that control, (Hamid, M. 2022, p. 47) (Independent Clause)
[14]	kind of clumsily, (Conjunctive Adjuncts), and (Coordinating Conjunctions), as (Subordinating Conjunctions)		he	went down, (Hamid, M. 2022, p. 47) (Adverb Clause)
[15]			the other one (Hamid, M. 2022, p. 47)	pulled out a gun, (Hamid, M. 2022, p. 47) (Independent Clause)
[16]	And (Coordinating Conjunctions), as (Subordinating Conjunctions)		he	came back up again, (Hamid, M. 2022, p. 47) (Adverb Clause)
[17]			the other one (Hamid, M. 2022, p. 47)	shot him casually in the head, casually, (Hamid, M. 2022, p. 47) (Independent Clause)
[18]	And (Coordinating Conjunctions)		he	ducked again, (Hamid, M. 2022, p. 47) (Independent Clause)

[19]	but (Coordinating Conjunctions)		this time he (Hamid, M. 2022, p. 47)	was not ducking, (Hamid, M. 2022, p. 47) (Independent Clause)
[20]			he	was falling, and the words (Hamid, M. 2022, p. 47) (Independent Clause)
[21]		in the video, oh shit oh shit, (Hamid, M. 2022, p. 47)		said almost excitedly, suggested this was in part entertaining, (Hamid, M. 2022, p. 47) (Adjective Clause)
[22]	And (Coordinating Conjunctions), then (Subordinating Conjunctions)		the shooter	walked away (Hamid, M. 2022, p. 47) (Adverb Clause)
[23]	And (Coordinating Conjunctions)		the other man (Hamid, M. 2022, p. 47)	lay there and did not move, (Hamid, M. 2022, p. 47) (Independent Clause)
[24]	And (Coordinating Conjunctions)		the video	went on for a good minute more, (Hamid, M. 2022, p. 47) (Independent Clause)
[25]	And (Coordinating Conjunctions)		he	did not move, or (Hamid, M. 2022, p. 47) (Independent Clause)
[26]	if (Subordinating Conjunctions)	he		moved, (Hamid, M. 2022, p. 47) (Adverb Clause)
[27]			it	was not enough to be visible, (Hamid, M. 2022, p. 47)

				(Independent Clause)
[28]	And (Coordinating Conjunctions)	Anders		could not stop wondering (Hamid, M. 2022, p. 47) (Independent Clause)
[29]	if (Subordinating Conjunctions)	he		knew one of the two, not (Hamid, M. 2022, p. 47) (Adverb Clause)
[30]	That (Conjunctions)		they	were recognizable, (Hamid, M. 2022, p. 47) (Noun Clause)
[31]		they		were not, not to Anders, (Hamid, M. 2022, p. 47) (Independent Clause)
[32]	but (Coordinating Conjunctions)	one or both (Hamid, M. 2022, p. 47)		might have changed, (Hamid, M. 2022, p. 47) (Independent Clause)
[33]	And (Coordinating Conjunctions)		there	was something about them (Hamid, M. 2022, p. 47) (Independent Clause)
[34]			That	was familiar, (Hamid, M. 2022, p. 47) (Adjective Clause)
[35]		the way they (Hamid, M. 2022, p. 47)		stood, maybe, (Hamid, M. 2022, p. 47) (Independent Clause)
[36]	Or (Coordinating Conjunctions)	maybe one of them (Hamid, M. 2022, p. 47)		looked (Hamid, M. 2022, p. 47) (Independent Clause)

[37]	Like (Subordinating Conjunctions)	Anders		looked now, looked almost (Hamid, M. 2022, p. 47) (Adverb Clause)
[38]	Like (Subordinating Conjunctions)	he		could be a sibling to Anders, to (Hamid, M. 2022, p. 47) (Adverb Clause)
[39]	what (Conjunctions)	Anders		had become, (Hamid, M. 2022, p. 47) (Noun Clause)
[40]	And (Coordinating Conjunctions)	Anders		had never had a sibling, (Hamid, M. 2022, p. 47) (Independent Clause)
[41]	and so (Coordinating Conjunctions)	it		was a strange feeling, the feeling (Hamid, M. 2022, p. 47) (Independent Clause)
[42]	That (Conjunctions)	the shooter		was related to him, (Hamid, M. 2022, p. 47) (Noun Clause)
[43]	Though how (Subordinating Conjunctions)	he		was related, (Hamid, M. 2022, p. 47) (Adverb Clause)
[44]		Anders		could not have said. (Hamid, M. 2022, p. 47) (Independent Clause)

Table 4.13.1, the excerpt Text ‘M’ undertaken occurs in Part Two, Chapter 10 of the novel “*The Last White Man*” (p.47). The excerpt presented a scene where one man shoots another man. The focus in the sentence is on the phrase "two dark men," who were shot casually by another man. The word "dark" refers to racial biases. It also depicts the violent incident's impact on the protagonist, Anders, as it has a deep connection to his life. The structural theme of the clauses is the subjects "images," "two

dark men," and "one of the two dark men." The sentence comprises elements of description, speculation, and narration.

Table 4.13.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	19	26.02
Ideational (Field)	25	34.25
Textual	29	39.73
Total	73	100

Table 4.13.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 02 adjective clauses, 03 noun clauses, 10 adverb clauses, and 29 independent clauses. Interpersonal is ranked lowest at 19 (26.02%). While textual predominates with 29 (39.73%), the ideational theme makes up 25 (34.25%) illustrating the experiential and logical meaning. The textual theme has presented information within the text with cohesion and coherence. Its purpose is to provide "coherent expression of ideas" and the presentation of an ideology of racism and hatred.

Table 4.13.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	02	6.07
Conjunction	31	93.93
Total	33	100

Table 4.13.3, shows the usage of 31 conjunctions (93.93%), 00 continuatives (00%), and 02 conjunctive adjuncts (6.07%). Conjunctions like "and," "because," "but," "or," and "though" have joined different ideas and actions and presented the text in a flow with clear meanings. The novelist has utilised conjunctions to better organise the sentence's concepts and give it cohesion and coherence. Continuatives like "and then" indicate the consistency of ongoing action through the following phrases and words within the clauses; they have also maintained the flow of discourse. Whereas conjunctive Adjuncts provided additional information to show the relationship between clauses in the form of phrases like "without warning," "kind of clumsily," "maybe", these conjunctive adjuncts vividly presented the actions and events. The results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives,

they have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.14 Textual Analysis of Text N

Table 4.14.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			Oona's mother	could not help but notice the dark faces on her street, (Hamid, M. 2022, p. 49) (Independent Clause)
[2]	More (Continuatives)		it	seemed every day, maybe not wandering around, not that bold, not yet, but playing briefly on their lawns (Hamid, M. 2022, p. 49) (Independent Clause)
[3]	When (Subordinating Conjunctions)	their lawns		were dusted with snow and stepping out in the early hours to shovel their walks, one even waving to Oona's mother (Hamid, M. 2022, p. 49) (Adverb Clause)
[4]	When (Subordinating Conjunctions)	she		caught her eye, (Hamid, M. 2022, p. 49) (Adverb Clause)
[5]	as though (Subordinating Conjunctions)	it		was all perfectly natural, (Hamid, M. 2022, p. 49) (Adverb Clause)

[6]	And (Coordinating Conjunctions)	nothing		had changed, (Hamid, M. 2022, p. 49) (Independent Clause)
[7]	But (Coordinating Conjunctions)	it		was not natural, (Hamid, M. 2022, p. 49) (Independent Clause)
[8]	And (Coordinating Conjunctions)	everything		had changed, (Hamid, M. 2022, p. 49) (Independent Clause)
[9]	even if (Subordinating Conjunctions)		no one	seemed able to see that but her. (Hamid, M. 2022, p. 49) (Adverb Clause)

Table 4.14.1, the excerpt Text ‘N’ undertaken occurs in Part Two, Chapter 10 of the novel “*The Last White Man*” (p.49). The excerpt presents a situation where Oona’s mother observes people with dark faces on her street. It depicts the atmosphere of unease and change in the demographics of the neighborhood. The passage clearly presents racial tension and discomfort aroused by the presence of black people in the street. The theme in this sentence presents Oona’s mother's observation when she saw black people in the streets. The rheme presents the information that black people are wondering about in the street every day. Everything was like the past and nothing was new, but it was not looking natural to her, so she was thinking about blacks according to current demographics.

Table 4.14.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	06	35.30
Ideational (Field)	03	17.64
Textual	08	47.06
Total	17	100

Table 4.14.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 04 adverb clauses, and 05 independent clauses. Interpersonal theme makes up 06 (35.30%). While textual predominates with 08 (47.06%), the ideational theme is ranked lowest at 03 (17.64%) illustrating the experiential and logical meaning. Within the text, the textual theme has provided

information coherently. Its aim is to promote an ideology of racism and hatred while still offering "coherent representation of ideas."

Table 4.14.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	01	12.5
Conjunctive Adjuncts	00	00
Conjunction	07	87.5
Total	08	100

Table 4.14.3, shows the usage of 07 conjunctions (87.5%), 01 continuatives (12.5%), and 00 conjunctive adjuncts (00%). Conjunctions like "and" and "as though" have connected clauses within the text and presented the related ideas, which created a flow in the text depicting clear meanings. The novelist has utilised conjunctions to better organise the sentence's concepts and give it cohesion and coherence. Continuatives like "more", "maybe" and "as though" are used. The continuative "more" has connected the observation to increase the frequency of the occurrence. The conjunctive adjunct "every day" had added frequency to Oona's mother noticing the black people in the street within the clauses. The findings show how themes, conjunctive adjuncts, and continuatives have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.15 Textual Analysis of Text O

Table 4.15.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			The television channel she (Hamid, M. 2022, p. 49)	watched most had gone off the air, (Hamid, M. 2022, p. 49) (Independent Clause)
[2]	But (Coordinating Conjunctions)		now	was back, (Hamid, M. 2022, p. 49)

				(Independent Clause)
[3]	And (Coordinating Conjunctions)		there	were dark hosts mixed in with the white hosts, (Hamid, M. 2022, p. 49) (Independent Clause)
[4]	And (Coordinating Conjunctions)	they		were awkward with each other, awkward and unnatural, (Hamid, M. 2022, p. 49) (Independent Clause)
[5]	And (Coordinating Conjunctions)	they		joked (Hamid, M. 2022, p. 49) (Independent Clause)
[6]	even as (Subordinating Conjunctions)	they		discussed circumstances that were bleak, (Hamid, M. 2022, p. 49) (Adverb Clause)
[7]	And (Coordinating Conjunctions)		one of her favorite radio personalities (Hamid, M. 2022, p. 49)	had changed color, and changed brains (Hamid, M. 2022, p. 49) (Independent Clause)
[8]		it		felt like too, (Hamid, M. 2022, p. 49) (Independent Clause)
[9]	And (Coordinating Conjunctions)		what he	said now made no sense,

				(Hamid, M. 2022, p. 49) (Independent Clause)
[10]	as if (Subordinating Conjunctions)		he	was an impostor, a fraud, (Hamid, M. 2022, p. 49) (Adverb Clause)
[11]	And (Coordinating Conjunctions)	Oona's mother		could stand to listen to him no longer. (Hamid, M. 2022, p. 49) (Independent Clause)

Table 4.15.1, the excerpt Text 'O' undertaken occurs in Part Two, Chapter 10 of the novel "*The Last White Man*" (p.49). The excerpt depicts a situation where Oona's mother has adapted to the changes, indicating racial biases. She was now used to the presence of black hosts and white hosts on television channels and personalities on radio. This perception of changed conduct on radio and the presence of black hosts on television channels suggests a change in racial dynamics and discusses racial tension. The racial bias is depicted through the biased views. The theme presents the television channel, while rheme broadly provides additional information about the changes, like the discomfort and confusion created by the presence of the dark hosts.

Table 4.15.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	05	25
Ideational (Field)	06	30
Textual	09	45
Total	20	100

Table 4.15.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 02 adverb clauses and 09 independent clauses. Interpersonal is ranked lowest at 05 (25%). While textual predominates with 09 (45%), the ideational theme makes up 06 (30%), illustrating the experiential and logical meaning. The textual theme has coherently conveyed information inside the text. Its goal is to create "coherent expression of ideas" as well as portray an ideology of racism and hatred.

Table 4.15.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	00	00
Conjunction	09	100
Total	09	100

Table 4.15.3, shows the usage of 09 conjunctions (100%), 00 continuatives (00%), and 00 conjunctive adjuncts (00%). The conjunction "and" has presented a sequence of actions, observations, and feelings of Oona's mother in the sentence. The novelist has utilised conjunctions to better organise the sentence's concepts and give it cohesion and coherence. Continuatives "and" indicate the consistency of ongoing action through the following phrases and words within the clauses. It has connected phrases within rheme which has maintained the flow of discourse. Whereas the conjunctive adjunct "but" is used to present the contrasting idea to an earlier statement. For building up information and continuation, "and" is used. The conjunctive adjunct "and" is also used to present personality changes on television. While "even as" is used to make a comparison between two actions happening at the same time, the results demonstrate how conjunction with themes, conjunctive adjuncts, and continuatives, they have improved the text's coherence and presented the ideology of racism and hatred vividly.

4.16 Textual Analysis of Text P

Table 4.16.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			Online the conversation (Hamid, M. 2022, p. 49)	had moved on to the search for a cure, (Hamid, M. 2022, p. 49) (Independent Clause)
[2]	And (Coordinating Conjunctions)	some		were trying to retreat, to find

	While (Continuatives)			places unaffected, convinced (Hamid, M. 2022, p. 49) (Adverb Clause)
[3]			the calamity	was infectious, and talked about islands and hills and forests far away, (Hamid, M. 2022, p. 49) (Independent Clause)
[4]		Oona's mother		could not go, (Hamid, M. 2022, p. 49) (Independent Clause)
[5]	And (Coordinating Conjunctions)	most others		could not either, (Hamid, M. 2022, p. 49) (Independent Clause)
[6]	And so (Coordinating Conjunctions)		the general buzz (Hamid, M. 2022, p. 49)	was about progress towards discovering a way to undo the horror, but for every story of a miracle drug or concoction that made you white again, (Hamid, M. 2022, p. 49) (Independent Clause)
[7]			there	were three or four of someone (Hamid, M. 2022, p. 49) (Independent Clause)

[8]			who	had grown terribly sick from imbibing it, or had even died, (Adjective Clause)
[9]	And (Coordinating Conjunctions)	Oona's mother		was losing hope. (Hamid, M. 2022, p. 49) (Independent Clause)

Table 4.16.1, the excerpt Text 'P' undertaken occurs in Part Two, Chapter 10 of the novel "*The Last White Man*" (p.49). The excerpt touches on the ideology of racism and its implications. A situation is depicted where a disaster of skin colour change has arisen, and people are trying different ways to reverse it. The clause "miracle drug or concoction that made you white again" clearly depicts a wish to become white. Which depicts discrimination from the historical perspective that whites are superior to other people. The mention of people dying in the attempt to change their skin colour depicts the negative impacts of pursuing whiteness. It also cautions us to be careful while dealing with racial standards. The loss of hope from Oona's mother depicts her emotional anguish, which is the result of discrimination. The attitude of society and certain beliefs have presented real-world instances that present the harmful consequences of discrimination. It also touches on the themes of race and appearance. The sentence is presented in a complex manner where multiple phrases, clauses, and conjunctions together show the progress of the ideology of racism.

Table 4.16.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	04	30.77
Ideational (Field)	05	38.46
Textual	04	30.77
Total	13	100

Table 4.16.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 01 adjective clauses, 01 adverb clauses, and 07 independent clauses. Interpersonal is ranked lowest at 04 (30.77%). While textual makes up 04 (30.77%), the ideational theme predominates, with 05 (38.46%) illustrating the experiential and logical meaning. The textual theme has provided

information inside the text with cohesiveness and coherence. Its goal is to create "coherent expression of ideas" and to portray an ideology of racism and hatred.

Table 4.16.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	01	20
Conjunctive Adjuncts	00	00
Conjunction	04	80
Total	05	100

Table 4.16.3, shows the usage of 04 conjunctions (80%), 01 continuatives (20%), and 00 conjunctive adjuncts (00%). Conjunctions like "and," "but," and "or" have joined different ideas and actions and presented the text in a flow with clear meanings. The novelist has utilised conjunctions to better organise the sentence's concepts and give it cohesion and coherence. In this sentence, continuatives in the form of phrases like "and while," "and talked about," "and so," "but for every story," and "or had even died" have maintained the flow of the novel. While parts of discourse are linked with the help of conjunctive adjuncts like "while," "and," "but," and "or". The findings show how themes, conjunctive adjuncts, and continuatives have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.17 Textual Analysis of Text Q

Table 4.17.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]	After weeks (Subordinating Conjunctions)		there in hiding, Anders (Hamid, M. 2022, p. 51)	finally ventured out of his father's house, ventured out to score medication to blunt some of the edge of his father's agony, learning about a hospice employee known for his shady dealings, and calling him, and the man (Hamid, M. 2022, p.

				51) (Independent Clause)
[2]		who		answered said (Hamid, M. 2022, p. 51) (Adjective Clause)
[3]		Anders		would need to come in person (Hamid, M. 2022, p. 51) (Independent Clause)
[4]	If (Subordinating Conjunctions)	he		wanted to talk, (Hamid, M. 2022, p. 51) (Adverb Clause)
[5]	And (Coordinating Conjunctions)		he	sounded so white (Hamid, M. 2022, p. 51) (Independent Clause)
[6]	That (Conjunctions)	Anders		did not relish revealing his own color, (Hamid, M. 2022, p. 51) (Noun Clause)
[7]	But (Coordinating Conjunctions)		Anders	put his rifle in his car, and mustered his courage, and drove over there, (Hamid, M. 2022, p. 51) (Independent Clause)
[8]	And (Coordinating Conjunctions)	no one		bothered him on the road, and the man (Hamid, M. 2022, p. 51) (Independent Clause)

[9]			who sounded white (Hamid, M. 2022, p. 51)	turned out to be dark, (Hamid, M. 2022, p. 51) (Adjective Clause)
[10]	And (Coordinating Conjunctions)	Anders		thought (Hamid, M. 2022, p. 51) (Independent Clause)
[11]			he	did not look like his voice, (Hamid, M. 2022, p. 51) (Independent Clause)
[12]	And (Coordinating Conjunctions), then (Subordinating Conjunctions)	he		thought, (Hamid, M. 2022, p. 51) (Adverb Clause)
[13]		who		knows, (Hamid, M. 2022, p. 51) (Adjective Clause)
[14]		maybe he (Hamid, M. 2022, p. 51)		thinks the same about me. (Hamid, M. 2022, p. 51) (Independent Clause)

Table 4.17.1, the excerpt Text ‘Q’ undertaken occurs in Part Two, Chapter 11 of the novel “*The Last White Man*” (p.51). The excerpt depicts perception and racial identity as it discusses the complexities that arise in society because of racial appearance. The passage depicts awareness regarding the protagonist, Anders, that people judge others based on their voice and appearance. Which presents the prevailing racial beliefs and practices. The passage has highlighted human perceptions of race, subjectivity, and the potential for bias within humans on the basis of which they perceive and judge one another. External factors play a vital role in enhancing racial differences. The theme depicts Anders hiding in his father’s house. While theme is

presenting his courage when he came out of his father's house for seeking medication which reveals his hidden identity as well as how people do discrimination on the basis of voices and appearances. The narrative progression is enhanced by the use of continuatives, conjunctive adjuncts, and conjunctions.

Table 4.17.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	09	40.90
Ideational (Field)	05	22.73
Textual	08	36.37
Total	22	100

Table 4.17.2, according to the linguistic and statistical analysis, the passage consists of 01 sentence. There are 03 adjective clauses, 02 adverb clauses, 01 noun clause, and 08 independent clauses. Interpersonal is predominates with 09 (40.90%). While textual makes up 08 (36.37%), the ideational theme is the lowest at 05 (22.73%), illustrating the experiential and logical meaning. The content inside the text has been coherently and cohesively given by the textual theme. Its objective is to present an ideology of racism and hatred while also producing a "coherent presentation of ideas."

Table 4.17.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	00	00
Conjunction	09	100
Total	09	100

Table 4.17.3, shows the usage of 09 conjunctions (100%), 00 continuatives (00%), and 00 conjunctive adjuncts (00%). Conjunctions are vividly used in this passage to better organise the sentence's concepts and give it cohesion and coherence. To maintain the flow of narrative and coherence, continuatives like "and calling him," "and the man," "but Anders put his rifle," "and mustered his courage," and "and no one bothered him" are used, which show continuity of thought within the clauses. Conjunctive Adjuncts like "but" and "and then" are used to connect clauses within the sentence to provide information regarding the actions and events. The conjunctions "and" and "but" link various events and actions of the narrative in this sentence. The results demonstrate how conjunctive adjuncts, continuatives, and conjunctions with

themes enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.18 Textual Analysis of Text R

Table 4.18.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]			On the way back to his father with the painkillers, both hands on the steering wheel, Anders (Hamid, M. 2022, p. 52)	noticed just how many dark faces there were, (Hamid, M. 2022, p. 52) (Independent Clause)
[2]	And (Coordinating Conjunctions)		how the town (Hamid, M. 2022, p. 52)	was a different town now, (Hamid, M. 2022, p. 52) (Independent Clause)
[3]			a town in a different place, a different country, with all these dark people around, more dark people than white people, and it (Hamid, M. 2022, p. 52)	made Anders uneasy, (Hamid, M. 2022, p. 52) (Independent Clause)
[4]	even though (Subordinating Conjunctions)		he	was dark too, (Hamid, M. 2022, p. 52) (Adverb Clause)
[5]	But (Coordinating Conjunctions)		he	was reassured to observe (Hamid, M. 2022, p. 52) (Independent Clause)

[6]	That (Conjunctions)		some of the stores (Hamid, M. 2022, p. 52)	had reopened (Hamid, M. 2022, p. 52) (Noun Clause)
[7]	And (Coordinating Conjunctions)		the traffic lights (Hamid, M. 2022, p. 52)	were mostly working, (Hamid, M. 2022, p. 52) (Independent Clause)
[8]	And (Coordinating Conjunctions)		he	even passed an ambulance (Hamid, M. 2022, p. 52) (Independent Clause)
[9]	And (Coordinating Conjunctions)		it	was just driving normally, no siren blaring, just driving from someplace to someplace (Hamid, M. 2022, p. 52) (Independent Clause)
[10]		on a regular day, in no hurry, how crazy (Hamid, M. 2022, p. 52)		was that, (Hamid, M. 2022, p. 52) (Independent Clause)
[11]	And (Coordinating Conjunctions), when (Subordinating Conjunctions)		he	got home (Hamid, M. 2022, p. 52) (Adverb Clause)
[12]			he	went to his father and gave his father the medication, (Hamid, M. 2022, p. 52) (Independent Clause)
[13]	and (Coordinating Conjunctions),		Anders	passed from room to room and spread the curtains, (Hamid, M. 2022, p. 52) (Adverb Clause)

	then (Subordinating Conjunctions)			
[14]			he	spread the curtains wide. (Hamid, M. 2022, p. 52) (Independent Clause)

Table 4.18.1, the excerpt Text ‘R’ undertaken occurs in Part Two, Chapter 11 of the novel “*The Last White Man*” (p.52). The excerpt discusses the themes of race and identity. The sentence depicts the observations, feelings, and reactions of the protagonist, Anders, and the changing demographics and unease prevailing in the town. It focuses on the changing environment and actions of Anders at his father’s house based on ethnicity. The theme depicts the event where, on returning home, Anders, his father, and painkillers notice many people with dark faces. While the rheme presents the situation in the town where dark people were more than white people.

Table 4.18.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	01	4.35
Ideational (Field)	13	56.52
Textual	09	39.13
Total	23	100

Table 4.18.2, according to the linguistic and statistical analysis, the passage consists of 01 sentence. There are 03 adverb clauses, 01 noun clause, and 10 independent clauses. Interpersonal is ranked lowest at 01 (4.35%). While textual makes up 09 (39.13%), the ideational theme predominates, with 13 (56.52%) illustrating the experiential and logical meaning. The content inside the text has been coherently and cohesively given by the textual theme. Its objective is to present an ideology of racism and hatred while also producing "coherent expressions of ideas."

Table 4.18.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	00	00
Conjunction	11	100
Total	11	100

Table 4.18.3, shows the usage of 11 conjunctions (100%), 00 continuatives (00%), and 00 conjunctive adjuncts (00%). Conjunctions "and" and "but" are vividly used in this passage to better organise the sentence's concepts and give it cohesion and coherence. Words like "and," "but", and "and then" are used as continuatives, which show continuity of thought. Conjunctive Adjuncts in the form of phrases like "both hands on the steering wheel," "a town in a different place," "a different country," "with all these dark people around," "more dark people than white people," "no siren blaring," "just driving from someplace to someplace on a regular day," "in no hurry," "and spread the curtains," The results demonstrate how conjunctive adjuncts, continuatives, and conjunctions with themes enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.19 Textual Analysis of Text S

Table 4.19.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		Anders		had thought (Hamid, M. 2022, p. 63) (Independent Clause)
[2]		he		would hate the funeral service (Hamid, M. 2022, p. 63) (Independent Clause)
[3]	But (Coordinating Conjunctions)		he	did not hate the funeral service, (Hamid, M. 2022, p. 63) (Independent Clause)
[4]			it	was comforting to be with these other people (Hamid, M. 2022, p. 63) (Independent Clause)

[5]		who		came to offer their respects, (Hamid, M. 2022, p. 63) (Adjective Clause)
[6]	And (Coordinating Conjunctions)	Anders		did not know who was who and which was which, not (Hamid, M. 2022, p. 63) (Independent Clause)
[7]	Until (Subordinating Conjunctions)	they		Introduced themselves, (Hamid, M. 2022, p. 63) (Adverb Clause)
[8]	Although (Subordinating Conjunctions)	occasionally he (Hamid, M. 2022, p. 63)		could guess, (Hamid, M. 2022, p. 63) (Adverb Clause)
[9]	And (Coordinating Conjunctions)		there	were not many of them, (Hamid, M. 2022, p. 63) (Independent Clause)
[10]	But (Coordinating Conjunctions)		there	were enough, (Hamid, M. 2022, p. 63) (Independent Clause)
[11]			the right number, all those who (Hamid, M. 2022, p. 63)	were present being (Hamid, M. 2022, p. 63) (Adjective Clause)
[12]		those who		cared, (Hamid, M. 2022, p. 63) (Adjective Clause)
[13]	And (Coordinating Conjunctions)		the ceremony	did (Hamid, M. 2022, p. 63) (Independent Clause)
[14]	What (Conjunctions)		it	was meant to do, which was to make real (Hamid, M. 2022, p. 63) (Noun Clause)

[15]			what	had happened and to weave Anders and those others left behind into a shared web of what they had lost, (Hamid, M. 2022, p. 63) (Noun Clause)
[16]	And (Coordinating Conjunctions)		Anders's pale father (Hamid, M. 2022, p. 63)	was the only pale person present, (Hamid, M. 2022, p. 63) (Independent Clause)
[17]			the only pale person (Hamid, M. 2022, p. 63)	left in the entire town, (Hamid, M. 2022, p. 63) (Independent Clause)
[18]			for there	were by that point no others, (Hamid, M. 2022, p. 63) (Independent Clause)
[19]	And (Coordinating Conjunctions), then (Subordinating Conjunctions)		his casket	was closed (Hamid, M. 2022, p. 63) (Adverb Clause)
[20]	And (Coordinating Conjunctions)		his burial	was occurring (Hamid, M. 2022, p. 63) (Independent Clause)
[21]	And (Coordinating Conjunctions)		he	was committed to the soil, (Hamid, M. 2022, p. 63) (Independent Clause)
[22]			the last white man, and after that, after him, there (Hamid, M. 2022, p. 63)	were none. (Hamid, M. 2022, p. 63) (Independent Clause)

Table 4.19.1, the excerpt Text ‘S’ undertaken occurs in Part Three, Chapter 13 of the novel “*The Last White Man*” (p.63). The excerpt gives Anders experience of the community at his father’s funeral. Racial identity is presented through the paleness of Ander’s father. The sentence indirectly discusses the ideology of racism. The theme depicts Anders observations and emotional state during his father’s funeral, whereas rheme gives us information regarding the people attending the funeral, the significance of the ceremony, and the behaviour of the town towards racial identity. The novelist has used continuatives, conjunctions, and conjunctive adjuncts to connect phrases and ideas within clauses. It also depicts Anders emotions when his father, who was the last white man in town, was buried, as the rest of the town’s people's complexions have changed now.

Table 4.19.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	07	20.59
Ideational (Field)	15	44.11
Textual	12	35.30
Total	34	100

Table 4.19.2, according to the linguistic and statistical analysis, the passage consists of 01 sentence. There are 03 adjective clauses, 03 adverb clauses, 02 noun clauses, and 14 independent clauses. Interpersonal is ranked lowest at 07 (20.59%). While textual makes up 12 (35.30%), the ideational theme predominates, with 15 (44.11%) illustrating the experiential and logical meaning. The content inside the text has been coherently and cohesively given by the textual theme. Its objective is to present an ideology of racism and hatred while also producing "coherent expression of ideas."

Table 4.19.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	00	00
Conjunction	13	100
Total	13	100

Table 4.19.3, shows the usage of 13 conjunctions (100%), 00 continuatives (00%), and 00 conjunctive adjuncts (00%). Conjunctions “but”, and “and” are vividly used in this passage to better organise the sentence's concepts and give it cohesion and

coherence. The conjunction “but” is used to make a contrast between Anders expectations and his real feelings about his father’s funeral service. The phrase “the right number” is used as a continuative to show continuity of thought. Conjunctive adjuncts like “although”, “and”, and “but” are used to provide additional information and to connect ideas for a better flow of narrative. The results demonstrate how conjunctive adjuncts, continuatives, and conjunctions with themes enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

4.20 Textual Analysis of Text T

Table 4.20.1 Themes

No	Themes			Rheme
	Textual Theme	Interpersonal Theme	Ideational Theme	
[1]		Oona’s mother		read of the savagery, the savagery of the dark people, (Hamid, M. 2022, p. 64) (Independent Clause)
[2]	How (Subordinating Conjunctions)		it	had been in them from the beginning, and had manifested itself again and again throughout history, and could not be denied, (Hamid, M. 2022, p. 64) (Adverb Clause)
[3]	And (Coordinating Conjunctions)		she	read the examples, the examples of (Hamid, M. 2022, p. 64) (Independent Clause)
[4]	When (Subordinating Conjunctions)		groups of whites (Hamid, M. 2022, p. 64)	had fallen, and the rapes and slaughters and tortures (Hamid, M. 2022, p. 64) (Adverb Clause)

[5]		we		had been subjected to, and how that was their way, the way of the dark people, (Hamid, M. 2022, p. 64) (Independent Clause)
[6]	Whenever (Conjunctive Adjuncts)	they		seized the upper hand, (Hamid, M. 2022, p. 64) (Adverb Clause)
[7]	And (Coordinating Conjunctions)	she		was frightened, frightened by (Hamid, M. 2022, p. 64) (Independent Clause)
[8]	What (Conjunctions)		she	read, but maybe not as frightened (Hamid, M. 2022, p. 64) (Noun Clause)
[9]	As (Subordinating Conjunctions)	she		had expected to be, or not for as long (Hamid, M. 2022, p. 64) (Adverb Clause)
[10]	As (Subordinating Conjunctions)	she		had expected to be, for her daughter came and went from the house on her bicycle, and smiled at Oona's mother (Hamid, M. 2022, p. 64) (Adverb Clause)
[11]	Whenever (Conjunctive Adjuncts)	she		arrived, (Hamid, M. 2022, p. 64) (Adverb Clause)
[12]	And (Coordinating Conjunctions)		the mail	was delivered each day, too much mail, with too many bills, (Hamid, M. 2022, p. 64) (Independent Clause)

[13]	And (Coordinating Conjunctions)		the plants	were stirring, (Hamid, M. 2022, p. 64) (Independent Clause)
[14]	And (Coordinating Conjunctions)		her garden	was budding, and some sunny days (Hamid, M. 2022, p. 64) (Independent Clause)
[15]			it	was warm enough to open the windows in the early afternoon, and the smell (Hamid, M. 2022, p. 64) (Independent Clause)
[16]	That (Conjunctions)		entered the house (Hamid, M. 2022, p. 64)	was that spring smell, (Independent Clause)
[17]	That (Conjunctions)	smell her husband		had once called with a wink the smell of the time to frolic. (Hamid, M. 2022, p. 64) (Adjective Clause)

Table 4.20.1, the excerpt Text ‘T’ undertaken occurs in Part Three, Chapter 14 of the novel “*The Last White Man*” (p.64). The excerpt provides themes of prejudice, fear, and racial identity. It depicts that when Oona’s mother read historical facts about black people, she came to know that they were savage and were disposed to violence. This historical fact presents the ideology of racism as it targets and involves beliefs, actions, and attitudes based on a person’s race. The theme of the sentence is about reading and getting information from history regarding black people, while the rheme is about the realization of fear and its impact on daily life. The theme also depicts a contrast in Oona’s mother's feelings as she reads about the savage attitude of the dark people, but on the other side, at the same time, her feelings of fear are not intense and long-lasting. The comparison is further elaborated with the help of everyday activities like the coming and going of Oona, the spring season, plants, and the delivered mail. Thus, the content presents the fearful history of black people, positive elements in her life, and Oona’s mother reading.

Table 4.20.2 Themes

Themes	Frequency	Percentage
Interpersonal (Tenor)	08	25.80
Ideational (Field)	09	29.03
Textual	14	45.17
Total	31	100

Table 4.20.2, according to the linguistic and statistical analysis, the passage comprises 01 sentence. There are 01 adjective clause, 01 noun clause, 06 adverb clauses, and 09 independent clauses. Interpersonal is ranked lowest at 08 (25.80%). While ideational makes up 09 (29.03%), the textual theme predominates, with 14 (45.17%) illustrating the experiential and logical meaning. Textual provides a contextually aware information flow inside the text. Its goal is to promote an ideology of racism and hatred while still offering "coherent expression of ideas."

Table 4.20.3 Frequency and Percentage of Cohesive Devices

Cohesive Devices	Frequency	Percentage
Continuatives	00	00
Conjunctive Adjuncts	02	14.29
Conjunction	12	85.71
Total	14	100

Table 4.20.3, shows the usage of 12 conjunctions (85.71%), 00 continuatives (00%), and 02 conjunctive adjuncts (14.29%). Conjunctions like "but," "and," "whenever," "for," "or," "too," "and the," and "and some" are utilised to better organise the sentence's concepts and give it cohesion and coherence. Continuatives such as "throughout history", "and," "but," "or," "for," "too much," "and the," "and some," and "whenever" are used for continuity of thought and for the presentation of historical sequences of events in the sentence between the phrases and clauses. Conjunctive Adjuncts like "whenever" and "but maybe" are used to depict relationships between clauses, contrast, and time. The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

The researcher's goals were successfully attained. Since determining the efficacy of textual choices in a text as a literary tool was the study's main goal, *The Last White Man* by Mohsin Hamid was the subject of the investigation. On August 2, 2022, he published this book. Applying textual metafunction to the selected text allows us to

examine the novel's recurrent themes and the ways in which it gives the reader insight. The characters were employed to illustrate Hamid's philosophy of racism and hatred, with the help of language choices that created harmony between the clauses, which is a crucial component of message delivery and idea transfer.

Table 4.21 *Frequency and Percentage of Themes*

Themes	Frequency	Percentage
Interpersonal (Tenor)	162	27.13
Ideational (Field)	194	32.50
Textual	241	40.37
Total	597	100

Textual Analysis of Text A-T

The following table 4.21, presents the overall comparative analysis of the data from the perspective of themes only. Ideational and interpersonal themes play a prominent role in the development of the novel. The role of textual metafunction is to combine ideational and interpersonal themes and bring cohesion and coherence, which play a key role in depicting the meaning of a sentence. The current study is related to identifying themes and their role in depicting the ideology of racism.

The results of the study demonstrated that ideational and interpersonal metafunctions are insufficient to provide coherence to the text. The study demonstrated that textual metafunction connects both of these, making it the leading textual metafunction in the chosen texts with an overall frequency of 241 (40.37%). Ideational is overall 194 (32.50%), and interpersonal is 162 (27.13%). Clarifying that textual plays a key role in joining the themes, clauses, and metafunctions and thus developing the notions in the novel. The frequency and percentage of cohesive devices are as follows:

Table 4.22 *Frequency and Percentage of Cohesive Devices*

Cohesive Devices	Frequency	Percentage
Continuatives	18	6.46
Conjunctive Adjuncts	26	9.31
Conjunction	235	84.23
Total	279	100

Analysis of Text A-T

The following table 4.22. presents the overall comparative analysis of the data from the perspective of frequency and percentage of cohesive devices. Analyzing the

data from A to T, conjunction dominates with 235 (84.23%) over the other cohesive devices and helps in linking the phrases, clauses, and sentences in the novel. Mohsin Hamid uses longer sentences, so it is important to use conjunctions for the development of ideas. Conjunctive adjuncts are 26 (9.31%) and continuatives are 18 (6.46%) used in connecting the notions.

This clarifies that textual metafunction has also contributed consistency and cohesiveness to the portrayal of racist and hateful ideologies. The selected clauses express concepts. Hamid uses long sentences, with several clauses in each one. In order to effectively communicate meaning in long phrases, the clauses were well-crafted. Hamid was effective in getting his point across to the audience by using nominal groupings, diction, and linguistic choices while selecting words.

Themes and language choices helped to effectively portray the political powers and discrimination between black and white people. It shows the power and importance of the external world in the lives of the humans.

Hamid's choice of themes and linguistic choices allowed him to expertly illustrate the causes of prejudice that exist in American society as a whole. His attention was on 9/11. He discussed the ways in which 9/11 has contributed to racial discrimination in American culture.

4.23 Summary of Chapter

This chapter examined 20 paragraphs, 26 sentences, and 357 clauses from *The Last White Man* using Systemic Functional Linguistics' (SFL) textual metafunction theory to determine how textual metafunction portrays racism's ideology and gives the text coherence and cohesiveness. The analysed texts A-T were discussed and interpreted.

CHAPTER 5

CONCLUSION

5.1 Summary

Many scholars have done their linguistic research on Pakistani English novels. The current research examines the representation of racism in Mohsin Hamid's novel *The Last White Man* through the Systemic Functional Linguistics (SFL) of Halliday (1994). Employing Systemic Functional Linguistics (SFL) as a theoretical framework for textual metafunction. This analysis aims to unravel the complicated ways in which language constructs and propagates racial dynamics within the narrative. The study describes how linguistic choices help in depicting the ideology of racism and in constructing meanings. The main objective of this research is to explore linguistic choices, grammatical structures, textual patterns, and thematic organisation. This study seeks to uncover the delicate linguistic system through which racism is depicted and reinforced in the text.

The current research has succeeded in achieving its objectives. The main objective of the present study has been to see how an investigation of textual options in a text can function as a useful analytical tool in the analysis of a literary text. It was based on an investigation of how language in Hamid's novel "*The Last White Man*" is structured to convey meanings and examine the significance of textual options with special reference to the themes used in the novel by identifying the linguistic elements used to embed the construction of the characters and the ideology of racism in the novel. The study of linguistic features is a key and useful method in literary analysis (Halliday, 1971). Secondly, it aimed at the exploration of how twenty paragraphs with 26 sentences and 357 clauses in this novel reflect the ideology of the writer and his society. In response to the research questions, I looked at the textual patterns in the selected representative texts of the novel.

At the end of 4th chapter, the work was compared statistically to show in what respect it is similar or notably different. The results given in tables (4.21 - 4.22) show that the novel clearly shows a textual pattern. The research is embedded in a textual analysis of the text. To accomplish the task, twenty paragraphs comprising 26 sentences and 357 clauses were selected, and the mixed method was applied to analyse the

linguistic structure of the text. Clauses were analysed through the textual metafunction to find continuatives, conjunctive adjuncts, and conjunctions, and their role was analysed in bringing cohesion and coherence to the text and in depicting the ideology of racism. Tables (4.21 - 4.22) displaying the frequency and percentage of themes and cohesive devices were provided for linguistic and statistical analysis, which helped in noticing the differences.

Furthermore, the study contributes to a deeper connection between language and social issues, shedding light on the power dynamics and cultural representations rooted in the novel's discourse. Moreover, the white people's supremacy over other groups is depicted by the author from the perspective of 9/11.

The findings support Halliday's notion of language's textual framework, which is appropriate for accurately understanding text. It provides a structured explanation of the relationships between grammar, meaning, and function. The study demonstrates how well textual metafunctions, including lexical density, grammatical complexity, coherence, and the usage of nominal groups, depict racist ideology. It suggests using additional Hallidayan frameworks, such as ideational and interpersonal analysis, to address the themes of both literary and non-literary texts.

5.2 Results and Findings

The present research has attained its objectives. This study's main goal was to investigate how textual choices within a text might be useful for analysing literary works. The goal of the study was to investigate the meaning-conveying structure of the novel *The Last White Man*, written by Hamid. The objective was to examine the significance of textual options, particularly the portrayal of the characters in the novel. The research enabled the identification of the linguistic elements utilized to portray the ideology of racism and hatred through the characters in the novel. The study of linguistic features is an important and practical method for literary analysis (Halliday, 2019). In addition, it aims to investigate how language choices in this novels reveal the writer's and society's ideology.

In order to address the study questions, I examined the linguistic patterns seen in a few sample texts of "*The Last White Man*" in Chapters one, three, five, six, eight, ten, eleven, thirteen, and fourteen to see how characters and the ideology of racism have been depicted. Twenty paragraphs that had 26 sentences and 357 clauses were divided

into thematic structures. Further clauses were analysed through the textual metafunction to find continuatives, conjunctive adjuncts, and conjunctions and their role in bringing cohesion and coherence to the text and in depicting the ideology of racism. Tables displaying frequency and percentage of themes and cohesive devices are provided for linguistic and statistical analysis, which helps in noticing the differences. The results show the textual patterns help in presenting the ideology of racism and hatred with the help of clauses joined through cohesive devices. The findings indicate that textual patterns are used to present ideologies of racism and hatred through the use of clauses joined through cohesive devices.

According to the Frequency and Percentage of Themes presented in Table (4.21) interpersonal (tenor) is ranked lowest at 162 (27.13%). Language is used to interpret experiences in an organized form. Humans are associated with society, which is why they cannot live without it. For interaction, people use language; this social interaction is presented through an interpersonal theme. In the novel *The Last White Man*, people started discriminating on the basis of colour, which depicted the ideology of racism. Oona's mother's thoughts as well as those of white militants were presented through an interpersonal theme. Interpersonal is a form of action where the speaker is doing something for the audience through language. It expresses an assessment of the truth of the situation. The actions of characters are not restricted to themselves; rather, they have been given the authority to change or impact their environment. Thus, we see the real face of the society depicted in the novel through the interpersonal theme. A clear difference is shown on the basis of race. The thematic choice has organised the selected text and helped in presenting the ideology of racism and hatred.

The ideational theme (field) with 194 (32.50%) illustrated the experiential and logical meaning. It helped in linking the ideas. The writer presented his ideas by referring to the actions and events that happened because of the colour change. It also presented the manner and reason behind the changed attitude of white people towards blacks. The ideational theme also helped in presenting the relationships of the people in society, where we saw a clear line drawn on the basis of race. In *The Last White Man*, the characters are depicted as exemplifying the social structures of society. Their focus is on the characteristics of the people and the conflicts they face in their society.

The textual theme predominates, with 241 (40.37%) in the text. It connects both ideational and interpersonal themes and presents the ideology of racism through

speaker thoughts and people's actions regarding the event of changing colour. Textual metafunction has a deep relationship with thematic structure. According to Halliday & Matthiessen (2014), when thematic structures are connected with each other, it makes a clause, and it is considered the first one that provides the clause with a message. The clause conveys from which it is developed. The theme forwards the message; it is a clause that actually organises a message. Clause uses cohesive devices to convey meaning.

The proportion and frequency of cohesive devices found in text A-T (4.22) indicate the predominance of conjunction with 235 (84.23%) in the text. Conjunctions in the English language connect words, phrases, and clauses. In the text, the novelist has vividly used coordinating, subordinating, and correlative conjunctions to make the flow smooth. The novelist has used different cohesive devices for bringing unity to the text and for depicting the ideology of racism by using conjunctions for connecting clauses 235 times. The conjunction “and” is extensively used in the novel to give detail and for addition. According to Halliday and Matthiessen (2014), “and” as a conjunction elaborates writing and provides extra information, whereas according to McLaughlin (2006), “and” is the first choice to present addition. Moreover, from the results of the study, it is very clear that the novelist tried to add more information about the topic and clarified his ideas by using daily life examples, as we have seen in the novel, in the form of conflicts. This leads us towards the relationship between cohesive devices. The presentation of ideas at clause level needs cohesive devices for connecting them. Continuatives are used the least, with 18 (6.46%) in the discourse to carry information from one sentence to another and in connection with thoughts. Hamid has vividly used continuatives for transitions, internal previews, internal summaries, and signposts. Conjunctive adjuncts make up 26 (9.31%) of the selected text for linking information throughout sentences. The findings show how conjunctive adjuncts, continuatives, and conjunctions with themes have enhanced the text's coherence and effectively conveyed the ideology of racism and hatred.

5.3 Discussions

The researcher's objectives were effectively met. Since the primary purpose of the study was to determine the usefulness of textual choices in a text as a literary tool, *The Last White Man* by Mohsin Hamid was chosen as the subject of analysis. On August 2, 2022, he released this book. Applying textual metafunction to the selected

text allows us to investigate the novel's recurring themes and how they provide insight to the reader. The characters were used to convey Hamid's concept of racism and hatred using linguistic choices that established harmony between the phrases, which is an important aspect of message delivery and idea transmission.

The study found that ideational and interpersonal metafunctions are insufficient to offer coherence to the text. The study found that textual metafunction connects both of these, making it the most prevalent textual metafunction among the selected texts, with an overall proportion of 40.37 percent. Textual metafunction has also helped to ensure that racist and hateful ideologies are portrayed consistently and cohesively. The selected clauses express concepts. Hamid employs big phrases with many clauses in each. The clauses were carefully written to properly convey meaning in extended sentences. Hamid effectively conveyed his message to the audience by utilizing nominal groups, diction, and linguistic choices while picking words.

Themes and linguistic choices contributed to a successful portrayal of political power and prejudice between black and white people. Hamid's subject and linguistic choices enabled him to brilliantly portray the underlying reasons for bias in American culture as a whole. He discussed the ways in which 9/11 has contributed to racial discrimination in American culture.

5.4 Conclusion

The current research has resulted in the following conclusions. Firstly, it is evident from the analysis of the previous chapter helped us to achieve our goal from Halliday's theoretical framework, Systemic functional linguistics (SFL). It has helped me understand the meaning of the text in a better way. The analysis provided by this framework is systematic and takes into account function, grammar, and meaning. In addition, it confirms the reason for and use of linguistic terms in a literary work. Both the author of the texts and the speaker are free to select any language resource from the available options to express their thoughts and experiences. Fiction writers employ the same technique. They have the option to choose between linguistic or textual options to efficiently portray the events of the story. It has been concluded that the textual model of analysis can separate clauses within a text for objective interpretation. Although a single text may not be able to convey an idea, a specific text may aid us in generalising concepts.

It is observed that the author of this novel is well aware of grammatical functions. Linguistic choices were helpful in presenting ideology through different characters. Moreover, textual analysis not only provides us information about the theme and rheme, but it has critically led us to the interpretation of the ideology of racism in the text. Through textual analysis, I have been successful in revealing and identifying the ideology of racism and hatred. It also provided me with deep knowledge of the characters and events and how clauses were helpful in linking the ideas together.

The current study has presented textual patterns used by Hamid in the depiction of characters. It has also helped in giving a detailed description of the events and in presenting the ideology of racism and hatred in his work, *The Last White Man*. It is concluded that the author has presented his view point and ideology of racism and hatred to clear some specific points and also presented social and political values and their implications in different situations. The novel is based on 9/11. It has vividly presented how 9/11 is concerned with discrimination and racism in America. The present study has provided evidence that textual analysis is helpful in understanding the meanings of the text and ideologies in many settings and circumstances.

5.5 Recommendations

This study was applied to a literary text to understand the validity of textual metafunction (one part of Systemic Functional Linguistics) in understanding the meanings of a text. It has been studied to what level the textual metafunction in the novel "*The Last White Man*" discloses the characters and ideologies. Due to limited time, the current study has been limited to textual analysis. Other Hallidayan frameworks, like ideational and interpersonal, are suggested to be applied for understanding the novel and to find out how the writer uses verbs to present ideologies. Additionally, this study only looks at fiction; other genres can use the same methodology. It will help future researchers analyse other genres of literature and reveal the ideology of the writer and speaker by using other features of systemic functional linguistics (SFL), etc. ideational and interpersonal. Ultimately, there's always space for development and refinement. This research is an effort to understand meanings and ideologies of racism within the text from a textual perspective. It is crucial to examine linguistic elements that might aid English language learners in developing a thorough understanding of the language; this is not a trend but rather a requirement.

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