

THE TEXTUAL THEME POTRAYED ON THE TALKS OF EDUCATION IN THE INDONESIAN TEDx: A SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH

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ABSTRACT

This study sought to describe education-related conversations or talks of education (TE) from a systemic functional linguistics (SFL) perspective, focusing on how textual themes were deployed by speakers. TEDx talk, a reliable online source, was chosen as the source for the data used to support this study. The analysis's validated data was the transcription of an education-related speech. Documentation, transcription, and in-depth textual fragmentation were the three primary techniques utilized during data processing and analysis. This study demonstrates, based on its findings, that the textual theme was not utilized in all portions of speech; it was the type of theme for which the speaker required to provide further information. Despite the limitations of performance, a particular construction and functionalization have been applied to the textual theme. There were phrasal and clausal formulations of textual theme, as well as their role within multiple themes.

1. INTRODUCTION

Education is not only the concept that refers to the rule-based teaching and learning programme when used in the context of daily discourse; rather, education refers to both of these. It is also the normal approach for people to find out how their lives are becoming better throughout the course of time (Bartlett & O'Grady, 2017; Schiffer, 2005). In this sense, one may already be familiar with the concept of the lifelong learner, who views education as a means of conducting their entire existence. Talking to one another or participating in group debates is the most prevalent form of educational activity they partake in (Halliday & Matthiessen, 2013; Kirkpatrick, 2017; Thomasson, 2022). The education-related talks (henceforth referred to as TE) that were presented during Indonesia's TEDx provide useful documentation for the activity that was discussed earlier. In addition to this, the structure of TE as a language phenomenon is entirely different from anything else. From the point of view of systemic functional linguistics, which will be referred to as SFL from here on out, the TE is a manifestation of a message or information in a linguistic construction. The message has been organised through a few different methods, and the theme-rheme architecture is one of those techniques. This study focuses on the topic of TE in order to uncover the speakers' inclination to organise their thoughts regarding a variety of educational themes.



Furthermore, the Indonesian TEDx has been chosen as the primary focus of this research for the following reasons: The first consideration is the TEDx characteristic. Educational talks have grown in popularity among Indonesian scholars, regardless of their field of study, in recent years. This expansion is priceless. TEDx is the leading platform in this regard. It is a reliable source for staying up to date on the discourse of Indonesian education. Second, the TEDx talks are not arbitrary speeches in any way. The speeches, to some extent, represent the core of thought proposed by selected speakers. The speakers are usually influential or advanced in the field of education. In short, TEDx speakers are not chosen at random; they are chosen after careful consideration of their capability and capacity. The last point to consider is the structure of the TEDx talks. At first glance, from a linguistic standpoint, one might agree that the TEDx provided a rich lexico-grammatical unit, among other semantic or pragmatic meanings. This study chose TEDx because of the fruitful condition. To summarize, the Indonesian TEDx is a credible and appropriate data source for this study.

2. LITERATURE REVIEW

Throughout the course of previous research, TE has been investigated by a number of academics from a variety of perspectives. The first group had looked at the TEDx Talks from the standpoint of pragmatics in their research (Crible et al., 2019; Compagnone, 2016; Caliendo & Compagnone, 2014; Compagnone, 2015; Westera, Mayol, & Rohde, 2020). In general, they led to a claim of pragmatic consideration among the talks at TEDx, but they did not result in communication strategies or a communication maxim. In addition, the second group investigated the discourse surrounding educational topics using the method of critical discourse analysis (Brooks, 2016; Jing & Jing, 2018; Maftoon & Shakouri, 2012; Postestades, 2021; Zhiyu, 2021). They came to the conclusion that there must be an underlying ideology or collection of thoughts that underlies the single performance of speeches on subjects related to education.

The other researchers had analysed the speech or talks of students and teachers in a formal educational setting from the pedagogical stance, focusing specifically on speaking skills (Abhakorn, 2013; Doiz & Lasagabaster, 2021; Falloon & Khoo, 2014; Kumar, 2021; Griskell, Gámez, & Lesaux, 2022). They came to the conclusion that learning should be done in a methodical manner with consideration given to particular strategies and designs, and that speech should be viewed as a productive activity that results from learning. On the basis of the comparative and contrastive analysis of the earlier study that was presented earlier, there is the possibility of conducting a study to TE by making use of the SFL, more specifically to reveal the textual theme that had been used. In light of this, the primary objectives of this study are to answer the following two research questions: (i) how does the manifestation of textual theme occur in TE and (ii) what is the functionalization of textual theme in TE?



3. METHODOLOGY

This study is both descriptive and qualitative, and it is framed within the context of systemic functional linguistics (SFL). The design was selected because it does a proper task of identifying and describing the underlying textual theme that runs through all of the TEDx Educational Talks. The design's primary objective was to describe the common pattern of construction of textual themes in TE as well as the typical function of textual themes in TE. Please take into consideration the layout of the schematic for this research that is shown in Figure 1.

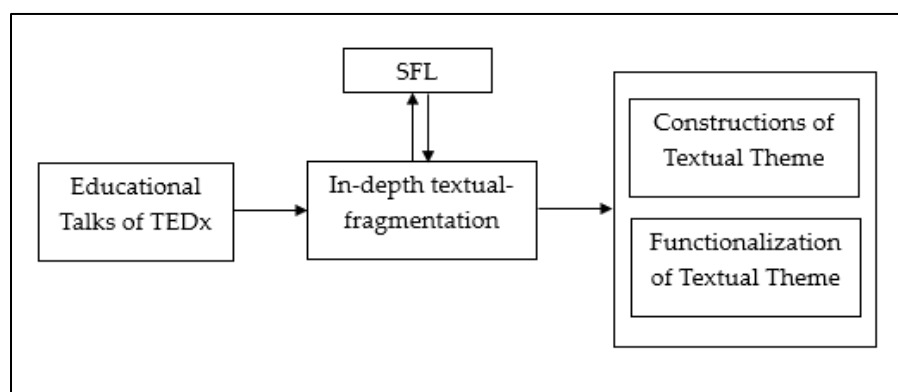


Figure 1 Theoretical & methodological framework

3.1 Data Collecting Technique

In this study, the method of data collecting was an observation. This was a digital observation, and in order to obtain the data sources, the researcher spent a significant amount of searching on YouTube. Table 1 presents a selection of the speeches that Indonesian speakers gave at TEDx on the subject of education (TE). The observation of the data source was conducted according to a set of criteria, which included the following: (i) the primary subject matter of talks should be education (and/or learning in general); (ii) the speakers of talks should be Indonesian, using Bahasa Indonesia and/or English respectively; (iii) there should not be a single instance of hate speech or harmful utterances during the talks; and (iv) the duration of the talks should be no less than eight minutes.

Table 1 Data sources identification

Code	Title	Hyperlink
TET-001	Total Transformation of Our Education	https://www.youtube.com/watch?v=vNsi243Oa_g
TET-002	The Art of Mindfulness	https://www.youtube.com/watch?v=rt52oVFRI30
TET-003	Lighting Up Indonesia's Future	https://www.youtube.com/watch?v=LBgWsBkjsXQ
TET-004	Stupid is Not Always Stupid	https://www.youtube.com/watch?v=EsIt6y46BLo
TET-005	The Secret Meaning of "Hom Pim Pa"	https://www.youtube.com/watch?v=hRVrm3svaUk
TET-006	Higher Education for All	https://www.youtube.com/watch?v=6F18Y9IyXHs
TET-007	Winners Always Quit	https://www.youtube.com/watch?v=WmjlcFrDLwg



3.2 Data Analysis Technique

The method that was used to analyse the data from this study was split into two parts: the first was transcription, and the second was in-depth textual fragmentation. The transcription process consisted of a number of steps, such as (i) video subtitling by using the automatic transcript of YouTube, (ii) speech-sequence parsing by using the researcher's skills based on the context of the audio-video, and (iii) pre-text processing by using NotePad to add the punctuation mark for the transcription. All of these steps were performed in order. In addition, the in-depth textual fragmentation included the following processes: (i) transcription reduction to validate the appropriate data and separate it from the data that is not useful; (ii) theme-rheme identification by utilising the matrix of analysis based on the analysis guidance; (iii) textual theme identification and classification; and (iv) construction and functionalization analysis based on the SFL, followed by the interpretation.

4. RESULTS AND DISCUSSION

4.1 Result

The following section will simply provide a summary of the findings from the study. The findings can be broken down into two main categories, which are as follows: (i) constructions of textual theme and (ii) functionalization of textual theme. The phrasal and clausal constructions of textual theme are included in the initial fold of the results. In addition, the second focuses on the determined role that the textual theme plays in the multiple theme. There is an example of data itemization taken from the analysis process that corresponds to each of the outcomes described above. In addition, in order to present the specifics, a concise description of the construction and functionalization of each sample has been provided, respectively. This has been done so that the details can be presented.

To begin, constructions of theme within the text The idea of “constructions” is used merely as the marker for the linguistic unit of speeches that represent the textual theme. This is the case because “constructions” is the only applicable term. The textual theme, which is a typical theme that is actually a part of multiple themes and which is typically placed by the speaker in a pair with the topical theme, is something that we are already familiar with. It is similar to a union of two different kinds. Without first determining the topical theme, it is impossible to determine the theme of the actual text. It's possible that the topical theme can be recognised regardless of the type of theme or the textual theme that's being discussed. This logical causality is not an accidental occurrence; rather, it is the consequence that is derived from the information structure of theme-



rheme. The causality can also be discovered in the TE that was produced by TEDx. According to the findings of the investigation, the language constructions of textual themes can be broken down into at least two categories: phrasal construction and clausal construction. The two varieties are as described below.

The first kind is a phrase-based construction of a text's overall theme. The phrasal construction is a phrase-based unit that has been used as a form for textual theme. It has been used in this way because it has been utilised. This type does not include any predicative indications in any of its instances. In relation to the investigation of TE within TEDx, the most typical forms of this phrasal construction are the noun phrase (NP) as shown in (1), the prepositional phrase (PP) as shown in (2), and the verbal phrase (VP) as shown in (3). Please take into consideration the following data sample:

(1) *A simple one, something that students can understand easily.*

<i>a simple one</i>	<i>something</i>	<i>that students can understand easily</i>
NP	NP	Sub clause
Textual Theme	Topical Theme	Rheme
Multiple Theme		

The use of a noun phrase as an example of the first common type of construction for a textual theme in the TE of TEDx is shown here (1). The construction of the sentence or utterance makes use of the phrase "a simple one" as one of its building blocks (TT-1). The message of utterance will be transmitted after the speaker has completed the necessary configuration of TT-1. It's possible that the sample (1) can still be comprehended even if there is an operation of deletion among TT-1. The configuration of the various themes will be altered as a result of the deletion of construction; for example, if one deletes the construction of NP, there will no longer be a textual theme. When there is no overarching textual theme, the multiple themes collapse into a single overarching theme because all that remains are the topical themes. Simply put, the construction of a sentence or utterance is the only marker that can be used to determine the structure of a theme.

(2) *But only in one month, they became students who are full of hope and so enthusiastic.*

<i>but only in one month</i>	<i>they</i>	<i>became students</i>	<i>who are full of hope and enthusiastic</i>
PP	Pers.Pronoun	VP	Sub-clause
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	



In addition, the investigation uncovers other kinds of construction, particularly prepositional phrases, as can be seen in (2). The second part of the message has been conveyed by the speaker at this point in the conversation. In order to accomplish this, there needs to be a structure that is capable of making the textual theme manifest. Because of this, the prepositional phrase is the most appropriate option for (2). We are able to determine that the phrase “but only in one month” serves as the textual theme for (2), so we will refer to it as TT-2. When we look at the sample (1), we can see that the rules that govern the construction and the overall theme of the text are very similar. If the TT-2 were to be removed from the entire sample of (2), there would be a transition from a multiple theme configuration to a single theme configuration. Therefore, if there is no construction, there will not be a textual theme either. In addition to that, this guideline is applicable to not only the NP and PP, but also the VP, as evidenced by the sample given above (3). The construction of a textual theme appears not only in the TE of TEDx but also in the VP, where it is presented as the final possibility that was derived from the analysis. The value proposition of three is “add more”, which is also the theme of the text (or TT-3). The TT-3 cannot be replaced in its position while the building is being constructed. If we make an attempt to remove the construction from the example (3), we will no longer be able to locate the textual theme, not even the multiple theme. In the process of constructing language and the mental representation of messages, this is analogous to the rule of serialisation. To summarise, interchangeability, linearization, and serialisation are three types of construction of textual theme that can be found in the TE of TEDx. It is important to note that there are rules that govern this phenomenon, and it should be emphasised that these rules should be notified of.

(3) *Add more, that becomes 20 feet, right?*

<i>add more</i>	<i>that</i>	<i>becomes 20 feet</i>	<i>right?</i>
VP	Det	VP	Question Mark
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	

The clausal construction of a textual theme is another type that exists in addition to the first type. The clausal example, on the other hand, has a robust predicative indication, in contrast to the phrasal example, which does not include any predicative indication. The predicative indication is a syntactical function that falls under the grammatical domain. This particular variety of clausal clause can be readily identified as a subclause of a sentence in the common usage of the language, whether it is in written or spoken performance. There is a clausal construction of textual theme that has been used in the analysis for TE in TEDx. This theme has been employed in the analysis for TE in TEDx.



(4) *I just want to say, there is hope for us who feels hopeless.*

<i>I just want to say</i>	<i>There</i>	<i>is hope</i>	<i>for us who feels hopeless</i>
Sub-clause	Det.	VP	PP
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	

During the process of analysing TE in TEDx, one more possibility was uncovered, and it relates to the clause that has been used as the textual theme. It has been established that the clause is a construction that is understood to be one in which verbs are positioned as the marker for the predicative function. The central idea conveyed throughout the sample's body of text is "I just want to say", which can be located in sentence (4). (or TT-4). There is a rule of interchangeability between the construction in (1), (2), and (3), just as there is with the shorter construction in (1), (2), and (3). This indicates that the construction of TT-4 cannot be replaced with any other constructions if the theme-rheme configuration is to be maintained in its current state. In the alternative, if one were to try to replace the longer construction with the shorter one, such as a phrase, it might fit, but perhaps the configuration of the he-rheme would still change because of the nature of the structure. This indicates that there is no way to alter the construction while maintaining the same message organisation in the underlying utterance or sentence.

(5) *There are only children... Who have not had the opportunity to learn from a good teacher and a good method.*

<i>there are only children</i>	<i>who</i>	<i>have not had the opportunity</i>	<i>to learn from a good teacher and a good method</i>
Sub-clause	Pers.Pronoun	VP	VP
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	

Another example of a clause that was used as the textual theme's construction is "there are only children" as in (5). The speaker chose the clause to form the textual theme in the utterance (5). There is a linearization rule beneath the sample (5). According to the rule, there is only one specific condition in which the construction and textual theme have been placed as a pair. The multiple theme configuration will change if "there are only children" is removed from sample 5. Otherwise, there is no manifestation of the textual theme at the surface level of language if the textual theme has been hidden from the utterance by intention. Furthermore, as shown in sample, the linearization rule is always followed by the serialisation rule (6). Sample (6)'s textual theme is "now, if I give you similar problems" (TT-6). The TT-6 is not arranged in parallel order. That is, the TT-6 is a serial component of the topical them in sample (6). If the TT-6 is removed, the sample



(6) remains understandable, but there is no cohesion as an utterance. We cannot interpret the entire speech's discourse or the context of the language performance. In other words, it is a fixed pair of topical and textual themes in a particular utterance or sentence. Maintaining the same theme-rheme configuration requires no parallel changes. Furthermore, no deletion is required to protect the theme-rheme configuration. To summarise, no matter what the constructions are, neither the phrase nor the clause, the three rules beneath the textual theme in the TEDx TE are the only main considerations for identifying and describing the pattern of the textual theme.

(6) *Now, if I give you similar problems, I am sure that you will solve the problem in 3 seconds.*

<i>Now, if I give you similar problems</i>	<i>I</i>	<i>am sure</i>	<i>that you will solve the problem in 3 seconds</i>
Sub-clause	Pers.Pronoun	VP	Sub-clause
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	

The second point is the operationalization of the literary theme. Not only does the analysis of the TE of TEDX in light of SFL display the development of textual topic, but it also synthesises the functionalization of the text. According to the findings of the investigation, a textual topic can serve as a priority function for several themes it is a part of. When seen from the perspective of thematic organisation, it is the overt use of utilising textual themes as a chain for cohesiveness about the information structure. If one were to take this into consideration from the perspective of thematic organisation. It's possible that this functionalization has only been found as a structure in many themes at this point. The following illustration demonstrates how the true role of a textual subject is to serve as the chain for cohesiveness.

(7) *If you can see, look at the eyes of these students.*

<i>if you can see</i>	<i>Look</i>	<i>at the eyes of these students</i>
Sub-clause	VP	PP
Textual Theme	Topical Theme	Rheme
Multiple Theme		

It is a clear illustration of how a textual motif can be operationalized to serve as the link in a chain that provides cohesion, as in (7). The “if you can see” is the TT for the number 7. (or TT-7). The TT-7 was used as a link in the chain that was used to create cohesion in the utterance. One might be curious about the procedure that was used to make the identification. The positional form



of TT-7 is the first thing that needs to be discussed. It was evidence of the fronting part of TT-7 in terms of the defragmentation of the informational structure of theme-rheme. A primary indication of the function of the cohesion chain can be found in the foregrounding pattern. If, on the other hand, the TT-7 from sample 7 is removed, there will no longer be a cohesion chain. Because of this, we are unable to determine the possible interrelationship that exists between utterances 7 and the other utterances. You could also say that there is no such thing as the functionalization of TT if there is no such thing as the construction of TT. It indicates that the utterances do not take into account the role that the chain plays in providing cohesion.

(8) *Before a game usually starts, there are magic words that is always done by children.*

<i>before a game usually starts</i>	<i>there</i>	<i>are magic words</i>	<i>that is always done by children</i>
Sub-clause	PP	VP	Sub-clause
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	

There is one more sample available in (8). The “before a game usually starts” is when the TT of (8) occurs (or TT-8). The TT-8 has been functionalized as the chain for cohesion for the utterance among the others, as was previously found in the (7) sample of TE in TEDX. This finding was made previously. If we delete TT-8, we are unable to find any information regarding the textual theme or its function as a chain for cohesion. This is the case whether or not we perform the deletion. What this indicates is that the eighth is most likely a distinct unit that is not a component of the overall utterance. The description of the sample given earlier provides an overview of the logical pattern that lies beneath the configuration (7).

(9) *Regardless of what anyone says about it, I studied traditional games.*

<i>regardless of what anyone says about it</i>	<i>I</i>	<i>Studied</i>	<i>traditional games</i>
Sub-clause	Pers.Pronoun	VP	NP
Textual Theme	Topical Theme	Rheme	Entailment
Multiple Theme		Multiple Rheme	

In addition to the presentations in (7) and (8), there is also one of the TT presented in (9), “regardless of what anyone says about it”. The TT of (9) remains the same. In addition to its other uses, the TT-9 has been put to work in the sample by being put to work as the cohesion chain. It was only when the TT-9 also manifested in the utterance that the function of the chain for cohesion became apparent. In the event that TT-9 is removed, there will be a function in (9), which will remain undetected, as well as a theme-rheme configuration in (9), which will be disorganised (9).



To put it another way, when discussing the operationalization of a textual theme, it is important to keep in mind that the cohesion chain can only take place if there is a finished construction that has been chosen to omit the theme-rheme configuration. In other words, the functionalization of a textual theme depends on the presence of a theme-rheme configuration.

4.2 Discussion

The first topic of conversation revolves around the development of the textual theme throughout the TE of TEDx. For the purposes of this discussion, the result of the analysis of constructions raises three primary questions: (i) to what extent is the typical construction chosen by the speaker to outcast the textual theme; (ii) does the decision regarding the construction consider any factors; (iii) what aspects of the construction process prevent their interchangeability? In order to answer the first question, we need to revisit the fundamental presumption of SFL (Bloor et al., 2004; Halliday et al., 2014; Jerome & Ting, 2022; Krifka, 2008), and remember that it states that the choice of construction during the early stages of language use is not arbitrary.

The construction was chosen by the speaker because of its many positive characteristics. In this particular instance, the theme-rheme configuration came first, and then the choice of linguistic constructions was made after that (Herriman, 2011; Nugraha, 2017; Pavavijarn, 2022; Wei, 2015). The function is a deciding factor in the selection process; for example, is there any pressing need to use the construction in order to specifically present the textual theme? Regarding the findings that were discussed earlier, the length of constructions is also determined by the functionalization consideration. If the construction is brief, this indicates that the meaning conveyed by the textual theme is not the most essential component of the utterance (Nugraha, 2020; Steedman, 2000). If the construction is significantly longer than the other components of the utterance, this indicates that the textual meaning plays an important role in the overall utterance (Nugraha, 2022a; Siahaan et al., 2022). It has been established that the effectiveness of a message can be determined by comparing short and long constructions. Due to the poor quality of the message, the construction is kept to a minimum. Because of the high quality of the message, the construction is rather lengthy. The philosophical reasoning behind this is known as *maximus et optimus*. As a result, there is evidence to support this logical pattern (in this case, we need to do a further analysis by using the corpus method or a statistical-based method).

In addition, with regard to the interchangeability of the construction of textual themes, there is no interchangeability in the textual theme of the TE of TEDx because there is also the rule of linearization and serialisation in place. The concept of interchangeability refers to the capability of one construction to be easily swapped out for another construction that possesses the same level of functionalization (Nugraha, 2020; 2022b; 2022c). The configuration of theme and rheme does not allow for the application of this principle. If we make modifications to the structure, the configuration will be altered as a result. To put it another way, the textual theme and its



construction go together like peanut butter and jelly. There is no possibility of altering the pair in any way. After this fixed pair comes the linearization step, then the serialisation step. The block of multiple themes can be followed back to the two rules that govern it. When a change is made to the textual theme, the status of the multiple themes is also automatically updated to reflect the change. The consolidation of multiple themes into a single theme will take place as a result of the deletion of textual themes. In that case, the removal of topical themes will result in the loss of all previously saved configurations involving multiple themes.

The functionalization of textual theme in the TE of TEDx is the second topic that will be discussed in this section. Textual theme functions as a link in the chain that makes up cohesion. In the meantime, coherence has become the dominant topic of discussion. Regarding this second portion of the conversation, we ought to focus more of our attention on the two questions that are listed below: (i) Does the functionalization of textual theme depend on the constructions, or does the other way around; (ii) Does the TE of TEDx offer any opportunities for the functionalization of textual theme? If we are trying to look back at the second set of results, then the textual theme of each utterance provides evidence of how the cohesion function has been organised. In addition, it is undeniable proof that the determination of the function is not based on the construction, but rather strongly depends on the subject matter of the text. The only one that is in charge of the function of cohesion is the theme that runs throughout the text. Additionally, there is no opportunity for topical themes to take charge of the chain of cohesion in this narrative. In this particular instance, the chain for cohesion is a particular function that can only take place within a textual theme. Because a textual theme can only serve one particular purpose, the analysis did not uncover any other functions that the theme might have. In other words, the central idea of the text has merely served as a connecting thread to bind the various elements together.

In summary, in regard to the discussion that took place earlier, we are able to state that the TE in TEDx is not only the speech performance in which the speaker chooses the construction arbitrarily regardless of the functions. The arrangement of the theme and rheme was to be conveyed through the construction of the utterances, which had been carefully chosen. Un-interchangeability, linearization, and serialisation are some of the governing rules that govern the manifestation of the informational structure that lies beneath the utterances. There are also other governing rules. Textual themes frequently appear in the form of phrases and clauses, respectively, throughout the TE of TEDx presentations. The primary purpose of a textual theme, regardless of the type of construction it took, was to produce cohesion among the various utterances. In this regard, according to the SFL, there is no language performance of TE in TEDx that takes into account the function in any way. The speaker had functionalized each and every utterance in order to disseminate the message or information in the most effective manner possible.



5. CONCLUSION

Based on the results and discussion in the last section, we can say that the textual theme (TT) embedded in the talks about education at TEDx has been found not only through the talks' constructions but also through how they are used. At the most basic level of interpretation, constructions and functionalization are two unique features that have not been used randomly. The practise of speech only has this feature because the information structure needs it. Unless the feature doesn't have any requirements, the speech won't be easy to understand and won't be well-prepared. Also, based on the SFL, there is nothing about why these kinds of constructions were chosen as the form of a textual theme at a deeper level of interpretation. Also, the speaker doesn't give a clear reason for the choice of functionalization. In conclusion, this study still adds to the field of genre-based analysis of TE in the context of SFL in Indonesia.

The study has some problems with how it was set up and with what it looked at. The goal of this study is to show how a textual theme shows up in the talks about education at TEDx. The topic is narrow because there aren't any other related topics that could be used to gather data. If you want to cover a topic in depth or in a wider way, it's best to include things like politics, economics, the humanities, and so on. For this reason, it is important to think about the study's main goals. Also, the study's analysis can't dig deeper to find out why the speakers used the particular constructions and functionalizations they did. Adding more theoretical framework, like cognitive linguistics, is likely to help with the study's analysis and interpretation.

Two things can be deduced from this study's findings and the accompanying discussion. First, as a continuation of this study, one might be able to benefit from conducting the study to analyse the section of rhyme if she or he could possible do so. The primary question that needs to be answered by the research is if the building and functionalization will have an effect on the structure of new or current information. In light of this objective, it is recommended that the SFL be utilised in the subsequent analysis. In addition to this, there is an implication for applied linguistics, more especially a pedagogical one, in a class that focuses on writing or speaking. Because the two tasks required mastery abilities not only in the sense of grammar but also in the capability to arrange the concepts, the pattern of construction and itemised functionalization that was revealed through this study might be valuable as advice for learners.

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