

AN ANALYSIS OF TEXTUAL MEANING REALIZATION IN THEME SYSTEM AND STRUCTURE OF SPOKEN TEXT DELIVERED BY NADIM MAKARIM DURING COVID-19

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Abstract This article aims to describe textual meaning realization in the system and structure of spoken texts delivered by Nadim Makarim during COVID-2019. Oral data were obtained through observation taken from youtube. There were five texts to be observed and analyzed. All data were analysed using descriptive qualitative method and results were presented using the formal and informal method. The results showed that text theme realizing textual theme, system and structure. The total number of themes was 382 consisting of 127 topical theme, 217 textual, and 38 interpersonal themes. The more use of textual theme was caused by tenor's aim to give deeply explanation of the message stated in order to be paid attention and considered by listeners. The less use of interpersonal theme was caused by tenors' position as if speaker and listeners are closed even though via online. This text also used marked and unmarked themes. Marked theme that were used in texts were complement and adverbial. The use of marked theme was aimed to specify an object or adverbial as important thing. Text thematic structure of text consists of four variations

Keywords: covid-19; text structure; textual meaning realization; theme system

INTRODUCTION

Exchanging experience by using language according to functional systemic linguistics is realized by interpersonal meta function, whereas experiential meta function realizes expressing experience, and textual meta function realizes construing experience. Textual meta function is realized by theme and rheme on the level of lexico-grammar. Halliday and Matthiessen (2004:64) state that "theme is the element which serves as the point of departure of the message..." In other words it can be said the position of theme is at the beginning of a clause. Theme provides local context to develop message in a clause, and it is an early point that exceeds message in a clause. Theme has three different types, namely, textual, interpersonal, and topical themes (Halliday and Matthiessen,2004:79).

Coronavirus disease 2019 (COVID-19) pandemic had impact global social and economic disruption. It made people all over the world be afraid and wonder their life. "COVID-19 was first identified in Wuhan, China, in late December 2019 (Huang, etc 2020). It was declared the outbreak a Public Health Emergency of International Concern on January 30, 2020, and a pandemic on March 11, 2020 by The World Health Organization Director. There had been many people died. Based on COVID-19 Dashboard at John Hopskin University retrieved on June 16, 2020 there were more than 8,05 million cases of COVID-19 had been reported in more than 188 countries and territories, resulting in more than 437,000 deaths, more than 3,88 million people had recovered. Referring to this fact, it

could be realized that that pandemic had influence every country to find out how to take care of its people not to be affected by this pandemic.

Indonesia as a big country also face an impact of COVID-19. Based on the news on www.merdeka.com cited by the writer on June 16, 2020, COVID-19 pandemic in Indonesia was firstly declared by Indonesian President, Joko Widodo on Monday, March 2nd, 2020. In fact, from this time to be declared there have been many people died. Moreover, based on that news on the web, on June 16, 2020, there are 40,400 cases, 15,703 have recovered and 2,231 deaths. This fact has made the Indonesian government try hard to escape from this pandemic. For example, schools from Kinder Garden to Colleges or University level were suggested to study from home (SFH) and officers were suggested to work from home (WFH). Moreover, on June 15, 2020, there was a decision of the four ministries of Indonesia, namely. Educational and Culture Minister, Religion Minister, Health Minister and the Minister of Internal Affairs about the Guidance/Instruction of Learning in New Academic Year 2020/2021 in COVID-19 Pandemic. It was stated that Principal Policy of Education in COVID-19 pandemic. Health and safety of learners, teachers, educational officers, family, and society was the main priority in stating learning policy. It means that every decision makers has to consider about the health and safety.

Realizing the impact of COVID-19 to the health, Educational and Cultural Ministry of Indonesia had supported government's policy. For example students can learn from home and also teachers can teach from home. Relating to Work From Home (WFH), he proposed his speech on March 16, 2020 about working from home, then on May 2nd, 2020 he proposed the seven teaching tips to be considered by teachers in their teaching during COVID-19 pandemic, etc. He had his speech from home and had shown in you Tube. On June 17, 2020, this speech has been viewed 34,165 views and 118 comments concerning to the Ministry's proposition.

The writers realize that those texts are interesting to be studied from the view of systemic functional linguistic approach that specify on the metafunction meaning and system. It gives contribution not only to the theory but also to the practical thing. For example the speech contained the message of the seven tips namely do not be stressed, divide students in small groups based on their competence, group assignment, time allocation for backward/low students, focused on important thing, copy best practice from other teacher, and have fun. This view can be applied by practitioners or teachers in their teaching. Therefore, this study focused on the analysis of textual meta function of meaning, system realization and structure of the texts.

Textual meta function is realized by theme and rheme on the level of lexico-grammar. Halliday and Matthiessen (2004:64) state that "theme is the element which serves as the point of departure of the message..." In other words it can be said the position of theme is at the beginning of a clause. Theme provides local context to develop message in a clause, and it is an early point that exceeds message in a clause. Theme has three different types, namely, textual, interpersonal, and topical themes (Halliday and Matthiessen, 2004:79).

This study was interesting to be studied because it analysed the textual metafunction of meaning, system and structure with the corpus data of combining spoken as proposition. Previous researchers, such as Davidse and Vandenberg (2016) had reviewed and described views of Halliday. Other researchers (Graber, 2001; Khalid, 2013; Parson, 2014;

Swales, 1990; Schleppegrell, 2011; and Xu, 2015, Ngongo.et.al 2018 2019, 2020) also conducted research of Systemic Linguistic Functional but they might be different from the level, specific part or object be studied.

This recent study has its own aspect to be analyzed either from level, content or data corpus. There were four questions that are going to be answered through this study, namely (1) What are the meta function meaning, system and structure of the spoken texts delivered by Nadim Makarim (NM) during Covid-19 ? (2) How does textual meta function meaning is realized in system and structure of text?

This study was also important to be studied since meta function meaning, system and structure can be applied in learning language especially in learning lexicogrammar and discourse analysis. By realizing that language is functional, students can enrich their knowledge of analyzing language in use.

This study applied Theory of Systemic Functional Linguistic that was proposed by Halliday (1961, 1994, 1985, 2004, 2014). This theory concerned to the use of language functionally. This theory was used to analyze the ideational, interpersonal and textual metafunction of spoken texts uttered by Nadim as an Educational and Cultural Ministry of Indonesia during COVID-19 pandemic in 2020. Conception of language according to this theory was a set of resources which enable speakers to exchange meanings. The relation between social context and language was conceived as 'realization', that was, social contexts are realized by language. It can also be stated that context was realized in semantic, then semantic was realized in lexicogrammar. This theory really concerns to the function as the fundamental property of language (Halliday, 1985 p17). Language enables human beings to build a mental pictures of reality, to make sense of what goes on around them and inside them (Halliday,1994 p106). In other words, this theory describe how language functions in use and it uses text as its approach to analyse language.

View of some linguists (Eggins, 1994, Graber; 2001; Halliday, 1977; 1989; 1994; 2002; Halliday and Hassan, 1985; 2004; 2014; Khalid, 2013; Parson, 2014, Swales, 1990; Schleppegrell, 2011; and Xu, 2015, Ngongo, 2018, Ngongo, et.al 2020, 2021, 2022) were used to support this study. The point thing that was focused was how the ideational, interpersonal and textual metafunction of the texts are realized in the level of gramatical especially in transitivity, mood and theme system. Concerning to the ideational, interpersonal and textual metafunction meaning realization, according to the systemic functional linguistic, they are in the level of semantic that covers metafunction meaning of experiential, interpersonal and textual. Those metafunction then are realized in the lexicogrammar level as mentioned previously, namely transitivity system, mood system and theme system. Based on the dimensions in language, according to Halliday and Matthiessen (2014, p.21), semantic covers episodic patters that relates figure (quantum of flow of figure); progressive pattern that relates to message (quantum of information), and exchange pattern that relates to move (quantum of interaction). Metafunction of ideational metafunction is realized in transitivity system in which it is realized in six types of process, such as material, mental, verbal, relational, behavioral and existential processes; while textual metafunction is realized in theme and rheme. The table below present the view of the three meta function meaning that adapted from Halliday (2014, p.83; Ngongo, et.al 2021; 2022, 2023).

Table 1. The Three line of meaning and system in the clause

Meta function	Clause as ...	System	Structure
Experiential	Representation	transitivity	Process + participants+ circumstances
Interpersonal	Exchange	MOOD	Mood[(S+F)+Residue (P (+C) (+Adjunct))]
Textual	Message	THEME	Theme ^ Rheme

These three meta function meaning are realized in system then in structure. It means that each part systemically has relation that must be simultaneously analyzed. This study only focused one the three meta function meaning namely, textual meta function that is realized in system and structure.

Based on the view stated, then this SFL theory is appropriate for analyzing the spoken and written texts delivered by Educational and Cultural Ministry of Indonesia during COVID-19 pandemic. The spoken text is in document posted in youtube as well as the written text as comments from the participants concerning to the spoken text delivered. This fact concerns to the view of Halliday who stated that text can be a product and process. It is a product because text can be recorded and read, while it was a process because of the intense of the listeners or readers to find out the meaning mentioned or stated. The researchers considered of what Cavarria and Carrea (2021:112) statement that “...as necessary to express not only feelings but cultural background, resistance, and learnings depending on the situation and the audience..” Thus, it was important to study the spoken text delivered by Indonesian Minister of culture and education in covid 19 pandemic.

METHODOLOGY

This study was classified as a documentary analysis of the descriptive qualitative method. Corpus data were spoken (speech) texts. There were five spoken texts that were downloaded from YouTube. Spoken texts were gathering by watching, listening, and recording the speech delivered by NM in YouTube. The five topics of the speeches were (1) Two Education Principles Policy in the Covid-19 Pandemic (<https://www.youtube.com/watch?v=0WQJR2-F8eo>), as Text one, (2) Speech to commemorate 2020 National Education Day (<https://www.youtube.com/watch?v=sF98twVy69A>) as Text 2, (3) Seven Teaching Tips in facing Covid-19 Situation (<https://www.youtube.com/watch?v=GS7k6eR1QIs>) as Text 3, (4) Learning Implementation Guideline on Education and New Academic Year in Covid-19 Era, 2020/2021(<https://www.youtube.com/watch?v=h-83cfReZok>) as Text 4, and the fifth text was Introducing Campus Life of New Students, 2020. All clauses in the five texts were analysed. All these texts were analysed based on its realization of textual meaning with its theme system and structure..

The procedures of this study were (1) recorded and transcribed the five spoken texts, (2) identified and classified the clauses of spoken data based on textual view of meta function meaning, system, and structure of texts, (4) analyzed, interpreted and discussed the results, (5) concluded the results and (6) reported the study. Then the result as output

can be posted in a journal and also can be as input in the course of Discourse Analysis Materials.

RESULTS AND DISCUSSION

Textual Meaning, Theme System and Structure of the spoken texts

Systemically textual meaning concerns to organize the message, creating cohesion and continuity as move along. It is realized in theme system in which it has theme structure as Theme ^ Rheme. Theme in a clause comes early in the clause. The theme is the element that serves as the point of departure of the message (Halliday and Matthiessen, 2014.p.89). Moreover, it was stated that the remainder of the message, the part in which the Theme is developed is called Rheme.

Theme System

Theme system realized the textual meaning in which it organized the message to be mentioned or stated. The frequency of textual meaning that was realized in theme system of each text be presented in table five.

Table 2. Frequency of Theme system types of every texts

Text	Theme			Total
	Topical Theme	Textual Theme	Interpersonal Theme	
1.	54	98	11	163
2.	15	5	7	27
3.	8	5	2	15
4.	22	89	8	119
5.	28	20	10	58
	127	217	38	382

This table pictures the frequency of rheme system of every text in which the frequency of textual theme is the most (217 of 382) one than topical theme (127 of 382) and interpersonal.(38 of 382). More examples data showing the use of topical theme is presented in Table 2.

Table 3. Examples of Topical Theme ^ Rheme

Clauses	Topical Theme	Rheme	Source/clause
1	<i>Banyak sekali keputu</i>	<i>yang harus diambil.</i>	Text 1(3)
2	<i>'Lots of agreement</i>	<i>that must be decided.'</i>	Text 1
3	<i>Prioritas nomor satu</i>	<i>adalah bagaimana mengembalikan anak....</i>	Text 1
4	<i>'The first priority</i>	<i>is how to recover the child....'</i>	Text 1
5	<i>Dia</i>	<i>langsung mendapatkan tugasnya...</i>	Text 2 (7)
6	<i>He</i>	<i>directly get his task...'</i>	Text 2 (10)
7	<i>Kondisi ini</i>	<i>diharapkan dapat memicu kreatifitas...</i>	Text 2 (11)
8	<i>This condition</i>	<i>hopely can encourage creativity.'</i>	
9	<i>Filosofi tersebut</i>	<i>mendasari transformasi kebijakan kemendikbud untuk merdeka belajar...'</i>	
10	<i>That Philosophy</i>	<i>is based on transformation of Education and culture Minister's policy of independent learning'</i>	
11	<i>Perguruan Tinggi</i>	<i>didorong untuk lebih adaptif....</i>	

7	Higher education <i>Kita</i> we	is pushed to be more adaptive...' <i>sedang melalui krisis covid-19.</i>	Text 3 (2)
8	<i>Orang</i> People	are having covid-19 crisis <i>untuk pertama kali menyadari betapa sulitnya tugas guru</i> for the first time realize how difficulty of the teacher's job is.'	Text 3 (7)
9	<i>Belajar memang</i> 'Learning	<i>tidak selalu mudah</i> is not easy.'	Text 3 (11)
10	<i>Kemendikbud</i> Education and culture Minister	<i>mengambil sikap bahwa kesehatan lebih utama.</i> takes the policy that health is more important'	Text 4 (11)
11	<i>Sekolahnya</i> Their schools	<i>memiliki kompetensi yang sama.</i> posses same competency.'	Text 4 (38)
12	<i>Belajar dari rumah</i> Learning from home	<i>tidak mudah tetapi siapa bilang harus membosankan.</i> is not easy but who say that it must be boring.'	Text 5 (16)

Based on table three it can be seen that there are 12 examples of topical themes. All the themes are topical themes and then they are followed by rhemes. The topical theme are pronoun, noun or noun phrases and then those themes are followed by rhemes.

Table 4. Examples of Multiple Themes ^ Rheme from the texts

Clause	Textual Theme	Topical Theme	Rheme	Source/cls
1	<i>Pertama-tama</i> First of all	<i>saya</i> I	<i>mengucapkan terima kasih..</i> 'would like to say thank you.'	Text 1 (1)
2	<i>Jadi</i> Therefore	<i>prioritas kami itu</i> our priority	<i>bukan adalah untuk melanjutkan PJJ</i> is not to continue a far away learning...'	Text 1 (9)
3	<i>Sehingga</i> So	<i>pemberian tugas</i> giving assignment	<i>bisa dapat dilakukan secara face to face</i> can be done face to face.'	Text 1 (47)
4	<i>Namun di sisi lain</i> Though, in other side	<i>pandemic</i> pandemic	<i>memberikan banyak pembelajaran bagi kita</i> <i>semua.</i>	Text 2 (5)
5	<i>Saat ini</i> Nowadays	<i>sks</i> credit semester	<i>menyampaikan banyak pelajaran untuk semua.</i> <i>diartikan dalam jam perkegiatan....</i>	Text 2 (14)
6	<i>Meneruskan pembelajaran dari Ki Hajar Dewantara,</i> Continuing Ki Hajar Dewantara <i>Tapi dari krisis ini</i>	<i>paradigma pendidikan</i> education paradigm	<i>adalah untuk mempersiapkan generasi muda</i> is meant in working hours... <i>seharusnya berpulang pada kemerdekaan</i> must be back on independence.	Text 2 (9)
7	<i>But from this crisis</i> <i>Untuk pertama kalinya</i>	<i>we</i> <i>guru2</i>	<i>dapat banyak sekali hikmah dan pembelajaran</i> get many lessons and power. <i>melakukan pembelajaran lewat online</i>	Text 3 (5)
8	<i>For the first time</i> <i>Jadinya</i>	<i>teachers</i> <i>kami</i>	<i>do teaching through online.</i> <i>tidak mengubah kalender pembelajaran,</i>	Text 3 (6)
9	<i>So</i> <i>Jadi pertama</i>	<i>we</i> <i>kabupaten atau kota itu</i>	<i>do not change learning schedule/calender.</i> <i>harus zona hijau</i>	Text 4 (16)
10.	<i>So, the first</i>	<i>this district or sub district</i> <i>murid itu</i>	<i>harus berada di zona hijau</i> must be in green zona	Text 4 (30)
11.	<i>Dengan ini</i>	<i>that student</i>	<i>belajar untuk bertanggungjawab dalam grup.</i>	Text 5 (27)
12.	<i>So that</i>		<i>learn to have responsibility in group.</i>	Text 5 (36)

Structure of the clause in Theme system

Theme-Rheme structure of the text covers Theme and Rheme. Theme was put at the first of the clause and then followed by Rheme (Theme ^ Rheme). A clause had simple and more theme as shown on table two and three. Data showing Theme- Rheme structure are as follows:

Jadi, ini	merupakan masa yang begitu sulit apalagi di dunia pendidikan (Text1, 6)
'So, this	is a difficult era especially in education.'
Untuk yang pertama, prinsip kebijakan pendidikan di masa pandemic itu, ada	dua prinsip. (Text 1, 15)
'For the first, education policy principle, there	are two principles.'
Metode pembelajaran berbasis teknologi termasuk pembelajaran secara daring	menjadi suatu hal yang harus kita adaptasikan.... (Text 5,6)
'Learning method on technology basis, including online learning	becomes something that must be adapted.'
Berbagai kegiatan di luar kampus ini	diharapkan dapat meningkatkan kompetensi mahasiswa.... (Text 5,15)
Various activities in the outside of this campus	hopely can increase students' competence.'
THEME	RHEME

The examples of Theme-Rheme structure above pictures that the themes consisted of two or more groups or phrases that form a single structural element. From this table it can also be seen the use of marked theme and marked theme.

CONCLUSION

Theme in spoken texts delivered by NM during covid-19 was an important element in clause as message. Textual metafunction meaning was realized in theme system that covered topical, textual and interpersonal theme. This theme system was realized in structure of THEME and RHEME. The structure as syntagmatic order stated by Halliday and Matthiessen (2004, 2014), it was found out that Theme- rheme structures had also some specific order, such as mark and unmarked theme.

The use number of themes were various in which textual theme was more used than other two themes. The larger use number of textual theme than topical and interpersonal themes indicates that speaker intend to give more explanation to the message that must be paid more attention by listeners during covid-19 relating to the anticipation of that pandemic. Whereas, the few use number of interpersonal theme was caused by the channel being used as online in which speaker and listener as if they were closer position of sitting. Concerning to the organizing of message, creating cohesion and continuity as move along in which it was realized in theme- rheme system, speaker organized his message by using textual theme more than interpersonal and topical

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