

## A Systemic Functional Linguistic Analysis of Clauses Relationship in Luke Gospel Text, *Janji Baru* Using Kupang Malay

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Received: February 9, 2023

Accepted: March 22, 2023

Online Published: March 27, 2023

doi:10.11114/smc.v11i5.6033

URL: <https://doi.org/10.11114/smc.v11i5.6033>

### Abstract

This paper reports on a functional linguistics study of clauses relationship in which it is included as textual meta function of meaning. This textual metafunction is on the level of lexicogrammar. Semantic sequence of figures is realized by a clause complexes series. This paper focused on relationship types between clauses, interdependency and logico-semantic relationship. Data were taken from A Bible, New Testament using Kupang Malay called *Janji Baru*, especially in Luke of Gospel text. The analysis revealed that parataxis used in text covered coordinate conjunctions such as, *deng* 'and', *ma*, 'but', *jadi/ko* 'so, for', *ais ju* 'then'. The hypotaxis used subordinate conjunctions, such as, *kalo* 'if', *tagal* 'because/since', *te* 'cause'. The use of parataxis and hypotaxis indicates that semantic sequence is coherence in which conjunctions used in text are usually repeated. It is the same as the use of logico-semantic, such as expansion and projection. The expansion consisted of elaboration, extension, and enhancement. The projection consisted of locution and idea that related to phenomena of a higher order of experience. The idea used verbal process, such as, *kastau bilang* 'tell/say', *manyao bilang*, 'answer', *tanya bilang* 'ask', etc. This fact indicates that the idea stated was stressed by using serial verbs or usually a verb was ended by other verb' This fact indicates to attract listeners' attention. The locution used mental process, such as, *rasa* 'feel' 'inga' 'remember'. Thus, it can be stated that the use of interdependency and logico-semantic relation was aimed to keep the semantic sequence and text coherence.

**Keywords:** clauses relationship, Kupang Malay, text, systemic functional linguistics

### 1. Introduction

Speakers in a discourse can interact among others if they understand the text, context or pattern of a language. It is the same when a discourse analyst wants to analyze a text he/she has to understand it. Therefore, text analysis means analyzing the language use in it (Brown and Yule 1983:1). It is also stated by Halliday (1985a:10) that a linguist who describes language without considering text is barren and describing text without correlating to language is empty. Based on these views, it is important and interesting to analyze text since text covers language that be influenced by context of social and culture or even by ideology.

Text can be a product in which it can be a spoken and written text (Halliday 1975, 1985, Fairclough 1995b:4; O'Halloran, 2006; Herman, van Thao and Purba, 2021; Niswa et al., 2023). Text can also be a prose or lyric, dialogue or monologue (1975:1). Moreover, Halliday stated that text can be a proverb to a drama. Based on this view, it can be said that text can be a long or short text. Text has power to create its own context; it had power cause of the way of system that has development by choosing meaning in its context (Halliday 2004; Lubis and Sinar, 2014; Herman et al., 2019; Nasution et al., 2023). Thus, considering text as a product, it is important to analyze it in the form of written text.

Systemic functional linguistic (SFL) theory is a theory which focuses on language function in use. This theory concerns language as a main one (Halliday 1985; Herman et al., 2022). In other words, SFL theory describes how language is functioned in context. This theory is early known as systemic functional grammar (SFG). It is a model of grammar that was developed by Michael Halliday in the year of sixtieth. It is also as a part of social semiotic approach of language called systemic linguistics.

This theory proposed four basic categories, namely, unit, structure, class, and system. On the level of lexicogrammar, there are three metafunction of meaning, namely ideational, interpersonal and textual meaning in which clauses are used as representation, exchanging and message. Those three metafunction of meaning are realized in mood structure, transitivity, and theme-rheme.

Concerning to what has been described previously that SFL considered language as a potential system in human interaction that is realized by varieties of structures, semantic is one important thing to be considered. Level of language semantic according to Halliday (1978:128-133); 186-188) covers three function components or metafunctions. These three metafunctions are ideational metafunction that relates to experiential and logical components; metafunction interpersonal and textual metafunction. Exchanging human experiences using language according to SFL belongs to interpersonal metafunction of meaning; expressing experiences belongs to experiential metafunction of meaning, and connecting experience belongs to textual metafunction of meaning (Herman et al., 2022)

Textual meaning as being discussed in this article is realized on the lexicogrammar in which thematic structure and rheme as a part on the lexicogrammar level. One of the parts showing textual meaning is clauses relationship. The relation of clauses shows 'logical' components of the linguistics system that is semantic relation which make up the logic of natural language (Halliday, 1994: 216).

This article is focused on the clauses relationship in written text especially in Luke Gospel, New Testament in Kupang Malay. In this case it answered the question 'how is logical clauses relationship in written text of Luke Gospel in Kupang Malay? The aim is to find out and describe logical clauses relationship in text. Logical clauses relation in text in this case covers interdependency and logico-semantic.

It is hoped that this study has beneficial not just to theory of SFL but also to practical ones, such as in language instructional. Besides, other researchers can take for granted as a short reference to search other aspect of Kupang Malay used as a venacular.

## 2. Methods

The method used was descriptive analysis, especially documentary analysis. Written data were taken from text of Bible, New Testament called *Janji Baru* especially in Gospel of Luke using Kupang Malay language. This written text consisted of 24 chapters. All data were specified on the textual meaning in which were realized by logical clauses relationship. Those data then were analyzed by following analytical procedure techniques. Data then were studied and analyzed based on SFL theory (Halliday (1994, Halliday and Martin 2004; 2014; Eggins,1994) especially on the part of clauses relation. Therefore, this type of study can be classified as documentary analysis in which data were analysed descriptively by using matching method. There were also some quantitative data that was used just to give more explanation or support qualitative data. The results of the analysis were presented by using formal, informal method and combining formal and informal.

## 3. Results and Discussion

Clauses relationship in text refers to logical component of the linguistic system in which the functional –semantic relations that make up the logic of natural language (Halliday, 1994: 216). In other words, it can be said that the clauses relation in text has semantic function that make up the language logically. Referring to this logical relation, moreover, it is stated by Halliday (1994) that there were two systemic dimensions in the interpresentation, namely interdependency system (tactic system) covered parataxis and hypotaxis; and logico-semantic system of expansion and projection which is specifically an inter-clausal relation. These two dimensions are analyzed in the form of complex clauses since complex clause covers these two dimensions.

Complex clause refers to a clauses relationship existing in sentence. "Semantically, the effect of combining clauses into a clause complex is one of tighter integration in meaning... "(Halliday and Matthiessen, 2004: 365; Anderson and Holsting 2018)). From this view it can be stated that clause complex combine some clauses in which meaning be tied integratively. A clause complex is marked differently from clause rank. A clause rank is labelled // ...//. Whereas, a clause complex is marked by a label |||...|||. These two marks show different marks. A clause complex is needed because in fact a clause connect or relate one clause to other in a specific way. Moreover, other specific marks are described in sub part of this article.

Thus, this analysis of clauses relationship in text covers the two types of clauses relationship, namely interdependency or taxis relationship and logico semantic relationship. Each of this parts is orderly described with some data.

### A. Interdependency Relation of clauses

The relationship of clauses interdependency of text relates to taxis system. This taxis system relationship states whether the relation of clauses is equal or not (unequal). So, this level of interdependency has two different levels. Level of

interdependency showing an equal status belongs to parataxis. While, level of interdependency showing unequal status or having two elements that do not have same status belongs to hypotaxis. Examples of data showing interdependency in text are as follows.

- (1) */// Dia bekin begitu// sampe dia pung bos dapa lia dia pung akal ///* (Luke 16:4)  
*/// He did that // until his bos knew his trick///*
- (2) *///Kalo orang jujur dengan hal kici dong// tentu dia ju jujur deng hal besar//* Luke !0:  
*/// If people are honest for small thing// certainly he is also honest to big matter///*
- (3) *///Dong jalan tarus sanang-sanang// ma ada satu yang kembali pi Yesus///* (Luke 17:15)  
*///They kept walking but there is one who go back to Jesus///*
- (4) *///Beta ju kasi kuasa ko bosong parenta dua blas suku yang ada di Isra'el///* (Luke 22"30b)  
*/// I also give power so you order 12 parts of people in Israel///*

Based on these four examples number, it can be seen that clauses relationship are connented by the use of conjunction *sampe* 'until', *ma* 'but', *ko* 'in order that' (as in number one, three and four). Besides, clause number three has other conjunction as *yang* 'who/that as embedded.

The number use of clauses relation of parataxis and hypotaxis interdependency text of Luke Gospel can be seen on this table one

Table 1. The interval number use of interdependency in text

The interval use number of Interdependency	Interdependency relation of clauses in text				Total number
	parataxis /chapters	total	Hypotaxis /chapter	total	
20 – 40	5, 13,14,15,16,17,18, 19,21	250	3,13,15,16	149	399
41 - 60	1,2,4,6,7,10,12,20,22,23,24	512	4,5,14,16,17,18,19,20,21,23,24	565	1077
61 – 80	8, 9, 11	190	1,6,7,9,10,11,12.22	511	701
81 -100	-	-	8	81	81
101- above	3	102	-	0	102
	24 chapters	1054	24 chapters	1306	2360

This table pictures the use number of parataxis and hypotaxis clauses relationship in Luke Gospel text that consisted of 24 chapters. The number use of parataxis is 1054 and hypotaxis is 1306. This table also

pictures the interval use of interdependency. The use number of parataxis is less than hypotaxis. This fact is the same as in spoken text using local language called Wajjewa in which the number of hypotaxis were more used than parataxis by participants (Ngongo, 2013: 247; 2015: 83-84; 2019). This fact indicates that participants tended to explain their interpretation using unequal status in which they applied to use hypotaxis relationship. The dominant clauses used can be preceded or followed by dependent clauses. It seems that participants applied more use of hypotaxis than parataxis. This fact also indicates that the taxis relationship ether parataxis or hypotaxis used by participants to have clauses relationship. Therefore, there would be relationship of meaning of message uttered.

**B. Parataxis Interdependency of clauses in text**

Parataxis interdependency of clauses as previously described relates to the relation of clauses that have equal status. Examples of data showing parataxis interdependency of clauses are as follows:

- (5) */// 1 Dia pung rupa ba'oba //2 deng Dia pung pakaian jadi putih mangkilat///* (Luke 9:29b)  
 S Poss face P Conj S Poss P become C  
 'His face changed **and** his cloths becomes white glistening.'
- (6) */// 1 beta ada tamu di ruma// 2 ma botong ada kering-kering sa ni///* (Luke 10:6)  
 S P Conj S P  
 'I have guest at home but we have nothing.'
- (7) */// 1Botong su datang bawa Tuhan pung kata-kata ///2 ma bosong sonde toe... ///* (Luke 10:11)  
 S P C conj S P

‘ We have come to bring Lord’s words but you do not care...’(8) /// ...1 orang kasi menyala lampu teoek //2 *ais taro sang dia di tampa yang tinngi* /// (Luke 11:33)

S P C Conj P C

‘... people hath light/a lamp then/and put it on a candlestick.’

Those clauses have equal status that are connected by conjunction *deng, ma* ‘and’ The preceded clause is as first clause and it is followed by the second clause. Those clauses are potentially independent of one another. As Halliday and Matthiessen (2004: 373) stated that one unit is interdependent on another unit. It means that two clauses have an equal status. The first one is initiating and the second is continuing. The relation of two clauses have the same status or in other words it can be stated that the two clauses are independent clauses. Since the relation of clauses are equal in parataxis are numbered in sequence, namely ‘1’ for the first clause and followed by ‘2’ (Halliday and Matthiessen, 2004: 376).

Some other examples of conjunctions and continuatives used in texts are *ais,* ‘and then’ *andia ko,* so,, so that as shown in examples number eight and nine. This fact indicates that speaker kept the meaning expressed through the use of clauses relationship.

**C. Hypotaxis Interdependency of clauses in Texts**

Hypotaxis interdependency states the relation of two elements that have unequal status. On the other words, it can be stated that dependent clause can not stand by itself and it must be combined to independent clause to make it meaningful. Examples of data showing parataxis interdependency of clauses are as follows.

(08) ///  $\alpha$  Lu jadi bae ///  $\beta$  *tagal lu parcaya sang Beta* /// (Luke 8:48)

S P Conj S P C

‘ you are good **because** you believe in Me.’

(09) /// ...  $\alpha$  bosong ontong batul //  $\beta$  *tagal bosong su lia Tuhan pung kuasa*/// (Luke 10:28)

S P Conj S P C

‘... You are lucky **because** you have seen God’s power.’

(10) ///  $\beta$  *kalo bosong batahan tarus-tarus* ///  $\alpha$  *tantu Tuhan Allah kasi salamat sang basong* ///

Conj S P Cont S P C Luke 21:19

‘If you were still patient , God saved you.’

(11) ///...  $\alpha$  dong mau  $\beta$  *ko gubernur* ///  $\beta$  *yang hukum sang Dia*/// (luke 23:2)

S P C Conj P C

‘ ... they want if governor (that) punished Him.’

The relation of the clauses are unequal status. The relation of clauses is between a dependent element and independent element. The interdependency clauses is related by the use of conjunction as *tagal, te* ‘because’, *ko, kalo* ‘if’, *yang* ‘that’.

The preceded are called dominant clause or independent clause while the second clauses are called dependent clauses. Greek letter is used to mark hypotaxis. Symbol of  $\alpha$  is on the main clause or dominant clause, and other symbol of  $\beta$  is symbol for dependent clause that must be attached to dominant clause (Halliday and Matthiessen,2004:377; Halliday 2014). It is also clear seen that dependent clause was related to independent clause or dominant clause after textual theme before topical theme of main clause as in the example number eight. Therefore, textual theme are usually with main clause or independent clause then followed by dependent clause. This fact indicates that main clause is domain of complex clause while dependent clause as its qualifier. Thus, main clause usually preceded dependent clause that also has its own topical theme and rheme.

Parataxis interdependency of text was always dominated by continuative that usually initiating a clause .

The interdependency relationship between two clauses are combined or connected by using subordinate conjunctions as *tagal, kalo, ko, andia ko.* The combining of parataxis and hypotaxis in clauses of the text stated that speakers as participants in exchanging experience try to compose their message through the relationship of clauses. This is aimed to have Jesus’s followers and other speakers pay attention carefully. It not, there would be misinterpretation since the meaning of those clauses in texts sometimes must be understood contextually or even metaphorically.

**D. Logico- Semantic Relationship of Clauses in Texts**

Logico semantic relationship relates to basic feature of clauses relationship. This relationship concerns to logico

relationship and semantic relationship. Examples of data showing the use of logico semantic can be seen in these following.

(12) // 1*Dong datang ko mau dengar sang Yesus*// + 2 *deng ada yang mau minta Dia bikin bae orang sakit*//  
 S P C Conj S P C Luke 6:18

‘They came to listen Jesus and some wanted to ask Him cure people.’

(13) //1 *Lu suka tanda bae-bae orang pung sala kici ana sa*//=2 *ma lu pung sala yang besar lu anggap ke sonde ada sa*//  
 S P C Conj Gen S P Luke 6:42

‘You marked carefully people’s mistake but your mistake you ignored it.’

(14) // β *Kalo basong batahan tarus-tarus*// α *tentu Tuhan Allah kasi selamat sang basong*//  
 Conj S P S P C Luke 21:19

‘If you kept staying, god certainly saved you.’

(15) /// α *Dong katumu deng Yesus pung ana bua sablas orang, deng orang laen dong β yang ada bakumpul di situ* ///  
 S P C Conj C Conj Luke 24:33b

‘They meet the 12 followers of Jesus and other people that were being together there.’

Those examples show logico semantic relationship in clauses. Either preceding clauses or the continuing clauses have logical meaning. Logico semantic that were found in text had two main types, namely expansion and projection. Expansion concerns to extension, enhancement and elaboration. While projection covers locution and idea. This fact relates to Halliday and Christian (2004: 377-406) views that mention the types of logico semantic. Data and examples concerning these types found in texts be described in this following sub part.

**1) Expansion**

Expansion relates to expand a meaning of primary clause. Logic relation of expansion are in three ways of expanding, namely extension, elaboration and enhancement. The relation of extension is marked “+”, elaboration mark is “=” and enhancing is ‘x’ . (Halliday and Christian, 2004: 377). The mark symbol of extension in these following examples show construction of parataxis and hypotaxis.

**2) Extension**

The mark symbol of extension in these following examples show construction of parataxis and hypotaxis.

(16) ///...*di mana-mana musim lapar yang hebat* // + 2 *deng panyaki bahaya merajalela*/// Luke 21:11  
 Cir S P Conj S P

‘...everywhere it was no food and disease were spread.’

Example number 16 shows logico semantic relationship of the two clauses. This example has parataxis relation interdependency. Concerning to the logico semantic, the continuing clause or the second clause is expanded from the first clause in which there is addition of new meaning of clauses. Relating to logico semantic of expanding meaning as *deng panyaki bahaya merajalela* ‘and disease were spread.’ Extension expands meaning by adding new thing, giving exception and offering alternative

**3) Enhancement**

Enhancement expands meaning by adding thing that concerning to circumstances features such as time, place, cause, condition, result, etc. Symbol or mark of enhancement is "x" (Halliday and Matthiessen, 2004:413). Examples of enhancement in text are as follows.

(17) Luke 21:2

a. /// 1 *Di bumi ju ada tanda x2 andia laut mengamok deng angin ribut besar* ///  
 Cir S/ exist C Conj S P Conj S P

‘Upon the earth there was a sign , in order that the sea roared and big storm .’

b. /// α *Di bumi ju ada tanda x β andia laut mengamok deng angin ribut besar* ///  
 Cir S/ exist C Conj S P Conj S P

‘Upon the earth there was sign , in order that the sea roared and big storm

The examples shows the existence of logico semantic relation among clauses. The relation of logico semantic is clearly shown as example above that shows the existence of sign that is to cause sea roared as stated in clauses (a and b):

#### 4) Elaboration

Elaboration expands meaning by repeating, commenting, simplifying and determining in detail. Concerning to hypotaxis, elaboration especially is realized by non-restrictive relative. The symbol or mark of elaboration is "=" (Halliday and Matthiessen, 2004:399; Halliday 2014). Examples of logico semantic showing elaboration are as follows.

- (18) /// 1 *Tiap kali bosong makan ini roti*// = 2 *bosong musti inga sang Beta* /// Luke 22:19c  
 'Every time you ate this bread you must remember Me.'

This clause number 18 is subtype of elaboration that develops the previous clause. Based on this example the following clause or continuing one add more detail information in which it is stated that the speaker (Jesus) said as *Tiap kali bosong makan ini roti*. If it is shown on the previous clause, it is clearly determined by the speaker that listeners/ His followers must remember Him as *bosong musti inga sang Beta*. Elaboration expands meaning by repeating, commenting, simplifying and determining in detail.

#### 5) Projection

Projection relates to expanding meaning by reporting, stating idea and fact. Locution and idea are two kinds of projection. Projection relates to expanding meaning by reporting, stating idea and fact. The examples of projection are described as follows.

#### 6) Locution

Locution expands meaning by using reported speech/quoted speech. Symbol used for locution is ("). Quoted or reported speech according to Halliday (2004:378) must be projected from verbal process. Examples of locution used in text are as follows:

- (19) /// a *Yesus manyao, bilang*// β *1Buat manusia memang banya hal sonde mungkin*// β *2 Ma buat Tuhan Allah samua bisa jadi* /// Luke 18:27  
 'Jesus said, for man, many things were impossible but it was possible with God.'

This example expands meaning by using direct speech. There are many locutions used in text because Jesus as speaker taught, reminded, and suggested His followers and other participants.

#### 7) Idea

Idea expands meaning by reporting thought or called reported/quoted thought. Idea uses mental process to reported thought and symbol mark used for idea is ('). Some examples of idea used in clauses of texts are as follows.

- (20) /// '1 *Inga bae-bae* "2 *te orang yang dengar sang bosong, sama sa deng dengar sang Beta*///  
 'Remember well, people who listened you was the same as they listened to Me.'
- (21) /// *Ma gubernor rasa itu sonde betul*// *ais dia tanya ulang*.../// Luke 23:22  
 'But governor felt that it was not true, then he asked again...///

These examples show the type of projection. Idea is projected by the use of mental process as *Inga* 'remember'. Speaker as in clause number 20 reminded listener by saying *inga bae-bae* 'remember it well'. Idea expands meaning by reporting thought or called reported/quoted thought. Idea uses mental process to reported thought.

#### 4. Conclusion

Logical clauses relation in text of Luke gospel covers logico syntactic and logico semantic. The relation of logico systactic concerns to parataxis and hypotaxis. Logico semantic relationship showing expanding meaning using expansion and projection are also found in text. The use of projection in text was more used than expansion. This fact was caused by locution that using reporting directly and indirectly.

Luke gospel text covered clauses in which they had logico syntactic and semantic. These relationships were very important in text in order to keep the relationship of idea and could be continued by exchanging experiences in which this text covered lots of contextual and metaphorical meaning that had to be understood by listeners as participant.

It is realized that the use of conjunction in clauses of text might be influenced by some different local languages. Therefore, other study is needed to search which local language dominantly influenced Kupang Malay.

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