ANALYZING TEXTUAL MEANING IN MAUDY AYUNDA'S G20 SPEECH AT PRESS CONFERENCE ON THE INTRODUCTION OF THE GOVERNMENT SPOKESPERSON: A SYSTEMIC FUNCTIONAL APPROACH FOR ELT MATERIALS

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Abstract

In the current era of globalization, the ability to speak English is becoming increasingly important in various fields, including politics, diplomacy, and education. This investigation uses the Len's systematic functionally method to try to explain the theme and rheme of Maudy Ayunda's spoken work. Through the analysis of themes and rhemes in political and diplomatic speeches, this study aims to make a significant contribution to teaching English, especially by enriching teaching materials related to political and diplomatic speeches. Descriptive text employing Michael Halliday's SFL viewpoint technique is the study methodology employed. The speech given by Maudy Ayunda at a press conference regarding the appointment of the government spokesperson for Indonesia's G20 presidency serves as the study material. Through the analysis of themes and rhemes in speech sentences, this research assists students in understanding the structure and meaning of texts as well as improving their ability to understand, analyze, and respond to the texts effectively. The results of this investigation can be utilized for developing English teaching materials that facilitate understanding the meaning and context of texts. By understanding the use of themes and rhemes in political speeches, students can improve their ability to comprehend better, analyze, and respond to such texts. In teaching English, understanding themes and rhemes in political and diplomatic speeches holds significant value. Analyzing themes and rhemes helps students grasp the structure and meaning of texts, thereby enriching English language teaching materials related to the register of political and diplomatic speech.

Keywords: Textual Meaning Analysis, Theme and Rheme, Systemic Functional Grammar

Abstrak

Di era globalisasi saat ini, kemampuan berbahasa Inggris menjadi semakin penting dalam berbagai bidang, termasuk politik, diplomasi, dan pendidikan. Penelitian ini menggunakan metode fungsional sistematis Len untuk mencoba menjelaskan tema dan rema karya lisan Maudy Ayunda. Melalui analisis tema dan rema dalam pidato politik dan diplomatik, penelitian ini bertujuan untuk memberikan kontribusi yang signifikan terhadap pengajaran bahasa Inggris, khususnya dengan memperkaya materi pengajaran yang terkait dengan pidato politik dan diplomatik. Teks deskriptif dengan menggunakan teknik sudut pandang SFL Michael Halliday merupakan metodologi penelitian yang digunakan. Pidato yang disampaikan Maudy Ayunda pada konferensi pers mengenai penunjukan juru bicara pemerintah untuk presidensi G20 Indonesia menjadi bahan kajian. Melalui analisis tema dan rema dalam kalimat pidato, penelitian ini membantu siswa dalam memahami struktur dan makna teks serta meningkatkan kemampuan mereka untuk memahami, menganalisis, dan menanggapi teks secara efektif. Hasil penelitian ini dapat dimanfaatkan untuk mengembangkan materi pengajaran bahasa Inggris yang memfasilitasi pemahaman makna dan konteks teks. Dengan memahami penggunaan tema dan rima dalam pidato politik, siswa dapat meningkatkan kemampuan mereka untuk memahami, menganalisis, dan menanggapi teks tersebut dengan lebih baik. Dalam pengajaran bahasa Inggris, memahami tema dan rima dalam pidato politik dan diplomatik memiliki nilai yang signifikan. Menganalisis tema dan rima membantu siswa memahami struktur dan makna teks, sehingga memperkaya materi pengajaran bahasa Inggris yang terkait dengan register pidato politik dan diplomatik.

Kata Kunci: Analisis Makna Tekstual, Tema dan Rema, Tata Bahasa Fungsional Sistemik

INTRODUCTION

In the current of globalization era, the ability to speak English is becoming increasingly important in various fields, including in the world of politics, diplomacy and education. Language in

communication can be considered as a systematic set of symbols used to express and create meaning (Astari et al., 2022). Along with the increasing need for English language skills, English language teaching also needs to keep up with these developments to produce innovative learning. One of the important aspects of teaching English in Systematic Functional Grammar is understanding textual meaning in different contexts. In this context, text analysis becomes a relevant and useful skill to learn in English language teaching and understanding textual meaning has a significant role as the ultimate goal to be achieved by learners.

According to Matthiessen & Halliday (2009), a Systemic Functional Grammar approach to text analysis helps in our understanding of how texts are put together and how textual meaning is communicated. This approach includes three major language functions: ideational, verbal, and interpersonal. The literary functionality and the interpersonal function are both involved with the social interactions that take place amid speakers and listeners. is concerned with how text is organized and transmits meaning, and the ideational function is concerned with how ideas and concepts are expressed in the text (Matthiessen & Halliday, 2009).

Grammar is seen as a tool for creating meaning and is concerned with its practical application. According to Gerot & Wignell (1994: 6) as cited in Kuswoyo (2016), "Functional grammars view language as a resource for making meaning." With an emphasis on texts and their settings, these grammatical frameworks seek to describe language as it is really used. Their interest lies not only in structure but also in the way meaning is constructed inside these systems. In a similar vein, Bloor & Bloor (2004: 2), referenced in Kuswoyo (2016), propose that language acts as a system of meanings in SFL. To put it another way, individuals create or construct meaning through the use of language.

Functional grammar analysis:

Sentence: "Time flies like an arrow"

Structure: Participant (Actor: Time) - Process (Material: flies) - Circumstance (Manner: like an arrow)

Gerot & Wignell (1994: 6) as cited in Kuswoyo (2016) emphasize that functional grammar labels elements of a clause based on their functions within that clause rather than solely by their word class.

According to Kuswoyo (2016), who cited Halliday (Advances in Language and Literary Studies), the clause simultaneously represents three sorts of meaning: experiential, interpersonal, and textual, 7(2), 257-267). This comprehensive view of meaning supports the application of systemic functional linguistic approaches to analyze how meanings are constructed in everyday linguistic interactions, as noted by Eggins (1994: 2).

This study will use the constant theme pattern. The Constant Theme Pattern describes a structure where the theme introduced in the first clause remains consistent throughout subsequent clauses, while new information (the rheme) is introduced in each clause. This pattern is illustrated as follows:

- Theme 1 → Rheme 1
- Theme 2 → Rheme 2
- Theme 3 → Rheme 3
- Theme 4 → Rheme 4
- Theme 5 → Rheme 5

For example, consider the text:

"Linguistics was revolutionized by Noam Chomsky, the author of Aspects of the Theory of Syntax. He is renowned for his political beliefs as well. In actuality, his political beliefs are more well-known to laypeople than his groundbreaking language theories." (Kuswoyo, 2016: 257-267)

In this passage, the theme (Noam Chomsky) is repeated throughout the clauses using the pronoun "He." The rheme in each clause introduces new information related to his linguistic and political contributions.

Similarly, this pattern can be seen in advertising texts, as noted by Kuswoyo (2016), such as:

"Everybody loves Boogie Burgers. Children love Boogie Burgers. Teenagers love Boogie Burgers. Parents love Boogie Burgers. Grandparents love Boogie Burgers."

Here, the theme (Boogie Burgers) remains constant throughout the clauses, while different groups (everybody, children, teenagers, etc.) are introduced as themes in each clause, all relating to their love for Boogie Burgers.

In summary, the Constant Theme Pattern involves maintaining a consistent theme across clauses while introducing new information (rheme) in each clause, which helps structure the flow of information and maintain coherence in the text (Kuswoyo, 2016).

Ahmadi et al. (2019) revealed that text analysis in teaching English provides an opportunity for learners to understand the social, cultural, and political contexts in which language is used. However, the number of studies conducted specifically on text analysis and teaching English in Indonesia is still limited. Previous study of Astari et al. (2022) has conducted a study that applies critical discourse analysis to Maudy Ayunda's speech in a political context. While this research provides valuable insights, it has not examined the use of text analysis specifically and has not elucidated its impact on English language teaching.

Therefore, this article aims to fill the gap of previous research by applying a systemic approach to grammatical functions in the analysis of Maudy Ayunda's speech text. This study will explore the use of language and text structure in political and diplomatic speeches to make a significant contribution to teaching English, especially in enriching teaching materials related to political and diplomatic speeches. The purpose of this study is to fill in the gaps in existing research by analyzing the functions of language embodied in speech texts and analyzing the textual meaning contained in political and diplomatic speeches.

In the context of Systemic Functional, textual meaning refers to the meaning contained in the structure and organization of the text itself (Halliday, 1985). Halliday (1985) explains that textual meaning includes how the structure of the text helps to convey meaning and establish relationships between parts of the text. For example, how the order of sentences affects the understanding of the text as a whole (Halliday, 1985). In political speech and painting, the analysis of textual meaning involves understanding how themes and rhymes are used to structure texts and convey messages to audiences.

"Theme" (theme) is the part of the text that provides information about what is being discussed (Halliday & Matthiessen, 2014). hemes are usually used to introduce topics or issues to be discussed, while still providing explanations, arguments, or actions related to these topics (Halliday & Matthiessen, 2014). Halliday & Matthiessen (2014) also revealed that themes can be nouns, phrases, or clauses that introduce topics or issues to be discussed in the text. The use of themes helps readers or listeners get an initial idea of what will be explained or further explained in the text (Halliday & Matthiessen, 2014).

While the "rema" (rheme) provides information about what is said about the theme (Halliday & Matthiessen, 2014). hus, rheme is a part of the text that provides new information or provides an explanation of the theme that has been introduced through the theme. Halliday & Matthiessen (2014) also explains that rheme provides an extension or expansion of a theme by providing additional information, arguments, actions, or explanationbout the theme. Rheme often follows a theme in a sequence of clauses or sentences, and the two work together to convey information as a whole (Halliday & Matthiessen, 2014). In text analysis, identification and understanding of themes and rhemes helps in determining how information is structured and organized in the text.

In political speeches and presentations, the use of themes and rhymes helps organize information sequences and directs the audience's attention to the message to be conveyed (Astari et al., 2022). The use of themes and rhymes in political speeches and usage has a specific communicative purpose.

In the context of English language teaching, an understanding of the use of themes and rhymes in political speech and nuances has important value. By studying how themes and rhymes are used in speech, students can increase their understanding of the structure and meaning of texts (Astari et al., 2022). This will enrich English teaching materials related to political speech and modification so that students can develop their ability to understand, analyze, and react to these texts more effectively.

Thus, this study will investigate the use of themes and rhymes in political speeches and disclosures delivered by Maudy Ayunda. This analysis will make a significant contribution to teaching English by enriching teaching materials related to political speech and change, as well as increasing students' understanding of the use of themes and rhymes in political communication texts (Astari et al., 2022).

METHODOLOGY

This study used a descriptive text analysis with the lens' SFL by Michael Halliday. This study is according to the theoretical framework of Systemic Functional Analysis developed by Michael Halliday. According to Halliday (1985), this approach views language as a social system that is used to communicate and derive meaning in a particular context. References from Halliday (1985) and Matthiessen & Halliday (2009) are the main theoretical sources that support the use of the Systemic Functional Analysis approach in this study.

The statement given by Maudy Ayunda during a news conference on the appointment of the government spokesperson for Indonesia's G20 presidency served as the source of material for this

study. The speech was completely acquired from a YouTube channel and the precision of the information was confirmed by audibly transcribing it into written form.

The researcher has some steps to analyze the text. Firstly, transcript the speech from Maudy Ayunda's Speech from YouTube. Secondly, ensure the text there are no typological errors. Thirdly, breakdown into several clauses. Fourth, insert the result of the translation from 'Maudy Ayunda Speeches' as a source text into a target language. Last, start to analyze based on textual text; Theme and Rheme.

RESULT AND DISCUSSION

Theme		Rheme
Theme 1: I feel honored and entrusted with the task of disseminating information related to the G20 Presidency in Indonesia.	→	**Rheme 1:** Therefore, I invite the entire Indonesian and global community to actively participate in the success of this grand event.
↓		
Theme 2: I really want to be involved in this historic moment	→	**Rheme 2:** because it only occurs once every 20 years. If we don't participate now, when will we have another chance? Let's join together and participate to make this moment a success.
↓		
Theme 3: G20 benefits the Indonesian society	→	**Rheme 3:** the arrival of thousands of delegates will stimulate our economy. We should be proud that Indonesia has the opportunity to lead discussions on scenarios to save the world from the pandemic.
↓		
Theme 4: important issues in the future (prolonged economic crisis, climate change, and digital transformation)	→	**Rheme 4:** Therefore, the theme of the G20 Presidency in Indonesia is "Recover Together, Recover Stronger."
↓		
Theme 5: Global collaboration in the joint recovery from the Covid-19 pandemic.	→	**Rheme 5:** Indonesia invites the entire world to collaborate, recover together from the Covid-19 pandemic, and grow stronger sustainably.
↓		
Theme 6: The three priority issues of the G20 Indonesia Presidency.	→	**Rheme 6:** The fortification of the architecture for worldwide health, technological change, and renewable energy. are the priority issues that will be discussed in all sectors to become significant assets for the world to recover and rise stronger.
↓		
Theme 7: The mass media, G20 partners, and the Indonesian society need to be involved and	→	**Rheme 7:** So that the benefits of the G20 Indonesia Presidency can be felt in daily life by Indonesia and the rest of

Theme		Rheme
cooperate to communicate the developments and information of the G20.		the world.
↓		
Theme 8: The successful G20 Indonesia Presidency as a proud historical record.	→	**Rheme 8:** The concrete outcomes from the discussions on the three priority issues will bring positive changes to our lives.

Main Theme:

The involvement and participation of the community in Indonesia's G20 Presidency.

Themes and Rhemes in Maudy Ayunda's Speech:

Data 1 (Theme 1 and Rheme 1):

Theme 1: I feel honored and entrusted with the task of disseminating information related to the G20 Presidency in Indonesia.

Rheme 1: Therefore, I invite the entire Indonesian and global community to actively participate in the success of this grand event.

The theme introduces Maudy Ayunda's personal honor and responsibility, setting a respectful tone. The rheme extends this by making a direct invitation to the audience for active participation. This pattern ensures that the speech remains focused on her role and the collective effort required. The constant theme here, "I," ties back to the speaker, maintaining coherence.

Data 2 (Theme 2 and Rheme 2):

Theme 2: I really want to be involved in this historic moment

Rheme 2: because it only occurs once every 20 years. If we don't participate now, when will we have another chance? Let's join together and participate to make this moment a success.

This theme reiterates Maudy Ayunda's personal desire for involvement, enhancing the sense of urgency. The rheme provides reasons and a call to action, emphasizing the unique opportunity. The repetition of "I" as the theme maintains the speech's focus on personal commitment and the invitation to collective action, aligning with the constant theme pattern.

Data 3 (Theme 3 and Rheme 3):

Theme 3: G20 benefits the Indonesian society

Rheme 3: the arrival of thousands of delegates will stimulate our economy. We should be proud that Indonesia has the opportunity to lead discussions on scenarios to save the world from the pandemic.

The theme shifts to the benefits of the G20 for Indonesian society. The rheme elaborates on these benefits, maintaining the focus on national pride and economic stimulation. The constant theme here is "G20 benefits," ensuring the speech remains cohesive and centered on the positive impacts of the event.

Data 4 (Theme 4 and Rheme 4):

Theme 4: Important issues in the future (prolonged economic crisis, climate change, and digital transformation)

Rheme 4: Therefore, the theme of the G20 Presidency in Indonesia is "Recover Together, Recover Stronger."

The theme lists critical future issues, with the rheme linking these to the G20 Presidency's theme. This pattern maintains focus on the importance of the G20's goals. The constant theme is "Important issues," ensuring coherence in addressing significant challenges and the collective recovery effort.

Data 5 (Theme 5 and Rheme 5):

Theme 5: Global collaboration in the joint recovery from the Covid-19 pandemic

Rheme 5: Indonesia invites the entire world to collaborate, recover together from the Covid-19 pandemic, and grow stronger sustainably.

This theme emphasizes global collaboration, with the rheme inviting worldwide participation. The constant theme "Global collaboration" keeps the focus on the necessity of working together for recovery, maintaining cohesion in the speech's call for international effort.

Data 6 (Theme 6 and Rheme 6):

Theme 6: The three priority issues of the G20 Indonesia Presidency

Rheme 6: Priority issues include energy transition, digital transformation, and reinforcement of the global health architecture. that will be discussed in all sectors to become significant assets for the world to recover and rise stronger.

The theme outlines the G20's priority issues, with the rheme providing details on their significance. The constant theme "The three priority issues" ensures the speech remains focused on the G20's agenda, promoting understanding and engagement with the presidency's goals.

Data 7 (Theme 7 and Rheme 7):

Theme 7: The mass media, G20 partners, and the Indonesian society need to be involved and cooperate to communicate the developments and information of the G20

Rheme 7: So that the benefits of the G20 Indonesia Presidency can be felt in daily life by Indonesia and the rest of the world.

This theme calls for stakeholder involvement, with the rheme explaining the practical benefits. The constant theme "The mass media, G20 partners, and the Indonesian society" maintains focus on the necessity of cooperation for effective communication, ensuring cohesion in promoting the G20's benefits.

Data 8 (Theme 8 and Rheme 8):

Theme 8: The successful G20 Indonesia Presidency as a proud historical record

Rheme 8: The concrete outcomes from the discussions on the three priority issues will bring positive changes to our lives.

The theme celebrates the potential success of the G20 Presidency, with the rheme detailing expected positive outcomes. The constant theme "The successful G20 Indonesia Presidency" keeps the speech focused on the pride and tangible benefits of the event, ensuring a cohesive and motivational conclusion.

The analysis of Maudy Ayunda's speech using a systemic functional approach reveals the strategic use of themes and rhemes to maintain cohesion and focus. Each theme introduces a significant aspect of the G20 Presidency, while the rhemes provide detailed explanations and calls to action. This structure enhances the clarity and impact of the speech, making it an effective tool for engaging and motivating the audience. Understanding this textual meaning is crucial for students, as it improves their ability to comprehend, analyze, and respond to political and diplomatic texts. This study fills a gap in existing research by applying a systemic functional approach to the analysis of political speech, making a significant contribution to the field of English language teaching.

DISCUSSION
Specific Analysis (only used several clauses) :

Excerpt 1. Analysis of clause based on len's SFL

Saya	Maudy Ayunda	dan	saya	merasa senang	berada ditengah teman dan sahabat semua	didalam dan diluar negeri.
I	am Maudy Ayunda	and	I	Am delighted	to be among friends and colleagues	both within and outside the country
Participant – Topical (Unmarked) theme	Rheme					

Excerpt 2. Analysis of clause based on len's SFL

Kita	semua selalu bersemangat	mengikuti berbagai perkembangan G20
We	are all eager	to follow the various developments of the G20
Participant – Topical (Unmarked) theme	Rheme	

terutama	karena	Indonesia menjadi tuan rumah G20.
especially	Because	Indonesia is hosting the G20.
Textual	Conjt.	Rheme

Excerpt 3. Analysis of clause based on len's SFL

Di kesempatan yang baik ini,	saya	ingin menyampaikan terima kasih
On this auspicious occasion	I	would like to convey my appreciation
Textual (Conjt.)	Participant – Topical (Unmarked) Theme	Rheme
untuk	menyanpaikan terima kasih	kepada Menteri Komunikasi dan Informatika Bapak Johnny G Plate
to	express my gratitude	to the Minister of Communication and Information Technology, Mr. Johnny G Plate
Conjt.	Rheme	

yang telah	mengenalkan saya	sebagai bagian tim juru bicara pemerintah	untuk Presidensi G20 Indonesia
for	introducing me	as a member of the team of government spokespeople	for the G20 Presidency in Indonesia.
Conjt.	Rheme		

Excerpt 4

Saya	merasa terhormat dan dipercayakan menjalankan tugas menyebarkan informasi terkait Presidensi G20 Indonesia,
I	feel honored and entrusted with the task of disseminating information related to the G20 Presidency in Indonesia.
Participant – Topical (Unmarked) theme	Rheme

oleh karena itu,	saya	mengajak seluruh masyarakat Indonesia dan dunia aktif berpartisipasi menyukseskan perhelatan besar tersebut.
Therefore,	I	invite the entire Indonesian and global community to actively participate in the success of this grand event.
Textual	Participant – Topical (Unmarked) theme	Rheme

Excerpt 5

Saya	sangat senang
I am	excited
Participant – Topical (Unmarked) theme	Rheme
ini merupakan	sebuah momen bersejarah, ini kesempatan Indonesia mendorong dunia untuk pulih dan bersama-sama atasi tantangan ekonomi global.
this is	a historic moment, an opportunity for Indonesia to drive the world towards recovery and jointly address global economic

	challenges.	
Participant – Topical (Unmarked) theme	Rheme	
Makanya,	tugas sejarah ini	harus disambut sukacita dan optimis.
Hence,	this historic task	should be embraced with joy and optimism.
Textual	Participant – Topical (Unmarked) theme	Rheme

Hal tersebut	tidak butuh waktu lama untuk saya menyetujui sebagai bagian dari tim juru bicara pemerintah Republik Indonesia untuk Presidensi G20.
It	didn't take long for me to agree to be part of the government spokesperson team for the Republic of Indonesia's G20 Presidency.
Participant – Topical (Unmarked) theme	Rheme

Excerpt 6

Saya	ingin sekali terlibat dalam moumentum bersejarah ini,
I	really want to be involved in this historic moment
Participant – Topical (Unmarked) theme	Rheme

karena	Momentum ini	hanya ada 20 tahun sekali,
because	It	only occurs once every 20 years
Conjt.	Participant – Topical (Unmarked) theme	Rheme

kalau	kita	tidak terlibat sekarang	kapan	kita	akan memiliki kesempatan lagi?
If	we	don't participate now	when	we	will have another chance?
Conjt.	Participant – Topical (Unmarked) theme	Rheme	Textual	Participant – Topical (Unmarked) theme	Rheme

CONCLUSION

In conclusion, regarding the pedagogical content for ELT in the context of EFL based on the analysis of theme and rheme:

First, the concept of theme and rheme in Systemic Functional analysis can assist teachers in helping EFL students comprehend the theme and context in texts or speeches they read or listen to. Teachers can employ learning strategies that involve identifying themes and rhemes in texts to help students understand the main messages being conveyed.

Second, analyzing theme and rheme can be used to enhance the reading and listening skills of EFL students. By identifying themes and rhemes in texts, students can learn to recognize common language patterns used in text structures, such as introducing topics, providing detailed information, and drawing conclusions.

Third, understanding theme and rheme can also aid EFL students in developing their writing skills. Teachers can provide writing exercises that require students to organize their thoughts based on relevant themes and rhemes. This can help them construct well-structured sentences and paragraphs.

Fourth, through the analysis of theme and rheme, EFL students can learn to recognize how information is sequentially and structurally presented in conversations or presentations. Teachers can teach students to identify expressed themes and articulate responses or arguments related to the presented rhemes.

Lastly, analyzing theme and rheme can assist EFL students in understanding the cultural context embedded within texts or speeches. Teachers can instruct students to observe language usage, values, or customs associated with the expressed theme. This can enhance their understanding of the social and cultural context associated with the English language.

By utilizing an understanding of theme and rheme in ELT for EFL instruction, teachers can assist EFL students in developing their language skills holistically, encompassing reading, listening, writing, and speaking, while enhancing their comprehension of the cultural context associated with the English language.

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