

INTERPERSONAL METAFUNCTION IN PRESCHOOL ENROLLMENT BROCHURES: A SFL ANALYSIS IN LANGSA

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Abstract

This study explores how interpersonal meaning is conveyed in preschool enrollment brochures through the lens of Systemic Functional Linguistics (SFL). Using a qualitative method to analyze 139 clauses, the research identifies a dominant use of statements (98.6%) over commands (2.2%), suggesting a preference for informative over directive communication. These results highlight the importance of interpersonal communication in promoting the school in order to make the parents read first, that is, the services provided by schools through various programs and their advantages. The language design is something important and interesting to discuss. The meaning conveyed by the presenter builds the interpersonal idea to be communicated. Brochures, as one of the visual media that consists of so many clauses, have their own way of sharing the information with the readers. The brochures of Pre-School Enrollment have their purpose of catching the parents' attention, making them intrigued to apply their children to the promoted schools. The researchers explore the written speech in the brochures by using the interpersonal metafunction of Systemic Functional Linguistics (SFL) by Halliday. The brochures were selected from some preschools in Langsa and ethical approval was also informed the days before to the institutions.

Keywords: *brochures; interpersonal metafunction; preschool enrollment; SFL*

1. Introduction

A brochure is an informative material designed with a marketing purpose. It promotes products or services through its content and aims to attract the attention of potential customers by presenting key information in a concise and visually appealing way. In the context of student enrollment, brochures serve as an essential communication tool for educational institutions to introduce their programs, philosophies, facilities, and achievements to prospective students and their families. The importance of brochures lies in their ability to create a strong first impression, convey credibility, and differentiate one institution from others in a competitive environment. By carefully selecting language, images, and layout, brochures aim not only to inform but also to persuade parents and students that the institution is the best choice for their educational journey. Pre-school enrollment, brochures play a crucial role in addressing parental concerns, highlighting the

nurturing environment, and emphasizing the developmental benefits offered, thereby fulfilling both informational and emotional needs in the decision-making process.

Analyzing the language used either spoken or written is important and interesting since language play a crucial role (Safreni, Manugeran, & Suhadi, 2024). Especially in a pre-school students' enrollment brochure, the analysis is highly important because language serves as a powerful tool for persuasion and representation (Harahap, Angrayani, Putra, & Suprayetno, 2024). In the context of early childhood education, brochures are often designed to appeal not only to young learners but more critically to their parents or guardians, who make the enrollment decisions. The choice of words, tone, and structure can significantly influence how a school presents its values, strengths, and promises to its target audience. Through language, brochures can build trust, highlight educational quality, and evoke emotional responses that align with parental hopes and expectations. Therefore, a careful analysis of the language reveals how institutions position themselves in a competitive educational market and how they construct desirable images of early learning experiences, making it essential for understanding the broader dynamics of communication and marketing in education.

Language helps to shaping meaning and influencing audiences, particularly in public texts or discourse (Banks, 2024). Language analysis in a brochure is both important and fascinating because it reveals the hidden strategies behind how information is presented and how audiences are influenced. Within the framework of Systemic Functional Linguistics (SFL), language is seen not merely as a set of rules but as a resource for making meaning across different contexts (Cheng, 2024). This study aims to analyze the language used in students' enrollment brochures in Kota Langsa, exploring how linguistic choices are strategically employed to engage prospective students and construct particular social realities. By applying SFL theory, this research seeks to uncover the underlying meaning, interpersonal strategies that characterize the brochures, offering insights into how language functions to achieve specific communicative purposes in educational settings (Xuan, Matthiessen, & Arús-Hita, 2025).

2. Literature Review

Within the framework of Systemic Functional Linguistics (SFL), the interpersonal meta function focuses on how language is used to establish and maintain social relationships, negotiate meaning, and express attitudes or judgments (Halliday & Matthiessen, 2014). This meta function is particularly relevant in analyzing texts where interaction and persuasion are key, such as in student enrollment brochures. Through interpersonal analysis, we can examine how language choices reflect the writer's attempts to engage with SFL, position them, and build rapport (Harahap, Angrayani, Putra, & Suprayetno, 2024). Central to this analysis is the concept of *speech function*, which explores the roles of clauses in facilitating communication, including giving information (statements), demanding information (questions), offering services (offers), and demanding actions (commands). By identifying these speech functions within the brochure, we gain insight into how the institution constructs its messages to influence prospective students and their families, balancing informative content with persuasive strategies to foster a positive and trustworthy relationship.

In this research, the analysis specifically focuses on the interpersonal aspect of the brochure text by identifying and examining the types of speech functions used. By applying

SFL theory, the study aims to uncover which speech functions—such as statements, questions, offers, or commands—are more dominant and which are less frequently employed in the brochure’s language (Syafitri, Sinar, & Lubis, 2023) descriptive. This focus will help reveal the communicative strategies prioritized by the institution, whether the emphasis is placed more on giving information, inviting engagement, offering services, or directing actions (Ha, 2024). Through this interpersonal analysis, the research will demonstrate how the language choices align with the broader communicative purposes of the brochure, particularly in positioning the institution positively and building a persuasive connection with prospective students and their parents, as framed within the principles of SFL.

According to Halliday’s introduction to functional grammar (Halliday & Matthiessen, 2014), speech functions operate within a semantic framework that reflects how language enacts social exchange. They argue that every move in communication can be categorized based on whether the speaker is giving or demanding, and whether they are dealing with information or goods-and-services. These fundamental distinctions result in four primary types of speech functions: statement, question, offer, and command. In the context of this research, analyzing the brochure through this semantic lens allows for a deeper understanding of how the institution structures its interaction with the reader. Rather than simply describing the brochure’s language patterns, the study interprets how the choices of speech functions contribute to the social roles constructed between the institution and its audience, following the theoretical insights of Halliday and Matthiessen on the interpersonal dimension of meaning (Hu & Zhou, 2024).

Metafunction	Clause as...	System	Structure
Textual	Message	Theme	Theme ^ Rheme
Interpersonal	Exchange	Mood	Mood [Subject + Finite] + Residue [Predicator (+Complement) (+Adjunct)]
Experiential	Representation	Transitivity	Process + Participant(s) (+circumstances), e.g. Process + Actor + Goal

Table 1. Three lines of meaning in the clause (Adapted from Halliday & Matthiessen: 2014)

Systemic Functional Linguistics (SFL), developed by Michael Halliday, highlights how language is a resource for making meaning within social contexts (Hu & Zhou, 2024). It proposes that language functions through three broad metafunctions (Dai, 2024): textual, interpersonal, and experiential. The textual metafunction enables language to be organized into coherent and meaningful messages, ensuring clarity and flow. The experiential metafunction reflects how language represents experiences, events, and the external world. Meanwhile, the interpersonal metafunction centers on how language is used to enact social relationships, conveying attitudes, judgments, and negotiations between speakers and listeners (Nweke, 2024). Understanding these metafunctions is essential because it reveals how language choices are purposeful and socially driven. In the analysis of preschool students’ enrollment brochures, the focus is placed on the interpersonal metafunction, recognizing that the brochures are not merely providing information but actively engaging parents, building trust, and persuading them through carefully selected language features

(Ha, 2024). Through the lens of SFL, the interpersonal meaning can be uncovered to show how persuasive power and relational strategies are embedded in the text.

3. Research Method

In order to conduct the analysis, this study adopts a descriptive-qualitative or exploratory research design (Asra, Nucifera, & Mawaddah, 2024). A qualitative approach is particularly appropriate for studies aiming to gain deeper insights into areas that have not yet been widely examined, rather than investigating narrowly defined phenomena (Zou, 2024). Then, descriptive qualitative can emphasize the generation of rich, detailed descriptions over causal explanations (Islam & Mahmud, 2024). Within this research, the descriptive-qualitative method is utilized to examine the interpersonal metafunction in the language of preschool enrollment brochures, specially from the school of “Program Sekolah Penggerak Kota Langsa”, grounded in the framework of Systemic Functional Linguistics (SFL). This approach allows for a close engagement with the data, facilitating a more straightforward and accessible analytical process. It proves especially useful in identifying how information is requested or demanded, and in analyzing the function of each speech act employed in the brochures. As the explanation of descriptive qualitative method (Hall & Liebenberg, 2024) suggest, this method provides an accessible path for researchers, particularly those new to qualitative inquiry, by prioritizing clarity and a close connection to the data during interpretation. To gather data and make the conclusion this kind of method is very suitable to be applied (Mnyazi-cweba & Makena, 2024). The steps of the analysis are done systematically (Nucifera et al., 2024) by reducing, displaying, and also interpreting to make the result and conclusion become meaningful.

4. Results and Discussion

This study focuses on the enrollment brochures from five preschools in Kota Langsa—PAUD IT Bismillah, PAUD Nurul A'la, PAUD Al Marhamah, PAUD IT Thursina, and PAUD Pembina Langsa Timur—for the 2025-2026 enrollment period. These institutions represent key players in the early childhood education landscape of Indonesia, especially in Aceh Province, and use their brochures to means

The quality of their educational services and the strong foundation they aim to build for early childhood development. In a region where early childhood education is vital for shaping the future of young learners, the brochures serve as a strategic tool to inform and engage parents, encouraging them to invest in their children's education by clearly conveying the programs, values, and facilities the schools offer. This proactive approach supports the creation of an inclusive and progressive educational environment. The analysis presented in this study reveals the speech functions within these brochures, focusing on the interpersonal metafunction in Systemic Functional Linguistics (SFL). By exploring how the brochures employ various speech functions—such as giving information (statements), demanding information (questions), offering goods and services (offers), and demanding goods/services (commands)—the research highlights how these linguistic strategies contribute to engaging parents. Through a qualitative descriptive approach, the findings demonstrate that the brochures are not merely informative but are carefully designed to foster interaction, trust, and emotional connection, playing a key role in persuasive

[illegible]



**YAYASAN
AL-MA'ARIFAH
LANGSA**



PENDAFTARAN PESERTA

DIDIK BARU TP 2025-2026

RA - TAUBAT SAUDU - PAUD AL-MA'ARIFAH LANGSA

Mulai 1 Januari 2025 s/d 31 Mei 2025*

*Maksimal 60 orang sesuai kuota yang sudah tersedia untuk pendaftaran





"Jember Anak Merdeka Berprestasi Karakter Suci Usia Anak
Pencapaian Terhimpun Melalui 'Yayasan' Yang Berkah
Serta Trajes Pendidikan Yang Terampil, Berprestasi dan Menginspirasi"





Syarat Pendaftaran





Program Klat :





1. RA AL-MA'ARIFAH
-BIAYA PENDAFTARAN RP. 100.000
-SPP JAU 2025 RP. 210.000
-BIAYA MASUK RP. 2.400.000
TOTAL RP. 2.710.000

2. PAUD AL-MA'ARIFAH
-BIAYA PENDAFTARAN RP. 100.000
-SPP JAU 2025 RP. 380.000
-BIAYA MASUK RP. 2.300.000
TOTAL RP. 2.780.000

3. RA AL-MA'ARIFAH
-BIAYA PENDAFTARAN RP. 100.000
-SPP JAU 2025 RP. 340.000
-BIAYA MASUK RP. 2.400.000
TOTAL RP. 2.840.000

4. TAUBAT SAUDU
-BIAYA PENDAFTARAN RP. 100.000
-SPP JAU 2025 RP. 340.000
-BIAYA MASUK RP. 2.400.000
TOTAL RP. 2.840.000

Uraian Sertifikat :

08157-7044-0832
an Insitute Center
Group Bina Keluarga
081 704777 - 75
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Kec. Lingsar
Provinsi Aceh

Role in Exchange	
Statements	Commands
PAUD IT Bismillah - Giving the attractive media of teaching - Providing Digital Class - Studying in the comfortable classrooms - Delivering fun playground PAUD Nurul Ala - Implementation of Merdeka Curriculum and IHF - Fun English for kids - Central, scientific, and STEAM learning	PAUD IT Thursina - Limited number of students! - Let's register right away! - For more information, call this number! PAUD Nurul Ala - Limited students quota! - Only for 40 kindergarten and 30 playgroup students!

- Varied extracurricular - Memorization of hadiths, prayers, and surah's for early childhood PAUD IT Thursina - Qur'an tahfidz program - Reading Asmaul Husna and Iqra - Islamic Story telling - Scout and dance extracurricular - Guided by professional teacher Paud Al Marhamah - Habituation of Islamic activities (Dhuha, Reciting Qur'an, and Tahfidzul Quran) - Varied extracurricular activities - Outing class activities – educative place - Qur'anic parenting - "Puncak tema" activities - Fun learning (Loose Part and STEAM) TK Pembina Langsa Timur - Varied central learning system - Integrative holistic early childhood services - Routine activities that build character by educative tools - Fieldtrip innovative learning - Building clean and healthy lifestyle - Establishing cooperation with parents and the community	- Come and join us!
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Table 2. Commodity Exchanged in Special (Flagship) Programs and Headlines

The findings of this study reveal that 98% of the language used in the preschool enrollment brochure consists of statements, while only 2% is comprised of commands. This distribution of speech functions reflects a clear preference for providing information rather than directing action (Safreni, Manugeran, & Jumino, 2024). According to Systemic Functional Linguistics (SFL) theory, particularly the interpersonal metafunction, language is a resource for establishing social relationships and negotiating meaning (Nweke, 2024). In this case, the overwhelming use of statements aligns with the primary goal of the brochure: to inform prospective parents about the educational offerings, values, and benefits of enrolling their children in the preschool. The minimal use of commands suggests that the institution is not adopting an authoritative or directive tone but instead encourages a more informative, less intrusive interaction (Pascua, 2024). This focus on statements also indicates an effort to build trust and rapport with the audience, positioning the institution as a knowledgeable and reliable source of information speech (Syafitri, Sinar, & Lubis,, 2023). By using predominantly informative language, the brochure aligns with the persuasive strategies commonly employed in educational marketing, aiming to convince parents through clear, straightforward presentation of facts rather than through demands or pressure.

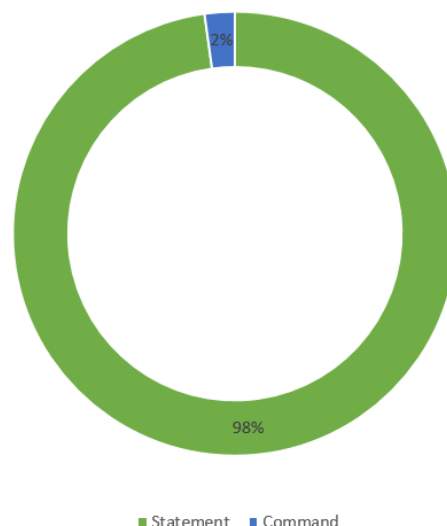


Diagram 1. Interpersonal Semantic System of Speech function of The Brochures
On Preschool Enrollment in Kota Langsa, Aceh

One of the most striking linguistic features in the brochures of the five preschools is the emphasis on their flagship programs, which are framed to attract and engage prospective parents. The knowledge, skills, and abilities to design, manage, maintain, or evaluate large-scale or classroom-based tests are important for developing school programs that improve learning quality, it also can be seen in the flagship that is offered from each school (Kolay, 2024). These programs are presented with specific phrases that highlight their uniqueness and appeal. For example, PAUD IT Bismillah promotes "the attractive media of teaching," PAUD Nurul Ala offers "Fun English for Kids," and PAUD IT Thursina presents "Islamic Story Telling." From a speech function perspective within the interpersonal setting of Systemic Functional Linguistics (SFL), these phrases primarily function as statements, where the exchange is one of giving information in teaching and learning process (Xuan, Matthiessen, & Arús-Hita, 2025). In this context, the school provides clear and direct information to the reader about what makes their programs special. For instance, "the attractive media of teaching" (PAUD IT Bismillah) communicates the idea that the school uses engaging and appealing teaching tools, likely designed to capture the attention of both children and parents. "Fun English for Kids" (PAUD Nurul A'la) emphasizes a light-hearted approach to language learning, presenting English as an enjoyable subject rather than a formal or rigid one. "Islamic Story Telling" (PAUD IT Thursina) highlights an educational approach that combines storytelling with moral and religious lessons, offering an enriching experience beyond traditional learning. In each case, the use of statements serves to inform the prospective parents about the educational approach and the unique features of each school, aiming to create a persuasive and informative tone that builds trust and interest. The visions presented by the schools in their brochures provide further insight into their educational philosophies and approaches. The vision of PAUD Pembina Langsa Timur, which states "The realization of children with character, healthy, cheerful, intelligent, and noble character," and the vision of PAUD Al Marhamah, which emphasizes "providing character education according to the age of children, the best parenting following the growth and development of children, and skilled, experienced, and protective educators," both serve as informative statements that convey the school's educational values and goals.

From the perspective of speech function analysis in the interpersonal setting, these statements fulfill the role of giving information. According to Systemic Functional Linguistics (SFL), giving information is the most prominent speech function here, where the speaker (the school) is providing the audience (the parents) with factual, clear, and purposeful data regarding the school's vision. PAUD Pembina Langsa Timur's vision focuses on idealized outcomes for children, such as possessing character, health, cheerfulness, intelligence, and nobility. The use of attributes like "character," "healthy," "cheerful," and "noble" works to position the school as a provider of well-rounded and morally grounded education. This is not only a statement of information but also a persuasive move, indirectly inviting parents to envision the type of child they want to nurture.

Similarly, PAUD Al Marhamah's vision provides detailed information about its educational framework, emphasizing character education tailored to the child's age, age-appropriate parenting, and the quality of educators. This vision is also expressed in the form of statements that articulate the school's commitment to high standards. The use of the phrase "providing character education" and "best parenting" highlights the institution's expertise and responsibility in shaping children's early years. These statements also serve as a form of reassurance to parents, informing them that the institution understands the nuances of child development and is committed to fostering a supportive, developmental environment.

In both cases, the primary speech function is one of giving information, where the schools inform prospective parents about their core educational objectives. These visions serve not only as informational but also as persuasive tools, positioning the schools as trustworthy institutions that meet the developmental needs of young learners. The schools use this form of interpersonal exchange to build credibility, establish a sense of trust, and ensure that parents feel confident in the educational choices they are making for their children.

The distribution of content in the preschool enrollment brochure reveals that certain rubrics or sections are given more emphasis through the strategic use of language. The statement covering special program offers constitutes 35% of the brochure's content, followed by cost details at 32%, and the requirements for enrollment at 12%. This prioritization suggests that the institution is placing significant focus on its unique offerings, such as special programs, and the financial aspect, both of which are key factors influencing parental decisions. Linguistic perspective is the other perspective of semiotic system (Dai, 2024), it see that the heavy use of statements in these sections reflects an informational intent, aiming to convey clarity and certainty. The detailed descriptions of special programs likely employ persuasive language, highlighting the benefits and unique features of the preschool, thus positioning the institution as an attractive option for parents. Similarly, the cost details, presented as a prominent section, use straightforward language to ensure transparency and reduce any potential concerns about affordability. The section outlining requirements, while smaller in proportion, still provides essential information that helps parents understand the enrollment process. Other sections, such as school details, facilities, vision and mission, and timeline, while present, receive comparatively less emphasis. The distribution of content across these rubrics shows a conscious effort to address the most critical concerns of prospective parents first, using language that is both informative and persuasive. This structure not only reflects the rhetorical goals of the brochure but also aligns with the SFL framework (Cheng, 2024), where language is used to achieve specific

interpersonal outcomes—informing and persuading the audience through carefully selected linguistic resources.

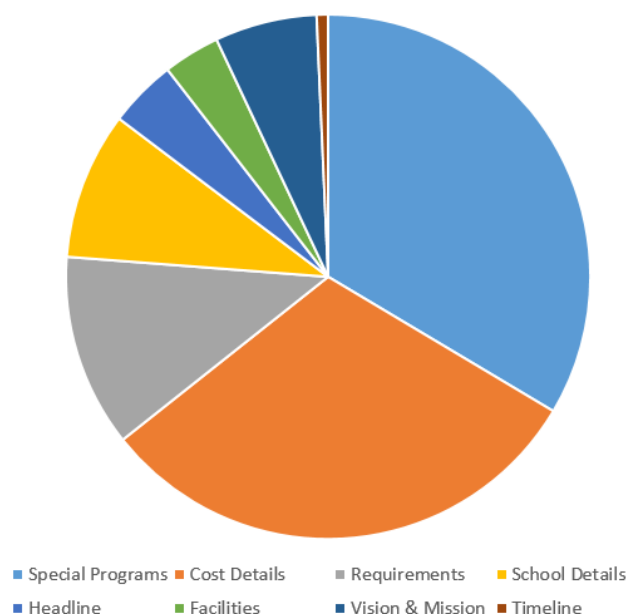


Diagram 2. The Statement Chart of The Brochures on preschool Enrollment in Langsa, Aceh

The findings of this study reflect the linguistic features commonly employed in preschool enrollment brochures, which have proven effective in engaging the target audience in Kota Langsa. While each brochure presents unique information specific to its institution, they all share a common goal: to offer services that support the early childhood development of the children enrolling in their programs. This uniformity in purpose highlights how the brochures utilize similar linguistic strategies to communicate key messages, build trust, and encourage parental engagement. Despite the differences in the content provided, the brochures' strategic use of language—particularly in the form of statements and commands—ensures that the core message remains consistent: providing quality education and fostering a nurturing environment for young learners. This consistency in linguistic choices underscores the effectiveness of these brochures as a trusted communication tool for attracting prospective parents and guiding them toward making informed decisions for their children in golden age education.

5. Conclusion

Brochures serve a targeted purpose in their creation, integrating various components specifically designed to capture attention and reach a particular market. In the context of school promotion, brochures utilize a distinctive language structure that not only shares information but also influences the decision-making process of potential parents. The interpersonal metafunction views language as a tool for interaction, facilitating the exchange of goods, services, or information. In the analysis of preschool enrollment brochures, this interpersonal dimension is pivotal, as the language is intentionally crafted to engage parents, encouraging them to evaluate the preschool and, ultimately, make an informed enrollment decision for their children (Halliday, 2014). The interpersonal metafunction allows for the establishment and maintenance of relationships, shaping the attitudes and behaviors of the

audience by sharing perspectives and inviting reciprocal engagement. Within these brochures, both statements and commands function as essential speech acts. The predominance of affirmative statements, coupled with the absence of negative constructions, enhances the brochure's persuasive appeal, subtly guiding the reader towards a positive consideration of the institution. Furthermore, the strategic use of commands serves to create a sense of urgency, urging readers to seize the opportunity to register their children and thus reinforcing the call to action. The findings from this study highlight how language in preschool brochures is carefully constructed to foster interaction, influence decision-making, and ultimately shape the relationship between schools and prospective parents. It also motivates language learning in a brochure perspective (Muhammed, 2024). This suggests that brochures do more than provide information they act as persuasive tools that reflect the values and priorities of educational institutions. By strategically using language, schools not only convey their educational approach but also appeal to the aspirations and expectations of families.

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