

NATIONAL SONGS AS PEDAGOGICAL DISCOURSE: AN INTERPERSONAL AND APPRAISAL ANALYSIS

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Abstract

Although national songs serve as powerful cultural and social tools, limited research in Indonesia has examined how their linguistic features construct interpersonal meaning within Systemic Functional Linguistics (SFL) and pedagogical discourse. This study investigates the interpersonal metafunction in Indonesian national songs and explores its pedagogical implications. Employing a qualitative discourse-analytic design, the study analyzes clauses as the unit of analysis from seven widely recognized Indonesian national songs. Drawing on Halliday's interpersonal metafunction and Martin & White's appraisal theory, the analysis systematically codes pronoun systems, mood types, modality markers, and attitudinal lexis. Analytical reliability was supported through iterative coding and cross-text comparison to ensure consistency of interpretation. The findings indicate that inclusive pronouns (*kita*, *kami*), persuasive declarative and imperative moods, and high-value evaluative lexis (e.g., *merdeka*, *jaya*) work together to construct solidarity, authority, and emotional alignment. These patterned linguistic resources position national songs as implicit pedagogical discourse that models civic identity and collective responsibility. The study demonstrates how culturally embedded texts can be strategically integrated into language pedagogy to support socio-emotional learning, cultural literacy, and civic value formation.

Keywords: *Appraisal theory; interpersonal metafunction; national songs; pedagogical discourse; socio-emotional learning.*

1. Introduction

Language functions not only as a tool for conveying information but also as a social resource for constructing relationships, attitudes, and collective identities, particularly evident in national songs. Language functions not merely as a tool for conveying information but also as a social resource through which relationships, attitudes, and collective identities are constructed. In the realm of national songs, lyrics operate as cultural and ideological texts that transmit emotional and interpersonal meanings across generations, particularly within formal and educational settings. Systemic Functional Linguistics (SFL) conceptualizes language as a system of choices that simultaneously performs several metafunctions, including the interpersonal metafunction, which focuses on interaction, stance, and role negotiation between participants in discourse. Halliday and Matthiessen argue that language

inherently enacts social relations while expressing judgments, commitments, and evaluations, making interpersonal analysis essential for uncovering how texts position their audiences and cultivate shared perspectives (Halliday & Mathiessen, 2014). Within pedagogical contexts, these linguistic features become especially influential because they contribute to how students absorb national values and social orientations through recurring exposure to institutionalized texts such as songs and ceremonial expressions.

Although many studies analyze popular or commercial music, little attention has been given to national songs as educational discourse. Contemporary linguistic scholarship has increasingly recognized song lyrics as valid and rich data for interpersonal and discourse analysis. A growing body of research demonstrates that interpersonal elements in musical texts reveal patterns of mood, modality, and attitudinal positioning that shape listeners' emotional and ideological engagement. While one research (Ningtyas et al., 2023) emphasize intimacy in modern songs, the other (Nabilah et al., 2025) illustrate evaluative stances, and the rest (Komariyah et al., 2025) confirm ideological orientation. Together, these studies show the broader relevance of interpersonal analysis in musical texts. Collectively, these studies affirm that songs are not solely artistic artifacts but also discursive spaces where interpersonal negotiation and value formation actively occur.

Nevertheless, while numerous investigations have addressed popular or commercial music, relatively little scholarly attention has been directed toward national songs as forms of pedagogical discourse that influence character development and identity construction. This imbalance reveals a research gap, as national songs are frequently performed in classrooms, ceremonies, and civic rituals, making them powerful educational instruments that transmit patriotism and civic values. Examining the interpersonal metafunctions embedded in Indonesian national songs is therefore crucial for understanding how linguistic choices foster solidarity, authority, and emotional alignment among learners. This study links interpersonal linguistic analysis with educational discourse and integrates SFL theory with educational practice to explain how national songs function as cultural heritage and structured linguistic resources within language pedagogy.

Based on the identified research gap, this study is guided by the following questions:

1. How are interpersonal meanings realized in Indonesian national song lyrics?
2. What evaluative patterns emerge through appraisal resources in the lyrics?
3. How do these linguistic patterns construct pedagogical and ideological positioning?

2. Literature Review

Language is a social semiotic resource through which individuals construct meanings, express feelings, and build relationships within particular cultural and situational contexts (Halliday & Mathiessen, 2014). From this perspective, language is not merely a collection of grammatical forms but a dynamic system of choices that enables speakers and writers to position themselves, negotiate roles, and convey values in discourse. In Systemic Functional Linguistics (SFL), these choices operate simultaneously through three metafunctions—ideational, interpersonal, and textual—which allow language users to represent experience, enact social relations, and organize messages cohesively. Such a view positions language as an active meaning-making resource rather than a passive code, making SFL especially relevant for examining texts that function within institutional and educational domains. Consequently, analyzing song lyrics—particularly national songs—through an SFL framework offers a systematic way to reveal how linguistic selections construct interactional meanings,

ideological orientations, and pedagogical values embedded in culturally significant discourse. Building on the SFL framework, the next subsection outlines its core principles and empirical relevance.

2.1 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) views language as a functional and meaning-oriented system in which speakers continuously make choices to fulfill communicative purposes within social contexts. Rather than emphasizing isolated grammatical structures, SFL highlights how linguistic forms operate to realize meanings that are socially and culturally situated. This theoretical orientation enables researchers to examine texts not only as linguistic products but also as social actions that reflect intentions, relationships, and contextual influences.

Recent empirical works continue to demonstrate the applicability of SFL in diverse educational and discourse settings. Recent empirical works continue to demonstrate the applicability of SFL in academic writing (Herman et al., 2023). It is also revealed that interpersonal features in spoken educational texts is needed (Yanto et al., 2023). Then, further investigations emphasize that there was a systematic patterns of interpersonal meaning in written discourse. (Afsari et al., 2021). Collectively, these studies indicate that SFL is not only theoretically robust but also empirically adaptable across genres, including educational discourse and cultural texts. Such adaptability makes SFL particularly relevant for examining song lyrics, where linguistic selections intertwine aesthetic expression with social meaning, thereby providing a solid theoretical foundation for analyzing interpersonal metafunctions in nationally significant musical discourse. Building on this framework, the following subsection focuses specifically on the interpersonal metafunction.

2.2 Interpersonal Metafunction in Discourse

Interpersonal metafunction, realized through mood, modality, pronouns, and evaluative expressions, constructs interaction and negotiates alignment (Halliday & Mathiessen, 2014). Through these interpersonal resources, discourse does not merely transmit information but also shapes attitudes, expresses commitment, and signals solidarity or distance among participants. This perspective underlines that every clause functions as an interactive act, making interpersonal analysis essential for understanding how texts build persuasion, engagement, and relational positioning across diverse communicative contexts.

Interpersonal metafunction analysis provides a systematic approach to revealing relational meanings embedded in both spoken and written discourse. The interpersonal features—including mood selection, modality patterns, and personal pronouns—play a crucial role in establishing persuasive authority and emotional connection between speakers and audiences (Dinda et al., 2022). Research indicates that discourse is strategically organized not only to deliver information but also to foster motivation, trust, and solidarity. In a different textual setting (Syafitri & Purwati, 2025) that interpersonal elements in institutional written communication, such as imperative clauses, inclusive pronouns, and positive modality, significantly contribute to constructing credibility and encouraging reader engagement. These insights suggest that interpersonal metafunction operates consistently across spoken and written genres, reinforcing its analytical strength in uncovering how linguistic choices function as relational and persuasive tools.

The previous explanation (Dinda et al., 2022; Syafitri & Purwati, 2025) indicate that interpersonal metafunction is highly adaptable and effective for examining culturally and socially meaningful texts, including song lyrics. Their perspectives reveal that linguistic selections serve as mechanisms for building rapport, projecting authority, and generating emotional resonance—characteristics that are equally prominent in national songs frequently performed in educational and ceremonial settings. Extending this perspective, the next subsection introduces appraisal theory as a complementary analytical framework.

2.3 Appraisal Theory and Language of Evaluation

Appraisal theory extends SFL by detailing how texts express evaluation through Attitude, Engagement, and Graduation (Martin & White, 2005), extends the interpersonal dimension of Systemic Functional Linguistics by providing a more detailed framework for examining how speakers and writers express evaluation, attitude, and stance in discourse. This theory emphasizes that language does not merely transmit information but also encodes emotions, judgments, and varying degrees of intensity that position audiences both emotionally and ideologically. The appraisal system is commonly organized into three interrelated domains—Attitude, Engagement, and Graduation—which together explain how texts express feelings, negotiate viewpoints, and amplify or soften meanings. Through these evaluative resources, discourse becomes a site where social values and ideological orientations are constructed and circulated, making appraisal analysis particularly relevant for texts that seek to influence collective perception.

Empirical research has demonstrated that appraisal analysis provides a systematic approach for uncovering evaluative meanings embedded in lyrical discourse. Studies show that song lyrics contain rich interpersonal signals manifested through affective expressions, judgments of behavior, and appreciations of entities that shape listeners' emotional interpretation and ideological alignment (Yuningsih, 2018). Yuningsih's findings indicate that evaluative language functions as a persuasive and expressive mechanism that strengthens the communicative impact of lyrical texts. These insights suggest that appraisal theory effectively complements interpersonal metafunction analysis by supplying more refined analytical tools for identifying how attitudes and intensities are linguistically realized. Building on these insights, the following subsection situates song lyrics as cultural discourse.

2.4 Song Lyrics as Discourse and Cultural Texts

Song lyrics can be understood not only as aesthetic or musical elements but also as forms of discourse that construct and circulate cultural meanings within society. As discourse, lyrics function as linguistic texts that encode values, ideologies, and social identities through carefully selected lexical choices, metaphors, and interpersonal expressions. They operate as cultural artifacts that reflect historical contexts, collective emotions, and shared beliefs, enabling listeners to interpret songs as representations of communal experience rather than merely entertainment. In this sense, song lyrics become semiotic spaces where language, culture, and identity intersect, making them relevant objects of analysis in both linguistic and educational research.

Scholarly discussions highlight that collective singing practices and the institutional use of songs reinforce their status as cultural discourse. Scholarly (Setianingsih et al., 2024) emphasize that the formation of regional and national song choirs in educational

communities transforms lyrics into shared symbolic texts that nurture collective identity and social cohesion. Through repetition and communal performance, lyrics gain discursive power, functioning as tools that transmit cultural narratives and ideological messages across generations.

Complementing this view, studies show that lyrical texts in folk and national songs contain embedded educational and moral values that contribute to cultural preservation and social learning (Fitri et al., 2024). It is also demonstrate moral values in folk songs, this study extends the analysis to national songs as institutionalized discourse in civic and educational contexts.

2.5 Pedagogical Discourse and Language in Education

Language pedagogy refers to the ways language is structured and employed within educational settings to transmit knowledge, shape attitudes, and construct learners' social identities (Alwi et al., 2023). Educational language is not merely instructional but also psychological and ideological in nature, functioning as a medium through which patriotism and collective values are internalized by learners. From a functional linguistic perspective, classroom language performs interpersonal and value-laden functions that influence how students interpret authority, morality, and belonging.

Further empirical studies demonstrate that national songs play a significant role in pedagogical strategies aimed at strengthening students' national identity (Ristiani et al., 2025). The intentional integration of national songs into classroom activities enhances the development of nationalistic character among elementary school learners. Their research highlights that structured singing sessions, reflective interpretation of lyrics, and teacher-guided discussions allow students to engage cognitively and affectively with the moral and cultural messages embedded in songs. Unlike prior studies that focus primarily on classroom practices, this research examines how interpersonal metafunctions in national songs linguistically construct pedagogical values. Despite these insights, little research has systematically applied SFL and appraisal theory to Indonesian national songs, leaving a gap that this study addresses.

3. Research Method

3.1 Research Design and Data Source

This study employs a qualitative research design to examine interpersonal meanings and evaluative language in Indonesian national song lyrics and their pedagogical implications. Qualitative inquiry is appropriate because the study analyzes textual data (song lyrics) requiring interpretive depth to uncover interpersonal and evaluative meanings. Qualitative research in applied linguistics enables contextual investigation of language phenomena by focusing on meaning construction, discourse patterns, and social interpretation (Yahya et al., 2023).

The study adopts a document analysis and discourse-oriented framework, where the primary data consist of lyrics from seven officially recognized Indonesian national songs, selected for their prominence in educational and ceremonial contexts. Data selection is conducted through purposive sampling to select songs that explicitly reference national

identity, civic values, and are commonly performed in schools and ceremonies, in line with qualitative textual research principles (Listyowati et al., 2025).

3.2 Data Collection and Analysis Procedures

The analytical procedure is conducted systematically and chronologically to ensure methodological rigor and transparency. Lyrics were compiled from authentic sources, segmented into clauses, and analyzed for interpersonal features (mood, modality, pronouns) and evaluative elements (attitude, engagement, graduation) using Systemic Functional Linguistics and Appraisal Theory (Martin & White, 2005). The interpreted findings are connected to pedagogical discourse and sociocultural context. Cross-text comparison identified recurring patterns of solidarity, authority, and emotional alignment.

This structured qualitative procedure reflects discourse and narrative analytical approaches, which stress interpretive depth, theoretical alignment, and analytical transparency (Agastya et al., 2025; Erisyerico & Luardini, 2025). Ethical considerations included using publicly available lyrics, ensuring cultural respect, and acknowledging the symbolic significance of national songs. This methodological design ensures alignment with SFL and Appraisal Theory, enabling systematic analysis of interpersonal and evaluative meanings in national songs.

4. Results and Discussion

4.1 Results

The analysis of seven Indonesian national song lyrics reveals that interpersonal meaning is dominantly realized through mood structures, modality choices, pronoun systems, and attitudinal lexical selections that position the speaker as a collective national voice addressing its citizens. Within the framework of SFL, these linguistic resources function as realizations of the interpersonal metafunction, which concerns how language enacts social relationships, negotiates roles, and expresses evaluation (Halliday & Mathiessen, 2014). The clauses found in the lyrics are not merely informative but interactional. Lyrics construct solidarity, authority, and emotional alignment through interpersonal resources. Declarative clauses frequently operate persuasively rather than descriptively, while imperatives subtly invite collective participation. This indicates that national songs serve as dialogic discourse where the “voice of the nation” symbolically interacts with listeners to reinforce unity and ideological commitment. Similar tendencies are also observed in pragmatic and discourse-based linguistic studies that highlight the interpersonal force of expressive utterances and symbolic language in public communication (Amelia et al., 2023; Kolin & Permana, 2023; Laili et al., 2026; Syafitri et al., 2025).

To provide a clearer representation of the dataset, Table 1 presents the Indonesian national songs analyzed in this study, including selected key clauses and the English translations. This table serves as the primary corpus from which interpersonal metafunctional features—such as pronoun use, modality, and attitudinal lexis—were systematically identified and interpreted. Presenting representative excerpts maintains analytical focus while ensuring transparency of linguistic evidence.

Table 1*Corpus of Indonesian National Song Lyrics with English Translations*

No	Title	Indonesian Lyrics	English Translation
1	Indonesia Raya	Indonesia tanah airku Tanah tumpah darahku Di sanalah aku berdiri Jadi pandu ibuku Indonesia kebangsaanku Bangsa dan tanah airku Marilah kita berseru Indonesia bersatu Hiduplah tanahku Hiduplah negeriku Bangsaku, rakyatku semuanya Bangunlah jiwanya Bangunlah badannya Untuk Indonesia Raya Indonesia Raya merdeka merdeka Tanahku negeriku yang kucinta Indonesia Raya merdeka merdeka Hiduplah Indonesia Raya	Indonesia, my homeland The land where my blood was spilled There I stand To guide my motherland Indonesia, my nationality My nation and homeland Let us all proclaim Indonesia united Long live my land Long live my country My nation, my people all Awaken the soul Awaken the body For Great Indonesia Indonesia the Great, independence! My beloved land and country Indonesia the Great, independence! Long live Indonesia the Great
2	Hari Merdeka (17 Agustus 1945)	Tujuh belas Agustus tahun empat lima Itulah hari kemerdekaan kita Hari merdeka nusa dan bangsa Hari lahirnya bangsa Indonesia Merdeka! Sekali merdeka tetap merdeka Selama hayat masih dikandung badan Kita tetap setia tetap sedia Mempertahankan Indonesia	August seventeenth nineteen forty-five That is our Independence Day The day of freedom of nation and country The birth day of Indonesia Freedom! Once independent, forever independent As long as life remains in the body We stay loyal and ready To defend Indonesia
3	Bagimu Negeri	Padamu negeri kami berjanji Padamu negeri kami berbakti Padamu negeri kami mengabdikan Bagimu negeri jiwa raga kami	To you, our country, we promise To you, our country, we devote To you, our country, we serve For you, our country, our body and soul
4	Garuda Pancasila	Garuda Pancasila Akulah pendukungmu Patriot proklamasi	Garuda Pancasila I am your supporter Proclamation patriot

		Sedia berkorban untukmu Pancasila dasar Negara Rakyat adil makmur sentosa Pribadi bangsaku Ayo maju maju Ayo maju maju Ayo maju maju	Ready to sacrifice for you Pancasila, the state foundation People just and prosperous The character of my nation Let's move forward Let's move forward Let's move forward
5	Berkibarlah Benderaku	Berkibarlah benderaku Lambang suci gagah perwira Di seluruh pantai Indonesia Kau tetap pujaan bangsa Siapa berani menurunkan engkau Serentak rakyatmu membela Sang Merah Putih yang perwira Berkibarlah s'lama-lamanya	Wave, my flag Sacred symbol, brave and noble Across all Indonesian shores You remain the pride of the nation Whoever dares to lower you Your people will defend at once The heroic Red and White Wave forever
6	Tanah Airku	Tanah airku tidak kulupakan Kan terkenang selama hidupku Biarpun saya pergi jauh Tidak kan hilang dari kalbu Tanahku yang kucintai Engkau kuhargai Walaupun banyak negeri kujalani Yang masyhur permai dikata orang Tetapi kampung dan rumahku Di sanalah ku rasa senang	My homeland I will not forget It will be remembered all my life Even if I travel far away It will not fade from my heart My beloved land I honor you Though many countries I pass through Famous and beautiful they say Yet my village and my home There I feel happiest
7	Satu Nusa Satu Bangsa	Satu nusa Satu bangsa Satu bahasa kita Tanah air pasti jaya Untuk selama-lamanya Indonesia pusaka Indonesia tercinta Nusa bangsa dan Bahasa Kita bela bersama	One homeland One nation One language, ours Our country will surely triumph Forever and ever Indonesia, heritage Beloved Indonesia Homeland, nation, and language We defend together

The table shows both the original and translated lyrics, providing a clear foundation for the subsequent interpersonal metafunction analysis. It allows the identification of collective pronouns, modal verbs, evaluative lexis, and symbolic expressions that construct the relational and attitudinal aspects of these songs.

The interpersonal analysis demonstrates three dominant linguistic tendencies that directly correspond to Halliday's interpersonal metafunction. First, the prevalence of inclusive pronouns such as *kita*, *kami*, and *bangsa* constructs shared subjectivity and reduces

social distance between the lyric persona and audience. These findings exemplify Halliday's interpersonal metafunction, where pronoun choice negotiates tenor. In SFL terms, pronoun selection negotiates tenor, creating solidarity and a sense of collective identity. Second, modality expressions—including obligation and certainty markers like *harus*, *wajib*, or *akan*—encode ideological stance and moral persuasion rather than neutral description. Here, modality encodes speaker stance and commitment. These modal choices enact authority and commitment, transforming the lyrics into performative discourse that urges civic responsibility. Third, the integration of symbolic and evaluative vocabulary (e.g., *merdeka*, *jaya*, *luhur*) functions as attitudinal meaning, reinforcing emotional engagement and national pride. Evaluative lexis thus conveys attitude within the appraisal framework. Comparable findings in expressive speech-act research show that emotional utterances significantly shape audience alignment and interpersonal positioning (Laili et al., 2026).

In addition, the presence of deictic references—both temporal (*hari ini*, *selamanya*) and spatial (*tanah air*, *nusantara*)—creates discursive immediacy and situates listeners within a shared national context. From an interpersonal perspective, deixis serves as a linguistic bridge that aligns speaker and audience within the same experiential frame, strengthening identification and empathy. This phenomenon parallels lyric-based discourse analyses in which deixis establishes contextual anchoring and emotional proximity (Amelia et al., 2023). Studies on interpersonal metafunction in Indonesian public slogans further confirm that repetitive inclusive structures and declarative affirmations intensify ideological cohesion and collective agency (Syafitri et al., 2025). Moreover, symbolic representations within lyrics mirror literary discourse findings that symbols and metaphors function as carriers of personality traits and value systems, thereby deepening interpersonal resonance between text and audience (Kolin & Permana, 2023).

Overall, the results affirm that Indonesian national songs function as interpersonal discourse instruments rather than passive cultural artifacts. Through mood selection, modality, pronoun negotiation, deixis, and symbolic lexis, the lyrics actively construct social relationships, evoke emotional alignment, and articulate ideological positions. This study uniquely demonstrates how Indonesian national songs integrate interpersonal and appraisal resources to function as implicit educational discourse.

4.2 Discussion

The analysis of Indonesian national song lyrics demonstrates that these texts are multilayered interpersonal and evaluative discourses, designed to engage listeners emotionally, socially, and ideologically. According to SFL approach, the interpersonal metafunction constructs social roles, relationships, and attitudes through mood, modality, pronouns, and evaluative lexis (Halliday & Mathiessen, 2014). In these songs, inclusive pronouns such as *kita*, *kami*, and *bangsa* create a collective national identity, aligning the lyric persona with the audience. Declarative clauses assert ideological authority, while imperative forms subtly invite listener participation. Rather than merely describing linguistic patterns, these findings indicate that national songs function as structured educational discourse that models civic positioning (Komariyah et al., 2025).

In the perspective of appraisal theory, language conveys affect, judgment, and appreciation, which are central to shaping interpersonal relationships and influencing audience responses (Martin & White, 2005). The national songs contain repeated evaluative expressions, such as *merdeka*, *jaya*, *luhur*, and *bangga*, evoking pride, admiration, and

emotional attachment to the nation. When combined with modal expressions (*harus, wajib, akan*) and inclusive pronouns, these evaluative choices establish both moral obligation and participatory engagement, effectively guiding listeners to internalize civic duties. In this way, national songs implicitly function as pedagogical discourse, using interpersonal and evaluative mechanisms to teach national values and social norms, rather than relying on explicit instructional methods (Hoang, 2021).

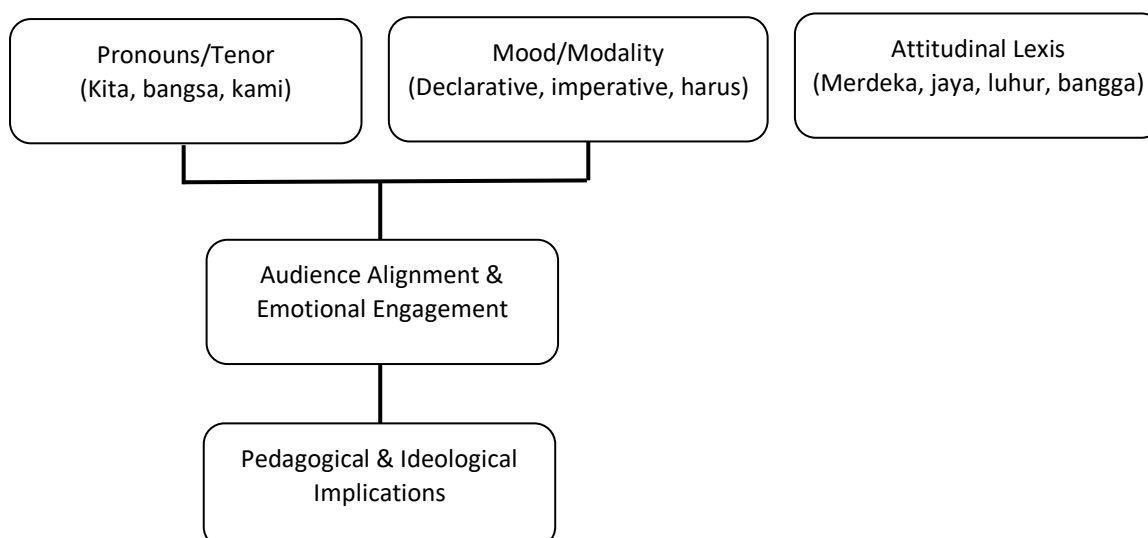
The integration of temporal and spatial deixis, such as *hari ini, selamanya, and tanah air*, situates listeners within a shared historical and national frame. These deictic markers function as discursive anchors that foster continuity and collective identification. This demonstrates that deixis here strengthens social anchoring and audience alignment in national song discourse (Hoang, 2021). By combining deixis, pronouns, modality, and attitudinal lexis, national songs create emotional engagement and ideological alignment, implicitly delivering lessons in patriotism, civic responsibility, and national solidarity—core objectives of pedagogical discourse.

The symbolic richness of the lyrics, such as references to *tanah airku, Sang Merah Putih, and ibu pertiwi*, enhances the ideological and pedagogical dimension. These symbols not only evoke affective responses but also serve as teaching tools, communicating historical, cultural, and civic knowledge. The interaction between interpersonal metafunction and appraisal lexis ensures that listeners are not merely entertained but also guided to internalize lessons about unity, patriotism, and collective responsibility. This aligns with research on expressive discourse, where grammatical and lexical choices shape audience perception and engagement (Amelia et al., 2023; Kolin & Permana, 2023; Komariyah et al., 2025).

From an educational perspective, national songs function as culturally embedded learning resources that support emotional literacy, social awareness, and national identity formation. The national song indicate that culturally embedded texts can foster socio-emotional development, and the present findings extend this by demonstrating the specific linguistic mechanisms through which national songs achieve this effect. (Hidayah et al., 2026). By engaging students in analysis and performance of these songs, educators can implicitly teach civic values and interpersonal awareness.

Diagram 1

Interpersonal & Appraisal Interaction in Indonesian National Songs



As illustrated in Diagram 1, pronouns, mood, modality, and evaluative lexis interact to align audiences and generate pedagogical impact. These interacting resources demonstrate that Indonesian national songs are not merely artistic expressions but implicit educational discourse.

- **Pronouns/Tenor:** Inclusive pronouns (*kita, bangsa, kami*) reduce social distance, construct shared identity, and establish relational alignment with the audience.
- **Mood & Modality:** Declarative and imperative forms regulate authority, participation, and social interaction.
- **Attitudinal Lexis:** Evaluative words (*merdeka, jaya, luhur, bangga*) convey emotion, admiration, and judgment.

Overall, national songs engage listeners while implicitly teaching civic values and solidarity. The integration of Halliday & Matthiessen's metafunctional framework with Martin & White's appraisal system provides a focused analytical lens for understanding how songs operate simultaneously as cultural artifacts and language pedagogy resources (Hidayah et al., 2026; Hoang, 2021; Komariyah et al., 2025). These findings collectively answer the research questions by demonstrating how interpersonal and appraisal resources in Indonesian national songs construct solidarity, evaluative positioning, and implicit pedagogical meaning.

5. Conclusion

This study demonstrates that Indonesian national songs function as multidimensional texts, simultaneously integrating cultural, emotional, and pedagogical purposes. The analysis shows that interpersonal resources—particularly pronoun choice, mood, modality, and evaluative lexis—construct solidarity and civic responsibility, revealing how national songs operate as implicit pedagogical discourse. Symbolic expressions such as *tanah airku*, *Sang Merah Putih*, and *ibu pertiwi* reinforce emotional attachment and serve as cultural teaching tools that embed civic and patriotic values in learners. By integrating Halliday's interpersonal metafunction with Martin & White's appraisal theory, this study provides a framework for analyzing how interpersonal choices and evaluative expressions intersect to construct pedagogical discourse in cultural texts. The findings highlight that national songs are not merely commemorative artifacts but linguistically organized resources that actively shape audience alignment and value formation. Future research should examine comparative contexts across cultures, classroom applications of song-based pedagogy, and longitudinal impacts on civic identity formation. Overall, Indonesian national songs are interactive, emotionally engaging, and pedagogically valuable, effectively bridging language, culture, and education.

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