

Between role and expression: Conjunction analysis and its pedagogical implication in teaching writing

Tobias Gunas¹, Hieronimus Canggung Darong²

Universitas Katolik Indonesia Santu Paulus, NTT,
INDONESIA^{1,2}

Email: hieronimusdarong@gmail.com

Abstract - This qualitative study used a combination of linguistic and rhetorical analysis to look at how conjunctions are used in Donald Trump and Joe Biden's victory speeches. Grounded in a Systemic Functional Linguistics (SFL) theory, this article examined the functional features of language in the social context of political speech. The result of analysis shows distinctive patterns in conjunction choices that include locative, additive, contrastive, purpose-driven, simultaneous, sequential, conditional, and causal roles. While Trump's speech stresses additive and simultaneous structures, reflecting his dynamic and emotive rhetorical approach, Biden's speech lens toward purposeful conjunction, in line with a policy-oriented communication style. In the meantime, some types of conjunctions are absent prompts a reflection on implicit messages. Overall, by raising students' awareness of conjunction usage and its rhetorical impact in persuasive discourse, this study offers a nuanced exploration of language choices and advances our understanding of how conjunctions function within the larger context of political communication. This has potential pedagogical implications for ELT, particularly in the teaching of writing.

Keywords: conjunction; speech; SFL; implication

1. Introduction

Conjunction be understood as cohesive devices. As such, it serves a function to preserve a text's cohesiveness (Halliday & Hasan, 1976). Although their views did not directly address educational settings, Halliday and Hasan opened the door for a more thorough investigation of the role conjunctions play in the creation of logically cohesive text throughout language learning. Furthermore, conjunctions, as opposed to other elements, indicate a relationship between what comes before and what comes after in a sentence. Conjunction relations are semantic relationships between text parts that go beyond simple reference (Darong et al., 2022; Mazida, 2023; Rizki et al, 2022). This relation, takes place both inside and between phrases, affecting the text's overall texture as seen in coherent patterns. These interactions are beneficial to the development and articulation of logical connections across the text.

Previous studies highlight the function conjunctions play in educational setting, examining how they can enhance students' language skills and promote more productive communication (Bui, 2022; Kamil & Saeed, 2023; Zahara et al, 2023). Meanwhile, the works of Alyousef (2021), Saudin (2019), and Sidabutar (2021) highlight the function of conjunctions in improving writing skills. These findings are corroborated by Mazida (2023) and Nugraheni (2016), who show a positive relationship between writing skills and a firm grasp of conjunctions. These studies, which emphasize the usefulness of incorporating conjunction knowledge into teaching writing, underscore the significance of conjunctions in fostering efficient communication and are consistent with more general language teaching objectives.

Differently, Prasetyaningrum et al (2022) examined the grammatical cohesion in student writing. Although, it is not solely focused on conjunctions. The study fits with the larger educational movement that aims

to make language learning more relevant and engaging.. Stressing on the approach, the study facilitates the exploration of conjunctions within this contextualized framework, where their application improves effective communication. Moreover, Muttaqien's (2019) observations on the employment of conjunctions in digital communication provide insight into how they have adapted to the condensed character of online communication. By demonstrating how conjunctions are used differently in diverse context, teachers may help students comprehend the dynamic character of language in a variety of setting and close the gap between traditional and digital communication (Nugraheni, 2016).

Moving ahead to political discourse, where every sentence is a carefully constructed and every word acts as a brushstroke molding the discourse, conjunctions are essential. Conjunctions are important in political communication because they help politician to organize language, promote the flow of ideas, and make connections (Eggins, 1994; Namaziandost et al, 2019; Rizki et al, 2022; Shirazi & Mousavi Nadoushani, 2017). In political speeches, when consistency and clarity are critical, the capacity of conjunctions to show logical connections is essential (Halliday & Hasan, 1976; Halliday 1985; Sari, Saragih, and Pulungan 2020). As such, among other rhetoric experts, there has been an extensively writing on the art of persuasive discourse, stressing the critical use of conjunctions to strengthen arguments (Marfu'ah & Khristianto, 2023).

Studies on political discourse provide insight into the role that conjunctions play in arousing strong feelings and building rapport with the listener. Researchers such as Kusumawardani & Putu Putra (2021), Hopke & Simis (2017), and Darong (2022a) highlight the significance of conjunctions in identifying the speaker's identity and the emotional content of their discourse. Parallel to this, research in corpus linguistics examines conjunction frequency and its distribution, (Ayu Mahadewi et al, 2022; Sutasoma, Putra, and Sulatra 2022; Mazida 2023; Punar Özçelik 2023). These studies provide quantitative insights into preferences, illuminating whether various conjunction types are preferred by speakers or writers in particular settings. Our knowledge of conjunction dynamics in contemporary political communication has greatly benefited from these investigations.

The careful examination of conjunctions in political speeches—especially those made by well-known individuals—reveals a significant research vacuum. Conjunctions in the framework of Systemic Functional Linguistics (SFL) are rarely systematically examined in existing research. Combining SFL with conjunction analysis provides a more thorough framework for comprehending the function of conjunctions in the persuasive and affective facets of political speech. In this respect, Systemic Functional Linguistics (SFL) which was coined Halliday provides an understanding of the complex workings of language and emphasizes its function in communication (Martin & Zappavigna, 2019; Yang, 2021; Zhang, 2019; Suarnajaya (2001; Darong, 2022c; Hasan, 2014; Kusumawardani & Putu Putra, 2021 Hasan, 2014; Mustafa & Syahriani, 2023 Aarts et al., 2011; Miller, 2009; Morton, 2023; To, 2018; Linares & McCabe, 2023; Moncada Linares & Xin, 2020; Darma et al, 2024).

Unlike conventional linguistic approaches, SFL sees language as a social semiotic system that may be used to create meaning in a variety of contexts. The theory seeks to shed light on the dynamic relationship between form and function by examining both the grammatical structure and the usage of language in diverse social circumstances. The ideational (field), interpersonal (tenor), and textual metafunctions (mode) of SFL offer a comprehensive framework for analyzing language, focusing on how language is organized in coherent texts, how it represents reality, and social elements of communication. The SFL in question sheds light on the fundamental purposes and innate structures of conjunctions in the language system, opening up previously unexplored areas for conjunction research.

More importantly, in the context of the teaching-learning writing, examining how conjunctions are used in texts has several advantages for teachers and students. A greater understanding of language develops as teachers lead students through the examination of conjunctions in the text. This knowledge also includes the way in which conjunctions function as the structural anchors of language, tying concepts together and promoting coherence. Writing abilities are improved through the analytical process because students absorb the techniques used by speakers and apply them to their own writing for more engaging and coherently organized writings. Additionally, the study fosters a complex comprehension of rhetorical devices, allowing students to analyze the persuasive effect of conjunctions and then utilize these understandings to refine their own persuasive communication abilities.

Studying conjunctions in speech text fosters the growth of critical thinking skills in addition to language competency. Students are urged to analyze speakers' or writer's words decisions and gauge how they affect the overall meaning as they delve into the nuances of conjunction usage. Additionally, placing a strong focus on conjunctions helps students become more sensitive to context and culture and better equips them to communicate in a variety of contexts. Through the incorporation of conjunction analysis into their pedagogical approaches, teachers make engaging lesson plans that demonstrate the pragmatic uses of grammar in everyday discourse, establishing the groundwork for proficient academic- writing. Thus, this study not only improves language proficiency but also fosters a lifetime curiosity about the subtleties of successful and effective communication.

Wajdi (2018) offers a detailed model for analyzing classroom discourse, focusing on the interactions between teachers and students within language learning environments. This model provides a structured approach

to understanding how communication strategies and instructional techniques affect language acquisition, offering educators valuable insights into optimizing classroom dynamics and enhancing teaching effectiveness.

Zewitra et al (2023) investigate the use of conjunctions in the writings of EFL learners. Their study highlights common patterns and issues in conjunction usage, providing evidence-based insights into how students apply these cohesive devices in their writing. Similarly, Tseng and Liou (2006) explore the impact of online conjunction materials on college EFL students' writing, finding that interactive resources can significantly improve their use of conjunctions, thereby enhancing writing quality. Yousef and Abdul Ghani (2020) further support this by examining how the use of conjunctions as cohesive devices affects the quality of argumentative essays among Jordanian EFL learners, demonstrating the importance of conjunctions in achieving writing coherence. Complementing these studies, Graham et al (2020) conduct a meta-analysis on the broader impact of writing on learning across subjects, revealing that writing significantly enhances student understanding and performance in various academic disciplines.

Meanwhile, Lestari (2023) explores the use of guided question and answer techniques to assess writing abilities among tenth-grade students at SMAN2 BL. The study shows that structured questioning can aid students in organizing ideas, leading to improved writing proficiency.

Additionally, Ny and Doung (2023) review the debate surrounding grammar correction in second language writing classes. They analyze various perspectives on whether correcting grammar aids or hinders learning, concluding that a flexible approach may benefit different learner needs.

Furthermore, Dizon Jr and Nanquil (2024) examine effective practices of Filipino ESL teachers, proposing a multicultural and eclectic teaching approach. Their findings highlight culturally responsive methods that adapt to diverse student backgrounds, promoting inclusivity in the ESL classroom.

Likewise, Ghafar (2023) discusses the application of linguistics in teaching English, emphasizing the importance of understanding linguistic principles to enhance language instruction. The study advocates for applied linguistics as a foundational tool in improving language teaching effectiveness.

The study of Silma (2024) explores the use of the HelloTalk application to enhance students' writing skills, specifically in narrating past events. The author examines how digital tools like HelloTalk can serve as interactive platforms for language practice, focusing on improving accuracy, vocabulary usage, and grammatical understanding in students' written work.

The research methodology appears to combine qualitative and quantitative approaches, likely involving student performance analysis before and after engaging with HelloTalk. Key findings indicate that using HelloTalk positively impacts students' ability to construct coherent and grammatically correct sentences, fostering practical writing skills in an engaging way.

Overall, this thesis highlights the potential of language-learning applications in an educational context and offers valuable insights for educators seeking innovative methods to teach English writing. While the study focuses on a specific topic, it opens avenues for further exploration of digital tools in language acquisition.

Lastly, Annisa and Gusnawaty (2024) conduct a systematic review on feedback and revisions in second-language writing skill development. They find that structured feedback helps learners refine their writing, suggesting it plays a critical role in language acquisition.

2. Method

This qualitative study adopted a Systemic Functional Linguistics (SFL) approach (Eggins, 1994; Halliday, 1985), emphasizing the functional aspects of language within a social context. Systemic Functional Linguistics (SF) - based linguistic analysis would examine the language resources making unity of the texts which is concerned with the internal properties of the texts namely conjunction relations. As such, the conjunction analysis is intended to establish the use of conjunctive relations, which are responsible for the texture of a text. The establishment of the conjunctive relations of a text helps to understand the creation and the expression of the logical relationships between the parts of the text.

The object of this linguistics analysis is conjunction of Joe Biden's and Donald Trump's victory speeches. Examining conjunction types, frequencies, and functions within each speech, the study seeks to identify recurrent themes and deliberate language choices made by each speaker. In this regard, the research explored whether certain kinds of conjunctions affect the coherence and rhetorical effect of their speech texts. The study aims to elucidate the complex ways in which conjunctions impact the overall structure of the victory speeches given by the two political leaders by focusing on these linguistic connectors.

The decision to examine both Donald Trump's and Joe Biden's victory speeches is based on the importance of both politicians and the distinctive language techniques they use at critical junctures in electoral success. The

study compares the speeches of these two well-known leaders in order to identify unique conjunction usage patterns that shed light on their respective communication philosophies.

The instrument utilized for the conjunction analysis in the speeches of both political leaders entails a thorough review of the entire transcripts of the victory speeches given by Joe Biden and Donald Trump. These speeches' textual content serves as the main source of data, allowing for a thorough analysis of the different types, frequency, and purposes of conjunctions. Audio- video was used as the supplementary data source to help with a comprehensive linguistic analysis. To find patterns and trends in conjunction usage, the methodology combines qualitative and quantitative methods. Through an analysis of the linguistic connections found in the written discourse, this tool seeks to reveal the various approaches taken by Trump and Biden to organize their speeches and deliver important points at times of electoral victory.

Conjunction analysis in political speeches, especially those delivered by Donald Trump and Joe Biden after their victories, is a methodical process grounded in Systemic Functional Linguistics (SFL). The first step consists of assembling the corpus by obtaining full transcripts of both talks. The study then switches from rigorous grammatical categories to grouping conjunctions according to their functional purposes. Additive, contrast, purpose, means, successive, condition, cause, comparative, consequence, location, and alternation are some of these roles. Through the application of this functional viewpoint, the analysis seeks to reveal the ways in which conjunctions contribute to the overall meaning, relationships, and discourse structure of the speeches. A crucial component of these phases is the comparison analysis, which allows for a more in-depth investigation of the linguistic techniques each speaker used.

The last steps in the synthesis of findings are interpretation and an overview. The information obtained from the functional analysis—which covers a wide range of areas, including additive, contrast, purpose, and more—is combined to offer a comprehensive picture of the ways in which conjunctions function within the language of both Trump and Biden's victory speeches. This SFL-guided method adds to a better understanding of how these linguistic devices shape the distinctive communication styles of these political figures at pivotal moments in addition to illuminating the functional roles of conjunctions in meaning conveying and discourse structuring.

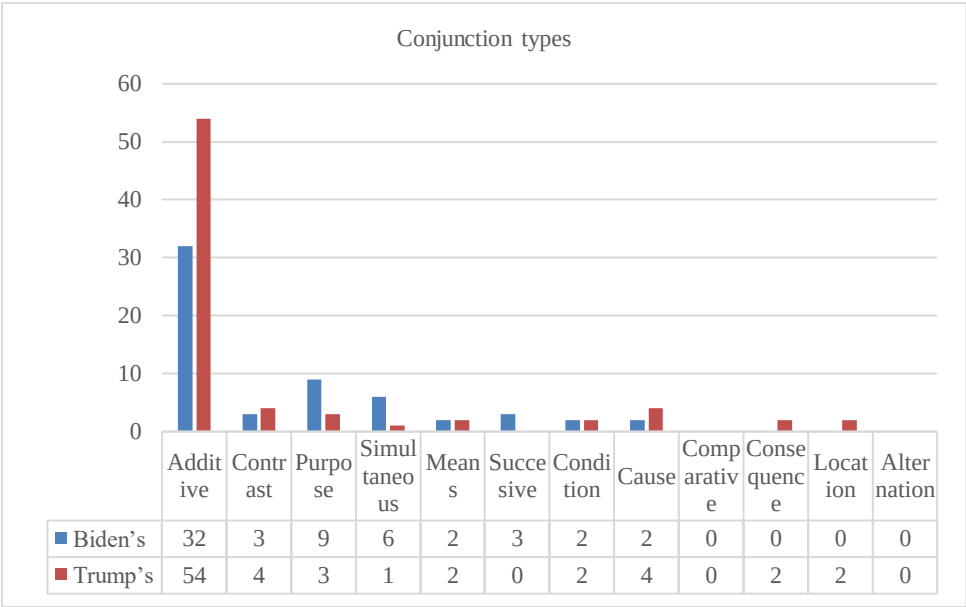
3. Results and Discussion

3.1 Results

Biden and Trump's discourse patterns are examined from a systemic functional linguistic (SFL) standpoint, with the data presented classifying their language use into different categories. This framework views language as a dynamic, multifunctional social semiotic system. The analysis shows interesting differences between the two figures' linguistics choices as their communication approaches. However, both mostly used additive structures, which indicate a preference to emphasize the accumulation of information.

Table 1 Conjunction Types

Types	Biden's	Trump's
Additive	32	54
Contrast	3	4
Purpose	9	3
Simultaneous	6	1
Means	2	2
Successive	3	-
Condition	2	2
Cause	2	4
Comparative	-	-
Consequence	-	2
Location	-	2
Alternation	-	-
TOTAL	59	74



Systemic Functional Linguistics (SFL) categories appear to be used to classify the quantitative breakdown of linguistic aspects in communication that are attributed to both Biden and Trump. SFL views language as a social semiotic system, and the distribution of these types shows the different ways in which language is employed for different purposes in communication. Interestingly, both texts appear to prioritize the addition or accumulation of information, as evidenced by frequency of additive structures in their speech. In addition, the data shows intriguing trends in which Biden outperforms Trump in the Purpose and Simultaneous categories. This could imply that Biden uses a greater degree of concurrent actions or ideas in his discourse and tends to express his goals more clearly. By comparing and contrasting these linguistic components, one can gain important insight into the unique communication techniques used by each character, as well as their rhetorical approaches and the purposes that language serves in expressing their ideas.

3.2 Discussion

Linguistic choices have a significant impact on forming public narratives in political discourse, which is a dynamic battlefield. The data (Table 1, Figure 1) under examination is a communication strategies utilized by Donald Trump and Joe Biden, offering a distinctive perspective on their respective rhetorical preferences. In addition, the analysis identified unique language patterns relations that describe Biden and Trump's communication styles. The highest numbers in the "additive" category highlight their expressive and dynamic communication styles, which is consistent with goals highlighting their preference for disseminating information in a broad and simultaneous manner. Biden, on the other hand, strategically emphasizes the "purpose" category, highlighting his policy-focused communication and dedication to defining precise goals.

Comparative analysis of language choices provides a detailed insight of the differences between Trump and Biden. Trump's higher number in the "cause" type is consistent with his ability to persuade others by highlighting the rationale behind choices. Conversely, Biden's emphasis on "purpose" reasserts his dedication to intention and clarity. Based on scholarly findings, this comparative linguistic analysis reveals how these linguistic choices shape each candidate's distinct rhetorical identity (Darong, et al., 2016; Othman, 2020; Setimaji et al., 2019; Umiyati, 2019; Zhou, 2021).

The absence of certain categories, like "comparative," "location", "alternation" "consequences" encourages reflection on the meanings that are subtly communicated through deliberate silence. This is consistent with academic conversations about the strategic and contextual factors influencing political rhetoric and emphasizing the power of words unsaid—contribute to the sophisticated interpretation of the data, even though particular references are not acknowledged (Kusumawardani & Putu Putra, 2021; Wang, 2010).

This approach highlights the wider implications of linguistic choices in political communication. The information sheds light on how the candidates' linguistic choices affect their rhetorical identities and capacity to engage a range of audiences. In this respect, the data-driven analysis of linguistic choices made in political discourse provides a nuanced comprehension of the communication strategies used by Trump and Biden. This analysis is proof of the ability of words to influence political narratives and public opinion. The leaders used language in political speech as a battlefield, carefully selecting words to sway public opinion (Kelly, 2020). Thus, data in Table or figure 1 presents the communication strategies utilized by both political leaders, offering a new perspective on their preferred vocabulary.

Furthermore, the data shed light on how the political leaders' decisions shaped their sociopolitical identities and their capacity to negotiate the nuances of various sociopolitical environments. These sociopolitical consequences are placed within the changing sociopolitical discourse. To sum up, linguistic choices can impact public discourse and shape sociopolitical narratives (Hopke & Simis, 2017).

A crucial question is how SFL incorporated into teaching writing. The findings found in the study highlights the potential of SFL to be used in English language teaching particularly in writing. Writing proficiency is one area in which Systemic Functional Linguistics (SFL) provides a strong foundation for English Language Teaching (ELT). Conjunction analysis is a key component of SFL, providing important insights that have a big influence on how teachers teach writing (Rizki et al., 2022; Tenri Ampa & Muhammad Basri, 2019). In addition, conjunction analysis has special instructional consequences in ELT and is essential in promoting coherence, genre-specific writing abilities, critical thinking, and, ultimately, improving students' writing competency (Mazida, 2023; Purba et al., 2017).

Along line the above argument, coherent writing relies heavily on conjunctions to link concepts and lead readers through a logical flow of information. Through the integration of conjunction analysis into SFL in ELT, teachers can highlight the importance of coherence in written communication (Cahyono, 2018). As such, students have a deeper knowledge of how conjunctions contribute to the overall structure and coherence of their writing in addition to learning the grammatical intricacies of their use.

Moving ahead further, the emphasis on text analysis in SFL becomes relevant particularly when teaching writing. Conjunctions are essential in determining how certain genres, such as informative reports and persuasive essays, speech are structured. By incorporating SFL-based conjunction analysis, students can identify genre-specific patterns and modify their writing to fit the demands of various settings (Zhang, 2019). This incorporation contributes to the development of more nuanced and context-appropriate writing skills.

Effective writing is based on critical thinking, and conjunction analysis in SFL offers a framework for developing this ability. Through posing inquiries about the function and significance of conjunctions in various settings, teachers foster a more profound interaction with language. This critical engagement not only improves their language skills but also cultivates the ability to make deliberate and informed choices in their writing, elevating the overall quality of their compositions (Rizki et al., 2022; Ampa & Muhammad Basri, 2019).

One of the main components of SFL, register variation, gives ELT teachers a useful tool for teaching writing with practical application. Students can learn how language changes from formal to informal registers by using conjunction analysis. Their ability to manage the various linguistic demands they may face in social, professional, and academic writing settings is enhanced by this understanding, which guarantees that their work is appropriate for the context and is grammatically correct.

Practically, the practice of conjunction analysis within SFL extends to concrete development in writing skills. Understanding how conjunctions affect to coherence enables students to build well-organized and logically connected texts. Whether writing for personal narratives, professional reports, or academic projects, developing these skills is essential for efficient written communication. When conjunction analysis is well- applied, the pursuit of improving writing skills in English language teaching (ELT) becomes a systematic and transformative journey (To, 2018). The steps are carefully planned into some stages so that, when combined, they provide a thorough grasp of language function and application within the context of Systemic Functional Linguistics (SFL).

Students are first introduced to the basic function of conjunctions. They learn about the three different types and roles of conjunctions—coordinating, subordinating, and correlative—through tasks that are engaging and provide explicit examples. This basic understanding prepares the way for a more in-depth investigation of their functional characteristics and a more complex analysis based on SFL principles (Adenan, 2012). An important point in the process is when you immerse yourself in the SFL framework. Students learn the theoretical foundations of language and get a grasp of how it functions in various contexts. This paradigm serves as their conceptual underpinning, offering a prism through which to examine conjunctions' dynamic role in forming meaning and coherence in written speech in addition to their mechanics.

Beyond theory, the next step entails analyzing modeled texts that span a variety of genres. In this stage, students use real-world examples to apply their newly acquired understanding of conjunctions within the SFL framework. Facilitated dialogues reveal trends and subtleties in conjunction usage, demonstrating how these language linkages support the general organization and coherence of various literary genres.

Exercises that focus on a certain genre become a crucial part of the process in order to close the gap between theory and practice. Students learn the subtleties of conjunction use in several writing genres, including as narrative compositions, informative reports, and argumentative essays (Darong, 2021a; Rizki et al., 2022; To, 2018). These courses help participants develop a sharp awareness of audience and purpose, while also deepening their comprehension of conjunctions and providing them with writing skills suited to a given genre.

In the next step, critical thinking becomes a major focus. Students are asked to consider the effects of conjunctions on meaning and rhetoric through focused exercises. Facilitated dialogues explore the choices made

by writers in the texts model, promoting a deeper understanding of language. In addition to honing their language abilities, this critical involvement develops their capacity for thoughtful and well-informed writing choices.

The analysis of register variation adds another level to the stage of employing SFL. Students look into how conjunctions change from formal to informal registers (Eggins, 1994). Through comparative analyses and practical applications, they learn to navigate the subtleties of register-specific conjunction use, preparing them for the varied linguistic needs they may encounter in various writing contexts.

Conjunction analysis is applied in writing tasks might be the last stage. The assignment requires students to apply SFL concepts and their understanding of conjunctions to their own compositions (Cahyono, 2018). These projects provide students a practical way to apply what they have learned by emphasizing coherence, genre-specific conjunction usage, and alignment with rhetorical objectives.

Peer review activity gives the students a more collaborative aspect. Students assess one another's writing, paying particular attention to the use of conjunctions. Adhering to SFL principles, constructive feedback strengthens conjunction analysis application. After reflective discussion, students are asked to explain how their comprehension of conjunctions and SFL has improved their general competency and affected the types of writing they have done. This comprehensive approach enables students to intentionally apply this knowledge in their own writing across all genres and registers, going beyond a simple language exercise. The stage turns into a life-changing event that develops skilled and articulate writers prepared for the complex problems of communication in the real world (Moncada Linares & Xin, 2020).

In conclusion, through SFL, conjunction analysis has a wide range of educational applications in ELT, particularly when teaching writing. This approach offers a comprehensive framework for improving students' writing competency, from promoting coherence and genre-specific writing abilities to nurturing critical thinking and contextual awareness. Conjunction analysis is a useful tool that teachers may incorporate into writing-focused courses to help students create meaningful written expressions in a range of contexts.

4. Conclusion and Suggestion

Conjunction analysis using Systemic Functional Linguistics (SFL) as a guide provides insightful information on the rhetorical devices used by Donald Trump and Joe Biden in their speech. By interpreting the functional relevance of conjunctions within the broader framework of political communication, the integration of SFL provides depth and goes beyond a simple conjunction count. A powerful tool for unraveling the speeches' complex linguistic and rhetorical fabric, this analysis—which has been enhanced by SFL—offers a sophisticated examination of the speakers' linguistic choices in the context of changing political discourse.

The Systemic Functional Linguistics (SFL) framework's conjunction analysis has provided insight into the different rhetorical strategies in the speech. Nonetheless, it is imperative to recognize the inherent limits of the research. Although useful, the quantitative breakdown might not fully convey the intricacy of the rhetorical devices; a more qualitative investigation could yield more profound understandings. Furthermore, the study skips over the speeches' particular contexts, which have a big impact on language choices. By using a mixed-methods approach, integrating quantitative analysis with qualitative investigation, and taking into account the contextual elements influencing political speech, future study could solve these shortcomings.

One possible avenue for future research could investigate is how conjunction choices affect the perception and participation of the audience. The effectiveness of these rhetorical devices could be determined by performing sentiment analyses or audience reception studies in response to speeches that make extensive use of deliberate conjunction usage. Moreover, analyzing speeches given during various times or during certain events may reveal the development of linguistic choices, offering a longitudinal view on how political communication changes with the times. By tackling these issues, Future research can advance the understanding of the complex interactions between conjunctions, rhetorical devices, and audience response in political discourse.

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