

THE SPEECH MOTIVE: AN ANALYSIS OF AN APOLOGY SPEECH VIDEO ON YOUTUBE WHICH IS POTENTIALLY FOR A DEFAMATION

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ABSTRACT

This study is triggered by the phenomenon of how YouTube videos can be a criminal acts source and one of them is defamation. The video analyzed in this study is related to the murder case of police by a police general which not only attracted the people's attention by the strange case but also by some war statements delivered by each part's lawyers, the video which is picked in this study was in the topic of apology. This study proved the potential defamation by the textual function theory of systemic functional linguistics (SFL) and then continued by analyzing the pattern in theme and rheme progression. The findings defined that due to the topic of the video 'apology' the theme types which are realized showed inconsistency. Due to the relation of theme and meaning intended in it, an apology should mainly show an ideational theme because an apology is a personal feeling of the speaker, however, in the video the theme mainly or 59,7% is realized in textual function which is due to theory textual function is identical to stories. The findings are also supported by the theme and rheme progression pattern which is explained that four main messages are delivered by the speaker such as (1) apology, (2) blaming, (3) accusing, and (4) accusing the police department. Those ideas clearly defined that the speaker was not purely telling his apology but mainly exposing his predictions due to some actors which aren't proven.

Keywords: Forensic, Theme, Textual, YouTube, Defamation

INTRODUCTION

Forensic linguistics investigates language for law purposes. Differently from the other linguistics sub-discipline which investigate language to describe, formulate, and explore it, forensic linguistics purposively investigates language demanded by cases (Alhumsi, 2019; Galyashina, 2018; Igorevna, 2021; Syam, 2018). Scientifically, forensic linguistics is designed to (1) identify language parts such as vocabulary, collocation, pronunciation, spelling, and grammar in case to identify the author, such as a letter that was left by a doer of suicide as it is very important to identify whether the letter which is left is by the doer of the suicide or not, then (2) determine and measure written or spoken discourse to define its similarity to prove the discourse whether it belongs to someone, next (3) investigating a discourse by dealing with the meaning of it, the signs, and semiotic events which are found, then (4) identifying the dialects to find the real language identity, and last (5) investigating the sounds of language, forensic linguistics can define the language sounds to know the truth of a case (Ariani et al., 2014). Through those 5 linguistic forensic fields such as author identification, forensic stylistics, discourse analysis, forensic dialectology, and phonetic forensics, experts in linguistics are extremely needed to examine and investigate spoken or written language in a criminal case, linguistic forensics is a sub-discipline of forensic the language itself (Galyashina, 2018).

In this global era, the function of language has dramatically increased interactionally and transactionally. It is identified by the arisen of many instruments of communication such as email, dating apps, and of course social media. The extreme development of human communication somehow turned it into a criminal case such as people are roughly argued in it. Many criminal cases had been defined in this way of communication and one of them is defamation. Related to defamation, Indonesia has ruled it in a law article of 310 KUHP by highlighting the point of action of accusing someone in a community or society with the purpose to damage his/her self-image as the victim. Due to the law article above, internet use especially social media becoming a place to defame someone but also gives access to define the defamation itself, because social media especially YouTube records videos and is accessible by all people in the world. Related to videos on YouTube, it currently, provided video news about a murder case, the case is unique because the victim is a policeman who is killed by a police general. During the case investigation, lawyers for both sides tried to claim their position and one of the lawyers even make a video apology, uploaded to YouTube and it is accessible to all people. An interesting point in the video is related to the content which is not only delivering an apology message but other implicit messages which is easy to define by YouTube viewers.

This study aims to investigate the implicit meanings lied in the apology speech delivered by one of the lawyers for two important reasons (1) forensic linguistics is designed to analyze spoken or written discourse to define the real message implied and (2) YouTube is the platform which provides the access to the video is accessing by various types of viewers even by children, uneducated people, and the political opposites of the potential defamation victim. And so, the questions of this study are:

- (1) what are the messages delivered in the video?
- (2) how do the messages potentially defame people or actors who are mentioned in the video?

Analyzing discourse as a way of forensic language is widely practiced by many researchers. One of the theoretical applications massively used in analyzing discourse at this current time is systemic functional linguistic theory. There are four parts of the grammar used to analyze discourse such as (1) the transitivity or also called an ideational function, (2) the mood of the clauses (declarative, interrogative, negation, and imperative) which is also named interpersonal function, (3) the structure of ideas in a text or also called as a textual function, and (4) logical function. Ideas' structure in a text which is defined by theme and rheme results in a theme-rheme pattern. In its textual function, systemic function grammar believed the first part of language expressed by the speaker is the main ideas the speaker intended. In this perspective, systemic functional grammar defined the first part of speakers' ideas as the main of departure or also named as a theme and the rest of the ideas are defined as rheme. The ideology of theme and rhyme is in the order of the language part. Again, the first part of the main departure is the theme. The theme in this ideology is structured in three categories; ideational theme, interpersonal theme, and textual theme (Halliday & Matthiessen, 2013; Klein et al., 1978; Mahlberg, 2007; Moya-Guijarro, 2019; Schleppegrell, 2013).

The ideational theme is when the first part of the clause is realized in subject, predicate, object even compliment. Then, the interpersonal theme is when the point of departure is realized in auxiliary as the first form of a question because the interpersonal theme is similar to interpersonal function which is explained as the part of the predicate in a question. Last, textual theme is when the point of departure of the clause is in the form of conjunctions, connectives, and continuatives, it is similar as it was explained in textual function which is functioned to connect one part of ideas to the others. Those three types of theme proposed their unique meaning, such as in ideational function which is realized in subject, predicate, object, and compliment explained that the theme of the clause is in the same line as the topic of the passage, however, when the theme is in interpersonal it means that the theme is in the ideas of questions, last when the theme is textual theme it explained that the theme is the effort of the author to relate the ideas from one idea to the other. Furthermore, those ideas which are realized in a passage can also be analyzed due to its structure which is called 'theme progression' (Efransyah, 2019; Endarto, 2017; Esther Dorta Martínez et al., 2021; Moyano, 2016; Petr, 2015; Sinar et al., 2020).

The theme and rheme progression is defined into (1) constant pattern, (2) linear pattern, (3) split pattern, and (4) derived pattern (Abdulrahman Almurashi, 2016). The type of constant pattern is identified by the relations of the themes, in this pattern, theme 1 is continued by theme 2, and so on. The type of linear pattern is identified by rheme relations; in this pattern, the ideas in rheme 1 become the ideas of theme 2, so the ideas of each theme after theme 1 come from the theme of the preceded rheme. However, a split theme pattern is identified by the condition of the next two themes from preceded rheme, for example, theme 2 and theme 3 come from rheme 1. Last, the derived theme pattern is identified by the continual ideas from theme 1 to rheme 1 to theme 2 and rheme 2, the ideas are continued from the beginning to the end (Abdulrahman Almurashi, 2016; Endarto, 2017; Halliday & Matthiessen, 2013; Schleppegrell, 2013). The theme progression is empirically important to show the ideas' distribution to map the whole message of a discourse. This method strongly proves the real meaning a speaker intended to express.

To show how theme and rheme pattern can be operated to analyze discourse in the importance of a forensic, the following are 4 (four) previous related literature about analyzing discourse from the perspective of systemic functional linguistics theory; it is limited to only transitivity and theme-rheme analysis. The first is a discourse analysis of the speech of Jokowi Dodo, the President of the Indonesian Republic. The purposes of the study are (1) to define the theme types delivered in the President spoke of Jokowi Dodo and (2) to define the ideas pattern whether it is progressive or not progressive. The data are analyzed using the theory of theme-rheme, the textual function. There were 33 clauses and the findings are explained as the following (1) there are two types of themes in the speech they are the ideational theme (67%) and textual theme (33%), then (2) the development of the idea in the speech is defined

cohesive or the themes are structured progressively in the types of constants, simple linear, theme derived, and split theme. This study also discussed the meaning of theme structure in a discourse by explaining that a progressive theme structure in a discourse is indicated that the discourse is well managed or cohesive and coherence, otherwise, the unprogressive theme structure in a discourse indicated that the text is not well structured or it is not cohesive and coherence. The researcher also defined that in progressive theme structure, the writer uses some cohesion particles to create a cohesive text such as conjunction, continuatives, and conjunctive (Octaberlina & Muslimin, 2020).

Another study is the analysis of English and Arabic news which reported Syria's people's outcry to their President's death. The analysis is conducted under the theory of theme-rheme structure by focusing on the comparative study; comparing the Arabic and English discourse. There were 14 reported news data which were published on 25 – 26 September 2006. The Findings of this study defined that Halliday's concept of theme and structure of information is effective in explaining the ideology of the Arabic and English newspapers in reporting their news (Potter, 2016).

The next related study is an analysis of four suicide letters under the theory of transitivity. There were 170 clauses in 4 suicide letters. The findings stated that from 170 processes there were material processes, mental processes, relational processes, verbal processes, and existential processes, while the most process found is material processes in 42,94%. The findings also defined the reason for the suicides such as unpleasant behavior accepted, depression, regret, unpleasant feeling, and also feeling under pressure and despair. The study successfully defined the reason for the suicide by connecting it to the types of process (Sawirman & Ridhwani, 2020).

The last related study is an investigation of a telephone call script by a perpetrator. In this study, the data were analyzed under two perspectives (1) transitivity and (2) speech act. The data were analyzed on three levels of analysis, they are semantic, pragmatic, and syntactic analysis. Pragmatically, the conversation has happened mainly in personal terms which were known only by the participants in the conversation. Syntactically, all of the participants in the conversation expressed the meaning of locution, perlocution, and illocution in a unique way. However, the semantic analysis defined that the participant with higher a position used his strong position in expressing his willingness to the lower position participants (Waskita, 2014). And so, those were some studies related to studies supporting the truth of how textual function is used in analyzing a passage.

METHODOLOGY

The purposes of this study are to define the messages lying in the apology YouTube video and define the way how the messages could defame anyone mentioned in the YouTube video. This study will never be separated from the context of a murder case in Indonesia. It was a huge and viral case from July to November for it is a murder of a police officer by a police general. The video which was recorded and uploaded to the YouTube channel was made by the lawyers of the claimants. The YouTube video in this study belonged to the TVOne YouTube channel on 18 September 2022, however, the video was originally uploaded by @nyinyir_update_official before it was taken by the TVOne YouTube channel. The video is in 6 minutes and 27 seconds, but the data which was taken is limited to the duration of 1 minute and 54 seconds, consisting of 27 clauses that are gotten through the process of transcription. The analysis is ordered by the following steps (1) identifying the types of theme and (2) identifying the pattern of the theme and rheme (constant, linear, split, or derived). In conclusion, this is a qualitative and quantitative study administering observation as the instrument of the study (Creswell & Creswell, 2018; Soegiyono, 2011). The following is the transcription of the YouTube video (for the original version: (2546) Kasus Brigadier J Tak Kunjung Menemukan Titik Terang, Kamaruddin Simanjuntak Minta Maaf | tvOne - YouTube)

1. I have disappointed everyone
2. But I truly apologized to you
3. I had tried by sacrificing everything; thought, money, and time
4. I paid everything in this case,
5. But I don't want to tell you that
6. It is because President didn't do anything
7. Except only 4 times he said to expose it to the public clearly
8. We have to confess
9. He said it 4 times in 4 moments
10. In the end, what I have predicted

11. It happened
12. It has been 3 months since July
13. This case has no progression
14. I have told you
15. If I am the police officer
16. The case will be done in just a half day
17. In Less than a week, this case has got much progression
18. It is because of my intelligence
19. But the President let the Police department get stuck in the mud
20. In the end, they were still now
21. They can't make any solution for this case
22. This case supposedly had got 35 to 36 suspects
23. To this day, there are just 5 and 7
24. The 7 suspects even including the suspects of obstruction of justice
25. So, I am the lawyer
26. Or as a member of the lawyer team, apologize to you
27. That I can't fulfill your expectation

Due to the purposes, method, and data approached in this study, this study is handled by a qualitative method in the design of phenomenology, similarly, this is a study of qualitative phenomenology (Creswell & Creswell, 2018; Soegiyono, 2011)

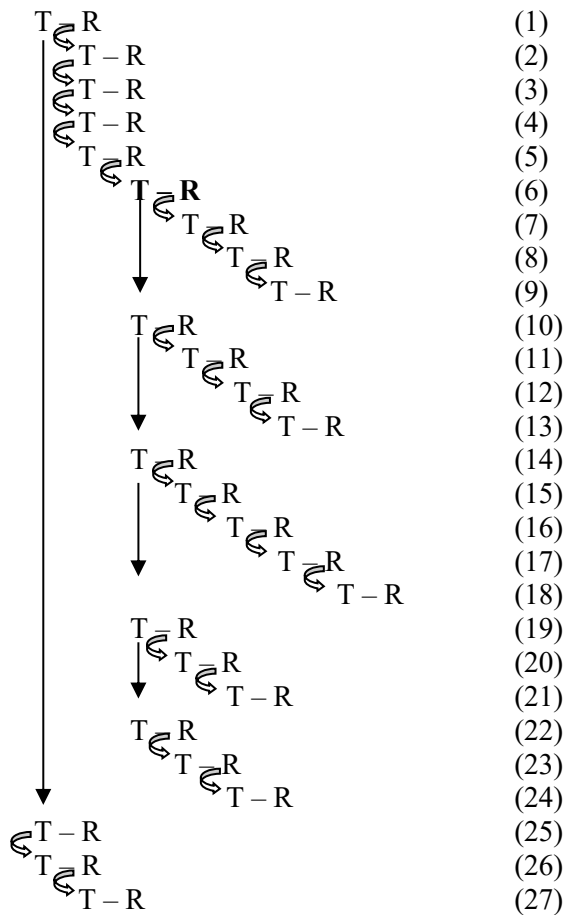
ANALYSIS

This part exposed the answers to the questions of what the message is delivered in the video and how are those messages potentially defamed by some actors which are mentioned. First of all, this study reveals the theme and rheme types, such as the following:

No	Themes	Number & (%)
1	Ideational Theme	11 (40,3%)
2	Interpersonal Theme	0
3	Textual Theme	16 (59,7%)

The table above explained the distribution of these types in the video. There were defined that mainly the themes are textual theme and the rest are ideational theme. In this finding, there are two important points as the followings:

1. The video is started with an apology which became the topic of the video, however, related to the systemic functional grammar which explained ideational function into the parts of actor, process, and circumstances the finding of the study is confusing for it is not dominated by the ideational function. Due to the topic of 'apology', the discourse is supposed dominated by ideational themes.
2. The theme of this study is dominated by the textual theme which is identified by the existence of conjunction and transitional signals as the themes and so this finding is indicated a complex situation that is tried to explain by the speaker in the video, it is due to the way of how the speaker in the video tried to interconnected the complex ideas by conjunction and transitional signals. However, the textual theme which is realized in this video is also an indication that the speaker intended to explain a story and it is not his/her apology. The textual theme is theoretically denied the message of an apology. This finding is contrastive to the topic of the video which is an apology (Halliday & Matthiessen, 2013; Schleppegrell, 2013). To investigate the phenomenon, the theme and rheme realization is patterned in the theme progression as the following:



The figure above explains the theme and rheme relations in the discourse of transcription. There are 27 clauses which are informed by numbers on the right side in brackets. 'T' is for theme and 'R' is for rheme. The go-down arrow is signaling the ideas' relations from clause 1 to clause 25, from clause 6 to clause 10, from clause 10 to clause 14, from clause 14 to clause 19, and from clause 19 to clause 22, the go-down arrow explains that theme of clause 10 comes from theme of clause 6, theme of clause 14 comes from theme of clause 6, theme of clause 19 comes from theme of clause 14, theme of clause 22 comes from theme of clause 19, and theme of clause 25 comes from the first theme. However, the half-rounded arrows are signaling the same meaning, the ideas' relations, or how the theme/ideas of clause x can be realized. This figure which is showing the structure of the theme and theme visually can clearly define the cohesion which is realized in the speaker's mind (in this case, the one who made the video). From the figure, it is clearly explained that the video is covered by the theme of 'making an apology' however it is talking other ideas in the middle of the video.

Moreover, the pattern of the theme and rheme above clearly showed two groups of theme-rheme patterns which also reveal the development of the idea, such as the following:

1. Linear-Constant Pattern

This pattern is found in clauses 1, 2, 3, 4, 5, 25, 26, and 27. The linear pattern is defined in clauses 1 to clause 2, where the theme of clause 1 became the theme of clause 2. The linear pattern is also defined in clauses 5 to six and 26 to 27. However, the constant pattern found in clauses 1 to 25 continued to 26. It is also found in clause 2 and continued to clauses 3,4 and 5. This pattern indicated a unity meaning which is distributed in two groups of ideas that is at the beginning of the speech; clauses 1 to 5 and at the end of the speech; clauses 25 to 27. All of the clauses which are structured in this pattern of theme and rheme are telling about one sub-topic of 'apology'.

2. Linear Pattern

This pattern is found in three groups of clauses (1) clauses 6 to 13 which are telling about the speaker's assumption of the President, (2) clauses 14 to 18 which are telling about the speaker's opinion of the case progress if it is handled by him, (3) clauses 19 to 24 which are telling about speaker's assumption to

the condition of the police department. These four groups of patterns indicated one big sub-topic which is the speaker's assumption or opinion about (1) Mr. President, (2) the Case progress, and (3) the Police Department which didn't relate to the topic of apology.

So, the figure of theme and rheme structure/relation above and the type of its pattern scientifically proved that the speaker in the video didn't want to only make an apology but as those were explicitly stated from clauses 6 to 24, the one who made the video wanted to say some other things (except an apology). As those are categorized into the following groups:

- Group 1 'clause 1 – 5, 25 – 27 (8 clauses)' = expressing an apology to people who concerned with the case
- Group 2 'clause 6 – 24 (19 clauses)' = blaming and accusing some participants such as the President and police department of the Indonesia Republic (consist of the findings from speech act analysis)

The structure of themes above defines a truth that ideas delivered in the video are not consistent with the topic of apology. Moreover, the comparison of the percentages is dramatically different. In the first 1 minute and 54 seconds with 27 clauses, the ideas delivered to say an apology (expressive) are 8 clauses or 29,6%. However, the ideas which are delivered to discuss the other ideas are 19 clauses or 70,4%. So, the video, from the data, is not willing to say an apology but in his tricky way uses the moment to transfer his assumption (representing assumption) related to several participants.

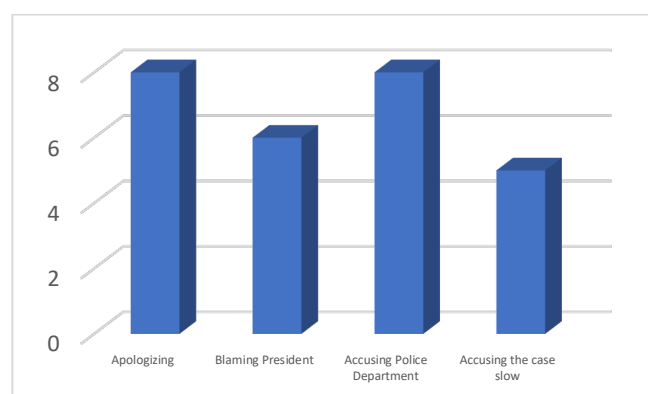
Furthermore, the 19 clause which explained the other ideas in the video are talking about the following ideas:

1. An assumption that blaming the President of the Indonesia Republic who is claimed to be ignorant of the murder case (clause 6 – 11/ 6 clauses)
2. Complaints to the police department of Indonesia who is assumed didn't give their best to progress the murder case (clause 12 – 19/ 8 clauses)
3. Complaints related to a murder case that has no progression. (clause 20 – 24/ 5 clauses)

In conclusion, to answer the first question of this study, the YouTube video this study was expressing the following messages:

1. Words of apology (8 clauses)
2. Accusing the President of the Indonesia Republic as an ignorant person to his people (6 clauses)
3. Assuming the police department of the Indonesia Republic showed a bad performance, and (8 clauses)
4. Assuming that the murder case had no progression. (5 clauses), to be clearer look at the following graphic:

Graphic 1. Messages calculation



How do those messages potentially defame the participants who are mentioned in the video? There is a way to prove it. It is by checking the truth due to the information shared which is focused on clauses 6 to 24. Look at the following table:

No	Point of Defamation	Status	Reasons
1	President ignorant of the murder case	√	The President of the Indonesian Republic is not responsible for handling the murder case; it is not one of his responsibilities. It belongs to the police department
2	The murder case has a very slow progression	√	The progression is depended on the schedule of the investigators
3	The Police Department shows a bad performance	√	The Police Department has a responsibility to report their investigation progress to their supervisor, it is not to any lawyer of the two sides in the murder case.

Compared to the truth of the information shared in the video, all of the messages (except the apology) potentially defame the participants mentioned in the video. It is defamation because the truth of all information shared is not proven, and sharing any untrue message is a criminal act. Scientifically, another way of defining the defamation act is by relating the message expressed in the video of apology to the theme and rheme types that are realized. The textual theme realization in the discourse explicitly defined the speaker's intention to not say his apology but to use that moment to tell a story from his perspective. This scientific truth is another way of defining the speaker's speech motive which is intended as defamation. Scientifically, the motive of the speaker in the video is not an apology but to tell a story from his perspective.

CONCLUSION

The increase of social media and YouTube as a means of communication has turned into a potential criminal act and one of them is the potential for defamation. Indonesia has its law due to defamation, the various ages of YouTube videos can be a dangerous thing to the truth of information delivered in it. One of the linguistics sub-discipline areas useful to prove defamation in a discourse is forensic linguistics. By applying the theory of theme and rheme structure in textual function which categorized the theme and rheme into the ideational, interpersonal, and textual themes, the following are some conclusions which are gotten from the study:

1. The data in this study is a video made and uploaded to YouTube which mentioned some participants who were potentially defaming related to the messages realized in the video.
2. The data was 1 minute and 54 seconds speech in 27 clauses.
3. The data were analyzed by two theories (1) speech act and (2) theme-rheme structure.
4. Speech act theory is applied to define the potential viewers get from the messages delivered in the video, while
5. The theme-rheme structure of the analysis is applied to define the coherence and cohesion of the messages in the discourse.
6. The analysis of the speech act defined the 27 clauses into (1) expressive by delivering an expression of apology in clauses 1 to 5 and 25 to 27. And (2) representatives by stating some opinions about the President of the Indonesia Republic in clauses 6 to 13, predicting the success of the case on his hand in clauses 14 to 18, and asserting his assumption of the progression of the murder case in clauses 19 to 24.
7. Finally, this video is defined as defamation due to the truth of the information shared.

Most importantly, this study is proven how easy access to YouTube in order of uploading a video is a dangerous risk of defamation which is potentially delivered wrong information to the various ages of its viewers.

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