



**INTERPERSONAL MEANING IN BARACK OBAMA'S  
KEYNOTE ADDRESS AT DEMOCRATIC NATIONAL  
CONVENTION 2004**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

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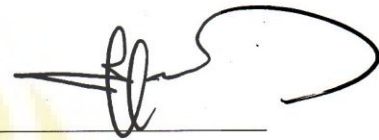


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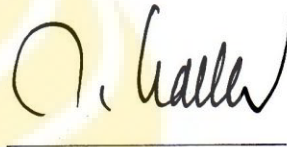
## APPROVAL

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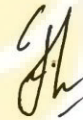
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## MOTTO AND DEDICATION

“...cause every tool is a weapon if you hold it right.”

-Annie Difrancio -



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*To*

*Bapak Edi Suroso, S.Pd. and Ibuk Lika Risa S.*

*Elisa Dwi M., Adelia Rosa H., and Elfisa Quita S.*

*Friends and Almamater*

## ACKNOWLEDGEMENTS

All praise to Allah SWT for His endless blessings so that this final project could be completed well. While writing this final project, the writer got so many guidance, helps, and motivations by various people. Therefore, in this section, the writer would like to express his gratitude for:

1. Prof. Dr. Agus Nuryatin, M.Hum., The Dean of Faculty of Language and Arts, Semarang State University who provides facilities during the study.
2. Dr. Rudi Hartono, S.S., M.Pd., The Head of English Department who facilitates and gives chances to conduct this final project.
3. Galuh Kirana Dwi Areni, S.S., M.Pd., The Head of English Education Study Program who gives permission to conduct this final project.
4. Prof. Dr. Dwi Rukmini, M.Pd., as the first advisor who gives wonderful guidance, advise, and care in the process of writing this final project.
5. Sri Wahyuni, S.Pd., M.Pd., as the second advisor who gives her time to guide and understanding the writer of his errors and mistakes in the process of writing this final project.
6. My beloved father, mother, sisters for their neverending support. Thanks for all the prayers, love, and care.
7. All of my best friends, *Cah Permen 2010*, English Alliance, and many more, for their supports and helps in any circumstances especially when conducting this final project.

8. The big family of BEM FBS UNNES and people of PKM FBS UNNES who taught me the meaning of friendship and struggle.
9. All friends of English Department for their togetherness and assistances during the time in college.
10. All friends who have been sharing shelters with me, for their care and kindness.
11. Beloved lecturers, friends, seniors, and juniors especially in Faculty of Languages and Arts for sharing their knowledge and experiences which enrich me as a student also as human being.

Hopefully, this final project can be helpful for the writer himself, readers, those who wanted to conduct such analysis, and may be beneficial to the development of the study.



Semarang, July 2017

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## ABSTRACT

Rizaldi, Rafidika. 2017. *Interpersonal Meaning in Barack Obama's Keynote Address at Democratic National Convention 2004*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Prof. Dr. Dwi Rukmini, M.Pd. Advisor II: Sri Wahyuni, S.Pd., M.Pd.

Key words: Interpersonal meaning, MOOD System, Modality, Appraisal System

This study deals with language as communication realized in the speech. It focuses on the interpersonal meaning which discusses relationships between the interactants. While, the object of the study is Barack Obama's keynote address at Democratic National Convention 2004. In conducting this study, the writer has two statements of the problem which should be fulfilled; that are what underlying tenor is revealed in Barack Obama's keynote address at Democratic National Convention 2004 and what is the pedagogical implication of it.

The research approach of the study is descriptive qualitative. Text analysis is functioned to produce qualitative analysis in which quantitative data enhance the depth of the analysis. There are two analysis in the study: grammar analysis to unveil interpersonal meanings and lexical analysis to uncover Barack Obama's attitudes.

The result of the analysis, through MOOD System and Modality, shows that Obama tended to be persuasive as possible by positioning himself as common citizen of the United States of America instead as Senator of the State. He also uses various subjects and modals to be persuasive as possible. In terms of lexical analysis, through appraisal system, he tends to judge positively about American Dream and John Kerry who at the moment is running for the Presidential ticket from Democratic Party.

Finally, based on the study, in watching and listening to the speech, we should analyze to uncover the meanings behind it.



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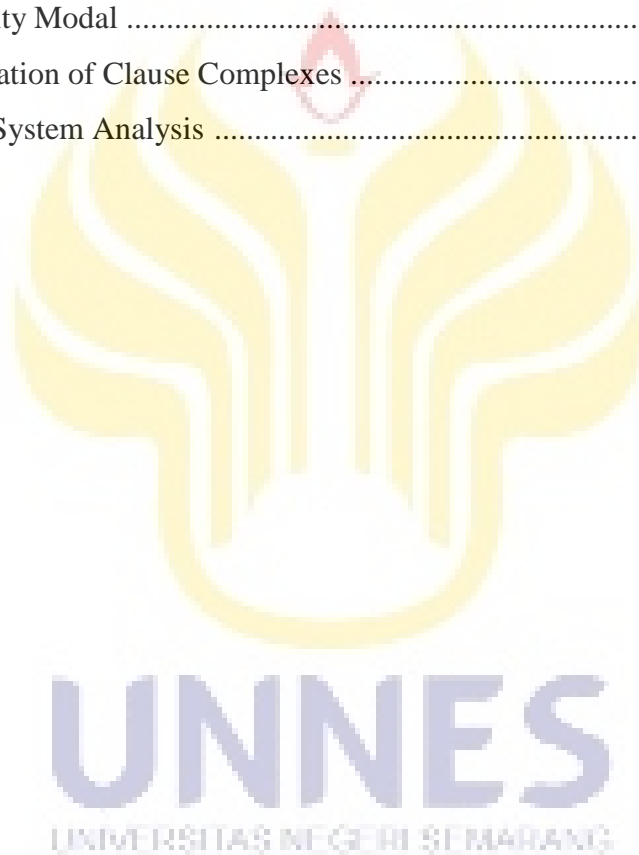
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# CHAPTER I

## INTRODUCTION

This chapter presents introduction of the study which consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, and outline of the study.

### 1.1 Background of the Study

A text either written or spoken is the manifestation of the idea of the writer or speaker. A written text is identified as a text which is constructed by someone who wants to convey his or her ideas through written form, such as, newspaper, novel, brochure, etc., while a spoken text is identified as a text which is constructed when a person is conveying his or her ideas through verbal communication, such as public speech.

Public speech is a one-way communication which does not need any feedback from the audience. However, in some occasions the speaker encourages the audience to respond some straight questions. According to The American Heritage Dictionary of the English Language, Nunberg et. al. (2000), public speaking is “the act, art, or process of making effective speeches before an audience.” As it is generally understood, public speeches are delivered orally, commonly often well-prepared in writing and presented in formal occasions. Based on the functions and contents, political speech is a kind of public speech given by authorities with political purposes that aims to influence a certain group

of people. Thus, ideas, thoughts, programs, visions and missions can be effectively transferred to the audience by constructing beautiful speech.

The combination of specially chosen diction which has been adjusted according to the context of the situation and meaning or intention that speaker intends to deliver through the speech is the key of a powerful speech. This kind of arrangement of words enables the speaker to precisely realize the message he or she intends to convey. Both the diction and the meaning that are realized through it are important factors. Just as the diction which can be determining factor, so do the meaning that realized through diction can be seen as the soul of a speech. In creating an effective speech, the speaker needs to pay attention to context of situation in which he or she will deliver the speech.

Halliday and Hasan (1990:52) state that “the context of a situation is arranged in three categories: field, tenor and mode.” Field refers to the subject matter and it may be similar to certain uses of the term domain in computational linguistics: what is happening, to whom, where, when, and why it is happening. Tenor refers to the social relation existing between the interactants in a speech situation. It includes relation of formality, power, and affect (president - citizens, father - son). Tenor influences interpersonal choices in the linguistics system, and accordingly it affects role structures and strategies chosen to activate the linguistic exchange. It describes the way that language is being used in the speech interaction, including the medium (spoken, written, written to be spoken, etc.) as well as the rhetorical mode (expository, instructive, persuasive, etc.).

These three elements make possible for the speaker to orient in the context of situation. The speaker must consider in what event he or she is delivering the speech (field), to whom he or she is addressing the speech (tenor) and what language should the speaker use corresponds to the addressee of the speech (mode). Halliday (2002:198) explains that there are three functional components of the semantic system of a language: (a) ideational, subdivided into logical and experimental; (b) interpersonal; and (c) textual. In relation to the equal response, Eggins (1994:798) states that the field is reflected in the experimental meanings of the text, the tenor in the interpersonal meanings, and the mode in the textual meanings.

This study investigates the “*Audacity of Hope*” speech by Barack Obama, the first African-American President of the United States of America. This particular speech delivered when he was a senator of Illinois at Democratic National Convention 2004 in Boston, which made his name resonated across the nation. At that event, he behaved as a senator to address his supports to the Democratic Party presidential candidate, John Kerry, and Democratic Party vice presidential candidate, John Edwards. Not only was he explicitly pledged himself to John Kerry and John Edwards, but he also persuaded all the audience to renewing the American Dream and gave profound emphasizing on the importance of the power of hope. Moreover, the way he conveyed the audience with interesting and factual narration that he experienced throughout the country made this speech very remarkable.



In addition, Obama's appearance on that night was covered by various media, both paper and television news, which most of them were curious about him. The Philadelphia Daily News, cited from Burns, made an article written by William Bunch asking "...who the heck is this guy..." on the morning of 27<sup>th</sup> of July 2004. Later on at July 30<sup>th</sup> 2004, on Washington Week, the Washington Post's David Broder, Time's Michael Duffy and the Boston Globe's Nina Easton discussed Obama's fiery speech. "A star is born," Duffy said.

As the discourse analyst, we see that this speech is a purposeful text and a process of making meaning, later on, the writer will analyze how the clauses in this speech are structured to realize its interpersonal meaning. By analyzing the interpersonal meaning of the speech we can find out how the speech is structured to establish social relationship between the speaker and the audience since whenever we use language to interact, one of things we are doing with it is establishing a relationship between us, between the person speaking now, and the person who will probably speak the next. Though there is no turn – taking system in the personal speech unlike casual conversation, the social relationship still can be investigated through different speech roles and speech function inside the text, moreover there are some straight questions from the speaker to the audience on this particular speech.

In systemic functional approach, language is viewed as a resource for making not only just one meaning at the time, but it also making several strands of meaning simultaneously. It means that the Obama's speech is modeled as the concurrent exchange of three types of meanings; experiential, interpersonal, and

textual. However, this study scopes down into analysis of interpersonal meaning inside the speech since it is believed to reflect the interpersonal meaning. The Interpersonal Metafunction of a speech represents the way the addresser and the audience interacting to each other, the use of language for establishing and maintaining relations with them, influencing their behavior, expressing our own viewpoint on things in the world, and eliciting or changing their opinions. It concerns mainly on the Roles of Addressers and Audience, Mood and Modality.

It is the main purpose of the research in helping the readers to understand the “*Audacity of Hope*”, speech by Barack Obama, at the Democratic National Convention 2004 and make comments on the speech about whether it is an effective discourse for its own purpose or not. The following analysis of the speech from the perspective of the Interpersonal Metafunction mainly involves the analysis of Mood and Modality.

## **1.2 Reasons for Choosing the Topic**

In this study, the writer chooses to analyze the interpersonal meaning in Barack Obama’s speech as a keynote address at Democratic National Convention on 2004 based on three reasons.

First, public speech is form of spoken linguistic product which contains meaning that becomes the main purpose of delivering it. Indeed, the “*Audacity of Hope*” speech by Barack Obama which predicated as an Obama’s early step to the White House has special meaning. His statement has been powerfully renewing American hope and faith which had a profound effect on the audience. This speech finally was published as a book in 2006 entitled ‘*Audacity of Hope*’. For

this reason, the writer interested to investigate the interpersonal meaning of this speech, since the writer field is the study of language.

Second, as an English student, the writer is curious on how the interpersonal meaning in this particular speech is realized through the construction of the words. How Barack Obama, so called the master of oratory, arranges words into phrase, phrase into sentence, sentence into paragraph so that his interpersonal meaning is well-conveyed through his speech.

Third, as the writer mentioned before, there is no doubt that this speech have some valuable information which we can adapt and later on we can apply it to the pedagogical fields.

### **1.3 Statement of the Problems**

According to the background and reasons above, the problems of the study could be formulated as follows:

1. How is the interpersonal meaning of “*Audacity of Hope*”, speech by Barack Obama at Democratic National Convention 2004 realized?
2. What are the pedagogical implications of the findings of the study?

### **1.4 Objectives of the Study**

The main objectives of the study are:

1. to investigate how interpersonal meaning of “*Audacity of Hope*”, speech by Barack Obama at Democratic National Convention 2004 realized; and
2. to describe the pedagogical implications of the findings of the study.

### **1.5 Significances of the Study**

Based on the problem and objective of this study, there are some significances of the study that are stated by the writer below:

1. Theoretically, the study may be able to demonstrate how lexicogrammatical analysis can be used as powerful tools to unveiling the interpersonal meanings or the tenor established by a speaker.
2. Practically, the study may be able to be a model for another researcher who interested in conducting such study.
3. Pedagogically, the study will demonstrate how lexicogrammar analysis can be used to enhance readers' critical thinking.

### **1.6 Outline of the Report**

This study consists of five chapters. Chapter I is introduction which explains about general background of the study, reasons for choosing the topic, problems of the study, purposes of the study, significance of the study, and outline of the study.

Chapter II presents the review of related literature which contains theoretical reviews, the previous study, and the theoretical framework.

Chapter III presents the method of investigation which includes the research approach, the object of data analyzing, and the presentation of the result.

Chapter IV presents the findings and discussions of findings supported by the analysis.

Chapter V presents the conclusions of the study and also some suggestions in relation to the result of the study

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In this chapter, the writer has been searching the information and ideas in order to conducting this study. There are so many sources of reference from textbooks which is related to the topic in this study that are used by the writer as the theoretical framework of this study.

#### 2.1 Previous Studies

There had been studies about Barack Obama's speech with various approaches, such as, politics, psychology, culture, and language. Some of them, including the similarities and the differences, are laying the foundation of this research, especially in the field of interpersonal meaning.

A research conducted by Ardianti (2012) which analyzed Barack Obama's Speech on Osama bin Laden's Assassination gives some perspective to this research. The similarities are the approach of the study which is investigating the interpersonal meaning of particular text and context, and the object of the study is also Barack Obama's speech. However, this research investigating the speech which was stated in 2004. It was long before Obama was known. On the other hand, Ardianti's research investigated the Obama's speech when he was the president of the United States. Hypothetically, there would be some differences in particular areas, especially the way Obama delivered the speech.

Another research conducted by Hao Feng and Yuhui Liu (2010) from Beijing University of Technology also focused on the analysis of interpersonal meaning in Barack Obama's speech. Their research uses the opening speech given by president Obama at a prime time news conference commemorating his first 100<sup>th</sup> day in the office as a sample to explore how interpersonal meaning is achieved from the perspective of Functional Grammar. As mentioned above, this research shares the same analytical framework to reveal how interpersonal meaning is achieved. On the other hand, their research uses sample in Obama's early career as a president. It can be assumed that there would be differences between this research and theirs, especially on how Obama uses the language.

Ruijuan Ye (2010) from Guangdong Pharmaceutical University also analyzed the interpersonal metafunction of Barack Obama's victory speech. The main findings of this research are how Obama used positive declarative clauses to convey as many as possible messages to the audience and convince the audience with fact. In addition, he used specific pronoun like "we" and "you" frequently which can help to create an intimate dialogic style. Moreover, he often used "can" as modal verbal operators which is high modal commitment in order to show firm determination. Those findings can be used as a reference to this study in case of the theoretical background and investigation method.

A research conducted by Yuliati (2013) which analyzed the interpersonal meaning in the role relationship among the teacher and the students has similar approach to current research. However, the object of the study was obviously different. In this research, it is known that teacher used all kind of clauses, from

declarative, interrogative, and imperative. In the other hand, clauses used by the students mainly focus on declarative, with slight amount of interrogative clauses. As the data shows, we can reveal the interpersonal relationship between the teacher and the students.

Huen (2011), City University of Hong Kong, analyzed US Presidential inaugural address. He compared the Obama's and Bush's speech using systemic functional approach. This approach similar to current research, but Huen more focused on textual analysis which analyzed the theme and rheme. From this analysis of the lexicogrammar, he suggested that text must be always interrelated to context, culture and genre.

Another influential research which analyzing speeches conducted by Khany and Hamzelou (2014). They used 20 speeches form notorious dictators such as Stalin, Gadhafi, Hitler, and others all around the globe as their data. Using systemic functional analysis toward move-based model, they reveal the rhetorical skills that dictators used to legalize their misdeeds. Even if the data and general approach were similar to this current research, we can say that there is wide differential gap in both researches on analysis system.

This study investigates the "*Audacity of Hope*" speech by Barack Obama, the first African-American President of the United States of America. This particular speech delivered when he was a senator of Illinois at Democratic National Convention 2004 in Boston, which made his name resonated across the nation. At that event, he behaved as a senator to address his supports to the Democratic Party presidential candidate, John Kerry, and Democratic Party vice

presidential candidate, John Edwards. Not only was he explicitly pledged himself to John Kerry and John Edwards, but he also persuaded all the audience to renewing the American Dream and gave profound emphasizing on the importance of the power of hope. Moreover, the way he conveyed the audience with interesting and factual narration that he experienced throughout the country made this speech very remarkable.

As the data show, there are similarities and differences between two researches mentioned before and this research. Thus, although this research and those two research uses Obama's speech as a sample and theoretical framework, how Obama uses language to achieve his political purpose in his speech by using different devices to fulfill interpersonal meaning is quite distinct.

## 2.2 Discourse Analysis

Aristotle, a Greek philosopher, said that human nature is *zoon politicon*. It means that people can think and need each other to survive. Accordingly, human communicate their needs through language. Language is the most effective communication. It is a natural process to convey what people need in order to produce the expected action or response.

Halliday and Hasan (1985:3-4) define language as the study of sign systems or the study of meanings. In other words, communication is the act of expressing thoughts and feelings which others cannot notice if people do not express, since those are inside one's minds. Thus, people attempt to produce signs in order to realize them to produce meanings. On the other hand, other people



attempt to process the meanings of signs. In this case, communication using language occurs.

Regarding to the human needs which grow more complex, language is evolving by time which was marked to the growth of signs. People will find the limitations of the existing signs to utter their purposes; thus, they create new signs to cover their needs. On the other hand, when other people cannot catch the signs, they will also modify the signs to utter their meanings. In this case, communication occurs. Then, we find out that for the time being, language is the most important thing in life. Meanwhile, the changes of era leads human to produce new terms and signals in expressing thought and feelings.

Text and context, which can be said as discourse, produces and delivers meanings. People convey meaning which can consist of either thoughts or feeling; then, others will interpret the meaning by themselves. Therefore, the exchange of meaning occurs.

According to Schiffrin which is cited by Jessica Williams (1994:2), “Discourse itself is defined in two different ways: as a unit of language that is larger than the sentence, and the use of language. Whereas the former definition focuses attention mostly on linguistic regularities characterizing text, the latter definition focus attention mostly on the social and cultural functions underlying ways of speaking. Despite these two different foci, many who analyze discourse combine the two concerns, analyzing how the linguistic regularities found in ways of speaking are constrained not only by structures and patterns inherent in language, but also by social and cultural meanings which frame the production and interpretation of messages.”

In recent years, discourse analysts’ increasing interest in discourse analysis of speech, which mainly concerns the relationship between the form and meaning. Nowadays, speech makers or speakers are build their speeches more interesting.

To fulfill their communicative purposes of their speeches, the addressers try every potential technique and frequently they use figures of language to make good speeches. When it comes to the 'choice of meaning', we can proceed to Systemic Functional Grammar (SFL)

### **2.3 Systemic Functional Linguistics**

The function of language is learned as Systemic Functional Linguistics or Systemic Functional Grammar (SFL). It is a model of grammar that was developed by Michael Halliday in the 1960's.

Gerot and Wignell stated that, (1994:6), "Functional Grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. They are concerned not only with the structures but also how those structures construct meaning."

According to Eggins (1994:2), "Systemic Functional Linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life". There are four main theoretical claims about language: that language use is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing.

Functional grammar unfolds the language of a text more in finding the meaning. This study investigates the meaning within texts and the organization of texts. According to Martin (1977:2), "you will find the IFG much richer

semantically than either formal or traditional school grammar. This makes the analyses you undertake more insightful when it comes to interpreting a text”.

The functional grammar has three kinds of meanings that can be said as metafunctions. According to Halliday in Droga and Humphrey (2003:1), “the language we use in different spoken and written text types serves a number of functions simultaneously, these functions as: the experiential function (ideational meaning) – the way we use language to represent our experience of the world, the interpersonal function – the way we use language to interact with others, the textual functions – the way we use language to create well organized and cohesive texts, both spoken and written.”

#### **2.4 Three Metafunctions**

A clause can express three – strands of meanings; those are interpersonal, experiential, and textual meanings. To reveal those meanings from a clause, there are three broad functions applied which are called as metafunctions; those metafunctions consist of interpersonal, experiential, and textual constituents.

Thompson (1996:28) says “the grammar – that is, the description of the specific matches function and wording – reflects this three-strand approach, in that it consists of metafunctions. For example, the interpersonal component of the grammar is the part where we describe all the options that we have in expressing interpersonal meanings.”

Revealing each meaning has different purposes. Each constituent has specific purpose such as interpersonal is to realize a meaning of interaction, experiential is to unveil a meaning of reality, and textual is to reveal a meaning

about message. The unique thing we can highlight is those constituents can also be applied to analyze one clause only. Thus, we can reveal three – strands of meaning in a clause which realize three different things.

Those three functions or constituents are also differentiated into three roles of Subject, Actor, and Theme. Moreover, one clause could also play more than one function. We can take a look at an example below.

**Jones, I drunk your coffee last night**

	Jones	I	Drunk	Your coffee	Last night
1	Adjunct: vocative	<b>Subject</b>	Finite	Complement	Adjunct: Adverbial
	RESIDUE	MOOD		RESIDUE	
2		<b>Actor</b>	Process: material	Goal	Circumstance: time
3	<b>THEME</b>		<b>RHEME</b>		

Figure 2.1 The three metafunctions

First of all, we can take a look at the function as the role of Subject which is marked by number 1. The function is called as interpersonal. In analyzing the clause, it uses MOOD system which consists of Subject and Finite. In this case, Finite has a function to negotiate meanings. Based on the analysis above, Finite is lied in the word drunk which negotiates that the speaker did something to Jones' coffee; that is drinking it. Thus, an interaction happens in this scope. It could be described that the speaker admitted to Jones that he had drunk Jones' coffee the previous night. Later, it opened chance for Jones to make such continuation such as responses upon what the speaker had admitted to him. Thus, it is clear, that interpersonal constituent reveals a meaning of interaction.

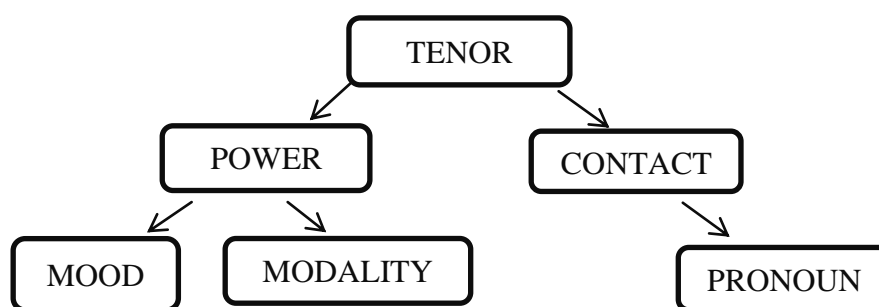


Figure 2.2 Interpersonal function

The other constituent is experiential. Egging (1994:225) states “for as well as making meanings about how the interaction is structured and its potential continuation, the clause is also a representation of experience, a packaging of content meaning.”

The analysis of this constituent is marked by number 2 in the diagram above. As the previous explanation that experiential is a representation of experience, we can see from the analysis that the constituent tries to represent an experience of the Actor. In this case, the speaker represented his experience by giving Jones information about something. It could be described that the speaker gave Jones an information that he drunk her coffee the previous night. Then, what content meaning meant is actually meanings expressed from what the Actor represents.

The last function is textual. This function reveals meanings about message. Based on the role of theme, there are two kinds of information which could be broken down; those are new information and old information. Take a look at the column 3 below.

Jones	I	Drunk	Your coffee	Last night
THEME		RHEME		
Old information		New information		

Figure 2.3 Ideational function

Old information refers to the information which has existed before such as *Jones* and *I*. It could be informed that Jones and I already existed before the conversation happened. Meanwhile, *drunk your coffee last night* is just created because of THEME. Thus, there is a casual relationship between THEME and RHEME. In other words, THEME as old information produces RHEME as new information.

In some clauses, three metafunctions could be applied at the same time; nevertheless, in some other clauses, it cannot. Furthermore, those metafunctions also have three dimensions of register which are specified from context of situation.

“The three dimensions could be specified into dimensions of field impact on choices from experiential metafunction, dimensions of tenor impact on choices from interpersonal metafunction, and dimensions of mode impact on choices from the textual metafunction (Eggins, 1994; Gerot and Wignell, 1994).

Language use is not that simple. It is realized through wordings whether it is spoken or written. Whereas, the dimensions of register always attach whenever the language used. Dimension of register is dimensions who divide the language analyses according to metafunctions. Thus, in applying metafunctions to analyze meanings of text, dimensions of register could ease the analyst to focus on the scope which would be analyzed.

According to Gerot and Wignell (1994:11):

Field refers to what is going on, including activity focus (nature of social activity) and object focus (subject matter). In other words, field specifies what is going on with reference to what. On the other hand, tenor refers to the social relationships between those taking parts. These are specifiable in terms of status or power (agent roles, peer or hierarchic relations), affect (degree or like, dislike or neutrality), and contact (frequency, duration, and intimacy of social contract). In short this simple act is very much a cultural one and clearly bespeaks social relationship (tenor). Meanwhile, mode refers to how language is being used whether the channel of communication is spoken or written and whether language is being used as a mode of action or reflection.

In short, analyzing language has various methods. It depends on the form of language realization, whether it is in form of speech, conversation, or songs. Furthermore, it is also determined by the mode of language whether it is spoken or written. Then, metafunctions will take part to reveal the meanings underlined in text.

## **2.5 Text and Context**

### ***2.5.1 Definition of Text***

Halliday and Hasan (1985:10) state that text is meant any connected stretch of language that is doing job in some context.

Anderson and Anderson (1997:1) state that we live in world of words. Then, the arranged words will create a piece of text. The words could be realized spoken and written, so when we speak or write to communicate a message, we are constructing a text. On the other hand, when we read, listen to or view a piece of text, we are interpreting its meaning.

However, according to Hammond (1992:5), “there’s no clear dividing line between spoken and written text. Some texts are either exclusively spoken or written. Examples of such texts include political speeches that have been written in order to be spoken...” Then, one example of spoken text is the speech which was delivered by Barack Obama, the President of the United States at Democratic National Convention 2004.

### **2.5.2 Definition of Context**

Halliday (1985:5) states “there is text and there is other text that accompanies it: text that is ‘with’, namely the con-text. It goes beyond what is said and written: it includes other non-verbal goings on – the total environment in which a text unfolds.” In other words, context is text surrounding the main text.

#### **2.5.2.1 Context of Culture**

Martin (in Eggins 1994:26) defines context of culture (genre) as “a staged, goal-oriented, purposeful activity in which speakers engage as member of our culture”.

Hammond (1992:2) states that any language interaction takes place in the context of culture. He, then, explains that the context of culture incorporates: 1) the attitude, values and shared experiences of any group of people living in the one culture, 2) culturally evolved expectations of ways of behaving, and 3) culturally evolved ways of getting things done or achieving common goals.

Halliday and Hasan (1985:49) highlight the context of culture is “the institutional and ideological background that give value to the text and constrain



its interpretation.” Thus, it could be inferred that context of culture is such limitation to control people’s communication. In society, people do not simply use language by arranging words. They also suit the language use with the existing cultures. Meanwhile, inside cultures, there are certain values which are believed. Then, people will automatically limit themselves for not doing or saying something which is against their belief. That is why the context of culture influences the communication or the process of creating text.

#### 2.5.2.2 Context of Situation

Context of situation is “the set of meanings, the configuration of semantic patterns that are typically drawn upon under the specific conditions, along with the words and structures that are used in the realization of these meanings” (Halliday, 1978:23).

Mallinowski in Halliday and Hasan (1985:7) states that context of situation is a text’s area where meaning occurs. Firth in Halliday and Hasan (1985:8) also gives some explanations about context of situation. The participants in the situation: what Firth referred to as persons and personalities, corresponding more or less to what sociologists would regard as the statuses and roles of the participants; The action of the participants: what they are doing, including both their verbal action and their non-verbal action; Other relevance features of the situation: the surrounding objects and events, in so far they have some bearing on what is going on; The effects of the verbal action: what changes were brought about by what participants in the situation had to say.

#### *2.5.2.2.1 The Three Features of the Context of Situation*

According to Halliday (1985:12), there are three features of context of situation. First, The field of discourse refers to what is happening, to the nature of the social action that is taking place: what is it that the participants are engaged in, which the language figures as some essential component. Second, The tenor of the discourse refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationship of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationship in which they are involved. Third, The mode of the discourse refers to what part the language is playing, what it is that participants are expecting the language to do for them in the situation: the symbolic organization of the text, the status that it has, and its function in the context, including the channel (is it spoken or written or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like.

## **2.6 Realization of Interpersonal Meanings**

### ***2.6.1 MOOD System***

Gerot and Wignell (1994:22) state that “interpersonal meanings are realized in the lexicogrammar through selections from the system of MOOD.”

Table 2.1

## Types of MOOD

<b>MOOD Type</b>	<b>Speech Function</b>
Declarative	Statement
Interrogative	Question
Imperative	Command

## 2.5.1.1 Constituents of MOOD

Eggs (1994:156) identifies “two essential functional constituents of the MOOD element of the clause: the Subject and the Finite.”

2.5.1.1.1 *Subject*

Eggs and Slade (1997:75) defines subject as it is “the pivotal participant in the clause, the person or thing that the proposition is concerned with and without whose presence there could be no argument or negotiation.”

Subject could be in the form of noun phrase or gerund such as the beautiful woman, doing assignment, etc. It is followed by finite to form MOOD of the clause in which the MOOD is the essence of a clause that makes the proposition purposed by the clause stands.

2.5.1.1.2 *Finite*

Halliday (1985:75) in Eggs (1994:157) defines the Finite in terms of its function in the clause to make the proposition definite, to anchor the proposition in a way that we can argue about it. Eggs (1994:157) states that it does this through what

Halliday (1985:75) refers to as Finite Verbal Operators, of which he identifies two kinds.

First, Temporal Finite Verbal operators. Eggins (1994:157) declares “these words anchor the proposition by reference to time. They give tense to the Finite – either past (I learn the English from this guy), present (The sentence goes on for a page and a half) or future (I will buy you a copy of this novel tomorrow)”.

Second, Finite Modal Operators. Eggins (1994:157) states that these words anchor the proposition not by reference to time but by reference to Modality. He (1994:157) adds that Modality is Finite elements which express the speaker’s judgment of how likely/unlikely something is.

Jones	Might	Come
Subject	Finite: modal	

Figure 2.4 Finite analysis

Many kinds of Modal are presented in the table at the following page.

Table 2.2

## Modal Auxiliaries

Auxiliaries	Uses
Can	1. Ability 2. Permission
Could	1. Past Ability 2. Polite question
May	1. Permission 2. Possibility
Might	Possibility
Should/Ought to	1. Advisability 2. Expectation
Had better	Strong advisability
Must	1. Necessity 2. Deduction
Have to	Necessity
Have got to	Necessity
Will	1. Simple Future 2. Polite request
Would	1. Polite request 2. Preference 3. Conditional
Shall	1. Simple Future with “I” and “we” 2. Polite question to make a suggestion

## 2.6.1.2 Constituents of RESIDUE

Egins (1994:161) states RESIDUE as the part of the clause which is somehow less essential to the arguability of the clause than the MOOD component. However, “...the RESIDUE component can also contain a number of functional elements: a Predicator, one or more Complements, and any number of different types of Adjuncts.” (Egins, 1994:161).

### 2.6.1.2.1 *Predicator*

“...The Predicator is identified as being all the verbal elements of the clause after the single Finite element. Thus, in a clause with a lengthy verbal group:

<i>Simon</i>	<i>Might</i>	<i>have been going to read</i>	<i>“The Bostonians”</i>
Subject	Finite: modal	Predicator	
MOOD		RESIDUE	

Figure 2.5 Predicator analysis

*Might* is the Finite, and all the remaining verbal elements (*have been going to read*) is the Predicator” (Eggins, 1994:163-164).

### 2.6.1.2.2 *Complement*

“It is identified as an element within the Residue that has potential of being Subject but is not. A Complement can get to be Subject through the process of passivizing the clause...” (Eggins, 1994:163-164).

### 2.6.1.2.3 *Adjuncts*

Eggins (1994: 165) states “adjuncts can be defined as clause elements which contribute some additional (but non-essential) information to the clause. They can be identified as elements which do not have the potential to become Subject...”

There are several kinds of adjuncts that listed by Gerot and Wignell (1994:34); those are Circumstantial Adjuncts, Conjunctive Adjuncts, Comment Adjuncts, and Mood Adjuncts.

### 2.6.2 Modality

Modality is used to express the degrees of definiteness. Droga and Humphrey (2003:59) states “speakers and writers take up different positions about a range of phenomena; they may express a position about how probable or usual something is when giving or asking for information.”

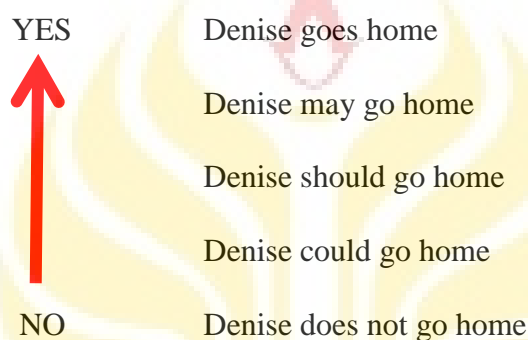


Figure 2.6 Probability Modal

Modality express strong, medium, or weak positions and includes all of the choices between a definite ‘yes’ and a definite ‘no’. According to Droga and Humphrey (2003:61), modality is categorized into five categories.

Table 2.3

## Types of Modality

Types of Modality	High Modality	Medium Modality	Low Modality
Modal Verbs	Must, ought to, need, has to, had to	Will, would, should, is to, was to, supposed to	Can, may, could, might
Modal Adverbials	Certainly, definitely, always, never, absolutely, surely	Probably, usually	Possibly, perhaps
Modal Adjectivals	Certain, definite, absolute	Probable, usual	Possible
Modal Nouns	Certainty, necessity	Probability	Possibility
Modal Clauses and Phrases	I believe that... It is obvious that...	If... then...	I guess that...

Source: Droga and Humphrey 2003

## 2.7 Appraisal System

Eggins and Slade (1997:125) state “appraisal analysis examine the attitudinal meanings of words used in conversation. There are four categories of appraisal.

Those are appreciation, affect, judgment, and amplification.”

### 2.7.1 Appreciation: *expressing likes and evaluations of an object or process*

Appreciation is about speaker’s reactions to and evaluations of reality. It expresses likes and evaluations of an object or process. According to Eggins and Slade (1997:126), “one of the major attitudinal resources available to conversationalists is that of appreciation, which refers to how speakers evaluate a text (e.g. a painting, music, a work of literature) or a process (e.g. the weather).”



Appreciation is realized by lexical choices, as well as by whole clauses. Both words and clauses can encode the expression of likes, dislikes, and our personal evaluations of the people. We may register our Appreciation in one of three ways: reaction, composition, and valuation.

#### 2.7.1.1 Reaction

Eggins and Wignell (1997:127) state “a reaction to an object, or a person treated as an object expresses whether we like it or find it appealing, e.g. *pleasing, beautiful, splendid or plain, ugly, irritating, repulsive.*”

For example; One of my subjects in this semester is *alright* one of them is actually *good*. The previous clause, the speaker reacts to give appreciation towards things. The question may be produced is exactly *how we felt about it*. For instance; She has beautiful eyes. The reaction lexis refers to the person. It is clear that the speaker has objectified a woman. The question may goes from speaker’s mind is what he thinks about the woman’s eyes, and the answer is *beautiful*.

#### 2.7.1.2 Composition

“Composition is concerned with the texture of the text or process; with the detail or balance, expressed through such evaluations as *harmonious, well-presented, unfinished, assymetrical, etc.*” (Eggins and Slade, 1997:127).

The difference from appreciation is it more concerned on evaluating text or process while expressing likes or dislikes. For example; Jane: I thought it is a *whimsical* book she ever made.

### 2.7.1.3 Valuation

“This category of appraisal is concerned with evaluations of the content or the message being delivered. Examples of valuation include: *challenging, significant, provocative, inspiring, shallow, irrelevant*” (Eggins and Slade, 1997:128).

This scope tends to judge something by using some attitudes mentioned above. For example, when people hear a news, they might say, “It is RUBBISH!” From that reaction lexis, we can conclude that the speaker judged the news is bad.

For conclusion, the three categories of appreciation are concerned to encode various evaluations of things and happenings. The difference among those three categories lies on metafunction. Reactions go to interpersonal response (whether it was liked or disliked), composition refers to textual response (to the overall texture of the text), and valuation is concerned with ideational response (the content). Furthermore, the responses could be either in positive or in negative.

For further knowing about positive and negative responses, take a look in the table below.

Table 2.4

## Categories of Appreciation

Appreciation: What do you think of it?			
Category	Probe/test	Positive examples	Negative examples
Reaction	What did you think of it?	Arresting, pleasing, wonderful, fascinating, stunning	Uninviting, repulsive, horrible, boring, dull
	Mental process of cognition: I think/ know/ understand it was...	Lovely, beautiful, splendid, great, exhilarating	Plain, ugly, awful, revolting, irritating, depressing
Composition	How did it go together?	Harmonious, simple, elegant, spacious, restrained	Discordant, complex, extravagant, cramped, overdone
Valuation	How did you judge it?	Deep, meaningful, challenging, daring relevant, profound, touching	Shallow, meaningless, insignificant, irrelevant, reductive

*Source:* after Martin 1994

### 2.7.2 *Affect: expressing feelings and emotions*

Affect deals with resources for expressing feelings. Affect concerns with emotions, with positive and negative emotional responses and dispositions. These emotions or feelings are usually implicitly by the choice of wordings. It means that a writer/speaker may express his own feeling, or others' feelings, towards a certain phenomenon in discourse. Moreover, among writers, they may express different feelings so that readers may feel differently among related texts (e.g. news texts) presented by different publishers.

According to Martin (1994), affect could be categorized into congruent realizations as follows.

Table 2.5

## Categories of Affect: Congruent realizations

Category	Meaning	Positive examples	Negative examples
Un/ happiness	How happy did you feel?	Happy, cheerful, joyous	Down, sad, miserable
In/ security	How secure did you feel?	Together, confident	Uneasy, anxious
Dis/ satisfaction	How satisfied did you feel?	Interested, absorbed	Tired, fed up

*Source: after Martin 1994*

### 2.7.3 Judgment: expressing judgments about people's behavior

Judgment refers to the act of judging people's character in discourse. White (2001) describes:

The term 'Judgment' has been chosen to reference attitudinal evaluation in which human behavior is negatively or positively assessed by reference to some set of social norms. This act is done when the writer involves his feeling toward the character of people who is involved in his writing and presents it in the text.

Judgment is closely done for the people. The type of judgment is also various. According to Derewianka (2011:124), we can judge behavior in terms of: Social Esteem – involving personal and psychological factors. This social esteem consists of three categories. Normality; Is he or she special in some way? Capacity; Does he or she have particular ability? Tenacity; Is he or she reliable? Social Sanction. Veracity; Is he honest? Propriety; Is he or she ethical?

#### ***2.7.4 Amplification: general resources for grading***

Amplification captures the lexical resources speakers can draw on to grade their attitudes toward people, things, or events. Amplification differ from the evaluating systems of appreciation, affect, and judgment in two ways; those are amplification lexis does not occur in positive or negative pairs and there is no congruent class realizations are through nouns, verbs, and the use of repetition of elements of structure (Eggins and Slade, 1997:133).

Eggins and Slade (1997:133) added “amplification is perhaps the most complex area as far as casual conversation is concerned. The major subcategories of amplification are enrichment, augmenting, and mitigation.” For more details, we can take a look at the table below.

Table 2.6

## Categories of Amplification: congruent realizations

<b>Amplification: General Resources for Grading</b>		
<b>Category</b>	<b>Meaning of categories</b>	<b>Examples</b>
Enrichment	Fusing an evaluative lexical item with the process Adding a comparative element	Whinging, yapping all the time To run like a bat out of hell, to play like shit
Augmenting	Intensifying the evaluation Quantifying the degree of amplification	Repetition: ran and ran, sweet sweet girl Grading: very, really, incredibly Adverbial: heaps, much a lot, totally Pronominal: everyone, all
Mitigation	Playing down the force of an evaluation	“vague talk”: sort of stuff, or anything just, only, not much, actually

Source: Eggins and Slade 1994

#### 2.7.4.1 Enrichment

Enrichment involves a speaker adding an attitudinal coloring to a meaning when a core, neutral word could be used (Eggins and Slade, 1997:134). There are two main resources for achieving this attitudinal coloration. Firstly, the speaker may choose a lexical item which fuses a process or nominal meaning with a circumstance of manner to amplify the expression of how something is done. For example, the speaker can describe someone as *whinging*, or can criticize someone who talks a lot for yapping all the time. Secondly, the speaker can add a

comparative element which makes explicit the attitudinal meaning, either because the comparative element involves a rhetorical relationship, for instance *to run like a bat out of hell*, or because it is itself evaluative word.

#### 2.7.4.2 Augmenting

According to Eggins and Slade (1999:134), “augmenting involves amplifying attitudinal meaning. This may occur when other appraisal items are intensified; for instance, *he’s beautiful vs. he’s amazingly beautiful*. It can also be achieved by making apparently neutral intensification.” For example, repetition can turn a neutral expression into an attitudinally colored one; for example, *he won at cards vs. he won and won at cards*. In amplifying, the speaker uses grammatical resources to grade and adjust attitudinal meaning.

#### 2.7.4.3 Mitigation

According to Eggins and Slade (1994:136), “as well as intensifying attitudinal meaning, it is also possible for speaker to mitigate or down-play their personal expression. Adverbs such as *just, only, merely, quite, hardly, scarcely*, and (*not much*) all play down the effect of surrounding appraisals.”

This category of amplification deals with evaluation which makes something less harmful, unpleasant, or bad. We can take a look in the clauses: “*First year German is twelve points. You only have to do eight points of General Studies in your whole in your whole == career.* (Eggins and Slade,

1994:136)".That clauses evaluate if first year German is twelve points, the safe point in that subject is doing eight points.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents two subchapters which consist of conclusions and suggestions. Conclusions are derived from the findings and discussions of the previous chapter. Meanwhile, suggestions are addressed to several people in relation to the study.

#### 5.1 Conclusions

Studying tenor of speech means that we are trying to understand social relationships between the interactants, the speaker and the audience. In narrow scope, tenor focuses on analyzing interpersonal meanings. As a speech is one way speaking, the interaction is only coming from the speaker. Thus, studying interpersonal meaning of the speech means that we are attempting to understand people's intention and ideology in perceiving something.

Analyzing the whole speech of Barack Obama on Democratic National Convention Keynote Address in 2004 reveals two points of conclusions. Firstly, in terms of grammar analysis, MOOD system and modality analysis is applied to unveil the position and intention of Barack Obama in delivering the speech. In this analysis, the writer finds that Barack Obama positioned himself as the citizen of United States of America instead of as a Senator of the State. In delivering the speech, he tended to be persuasive as possible through the use of various subjects and modals. Secondly, in terms of lexical analysis, appraisal system is applied to

uncover Barack Obama's judgments and attitudes towards the 2004 Democratic National Convention. In that sense, he tended to give judgment about American dreams and John Kerry which means Obama attempted to convince the audience to be more optimistic towards themselves, their country and John Kerry.

Finally, from Barack Obama's speech, the writer uncovers the tenor of discourse which he who represented optimistic and hopeful American citizen convinced the audience on how he perceived his country ideals and principles. Furthermore, he also convinced the audience to participate in the political process and to elect John Kerry for President of the United States of America.

## **5.2 Suggestions**

First suggestion is addressed to readers who are especially interested in studying Systemic Functional Linguistics in which the study could be able to demonstrate how lexicogrammatical analysis can be used as a powerful tool to unveil the interpersonal meanings or tenor established by a speaker.

Second suggestion is also addressed to the readers, especially English Department students in order to understand the effectiveness of lexicogrammar analysis to enhance their critical thinking.

The last suggestion is also addressed for the researchers who are interested in conducting such study. It may be a reference to enrich and vary their research.

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