



**INTERPERSONAL MEANINGS
OF CONGRESSMAN AL GREEN'S SPEECH
ON DONALD TRUMP IMPEACHMENT**

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

by
Sarah
UNNES
UNIVERSITAS NEGERI SEMARANG
2201413061

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2017

DECLARATION OF ORIGINALITY

DECLARATION OF ORIGINALITY

I Sarah hereby declare that this final project entitled *Interpersonal Meanings of Congressman Al Green's Speech on Donald Trump Impeachment* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, October 2017



Sarah

UNNES
UNIVERSITAS NEGERI SEMARANG

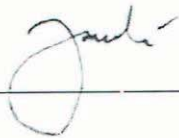
APPROVAL

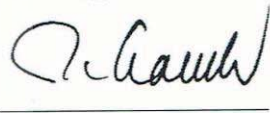
APPROVAL

This final project entitled *Interpersonal Meanings of Congressman Al Green's Speech on Donald Trump Impeachment* has been approved by the Board of Examiners and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on November 3rd, 2017.

Board of Examiners

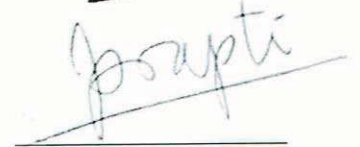
1. **Chairman**
Prof. Dr. Muhammad Jazuli, M.
NIP. 196107041988031003
2. **Secretary of Examination**
Dr. Rudi Hartono, S.S., M.Pd.
NIP. 196909072002121001
3. **First Examiner**
Yusnita Sylvia Ningrum, S.S., M.Pd.
NIP. 197803292008122003
4. **Second Examiner/Second Advisor**
Arif Suryo Priyatmojo, S.Pd., M.Pd.
NIP. 198306102010121002
5. **Third Examiner/First Advisor**
Dra. Sri Suprapti, M.Pd.
NIP. 195911241986032001



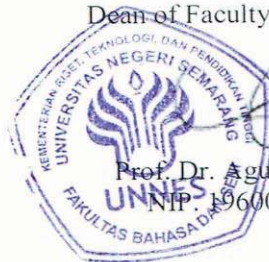




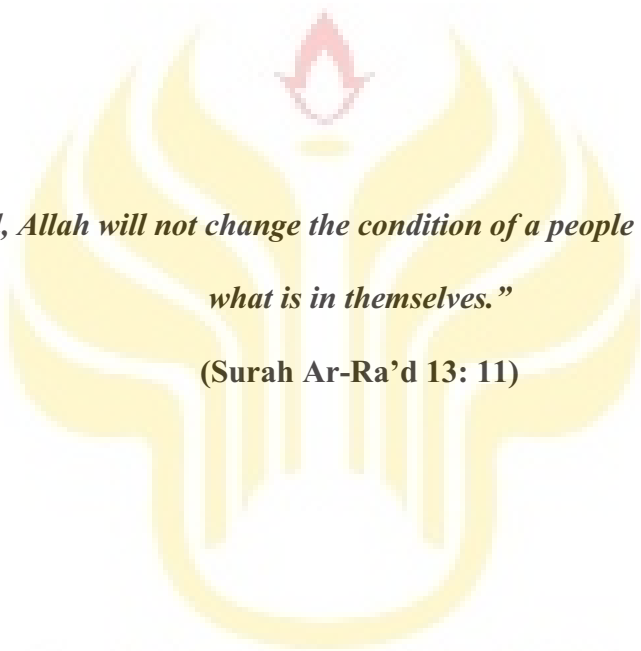




Approved by:
Dean of Faculty of Languages and Arts



Prof. Dr. Agus Nuryatin M.Hum.
NIP. 196008031989011001



“... Indeed, Allah will not change the condition of a people until they change what is in themselves.”

(Surah Ar-Ra'd 13: 11)

UNNES
UNIVERSITAS NEGERI SEMARANG

Dedicated to:

My beloved mom and dad

My lovely brothers

ACKNOWLEDGEMENTS

First and foremost, *Alhamdulillahirobbil'alamiin*, I would like to extend my gratitude to the Almighty Allah SWT, for the blessing and guidance leading to the completion of this final project. May blessing and salutation always be upon the Prophet Muhammad SAW, the one who taught the Holy Qur'an and brought knowledge about the day of resurrection to all Muslim. Also, I would like to express my deepest gratitude to:

1. Dra. Sri Suprapti, M.Pd. as the first advisor and Arif Suryo Priyatmojo, S.Pd., M.Pd. as the second advisor, for their guidance, patience, and valuable advice from the beginning so that I could accomplish this final project.
2. All of the lecturers of English Department of Semarang State University, who have given and shared lots of priceless knowledge and experiences to me.
3. My beloved parents, 'Bapak' Abdul Rochim and 'Ibu' Syaekhoh Husein Argubi, and my brothers, Nadim and Fahad, who always give their endless love, pray, help and sincere support throughout my study.
4. My dearest friends; Hajar, Khilma, Putri, Hesti, Hansen, Elgio, Riza, Fikri for the time to share, and for the unquestionable friendship and love in the last four years.
5. My final project buddies; Afif, Irma, Hera, Ari, Arum, Mba Nana, Mba Dhita. The result never betrays the process. Do the best for ourselves.
6. All of my friends in English Department 2013, ESA functionary family, Garintria Kos for the greatest spirit and support.
7. Everybody that I cannot mention one by one, for their support, help and participation because without all of them this final project could not have been completed.

Sarah

ABSTRACT

Sarah. 2017. *Interpersonal Meanings of Congressman Al Green's Speech on Donald Trump Impeachment*. Final Project. English Department. Faculty of Languages and Arts. State University of Semarang. First Advisor: Dra. Sri Suprapti, M.Pd.; Second Advisor: Arif Suryo Priyatmojo, S.Pd., M.Pd.

Keywords: Speech, Tenor, Interpersonal Meanings, Congressman Al Green, Donald Trump Impeachment

This final project is based on a study which attempted to investigate how Congressman Al Green conveyed his intention through his speech by elaborating his language. The main purposes of the study were to find out the interpersonal meanings of Congressman Al Green's speech on Donald Trump impeachment, the tenor underlying it and how he perceived the impeachment. By analyzing the interpersonal meaning, language users can express their opinion, influence one's behavior, and maintain relationships with others.

The object of the study is a speech on Donald Trump impeachment delivered by Congressman Al Green at House Floor, which then was transcribed into written. The data collected were analyzed based on discourse analysis from the perspective of Systemic Functional Linguistics concerning two central units of analyses; Tenor Analysis and Lexicogrammar Analysis. Meanwhile, quantitative data are also used to enhance the analysis.

The findings of the analysis showed that in terms of the Tenor, Congressman Al Green delivered a persuasive speech in front of the Speaker of the House, other Members of the House, and American people to make them believe in the issue. Therefore, Congressman Al Green had to make clear and provide some pieces of evidence to persuade the audience to vote for the impeachment. Meanwhile, the result of Lexicogrammar Analysis showed that Al Green spoke in the name of himself personally as one of American people who believe in the great ideals that no one is above the law and as one of U.S. Representatives who has privilege of overseeing the implementation of the law. Therefore, Al Green urged that the President should be charged. Almost all of the speech clauses are declarative because Al Green did a monologue speech act to pass on information. It showed that Al Green was confident to give his audience information about the topic. Some uses of modality which show the speaker's judgment, are also identified. Al Green used modalization to talk about the probability and the necessity of the impeachment.

From the findings, it can be concluded that language users who want to communicate effectively have to understand interpersonal meaning to understand people's intention in conveying something. Hopefully, this study can be a model for EFL learners in order to be able to understand the meaning behind a text so that they can create a good text by elaborating various language resources.

TABLE OF CONTENTS

COVER	i
DECLARATION OF ORIGINALITY	ii
APPROVAL	iii
MOTTO AND DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	x
LIST OF TABLES	xi
LIST OF APPENDIXES	xii
Chapter	
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	17
1.3 Research Problems	19
1.4 Objectives of the Study	19
1.5 Significance of the Study	20
1.6 Outline of the Report.....	21
2. REVIEW OF RELATED LITERATURE.....	22

2.1	Previous Studies	22
2.2	Theoretical Background of the Study.....	26
2.2.1	Discourse Analysis and Text Analysis.....	26
2.2.2	Systemic Functional Linguistics	28
2.2.3	Text and Context.....	30
2.2.4	Speech	37
2.2.5	Metafunctions in Functional Grammar	40
2.2.6	Concepts of Clause.....	42
2.2.7	Realizations of Interpersonal Meanings.....	43
2.3	Theoretical Framework	50
3.	METHODS OF INVESTIGATION	51
3.1	Research Design	51
3.2	The Object of the Study.....	54
3.3	Role of the Researcher	54
3.4	Methods of Collecting the Data.....	55
3.5	The Units of Analysis.....	55
3.6	The Procedures of Data Analysis	56
3.6.1	Context of Situation Analysis	57
3.6.2	Mood System Analysis	58
3.7	The Presentation and Interpretation of the Findings	61

4. FINDINGS AND DISCUSSIONS	62
4.1 The Findings of Analysis	62
4.1.1 The Realization of Tenor	64
4.1.2 Lexicogrammar Analysis Realizing Interpersonal Meanings	68
4.2 Discussion of Findings	89
4.2.1 Tenor Analysis	89
4.2.2 Lexicogrammar Analysis	90
5. CONCLUSIONS AND SUGGESTIONS	95
5.1 Conclusions	95
5.2 Pedagogical Implications	97
5.3 Suggestions.....	98
REFERENCES	99
APPENDIXES	104



LIST OF FIGURES

Figure 2.1 Relation of the text to the context (Butt, 1996: 12)	35
Figure 2.2 The Power Continuum.....	36
Figure 2.3 The Contact Continuum.....	36
Figure 2.4 The Affect Continuum.....	36
Figure 2.5 Mood Types.....	49
Figure 2.6 Theoretical Framework of the Study	50



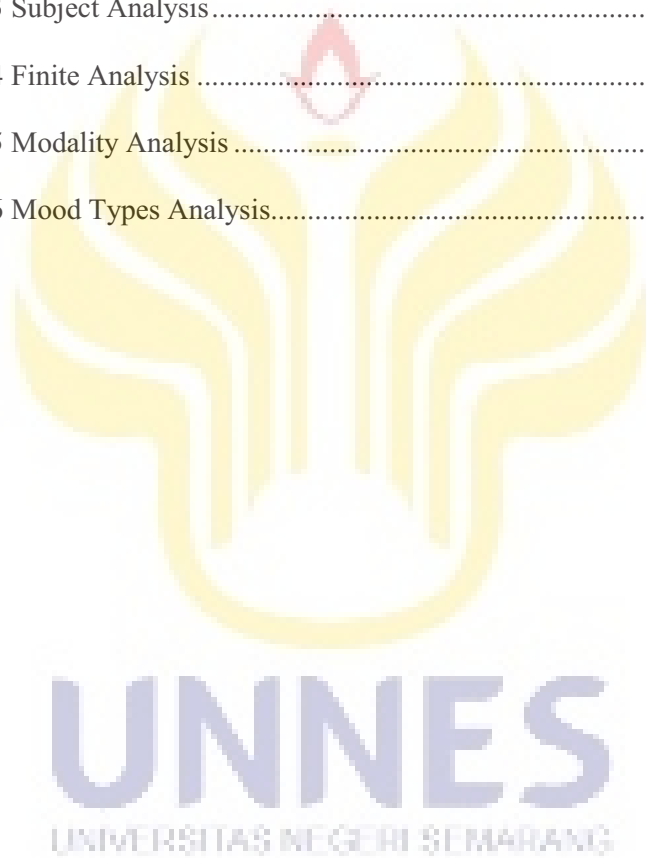
LIST OF TABLES

Table 1.1 Speech Functions and Mood Types (Coffin, Donohue, and North, 2009: 56) .	11
Table 2.1 Three Grammars by Gerot and Wignell (1994: 3).....	30
Table 2.2 Metafunctions and Their Reflexes in the Grammar	42
Table 2.3 The correlation between clause types and speech functions (Coffin, 2009: 37)	42
Table 2.4 Speech Function and Typical Mood Clause (Eggins, 2004: 147).....	45
Table 2.5 Subject (Eggins, 2004: 151).....	46
Table 2.6 Finite Function (Gerot and Wignell , 1994: 27-28)	46
Table 2.7 Modality by Humphrey, Droga and Feez (2012: 97).....	48
Table 3.1 Mood Elements	58
Table 3.2 Subject Analysis	58
Table 3.3 Analysis of Primary Tense.....	59
Table 3.4 Analysis of Modality.....	60
Table 3.5 Analysis of Mood Type	60
Table 4.1 Data Analysis of Subject Frequency.....	69
Table 4.2 Summation of Finite (based on Eggins (2004: 153)).....	78
Table 4.3 Data Analysis of Modality (Humphrey, Droga, and Feez, 2012: 97)	84
Table 4.4 Data Analysis of Mood Type (Gerot and Wignell, 1994: 38-41)	86

LIST OF APPENDIXES

Appendix

APPENDIX 1 The Speech Script.....	104
APPENDIX 2 MOOD Analysis.....	108
APPENDIX 3 Subject Analysis.....	129
APPENDIX 4 Finite Analysis	138
APPENDIX 5 Modality Analysis.....	145
APPENDIX 6 Mood Types Analysis.....	149



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significances of the study, and outline of the study.

1.1 Background of the Study

This study is going to investigate how interpersonal meaning of Congressman Al Green's speech to call for Donald Trump impeachment at House Floor is realized. The term interpersonal meaning embodies all the use of language to express one's opinion, influence one's behaviour, and maintain relationships with others. In this study, the term interpersonal meaning is used to refer the tenor of the discourse. Tenor refers to the social relation existing between the interactants in a speech situation. It includes relations of formality, power, and affect (Congressman to the people, Father to his son, etc.). Simply put, we can say that tenor itself deals with the power of relations between the speaker and the hearer.

Learning English as second or foreign language means learning its four skills: listening, speaking, reading and writing. As a part of language skill, speaking is very important to support communication among human beings. Communication is a vital part of human personal life and it is also important in any other situation where people encounter one another. Sellnow (2005:7) defines

communication as the process of sending and receiving verbal and nonverbal messages to create shared meaning.

Communication is dynamic, meaning that both senders and receivers continuously formulate, send, and interpret numerous messages during an interaction. A message is simply any signal sent by one person (sender) and interpreted by another (receiver). The communication is successful when the sender and receiver achieve mutual understanding regarding the topic discussed. They may not agree about the merit of a topic, but they agree about the meaning of the message.

Ford & Wolvin, 1993; Kramer & Hinton, 1996; Wolvin, 1998a, 1998b; Wolvin, Berko, & Wolvin 1999 in Sellnow (2005: 5) state that effective spoken communication skills can improve students' life in three crucial areas: personal relationships, college classes, and professional careers.

We are communicating by exchanging meanings. According to Portner (2006: 150), to express meaning we can use language, but it is not easy to define meaning. He defined what the speaker intends to communicate through his or her language as the speaker's meaning. We can communicate through a text. As stated by Halliday in Halliday and Hasan (1985: 10) that something is called a text when it is meaningful. It is defined in such a way because it can be related to interaction among speakers and finally, it will lead to interpersonal exchange of meanings.

According to Widdowson (2007: 7), spoken texts are produced to serve their immediate discourse purpose. The participants produce and process text as they go along. The speakers try to accomplish several goals sometimes simultaneously. For example, they verbalize thought, introduce new information, repair errors, and link information through cohesive ties. Those configurations of language work rapidly together to produce coherence in spoken text (Schiffrin,

2014: 190). On the other hand, he explained further, written text is not jointly constructed and construed this way. The meaning, therefore, is interpreted separately so that the convergence between intention and interpretation is more difficult to achieve. As stated by Gerot and Wignell (1994: 161-173) that spoken language represents itself as dynamic process. It depends heavily on the context and tends to be grammatically elaborate whereas written language tends to be lexically dense. In spoken text, the context can be used to refer to and there is an opportunity to check or confirm identity.

Bloor and Bloor (2004: 64) claim that spoken language is sometimes carefully planned and sometimes totally spontaneous. They agree that the context makes a big difference to how we talk and how far we think in advance about what we are going to say.

All meanings of the text can be found by looking at the context of situation and context of culture (Gerot and Wignell, 1994: 10). A text and its context are interrelated. The meaning of the text cannot be separated from the situation surrounding it. Context of situation gives limitation. It determines our text and constrains our speech. Therefore, the language used in each situation is different as illustrated below.

A: Can I have ten oranges and a kilo of bananas, please?

B: Yes, anything else?

A: No, thanks.

B: That'll be dollar forty.

A: Two dollars.

B: Sixty, eighty, two dollars. Thank you.

(Halliday and Hasan, 1985: 54)

From the language used in the above illustration, we can say that the conversation probably takes place in the market. The relationship between both speakers can be described as seller and shopper. One who is familiar with this type of culture will have no difficulty in understanding this text with the help of context.

According to Shen (2012: 5), one word can have several meanings that depend on the context of situation. For example, the word 'book' means not only to arrange or to have or use something, but it also has another meaning as illustrated below.

He has written a book on discourse analysis
I will book a room for you
(Shen, 2012: 5)

The word 'book' in the above illustration represents several meanings that depend on the context of situation. However, it is confusing for the students to understand the meaning of the word 'book' if they do not get the right context. The above examples show that the choice of language represents the situation in which it takes place.

Unfortunately, EFL learners are dealing with a problem nowadays; there are many of them who still have difficulties in creating text. The context which decides the choice of language used by the speaker makes EFL learners get confused about the meaning. Nevertheless, it is important for them to understand the way a text flows by grasping the meaning which is delivered by the speaker. In order to understand the interaction, they should focus on the interpersonal

meaning. Halliday and Hasan (1985: 82) state that lexical cohesion and grammar should support each other to be an effective text.

In accordance with Halliday and Hasan's statement, Coffin, Donohue, and North (2009: 354) discuss that the interactions are managed with a wide range of highly flexible and delicate language resources reflected in the lexicogrammatical choices- the arrangement of the grammar and the lexical choices. Thus, by having a good understanding about lexicogrammatical forms students will realize three aspects of the situation: participants' social roles and relative social status, the social distance between participants, and the speaker persona.

Therefore, it is important for EFL learners to master various kinds of text as the learning process deals with text-based teaching. According to Richards (2015: 86), text-based instruction aims to prepare learners for real-world uses of English by focusing on how language is used to achieve different purposes. In order to achieve those aims, the teacher can use a making connection strategy. It starts by modelling students how to make three different kinds of connections (text-to-text, text-to-self, text-to-world). This can be done by showing students how a text connects to their lives, another text they have read, or the world around them so that they may begin to make personal connections to a text on their own until they really gain a deep understanding of a text (Simon, 2017).

In relation to text, students play some roles. When they are reading the text, they are supposed to be the text user. Moreover, they also can be a text-analyzer when they are required to answer some comprehension questions. In the

highest level, they can strengthen their role as a text-producer when they are creating a text.

As the text-producer, students need to have good understanding of the text they are going to write. They should have read the typical text before and examined how it is arranged. In other words, they should understand about the coherence and cohesiveness of the text. For example, if they are to produce a written or spoken exposition, each of them has their own way to execute it. Students' responses are also varied. One's response can be different with others. In the end, they may consider the text in relation to texts used in other contexts. Furthermore, they probably gain more understandings about cultural differences so that they can create better text.

There is, in addition, one further point to remember. The uses of grammar (subject, finite, and modality) and their comprehension of dictions need to be implemented by teachers. The diction or the arrangement of words becomes one of the keys to realize the meaning of a text. The meaning is the core of the text itself.

Speech is also a kind of text. Speech is a kind of spoken communication as it tries to send meanings to the hearer. Speeches have both macro structure and microstructure. Ideas must be organized into main points that support a thesis, but must also be expressed in phrases and sentences. The language and style choices are the microstructure of the speech (Sellnow, 2005: 244). Thus, EFL learners need to study how speech can be used as a model for effective communication and

to learn to use language meaningfully, to negotiate meaning and get their messages across by creating texts.

Speech is one of vital communication means people use nowadays. It is a kind of public speaking which people use to convey something to the public. Moreover, as a major form of communication, public speaking may be used to inform, to persuade, or to entertain. Speech as public speaking takes place among audiences of more than about ten people. Al Green's speech can be categorized as mass communication since it was produced and transmitted via media to large audiences.

According to Yipei and Lingling (2013: 93), giving a speech is of interpersonal activity, and whether a speech works or not, to a large degree, depends on the way speaker gets himself into the interaction. How to arouse audience interest and enthusiasm is the key point. Further, Nikitina (2011) claims speech as a kind of public speaking which is —the act, art, or process of making effective speeches before an audience. Thus, a speaker should work hard in preparing the speech in order to make the audience understand what the speaker says because they are not allowed to interrupt in order to confirm what the speaker means.

Egins (2004: 210) states that there are three types of meanings known as the metafunctions. They are ideational, textual and interpersonal meaning. Ideational meanings are about things and ideas, textual meanings about the messages, and interpersonal meanings are meanings which express a speaker's

attitudes and judgments. The latest is meaning for acting upon and with others and it depends on the tenor of discourse. Learners need to know interpersonal meaning because it enables them to express their attitude and feelings appropriately toward subject matters for establishing successful communication.

Leech, Deuchar, and Hoogenraad (1982: 135) believe that speech is particularly important in integrating an individual into a social group. As Sellnow (2005: 10) proposes that in order to express ideas for gaining respect, attention, and appreciation from other people, speech is frequently used. However, social status, professions, and personal communication skills somehow differentiate the quality of performance in terms of lexicon choice and arrangement, style, and the range of impact. Therefore, it is clear that the quality of the speech is greatly influenced by speaker's position and background in society. Furthermore, a speaker also has to know which is the right type of language to use in which circumstances even though occasionally the wrong choice may be made intentionally, for humorous or sarcastic effect (Leech, Deuchar, and Hoogenraad, 1982: 9).

As previously stated, delivering a speech is a kind of communication. The communication is successful when the sender and receiver achieve mutual understanding regarding the topic discussed. In this case, the speech is successful when the hearers get the message intended by the speaker. As human beings, we use language to communicate. Jakobson, as stated in Schiffirin (2014: 205),

presents six jobs that people accomplish by using language; referential, phatic, poetic, emotive, conative, and metalinguistic function.

He assumes that speech is used by people in any layers of society regardless their social status and professions. In some situations, people do not only need to converse for transactional and interpersonal purposes. The language users use mainly referential function of language to convey information about entities, as well as their attributes, actions, and relationships. They also persuade others of their strong opinion and recommend them toward action by constructing text demonstrating the logic and appeal of those opinions. It is not impossible that sentences are serving more than one function at a time. It works on a speech too. Since a speech is a kind of communication, it also has communicative purposes.

There are four types of speech based on the purpose: informative, persuasive, expository, and entertaining as stated by Lucas (2012: 277). Al Green's speech belongs to a persuasive speech since he tried to make the audiences believe in the issue he brought forward. Here, Al Green's speech constructs some meanings. Fortunately, he chose understandable and unambiguous words so that it does not mislead people's interpretation of the speech meaning.

The speaker succeeds if he/she can get the message in the mind as he intended correctly interpreted by the hearer. In other words, the speaker cannot make sense of anything without bringing it within the confines of what is preconceived as familiar (Widdowson, 2007: 28). The speaker needs to identify

and know the audience so he can assure that they have the background knowledge on what he is trying to deliver. Besides, in order to manage to deliver the intended meaning, the speakers in face-to-face situations make use of many 'non-verbal' movements such as tones of voice, varying stress, pauses, and so on, and what the speakers say is accompanied by facial expression, or gesture, as part of the message they intend to get across (Leech, Deuchar, and Hoogenraad, 1982: 9).

Maintaining the above view, Bloor and Bloor (2004: 65) propose that in order for a person to understand what someone says, he or she must be able to understand what the speaker is talking about. In other words, the speaker must bring to the hearer's attention some elements of shared or mutual knowledge since the context may involve issues like background knowledge of the speaker and the hearer.

This study is going to investigate how the interpersonal meaning of Al Green's speech calling for Trump impeachment on the floor of the Congress of the United States of America on Wednesday, May 17th, 2017 is realized by using M.A.K. Halliday's theory of Systemic Functional Linguistics (SFL). It is a theory of language in which language function becomes the centre of discussion. Halliday in Eggins (2004: 3) explains that using language can make three kinds of meanings at exactly the same time. They are to be combined and organized as sets of choices.

I am engrossed in disclosing Congressman Al Green's attitudes, feelings, and judgment through his speech. I will analyze how the clauses in the speech are

structured to realize the interpersonal meanings. These meanings are expressed in wording through what is called mood and modality and are centrally influenced by tenor of the discourse.

The mood system includes the particular language resources for exchanging goods and services, making offers, providing information, asking questions or giving commands. Mood shows what role the speaker selects in the speech situation and what role he/she assigns to the addressee. In each context of situation our different roles and relationship give rise to different patterns of interaction. For example, in an interview situation, it is appropriate for the interviewer to ask the questions and the interviewee to provide the answers.

The mood in the clause is indicated by the structure of the Subject and Finite element. The other component is called Residue. The mood structures indicate speech functions/speech acts. E.g. giving information (declarative), demanding information (interrogative), and demanding service (imperative). Below the illustration of the correlation of speech function and typical mood structure;

Table 1.1 Speech Functions and Mood Types (Coffin, Donohue, and North, 2009: 56)

Statement	I have got a great book	Declarative clause
	Subject + Finite	
Question	Will you buy a book?	Interrogative clause
	Finite + Subject	

Command	Wake up.	Imperative clause
	No finite or subject	

Halliday in Martin and Rose (2003: 48) defines modality as the resource which arranges semantic space between yes and no, a cline running between positive and negative poles. There are two general kinds of modality, one for negotiating services, and the other for negotiating information. Statements are not always positive or negative. Therefore, sometimes when we interact, we may communicate degrees of probability, usuality, obligation or inclination. This area is realized by certain choices from the modality system.

Modalization deals with the various ways in which a speaker can intrude on her message, expressing attitudes and judgments of various kinds. Coffin, Donohue, and North (2009: 365) assert that modalization enables a speaker to rate the strength of their commitment to a proposition or proposal. When modality is used to argue about the obligation or inclination of proposal, it is referred to as modulation (Eggins, 2004: 172). Modal verbs and modal adjuncts also can be used to express degrees of probability etc. Adjuncts provide one means for interactants to expand the field of negotiation.

Gambits and modality are used in spoken interaction to temper our statements. Gambits such as ‘the only thing is..., to tell you the truth..., to be honest...’, are used to convey unpleasant thought. However, the negativity of the ideas becomes less severe with the help of those gambits (Keller and Warner,

1988). Modality expressing possibility is morally better than direct negative as illustrated below.

John is kind to animals
 John should be kind to animals.
 (Portner, 2006: 166)

The first says that John is kind to animal in reality, but the second does not. It says that this possibility is better than the alternative, not being kind to animal.

According to Gerot and Wignell (1994: 11), tenor refers to the social relationships established by the participants involved in the situation. It means that interpersonal meaning is concerned with the social relationship between speaker and interlocutor (Sipayung, 2016). Since this research is going to study about speech, the tenor here refers to the social relationship between Congressman Al Green as the speaker and the Speaker of the House and American people as the hearers. Congressman Al Green is the U.S. Representative from Texas's 9th congressional district taking office since 2007. He is a member of Democratic Party.

Recently, he has done an interview with ThinkProgress and he said that Trump has done enough to warrant an impeachment. According to Green, the President has committed an act for which he should be charged by the U.S. House of Representatives. The act is the obstruction of a lawful investigation of the President's campaign ties to Russian influences in his 2016 Presidential Election (Kurup, 2017).

The relation between Al Green and the audience can be defined through the status or power, affect, and contact involvement. The involvement of power refers to the roles which the participants are playing in a situation (agent roles, peer or hierarchic relations; Congressman to the people, father to his son, etc.). Affect involvement refers to the affective involvement between the participants (degree of like, dislike, or neutrality), whereas contact refers to the frequency, duration, and intimacy of the interactions between the participants. In this study, I would like to analyse Al Green's speech which is constructed as an expository text.

In this speech, Congressman Al Green wants to show his attitude towards the firing of FBI Director by the U.S. President. In order to identify the attitude of the speaker, we may observe modals used in the speech. Here, in the speech, Al Green used some modals to convince American people that the problem is real and serious and he needs support from the people to solve it by voting for the impeachment.

Congressman Al Green's way of conveying his opinion about Donald Trump's decision may be influenced by his political background where he comes from Democratic Party while the President comes from its historic rival, Republican Party. Widdowson (2007: 72) believes that the speaker might be unaware of the underlying ideological significance that lurks in the textual variants the speaker produced.

The speech and the ideology of the speaker are inseparable. As stated by Paltridge (2000: 155) that ideologies are very often produced through discourse. Their production includes ways of representing and constructing society such as relations of power, relations of domination and exploitation, and relations based on gender and ethnicity. Two people who have the same speech outline do not always have the same style because they have different ideology or underlying agenda. Those things cause the outputs different. Ideological positions- the values the speakers hold (consciously/ unconsciously), the perspectives acquired through our particular path through the culture- influence the speaker uses of language (Eggins, 2004: 10).

Although a speaker usually has a certain ideology, it does not mean that the audience could readily infer the speaker's ideology. Fairclough (1992: 90) assumes that people may be not aware of their own ideological dimensions. He describes further that the ideology arises in societies characterized by relations of domination on the basis of class, gender, cultural group, etc. It means that people will interpret the speech in their certain way because speech is one-way speaking which does not give them any chance to confirm what the speaker means. As a result, there will be various interpretations produced from the audience.

In this case, Al Green's speech is such a good speech that tells the audiences that the facts he showed mean to humanity in general. He also spoke clearly at a normal pace and emphasized the message he intends to share. By stating his certainty and assurance to the audience, he will easily gain audience's

belief on him, create a positive image for himself, and leave a good impression on his audience. His certainty can be seen from the following sentences

“This is about my position. This is about what I believe. And this is where I stand. I will not be moved. The President should be impeached.”

He also made powerful concluding sentences. Providing wishes to close the speech shortens distance with the audience and helps to gain their resonance. Here is Al Green’s conclusion statement.

“I assure you that history will vindicate me. I assure you that righteousness will prevail. I assure you that no lie can live forever and truth crushed to earth will rise again.”

Not surprisingly, there have been so many controversial issues around the President Donald Trump since his inauguration. Since he stands on the highest stratum of social status in the hierarchy of a nation, it is normal that his attitudes are at issue. Therefore, I feel that this speech is interesting and crucial. Since this is a topical speech, I would like to reveal Al Green’s stances towards Donald Trump’s attitudes.

Hopefully, the result of this study can be an example for the readers, especially for other researchers who are interested in conducting such study, to demonstrate how lexico-grammar analysis can be used to unveil the interpersonal meaning or the tenor established by a speaker.

1.2 Reasons for Choosing the Topic

As regards the background above, this study is going to investigate Al Green's speech calling for Trump impeachment in terms of its interpersonal meanings which focus on tenor of the discourse based on the following reasons.

First, as EFL learners, I have to be able to communicate in the language as naturally as possible. One of ways to communicate is by creating a meaningful text. However, it is not as easy as pie. Creating a good text is not a simple thing for students. According to Widdowson (2007: 4), a text can be defined as an actual use of language, as distinct from a sentence which is an abstract unit of linguistic analysis. Therefore, they have to know how to combine and put the words together into a good order and grammatically correct so that the text they produce can achieve its communicative purpose.

That's why it triggers my curiosity to investigate how interpersonal meaning is realized through the construction of the words. How Al Green arranges the words into a phrase, phrases into a sentence, sentences into paragraphs so his interpersonal meaning is achieved through the speech. From this study, I am hopeful about the outcome that is I can find a good model for creating a meaningful text so that I can improve my achievement in English subject, especially in public speaking.

Second, this speech is delivered by the U.S. Congressman who is trying to make American people vote for the impeachment of President Trump. It is such uncommon speech that the congressman wants the president to get impeached. Because of the uncommon issue he brought about, it attracted world's attention. It

happened since even though Al Green knows that Donald Trump is the number one man in America, he stood steadily in the podium to stress that Trump is not above the law. The linguistic analysis of this speech can help us understand the nature of propaganda and the success or failure of some types of political speeches.

Third, it relates to Donald Trump's whole manner, policy and view about something. Donald Trump is the 45th president of the United States of America coming from Republican Party. Donald Trump is under pressure to distance himself from his businesses before he moved into the White House on January, 20. He took a decision that he will not divest from his businesses while president. This leads into condition that he has been receiving sharp criticism from various parties due to some of his decisions related to the nation. Furthermore, he disparaged James Comey, FBI Director in a meeting with Russian officials and his firing takes "great pressure" off him because of Russia.

Fourth, it is related to Congressman Al Green. As we know, Congressman Al Green comes from Democratic party. Likewise, Green's own Democratic leadership has been highly reluctant to discuss impeachment. Green, however, paid no attention to those sentiments and realities and continued his push as the most prominent proponent for impeachment in the Congress. And he found an ally that is U.S. Rep. Brad Sherman, D-California, who joined him at a news conference to announce that he, too, would pursue his own impeachment track. Even Green has been threatened with lynching after calling for the

impeachment. I am really curious about the meaning behind his speech and the reason why he still stands for the impeachment while his soul is at risk.

Last, the study focuses on tenor of the discourse since it is becoming a powerful tool to uncover the interpersonal meaning of a text. The results of this study are expected to provide some guidance about how to analyze the speech through SFL theory, especially in the realization of interpersonal. As we know, that in recent years, the interest of discourse analysts in discourse analysis of speech is increasing. Hopefully the result of this study can be used in English learning process dealing with discourse analysis.

1.3 Research Problems

By writing this study, I would like to find out the answers of the following problems:

- (1) What is the tenor underlying Al Green's speech calling for Trump impeachment on the House Floor?
- (2) How are the interpersonal meanings realized in the speech of Congressman Al Green?

1.4 Objectives of the Study

There are objectives that the researcher wants to achieve in conducting this study.

They are stated as follows:

- (1) To analyse the interpersonal meanings of Green's speech by looking deeply on the MOOD and Modality system.

- (2) To investigate how interpersonal meaning through the construction of words is realized.

1.5 Significance of the Study

This study hopefully gives benefit theoretically, practically and pedagogically to the readers. Theoretically, the findings of this study will provide information to the readers about doing public speaking like delivering some kinds of speeches by paying attention to the use of language to express certain intention because the grammar and lexical choices influence the interpersonal meaning and also the interpretation of the speech.

Practically, the result of this study can be used by people in general by giving some guidelines for speakers on how they should produce an appropriate speech or text which can get their message across and adjust it to the right situation.

Pedagogically, especially for English Department students who want to be teachers, to organize their learning purposes and materials that train their students of understanding various genre of text by looking at the meaning behind the text so that they can give the appropriate text for them. Hopefully, it will help students create a good text and sentence in a smaller context without ignoring the importance of the meanings behind the text itself so that they will understand other culture through the text.

1.6 Outline of the Report

To present the investigation about the study to the readers, the report is systemized as follows:

Chapter I presents the introduction that includes the background of the study, reasons for choosing the topic, research problems, purpose of the study, significances of the study, and outline of the study.

Chapter II is about review of related literature which has four sub chapters: review of previous studies, review of related literature and the theoretical framework of the study. Review of previous studies contains some works that have been done in the area being analysed in this study. In review of related literature there are theories from the expert used as the guidance to do this work. The theoretical framework displays how this study is going to be conducted.

Chapter III discusses about methods of investigation which covers the research approach, object of the study, role of the researcher, procedure of collecting the data, unit of analysis, and procedure of data analysis.

Chapter IV explains the result of study that includes the findings and discussions of findings supported by the analysis.

Chapter V presents the conclusion of the investigation and offers some possible suggestions, or recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of previous studies and the relevant literature related to the study which consists of Discourse Analysis and Text Analysis, Systemic Functional Linguistics, Text and Context, Speech, Metafunctions in Functional Grammar, Concepts of Clause, Realizations of Interpersonal Meaning: Mood System and Modality System. The last, the chapter is closed with theoretical framework.

2.1 Previous Studies

This study is going to investigate how interpersonal meaning of Congressman Al Green's speech to call for Donald Trump impeachment at House Floor is realized. The term interpersonal meaning embodies all the use of language to express one's opinion, influence one's behaviour, and maintain relationships with others. To support the conduct of this study, I provide some previous researches which have a correlation to this study.

First, Najib (2014) conducted a descriptive qualitative study analyzing the tenor of Barack Obama's speech at Nelson Mandela memorial service to reveal Barack Obama's attitude toward Nelson Mandela's figure. The result of the study shows that Obama delivered a eulogy speech in which he should say nice things toward the deceased and he spoke in the name of himself personally and as

leader who draws inspiration from Mandela. In that sense, Obama tended to praise or pay tribute to Nelson Mandela about the struggle against apartheid at that time.

The relation between Najib's study and the current study is found in the context of analysis; interpersonal meaning. Both of the studies aim to reveal the relationship between people involved in the communication and use Mood analysis system to uncover the interpersonal meaning. Then, the difference is the object of the study. The previous study is about eulogy, but the present study is about expository speech; which intended to make people believe in the issue.

Second, another study related to the current study was conducted by Ardianti (2012). It is also a descriptive qualitative research analysing Barack Obama's speech on Osama bin Laden's assassination which aims to reveal the attitudes of Barack Obama in perceiving Osama bin Laden's assassination. She used grammar analysis and lexical analysis to unveil the tenor of Barack Obama's speech. The result of the analysis showed that Obama tended to be as objective as possible by depersonalizing moments and events into Subject. In terms of lexical analysis, Obama tended to give appreciation to value the work of intelligence and military. This appreciation was aimed to give audience clear visualization upon what was happening during 9/1 tragedy till the assassination of Osama bin Laden.

There are similarities and differences found in Ardianti's study and the current study. The obvious similarity that can be seen is both of studies have the same core analysis; which is analyzing the tenor of the discourse. Therefore, I will apply the same process of analyzing, using Lexico-grammar analysis. However,

the object and the occasion of both studies are different. Ardianti's study is about analyzing Barack Obama's speech on Osama bin Laden Assassination which was held on May 2011, whereas the current study is about Green's speech at House Floor on May 17th, 2017 which happened recently. Thus, the result of the study will be different from the previous study although they have same context.

Another study about interpersonal analysis was a descriptive qualitative study conducted by Ye (2010). It analyzed the interpersonal metafunction of Barack Obama's Victory Speech in order to help readers understand and evaluate the speech and to provide some guidance for readers to make better speeches. The study is similar to the current study in the part of analysis unit. The difference is that this previous study analyzes the speech with nice atmosphere that is the victory of Barack Obama in the presidential election, while the current study analyzes the motion of Donald Trump impeachment which was brought forward in the tense atmosphere.

Another descriptive qualitative study about SFG analysis was conducted by Ayoola (2013). He analyzed the interpersonal metafunction of some selected political advertisements in some Nigerian newspapers. He took eight different political advertisements from two political parties collected from The Tribune, The Nation and The Punch newspapers. Four advertisements for Peoples' Democratic Party (PDP) and the remains for Action Congress of Nigeria (ACN). Analysis of MOOD and Modality of the various clauses were conducted. He found out that both ACN and PDP ads mostly used declarative and interrogative to persuade the readers, to draw out to their emotions creating a relation with

them. The rest used imperatives to offer service to the readers. He said the context of political ad points out that ACN is an opposition party while PDP is the ruling party with her presidential candidate as the incumbent President. From his study, the researcher concludes that interpersonal metafunction of a text can draw how the way the writer applies language to create a relation and state himself as the subject without saying clearly who he is. The study is similar to the current study in the part of analyses unit that are Mood and Modality analysis. However, the current study is carried out using the Mood system to describe the relation between the speaker and the audience of One-minute speech.

Feng and Liu (2010) also conducted a qualitative study aiming at exploring how interpersonal meaning of the opening speech given by President Obama at a prime time news conference commemorating his first 100th day in office is achieved from the perspective of Functional Grammar and with the focus on Mood, modal auxiliary, personal pronouns in pronoun system, and tense shift. The finding shows that Obama makes full use of the language to achieve his political purpose in his speech by using different devices to fulfill interpersonal meaning. The study is similar to the current study that both of the studies tried to analyse the interpersonal meaning of a speech. The difference is that this previous study did not analyze the tenor underlying the speech, while the current study analyzes the tenor of the speech.

2.2 Theoretical Background of the Study

As the basis of conducting this study, some theories which are closely related to this topic study are presented in this session. The followings are some of the theories.

2.2.1 *Discourse Analysis and Text Analysis*

A discourse is a set of meanings through which a group of people communicates about a particular topic. We create discourse by speaking or writing. According to Schiffrin (2014: 183), discourse is the use of language above and beyond the sentence; how people use language in texts and contexts. The construction of discourse involves several simultaneous processes, so it can convey complete meaning as the result of communication. In other words, discourse analysis focuses on how people use language to communicate in the real world. Discourse cannot be separated from texts and contexts.

Discourse analysis is concerned with the study of the relationship between language and the context in which it is used and it is not only concerned with the descriptions and analysis of spoken interaction but it is equally interested in the organization of written interaction (McCarthy, 1998: 3).

Since discourse cannot be separated from its context, it can take us into the social and cultural settings of language use to help us understand particular language choices.

Discourse analysts focus on people's actual utterances by studying about how utterances and sentences function as spoken and written texts and how such texts reflect their functions and the contexts of their use (Richards, 2015: 736).

McCarthy in Paltridge (2000: 4) also states that discourse analysts also consider the relationship between language and the contexts in which it is used and are concerned with the description and analysis of both spoken and written interactions.

Stubbs (1983: 10) states that discourse analysis is used to refer both to the study of language above the sentence (more accurately, above the clause), and also to the study of naturally occurring language. In other words, discourse deals with the choosing, ordering, and arrangement of words, structures, and utterances to attain a meaningful spoken message and the analysis of features and uses of texts is an essential part of discourse analysis. One way of looking at the distinction between discourse and text is to think of discourse as a process and the text as the product.

The terms text and discourse require some comments since their use is often ambiguous and confusing. However, Stubbs (1983: 9) mentions that there is slight difference in emphasis. First, discourse often implies interactive discourse, while text implies non-interactive monologue, whether intended to be spoken aloud or not. Besides, Stubbs adds, the second distinction is that discourse implies length, whereas a text may be very short e.g. 'Stop' or 'No Smoking' as stated in Halliday and Hasan (1976). Another distinction is proposed by Van Dijk in Stubbs (1983: 9). He uses the term text to refer to an abstract theoretical construct which is realized in discourse. In other words, text is to discourse as sentence is to utterance.

Fairclough (1992: 36) points out that in order to make a distinction between a text and random sentences, text analysis can be carried out. Texts are analysed in terms of a diverse range of features of form and meaning, such as grammar and vocabulary, appertaining to the interpersonal functions of language.

Discourse analysts also study these text-forming devices with reference to the purposes and functions for which the discourse was produced and the context within which the discourse was created. The fundamental goal is to show how the linguistic elements support the communication of language users.

According to Nunan (1993: 6), to produce a piece of discourse, many sentences need to be combined meaningfully. Therefore, the process of forming a text goes through some stages to achieve the communicative purpose.

It can be concluded that discourse analysis deals with the communication activities, whether spoken or written, that build asset of certain meaning and purpose of the text itself. This study analyses a text and the context within the language is used.

2.2.2 *Systemic Functional Linguistics*

All approaches to discourse analysis address the functions of language, the structures of texts, and the relationship between text and context. Language as a means of communication performs some functions as presented by Jakobson in Schiffrin (2014: 205). All the functions are performed to convey meaning. In order to create meaning correctly, we need to pay attention to the grammar of our utterances. This approach is called as functional grammar which shows how the

communicative purposes and functions of language are reflected in grammar (Nunan, 2005: 3).

Systemic Functional Linguistics (SFL), also known as Systemic Functional Grammar was developed by M.A.K. Halliday in 1960's. Halliday's theory focuses on how language is used in accordance with the functions of language itself. It emphasizes that grammar can be used to achieve real-world goals and solve real-world communication problem which revolves around context.

According to Coffin, Donohue, and North (2009: 192), by focusing on how meaning is created and communicated more - or less – effectively across different contexts, it is possible for SFG to identify and engage with common difficulties experienced by school children and university students when trying to produce successful written assignments. EFL learners need to understand how text works. In line with this statement, Gerot and Wignell (1994: 3) affirm —we need a theory of grammar or language which helps us understanding how text works.

In order to obtain a better understanding of the text, we need to take into account the communicative purpose and context of the text. The previous approach in grammar known as traditional grammar does not provide knowledge on how to choose the language so that it goes well with the context in which it occurs.

Relating to this, Gerot and Wignell (1994: 3) assert that there are two major schools of grammar; they are formal (traditional) and functional grammar.

Table 2.1 The Main Differences in perspective among Three Grammars by Gerot and Wignell (1994: 3)

Aspects	Formal (+Traditional)	Functional
Primary concern	How is (should) this sentence be structured?	How are the meanings of this text realized?
Unit of analysis	Sentence	Whole texts
Language level of concern	Syntax	Semantics
Language	= a set of rules for sentence construction = something we know	= a resource for meaning making = something we do

By using the theory of functional grammar, it can be concluded that functional grammar approach relates the grammar to the action of the language users and the meanings they would like to deliver to people around them. It unfolds the text and investigates the language used to find out how meanings are realized within those certain choices of words. Bloor and Bloor (2004: 23) conclude that SFL theory has proved productive as a tool for analyzing language in context and as a means of approaching real problems in human communication and social control. Hence, it is appropriate to apply Functional Grammar approach in this study in order to unveil the meaning within texts and see how texts are organized.

2.2.3 Text and Context

In everyday social life, people constantly use language to communicate with each other. They chat to their family members, update status on Facebook, surf the Internet, gossip with friends. All of those activities involve language. organize children for school, read the paper, speak at meetings, serve customers, follow

instructions in a booklet, make appointments, surf the internet, call in a plumber, unburden themselves to therapists, record their day's thoughts and activities in a journal. All of these are activities which involve language (Eggins, 2004: 1). When we use language to communicate, it means we are exchanging meaning and also constructing a text.

2.2.3.1 Definition of Text

A text is a unit of meaningful. It is a semantic unit and it can be spoken or written. Halliday and Hasan (1985: 52) define a text as language that is doing some job in some context of situation. Therefore, text and context are closely related one another.

Halliday and Hasan (1985: 10) explain further that text has to be regarded from two perspectives at once, both as a product and as a process.

The text is a product in the sense that it produced with a certain construction that can be represented in systematic terms. It is a process in the sense of a continuous process of semantic choice, a movement through the network of meaning potential, with each set of choices constituting the environment for a further set.

The process of making meaning in context is called text (Halliday and Matthiessen, 2014: 3). A text will create an effective communication if the reader or listener understands the meaning through the text. Bloor and Bloor (2004: 5) define text as any stretch of language, regardless of length, that is spoken or written for the purposes of communication by real people in actual communication.

One example of spoken text is the speech which was delivered to call for Trump impeachment by Al Green, U.S. Representative from Texas's 9th congressional district at House Floor on May 17th, 2017.

While the texture according to Halliday in Eggins (2004: 24), involves two components; coherence and cohesive elements. Coherence or the text relationship to its extra contextual context and cohesion, the way elements within a text bind it together as a unified whole. Coherence and cohesion cannot be fully separated from each other although they are independent of each other. Cohesion gives a great contribution to the creation of coherence in the explicit textual aspects, such as grammatical and lexical elements, while coherence determines the text to be understood as a whole. In other words, for achieving the unity of a text, both coherence and cohesion should be taken into account.

In short, a text has a much broader meaning than the one we generally think of. The text is physically made up of grammatical units (clauses, phrases, words). The text is more than just any collection of these units in a sequence. To be text, there must be patterns of cohesion tying the elements of the text together, but texture also involves the text's relationship with its context. The relation of the text to its context is illustrated below.

2.2.3.2 Definition of Context

Certain text always connect to certain contexts. Eggins claims that the context is in the text. He also states that our ability to infer context from a text is one way in which language and context are interrelated (1997: 7). Language and context give

contribution to each other to be identified. On the one hand, we can identify the context of a text by paying attention to the language applied. On the other hand, by knowing the context of a text we can predict the language that might be used. The context plays a big role in the text construction. Both of them are considered necessary for the adequate understanding of the text.

2.2.3.2.1 Context of Culture (Genre)

As I mentioned above, all meaning is situated in a context of culture and context of situation. Paltridge (2000: 121) believes that context of culture includes the attitudes, values, and shared experiences of people living in a particular culture. The context of culture determines the ways in which we make language choices to make meaning. Particular cultures determine the types of text which are produced which are largely known as a genre. Martin as cited by Eggins (2004: 55) defines a genre as an activity in which speakers engage as members of our culture concerning the achievement of the goal.

Halliday and Malinowski in Paltridge (2000: 105) draw the view that contexts both of situation and of culture are important if we are to fully interpret the meaning of a text. The language of the text positions the language users in particular ways to react to what is being spoken or written about. Based on the statement of the experts, genres, therefore, are culture-specific and have particular purposes, stages and linguistic features associated with them. The meanings of which need to be interpreted not only from the literal meanings of the words, but also all the complex of the cultural and social contexts in which they occur (Bloor and Bloor, 2004: 245). Through the concept of genre or context of culture,

systemic functional approach is able to unveil the purpose of the use of language by people which is also appropriate to the culture itself.

2.2.3.2.2 *Context of Situation (Register)*

Context of situation is realized in the text. This context can be specified through the use of the register variables: field, tenor and mode. Gerot and Wignell (1994: 11) explain the register variables as follow:

- (1) Field refers to the Subject matter. It is about what is going on or what is it that the participants are engaged in. This variable forces the language user to use specific vocabulary items or language features.
- (2) Tenor refers to who is involved; the social relationship of the participants, the status, and roles of the participants. This variable puts somebody in certain position.
- (3) Mode is about how language is being used; the channel of communication either it is phonic or graphic, and how language is transmitted; through spoken or written medium.

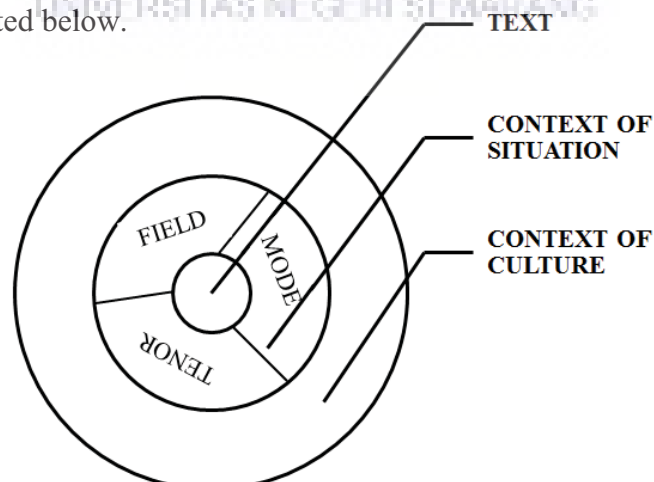
These dimensions of context can help to predict language use and patterns, and later the language patterns can help to predict context. In addition, Halliday and Hassan offer a concept on how to analyze field, tenor and mode using Contextual Configuration (CC).

A contextual configuration is a specific set of values that realizes field, tenor or mode (Halliday and Hasan, 1985: 55). Therefore, I will examine the tenor

briefly using CC to elaborate the Context of Situation on the text. Tenor has three basic factors. They are

- (1) Agentive Role, or the institutional (or not) roles of the participants, such as doctor/patient, teacher/student, etc; in this case, the agentive role that exists is speaker and audience.
- (2) Social Role, or the power relationship between them which may be hierarchic or nonhierarchic and includes expert/novice and also conferred social status and gender, etc.; Green as the U.S Representative to the Speaker of the House, other Members of the House, and American people.
- (3) Social Distance, or the amount or nature of contact the participants may have, in other words, the intimacy between the participants; in this study, the social distance that occurred is in the Formal settings.

The correlation between those register in establishing the context and the text is illustrated below.



**Figure 2.1 Relation of the text to the context
(Butt, 1996: 12)**

Cate Poynton in Eggins (1994:100) has suggested that tenor can be broken down into three different continua:

a. Power

Figure 3 shows the power relationship in a conversation or texts. Equal power can be shown between friends. Unequal power would be those of boss and employee.



Figure 2.2 The Power Continuum

b. Contact

Figure 4 schematizes the contact continuum which is divided into frequent and occasional contact. Frequent contact showed between spouses, while the occasional contact noted with distant acquaintances.



Figure 2.3 The Contact Continuum

c. Affect

Figure 5 shows the affective involvement which refers to the extent to which we are emotionally involved or committed in a situation. For instance, friends or lovers are obviously affectively involved, whereas work associates are typically not.



Figure 2.4 The Affect Continuum

All three variables (field, mode, tenor) work together to enable people characterize the situational context specifically, and, thus, to recreate part of the language that is being used. In other words, they create register. The register written in the figure above refers to specific lexical and grammatical choices as made by speakers depending on the situation. Halliday (1964: 87) concludes that register is characterized by “differences in the type of language selected as appropriate to different types of situation” which means that there is a close relationship between language and context of situation.

Furthermore, Halliday (1985: 39) distinguishes closed and open registers from each other. Closed (or restricted) registers have a number of possible meanings that are “fixed and finite and may be quite small” whereas in open registers “the range of the discourse is much less constrained”.

2.2.4 Speech

Speech has been broadly used as a means of communication by people around the world. Therefore, speech can be said as a text. Speech is one-way communication which is delivered orally and often well-prepared in writing. It is the vocalized form of human communication in formal communication event that is included in public speaking.

According to Sellnow (2005: 10), public speaking is a sustained formal presentation made by a speaker to an audience. The speaker made the speech to achieve his/her goal even his/her communities' goal. The goal should not be limited to informing the audience or expressing thoughts publically, but to

changing emotions, actions, and attitudes, and to leave your listeners moved by the words and touched by the meaning of the speech. This condition can be obtained if the speeches have strong introduction and conclusions. The beginning, or introduction, prepares the listeners for what is to come. The conclusion ties up the speech and alerts listeners that the speech is going to end (Lucas, 2012: 186). In speech, the speakers make use not only of language, but of paralanguage such as tone of voice, varying stress, pauses and so on, and what they say is accompanied by facial expression, or gesture, as part of the message they intend to get across (Widdowson, 2007: 8).

Nikitina (2011) considers a successful public speech if it meets the base elements: credibility, logic, and emotions. First, in order to be asked to share their thoughts, observations and ideas publically, a speaker should possess a certain level of authority and knowledge about the chosen topic. The speech should be delivered clearly, logically, and informatively so that the listener will understand it. Moreover, the speaker must first establish an emotional connection with the listeners to capture and hold their attention.

Congressman Al Green is perfectly perfect for delivering this speech as he is the one who was chosen by American people to represent them making the law in the government. Hence, if the President takes the wrong path, the congressman should remind him. In delivering his speech, Al Green used understandable and clear words to tell the audiences his main topic so that the audiences will not misinterpret his purpose in delivering that speech.

There are four kinds of speech based on the purpose of giving the speech: informative, persuasive, entertaining, and demonstrative. Persuasive speaking is the process of influencing attitudes, beliefs, values, or behaviours through a public speech. The speaker develops an argument in support of a position of a topic (Sellnow, 2005: 348).

In other words, persuasive speeches work to convince people to change in some way: the way they think, the way they do something, or to start doing something that they are not currently doing. In Lucas' view (2012: 349-350), some pieces of evidence in the form of examples, statistics, and testimony corroborate the speakers' conviction. Besides, the use of emotional appeal guided by a firm ethical rudder makes the listeners agree with the speakers' reasoning.

Sellnow (2005: 353) states that persuasive speeches take two main forms: dispositional and actuational.

(1) Dispositional Persuasive Speeches

A dispositional persuasive speech is designed to influence listeners' disposition (beliefs, attitudes, and values) toward the topic.

(2) Actuation Persuasive Speeches

Actuation persuasive speeches are designed to influence listeners' behaviour. It means that the speaker tries to move someone to action. The action sometimes involves politics or policy. It is the most challenging type of public speaking. To persuade listeners to act, the speaker must be competent in all forms of public speaking. When

seeking action, the speaker does two things: informing the listeners about aspects of the topic and seeking agreement with his/her position to motivate them to act.

Al Green's speech is one of good actuation persuasive speeches as he established his intent and outlined the major points to be covered in the introduction. He also convinced the audiences to vote for the impeachment. He presented strong and reliable arguments for Trump's impeachment. He gave some pieces of evidence stating that Trump's firing the FBI Director is against the law. He, himself, is very sure and he seems knowledgeable about the issue. He really cares about the message. It can be seen that he spoke steadily and in a deep, loud voice.

2.2.5 Metafunctions in Functional Grammar

Metafunction is the abstract function of language. We can examine the linguistic context in terms of three functions: ideational, interpersonal, and textual functions. Every metafunction has its own way to convey the meaning behind the text that the writer tries to convey.

Gerot and Wignell (1994: 12-14) define the three strands of meanings which are also known as metafunctions as follow:

(1) Ideational meanings

Ideational meanings are meanings about phenomena – about things (living and non-living, abstract and concrete), about goings on (what the things are or do) and the circumstances surrounding these

happening and doings. These meanings concerned with the construction of ideas and information and they are most centrally influenced by the field of discourse.

(2) Interpersonal meanings

Interpersonal meanings are the use of language to express a speaker's opinion, attitudes and judgments. These are meanings for maintaining relationships with others. Meanings are realized in wordings through what is called Mood and Modality. Meanings of this kind are centrally influenced by tenor of discourse.

(3) Textual meanings

Textual meanings link different part of the language to its environment, including both the verbal environment – what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realized through patterns of theme and cohesion. Textual meanings are most influenced by mode of discourse.

Halliday developed four metafunctions, three of them show up in the clause column, but the fourth metafunctional heading does not show up in the clause column. Below is a brief explanation about Halliday's metafunctions.

**Table 2.2 Metafunctions and Their Reflexes in the Grammar
(Halliday & Matthiessen, 2014)**

Metafunction (technical name)	Definition (Kind of Meaning)	Corresponding status in clause	Favored type of structure
Experiential	Construing a model of experience	Clause as representation	Segmental (based on constituency)
Interpersonal	Enacting social relationships	Clause as exchange	Prosodic
Textual	Creating relevance to context	Clause as message	Culminative
Logical	Construing logical relations	—	Iterative

2.2.6 Concepts of Clause

In SFG, then, the major unit of grammatical analysis is the *clause*. Clause is closely related to the communicative functions the speaker intends to perform. The type of the clause underlies the speech function that the clause perform. In this way form and function are related. There are three kinds of clause: declarative, interrogative, and imperative. Each of them performs different speech functions. The correlation between the clause types and the speech functions is presented below.

Table 2.3 The correlation between clause types and speech functions (Coffin, 2009: 37)

Clause Types	Patterns	Speech Functions	Communicative Functions
Declaratives	SV	To make statements	Giving information
Interrogatives	(i) VS	To ask questions	Requesting information
	(ii) VS	To make offers	Offering something
Imperatives	V	To make commands	Demanding a service

In previous subchapter, it was stated that clauses simultaneously encode three strands of meaning: ideational, interpersonal, and textual. From these meanings, Halliday and Matthiessen (2014: 83) categorize the role of clauses as the following:

(1) Clause as a message

A clause has meaning as a message, a quantum of information. A message comes from somewhere and leads to somewhere. The clause contributes to the cohesiveness of the text.

(2) Clause as an exchange

There are meanings through which social relations are created and maintained. A clause has meaning as an exchange, a transaction between speaker and listener; the Subject is the warranty of the exchange. This clause enables personal interactions (interpersonal functions). Interpersonal meanings are realized in the lexicogrammar through the selections from the system of Mood.

(3) Clause as representation

A clause has meaning as a representation of some process in ongoing human experience; the clause represents our experience of the world.

2.2.7 Realizations of Interpersonal Meanings

The function of language that enables its users to engage interpersonally and exchange points of view is called an interpersonal function. The way that

language is structured enables us to construct a set of meanings that include expressions of probability, certainty, obligation or inclination.

In spoken language, aspects of interpersonal meaning can be communicated through voice, intonation patterns and stress and through other means such as pointing, signaling, facial expression, and gestures. There are some terms which will relate with interpersonal meanings. They are tenor of the text, Mood system and modality which is included in the Finite

Tenor influences the language use. The social roles (e.g. friend/friend, interviewer/interviewee, teacher/student) and how equal or unequal interlocutors are (e.g. equal: professional/professional; unequal: expert/novice) are likely to affect the distribution of communicative functions. How socially connected or distant interlocutors are likely to influence the degree to which the language used is formal or informal. In order to position, align, and negotiate (i.e. develop a stance), speakers draw on Modality and use evaluative lexis that expresses their attitudes and judgments (Coffin, Donohue, and North, 2009: 218).

2.2.7.1 Mood System

According to Paltridge (2000: 119), the Mood system of the clause encodes the relationship between participants in an interaction as well as the speaker's or writer's attitude and comment, for example, are indicative, imperative, and interrogative constructions. Mood system and Modality are the main resources in the language system that enables us to interact.

In addition, Halliday and Matthiessen (2014: 135) also give further explanation on this part.

The Mood system provides the interactants involved in dialogue with the resources for giving or demanding a commodity, either information or goods-&-services – in other words, with the resources for enacting speech functions (speech acts) through the grammar of the clause: statements (giving information), questions (demanding information), offers (giving goods-&-services), and commands (demanding goods-&-services).

Below is the illustration of the correlation of speech function and typical Mood structure by Eggins (2004: 147).

Table 2.4 Speech Function and Typical Mood Clause (Eggins, 2004: 147)

SPEECH FUNCTION	TYPICAL MOOD IN CLAUSE
Statement	Declarative Mood
Question	Interrogative Mood
Command	Imperative Mood
Offer	Modulated Interrogative Mood
Answer	Elliptical Declarative Mood
Acknowledgement	Elliptical Declarative Mood
Accept	Minor Clause
Compliance	Minor Clause

A different arrangement of English basic constituents builds different Mood types. In English clauses, Mood generally consists of two pivotal constituents; Subject and Finite. In addition, there are a predicator and some combination of complement or adjunct.

2.2.7.1.1 Subject

According to Gerot and Wignell (1994: 24), a Subject is realized by a nominal group such as noun or pronoun. The Subject element will also determine whether the verbal element will be singular or plural. Then, the Subject is followed by Finite to form Mood. The example of Mood system can be seen below.

Table 2.5 Subject (Eggins, 2004: 151)

Henry James	wrote 'The Bostonians'	(didn't he?)
Subject		Subject

2.2.7.1.2 Finite

Finite is represented by the verbal group. Finite locates the process in time – it carries tenses (present or past). In the form of modal, it shows the speaker's or writer's feelings or judgment on the matter and carries polarity - positive and negative. The Finite is affected by its surrounding – it carries agreement (Gerot and Wignell, 1994: 27-28). The function of Finite is explained below.

Table 2.6 Finite Function (Gerot and Wignell , 1994: 27-28)

<i>That special order <u>came</u> yesterday.</i>	Location in time
<i>The special order <u>may</u> come tomorrow.</i>	Speaker's judgment
<i>We <u>like</u> apples but he <u>likes</u> bananas.</i>	Subject – Finite agreement
<i>You <u>shouldn't</u> be here.</i>	Polarity – positive / negative

Primary tenses mean the past, present or future at the moment of speaking. "Now" is the reference point. Through primary tense, we can argue over when an event did/will/should occur. A proposition may become arguable by having its relevance to the speech event specified in temporal terms. Modality indicates the speaker's judgments of the probabilities or the obligations involved in what he or she is saying. A proposition may become arguable by being presented as likely or unlikely, desirable or undesirable. In other words, its relevance specified in modal

terms. Polarity includes positive and negative. So as well as expressing primary tense or modality, the finite element also realizes a polarity feature.

According to Halliday (1994:76), finite verbal operators consist of two elements, they are temporal and modal. Temporal element consists of three parts, they are: past (did, was, had, used to), present (does, is, and has), and future (will, shall, would, should). The second element of finite verbal operator is modal. Modal consists of three parts, they are: low (can, may, could, might), median (will, would, is to, and was to) and high (ought to, need, has to, had to, and must).

These finite verbal operators have negative counterparts. For example, didn't, won't, can't, wouldn't, mustn't. Sometimes the finite element and lexical verb are fused. This happens when the verb is in; (a) simple past or simple present, ate=did eat, (b) active voice: they eat pizza= they do eat pizza vs pizza is eaten, (c) positive polarity: they eat= they do eat vs they don't eat, (c) neutral contrast: go away = do go away.

Although modal verbs are the most straightforward way of expressing degrees of probability, usuality, obligation and inclination, modality is found in wordings at all levels of the clause (word, group and whole clause) and in different classes of words (verbs, adverbs, nouns and adjectives). Humphrey, Droga, and Feez (2012: 94) categorized Modality into five categories;

Table 2.7 Modality by Humphrey, Droga and Feez (2012: 97)

	Higher Modality	Medium Modality	Lower Modality
Modal Verbs (auxiliaries)	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, in fact	probably, usually, generally, likely	possibly, perhaps, maybe, sometimes
Modal Adjectivals	certain, definite, absolute, necessary, obligatory	probable, usual	possible,
Modal Nouns	certainty, necessity, requirement, obligation	probability	possibility
Modal Clauses and Phrases (interpersonal metaphors)	I believe (that) ... It is obvious (that) ... It is essential (that)	I think (that) In my opinion, It's likely (that) If..., then... This suggests (that) ...	I guess (that) ...

To sum up, I can say that by interpreting the Mood system (Subject and Finite) I will be able to reflect the conscious mental process of those who taking part in the interaction, but it does reflect the tacit, unconscious agreement on which interaction is based, and it also reflects what the grammatical structure indicates about the way in which the exchange is proceeding. I am looking critically at how speakers attempt to achieve their purposes, to negotiate with, or to manipulate their audience. It is often essential to make these validity claims explicit.

2.2.7.1.3 *Residue*

Egins (1994: 161) suggests Residue as the part of the clause which is somehow less essential to the arguability of the clause than is the Mood component.

Although it is less essential, still it contains a number of functional elements such as a Predicator, Complement, and any number of different types of Adjuncts.

(a) Predicator

The predicator is a verbal part of a clause telling the readers about what is doing, happening, and being in a clause. For example, *He has **been leading** the country for five months* (*has* is the Finite, and the part functioning as Predicator is *been leading*).

(b) Complement

“... It is identified as an element within the Residue that has the 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).

(c) Adjuncts

According to Eggins (1994: 165), an Adjunct is a clause element providing extra information to the clause. Several adjuncts have been classified by Gerot and Wignell (1994: 34) into *Circumstantial Adjuncts*, *Conjunctive Adjuncts*, *Comment Adjuncts*, and *Mood Adjuncts*.

2.2.7.1.4 Mood Type

Gerrot and Wignell (1994: 38) have divided types of Mood as follow:

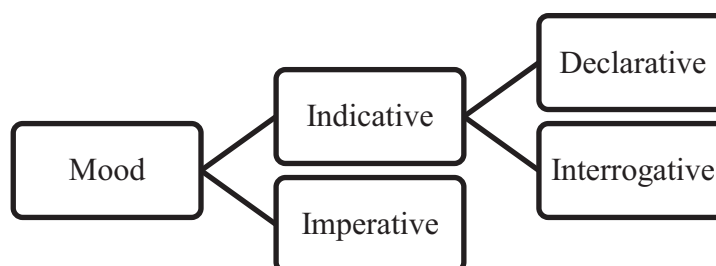


Figure 2.5 Mood Types

(1) Indicative Mood is realized by declarative and interrogative form of Subject - Finite.

(2) Imperative Mood consists of Subject + Finite, Subject only, Finite only, or they may have no Mood element.

2.3 Theoretical Framework

As it has been explained above that making a text is not as simple as most people think. The writer/speaker of the text should pay attention to some pivotal constituents which exist behind the text. One of those elements is the meaning behind the text. While discussing the meaning behind the text, it will absolutely relate with three kinds of meaning that are introduced by some experts. They are interpersonal, ideational and textual meaning.

This study focuses only on interpersonal meaning analysis which consists of two main analyses. Those are Tenor analysis and Mood System analysis. The theoretical framework of this study is described as follow.

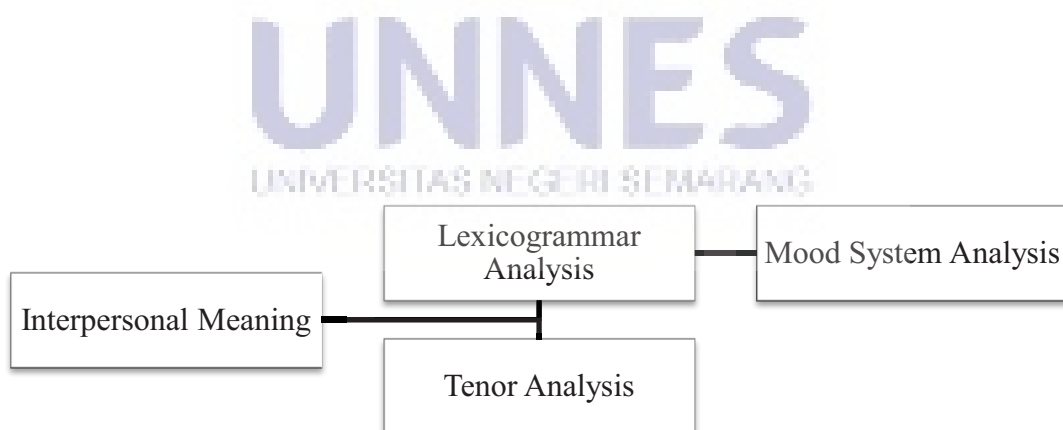


Figure 2.7 Theoretical Framework of the Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The previous chapters have discussed the introduction of this study, the review of related literature, the method of investigation, and the findings and discussion of this final project. This chapter presents the conclusions, pedagogical implications, and suggestions based on the findings and discussions of the previous chapter.

5.1 Conclusions

This study has analyzed the underlying tenor revealed in Congressman Al Green's speech on Donald Trump impeachment at House Floor. Studying tenor of speech means that we are trying to understand social relationships between the interactants; the speaker and the audience. Based on the data analysis in the previous chapter, the conclusions can be drawn as follows.

Firstly, Context of Situation gives limitation, determines our text, and constraints our speech. Therefore, speakers need to adjust their language use to communicate effectively with the audience. Congressman Al Green delivered one-minute speech at the House Floor to call for Donald Trump impeachment, so his speech is a kind of persuasive speech. Therefore, Congressman Al Green made his recommendations as specific as possible by telling them exactly what to do and how to weigh in the impeachment. He explained how American people can get involved in the impeachment endeavor by signing a petition to impeach Donald Trump at ImpeachDonaldTrumpNow.com. He also gave some pieces of

evidence such as the President's tweet capture with additional information about the firing of FBI Director, James Comey. He did those to make his instructions more specific so that his call to action will succeed. The Tenor of Discourse; in terms of agentive role and status reveals that Congressman Al Green as U.S. Representative spoke in front of his audience; the Speaker of the House, other Members of the House, and American people who watched the video by streaming online. Since he spoke at formal occasion, he wrote the speech before he delivered it on House Floor.

Secondly, this study also has analyzed the interpersonal meanings of his speech by using lexicogrammar analysis uncovering the Mood System and Modality to uncover the position and intention in delivering his speech. The results of the lexicogrammar analysis then show that Congressman Al Green spoke in the name of himself and very lightly of Democratic Party. He did that as he believed in the great ideals that the United States stands for that no one is above the law. In delivering his speech, he seemed determined to his goal by emphasizing the need of this endeavor, providing his plan and some pieces of evidence. His confidence can be seen from the structure of his speech clauses. All of the clauses are falling tone, so they indicate that Al Green is sure in giving the information to the audience by providing a plan that he believed can solve the problem somehow. Al Green also used modalization to talk about the probability of the subject and the obligation to check the subject matter. By using modality, he could soften his meanings without losing his intention.

5.2 Pedagogical Implications

Based on the findings, it is worth presenting the pedagogical implications that can be considered as the contribution of the study of English in a foreign language context. For EFL learners, it is necessary to pay attention to the use of language to express certain intention in delivering some kinds of speeches because the grammar and lexical choices influence the interpersonal meaning and also the interpretation of the speech.

Studying the interpersonal meaning of a speech means trying to understand the speaker's intention in perceiving something by looking deeply on the Mood and Modality system of the clauses. The system of MOOD and Modality are the keys to understanding the interpersonal relationship between interactants.

The study of analyzing Congressman Al Green's speech also can be used as a model to create a good text or speech without ignoring the importance of the meanings behind the text itself so that the understanding of other cultures through the text can be achieved. Thinking carefully to adjust to the situation and the culture is important for EFL learners since it can help them focus on what communicative purpose they want to achieve, how their speech should be structured and what linguistic features they need to employ. If EFL learners understand the concept, they will be able to communicate effectively.

5.3 Suggestions

According to the significance of the study and conclusions that have been previously discussed, the suggestions to offer are.

Firstly, for English Department students who want to be teachers, it will be very useful to master functional grammar to raise the EFL students' awareness to pay attention to the use of language to realize their personal intention. The words and phrases need to be carefully selected depending on the topic and to whom they are speaking because they can express different intention of interpersonal meanings. If the teaching materials given to the students are contextualized authentically, they will have a good model of text to be performed in the real life.

The second suggestion is addressed to the readers who are interested in discourse or text analysis in conducting such study. They need to find qualified papers, books, or other literature related to their focus of study as many as possible to get a sound understanding of interpersonal meaning since any analysis of discourse is grounded on reliable theory or linguistic evidence and not on just intuition. Therefore, in order to classify linguistic evidence well, a wide knowledge of grammar is important for discourse analysts.

At last, the last suggestion is addressed to the public speaker. It is important to apply various grammatical features revealing interpersonal meanings because it can help the speakers to convey their meaning effectively. The speakers need to be aware of their choice of words and sentence structures to realize their certain intention because it affects how the listeners perceive them and their speech.

REFERENCES

- Ardianti, T. M. (2012). *Tenor of Barack Obama's Speech on Osama Ben Laden's Assassination*. Unnes, English Department. Semarang: Unnes.
- Ayoola, M. O. (2013). An Interpersonal Metafunction Analysis of Some Selected Political Advertisements in Some Nigerian Newspapers. *International Journal of Humanities and Social Science*, III(8), 165-178.
- Azar, B. S. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice Hall Inc.
- Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10th ed.). Boston: Pearson Education.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Harlow: Longman.
- Bloor, T., & Bloor, M. (2004). *The Functional Analysis of English* (2nd ed.). London: Arnold.
- Braun, S. (2016, October 27). *Encyclopædia Britannica*. Retrieved August 29, 2017, from Political Spin: <https://www.britannica.com/topic/political-spin>
- Butt, D., Fahey, R., Spinks, S., & Yallop, C. (1996). *Using Functional Grammar: An Explorer's Guide*. Sydney: National Centre for English Language Teaching and Research.
- Coffin, C., Donohue, J., & North, S. (2009). *Exploring English Grammar: from formal to functional*. New York: Routledge.

- Creswell, J. W. (2014). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). London: SAGE Publications Ltd.
- Davies, A., & Elder, C. (2004). *The Handbook of Applied Linguistics*. Carlton: Blackwell Publishing.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage Handbook of Qualitative Research* (3rd ed.). London: Sage Publications.
- Diaz, K. (2017, May 17). *Houston's Al Green calls for Trump's impeachment on House floor*. Retrieved August 24, 2017, from Houston Chronicle: <http://www.chron.com/news/politics/article/Houston-s-Al-Green-calls-for-Trump-s-impeachment-11152633.php#photo-12287825>
- Eggins, S. (2004). *An Introduction to Systemic Functional Linguistics* (2nd ed.). London: Continuum International Publishing.
- Eggins, S., & Slade, D. (1997). *Analysing Casual Conversation*. London: Equinox Publishing.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press.
- Feng, H., & Liu, Y. (2010). Analysis of Interpersonal Meaning in Public Speeches: A Case Study of Obama's Speech. *Journal of Language Teaching and Research*, *1*(6), 825-829.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th ed.). London: Sage Publications.
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Sydney: Antipodean Educational Enterprises.

- Halliday, M. A. (1964). *The Linguistic Sciences and Language Teaching*. London: Longmans.
- Halliday, M. A. (1994). *Spoken and Written Language*. Oxford: Oxford University Press.
- Halliday, M. A., & Matthiessen, C. M. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). (C. M. Matthiessen, Ed.) New York: Routledge.
- Halliday, M. A., & Matthiessen, C. M. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). (C. M. Matthiessen, Ed.) New York: Routledge.
- Halliday, M., & Hasan, R. (1985). *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*. Victoria: Deakin University Press.
- Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and Meaning*. Newtown: Primary English Teaching Association Australia.
- Keller, E., & Warner, S. T. (1988). *Conversation Gambits: Real English Conversation Practices*. Hove: Language Teaching Publications.
- Kurup, M. (2017, May 17). *About Examiner*. Retrieved May 18, 2017, from Washington Examiner: <http://www.washingtonexaminer.com/democratic-rep-al-green-to-call-for-trump-impeachment-on-house-floor/article/2623333>
- Leech, G., Deuchar, M., & Hoogenraad, R. (1982). *English Grammar for Today*. London: Macmillan Education.
- Lucas, S. E. (2012). *The Art of Public Speaking*. New York: McGraw-Hill.
- Martin, J. R., & Rose, D. (2003). *Working with Discourse: Meaning Beyond the Clause*. London: Continuum.

- Najib, A. A. (2014). *Tenor, Interpersonal Meanings, and Appraisal Found in the Speech of Barack Obama at Nelson Mandela Memorial*. Unnes, English Department. Semarang: Unnes.
- Nikitina, A. (2011). *Greenstone*. Retrieved May 20, 2017, from Bookboon: <http://202.191.120.147:8020/greenstone/collect/admin-ebooks/index/assoc/HASH01ce.dir/doc.pdf>
- Nunan, D. (2005). *Practical English Language Teaching: Grammar*. (D. Nunan, Ed.) New York: McGraw-Hill.
- Paltridge, B. (2000). *Making Sense of Discourse Analysis*. (J. Burton, Ed.) Queensland: Antipodean Educational Enterprises.
- Portner, P. (2006). Meaning. In R. Fasold, J. Connor-Linton, R. Fasold, & J. Connor-Linton (Eds.), *An Introduction to Language and Linguistics* (2nd ed., pp. 149-181). Cambridge: Cambridge University Press.
- Richards, J. C. (2015). *Key Issues in Language Teaching*. Cambridge: Cambridge University Press.
- Scheibman, J. (2004). Inclusive and Exclusive Patterning of the English First Person Plural: Evidence from Conversation. In M. Achard, & S. Kemmer, *Language, Culture, and Mind* (pp. 377-395). Norfolk: CSLI Publications.
- Schiffrin, D. (2014). Discourse. In R. Fasold, J. Connor-Linton, R. Fasold, & J. Connor-Linton (Eds.), *An Introduction to Language and Linguistics* (2nd ed., pp. 183-215). Cambridge: Cambridge University Press.

- Schneider, J. (2015). *One-Minute Speeches: Current House Practices*. New York: Congressional Research Service.
- Sellnow, D. D. (2005). *Confident Public Speaking* (2nd ed.). Belmont: Thomson Wadsworth.
- Shen, L. (2012). Context and Text. *Theory and Practice in Language Studies*, II(12), 2663-2669.
- Simon, C. A. (2017). *About Us: ReadWriteThink*. Retrieved June 7, 2017, from ReadWriteThink Web site: <http://www.readwritethink.org>
- Sipayung, K. T. (2016). Metafunction Realization on Students' Descriptive Paragraphs. *International Journal of Linguistics*, VIII(6), 20-30.
- Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell .
- Tannen, D., Schiffrin, D., & Hamilton, H. E. (2001). *The Handbook of Discourse Analysis*. Oxford: Blackwell Publishers.
- Thompson, G. (2014). *Introducing Functional Grammar* (3rd ed.). New York: Routledge.
- Widdowson, H. G. (2007). *Discourse Analysis*. New York: Oxford University Press.
- Ye, R. (2010, June). The Interpersonal Metafunction Analysis of Barack Obama's. *English Language Teaching*, III(2), 145-151.
- Yipei, N., & Lingling, L. (2013). Investigating the Interpersonal and Textual Meaning of Steve Job's Stanford Speech in terms of Hyland's Metadiscourse Theory. *International Journal of Language and Linguistics*, I(4), 90-96.