

**RHETORIC ANALYSIS OF MICHELLE OBAMA'S SPEECH
AT THE DEMOCRATIC NATIONAL CONVENTION
ON SEPTEMBER 4TH 2012**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana
Humaniora in English and Literature Department of the Faculty of Adab and
Humanities of UIN Alauddin Makassar

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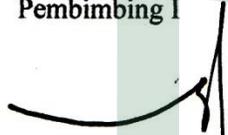
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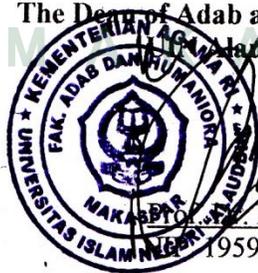
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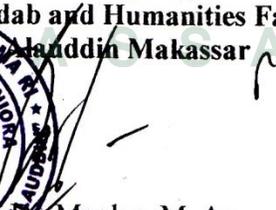

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Makassar, February 2nd, 2015

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ABSTRACT

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Title : Rhetoric Analysis of Michelle Obama's Speech at the Democratic National Convention on September 4th 2012

**Supervisors : 1. Serliah Nur
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This thesis described about Rhetoric Analysis of Michelle Obama's Speech at the Democratic National Convention on September 4th 2012. The objectives of the research were to find out the rhetoric element by analyzing the arrangement of structure of ideas, structure of utterances and structure of language in Michelle Obama's speech.

The writer used a descriptive qualitative method in analyzing and collecting data. The sources of data in this research were Michelle Obama's speech transcript and its video which delivered at Democratic National Convention on September 4th 2012. The writer used note taking and color coding as the instrument to get the data. The writer marked some data to identify the rhetoric element and to write the data based on its elements classification into some notes. The procedures of collecting data were reading the speech transcript, identifying outstanding data through observing audience response in speech video, coloring and making note of data findings. The writer used *James L. Golden's* theory which focusing on the Rhetoric Elements.

Based on finding and discussion in this thesis, structure of ideas that Michelle used were variety propositions, associative and dissociative arguments. Structure of utterances, cohesion and coherence in Michelle Obama's speech were kept well through the unity of each discourse which was raised in the speech either grammatically and lexically. Meanwhile, structure of language through variety dictions and figure of speech could indicate Michelle Obama's ability to understand her target audience and to keep their attention.

CHAPTER I

INTRODUCTION

A. Background

Human being was born with language skill. In human's life activities, language is used for delivering ideas, thought, or feeling to the other people. To support this, Wardhaugh defines language as a system of vocal symbols used for human communication (Wardhaugh in Ba'dulu, 2004:1). Language use such as discussing, delivering a speech, campaigning, describing or informing are communication forms which are distinguished based on their function and purpose, for instance delivering a state speech is used for politic communication activities.

The aims of speech in politic communication are to inform and to convince the audience that his political claims are perceivable, reasonable and implementable. Consequently, in delivering a politic speech, the orator must consider the balance of his speech content and his ability to deliver speech with a good rhetoric. For this reason, most of politic speech consists of rhetoric aspect which has consistent power of persuasiveness.

People often fascinated with the ability of a politician in delivering speech without realizing that behind a beautiful sounding speech there is a hidden meaning in it. They often ignore what the substance of the speech because of its good rhetoric. Classically, Rhetoric has been used as effective persuasive behind a speech. It shows efforts of orator to gain dominance or influence in society either implicitly or directly. Kenneth Burke in his article under title "Rhetoric Old and New", stated that rhetoric is a science which teaches people to identify the whole meaning (identify as orator,

topic of speech, audience of speech, diction, performance, and expected result) (Satoto, 2012: 75).

Besides, Rhetoric according to George Campbell in his book “The Philosophy of Rhetoric”, Rhetoric is exertion of enlightening understanding, gratifying imagination, and influencing feeling and willingness (Campbell in Rahmat, 2006:12). Stand to the point above, most of the influential world figures have structured rhetoric ability which gives impression and influence in their time. For example, Adolf Hitler, Nazi leader of German, well-known of his oration ability with his quote “Every great movement in the world was developed by the orator, not the paper champions” (Bentara, 2012). Related to the ability of delivering speech with a good rhetoric, United States has two figures now days. Those are Barack Obama and his wife, Michelle LaVaughn Robinson or known as Michelle Obama.

In 2012, political atmosphere at the United States directly invited politician to be more active related to Presidential Election of the United States on November. America’s politic parties such as, Republican Party, Libertarian Party and Democrat Party did political maneuver to gain dominance and support to be voted in the Election. Republican Party proposed Mitt Romney as President Candidate, Libertarian Party proposed Gary Jhonson and Barack Obama has been elected to be representative of Democrat which was declared on Democrat National Convention on September 4-6th 2012 in Charlotte, North Carolina, United States (Whiteoutpress, 2012).

Democratic National Convention was opened officially by the chief of DNC Debbie Wasserman Schultz. Some of inspirable politician, people’s representative

from Democrat came and delivered inspirable speech and Democrat work plans for four years forward. But the most waited speaker was the First Lady, Michelle Obama. As keynote speaker, the ability of Michelle Obama as orator was shown when she delivered her speech at Democratic National Convention on September 4th, 2012 and succeeded to fascinate the audience. Michelle spoke to support her husband to be voted again in the United States President Election on November. She tried to convince the voters that her husband's plans were the best for the United States (BBC.2012).

Michelle delivered her speech impromptu and it could indicate her rhetoric ability. It also gave impression of her capacity and ability politically because was built by engagement of social life through her direct involvement in Barack Obama's social program (VOA Indonesia, 2012). By analyzing rhetoric elements (structure of ideas, structure of utterances, and structure of language), it is hoped be able to make complete understanding of how Michelle Obama's speech was composed. This is related to Lindsay Short statement that a rhetorical analysis requires researcher to apply his critical reading skills in order to "break down" a text. In essence, the researcher break off the "parts" from the "whole" of the piece he is analyzing. The goal of a rhetorical analysis is to articulate how the author writes, rather than what they actually wrote (Short. 2007).

Based on the background above, the writer is eager to analyze the Rhetoric of Michelle Obama's Speech at the Democratic National Convention on September 4th 2012.

B. Problem Statement

Based on what have been stated on the background above, the writer formulates the research questions as below:

1. How is structure of idea in Michelle Obama's speech arranged?
2. How is structure of utterance in Michelle Obama's speech arranged?
3. How is structure of language in Michelle Obama's speech arranged?

C. Objective of Research

Through this research, the writer is eager to know:

1. How structure of idea in Michelle Obama's speech transcript are arranged.
2. How structure of utterance in Michelle Obama's speech transcript are arranged.
3. How structure of language in Michelle Obama's speech transcript are arranged.

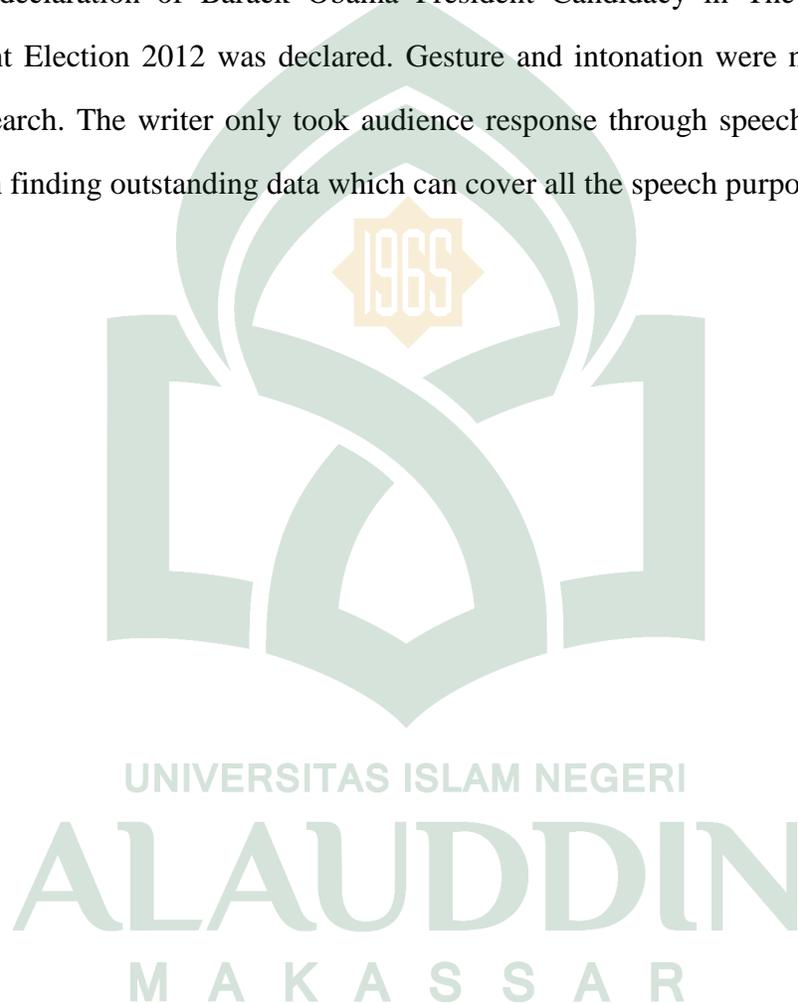
D. Significance of Research

Through this research the writer biggest hopes that the students of English Literature Department are able to extend the object of language research. In addition, this research is expected to give a brief example of analyzing language phenomenon especially in analyzing political speech which is rare to be analyzed before.

Furthermore, the writer hopes that this research could give the representation or further information about how to read and apply rhetoric elements in a speech.

E. Scope of Research

This research focused on rhetoric analysis in speech transcript of Michelle Obama's speech at Democratic National Convention on September 4th 2012 when the second declaration of Barack Obama President Candidacy in The United States President Election 2012 was declared. Gesture and intonation were not analyzed in this research. The writer only took audience response through speech video to help writer in finding outstanding data which can cover all the speech purpose.



CHAPTER II

REVIEW AND RELATED LITERATURE

A. Previous Findings

These are several explanations of findings which related to this research as explained below:

The first finding is from Mutiara's thesis (2010), under title "*Analisis Wacana Kritis Terhadap Retorika Hubungan Islam dan Amerika Serikat dalam Pidato Obama di Kairo, Mesir*". This research focused on analyzing rhetoric of relationship of United States and world Muslim community through critical discourse analysis of Norman Fairclough.

This research found six main points of Obama's speech in Kairo, Mesir. The first, target audience of the speech was Muslim community which found constantly in the speech. The second, rhetoric structure of this speech was divided into three sections. In opening section contained identity of the speaker, suspense background of west world and Muslim community. In content section, it was found seven agenda of the United State's against the suspense. Meanwhile, in the closing section Obama tried to build audience's affection in dialogue's presentation among US and Muslim community.

The fourth point was propositions in this speech were dominated simple, neutral and denotative word's choice. The fifth point was the speaker was active to his interpretation and openness of Muslim community values by quoting Alquran's

sentence. The last finding point, Rhetoric of relationship of US and Muslim community did not accommodate exchange idea between them.

The second finding is from Syahriani's thesis (2011). In her thesis "*Retorika Hubungan Amerika Serikat dan Indonesia dalam Pidato Obama di Universitas Indonesia: Pendekatan Analisis Wacana Kritis*". She stated in her thesis that the topic power relation is one of the main things discussed in political rhetoric. In November 2010, seventeen months after visiting Egypt, Obama visited Indonesia as one of his efforts to repair the relations between U.S.A and Islam. He delivered his speech at the University of Indonesia, raising three main issues: democracy, development, and religion.

This thesis analyzed the rhetorical strategy of Obama's speech transcription released by the White House, using Critical Discourse Analysis (CDA) as the main theory, and Gramsci's hegemony as the supporting theory. The results showed that Obama's rhetorical strategy tended to reinforce the hegemony of the author (U.S.A) toward the target audiences, which are the Indonesians and the world Muslim communities.

The last finding is from Hindarto's thesis (2012). Her thesis title is "*Analisis Anatomi Retorika dalam Transkrip Pidato Lomba Debat Parlementer Mahasiswa PIMNAS UMY 2012 (Studi Kasus pada Transkrip Pidato Bahasa Inggris dalam Mosi "Developing Country as Market of Surrogate Mother" and "Children's Right to Divorce Their Parents")*". In her thesis, it was found that, Debate is communication practice which is intensively spurred on speaker to build his argument in short time. In debating, persuasive process occurred and known as rhetoric in Aristotle's time

period. Rhetoric concerned on process and content, and realized that advocacy in debating was needed.

The research was done to analyze the kinds of anatomy which was used in student debate parliamentary. This research used study case method and data analysis method with descriptive explanatory which tried to explain the data which found during the research. Finally, the anatomies were found, the use of logos and pathos in debate parliamentary transcript. Logical and emotional became the content of student debate parliamentary.

Based on these three previous findings, this research has the similarity and difference. The similarity is on how to find the rhetoric aspects in a speech by analyzing the speech transcript or written discourse.

The difference of the previous findings and this research is the focus of analysis of the research. Mutiara's research focused on analyzing the rhetoric of relationship of the United States and world Muslim community. Syahrani's thesis, focused on analyzing for whom the rhetoric was delivered and the effect of the rhetoric used in the speech. On the other hand, Hindarto's thesis focused on analyzing the anatomy of rhetoric based on Aristotle's Rhetoric Theory. Compared with this research, the writer focused on analyzing the elements of rhetoric which are represented in Michelle Obama's speech transcript.

B. Speech

Speech is the verbal means of communicating (Asha, 2014). Meanwhile, Edward Sapir stated that Speech is a human activity that varies without assignable limit as we pass from social group to social group, because it is a purely historical

heritage of the group, the product of long-continued social usage. It varies as all creative effort varies—not as consciously, perhaps, but none the less as truly as do the religions, the beliefs, the customs, and the arts of different peoples. Speech is a non-instinctive, acquired, and “cultural” function (Sapir, 2014).

Based on the number of speaker, speech is classified as monolog discourse which uttered by one person, but it is possible with improvisation, interaction with the audience can occurred. Basically, communication trough speech is done by delivering the argument, opinion, informing the other people by using good arranged language as medium.

For those definitions, the writer defines that speech is a monologue communication which delivered in particular circumstance such as welcome speech in a ceremony or speech in campaigning activity.

C. Rhetoric

Generally, rhetoric is defined as art of speaking with persuasive purpose. Not only as persuasive purpose, rhetoric is also believed able to make people interested in to the topic which delivered, follow the orator’s mind; even do what the orator expected to. According to Aristoteles, an Orator must be able to combine ethos, pathos and logos. Ethos is the honorable and trust worthy status that the orator should have. Pathos is the capability of the orator to touch feeling, emotion, hope and mind of the audience. The last, Logos is the capability of the orator which he has to convince the audience by showing them the real evidence or in the other word, what he said must be logic (Golden et al., 1983:98). Moreover, Golden explained that

rhetoric is a study of how someone could influence the other people to make decision freely (Golden et. al. 1983:13).

Brooks and Warren stated that rhetoric is the art of using language effectively. As the result, rhetoric in early period is interpreted as art of speaking which achieved based on talent and technical skill (Brooks and Warren, 1970:6). Meanwhile, in related to rhetoric study, Syafi'ie stated that in classic rhetoric period (Greece-Rome Period), rhetoric study is a study of spoken communication. In medieval centuries, study of rhetoric also done in written communication. Moreover, in the further development of rhetoric, since printing machine was found which enable production of text in gross and fast, the study of rhetoric in written communication became more important (Syafi'ie, 1988:70-71)

In its existence as science and thought mode, it can be assumed that rhetoric is related to analysis factors, collecting data, interpretation, and synthesis (Wahab in Ahmad, 2010: 1). If this mode of thought is one of further implementation from following paradigm, the verification is on acceptance and unaccepted of it. As paradigm, rhetoric has less to do with truth and logic than with its persuasiveness and the relative strength of followers within the scientific community.

Standing to what have been explained above, the writer concluded that rhetoric is the way to convince people to do, think, and believe what the orator/writer expected to. In the way to convince people, rhetoric uses well arranged language which is delivered either in spoken or written form.

1. Rhetoric Elements

Rhetoric is a system. In term of system is a unity which consists of several components. The components of rhetoric process are the orator (speaker or writer), message, channel, universe, and audience (listener or reader). Each component has its own role and function, between one component and others have deep relation to create effective organization to achieve the purpose (Syafi'ie, 1988:71)

Besides, Rhetoric is one of the three elements which known as Trivium, a humanities study in classic educational method. Those are logic (dialectic); art of reasoning, defining, researching, and truth finding are intended to make people be able to deliver what they wanted to say well in order can be understood and make a sense. The other element is grammatical; syntactic, figurative language and poetry studies are intended to make people be able to understanding communication medium well. The last element is rhetoric; structure of ideas, structure of utterances, and structure of language are intended to make educated people who can feel listener's feeling and need (Dorst, 2001).

Golden's view of the elements of rhetoric are: structure of idea (proposition and argument), structure of utterance (cohesion and coherence), and structure of language (diction, sentence and figure of speech) (Golden et. al., 1983:98). It is supported by Keraf in his book which stated these three components basically the form of basic principles of modern rhetoric which covered (1) mastering actively the numbers of vocabularies, (2) mastering the principles of linguistics, (3) mastering of stylistic, (4) mastering logic and well arranged reasoning, (5) mastering the technique of reasoning either spoken or written (Keraf, 1985:18-19).

1.1 Structure of Ideas

Structure of ideas is described by its proposition and argument.

1.1.1 Proposition

Proposition is defined as taking the predicate as true or false (Leech, 1983: 162). In addition, Seuren defines as the proposition is standardly taken to be defined truth-conditionally: a specification of the condition under which it is to be taken as true is at the same time a specification of its meaning (Seuren, 1985:27). A sentence contains certain information, but the same information can be presented in different sentences and in parts of sentences; the information presented, apart from the way it is presented, is called proposition (Keidler, 1998:62).

Example: a. *Helen put on a sweater.*

b. *Helen put a sweater on.*

These are different English sentences, but they convey the same message-they express the same propositions (Keidler, 1998:63).

A proposition is something abstract but meaningful. It can be expressed in different sentences and in parts of sentences, perhaps with differences of focus but always with the same basic meaning (Keidler, 1998:63). So, proposition is a statement which affirms or denies something about reality or object.

A proposition has several components. Those are; the first is subject term- being talk about the predicate (quantifier: words which determines the quantity), the second is copula- are expressed in the verb (determines the quality), and the last is predicate term- the one that describes the subject. Besides that, proposition is

classified as categorical proposition, hypothetical proposition, and modality proposition which will be described as below.

a. Categorical proposition

Categorical propositions are divided based on quality, quantifier and combination between quality and quantifier. Based on the quality, proposition is determined by the quality of copula. Those are affirmative and negative. Affirmative is whenever the predicate term accepts something of the subject term. Meanwhile, Negative is whenever the predicate term negates or denies something of the subject term.

Based on quantity, proposition is divided into particular, singular and universal proposition. Particular proposition is a proposition that uses particular subject term, such as; several and some. Singular proposition is a proposition that uses singular subject term, for instance; I, Alicia, New York, She and it. Whereas, universal proposition is proposition that uses singular, indefinite, collective and universal which focuses on subject term, for instance; all and no (“Categorical proposition”, 2014).

Example of propositions based on its quality, quantity, and the combination of both quality and quantity will be listed as below:

Example:

Universal Affirmative Proposition:

All governments that bargain with terrorists are governments that encourage terrorism.

Universal Negative Proposition:

No nations can survive without secure borders.

Particular Affirmative Proposition:

Several movie directors are passionate.

Particular Negative Proposition:

Some Chinese leaders are not thoroughgoing opponents of capitalism.

Singular Affirmative Proposition:

Toronto is Canada's finest city

Singular Negative Proposition:

Alicia is not a good friend.

b. Hypothetical Proposition

Swan defined that hypothetical is some words and structures (e.g. if-clauses) are used for hypothetical situations-that is to say, situations which may not happen, or are imaginary (Swan, 2005:xix). A hypothetical proposition is one whose predicate does not assert of the subject in an absolute manner. Besides, according to Pius (2007) there are three kinds of hypothetical propositions:

1) Conditional (if..., then ...)

Conditional is the assertion of the consequent is dependent upon the condition established by the antecedent.

Example:

*..if the elections will not push through **then** there will violence in the country.*

2) Disjunctive (either..., or)

Disjunctive affirms the possibility of one or more of the alternatives.

Example:

*A candidate for public office is **either** qualified **or** unqualified.*

3) Conjunctive (not both... and ...)

Conjunctive denies the simultaneous possibility of both alternatives.

Example:

The farmer cannot be environment friendly and not environment friendly at the same time (Pius, 2007).

c. Modality Proposition

Modality proposition is a proposition whose copula is modified in order to show the manner or mode how the predicate belong to the subject (Branzuela, 2014).

Classified as listed below:

1) Necessary Modal

A proposition whose copula is modified in order to that the predicate must belong or necessarily belong to the subject.

Example:

A circle must be round.

2) Impossible Modal

A proposition whose copula is modified in order to show that predicate cannot/does not belong to the subject.

Example:

A square cannot be round.

3) Possible Modal

A proposition whose copula is modified in order to show that the predicate can/ belong /might to the subject.

Example:

Michelle might be shopping tomorrow (Branzuela, 2014).

1.1.2 Arguments

An argument is a set of propositions, one of which is the conclusion and the others premises, in which the premises taken together are intended as providing a reason for accepting the truth of the conclusion (where reason here is intended in the sense of rational justification).

a. Scheme of arguments

According to Parelman and Olberchts-Tyteca, scheme of arguments are generally distinguished into associative and dissociative argument. Associative reasoning includes several reasoning unsure, evaluates and organizes between one unsure to another unsure. It includes quasi-logical, analogy, generalization, causality, and coexistence. Meanwhile, dissociative unsure is the way of thought to differentiate and to evaluate between two ideas. This reasoning presupposes the hierarchy of value which the speaker believes that his belief is better than others; it includes dissociation values and policies (Parelman and Olberchts-Tyteca in Jazeri, 2012: 137).

(1) Associative Arguments

Jazeri divides associative arguments into quasi-logical, analogy, generalization, causality, and coexistence. Quasi-Logical is a form of reasoning which features two or three interrelated elements such as relationships between elements in formal logic. This form of reasoning has three variants, namely transitivity, inexpediency, and exchange.

Quasi logical transitivity has three terms are inter-related, but the relationship between these terms are possibility. Quasi logical transitivity in political has four criteria, (1) consists of three terms, (2) the premise is true, (3) the terms can be reconstructed to declare a simple classification, and (4) there are middle terms in two premise. For example:

- All of Ann's friends are my friends.
- You are Ann's friend.
- Therefore, you are my friend ("Critical Appraisal of Arguments", 2006).

Quasi-logical inexpediency is statement contains two options conflicting and occurs in the same time. Quasi logical inexpediency found together with opposition and disjunctive syllogism, that there are two options at the same time that must have been chosen one of them. For example: at a time someone simultaneously perform two conflicting things like people who recommends exercising, but he also selling cigarettes.

In the quasi-logical exchange, there hypothesized relationship between the two conditions and implies a dependence between the conditions. In an action, reaction received as a consequence of the action which has been done before.

Analogies can be stated as drawing conclusions based on similarity properties which are owned by the different object. Help us make an attribution to the less well-known object, event or situation. For example:

- The state of Oregon has moderate beverage consumption, limited revenues for collecting and disposing of waste, demographic characteristics similar to

Washington State, and a ban on nonreturnable bottle and cans that effectively reduced container waste.

- The state of Washington also has moderate beverage consumption, limited revenues for collecting and disposing of waste, and demographics similar to Oregon.
- Therefore, Washington State's proposed ban on nonreturnable beverage containers will reduce container waste ("Critical Appraisal of Arguments", 2006).

Generalization is a form of reasoning based on the principle of that the truth contained in the some members of the class is also the truth of other members or whole members of the class. For instance: "Along with reducing tax rates, we must also aggressively reduce tax rules and regulations. It's estimated that last year alone, American taxpayers spent 1.8 billion hours filling out their tax forms. Businesses spent twice as much time sending the IRS over 1 million reports."

- Evidence: 1.8 b hours, 1 m+ forms
- Inference: these represent complicated tax rules and regulation ("Critical Appraisal of Arguments", 2006).

Causality consists of cause and effect. Therefore, causality is a series of one event occurs which is caused by events which preceded it. Premises in causal reasoning have causal relationship, in an event because other events occur. Preceded event (cause) causes later event (result).

For example: “The new beltways and interstates offered cheap access to farmland on the fringe, and the result was suburban sprawl and disinvestment in existing business districts. People are waking up to the fact that low density, auto dependent sprawl has profound consequences on our quality of life and our individual and collective pocketbooks.”

Cause: beltways and interstates

Effect: urban sprawl, harm to existing businesses

Cause: urban sprawl

Effects: harm to quality of life, pocketbooks (“Critical Appraisal of Arguments”, 2006).

Coexistence has similarity with the causality, which is the existence of two related premises. However, reasoning requires coexistence signs and conditions are present simultaneously. This reasoning has two types, namely coexistence action / person and coexistence authority.

In coexistence action, character of someone is determined based on his actions. For example:

“I wish President Obama had succeeded because I want America to succeed. But his promises gave way to disappointment and division. This isn't something we have to accept. Now is the moment when we CAN do something. With your help we will do something (Mitt Romney's Speech in “Republican Nomination Acceptance Address”, 2012).

The utterance above indicated that Barack Obama was irresponsible or not capable of leading America to succeed. Mitt Romney did this to provide to the audience's sense that he learnt from The President failure. Barack Obama just provide too much promise for last four years and did not make the American life better, he did this to show his commitment in leading the United States better than Obama did. Trying to make the audience believed that he was more responsible, having great commitment which he learnt form the previous President's failure and capable of leading America better.

Meanwhile, coexistence authority is reasoning which based on belief that someone or something has more knowledge about the problem. For example:

He took office without the basic qualification that most Americans have and one that was essential to his task. He had almost no experience working in a business. Jobs to him are about government" (Mitt Romney's Speech in "*Republican Nomination Acceptance Address*", 2012).

Mitt Romney did coexistence authority in the quotes above. He believed The President was not good classification in business. He was sure that his background and his previous experience in business sector led him better to run business problem in America. Mitt Romney has right to evaluate Barack Obama's policy in Economic sector since Mitt Romney has good record in running some business previously such as Bain Capital, Staples and Steel Dynamics.

(2) Dissociative

Dissociative types are dissociation ideology and dissociation policies. Dissociation Ideology is a hierarchical ideology which the speakers owned. Speaker

believes that his ideology is greater than other ideologies. A policy dissociative is hierarchical policies which speakers owned. (Jazeri, 2012: 138-143).

b. arguments structure

Structure of arguments in a speech will be identified by divided speech into its part. The structures of arguments are in opening, content and closing of speech.

1.2 Structure of Utterances

Structure of utterance is described by cohesion and coherence.

1.2.1 Cohesion

Cohesion is the relation of each part within the text which is marked by using language unsure (Brown and Yule, 1983:191). Cohesion also is the relation between sentences within discourse either in grammatical or lexical strata. Besides that, according to Halliday and Hasan, Cohesion is in the level of semantic, which refers to relations of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976:4). Cohesion occurs when the interpretation of some element in the discourse is dependent on that of another. It is divided into grammatical and lexical cohesion.

a. Grammatical Cohesion

Grammatical cohesion constructed the grammatical structures and each component ties each other. Halliday and Hassan classify grammatical cohesion into four major classes; references, substitution, ellipsis, and conjunction.

1) References

Reference is a semantic relation, in which a meaning is specified through the identification of a referent (Halliday and Hasan, 1976:308). Reference occurs when one item in text points to another element for its interpretation. Those are exophora and endophora. Exophora is when the interpretation of reference lies beyond the text. Meanwhile, endophora is when the interpretation of reference lies within the text. Both exophoric and endophoric reference embody an instruction to retrieve from elsewhere the information necessary for interpreting the passage (Halliday and Hasan, 1976:33).

Exophora occurs when the interpretation of reference lies beyond the text (situational).

Example:

He never is interested in Math.

In the sentence above, it is exophoric, since it appears by itself. Pronoun *he* refers to no reference (antecedent) which is never been mentioned before in the text. Exophora refers to when the writer assumes reader's previous knowledge or in oral communication, the speaker points something to his interlocutor/hearer.

Endophora is when the interpretation of reference lies within the text (textual). It consists of anaphora and cataphora. Anaphora when a term reaches its denotation (address) not by virtue of its own lexical material but by virtue of the lexical material of another term, which is called antecedent. Anaphora comes after its antecedent. On the contrary, Cataphora appears before its antecedent (Seuren, 1985:346).

Example:

Anaphora: *I met Ann. She was hospitalized.*

Cataphora: *As soon as he arrived, Edward has Bella prepares a dinner.*

In the first sentence, 'she' is anaphoric which refers to 'Ann'. Without having a presupposed clause 'I met Ann', it cannot decide what 'she' refers to. Whereas, the second sentence, 'he' is cataphoric to the presupposed subject 'Edward'. It is need to look forward to the following sentence to reveal what 'he' refers to.

There are three types of reference; personals, demonstratives and comparatives. Personal reference are, for instance I, you, she, they (subject pronouns), him, her, us (object pronoun), my, your (possessive pronoun), ours, theirs, hers (reflexive pronoun). Personal reference is reference by meaning of function in the speech situation, through the category of person (Halliday and Hasan, 1976:37). Demonstrative reference is essentially a form of verbal pointing. The speaker identifies the referent by locating it on a scale of proximity, such as: here, there, this, that (Halliday and Hasan, 1976: 57). Comparative reference is indirect reference by means of identity of similarity of one noun to another, such as: bigger, more diligent, and etc (Halliday and Hasan, 1976:37). The examples of these references can be seen below.

Example (personal reference):

*I never met **him** before. My friends said that **he** is a kind and helpful professor. I wish I can see **Professor William** soon.*

*Those **three thieves!** Those **three thieves!** **They** were shot by the sheriff!*

Example (demonstrative reference):

***There** I was born and grew up. **There** I met him, my beloved one. **There** we raised our kids. **There**, in a small town called **Chicago**.*

(in a fitting room)

*Daughter: Mom, what do you think about **this dress**?*

*Mom: Oh dear, I think **that**'s too short for you. Would you try **this**? (Showing another dress she is holding).*

Example (comparative reference):

***This dish** is too light, I want the **heavier** one.*

*(In a boutique) Woman: I think **this blouse** is too dark for my skin. Can I have the **lighter**, please?*

2) Substitution

Substitution is the replacement of one item by another, and Ellipsis is the omission of an item.

Essentially the two are the same process; Ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing. But the mechanisms involved in the two are rather different. And also at least in the case of ellipsis is fairly complex (Halliday and Hasan, 1976:88).

Kinds of substitution are nominal substitution, verbal substitution, and clausal substitution. Nominal substitution is a process of replacement of Nouns with 'one', 'ones' or 'same'. Verbal substitution is a replacement process of Verbs with 'do', 'did' or other auxiliary verbs. Clausal substitution is replacement process of clause, by 'so' or 'not'. These substitutions are aimed at avoiding the similar words to be

repeated exactly at the next sentences or clauses. The examples of each type of substitution are presented below:

Example (nominal substitution):

*My **axe** is too blunt. I must get a sharper **one**.*

*When I was a kid, I had **a kitten** but then it lost. I wish I had the **same** now.*

Example (verbal substitution):

*You think Joan already **knows**? - I think everybody **does**.*

*Why didn't you **do** the homework, Jane? All of your friends **did**!*

Example (clausal substitution):

*.... if you've seen them so often. Of course **you know what they're like**'.*

*'I believe **so**,' Alice replied thoughtfully.*

***Do you think that the assignment will due this week?** I hope **not**! I haven't written anything!*

3) Ellipsis

Ellipsis is the process in which one item within a text or discourse is omitted or replaced by nothing. Ellipsis occurs when something that is structurally necessary is left unsaid, as it is has been understood already.

Where there is ellipsis, there is presupposition, in the structure that something is to be supplied or 'understood'. This is not quite the same thing as saying that we can tell from the structure of an item whether it is elliptical or not. For practical purposes we often can; but it is not in fact the structure which makes it elliptical. An item is elliptical if its structure does not express all the features that have gone into its make-up - all the meaningful choices that are embodied in it (Halliday and Hasan, 1976:144).

Furthermore, Swan defined ellipsis is leaving out words when their meaning can be understood from the context. For instances: (It's a) nice day, isn't it?; it was better than I expected (it would be) (Swan, 2005:xix).

Example (Comparison among reference, substitution, and ellipsis):

a. *This is a fine hall you have here. I'm proud to be lecturing in it. (Reference)*

b. *This is a fine hall you have here. I've never lectured in a finer one. (Substitution)*

c. *This is a fine hall you have here. I've never lectured in a finer. (Ellipsis)*

Alike substitution, there are also three types of ellipsis, namely nominal ellipsis, verbal ellipsis, and clausal ellipsis. In nominal ellipsis, the Noun is omitted. In verbal ellipsis, the Verb is omitted, while in clausal ellipsis, the clause/s is omitted.

Example (nominal ellipsis) –the omitted noun is bracketed:

They do not like it, yet (they) said nothing.

*How did you enjoy **the exhibition**? - A lot (of the exhibition) was very good though not all.*

Example (verbal ellipsis):

Have you been swimming?- Yes, I have (been swimming).

What have you been doing?- (I have been) Swimming.

Example (clausal ellipsis):

Who was playing the piano? – John was.

I hear Smith is having an operation? – He has.

4) Conjunction

Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before. Conjunctions are usually structure a text/discourse in a precise way and bring the presented elements into a logical order.

Halliday and Hasan (in Brown and Yule, 1983:191) mention four types of conjunctions, namely additive, adversative, causal, and temporal, as presented in this figure below:

a. additive	: and, or, furthermore, similarly, in addition
b. adversative	: but, however, on the other hand, nevertheless
c. causal	: so, consequently, for this reason, it follows from this
d. temporal	: then, after that, an hour later, finally, at last

Figure 1: Types of conjunctions

Example (additive conjunction):

*For the whole day he climbed up the steep mountain side, almost without stopping **and** in all this time he met no one.*

*Doing work with passion will bear great result. **Similarly**, doing work professionally will keep you at the top.*

Example (adversative conjunction):

*He has little money on his pocket. **However**, he insists to buy the movie ticket.*

He will walk home for sure.

*The witch acts so arrogantly to everyone. **On the other hand**, Snow White acts so politely.*

Example (causal conjunction):

*She was 5 minutes late submitting her final project. **As a result**, she lost 5% of her final score.*

*I think I never met him before **so** I didn't reply for his call.*

Example (temporal):

*First, you need to select fresh lemons. Next, you cut them in two parts and squeeze them. Add some sugar to the lemon water. **Finally**, you can add some ice in it.*

Some also propose another types of conjunction based on the parts they connect into: simple adverb conjunctions, compound adverbs, and prepositional expressions. Simple adverbs connect simple clauses and sentences such as; for, and, nor, but, yet, accordingly, actually, therefore, and whereas. Compound adverbs connect compound sentences, for instance; furthermore, instead, besides, as a result, and in addition. And prepositional expressions connect paragraphs, for example; in spite of that, instead of that, because of that, and in addition to that.

b. Lexical Cohesion

Lexical cohesion deals with the meaning in text. This is the cohesive effect achieved by the selection of vocabulary (Halliday and Hasan, 1976:274). It concerns the way in which lexical items relate to each other cohesive devices so that textual continuity is created. Lexical cohesion concern two distinct but related aspects: reiteration and collocation.

1) Reiteration

Reiteration is the repetition of lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is, where the two occurrences have the same referent (Halliday and Hasan, 1976: 318-319). Reiteration could be in the form of repetition, synonym, hyponym, and antonym. All these devices have the function of reiterating the previous item, either in an identical or somewhat modified form, and

this is the basis for the creation of a cohesive tie between the items. Often the tie is strengthened by the fact that the items are co-referential. This reiteration was divided into:

a) Repetition

Repetition is the reoccurrence of words in the text.

Example:

*John caught a **snake** underneath a bucket. The **snake** is going to suffocate if it stays there very long.*

b) Synonymy

Synonymy is a relation between lexical elements whose sense is the same or nearly the same.

Example:

*John caught a **snake** underneath a bucket. The **serpent** is going to suffocate if it stays there very long.*

c) Hyponymy

Hyponymy is lexical cohesive relations between an item and a more general item.

Example:

*John caught a **snake** underneath a bucket. The **animal** is going to suffocate if it stays there very long.*

d) Antonym

Antonym relates two items with opposite senses. This again is not a clear cut category. Note (Halliday and Hasan, 1976:285) examples for pairs of opposites of various kinds: “complementariness such a *boy ... girl, stand up ... sit ... down*, antonyms such as *like ... hate, wet ... dry, crowded ... deserted*, and converses such as *order ... obey*”.

2) Collocation

Jackson stated that collocation refers to the habitual company which words keep. For example, the word *book* implies other words like *page, title, read, turn over, shelf, library, etc* (Jackson, 1982:105). Patterns of collocation can definitely be revealed for certain cases.

These words in chain form the lexical cohesion of the text. Nunan defined that:

Lexical cohesion is, in many ways, the most interesting of all the cohesive categories. The background knowledge of the reader or listener plays a more obvious role in the perception of lexical relationships than in the perception of other types of cohesion. Collocation patterns, for example, will only be perceived by someone who knows something about the subject at hand (Nunan in Azzouz, 2009:34).

Halliday and Matthiessen identify “circumstantial relationships” (*dine – restaurant, bake – oven*) and “participant + process relationships” (*smoke – pipe*). The latter involves further subcategories: “Process + Range (e.g., *play + musical instrument: piano, violin, etc.; grow + old*) and Process + Medium (e.g. *shell + peas, twinkle + star, polish + shoes*)” These words can be said to belong to the same register and contribute to the same topic (Halliday and Matthiessen, in Berzlanovich, 2008:16-17).

1.2.2. Coherence

There must be some other factors besides cohesion devices that make connected texts meaningful-coherence. Coherence does not exist in the language, it exists in people. People tend to interpret texts in accordance with their life experience, socio-cultural, and discourse knowledge. It is supported by Wang and Guo, the key to the concept of coherence is not something that exists in the language, but something that exists in people. It is people who make sense of what they read and listen to. They try to arrive at an interpretation which is in line with their experience of the way the world is. Indeed, people's ability to make sense of what they read is probably only a small part of that general ability they have to make sense of what they perceive or experience in the world (Wang and Guo, 2014: 463),. In addition, coherence is a feature of underlying structure of a text (Martinkova, 2014:168).

Many linguists (Brown and Yule in Wang and Guo, 2014: 463) have pointed out that discourses can be coherent without cohesion. Although they illustrate their points with some examples at the extreme end, it is necessary to go beyond the textual realization of semantic relation to search for coherent discourse. Meanwhile, Halliday and Hasan stated that:

The concept of *cohesion* can be usefully supplemented by that of *register*, since the two together effectively define a *text*. A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore, cohesive. Neither of the two conditions is sufficient without the other, nor does the one by necessity entail the other. Just as one can construct passages which are beautifully cohesive but which fail as texts because they lack consistency of register—there is no continuity of meaning in relation to the situation. The hearer, or reader, reacts to both of these things in his judgment of texture (Halliday & Hasan, 1976:23).

For example: *John bought a cake at the bakeshop. The birthday card was signed by all of the employees. The party went on until after midnight.*

Superficially it is incomplete and incoherent, but in fact its overall meaning is unified and coherent. That's because of people's experience about birthday, they know "the cake", "the card" and "the party" are all correspond to the same event—a birthday party, so this knowledge allows them to fill some of the gaps in this passage. This also illustrates how reader or listener supports coherence by making his own contribution to the meaning of a discourse (Wang and Guo, 2014: 463). Givon (1995) takes coherence as a mental phenomenon:

Coherence is not an internal property of a written or spoken text, (but) a property of what emerges during speech production and comprehension—the mentally represented text, and in particular the mental processes that partake in constructing that mental representation (Givon in Wang and Guo, 2014: 464).

Based the explanation above, the writer concludes that coherence is composed understanding of the relation between discourse and its context which is lies beyond the text, it occurs in people mind.

1.3 Structure of Language

In structure of language, rhetoric element is divided into diction, sentence and figure of speech.

1.3.1 Diction

Diction is the selection and arrangement of words. Either or both may vary depending on the desired effect. Generally, diction is divided into denotation and connotation. Denotation refers to the standard dictionary definition of word. Whereas,

connotation refers to the emotional, psychological, or social overtones that carry beyond their denotations (“Diction”, 2014).

Example:

Denotation:

House- a building, a family, a chamber of congress, a theater, a theater audience, a sorority of fraternity etc.

Connotation:

Childish/childlike both denote the state of being child, however, childish suggest a person who is bratty, stubborn, immature, silly, and petulant while childlike suggests a person who is innocent, charming, and unaffected.

Beside the types above, according to Rambo (2006) diction also divided into these types:

a. Specific Diction

It refers to language that refers to object that can be perceived or imagined.

Example: *Cherry trees hung with bloom (evokes clear visualization).*

b. General Diction

It refers to language that signifies broad classes of persons, objects, and phenomena.

Example: *In the realm of infinite spaces (difficult to envision with clarity and exactness).*

c. Concrete Diction

It describes condition and qualities that are exact or particular. Concrete diction refers to words that stimulate some kind of sensory response in the reader: as we read the words, we can imaginatively use our senses to experience what the words represent.

Example: *Three score and ten years ago (evokes exact time).*

d. Abstract Diction

Abstract diction refers to words that do not appeal imaginatively to the reader's senses. Abstract words create no "mental picture" or any other imagined sensations for readers. Abstract words include; Love, Hate, Feelings, Emotions, Temptation, Peace, Seclusion, Alienation, Politics, Rights, Freedom, Intelligence, Attitudes, Progress, Guilt, etc.

1.3.2 Sentence

The traditional definition of sentence is a group of words that expresses a complete thought (Crane et al., 1981:102). Cook defines the sentence is a grammatical unit or construction in which constitute is any utterance with final intonation contour, and the constituents are the clauses, connecting particles, and intonation patterns (Cook in Ba'dulu, 2004:55). In addition, according to Frank, a sentence is a full predication containing a subject plus a predicate with a finite verb (Frank, 1972:220). Based on these definitions, it can be conclude that sentence is words series which consists of subject and verb minimum.

Frank classified sentences in two ways, one by types and the other by the number of formal predications (Frank, 1972:220-223).

a. Sentences Classification by types

1) Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order.
For example: *A terrible accident happened just now.*

The United States' President Election will be held on November 2012.

2) Interrogatives Sentences (Questions)

Question is a sentence which needs information as the answer/response. Question is divided into two types. The first type is simple question which the answer could be affirmative or negative (yes/no). Meanwhile, the second type is information question which ask for more information.

Example: *Do you like coffee? (Yes/ No, I Like)*

Why do you leave so soon? (Because I have emergency call)

3) Imperative Sentences (Commands, Requests)

Commands or imperative sentence is sentence which asks someone to do something or not to do anything.

Example:

Come in!

Don't cheat!

Remember your appointment!

4) Exclamatory Sentences

Such sentences begin with an exclamatory phrase consisting of *what* or *how* plus a part of the predicate.

Example:

What a terrible accident it was!

How nice weather today is!

b. Sentences Classification by Number of Full of Predications

1) Simple Sentences

Such sentences have only one full predication in the form of an independent clause.

Example:

Jane bought a book.

2) Compound Sentences

Such sentences have two or more full predications in the form of independent clause.

Example:

I forgot to bring your book and you forgot to bring my laptop.

3) Complex Sentences

Such sentences also have two or more full predications. One of these is an independent clause and one or more are dependent clause.

Example:

I cannot give you the data which is highly confidential.

4) Compound-Complex Sentence

Compound-complex sentences contain two or more independent clauses and one or more dependent clauses.

Example:

The man stole the jewelry and he hid it in his home until he could safely get out of town.

1.3.3. Figure of Speech

Language in which **figures of speech** (such as metaphors and metonyms) is freely occurred. Contrast with *literal* speech or language. A figure of speech is a rhetorical device that achieves a special effect by using words in distinctive ways. It is different with figurative language. Figurative language is often associated with literature and with poetry in particular (Nordquist, 2014).

Nordquist (2014) classified figures of speech (rhetorical device) into twenty kinds:

a. Metaphor

Metaphor is a trope or figure of speech in which an implied comparison is made between two unlike things that actually have something in common.

Example:

"My conversation may be full of holes and pauses, but I've learned to dispatch a private Apache scout ahead into the next sentence, the one coming up, to see if there are any vacant names or verbs in the landscape up there. If he sends back a warning, I'll pause meaningfully, duh, until something else comes to mind."

(Roger Angell, "This Old Man." *The New Yorker*, February 17, 2014 in Nordquist, 2014).

b. Simile

Simile is a figure of speech in which two fundamentally unlike things are explicitly compared, usually in a phrase introduced by *like* or *as*.

Example:

"The interior of the Earth is rather like an onion, made up of a series of concentric shells or layers."

(Martin Redfern, *The Earth: A Very Short Introduction*. Oxford University Press, 2003 in Nordquist, 2014).

c. Anaphora

Anaphora is a rhetorical term for the repetition of a word or phrase at the beginning of successive clauses. By building toward a climax, anaphora can create a strong emotional effect

Example:

"It's ***the hope of*** slaves sitting around a fire singing freedom songs; ***the hope of*** immigrants setting out for distant shores; ***the hope of*** a young naval lieutenant bravely patrolling the Mekong Delta; ***the hope of*** a millworker's son who dares to defy the odds; ***the hope of*** a skinny kid with a funny name who believes that America has a place for him, too."

(Barack Obama, "The Audacity of Hope," July 27, 2004 in Nordquist, 2014).

d. Metonymy

Metonymy is a figure of speech in which one word or phrase is substituted for another with which it is closely associated (such as "crown" for "royalty").

Metonymy is also the rhetorical strategy of describing something indirectly by referring to things around it, as in describing someone's clothing to characterize the individual.

Example:

"In Stockholm, Sweden, where Obama was traveling on Wednesday, *the White House* praised the vote and said that it would continue to seek support for a 'military response'"

(David Espo, "Obama Wins Backing From Senate Panel on Syria Strike." Associated Press, September 5, 2013 in Nordquist, 2014).

e. Litotes

Litotes is a figure of speech consisting of an understatement in which an affirmative is expressed by negating its opposite

Example:

"We made a difference. We made the city stronger, we made the city freer, and we left her in good hands. All in all, not bad, not bad at all."

(Ronald Reagan, Farewell Address to the Nation, January 20, 1989 in Nordquist, 2014).

f. Alliteration

Alliteration is the repetition of an initial consonant sound, as in "a *peck* of pickled *peppers*." J.R.R. Tolkien observed that alliteration "depends not on letters but on sounds." Thus the phrase *know-nothing* is alliterative, but *climate change* is not.

Although alliteration is often associated with literary language, it also appears in many common idioms and advertising slogans.

Example:

"Come see the softer side of Sears." (Advertising slogan in Nordquist, 2014).

g. Antithesis

Antithesis is a rhetorical term for the juxtaposition of contrasting ideas in balanced phrases or clauses. A perfectly formed antithesis," says Jeanne Fahnestock, combines "isocolon, parison, and perhaps, in an inflected language, even homoeoteleuton; it is an over determined figure. The aural patterning of the antithesis, its tightness and predictability, are critical to appreciating how the syntax of the figure can be used to force semantic opposites" (*Rhetorical Figures in Science*, 1999 in Nordquist, 2014).

Example:

"Hillary has soldiered on, damned if she does, damned if she doesn't, like most powerful women, expect to be tough as nails and warm as toast at the same time."

(Anna Quindlen, "Say Goodbye to the Virago." *Newsweek*, June 16, 2003 in Nordquist, 2014).

h. Apostrophe

Apostrophe is a figure of speech in which some absent or nonexistent person or thing is addressed as if present and capable of understanding.

Heinrich Lausberg notes that "second audiences" for apostrophe may include "the opponent in court; absent persons, living or dead; things (fatherland, laws, wounds, etc.)" (*Handbook of Literary Rhetoric*, 1973; trans. 1998 in Nordquist, 2014).

HELLO DARKNESS,
MY OLD FRIEND,
I'VE COME TO

Figure 2: Apostrophe and personification in the opening lines of "The Sounds of Silence" by Paul Simon (Nordquist, 2014).

i. Assonance

The repetition of identical or similar vowel sounds in neighboring words.

Example:

"It beats . . . as it sweeps . . . as it cleans!"

(Advertising slogan for Hoover vacuum cleaners, 1950s in Nordquist, 2014).

j. Chiasmus

In rhetoric, a verbal pattern (a type of antithesis) in which the second half of an expression is balanced against the first with the parts reversed.

Example:

"My job is not to represent Washington to you, but to represent you to Washington." (Barack Obama in Nordquist, 2014).

k. Euphemism

The substitution of an inoffensive expression (such as "passed away") for one considered offensively explicit ("died").

Example:

"The economic classification *recession* was actually invented in 1937 when the economy was back in the toilet but FDR didn't want to call it a depression.

And the description *depression* first surfaced during the Hoover administration, a substitute for a more vivid but disconcerting term of art: *panic*."

(Anna Quindlen, "Summertime Blues." *Newsweek*, July 7/14, 2008 in Nordquist, 2014).

l. Hyperbole

Hyperbole is a figure of speech (a form of irony) in which exaggeration is used for emphasis or effect; an extravagant statement. In the first century, Roman rhetorician Quintilian observed that hyperbole is "commonly used even by ignorant people and peasants, which is understandable, as all people are by nature inclined to magnify or to minimize things and nobody is content to stick to what is really the case" (translated by Claudia Claridge in *Hyperbole in English*, 2011 in Nordquist, 2014).

Example:

"I was helpless. I did not know what in the world to do. I was quaking from head to foot, and could have hung my hat on my eyes, they stuck out so far."

(Mark Twain, "Old Times on the Mississippi" in Nordquist, 2014).

m. Onomatopoeia

The use of words (such as *hiss* or *murmur*) that imitate the sounds associated with the objects or actions they refer to.

Example:

Brrrrrrriiiiiiiiiiiiiiiiiinnng! An alarm clock clanged in the dark and silent room."

(Richard Wright, *Native Son*, 1940 in Nordquist, 2014).

n. Oxymoron

Oxymoron is a figure of speech in which incongruous or *seemingly* contradictory terms appear side by side.

Example:

"The best cure for insomnia is to get a lot of sleep." (Attributed to W.C. Fields in Nordquist, 2014).

o. Paradox

Paradox is a figure of speech in which a statement *appears* to contradict itself.

Example:

"War is peace."

"Freedom is slavery."

"Ignorance is strength."

(George Orwell, 1984 in Nordquist, 2014).

p. Personification

Personification is a trope or figure of speech (generally considered a type of metaphor) in which an inanimate object or abstraction is given human qualities or abilities.

Example:

"Fear knocked on the door. Faith answered. There was no one there."

(Proverb quoted by Christopher Moltisanti, *The Sopranos* in Nordquist, 2014).

q. Pun

Pun is a play on words, either on different senses of the same word or on the similar sense or sound of different words. It is known in rhetoric as *paronomasia*.

Example:

"I saw a documentary on how ships are kept together. Riveting!"
(Canadian comedian Stewart Francis, quoted by Mark Brown in "Edinburgh Fringe's 10 Funniest Jokes Revealed." *The Guardian*, August 20, 2012 in Nordquist, 2014).

r. Synecdoche

Synecdoche is a figure of speech in which a part is used to represent the whole (for example, *ABCs* for *alphabet*) or the whole for a part ("*England* won the World Cup in 1966") (Nordquist, 2014).

s. Understatement

Understatement is a figure of speech in which a writer or speaker deliberately makes a situation seem less important or serious than it is. Contrast with hyperbole.

Example:

"The new EU member states of Poland and Lithuania have been arguing this week for the summit to be called off, and criticizing the German preparations. For historical reasons, the east Europeans are highly sensitive to any sign of Germany cutting deals with Russia over their heads."
(*The Guardian*, May 17, 2007 in Nordquist, 2014).

t. Irony

Irony is the use of words to convey the opposite of their literal meaning; a statement or situation where the meaning is contradicted by the appearance or presentation of the idea.

Example:

Lyn Cassady : It's okay. You can "attack" me.

Bob Wilton : What's with the "quotation fingers? It's like saying I'm only capable of ironic attacking or something.

(The Men Who Stare at Goats, 2009 in Nordquist, 2014)

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter is focused on method of research, data source, instrument of the research, procedure of data collection, and technique of data analysis.

A. Method of Research

This research used descriptive qualitative method. Bogdan and Taylor state that qualitative method as procedure of research which produce descriptive data in written or spoken form from people or thing which is observed (Bogdan and Taylor in Moleong, 2002:3). In the other words, this research was named qualitative research because there was no accounting process.

B. Data Sources

The data sources which used in this research were the transcript of Michelle Obama's speech and its video 00:25:29 length, at the Democratic National Convention on September 4th, 2012 and it consisted of nine pages. The speech transcript was published by www.npr.org.

C. Research Instrument

In collecting data, the writer used note taking as instrument of the research. Note taking is a method in assembling data required by using note cards to write down the data findings from data sources either from oral presentation or written sources (Ray, 2005:1). In addition, the writer also used color coding. Color Coding is used to distinguish different types of information and to organize note (Ray, 2005:14).

D. Procedure of Data Collection

The procedures of data collection were used by the writer as follows:

1. The writer read the whole transcript of Michele Obama's speech carefully.
2. The writer noted outstanding data which found through audience response in speech video.
3. To distinguish each rhetoric element, the writer marked each part by using different colors. The colors included red for structure of idea, green for structure of utterance and purple for structure of language.
4. Presented the data based on the result of the step two.

E. Technique of Data Analysis

To answer the research's questions, the writer analyzed the data which have been classified in data collection based on Rhetoric elements. It consisted of structure of ideas, structure of utterances and structure of language (Golden et. al, 1983:98). In addition, the writer used the speech context which led analysis more critical.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter there are two parts, namely findings and discussion. In the findings section, the writer presented all data which have been classified based on rhetoric elements. Those are structure of idea, structure of utterance and structure of language. The explanations of those data are presented in the discussion section.

A. Findings

The data in this finding section were the representation of outstanding data which found after reading speech transcript and taking audience responses as its supporting. The writer presented the data findings of rhetoric elements according to Golden theory and also presented the division of each rhetoric elements into some tables. Besides that, the writer also gave some abbreviation such as D is Data, P is Page, and L is line.

1. Structure of Idea

The first data finding are structure of ideas which divided into proposition and arguments.

1.1 Proposition

The whole content of Michelle Obama's speech could be categorized into some classifications of propositions but the data below are the data which taken based on the writer's findings of outstanding data and can represent the strength points of the whole speech content.

The table below contains structure of ideas; those are categorical proposition (CP), hypothetical proposition (HP), and modality proposition (MP).

Table 1: Proposition

Quotations	CP	HP	MP	Kinds
Elaine, thank you so much... we are so grateful for your family service and sacrifice. <i>We will always have your back.</i> (D: 1 /P: 1/L: 1-3)			√	Possible Modal
Serving as your <i>First Lady is an honor and a privilege...</i> (D: 2 /P: 1/L: 22)	√			Singular Affirmative
And <i>the truth is</i> , I loved the life we had built for our girls... I deeply loved the man I had built life with...and I didn't want that to change if he became President. (D: 3 /P: 2 /L: 11-12)	√			Singular Affirmative
<i>And the truth is</i> , I loved the life we had built for our girls... I deeply loved the man I had built life with...and I didn't want that to change if he became President. (D: 4 /P: 2 /L: 11-12)		√		Conditional
.. <i>if you don't start out with much</i> , if you work hard and do that you're supposed to do, <i>then</i> you should be able to build a decent life for yourself and even better life for your kids and grandkids. (D: 5 /P:4 /L: 8-11)		√		Conditional
Barack knows the American Dream because he's lived it...and he wants everyone in this country to have that same opportunity, <i>no matter who we are</i> , or where are from, or what we look like, or who we love. (D: 6 /P:6 /L:12-14)	√			Negative universal

Quotations	CP	HP	MP	Kinds
.. <i>if</i> our parents and grandparents could toil and struggle for us... <i>if</i> they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button... <i>then</i> surely we can keep on sacrificing and building for our own kids and grandkids. (D: 7 / P: 8 /L: 10-13)		√		Conditional
.. if our parents and grandparents <i>could</i> toil and struggle for us... <i>if</i> they <i>could</i> raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button... then surely we <i>can</i> keep on sacrificing and building for our own kids and grandkids. (D: 8 / P: 8 /L: 10-13)			√	Possible modal

1.2 Arguments

An argument is a set of propositions, one of which is the conclusion and the others premises, in which the premises taken together are intended as providing a reason for accepting the truth of the conclusion (where reason here is intended in the sense of rational justification).

a. Scheme of Argument

Arguments are generally distinguished into associative and dissociative argument. Associative includes quasi-logical, analogy, generalization, causality, and coexistence. Meanwhile, dissociative includes values and policies dissociation.

Table 2: Scheme of Arguments

Quotation	Scheme of Arguments	
	Associative	Dissociative
<p>While I believed deeply in my husband's vision for this country...and I was certain he would make an extraordinary President...<i>like</i> any mother, I was worried about what it would mean for our girls if he got that chance. (D: 9 / P: 2/ L:1-3)</p>	Analogy	
<p>Well, today, after so many struggles and triumphs and moments that have tested my husband in ways I never could have imagined, <i>I have seen firsthand that being president doesn't change who you are – it reveals who you are.</i> <i>You see, I've gotten to see up close and personal what being president really looks like.</i> And I've seen how the issues that come across a President's desk are always the hard ones – the problems where no amount of data or numbers will get you to the right answer...the judgment calls where the stakes are so high, and there is no margin for error. And as President, you can get all kinds of advice from all kinds of people. But at the end of the day, when it comes time to make that decision, <i>as President, all you have to guide you are your values, and your vision, and the life experiences that make you who you are.</i> (D: 10 /P: 4-5/ L: 27-29, 1-10).</p>	Coexistence- authority	

Quotation	Scheme of Arguments	
	Associative	Dissociative
<p>When it comes to the health of our families, <i>Barack refused to listen to all those folks who told him to leave health reform for another day, another president.</i></p> <p><i>He didn't care whether it was the easy thing to do politically – that's not how he was raised – he cared that it was the right thing to do.</i></p> <p>(D: 11 /P: 5/ L: 20-23)</p>	Coexistence-action	
<p><i>We get there because of folks like my Dad...folks like Barack's grandmother...men and women who said to themselves, "I may not have a chance to fulfill my dreams, but maybe my children will...maybe my grandchildren will."</i></p> <p><i>So many of us stand here tonight because of their sacrifice, and longing, and steadfast love...because time and again, they swallowed their fears and doubts and did what was hard.</i></p> <p>(D: 12 /P: 8 / L:1-6)</p>	Causality	
<p>And if so many brave men and women could wear our country's uniform and sacrifice their lives for our most <i>fundamental rights</i>...then surely we can do our part as <i>citizens of this great democracy to exercise those rights</i>...surely, we can get to <i>the polls and make our voices heard on Election Day.</i></p> <p>(D:13 /P: 8 / L: 14-17)</p>		Dissociative-Ideology

b. Arguments Structure

Structure of arguments in a speech is identified by divided speech into its part. The structures of arguments are in opening, content and closing of speech. Data of argument structure also will be used in analyzing coherence to avoid large number of repetition data.

(1) Opening of speech

(D: 14) Let me start. I want to start by thanking Elaine. Elaine, thank you so much...we are so grateful for your family's service and sacrifice...and we will always have your back. (P: 1 /L:1-3)

*(D: 15) Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country. (P:1 /L: 4-5)
And everywhere I've gone, in the people I've met, and the stories I've heard, I have seen the very best of the American spirit. (P: 1 /L: 6-7)*

(D: 16) Every day, the people I meet inspire me...every day, they make me proud...every day they remind me how blessed we are to live in the greatest nation on earth. (P: 1 /L: 20-21)

(2) Speech Content:

(D: 17) Serving as your First Lady is an honor and a privilege...but back when we first came together four years ago, I still had some concerns about this journey we'd begun. (P: 1 /L: 22-23)

While I believed deeply in my husband's vision for this country...and I was certain he would make an extraordinary President...like any mother, I was worried about what it would mean for our girls if he got that chance. (P: 2 /L: 1-3)

(D: 18) You see, even though back then Barack was a Senator and a presidential candidate...to me, he was still the guy who'd picked me up for our dates in a car that was so rusted out, I could actually see the pavement going by through a hole in the passenger side door...he was the guy whose

proudest possession was a coffee table he'd found in a dumpster, and whose only pair of decent shoes was half a size too small. (P:2 /L:14-19)

(D: 19) You see, Barack and I were both raised by families who didn't have much in the way of money or material possessions but who had given us something far more valuable – their unconditional love, their unflinching sacrifice, and the chance to go places they had never imagined for themselves. (P: 2 /L: 22-25)

(D: 20) My father was a pump operator at the city water plant, and he was diagnosed with Multiple Sclerosis when my brother and I were young. (P: 2 /L: 26-27)

He was so proud to be sending his kids to college...and he made sure we never missed a registration deadline because his check was late.

You see, for my dad, that's what it meant to be a man.

Like so many of us, that was the measure of his success in life – being able to earn a decent living that allowed him to support his family. (P: 3 /L: 15-19)

(D: 21) And as I got to know Barack, I realized that even though he'd grown up all the way across the country, he'd been brought up just like me.

Barack was raised by a single mother who struggled to pay the bills, and by grandparents who stepped in when she needed help. (P: 3 /L: 20-23)

(D: 22) Well, today, after so many struggles and triumphs and moments that have tested my husband in ways I never could have imagined, I have seen firsthand that being president doesn't change who you are – it reveals who you are. (P: 4 /L: 27-29)

But at the end of the day, when it comes time to make that decision, as President, all you have to guide you are your values, and your vision, and the life experiences that make you who you are. (P: 5 /L: 8-10)

(D: 23) So when it comes to rebuilding our economy, Barack is thinking about folks like my dad and like his grandmother.

He's thinking about the pride that comes from a hard day's work.

That's why he signed the Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work.

That's why he cut taxes for working families and small businesses and fought to get the auto industry back on its feet.

That's how he brought our economy from the brink of collapse to creating jobs again – jobs you can raise a family on, good jobs right here in the United States of America. (P: 5/L: 11-19)

(D: 24) When it comes to the health of our families, Barack refused to listen to all those folks who told him to leave health reform for another day, another president.

He didn't care whether it was the easy thing to do politically – that's not how he was raised – he cared that it was the right thing to do.

He did it because he believes that here in America, our grandparents should be able to afford their medicine...our kids should be able to see a doctor when they're sick...and no one in this country should ever go broke because of an accident or illness. (P: 5 /L: 20-27)

(D: 25) And he believes that women are more than capable of making our own choices about our bodies and our health care...that's what my husband stands for. (P: 5 /L: 28-29)

(D: 26) When it comes to giving our kids the education they deserve, Barack knows that like me and like so many of you, he never could've attended college without financial aid. (P: 6/ L: 1-2)

That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without a mountain of debt. (P: 6 /L: 6-8)

(D: 27) So in the end, for Barack, these issues aren't political – they're personal. Because Barack knows what it means when a family struggles. (P: 6 /L: 9-10)

(D: 28) And he reminds me that we are playing a long game here...and that change is hard, and change is slow, and it never happens all at once. (P: 7 /L: 27-28)

(3) Closing Speech

(D: 29) So today, when the challenges we face start to seem overwhelming – or even impossible – let us never forget that doing the impossible is the history of this nation...it's who we are as Americans...it's how this country was built. (P: 8 /L: 7-9)

Because in the end, more than anything else, that is the story of this country – the story of unwavering hope grounded in unyielding struggle. (P: 8 /L: 25-26)

(D: 30) But today, I have none of those worries from four years ago about whether Barack and I were doing what's best for our girls. (P:9 / L: 1-2)

Because today, I know from experience that if I truly want to leave a better world for my daughters, and all our sons and daughters...if we want to give all our children a foundation for their dreams and opportunities worthy of their promise...if we want to give them that sense of limitless possibility – that belief that here in America, there is always something better out there if you're willing to work for it...then we must work like never before...and we must once again come together and stand together for the man we can trust to keep moving this great country forward...my husband, our President, President Barack Obama. (P: 9/ L: 3-10).

(D: 31) Thank you, God Bless you, and God Bless America. (P: 9/L:11).

2. Structure of Utterance

Structure of utterance is divided into cohesion and coherence.

2.1 Cohesion

There are two major divisions of cohesion, grammatical cohesion and lexical cohesion. The table below contains the D of grammatical cohesion. R is for reference, S is for substitution, E is for Ellipsis, and meanwhile C is for Conjunction.

Table 3: Grammatical Cohesion

Quotation	R	S	E	C	Kinds
...in the <i>young man</i> blinded by a bomb in Afghanistan who said, simply, "... <i>I'd</i> give my eyes 100 times again to have the chance to do what <i>I</i> have done and what I can still do." (D: 32 / P: 1 / L: 17-19)	√				Personal reference
"... <i>I'd</i> give my eyes 100 times again to have the chance to do what <i>I</i> have done <i>and</i> what I can still do." (D: 33 / P: 1 / L: 17-19)				√	Additive conjunction
We learned about dignity and decency – <i>that</i> how hard you work matters more than how much you make... <i>that</i> helping others means more than just getting ahead yourself. (D: 34 / P: 4 / L: 13-15)				√	Subordinate conjunction
... And I've seen how <i>the issues</i> that come across a President's desk are always the hard <i>ones</i> ... (D: 35 / P: 5 / L: 3-4)		√			Nominal substitution
<i>We were</i> so young, so in love, and so in debt. (D: 36 / P: 6 / L: 5)			√		Clausal ellipsis
<i>The Letter</i> from the father struggling to pay his bills...from the woman dying of cancer whose insurance company won't cover her care...from the young person with so much promise but so few opportunities. (D: 37 / P: 7 / L: 6-8)			√		Nominal ellipsis

Quotation	R	S	E	C	Kinds
...and I didn't think it was possible, but today, <i>I love my husband even more than I did</i> four years ago... <i>even more than I did</i> 23 years ago, when we first met. (D: 38 / P: 7 / L: 14-15)	√				Comparative reference
...and I didn't think it was possible, but today, <i>I love my husband even more than I did</i> four years ago... <i>even more than I did</i> 23 years ago, when we first met. (D: 39 / P: 7 / L: 14-15)		√			Verbal substitution,
...and I didn't think it was possible, <i>but</i> today, <i>I love my husband even more than I did</i> four years ago... <i>even more than I did</i> 23 years ago, when we first met. (D: 40 / P: 7 / L: 14-15)				√	Adversative conjunction
Because in the end, more than anything else, <i>that</i> is the story of <i>this</i> country... <i>the story of unwavering hope grounded in unyielding struggle.</i> (D: 41 / P: 8 / L: 25-26)	√				Demonstrative reference

The following table is lexical cohesion. Lexical cohesion is divided into two major divisions. Those are reiteration and collocation. In the table below, reiteration data are divided into repetition, synonymy, hyponymy, and antonymy.

Table 4: Lexical Cohesion

Quotation	Reiteration	Collocation
...and a date <i>night</i> for Barack and me was either <i>dinner</i> or a movie... (D: 42 / P: 2 / L: 8-9)		√
... <i>I knew there were plenty</i> of days when he was in pain... <i>I knew there were plenty</i> of <i>mornings</i> when it was a struggle for him to simply get out of bed. (D: 43 / P: 2 / L: 28-30)	Repetition	

<p>...I knew there were plenty of <i>days</i> when he was in pain...I knew there were plenty of <i>mornings</i> when it was a struggle for him to simply get out of bed. (D: 44 / P: 2/ L:28-30)</p>	Synonymy	
<p>...he was determined to pay that <i>bill</i> right on time, even taking out <i>loans</i> when he fell short. (D: 45 /P: 3/ L:13-14)</p>	Antonym	
<p>...our grandparents should be able to afford their medicine...our kids should be able to see a doctor when they're <i>sick</i>...and no one in this country should ever go <i>broke</i> because of an accident or <i>illness</i>. (D: 46 / P:5/ L: 24-27)</p>	Synonym	
<p>Because in the end, more than anything else, that is <i>the story of this country</i> – the story of unwavering hope grounded in unyielding struggle. That is what has made <i>my story</i>, and <i>Barack's story</i>, and so <i>many other American stories</i> possible. (D: 47 / P: 8/ L:25-28)</p>	Hyponymy	

3. Structure of Language

3.1 Diction

The table below is the list of Diction types. The types were found are abstract, concrete, denotative, and connotative diction.

Table 5: Diction

Quotation	Types of Diction
<p>Serving as your <i>First Lady</i> is an honor and a privilege...but back when we first came together four years ago, I still had some concerns about this journey we'd begun. (D: 48 /P:1/ L:22-23)</p>	Denotative
<p>Serving as your First Lady is an <i>honor</i> and a <i>privilege</i>...but back when we first came together four years ago, I still had some <i>concerns</i> about this journey we'd begun. (D: 49 /P:1/ L:22-23)</p>	Abstract
<p>Serving as your First Lady is an honor and a privilege...but back when we <i>first</i> came together <i>four years ago</i>, I still had some concerns about this journey we'd begun. (D: 50 /P:1/ L:22-23)</p>	Concrete
<p>While I <i>believed</i> deeply in my husband's vision for this country...and I was certain he would make an <i>extraordinary</i> President...like any mother, I was <i>worried</i> about what it would mean for our girls if he got that chance. (D: 51 /P:2/L:1-3)</p>	Abstract diction
<p>But when Barack started telling me about his family – that's when I knew I had found a <i>kindred spirit</i>, someone whose <i>values</i> and <i>upbringing</i> were so much like mine. (D: 52/ P: 2/L: 20-21)</p>	Abstract diction
<p>That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without <i>a mountain of debt</i>. (D: 53 /P:6/L: 6-8)</p>	Connotative diction

3.2 Sentence

The following table is classification of sentence. Sentence classification below is divided into two major divisions. Those are based on types and based on number of full of predication.

Table 6: Sentence

Quotations	Sentence classified by types	Sentence classified based on predication
How would we keep them grounded under the glare of the national spotlight? (D: 54 / P: 2 /L:4)	Interrogative	
How would they feel being uprooted from their school, their friends, and the only home they'd ever known? (D: 55 / P: 2 /L: 5-6)	Interrogative	
I loved Barack just the way he was. (D: 56 / P: 2/L: 13)	Declarative sentence	
But every morning, I watched my father wake up with a smile, grab his walker, prop himself up against the bathroom sink, and slowly shave and button his uniform. (D: 57 / P: 3 /L: 1-2)		Compound sentence
They didn't begrudge anyone else's success or care that others had much more than they did...in fact, they admired it. (D: 58 / P: 4 / 6-7)	Negative sentence	

Quotations	Sentence classified by types	Sentence classified based on predication
He knows what it means to want something more for your kids and grandkids. (D: 59 / P: 6 / L: 11)		Complex sentence
So when people ask me whether being in the White House has changed my husband, I can honestly say that when it comes to his character, and his convictions, and his heart, Barack Obama is still the same man I fell in love with all those years ago. (D: 60 / P: 6 / L: 18-20)		Compound-complex sentence

3.3 Figure of Speech

Figure of speech data is classified into five types. Those are metaphor, simile, anaphora, metonymy, and litotes.

Table 7: Figure of Speech

Quotation	Figure of Speech
<i>Like</i> so many of us, that was the measure of his success in life – being able to earn a decent living that allowed him to support his family. (D: 61 / P: 3 / L: 18-19)	Simile
I love that we can trust Barack to do what he says <i>he's going to do, even when it's hard – especially when it's hard.</i> (D: 62 / P: 7/L: 16-17)	Litotes

Quotation	Figure of Speech
<p><i>I love that</i> he's never forgotten how he started. <i>I love that</i> we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard.</p> <p><i>I love that</i> for Barack, there is no such thing as “us” and “them” – he doesn't care whether you're a Democrat, a Republican, or none of the above...he knows that we all love our country...and he's always ready to listen to good ideas...he's always looking for the very best in everyone he meets.</p> <p>And <i>I love that</i> even in the toughest moments, when we're all sweating it-when we're worried that the bill won't pass, and it seems like all is lost-Barack never lets himself get distracted by the chatter and the noise.</p> <p>(D: 63 / P: 7 /L: 16-24)</p>	Anaphora
<p><i>.. if our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon,</i> and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids.</p> <p>(D: 64 / P: 8 /L: 10-13)</p>	Hyperbole
<p><i>...and connect the world with the touch of a button...</i> then surely we can keep on sacrificing and building for our own kids and grandkids.</p> <p>(D: 65 / P: 8 /L: 12-13)</p>	Personification
<p>You see, at the end of the day, <i>my most important title</i> is still “<i>mom-in-chief.</i>”</p> <p>(D: 66 / P: 8 /L: 30)</p>	Metonymy
<p>My daughters are still <i>the heart of my heart</i> and the <i>center of my world.</i></p> <p>(D: 67 / P: 8 /L: 31)</p>	Metaphor

B. Discussion

In this section the writer would like to explain the data findings which have been presented in previous section.

1. Structure of Idea

1.1 Proposition

Proposition which found in data findings were divided into three categories. Those were categorical, hypothetical and modality proposition.

Categorical propositions are divided based on quality, quantifier and combination between quality and quantifier. Based on the quality, proposition is determined by the quality of copula. Those are affirmative and negative. Affirmative is whenever the predicate term accepts something of the subject term. Meanwhile, Negative is whenever the predicate term negates or denies something of the subject term.

Based on quantity, proposition is divided into particular, singular and universal proposition. Particular proposition is a proposition that uses particular subject term, such as; several and some. Singular proposition is a proposition that uses singular subject term, for instance; I, Alicia, New York, She and it. Whereas, universal proposition is proposition that uses singular, indefinite, collective and universal which focuses on subject term, for instance; all and no.

Swan defined that hypothetical is some words and structures (e.g. if-clauses) are used for hypothetical situations-that is to say, situations which may not happen, or are imaginary (Swan, 2005:xix).

Meanwhile, modality proposition is a proposition whose copula is modified in order to show the manner or mode how the predicate belong to the subject (Branzuela, 2014).

In D: 1, *Elaine, thank you so much...we are so grateful for your family service and sacrifice. We will always have your back* was categorized as modality proposition marked by modal “will”. Modality proposition is a proposition whose copula is modified in order to show the manner or mode how the predicate belong to the subject (Branzuela, 2014). The usage of this modal was to show that the speaker’s intended to state that Elaine’s support always belong to Michelle and it indicated polite expression of intention.

In D: 2, *Serving as your First Lady is an honor and a privilege...was* categorized as singular affirmative. This proposition is the combination between quality and quantifier proposition. The word *First Lady* referred to Michelle Obama or in this case as the marker of quantity of singular proposition and the word *is* as affirmative copula or the marker of quality of affirmative proposition. So, the copula *is* in this proposition is used to affirmed that serving as First Lady; Michelle Obama felt that was an honor and a privilege.

In D: 3, *And the truth is, I loved the life we had built for our girls... I deeply loved the man I had built life with...and I didn’t want that to change if he became President.* The sentences above were categorized as singular affirmative proposition. Singular was marked by subject *the truth*, the complement of subject *I loved the life we had built for our girls... I deeply loved the man I had built life with...and I didn’t want that to change if he became President*, and copula *is* or affirmative proposition’s marker which affirmed the relation between the subject and its complement.

In the proposition above also consisted of conditional proposition in hypothetical proposition which marked by word *if* (D:4). Conditional is the assertion of the consequent is dependent upon the condition established by the antecedent. The condition was put in the end which was preceded by its consequence. The consequence “*I loved the life we had built for our girls... I deeply loved the man I had built life with...and I didn't want that to change*” which was stated before the condition “*if he became President*”.

The usage of these propositions was to show the power of love that Michelle Obama has for his husband. Nothing was going to change for Michelle in loving her husband even he became a President.

In D: 5, *if you don't start out with much, if you work hard and do that you're supposed to do, then you should be able to build a decent life for yourself and even better life for your kids and grandkids*, was categorized as conditional proposition since the proposition above has word *if* and *then* as the marker of conditional proposition. The word *If* was used to show the conditions that the American should deal with “*if you don't start out with much, if you work hard and do that you're supposed to do*”. The consequence of dealing with these conditions was explained by sentence preceded by word *then*. “*...then you should be able to build a decent life for yourself and even better life for your kids and grandkids*”. Michelle Obama generated motivation and challenge to the audience when they wanted better life for their family that they deserved so they must have drudge work.

In D: 6, *Barack knows the American Dream because he's lived it...and he wants everyone in this country to have that same opportunity, no matter who we are, or where we're from, or what we look like, or who we love*. This proposition is the

combination between quality and quantifier proposition. Word *no* is the marker of the quality of proposition which the predicate term negates or denies something of the subject term. Whereas, the quantifier was marked by word *we* as the antecedent of phrase *everyone in this country*.

The datum above was classified into negative universal proposition. Proposition “*no matter who we are, or where we’re from*” were used as elaboration of previous statement of *Barack knows the American Dream because he’s lived it...and he wants everyone in this country to have that same opportunity*, and gave pressure point that subject *we* in “*no matter who we are, or where we’re from or what we look like, or who we love*” is affirmed everyone in America without exception. There was no difference between one folk with the others.

In D: 7-8, *if our parents and grandparents could toil and struggle for us... if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids*. These propositions were categorized into conditional (marked by *if... then*) and possible modal propositions (marked by modal *could, can*). (D:7) Conditional proposition was identified by repetitive *if* in the beginning of *if* clauses which indicated the condition; “*if our parents and grandparents could toil and struggle for us... if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button...*” Meanwhile, the consequence was begun by word *then*, “*...then surely we can keep on sacrificing and building for our own kids and grandkids*”.

Possible modality proposition (D:8) was marked by modal *could* in *if* clause indicated the chances that would happen meanwhile, *can* in consequence clause

indicated their ability to have better life for their kids because of the circumstances that they were in-that was possible in the situation. These propositions generated motivation and challenge to audience sense that they have fight for the best things for their family's life.

Varieties propositions in Michelle Obama's speech indicated her ability to deliver her varieties message. Her speech generates to audience sense about challenge, trust and her certainty of her husband vision for The United States of America.

1.2 Arguments

a. Scheme of Arguments

According to Parelman and Olberchts-Tyteca, scheme of arguments are generally distinguished into associative and dissociative argument. Associative reasoning includes several reasoning unsure, evaluates and organizes between one unsure to another unsure. It includes quasi-logical, analogy, generalization, causality, and coexistence. Meanwhile, dissociative unsure is the way of thought to differentiate and to evaluate between two ideas. This reasoning presupposes the hierarchy of value which the speaker believes that his belief is better than others; it includes dissociation values and policies (Parelman and Olberchts-Tyteca in Jazeri, 2012: 137).

In D: 9, *While I believed deeply in my husband's vision for this country...and I was certain he would make an extraordinary President...like any mother, I was worried about what it would mean for our girls if he got that chance*, is categorized as analogy in associative argument. Analogies can be stated as drawing conclusions based on similarity properties which are owned by the different object. "...like any

mother, I was worried about what it would mean for our girls if he got that chance”, Michelle Obama used analogy of her condition as a mother and a wife similar with another mothers. By doing this, Michelle tended to show her condition as wife of president which has to support her husband while she has to be a mother who protects her children of any potential risk of being president’s family.

In D: 10, Well, today, after so many struggles and triumphs and moments that have tested my husband in ways I never could have imagined, I have seen firsthand that being president doesn’t change who you are – it reveals who you are. You see, I’ve gotten to see up close and personal what being president really looks like, is categorized as coexistence-authority. Coexistence-authority is reasoning based on belief that someone or something has more knowledge about the problem. Michelle Obama’s positions as wife and as first lady gave her authority to judge her husband’s personality as a President of US. It’s demonstrated with her statement “You see, I’ve gotten to see up close and personal what being president really looks like”. By doing this, Michelle tried to convince people’s mindset of what truly President. Is President a leader who has emphatic and strong caring of folk or someone who using good image for maintaining dominance and power.

In D: 11, When it comes to the health of our families, Barack refused to listen to all those folks who told him to leave health reform for another day, another president. He didn’t care whether it was the easy thing to do politically – that’s not how he was raised – he cared that it was the right thing to do, was classified into coexistence-action which show someone’s character is determined based on his actions. In the data above, Michelle saw that even Barack was President and has politic connection to do his policy, he would not do it because his politic connection.

He did it because of his faith of caring another people. These statements showed Michelle efforts to describe her husband character and to represent what is personal is political slogan. It could give impression that Barack was the man who has faith to do what he believed as the right thing to do no matter what.

In D: 12, *We get there because of folks like my Dad...folks like Barack's grandmother...men and women who said to themselves, "I may not have a chance to fulfill my dreams, but maybe my children will...maybe my grandchildren will."* So many of us stand here tonight because of their sacrifice, and longing, and steadfast love...because time and again, they swallowed their fears and doubts and did what was hard, was categorized as causality in associative argument. Causality consists of cause and effect. Therefore, causality is a series of one event occurs which is caused by events which preceded it. Premises in causal reasoning have causal relationship, in an event because other events occur.

Based on the statements above, *"we get there"* and *"so many of us stand here tonight"* were the results of folks like Michelle Obama's Dad, Barack's grandmother, and women and men who put their dreams to their children. Meanwhile, the statement *"because of their sacrifice, and longing, and steadfast love...because time and again, they swallowed their fears and doubts and did what was hard,* as the causes. So, this pattern showed that the result was preceded by the causes, which *"We get there"* and *"so many of us stand here tonight"* as the result and the causes were those folks sacrifice, longing and steadfast love.

In D: 13, *"And if so many brave men and women could wear our country's uniform and sacrifice their lives for our most fundamental rights...then surely we can do our part as citizens of this great democracy to exercise those rights...surely, we*

can get to the polls and make our voices heard on Election Day,” was categorized as Dissociative-ideology in dissociative argument. Dissociation Ideology is a hierarchical ideology which the speakers owned. Speaker believes that her ideology is greater than other ideologies.

The United States of America was known as the biggest democratic state in the world which was also liberalist ideology. Through Michelle’s statement *“And if so many brave men and women could wear our country’s uniform and sacrifice their lives for our most fundamental rights...”* showed liberal ideology of American which admits personality right to make their own choice. She believed that the listener could make their choice wisely on Election Day. It also was affirmed by the following statement *“...then surely we can do our part as citizens of this great democracy to exercise those rights...surely, we can get to the polls and make our voices heard on Election Day.”* This was climax statement of the climax picture of American individual freedom in making their choice and also to show Democratic system of The United States of America.

b. Arguments Structure

Arguments’ structure in this speech could be analyzed through its opening, content and closing. To avoid repetition data analysis, the writer also did coherence analysis of each part of the speech (content and closing) except the opening part. It will be put in coherence section after cohesion analysis.

In the opening section, she opened her speech by greeting Elaine. *“(D: 14) Let me start. I want to start by thanking Elaine. Elaine, thank you so much...we are so grateful for your family’s service and sacrifice...and we will always have your*

back” In data above Michelle began her speech by thanking Elaine. She appeals appreciation to touch audience feeling.

(D: 15) *Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country. And everywhere I've gone, in the people I've met, and the stories I've heard, I have seen the very best of the American spirit.*

(D: 16) *Every day, the people I meet inspire me...every day, they make me proud...every day they remind me how blessed we are to live in the greatest nation on earth.*

Through data 15-16, Michelle continued her opening speech by giving such appreciations not only for Elaine who was mentioned earlier but also for all Americans who had inspired her. By doing this, Michelle tried to touch listener's feeling before she continued to the content part of her speech.

After delivering long opening, Michelle began her speech's content by mentioning her concern of being President Family.

(D: 17) *Serving as your First Lady is an honor and a privilege...but back when we first came together four years ago, I still had some concerns about this journey we'd begun.*

While I believed deeply in my husband's vision for this country...and I was certain he would make an extraordinary President...like any mother, I was worried about what it would mean for our girls if he got that chance.

In the data above, time coherence occurred which indicated by time marker in her statement; *when we first came together four years ago...* this generated to the audience's sense of the chronology of her journey begun as President's family.

There were four main points of her speech contents and each point was delivered by supporting facts. The first point was about her family background. She began with her point of view about Barack.

(D: 18) *You see, even though back then Barack was a Senator and a presidential candidate...to me, he was still the guy who'd picked me up for our dates in a car that was so rusted out, I could actually see the pavement going by through a hole in the passenger side door...he was the guy whose proudest possession was a coffee table he'd found in a dumpster, and whose only pair of decent shoes was half a size too small.*

After starting the content section by providing a description of Barack Obama in his eyes, Michelle continued to tell of simplicity, family struggles, and the values espoused by both her family and Barack's family which stated in data 19-22:

(D: 19) *You see, Barack and I were both raised by families who didn't have much in the way of money or material possessions but who had given us something far more valuable – their unconditional love, their unflinching sacrifice, and the chance to go places they had never imagined for themselves.*

My father was a pump operator at the city water plant, and he was diagnosed with Multiple Sclerosis when my brother and I were young.

(D: 20) *He was so proud to be sending his kids to college...and he made sure we never missed a registration deadline because his check was late.*

You see, for my dad, that's what it meant to be a man.

Like so many of us, that was the measure of his success in life – being able to earn a decent living that allowed him to support his family.

(D: 21) *And as I got to know Barack, I realized that even though he'd grown up all the way across the country, he'd been brought up just like me.*

Barack was raised by a single mother who struggled to pay the bills, and by grandparents who stepped in when she needed help.

(D: 22) *Well, today, after so many struggles and triumphs and moments that have tested my husband in ways I never could have imagined, I have seen firsthand that being president doesn't change who you are – it reveals who you are.*

But at the end of the day, when it comes time to make that decision, as President, all you have to guide you are your values, and your vision, and the life experiences that make you who you are.

Michelle delivered her personal life and Barack Obama's background narratively to emphasize that both of them were not from family with much belonging. These images then became Michelle's basis or evidences to stated that because they have experienced and understod the struggles of life as a folk , then when he got a chance to fight for the people's needs as President , Barack committed to do his responsibility. Responsible to make social service program and caring to the minority, not because it was part of his political responsibility but because he believed it was the right to do. Furthermore, the climax of this part was when Michelle stated "*when it comes time to make that decision, as President, all you have to guide you are your values, and your vision, and the life experiences that make you who you are,*"

Besides that, the coherence of the ideas is kept well; the statement below indicated the coherence data of her family and Barack family's background, his life experience which had guide him to be mature person. It started by her statement *You see, Barack and I were both raised by families who didn't have much in the way of money or material possessions but who had given us something far more valuable –*

their unconditional love, their unflinching sacrifice, and the chance to go places they had never imagined for themselves. Then, she gave more elaborations by giving Barack's family background such in datum 21 and as the conclusion was her statement in datum 22.

The second main point of Michelle's speech content was about economic policy of last four year's of Barack Obama as President.

(D: 23) So when it comes to rebuilding our economy, Barack is thinking about folks like my dad and like his grandmother.

He's thinking about the pride that comes from a hard day's work.

That's why he signed the Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work.

That's why he cut taxes for working families and small businesses and fought to get the auto industry back on its feet.

That's how he brought our economy from the brink of collapse to creating jobs again – jobs you can raise a family on, good jobs right here in the United States of America.

In this second point the coherent proposition tied among the utterance. By the cohesive marker *that's why* was to indicate detailed reason of Obama's economic policy.

After delivering economic policy as the second point, the third point was about health and gender equivalence. Coherent proposition of health topic derived reader to his health policy would have his concern and not letting it be overcome by another president, such as uttered in datum 24 and 25.

(D: 24) *When it comes to the health of our families, Barack refused to listen to all those folks who told him to leave health reform for another day, another president.*

He didn't care whether it was the easy thing to do politically – that's not how he was raised – he cared that it was the right thing to do.

He did it because he believes that here in America, our grandparents should be able to afford their medicine...our kids should be able to see a doctor when they're sick...and no one in this country should ever go broke because of an accident or illness.

(D: 25) *And he believes that women are more than capable of making our own choices about our bodies and our health care...that's what my husband stands for.*

The fourth main point in speech content was about Obama's policy in education sector.

(D: 26) *When it comes to giving our kids the education they deserve, Barack knows that like me and like so many of you, he never could've attended college without financial aid.*

That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without a mountain of debt.

These four main points in Michele' speech content besides as proof of Obama's hard working over the last 4 years as President it also gave the impression that Michele was using her chance at the Democrat Convention to try providing clarification of any policies which Obama taken in economics , health and education. Those policies were taken because Obama was fighting for the rights of the people

and he understood the difficulty of the main struggles of folk in these three sectors. As Michelle's statement in D: 27, *"So in the end, for Barack, these issues aren't political – they're personal. Because Barack knows what it means when a family struggles."* It was reflected Michelle Obama's ability to make personal experience contextualization into political point of view.

In D: 28, *"And he reminds me that we are playing a long game here...and that change is hard, and change is slow, and it never happens all at once."* Michele's statement in the closing section of speech content, she appealed audience understanding of Obama's policies were to change folk's life be better. She wanted the audience believed that the process of those changing was not easy and will take more time to make it happened. For those points, Michelle kept the unity of meaning of each topic. She gave some evidences to elaborate each topic to help reader understand the meaning easily.

Michelle began her closing speech by giving such a reminder of the truly American. It was shown through data 29:

(D: 29) *So today, when the challenges we face start to seem overwhelming – or even impossible – let us never forget that doing the impossible is the history of this nation...it's who we are as Americans...it's how this country was built. Because in the end, more than anything else, that is the story of this country – the story of unwavering hope grounded in unyielding struggle.*

In the closing speech, she retold her concern about how's President's life look like especially for their children. The following statements became review, motivation, and challenge to audience to trust Obama once more to be elected as President.

(D: 30) *But today, I have none of those worries from four years ago about whether Barack and I were doing what's best for our girls.*

Because today, I know from experience that if I truly want to leave a better world for my daughters, and all our sons and daughters...if we want to give all our children a foundation for their dreams and opportunities worthy of their promise...if we want to give them that sense of limitless possibility – that belief that here in America, there is always something better out there if you're willing to work for it...then we must work like never before...and we must once again come together and stand together for the man we can trust to keep moving this great country forward...my husband, our President, President Barack Obama.

On the data above, on the climax of her closing speech, she asked the audience to come together and trust Obama to be President for one more period in order to fulfill all their dreams which had been stated in previous statement of her closing speech.

(D: 31) *Thank you, God Bless you, and God Bless America.*

Finally, she closed her speech by thanking the audience while wishing God gave merci to them and blessing their country, America.

The closing speech consists of coherent inductive conclusion. She did persuasive in her final statement by stated *we must once again come together and stand together for the man we can trust to keep moving this great country forward...my husband, our President, President Barack Obama.* This utterance indicates persuasiveness to vote Barack Obama to be a President for one more period.

2. Structure of Utterance

2.1 Cohesion

Cohesion is in the level of semantic, which refers to relations of meaning that exist within the text, and that define it as a text (Halliday and Hasan, 1976:4). Cohesion was divided into two major division; grammatical cohesion and lexical cohesion.

a. Grammatical Cohesion

Grammatical cohesion constructed the grammatical structures and each component ties each other. According to Halliday and Hasan, grammatical cohesion is divided into four divisions; those are reference, substitution, ellipsis and conjunction. In data findings, the possibility of one data could be included into more than one division occurred, so the analysis would be as below:

(D: 32) *...in the young man blinded by a bomb in Afghanistan who said, simply, "... I'd give my eyes 100 times again to have the chance to do what I have done and what I can still do."*

The data above could be analyzed into two grammatical cohesions. Those would be personal reference and additive conjunction. On the utterance above, word *I* that appeared in the quotation mark refers to *the young man blinded by a bomb in Afghanistan* which the referent is personal (subject person) and has been mentioned earlier. Michelle used the young man's statement to prove her previous statement earlier about American Spirit (*Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country. And everywhere I've gone, in the people I've met, and the stories I've heard, I have seen the very best of*

the American spirit....). The young man's statement was stated into direct sentence with quotation mark ("*... I'd give my eyes 100 times again to have the chance to do what I have done and what I can still do.*") So, word *I* in this utterance included into grammatical cohesion; anaphoric endophora reference which stated in direct speech form.

The grammatical cohesion aspect in Datum 33 "*... I'd give my eyes 100 times again to have the chance to do what I have done and what I can still do*" was coordinative conjunction marked by word *and* which had function to relate two clauses. Those were; *I'd give my eyes 100 times again to have the chance to do what I have done and I'd give my eyes 100 times again to have the chance to do what I can still do*. Conjunction *and* on the utterance above consisted of additional meaning.

In Datum 34 *We learned about dignity and decency – that how hard you work matters more than how much you make...that helping others means more than just getting ahead yourself*. Word *that* is subordinate conjunction and has explanation of previous terms (*dignity and decency*) which is *that how hard you work matters more than how much you make...that helping others means more than just getting ahead yourself*. Without explanation more about dignity and decency, the listener or reader would not understand what dignity and decency that Michelle meant.

(D: 35) *...And I've seen how the issues that come across a President's desk are always the hard ones...*

The utterance above has nominal substitution which marked by word *ones*. *Ones* substitute noun *the issues* which previously uttered in *...And I've seen how the issues that comes across a President's desk...* It avoided repetition of same phrase which could be *...And I've seen how the issues that come across a President's desk are always the hard issues...*

(D: 36) *We were so young, so in love, and so in debt.*

In datum above, *We were* was clausal ellipsis which had been deleted twice before *so in love, and so in debt*. The sentence above could be represent; *We were so young, we were so in love, and we were so in debt*. After deleted clause *We were* in following phrase, it became, *We were so young, Ø so in love, and Ø so in debt*. Ellipsis used to avoid monotone utterance with same clauses. Ø was the symbol of deleted unsure in ellipsis in discourse analysis.

(D: 37) *The letter from the father struggling to pay his bills... from the woman dying of cancer whose insurance company won't cover her care...from the young person with so much promise but so few opportunities.*

The utterance above had nominal ellipsis. Word *The letter* had been deleted from the next propositions. So, the sentence became, *The letter from the father struggling to pay his bills Ø from the woman dying of cancer whose insurance company won't cover her care Ø from the young person with so much promise but so few opportunities*. If word *The letter* was not deleted, it will be *The letter from the father struggling to pay his bills. The Letter from the woman dying of cancer whose insurance company won't cover her care and the letter from the young person with so much promise but so few opportunities*.

(D: 38-40) *...And I didn't think it was possible, but today, I love my husband even more than I did four years ago...even more than I did 23 years ago, when we first met.*

The utterance above consisted of comparative reference in D: 38 marked by phrase *more than*, verbal substitution in D: 39 *love* became *did*, and adversative conjunction which marked by word *but* in D: 40.

In comparative reference, word *more than* in the utterance above was used to compare feeling that the writer (Michelle) has. She loved her husband. She had that feeling since they met 23 years ago. Through her statement *...And I didn't think it was possible, but today, I love my husband even more than I did four years ago...even more than I did 23 years ago, when we first met.* She tried to convince the audience about comparison of loving her husband 23 years ago, four years ago, or recently with what she feels today. This comparison used to emphasize Michelle Obama's feeling.

Verbal substitution occur in *I love my husband even more than I did four years ago...even more than I did 23 years ago, when we first met,* was used to avoid repetition of word *love*. Meanwhile, adversative conjunction *but* was used to show that even she was unsure that she could love her husband more than she used to by using word *but* it showed that she denied her doubt today and stated *I love my husband even more than I did four years ago...even more than I did 23 years ago, when we first met.*

(D: 41) *Because in the end, more than anything else, that is the story of this country – the story of unwavering hope grounded in unyielding struggle.*

In the datum above consisted of demonstrative reference. Word *that* referred to *the story* which affirmed by copula *is* but, it had no complete meaning without following phrase *the story of unwavering hope grounded in unyielding struggle* which had explanation of what kinds of story that Michelle meant.

b. Lexical Cohesion

Lexical cohesion deals with the meaning in text. This is the cohesive effect achieved by the selection of vocabulary (Halliday and Hasan, 1976:274). Lexical cohesion concerned two distincts but related aspects: collocation and reiteration.

(1) Collocation

Collocation patterns, for example, will only perceived by someone who knows something about the subject at hand (Nunan in Azzouz, 2009:34). The words can be said to belong to the same register and contribute to the same topic. The writer only got one datum of collocation in Michelle Obama's speech, that is,

(D: 42)...and a date night for Barack and me was either dinner or movie.

In the datum above, the collocation was marked by word *night* and *dinner*. The meaning of dinner was the meal that people eat in the evening. This meaning was angular with word night. Both of these words contributes to the same register that the condition when sun set occur, even night was the time and dinner was eating activity which done in the evening.

(2) Reiteration

Reiteration is the repetition of lexical item, or the occurrence of a synonym of some kind, in the context of reference; that is, where the two occurrences have the same referent (Halliday and Hasan, 1976: 318-319). Reiteration is divided into repetition, synonym, and antonym.

(D: 43-44)...*I knew there were plenty of days* when he was in pain...*I knew there were plenty of mornings* when it was a struggle for him to simply get out of bed.

The datum consisted of repetitive sentence in same form. Sentence (D: 43) *there were plenty of* was repeated twice to show the importance of that word in the whole context of that utterance. Meanwhile word *days* and *mornings* in datum 44 showed synonymy relation which both of them indicated relation meaning of time.

(D: 45) ...he was determined to pay that *bill* right on time, even taking out *loans* when he fell short.

The datum above was antonym, since word *bill* and *loans* were antonym which had contrast relation. While *bill* was the payment of money owed and *loans* were money which was borrowed.

(D: 46)...our grandparents should be able to afford their medicine...our kids should be able to see a doctor when they're *sick*...and no one in this country should ever go *broke* because of an accident or *illness*.

The datum above was synonymy. It consisted of words; *sick*, *broke* and *illness* which have similar relation to indicates not well condition or disease.

(D: 47) Because in the end, more than anything else, that is *the story of this country*-the story of unwavering hope grounded in unyielding struggle, that's made *my story*, and *Barack's story*, and *so many other American stories* possible.

The datum above was hyponymy which is lexical cohesive relations between an item and a more general item. The indication was phrase *the story of this country* which was superordinate and covered *my story*, *Barack's story* and *so many other American stories* as its subordinate.

2.2 Coherence

Halliday and Hasan stated that the concept of *cohesion* can be usefully supplemented by that of *register*, since the two together effectively define a *text*. A text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore, cohesive (1976:23).

In this section, the writer took opening section data to analyze its coherence. Coherence in content and closing speech had been discussed in previous section, structure of argument.

In opening:

Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country.

And everywhere I've gone, in the people I've met, and the stories I've heard, I have seen the very best of the American spirit.

I have seen it in the incredible kindness and warmth that people have shown me and my family, especially our girls.

I've seen it in teachers in a near-bankrupt school district who vowed to keep teaching without pay.

I've seen it in people who become heroes at a moment's notice, diving into harm's way to save others...flying across the country to put out a fire...driving for hours to bail out a flooded town.

And I've seen it in our men and women in uniform and our proud military families...in wounded warriors who tell me they're not just going to walk again, they're going to run, and they're going to run marathons...in the young man blinded by a bomb in Afghanistan who said, simply, "...I'd give my eyes

100 times again to have the chance to do what I have done and what I can still do.”

The topic in the opening was about Michelle Obama’s advantage to find American Spirit after travelling all across America.

Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country.

And everywhere I’ve gone, in the people I’ve met, and the stories I’ve heard, I have seen the very best of the American spirit.

Moreover, the data has deductive coherent which consisted of general statement *everywhere I’ve gone, in the people I’ve met, and the stories I’ve heard, I have seen the very best of the American spirit.* This statement then followed by five explanations of the American spirit that she meant, those were;

(1) *I have seen it in the incredible kindness and warmth that people have shown me and my family, especially our girls.*

(2) *I’ve seen it in teachers in a near-bankrupt school district who vowed to keep teaching without pay.*

(3) *I’ve seen it in people who become heroes at a moment’s notice, diving into harm’s way to save others...flying across the country to put out a fire...driving for hours to bail out a flooded town.*

(4) *And I’ve seen it in our men and women in uniform and our proud military families...in wounded warriors who tell me they’re not just going to walk again, they’re going to run, and they’re going to run marathons... (5) in the young man blinded by a bomb in Afghanistan who said, simply, “...I’d give my eyes 100 times again to have the chance to do what I have done and what I can still do.”*

Michelle kept the relation between the general statement in the beginning and its elaboration united to maintain the unity meaning or essence of what she has been stated. From those sentences, it could be reconstructed become: American spirit; *kindness and warmth, and volunteerism (teaching without pay, helping others, and patriotism).*

Cohesion and coherence in Michelle Obama's speech was kept well which its cohesion fulfilled tied unsure of each part of discourse grammatically and lexically based on Halliday and Hassan's division. Meanwhile, the continuation of discourse which Michelle stated in her speech were kept the unity of passage of each discourse either in sentence and each section of the speech; opening, content, and closing.

3. Structure of Language

3.1 Diction

Based on the types of diction, it has been divided into abstract, concrete, denotative and connotative. Denotation refers to the standard dictionary definition of word. Abstract diction refers to words that do not appeal imaginatively to the reader's senses. Concrete diction refers to words that stimulate some kind of sensory response in the reader. connotation refers to the emotional, psychological, or social overtones that carry beyond their denotations

(D: 48-50) Serving as your *First Lady* is an *honor* and a *privilege*...but back when we *first* came together *four years ago*, I still had some *concerns* about this journey we'd begun.

The utterance above has three kinds of diction; those are denotative, abstract and concrete diction. The word *First Lady* in Datum 48 had denotative meaning which referred to woman who is wife of politic leader or leader of a country. Abstract

diction *honor*, *privilege* and *concerns* in Datum 49 were found on the utterance above. These words were abstract dictions since Michelle appealed to the reader's sense to honor, privilege and concerns concept. Meanwhile, the use of concrete diction *first* and *four years ago* in datum 50 which showing time was used to support her utterance earlier about her position became a First Lady. It would drive reader to feel as though of her concern of being in that position.

(D: 51) While I *believed* deeply in my husband's vision for this country...and I was certain he would make an *extraordinary* President...like any mother, was *worried* about what it would mean for our girls if he got that chance.

(D: 52) But when Barack started telling me about his family – that's when I knew I had found a *kindred spirit*, someone whose *values* and *upbringing* were so much like mine.

The data above has *believed*, *extraordinary*, *worried*, *kindred spirit*, *values* and *upbringing* as abstract diction. Those words referred as concept to the reader's sense because were difficult to envision with clarity and exactness. *Extraordinary* as abstract word which was put precede concrete word *President* could help the reader to understand that Michelle gave limitation of the sort of President in her vision. Meanwhile, *kindred spirit*, *value* and *upbringing* will generate to the reader sense the concept of family based on Michelle Obama has.

(D: 53) That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without *a mountain of debt*.

The datum above had connotative word, *a mountain of debt*. It did not carry mountain as denotative that high land and many trees on it. The word *mountain of*

debt was beyond its denotative. This word would give mental picture of a large number of debts to audience which stated euphemistically.

Generally the choice of diction in Michelle Obama's speech showed that the author has varieties ways to catch the audience attentions through variety words choice. Since the author believed the use of denotative diction to give straight intention to the reader and also the abstract words choice to indicated that Michelle Obama believed her audience have previous knowledge of the concepts which she offered and to maintain the audience attention and willingness to listen to what she was talking about. It proved that Michelle Obama has better understanding of her target audience on that convention.

3.2 Sentence

Sentence has been classified based on its type and number of predicate. Based on type, sentences were declarative, negative, and interrogative. Based on number of predicate, sentences were classified into simple, complex, compound, and compound complex sentence. The analysis would be as below:

Interrogative sentences that began on the fourth until the sixth line on page 2, (D: 54) *How would we keep them grounded under the glare of the national spotlight?* (D: 55) *How would they feel being uprooted from their school, their friends, and the only home they'd ever known?* were the interrogative sentences which actually not ask for direct answer on that time. It was rhetorical question which implied the author's concern of being President's family to their children. She questioned the effect to drives the reader to know her concern being in that position.

Declarative sentence was found in line 13 page 2 (D: 56) *I loved Barack just the way he was* appealed to reader sense that the author showed her feeling without

any doubt to her husband. It could be inferred that Michelle loved Barack whether he was president or not. She just loved him unconditionally.

(D: 57) *But every morning, I watched my father wake up with a smile, grab his walker, prop himself up against the bathroom sink, and slowly shave and button his uniform.* The datum above was compound sentence which had implied detailed description of the author's father's struggle. The use of preposition *but* to begin her statement and followed by phrase *every morning*, the author implied emphasize of her family struggle by giving contrary condition in previous statement of *My father was a pump operator at the city water plant, and he was diagnosed with Multiple Sclerosis when my brother and I were young. And even as a kid, I knew there were plenty of days when he was in pain...I knew there were plenty of mornings when it was a struggle for him to simply get out of bed.*

Negative sentence in D: 58 on page 4 line 6-7 *They didn't begrudge anyone else's success or care that others had much more than they did...in fact, they admired* it was negative sentence in surface structure but the meaning of the sentence implied contrary. It implied that the author's family belief. The utterance had clarification purpose that even they don't have more than others they don't envy it.

In D:59 *He knows what it means to want something more for your kids and grandkids,* which found in line 11 on page 6 was complex sentence which implied clarification that Barack knew the struggle of parents in America. By doing this, the author seemed to appeal the audience that because Barack knew your struggle, he would fight for fulfilling what the folks need through his policy which has been mentioned in some section of the speech, such as, increasing student aid, cutting taxes

for working families, and signing Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work.

The sentence in line 18-20 on page 6, D: 60, *So when people ask me whether being in the White House has changed my husband, I can honestly say that when it comes to his character, and his convictions, and his heart, Barack Obama is still the same man I fell in love with all those years ago.* was compound-complex sentence which implied clarification of the author's that being President did not change her husband personality. It generated to audience sense that Barack could be a good President and a good father in the same time.

Description sentences to support earlier utterance above then appeared in line 21 to 23 on page 6, *He's the same man who started his career by turning down high paying jobs and instead working in struggling neighborhoods where a steel plant had shut down, fighting to rebuild those communities and get folks back to work...* describe detailed Barack's personality and his policy in government that ultimately concludes with *because for Barack, success isn't about how much money you make, it's about the difference you make in people's lives* to emphasize what Barack believed about success which drove him to achieve it.

Based on sentences classification by Frank, Michelle Obama's sentence forms covered the whole ideas that she wanted to delivered in variety sentences types.

3.3 Figure of Speech

Figure of speech were found in Michelle Obama's speech, were anaphora, simile, litotes, hyperbole, personification, metonymy, and metaphor.

The author appealed to audience's sense of American struggle to achieve success in life by using figure of speech; simile. Simile is a figure of speech in which

two fundamentally unlike things are explicitly compared, usually in a phrase introduced by *like* or *as*. In her statement in D: 61 ***Like so many of us, that was the measure of his success in life – being able to earn a decent living that allowed him to support his family.*** Michelle compared to her family with American family generally. It also drove the audience to understand that they had same vision of being success in life with Michelle's. It could be identified by word *like* in the beginning of her utterance which indicated direct comparison of two things.

In Datum 62 ***I love that we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard.*** The author claimed about trust of her husband to keep the country forward was not easy in euphemistic way by using litotes figure of speech. Litotes is consisting of an understatement in which an affirmative is expressed by negating its opposite.

She urged the audience to believe what she believed about the process of making something better would take more time. Indirectly, she appealed to audience to believe what she claimed about her husband effort to keep the United States forward even it was hard things to do.

Michelle's choice to evince the claim of her love to Obama by her statement in line 16-24 on page 7, D: 63 ***I love that he's never forgotten how he started. I love that we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard.***

I love that for Barack, there is no such thing as "us" and "them" – he doesn't care whether you're a Democrat, a Republican, or none of the above...he knows that we all love our country...and he's always ready to listen to good ideas...he's always looking for the very best in everyone he meets.

And I love that even in the toughest moments, when we're all sweating it-when we're worried that the bill won't pass, and it seems like all is lost – Barack never lets himself get distracted by the chatter and the noise. Repetitive “I love that” at the beginning of successive clause implied strong emotional effect to audience sense of the love that Michelle had and it was called anaphora. Anaphora is a rhetorical term for the repetition of a word or phrase at the beginning of successive clauses. By building toward a climax, anaphora can create a strong emotional effect.

Hyperbole was appeared in line 10-13 on page 8, D: 64 .. *if our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids.* Hyperbole is a figure of speech in which exaggeration is used for emphasis or effect; an extravagant statement. The author emphasized the intention of her speech through showing effort to deal with the conditions for having better future for kids and grandkids exaggeratedly.

In line 12-13 on page 8, D: 65 ...*and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids,* the author driven to audience sense of how to build relationship was the easy things to do by the choice of personification figure of speech. It seemed to be an analogy of inanimate could make net working for people around the world. By doing this, the author generated to audience sense that having connection with another people no matter who they are or where they are from was important in euphemistically.

The author used of metonymy figure of speech in line 30 on page 8, D: 66, *You see, at the end of the day, my most important title is still “mom-in-chief.”* The term *mom-in-chief* was related to Michelle Obama. Metonymy is a figure of speech in which one word or phrase is substituted for another with which it is closely associated. Metonymy is also the rhetorical strategy of describing something indirectly by referring to things around it, as in describing someone's clothing to characterize the individual. It gave image to audience sense that Michelle is mother and that would be her priority in her life most.

Here, the reader could see an appeal to mother that being a good mother for children was the most priority through author's utterance in line 31 on page 8, D: 67, *My daughters are still the heart of my heart and the center of my world. **The heart of my heart** and **the center of my world*** were metaphor which an implied comparison was made between two unlike things that actually have something in common. Metaphor also used to emphasize how important her children are for Michelle Obama like she stated in the utterance above.

The writer used figure of speech by Richard Norquist which provided twenty types of figure of speech generally but in Michelle Obama's speech the writer found only seven figures of speech. Those varieties types of figure of speech indicated the ability of Michelle Obama in keeping her audience attention by generating emotional sense which appeared from figure of speech which she used.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting findings and discussions in previous chapter, in this chapter, the writer provided the conclusion of the research and suggestion for the next researcher who has the same interest in rhetoric.

C. Conclusion

Previously, the writer had done discussion and finally could take conclusion to answer research questions as below:

1. Structure of ideas in Michelle Obama's speech which were analyzed by its proposition and arguments. Based on what have been discussed previously, proposition used in Michelle Obama's speech at Democratic National Convention were modality proposition, singular affirmative, negative universal and conditional proposition. Those propositions were to affirm and to believe Obama's policies for helping folks to get better life, and to show what Michelle Obama's certainly believed of her statements and her husband vision for the United States.

Scheme of argument in Michelle Obama's speech was associative argument and dissociative argument. Through the scheme of argument in the speech, the writer concluded that argumentation that Michelle did, was judgment, overview of Barack Obama's attitude, personality and the policies that he took either as President and husband based on the criteria that Michelle's own.

Structure of argument of Michelle Obama speech was arranged in opening, content and closing. In opening section is used to state appreciation of

American spirit. In content of speech, Michelle raised four main points of her speech. Those are her family background, economic policy, health and gender equivalence, and education policy.

2. Structure of utterance in Michelle Obama's speech was divided into cohesion and coherence. In grammatical cohesion, it was found reference, substitution, ellipsis and conjunction. Whereas, collocation, repetition, synonym, and antonym were presented in lexical cohesion on the speech text. Cohesion and coherence in Michelle Obama's speech was kept well when its cohesion fulfilled tied unsure of each part of discourse grammatically and lexically. Meanwhile, the continuation of discourse which Michelle stated in her speech were kept the unity of passage of each discourse either in sentence and each section of the speech; opening, content, and closing.
3. Structure of language in Michelle Obama was divided into diction, sentence and figure of speech. Diction in Michelle Obama's speech was abstract, concrete, denotative and connotative diction. Sentence in the speech are declarative, interrogative, negative, compound, complex and compound-complex sentence. Figure of speech was found are anaphora, simile, litotes, hyperbole, personification, metonymy, and metaphor. The use of varieties diction to make the utterance more attractive and avoid useless repetition to reach the main point that Michelle wanted to deliver. The usage of figure of speech, Michelle tried to make the utterance became attractive by using varieties figure of speech.

Based on the conclusion of each structure in rhetoric elements in Michelle Obama's speech, the writer took general conclusion that Michelle Obama put

attention to keep the unity, effectiveness and persuasiveness in her speech through her choice of discourse that she raised in her speech and also the use of well-arranged language in her speech.

D. Suggestion

Based on what the writer experienced during completing this research, the writer gave suggestion as follows:

1. The writer hoped that for the next researcher, it is better to have better understanding for the basic principle in discourse analysis. Especially when doing research of politic speech text, it is better if the researcher has previous knowledge of politic discourse to help him/her to complete the research.
2. For further researcher, the writer hoped the analysis of rhetoric could be deeper and more complete, especially, the persuasiveness and ethic in language used to achieve effective utterances that could deliver the passage well.
3. The last but not least, the writer hoped that this thesis could be the simulant for English and Literature Department students in learning, applying and analyzing rhetoric since the usage of rhetoric became important in developing language skill not only in linguistic but also in literature.

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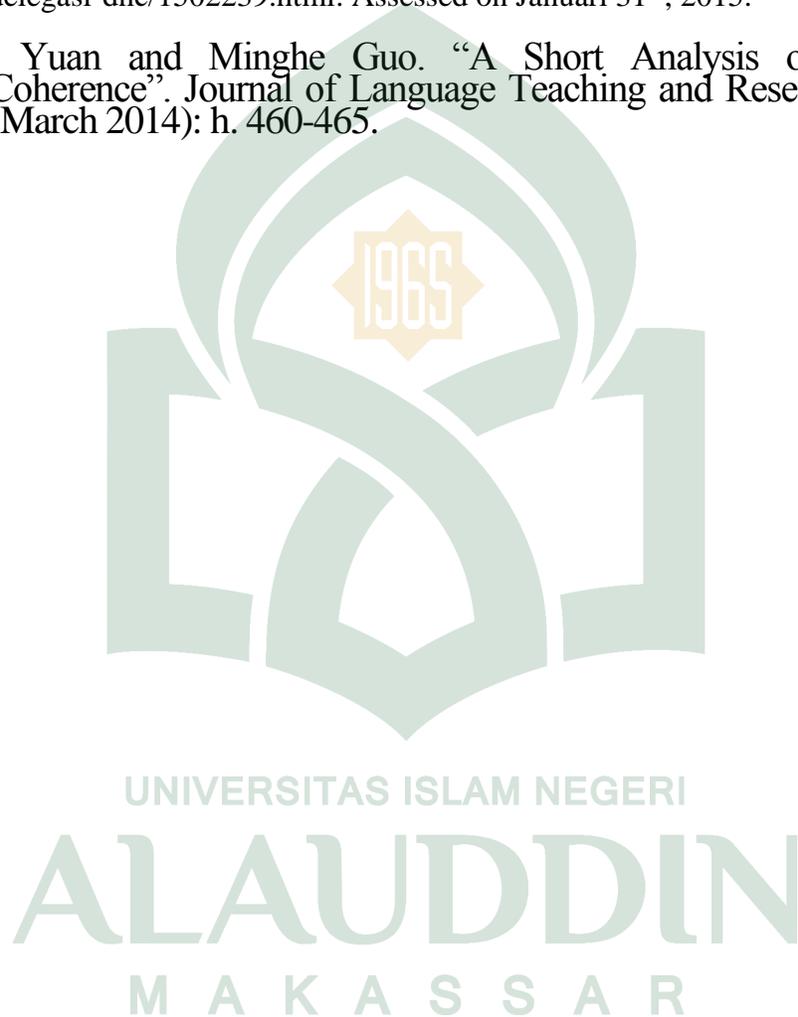
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CURRICULUM VITAE



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APPENDIX I

Full text of First Lady Michelle Obama's remarks to the Democratic National Convention on Sept. 4 in Charlotte as prepared for delivery.

Let me start. I want to start by thanking Elaine. Elaine, thank you so much...we are so grateful for your family's service and sacrifice...and we will always have your back.

Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country.

And everywhere I've gone, in the people I've met, and the stories I've heard, I have seen the very best of the American spirit.

I have seen it in the incredible kindness and warmth that people have shown me and my family, especially our girls.

I've seen it in teachers in a near-bankrupt school district who vowed to keep teaching without pay.

I've seen it in people who become heroes at a moment's notice, diving into harm's way to save others...flying across the country to put out a fire...driving for hours to bail out a flooded town.

And I've seen it in our men and women in uniform and our proud military families...in wounded warriors who tell me they're not just going to walk again, they're going to run, and they're going to run marathons...in the young man blinded

by a bomb in Afghanistan who said, simply, "...I'd give my eyes 100 times again to have the chance to do what I have done and what I can still do."

Every day, the people I meet inspire me...every day, they make me proud...every day they remind me how blessed we are to live in the greatest nation on earth.

Serving as your First Lady is an honor and a privilege...but back when we first came together four years ago, I still had some concerns about this journey we'd begun.

While I believed deeply in my husband's vision for this country...and I was certain he would make an extraordinary President...like any mother, I was worried about what it would mean for our girls if he got that chance.

How would we keep them grounded under the glare of the national spotlight? How would they feel being uprooted from their school, their friends, and the only home they'd ever known?

Our life before moving to Washington was filled with simple joys...Saturdays at soccer games, Sundays at grandma's house...and a date night for Barack and me was either dinner or a movie, because as an exhausted mom, I couldn't stay awake for both.

And the truth is, I loved the life we had built for our girls...I deeply loved the man I had built that life with...and I didn't want that to change if he became President.

I loved Barack just the way he was.

You see, even though back then Barack was a Senator and a presidential candidate...to me, he was still the guy who'd picked me up for our dates in a car that was so rusted out, I could actually see the pavement going by through a hole in the

passenger side door...he was the guy whose proudest possession was a coffee table he'd found in a dumpster, and whose only pair of decent shoes was half a size too small.

But when Barack started telling me about his family – that's when I knew I had found a kindred spirit, someone whose values and upbringing were so much like mine.

You see, Barack and I were both raised by families who didn't have much in the way of money or material possessions but who had given us something far more valuable – their unconditional love, their unflinching sacrifice, and the chance to go places they had never imagined for themselves.

My father was a pump operator at the city water plant, and he was diagnosed with Multiple Sclerosis when my brother and I were young.

And even as a kid, I knew there were plenty of days when he was in pain...I knew there were plenty of mornings when it was a struggle for him to simply get out of bed.

But every morning, I watched my father wake up with a smile, grab his walker, prop himself up against the bathroom sink, and slowly shave and button his uniform.

And when he returned home after a long day's work, my brother and I would stand at the top of the stairs to our little apartment, patiently waiting to greet him...watching as he reached down to lift one leg, and then the other, to slowly climb his way into our arms.

But despite these challenges, my dad hardly ever missed a day of work...he and my mom were determined to give me and my brother the kind of education they could only dream of.

And when my brother and I finally made it to college, nearly all of our tuition came from student loans and grants.

But my dad still had to pay a tiny portion of that tuition himself.

And every semester, he was determined to pay that bill right on time, even taking out loans when he fell short.

He was so proud to be sending his kids to college...and he made sure we never missed a registration deadline because his check was late.

You see, for my dad, that's what it meant to be a man.

Like so many of us, that was the measure of his success in life – being able to earn a decent living that allowed him to support his family.

And as I got to know Barack, I realized that even though he'd grown up all the way across the country, he'd been brought up just like me.

Barack was raised by a single mother who struggled to pay the bills, and by grandparents who stepped in when she needed help.

Barack's grandmother started out as a secretary at a community bank...and she moved quickly up the ranks...but like so many women, she hit a glass ceiling.

And for years, men no more qualified than she was – men she had actually trained – were promoted up the ladder ahead of her, earning more and more money while Barack's family continued to scrape by.

But day after day, she kept on waking up at dawn to catch the bus...arriving at work before anyone else...giving her best without complaint or regret.

And she would often tell Barack, “So long as you kids do well, Bar, that’s all that really matters.”

Like so many American families, our families weren’t asking for much.

They didn’t begrudge anyone else’s success or care that others had much more than they did...in fact, they admired it.

They simply believed in that fundamental American promise that, even if you don’t start out with much, if you work hard and do what you’re supposed to do, then you should be able to build a decent life for yourself and an even better life for your kids and grandkids.

That’s how they raised us...that’s what we learned from their example.

We learned about dignity and decency – that how hard you work matters more than how much you make...that helping others means more than just getting ahead yourself.

We learned about honesty and integrity – that the truth matters...that you don’t take shortcuts or play by your own set of rules...and success doesn’t count unless you earn it fair and square.

We learned about gratitude and humility – that so many people had a hand in our success, from the teachers who inspired us to the janitors who kept our school clean...and we were taught to value everyone’s contribution and treat everyone with respect.

Those are the values Barack and I – and so many of you – are trying to pass on to our own children.

That's who we are. And standing before you four years ago, I knew that I didn't want any of that to change if Barack became President.

Well, today, after so many struggles and triumphs and moments that have tested my husband in ways I never could have imagined, I have seen firsthand that being president doesn't change who you are – it reveals who you are.

You see, I've gotten to see up close and personal what being president really looks like.

And I've seen how the issues that come across a President's desk are always the hard ones – the problems where no amount of data or numbers will get you to the right answer...the judgment calls where the stakes are so high, and there is no margin for error.

And as President, you can get all kinds of advice from all kinds of people.

But at the end of the day, when it comes time to make that decision, as President, all you have to guide you are your values, and your vision, and the life experiences that make you who you are.

So when it comes to rebuilding our economy, Barack is thinking about folks like my dad and like his grandmother.

He's thinking about the pride that comes from a hard day's work.

That's why he signed the Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work.

That's why he cut taxes for working families and small businesses and fought to get the auto industry back on its feet.

That's how he brought our economy from the brink of collapse to creating jobs again – jobs you can raise a family on, good jobs right here in the United States of America.

When it comes to the health of our families, Barack refused to listen to all those folks who told him to leave health reform for another day, another president.

He didn't care whether it was the easy thing to do politically – that's not how he was raised – he cared that it was the right thing to do.

He did it because he believes that here in America, our grandparents should be able to afford their medicine...our kids should be able to see a doctor when they're sick...and no one in this country should ever go broke because of an accident or illness.

And he believes that women are more than capable of making our own choices about our bodies and our health care...that's what my husband stands for.

When it comes to giving our kids the education they deserve, Barack knows that like me and like so many of you, he never could've attended college without financial aid.

And believe it or not, when we were first married, our combined monthly student loan bills were actually higher than our mortgage.

We were so young, so in love, and so in debt.

That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without a mountain of debt.

So in the end, for Barack, these issues aren't political – they're personal. Because Barack knows what it means when a family struggles.

He knows what it means to want something more for your kids and grandkids.

Barack knows the American Dream because he's lived it...and he wants everyone in this country to have that same opportunity, no matter who we are, or where we're from, or what we look like, or who we love.

And he believes that when you've worked hard, and done well, and walked through that doorway of opportunity...you do not slam it shut behind you...you reach back, and you give other folks the same chances that helped you succeed.

So when people ask me whether being in the White House has changed my husband, I can honestly say that when it comes to his character, and his convictions, and his heart, Barack Obama is still the same man I fell in love with all those years ago.

He's the same man who started his career by turning down high paying jobs and instead working in struggling neighborhoods where a steel plant had shut down, fighting to rebuild those communities and get folks back to work...because for Barack, success isn't about how much money you make, it's about the difference you make in people's lives.

He's the same man who, when our girls were first born, would anxiously check their cribs every few minutes to ensure they were still breathing, proudly showing them off to everyone we knew.

That's the man who sits down with me and our girls for dinner nearly every night, patiently answering their questions about issues in the news, and strategizing about middle school friendships.

That's the man I see in those quiet moments late at night, hunched over his desk, poring over the letters people have sent him.

The letter from the father struggling to pay his bills...from the woman dying of cancer whose insurance company won't cover her care...from the young person with so much promise but so few opportunities.

I see the concern in his eyes...and I hear the determination in his voice as he tells me, "You won't believe what these folks are going through, Michelle...it's not right. 10 We've got to keep working to fix this. We've got so much more to do."

I see how those stories – our collection of struggles and hopes and dreams – I see how that's what drives Barack Obama every single day.

And I didn't think it was possible, but today, I love my husband even more than I did four years ago...even more than I did 23 years ago, when we first met.

I love that he's never forgotten how he started. I love that we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard.

I love that for Barack, there is no such thing as "us" and "them" – he doesn't care whether you're a Democrat, a Republican, or none of the above...he knows that we all love our country...and he's always ready to listen to good ideas...he's always looking for the very best in everyone he meets.

And I love that even in the toughest moments, when we're all sweating it – when we're worried that the bill won't pass, and it seems like all is lost – Barack never lets himself get distracted by the chatter and the noise.

Just like his grandmother, he just keeps getting up and moving forward...with patience and wisdom, and courage and grace.

And he reminds me that we are playing a long game here...and that change is hard, and change is slow, and it never happens all at once.

But eventually we get there, we always do.

We get there because of folks like my Dad...folks like Barack's grandmother...men and women who said to themselves, "I may not have a chance to fulfill my dreams, but maybe my children will...maybe my grandchildren will."

So many of us stand here tonight because of their sacrifice, and longing, and steadfast love...because time and again, they swallowed their fears and doubts and did what was hard.

So today, when the challenges we face start to seem overwhelming – or even impossible – let us never forget that doing the impossible is the history of this nation...it's who we are as Americans...it's how this country was built.

And if our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button...then surely we can keep on sacrificing and building for our own kids and grandkids.

And if so many brave men and women could wear our country's uniform and sacrifice their lives for our most fundamental rights...then surely we can do our part as citizens of this great democracy to exercise those rights...surely, we can get to the polls and make our voices heard on Election Day.

If farmers and blacksmiths could win independence from an empire...if immigrants could leave behind everything they knew for a better life on our shores...if women could be dragged to jail for seeking the vote...if a generation could defeat a depression, and define greatness for all time...if a young preacher could lift us to the mountaintop with his righteous dream...and if proud Americans can be who they are and boldly stand at the altar with who they love then surely, surely we can give everyone in this country a fair chance at that great American Dream.

Because in the end, more than anything else, that is the story of this country – the story of unwavering hope grounded in unyielding struggle.

That is what has made my story, and Barack's story, and so many other American stories possible.

And I say all of this tonight not just as First Lady...and not just as a wife.

You see, at the end of the day, my most important title is still “mom-in-chief.”

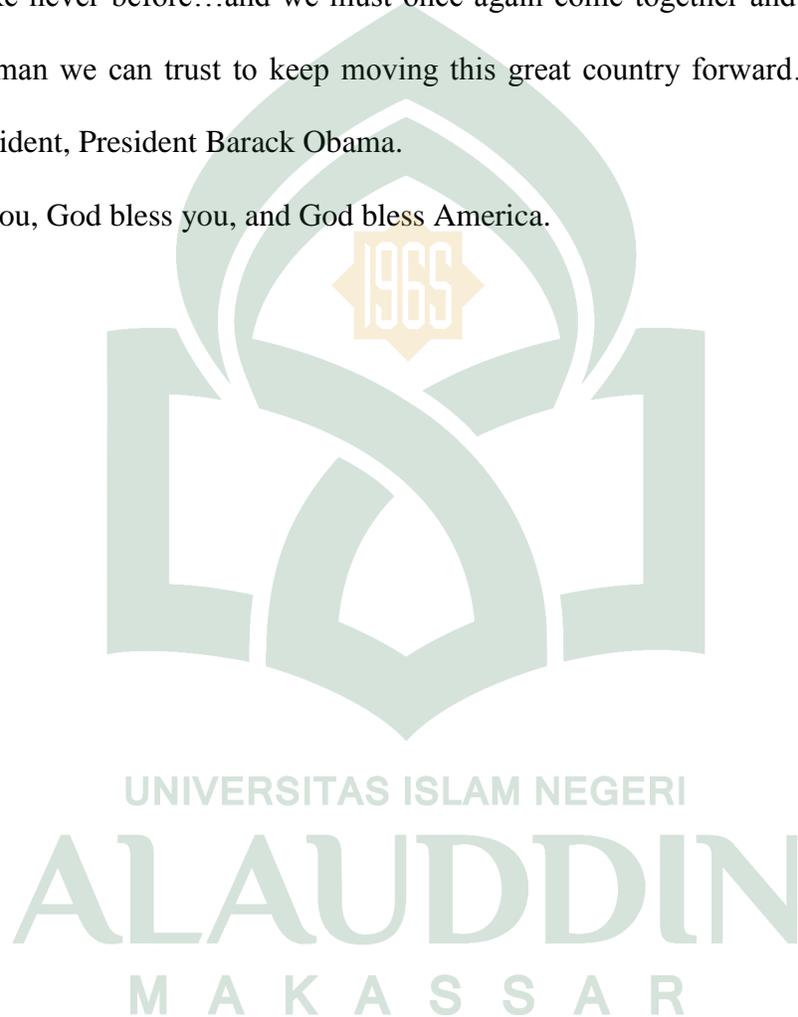
My daughters are still the heart of my heart and the center of my world.

But today, I have none of those worries from four years ago about whether Barack and I were doing what's best for our girls.

Because today, I know from experience that if I truly want to leave a better world for my daughters, and all our sons and daughters...if we want to give all our children a

foundation for their dreams and opportunities worthy of their promise...if we want to give them that sense of limitless possibility – that belief that here in America, there is always something better out there if you're willing to work for it...then we must work like never before...and we must once again come together and stand together for the man we can trust to keep moving this great country forward...my husband, our President, President Barack Obama.

Thank you, God bless you, and God bless America.



APPENDIX II

Table 1. Proposition

Quotations	CP	HP	MP	Kinds
Elaine, thank you so much... we are so grateful for your family service and sacrifice. <i>We will always have your back.</i> (P: 1/L: 1-3)			√	Possible Modal
...as <i>First Lady</i> , I have had the extraordinary privilege of travelling all across this country. (P: 1/ L: 4-5)	√			Singular Affirmative
Serving as your <i>First Lady is an honor and a privilege...</i> (P: 1/L: 22)	√			Singular Affirmative
And <i>the truth is</i> , I loved the life we had built for our girls... I deeply loved the man I had built life with...and I didn't want that to change if he became President. (P: 2 /L: 11-12)	√	√		Singular Affirmative, Conditional
... <i>Barack was a Senator and a presidential candidate...</i> (P: 2 / L:14-15)	√			Singular Affirmative
<i>My father was a pump operator at the city water plant...</i> (P: 2 / L: 26)	√			Singular affirmative
.. <i>if you don't start out with much</i> , if you work hard and do that you're supposed to do, <i>then</i> you should be able to build a decent life for yourself and even better life for your kids and grandkids. (P:4 /L: 8-11)		√		Conditional

Quotations	CP	HP	MP	Kinds
.. I knew that I didn't want any of that to change <i>if</i> Barack became President. (P:4 /L:25-26)		√		Conditional
Barack knows the American Dream because he's lived it...and he wants everyone in this country to have that same opportunity, <i>no matter who we are</i> , or where are from, or what we look like, or who we love. (P:6 /L:12-14)	√			Negative universal
So when people ask me whether being in the White house has changed my husband, <i>I can honestly say</i> that when it comes to his character, and his convictions, and his heart, <i>Barack Obama is still the same man I fell in love with all those years ago.</i> (P:6 /L: 18-20)	√		√	Singular affirmative and possible modal
... he doesn't care whether you're a Democrat, a Republican, or none of the above...he knows that we all love our country...and <i>he's always ready to listen to good ideas</i> ...he's always looking for the very best in everyone he meets. (P:7 /L:18-21)	√			Singular Affirmative
...that <i>change is hard</i> , and <i>change is slow</i> ... (P:7 /L: 27-28)	√			Singular Affirmative
... "I <i>may</i> not have a chance to fulfill my dream, but <i>maybe</i> my children <i>will</i> ... <i>maybe</i> my grandchildren <i>will</i> ." (P:8 /L:2-3)			√	Possible Modal

Quotations	CP	HP	MP	Kinds
<p>.. <i>if</i> our parents and grandparents <i>could</i> toil and struggle for us.. <i>if</i> they <i>could</i> raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button.. <i>then</i> surely we <i>can</i> keep on sacrificing and building for our own kids and grandkids. (P: 8 /L: 10-13)</p>		√	√	Conditional, Possible modal
<p>... <i>if</i> so many brave men and women <i>could</i> wear our country's uniform and sacrifice their lives for our most fundamental rights... <i>then</i> surely we <i>can</i> do our part as citizen of this great democracy to exercise those rights... surely we <i>can</i> get to the polls and make our voice heard on Election Day. (P: 8 /L: 14-17)</p>		√	√	Conditional, Possible modal
<p>.. <i>If</i> farmers and blacksmiths could win independence from an empire... <i>if</i> immigrants could leave behind everything they knew for a better life on our shores... <i>if</i> women could be dragged to jail for seeking the vote... <i>if</i> a generation could defeat a depression, and define greatness for all time... <i>if</i> a young preacher could lift us to the mountain top with his righteous dream... and <i>if</i> proud Americans can be who they are and boldly stand at the altar with who they love <i>then</i> surely, surely we can give everyone in this country a fair chance at that great American Dream. (P: 8 /L: 18-24)</p>		√		Conditional

Quotations	CP	HP	MP	Kinds
<p>... <i>if</i> I truly want to leave a better world for my daughters, <i>and all our sons and daughter... if</i> we want to give <i>all our children</i> a foundation for their dreams and opportunities worthy of their promise... <i>if</i> we want to give them that sense of limitless possibility-that belief that here in America, there is always something better out there <i>if</i> you're willing to work for it... <i>then we must</i> work like never before...and <i>we must</i> once again come together and stand together for the man we can trust to keep moving this great country forward... my husband, our president, President Barack Obama. (P: 9/ L: 3-10).</p>		√	√	Conditional, and Necessary modal

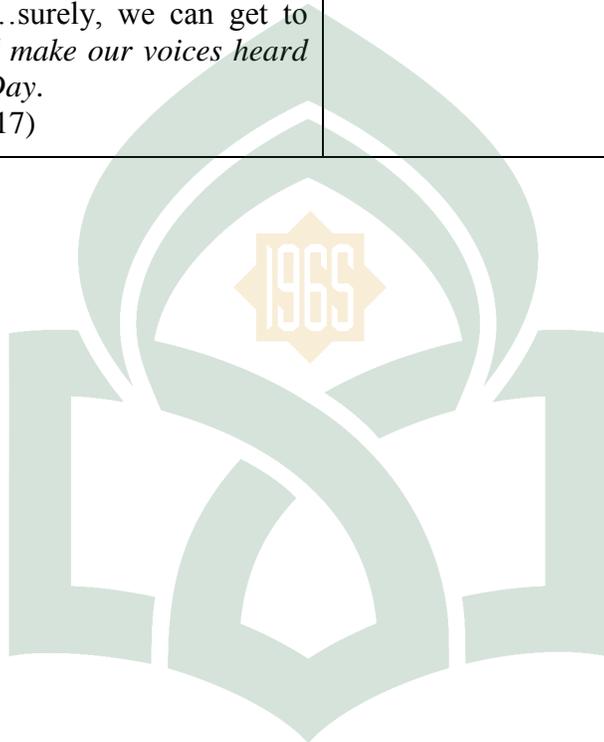
APPENDIX III

Table 2: Scheme of Argument

Quotation	Scheme of Argument	
	Associative	Dissociative
<p>While I believed deeply in my husband's vision for this country...and I was certain he would make an extraordinary President...<i>like</i> any mother, I was worried about what it would mean for our girls if he got that chance. (P: 2/ L:1-3)</p>	Analogy	
<p>You see, for my dad, that's what it meant to be a man. <i>Like</i> so many of us, that was the measure of his success in life-being able to earn a decent living that allowed him to support his family. (P: 3 /L: 17-19)</p>	Analogy	
<p><i>Like</i> so many American families, our families weren't asking for much. (P:4 /L: 5)</p>	Analogy	
<p>Well, today, after so many struggles and triumphs and moments that have tested my husband in ways I never could have imagined, <i>I have seen firsthand that being president doesn't change who you are – it reveals who you are.</i> <i>You see, I've gotten to see up close and personal what being president really looks like.</i> (P: 4/ L: 27-29).</p>	Coexistence- authority	
<p>So when it comes to rebuilding our economy, Barack is thinking about folks <i>like</i> my dad and <i>like</i> his grandmother. (P: 5/L:11-12)</p>	Analogy	

Quotation	Scheme of Argument	
	Associative	Dissociative
<p><i>That's why he signed the Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work.</i> (D:28 /P:5 /L: 14-15)</p>	Causality	
<p>When it comes to the health of our families, <i>Barack refused to listen to all those folks who told him to leave health reform for another day, another president.</i> <i>He didn't care whether it was the easy thing to do politically – that's not how he was raised – he cared that it was the right thing to do.</i> (P: 5/ L: 20-23)</p>	Coexistence-action	
<p><i>We were so young, so in love, and so in debt. That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without a mountain of debt.</i> (P:6 /L: 5-8)</p>	Coexistence-action	
<p><i>We get there because of folks like my Dad...folks like Barack's grandmother...men and women who said to themselves, "I may not have a chance to fulfill my dreams, but maybe my children will...maybe my grandchildren will."</i> <i>So many of us stand here tonight because of their sacrifice, and longing, and steadfast love...because time and again, they swallowed their fears and doubts and did what was hard.</i> (P: 8 / L:1-6)</p>	Causality	

<p>And if so many brave men and women could wear our country's uniform and sacrifice their lives for our most <i>fundamental rights</i>...then surely we can do our part as <i>citizens of this great democracy to exercise those rights</i>...surely, we can get to <i>the polls and make our voices heard on Election Day</i>. (P: 8 / L: 14-17)</p>		<p>Dissociative- Ideology</p>
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APPENDIX IV

Table 3: Grammatical Cohesion

Quotation	R	S	E	C	Kinds
<i>Elaine</i> , thank you so much... we are so grateful for your family's service and sacrifice... (P: 1 /L: 1-2)	√			√	Personal Reference, additive conjunction
...in our men and women in uniform and our proud military families... in wounded warriors who tell me they're not just going to walk again, they're going to run, and they're going to run marathons.. (P: 1 /L: 15-17)	√			√	Personal Reference, additive conjunction
...in the young man blinded by a bomb in Afghanistan who said, simply, "... I'd give my eyes 100 times again to have the chance to do what I have done and what I can still do." (P: 1 /L: 17-19)	√			√	Personal Reference, additive conjunction
...the people I meet inspire me... every day, they make me proud... every day they remind me how blessed we are to live in the greatest nation on earth. (P: 1 /L: 20-21)	√				Personal Reference
While I believe deeply in my husband's vision for this country... and I was certain he would make an extraordinary President... like any mother, I was worried about what it would mean for our girls if he got that chance. (P: 2 /L: 1-3)	√				Personal reference
I loved Barack just the way he was. (P: 2 /L: 13)	√				Personal Reference

Quotation	R	S	E	C	Kinds
... even though back then <i>Barack</i> was a Senator <i>and</i> a presidential candidate..., to me, <i>he</i> was still the guy who'd picked me up for our dates in a car that was so rusted out, I could actually see the pavement going by through a hole in the passenger side door... <i>he</i> was the guy whose only pair of decent shoes was half size to small. (P: 2 /L: 14-19)	√			√	Personal Reference, Adversative conjunction, Additive conjunction
... Barack and I were both raised by <i>families</i> who didn't have much in the way of money or material possessions but who had given <i>us</i> something far more valuable... <i>their</i> unconditional love, <i>their</i> unflinching sacrifice, <i>and</i> the chance to go places <i>they</i> had never imagined for themselves. (P: 2 /L: 22-25)	√			√	Personal Reference, Additive conjunction
<i>My father</i> was a pump operator at the city water plant, <i>and he</i> was diagnosed with Multiple Sclerosis... (P: 2 /L: 26-27)	√			√	Personal Reference Additive conjunction
<i>But</i> despite these challenges, my dad hardly ever missed a day of work... (P:3 /L: 7)				√	Adversative conjunction
... I got to know <i>Barack</i> , I realized that <i>even though he'd</i> grown up all the way across the country, <i>he'd</i> been brought up just like me. (P: 3 /L:20-21)	√			√	Personal reference, Adversative conjunction,

Quotation	R	S	E	C	Kinds
<i>Barack's grandmother</i> started out as a secretary at a community bank... and <i>she</i> moved quickly up the ranks... <i>but</i> like so many women, she hit a glass ceiling. (P: 3 /L: 24-25)	√			√	Personal Reference, Adversative conjunction
... <i>men</i> no more qualified than <i>she</i> was- <i>men</i> <i>she</i> had actually trained-were promoted up the ladder ahead of her... (P: 3 /L: 26-27)	√		√		Comparative reference, clausal ellipsis and nominal ellipsis
... <i>she</i> kept on waking up at the dawn to catch the bus...arriving at work before anyone else...giving her best without complaint <i>or</i> regret. (P: 3 /L: 1-2)			√	√	Clausal ellipsis, additive conjunction
We learned about dignity and decency – <i>that</i> how hard you work matters more than how much you make... <i>that</i> helping others means more than just getting ahead yourself. (P: 4 / L: 13-15)				√	Subordinate conjunction
We learned about honesty and integrity – <i>that</i> the truth matters... <i>that</i> you don't take shortcuts or play by your own set of rules...and success doesn't count unless you earn it fair and square (P: 4 / L: 16-18)				√	Subordinate conjunction
We learned about gratitude and humility – <i>that</i> so many people had a hand in our success, from the teachers <i>who</i> inspired us to the janitors <i>who</i> kept our school clean...and we were taught to value everyone's contribution and treat everyone with respect. (P: 4 /L: 19-22)				√	Subordinate conjunction

Quotation	R	S	E	C	Kinds	
<i>Those</i> are the values Barack and I- <i>and</i> so many of you-are trying to pass on to our own children. (P: 4/L: 23-24)	√			√	Demonstrative reference additive conjunction	
... I've seen how <i>the issues</i> that come across a President's desk are always the hard <i>ones</i> ... (P: 5 /L: 3-4)		√			Nominal substitution	
...as <i>President</i> , all <i>you</i> have to guide <i>you</i> are your values, <i>and</i> your visions, <i>and</i> the life experiences that make you who you are. (P: 5/L: 8-10)	√			√	Personal reference, additive conjunction	
... <i>Barack</i> is thinking about folks like my dad <i>and</i> like his grandmother. <i>He's</i> thinking about the pride that comes from a hard day's work. <i>That's</i> why he signed the Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work. <i>That's</i> why he cut taxes for working families <i>and</i> small businesses and fought to get the auto industry back on its feet. <i>That's</i> how he brought our economy from the brink of collapse to creating jobs again... (P: 5/L: 11-18)	√			√	Personal reference, Demonstrative reference, additive conjunction	
... good jobs right <i>here</i> in the United States of America. (P: 5/ L: 19)	√				Demonstrative reference	
... <i>Barack</i> refused to listen all those folks who told him to leave health reform for another day, another president. <i>He</i> didn't care whether it was easy things to do politically- that's not how <i>he</i> was raised-he cared that it was the right thing to do. (P: 5 /L: 20-23)	√	S	S	A	R	Personal Reference

Quotation	R	S	E	C	Kinds
He did it <i>because</i> he believes <i>that here</i> in America, our grandparents should be able to afford their medicine... <i>our kids</i> should be able to see a doctor when <i>they're</i> sick... <i>and</i> no one in <i>this</i> country should ever go broke because of an accident or illness. (P: 5 /L: 24-27)	√			√	Personal reference, Demonstrative reference, causal conjunction, additive conjunction
<i>We were</i> so young, so in love, and so in debt. (P: 6 /L: 5)			√		Clausal ellipsis
<i>That's</i> why <i>Barack</i> has fought so hard to increase student aid and keep interest rates down, <i>because he</i> wants every young person to fulfill their promise <i>and</i> be able to attend college without a mountain of debt. (P: 6 /L: 6-8)	√			√	Personal Reference, causal conjunction, additive conjunction
... <i>these</i> issues aren't political- <i>they're</i> personal. <i>Because</i> Barack knows what it means when a family struggles. (P: 6 /L: 9-10)	√			√	Demonstrative reference, causal conjunction
... <i>Because</i> Barack knows what it means when a family struggles. <i>He</i> knows what it means to want something more for your kids <i>and</i> grandkids. (P: 6 /L: 9-11)	√			√	Personal reference, additive conjunction
<i>Barack</i> knows the American Dream because he's lived it... and he wants everyone in this country to have that same opportunity. (P: 6 /L: 12-13)	√			√	Personal reference, causal conjunction, additive conjunction

Quotation	R	S	E	C	Kinds
<p>...<i>Barack Obama</i> is still the same man I fell in love with all those years ago. <i>He's</i> the same man who started his career by turning down high paying jobs and instead working in struggling neighborhoods where a steel plant had shut down, fighting to rebuild those communities and get folks back to work...</p> <p>(P: 6 /L: 20-23)</p>	√				Personal reference
<p><i>He's the same man who</i>, when our girls were first born, would anxiously check their cribs every few minutes to ensure they were still breathing, proudly showing them off to everyone we knew.</p> <p>(P: 6 /L: 26-28)</p>			√		Clausal ellipsis
<p><i>That's the man who</i> sits down with me and our girls for dinner nearly every night, patiently answering their questions about issues in the news, and strategizing about middle school friendships.</p> <p>(P: 7 /L: 1-3)</p>			√		Clausal ellipsis
<p><i>The Letter</i> from the father struggling to pay his bills...from the woman dying of cancer whose insurance company won't cover her care...from the young person with so much promise but so few opportunities.</p> <p>(P: 7 /L: 6-8)</p>			√		Nominal Ellipsis
<p>...I see how <i>those stories – our collection of struggles and hopes and dreams</i>-I see how <i>that's</i> what drives Barack Obama every single day.</p> <p>(P: 7 /L: 12-13)</p>	√				Demonstrative reference

Quotation	R	S	E	C	Kinds
...and I didn't think it was possible, <i>but</i> today, <i>I love</i> my husband <i>even more than I did</i> four years ago... <i>even more than I did</i> 23 years ago, when we first met. (P: 7 /L: 14-15)	√	√		√	Comparative reference, verbal substitution, adversative conjunction
Because in the end, more than anything else, <i>that</i> is the story of <i>this</i> country... <i>the</i> story of <i>unwavering hope grounded in unyielding struggle</i> . (P: 8 /L: 25-26)	√				Demonstrative reference

APPENDIX V

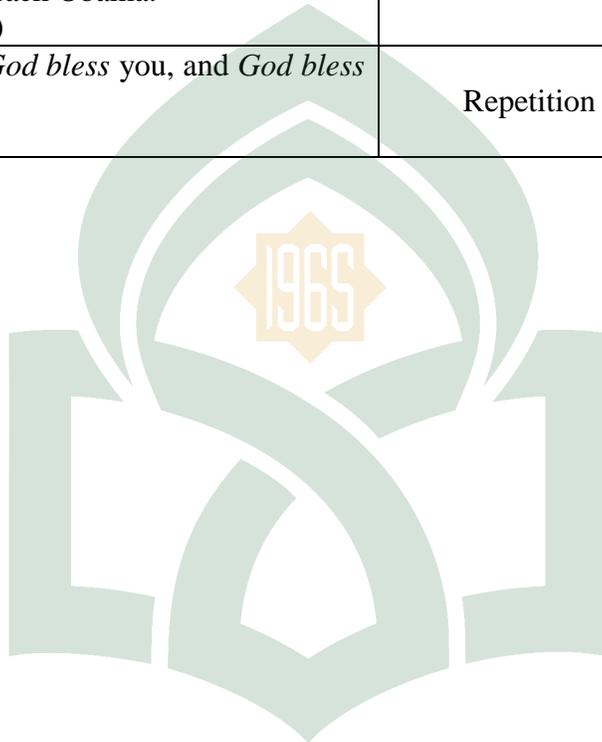
Table 4: Lexical Cohesion

Quotation	Reiteration	Collocation
...and a date <i>night</i> for Barack and me was either <i>dinner</i> or a movie... (P: 2 /L: 8-9)		√
... I <i>loved</i> the life we had built for our girls... I deeply <i>loved</i> the man I had built that life with... and I didn't want that to change if he became President. <i>I loved</i> Barack just the way he was. (P: 2/ L: 11-13)	Repetition	
... <i>I knew there were plenty</i> of days when he was in pain... <i>I knew there were plenty</i> of <i>mornings</i> when it was a struggle for him to simply get out of bed. (P: 2/ L:28-30)	Repetition and Synonymy	
And when my brother and I finally made it to college, nearly all of our <i>tuition</i> came from student <i>loans</i> and <i>grants</i> . But my dad still had to pay a tiny portion of that <i>tuition</i> himself. (P: 3/ L: 10-12)	Repetition and Synonym	
...he was determined to pay that <i>bill</i> right on time, even taking out <i>loans</i> when he fell short. (P: 3/ L:13-14)	Antonym	
Like so many American <i>family</i> , our <i>family</i> weren't asking for much (P:4/ L: 5)	Repetition	

Quotation	Reiteration	Collocation
<p>... that's what <i>we learned</i> from their example. We learn about dignity and decency– that how hard you work matters more than how much you make...that helping others means more than just getting ahead yourself. <i>We learned</i> about honesty and integrity – that the truth matters...that you don't take shortcuts or play by your own set of rules...and success doesn't count unless you earn it fair and square.</p> <p><i>We learned</i> about gratitude and humility – that so many people had a hand in our success, from the teachers who inspired us to the janitors who kept our school clean...and we were taught to value everyone's contribution and treat everyone with respect.</p> <p>(P:4/ L: 12-22)</p>	<p>Repetition</p>	
<p>And as President, you can get <i>all kinds of</i> advice from <i>all kinds of</i> people.</p> <p>(P:5, L: 7)</p>	<p>Repetition</p>	
<p><i>That's why he</i> signed the Lilly Ledbetter Fair Pay Act to help women get equal pay for equal work.</p> <p><i>That's why he</i> cut taxes for working families and small businesses and fought to get the auto industry back on its feet. That's how he brought our economy from the brink of <i>collapse</i> to <i>creating jobs</i> again – jobs you can raise a family on, good jobs right here in the United States of America.</p> <p>(P:5/L: 14-19)</p>	<p>Repetition and Antonym</p>	
<p>When it comes to the <i>health</i> of our families, Barack refused to listen to all those folks who told him to leave <i>health</i> reform for <i>another</i> day, <i>another</i> president.</p> <p>(P:5/ L: 20-21)</p>	<p>Repetition</p>	

Quotation	Reiteration	Collocation
<p>...our grandparents should be able to afford their medicine...our kids should be able to see a doctor when they're <i>sick</i>...and no one in this country should ever go <i>broke</i> because of an accident or <i>illness</i>. (P:5/ L: 24-27)</p>	Synonym	
<p>When it comes to giving our kids the <i>education</i> they deserve, Barack knows that like me and like so many of you, he never could've attended <i>college</i> without financial aid. (P:6/ L:1-2)</p>	Hyponymy	
<p>I love my husband <i>even more than</i> I did four years ago...<i>even more than</i> I did 23 years ago, when we first met. (P:7, L: 14-15)</p>	Repetition	
<p><i>I love that</i> he's never forgotten how he started. <i>I love that</i> we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard. (P:7/L: 16-17)</p>	Repetition	
<p>And if our parents and grandparents could <i>toil</i> and <i>struggle</i> for us... (P: 8/L: 10)</p>	Synonym	
<p>...surely, we can get to the <i>polls</i> and make our voices heard on <i>Election Day</i>. (P: 8/L: 16-17)</p>	Hyponymy	
<p>Because in the end, more than anything else, that is <i>the story of this country</i> – the story of unwavering hope grounded in unyielding struggle. That is what has made <i>my story</i>, and <i>Barack's story</i>, and so <i>many other American stories</i> possible. (P: 8/ L:25-28)</p>	Hyponymy	
<p>And I say all of this tonight <i>not just as</i> First Lady...and <i>not just as</i> a wife. (P: 8/ L:29)</p>	Repetition	

Quotation	Reiteration	Collocation
<p>...and we must once again come <i>together</i> and stand <i>together</i> for the man we can trust to keep moving this great country forward...my husband, our <i>President</i>, <i>President</i> Barack Obama. (P: 9/ L:8-10)</p>	<p>Repetition</p>	
<p>Thank you, <i>God bless</i> you, and <i>God bless</i> America. (P: 9 /L:11)</p>	<p>Repetition</p>	



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APPENDIX VI

Table 5: Diction

Quotation	Types of Diction
<p>Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across <i>this country</i>. (P:1 /L: 4-5)</p>	Concrete diction
<p>Serving as your <i>First Lady</i> is an <i>honor</i> and a <i>privilege</i>...but back when we <i>first</i> came together <i>four years ago</i>, I still had some concerns about this journey we'd begun. (P:1/ L:22-23)</p>	Denotative, Abstract, and concrete diction
<p>While I <i>believed</i> deeply in my husband's vision for this country...and I was certain he would make an <i>extraordinary</i> President...like any mother, I was <i>worried</i> about what it would mean for our girls if he got that chance. (P:2/L:1-3)</p>	Abstract diction
<p>But when Barack started telling me about his family – that's when I knew I had found a <i>kindred spirit</i>, someone whose <i>values</i> and <i>upbringing</i> were so much like mine. (P: 2/L: 20-21)</p>	Abstract diction
<p>You see, Barack and I were both raised by families who didn't have much in the way of money or material possessions but who had given us something far more <i>valuable</i> – their unconditional <i>love</i>, their unflinching <i>sacrifice</i>, and the chance to go places they had never imagined for themselves. (P:2/L:22-25)</p>	Abstract diction

Quotation	Types of Diction
<p>They simply <i>believed</i> in that fundamental American promise that, even if you don't start out with much, if you work <i>hard</i> and do what you're supposed to do, then you should be able to build a decent life for yourself and an even <i>better</i> life for your kids and grandkids. (P: 4/L: 8-11)</p>	<p>Abstract diction</p>
<p>We learned about <i>honesty</i> and <i>integrity</i> – that the truth matters...that you don't take shortcuts or play by your own set of rules...and <i>success</i> doesn't count unless you earn it fair and square. (P: 4/L: 16-18)</p>	<p>Abstract diction</p>
<p>That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without <i>a mountain of debt</i>. (P:6/L: 6-8)</p>	<p>Connotative diction</p>
<p>Barack knows the American Dream because he's lived it...and he wants everyone in this country to have that same opportunity, no matter who we are, or where we're from, or what we look like, or who we <i>love</i>. (P: 6 /L:12-14)</p>	<p>Abstract diction</p>
<p>So <i>today</i>, when the challenges we face start to seem overwhelming – or even impossible – let us never forget that doing the impossible is the history of this nation...it's who we are as Americans...it's how this country was built. (P:8/ L: 7-9)</p>	<p>Concrete</p>

APPENDIX VII

Table 6: Sentence

Quotations	Sentence classified by types	Sentence classified based on predication
Elaine, thank you so much...we are so grateful for your family service and sacrifice. (P: 1 /L: 1-2)	Declarative sentence	
Over the past few years as First Lady, I have had the extraordinary privilege of traveling all across this country. (P: 1 /L: 4-5)	Declarative sentence	
I have seen it in the incredible kindness and warmth that people have shown me and my family, especially our girls. (P: 1 /L: 8-9)		Complex sentence
I've seen it in teachers in a near-bankrupt school district who vowed to keep teaching without pay. (P: 1 /L:10-11)		Complex sentence
How would we keep them grounded under the glare of the national spotlight? (P: 2 /L:4)	Interrogative	
How would they feel being uprooted from their school, their friends, and the only home they'd ever known? (P: 2 /L: 5-6)	Interrogative	
Our life before moving to Washington was filled with simple joys. (P: 2 /L: 7)	Declarative sentence	
I loved Barack just the way he was. (P: 2/L: 13)	Declarative sentence	
But when Barack started telling me about his family – that's when I knew I had found a kindred spirit, someone whose values and upbringing were so much like mine. (P: 2 /L: 20-21)		Compound-complex sentence

Quotations	Sentence classified by types	Sentence classified based on predication
<p>My father was a pump operator at the city water plant, and he was diagnosed with Multiple Sclerosis when my brother and I were young. (P: 2/L: 26-27)</p>		Compound-complex sentence
<p>But every morning, I watched my father wake up with a smile, grab his walker, prop himself up against the bathroom sink, and slowly shave and button his uniform. (P: 3 /L: 1-2)</p>		Compound sentence
<p>He was so proud to be sending his kids to college...and he made sure we never missed a registration deadline because his check was late. (P: 3 /L: 15-16)</p>		Compound-complex sentence
<p>Barack was raised by a single mother who struggled to pay the bills, and by grandparents who stepped in when she needed help. (P: 3 /L: 22-23)</p>		Compound-complex sentence
<p>Like so many American families, our families weren't asking for much. (P: 4 /L: 5)</p>	Declarative sentence	
<p>They didn't begrudge anyone else's success or care that others had much more than they did...in fact, they admired it. (P: 4 / 6-7)</p>	Negative sentence	
<p>We learned about honesty and integrity – that the truth matters...that you don't take shortcuts or play by your own set of rules...and success doesn't count unless you earn it fair and square (P: 4 /L: 16-18)</p>		Compound-complex sentence

Quotations	Sentence classified by types	Sentence classified based on predication
He's thinking about the pride that comes from a hard day's work. (P: 5 /L: 13)		Complex sentence
When it comes to the health of our families, Barack refused to listen to all those folks who told him to leave health reform for another day, another president. (P: 5 /L: 20-21)		Compound-complex sentence
He didn't care whether it was the easy thing to do politically-that's not how he was raised... (P: 5 /L: 22-23)	Negative sentence	
..He cared that it was the right thing to do. (P: 5 /L: 23)		Complex sentence
When it comes to giving our kids the education they deserve, Barack knows that like me and like so many of you, he never could've attended college without financial aid. (P: 6 /L: 1-2)		Compound complex sentence
That's why Barack has fought so hard to increase student aid and keep interest rates down, because he wants every young person to fulfill their promise and be able to attend college without a mountain of debt. (P: 6 /L: 6-8)		Compound-complex sentence
So in the end, for Barack, these issues aren't political – they're personal. Because Barack knows what it means when a family struggles. (P: 6 /L: 9-10)	Negative sentence	Compound-complex sentence
He knows what it means to want something more for your kids and grandkids. (P: 6 /L: 11)		Complex sentence

Quotations	Sentence classified by types	Sentence classified based on predication
Barack knows the American Dream because he's lived it...and he wants everyone in this country to have that same opportunity, no matter who we are, or where we're from, or what we look like, or who we love. (P: 6 /L: 12-14)		Compound-complex sentence
So when people ask me whether being in the White House has changed my husband, I can honestly say that when it comes to his character, and his convictions, and his heart, Barack Obama is still the same man I fell in love with all those years ago. (P: 6 /L: 18-20)		Compound-complex sentence
because for Barack, success isn't about how much money you make, it's about the difference you make in people's lives. (P: 6 /L: 23-25)		Complex sentence
"You won't believe what these folks are going through, Michelle...it's not right." (P: 7 / L: 10)	Negative sentence	
But eventually we get there, we always do. (P: 7 /L: 29)		Compound sentence
That is what has made my story, and Barack's story, and so many other American stories possible. (P: 8 /L: 27-28)		Compound-complex sentence
You see, at the end of the day, my most important title is still "mom-in-chief." (P: 8 /L: 30)	Declarative sentence	
My daughters are still the heart of my heart and the center of my world. (P: 8 /L: 31)		Compound sentence
God bless you, and God bless America. (P: 9 /L: 11)		Compound sentence

APPENDIX VIII

Table 7: Figure of Speech

Quotation	Figure of Speech
<p><i>I have seen</i> the very best of the American spirit. <i>I have seen</i> it in the incredible kindness and warmth that people have shown me and my family, especially our girls. <i>I've seen</i> it in teachers in a near-bankrupt school district who vowed to keep teaching without pay. <i>I've seen</i> it in people who become heroes at a moment's notice, diving into harm's way to save others...flying across the country to put out a fire...driving for hours to bail out a flooded town. And <i>I've seen</i> it in our men and women in uniform and our proud military families... (P: 1 /L: 6-16)</p>	Anaphora
<p>...<i>like</i> any mother, I was worried about what it would mean for our girls if he got that chance. (P: 2 /L: 2-3)</p>	Simile
<p><i>Like</i> so many of us, that was the measure of his success in life – being able to earn a decent living that allowed him to support his family. (P: 3 /L: 18-19)</p>	Simile
<p><i>Like</i> so many American families, our families weren't asking for much. (P: 4 /L: 5)</p>	Simile

Quotation	Figure of Speech
<p><i>We learned about</i> dignity and decency – that how hard you work matters more than how much you make...that helping others means more than just getting ahead yourself.</p> <p><i>We learned about</i> honesty and integrity – that the truth matters...that you don't take shortcuts or play by your own set of rules...and success doesn't count unless you earn it fair and square.</p> <p><i>We learned about</i> gratitude and humility – that so many people had a hand in our success, from the teachers who inspired us to the janitors who kept our school clean...and we were taught to value everyone's contribution and treat everyone with respect.</p> <p>(P: 4 /L: 13-22)</p>	Anaphora
<p>I love that we can trust Barack to do what he says <i>he's going to do, even when it's hard – especially when it's hard.</i></p> <p>(P: 7/L: 16-17)</p>	Litotes
<p><i>I love that</i> he's never forgotten how he started. <i>I love that</i> we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard.</p> <p><i>I love that</i> for Barack, there is no such thing as "us" and "them" – he doesn't care whether you're a Democrat, a Republican, or none of the above...he knows that we all love our country...and he's always ready to listen to good ideas...he's always looking for the very best in everyone he meets.</p> <p>And <i>I love that</i> even in the toughest moments, when we're all sweating it-when we're worried that the bill won't pass, and it seems like all is lost-Barack never lets himself get distracted by the chatter and the noise.</p> <p>(P: 7 /L: 16-24)</p>	Anaphora
<p><i>.. if our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon,</i> and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids.</p> <p>(P: 8 /L: 10-13)</p>	Hyperbole

Quotation	Figure of Speech
<p>...and <i>connect the world with the touch of a button</i>... then surely we can keep on sacrificing and building for our own kids and grandkids. (D: 65 / P: 8 /L: 12-13)</p>	Personification
<p>...because time and again, they <i>swallowed their fears and doubts and did what was hard</i>. (P: 8 /L: 5-6)</p>	Litotes
<p><i>And if</i> our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button...then surely we can keep on sacrificing and building for our own kids and grandkids. <i>And if</i> so many brave men and women could wear our country's uniform and sacrifice their lives for our most fundamental rights...then surely we can do our part as citizens of this great democracy to exercise those rights...surely, we can get to the polls and make our voices heard on Election Day. (P: 8/L: 10-17)</p>	Anaphora
<p>I love that we can trust Barack to do what he says <i>he's going to do, even when it's hard – especially when it's hard</i>. (P: 7/L: 16-17)</p>	Litotes
<p><i>I love that</i> he's never forgotten how he started. <i>I love that</i> we can trust Barack to do what he says he's going to do, even when it's hard – especially when it's hard. <i>I love that</i> for Barack, there is no such thing as "us" and "them" – he doesn't care whether you're a Democrat, a Republican, or none of the above...he knows that we all love our country...and he's always ready to listen to good ideas...he's always looking for the very best in everyone he meets. And <i>I love that</i> even in the toughest moments, when we're all sweating it-when we're worried that the bill won't pass, and it seems like all is lost-Barack never lets himself get distracted by the chatter and the noise. (P: 7 /L: 16-24)</p>	Anaphora

Quotation	Figure of Speech
<p><i>.. if our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids.</i> (P: 8 /L: 10-13)</p>	Hyperbole
<p><i>...and connect the world with the touch of a button... then surely we can keep on sacrificing and building for our own kids and grandkids.</i> (D: 65 / P: 8 /L: 12-13)</p>	Personification
<p><i>...because time and again, they swallowed their fears and doubts and did what was hard.</i> (P: 8 /L: 5-6)</p>	Litotes
<p><i>And if our parents and grandparents could toil and struggle for us...if they could raise beams of steel to the sky, send a man to the moon, and connect the world with the touch of a button...then surely we can keep on sacrificing and building for our own kids and grandkids.</i> <i>And if so many brave men and women could wear our country's uniform and sacrifice their lives for our most fundamental rights...then surely we can do our part as citizens of this great democracy to exercise those rights...surely, we can get to the polls and make our voices heard on Election Day.</i> (P: 8/L: 10-17)</p>	Anaphora
<p><i>If farmers and blacksmiths could win independence from an empire...if immigrants could leave behind everything they knew for a better life on our shores...if women could be dragged to jail for seeking the vote...if a generation could defeat a depression, and define greatness for all time...if a young preacher could lift us to the mountaintop with his righteous dream...and if proud Americans can be who they are and boldly stand at the altar with who they love then surely, surely we can give everyone in this country a fair chance at that great American Dream.</i> (P: 8 /L: 18-24)</p>	Anaphora

Quotation	Figure of Speech
You see, at the end of the day, <i>my most important title</i> is still “ <i>mom-in-chief.</i> ” (P: 8 /L: 30)	Metonymy
My daughters are still <i>the heart of my heart</i> and the <i>center of my world.</i> (P: 8 /L: 31)	Metaphor



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