

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, there are five sub-chapters or five points regarding the research. Those are background of the study, research questions, objectives of the study, significance of the study, also scope and limitation of the study.

#### **1.1 Background of the Study**

Communication is a vast field which includes different ways of spreading and sending messages. According to Effendy (1984), communication is a process of transmission of human ideas in delivering messages which formed as information, ideas, emotions, and skills through symbols that can have impact on hearer's attitudes.

Two common forms of communication are spoken and written language. Spoken language is happened by speaking. This includes basic conversation as well as speech and meeting. Written language refers to the kind of communication that uses written text such as in typing on the electronic devices (Rogers, 2022). Spoken and written language are both complex in various ways. Spoken language has more compound grammatical configuration. Meanwhile written has complex configuration in lexical forms (Gerot and Wignell, 1994). One of ability in expressing thoughts or communicating through spoken words is delivering speech. By delivering speech, the speaker is able to encourage the hearer's attitudes toward the topic talked. Thompson (2013) stated that speech used to exchange meanings in particular purposes for instance giving and demanding information. Hence, spoken language can be powerful thing to influence people's mind to inspire them.

By conveying speech, the speaker delivers a message to the audiences whether it is to give information or insight, to motivate and to persuade. A speaker is expected to have an ability to engage his or her audiences with the main idea and

principal. Speech should not be given if the speaker does not convey the reason of the speech clearly.

A successful speech can be achieved by having a good connection among the speakers who are able to stir the attitudes and emotions of the audiences which in Linguistics termed as an interpersonal metafunction or interpersonal meaning.

The interpersonal metafunction concerns the interaction or conversation between the speaker and the hearer. The way people express their feeling, like or dislike, and other things that can be known by paying attention well on using interpersonal meaning. It also can be seen in daily communication. For the example by Halliday & Matthiessen (2014) in asking a question, the speaker takes a role as the seeker of information and the listener takes a role for providing the information demanded.

|           |                                                                                                  |
|-----------|--------------------------------------------------------------------------------------------------|
| Daughter: | Mummy, Boof keeps scaring me. Keeps getting into my bed, and kind of like he's going to bite me. |
| Mother:   | He won't bite you, darling.                                                                      |
| Daughter: | Well, I'm still afraid of him 'cause he's bitten me.                                             |
| Mother:   | Just push him off.                                                                               |
| Daughter: | I'm trying really hard but he doesn't go off.                                                    |
| Mother:   | Boof, you stay away from Jana.                                                                   |
| Daughter: | I'm scared because I've had an experience where Boof has bit me.                                 |
| Mother:   | When?                                                                                            |
| Daughter: | When I was young at Bay's house, I was swimming and he jumped up and bit my bum.                 |
| Mother:   | Oh, yeah. All right, we're gonna --                                                              |

Figure 1.1. Example of Mood Applied in Clause Exchange by Halliday & Matthiessen (2014)

The most fundamental types of speech roles in the example of interpersonal meaning above are giving and demanding.

Table 1.1 Mood Structure of the Example

As the example clause above, the speaker gives information to the listener which tries to tell her mom that Boof, the dog scares her for getting into the bed and acts to bite her. By giving the information, the speaker implies to have some helps from the listener.

|             |              |                |            |
|-------------|--------------|----------------|------------|
| <b>Boof</b> | <b>keeps</b> | <b>scaring</b> | <b>me</b>  |
| Subject     | Finite       | Predicator     | Complement |
| Mood        |              | Residue        |            |

Interpersonal meaning presents the attitudes and judgments of the speaker (Gerot & Wignell, 1994). Interpersonal meaning link with the way of language being used as in asking or giving information, asking someone to do things, and how we express our attitude and judgment about such things as wants, needs, and possibilities. It also concerns the grammatical resource for enacting social roles in general for changing and establishing relation with other people and to uttering the perspective on things in the world. According to Halliday (2014), interpersonal meaning is a clause interpretation in its function as an exchange. It deals with two elements called mood and modality of the clause.

Mood is made up of two elements named Subject and Finite. Mood is distinguished into three types called interrogative, imperative, and declarative (Halliday & Matthiessen, 2014). Thompson (2013) also added that mood is the essence of the exchange, but modality is the speaker's expression of attitude towards possibilities and proposition needs.

Halliday & Matthiessen (2014) stated that speech function is divided into four which are offer, statement, command, and question. Those speech functions are classified in two variables which are giving or demanding (speech roles) and information or goods and services (commodity exchanged) (Halliday, 1994). Meanwhile in modality, it is distinguished into two types called as modalization and modulation. Modalization related to probability and usuality. However, modulation is a type of modality representing obligation and inclination.

Moreover, interpersonal meaning that can be seen in motivational speech is Taylor Swift's speech. Taylor Alison Swift is an American singer and songwriter who was born on 13 December 1989. She is one of incredible songwriter of all the time (Lau, 2019). She has her own style to write each lyric that always produces a great masterpiece. She has received widespread critical admiration and media praising over her various music genres even her narrative songwriting which is often inspired by her personal life. On May 18, 2022 after being awarded an honorary doctorate of fine arts in New York University, she delivered the New York University commencement at Yankee Stadium. Throughout her speech, she gave the students words of encouragement as they began the next chapter of their lives while also acknowledging the unconditional support that may have been given to loved ones along the way.

This speech by Taylor Swift was being phenomenal because of her inspirational and motivational words which contained meaning in every sentence. The type of meaning that interested from her speech is interpersonal meaning. Speech is one of communication media to convey messages used by people nowadays through chosen words that the speaker uses. Nonetheless, not all of the hearers be able to understand what the speaker tries to deliver behind the words she or he speaks. Consequently, it is essential to understand the word chosen which the speaker uses in a speech using interpersonal meaning. By those reasons, the writer tries to analyze the Mood and modality types used in Taylor Swift's speech at New York University.

## **1.2 Research Questions**

As the guideline of the research designed to analyze interpersonal meaning in Taylor Swift's speech at New York University, the problem formulated as below:

1. What are the Mood types realized in Taylor Swift's speech at New York University?

2. What are the modality types realized in Taylor Swift's speech at New York University?

### **3 Objectives of the Study**

According to the research problems, there are two objectives that the writer wants to conduct in this study.

1. To investigate the mood types realized in Taylor's Swift's speech at New York University.
2. To identify the modality types realized in Taylor's Swift's speech at New York University.

#### **1.4 Significance of the Study**

The result of this study is expected to give valuable and beneficial contribution whether to English department students or the next researchers who are interested to conduct the similar issue and to enhance their knowledge about systemic functional linguistics, especially interpersonal meaning.

The practical benefits of this study are potentially giving a sight to linguist and hopefully the readers are able to understand the essential of learning interpersonal for the uses of Systemic Functional Linguistics (SFL). Therefore, this study can be taken as reference for SFL approach.

#### **1.5 Scope and Limitations of the Study**

There are many features that can be discussed in the speech of Taylor Swift at New York University. Nevertheless, this study only focuses on Mood and modality types used in Taylor Swift's speech at New York University in order to uncover the meaning behind that which can be seen in the speech by using the theory of Halliday & Matthiessen (2014).