MOOD AND THEMATIC ANALYSIS IN DONALD TRUMP'S SPEECH "REMARKS ON TAX REFORM"

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement for
The Degree of Bachelor of Education in
English Language Education Department

By:

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EDUCATION AND TEACHER TRAINING FACULTY
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2019

THESIS STATEMENT

I, the student with the following identity:

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Semarang, 8 January 2019

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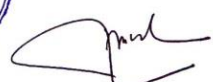
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Assalamu'alaikum wr. wb.

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Department	: English Department
Field of Study	: English Language Education

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ABSTRACT

Title	**: Mood & Thematic Analysis in Donald Trump's Speech "Remarks on Tax Reform"**
Writer	: Zulfa Nurul Mukarromah
Student Number	: 1403046083
Keywords	: *Interpersonal meaning, Mood types, Speech, Theme types, and Textual Meaning*

This study discussed the mood and thematic analysis realized in Trump's speech. The research design was library research by using content analysis. The data in this research is a speech video of President Donald Trump, entitled *Remarks on Tax Reform.* The researcher analyzed two structures, mood and thematic analysis. The results of the data analysis indicate that most dominant Mood types are Declarative Mood, it is 92.50% or 259 clauses which followed by Interrogative Mood, it is 3.92% or 11 clauses. The third is Imperative Mood, it is 2.10% or 6 clauses and WH-Interrogative Mood, it is 1.07% or 3 clauses. The most dominant Theme types are 24 times of Marked Theme, and 256 times of Unmarked Theme which both included to Topical Theme. Textual Theme appeared 90 times. Interpersonal Theme appeared 24 times. By analyzing the Mood and Thematic structure, it helps the teacher to choose the learning materials and to make an explicit explanation to the students about how text is used. The students will be more aware of how people build their language. The next is the students will get the main point of the clause.

DEDICATION

In the name of Allah the Beneficent and the Merciful, this final project is dedicated to:

1. My beloved mother and father (Mrs. Siti Ma'rifah and Mr. Zarnudji) who always pray, give everything they have for me and also always support me all the time. Thanks for everything.
2. My beloved brothers and my sisters (Nur Imamah, Anam Fuaddin, Choirul Umam, and Imma Fitriyani) who pray for me and support me to reach my dreams.

MOTTO

إِن يَنصُرْكُمُ ٱللَّهُ فَلَا غَالِبَ لَكُمْ ۖ وَإِن يَخْذُلْكُمْ فَمَن ذَا ٱلَّذِي يَنصُرُكُم مِّنۢ بَعْدِهِۦ ۗ وَعَلَى ٱللَّهِ فَلْيَتَوَكَّلِ ٱلْمُؤْمِنُونَ ١٦٠

"If Allah helps you, none can overcome you: If He forsakes you, who is there, after that, that can help you? In Allah, then, Let believers put their trust" (Ali Imran verse 160)[1]

"If all you can do is crawl, start crawling" - Rumi

"It's my choice, my way, it's my struggle. So, don't complain. Don't quit. Don't ever give up. No matter how hard I have to keep trying. No matter how many times I have to fail. Again and again, just don't give up for them." - Zulfa Nurul Mukarromah

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[1] William B. Brown, The Holy Quran (Koran) English Translation of the Meanings by Abdullah Yusuf Ali. (King Fahd Holy Quran Printing Complex, 1987), page 31

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First of all, prayer and thanks delivered unto Allah SWT who has been giving mercies, blessings, kindness, health, chances, and inspirations for me to accomplish this final project. Secondly, may shalawat and also salam always be with our best Prophet Muhammad SAW who has thought us about Islam and knowledge from Allah SWT.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be finished completely. Therefore, I would like to convey my appreciation to all of them, especially to:

1. Dr. Raharjo, M. ST., as the Dean Education and Teacher Training Faculty of UIN Walisongo Semarang.

2. Dr. H. Ikhrom, M. Ag., as the Head of English Department of Education and Teacher Training Faculty UIN Walisongo.

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7. My close and my best friends, Ulfatun Khasanah, Ilvin Duroriyah, Faiqotul Muna, Maryatul Chibtiyah, Duwi Ayu Arimbi and others who help me, guide me and say to me that everything will be alright.

8. All of my friends in PBI C 2014 who cannot be mentioned one by one, you all are impressive friends.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes

that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Aamiin.

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Semarang, January 2019
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CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the research questions, the objectives of the research, the reason for choosing the topic and the last is the limitation of the research.

A. Background of the Research

In communication, we should understand what other people are talking about in order to get a successful communication. One way to make it happened is knowing the context of a situation by finding the field, tenor, and mode. It is in line to Gerot and Wignel who says that the context of situation and culture situate all meanings.[1]

The position of discourse is between context and language in both spoken and written language. The examples of spoken language are the conversation of two or more persons, public speaking, etc. whereas the examples of written language are the article, newspaper, story, advertisements, etc. In discourse, speakers interact among others if they understand the text, context, and language.[2]

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[1] Mohammad Andi Hakim, "The Analysis of M.A.K Halliday's Theory Of Systemic Functional Grammar and Its Impact to Discourse Analysis and Genre-Based Approach", *Thesis* (Semarang: Walisongo State Islamic University of Semarang, 2014), page 1

[2] Magdalena Ngongo, "Taxis and Logico-Semantic Relation in Undergraduate Students' English Theses Writing Text: A Systemic Functional Linguistics Approach". *In Journal of Arts, Science & Commerce*, (Vol.– IX, Issue – 2, April 2018), page 146

Discourse analysis is used to understand the meaning of a text to develop knowledge about language deeply. McCarthy says that it is the study of concerning the relationship between language and the contexts used.[3] In addition, Kartomihardjo says that it can be used to interpret the meaning of a text which needs to get more attention in order to the use of it can develop our knowledge about language.[4]

It can be assumed that discourse analysis is very useful for describing and analyzing in spoken and written language for making a successful communication. It means that discourse analysis is very important to be learned by students in order to they understand the communication well by understanding meaningfully in the communication between speaker and listener, or reader and writer.

Interpersonal, textual and ideational metafunctions are different metafunction. It is explained in Halliday's theory named Systemic Functional Linguistic (SFL). Halliday says that those metafunctions realized throughout the grammar of a language.[5] He also says that the field values *resonate* with ideational

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[3] Michael McCarthy, *Discourse Analysis for Language Teachers*, (USA: Cambridge University Press, 1991), page 5

[4] Soeseno Kartomihardjo, "Analisis Wacana Dalam Pengajaran Bahasa". IKIP Malang, page 130

[5] Christian M.I.M Matthiessen, *An Introduction to Functional Grammar*, (New York: Oxford University Press, 2004), page 309

meanings, tenor values resonate with interpersonal meanings, while mode values resonate with textual meanings.[6]

The three metafunctions show the different function on each metafunction is realized the whole grammar of a language. Interpersonal metafunction is realized by mood analysis, textual metafunction is realized by thematic analysis, whereas transitivity analysis realizes to ideational metafunction. Interpersonal metafunction functioned to play the role of founding and protecting social relations, and explain the role of the participants in the communication.[7] Textual metafunction appears as a described motif in the grammar definitely. Whereas in the ideational or experiential metafunction, language provides a human experience theory and certain of the resources of the lexicogrammar of every language is presented to that function.[8]

Languages appear to fulfill the requirement of people to communicate with others. From this requirement, spoken language appeared and developed. After the spoken language, the written language existed to record and preserve things.[9] Spoken

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[6] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 34

[7] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration Speech". *In the International Journal of Social Sciences,* (Vol.30, No.1, 2012-2015), page 54

[8] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 30-31

[9] Bei Zhang, "An Analysis of Spoken Language and Written Language and How They Affect English Language Learning and Teaching".

and written language include to the text. Some linguists distinguish the text as two part. They are text as written language and discourse as spoken language.[10]

The example of written language or text is newspaper, letter, etc, whereas one of the example of spoken language is public speaking. It is as one of many ways to convey a person's idea in front of many people.

The speech must be appropriate to a context where people are. In addition, Templeton & Fitzgerald say that public speaking is having a speaker to stand in front of the audience to convey structured speech, with the purpose of either invite, give information or entertain the audience.[11] That is why this research includes in spoken text, because the object of this research is speech.

The important thing to make an organization successfully is a leader because he must have the capability to make the community be able to reach the goal of achievement in the community. In addition, Bass says that leadership is a factor of critical whether it is successful or fail in the institution. In Islam, an Islamic leadership determines a depth purpose which

In the Journal of Language Teaching and Research, (Vol.4, No.4, 2013), page 834-835

[10] Daviq Rizal, *Discourse Analysis*, (Semarang: CV Karya Abadi Jaya, 2015), page 3

[11] Khoo Mun Yee & Mohamad Jafre Zainol Abidin, "The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety"*, In International Journal on Studies in English Language and Literature (IJSELL)*, (Vol.2, 2014), page 126-127

connecting a leader and fellows in the activities to satisfy their needs about sensation and enduring community.[12] Further, Abdullah bin Umar said in hadits as follows:

عَبْدِ اللهِ بْنُ عُمَرُ , أَنَّ رَسُلُ اللهِ , قَالَ : كُلُّكُمْ رَاعٍ فَمَسْنُولٌ رَعِيَّتِهِعَنْ , فَالأَمِى الَّذِيْ عَلَى النَّاسِ رَاعٍ هُوَوَ عَنْهُممَسْئُولٌ

"Abdullah bin Umar, he says: Rasulullah SAW says that: All of you are the leader and the people responsible for his flock. The king led his people and his leadership will be questioned about it."

The leadership in Islam on the second Khalifah, Umar bin Khattab's period had been made some policies. One of his policies is the tax.[13] Tax is the citizen's contribution to the country. It is used for defrayal of country's outcome. It also can be returned to citizens with a realization as the building of social services, bridge, hospitals, etc. So, the tax is crucial for building its country better.

Trump as a president has promised to the citizens about the tax-cutting in his speech entitled *Remarks on Tax Reform*. He said that the tax-cutting will make the American people save the tax refund for other needs. For example children's education, house reparation, etc. His aim is to make the American people

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[12] Abdul Rashid Moten, "Leadership in the West and the Islamic World: A Comparative Analysis"*, In World Applied Sciences Journal,* page 339-345

[13] Dody Hermanto, et.al, "Economic Execution Policy at a Period of Khalifah Umar bin Khattab (634-644)", *Department of Social Science,* page 3 & 6

more prosperous, it means for a better life. His act is appropriate to the principle of leadership in Islam that a leader must make the citizens become prosperous. Trump has done it with cutting tax for American people so that Trump has fulfilled a requirement as a good leader for the USA.

In Islamic law, the basis of paying tax is obligatory. Allah says in Al-Qur'an in Surah At-Taubah verse 29.

قَٰتِلُوا۟ ٱلَّذِينَ لَا يُؤْمِنُونَ بِٱللَّهِ وَلَا بِٱلْيَوْمِ ٱلْءَاخِرِ وَلَا يُحَرِّمُونَ مَا حَرَّمَ ٱللَّهُ وَرَسُولُهُۥ وَلَا يَدِينُونَ دِينَ ٱلْحَقِّ مِنَ ٱلَّذِينَ أُوتُوا۟ ٱلْكِتَٰبَ حَتَّىٰ يُعْطُوا۟ ٱلْجِزْيَةَ عَن يَدٍ وَهُمْ صَٰغِرُونَ ٢٩

"29. Fight those who do not believe in Allah, nor in the latter day, nor do they prohibit what Allah and His Messenger have prohibited, nor follow the religion of truth, out of those who have been given the Book, until they pay the tax in acknowledgment of superiority and they are in a state of subjection."

The researcher interested in investigating the *"Remarks on Tax Reform"* speech from Donald Trump in December 2017. This speech contained about his aim to make American people prosperous by cutting the tax in remarking tax reform on his policy. His aim is appropriate enough to the aim of leadership in Islam. This speech also contained a regulation in tax which likes as *Khalifah* Umar bin Khattab. So that, the researcher investigated this speech as my research by analyzing the mood and thematic structure by using SFL, an approach of Halliday's theory. This research entitled *Mood and Thematic Analysis in Donald Trump's Speech "Remarks on Tax Reform"*.

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B. Research Questions

Considering the background of the study above, the researcher formulated the problem as follow:

1. How are the mood and thematic analysis realized in Donald Trump's Speech *"Remarks on Tax Reform"*?

2. What types of mood and thematic analysis are found in Donald Trump's Speech *"Remarks on Tax Reform"* realized?

3. What are the pedagogical implications of mood and thematic analysis in Donald Trump's Speech *"Remarks on Tax Reform"* towards the learning process?

C. Objectives of the Research

Based on the research questions above, there are three objectives of the research:

1. To analyze the mood and thematic analysis realized in Donald Trump's Speech *"Remarks on Tax Reform"*

2. To analyze the types of mood and thematic analysis used in Donald Trump's Speech *"Remarks on Tax Reform"*

3. To explain the pedagogical implication of mood and thematic analysis used in Donald Trump's Speech *"Remarks on Tax Reform"* towards the learning process

D. Reason for Choosing the Topic

The researcher attracted to choose the mood and thematic analysis as a topic because of some reasons, as follow:

1. The researcher thinks that the concept of discourse analysis is almost the same as t*afsir* Al-Qur'an. In *tafsir* Al-Qur'an must know and understand well what is God's meaning of clause inside. We would not get a misunderstanding in conceiving what is God's means about it. Thus also almost occur in discourse analysis, because it is a study of understanding and interpreting meaning in context. Here, we analyzed the mood & thematic structure to understand the meaning well.

2. The mood analysis which represents an interpersonal metafunction in 'clause as exchange' is enacting the social relationships between the role of writer and reader whereas the thematic analysis which represents a textual metafunction in 'clause as message' is creating relevance to the context.

3. The last, the researcher would like to know specifically how the mood and thematic structure works and analyzes in the spoken language, especially in public speaking, speech exactly.

E. Limitation of the Research

Based on the background of the research which has been explained above, this research is focused on mood and thematic structure.

The activities of this research were identifying and describing those two structures used in the clause.

To do those activities, this research used Halliday's theory with Systemic Functional Grammar or SFL approach in three structures. The researcher also explained the pedagogical implication in Donald Trump's speech "Remarks on Tax Reform" towards learning process.

F. Significances of the Research

The researcher expected that this study would be able to give advantages as follow:

1. This research can enrich the theory of linguistic about mood & thematic system.
2. This research can present the types of mood and types of the theme which will be found in the script of Donald Trump's speech "Remarks on Tax Reform".
3. This research can give the more explanation of the mood and thematic in the script and the benefit which may be gained related to the process of English teaching and learning.
4. This research can be used as a source for those who want to conduct similar research related to mood and thematic system.

G. Research Method

1. Research Approach

        This research was a study about spoken text in the transcript of speech of Donald Trump "Remarks on Tax Reform". This research was library research which used content analysis approach to analyze the data. To obtain the appropriate data to the topic of issue, the writer used library research. It is a method to gain the data from books relevant to its topic of issue. [14]

        The researcher used Halliday's thoery with SFL approach as a tool for analyzing the data. Is is analyzed into the interpersonal and textual meanings by analyzing the mood and thematic structure used in the speech.

2. Source of Data

    a. Source of primer data

        In this research, the data used is a video. The video is taken from YouTube with its script which made easier to the researcher. The speech video entitled *President Donald Trump "Remarks on Tax Reform"*. The video used for the analysis is about Trump's statement in speech. The video duration was 00:18:09. The speech entitled "Remarks on Tax Reform" delivered on December 13, 2017.

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[14] Yuyus Juliana, "Bahasa Humor dan Implementasinya dalam Pembelajaran Pendidikan Agama ", *Thesis*. (Jurusan Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, 2013), page 21

b. Source of secondary data

In this research, the research used relevance articles to complete the informationa about Trump and also books to help the researcher in analyzing the mood and thematic analysis in Donald Trump's speech.

3. Data Collection Technique

The instrument of the data collection is the researcher itself. So that, the researcher has to decide about the kind of data to be collected. The researcher used observation to obtain the data exactly.

The researcher got the data from YouTube with its script. Then, the researcher identified the data structurally analyzed by using Mood and Thematic system from Halliday's framework.

4. Data Analysis Technique

Inductive method is applied in qualitative research that the researcher used to analyze the data collected in this research. In this research, the researcher applied the content analysis in Donald Trump's speech entitled "Remarks on Tax Reform" to find the interpersonal and textual meaning by analyzing the mood and thematic structure in the speech. There are some steps in the data analysis technique in this research, as follow:

a. After the researcher has gotten the video of the speech, the researcher rewrote the script in the text by correcting the script grammatically.

b. The researcher divided the sentences in the script into clause complex analysis by coding and dividing the sentences into clauses.

No	Code	Expression	Clause
1.	α	(dominant clause)	Parataxis
2.	β	(dependent clause)	
3.	1	(initiating)	Hypotaxis
4.	2	(continuing)	

Table 1.1 Clause Complex Analysis

c. The third activity is describing the data into the interpersonal and textual meanings by analyzing the mood and thematic structure in Trump's speech. To make the data visible and clear, it presented into tables.

Clause				
S	F	P	C	Adj
Declarative Mood		Residue		

Table 1.2 Mood Analysis

Clause				
S	F	P	C	Adj
Theme		Rheme		

Table 1.3 Theme Analysis

Note:

S   : Subject

F   : Finite

P   : Predicator

C   : Complement

Adj : Adjunct

Etc.

d. After that, the researcher counted how much the types of mood and theme manually. For the types of mood, the researcher counted it with simple percentage, whereas for types of theme, the researcher only counted it manually without making it into a percentage.

e. The last activity is describing the pedagogical implication in the field of education.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the previous research and the literature review related to the research.

A. Previous Researches

By considering the topic discussed in this study, there are some studies conducted related to Mood and Thematic Analysis. They are:

1. The international journal of Social Sciences by Shakila Nur, (Vol.30, No.1, 2015), entitled "Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration Speech"[1]

   This study is about the interpersonal metafunction in public speaking of Nelson Mandela's speech. The writer analyzed the SFG by Halliday used in the speech. She investigated it into the language from a social semiotic approach. She analyzed the distribution of mood, modality, personal pronoun and other lexical features used in the speech. First, she said the mood shows the clauses adopt declarative and imperative, but there are no interrogative clauses. Second, Mandela used some modal to show a predictor of the future, a symbol of strong wish and determination, or to obligate person, to carry out a command, to

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[1] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration Speech". *In the International Journal of Social Sciences,* (Vol.30, No.1, 2012-2015)

show an ability to do something, to encourage his people to believe their abilities, and also to minimize the gap between him and his fellow people. Third, the personal pronoun used in the speech are the first, the second and the third personal. The last is a rhythmic feature of words. In the speech, Mandela's statement told his struggle and his effective presidency, and also his motivational and uplifting commitment.

According to this article journal, there are some similarity between it and my research. Both her research and my research applied Halliday's framework for analyzing the data. Her research and my research used the spoken language as the data of research. It is public speaking, speech exactly.

In contrary, there are some differences between her research and this research. First, this journal used Nelson Mandela's presidential inauguration speech, whereas this research uses Donald Trump's speech "Remarks on Tax Reform" as my data. Second, she analyzed the interpersonal meanings in the mood, modality, personal pronoun, and other lexical features, whereas my research analyzes the mood and thematic structure which used in the speech and also the implication of pedagogical implication for English Education.

2. The second research was a research conducted by M. Z. Muttaqin entitled "Thematic Analysis of Spoken Texts in the English Dialogue, A Study at the VIII Grade of SMP N 16 Semarang in

Academic Year 2016/2017" from Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2017.[2]

This research used spoken text as the data. It is conducted in VIII grade. This research told the thematic analysis by analyzing the theme-rheme. The researcher used Halliday, Eggins and Christian and the group's theory to analyze the data. The result of the analysis is presented in tables and his own interpretation. Before he analyzed the text, he broke up the text into clauses. It made an easier way to be analyzed into the thematic analysis.

This research used a descriptive qualitative method, by using descriptive analysis to analyze the data. To get the data, the researcher recorded the student's dialogue and transcripted it into text. To analyze the data, the researcher divided the text into topical, interpersonal and textual parts. After analyzing the data, the researcher found that the students used three types of the theme in their dialogue with the most dominant theme used is a topical theme.

According to this research, there are some similarities between his research and my research. First, he applied Halliday and Eggins's theory to analyze the data. Second, the data is about spoken texts. Third, he analyzed the thematic analysis. And the

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[2] M Z Muttaqin, "Thematic Analysis of Spoken Texts in the English Dialogue, A Study of the VIII Grade of SMP N 16 Semarang in Academic Year 2016/2017", *Thesis* (Education and Teacher Training Faculty, Walisongo State Islamic University Semarang, 2017)

last is his research and my research showed the pedagogical implication in English Education.

In contrary, there are some differences between his research and this research. First, his research is conducted in the class. Second, he used dialogue as the data. Third, he recorded the students first before he transcripted the dialogue, whereas my research is rewriting the transcript which is gotten from YouTube. Fourth, he analyzed the thematic structure only, whereas my research did not only analyze the thematic structure only, but also the mood structure.

3. The International Journal of Language and Linguistics by Mehwish Noor, et.al, (2016), entitled "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)".[3]

They investigated the functional and semantic properties of the last address of the Holy Prophet. It is based on Halliday's SFL Mood analysis. They analyzed the clauses into the types of mood. They are a declarative, imperative, and interrogative clause. Each of mood type showed the different sort of interpersonal relationship among the participants. The declarative mood indicated the expression conclusive, strong and factual. The imperative mood expressed authority presented a deletion of Subject and also described the status and power relations of the

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[3] Mehwish Noor, et.al, "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)", *In International Journal of Language and Linguistics,* (2016)

participants in the text. Whereas the interrogative mood indicated the participants with respect to their status and social roles. By 56 clauses, they got 32 clauses used declarative, 22 clauses for imperative, and the interrogative clause is in one clause only. They also found that mood analysis is a useful strategy and needs more investigation.

According to this article journal, there are some similarities between it and this research. First, their research and my research applied Halliday's framework for analyzing the data, it is SFL approach. Second, as same as this article, this research used the descriptive discussion to analyze the data. The last is they divided the data into clauses to make easier in analyzing the data.

In contrary, there are some differences between their research and this research. First, this journal used written text, whereas my research uses spoken language. Second, this journal used PBUH as their data to be analyzed, whereas my research uses speech as my data of research.

4. The fourth research was a research conducted by Rowiatun Amri Marhamah entitled "Interpersonal Meaning Analysis of Muse Song Lyrics in Black Holes and Revelations' Album (A Study Based on Systemic Functional Linguistics)" from Faculty of Languages and Arts Yogyakarta State University, 2014[4]

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[4] Rowiatun Amri Marhamah, "Interpersonal Meaning Analysis of Muse Song Lyrics in Black Holes and Revelations' Album", *Thesis* (Faculty of Languages and Arts Yogyakarta State University, 2014)

This research used song lyrics as the data. It is Muse Song Lyrics in Black Holes and Revelations Album. She used the SFL approach by Halliday. The researcher described the Mood and Residue analysis and showed the modality analysis of Muse album Black Holes and Revelations.

Before analyzing the data, she collected the Muse song lyrics in Black Holes and Revelations album and classified them into one theme. Then The data were in clauses form in the lyrics. Then, she analyzed the data and made the report in the findings.

Her research showed that in the three songs of Muse album which has chosen, there are mood and residue. It is realized by the wordings of the clause based on the interpersonal meaning elements.

According to her research, there are some similarities between her. First, her research and my research used descriptive qualitative analysis. Second, her research and my research applied SFL approach from Halliday's theory.

B. Literature Review

This part consists of 11 main points of literature reviews. They are discourse analysis, SFL approach, Interpersonal Metafunction, Textual Metafunction, Mood Analysis, Thematic, Types of Mood, Thematic Analysis, Types of Theme, Marked and Unmarked Theme, Speech, and

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the last is the Biography and the leadership of Donald Trump. Those points will be explained as follow:

1. The General Concept of Discourse Analysis

Paltridge says that discourse analysis focuses on knowledge about language beyond the word, clause, phrase, and sentence which is needed to communicate successfully.[5] Besides, Brown and Yule say that it can be regarded as a set of techniques, rather than the theoretic system is predetermined to write linguistics rules.[6] It means that discourse analysis is involved in the study about the relationship between language and contexts where it is used and a set of techniques about knowledge of language forms needed in making the communication successfully.

In her book, Mills says that discourse concerned to explain the structural units in a text or utterance.[7] In addition, Johnstone explains that for oral discourse, they are often in the form of transcripts of audio-or video-recordings by capturing the change of written texts at a particular time or recording and transcribing non-written discourse.[8] It expands a deeper comprehension and appreciation of the texts and how it

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[5] Brian Paltridge, *Discourse Analysis,* (New York: Continuum, 2008), page 2-3

[6] Gillian Brown and George Yule, *Discourse Analysis,* (USA: Cambridge University Press, 1983), page 23

[7] Sara Mills, *Discourse,* (USA: Routledge, 1997), page 137

[8] Barbara Johnstone, *Discourse Analysis Second Edition*, (USA: Blackwell Publishing, 2008), page 20

becomes meaningful to users.[9] Discourse analysis used text structure to make easier for the reader to identify the passage they read. It also can be used to interpret the meaning of the text which needs to get more attention in order to the use of it can develop our knowledge about language.[10]

So that, it is very important to be learned by students in order to they understand communication well. It used for understanding the hidden or implicit meaning in the written or non-written discourse, it means that it can also use to spoken discourse to understand a deep meaning of written or spoken discourse to the users.

2. The General Concept of Systemic Functional Linguistic (SFL)

In this part, the general concept of SFL such as the definition of SFL and the metafunction of SFL in Halliday's theory will be explained as follow:

a. Systemic Functional Linguistic (SFL)

The focus of SFL is language in use which deals with texts in social contexts, which is the main focus in qualitative data analysis. This approach is a theory of

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[9] Brian Paltridge, *Discourse Analysis,* (New York: Continuum, 2008), page 3

[10] Soeseno Kartomihardjo, *"Analisis Wacana Dalam Pengajaran Bahasa"*. IKIP Malang, page 130

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language which describes language as a resource to make meaning rather than a set of rules.[11]

In addition, Eggins adds that SFL is an approach to language which analyzes and explain how meanings are made in linguistic interactions. Halliday, a social semiotic linguist, has developed a systemic functional analysis. SFL is recognized increasingly like a very useful descriptive and interpretive framework for viewing language as a strategic, meaning-making resource. SFL shows how simultaneous strands of meanings are expressed in the structures of the clause.[12]

So that, SFL is an approach of language that used to analyze how the meanings are made by the structure of the clause. In this research, the researcher uses this approach to analyze Trump's speech on two metafunctions only.

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[11] Vinh To. "Applying Halliday's Linguistic Theory in Qualitative Data Analysis", retrieved from https://www.emeraldinsight.com/doi/full/10.1108/QRJ-11-2014-0059?fullSc=1& Accessed on 21 December 2018 at 16.05 PM

[12] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition,* (New York: Continuum International Publishing Group, 2004), page 1-2

b. Three Metafunctions in Halliday's Theory

In Halliday's theory, there are three metafunctions. They are interpersonal, textual, and ideational metafunction which are realized throughout the grammar of a language.[13]

The first metafunction is interpersonal metafunction. It is a strand of meaning that running the whole of text which expressing the relationship between the role of writer and reader or speaker and the writer's attitude toward the subject matter. [14] This metafunction applies mood analysis which analyzes the subject and finite in the clause.

The second metafunction is textual metafunction. It appears as a clearly delineated motif within the grammar.[15] This metafunction applies thematic analysis which consisted of theme and rheme elements.

The last is ideational or experiential metafunction. In this metafunction, language provides a theory of human experience, and certain of the resources of the lexicogrammar of every language is dedicated to that

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[13] Christian M.I.M Matthiessen, *An Introduction to Functional Grammar*, (New York: Oxford University Press, 2004), page 309

[14] Kammer Tuahman Sipayung, et.al, "Metafunction Realization on Students' Descriptive Paragraphs"*, In International Journal of Linguistics*, (2016), page 23

[15] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 31

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function.[16] This metafunction has two types of meaning. The first relates to the representation of experience, this is experiential meaning. The other concerns the 'logical' relations this is logical meaning. This metafunction applies transitivity analysis.

This research analyzes two metafunctions only. It is interpersonal and textual metafunction which will be analyzed by using mood and thematic analysis in Trump's speech.

c. **Text and Context**

Text is what listeners and readers use and interpret which refers to any model of language that makes sense to someone who knows the language. Language is a source to make a meaning, so text is a process for making meaning in the context.[17]

Context is operated by language. Language is always theorized, described, and analyzed in the meanings environment. It is interpreted by semiotic habitat. Halliday, McIntosh & Strevens have been investigated the headings of field, tenor and mode. The types of situation can be characterized in the field, tenor and mode, as follow:

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[16] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 30

[17] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 3

1. Field – what does happen in the situation. It is the nature of social and semiotic activity. This activity relates to the subject matter or topic.

2. Tenor – who does take part in the situation. It is the roles of playing in the socio-semiotic activity. This activity relates to neutral or loaded, positively or negatively.

3. Mode – what does role play by language and other semiotic systems in the situation. it is the division of labour between semiotic activities and social

Those characteristics determine the difference of the language used with the difference meanings in the types of situation.[18]

3. Interpersonal Metafunction

Halliday defines interpersonal metafunction as a strand of meaning that running the whole of text which expressing the relationship between the role of writer and reader or speaker and the writer's attitude toward the subject matter.[19] It means that this metafunction has a function to play the role of setting up and maintaining social relations, and indicated the roles of the participants in the communication.[20]

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[18] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 32-33

[19] Kammer Tuahman Sipayung, et.al, "Metafunction Realization on Students' Descriptive Paragraphs"*, In International Journal of Linguistics*, (2016), page 23

[20] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration

In addition, Eggins says that interpersonal meaning is same to each clause realizes the same mood of declarative, thus all are interactively structured to give information.[21] This metafunction is achieved through mood, modality, interaction, and negotiation.[22]

This metafunction demands us to not only finding the role of the social relation, but also the participant of the interaction among the society. Therefore, we can conclude that interpersonal metafunction is the meaning of social relationship by analyzing the mood, modality, interaction and negotiation in the clause.

4. **Textual Metafunction**

Textual metafunction appears as a clearly delineated motif within the grammar.[23] It shows a clause as a message which is formed the interpersonal and ideational metafunction.[24] This metafunction is achieved by thematic

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Speech". *In the International Journal of Social Sciences,* (Vol.30, No.1, 2012-2015), page 54

[21] Kammer Tuahman Sipayung et.all, "Metafunction Realization on Students' Descriptive Paragraphs". *In International Journal of Linguistics*, (Vol.8, No.6, 2016), page 23

[22] Bo Xu, A Metafunctional Analysis of the News "ROK, DPRK Agree to Defuse Tension after Talks" on China Dail. *In English Language Teaching,* (Vol. 8, No. 11; 2015), page 93

[23] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 31

[24] Hafiz Ahmad Bilal, "Analysis of Thank You M'am: Halliday's Metafunctions". *In Academic Research International,* (Vol.2, No 1, 2012), page 726

structure, thematic progression, and cohesion.[25] To analyze this metafunction, we need simple and real meta-language. The first element of this metafunction is the theme (where the clause is coming from which can be identified as the marked and unmarked theme) and the second is rheme (where it is going to). It is called by the thematic structure.[26]

Therefore, textual metafunction as meaning about message has a function as an explicit explanation in the grammar by the real meaning within it. This metafunction has a function as an explicit explanation in the grammar by the real meaning within it.

5. **The General Concept of Mood Analysis**

In this part, the general concept of Mood Analysis such as the elements of Mood and Residue will be explained as follow:

a. **The Elements of Mood**

The elements of Mood analysis are mood and residue. It describes the interpersonal metafunction of language. Mood analysis is useful to understand the

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[25] Bo Xu, A Metafunctional Analysis of the News "ROK, DPRK Agree to Defuse Tension after Talks" on China Dail. *In English Language Teaching,* (Vol. 8, No. 11; 2015), page 93

[26] Eva Tuckyta Sari Sujatna, "Applying Systemic Functional Linguistics to Bahasa Indonesia Clauses". *In International Journal of Linguistics*, (Vol.4, No.2, 2012), page 136

structural based interpersonal relationships of the participants.[27]

1) Subject

The subject is realized by a nominal group that the speaker gives responsibility for the validity of the clause.[28] According to Eggins, a subject might be a person or thing which can be affirmed or denied. In each clause, there will be one subject only, but the class of items can be subject may vary. It might be a single word (noun or pronoun) or length noun phrase.[29]

It can be concluded that the form of the subject might be a person or thing. Subject has a guarantee to make the right clause which can be shown or omitted which can be one word or more.

2) Finite

The finite is realized by the first functional element of the verbal group.[30] This element expresses

[27] Mehwish Noor, et.al, "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)", *In International Journal of Language and Linguistics*, (2016), page 1-2

[28] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches-A Case Study of Nelson Mandela's Presidential Inauguration"*, In International Journal of Social Sciences*, (2015), page 56

[29] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 151

[30] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches-A Case Study of Nelson Mandela's Presidential Inauguration"*, In International Journal of Social Sciences*, (2015), page 56

tenses or modality. It circumscribes it so that it is something that can be argued about. It relates the proposition to its context in the speech event. [31] The verbal group is included in this element which explains about tenses and modality from the speech.

b. The Element of Residue

The second element of mood analysis is residue. The residue is the part of the clause, which is less than the mood component.[32] The Residue consists of three functional elements. They are Predicator, Complement, and Adjunct. There can be one Predicator only, one or two Complements, and an indefinite number of Adjuncts.[33]

1) Predicator

The part of the verb that shows event called by predicator.[34] The Predicator is present in all major clauses, except those where it is displaced through ellipsis which is realized by a verbal group minus the temporal or modal operator. The Predicator is thus non-finite which has a fourfold function. It specifies time

[31] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 140-144

[32] Daviq Rizal, *Discourse Analysis,* (Semarang: CV Karya Abadi Jaya, 2015), page 11-17

[33] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 151

[34] Mehwish Noor, et.al, "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)", *In International Journal of Language and Linguistics*, (2016), page 1-2

reference to the time of the speech event for the secondary tense, they are past, present or future relative to the primary tense, the various other aspects and phases, the active or passive voice, and the process of action, event, mental process, and relation which is predicated of the Subject.[35]

It can be concluded that predicator is the part of the verb which shows event which presents in all main clauses, except those that omitted which realized by the temporary of the less verbal group or connecting modal.

2) Complement

Complement fulfills the argument of a clause.[36] It is one of the element of Residue that has a potential for being Subject but is not which is typically realized by a nominal group. It will be noted that the Complement covers what are 'objects' in the traditional school grammar. It has no place in the interpersonal structure, but it is imported from the experiential analysis which analyzed in the transitivity structure. Since the term 'object' is strongly associated with the

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[35] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 151-152

[36] Mehwish Noor, et.al, "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)", *In International Journal of Language and Linguistics*, (2016), page 1-2

formal analysis of transitivity, we use Complement as the term for this single element within the Residue.[37]

It means that a Complement is not Subject, but it has the potential for being it. In the interpersonal metafunction, there is no object, but we call it by Complement because we use the term of objects in the ideational metafunction only.

3) Adjuncts

Adjuncts determine the location, time, and manner of the events[38]. As one of the elements of Residue, Adjuncts cannot be Subject. It is typically realized by an adverbial group or a prepositional phrase. Adjuncts or Complement may occur thematically, either as a WH-element in an interrogative clause or as marked Theme in a declarative clause. Those do not mean that it becomes part of the Mood element; it is still within the Residue.[39]

Therefore, Adjuncts form the elements of Residue which give information. Adjuncts might be an adverbial group or preposition phrase.

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[37] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 153-154

[38] Mehwish Noor, et.al, "Systemic Functional Linguistics Mood Analysis of the Last Address of the Holy Prophet (PBUH)", *In International Journal of Language and Linguistics*, (2016), page 1-2

[39] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 154-155

There are three main types of Adjuncts, as follow:

a) Circumstantial Adjuncts

Circumstantial Adjuncts are usually expressed by either prepositional phrases or by an adverb of time, manner, place, matter, agent, etc. Those adjuncts do not contribute meaning which are part of the arguable nub or the proposition, although they are always available for querying they are treated as part of the Residue of the clause and should be analyzed in the Residue box.[40]

Circumstantial Adjuncts included preposition phrase or adverb which does not give meaning. It analyzed as a part of the Residue.

b) Modal Adjuncts

Those adjuncts are the constituents of a clause which add the interpersonal metafunctions to the clause. There are four types of Modal Adjuncts, they are:

(1) Mood Adjuncts

There are five categories of items which can be classified as Mood Adjuncts. They are an expression of probability *(perhaps, maybe,*

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[40] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 159-160

probably), usuality *(sometimes, usually),* intensification or minimization *(really, absolutely, just, somewhat),* presumption *(evidently, presumably, obviously),* and inclination *(happily, willingly).* Those Adjuncts expressing probability meaning are related to the Modal Operators and will be considered again under the Modality. Many elliptical responses are classified as Mood Adjuncts.[41]

The form of Mood Adjuncts is divided into five categories which are related to Modal and considered under Modality.

(2) Polarity Adjuncts

Yes and No, and their common conversational alternatives may function in two different ways. First, as Polarity Adjuncts, when Yes or No is standing in for an ellipsed clause, they should be analyzed as Polarity Adjuncts. In this Polarity role, they will always be stressed items, will realize an intonation choice and the Subject and Finite ellipsed can be made. Second, as Textual Adjuncts, when Yes or No occur in the unstressed initial position, introducing a clause,

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[41] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 160

they should be created as continuity items and classified as Textual Adjuncts.[42]

Yes and No, and other common conversational has two functions, as Polarity Adjuncts and as Textual Adjuncts. As Polarity Adjuncts, those will be emphasized items, whereas as Textual Adjuncts, those will be unstressed and be created as continuity.

(3) Comment Adjuncts

Comment Adjuncts happen in the position of clause-initial. It located directly after the Subject and realized by adverbs which might be seen as admission, as an assertion, as desirability, as constant, as validity, as sensibility, and an expectation. Comment Adjuncts are not only considered an interpersonal element of the clause but also added an expression of attitude and evaluation. Because of the scope of those adjuncts are the whole of a clause, those should be seen to operate outside the Mood/Residue overall structure.[43]

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[42] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 161

[43] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 161-162

(4) Vocative Adjuncts

Vocative Adjuncts has a function to control the discourse by designating a likely 'next speaker'. They are identifiable as names, where the names are not functioning as Subjects or Complements, but are used to directly address the person named. Those Adjuncts do not impact directly on the Mood constituent of the clause but affect the clause as a whole. They typically occur either initially or finally, although they may occur at a variety of different constituent boundaries in the clause. Because their effect is to organize the designating of the clause as a whole, they are not shown as belonging in either the Mood or the Residue box.[44]

Vocative Adjuncts show the next conversant by name of a person which is impacted in the whole of a clause. It can be located in the beginning or at the end of a clause.

c) Textual Adjuncts

Textual Adjuncts are meanings to do with the organization of the message itself. There are two

[44] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 162

types of Textual Adjuncts, they are Conjunctive and Continuity Adjuncts.[45]

(1) Conjunctive Adjuncts

Conjunctive Adjuncts are an additional only. It is non-essential components in the clause performing a textual role.[46] The limitation of the clause as exchange concept comes from this adjunct. It sets up a relationship of contextual obtaining between the clause as a message and others by constructing cohesion without creating a structural link in the grammar between the two parts. Those adjuncts can include within the framework of part of the description. But, they form a constituent on their own form, because they are not the part of Mood or the Residue.[47]

As an addition, Conjunctive Adjuncts show the role of textual which confine clause as message and exchange. They have their own box

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[45] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 162

[46] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 164

[47] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 157-158

which did not include into either Mood or Residue box.

(2) Continuity Adjuncts

This adjunct includes the continuity items, particularly frequent in casual talk. To specific logical relation is expressed by this adjunct. It merely signs that the speaker will be saying more. Again, this adjunct does not belong in either Mood or Residue boxes.[48]

Continuity Adjuncts express the logical relation which is signed the next word of the speaker's talking. As same as Conjunctive Adjuncts, they have not included Mood or Residue boxes, because they have their own box.

c. **Types of Mood**

According to Eggins and Slade, the position of subject-finite in a clause differentiates speech functions which play an important role to explain the interpersonal metafunction of the clause as exchange and serves a reflection of social role and identity.[49] So that, we analyze the mood structure in the interpersonal realization. We can

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[48] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 164-165

[49] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches-A Case Study of Nelson Mandela's Presidential Inauguration", *In International Journal of Social Sciences*, (2015), page 56

determine whether it is declarative or interrogative from the position of subject and finite.

There are five types of mood. They are declarative, interrogative, WH-interrogative, imperative, and exclamative.

1) Declarative Mood

A clause can be called Declarative Mood if the subject is placed before the finite of the clause.

I	study		English	at home
S	F	P	C	Circ adj: Place
Declarative Mood	Residue			

Table 2.1 Declarative Mood

2) Interrogative Mood

A clause can be called Interrogative Mood if the finite occurs before the subject.

Do	I	study	English	at home?
F	S	P	C	Circ adj: place
Interrogative Mood	Residue			

Table 2.2 Interrogative Mood

3) WH-Interrogative Mood

A clause can be called WH-Interrogative Mood if it consists of WH-question (5W+1H)

What	do	you	do?
WH-Compl	F	S	P
Resi-	WH-Interrogative mood		-due

Table 2.3 WH-Interrogative Mood

4) Imperative Mood

A clause can be called Imperative Mood if it consists of predicator only.

Open		the book!
F	P	C
Imperative Mood	Residue	

Table 2.4 Imperative Mood

5) Exclamative Mood

A clause can be called Exclamative Mood if it produced with an emphatic or surprised intonation.[50]

What a beautiful	view	is
WH-Compl	S	F
Residue	Exclamative Mood	

Table 2.5 Exclamative Mood

So that, in the mood analysis, there are two parts. They are mood (subject and finite) and residue (predicator, complement, and adjuncts). To understand the structure in the interpersonal relationship among participants we used

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[50] Daviq Rizal, *Discourse Analysis,* (Semarang: CV Karya Abadi Jaya, 2015), page 17-19

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mood analysis. It analyzes the language through structural and functional.

6. The General Concept of Thematic Analysis

In this part, the general concept of Thematic Analysis such as the definition of Thematic Analysis and the Elements of Thematic Analysis will be explained as follow:

a. Thematic Analysis

The thematic structure is one of the three lines of meaning which gives the clause a character as a message. Halliday says that we must assume that the clause has a character of a message and the flow of discourse.[51] Theme and theme are two constituents of thematic structure which realizing the clause in textual meaning.[52] The theme is an element as the first point of a message which used to guide the addressee in evolving an interpretation of the message. Participant is the most common type of theme. The part of the clause of the thematic pattern is theme and rheme.[53]

Analysis of thematic represents clause as a message which shows us that the clause has a character of

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[51] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 88-91

[52] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 298

[53] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 95

the message. It shows the textual meaning of clause which has two elements, they are theme and rheme.

b. **The Element of Thematic Analysis**

There are two elements of thematic analysis. They are theme and rheme.

1) Theme

The theme is the element which presents a main point for the message. It shows what the clause is going to be about which comes first in the clause.[54] The theme is located and oriented the clause within its context which has a function to guide the target to develop a message interpretation by making the part of message prominent as the theme. The theme is not only a nominal group but also other class of group or phrase that has some functions in the experiential structure of the clause, for example, the function is as a participant, circumstance or the process.[55]

The theme is one of the elements of the thematic structure. The point of this element is theme represents the message of the clause.

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[54] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 299

[55] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 89-92

2) Rheme

Rheme is another element of the thematic structure after the theme element. Rheme is the part of the clause which the theme is developed. It contains unfamiliar or new information. It is everything that is not the theme. When you have found the theme, you have also found the rheme in the clause, because it came after the theme.[56] In addition, Halliday adds that as a message structure, a rheme accompanies a theme. It does not only contain another kind of situation but also shows the new situation.[57]

The position of rheme puts after the theme has found in the clause. It contains unfamiliar or a new situation in the clause.

c. **Types of Theme**

There are three types of theme. They are topical or Experiental, Interpersonal and Textual Theme.

1) Topical or Experiential Theme

Topical Themes can be described as an element of the clause which organized as transitivity has a function to order puts in the first position in the clause.

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[56] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 300

[57] Christian M.I.M Matthiessen, *Halliday's Introduction to Functional Grammar,* (New York: Routledge, 2014), page 89

There are some parts of topical themes, they are Circumstance, Behavior, Actor, and Carrier.

In most infants	there	are	frequent episodes of crying with no apparent cause
Circumstance	Rheme		
Topical			
Theme			

Table 2.6 Topical Theme (Circumstance)

There is a principle which lets us determine the limit of theme or rheme in the clause. The principle is every clause must contain one topical theme. When we have found a Topical Theme in the clause, we can consign all the clause constituents to the part of rheme.[58]

2) Interpersonal Theme

Interpersonal Theme is a mood label which puts at the beginning of the clause. There are four categories of Modal Adjuncts, they are Mood, Vocative, Polarity, and Comment.

[58] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 301-302

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a) Finite

Do	you	give	blood?
F	S	P	C
Mood		Residue	
Interpersonal	Topical	Rheme	
Theme			

Table 2.7 Interpersonal Theme (Finite)

b) Mood Adjuncts

Maybe	Stephen	could	help
Mood Adj	S	F	P
Mood			Residue
Interpersonal	Topical	Rheme	
Theme			

Table 2.8 Interpersonal Theme (Mood Adjuncts)

c) Vocative Adjuncts

These adjuncts amplify the interpersonal meanings in the clause. When they put before the first Topical Theme, are also classified as an interpersonal theme.

Stephen,	do	you	want	more soup?
Vocative Adj	F	S	P	C
Mood			Residue	
Interpersonal		Topical	Rheme	
Theme				

Table 2. 9 Interpersonal Theme (Vocative Adjuncts)

d) Polarity Adjuncts

   Polarity Adjuncts are "Yes" or "No" form which is analyzed as Interpersonal Theme that will not be followed by Topical Theme.

Yes/No
Polarity Adjuncts
Mood
Interpersonal
Theme

Table 2.10 Interpersonal Theme (Polarity Adjuncts)

e) Comment Adjuncts

   When we look at the Mood structure, Comment Adjuncts included adverbial expression of attitude which is related to the clause. If Comment Adjuncts put before the first Topical Theme, it is analyzed as an Interpersonal Theme.

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Fortunately,	the bomb	didn't	explode
Comment Adj	S	F	P
Mood			Residue
Interpersonal	Topical	Rheme	
Theme			

Table 2.11 Interpersonal Theme (Comment Adjuncts) [59]

3) Textual Theme

Textual Theme does not express interpersonal or experiential meaning, but it is an important cohesive work in relating the clause to its context. There are two main types of Textual Theme, they are Continuity and Conjunctive Adjuncts.

a) Continuity Adjuncts

These Adjuncts are words which are used in spoken dialogue to show that related to what a previous speaker has said in an earlier turn.

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[59] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 302-305

Oh	they	give		you	a cup of tea
Cont Adj	S	F	P	C	
Mood			Residue		
Textual	Topical	Rheme			
Theme					

Table 2.12 Textual Theme (Continuity Adjuncts) [60]

b) Conjunctive Adjuncts

Cohesive conjunctive has a function to link one sentence to other. They were described as Conjunctive Adjuncts in our Mood analysis of the clause. Tactic Conjunctions which are used to link clauses together within a clause complex will occur in the first position in the clause (and, but), whereas cohesive conjunctions which link sentences to other sentences (however, therefore) may occur in other positions. Both kinds of conjunctions are described as textual.

[60] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 305

And	he	proposes		marriage
Conj Adj	S	F	P	C
	Mood		Residue	
Textual	Topical	Rheme		
Theme				

Table 2.13 Textual Theme (Conjunctive Adjuncts)[61]

4) Multiple themes

In one clause, it is possible if the content of Theme is more than one theme, except Topical Theme. It means there might be contained Interpersonal, Textual and Topical Theme in one clause.

No	well	I mean	they	don't	know
Adj. Cont.	Adj. Cont.	Adj. Cont.	S	F	P
				Mood	Residue
Textual			Rheme		
Theme					

Table 2.14 Multiple Themes[62]

7. Marked and Unmarked theme

According to Eggins Marked and unmarked Theme has distinguished the system in the Theme network. The most

[61] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 306

[62] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 305-307

typical/usual term shows the unmarked, while atypical/unusual term shows the marked. The unmarked choice will be made by all things which being equal whereas all things which being unequal will make a marked choice. Marked Theme has to do with the relationship between the Mood and Theme structures of the clause, whereas unmarked Theme plays roles, such as a subject in a declarative clause, finite in an interrogative clause, predicator in an imperative and WH element in a WH-interrogative.[63]

In addition, the unmarked and marked theme is identifying the theme. The unmarked theme can be a nominal group, nominal group complex or embedded clause, whereas the marked theme can be adverbial, prepositional phrase, or complement.[64]

I	'm	eating	the soup
Unmarked Theme	Rheme		

Table 2.15 Unmarked Theme (Subject)

Did	this	really	happen?
Unmarked Theme	Rheme		

Table 2.16 Unmarked Theme (Finite)

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[63] Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition*, (New York: Continuum International Publishing Group, 2004), page 318

[64] Eva Tuckyta Sari Sujatna, "Applying Systemic Functional Linguistics to Bahasa Indonesia Clauses". *In International Journal of Linguistics*, (Vol.4, No.2, 2012), page 136

Pass	me	the soup
Unmarked Theme	Rheme	

Table 2.17 Unmarked Theme (Predicator)

Where	did	she	fly to?
Unmarked Theme	Rheme		

Table 2.18 Unmarked Theme (WH-Element)

To create marked Theme is not only by moving a circumstantial element to Thematic position but also by repackaging a constituent as a Circumstantial element.

As for Diana,	she	has	donated	blood	36 times
Circ Adj	S	F	P	C	Circ Adj
Residue	Mood		Residue		
Topical Theme	Rheme				

Table 2.19 Marked Theme

Therefore, thematic analysis contains theme and rheme element. It gave a message of the clause.

8. The General Concept of Speech

In this part, the general concept of speech such as the definition of speech and the styles of speech was explained as follow:

a. The Definition of Speech

A process, an act, and art of making a speech before an audience are mentioned by public speaking.[65] It is an activity enclosing mental and physical presentations which are different from social conversational skills.[66]

In public speaking, there are five basic elements which are expressed as "*who* is saying *what* to *whom* using what *medium* with what *effects*?". Reshaped by functions and contents, political speech is also a kind of text presented by concerned authorities. The politicians do more than talk. They interact with language and use it to express interpersonal meanings.[67]

There are some purposes for a speaker to speak in front of the public. It might be to tell a story, to share an experience, to inform about the message, or to motivate others.[68]

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[65] Arina Nikitina & bookboon.com, *Successful Public Speaking,* (Academic Transfer 2011), page 10, retrieved from http://gtu.ge/Argo-Lib/succrssful_public-speaking.pdf on 21st December, 2018

[66] Ainol Haryati Ibrahim & Zailin Shah Yusoff, "Teaching Public Speaking in a Blended Learning Environment". *International Journal of Social Science and Humanity,* (Vol.2, No.6, November 2012), page 573

[67] Shakila Nur, "Analysis of Interpersonal Metafunction in Public Speeches: A Case Study of Nelson Mandela's Presidential Inauguration Speech". *In the International Journal of Social Sciences,* (Vol.30, No.1, 2012-2015), page 52

[68] Khoo Mun Yee & Mohamad Jafre Zainol Abidin, "The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety", *In International Journal on Studies in English Language and Literature*, (Vol.2, 2014), page 127

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Speech should be in a structured and deliberate manner, delivered sincerely. Therefore, the audience should be able to bring back a message that they can get from the speech.[69]

Therefore, public speaking is delivering a speech in front of many people structured. It has many purposes, for example, to persuade, inform or entertain the audience. In public speaking, especially in speech, the skills are needed. It is because the speech must be delivered with structured and deliberated sincerely about the content of speech.

b. The Styles of Speech

There are three most common styles of speech. They are impromptu, manuscript, and extemporaneous.

1) Impromptu Speech

It is prompted by the occasion rather than being planned in advance. While famous public speakers often joke that best impromptu speeches should be prepared weeks in advance.

2) Manuscript Speech

It is written like a manuscript and is meant to be conveyed word for word which is used on many political

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[69] Khoo Mun Yee & Mohamad Jafre Zainol Abidin, "The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety", *In International Journal on Studies in English Language and Literature*, (Vol.2, 2014), page 127

and social occasions. One of the examples of a manuscript speech is a political figure delivering a speech that has been written by another person.

3) Extemporaneous Speech

It helps to establish an emotional connection between the speakers to the audience. It is built around key points, but the material can be presented freely which allows the speaker to make a change in their speech based on the reaction of listeners.[70]

In conclusion, in the speech there are three styles of speech. First, impromptu speech which should be planned in advance before. Second, manuscript speech which is written by another person and is used on political and social occasion. And the last, extemporaneous speech which established a connection of emotional between the speakers and audience.

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[70] Arina Nikitina & bookboon.com, *Successful Public Speaking,* (Academic Transfer 2011), page 13, retrieved from http://gtu.ge/Argo-Lib/succrssful_public-speaking.pdf on 21st December, 2018

CHAPTER III
DONALD TRUMP'S SPEECH ANALYSIS

This chapter presents about the Biography of Donald Trump, the Leadership of Donald Trump, and the Context of Situation of Donald Trump's Speech.

A. The Biography of Donald Trump

Donald John Trump or known as Donald Trump was born in New York, June 14th, 1946. Trump's father name is Fred Trump from German, whereas his mother's name is Mary Anne from Skotlandia.

Trump has married three times. His first wife is Ivana Zelnickova but has divorced in 1992. His second wife is Marla Maples, and also has divorced in 1999. Now his wife is Melania Knauss, or known as Melania Trump. They are married since 2005.

In 1983, he built Trump Tower in Midtown Manhattan. Trump evolved his business by building a hotel, casino, and other properties business. He ever became the owner of some world beauty contest, such as Miss Universe, Miss USA, Miss Teen USA (1996-2015). He started to join Republic party in 1987. Then, in 2011 he started to oppose the policy of American president, Barack Obama. In 2015, he announced that he would become the candidate of an American president. He made some controversy, such us

illegal immigrant, tax scandal, Islamophobia, until black campaign legal, toward his rival, Hillary Clinton.[1]

B. The Leadership of Donald Trump

Some policies when he promised are building the arbiter wall between America and Mexico, forbidding the Moslem immigrant in America and other controversial issues. He has a motto "Make America Great Again".[2]

Trump is very influenced public figure in the world. First, because he is the president of America. Second, as the proof, what is he talking about always invite attention to other countries.

For example, in December 2017 Trump ever makes a decision about Jerusalem as the embassy of USA. It makes the rejection of some countries, included PBB (United Nations), even USA threaten on fund decrement which is given to those countries.[3] For Patrice, his decision is regarded

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[1] Mokhammad Zakky. "Profil dan Biografi Donald Trump, Presiden Amerika Serikat Ke 45", retrieved from "https://www.infoakurat.com/2016/11/biografi-donald-trump.html on 20 November 2018 at 08.40

[2] Mokhammad Zakky. "Profil dan Biografi Donald Trump, Presiden Amerika Serikat Ke 45", retrieved from "https://www.infoakurat.com/2016/11/biografi-donald-trump.html on 20 November 2018 at 08.40

[3] Noval Dhwinuari Antony. "Abaikan Trump, PBB Tolak Keputusan Terkait Jerusalem", retrieved from https://news.detik.com/internasional/d-3780861/abaikan-ancaman-trump-pbb-tolak-keputusan-as-terkait-yerusalem Accessed on 22 Mar 2018 at 06.07 AM

as Trump's own desire, although he has some advisors which involved safety and global politics.[4] The second is in March 2018 when he announced about cost increment for steel and aluminum import to the USA. It caused global stock closed because of occurring global trade war.[5]

C. The Context of Situation in Donald Trump's Speech

Based on the explanation in Chapter II.T he researcher tried to explain the context of situation in Donald Trump's Speech

The first of context of situation is field. Based on the title of speech is "Remarks on Tax Reform". The field of the speech is remarking on the tax reform by tax cutting in the Christmast day in December, 2017.

The second of context of situation is tenor. In the Trump's speec, the tenor is Trump himself. Trump as president has declared his policy about the giant tax cut for other benefits which can be obtained by American people for making the American people have a better life, for example

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[4] Nurhadi Sucahyo. "Keputusan Trump Soal Yerusalem dan Posisi Arab Saudi", retrieved from https://www.voaindonesia.com/a/keputusan-trump-soal-yerusalem-dan-posisi-arab-saudi/4163404.html on 22 Mar 2018 at 06.09 AM

[5] Reuters & Agustiyanti. "Trump Umumkan Sanksi Baru untuk China, Picu Perang Dagang". Retrieved from https://www.cnnindonesia.com/ekonomi/20180323051335-92-285225/trump-umumkan-sanksi-baru-untuk-china-picu-perang-dagang on 22 Mar 2018 at 06.10 AM

by the restituttion of tax cutting, it can be for the cost of life addition, the cost of education.

The last is mode. The mode of Trump's speech the speech itself which included in spoken text.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two main parts. They are findings and discussion which explained the types of interpersonal and textual meanings and the types of mood and theme used in the speech.

A. Findings

In this part, the types of interpersonal and textual meanings and the types of mood and theme in the speech will be explained as follow:

1. The Types of Interpersonal and Textual Meaning in Donald Trump's Speech

In this part, the researcher will explain the types of interpersonal and textual meanings in the speech as follows:

a. The Types of Interpersonal Meaning in Donald Trump's Speech

In Donald Trump's speech "Remarks on Tax Reform" has identified and analyzed the interpersonal meanings. The analyses are focused on the Mood and the Residue analysis. The Mood consists of Subject and Finite only, whereas the Residue consists of Predicator, Complement, and Adjuncts.

In the elements of Mood, the Subject as the prominent part in the clause, whereas the Finite sometimes show us the kind of tenses, and modality used in the speech, the polarity used is none, whereas, in the elements of

Residue, the Predicator and Complement are often found. For adjuncts, it has some types, circumstantial, modal, and textual adjuncts.

Based on the analysis, the interpersonal meanings in Donald Trump's speech "Remarks on Tax Reform" consisted of the elements of Mood and Residue. It is obtained from the word by word in the clause the element of interpersonal meanings.

b. **The Types of Textual Meaning in Donald Trump's Speech**

In Donald Trump's speech "Remarks on Tax Reform" has identified and analyzed the textual meanings. The analyses are focused on the Theme and the Rheme analysis. There are types of theme found in the speech, such as topical or experiential, interpersonal and textual theme.

In the elements of Theme, the topical or experiential theme is often found in the clause. The next is a textual theme and the last is interpersonal theme whereas the Rheme is seen after the theme of the clause has found.

Based on the analysis, the textual meanings in the Donald Trump's speech "Remarks on Tax Reform" consist of the elements of Theme and Rheme which the Theme can be topical or experiential, interpersonal and textual. It is obtained by finding the message or the point of the clause to get the textual meanings.

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2. **The Types of Mood and Theme Used in Donald Trump's Speech**

    In this part, the researcher will explain the types of Mood and Theme used in the speech as follows:

a. **The Types of Mood Used in Donald Trump's Speech**

    After the researcher divided the speech into clauses by using clause complex to make easier in analyzing, the researcher identified every clause into which is the Subject, Finite, Predicator, Complement and Adjunct in Donald Trump's speech into tables. After that, the researcher determined the types of Mood.

    In analyzing the clause, the researcher found that Trump used three types of Mood. They are Declarative, Interrogative and the last is Imperative Mood. The types of Mood can be seen by the position of Subject and Finite. In Declarative Mood, the Subject is followed by the Finite. In the Interrogative and WH-Interrogative Mood, the Subject put after Finite, whereas Imperative Clause consisted of Finite only, there is no Subject in Imperative Mood.

    Based on the information from the table below, there are three types of mood used in Donald Trump's speech *Remarks on Tax Reform.* They are Declarative, Interrogative, WH-Interrogative and Imperative Mood. The most dominant mood used in the speech is declarative mood which is followed by Interrogative, Imperative Mood,

and the last is WH-Interrogative Mood. Declarative Mood indicates that Trump gave information about something. He used the neutral intonation to state about something to other people or listener. The next is Interrogative Mood. In his speech, Trump gave some questions to the listener which used low intonation. The last is Imperative Mood. Trump gave a command or a must to ask or forbid about something to the listener. He used a high intonation.

Mood Types	Total Clauses	Percent
Declarative Mood	259	92.50 %
Interrogative Mood	11	3.92 %
WH-Interrogative Mood	3	1.07 %
Imperative Mood	6	2.14 %
Total	**280**	**99.63 %**

Table 4.1 The Analysis of Mood Types in Donald Trump's Speech "Remarks on Tax Reform"

b. **The Types of Theme Used in Donald Trump's Speech**

After the researcher has analyzed the types of Mood, the next is analyzing the thematic structure in the clause. It meant that which the message or the point of the clause is based on types of theme.

In analyzing the theme, the researcher found that Trump used Topical (Marked and Unmarked Theme), Interpersonal, Textual and Multiple Themes in the clause.

In Topical Theme, the theme included Circumstance of Time and Agent, Behavior, and Actor. This theme might be Marked or Unmarked Theme based on the first theme he used in the clause. Modal Adjuncts such as Mood, Vocative, and Polarity are included to Interpersonal Theme, whereas in Textual Theme, there are Continuity and Conjunctive Adjuncts.

Based on the information from the table below, there are three types of the theme used in Donald Trump's speech *Remarks on Tax Reform.* They are Topical (Marked and Unmarked Theme), Interpersonal and Textual Themes. The most dominant theme used in the speech is Topical Theme, especially Unmarked Theme which is followed by Textual theme and Interpersonal Theme as the last one.

Theme Types	Total Clauses	
- Marked Theme - Unmarked Theme	24 times 256 times	
Topical Theme		280 times
Interpersonal Theme		24 times
Textual Theme		90 times
Multiple Themes		116 times

Table 4.2 The Analysis of Theme Types in Donald Trump's Speech "Remarks on Tax Reform"

B. Discussion

1. The Types of Interpersonal and Textual Meaning in Donald Trump's Speech

In this part, the researcher will explain about the interpersonal and textual meanings in the speech as follows:

a. The Types of Interpersonal Meaning in Donald Trump's Speech

The researcher has identified and analyzed the interpersonal meanings in Trump's speech into tables. It was identified and analyzed based on Mood and Residue element. While the Mood elements are included Subject and Finite, the Residue elements are included Predicator, Complement, and Adjuncts. The types of mood are Declarative which realized on statement form, Interrogative which realized on question form, and the last is Imperative Mood which realized on command form.

The examples of the interpersonal meaning analysis in Donald Trump's speech "Remarks on Tax Reform" as follows:

Clause 1: *'We're joined today by college students, young entrepreneurs, families, workers, mothers, and fathers from all over our nation'*

We	're	joined	today	by college students ,…	from all over…
S	F	P	Adj: Circ: Time	Adj: Circ: Agent	Adj: Circ: Place
Mood		Residue			

The analysis of interpersonal meaning in this clause divides into two components. In this clause, Mood element consists of Subject *'We'* in personal pronoun, and Finite *'are'* in the nominal group, whereas the Residue element consists of Predicator 'joined'. In the words 'are joined' indicates passive voice. The next element is Circumstantial Adjunct in three forms. They are Circumstantial Adjunct of Time *'today'*, Circumstantial Adjunct of Agent *'by college students, young entrepreneurs, families, works, mothers, and fathers'* it is named by an agent because it indicates certain jobs, and Circumstantial Adjunct of Place *'from all over our nation'*.

Clause 2: *'You make this country run'*

You	make		this country	run
S	F	P	C	Adj: Circ: Matter
Mood		Residue		

The analysis of interpersonal meaning in this clause divides into two components. They are Mood and Residue element. The Mood element consists of Subject *'You'* in personal pronoun form, the Finite *'make'* in the verbal group. In this clause there are three elements of Residue, the word *'make'* here is fused with the Predicator, *'this country'* as Complement and *'run'* as Circumstantial Adjunct of Matter.

Clause 21: *'The typical family of four earning $75,000 will see an income tax cut of more than $2,000, slashing their tax bill in half'*

The typical family of four earning $75,000	will	see	an income tax cut of more than $2,000	slashing their tax bill in half
S	F	P	C	Adj: Circ: Matter
Mood		Residue		

The analysis of interpersonal meaning in this clause divides into two components. They are Mood and Residue element. The Mood element consists of Subject *'The typical family of four earning $75,000'* and Finite *'will'* which indicates the future tense and his opinion. In this clause, the Predicator is *'see'*, *'an income tax cut of more than $2,000'* as Complement, and *'slashing their tax bill in half'* as Circumstantial Adjunct of Matter.

Clause 176: '*Did you notice?*'

Did	you	notice?
F	S	P
Mood		Residue

The Mood element consists of Finite *'Did'* an auxiliary verb and Subject *'you'* in personal pronoun form. In this clause, there is only one element of Residue, the word *'notice'* here as the Predicator.

Clause 118: *'Come on'*

Come	on
F	P
Imperative Mood	

In this clause consists of one element of Mood and one element of Residue. The Mood element is Finite, whereas the Residue element is Predicator. *'Come'* is as Finite, whereas *'on'* as Predicator. It happened because

this clause included Imperative Mood so that there is no Subject within the clause.

b. **The Types of Textual Meaning in Donald Trump's Speech**

        The researcher has identified and analyzed the textual meanings in Trump's speech into tables. The textual meanings were identified and analyzed based on the thematic analysis which has two elements. They are Theme and Rheme. Theme shows a message in the clause which develops an interpretation of the message. It might be nominal and phrase that functioned in an experiential structure in the clause, for examples as participant, circumstance or process. Another element in the thematic analysis is Rheme. Rheme is a part of a clause where the theme is developed. The unfamiliar or new information usually is consisted of this element or it called by all things that are not included theme element which came after the theme has found.

        Topical, Interpersonal and Textual are included in the types of theme. Topical Theme is included Circumstance (Time, Agent, etc), Behavior (job, etc), and Actor, whereas Interpersonal Theme includes Modal Adjuncts, they are Mood, Vocative, and Polarity. The last is Textual Theme includes Continuity and Conjunctive Adjuncts.

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The examples of the textual meanings analysis in Donald Trump's speech "Remarks on Tax Reform" as follows:

Clause 4: *'and it's an honor to have you at the White House'*

And	it	's	an honor	to have you	at the White House
Adj: Tex: Conj	S	F	C	Adj: Circ: Cause	Adj: Circ: Place
Textual	Topical	Rheme			
Unmarked Theme					

The analysis of textual meanings in this clause divides into two components. They are theme and rheme. In this clause, the theme is *'and'* and *'it'*. *'and'* is Textual Adjuncts as Conjunctive in the clause, so that it is included to Textual Theme, whereas 'it' is Topical Theme. Because this clause is no Marked Theme, so the theme includes Unmarked Theme.

Clause 149: *'Anthony, Aubyn, maybe you'd like to say a few words?'*

Anthony, Aubyn,	maybe	you	'd	like to say	a few words?
Adj: Modal: Voc	Adj: Modal: Mood	S	F	P	C
Interpersonal		Topical	Rheme		
Marked Theme					

This clause consists of two Themes, they are Interpersonal and Topical Theme. *'Anthony, and Aubyn'* is as Interpersonal Theme because it is Modal Adjuncts as Vocative. The word *'maybe'* is as Interpersonal Theme because it is Modal Adjuncts as Mood. The word *'you'* is a Topical Theme. This clause includes to Marked Theme because there is Vocative at the beginning of the clause.

Clause 154: *'Under our plan, they will get a larger tax refund to help them pay their bills'*

Under our plan,	they	will	get	a larger tax refund	to help them pay their bills
Adj: Circ: Matter	S	F	P		Adj: Circ: Cause
Marked Theme	Rheme				

This clause consists of one Theme, it is Topical Theme only. 'Under our plan' is as Circumstantial Adjunct as Matter, so that it makes the clause includes to Marked Theme.

2. The Types of Mood and Theme Used in Donald Trump's Speech

In this part, the researcher will explain the types of mood and theme used in the speech as follows:

a. The Types of Mood Used in Donald Trump's Speech

After interpersonal meanings were identified and analyzed within all clauses, the interpersonal meanings can be seen in three types of Mood. They are Declarative, Interrogative and Imperative Mood.

1) Declarative Mood

The position of Subject and Finite has determined what the types of Mood are. In Declarative Mood, the Subject is followed by the Finite. It gives information or news about the tax cut to the listener. In this mood is not only using tenses whether the nominal or verbal group, but also the modality. It might be a negative or positive declarative.

In Donald Trump's speech, the most dominant of types of Mood used is Declarative. The total of Declarative Mood used in the speech is 92.50 %. It is 259 clauses. Trump tried to explain his plan which has promised before about tax cut through statements.

As a statement in clause number 5 *'As a candidate, I promised'*. In this clause, he used past tense, so that it happened for a past moment. As mentioned in the previous point, he also stated his hopes, his attainments, etc. For examples in the clause number 9, 10 *'I hope'* and also number 14 *'I hope from keeping that promise and delivering a true victory for American families'*.

The examples of Declarative Mood used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 1: ***We're** joined today by college students, young entrepreneurs, families, workers, mothers, and fathers from all over our nation.* This clause indicates that the clause is passive voice.

b) Clause 3: ***It's** an honor to be with you.* This clause shows the present tenses. In this clause, there is no Predicator.

c) Clause 5: *As a candidate, **I promised**.* This clause indicates that the clause is past tense with the Finite is fused to the Predicator.

d) Clause 6: ***We would** pass a massive tax cut for every day, working for American families.* This clause shows the past future. The Finite and the Predicator is separate to each other so that it makes clear enough to determine the Mood and Residue element in the clause.

e) Clause 20: ***that will** deliver more jobs, higher wages, and massive tax relief for American families and for American companies.* This clause indicates that the clause is using future tenses.

f) Clause 29: ***I don't** know.* This clause shows that the clause is included negative declarative. The Finite is modal which added by not.

From some examples above, we can see that in this Declarative Mood, Trump as the speaker proved

that he gave information or news to the listener in front of the stage, whereas the listener received that information or news from him.

2) Interrogative Mood

The position of the Subject and Finite in the Interrogative Mood is the Subject put after the Finite. In this mood usually used questions which are not only negative or positive polarity and WH-Interrogative but also rhetoric question.

In Donald Trump's speech, the Interrogative Mood occupied in number two after Declarative Mood. The total of Interrogative Mood used in the speech is 3.92 %. It is 11 clauses. Trump tried to ask some questions to the listener. The question might be emphasizing.

As a question in clause number 13 *'right'* and number 50 *'right?'*, number 70 *'okay?'*. The question might be a positive or negative polarity. As a question in clause number 117 *'you want to?'* which the Finite is fused to Subject. It is changed become *'(Do) you want to?'*. The next is clause number 176, *'Did you notice?'*. The question might be WH-Interrogative question. As a question in clause number 196 *'what's going to be happening'*, clause number 212 *'How are we doing?'*, the next is clause number 213 *'Are we*

doing okay?'. Trump also used modality as Finite in clause number 253 *'Have you ever heard that term?'*.

The examples of Interrogative Mood used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 13: ***Right?*** In this clause, the Finite is fused to Predicator.

b) Clause 117: ***(Do) you*** *want to?* In this clause, the Finite is invisible which used an auxiliary verb.

c) Clause 176: ***Did you*** *notice?* In this clause, the Finite is an auxiliary verb.

d) Clause 212: ***How are we*** *doing?* This clause is using WH-Interrogative question.

e) Clause 213: ***Are we*** *doing okay?* This clause is using WH-Interrogative question.

f) Clause 253: ***Have you*** *ever heard that term?* This clause is using modality *'have'*.

From some examples above, we can see that in this Declarative Mood, Trump as the speaker proved that he asked questions to the listener in front of the stage

3) WH-Interrogative Mood

This mood is as same as Interrogative Mood, the difference is in this mood. It contains a question to the listener.

In Trump's speech, the WH-Interrogative Mood used 1.07 %. It is 3 clauses.

The examples of WH-Interrogative Mood used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 196: ***What's*** *going to be happening?* This clause is using WH-Interrogative question.

b) Clause 269: ***What's*** *happening?* This clause is using WH-Interrogative question.

4) Imperative Mood

The last mood used in Trump's speech is Imperative Mood. This mood gave a command or a must to ask or to forbid about something to the listener or recipient. There is no Subject in the clause in Imperative Mood. It means that in Mood elements consist of Finite only. As an imperative sentence, it also occurred in this mood that the language used is a present tense or present verb in the beginning.

In Donald Trump's speech, the Imperative Mood put in number three. The total Imperative Mood used in the speech is 2.10 %. It is 6 clauses. Trump gave a command or a must to ask or forbid about something.

As command in clause number 118, *'Come on'*, clause number 136, *'Come on up'*, clause number

150 *'Come on in'*, clause number 249, *'Remember that'*. Trump proved that he used a present verb to give a command to someone.

The examples of Imperative Mood used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 118: ***Come on***

b) Clause 171: ***Come on*** *up*

c) Clause 249: ***Remember*** *that*

Those examples indicated that Trump proved that he used a present verb to give a command to the listener or recipient.

b. The Types of Theme Used in Donald Trump's Speech

In this part, the researcher will explain the types of the theme used in the speech as follows:

1) Topical Theme; Marked and Unmarked Theme

There are some parts of Topical Theme, they are Circumstance, Behavior, Actor, and Carrier. If those parts put at the beginning of the clause, it will be the theme of the clause. This theme has two main points. They are Marked and Unmarked Theme.

Marked Theme is the unusual term in the clause, whereas the Unmarked Theme is the usual term in the clause. The Marked Theme might be adverbial, prepositional phrase or complement in the

clause, whereas the Unmarked Theme usually included to a nominal group, etc.

In Donald Trump's speech, the most dominant theme in Donald Trump's speech is Topical Theme. The total of Topical Theme used in this speech is 280 times which divided into 24 times for Marked Theme and 256 times for Unmarked Theme.

The examples of Topical-Unmarked and Marked Theme used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 1: *We're joined today by college students, young entrepreneurs, families, workers, mothers, and fathers from all over our nation.* The analysis of textual meaning in this clause divides into two components. They are Theme and Rheme element. The theme of this clause is Topical Theme only which included to Unmarked Theme, it happened because the first word of the clause is Actor *'We'* in transitivity structure so that it called Topical. The word *'We'* is as the point of the message that college student et.al is joined in that event today. It named Unmarked Theme because it used the typical term. Because we have found the Topical Theme

so that the next word until the end included to Rheme element.

b) Clause 110: ***This year, they*** *were in the 15-percent tax bracket.* The theme of this clause is Topical Theme only which included to Marked Theme, it happened because the first word of the clause is using the atypical term of Circumstantial Adjunct as Time *'This year'.* Those words are at the point of the message of this clause. Because we have found the Topical Theme so that the next word until the end included to Rheme element.

c) Clause 111: ***Under our plan, they*** *will drop to the 12-percent bracket*. The theme of this clause is Topical Theme only which included to Marked Theme, it happened because the first word of the clause is using the atypical term of Circumstantial Adjunct as Matter *'Under our plan'* which followed by the Rheme element. Those words are as the message of the clause.

2) Interpersonal Theme

Interpersonal Theme is a mood label which puts at the beginning of the clause. There are four categories of Modal Adjuncts, they are Mood, Vocative, Polarity, and Comment. Mood, Vocative,

Polarity, and Comment are included in Modal Adjuncts. If those categories occur in front of Topical Theme, those included to Interpersonal Theme.

In Trump's speech, Interpersonal Theme occupied in the last number after the Textual Theme. It appeared in 24 times. The Interpersonal Theme in this speech might be the Mood or Vocative Adjuncts.

The examples of Interpersonal Theme used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 149: **Anthony, Aubyn, maybe** *you'd like to say a few words?*. There are two themes in this clause. They are two Interpersonal Themes and one Topical Theme. The first Interpersonal Theme is *'Anthony, Aubyn'* as Vocative Adjuncts. The second is *'maybe'* as Mood Adjuncts.

b) Clause 176: **Did** *you notice?*. Interpersonal and Topical Themes are being in this clause. For Interpersonal Theme is in this clause is in the word *'Did'*, because the position of that word is as the Finite of the clause.

c) Clause 213: **Are** *we doing okay?*. This clause consists of two themes. They are Interpersonal and Topical theme. The word *'are'* is as the

Interpersonal Theme, because it is as the Finite of the clause.

3) Textual Theme

Textual Theme used to relate the clause to the context. Continuity and Conjunctive Adjuncts are included to this theme. It called Continuity Adjunct if the word relates to the previous sentence or clause, whereas Conjunctive Adjuncts to link one to another.

In Trump's speech, this theme appeared 90 times in the clause with the most Adjuncts used is Conjunctive Adjuncts.

The examples of Textual Theme used in Donald Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 4: **and** *it's an honor to have you at the White House.* In this clause, there are two themes. They are Textual and Topical theme. The word *'and'* here is as the Textual Theme because it is Textual Adjuncts as Conjunctive.

b) Clause 103: **And** *today we are honored to hear from a few of those wonderful and truly great families.* In this clause, there are two Textual Themes and one Topical Theme. The first Textual Theme is in the word *'and'* as Textual

Adjuncts as Conjunctive and the second is the word *'today'* as Textual Adjuncts as Continuity.

c) Clause 147: **by the way***; that's a lot of money*. This clause consists of Textual and Topical Theme. The Textual Theme occupied in the word *'by the way'* as the Textual Adjuncts as Continuity.

4) Multiple Themes

If one clause consists of more than one theme, it is a possibility. That is the meaning of Multiple Themes. It might consist of One Interpersonal and Topical, or Textual and Topical Theme or the three themes in the clause. In Trump's speech, there are 116 times of Multiple Themes.

The examples of Multiple Themes in Trump's speech "Remarks on Tax Reform" as follows:

a) Clause 4: **and it***'s an honor to have you at the White House*. This clause consists of two Themes. They are Textual and Topical Theme. So that it called Multiple Themes because it consists of more than one theme.

b) Clause 5: *As a candidate, I* promised. Textual and Topical are the themes of this clause.

c) Clause 12: **what** *that means.* The word **'what'** is as Textual Adjuncts as Continuity, it is included to Textual Theme so that this clause consists of two themes. They are Textual and Topical Themes.

d) Clause 16: *And when I* say, giant. This clause consists of two Textual Themes and one Topical Theme.

e) Clause 30: *if any of you* are paying zero. Textual and Topical are the themes of this clause.

f) Clause 41: *So your income* goes up. This clause consists of two Textual Themes and one Topical Theme.

g) Clause 149: *Anthony, Aubyn, maybe you'd like to say a few words?* This clause consists of two Interpersonal Themes and one Topical Theme.

3. **Pedagogical Implication**

To learn discourse analysis especially by using SFL approach developed by Halliday, the students must understand minimally about the grammar, for better they must master it. It

happened because the scope of discourse analysis is higher and deeper comprehension than grammar.

From overall Mood and Thematic analysis in Donald Trump's speech "Remarks on Tax Reform", the researcher can take some things related to the implementation of language teaching and learning.

In the SFL approach, there is three metafunctions. At least, the students must understand well about two metafunctions to understand the text whether in written or orally. This approach can help the teachers to choose the learning materials for students. It also helps the teachers to make an explicit explanation to the students about how does text make the meaning.

The researcher hopes that by analyzing the Mood and Thematic analysis in Donald Trump's speech "Remarks on Tax Reform" can give more knowledge to the students and also as a reference to the teachers.

Interpersonal Meaning makes the students evaluate word by word, the modality, and the mood of the clause by using Mood analysis. It makes the students more aware of who concerned in the text is. This analysis will help the students to construct the language used by a people. In Mood analysis, the students will be able to differentiate how people build their language is used. It means the students will understand how are declarative, interrogative, imperative, or exclamative clause

used by analyzing the element of Mood analysis. They are Subject and Finite.

If the students have known the types of mood, they will not only understand but also differentiate when people produce statement clause (declarative), ask a question (interrogative), ask a command to do something (imperative) or others. It also makes the students more aware of how the language is used. The students are expected to connect the information of the text.

Textual Meaning helps the student to find the themes by using Thematic analysis. This analysis will help the students to find every single message in the clause. It also helps students to find who the message delivery is whether in written or oral language.

In Thematic analysis, the students will be able to find which is the point of a message and the new information of the clause. It means that the students will understand which are the main point and addition point in the clause by analyzing the thematic structure. They are Theme and Rheme. If they can differentiate it, they will know the types of themes. If the students have known the types of theme, they will get the meaning of the clause well and better understanding of communication. They also can produce the sentence well in daily activity.

Nowadays, the most problem found in English class is how to understand the genre of text for many students. In this research, the researcher hopes that in interpersonal and textual meaning analysis in Trump's speech as the main media or the supporting media, it will make the students understand more about genre of text, especially in recount text.

There are some reasons why the researcher chooses recount text as the part which is applied by using interpersonal and textual meaning analysis. First, the object of the research is speech. It includes in spoken text, it is not different from recount text which is learned by the students in eighth grade, because this text also includes in spoken text.

Second, by observing the syllabus, the researcher found that in basic competence, for example in 4.14 shows that recount text requires the students to be able to catch the text meaning in written and orally through an activity, event or incident. In this part, the teacher can explain the use of textual meaning by analyzing the thematic analysis. It is because this metafunction will make the students found the point of message of the clause. In 4.15 shows that recount text needs the students to be able to arrange the text structure and language features which used past tense as the language used. In this part, the students will be helped by founding the interpersonal meaning. It is because this metafunction will make the students learn how the text is built.

In Trump's speech, he often used past tense to tell his achievement in the past, so that it is needed to learn recount text by the students. When the students have mastered those two metafunctions above, it will be easier for the students to understand and to arrange the recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents a conclusion derived from the whole analyses and discussion presented in the previous chapter. This chapter also covers some recommendations based on the research for readers.

A. Conclusion

Based on the Mood and Thematic analysis in Donald Trump's speech "Remarks on Tax Reform", the researcher can draw the conclusion from the previous chapter which has been discussed before as follows:

1. Interpersonal meaning in Trump's speech realized into Mood analysis which has two main components. They are Mood and Residue. For Mood elements only contain two parts, Subject and Finite which will determine what types of Mood is in the clause, whereas Predicator, Complement, and Adjuncts included to Residue element. In one clause, the Mood must be consisted of one Subject and one Finite only, whereas for Residue element, it might be contained more than one Predicator, Complement, and Adjuncts.

   Textual meaning in Trump's speech realized into Thematic analysis which has two elements. They are Theme and Rheme. Theme element contains the point of

the message of the clause which will determine the types of theme, it can be Circumstance, Behavior, Actor, and Carrier which located in the beginning of the clause, whereas Rheme usually contains the new information of the clause which occurred after Topical theme found.

2. The types of mood in Donald Trump's speech have found. There are four types in this speech. The first mood is Declarative which followed by Interrogative, Imperative and the last is WH-Interrogative mood. In Trump's speech, there are 92.50 % Declarative mood has found. It is 259 clauses. This mood indicates Trump's statement which gave information. In the Interrogative mood, there are 3.92 %, it is about 11 or 280 clauses. This mood indicates question which is asked by Trump. The third mood is Imperative mood. In this speech, there are 2.10 % Imperative mood, 6 of 280 clauses. This mood indicates a command from Trump. The last mood is WH-Interrogative which is found 1.07% only in the speech. It is about 3 clause of 280. As same as Interrogative mood, this mood also indicates question which is asked by Trump.

    The types of the theme in Donald Trump's speech have found. There are Topical, Interpersonal, and Textual Theme. Some of the clauses contain more than one theme so that it called Multiple Themes. In Topical theme, there

are 24 times of Marked Theme which contains the unusual term, and 256 times of Unmarked Theme which contains the usual term. So that in Trump's speech, the Topical theme is the most dominant theme used. In Trump's speech, Interpersonal Theme appeared 24 times. It might be Mood or Vocative Adjuncts which located in front of the Topical Theme. The last theme is Textual Theme. This theme appeared 90 times in the speech which located in front of the Topical Theme. It might be Continuity or Conjunctive Adjuncts which link one to another. It is a possibility if the clause contains more than one theme, it called Multiple Themes. It appeared 116 times of this theme.

3. Before the students learn discourse by using SFL approach, they must understand well about grammar, because the scope of discourse analysis needs to have a higher and deeper understanding. SFL approach can be used in the teaching and learning process. It helps the teacher to choose the learning materials and to make an explicit explanation to the students about how text is used. The two metafunction in SFL approach makes the students analyze word by word which makes the students more aware about how people build their language. The next is the students will get the main point of the clause.

As the main media or the supporting media, the researcher expects that interpersonal and textual meaning analysis can make the students more understand about the genre of text, especially in recount text. By observing the syllabus, it is found that in basic competence shows that recount text requires the students to be able to catch the text meaning in written and orally through an activity, event or incident. It needs the students to be able to arrange the text structure and language features which used past tense as the language used.

B. Suggestion

The researcher has finished conducting the research. The researcher has some suggestions that might be useful:

1. The researcher found some problems from the beginning of doing the research. One of them was the researcher felt confused to choose the media or subject of the research. So that the researcher suggests to the future researchers that it will be easier if they observe the media or the subject of research more carefully and choose it based on the vision and mission of the university, the researcher's capability, and based on the present problem faced currently.

2. The researcher suggests for the students that if they want to understand the interpersonal and textual meaning, they

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must understand well about grammar first. Because in analyzing that metafunction, the skill about the sensitivity of grammar used to analyze it is needed.

3. The researcher suggests to the teachers that to choose the good learning material, using interpersonal and textual meaning is needed.

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APENDICES

Appendix 1

SCRIPT OF PRESIDENT TRUMP-REMARKS ON TAX REFORM

We're joined today by college students, young entrepreneurs, families, workers, mothers, and fathers from all over out nation. You make this country run. It's an honor to be with you, and it's an honor to have you at the White House. And thank you all for being here-really fantastic. Thank you. Great people.

As a candidate, I promised we would pass a massive tax cut for the everyday, working American families who are the backbone and the heartbeat of our country. Now we're just days away-I hope, I hope-you know what that means, right-from keeping that promise and delivering a truly amazing victory for American families. We want to give you, the American people, a giant tax cut for Christmas. And when I say giant, I mean giant.

As we speak, Congress has reached an agreement on tax legislation that will deliver more jobs, higher wages, and massive tax relief for American families and for American companies. The typical family of four earning $75,000 will see an income tax cut of more than $2,000, slashing their tax bill in half. It's going to be a lot of money. You're going to have an extra $2,000. But there are many more things than that. Our plan expands the child tax credit for working families.

You'll hear the numbers very soon, but they're even larger than anticipated. It nearly doubles the amount of income taxed at the rate of zero. I don't know if any of you are paying zero. I hope you're not; I hope you're paying above that. But a lot of people who are having it a little bit tough are going to be paying zero. It closes special interest loopholes; it lowers tax rates for families; and our plan also cuts taxes on businesses, which is expected to raise income by an average of more than $4,000. So your income goes up. It's like having a $4,000 increase, which isn't bad, which isn't bad. A lot of money to spend. A lot of jobs are going to be created with the money that you spend-very special. And it makes America competitive again so we can bring back that simple but beautiful phrase, you've heard it

before; Made in the USA. Right? I don't know if they've heard it, but you've heard it.

Our current tax code is burdensome, complex, and profoundly unfair. It has exported our jobs, closed our factories, and left millions of parents worried that their children might be the first generation to have less opportunity than the last. Our factories have left. So many of them, gone. But they're all coming back. And you see it, even before we do this, that they're starting to come back. Our country is starting to do really well again, and as a country we're being respected again. We're being respected again.

I'm here today to tell you that we will never let bad things happen, with respect to the economy of our country. We're not going to lose our businesses again like has happened over the last number of decades. America is coming back bigger and better and stronger than ever before. Okay? They'll see it, and they're going to see the result. America isn't content just by getting by. America is about getting ahead, about finding the best in ourselves and in each other. We are reclaiming our destinies as Americans, a nation that thinks big, dreams bigger, and always reaches for the stars. We didn't become great through massive taxation and Washington regulation. And, by the way, we are cutting regulation at a rate never seen before in the history of our country. We became great because our people, our families-and because of our freedom. We became great because of our drive to find the next horizon, to unlock the next mystery, and to begin the next adventure. You know what I'm talking about. And that's who we are: a nation of strivers and builders and dreamers and doers, people who treasure their independence and don't know how to quit. Never quit. Never, ever give up-never, ever.

I say that, also, to our great Cabinet. And they've done a great job. A lot of things have happened. Nobody's done the job that we've done. When government loosens its grip, there is no summit we cannot reach. Our tax cuts will break down, and they'll break it down fast-all forms of government, and all forms of government barriers-and breathe new life into the American economy. They will unleash the American worker; they will tear down the restraints on discovery, innovation, and creation; and they will restore the hopes and dreams of the American family. Millions of middle-class families will win

under our plan. And today we are honored to hear from a few of those wonderful and truly great families.

Bryant and Ashley Glick-right-are from Lancaster County, Pennsylvania. I know it well. They have two beautiful children with a third on the way. Bryant manages a farm equipment store. Ashley works in healthcare. This year, they were in the 15-percent tax bracket. Under our plan, they will drop to the 12-percent bracket. That's a big drop. Instead of itemizing their deductions, they will be able to file their taxes on a single, little, beautiful sheet of paper. And instead of paying $2,600 in income taxes, they will get it down to $2,000. They'll save at least $600 and probably more than that. Bryant, Ashley, how about saying a few words? You want to? Come on.

The Kovacs family also joins us today from Ohio. That's a great state. A lot of success in Ohio. Adam is a veteran who works in telecommunications, Lindsay works in administration admissions at a university, and they have two beautiful children. This year, they're currently in the 25-percent bracket and pay nearly $14,000 in taxes. Our plan gives them their time back because they won't have to itemize, and it gives them nearly one-third of their money back-more than $3,500 for one year. I'd like to invite the Kovacs to explain what our tax cuts will mean for them. They've studied it very closely. These are very smart, sharp people. They know exactly what we're doing here, and they like it. Come on up. Thank you.

The Giampolo family is from Polk County, Iowa. Anthony is a police officer and Aubyn is a 911 emergency dispatcher. When they're not at work protecting and serving their fellow citizens, their hands are full with four wonderful children. This year, they were in the 25-percent bracket, they're itemized deductions, and they've done everything they can. They paid more than $19,000 in taxes-thank you very much, by the way; that's a lot of money. Under our plan, they will file on a single page and save $2,700. Anthony, Aubyn, maybe you'd like to say a few words? Come on in.

Leon and Maria Benjamin are pastors of New Life Harvest Church-and it's a beautiful church in Richmond, Virginia-and they have three wonderful children. Under our plan, they will get a larger tax refund to help them pay their bills. They'll receive a tax refund, this year, of $3,000. Leon and Maria, I would love you to discuss your

middle-class tax cut a little bit with the millions of people watching right now on television. You do very well, and we're very proud of you. And it is indeed a beautiful church. I got to see a very, very nice picture. We'll have to get there someday soon. Thank you. Come on in.

He can be my minister anytime. The Howard family lives in Tenino, Washington. Issac owns an espresso machine service company, and Emily takes care of their four beautiful children. They are currently in the 15-percent bracket and pay $2,500 in taxes. Our plan will totally wipe out their tax bill, and they might even get a refund of substantially more than $700. I'd like to introduce them. Come on up.

Well, thank you all. It's critically important for Congress to quickly pass these historic tax cuts, and that's going to take place, I think, even before the media-I used the word "media". Did you notice? As opposed to "fake news media"-I don't say. Because today is a very important day. We want everybody to be covered very accurately. So I'm excited to announce that if Congress sends me a bill before Christmas, the IRS-this is just out, this is breaking news-has just confirmed that Americans will see lower taxes and bigger paychecks beginning in February, just two short months from now. Just got that. We just got that.

Fifty-five years ago this week, President John F. Kennedy, a Democrat, launched a historic effort to pass sweeping top-to-bottom tax cuts. A half a century later, we're reminded that lowering taxes is neither a Republican or Democrat idea, but an American principle and an American idea. The goal of my administration is for every American to know the dignity of work, the pride of a paycheck, and the satisfaction of a job well done. We want people to love waking up in the morning and going to work-just with that incredible enthusiasm that we have in this country. And that's what we're going to be doing, and that's what's going to be happening.

Today we stand on the verge of a new economic miracle. Our economy has already surged to 3 percent growth-far ahead of schedule, by the way-far, far ahead-in each of the last two quarters. And if we didn't have the hurricanes, we could have hit four last quarter. Four-a number that was unthinkable two years ago when I started the campaign, and even my first month in office-that was an

unthinkable number. And I'll tell you what, it's going to go higher than that.

We've created 2.2 million jobs since the election. Unemployment is at a 17-year low. The unemployment rate in the manufacturing business is the lowest in recorded history. Consumer confidence is a 17-point high. Pensions and retirement accounts are soaring as the stock market hits 85 new record highs since the election. How are we doing? Are we doing okay? Not bad, right? And if Congress sends me a tax reform, this is only a small beginning to the incredible things that our people will achieve over a very short period of time, and the tremendous heights that we will reach economically and so many other ways in our country. Every day, as this victory draws closer-I mean, we are so close, right now. So close. In fact, almost-I don't want to talk about it. Maybe we shouldn't talk about it.

The cynical voices that opposed tax cuts grow smaller and weaker, and the American people grow stronger. I heard one of our opponents stand up the other day and say, this is for the rich. They had no idea. They didn't even see the final bill. I didn't see the final bill. This is for the people of middle-income. This is for companies that are going to create jobs. This is for very, very special people, the great people of America.

Everyday, hardworking Americans know that the future of this nation will never belong to those who say you can't; it will always belong to the American people who will say we will. It belongs to people like the Glicks, the Kovacs, the Giampolos, and the Benjamins, the Howards, and the millions of Americans just like them across our nation, who pour out their hearts and souls every single day to take care of their families and the country they love and that we love. We are going to have a country that celebrates you again-hardworking, great people. You're being celebrated again. Remember that. Because you were a little bit forgotten. We had called it "the forgotten people".

Somebody else called me and everybody else the "deplorables." Have you ever heard that term? Right? We're proud to be the deplorables, and we're doing well. We're going to make our tax system work for you again. We're going to make our economy work for you again. And we are going to make the American Dream-and that's the real dream-that will be the dream that you want for your

children and your grandchildren once again. But we need your help to get Congress across that finish line. We'll have very little Democrat support, probably none, and that's purely for political reasons. They like it a lot, and they can't say it. They don't like what's happening. But they can't say it.

Some day we have to come together and do bipartisan, and hopefully it can happen soon. If you make your voice heard, this moment will be forever remembered as a great new beginning, the dawn of a brilliant American future shining with patriotism, prosperity, and pride. With your help, we will bring back our jobs; we will bring back our wealth as a country; and for every citizen across this beautiful land, we will bring back our great American Dreams. Thank you and God bless you all. Thank you very much. Thank you.
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Appendix 2

CLAUSE COMPLEX ANALYSIS

No.	Code	Expressions
1.		We're joined today by college students, young entrepreneurs, families, workers, mothers, and fathers from all over out nation
2.		You make this country run
3.	1 2	It's an honor to be with you, and it's an honor to have you at the White House
4.	β α β	As a candidate, I promised We would pass a massive tax cut for the everyday, working American families who are the backbone and the heartbeat of our country
5.	1 2 3 α β 4 5	Now we're just days away I hope I hope You know what that means, right I hope from keeping that promise and delivering a truly victory for American families
6.		We want to give you, the American people, a giant tax cut for Christmas
7.	β α	And when I say giant, I mean giant
8.	β α β	As we speak Congress has reached an agreement on tax legislation that will deliver more jobs, higher wages, and massive tax relief for American families and for American companies
9.		The typical family of four earning $75,000 will see an income tax cut of more than $2,000, slashing their tax bill in half

10.		It's going to be a lot of money
11.		You're going to have an extra $2,000
12.		But there are many more things than that
13.		Our plan expands the child tax credit for working families
14.	α	You'll hear the numbers very soon
	β	but they're even larger than anticipated
15.		It nearly doubles the amount of income taxed at the rate of zero
16.	α	I don't know
	β	if any of you are paying zero
17.	1	I hope
	2	you're not;
	3	I hope
	4	you're paying above that
18.	β	But a lot of people who are having it
	α	a little bit tough are going to be paying zero
19.	α	It closes special interest loopholes,
	β	it lowers tax rates for families;
	α	and our plan also cuts taxes on businesses
	β	which is expected to raise income by an average of more than $4,000
20.		So your income goes up
21.	α	It's like having a $4,000 increase
	β	which isn't bad,
	β	which isn't bad
22.	α	A lot of jobs are going to be created with the money
	β	that you spend
23.	α [1]	And it makes America competitive again
	β [1]	so we can bring back that simple but beautiful phrase
	[2]	you've heard it before; Made in the USA
24.		Right?
25.	α	I don't know
	β	if they've heard it
	β	but you've heard it

26.		Our current tax code is burdensome, complex, and profoundly unfair
27.	α	It has exported our jobs, closed our factories, and left millions of parents worried
	β	that their children might be the first generation to have less opportunity than the last
28.		Our factories have left
29.		But they're all coming back
30.	α	And you see it
	β	even before we do this
	β	that they're starting to come back
31.	1	Our country is starting to do really well again
	2	and as a country we're being respected again
32.		We're being respected again
33.	α	I'm here today to tell you
	β	that we will never let bad things happen with respect to the economy of our country
34.	α	We're not going to lose our businesses again
	β	like has happened over the last number of decades
35.		America is coming back bigger and better and stronger than ever before
36.		Okay?
37.	1	They'll see it
	2	and they're going to see the result
38.		America isn't content just by getting by
39.		America is about getting ahead, about finding the best in ourselves and in each other
40.	α	We are reclaiming our destinies as Americans
	β	a nation that thinks big, dreams bigger and always reaches for the stars
41.		We didn't become great through massive taxation and Washington regulation
42.		And, by the way, we are cutting regulation at a rate never seen before in the history of our country
43.		We became great because our people, our

		families and because of our freedom
44.		We became great because of our drive to find the next horizon to unlock the next mystery, and to begin the next adventure
45.	α β	You know what I'm talking about
46.	α β β	And that's who we are: a nation of strivers and builders and dreamers and doers people who treasure their independence and don't know how to quit
47.		I say that, also, to our great Cabinet
48.		And they've done a great job
49.		A lot of things have happened
50.	α β	Nobody's done the job that we've done
51.	β α 1	When government loosens its grip there is no summit we cannot reach
52.	1 2	Our tax cuts will break down and they'll break it down fast-all forms of government, and all forms of government barriers-and breathe new life into the American economy
53.	1 2 3	They will unleash the American worker; they will tear down the restraints on discovery, innovation, and creation; and they will restore the hopes and dreams of the American family
54.		Millions of middle-class families will win under our plan
55.		And today we are honored to hear from a few of those wonderful and truly great families
56.		Bryant and Ashley Glick-right-are from Lancaster County, Pennsylvania
57.		I know it well
58.		They have two beautiful children with a third on

		the way
59.		Bryant manages a farm equipment store
60.		Ashley works in healthcare
61.		This year, they were in the 15-percent tax bracket
62.		Under our plan, they will drop to the 12-percent bracket
63.		That's a big drop
64.		Instead of itemizing their deductions they will be able to file their taxes on a single, little, beautiful sheet of paper
65.		And instead of paying $2,600 in income taxes they will get it down to $2,000
66.		They'll save at least $600 and probably more than that
67.		Bryant, Ashley, how about saying a few words?
68.		You want to?
69.		Come on
70.		The Kovacs family also joins us today from Ohio
71.		That's a great state
72.	α β 1 2	Adam is a veteran who works in telecommunications Lindsay works in administration admissions at a university and they have two beautiful children
73.		This year, they're currently in the 25-percent bracket and pay nearly $14,000 in taxes
74.	α [1] β [1] [2]	Our plan gives them their time back because they won't have to itemize and it gives them nearly one-third of their money back-more than $3,500 for one year
75.	α β	I'd like to invite the Kovacs to explain what our tax cuts will mean for them
76.		They've studied it very closely
77.		These are very smart, sharp people
78.	α [1] β [1] [2]	They know exactly what we're doing here and they like it

79.		Come on up
80.		The Giampolo family is from Polk County, Iowa
81.	1	Anthony is a police officer
	2	and Aubyn is a 911 emergency dispatcher
82.	β	When they're not at work protecting and serving their fellow citizens
	α	their hands are full with four wonderful children
83.	1	This year, they were in the 25-percent bracket
	2	they're itemized deductions
	3	and they've done everything
	4	they can
84.	1	They paid more than $19,000 in taxes
	2	by the way; that's a lot of money
85.		Under our plan, they will file on a single page and save $2,700
86.		Anthony, Aubyn, maybe you'd like to say a few words?
87.		Come on in
88.	1	Leon and Maria Benjamin are pastors of New Life Harvest Church
	2	and it's a beautiful church in Richmond, Virginia
	3	and they have three wonderful children
89.		Under our plan, they will get a larger tax refund to help them pay their bills
90.		They'll receive a tax refund, this year, of $3,000
91.		Leon and Maria, I would love you to discuss your middle-class tax cut a little bit with the millions of people watching right now on television
92.	1	You do very well
	2	and we're very proud of you
93.		And it is indeed a beautiful church
94.		I got to see a very nice picture
95.		We'll have to get there someday soon
96.		Come on in
97.		He can be my minister anytime
98.		The Howard family lives in Tenino, Washington

99.	1 2	Issac owns an espresso machine service company and Emily takes care of their four beautiful children
100.		They are currently in the 15-percent bracket and pay $2,500 in taxes
101.	1 2	Our plan will totally wipe out their tax bill and they might even get a refund of substantially more than $700
102.		I'd like to introduce them
103.		Come on up
104.	1 2 3 4	It's critically important for Congress to quickly pass these historic tax cuts and that's going to take place I think, even before the media I used the word "media"
105.		Did you notice?
106.		As opposed to "fake news media" I don't say
107.		Because today is a very important day
108.		We want everybody to be covered very accurately
109.	α β 1 2 3 4	So I'm excited to announce that if Congress sends me a bill before Christmas this is just out this is breaking news (the IRS) has just confirmed that Americans will see lower taxes and bigger paychecks beginning in February, just two short months from now
110.		We just got that
111.		Fifty-five years ago this week, President John F. Kennedy, a Democrat, launched a historic effort to pass sweeping top-to-bottom tax cuts
112.	α β	A half a century later, we're reminded that lowering taxes is neither a Republican or Democrat idea, but an American principle and an American idea
113.		The goal of my administration is for every

		American to know the dignity of work, the pride of a paycheck, and the satisfaction of a job well done
114.	α β	We want people to love waking up in the morning and going to work-just with that incredible enthusiasm that we have in this country
115.	α [1] β [1] α [2] β [2]	And that's what we're going to be doing and that's what's going to be happening
116.		Today we stand on the verge of a new economic miracle
117.		Our economy has already surged to 3 percent growth-far ahead of schedule, by the way, far ahead in each of the last two quarters
118.	β α	And if we didn't have the hurricanes we could have hit four last quarter
119.	α β β	Four-a number that was unthinkable two years ago when I started the campaign and even my first month in office that was an unthinkable number
120.	1 2	And I'll tell you what it's going to go higher than that
121.		We've created 2.2 million jobs since the election
122.		Unemployment is at a 17-year low
123.		The unemployment rate in the manufacturing business is the lowest in recorded history
124.		Consumer confidence is a 17-point high
125.	α β	Pensions and retirement accounts are soaring as the stock market hits 85 new record highs since the election
126.		How are we doing?
127.		Are we doing okay?
128.		right?
129.	β	And if Congress sends me a tax reform

	α β β	this is only a small beginning to the incredible things that our people will achieve over a very short period of time and the tremendous heights that we will reach economically and so many other ways in our country
130.		Every day, as this victory draws closer, we are so close, right now
131.		In fact, almost-I don't want to talk about it
132.		Maybe we shouldn't talk about it
133.	1 2	The cynical voices that opposed tax cuts grow smaller and weaker and the American people grow stronger
134.	1 2	I heard one of our opponents stand up the other day and say this is for the rich
135.		They had no idea
136.		They didn't even see the final bill
137.		I didn't see the final bill
138.		This is for the people of middle-income
139.	α β	This is for companies that are going to create jobs
140.		This is for very, very special people, the great people of America
141.	α [1] β [1] β [2] α [2] α [3] β [3] [4]	Everyday, hardworking Americans know that the future of this nation will never belong to those who say you can't; it will always belong to the American people who will say we will
142.	α β	It belongs to people like the Glicks, the Kovacs, the Giampolos, and the Benjamins, the Howards, and the millions of Americans just like them across our nation who pour out their hearts and souls every single

	1	day to take care of their families and the country
	2	they love
		and that we love
143.	α	We are going to have a country
	β	that celebrates you again-hardworking, great people
144.		You're being celebrated again
145.		Remember that
146.		Because you were a little bit forgotten
147.		We had called it "the forgotten people"
148.		Somebody else called me and everybody else the "deplorables."
149.		Have you ever heard that term?
150.		Right?
151.	1	We're proud to be the deplorables
	2	and we're doing well
152.		We're going to make our tax system work for you again
153.		We're going to make our economy work for you again
154.	α	And we are going to make the American Dream
	β	and that's the real dream
	β	that will be the dream
	β	that you want for your children and your grandchildren once again
155.		But we need your help to get Congress across that finish line
156.	1	We'll have very little Democrat support, probably none
	2	and that's purely for political reasons
157.	1	They like it a lot
	2	and they can't say it
158.	α	They don't like
	β	what's happening
159.		But they can't say it
160.	1	Some day we have to come together and do bipartisan
	2	

		and hopefully it can happen soon
161.	β	If you make your voice heard
	α	this moment will be forever remembered as a great new beginning, the dawn of a brilliant American future shining with patriotism, prosperity, and pride
162.	1	With your help, we will bring back our jobs;
	2	we will bring back our wealth as a country
	3	and for every citizen across this beautiful land
	4	we will bring back our great American Dreams
163.		and God bless you all

MOOD & THEMATIC ANALYSIS

1. We're joined today by college students, young entrepreneurs, families, workers, mothers, and fathers from all over our nation

We	're	Joined	today	by college students, young entrepreneurs, families, workers, mothers and fathers	from all over our nation
S	F	P	Adj: Circ: Time	Adj: Circ: Agent	Adj: Circ: Place
Declarative Mood			Residue		
Unmarked Theme		Rheme			

2. You make this country run

You	make		this country	run
S	F	P	C	Adj: Circ: Matter
Declarative Mood			Residue	
Unmarked Theme		Rheme		

3. It's an honor to be with you,

It	's	an honor	to be with you
S	F	C	Adj: Circ: Cause
Declarative Mood		Residue	
Unmarked Theme		Rheme	

4. and it's an honor to have you at the White House

And	it	's	an honor	to have you	at the White House
Adj: Tex: Conj	S	F	C	Adj: Circ: Cause	Adj: Circ: Place
	Declarative Mood		Residue		
Textual	Topical Unmarked Theme		Rheme		

5. As a candidate, I promised

As	a candidate	I		promised
Adj: Tex: Conj	Adj: Circ: Agent	S	F	P
	Resi-	Declarative Mood		-due
Textual	Topical			Rheme
	Marked Theme			

6. We would pass a massive tax cut for the everyday, working American families

We	would	pass	a massive tax cut	for the everyday	working American families
S	F	P	C	Adj: Circ: Time	Adj: Circ: Agent
Declarative Mood			Residue		
Unmarked Theme		Rheme			

19

7. who are the backbone and the heartbeat of our country

Who	are	the backbone and the heartbeat of our country
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

8. Now we're just days away

Now	we	're	just	days away
Adj: Tex: Cont	S	F	Adj: Modal: Mood	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

9. I hope

I	hope	
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

10. I hope

I	hope	
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

11. You know

You	know	
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

12. what that means,

What	that		means	
Adj: Tex: Conj	S		F	P
	Declarative Mood			Residue
Textual	Topical		Rheme	
	Unmarked Theme			

13. right

Right	
F	S
Interrogative Mood	
Unmarked Theme	Rheme

14. I hope from keeping that promise and delivering a truly victory for American families

I	hope		from keeping that promise and delivering a truly victory for American families
S	F	P	Adj: Circ: Cause
Declarative Mood			Residue
Unmarked Theme			Rheme

15. We want to give you, the American people, a giant tax cut for Christmas

We	want		to give you	the American people	a giant tax cut	for Christmas
S	F	P	Adj: Circ: Cause	Adj: Circ: Agent	Adj: Circ: Matter	Adj: Circ: Time
Declarative Mood			Residue			
Unmarked Theme			Rheme			

16. And when I say giant,

And	when	I	say	giant
Adj: Tex: Conj		S	F	P	C
		Declarative Mood		Residue	
Textual		Topical		Rheme	
		Unmarked Theme			

17. I mean giant

I	mean		giant
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

18. As we speak

As	we	speak
Adj: Tex: Conj	S	F	P
	Declarative Mood		Residue
Textual	Topical		Rheme
	Unmarked Theme		

19. Congress has reached an agreement on tax legislation

Congress	has	reached	an agreement	on tax legislation
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme		Rheme		

20. that will deliver more jobs, higher wages, and massive tax relief
for American families and for American companies

That	will	deliver	more jobs, higher wages…	for American families and…
S	F	P	C	Adj: Circ: Agent
Declarative Mood		Residue		
Unmarked Theme		Rheme		

21. The typical family of four earning $75,000 will see an income tax
cut of more than $2,000, slashing their tax bill in half

The typical family of four earning $75,000	will	see	an income tax cut of more than $2,000	slashing their tax bill in half
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme		Rheme		

22. It's going to be a lot of money

It	's	going	to be a lot of money
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

23. You're going to have an extra $2,000

You	're	going	to have	an extra $2,000
S	F	P	Adj: Circ: Cause	C
Declarative Mood		Residue		
Unmarked Theme		Rheme		

24. But there are many more things than that

But	there	are	many more things	than that
Adj: Tex: Conj	F	S	C	Adj: Circ: Matter
	Interrogative Mood		Residue	
Textual	Interpersonal	Topical	Rheme	
		Unmarked Theme		

25. Our plan expands the child tax credit for working families

Our plan	expands		the child tax credit	for working families
S	F	P	C	Adj: Circ: Agent
Declarative Mood			Residue	
Unmarked Theme			Rheme	

26. You'll hear the numbers very soon

You	'll	hear	the numbers	very soon
S	F	P	C	Adj: Circ: Time
Declarative Mood			Residue	
Unmarked Theme			Rheme	

27. but they're even larger than anticipated

But	they	're	even larger than anticipated
Adj: Tex: Conj	S	F	C
	Declarative Mood		Residue
Textual	Topical		Rheme
	Unmarked Theme		

28. It nearly doubles the amount of income taxed at the rate of zero

It	nearly	doubles		the amount of income taxed	at the rate of zero
S	Adj: Modal: Mood	F	P	C	Adj: Circ: Matter
Declarative	Resi-	Mood		-due	
Unmarked Theme	Rheme				

29. I don't know

I	don't	Know
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

30. if any of you are paying zero

If	any of you	are	paying	zero
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

31. I hope

I	hope	
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

32. you're not;

You	're not
S	F
Declarative Mood	
Unmarked Theme	Rheme

33. I hope

I	hope	
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

34. you're paying above that

You	're	paying	above that
S	F	P	Adj: Circ: Matter
Declarative Mood		Residue	
Unmarked Theme	Rheme		

35. But a lot of people who are having it

But	a lot of people	who	are	having	it
Adj: Tex: Conj	S	Adj: Tex: Conj	F	P	C
	Declarative	Residue	Mood	Residue	
Textual	Topical	Rheme			
	Unmarked Theme				

36. a little bit tough are going to be paying zero

A little bit tough	are going to	be paying	zero
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

37. It closes special interest loopholes,

It	closes		special interest loopholes
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

26

38. it lowers tax rates for families;

It	lowers		tax rates	for families
S	F	P	C	Adj: Circ: Cause
Declarative Mood			Residue	
Unmarked Theme		Rheme		

39. and our plan also cuts taxes on businesses

And	our plan	also	cuts	taxes	on businesses
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Matter
	Declarative Mood		Residue		
Textual	Topical	Rheme			
	Unmarked theme				

40. which is expected to raise income by an average of more than $4,000

Which	is	expected	to raise income	by an average of more than $4,000
S	F	P	Adj: Circ: Cause	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme		Rheme		

41. So your income goes up

So	your income	goes		up
Adj: Tex: Conj	S	F	P	C
Resi-	Declarative Mood		due	
Textual	Topical	Rheme		
	Unmarked Theme			

42. It's like having a $4,000 increase

It	's	like	having a $4,000	increase
S	F	P	C	Adj: Circ: Matter
Declarative Mood			Residue	
Unmarked Theme	Rheme			

43. which isn't bad,

Which	isn't	bad
S	F	C
Declarative Mood		Residue
Unmarked Theme	Rheme	

44. which isn't bad

Which	isn't	bad
S	F	C
Declarative Mood		Residue
Unmarked Theme	Rheme	

45. A lot of jobs are going to be created with the money

A lot of jobs	are going to	be created	with the money
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

46. that you spend

That	you	spend	
Adj: Tex: Conj	S	F	P
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

47. And it makes America competitive again

And	it	makes		America	competitive again
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Matter
	Declarative Mood		Residue		
Textual	Topical		Rheme		
	Unmarked Theme				

48. so we can bring back that simple but beautiful phrase

So	we	can	bring back	that simple but beautiful phrase
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

49. you've heard it before; Made in the USA

You've		heard	it	before	Made in the USA
S	F	P	C	Adj: Tex: Conj	Adj: Circ: Matter
Declarative Mood		Residue			
Unmarked Theme		Rheme			

50. Right?

Right?	
F	S
Interrogative Mood	
Interpersonal	Topical
Unmarked Theme	

51. I don't know

I	don't	know
S	F	P
Declarative Mood		Residue
Unmarked Theme		Rheme

52. if they've heard it

If	they	've	heard	it
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

53. but you've heard it

but	you	've	heard	it
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

54. Our current tax code is burdensome, complex, and profoundly unfair

Our current tax code	is	burdensome, complex and profoundly	unfair
S	F	C	Adj: Circ: Matter
Declarative Mood		Residue	
Unmarked Theme		Rheme	

55. It has exported our jobs, closed our factories, and left millions of parents worried

It	has	export ed	our …	clo sed	our …	and	left	mil lion s…
S	F	P1	C	P2		Adj: Tex: Conj	P3	C
Declarative Mood	Residue							
Un- marked Theme	Rheme							

56. that their children might be the first generation to have less opportunity than the last

That	their children	might	be	the first generatio n	to have less opportunity than the last
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Cause
	Declarative Mood		Residue		
Textual	Topical	Rheme			
	Unmarked Theme				

57. Our factories have left

Our factories	have	left
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

58. But they're all coming back

But	they	're	all coming back
Adj: Tex: Conj	S	F	C
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

59. And you see it

And	you	see		it
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

60. even before we do this

Even	before	we	do	this
Adj: Tex: Conj		S	F	P	C
	Declarative Mood		Residue	
Textual		Topical	Rheme	
		Unmarked Theme		

61. that they're starting to come back

That	they	're	starting	to come back
Adj: Tex: Conj	S	F	P	Adj: Circ: Cause
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

62. Our country is starting to do really well again

Our country	is	starting	to do	really	well again
S	F	P	Adj: Circ: Cause	Adj: Modal: Mood	Adj: Circ: Matter
Declarative Mood			Residue		
Unmarked Theme		Rheme			

63. and as a country we're being respected again

And	as	a country	we	're	being respected	again
Adj: Tex: Cont	Adj: Tex: Conj	Adj: Circ: Agent	S	F	P	Adj: Circ: Matter
		Resi-	Declarative Mood		-due	
Textual			Topical		Rheme	
			Unmarked Theme			

64. We're being respected again

we	're	being respected	Again
S	F	P	Adj: Circ: Matter
Declarative Mood		Residue	
Unmarked Theme		Rheme	

65. I'm here today to tell you

I	'm	here	today	to tell you
S	F	C	Adj: Circ: Time	Adj: Circ: Cause
Declarative Mood			Residue	
Unmarked Theme		Rheme		

66. that we will never let bad things happen with respect to the economy of our country

That	we	will	never let	bad things happen	with respect	to the economy of our country
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Matter	Adj: Circ: Cause
	Declarative Mood		Residue			
Text ual	Topical	Rheme				
	Unmark ed Theme					

67. We're not going to lose our businesses again

We	're not going to	lose	our businesses	again
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

68. like has happened over the last number of decades

Like	has	happened	over the last number of decades
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

69. America is coming back bigger and better and stronger than ever before

America	is	coming back	bigger and better and stronger	than ever before
S	F	P	C	Adj: Textual: Conj
Declarative Mood		Residue		
Unmarked Theme		Rheme		

70. Okay?

Okay?	
F	S
Interrogative Mood	
Interpersonal	Topical
Unmarked Theme	

71. They'll see it

They	'll	see	It
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

72. and they're going to see the result

And	they	're going to	see	the result
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

73. America isn't content just by getting by

America	isn't	content	just by getting by
S	F	P	C
Declarative Mood		Residue	
Unmarked	Rheme		

74. America is about getting ahead, about finding the best in ourselves and in each other

America	is	about getting ahead, about finding the best	in ourselves and in each other
S	F	C	Adj: Circ: Matter
Declarative Mood		Residue	
Unmarked Theme	Rheme		

75. We are reclaiming our destinies as Americans

We	are	reclaiming	our destinies	as Americans
S	F	P	C	Adj: Circ: Agent
Declarative Mood		Residue		
Unmarked Theme	Rheme			

76. a nation that thinks big, dreams bigger and always reaches for the stars

A nation	that	thinks		big
S	Adj: Tex: Conj	F	P	C
Declarative		Mood		Residue
Unmarked Theme	Rheme			

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77.

(A nation)	(that)	dreams		bigger
S	Adj: Tex: Conj	F	P	C
Declarative		Mood		Residue
Unmarked Theme	Rheme			

78.

and	(that)	always	reaches		for the stars
Adj: Tex: Con	S	Adj: Modal: Mood	F	P	C
	Declarative	Residue	Mood		Residue
Textual	Topical	Rheme			
	Unmarked Theme				

79. We didn't become great through massive taxation and Washington regulation

We	didn't	become	great	through massive taxation and Washington regulation
S	F	P	C	Adj: Circ: Matter
Declarative Mood			Residue	
Unmarked Theme	Rheme			

80. And, by the way, we are cutting regulation at a rate never seen before in the history of our country

And	by…	we	are	cut-ing	Reg-ulati-on	at a rate …	in the…	of…
Adj: Tex	Adj: Tex	S	F	P	C	Adj: Circ	Adj: Circ	Adj: Circ
		Declara-tive Mood		Residue				
Textual		Topic al		Rheme				
		Marked Theme						

81. We became great because our people, our families and because of our freedom

We	became		great	because our people, our families	and	because of our freedom
S	F	P	C	Adj: Tex: Cause	Adj: Tex: Conj	Adj: Tex: Cause
Declarative Mood		Residue				
Unmar ked Theme		Rheme				

82. We became great because of our drive to find the next horizon to unlock the next mystery, and to begin the next adventure

We	became		Great	because of our drive to…
S	F	P	C	Adj: Circ: Cause
Declarative Mood		Residue		
Unmarked Theme		Rheme		

83. You know

You	know		
S	F		P
Declarative Mood		Residue	
Unmarked Theme	Rheme		

84. what I'm talking about

What	I	'm	talking	about
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

85. And that's

And	that	's
Adj: Tex: Conj	S	F
Declarative Mood		
Textual	Topical	Rheme
	Unmarked Theme	

86. who we are: a nation of strivers and builders and dreamers and doers people

Who	we	are:	a nation of strivers and…
WH-Complement	S	F	C
	Declarative Mood		Residue
Interpersonal	Topical	Rheme	
	Unmarked Theme		

87. who treasure their independence and don't know how to quit

Who	treasure		their independence
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

88.

and	(who)		don't	know	how to quit
Adj: Tex: Conj	S		F	P	Adj: Circ: Matter
	Declarative Mood			Residue	
Textual	Topical		Rheme		
	Unmarked Theme				

89. I say that, also, to our great Cabinet

I	say		that,	also to our great Cabinet
S	F	P	C	Adj: Circ: Agent
Declarative Mood			Residue	
Unmarked Theme	Rheme			

90. And they've done a great job

And	they	've	done	a great job
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

91. A lot of things have happened

A lot of things	have	happened
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

92. Nobody's done the job

Nobody	's	Done	the job
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

93. that we've done

That	we	've	done
Adj: Tex: Conj	S	F	P
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

94. When government loosens its grip

When	government	loosens		its grip
Adj: Textual: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

95. there is no summit

There	is	no summit
C	F	S
Residue	Interrogative Mood	
Interpersonal	Topical	
Marked Theme		

96. we cannot reach

We	cannot	reach
S	F	P
Declarative Mood	Residue	
Unmarked Theme	Rheme	

97. Our tax cuts will break down

Our tax cuts	will	break down
S	F	P
Declarative Mood	Residue	
Unmarked Theme	Rheme	

98. and they'll break it down fast-

And	they	'll	break	it down	fast	all forms,…
Adj: Tex: Conj	S	F	P	C	Adj: Modal: Mood	Adj: Circ: Matter
	Declarative Mood		Residue			
Textual	Topical	Rheme				
	Unmarked Theme					

99. They will unleash the American worker;

They	will	unleash	the American worker
S	F	P	Adj: Circ: Agent
Declarative Mood		Residue	
Unmarked Theme	Rheme		

100.   they will tear down the restraints on discovery, innovation, and creation;

They	will	tear down	the restraints	on discovery, innovation, and creation;
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

101. and they will restore the hopes and dreams of the American family

And	they	will	restore	the hopes and dreams	of the…
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Agent
	Declarative Mood			Residue	
Textual	Topical	Rheme			
	Unmarked Theme				

102. Millions of middle-class families will win under our plan

Millions of middle-class families	will	win	under our plan
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

103. And today we are honored to hear from a few of those wonderful and truly great families

And	today	we	are	honored	to hear	from a few of…
Adj: Tex: Conj	Adj: Tex: Cont	S	F	P	Adj: Circ: Cause	Adj: Circ: Matter
		Declarative Mood		Residue		
Textual	Topical	Rheme				
	Marked Theme					

104. Bryant and Ashley Glick-right-are from Lancaster County, Pennsylvania

Bryant and Ashley Glick	are	From Lancaster County, Pennsylvania
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

105.

Right	
F	S
Interrogative Mood	
Unmarked Theme	Rheme

106. I know it well

I	know	it	well
S	F	P	C	Adj: Modal: Mood
Declarative Mood			Residue
Unmarked Theme			Rheme

107. They have two beautiful children with a third on the way

They	Have		two beautiful children	with a third on the way
S	F	P	C	Adj: Circ: Matter
Declarative Mood			Residue	
Unmarked Theme			Rheme	

108. Bryant manages a farm equipment store

Bryant	manages		from equipment store
S	F	P	C
Declarative Mood			Residue
Unmarked Theme			Rheme

109.   Ashley works in healthcare

Ashley	works		in healthcare
S	F	P	C
Declarative Mood			Residue
Unmarked Theme		Rheme	

110.   This year, they were in the 15-percent tax bracket

This year,	they	were	in the 15-percent tax bracket
Adj: Circ: Time	S	F	C
Resi-	Declarative Mood		-due
Marked Theme		Rheme	

111.   Under our plan, they will drop to the 12-percent bracket

Under our plan,	they	will	drop	to the 13-percent bracket
Adj: Circ: Matter	S	F	P	C
Resi-	Declarative Mood			Due
Marked Theme		Rheme		

112.   That's a big drop

That's		a big drop
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

113. Instead of itemizing their deductions they will be able to file their taxes on a single, little, beautiful sheet of paper

Instead of itemizing their deductions	they	will	be able to file	their taxes	on a single, little, beautiful sheet of paper
Adj: Circ: Cause	S	F	P	C	Adj: Circ: Matter
Resi-	Declarative Mood		-due		
Marked Theme	Rheme				

114. And instead of paying $2,600 in income taxes they will get it down to $2,000

And	instead of paying $2,600 in income taxes	they	will	get	it	down to $2,000
Adj: Tex: Conj	Adj: Circ: Cause	S	F	P	C	Adj: Circ: Matter
Resi-		Declarative Mood		-due		
Textual	Topical Marked Theme	Rheme				

115. They'll save at least $600 and probably more than that

They	'll	save	at least $600	and	probably	more than that
S	F	P	C	Adj: Textual: Conj	Adj: Modal: Mood	Adj: Circ: Matter
Declarative Mood	Residue					
Unmar ked Theme	Rheme					

116. Bryant, Ashley, how about saying a few words?

Bryant, Ashley,	how about	saying	a few words?
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

117. You want to?

(Do)	you	want to?
F	S	P
Interrogative Mood		Residue
Interpersonal	Topical	Rheme
Unmarked Theme		

118. Come on

Come on	
F	P
Imperative Mood	
Interpersonal	Topical
Unmarked Theme	

119.   The Kovacs family also joins us today from Ohio

The Kovacs family	also joins		us	today	from Ohio
S	F	P	C	Adj: Circ: Time	Adj: Circ: Place
Declarative Mood	Residue				
Unmarked Theme	Rheme				

120.   That's a great state

That	's	a great state
S	F	C
Declarative Mood	Residue	
Unmarked Theme	Rheme	

121.   Adam is a veteran

Adam	is	a veteran
S	F	C
Declarative Mood	Residue	
Unmarked Theme	Rheme	

122.   who works in telecommunications

Who	works		in telecommunications
S	F	P	C
Declarative Mood	Residue		
Unmarked Theme	Rheme		

123.   Lindsay works in administration admissions at a university

Lindsay	works		in administration admissions	at a university
S	F	P	C	Adj: Circ: Place
Declarative Mood	Residue			
Unmarked Theme	Rheme			

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124.   and they have two beautiful children

And	they	have		two beautiful children
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

125.   This year, they're currently in the 25-percent bracket and pay nearly $14,000 in taxes

This year,	they	're	currently	in	and	pay	nearly…
Adj: Circ: Time	S	F	Adj: Modal Mood	Adj: Circ: Matter	Adj: Tex: Conj	P	Adj: Modal: Mood
Resi-	Declarative Mood		-due				
Marked Theme	Rheme						

126.   Our plan gives them their time back

Our plan	gives		them	their time back
S	F	P	C	Adj: Circ: Matter
Declarative Mood			Residue	
Unmarked Theme	Rheme			

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127.   because they won't have to itemize

Because	they	won't	have	to itemize
Adj: Tex: Conj	S	F	P	Adj: Circ: Cause
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

128.   and it gives them nearly one-third of their money back-more than $3,500 for one year

And	it	gives	them	nearly	one-third …	for one year
Adj: Tex: Conj	S	F	P	C	Adj: Modal :Mood	Adj: Circ: Matter	Adj: Circ: Time
	Declarative Mood		Residue			
Textual	Topical	Rheme				
	Unmar ked Theme					

129.   I'd like to invite the Kovacs to explain

I	'd	like to invite	the Kovacs	to explain
S	F	P	C	Adj: Circ: Cause
Declarative Mood		Residue		
Unmarked Theme	Rheme			

130.   what our tax cuts will mean for them

What	our tax cuts	will	mean	for them
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

131.   They've studied it very closely

They	've	studied	it	very	closely
S	F	P	C	Adj: Circ: Matter	Adj: Modal: Mood
Declarative Mood	Residue				
Unmarked Theme	Rheme				

132.   These are very smart, sharp people

These	are	very smart,	sharp people
S	F	C	Adj: Circ: Matter
Declarative Mood	Residue		
Unmarked Theme	Rheme		

133.   They know exactly

They	know		exactly
S	F	P	Adj: Modal: Mood
Declarative Mood	Residue		
Unmarked Theme	Rheme		

134.   what we're doing here

What	we	're	doing	here
Adj: Tex: Conj	S	F	P	Adj: Circ: Place
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

135.   and they like it

And	they	like	it
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme	
	Unmarked Theme		

136.   Come on up

Come on		up
F	S	C
Imperative Mood		Residue
Interpersonal	Topical	Rheme
	Unmarked Theme	

137.   The Giampolo family is from Polk County, Iowa

The Giampolo family	is	from Polk County, Iowa
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

138.   Anthony is a police officer

Anthony	is	a police officer
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

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139.   and Aubyn is a 911 emergency dispatcher

And	Aubyn	is	a 911 emergency dispatcher
Adj: Tex: Conj	S	F	C
	Declarative Mood		Residue
Textual	Topical Unmarked Theme		Rheme

140.   When they're not at work protecting and serving their fellow citizens

When	they	're not	at work	protecting and serving their fellow citizens
Adj: Tex: Conj	S	F	C	Adj: Circ: Matter
	Declarative Mood		Residue	
Textual	Topical Unmar ked Theme		Rheme	

141.   their hands are full with four wonderful children

their hands	are	full	with four wonderful children
S	F	P	Compl
Declarative Mood			Residue
Unmarked Theme		Rheme	

142.   This year, they were in the 25-percent bracket

This year,	they	were	in the 25-percent bracket
Adj: Circ: Time	S	F	C
Resi-	Declarative Mood		Residue
Marked Theme		Rheme	

143.   they're itemized deductions

They	're	itemized	deductions
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

144.   and they've done everything

And	they	've	done	everything
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

145.   they can

They	can	
S	F	P
Declarative Mood	Residue	
Unmarked Theme	Rheme	

146.   They paid more than $19,000 in taxes

They	paid		more than $19,000	in taxes
S	F	P	Adj: Circ: Matter	C
Declarative Mood		Residue		
Unmarked Theme	Rheme			

147.   by the way; that's a lot of money

By the way;	that	's	a lot of money
Adj: Tex: Cont	S	F	C
	Declarative Mood		Residue
Textual	Topical	Rheme	
Marked Theme			

148. Under our plan, they will file on a single page and save $2,700

Under our plan,	they	will	file	on a single page	and	save	$2,700
Adj: Circ: Cause	S	F	P1	C1	Adj: Tex: Conj	P2	C2
Resi-	Declarative Mood		-due				
Marked Theme	Rheme						

149. Anthony, Aubyn, maybe you'd like to say a few words?

Anthony, Aubyn,	maybe	you	'd	like to say	a few words?
Adj: Modal: Voc	Adj: Modal: Mood	S	F	P	C
		Declarative Mood		Residue	
Interpersonal		Topical		Rheme	
Marked Theme					

150. Come on in

Come on		in
F	S	C
Imperative Mood		Residue
Interpersonal	Topical	Rheme
Unmarked Theme		

151. Leon and Maria Benjamin are pastors of New Life Harvest Church

Leon and Maria Benjamin	are	pastors	of New Life Harvest Church
S	F	C	Adj: Circ: Place
Declarative Mood		Residue	
Unmarked Theme	Rheme		

152. and it's a beautiful church in Richmond, Virginia

And	it	's	a beautiful church	in Richmond, Virginia
Adj: Tex: Conj	S	F	C	Adj: Circ: Place
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

153. and they have three wonderful children

And	they	have		three wonderful children
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

154.   Under our plan, they will get a larger tax refund to help them pay their bills

Under our plan,	they	will	get	a larger tax refund	to help them pay their bills
Adj: Circ: Matter	S	F	P		Adj: Circ: Cause
Resi-	Declarative Mood		-due		
Marked Theme	Rheme				

155.   They'll receive a tax refund, this year, of $3,000

They	'll	receive	a tax refund,	this year,	of $3,000
S	F	P	C	Adj: Circ: Time	Adj: Circ: Matter
Declarative Mood	Residue				
Unmarked Theme	Rheme				

156.   Leon and Maria, I would love you to discuss your middle-class tax cut a little bit with the millions of people watching right now on television

Leon and Maria,	I	would love	you	to discuss …	with the millions of people
Adj: Modal: Voc	S	F	C	Adj: Circ: Cause	Adj: Circ: Matter
Resi-	Declarative Mood		-due		
Interpersonal	Topical	Rheme			
	Marked Theme				

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157. You do very well

You	do		very	well
S	F	P	Adj: Circ: Matter	Adj: Modal: Mood
Declarative Mood		Residue		
Unmarked Theme	Rheme			

158. and we're very proud of you

And	we	're	very proud	of you
Adj: Tex: Conj	S	F	Adj: Circ: Matter	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

159. And it is indeed a beautiful church

And	it	is	indeed	a beautiful church
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

160. I got to see a very nice picture

I	got	to see	a very nice picture
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

161. We'll have to get there someday soon

We	'll	have	to get	there	someday	soon
S	F	P	Adj: Circ: Cause	Adj: Circ: Place	Adj: Circ: Time	
Declarative Mood		Residue				
Unmarked Theme	Rheme					

162. Come on in

Come on		in
F	S	C
Imperative Mood		Residue
Interpersonal	Topical	Rheme
Unmarked Theme		

163. He can be my minister anytime

He	can	be	my minister	anytime
S	F	P	Compl	Adj: Circ: Time
Declarative Mood			Residue	
Unmarked Theme	Rheme			

164. The Howard family lives in Tenino, Washington

The Howard family	lives		in Tenino, Washington
S	F	P	Compl
Declarative Mood		Residue	
Unmarked Theme		Rheme	

165.   Issac owns an espresso machine service company

Issac	owns		an espresso machine service company
S	F	P	Compl
Declarative Mood			Residue
Unmarked Theme			Rheme

166.   and Emily takes care of their four beautiful children

And	Emily	takes care		of their four beautiful children
Adj: Tex: Conj	S	F	P	C
	Declarative Mood			Residue
Textual	Topical Unmarked Theme			Rheme

167.   They are currently in the 15-percent bracket and pay $2,500 in taxes

They	are	currently	in the 15-percent bracket	and	pay	$2,500 in taxes
S	F	Adj: Modal: Mood	C	Adj: Tex: Conj	P	Adj: Circ: Matter
Declarative Mood		Residue				
Unmarked Theme				Rheme		

168.   Our plan will totally wipe out their tax bill

Our plan	will	totally	wipe out	their tax bill
S	F	Adj: Modal: Mood	P	C
Declarative Mood		Residue		
Unmarked Theme		Rheme		

169.   and they might even get a refund of substantially more than $700

And	they	might	even	get	a refund	of…
Adj: Tex: Conj	S	F	Adj: Tex: Conj	P	C	Adj: Circ: Cause
	Declarative Mood		Residue			
Text ual	Top- ical		Rheme			
	Unmarked Theme					

170.   I'd like to introduce them

I	'd	like	to introduce	them
S	F	P	Adj: Circ: Cause	C
Declarative Mood		Residue		
Unmarked Theme		Rheme		

171.   Come on up

Come on		up
F	S	C
Imperative Mood		Residue
Interpersonal	Topical	Rheme
Unmarked Theme		

172. It's critically important for Congress to quickly pass these historic tax cuts

It	's	critically	important	for Congress	to quickly pass…
S	F	Adj: Modal: Mood	C	Adj: Circ: Agent	Adj: Circ: Cause
Declarative Mood	Residue				
Unmarked Theme	Rheme				

173. and that's going to take place

And	that	's going to	take place
Adj: Tex: Conj	S	F	P
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

174. I think, even before the media

I	think,		even before	the media
S	F	P	Adj: Textual: Conj	C
Declarative Mood			Residue	
Unmarked Theme	Rheme			

175. I used the word "media"

I	used		the word	"media"
S	F	P	C	Adj: Circ: Matter
Declarative Mood			Residue	
Unmarked Theme	Rheme			

176.   Did you notice?

Did	you	notice?
F	S	P
Interrogative Mood		Residue
Interpersonal	Topical	Rheme
	Unmarked Theme	

177.   As opposed to "fake news media" I don't say

As opposed to	"fake news media"	I	don't	say
Adj: Tex: Conj	Adj: Circ: Matter	S	F	P
		Declarative Mood		Residue
Textual		Topical	Rheme	
		Marked Theme		

178.   Because today is a very important day

Because	today	is	a very important day
Adj: Tex: Conj	S	F	C
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

179.   We want everybody to be covered very accurately

We	want		everybody	to be covered	very accurately
S	F	P	C	Adj: Circ: Cause	Adj: Circ: Matter
Declarative Mood			Residue		
Unmarked Theme			Rheme		

180.   So I'm excited to announce

So	I	'm	excited	to announce
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

181.   that if Congress sends me a bill before Christmas

That	if	Congress	sends	me	a bill	before Christmas
Adj: Tex: Conj		S	F	P	C	Adj: Circ: Matter	Adj: Circ: Time
		Declarative Mood	Residue			
Textual		Topical	Rheme			
		Unmarked Theme				

182.   this is just out

This	is	just out
S	F	C
Declarative Mood		Residue
Unmarked Theme	Rheme	

183.   this is breaking news

This	is	breaking news
S	F	Compl
Declarative Mood		Residue
Unmarked Theme	Rheme	

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184.   (the IRS) has just confirmed

(the IRS)	has	just confirmed
S	F	P
Declarative Mood		Residue
Unmarked Theme		Rheme

185.   that Americans will see lower taxes and bigger paychecks beginning in February, just two short months from now

That	Americans	Will	see	lower taxes and …	beginning in February, just two short months from now
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Time
	Declarative Mood			Residue	
Text-ual	Topical		Rheme		
	Unmarke d Theme				

186.   We just got that

We	just	got		that
S	Adj: Modal: Mood	F	P	C
Declarative	Residue	Mood		Residue
Unmarked Theme		Rheme		

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187.   Fifty-five years ago this week, President John F. Kennedy, a Democrat, launched a historic effort to pass sweeping top-to-bottom tax cuts

Fifty five …	President John …	a Democrat	launched		a historic effort	to pass …
Adj: Circ: Time	S	Adj: Circ: Agent	F	P	C	Adj: Circ: Cause
	Declara-tive Mood	Residue				
Mark ed The me	Rheme					

188.   A half a century later, we're reminded

A half a century later	we	're	reminded
Adj: Circ: Time	S	F	P
Resi-	Declarative Mood		due
Marked Theme	Rheme		

189.   that lowering taxes is neither a Republican or Democrat idea, but an American principle and an American idea

That	lowering taxes	is	neither a Republican …	but	an American …
Adj: Tex: Conj	S	F	C	Adj: Tex: Conj	Adj: Circ: Agent
	Declarative Mood		Residue		
Textual	Topical Unmarked Theme	Rheme			

190.   The goal of my administration is for every American to know the dignity of work, the pride of a paycheck, and the satisfaction of a job well done

The goal of my administration	is	for every American	to know the dignity of work…	well done
S	F	C	Adj: Circ: Cause	Adj: Circ: Matter
Declarative Mood	Residue			
Unmarked Theme	Rheme			

191.   We want people to love waking up in the morning and going to work-just with that incredible enthusiasm

We	want		people	to love waking up in the morning and going to work	just with that incredible enthusiasm
S	F	P	C	Adj: Circ: Cause	Adj: Circ: Matter
Declarative Mood	Residue				
Unmarked Theme	Rheme				

192.   that we have in this country

That	we	have		in this country
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical Unmarked Theme	Rheme		

193.   And that's

And	that	's
Adj: Tex: Conj	S	F
Residue	Declarative Mood	
Textual	Topical	Rheme
	Unmarked Theme	

194.   what we're going to be doing

What	we	're going to	be doing
Adj: Tex: Conj	S	F	P
	Declarative Mood		Residue
Textual	Topical		Rheme
	Unmarked Theme		

195.   and that's

And	that's	
Adj: Tex: Conj	S	F
	Declarative Mood	
Textual	Topical	Rheme
	Unmarked Theme	

196.   what's going to be happening

What		's going to	be	happening
WH Complement	F	S	p	C
Resi-	Interrogative Mood		-due	
Interpersonal	Topical		Rheme	
	Unmarked Theme			

197. Today we stand on the verge of a new economic miracle

Today	we	stand		on the verge of a new economic miracle
Adj: Circ: Time	S	F	P	C
Resi-	Declarative Mood			due
Interpersonal	Topical		Rheme	
Marked Theme				

198. Our economy has already surged to 3 percent growth-far ahead of schedule, by the way, far ahead in each of the last two quarters

Our economy	has already	surged	to 3 percent growth…	by the way,	far…
S	F	P	Adj: Circ: Cause	Adj: Tex: Cont	Adj: Circ: Matter
Declarative Mood			Residue		
Unmark ed Theme	Rheme				

199. And if we didn't have the hurricanes

And	if	we	didn't	have	the hurricanes
Adj: Tex: Conj		S	F	P	C
	Declarative Mood			Residue	
Textual		Topical		Rheme	
		Unmarke d Theme			

200. we could have hit four last quarter

We	could	have hit	four last quarter
S	F	P	Adj: Circ: Time
Declarative Mood		Residue	
Unmarked Theme	Rheme		

201.   Four-a number that was unthinkable two years ago

Four-a number	that	was	unthinkable	two years ago
S	Adj: Tex: Conj	F	C	Adj: Circ: Time
Declarative		Mood	Residue	
Unmarked Theme	Rheme			

202.   when I started the campaign and even my first month in office

When	I	started	the …	and even	my first month	in office
Adj: Tex: Conj	S	F	P	C	Adj: Tex: Conj	Adj: Circ: Time	Adj: Circ: Place
	Declarative Mood	Residue					
Textual	Topical	Rheme					
	Unmarked Theme						

203.   that was an unthinkable number

That	was	an unthinkable number
S	F	C
Declarative Mood	Residue	
Unmarked Theme	Rheme	

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204.   And I'll tell you

And	I	'll	tell	you
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarke d Theme			

205.   what it's going to go higher than that

What	it	's	going to go	higher than that
Adj: Tex: Conj	S	F	P	Adj: Circ: Matter
	Declarative Mood		Residue	
Textual	Topical	Rheme		
Unmarked Theme				

206.   We've created 2.2 million jobs since the election

We	've	created	2.2 million jobs	since the election
S	F	P	C	Adj: Circ: Time
Declarative Mood		Residue		
Unmarked Theme	Rheme			

207.   Unemployment is at a 17-year low

Unemployment	is	at a 17-year low
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

208. The unemployment rate in the manufacturing business is the lowest in recorded history

The unemployment rate in the manufacturing business	is	the lowest	in recorded history
S	F	C	Adj: Circ: Time
Declarative Mood		Residue	
Unmarked Theme		Rheme	

209. Consumer confidence is a 17-point high

Consumer confidence	is	a 17-point high
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

210. Pensions and retirement accounts are soaring

Pensions and retirement accounts	are	soaring
S	F	P
Declarative Mood		Residue
Unmarked Theme		Rheme

211. as the stock market hits 85 new record highs since the election

As	the stock market	hits		85 new record highs	since the election
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Time
	Declarative Mood			Residue	
Text ual	Topical	Rheme			
	Unmark ed Theme				

212.   How are we doing?

How	are	we	doing?
WH-Compl	F	S	P
Resi-	Interrogative Mood		-due
Interpersonal		Topical	Rheme
Unmarked Theme			

213.   Are we doing okay?

Are	we	doing	okay?
F	S	P	C
Interrogative Mood		Residue	
Interpersonal	Topical	Rheme	
	Unmarked Theme		

214.   right?

Right?	
F	S
Interrogative Mood	
Interpersonal	Topical
	Unmarked Theme

215.   And if Congress sends me a tax reform

And	if	Congress	sends	me	a tax reform
Adj: Tex: Conj		S	F	P	C
	Declarative Mood			Residue	
Textual		Topical	Rheme		
		Unmarked Theme			

216.   this is only a small beginning to the incredible things

This	is	only a small beginning	to the incredible things
S	F	C	Adj: Circ: Cause
Declarative Mood		Residue	
Unmarked Theme		Rheme	

217.   that our people will achieve over a very short period of time and the tremendous heights

That	our people	will	achieve	over a very short period of time and the tremendous heights
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical		Rheme	
	Unmarked Theme			

218.   that we will reach economically and so many other ways in our country

That	we	will	reach	economically and so many other ways	in our country
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Place
	Declarative Mood		Residue		
Textual	Topical		Rheme		
	Unmarked Theme				

219.   Every day, as this victory draws closer

Every day,	as	this victory	draws	closer
Adj: Circ: Time	Adj: Tex: Conj	S	F	P	C
Resi-		Declarative Mood	-due	
Marked Theme	Rheme			

220.   we are so close, right now

We	are	so close,	right now
S	F	C	Adj: Circ: Time
Declarative Mood		Residue	
Unmarked Theme	Rheme		

221.   In fact, almost-I don't want to talk about it

In fact,	almost-	I	don't	want	to talk	about it
Adj: Tex: Conj	Adj: Modal: Usuality	S	F	p	Adj: Circ: Cause	C
Residue		Declarative Mood		Residue		
Textual		Topical	Rheme			
		Unmarked Theme				

222.   Maybe we shouldn't talk about it

Maybe	we	shouldn't	talk	about it
Adj: Modal: Probability	S	F	P	C
Resi-	Declarative Mood		-due	
Interpersonal	Topical	Rheme		
Marked Theme				

223.   The cynical voices that opposed tax cuts grow smaller and weaker

The cynical voices that opposed tax cuts	grow		smaller and weaker
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

224.   and the American people grow stronger

And	the American people	grow	stronger
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue
Textual	Topical	Rheme	
Unmarked Theme			

225.   I heard one of our opponents stand up the other day and say

I	heard		one of our opponents stand up	the other day
S	F	P	C	Adj: Circ: Time
Declarative Mood			Residue	
Unmarked Theme			Rheme	

226.

And	(I)		say
Adj: Tex: Conj	S	F	P
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

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227. this is for the rich

This	is	for the rich
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

228. They had no idea

They	had		no idea
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

229. They didn't even see the final bill

They	didn't	even	see	the final bill
S	F	Adj: Tex: Conj	P	C
Declarative Mood		Residue		
Unmarked Theme		Rheme		

230. I didn't see the final bill

I	didn't	see	the final bill
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme		Rheme	

231. This is for the people of middle-income

This	is	for the people of middle-income
S	F	C
Declarative Mood		Residue
Unmarked Theme		Rheme

232.   This is for companies

This	is	for companies
S	F	C
Declarative Mood		Residue
Unmarked Theme	Rheme	

233.   that are going to create jobs

That	are	going to create	jobs
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

234.   This is for very, very special people, the great people of America

This	is	for very, very special people,	the great people of America
S	F	C	Adj: Circ: Matter
Declarative Mood		Residue	
Unmarked Theme	Rheme		

235.   Everyday, hardworking Americans know

Everyday,	hardworking Americans		know
Adj: Circ: Time	S	F	P
Resi-	Declarative Mood		-due
Interpersonal	Topical	Rheme	
Marked Theme			

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236. that the future of this nation will never belong to those

That	the future of this nation	will never	belong	to those
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

237. who say

Who	say	
S	F	P
Declarative Mood	Residue	
Unmarked Theme	Rheme	

238. you can't;

You	can't	
S	F	P
Declarative Mood	Residue	
Unmarked Theme	Rheme	

239. it will always belong to the American people

It	will	always	belong	to the American people
S	F		P	C
Declarative Mood	Residue			
Unmarked Theme	Rheme			

240. who will say

Who	will	say
S	F	P
Declarative Mood	Residue	
Unmarked Theme	Rheme	

241. we will

We	will
S	F
Declarative Mood	
Unmarked Theme	Rheme

242. It belongs to people like the Glicks, the Kovacs, the Giampolos, and the Benjamins, the Howards, and the millions of Americans just like them across our nation

It	belongs		to people like the Glicks…	just like them across our nation
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

243. who pour out their hearts and souls every single day to take care of their families and the country

Who	pour out		their hearts and souls	every single day	to take care of their families and the country
S	F	P	C	Adj: Circ: Time	Adj: Circ: Cause
Declarative Mood	Residue				
Unmarked Theme	Rheme				

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244.   they love

They	love	
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

245.   and that we love

And	that	we	love
Adj: Tex: Conj		S	F	P
		Declarative Mood	Residue
Textual	Topical	Rheme	
	Unmarked Theme		

246.   We are going to have a country

We	are going to	have	a country
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

247.   that celebrates you again-hardworking, great people

That	celebrates	you	again-	hardworking, great people
S	F	P	C	Adj: Circ: Matter	C
Declarative Mood	Residue				
Unmarked Theme	Rheme				

248. You're being celebrated again

You	're being	celebrated	again
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

249. Remember that

Remember	that
F	S
Imperative Mood	
Interpersonal	Topical
Unmarked Theme	

250. Because you were a little bit forgotten

Because	you	were	a little bit forgotten
Adj: Tex: Conj	S	F	C
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

251. We had called it "the forgotten people"

We	had	called	it	"the forgotten people"
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

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252. Somebody else called me and everybody else the "deplorables."

Somebody else	called		me and everybody else	the "deplorables"
S	F	P	Compl	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

253. Have you ever heard that term?

Have	you	ever heard	that term?
F	S	P	C
Interrogative Mood		Residue	
Interpersonal	Topical	Rheme	
	Unmarked Theme		

254. Right?

Right?	
F	S
Interrogative Mood	
Interpersonal	Topical
	Unmarked Theme

255. We're proud to be the deplorables

We	're	proud	to be the deplorables
S	F	C	Adj: Circ: Cause
Declarative Mood		Residue	
Unmarked Theme	Rheme		

256.   and we're doing well

And	We	're	doing	well
Adj: Tex: Conj	S	F	P	Adj: Circ: Matter
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

257.   We're going to make our tax system work for you again

We	're going to	make	our tax system	work for you again
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

258.   We're going to make our economy work for you again

We	're going to	make	our economy	work for you again
S	F	P	Compl	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

259.   And we are going to make the American Dream

And	we	are going to	make	the American Dream
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

260.   and that's the real dream

And	that	's	the real dream
Adj: Tex: Conj	S	F	C
	Declarative Mood		Residue
Textual	Topical	Rheme	
	Unmarked Theme		

261.   that will be the dream

That	will	be	the dream
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

262.   that you want for your children and your grandchildren once again

That	you	want		for your children and your grandchildren	once again
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Matter
	Declarative Mood			Residue	
Textual	Topical	Rheme			
	Unmarked Theme				

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263. But we need your help to get Congress across that finish line

But	we	need	your help		to get Congress across that finish line
Adj: Tex: Conj	S	F	P	C	Adj: Circ: Cause
	Declarative Mood			Residue	
Textual	Topical	Rheme			
	Unmarked Theme				

264. We'll have very little Democrat support, probably none

We	'll	have	very little Democrat support,	probably	none
S	F	P	C	Adj: Modal: Mood	Adj: Circ: Matter
Declarative Mood	Residue				
Unmarked Theme	Rheme				

265. and that's purely for political reasons

And	that	's	purely	for political reasons
Adj: Tex: Conj	S	F	Adj: Modal: Mood	Adj: Circ: Cause
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

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266. They like it a lot

They	like		it	a lot
S	F	P		C
Declarative Mood		Residue		
Unmarked Theme	Rheme			

267. and they can't say it

And	they	can't	say	it
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

268. They don't like

They	don't	like
S	F	P
Declarative Mood		Residue
Unmarked Theme	Rheme	

269. what's happening

What	's		happening
WH-Complement	F	S	P
Residue	Interrogative Mood		Residue
Unmarked Theme	Rheme		

270. But they can't say it

But	they	can't	say	it
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

271.   Some day we have to come together and do bipartisan

Some day	we	have	to come	together
Adj: Circ: Time	S	F	P	C
Resi-	Declarative Mood		-due	
Marked Theme	Rheme			

272.

and	(we)	do	bipartisan
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

273.   and hopefully it can happen soon

And	hopefully	it	can	happen	soon
Adj: Textual: Conj	Adj: Modal: Comment	S	F	P	Adj: Circ: Time
		Declarative Mood		Residue	
Textual		Topical	Rheme		
		Unmarked Theme			

274.   If you make your voice heard

If	you	make	your voice heard
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme	
	Unmarked Theme		

275.   this moment will be forever remembered as a great new beginning, the dawn of a brilliant American future shining with patriotism, prosperity, and pride

This moment	will	be	forever	remembered	as a great new…
S	F	P	Adj: Circ: Time	P	Adj: Circ: Matter
Declarative Mood			Residue		
Unmarked Theme	Rheme				

276.   With your help, we will bring back our jobs;

With your help,	we	will	bring back	our jobs;
Adj: Circ: Matter	S	F	P	C
Resi-	Declarative Mood		-due	
Marked Theme	Rheme			

277.   we will bring back our wealth as a country

We	will	bring back	our wealth	as a country
S	F	P	C	Adj: Circ: Matter
Declarative Mood		Residue		
Unmarked Theme	Rheme			

278.   and for every citizen across this beautiful land

And	for every citizen	across		this beautiful land
Adj: Textual: Conj	S	F	P	C
	Declarative Mood			Residue
Textual	Topical Unmarked Theme	Rheme		

279.   we will bring back our great American Dreams

We	will	bring back	our great American Dreams
S	F	P	C
Declarative Mood		Residue	
Unmarked Theme	Rheme		

280.   and God bless you all

And	God	bless		you all
Adj: Tex: Conj	S	F	P	C
	Declarative Mood		Residue	
Textual	Topical	Rheme		
	Unmarked Theme			

Appendix 4

RECAPITULATION TYPES OF MOOD

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
1.	Clause 1	✓			
2.	Clause 2	✓			
3.	Clause 3	✓			
4.	Clause 4	✓			
5.	Clause 5	✓			
6.	Clause 6	✓			
7.	Clause 7	✓			
8.	Clause 8	✓			
9.	Clause 9	✓			
10.	Clause 10	✓			
11.	Clause 11	✓			
12.	Clause 12	✓			
13.	Clause13		✓		
14.	Clause14	✓			
15.	Clause15	✓			
16.	Clause16	✓			
17.	Clause 17	✓			
18.	Clause 18	✓			
19.	Clause 19	✓			
20.	Clause 20	✓			
21.	Clause 21	✓			
22.	Clause 22	✓			
23.	Clause 23	✓			
24.	Clause 24	✓			
25.	Clause 25	✓			
26.	Clause 26	✓			
27.	Clause 27	✓			
28.	Clause 28	✓			
29.	Clause 29	✓			
30.	Clause 30	✓			
31.	Clause 31	✓			
32.	Clause 32	✓			
33.	Clause 33	✓			
34.	Clause 34	✓			
35.	Clause 35	✓			
36.	Clause 36	✓			
37.	Clause 37	✓			
38.	Clause 38	✓			

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
39.	Clause 39	✓			
40.	Clause 40	✓			
41.	Clause 41	✓			
42.	Clause 42	✓			
43.	Clause 43	✓			
44.	Clause 44	✓			
45.	Clause 45	✓			
46.	Clause 46	✓			
47.	Clause 47	✓			
48.	Clause 48	✓			
49.	Clause 49	✓			
50.	Clause 50		✓		
51.	Clause 51	✓			
52.	Clause 52	✓			
53.	Clause 53	✓			
54.	Clause 54	✓			
55.	Clause 55	✓			
56.	Clause 56	✓			
57.	Clause 57	✓			
58.	Clause 58	✓			
59.	Clause 59	✓			
60.	Clause 60	✓			
61.	Clause 61	✓			
62.	Clause 62	✓			
63.	Clause 63	✓			
64.	Clause 64	✓			
65.	Clause 65	✓			
66.	Clause 66	✓			
67.	Clause 67	✓			
68.	Clause 68	✓			
69.	Clause 69	✓			
70.	Clause 70		✓		
71.	Clause 71	✓			
72.	Clause 72	✓			
73.	Clause 73	✓			
74.	Clause 74	✓			
75.	Clause 75	✓			
76.	Clause 76	✓			
77.	Clause 77	✓			
78.	Clause 78	✓			
79.	Clause 79	✓			
80.	Clause 80	✓			

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
81.	Clause 81	✓			
82.	Clause 82	✓			
83.	Clause 83	✓			
84.	Clause 84	✓			
85.	Clause 85	✓			
86.	Clause 86	✓			
87.	Clause 87	✓			
88.	Clause 88	✓			
89.	Clause 89	✓			
90.	Clause 90	✓			
91.	Clause 91	✓			
92.	Clause 92	✓			
93.	Clause 93	✓			
94.	Clause 94	✓			
95.	Clause 95		✓		
96.	Clause 96	✓			
97.	Clause 97	✓			
98.	Clause 98	✓			
99.	Clause 99	✓			
100.	Clause 100	✓			
101.	Clause 101	✓			
102.	Clause 102	✓			
103.	Clause 103	✓			
104.	Clause 104	✓			
105.	Clause 105		✓		
106.	Clause 106	✓			
107.	Clause 107	✓			
108.	Clause 108	✓			
109.	Clause 109	✓			
110.	Clause 110	✓			
111.	Clause 111	✓			
112.	Clause 112	✓			
113.	Clause 113	✓			
114.	Clause 114	✓			
115.	Clause 115	✓			
116.	Clause 116	✓			
117.	Clause 117		✓		
118.	Clause 118			✓	✓
119.	Clause 119	✓			
120.	Clause 120	✓			
121.	Clause 121	✓			
122.	Clause 122	✓			

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
123.	Clause 123	✓			
124.	Clause 124	✓			
125.	Clause 125	✓			
126.	Clause 126	✓			
127.	Clause 127	✓			
128.	Clause 128	✓			
129.	Clause 129	✓			
130.	Clause 130	✓			
131.	Clause 131	✓			
132.	Clause 132	✓			
133.	Clause 133	✓			
134.	Clause 134	✓			
135.	Clause 135	✓			
136.	Clause 136			✓	✓
137.	Clause 137	✓			
138.	Clause 138	✓			
139.	Clause 139	✓			
140.	Clause 140	✓			
141.	Clause 141	✓			
142.	Clause 142	✓			
143.	Clause 143	✓			
144.	Clause 144	✓			
145.	Clause 145	✓			
146.	Clause 146	✓			
147.	Clause 147	✓			
148.	Clause 148	✓			
149.	Clause 149	✓			
150.	Clause 150			✓	✓
151.	Clause 151	✓			
152.	Clause 152	✓			
153.	Clause 153	✓			
154.	Clause 154	✓			
155.	Clause 155	✓			
156.	Clause 156	✓			
157.	Clause 157	✓			
158.	Clause 158	✓			
159.	Clause 159	✓			
160.	Clause 160	✓			
161.	Clause 161	✓			
162.	Clause 162			✓	✓
163.	Clause 163	✓			
164.	Clause 164	✓			

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
165.	Clause 165	✓			
166.	Clause 166	✓			
167.	Clause 167	✓			
168.	Clause 168	✓			
169.	Clause 169	✓			
170.	Clause 170	✓			
171.	Clause 171			✓	✓
172.	Clause 172	✓			
173.	Clause 173	✓			
174.	Clause 174	✓			
175.	Clause 175	✓			
176.	Clause 176		✓		
177.	Clause 177	✓			
178.	Clause 178	✓			
179.	Clause 179	✓			
180.	Clause 180	✓			
181.	Clause 181	✓			
182.	Clause 182	✓			
183.	Clause 183	✓			
184.	Clause 184	✓			
185.	Clause 185	✓			
186.	Clause 186	✓			
187.	Clause 187	✓			
188.	Clause 188	✓			
189.	Clause 189	✓			
190.	Clause 190	✓			
191.	Clause 191	✓			
192.	Clause 192	✓			
193.	Clause 193	✓			
194.	Clause 194	✓			
195.	Clause 195	✓			
196.	Clause 196			✓	
197.	Clause 197	✓			
198.	Clause 198	✓			
199.	Clause 199	✓			
200.	Clause 200	✓			
201.	Clause 201	✓			
202.	Clause 202	✓			
203.	Clause 203	✓			
204.	Clause 204	✓			
205.	Clause 205	✓			
206.	Clause 206	✓			

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
207.	Clause 207	✓			
208.	Clause 208	✓			
209.	Clause 209	✓			
210.	Clause 210	✓			
211.	Clause 211	✓			
212.	Clause 212			✓	
213.	Clause 213		✓		
214.	Clause 214		✓		
215.	Clause 215	✓			
216.	Clause 216	✓			
217.	Clause 217	✓			
218.	Clause 218	✓			
219.	Clause 219	✓			
220.	Clause 220	✓			
221.	Clause 221	✓			
222.	Clause 222	✓			
223.	Clause 223	✓			
224.	Clause 224	✓			
225.	Clause 225	✓			
226.	Clause 226	✓			
227.	Clause 227	✓			
228.	Clause 228	✓			
229.	Clause 229	✓			
230.	Clause 230	✓			
231.	Clause 231	✓			
232.	Clause 232	✓			
233.	Clause 233	✓			
234.	Clause 234	✓			
235.	Clause 235	✓			
236.	Clause 236	✓			
237.	Clause 237	✓			
238.	Clause 238	✓			
239.	Clause 239	✓			
240.	Clause 240	✓			
241.	Clause 241	✓			
242.	Clause 242	✓			
243.	Clause 243	✓			
244.	Clause 244	✓			
245.	Clause 245	✓			
246.	Clause 246	✓			
247.	Clause 247	✓			
248.	Clause 248	✓			

No	Clause	Declarative	Interrogative	WH-Interrogative	Imperative
249.	Clause 249			✓	✓
250.	Clause 250	✓			
251.	Clause 251	✓			
252.	Clause 252	✓			
253.	Clause 253		✓		
254.	Clause 254		✓		
255.	Clause 255	✓			
256.	Clause 256	✓			
257.	Clause 257	✓			
258.	Clause 258	✓			
259.	Clause 259	✓			
260.	Clause 260	✓			
261.	Clause 261	✓			
262.	Clause 226	✓			
263.	Clause 236	✓			
264.	Clause 264	✓			
265.	Clause 265	✓			
266.	Clause 266	✓			
267.	Clause 267	✓			
268.	Clause 268	✓			
269.	Clause 269			✓	
270.	Clause 270	✓			
271.	Clause 271	✓			
272.	Clause 272	✓			
273.	Clause 273	✓			
274.	Clause 274	✓			
275.	Clause 275	✓			
276.	Clause 276	✓			
277.	Clause 277	✓			
278.	Clause 278	✓			
279.	Clause 279	✓			
280.	Clause 280	✓			
Total		**260**	**11**	**3**	**6**

Appendix 5

RECAPITULATION TYPES OF THEME

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
1.	Clause 1		✓			
2.	Clause 2		✓			
3.	Clause 3		✓			
4.	Clause 4		✓		✓	✓
5.	Clause 5	✓			✓	✓
6.	Clause 6		✓			
7.	Clause 7		✓			
8.	Clause 8		✓		✓	✓
9.	Clause 9		✓			
10.	Clause 10		✓			
11.	Clause 11		✓			
12.	Clause 12		✓		✓	✓
13.	Clause13		✓			
14.	Clause14		✓			
15.	Clause15		✓			
16.	Clause16		✓		✓	✓
17.	Clause 17		✓			
18.	Clause 18		✓		✓	✓
19.	Clause 19		✓			
20.	Clause 20		✓			
21.	Clause 21		✓			
22.	Clause 22		✓			
23.	Clause 23		✓			
24.	Clause 24		✓	✓	✓	✓
25.	Clause 25		✓			
26.	Clause 26		✓			
27.	Clause 27		✓		✓	✓
28.	Clause 28		✓			
29.	Clause 29		✓			
30.	Clause 30		✓		✓	✓
31.	Clause 31		✓			
32.	Clause 32		✓			
33.	Clause 33		✓			

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
34.	Clause 34		✓			
35.	Clause 35		✓		✓	✓
36.	Clause 36		✓			
37.	Clause 37		✓			
38.	Clause 38		✓			
39.	Clause 39		✓		✓	✓
40.	Clause 40		✓			
41.	Clause 41		✓		✓	✓
42.	Clause 42		✓			
43.	Clause 43		✓			
44.	Clause 44		✓			
45.	Clause 45		✓			
46.	Clause 46		✓		✓	✓
47.	Clause 47		✓		✓	✓
48.	Clause 48		✓		✓	✓
49.	Clause 49		✓			
50.	Clause 50		✓	✓	✓	
51.	Clause 51		✓			
52.	Clause 52		✓		✓	✓
53.	Clause 53		✓		✓	✓
54.	Clause 54		✓			
55.	Clause 55		✓			
56.	Clause 56		✓		✓	✓
57.	Clause 57		✓			
58.	Clause 58		✓		✓	✓
59.	Clause 59		✓		✓	✓
60.	Clause 60		✓		✓	✓
61.	Clause 61		✓		✓	✓
62.	Clause 62		✓			
63.	Clause 63		✓		✓	✓
64.	Clause 64		✓			
65.	Clause 65		✓			
66.	Clause 66		✓		✓	✓
67.	Clause 67		✓			
68.	Clause 68		✓			
69.	Clause 69		✓			
70.	Clause 70		✓	✓	✓	
71.	Clause 71		✓			

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
72.	Clause 72		✓		✓	✓
73.	Clause 73		✓			
74.	Clause 74		✓			
75.	Clause 75		✓			
76.	Clause 76		✓			
77.	Clause 77		✓			
78.	Clause 78		✓		✓	✓
79.	Clause 79		✓			
80.	Clause 80	✓			✓	✓
81.	Clause 81		✓			
82.	Clause 82		✓			
83.	Clause 83		✓			
84.	Clause 84		✓		✓	✓
85.	Clause 85		✓		✓	✓
86.	Clause 86		✓	✓	✓	
87.	Clause 87		✓			
88.	Clause 88		✓		✓	✓
89.	Clause 89		✓			
90.	Clause 90		✓		✓	✓
91.	Clause 91		✓			
92.	Clause 92		✓			
93.	Clause 93		✓		✓	✓
94.	Clause 94		✓		✓	✓
95.	Clause 95	✓		✓	✓	
96.	Clause 96		✓		✓	
97.	Clause 97		✓		✓	
98.	Clause 98		✓		✓	✓
99.	Clause 99		✓			
100.	Clause 100		✓			
101.	Clause 101		✓		✓	✓
102.	Clause 102		✓			
103.	Clause 103	✓			✓	✓
104.	Clause 104		✓		✓	
105.	Clause 105		✓			
106.	Clause 106		✓			
107.	Clause 107		✓			
108.	Clause 108		✓			
109.	Clause 109		✓			

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
110.	Clause 110	✓				
111.	Clause 111	✓				
112.	Clause 112		✓			
113.	Clause 113	✓				
114.	Clause 114	✓			✓	✓
115.	Clause 115		✓			
116.	Clause 116		✓			
117.	Clause 117		✓	✓	✓	
118.	Clause 118		✓	✓	✓	
119.	Clause 119		✓			
120.	Clause 120		✓			
121.	Clause 121		✓			
122.	Clause 122		✓			
123.	Clause 123		✓			
124.	Clause 124		✓		✓	✓
125.	Clause 125	✓				
126.	Clause 126		✓			
127.	Clause 127		✓		✓	✓
128.	Clause 128		✓		✓	✓
129.	Clause 129		✓			
130.	Clause 130		✓		✓	✓
131.	Clause 131		✓			
132.	Clause 132		✓			
133.	Clause 133		✓			
134.	Clause 134		✓		✓	✓
135.	Clause 135		✓		✓	✓
136.	Clause 136		✓	✓	✓	
137.	Clause 137		✓			
138.	Clause 138		✓			
139.	Clause 139		✓		✓	✓
140.	Clause 140		✓		✓	✓
141.	Clause 141		✓			
142.	Clause 142	✓				
143.	Clause 143		✓			
144.	Clause 144		✓		✓	✓
145.	Clause 145		✓			
146.	Clause 146		✓			
147.	Clause 147	✓			✓	✓

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
148.	Clause 148	✓				
149.	Clause 149	✓		✓	✓	
150.	Clause 150		✓	✓	✓	
151.	Clause 151		✓			
152.	Clause 152		✓		✓	✓
153.	Clause 153		✓		✓	✓
154.	Clause 154	✓				
155.	Clause 155		✓			
156.	Clause 156	✓		✓	✓	
157.	Clause 157		✓			
158.	Clause 158		✓		✓	✓
159.	Clause 159		✓		✓	✓
160.	Clause 160		✓			
161.	Clause 161		✓			
162.	Clause 162		✓	✓	✓	
163.	Clause 163		✓			
164.	Clause 164		✓			
165.	Clause 165		✓			
166.	Clause 166		✓		✓	✓
167.	Clause 167		✓			
168.	Clause 168		✓			
169.	Clause 169			✓	✓	✓
170.	Clause 170		✓			
171.	Clause 171		✓	✓	✓	
172.	Clause 172		✓			
173.	Clause 173		✓		✓	✓
174.	Clause 174		✓			
175.	Clause 175		✓			
176.	Clause 176		✓	✓	✓	
177.	Clause 177	✓			✓	✓
178.	Clause 178		✓		✓	✓
179.	Clause 179		✓			
180.	Clause 180		✓		✓	✓
181.	Clause 181		✓		✓	✓
182.	Clause 182		✓			
183.	Clause 183		✓			
184.	Clause 184		✓			
185.	Clause 185		✓			

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
186.	Clause 186		✓			
187.	Clause 187	✓				
188.	Clause 188	✓				
189.	Clause 189		✓		✓	✓
190.	Clause 190		✓			
191.	Clause 191		✓			
192.	Clause 192		✓		✓	✓
193.	Clause 193		✓		✓	✓
194.	Clause 194		✓		✓	✓
195.	Clause 195		✓		✓	✓
196.	Clause 196		✓	✓	✓	
197.	Clause 197	✓		✓		
198.	Clause 198		✓			
199.	Clause 199		✓		✓	✓
200.	Clause 200		✓			
201.	Clause 201		✓			
202.	Clause 202		✓		✓	✓
203.	Clause 203		✓			
204.	Clause 204		✓		✓	✓
205.	Clause 205		✓		✓	✓
206.	Clause 206		✓			
207.	Clause 207		✓			
208.	Clause 208		✓			
209.	Clause 209		✓			
210.	Clause 210		✓			
211.	Clause 211		✓		✓	✓
212.	Clause 212		✓	✓	✓	
213.	Clause 213		✓	✓	✓	
214.	Clause 214		✓	✓	✓	
215.	Clause 215		✓		✓	✓
216.	Clause 216		✓			
217.	Clause 217		✓		✓	✓
218.	Clause 218		✓		✓	✓
219.	Clause 219	✓				
220.	Clause 220		✓			
221.	Clause 221		✓		✓	✓
222.	Clause 222	✓		✓	✓	
223.	Clause 223		✓			

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
224.	Clause 224		✓		✓	✓
225.	Clause 225		✓			
226.	Clause 226		✓		✓	✓
227.	Clause 227		✓			
228.	Clause 228		✓			
229.	Clause 229		✓			
230.	Clause 230		✓			
231.	Clause 231		✓			
232.	Clause 232		✓			
233.	Clause 233		✓			
234.	Clause 234		✓			
235.	Clause 235	✓		✓	✓	
236.	Clause 236		✓		✓	✓
237.	Clause 237		✓		✓	
238.	Clause 238		✓			
239.	Clause 239		✓			
240.	Clause 240		✓			
241.	Clause 241		✓			
242.	Clause 242		✓			
243.	Clause 243		✓			
244.	Clause 244		✓			
245.	Clause 245		✓		✓	✓
246.	Clause 246		✓			
247.	Clause 247		✓			
248.	Clause 248		✓			
249.	Clause 249		✓	✓	✓	
250.	Clause 250		✓		✓	✓
251.	Clause 251		✓			
252.	Clause 252		✓			
253.	Clause 253		✓	✓	✓	
254.	Clause 254		✓	✓	✓	
255.	Clause 255		✓			
256.	Clause 256		✓		✓	✓
257.	Clause 257		✓			
258.	Clause 258		✓			
259.	Clause 259		✓		✓	✓
260.	Clause 260		✓		✓	✓
261.	Clause 261		✓			

No	Clause	Topical Theme		Interpersonal Theme	Textual Theme	Multiple Theme
		Marked Theme	Unmarked Theme			
262.	Clause 226		✓		✓	✓
263.	Clause 236		✓		✓	✓
264.	Clause 264		✓			
265.	Clause 265		✓		✓	✓
266.	Clause 266		✓			
267.	Clause 267		✓		✓	✓
268.	Clause 268		✓			
269.	Clause 269		✓			
270.	Clause 270		✓		✓	✓
271.	Clause 271	✓				
272.	Clause 272		✓		✓	✓
273.	Clause 273		✓		✓	✓
274.	Clause 274		✓		✓	✓
275.	Clause 275		✓			
276.	Clause 276	✓				
277.	Clause 277		✓			
278.	Clause 278		✓		✓	✓
279.	Clause 279		✓			
280.	Clause 280		✓		✓	✓
	Total	**24**	**256**	**25**	**89**	**116**

Appendix 6

SILABUS SMP/MTs

Mata Pelajaran   **: Bahasa Inggris**
Kelas   **: VIII**
Kompetensi Inti   **:**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	Teks *recount* pendek dan sederhana tentang **kegiatan, kejadian, dan peristiwa** *Fungsi sosial* Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. *Struktur text* **(gagasan utama dan informasi rinci)** a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang/-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/peng alaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/peng alaman yang telah disampaikan (opsional).	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian,	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailye nglish.com - http://amer icanenglish. state.gov/fil es/ae/resou rce_files - http://learn english.briti shcouncil.or g/en/ - https://ww w.google.co

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.	Panjang teks: kurang lebih 6 (tiga) kalimat. **Unsur kebahasaan** (1) Kata kerja dalam Simple Past tense, Past Continuous Tense (2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan (3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally, dsb.* (4) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately,* dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb* secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan	teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda,	dan peristiwa dalam teks *recount*. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan		<u>m/</u>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Topik Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan	kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks recount tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks recount tentang kegiatan, kejadian, dan		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	peristiwa. **Portofolio** • Kumpulan karya teks recount pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks recount. • Lembar soal dan hasil tes		

Appendix 7

LESSON PLAN

School   : Junior High School
Subject   : English Language
Class/Semester   : VIII/2
Main Material   : When I was child/Recount Text
Time Allocation   : 6JP x 45 minutes

A. Core Competence

KI 1   :Appreciating and inspiring religion
KI 2   :Appreciating and inspiring honest, discipline, responsible, care (tolerance, carry), well behaved, confident in interacting effectively to social and nature environment in the scope of society and its existence.
KI 3   :Conceiving knowledge (factual, conceptual, and procedural) based on the curiosity about knowledge, technology, art, culture involved in phenomenon and events visually.
KI 4   :Attempting, processing, and serving in concrete domain (applying, disentangle, stringing up, modifying and making) and abstract domain (writing, reading, counting, drawing, and arranging) appropriate to what is learned in the school and other sources which is equal in the view and theory used.

B. Basic Competence and Indicator

4.14 Comprehend the meaning of recount text in written and orally, short and simple, about an activity, event or incident.
4.15 Arranging recount text in written and orally, short and simple about an activity, event or incident, by paying attention to social function, text structure, and language feature used correct and appropriate to the context.

Indicator

4.14.1 The students can be able to identify and catch the meaning of recount text in written and orally about an activity, event or incident.

4.15.1 The students can be able to write recount text in their task book, short and simple about an activity, event or incident by paying attention to social function, text structure and language feature used correctly and appropriate to the context

C. Learning Material
Social Function: Explaining an experience, event, incident to report, to set an example, to bring a pride, to share an experience, etc.
Text Structure:
1. Orientation: mentioning purpose and event/ incident/ experience publicly
2. Event: explaining an action/event in sequence
3. Reorientation: commenting or assessing in general
Language Feature:
1. Using and explaining action in Past Tense: Simple and Continuous
2. Adverb of time: *first, then, after that, before, at last, finally, etc.*
3. Adverb and prepositional phrase of time: *yesterday, last month, on Monday, an hour ago, immediately, etc.*
4. Nominal singular and plural exactly, with or without *a, the, this, those, my, their, etc.*
5. Hand written clear and orderly
6. Utterance, intonation when presenting orally

This is me when I was a baby. I was three point four kilograms and fifty two centimeters long. Now I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I had no hair. Now I have long hair.

This is me and and this is Rani in Grade VII. We were not close friends at that time. We did not study together. We never played together. Now we are best friends. We study together, play together, and cry together, too.

What are you carrying?

They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.

Hey, look! They are playing marbles. It was my favorite game in primary school. I played marbles everyday. But now I never play marbles anymore. I have so many things to do at home and at school. Did you play marbles too?"

Yes, I did. But I did not do it very well. I always lost the game.

The example of recount text

Day 1

When I **was** a baby, when I **could not do** anything, my parents and my elder brother **took** care of me. My brother is five years older than me. I **didn't sleep** with my mum. I **slept** in a baby cot in my parents bedroom. My brother **slept** in his own room. My mum **breastfed** me for two years.

Day 2

When I **cried**, they **calmed** me down. When I **was** afraid of something, they **comforted** me. My dad often carried me around in the morning sun. When I **got** older, they **spoonfed** me. I **played** with my brother. I **was** naughty, but he never **got** angry with me. He **was** very patient with me.

Day 3

I **started** my kindergarten when I **was** five years old. I **did** my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy **was** near my home. I **walked** to my kindy with my mum or my sister. Sometimes I **went** with my dad on his motorcycle.

Day 4

In the classroom, my teacher read us stories. We **sang** happy songs, we **coloured** pictures, and we **played** with dough and colorful paper. In the playground, we played sliding, we **ran** around, and we also **played** hide-and-seek.

D. Learning Method
1. Approach   : Scientific Approach
2. Model   : Discovery Learning
3. Method   : Cooperative Learning

E. Media, Tool and Learning Sources
1. Media   : Thematic and Mood analysis in script of Trump's Speech
2. Learning Source   : Students Textbook "When English Rings a Bell" VIII grade, video of Trump's speech "Remarks on Tax Reform"

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F. Learning Activity I

Activity	Description	Time Allocation
Opening	Teacher - Teacher gives a greeting and asks the leader of class to lead a pray - Teacher checks the students' attendance - Teacher gives the learning motivation to the students contextually based on the benefit and application of learning material in daily activity - Teacher connects between of previous material and the material which will be learned - Teacher explains about the purpose of learning and basic competence which will be reached Students - Students respond the greeting from teacher and pray together - Students shows their presence - Students notice to the purpose of learning	5 minutes
Core	**Observing** Teacher - Teacher gives instruction to the students to notice the example of recount text as well as possible about playing the roles of the speakers in the pictures - Teacher asks the students to imitate some sentences which said by the teacher correctly and clearly to play the role of the speakers in the pictures. Students - Students follow the instruction from	35 minutes

teacher
- Students play the roles of the speakers' sentences meaningfully, loudly, correctly, and clearly in the pictures

Questioning

Teacher
- Teacher gives the students a clue to make them asking a question to the teacher
- If the students do not understand well about the material, the teacher can explain it by explaining how to get the point of message by using thematic analysis

Students
- Students ask questions related to the examples

Collecting Information

Teacher
- Teacher gives the students a clue to make them search and collect information
- Teacher asks the students to write the sentence in past tense in their task book

Students
- Students collect some information from the examples
- Students search information of text structure related to the text and language features from the examples
- Students search information of social function from the examples

	Associating Teacher - Teacher asks the students to answer some questions which has prepared by the teacher in the worksheet by knowing the point of the meaning in the question Students - Students answer some questions from the teacher in the worksheet **Communicating** Teacher - Teacher asks the students to work in pair or group to answer some similar questions based on the text about activities, events or incidents and tell why, how, or when those happened Students - Students do what the teacher asked	
Closing	Teacher - Teacher helps the students to make summary about the material - Teacher does reflection toward the activities - Teacher gives feedback toward the learning process and learning result - Teacher does assessment and reflection toward the activities consistently and in program - Teacher gives assignment individually or in group to the students - Teacher conveys the learning material for the next meeting to the students	5 minutes

Activity	Description	Time Allocation
	Students - Students make summary about the material by teacher's help - Students do reflection toward the activities - Students notice teacher's instruction	

G. Learning Activity II

Activity	Description	Time Allocation
Opening	Teacher - Teacher gives a greeting and asks the leader of class to lead a pray - Teacher checks the students' attendance - Teacher gives the learning motivation to the students contextually based on the benefit and application of learning material in daily activity - Teacher connects between of previous material and the material which will be learned - Teacher explains about the purpose of learning and basic competence which will be reached Students - Students respond the greeting from teacher and pray together - Students shows their presence - Students notice to the purpose of learning	5 minutes

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Core	**Observing** Teacher - Teacher gives instruction to the students to notice the example of recount text as well as possible about playing the roles of the speakers in the pictures - Teacher asks the students to imitate some sentences which said by the teacher correctly and clearly to play the role of the speakers in the pictures. Students - Students follow the instruction from teacher - Students play the roles of the speakers' sentences meaningfully, loudly, correctly, and clearly in the pictures **Questioning** Teacher - Teacher gives the students a clue to make them asking a question to the teacher - If the students do not understand well about the examples, the teacher can explain it by explaining how to build the correct sentence even text by using mood analysis Students - Students ask questions related to the examples	35 minutes

	Collecting Information	
	Teacher	
	- Teacher gives the students a clue to make them search and collect information	
	- Teacher asks the students to write the sentence in past tense in their task book	
	Students	
	- Students collect some information from the examples	
	- Students search information of text structure related to the text and language features from the examples	
	- Students search information of social function from the examples	
	Associating	
	Teacher	
	- Teacher asks the students to write their sentence in past tense in front of the class	
	Students	
	- Students write the sentences in past tense to share their work in front of the class	
	Communicating	
	Teacher	
	- Teacher asks the students to work in pair or group to write some similar sentences about activities, events or incidents	

	around them in the past and tell why, how, or when those happened Students - Students do what the teacher asked	
Closing	Teacher - Teacher helps the students to make summary about the material - Teacher does reflection toward the activities - Teacher gives feedback toward the learning process and learning result - Teacher does assessment and reflection toward the activities consistently and in program - Teacher gives assignment individually or in group to the students - Teacher conveys the learning material for the next meeting to the students Students - Students make summary about the material by teacher's help - Students do reflection toward the activities - Students notice teacher's instruction	5 minutes

H. Worksheet

MY MEMORABLE TIME IN SINGAPORE

> I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

> I shall never forget the spectacular sight of the city I saw from Mount Fable that night. The roller coaster ride, the stunts performed by the dolphins and the killer whale at the SeaWorld were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.
> I also enjoyed various varieties of seafood of the makeshift stalls at the China town night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.
> It was the best holiday I have ever had. I hope I can visit there someday

1. From the text above, answer some questions below:
   a. Where did the writer spend her/his holiday?
   b. What did the writer see from Mount Fable?
   c. Where did the writer enjoy her/his seafood?
   d. What did the writer give to the souvenirs?

2. Write your experience in the previous holiday by using correct and right sentences.!

I. Assessment of the result of learning
1. Attitude
   1= extremely less
   2= less
   3= adequate
   4= good
   5= very good
2. Knowledge

Name of	Vocabulary	Meaning accuracy	Comprehend the	Average

Students			communicative purpose	

3. Scoring

Assessment aspect	Description	Score
Pronunciation	- Word pronouncing accuracy - Pronouncing fluency	60-100
Grammar	Grammar accuracy	60-100

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Nomor   : B-3820/Un.10.3/J4/PP.00.9/08/2018   10 Agustus 2018
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Hal   : **Penunjukan Pembimbing Skripsi**

Yth:
1. Daviq Rizal, M.Pd
2. Sayyidatul Fadlilah, M.Pd

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian program studi Pendidikan Bahasa Inggris maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama   : Zulfa Nurul Mukarromah

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Judul   : *Mood, Thematic & Transitivity Analysis in Donald Trump's Speech "Remarks on Tax Reform"*

Dan menunjuk saudara Daviq Rizal, M.Pd sebagai pembimbing I dan saudari Sayyidatul Fadlilah, M.Pd sebagai pembimbing II dalam skripsi sebagai syarat kelulusan S1.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamualaikum Wr. Wb.

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2. Mahasiswa yang bersangkutan
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Judul Proposal:

"Mood, Thematic & Transitivity Analysis in Donald Trump's Speech "Remarks on Tax Reform"

Daftar Revisi / Rekomendasi :

1. Follow the theory which done by experts

2. Focus on Mood & Thematic

3. Focus on two of metafunctions

Semarang, 12 November 2018

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