

# ANALYSIS OF INTERPERSONAL MEANING OF MINISTER OF EDUCATION AND CULTURE'S SPEECH AT THE CELEBRATION OF NATIONAL TEACHER'S DAY IN 2019

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## **Abstract:**

*This study investigates how interpersonal meaning is actualized in the Minister of Education and Culture's speech at the celebration of National Teacher's Day in 2019. This study is aimed to uncover (1) the mood types found in the speech, (2) the actualization of interpersonal meaning in the speech and (3) the modality used in the speech. This study used qualitative descriptive design. The source of the data is Minister of Education and Culture's speech. The analysis showed that there were two types of mood found in the speech, namely declarative mood (30 clauses) and imperative mood (9 clauses) from 39 clauses in total. The actualization of interpersonal meaning was done by analysing the structure of the clause, which is represented by subject, finite, predicator, and adjunct. The subject and the finite have an important role in order to identify the mood of the clause. And the predicator and adjunct as the elements of residue. The analysis of Modality showed that the use of "will" implies about probability and it refers to the intention of the speaker in trying to improve the education system in Indonesia.*

**Keywords:** *interpersonal meaning, mood types, modality*

## 1. Introduction

In these days, communication such as delivering a speech in front of public has become important part of our lives and one important thing deals with communication itself is language. According to Ramelan (1991:1), human speaks language. Furthermore, language has certain functions that are used according to the needs of a person, i.e., as a tool for self-expression, as a means to communicate, as a tool to organize and adapt to social integration in the environment or circumstances, and as a tool for social control. (Keraf, 1997:3) as cited in Rabiah. From the definition mentioned above, we know that language becomes a tool for people to cooperate and get along with one another. As we can see that language is very functional in communication.

In understanding meaning and context of language, there is a theory of language developed by Michael Halliday that explains language function becomes the center of discussion. This theory is known as Systemic Functional Linguistics (SFL). From the perspective of SFL, language is viewed as a system for making meanings: a semantic system, with other systems for encoding the meaning it produces.

To make the narrower study, this study only focuses on interpersonal meaning. Gerot and Wignell (1994:13) explains that interpersonal meanings are described as meanings which express a speaker's attitudes and judgments. Briefly, studying interpersonal meaning of a text will give a better understanding about the real relationship between persons taking parts in that text.

In the past few years, there has been numerous studies related to interpersonal meaning. In a recent study by Bankole and Ayoola (2014) to explore of how interpersonal relationships are created and the nature of propositions in religious articles. The object of this study were some columns in six editions of a Christian magazine "Christian women mirror". The selected texts were broken down into clauses and analyzed for mood and modality within the frame work of Systemic Functional Grammar. The result of the analysis shows a mood structure that gives various degrees of 'propositions' and 'proposals' that are capable of getting the readers persuaded. The conclusion of this study is that the difference in the Lexico-grammar analysis and the Speech functions of the clauses are due to the need to get the readers persuaded about the Christian ideology.

Another study was conducted by Firmansah (2015). In the study the researcher investigates how the interpersonal meaning is realized in the speech of Israeli Prime Minister Benjamin Netanyahu. The goal of the study is to uncover (1) the mood structure which realized in Netanyahu's Speech of Iran and Palestine and (2) To what

extent the difference in field determine the interpersonal metafunction of the speaker. The data were taken from the websites which are readily accessible to the public. The researcher found that Netanyahu's interpersonal meaning is realized through the placement of Subject and the utilization of Finite, Modality and Mood Adjuncts. The research also found that the differences of the field influence the interpersonal meaning of the speaker through the comparison of subject and finite.

## **2. Literature Review**

### **2.1 Systemic Functional Grammar (SFG)**

Systemic Functional Grammar is a model of grammar that was developed by Michael Halliday in 1960's. For Halliday, language is one type of semiotic system, which simply means that language is a system (or that it is organized systematically) and it represents a source for speakers so they can create meaning. The view in SFL is that the ways in which we can create meaning through language are organized through patterns of use as cited in Lisa Fontaine (2013:5).

Gerot and Wignell (1994:5) states that "Functional grammars view language as a resource for making meaning." They (1994:5) then continue with the explanation that "They are concerned not only with the structures but also with how those structures construct meaning. The table provide below is to address the differences between formal + traditional grammar and functional grammar.

### **2.2 Interpersonal Meaning**

According to Eggins (2004:144) interpersonal meaning deals with how language is used in an interaction, including in maintaining social relations, expressing attitudes and influencing others. Gerot and Wignell (1994:12) explains that interpersonal meanings are meanings which express a speaker's attitudes and judgements. In addition, Halliday (2004:111) adds mood elements consist of two parts: The subject, which is a nominal group. The Finite operator, which is a part of a verbal group. Subject and finite is linked and combine to form one constituent which we call as mood. Then, the remainder of the clause, we call it as residue.

Gerot & Wignell (1994:22) addresses interpersonal meanings are realized through a grammatical tool, called mood system which consist of mood and residue element.

## **Mood Element**

Mood element according to Halliday and Matthiessen (2014:140) consists of two parts called Subject and Finite. The Subject is being realized by using a nominal group and the Finite is being realized using a verbal group. This element has an important role in interpersonal meaning as it affects the mood type performed by a speaker that reflects his/her intention.

According to Halliday and Matthiessen (2014:144), there are two kinds of Finite verbal operators:

1. Temporal Finite Verbal Operators

The proposition by reference to time. They can be present tense, past, or future.

Finite Modal Operators

2. The proposition by the reference of modality. It uses finite element which express the speaker's judgement about the degree of like and dislike something.

## **Residue Element**

Residue is another element in mood system. Halliday and Matthiessen (2014: 151) mention this element has three components, Predicator, Complement(s), and Adjunct(s).

### **a) Predicator**

Gerot and Wignell (1994: 31) states that predicator is the verb part of the clause which expresses the state of doing, happening, or being. Halliday and Matthiessen (2014: 151) also add that predicator has four functions;

- i. it determines time reference other than reference to the time of the speech event.
- ii. It determines various aspects and phases like seeming, typing, and hoping.
- iii. It determines the active and the passive voice.
- iv. it determines the process including action, event, mental process, relation that is predicated to the subject.

In addition, Eggins (2004: 156) said that the verbs *to be* and *to have* (in the sense of 'possess', not in the sense of take) are two verbs which have no Predicator in the simple past and the simple present tenses.

## b) Complement

The second component of Residue is Complement. Eggins (2004: 157) defines Complement as a non-essential participant in the clause. She also adds that a complement can get to be Subject through the process of making the clause passive. Then, Gerot and Wignell (1994: 34) also explained that a complement is able to answer three questions: 'is/had what', 'to whom', and 'did to'.

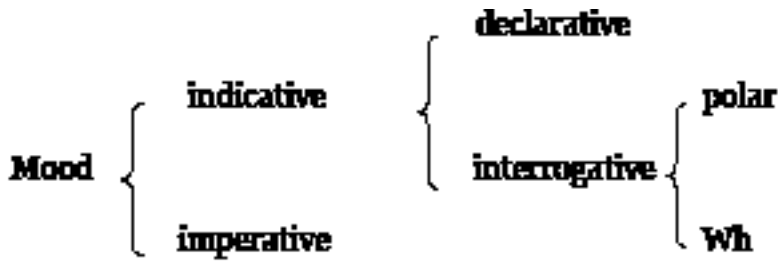
## c) Adjuncts

As Gerot and Wignell (1994: 34) said, there are four types of adjuncts, namely circumstantial adjunct, conjunctive adjuncts, comment adjuncts, and mood adjuncts.

- *Circumstantial Adjuncts* answer the question 'how', 'when', 'where', and 'by whom'.
- *Conjunctive Adjuncts* are indicated by conjunctions such as 'for instance', 'anyway', 'moreover', 'meanwhile', and so on. Those adjuncts function to link one clause to another and fall outside of the analysis of mood.
- *Comment Adjuncts* are similar to conjunctive adjuncts as they also fall outside of analysis of mood. The function of comment adjuncts is to express relational meaning which is speaker's comment on what he/she is saying. Comment adjuncts include items like 'frankly', 'unfortunately', 'broadly speaking', and so on. And the last, mood adjuncts.
- *Mood Adjuncts* are usually realized by adverbial group and prepositional phrases. Mood adjuncts ties specifically to the meaning of the finite verbal operators which express probability, usuality, obligation, inclination or time.

## 1) Mood Types

Mood types in English as determined by Gerot and Wignell (1994: 38) depends on the position of the Subject and the Finite in the clause. They also add there are two types of mood, called indicative mood and imperative mood.



Gerot and Wignell (1994: 32)

**a) Indicative Mood**

Indicative mood centers on the order of the Subject and Finite which realizes *declarative* and *interrogative*. In declarative, the order starts with the Subject and then followed by the Finite. The use of declarative in casual conversation is to make a statement, both attitudinal opinion and factual information.

The car	had	four bicycle wheels.
Subject	Finite	Complement

(Indicative; declarative; proposition)

On the contrary, the order of interrogative starts with the Finite and followed by the Subject. The function of interrogative in daily conversation is to ask questions or to exchange information. Interrogatives are divided to two, namely Polar interrogative and WH- interrogative.

- Polar Interrogative

Polar interrogative is also known as yes/no interrogatives, can be identified where the Finite element appears before the Subject as exemplified in the following clause:

<i>Did</i>	<i>You</i>	<i>Eat</i>	<i>the cake?</i>
Finite	Subject	Predicator	Complement
Mood		Residue	

(Indicative; interrogative, proposition)

- Wh-Interrogative

Wh-interrogative clauses are identified by the presence of a wh-question, for example, *who, what, which, when, why, how*, etc. The use of the wh-word is to probe for a missing element of clause structure.

<i>What</i>	<i>Is</i>	<i>That thing?</i>
Subject/Wh	Finite	Complement
Mood		Residue
(Indicative; interrogative, proposition)		

**b) Imperative Mood**

In imperative mood may consist Subject + Finite, Subject only, Finite only or they may have no Mood element. However, imperative mood will always have a Predicator as the obligatory element. Imperative expresses command or request.

Read	the book!
Predicator	Complement
Residue	

(Imperative; proposal)

You	read	the book!
Subject	Predicator	Complement
Residue		

(Imperative; proposal)

You	must	read	the book!
Subject	Finite	Predicator	Complement
Mood		Residue	

(Imperative; proposal)

**2) Modality**

Halliday and Matthiessen (2014: 172) states that modality tells about the judgement of the speaker, or listener's request judgement, in terms of the topic being discussed. In other words, modality is used to explain about the speaker's feelings about the topic, their stance or attitude, how committed or how detached they are, and other aspects. Therefore, by analyzing the modality

it will help to understand the speaker's attitude and judgements. Halliday and Matthiessen (2014: 176) also add that modality stands between positive and negative degrees. By using modality, it can be drawn the position in terms of propositions (stands for probability and usuality) and proposals (stands for obligation and inclination).

Based on Halliday and Matthiessen (2014: 177-178), there are two kinds of modality. The first one is Modalization, which is functioned to argue about the probability or usuality of prepositions. The other is Modulation. Modulation is used to argue about the obligation and inclination of proposals.

As a part of modality, modalization is functioned to tell about the speaker's attitude towards the topic. Eggins (2004: 174) states that modalization always expresses the speaker's judgement. It is by showing judgment such as certainty, degree of like and dislike, or frequency. Study about interpersonal meaning also stated by Susanto (2017). In his study he analyzed about the interpersonal meaning realized in the lyrics of Christina Perri's album "lovestrong" and the contribution for teaching a modern English grammar

### **3. Research Methodology**

#### **3.1 Research Design**

To conduct this study, the writer used descriptive qualitative design. According to Ary et al (2010: 29) qualitative research design as a holistic understanding of a certain event or natural social setting. The writer chose this design because the goal of this study is to investigate the realization of interpersonal meaning in the Minister of Education and Culture's speech.

#### **3.2 Object of the Study**

The object of this study is focused on the Minister of Education and Culture's speech on the celebration of National Teacher's Day in 2019. The script was taken from the website <https://nusadaily.com/en/news/nadiem-makariems-%E2%80%8B%E2%80%8Bspeech-manuscript-for-teachers-day-brings-praise-to-citizens.html>

#### **3.2 Data Analysis Procedures**

In analyzing the data, the writer adopted the theories developed by Miles and Huberman (1994) to describe the phases of data analysis on the speech by the Minister of Education and Culture. These theories are data reduction, data display, conclusion drawing/verification.



#### 1) Preparing Data

In the first step, the writer prepared all of data that will be analyzed. The data is the script of the Minister of Education and Culture's speech at the celebration of National Teacher's Day in 2019 and organize them.

#### 2) Identifying the data

In this study, the writer reads and identify the data first. The subject to identify including theme, language, sentence etc. it aimed to get what it contains in the data.

#### 3) Breaking Up the Data into some Clauses

The next one, the writer breaks up the data into some clauses. The analysis of the data will be done per clause.

#### 4) Interpreting Data

In this step, the writer analyzing and presenting the data based on research problem that have been mentioned. All of data is analyzed per clause using the mood analysis. The data is presented in a table and will be explained using the transcript in words.

#### 5) Conclusion Drawing

In the process of writing conclusion is by drawing conclusion based on the data displayed alongside with the findings in the detailed description.

## 4. Findings and Discussion

Based on the script of the Minister of Education and Culture's speech at the celebration of National Teacher's Day in 2019, there are 39 clauses as exchange found. To analyze the interpersonal meaning in the speech, the writer will include the identification of mood types. It can be explained below:

### 4.1. Mood Types found in the Minister of Education and Culture's Speech

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Table: 1 an example of a table (font size 10pt)

Mood Types	Frequency
Declarative mood	30
Imperative mood	9
Interrogative mood	0
<b>Total</b>	<b>39</b>

#### 4.2. Declarative Mood

According to the analysis of mood system of the speech, it indicates that the *declarative mood* shows to be dominant within thirty (30) clauses. It is considered as declarative mood when the subject is followed by finite.

Clause 1: *Usually the Teacher's Day tradition is filled with inspirational and rhetorical words.*

Usually	The Teacher's Day tradition	Is	filled	with inspirational and rhetorical words.
Mood Adj.	Subject	Finite	Predicator	Complement
Residue	Mood			Residue

Indicative; declarative, proposition

Clause 2: *Sorry, but today my speech will be a little different.*

Sorry, but	Today	my speech	will be	a little different.
	Circ. Adj	Subject	Finite	Complement
Residue		Mood		Residue

Indicative; declarative; proposition

From the two data displayed above, the mood element can be identified as declarative mood because the position of the subjects appear before the finites. This type of order is typical of declarative suggested by Gerot and Wignell (1994), Eggins (2004), and Halliday and Matthiessen (2014). The use of declarative mood in the Minister of Education and Culture's speech is to indicate that the text conveys the informative function of the speech. It informs a statement of facts delivered by the speaker.

Based from the data displayed above, it can be seen that the speech role of both of the clauses are proposition, it means that the clauses are intended to give information. In the data displayed, the minister wanted to give information about how the speech he was going to deliver in the celebration of Teacher's Day

is not the same kind of speech as the usual speech delivered by the others in the celebration of National Teacher's Day, as stated, is not filled with inspirational and rhetorical words, but is filled with statements as facts and promises.

### 4.3 Imperative Mood

Aside from declarative mood, the writer also found that the minister's speech also contains of imperative mood with 9 (nine) occurrences. The imperative moods can be identified when there is a predicator in the beginning of the clause. Imperative mood is to convey a command. Imperative clauses state directives, such as requests, instructions, orders, etc. In this case, it is used to persuade the audience to take a future action.

The followings are the examples of the use of Imperative Mood in Minister of Education and Culture's speech:

Data 31: *don't wait for orders,*

Don't	wait for	Orders
Finite	Predicator	Complement
Residue		

(Imperative; proposal)

Data 32: *take the first step.*

Take	the first step
Predicator	Complement
Residue	

(Imperative; proposal)

As explained by Gerot and Wignell (1994: 35) that the Mood element of Imperatives consist of one of the following forms: Subject + Finite, Subject only, or Finite only. Moreover, they also suggest that an imperative may have no Mood element, but Predicator is always present in this mood type. Regarding these forms of Imperatives, in data displayed (Data 31 and Data 32) were found that they do not have explicit Subjects, and each clause has different structures. Data (31) has Finite which is realized in negative polarity *don't*, while Data (32) has no Finite, but only Predicator *Take*.

As for the function, it was found that the Imperatives used by the speaker to ask the audience to do something. In this case is to ask the audience to take the future action regarding to education system in Indonesia. The use

of imperatives stated in the examples above make the proposal stronger and more direct. This supports the actualization of the interpersonal meaning in the speech.

Although Imperatives are known as commands (Eggins, 2004: 176; Gerot & Wignell, 1994; 35), this study would not describe the imperatives in the speech as command because “command” conveys as a sense of direct forcing. For this reason, this study implement the interpretation used by Ayoola (2013) when interpreting the speech functions of some imperatives in the data of his study. In line with it, this study would rather describe the imperatives displayed in Data 31 and 32 as giving persuasive advice to the audience, than to give command to them.

From the mood structure displayed above, the data number (31) implies that teachers shouldn't wait for orders to start changes on education system in Indonesia, furthermore the data number (32) continues by encouraging the teachers to start changes on education system by taking the first step of the change.

#### 4.4 Actualization of Interpersonal Meaning of Minister of Education and Culture's Speech in the Celebration of the National Teacher's Day in 2019

To know the actualization of interpersonal meaning found in the Minister of Education and Culture's speech, the structure of each clause was analyzed by mood analysis. Mood analysis is to identify the subject, finite, predicator, and adjunct. The writer put some samples in identifying the interpersonal meaning actualized in the Minister of Education and Culture's speech.

##### 1. Mood Analysis

There are examples of **Subject** found in Minister of Education and Culture's speech. They can be seen as follows:

##### 1) Clause 5

<b>You</b>	Are	assigned	to shape the future of the nation
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

Indicative; declarative, proposition

Speech function = statement

2) Clause 23

<b>I</b>	will not	Make	empty promises to you
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

Indicative; declarative, proposition.

Speech function = statement

According to Halliday and Matthiessen (2014: 140) subject is being realized by using a nominal group. In the data displayed above (Data 5 and 23) shows that *you* and *I* as the subject as part of Mood element.

There are examples of **Finite** found in Minister of Education and Culture's speech. They can be seen as follows:

1) Clause 4

Dear Indonesian teacher,	your job	<b>is</b>	The noblest and the most difficult.
Complement	Subject	Finite	Complement
RESIDUE	MOOD		RESIDUE

Indicative; declarative, proposition

Speech function = statement

In the data, it was found "*is*" as the finite. This type of finite is Temporal Finite Verbal Operators which indicates the reference of time is present.

2) Clause 14

The ability to work and collaborate	<b>will</b>	determine	a child's success
Subject	Finite	Predicator	Complement
MOOD		RESIDUE	

Indicative; declarative, proposition

Speech function = statement

In this data, is was revealed that "*will*" is the finite and it belongs to Finite Modal Operators which indicates the judgment of the speaker. "*Will*" shows the negative and median level of obligation.

There are examples of **Predicator** found in Minister of Education and Culture's speech. They can be seen as follows:

1) Clause 15

Because	You	<b>know</b>	that	in real world
	Subject	Finite	Predicator	Circ. Adj
MOOD			RESIDUE	

Indicative; declarative, proposition

Speech function = statement

In this data, the predicator is realized by the word "know".

2) Clause 36

<b>Find</b>	a talent in students who lack confidence
Predicator	Complement
RESIDUE	

Imperative; proposal

Speech function = persuasive

In this data, the clause is started with a predicator "find" without a subject.

There are examples of **Adjunct** found in Minister of Education and Culture's speech. They can be seen as follows:

1) Clause 26

I	Will	Fight	for freedom of study	<b>In Indonesia</b>
Subject	Finite	Predicator	Complement	Circ. Adj
MOOD		RESIDUE		

Indicative; declarative, proposition

Speech function = statement

In this data, the adjunct of the clause is Circumstantial adjunct which is realized by the wording "In Indonesia" (place).

2) Clause 39

Indonesia	will	<b>surely</b>	move
Subject	Finite	Mood Adj	Predicator
MOOD		RESIDUE	

Indicative; declarative, proposition

Speech function = statement

In this data, it was found the Mood Adjunct by the wording "surely" after the finite which explains the certainty.

## 4.5 Modality

To find out the modality used in the Minister of Education and Culture's speech at the National Teachers day in 2019, the writer analyzed the modality to know more about the speaker's judgment through the modal auxiliaries such as *must, should, can, will, etc.* to determine the clauses take the meaning of possibility, necessity or obligation.

Modality	Frequency
Low (can, may, could, might)	0
Median (will, would)	5
High (must, ough to, has to)	0
<b>Total</b>	<b>5</b>

From 39 clauses, it was found five (5) modalities in the minister of education and culture's speech. All the five clauses use the median level of modality (will). As mentioned above, different scales of modal auxiliaries lead to different meanings. *Will* represents a higher degree of certainty about the validity of a proposition. In this context, the use of *will* presents probability.

Clause 2: *Sorry, but today my speech will be a little different.*

Clause 16: *the ability to work and collaborate will determine a child's success,*

Clause 23: *I will not make empty promises to you.*

Clause 26: *I will fight for freedom of study in Indonesia.*

Clause 39: *Indonesia will surely move.*

All of the use of "*will*" as the median modality in clauses mentioned above mainly intend to provide the information about the probability of what will happen in the future and it refers to the intention of the minister of education and culture's in trying to improve the education system in Indonesia. The use of "*will*" by the minister shows his views towards the future (clause 16 and 39) and his promises (clause 23 and 26) by the power and authority he possesses. From the analysis we can conclude that the minister tends to anticipate the future and give hope by using "*will*".

The minister of education and culture also expresses his message on the speech to persuade his audience through the use of present tense and mostly in positive polarity. This implies that the minister is sure about the positive values that are presented from his speech.

## 5. Conclusion

From the research findings and discussion of mood types and the actualization of interpersonal meaning found in the Minister of Education and Culture's Speech, it was found that there were 39 clauses, and the dominant mood used in the text is declarative mood (30 clauses). This suggests that the speaker provides much information about the facts of education system in Indonesia. However, the speech itself intends to persuade the audience to take further action related to the education system in Indonesia. It can be seen from the existence of imperative moods (9 clauses) used to persuade the audience to take future action regarding to the education system in Indonesia.

In conclusion, the use of declarative mood in the speech is to make statements, and the use of imperative mood in the speech is to make persuasion. The use of "*will*" as modality in the speech indicates probability. It gives an equal speaker-audience relationship where the speech becomes an informed decision on what action to take regarding to the reality of the education in Indonesia.

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