CHAPTER I

INTRODUCTION

1.1 Background of The Study

In life, people cannot interact without language. Language is a way to build relationships with others, such as by expressing their feelings, exchanging information, and sharing ideas. Halliday (1985: 17) states that language is a system for making meaning. In language, someone has a goal to convey the intent and purpose of the language used. But in fact, the language used in interacting can be complicated. It means that language can have a broader range of meanings. Language meaning has a significant influence on the context of the use of language. A linguistic science that examines the meaning and context of language is called Systemic Functional Linguistics (SFL).

SFL divides the study into three metafunctions: ideational, interpersonal, and textual. Here we will focus on the use of the interpersonal metafunction, which examines how the meaning and context of language are used to build relationships with one another. The interpersonal metaphor also divides focus into two parts: language in spoken form (metaphor of mood), such as conversations between speakers and listeners. Then, language in written form (metaphor of modality), such as in books, newspapers, and others. The metaphor of Moods focuses on clauses that are in congruent between the structure or the grammar with the function of the language. The metaphor of mood helps to analyze the language that is not straightforward or can be called in-congruent.

A language that is not always straightforward is usually called in-congruent. The presence of in-congruent has affected the meaning and function of a language. This case can lead to misunderstandings between speakers and listeners in taking meaning in social interaction. The metaphor of moods interprets the use of the text through the selection of moods that are not aligned with the grammar. For example, a speech function command can be realized as "Come on, run to the car," using the imperative mood. Alternatively, commands can also be expressed as questions such as "why not run to the car?" using an interrogative mood. In this research, we will discuss the use of the metaphor of mood in a conversation on a talk show.

The researcher chose a conversation between Michelle Obama and Oprah Winfrey on a talk show entitled *2020 Vision Tour Visionaries: Michelle Obama Interview*. The talk show was uploaded in 2020, with 53 minutes and 21 seconds taken from the Weight Watchers you-tube channel. This you-tube channel is a medium for sharing stories about Michelle Obama's life during and after the White House. This talk show was hosted by acclaimed host Oprah Winfrey. From the talk show, the researcher found the metaphor of moods in the language used in the conversation. In this study, the researcher analyzed how the metaphor of moods were used in the interaction between Michelle Obama and Oprah Winfrey.

The researcher assumes the two main characters used languages that were not following the functions and contexts because, in reality, language is not always straightforward. The researcher wanted to see the metaphor of moods in commands, statements, and questions expressed in declarative, interrogative, and

imperative forms. Thus, the readers could understand the meaning of the language used.

1.2 Theoretical Framework

1.2.1 Discourse

Discourse is a complete unit of language, so that in the grammatical hierarchy is the highest grammatical unit or biggest (Chaer, 2007, p.267). Discourse is a complete linguistics element, complete in terms of language and its meaning. Discourse refers to the whole process of social interaction of which a text is just a part (Fairclough, 1989, p.24). It means discourse can be found in social and cultural contexts then it's realized through spoken and written. It is a result of social interaction to know what is a function and a meaning in an exchange.

Language is closely related to discourse because discourse is a language above the sentence or above the clause (Stubbs, 1983, p.1). Discourse can be in the form of spoken and written, which is referred to as a text in discourse. Oral discourse is in the form of verbal or oral texts, such as conversations, interviews, and others. Written discourse is written text that can be read, such as magazines, books, and other written texts. Interpersonal communication is discourse because in communicating, people convey, receive or give information or messages between the speaker and the interlocutor.

1.2.2 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) describes as a functional-semantic approach to language which explores both how people use language in different contexts, and how language is structured for use as a semiotic system (Eggins, 2004, p.20). SFL is the study of language which discusses how to use the language according to its function and context. SFL examines the selection of language forms in the context used. There is a focus on how language is according to its function and context. SFL emphasizes that language is systemic and functional. The systemic referred to here is that the language used has a system for forming meaning based on the use of grammar. Then, functionally here is when language can only be used if there is a social function. A language doesn't work if it doesn't have a usage context.

There are two poles of coding experience, the unmarked or congruent which is also known as a usual representation whereas the marked or in-congruent one is called the unusual or the metaphorical representation (Saragih, 2001, p.162). It means that the language in SFL has congruent or in-congruent functions. Congruent uses the existing system and structure, running according to its function. On the other hand, in-congruent is when the language is used outside of the functions and structures that have been determined. For example: congruent coding, a statement can realize with declarative, but in the SFL, a statement can realize with imperative, interrogative, and declarative mood (metaphor of mood).

SFL has 3 meta-functions, namely Ideational, Interpersonal, and textual. These three meta-functions aim to analyze how meaning is formed in a situational

context. SFL comes from two contexts, namely, the context of the situation and the cultural context.

- Ideational: describes how language can represent experience and represent an event. Ideational relates to knowledge about what discourse is. This function has three interrelated aspects: process, participant, and state.

- Interpersonal: how language is used in interacting or building social relationships both between personnel and people around. This includes speech function, exchange structure, attitude expression, etc.

- Textual: relates to how the discourse is structured and forms meaning in spoken and written form. It is primarily the flow of information in a text and is concerned with clauses as messages.

1.2.3 Interpersonal metaphor

Interpersonal meanings are certainly lexicalized; lexicalized interpersonal meanings are part of the resources of Modal Assessment in the clause (Halliday & Matthiessen, 2004, pp. 125–132). Interpersonal metaphor is the selection and use of language that is not by the rules that have a more encompassing purpose. The language used to convey interpersonal intentions and goals. The use of language is not in accordance with the systemic impact on social relations, such as building and maintaining interpersonal intimacy. Interpersonal metaphors occur in interpersonal functions or meanings. Three of these basic functions are closely associated with particular grammatical structures: statements are most naturally expressed by **declarative** clauses; question by **interrogative** clause; and commands by **imperative** clauses (thompson, 2013, p.48). In in-congruent coding,

statements are realized with declarative mood, questions realized with interrogative mood, and commands realized with imperative mood.

Interpersonal metaphor includes metaphor of mood and metaphor of modality. Mood expresses the speech function, and modality expresses the speaker's judgment or evaluation. Modality refers to the area of meaning that lies between yes and no – the intermediate ground between positive and negative polarity (Halliday, Matthiessen, 2004, p.691). The interpersonal modality metaphor is realized when meaning is expressed outside the clause, while congruently, the modal meaning is conveyed inside the clause.

1.2.4 Metaphors of Mood

Halliday (1994, p.69) states that there are four primary types of speech function; they are **statement, offer, question, and command** that expressed by mood to perform two roles, they are giving and demanding. When communicating, people try to give and demand information or goods and services from the interlocutor. The metaphor of moods functions as a representation expressing language with its meaning not following the existing system. It is a space where language is used differently from the system that has been determined. It is called in-congruent.

The semantics function of a clause in the exchange of information is a proposition, the semantic function of a clause in the exchange of goods and services is a proposal (Halliday, 1994, p.71). In-congruent types of expression are especially important in the area of goods and services. It means in exchange

information has two parts: statement (interrogative mood) and question (interrogative mood). On the other hand, the proposal has offer and command (imperative mood).

The table below shows the congruent conversations.

Table 1. **Speech functions and responses** by Halliday and Matthiessen (2004, p. 108).

		Initiation	Response	
			Expected [C]	Discretionary[D]
Give [M]	Goods-&-services [X]	Offer Shall I give you this teapot?	Acceptance Yes, please, do!	Rejection No, thanks
Demand [N]		Command Give me that teapot	Undertaking Here you are	Refusal I won't
Give [M]	Information [Y]	Statement He's giving her teapot	Acknowledgement Is he?	Contradiction No, he isn't
Demand [N]		Question What is he giving her?	Answer A teapot	Disclaimer I don't know

✓ Imperative: A sentence that has a function to order or forbid someone to do something. Example: Open the door!

✓ Declarative : Sentences that aim to provide information. Example: I will go to school.

✓ Interrogative: interrogative sentences made to easily big deeper information. Example: Do you understand who your classmates are?

Table 2. **The Mood Element** by Halliday (2004, p.113)

Subject	Finite		Finite	Subject
The duke	has	given away that teapot	hasn't	he
The duke	won't	give away that teapot	will	he
That teapot	wasn't	given away by the duke	was	it
That teapot	would	hold eight cups of tea	wouldn't	it
Your aunt	'(past) gave	give' the teapot back	didn't	she

The subject and finite, make up a component of the clause that is called the Mood (Thompson, 2013, p.51). It means that the metaphor of moods have formula to see what is the categories of mood in a clause. These are: interrogative (which can be recognized by Finite^Subject ordering: 'Did you take?'); Declarative (Subject^Finite: 'You took') and imperative (no Subject or finite: 'Take!'). These are the primary options in what is called the mood system in English (Thompson, 2013, p.36). The three main options can be the basis for analyzing the use types of moods in the language. Subject and Finite are essential parts of classifying a language into kinds of metaphors of moods.

Examples of the transference of metaphor of mood (congruent coding to be in-congruent coding):

➢ **Statement realized with interrogative mood.**

a. That is my favorite food.

Is that your favorite food?

b. You cannot eat the meal.

Can you eat the meal?

➢ **Statement realized with imperative mood.**

a. Kiki: Where are you buying the shoes, Uncle?

Uncle: You can check it in the market place.

Check it in the market place!

➢ **Command realized with interrogative mood.**

a. Open your mouth!

Could you open your mouth?

b. Help me!

Could you help me, please?

➢ **Command realized with declarative mood.**

a. Accompany me to go to the library!

You must accompany me to go to the library.

b. Don't judge yourself!

You should not judge yourself.

➢ **Question realized with declarative mood.**

a. Do you get something new?

You get something new.

b. He is cook for dinner

Is he cook for dinner?

➢ **Question realized with imperative mood.**

a. Do you have free time to hang out tonight?

Tell us if you have free time to hang out tonight.

b. Who still needs to get the paper?

Raise your hand if you still need to get the paper.

1.2.5 Context

Context is the physical environment in which a word is used (George Yule, 2000, p. 128). Context is the condition when a situation occurs and where the use of language is influenced by the situation. Context has to do with the situation in which something happened and what happened can help people to understand. Context is physical environment and having a powerful impact on how reffering expressions are to be interpreted (Yule, 1996, p.21). It means when there is interaction or conversation in a social environment, this is where the context will be the main point to make the intent of the language used conveyed properly. Language will lose the function when there is not have a context in language use.The context of language use is a relevant constraint from communicative situations that affect language use, language variations, and discourse summaries.

The meanings so created are not, of course, isolates; they are integrated systems of meaning potential. It is in this sense that we can say that the meanings are the social system: the social system is itself inter' pretable as a semiotic system (Halliday, 1978, p. 141). It is explained that context is a sentence used in a situation that clarifies the intent of the situation. On the other hand, context is the main thing in using language that is in accordance with the use of relevant language so that the intended meaning can be understood. Halliay In SFL perspective, context have two types:

1. Context Situation

The context of situation, as defined in these terms, is the immdediate environment in which a text is actually functioning (Halliday, and Hassan, 1978: 46). It means sitaion the context of the situation is the entire environment in which an interaction or conversation is formed that uses language as an interaction tool. It can include the speech environment (verbal) as well as the environment in which the text is produced (oral or written). These three social contexts form strata with the meaning of strata that are closest to language more concrete than strata that are farther away from language. According to Halliday (1989, pp.45-46), The context of situation have three componens:

1. Field of discourse: th 'play'-the kind of activity, as recognised in the culture, wtihin which the language us playing some part [predicts experiential meanings];

2. Tenor of discourse: the'players'-the actors, or rather the interacting roles, that are involved in the creation of the text [predicts interpersonal menaings]; and

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3. Mode of discourse: the 'parts'-the particular functions that are assigned to language in this situation, and the rhetorical channel that is therefore allotted to it [predicts textual meanings].

2.Context Culture

The contect of culture: the institusional and ideological background that give value to the text and constrains its interpretation (Halliday, 1978, p.49). The cultural context influences the formation of meaning, which is usually adapted to the customs and values of that culture. To genre, this can be seen in very simple terms as register plus communicative purpose: that is, it includes the more general idea of what the interactants are doing through language, and how they organize the language event, typically in recognizable stages, in order to achieve that purpose (Thompson, 2013, p.42) Cultural context is a gradual social activity aimed at interacting with text functions. It can be seen from how language will be influenced by the habits and ideology of the society where it is used.

1.3 Reviews of previous studies

There are some previous studies reviewed that supported this research. In this research, the writer analyzes the metaphor of moods. To support this research, several previous studies from articles discussing topics similar to this analysis were used as references to complete this research. There are taken from journal articles on the internet that related to the metaphor of moods.

The first research entitled *Interpersonal Metaphor of Mood Applied to Some Verses of The Holy Al-Qur'an*. The article was written by Jumino Suhadi (2015). The theory used is the interpersonal metaphor by Halliday (1994). The

interpersonal metaphors used in this survey include three moods: indicative modes, interrogative moods, and imperative moods. The results of this study indicate that many verses of the Qur'an use transfer mood in conveying messages. Some indicative are expressed in interrogative and imperative moods, some imperative moods are expressed in indicative and interrogative moods, and some are interrogative moods. The study has similarities with this research, such as analyzing the metaphor of moods used. It uses the same theories by Halliday. The comparison between this article and the study is the object. In this article, the writer analyzed data in writing (Qur'an). Here, it is also explained how speech functions are realized with the three kinds of moods (interrogative, imperative, and declarative).

The second research is entitled *Interpersonal Metaphor in Mata Najwa Talk Show*. The article was written by Elisa Perdana and Amrin Saragih (2013). This article raises three research issues: what kind of grammatical metaphor is used in the Mata Najwa talk show. Analysis based on interpersonal metaphors developed in SFL. Specifically discussing interpersonal metaphors, this research consists of two types: metaphors of mood and modality. In the study of metaphor, the mood is dominant because sentence messages in political interactions use mood patterns which are seen as carrying the burden of carrying out different interpretations of contextual events. It focuses on political issues and analyzes interpersonal metaphors to explain language products with favorable perceptions of political interviewing. This research was conducted by applying a qualitative descriptive method. These data sources are taken from the video Talk Show Mata Najwa, which focuses on political interviews. The comparison between this article

and the researcher's research is that here it also examines the metaphor of modality, whereas the study only focuses on the metaphor of mood. This article has similarities in analyzing metaphor of moods, here focuses on analyzing the courtroom while the researcher's research is in a video talk show. The metaphor of moods is obvious and can be used as a reference for researchers conducting research. It has the same method, namely qualitative descriptive.

The third research entitled *Interpersonal Metaphor of mood in Anthony Doerr's novel All the Light We Cannot See*. The article was written by Ali Sofian and Sri Wulan (2021). In this article, the analysis was conducted by identifying the interpersonal metaphor of mood in the novel, describing it, and determining the dominant transference using the percentage formula. This study was conducted to identify and analyze transference in interpersonal metaphors of mood. This study aims to provide an in-depth understanding of the interpersonal metaphor of moods and transference that occur in both text and speech sentences. It can also increase the reader's knowledge in identifying mood changes in texts and conversations, as well as the writer's skills in making good sentences in texts and conversations. This research provides a fairly clear picture of the use of the metaphor of mood in the novel. The study has similarities with this research, such as examining the metaphor of mood. Compared with the research, this study has different data sources research. The data was found from written sources such as a novel. This study helps the researcher analyze the metaphor of moods used because the examples are clear and easy to understand.

The fourth research is entitled *Interpersonal Metaphor of Mood in Courtroom Interaction*. This research was written by Pera Handayani Harahap,

Anni Holila Pulungan, and Amrin Saragih (2019). This research investigates types of interpersonal metaphors of moods in courtroom interactions. Data was collected using a video recording device during courtroom interactions consisting of the judge's utterances or clauses, then transcribed into a written form containing metaphors of interpersonal moods. After that, the writer identified the clause as a type of interpersonal mood metaphor based on Halliday and Saragih's theory. This journal also tells about things that aim to influence people's attitudes/behaviors and provide information. The metaphor of moods is a type of metaphor that politicians or bureaucrats often use to create ambiguous meanings. Here, the researcher uses the metaphor of mood in interactions in the courtroom to know the metaphor of moods in that place. This study has similarities with this study, such as examining and analyzing mood metaphors. The difference between this journal and the investigation is the way it describes the different types of metaphor of moods data. The data here is represented only by looking at percentages and incongruent forms.

The fifth research is entitled *Interpersonal Metaphor of Mood in the Conversations of the Bible*. This article was written by Rica Sri Devi Sitorus, Eddy Setia, and Dian Marisha Putri (2019). This article aims to examine the types of grammatical metaphors of mood and how they are manifested in the conversation between God and Moses. The metaphor of moods can be found in conversation by identifying the function of utterance based on utterance, whether it is a statement, a question, an order, or an offer. This article provides types of metaphors o and how the metaphor of mood is used in the conversation between God and Moses. The conversation is taken from the Holy Bible NIV (New

International Version) because it is the second translation into English after The Holy Bible KJV (King James Version). This research uses a descriptive qualitative method. The similarities of this research have the same method and theory for analyzing data. It helps the writer because it explains how the realization of in-congruent clauses occurs. The example here is an example of a speech function realized with a metaphor of mood whose function is not in-congruent.

1.4 Research Question

This research focuses on the metaphor of moods in Oprah's Talk Show *2020 Vision Tour Visionaries: Michelle Obama Interview*. This research refers to Halliday's theory of Interpersonal Metaphor of Moods. This research is intended to answer the following questions:

1) What are the realizations of the metaphor of moods in talk show *2020 Vision Tour Visionaries; Michelle Obama Interview* ?

2) What are the meanings and the speech functions of the metaphor of mood clauses used in Oprah and Michelle Obama conversation?

1.5 Objective of The Research

According to the research questions, here are the objective research:

1. To reveal the realizations of the metaphor of moods in the talk show *2020 Vision Tour Visionaries; Michelle Obama Interview.*

2. To know the meanings and the speech functions of the metaphor of mood clauses used in Oprah and Michelle Obama's conversation.

1.6 Scope of The Research

This research focuses on analyzing the metaphor of mood in the Oprah Talk Show *2020 Vision Tour Visionaries; Michelle Obama Interview*. This study uses the theory of Halliday. The researcher describes the metaphor of moods, the speech functions, the meanings, and the contexts in the conversation between Oprah and Michelle Obama. The researcher displays the in-congruent and congruent forms or the structures of the conversations.