Using Halliday's Systemic-Functional Theory in Analyzing Barack Obama's Political Speech of 2012 Electoral Campaign

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Abstract

Language is the finest means of communication that man has ever had, so when people feel the need to express their ideas and opinions to others, they may do so by using it. Such voicing one's opinion might be done verbally or in writing. being an excellent form of communication because of the shared opinions. Its importance to one's ability to breathe makes it comparable to the value of a breath. This article analyzes Barack Obama's political speech from a rally in Columbus, Ohio on October 9, 2012. This study adopts Halliday's Systemic-Functional Grammar as a methodology to carry out the study. The aim of this study is to identify the linguistic sets made during Obama's speech to Halliday's model. A description of the six process-type for identifying the more recurrent processes that president Obama used in his speech. It is concluded that the process types in president Obama's speech of 2012 manifests that the most recurrent forms are material processes.

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Through analyzing the parts of the speech, it is shown that Halliday's theory can be culturally and situationally, and timely applied.
<u>**Keywords:**</u> Halliday, Functional, Theory, Obama, Political, Speech**.**

استخدام نظرية هاليداي النظامية الوظيفية في تحليل الخطاب السياسي للرئيس الامريكي الأسبق باراك أوباما للحملة الانتخابية لعام 2012

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الـمستخلص

تعتبر اللغة من أفضل وسائل الاتصال التي اخترعها الإنسان، لذلك فإن شعور البشر بحاجتهم للتعبير عن أفكارهم وآرائهم للآخرين يجعلهم يفعّلون ذلك باستخدام اللغة. وأن هذا التعبير عن مكمون الانسان يتم إما بالطريقة الشفاهية أو تلك الكتابية وهذا بدورهِ يُعزى لكونه الشكل الأفضل للتواصل على ضوء الآراء المشتركة بين البشر. وهنا تأتي أهمية اللغة مقرونةً بأهمية التنفس لدى أحدم والتي تجعل قيمة اللغة مقرونة مع قيمة الحاجة للتنفس. وعلى أساس ما تقدم، يرمي البحث الحالي الى تحليل الخطاب السياسي للرئيس الأمريكي ألاسبق باراك أوباما خلال تجمع جماهيري في كولومبوس بولاية أوهايو في 9 أكتوبر 2012 لغرض الترويج لبرنامجه الانتخابي للرئاسة الأمريكية. حيث تتبنى هذه المقال دراسة القواعد النظامية الوظيفية للعالم هاليداي كمنهجية لإجراء الدراسة والتي تهدف الى تعيين المجموعات اللغوية التي تم إجراؤها خلال الخطاب المشار اليه آنفاً لنموذج هاليدي. وهنا ـاتي عملية وصف لنوع القواعد الستة لتحديد الاجراءات الأكثر تكراراً والتي استخدمها الرئيس أوباما في خطاب÷. ويخلص المقال أن أنواع العمليات (الاجراءات) في خطاب الرئيس أوباما لعام 2012 تظهر أن الأشكال الأكثر تكراراً هي العمليات (الأجراءات) المادية. ومن خلال تحليل أجزاء الخطاب، تبين أن نظرية هاليداي يمكن أن تكون ثقافية وظرفية، آخذةً بنظر الأعتبار أمكانية تطبيقها في الوقت المناسب.

<u>**الكلمات الدالة**</u>**:** هاليداي، وظيفي، نظري، أوباما، سياسي، خطاب.

1. Introduction

Speech is an expression of ideas, beliefs, and other mental states through spoken phrase is called speech (written or spoken). It is a method of making the listener or reader the focal point, with the words helping to establish implied meaning (Beebe, 2003). There are established structures, points of view, and rules for the speech's introduction, main body, and conclusion (closing). Cultural, political, and societal activity can all be presented through this medium of contact. (Brigance, 1991).

Furthermore, the assumption that speech text contains significant language registers seems to motivate its research from a linguistics viewpoint. This means that the reader must first establish the purpose, context, and significance of the document in issue. To put it another way, the discourse is not just about the language and grammar, but also about the social setting and the interaction between the speakers (speaker and audience). It is not enough to merely analyze the language; one must also consider the circumstances in which the language was used.

Numerous investigations on speaking have been conducted in the past. The address should be organized in a way that compels the audience to act in accordance with the speaker's suggested action (the so-called experiential meaning). (Ademilokun & 2019; Figini, Roccia & Rezzano 2019). The textual significance of the text has been the focus of other works (Ahmed & Al, 2020; Othman, 2020). Such scholars discovered after a careful examination, that the text's subject and rhythm, hidden meanings could be uncovered. Their placement within the text, then, could aid in conveying the intended meaning. In reality, the focus of these studies was strictly on texts' ideological and

informational roles. Since all of these roles are present in the text, it's only fair that it includes the relationship one as well. This current research would encompass all three of these activities rather than treating any of them individually.

Consideration of this factor is essential for evaluating the validity of the message being conveyed. Additionally, the selection of words and the use of speech actions unquestionably determine the coherence and cohesiveness of speech writing (Chu & Huang, 2020; Qian & Pan, 2019; Risberg & Lymer, 2020; Kelly, 2020).

However, another theory known as Systemic Functional Linguistics (SFL) has gained prominence in text analysis despite the fruitful prospects of such a strategy and expertise. Previous research using this theory discovered that different process types and contexts lead to different meta functions of language in spoken writing (Kelly, 2020; Darong, 2021a, 2021b). These scholars made use of the theory to uncover a text's linguistic purpose were also emphasized in the research. Discourse semantics is a common name for the Systemic Functional Linguistics (SFL) theory, which is worth noting. The study of the concrete relationship between different categories of linguistic meaning and specific parts of the lexicon and syntax is called semantics. As a result, the lexico-grammatical encoding or realization of meaning in a document involves not just one but three distinct meaning systems. The three interpretations are conceptual, social, and linguistic. Expertise in grammar analysis and a common technical terminology based on the clause's structure or pattern are required for meaning analysis and description. According to (Eggins, 1994). This kind of research could prove useful in crafting effective election advertising. Language characteristics employed to set a way of

communicative and political marketing that could have been focused on alongside an existing policy and a set of complete growth phases of governmental communication.

Furthermore, Eggins confirms the use of semantic as a notion to connect the connotations/denotations found in a specific speech text, by expanding the realizationally contextual factors that conveys explanation of that specific text. Thus, Systemic Functional Linguistics (SFL)-based language analysis is not only focused on the sentence level of the text, but also on the lexico-grammar elements of the text.

Lexico-grammatical analysis has been underrepresented in prior research. Due to language's role as a dynamic medium of exchange, the need for such integration is significant. It acts as a conduit for communication between parties. As long as communication is feasible, people will always have an effect on one another. Therefore, it is essential to focus on how language employs grammar and semantics to explain in either verbally or in a written communication.

Consequently, this study relied on Systemic Functional Linguistics (SFL) theory and sought to build upon prior research by analyzing the speech text's meta-functions and lexico-grammatical structures.

2. Systemic Functional Linguistics (SFL)

According to Systemic Functional Linguistics (SFL), language serves a purpose. In common usage, the word 'functional' refers to the means by which information is conveyed. In addition, it alludes to 'meta functions,' which can be either ideational, interpersonal, or literary. (Eggins, 1994)

The first type is to speak about something, which refers to discussions of actual events and experiences in the real world. Halliday (1978) argues that a depiction of a mirror can take on the shape of 'content so-called experiential meaning' as it reflects the internal and exterior world of phenomena. The so-called transitivity of language reflects this feature. Using the transitive linguistic system, one can translate their knowledge of the outside world into an understanding of their own inner world (relations, events, states, and material actions). This procedure involves physical, psychological, social, behavioral, linguistic, and philosophical elements (Halliday, 1985).

The second considers the dynamic between people taking part in particular kinds of conversations. Realization occurs in the trade of commodities that takes place in the course of exchanges. The addresser and addressee may be in a close personal relationship, a profound intimate relationship, or at a great distance from one another in terms of the possible meaning conveyed in their language. In this setting, communication through words is crucial for establishing rapport between people. Grammatically speaking, a sentence in the text symbolizes the roles people play in conversations through the medium of language. The last one is a linguistic statement, obviously. The meaning can be found both within the language itself and in the setting in which it is used. The organization of the idea or the thematic structure, which is made up of the subject and the rhyme of the sentence, represents this linguistic function, which is called textual function.

Discourse has also been proposed as a component of semantics by scholars such as Martin (1992) and Eggins (1994). There is a layer of significance involved. Discourse-semantics is a term for the unique characteristics of text's structure, as well as the linguistic assets that are useful when writing. The

model discourse level is thus systematically served by the text generation system as well as the various linguistic tools employed. That is to say, the cohesion categories from which textual texture exists are implied by the discourse - semantics part of the discourse. Discourse semantics also considers the text's cultural and social settings when making interpretations. Here, it shows that the use of theory linguistically and contextually to emphasize the importance of words.

Martin (1992) and Eggins (1994) elaborated on the register category by stating that the discipline is focused on the context of social activity. It focuses on the parts of the participant's life where the figure of speech plays a significant role. It is achieved through the use of linguistic components and places emphasis on action, on what is occurring in the world or social setting under consideration. In contrast, tone focuses on the interpersonal dynamics at play during social conversations. It is concerned with the people who participate in social activity and how they are affected by factors like age, position, gender, and social standing. The third and final category, mode, examines the linguistic function in social activity. The mode of operation may depend on the linguistic part played.

Systemic Functional Linguistics (SFL) also suggests a specific text's coherence and relatedness, which is why it is integral to the context. The passage's cohesion and interconnectedness derive in part from the obvious structure it employs to present its various assertions and ideas. Coherence, as it relates to the subject at hand, is the degree to which a set of related sentences makes sense when viewed in their larger social, cultural, and historical contexts. Generic coherence and situational or recorded coherence are used in these situations (Halliday and Hasan, 1976; Eggins, 1994).

Then, think about how the norm of the text-making resource is part of the discourse layer in functional linguistic theory. This implies that the discussion centers on articulating the various means by which a text's substance is actualized. Cohesion can come in many forms in this context, such as references, verbal relations, elliptical conjunctions, conversational structures, and various connections to words. Those help with the text's sequential order. The schematic structure of genre refers to the publicly set pattern of actions that must be taken in order to complete a task. The textual manifestation of this language phenomenon is the functional component pattern. Schematic, then, can be thought of as the sequential arrangement of a genre's internal consistency and uniformity.

A functional approach to language development (de Oliveira, 2016; Fang et al, 2008) possesses a foundation in systemic functional linguistics (Halliday & Matthiessen, 2014). Theory of Social Semiotic, which is more often referred to as SFL, considers language to be a tool for creating context-specific meaning. This essay describes the three perspectives it gives on language. Spanish (Ramírez, 2020), Italian (Fernández, 2021), Arabic (Ab Abdel-Malek, 2020), and Spanish (Ramírez, 2020) are only a few of the languages that have been developed and studied using this idea in addition to English. According to the notion, teachers may also spot language patterns to assist double language learners understand the way a specific language operates. Such a method may be used in different language classes, but it is crucial for multilingual learners (MLs) in dual language settings to expand their verbal repertoires in several languages in order to interact with academic material efficiently.

Taking communication theory one step further, the mood structure expressing the interpersonal function may affect interpretation since the interlocutors participating in a given speech event each have their own points of view. Even if it is a universal truth, context, knowledge background, and speaking situation are crucial. The construction of interpretation does not guarantee that it will be applied as intended by the encoder because messages generated as sign systems are polysemic, or contain more than just a finite number of meanings. (Morissan, 2015).

3. The Meaning of a Functional Approach to Language Development

Systemic functional linguistics (SFL), a philosophy of language centered on meaning, is used in development to give instructors tools for discussing and addressing the language needs of the curricula for DLLs. According to SFL, language is a tool for creating meaning and the manifestation of meaning in context. In order to achieve systematic patterns of choice, we utilize language for a variety of goals related to a variety of audiences and circumstances. SFL asserts that the language portrays system networks rather than a list of laws and structures. (Halliday & Matthiessen, 2014).

This method backs the idea that academic language, the language used in schools, develops along the similar scale and comes beginning by the similar range as language used in daily life for communication (Schleppegrell, 2013). Making the academic aspects of a subject topic clear involves using academic terminology. Teachers must be fluent in the language they are teaching in and through, especially in multilingual settings when they have the extra responsibility of scaffolding students' language and subject acquisition. Several academics have demonstrated the way to bridge between languages commonalty and academics is crucial for comprehending material. (de

Oliveira, 2016; Khote, 2018). In order to concentrate on academic language development, we depend on the idea of genre, which is characterized by the traditionally accepted forms of different sorts of texts (Martin & Rose, 2005). A staged, goal-oriented social activity, genre is a repeated arrangement of meanings (Martin, 2009). It is:

1. staged: as it occupies more than one stage of meaning that operate in a specific category.
2. goal-oriented: as it unfolds stapes to achieve something and have us be frustrated in case of stoppage, and
3. social: as types are undertaken to be interacted with others.

Register is the context of a more immediate circumstance, whereas genre reflects the setting of culture as a whole. Field, tenor, and mode are included. Field alludes to the text's subject and substance. The roles and connections among the characters in a book are referred to as the tenor. The term 'mode' describes the means by which the message is distributed, such as email, spoken text, presentations, blogs, or other forms of communication. Every time language is used, these three aspects of register are present, and they help the message to be understood as a whole. Some of the areas of interest of this approach is well-exemplified in Table (1) below, that demonstrates the way by which meaning is taken, questions are guided as well as the focus of language.

Table (1) Extents of Meaning, Question(s), & Emphasis of Analysis

Extents of Meaning	Question(s) where Language Discussion is Guided	Emphasis of Language
Giving content	• What is going on? • Who are the individuals included? • What surrounds the events?	Sentence Elements: Contributors, procedures,

Ratifying relationships	• How do relations affect members?	Selections: • Declaration • Interrogation • Imperative • Modality
Creating a consistent communication	• What organizes the text? • What does language use?	Topic /New Cohesion

A. *Presenting content* investigates the participants (often stated as nouns) engaged in specific Processes (often expressed as verbs) under specific Conditions (Halliday & Matthiessen, 2014). The units engaged method are known as contributors. Usually represented in noun groupings, these contributors take on various semantic functions depending on the type of process. There are four main process kinds, which are represented by verbs such as verbs *to do*, which denote activities like '*run, participate, and relate*', verbs *to think*, which denote thought like '*think, know, and consider*', verbs *to feel*, which denote feelings like '*admire, love, and like*', and verbs *to speak*, which denote what someone has said like '*say, tell, and ask*'. Moreover, processes revolve on conditions (time, distance, etc.), which are often expressed in adverbs (such as finally, apart) or prepositional phrases (e.g., next street, in a hurry). In order to understand how content is delivered, the teacher and students investigate the contributors, processes, and conditions in sentences.

B. *Ratifying relations* investigates mood and modality. The subject and finite components of the sentences can be examined as well as their existence or absence, and the sequence in which they appear as related to each other (Halliday & Matthiessen, 2014). Their significance comes due to their way of identifying the grammatical mood of a clause – declaratively,

interrogatively, or imperatively – and allow for its proper application. The first part is mood system, which enables humans to express '*orders, ask questions, and make declarative assertions*' (i.e., interrogative mood) (i.e. imperative mood). While the second part is modality, which is concerned with the numerous ways that people communicate their '*opinions, attitudes, and judgements of various types*'. We can indicate *possibility, certainty, regularity, usualness, necessity, and duty* through the use of modality. This comprises modal verbs (such as 'will – would, and 'can'), modal adjectives, and more (e.g., regular, normal). Using evaluative vocabulary makes it possible to develop a position and a conclusion. A relationship between a writer and a speaker as well as between a reader and a listener is enacted via the use of mood, modality, and evaluative terminology.

C. *Constructing a Cohesive Message* investigates Given/New patterning. Given is the clause's initial experiencing component, and the New includes the remaining portion (Halliday & Matthiessen, 2014). Tracking theme development in texts is also beneficial since it organizes the entire manuscript as it progresses between stages and into a specific one. A text's ability to stick together with the aid of cohesive devices like pronouns (such as 'he – which and – you) and connectors is called cohesion (e.g., *or, in spite of, even if*).

3. Meta-functions of Language

For Halliday (1978:14), "individuals become a part of a group through language. without language, it is difficult for individuals to communicate. Also, persons must organize their speech to grab listeners' attention and convey their message simply and effectively. They must thus employ

linguistic features to convey meaning". The primary goal of this study is to linguistically evaluate Obama's speech. The intention is to illustrate with Halliday's systemic functional grammar how the various process types are used in the aforementioned speech. There are three meta-functions of language, claims Halliday (1978). In linguistics literature, these functions are utilized in a variety of contexts. They are for Halliday (1985), (1) *Ideational function* (2) *Interpersonal function* and (3) *Textual function.* According to Halliday's theory of systemic functional grammar, which views language as a fundamental tool for conveying meaning, these functions serve as the principal issues.

A. Ideational Function

When the exterior world and the interior one of our perception of the world interacts is at the heart of this purpose. By the use of language, it conveys the speaker's perception of both the internal and external worlds. Language encodes both the individual's experience as a member of the culture and the social knowledge over its goal. (Halliday, 1978). The ideational function operates into two sub-fold: logically and experientially. The first is concerned with the connections between these thoughts, whereas the second is focused on thoughts in general. The transitivity system of language reflects and realizes the ideational function.

B. Interpersonal Function

The relationship between the speaker and the listener is a concern of the interpersonal function. It stands for the element when an interjection is created by a speaker(s) into the situation, "both expressing his own attitudes and judgments and looking for to influence the attitudes and

behavior of others" (Halliday, 1978: 112). The primary focus of this function is on clauses as exchanges. Halliday identifies two elements in a phrase when evaluating it as an event exchange. The tone of the conversation carries the conversation's grammatical load and advances the argument. (Halliday, 1994).

C. Textual Function

It focuses on the way a text(s) is formed and the way message is delivered within it, and the way an utterance is both verbally and situationally interacted. Clause is regarded as a message in this clause. For Halliday (1994:97), it has a "relevance". For him, a clause involves a theme and rhyme

4. Halliday's Theory: Six Categories

The types of Halliday's theory are of mental, material, behavioral, relational, linguistic, and existential processes are identified. Halliday first identifies three primary categories in the English transitivity system – material, mental, and relational – and then discovers the other three processes (Halliday: 2004). which are situated as follows:

A. **Material Process Clause** is the process to do and happen. According to Halliday (2004), a "material clause construes a quantum of change in the flow of events as taking place through some input of energy" (p.179). He adds "material clauses construe figures of 'doing-&-happening'(ibid).

B. **Mental Process Clause,** it is concerned with sense. Halliday (2004) states that, "mental clauses are concerned with our experience of the world of our own consciousness" (p.197).

C. **Relational Process Clause,** i.e. the processes to be and have. As stated by Halliday (2004: 120) that "relational clauses serve to characterize and to identify". The verb 'Be,' simple present or past, realizes the relationship phrase. Relational clauses can be divided into three categories: intense, possessive, and circumstantial. There are two variations of these types: of being and attributive and identifying.

D. **Behavioural Process Clause** i.e. according to Halliday (1994: 139), behavioural clauses are "processes of (typically human) physiological and psychological behaviour, like breathing, coughing, smiling, dreaming and staring".

E. **Verbal Process,** i.e. process to say. Such a process clause is very significant resource in various kinds of discourse. It contributes to the creation of narrative by making it possible to set up dialogic passages. Halliday (2004: 252) states that "verbal clauses, in news reporting, allow reporter to impute or assign information to sources, including officials, experts and eye witnesses".

F. **Existential Clause,** i.e. the process to exist. Existential clause is irregular in language, however, it contributes differently to texts. Narratively speaking, it offers participants differently. **'There'** when used in existential clause, it enables the addressee to prepare for something which represents new information that is about to be introduced. See this example:

5. Methodology

In this study, the researchers use Halliday's Systemic Functional Theory to analyze the chosen text/speech. He does so be believing that in order to

properly assess Obama's speech using Halliday's Theory, all six of the theory's procedures must be used. This will make it clear which language options are employed more frequently than others. Therefore, and for a better analysis and understanding, the researches has extracted some words/phrases from Obama's speech and analyze them according to the adopted theory.

6. Participants

According to Halliday (2004: 175) "participants are inherent in the process: every experiential type of clause has at least one participant and certain types have up to three participants". As shown previously, a process is realized by the verbal group. Participant is realized by nominal group. The table below is adopted from (Halliday,2004:177).

Table (1) Typical Experiential Functions of Group and Phrase Classes

Type of Element	Typically Realized By
Process	(Verbal group)
Participant	(Nominal group)
Circumstance	(Adverbial group or prepositional phrase)

Process clauses might include a variety of participants. There are many different participant kinds in the material process, to start. The first is what Halliday referred to as "Actor", stating in (2004: 190) that "the actor is an inherent participant in both intransitive and transitive material clauses". So, material clause does have one 'Actor'. The actor "brings about the unfolding of the process through time, leading to an outcome that is different from the initial phase of the unfolding" (ibid). In this situation, there is just one person

inherently involved in the process, and the conclusion may be limited to the actor itself. In this scenario, a 'material' clause – also known as an intransitive material clause – represents an event. The outcome affects the new participant, referred to as the "Goal," rather than the original "Actor," when the procedure is extended to them. Such a 'material' sentence denotes an action and is referred to as transitive. For instance:

a.

A tiger	leapt
Actor	Process
Nominal group	Verbal group

b.

A tiger	trapped	the prey
Actor	Process	Goal
Nominal group	Verbal group	Nominal group

In (a), '***a tiger***' is the <u>Actor</u>, '***leapt***' is a material process, meaning 'happening) shown by a intransitive material clause. The second, tiger is the 'Actor', 'trapped' is a material process. 'the prey' is the 'Goal' meaning 'doing' shown by a 'transitive' material clause. According to Eggins (2004: 216), "the goal is that participant at whom the process is directed, to whom the action is extended".

There are also several additional participant responsibilities that are related to the material process clauses. Scope, Recipient, Client, and Attribute are these. As stated previously, the Objective is impacted by the material process, but the performance of the process has no bearing on the scope of a "material" clause. The Scope is limited to 'intransitive' clauses (Halliday, 2004:192). According to Halliday (2004), there are two types of scope:

1. The Scope can take an object exists out of the process. An example:
- *He will be eating some* nice food, *therefore be ascertain of having free time.*

The above example, it shows 'food' as an object that can be eaten or not.

2. The Scope cannot be an object at all but rather an alternative name for the process; for example:
- *She* eats pineapple.

Here, it can be seen that 'pineapple' is the *Scope of the process*, and obviously that 'pineapple' is not an object that comes on its own. It signifies one kind's name of a fruit.

3. *He hit* four cute birds.
"Recipient" and "Client" are the other two participants. They both play constructive roles and speak for a participant who gains from the process's execution. The Client is the party to whom services are provided, whereas the Receiver is the recipient of commodities (ibid:191). Such participants either arrive with or without prepositions. The prepositions (to) and (for) are with "Recipient" and "Client," respectively. For instance:

4. *He paid a nice visit* to Jim. {to Jim is Recipient}.
5. *Marry got an amazing gift* for her husband. {for her husband is Client}.

All of "*Goal, Recipient, and Client*" are impacted by the clause's process, but "Client or Recipient" is the party who gains from it, whilst "Goal" is the participant who is impacted by the process. Last but not least, the domain in which "*Recipient and Client*" are commonly realized is the nominal group indicating to a human being (particularly personal pronoun) (Halliday, 2004:192).

The 'Phenomenon' is the other key component of the mental process clause. The phenomena are whatever the 'Senser' thinks, feels, wants, or perceives.

In actuality, a "material" clause's collection of potential participants is less than the set of items that can play this function in the clause. It is not only a thing; it is also a fact. Every participant in a material sentence is a thing; it is a manifestation of our experience. It consists of our internal experiences or imagination, such as (person, creature, institution, object, substance or abstraction). In a mental clause, these "objects" can serve as the subject of awareness. (Halliday, 2004: 203) for example:

6. *He knows you?*
7. *He caught* that thief *few days back.*
8. *He thought of his* fate.
Attributive and identifying clauses are the two fundamental participants in relational clauses. A participant named Carrier is given the attribute in attributive clauses. e.g.:

9. She *is* laughing.
She is acting appropriately in this instance by laughing, which is a behavior. While the behavior is presented as though it were a participant, it is nevertheless referred to as "Behavior" (Halliday, ibid:251). For example:

10. *He scored a goal.*
11. *You sent* an astonishing message.
There are four different participant categories in the verbal clause. The first one is the "Sayer," or the one speaking, hence "Sayer" is only used to refer to the speaker or writer, e.g.

12. Jimmy told me *'I was angry'.*
Functionally speaking, the above example has of two clauses: primary 'Jimmy told me' and secondary 'I was angry'. It operates as a secondary as either directly quoted, as in 'I was angry', or indirectly reported, as in 'he was angry' in the following example:

13. He told me, *he was angry'.*

The main clause is the spoken one, but the secondary clause might be any form of procedure. Receiver is the other participant role. It serves as a representation of the recipient of the procedure. Halliday (2004: 255) says that "The Receiver is the one to whom the saying is directed". For example:

14. *Gives an entire idea*?
15. *Have you told your* friends?

The person who matches what is said, expressing it as a class of things rather than as a report or quote, is known as the "Verbiage." Verbiage can refer to either the actual words used or. For example:

16. *Will you please tell me what* news *have you got.*
17. *Let me ask you* a question.

The fourth participant is the "Target," who only performs this duty in a subtype of "verbal" clause. This kind of construction defines the object of the phrase. For example:

18. *He also accused* Krishan Kant.
19. *She always blamed* him.

The last process type, known as an existential process, only has one participant. Halliday (2004: 258) claims that "the entity or event which is being said to exist is labeled, simply, Existent". For example:

20. *There was* an old person of Dover.
21. *There was* a storm.

In order to represent a quantum of change, the units that materialize the clause's process, participant, and situation aspects that make separate contributions must be explained. The participants and the process both provide light on different aspects of the transformation. The two truths are *impermanence* and *transience*. *Transience*, according to some, is the

sensation of changing across time. **Permanence** is the state of existing in (concrete or abstract) place and enduring across time. Thus, participants are relatively stable through time (Halliday, 2004:177). The following example is adopted from Halliday to clarify the information that participants can take place in many processes.

22. *"During the first part of the nineteenth century,* **there** **was** *a* **lighthouse keeper** *who was in charge of the lighthouse.* **His name** *was Felipe. He* was *a brave young man, very dedicated to his work.* **He** lived *very happily in the lighthouse with his wife, Catalina, and his little daughter Teresa.* **He** loved *them both very much."* (Halliday, 2004: 177).

This instance has many forms of processes, as in the narrative in one process of existence (**there was** . . .) and then maintained as a participant in other processes: **a lighthouse keeper** . . . — (**his name**) — **he** — **he** — **he**. The phenomena of experience are therefore seen as either temporary processes or permanent participants, and Change is understood to involve both transience and permanence. Semantic categories include the terms 'process,' 'participant,' and 'circumstance.' In general, these show how language structure is perceived to be manifestations of our perception of the world. Table (3) below, summarizes all the types of process and their general category meaning

Table (3) A Summary of all the Types of Process and Their General Category Meaning.

Oblique participants	Direct participants	Process type	Meaning
Recipient, Client, Attribute	Doing Doing happening	Actor, Goal	Material: Action Event
Behavioural	Behaving	Behaver	Behaviour

Senser, Phenomenon	Sensing, seeing thinking, wanting feeling	Mental: perception cognition desideration emotion	
Verbal	Saying	Sayer, Target	Receiver, Verbiage
Attributor Assigner	Carrier, Attribute Identified, Identifier, Token, Value	Being attributing identifying	Relational: Attribution Identification
Existential	Existing	Existent	

(Halliday, 2004: 260)

7. Data Analysis

8. Barack Obama's Speech in Electoral Campaign of 2012

The following text/speech is selected from the guardian website, which is delivered by former American President Barack Obama in his Electoral Campaign from a rally in Columbus, Ohio on October 9, 2012. https://www.theguardian.com/world/2012/nov/07/barack-obama-speech-full-text.

9. Excerpts Taken from Obama's Speech

No	Excerpt	Type
A		
1	"Tonight, more than 200 years after a former colony"	(Actor)
2	"won"	(Material)
3	"the right"	(Goal)
4	"to determine"	(Material)
5	"its own destiny"	(Goal)
6	"the task"	(Actor)
7	"of perfecting our union moves"	(Material)
8	"forward". (Cheers, applause.)	
B		
1	"It"	(Actor)
2	"moves forward because of you"	(Material)
3	"It"	(Actor)
4	"moves"	(Material)
5	"forward because you"	(Senser)

6	"reaffirmed"	(Mental)
7	"the spirit"	(Phenomenon)
8	"that has triumphed"	(Material)
9	"over war and depression"	(Goal)
10	"the spirit"	**(Actor)**
11	"that has lifted"	(Material)
12	"this country"	(Goal)
13	"from the depths of despair to the great heights of hope, the belief that while each of us"	(Senser)
14	"will pursue"	(Mental)
15	"our own individual dreams"	(phenomenon)
16	"we are an American family"	(Relational)
17	"and we"	(Actor)
18	"rise"	(Material)
19	"or fall"	(Material)
20	"together as one nation and as one people. (Cheers, applause.)"	
C		
1	"Tonight, in this election, you, the American people, reminded"	(Verbal)
2	"us that while our road has been"	(Relational)
3	"hard, while our journey has been long"	(Relational)
4	"we"	(Actor)
5	"have picked"	(Material)
6	"ourselves up"	(Goal)
7	"we"	(Actor)
8	"have fought"	(Material)
9	"our way back"	(Goal)
10	"and we"	(Senser)
11	"know in our hearts that for the United States of America, the best is yet to come. "	(Mental)
D		
1	"I"	(Senser)
2	'want'	(Mental)
3	"to thank"	(Mental)
4	"every American"	(Actor)
5	"who participated in this election. "	(Material)
6	"(Cheers, applause.) "	
7	"whether you"	(Actor)
8	"voted"	(Material)
9	"for the very first time (cheers) or waited"	(Material)
10	"in line for a very long time (cheers) – by the way, we have to fix that – (cheers, applause) – whether"	
11	"you"	(Actor)
12	"pounded"	(Material)
13	"the pavement"	(Goal)

14	"or picked up"	(Material)
15	"the phone"	(Goal)
16	"(cheers, applause), "	
17	"whether you"	(Actor)
18	"held"	(Material)
19	"an Obama sign"	(Goal)
20	"you"	(Actor)
21	"made"	(Material)
22	"your voice heard"	(Goal)
23	"and you"	(Actor)
24	"made a difference"	(Material)
E		
1	"I just spoke"	(Verbal)
2	"with Governor Romney and I congratulated him and Paul Ryan on a hard-fought campaign"	(Verbal)
3	"(Cheers, applause.) "	
4	"We"	(Actor)
5	"may have battled fiercely"	(Material)
6	"but it's only because we"	(Senser)
7	"love"	(Mental)
8	"this country"	(phenomenon)
9	"deeply and we"	(Senser)
10	"care"	(Mental)
11	"so strongly about its future"	(phenomenon)
12	"From George to Lenore to their son Mitt, the Romney family"	(Actor)
13	"has chosen"	(Material)
14	"to give back to America through public service. And that is a legacy that we honour"	(Mental)
15	"and applaud tonight. (Cheers, applause.) "	(Behavioural)
16	"In the weeks ahead, I"	(Senser)
17	"also look forward"	(Mental)
18	"to sitting down with Governor Romney to talk"	(Verbal)
19	"about where we"	(Actor)
20	"can work together"	(Material)
21	"to move"	(Material)
22	"this country forward"	(Goal)
F		
1	"I"	(Senser)
2	"want"	(Mental)
3	"to thank"	(Mental)
4	"my friend and partner of the last four years, America's happy warrior, the best vice-president anybody"	(Senser)
5	"could ever hope for, Joe Biden. "	(Mental)

G		
1	"And I wouldn't be"	(Relational)
2	"the man I am"	(Relational)
3	"today without the woman"	(Senser)
4	"who agreed"	(Mental)
5	"to marry"	(Material)
6	"me 20 years ago"	(Goal)
7	"(Cheers, applause.) "	
8	"Let me say this publicly"	(Verbal)
9	"Michelle, I"	(Senser)
10	"have never loved you more"	(Mental)
11	"(Cheers, applause.) "	
12	"I"	(Senser)
13	"have never been prouder"	(Mental)
14	"to watch"	(Mental)
15	"the rest of America"	(Senser)
16	"fall in love with you too as our nation's first lady. "	(Mental)
H		
1	"Sasha and Malia – (cheers, applause) – before our very eyes, you"	(Actor)
2	"re growing up"	(Material)
3	"to become"	(Relational)
4	"two strong, smart, beautiful young women, just like your mom. (Cheers, applause.) "	
5	"And I am so proud of you guys"	(Relational)
6	"But I will say that, for now, one dog's probably enough. (Laughter.) "	(Verbal)
I		
1	"To the best campaign team and volunteers in the history of politics – (cheers, applause) – the best – the best ever – (cheers, applause) – some of you were"	(Relational)
2	"new this time around, and some of you have been at my side since the very beginning. "	(Relational)
J		
1`	"But all of you are family. "	(Relational)
2	"No matter what you do or where you go from here, you"	(Senser)
3	"will carry"	(Mental)
4	"the memory"	(phenomenon)
5	"of the history we"	(Actor)
6	"(Cheers, applause.) "	(Material)
7	"And you"	(Senser)
8	"will have the lifelong appreciation of a grateful president. Thank you for believing all the way – (cheers, applause) – to every hill, to every valley. (Cheers, applause.) "	(Material)
9	"You"	(Actor)
10	"lifted"	(Material)

11	"me up the whole day, "	(Goal)
12	"and I will always be grateful for everything that"	(Relational)
13	"you"	(Actor)
14	"have done and all the incredible work that"	(Material)
15	"you"	(Actor)
16	"have put in. "	(Material)
K		
1	"I"	(Senser)
2	"know"	(Mental)
3	"that political campaigns can sometimes seem small, even silly. "	(Mental)
4	"And that provides"	(Material)
5	"plenty of fodder for the cynics who tell"	(Verbal)
6	"us that politics is"	(Relational)
7	"nothing more than a contest of egos or the domain of special interests. But "if you ever get the chance to talk"	(Verbal)
8	"to folks who turned out"	(Material)
9	"at our rallies and crowded along a rope line in a high school gym or – or saw folks working late at a campaign office in some tiny county far away from home, "	(Behavioural)
10	"you"	(Senser)
11	"will discover something else. "	(Mental)
L		
1	"You"	(Senser)
2	"will hear"	(Behavioural)
3	"the determination in the voice of a young field organizer"	(Actor)
4	"who's working"	(Material)
5	"his way"	(Goal)
6	"through college and wants"	(Mental)
7	"to make sure"	(Mental)
8	"every child has that same opportunity. "	(Relational)
9	"(Cheers, applause.) "	
10	"You'll"	(Senser)
11	"hear"	(Behavioural)
12	"the pride in the voice of a volunteer"	(Actor)
13	"who's going"	(Material)
14	"door to door because her brother was finally hired"	(Material)
15	"when the local auto plant"	(Actor)
16	"added another shift. "	(Material)
M		
1	"You"	Senser
2	"'ll hear"	(Behavioural)
3	"the deep patriotism in the voice of a military spouse"	(Actor)
4	"who's working"	(Material)
5	"the phones"	(Goal)

6	"late at night to make sure"	(Mental)
7	"that no one"	(Actor)
8	"who fights"	(Material)
9	"for this country ever has to fight"	(Material)
10	"for a job or a roof over their head when they"	(Actor)
11	"come"	(Material)
12	"home"	(Goal)
N		
1	"That's why we"	(Actor)
2	"do this. "	(Material)
3	"That's what politics can be. That's why elections matter. It's"	(Relational)
4	"not small, it's big"	(Relational)
5	"It's important. "	(Relational)
6	"Democracy in a nation of 300 million can be noisy and messy and complicated. "	(Relational)
O		
1	"We"	(Senser)
2	"have our own opinions. "	(Mental)
3	"Each of us"	(Senser)
4	"has deeply held beliefs"	(Mental)
5	"And when we"	(Actor)
6	"go through tough times, "	(Material)
7	"when we"	(Actor)
8	"make"	(Material)
9	"big decisions as a country, "	(Goal)
10	"it"	(Actor)
11	"necessarily stirs"	(Material)
12	"passions"	(Goal)
13	"stirs up controversy. "	(Material)
14	"That won't change after tonight. "	(Material)
15	"And it shouldn't. These arguments we have are a mark of our liberty, "	(Relational)
16	"and we"	(Senser)
17	"can never forget"	(Mental)
18	"that as we"	(Sayer)
19	"speak"	(Verbal),
20	"people"	(Actor)
21	"in distant nations are risking"	(Material)
22	"their lives"	(Goal)
23	"right now just for a chance to argue about the issues that matter – (cheers, applause) "	(Mental)
24	"the chance to cast their ballots like we did today. "	(Material)
25	"But despite all our differences, most of us"	(Senser)
26	"share"	(Mental)

27	"certain hopes for America's future. "	(phenomenon)
P		
1	"We"	(Sayer)
2	"want our kids to grow up in a country	(Mental)
3	"where they	(Actor)
4	"have access to the best schools and the best teachers – (cheers, applause) –	(Material)
5	"a country	(Actor)
6	"that lives up to its legacy as the global leader in technology and discovery and innovation – (scattered cheers, applause) – with all of the good jobs and new businesses that follow.	(Material)
Q		
1	"We	(Senser)
2	"want"	(Mental)
3	"our children"	(Actor)
4	"to live in an America"	(Material)
5	"that isn't burdened by debt"	(Mental)
6	"that isn't weakened up by inequality"	(Mental)
7	"that isn't threatened by the destructive power of a warming planet. "	(Mental)
R		
1	"We"	(Senser)
2	"want"	(Mental)
3	"to pass on"	(Material)
4	"a country that's safe and respected"	(Behavioural)
5	"and admired around the world"	(Mental)
6	"a nation that is defended by the strongest military on Earth and the best troops this"	(Material)
7	"this world has ever known – (cheers, applause) "	(Mental)
8	"but also a country"	(Actor)
9	"that moves"	(Material)
10	"with confidence beyond this time of war to shape"	(Material)
11	"a peace that is built on the promise of freedom and dignity for every human being. "	(Material)
S		
1	"We"	(Senser)
2	"believe in a generous America, in a compassionate America, in a tolerant America open to the dreams of"	(Mental)
3	"an immigrant's daughter"	(Actor)
4	"who studies"	(Material)
5	"in our schools and pledges to our flag – (cheers, applause) "	(Mental)
6	"to the young boy on the south side of Chicago who sees a life beyond the nearest street corner – (cheers, applause) "	(Behavioural)

7	"to the furniture worker's child"	(Senser)
8	"in North Carolina who wants to become a doctor or a scientist, an engineer or an entrepreneur, a diplomat or even a president. That's the – (cheers, applause)."	(Mental)
9	"that's the future we"	(Senser)
10	"hope for."	(Mental)

10.Discussion

According to Halliday's theory, material processes include what to be done and happened such as playing, writing, doing, working, etc. The concept that someone or something does something to another entity is central to material processes. Someone expresses what is happening in the outer world. This explains why material processes happen regularly. Material processes represent actual world activity. Because of this, Barack Obama's speech(es) tend to use the word 'material process' a lot. Throughout Obama's speech, there are examples of (asking or inviting his people to take part and improve the economy of their country). Obama does not make any commitments during his address. He exhorts Americans to take part in all meaningful activities. Obama frequently refers to the United States as "us" in his speeches to emphasize that he wants every Citizen to work with others to advance and build their nation. Mental processes include thinking and experiencing things like love, hatred, hope, etc. It stands for several mental states. The tables demonstrate that Barack Obama's thought processes are at the second stage. Obama's political address makes it very evident that the proportions of both the material and the mental are near. In order to portray the true message of the outside world, Obama chooses terms that have materialistic occurrences rather than mental ones in his discourse. In this aspect, the outcomes show how Obama views the outside world. The relationship between entities is the focus of the relational process in Halliday's theory. It is a certain kind of being, such (represent, become, be, have, look, and so on). To understand the

relationship process, utilize these words. The distinction between relational and existential processes must be made clear. The verbs become, is, and not (**There is**) are all used in relational processes, just as they are in existential processes. Relational processes address the idea of evolving and changing. Obama is therefore regarded as a key player in the manipulation of numerous systems as needed. The Halliday system's behavioral processes are focused on certain forms of behavior known as psychological and physiological behavior (for example, breathing, crying, staring, dreaming, and smiling). Barack Obama may provide amazing regard to what is concrete rather than psychological and physiological action, thus behavior pattern is only applied in a tiny proportion of cases. Also, due to the nature of such gatherings, talks at them do not necessitate altering behavioral and psychological attitudes. This is due to the fact that this method is employed when authors or presenters attempt to establish the actual scene of an event by utilizing the perspectives and opinions of others. By using certain speaking and talking motions, it bridges between mental and relational processes.

11. Conclusion

A useful tactic is to concentrate on language usage in individuals by employing a functional approach to language development. By employing this technique, it is possible to talk about the intentions behind the choices authors make while using a metalanguage. It is especially beneficial for promoting linguistic engagement. Several aspects of Barack Obama's speech are highlighted by the debate above. They are described using Halliday's Theory of Systemic Functional Grammar. The research findings allow for some inferences. The process categories show that material processes are the most prevalent types of processes for Obama's speech. Throughout his speech, Obama used declarative language to connect with his listeners. This makes

people more inclined to believe in him and the achievements of his government. Obama also outlines the government's future goals in detail. Obama uses basic language, yet his words carry a lot of weight. He is successful in inspiring the audience to believe in themselves and to rally behind them more for the sake of their nation. The basic objective is to use linguistic analysis to connect the grammatical and semantic components in order to get the required meaning.

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