CRITICAL DISCOURSE ANALYSIS OF WILLIAM HARRY MCRAVEN'S SPEECHES

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Abstract

Critical discourse analysis is generally applied to criticize and reveal the relationship between language and social and political news. Critical discourse analysis is also used to describe something, translate, and analyze social and political news including public speeches, where the speaker wins a favorite response from the audience. This paper, based on Critical Discourse Analysis and Systematic Functional Linguistics theory, analyzes William H. McRaven's speech primarily from the point of transitivity and modality, where we can have a better understanding of the social aims of these speeches. This research aims to find the languages, issues, the impact for the audiences, and for the video itself.

Key words: critical discourse analysis, systematic functional linguistic, transitivity, modality.

INTRODUCTION

According to Darma (2009, 49), critical discourse analysis is an effort or process of decomposition to give an explanation of a text (social reality) that is intended or is being done by someone who tends to have a specific purpose to get what is desired (Kuswoyo et al., 2021), (Purwaningsih & Gulö, 2021a), (Purwaningsih & Gulö, 2021b), (Oktavia & Suprayogi, 2021). Besides that, critical discourse analysis is generally implemented to criticize and reveal the relationship between language and social and political news . Critical discourse analysis is also used to describe something, translate, and analyze social and political news presented through text (Nababan & Nurmaily, 2021), (Woro Kasih et al., 2019), (Al Falaq & Puspita, 2021a), (Aji & Dewi, 2017), (Sartika & Pranoto, 2021). In addition, critical discourse analysis is not only seen from linguistic aspects, but also from the relationship between language and certain contexts (Gulö, 2014), (Mandasari & Agusty, n.d.), (Qodriani & Wijana, 2020), (Aminatun & Oktaviani, 2019), (Rido, 2011), including the specific objectives of social and political speech. Based on the above definition, critical discourse analysis is another way that can be used in analyzing media that has been dominated by conventional content through a positive or constructivist paradigm (Kardiansyah & Salam, 2021), (Sari & Oktaviani, 2021), (Oktaviani et al., 2022), (Ahdan et al., 2017). Then with a critical discourse analysis, we or the audience can know not only how the content of the speech is displayed, but how and why the message was delivered. In fact, we can explore or know what message actually revealed the meaning behind it and is there a social or political connection from the speech delivered.

In other words, the CDA also learns how the abuse, domination, and inequality of social forces are enforced, reproduced, and opposed by texts and talks in social and political contexts. The objects of CDA are public speeches, such as advertisements, newspapers, political propaganda, official documents, laws and regulations and so on. The aim is to explore the relationship between language, ideology, and power. Many Research has been conducted in the field of critical analysis of discourse. One of them is, Beji (2016) investigated that the transitivity context of connections

and light sheds on the representation of the discursive construction of Tunis Afrique Press (TAP) releases' headlines in the case of the news of the regions in Tunisia during the period that extends from January to March 2013.

According to Eriyanto (2011,7), the characteristics of critical discourse analysis contain five principles such as action (Qodriani & Wijana, 2021), (Fitri et al., 2021), (Fitri et al., 2021), (Mertania & Amelia, 2020a), (Mertania & Amelia, 2020b), context (Rido et al., 2017), (Sari & Wahyudin, 2019), (Mulyasari & Putri, 2020), (Samanik, 2018), history (Lennon, 2008), (Mandasari & Wahyudin, 2019), (Febria Lina & Setiyanto, 2021), power, and ideology. Regarding action, there are two consequences to seeing discourse, namely: (1) discourse is seen as something that aims to influence, debate, refute, persuade, react etc. (2) discourse is also understood as something that is expressed consciously or controlled. Context is related to how discourse is produced, understood, and interpreted in a particular context. Like who is communicating with whom and why, what is the audience and how is the situation, through what media, how various types of communication development, and how is the relationship for each participant, etc. Speech is one of the actions taken to convey an opinion or about the depiction of a thing, with our speech can also provide motivation to listeners through the messages we deliver when we make a speech, one of the motivational speeches from a retired US navy general distributing tips for being more productive at work and maintaining discipline throughout the day, just by doing small things like making your bed every morning, because completing one basic task in the morning is enough to help maintain quality throughout the day to keep it going. This is what attracts many people with a short but well-remembered speech with a simple message that evokes our enthusiasm to keep learning to do small things that will become good habits, as well as the author's interest in speech delivered by William Harry McRaven to see beyond the language conveyed, to see the impact to the audience and also the impact of the video itself.

This study is also important because it reflects. Therefore, this paper is a simple attempt to bring a broader discussion of what defines language research using critical analysis of discourse. This study will help to find the outer meaning of language, the impact on society and also the impact of the speech video itself.

In this study, the author uses Halliday's Systemic Functional Grammar, in terms of three meta-functions: ideational functions, interpersonal functions and textual functions, to find out the external meaning of language, the impact on society and also the impact of the speech video itself. The aim is to explore the relationship between language, ideology and power and to find out how to use the power of speech to persuade the audience, accept and hope to apply afterwards with simple routines that are often considered boring and repetitive that can actually make the day run effectively.

LITERATURE REVIEW

M.A.K. Halliday's Systemic Functional Grammar is usually considered the main foundation of Critical Discourse Analysis as well as other theories in pragmatics (Qodriani, 2021), (Rido et al., 2021), (Ngestirosa et al., 2020), (Sartika & Pranoto, 2021), (Oktavia & Suprayogi, 2021). Systemic Functional Grammar has two components: systemic grammar and functional grammar. They are two inseparable parts for the integral framework of linguistic theory (Dharlie, 2021), (Ambarwati & Mandasari, 2021), (Septiyana & Aminatun, 2021b). "Systemic grammar aims to explain internal relations in language as a network of systems, or potential meanings. And this network consists of subsystems from which language users make choices. (Kuswoyo & Susardi, 2016), (Mandasari &

Wahyudin, 2021), (Ayu et al., 2021), (Kuswoyo, 2016), (Afrianto et al., 2021) Functional grammar aims to express that language is a means of social interaction, based on the position that the language system and the forms that shape it are determined by the use or function it serves" (Hu Zhuanglin, 1988: 307). Halliday thinks the style analysis procedure can be divided into three logically structured phrases: Analysis, Interpretation, and Evaluation. Practical functions without limits can be generalized into a series of highly coded and abstract functions - meta-functions, which are inherent in every language. His ideas about meta-functions include ideational functions, interpersonal functions and textual functions.

A. Ideational Function

It is through this function that the speaker or writer embodies in language he/she experience of the phenomena of the real world; and this includes he/she experience of the internal world of he/she own consciousness: his reactions, cognitions, and perceptions, and also his linguistic acts of speaking and understanding (Halliday, 1971: 332). In other words, this function is to convey new information, to communicate content that is not known by the listener represented by the transitivity system in grammar. In this system, a meaningful grammatical unit is a clause (Septiyana & Aminatun, 2021b), (Septiyana & Aminatun, 2021a), (Hendrastuty, 2021), (Kuswoyo et al., 2020), which expresses what is happening, what is being done, what is felt and what is the situation and so on. So, we can conclude that language is the one who acts as the delivery of ideas (Mertania & Amelia, 2020a), (Nani & Safitri, 2021), (Choirunnisa & Sari, 2021), (Novawan et al., 2020), discussion, ask questions, propose and so on. So, in this first meta-function, the language we use every day of course has an idea or subject. In it, more specifically we can review the choice of words used or other language features. For example, Andi drinks avocado juice, can be analyzed as: The actor is Andi, the process is a material (Drinking) and the goal is avocado juice. Actors, Processes, Targets, and their subcategories reflect our understanding of the phenomena that enter our experience. The transitivity system includes six processes: material processes, mental processes, relational processes, behavioral processes, verbal processes and existential processes.

1. A material process is a process in which something is done. These processes are expressed by action verbs (eating, going, giving), Actors (logical subjects) and Target actions (direct logical objects, usually nouns or pronouns). For example, Andi is eating oranges. In this process we can know that the process expresses phenomena such as: Perception, reaction, and cognition.

2. While the mental process involves two participants, sensers and phenomena. For example, Tom likes chocolate. Can be analyzed as: "Tom" is the actor while "Like" is the mental process and "Chocolate" is the phenomenon, which we can also write as a Process which deals with feeling, thinking and perceiving process.

3. Relational processes can be classified into two types: Attributes and Identifications. The first states what attributes a particular object has, or what type of property it has, for example, high temperatures. the latter expresses the identical nature of the two entities. For example, Lily is wearing a blue dress. The blue dress has a lily.

4. Verbal process is the process of exchanging information. Commonly used verbs are to, say, speak, praise, boast, explain, etc. In this process the main participants are Tom, Andi and Lily. Behavioral processes refer to physiological and psychological

behaviors such as breathing, coughing, smiling, laughing, crying, staring, and dreaming, etc.

5. Behavioral process is sometimes almost indistinguishable from a material process that only has one participant. This depends on whether the activity in question is physiological or psychological. When the Behavior process has two participants, we can think of it as a material process, for example, Andi makes his bed every morning.

6. Existential process states that something exists or happens. In every existential process, there is an Existent. As an example:

> Mr. Andi is growing vegetables in his garden
>
> This morning I cooked spicy chicken
>
> Here it is the bus.

B. Interpersonal Function

The speaker is using language as the means of his own intrusion into the speech event: the expression of his comments, attitudes and evaluations, and also of the relationship that he sets up between himself and the listener in particular, the communication role that he adopts of informing, questioning, greeting, persuading, and the like. (Halliday, 1971:333). In other words, this section focuses on how close the speaker and the listener are from here we can see how close the relationship is between the speaker and the listener, for that we cannot judge a statement made from one person to another. Or it shows all uses of language to express social and personal relations.

This includes a variety of ways the speaker enters the speech situation and does the speech act. "Modality and Mood are often used to express interpersonal functions. The mood shows what role the speaker chose in the speech situation and what role he gave the recipient. If the speaker chooses an imperative mood, he assumes the role of someone who gives the order and places the recipient in the role expected to obey the command. For example, Bring me a drink! (Hu Zhuanglin, 1988). Modality refers to the range between extreme positive and extreme negative. This is one of the most important systems in social communication. On the one hand, it can objectively express the speaker's judgment on the topic. On the other hand, it can show the relationship of social roles, the scale of formalities and power relations.

Or with other examples such as the use of sarcastic or abusive expressions like "You're crazy" we cannot judge if the expression is rude, because we have to look at it from a different perception. It means, if the phrase was spoken by a close friend who was joking. So, in this meta-function, participants of the discourse, commonly referred to as tenors, or people who are involved in using language are very influential on the course of communication. We can see that language is no longer merely a matter of choice of words and structural rules, but also about who the users are.

C. Textual Function

The third role of language is called textual function. Halliday explained, "Language makes the connection between itself and the situation; and discourse is possible because the speaker or writer can produce text and the listener or reader can recognize it "(Halliday, 1971: 334). In other words, the third meta function refers to how the message is conveyed. This can be seen from the organization or composition of the information submitted, and

whether the information is conveyed in oral or written medium. Word placement is also very influential on this meta-function. For example, we reveal 'yesterday he bought the car'. The phrase will have a different sense if we arrange it 'he bought the car yesterday'. In textual meanings analysis (Tuhuteru & Iriani, 2018), (Suprayogi & Novanti, 2021), (Al Falaq & Puspita, 2021b), the main information is called the theme (focus of the conversation). So, in the first expression 'yesterday he bought the car', the information emphasized by the speaker was 'yesterday', the time when the actor 'he' took the action of 'bought' the 'car'. The meaning or sense contained will be different if expressed 'he bought the car yesterday'. In this expression, the speaker wants to emphasize that the actor 'he' took the action of 'bought' the 'car' (the speaker) at a specific time 'yesterday'.

Then the textual function must be operationally relevant, having a texture in the context of a real situation that distinguishes parts of life from mere entries in a grammar book or dictionary. This gives a string of potential meanings remaining to be woven into the structure of language. Information can be expressed clearly in discourse. This can also have implications between the lines. Therefore, all discourse is the union of explicit and implicit messages. As what stated by Halliday, "because language functions as a generalized ideational function, we can use it for all purposes and certain types of contexts that involve communication of experience" (Halliday, 1971). Because this functions as a general interpersonal function, we can use it for certain forms of personal expression and social interaction.

And the prerequisites for effective operation under these two titles are what we call textual functions, where language becomes text, related to itself and the context of its use. Without components of textual meaning, we should not be able to use language at all (Hu Zhuanglin, 1988).

METHOD

To have and follow the method of analysis is important in CDA as it is not possible to 'read off' ideologies from the text (Fairclough, 1995a: 71). In this research, the researchers used the critical discourse analysis, which is under impact of M.A.K Halliday perspective. The data is taken from YouTube entitled *Learn English Admiral William H. McRaven: Change the world (English Subtitles)* which was published on September 5, 2018. Procedure The speech video is analyzed according to the Halliday in Systemic functional Grammar mostly paying attention to the pronoun system, which operates as indicator enabling its interpretation.

RESULTS AND DISCUSSION

A. Transitivity Analysis

The ideational function is represented in text by transitivity. It is a basic semantic system (Wantoro et al., 2021), which construes the world of experience into a manageable set of process types. Halliday divides these processes into six types: material process, mental process, relational process behavioral process, verbal process and existential process. But the author will only analyze the three mental process, there are Material process, Relational process, and Mental process. This includes the results of the research. Summarize the collected data and the analysis performed on those data relevant to the discourse that is to follow. Report the data in sufficient detail to justify the conclusions. Mention relevant results, including those that run counter to expectation; be sure to include small effect sizes (or statistically non-significant findings) when theory predicts large (or statistically significant) ones.

Table 1

Process Type	Core Meaning	Participants
Material	doing, happening	Actor, Goal
Mental	Sensing	Sensor, phenomenon
Relational	Being	Actor, Goal
Verbal	Saying	Sayer, Receiver, Verbiage
Behavioral	Behaving	Behaver
Existential	Existing	Existent

1. Material process

The material process is the process of "doing". This process is usually indicated by verbs that express an action, whether concrete or abstract. Usually there are two participants in the process: Actor and Purpose. Actors can be compared with Subjects and Targets can be compared with Objects and both are usually realized with noun phrases. When both participants are present, the clause can be active or passive voice.

Table 2
Transitivity analysis of sample speeches (material process)

Actor	Process	Goal
I, Our, Student, we, everyone,	Suggestions, Can, Seek, Make, give, will, want, must, get, complete, have,	Lead, Perfection, pride, reinforce, change, paddle, keep moving forward, swim, learn everything, Much better, Help, Values,

From the table above (Table 2), we can see the Actors from the speech sample are I and Our, Student, we, everyone. The material process, as the process of doing, is a good choice in address to show what students have achieved, what they have done and what they have to do in various aspects of affairs, to change the world. And that can also arouse the enthusiasm of the audience to him to be a better person with discipline and be consistent in any field, because one person can change the world just by giving hope.

2. Relational process

Relational process is a process of being. It can be divided into two modes: attributive relation and identifying relation. The first means what properties an object possesses or what category it can be put into. And the other means that an entity and another is uniform. It is used widely in describing people and objects. Look at the following table:

Table 3

Attributive	Identifying

Midnight swim in the cold water off San Diego, and always being cold, wet and miserable	American will meet 10.000 people in their life time, in their life time American will meet 10.000 people

The relational process, as a process of existence, deserves to explain the complex relationships between several abstract items because they sound certain. As a result, the process contributed largely to this speech to describe the relationship between their passion and beliefs. Such an explanation can achieve William's goal to make reasoning accepted naturally and unconsciously and make the sacrifices needed in speeches that are voluntarily accepted by the audience. (Cheng Yumin, 2007).

3. Mental process

   Mental process is a process of feeling, thinking and seeing. Actor is not the real subject of doing, but the feeling. It represents inner experience, such as "perception", "reaction" and "cognition". We call the two participants are Senser and phenomenon.

What will the world look like after you change it, I am (senser) confident (mental process) that it will look much, much better.

And I (senser) remember (mental process) that I was getting commissioned in the Navy that day.
And I(senser) certainly (mental process) don't remember anything they said.
We (senser) were required ((mental process) to make our bed to perfection.

From the above analysis, we can see that mental processes, as sensing processes, attract the hearts of the audience to connect beliefs with their hopes, expectations in a clear and emphasized way. Halliday states that material, relational and mental processes are the three main uses of language because they increase to around 90%.

B. Modality Analysis

Modality refers to a speaker's attitudes towards or opinion about the truth of a proposition expressed by a sentence. It also extends to their attitude towards the situation or event described by a sentence.

1. Modal verbs

Table 4
Modal Verbs (Zhang, Guoling 2006)

	Low politeness	Median politeness	High politeness
Positive	Can, may, could, might, dare	Will, would, should, shall	Must, ought to, need, has/had to
Negative	Needn't, doesn't/didn't, +need to, have to	Won't, wouldn't, shouldn't, isn't/wasn't to	Mustn't, oughtn't to, can't couldn't, mayn't, mightn't, hasn't/hadn't to

Modal verbs are appropriate to the speaking since the addresses are delivered in spoken form. Compared with other verbs, modal verbs are more easily identified and understood and then accepted because at the time of listening to the speeches, there is no time for the audience to reflect.

*American **will** meet 10.000 people in their life time*
*I **can** assure you*
*Every puddle **must** be synchronized to the stroke count of the coxswain*
*Everyone **must** exert equal effort*
*You **can't** change the world, you **will** need some help*
*Failure **could** mean injury and being dropped from the training. Without hesitation.*
*When you **must** be calm, when you must be composed*
*You **must** be your very best in the darkness moment*
*We **would** leave the mud if only five men would quit*

2. Personal Pronouns

Table 5
Personal Pronouns

Personal Pronoun		Sample Speeches
First person	I (me)	28
	We (us)	11
Second person	You (you)	67
Third person	He (him)	4
	She (her)	
	It (it)	
	They (them)	5
Possessive pronoun		
My (mine)	1	
Our(ours)	2	
Your(yours)	28	
His (his)	3	
Her(hers)		
Its (its)	3	
Their (theirs)	7	

From table 5, we can find out that the second person is the most widely used. For example, the use of the second person pronoun "you" is to shorten the distance between the speaker and the audience. That may include the speaker and listener being the same, and also to emphasize that what is expected is that you (the audience) remember the audience is the class of graduates 2014 and also to make the audience feel close to the speaker and his points.

C. Textual Analysis

Textual function refers to the fact that language has a mechanism to make every oral or written discourse into a coherent and integrated text and make life part different from a list of random sentences. Here, we take the Example of William H. McRaven's Speech, ninth commander of U.S. Special Operations Command, at the University-wide Commission at the University of Texas at Austin on May 17. This speech aims to give enthusiasm to the graduates at that time, to convince and the world because only with one decision generation was saved by one person, one person can change the world by giving people hope, he must describe the spirit in all situations that we will face later, formally. And this often contains the following information:

1) Expressions of thanks and honor and Greeting
   Thank you, President Powers, Provost Fenves, Deans, members of the faculty, family and friends and most importantly, the class of 2014. Congratulations on your achievement.

An honor for me to be here to night.

1) The story he experienced with his colleagues
   It's been almost 37 years to the day that I graduated from UT. I remember a lot of things about that day.
   and I remember that I was getting commissioned in the Navy that day.

   I have been a Navy SEAL for 36 years. But it all began when I left UT for Basic SEAL training in Coronado, California. Basic SEAL training is six months of long torturous runs in the soft sand, midnight swims in the cold water off San Diego, obstacles courses, unending calisthenics, days without sleep and always being cold, wet and miserable. It is six months of being constantly harassed by professionally trained warriors who seek to find the weak of mind and body and eliminate them from ever becoming a Navy SEAL.

2) Hoping for a bright future for graduates

   Tonight, there are almost 8,000 students graduating from UT. That great paragon of analytical rigor, ask. Com, says that the average American will meet 10,000 people in their lifetime. That's a lot of folks. But, if every one of you changed the lives of just 10 people — and each one of those folks changed the lives of another 10 people — just 10 — then in five generations — 125 years — the class of 2014 will have changed the lives of 800 million people.800 million people — think of it — over twice the population of the United States. Go one more generation and you can change the entire population of the world — eight billion people.

   If you want to change the world, start off by making your bed.

   If you want to change the world, find someone to help you paddle

   If you want to change the world, measure a person by the size of their heart, not the size of their flippers.

   Sometimes no matter how well you prepare or how well you perform   you still end up as a sugar cookie. It's just the way life is sometimes.

   If you want to change the world get over being a sugar cookie and keep moving forward.

But YOU are the class of 2014, the class that can affect the lives of 800 million people in the next century.

Start each day with a task completed. Find someone to help you through life. Respect everyone.

And what started here will indeed have changed the world — for the better.

The whole text is coherent, organized, accurate and logical. So, it can help to persuade the audience to accept his speech.

CONCLUSION

On the basis of the above discussion, we can arrive at a conclusion. According to Halliday's Systemic Functional Grammar, we can summarize William H. McRaven's speech features as follows. First, he uses simpler words and shorter sentences than difficult ones. The language is easy and can be understood by tolerating his experience, making me also as an audience interested in hearing and paying attention to what he is saying and talking about. Second, from the transitivity analysis, we can see that the material process, the process of doing, has been used the most in his speech. From this process, William shows us what we must do to be better going forward, what he has done to become a great, powerful person. And also, we can see that by applying transitivity, his speech seeks to arouse the enthusiasm of the audience. Third, modality refers to the speaker's attitude or opinion about the truth of the proposition expressed by the sentence. Through modality analysis, we can find that William makes his listeners easier to understand and accept his motivational speeches by using the verb modal, second person pronouns. So, it can help him to provide simple but well-received word revelations by the audience. Critical Discourse Analysis can explore the relationship between language, ideology, and power. This provides new ideas and methods for analyzing public addresses. So, it is appropriate for us to pay more attention.

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