Taylor Swift's Speech at New York University: Revealing Interpersonal Meaning

Novita Nurul Kholilah[1], Afiifah Al Rosyiidah[2]

[1]*Universitas Trunojoyo Madura, Indonesia*

[2]*Universitas Trunojoyo Madura, Indonesia*

[1*] novitanurul212@gmail.com, [2]afiifah.rosyiidah@trunojoyo.ac.id

A R T I C L E   I N F O

A B S T R A C T

Interpersonal meaning has important role in communication to achieve good connection among the speaker and the hearer. There are many ways in realizing interpersonal meaning, one of which is by investigating mood and modality used. Consequently, this study aims to analyze the mood and modality types identified in Taylor Swift's speech at New York University. This study applies Systemic Functional Linguistics in terms of interpersonal meaning proposed by Halliday and Matthiessen (2014). This study implements qualitative method to address the problems of the research, the data of which were taken from Taylor Swift's utterances during a speech containing mood type and modality. The writers use data analysis technique set forth by Miles and Huberman (1994). The findings of this study show that there are 195 clauses categorized into three based on the mood. There are 173 clauses classified as declarative, making it the most frequently used by the speaker. In addition, 55 clauses among the data studied are found to enclose modality with modalization as the dominant type in the speech with the frequency of 32 occurrences. Furthermore, there seems to be consideration that makes declarative mood and modalization dominate the speaker's speech that it is expected to convince the audiences or listeners by giving them information since her speech is about encouragement.

1. INTRODUCTION

Two common forms of communication are spoken and written communications. Spoken communication is performed by speaking. This includes daily conversation as well as speech and meeting. Written language refers to the kind of communication that uses written text such as in typing on the electronic devices (Rogers, 2022). One of the abilities in expressing thoughts or communicating through spoken words is delivering speech. By conveying speech, the speaker delivers a message to the audiences whether it is to give information or insight, to motivate and to persuade. A speaker is expected to have an ability to engage his or her audiences with the key and principal idea. A successful speech can be achieved by establishing a good connection between the speaker and audience where the speaker is able to stir the attitudes and emotions of the audience. In Linguistics, it is termed interpersonal metafunction or interpersonal meaning.

The interpersonal metafunction concerns the interaction or conversation between the speaker and the hearer. The way people express their feelings, like or dislike, and other things can be known by intensely paying attention to the use of interpersonal meaning. According to Halliday (2014), interpersonal meaning is a clause interpretation in its function as an exchange. It deals with two elements called mood and modality of the clause.

Mood is made up of two elements, namely Subject and Finite. Halliday & Matthiessen (2014) defined mood as the types of the clause that are used in written or spoken texts, whether indicative (declarative, interrogative) or imperative. Paltridge (2000) stated that mood system encrypts the relation built by the speaker and the hearer (participants) who take part in the interaction. It embodies the attitude and judgement of the speaker in the form of indicative, declarative, and interrogative constructions. From the statements, it can be substantiated that mood system plays the main role as a tool for exchanging meaning of language system in order to make a good interaction which leaves all parties involved satisfied and feeling accomplished. Meanwhile, modality proposes the speaker's judgement or listener's request judgment on the main topic being said (Halliday & Matthiessen, 2004). It is used

to tell us about how person feels and the attitude toward an issue. Modality is the polarity between positive and negative degrees (Halliday & Matthiessen, 2014). It analyzes the vagueness between 'yes' and 'no'. On the other hand, modality as various ways in which speakers can convey or qualify their messages takes form of two types, modalization and modulation.

One example of interpersonal meaning that is incorporated in motivational speech is the one in Taylor Swift's speech. The speech voiced by Taylor Swift is phenomenal because of her inspirational and motivational words which contained meaning in every sentence. The type of meaning interesting to study from her speech is interpersonal meaning. Speech is one of communication media to convey messages used by people today through selected words that the speaker uses. Nonetheless, not all of the hearers are able to understand what the speaker tries to deliver behind the words she or he speaks. Consequently, it is essential to understand the word chosen which the speaker uses in a speech using interpersonal meaning. By those reasons, the writers try to analyze the mood and modality types used in Taylor Swift's speech at New York University.

2. METHOD

This study implements qualitative method to analyze the types of mood and modality realized in Taylor Swift's speech at New York University. The consideration underlining the selection of research design is that qualitative method examines phenomena through narrative explanations without statistical analysis and numbering. According to Creswell (2014), qualitative research is an approach for understanding meaning. Qualitative research design is implemented through the use of words which convey the detailing view of participants and conducted in natural setting which involves quality with the characteristics of non-numerical, descriptive type, applies reasoning and uses words. Qualitative research also focuses on the textual description which develops interpretation of phenomena which have meaning brought to them. This method is used to analyze the data since the study focuses on interpreting the mood and modality realized in the speech delivered by Taylor Swift and the use of speech function behind the speech. It is in line with the investigation in this study Creswell (2014) pointed out that the researchers construct interpretation through their own experiences which means that the researchers should seek to deeply understand and create meaning based on the data collection.

This study applies Systemic Functional Linguistics approach to analyze the data, which deals with the meaning in language and corelates language used in social context. The data of this study are clauses examined in terms of the mood and modality types taken from Taylor Swift's Speech at New York University. The source of data in this study is a videotape of speech categorized as audiovisual material in the form of Taylor Swift's speech at New York University. It was downloaded from official channel of New York University (https://youtube.com/watch?v=OBG50aoUwll&feature=share9).

The speech was delivered on May 18th, 2022 at New York City's Yankee Stadium in front of thousands of new graduates with a 24-minute speech in which she encouraged her audiences not to be afraid of being enthusiastic and struggle to acquire the things they love, before reminding them the possibility of making mistakes and they had to accept it as they go forward with their post-college lives. The data analysis was done by applying the theory of Miles & Huberman (1994) which promotes that data analysis consists of three different stages of interactive model including data reduction, data display, and conclusion drawing/verification.

3. RESULT AND DISCUSSION

3.1. Result

There are 195 clauses found based on mood analysis which are divided into declarative clause, interrogative clause, and imperative clause. Based on the identification of the subject and finite, the analysis reveals that declarative is the dominant mood type used by Swift. The table showing mood distribution is presented below.

Table 1. Mood Type Distribution in Taylor Swift's Speech at NYU

No	Mood Types	Frequency
1	Declarative	173
2	Interrogative	6
3	Imperative	16
	Total	**195**

Table 1 shows that the most frequently used mood type in the speech is declarative with the total occurrences of 173 clauses followed by imperative mood which takes the total number of 16 clauses. Interrogative mood has the lowest frequency in the distribution of mood types, only 6 clauses found.

Throughout this finding, there are 55 clauses containing modality used by Taylor Swift in her speech. The speaker tends to frequently use the modals 'will', 'would', and 'can' to express her messages. Besides, the speaker also uses adverbial groups such as 'sometimes' and 'never'. The distribution of modality is displayed in Table 2:

Table 2. The Distribution of Modality and its Degree in Taylor Swift's Speech at NYU

Degree	Modalization		Modulation	
	Probability	Usuality	Obligation	Inclination
High	3	4	4	2
Median	9	3	3	14
Low	9	4	-	-
Occurrences	21	11	7	16
Total	**32**		**23**	

According to Table 2, it is evident that the most frequently used modality type used by Taylor Swift in the speech is Modalization with the total of 32 occurrences, divided into probability and usuality. Probability is the dominant type with 21 clauses. It is grouped into three degrees which are high, medium, and low probability. The high degree is realized in the total of 4 cases expressed by modal verbs 'cannot' and mood adjunct 'no way'. The medium degree is the second most frequently used by the speaker that occurs in 9 cases and the low degree identified in this speech is employed in 9 cases. Meanwhile, usuality occurs in 11 clauses. Similar to probability, usuality is also divided into three degrees; high, medium, and low. There are 4 cases of high degree of usuality, 3 cases classified as medium degree and 4 cases identified as low degree.

Meanwhile, the total number of Modulation employed by the speaker is 23, grouped into into obligation and inclination. Obligation occurs in 7 cases in which 4 cases are identified as high degree of obligation and the rest are medium degree of obligation. Meanwhile, inclination is found to occur in the total of 16 cases, which 14 of them are classified as medium degree of inclination and high degree of inclination occurs in 2 cases marked by use of the modal operator 'cannot' and mood adjunct 'never'.

The result of the analysis shows that the highest modality type used by Taylor Swift is Inclination (median degree) with 14 occurrences and followed by Probability (median and low degree) with each has 9 occurrences in total.

From the result, it also found that some of the modal operators appearing in the speech which are 'will', 'would', 'could', 'can', 'maybe', 'should', 'might', 'had to', 'cannot', 'shouldn't', and 'wouldn't'. There also appear some modal adjuncts such as 'probably', 'never', 'always', 'oftentimes', 'often', and 'sometimes'. The example data of modality types used by Taylor Swift are explained more in the following section.

3.2. Discussion

3.2.1. The Analysis of Mood Types Found in Taylor Swift's Speech at New York University

Based on the result, the three types of mood are found in Taylor Swift's speech are declarative mood, interrogative mood, and imperative mood. The mood types are found in 195 clauses with the declarative mood as the type which is the most frequently used by the speaker.

Declarative mood is used to make statements. A speaker states their opinion in declarative mood. According to the analysis, the research findings indicate that Taylor Swift employs declarative clauses more frequently compared to other types of clause. This occurrence is considered typical due since her speech is about encouragement to the students who have just graduated to begin their chapter of lives by giving information and some advices to the listeners. In this speech, Swift also persuaded the listeners by offering them some life hacks in order to change their attitude or point of view towards starting chapter of life.

However, out of 195 clauses encompassing various mood types, several sets of data will be elaborated in the following sections.

3.2.1.1. Declarative Mood

In line with Thompson (2004), declarative is typically used to express statements. Declarative mood can be distinguished from the distinctive pattern or grammar structure in which subject occurs at the beginning of the clause and followed by finite (Halliday & Matthiessen, 2014). According to the findings, there are 173 clauses identified as declarative clauses. Some examples of declarative clauses found in the speech uttered by Taylor Swift at NYU are discussed below:

Figure 1. The Breakdown of Example Clause 1

You	can't	carry	all things, all grudges, all updates on your ex, all enviable promotions
Subject	Finite	Predicator	Complement
Mood		Residue	

The example clause 1 is identified as encompassing declarative mood for consisting Subject followed by Finite in the structure. The personal pronoun 'You' in this clause is the Subject because it is a nominal element. The finite of this clause is 'can't' as it shows modality. The construction of Subject and Finite are the elements of mood structure.

Moreover, this clause has also residue structure divided in two elements, which are first, Predicator as denoted by the word 'carry' for encoding the action in the clause. Secondly, the phrase 'all things, all grudges, all updates on your ex, all enviable promotions' is the Complement since it potentially becomes Subject in passive voice.

This clause expresses statement with which the speaker shares her thought. She reminds the listeners that they cannot carry all things in their head because everyone has their limitation.

Figure 2. The Breakdown of Example Clause 2

I	would like to	thank	NYU	for making me technically, on paper at least, a doctor
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

This clause denotes declarative mood structure which starts with Subject occurring before Finite. The Subject in the clause above is the personal pronoun 'I' and followed with the finite 'would like to' as modality.

Furthermore, the residue structure is also present in this clause. There are three parts; the first one is Predicator which is indicated by 'thank' because the verb encodes an action, the word 'NYU' here is recognized as Complement since it can potentially be Subject in passive clause. The clause 'for making me technically, on paper at least, a doctor' ' is categorized as Adjunct since it gives additional information that has less important information to the clause as a whole.

Based on the analysis of example 2, the clause communicates Taylor Swift's attitudes as a way of thanking to NYU for giving her the title of Doctorate in accordance with her field.

Figure 3. The Breakdown of Example Clause 3

my experience	has been	that	my mistakes	led	to the best things in my life
Subject	F/P	Adjunct	Complement	Predicator	Adjunct
Mood		Residue			

Example clause 3 is considered as declarative clause for following the structure of Subject preceding Finite. The phrase 'my experience' here is the Subject because it operates as the thing referred by the rest of the clause. Meanwhile, the Finite is pointed out by 'has been' that indicates modality.

Besides, the residue construction of the clause is structured by Complement, Predicator, and Adjunct. 'my mistakes' is categorized as Complement of this clause because it is represented by nominal group to complete the predicator. The word 'led' is identified as Predicator since it is a verbal group which concerns with the action. The Adjunct in this clause lies in 'that' and the clause 'to the best things in my life' because they are additional element complementing the preposition.

Making use of the clause 'my experience has been led to the best things in my life', Swift tries to share information to the audiences about her life experience where she means that she accepts all the bad and good things that has happened in her life until she gets the best thing. The purpose of delivering the statement is to encourage the audiences so that they are able to receive the experiences they have undergone.

3.2.1.2.   Interrogative Mood

An expression of question is an interrogative mood. Its function is to specify the entity that the questioner wishes to demand information (Halliday & Matthiessen, 2014). Exploiting a question is a way to ask information or seek confirmation. The speaker demands information either using WH-question or yes/no question which inquire answer from the listener.

There are 6 clauses found in 195 data which are categorized into interrogative mood. In this speech, the interrogative mood is less frequently used for the reason that the speaker wants to share her career journey and gives some life hacks she wishes to know when she started her life. Therefore, she uses declarative mood more than the other types of clause. The example of interrogative is discussed further below:

Figure 4. The Breakdown of Example Clause 4

How	will	You	know	what the right choice is in these crucial moments?
Complement/WH	Finite	Subject	Predicator	Adjunct
	Mood			
Residue				

The example clause 4 is categorized as interrogative mood because it follows the grammar structure of interrogative clause which shows the Subject occurs after Finite. This clause is WH-question with the question word 'How'.

The auxiliary verb 'will' is considered as Finite because it identifies the first element of verbal group in this clause. The Subject is shown by the personal pronoun 'you' since it is a nominal element. In addition, there are also residue structure which are Predicator, and Adjunct. The Predicator concerns with the act and process of doing something which in this clause identified with the verbal group 'know'. Meanwhile, the clause 'what the right choice is in these crucial moments?' gives additional information to the whole clause. Therefore, it is indicated as Adjunct.

The clause above can be implied that the speaker wants to provoke the listeners instead of asking the question for demanding an answer. Moreover, interrogative mood is used to retain the relationship among the speaker and the audiences well.

Figure 5. The Breakdown of Example Clause 5

How	do	I	Give	advice to this many people about their life choices?
Complement/WH	Finite	Subject	Predicator	Adjunct
	Mood			
Residue				

It is clear that example 5 is classified as an interrogative construction, identified by the presence of WH-question. The adverb 'How' which is also recognized as Complement is categorized as WH-question (what, where, when, why, who, how).

The pattern of interrogative mood is Finite and followed Subject. The Finite in this clause is the auxiliary 'do' which is considered as the first verbal group. The personal pronoun 'I' is identified as Subject because it is a nominal element. There is also residue structure occurring in this clause which is Predicator that appears in pointed to by 'give' because it is the other element of verbal group which encodes the process or action. The clause 'advice to this many people about their life choices?' is categorized as Adjunct because it does not have potential to become Subject and it is used to provide additional information.

Figure 6. The Breakdown of Example Clause 6

How	Does	the moon	work?
Complement/WH	Finite	Subject	Predicator
	Mood		
Residue			

Based on Figure 6, it is clearly noticeable that the clause is classified as the WH-interrogative mood because there is a WH-element 'How' for starting the clause. Besides, there is a residue structure which consists of Complement and Predicator.

The grammar construction in interrogative mood is formed by the Finite before the Subject. The Finite in this clause is the auxiliary verb 'does' because it is a verbal group which expresses tense. The Subject of this clause is indicated by the phrase 'the moon' because it is the thing that can be referred to. Meanwhile, the residue structure is comprised by Complement and Predicator. The Predicator can be identified from the word 'work' because it is the lexical part of verbal group.

Besides, the clause above is classified as WH-interrogative mood because the speaker demands some information from the audiences to fill the missing part on the message.

3.2.1.3.   Imperative Mood

Imperative mood typically consists of predicator only without subject and finite, nevertheless they may be present too. By using imperative mood, the speaker tries to demand something from the hearer either it is goods or services (Halliday & Matthiessen, 2014). Sari (2014) also agreed that this clause has a role of command, order, request, instruction, and prohibition expected to be obeyed. Imperative mood comes in two types which are marked and unmarked. Marked imperative includes subject but unmarked lacks one.

Imperative clause also plays a crucial function in a speech because it inspires, uplifts, and commands the audiences to follow the speaker's instructions. It also helps to establish the speaker's authority by showing a mutually reliant relationship. A demand to others to do something and an invitation to the audiences to participate in or accomplish something together are the two main messages that imperative clauses can express. Based on the finding of the data, there are 16 clauses which are identified as conveying imperative mood. The further discussion is explained below:

Figure 7. The Breakdown of Example Clause 7

Let me	just say	to you,	Welcome to New York!
Subject	Predicator	Complement	Adjunct
Mood	Residue		

The example above is classified as imperative mood for showing 'let me' as the Subject which also realized as marked imperative mood because it includes subject in the clause. The Predicator is shown in the verbal group 'just say' which expresses an action. The Complement in the clause above is 'to you' while the clause 'welcome to New York!' is categorized as Adjunct since it only gives additional description to the whole clause.

'Let me' in this clause expresses as a command to the speaker herself by giving gratitude to the audiences' families who may be their first coming in New York by attending their son or daughter's graduation.

Figure 8. The Breakdown of Example Clause 8

Hit	rock	bottom!
Predicator	Complement	Adjunct
Residue		

The example clause 8 is classified as unmarked imperative mood since there has no Subject in the clause. The word 'hit' plays the role of Predicator for expressing an action in the clause. 'rock' acts as the Complement which modifies the predicator 'hit'. Meanwhile, the word 'bottom' is categorized as Adjunct.

In this clause, Taylor Swift as the speaker gives an order to the audiences to hit their lowest point to stand back again because she thinks that making mistakes will cause losing things and from that someone will gain things too. Swift does not give command directly but she tries to persuade and arouse people's passion to not be afraid of taking a risk.

Figure 9. The Breakdown of Example Clause 9

Address	the pain	you caused!
Predicator	Complement	Adjunct
Residue		

Based on the example clause 9, the clause can be defined as imperative mood. The is no mood structure included so it is identified as unmarked since there is no subject. The word 'address' acts as the Predicator element since it encrypts the verbal group. The Complement in the clause is realized by the word 'the pain' to complete the predicator. Meanwhile, 'you caused' here owns the role of Adjunct.

The message in this clause is the continuation of the previous clause. In this clause, Swift also commands the audiences to not be afraid of feeling down. Nevertheless, she does not ask the listeners to keep that pain all along, instead of she wants them to learn from the pain.

3.1.2 Analysis of Modality Types Found in Taylor Swift's Speech at New York University

The writer found 55 cases considered as modality which divided into 2 types; modalization and modulation. It is relevant to the theory of metafunction proposed by Halliday and Matthiessen (2014) which is the core of modality theory. It breaks down into two categories which are modulation and modalization. Probability and usuality are presented in modalization, whereas obligation and inclination are presented in modulation.

The speaker's perspective, attitude or judgement as represented through clauses is referred to the modality. If the clause implies information, it denotes a certain degree of probability or usuality. In the other hand, if the clause implies goods and services, it denotes some degree of obligation or inclination.

However, the modalization type is most used by the speaker with the occurrences 32 clauses out of 55. The more explanation is presented below.

3.1.2.1 Probability

Halliday & Matthiessen (2014) stated that probability is used to express judgements about liklieness of the information being transferred into accurate. There are three degrees in probability which are high, medium, and low. The medium degree implies the possibility that something will occur or be true and low degree of probability indicates statements have weak certainty. There are only several data identified as probability as be shown below.

Figure 10. The Breakdown of Example Clause 10

You	will	Inevitably	misspeak
Subject	Finite	Adjunct	Predicator
Mood		Residue	

The example of probability shown by the fifure is categorized as medium because the clause uses the modal 'will' as Halliday (2014) classified it in median degree of modal operator which also indicates that something is likely to be true. In this context, Taylor Swift makes this statement addressed to the audiences, especially the students who just graduated from the university. She tries to convince that making mistakes in the future is normal to do. Everyone will be experiencing the feeling of guilty and that is okay.

Figure 11. The Breakdown of Example Clause 11

You	can't	carry	all things, all grudges, all updates on your ex, all enviable promotions
Subject	Finite	Predicator	Adjunct
Mood		Residue	

As seen in the example 11, the Finite 'cannot' is identified as the negative high degree of probability which implies incapability of doing something. Taylor Swift uses this negative probability to deliver her message that everyone cannot carry all the problems at once. If they want to live a lighter life, they need to cut them off one by one as the priority.

3.1.2.2 Usuality

Usuality expresses or makes judgements about how often something occurs or is (Halliday & Matthiessen, 2014). It denotes both 'yes' and 'no' statements, as well as the frequency with which the speaker makes them. The high degree of usuality presents something is done all the time or even at all while medium degree of usuality expresses something is done frequently and low degree of usuality implies something is rarely happened. Few of usuality cases are presented below.

Figure 12. The Breakdown of Example Clause 12

Oftentimes	the good things in your life	are	lighter	anyway
Adjunct	Subject	Finite	Complement	Adjunct
	Mood			
Residue				

As can be observed in the example 12, there is modal adjunct 'oftentimes' which is the expression of usuality. The modal adjunct used is categorized into medium degree of usuality for showing something happens frequently. Here, Taylor Swift inserts her judgement within the utterance for reminding the listeners that life is not always that hard. By using the word 'oftentimes' means that she believes that good things often happen in every step of human life as long as they can discern what to pick and make a room for it.

Figure 13. The Breakdown of Example Clause 13

Sometimes	Everything	just feels	completely	pointless
Adjunct	Subject	F/P	adjunct	Complement
	Mood			
Residue				

In example clause 13, the modal adjunct 'sometimes' is considered as usuality and possesses the low degree which expresses that something happens in a low frequency. By uttering this statement, Taylor Swift tries to share her perspective about life which sometimes she loses the ability to find meaning in her life because she is a perfectionist. Instead of spreading negative thoughts, she only wants the listeners to be able to lead relying on their own gut instincts to learn and recover themselves when they face troubles.

3.1.2.3 Obligation

In Halliday & Matthiessen (2004)'s view, obligation implies the command from the speaker to the listener. It indicates whether the thing is permitted to do by the listener or not. However, the occurrence of obligation in this speech is the least among the other types. There are also three degrees in obligation. The high degree has a pressure to demand the listener about what the thing to do which means it is a must, while the medium degree is able to express suggestions. The examples of obligation are presented below.

Figure 14. The Breakdown of Example Clause 14

You	should be	very proud	of what you've done with it
Subject	Finite	Complement	Adjunct
Mood		Residue	

The first example of obligation consists the modal verb 'should' which represents the medium degree of obligation that also implies suggestion. The speaker uses this modal operator to express the demands for having a pat in a back for the listeners themselves every time they have done things to do, which also expresses something that is expected to be done by making suggestion.

Figure 815. The Breakdown of Example Clause 15

You	have to	listen	to me	when I say this
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

The second example indicates the high degree of obligation by using the modal operator 'have to'. It demonstrates the necessity of doing something because it is absolutely necessary or essential, as the speaker commands to do something because it is a must. In this clause, Taylor Swift obliges the audiences to only listen to her words since she is the one who delivers the speech in front of people. She wants them to not be ashamed of trying to give maximum efforts to realize anything that they do.

3.1.2.4 Inclination

According to Halliday & Matthiessen (2014), offering represents the degree of inclination. In other words, it indicates if the speaker has given permission for something. However, by looking back at the table 4.2, there are 16 clauses consist of inclination which has three degrees; high, medium, and low. The high degree of inclination expresses someone's desire to take an action. Some data of inclination are shown below.

Figure 16. The Breakdown of Example Clause 16

We	will	recover
Subject	Finite	Complement
Mood		Residue

The finite 'will' in the example clause 16 is considered as the medium degree of inclination. It denotes the speaker's desire for making sure the hearers that they could escape from the hard things in life. She tries to persuade the audience concerning her believes that everyone who struggles and is hurt will recover as the time goes.

Figure 17. The Breakdown of Example Clause 17

I	won't	tell	you	what to do because no one likes that
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

Based on the example in Figure 17, the modal verb 'won't' represents the medium degree of inclination. It is classified as negative medium degree of inclination as it implies unwillingness to do something. Here, Taylor Swift expresses her unwillingness to give advices to the students in their graduation because she thinks that teenager would not like it.

4. CONCLUSION AND RECOMMENDATION

This study analyzes the types of mood and modality realized in the speech of Taylor Swift at New York University which applies systemic functional linguistics (SFL) framework proposed by Halliday and Matthiessen (2014). From the mood structure analyzes in the speech, there are 195 clauses found which indicated as mood clauses divided into three types which are declarative mood, interrogative mood, and imperative mood. Declarative clause is the most frequently used by Taylor Swift with the occurrences of 173 clauses and followed by imperative mood and then interrogative mood. Moreover, there is a consideration making declarative mood as the dominant mood type used by the speaker because it is expected to convince the audiences or listeners by giving them information. As in the discussion, it also known that the speaker adopts declarative clauses more than the rest since her speech is about encouragement to the students who have just graduated to begin their chapter of lives by giving information and some advices to the listeners.

Taylor Swift also commonly uses modality in her utterances. There are 55 cases identified as incorporating modality, which are divided in two types: modalization and modulation. As elaborated in the previous chapter, modalization consists of probability and usuality while modulation consists of obligation and inclination. The

modalization type is dominantly used with 32 occurrences. The analysis of the data reveals that Taylor Swift uses Inclination (median) the most, with 14 occasions, followed by Probability (median and low), with 9 occurrences overall. In addition, the speaker commonly uses modalization, which is expected that the hearers can receive the information as it deals with probability and usuality which the speaker shares her tough experiences in life so that the hearers can get some lessons and have a mind the tendency of something that might happen in the future.

The following studies are recommended to apply mood and modality theory well. As a result, future research can effectively reveal the messages behind the words from the perspective of Systemic Functional Linguistics. Researchers are expected to have a thorough understanding of grammar in order to classify the linguistic data. The more grammatical expertise they possess, the simpler it will be for them to conduct research applying Systemic Functional Linguistics theory.

REFERENCES

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (Fourth Edition). Thousand Oaks, CA: Sage Publications.

Halliday, M. A. K., Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar*. (Third Edition). London: Hodder Arnold.

Halliday, M. A. K., Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar*. (Fourth Edition). London: Routledge.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. (Second Edition). London: Sage Publications

Paltridge, B. (2000). *Making Sense of Discourse Analysis.* (J. Burton, Ed.) Queensland: Antipodean Educational Enterprises.

Rogers, K. (2022, July 21). *Oral and Written Communication Skills*. Accessed on 12 October 2022 from https://study.com/learn/lesson/oral-vs-written-communication-skils.html

Sari, I. P. (2014). The Interpersonal Meaning of the Speech Produced by Minister for Foreign Affairs of Indonesia. *LANTERN (Journal on English Language, Culture, and Literature).* Vol. 3(3).

Thompson, G. (2013). *Introducing Functional Grammar (Third Edition)*. New York: Routledge.