



**POWER REPRESENTATION OF USA'S PRESIDENTIAL ELECTION
DEBATE IN 2012 BETWEEN BARACK OBAMA AND WILLAT MITT
ROMNEY: A DISCOURSE ANALYSIS**

THESIS

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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
JEMBER UNIVERSITY
2016**



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Presented to the English Department,
Faculty of Letters, Jember University as one of the requirements to get award of
Sarjana Sastra Degree in English Studies

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DEDICATION

This thesis is proudly dedicated to:

1. my beloved parents, Siti Hotijah Muntaqoh and Mastuki, S.Pd, who have kindly become the best parents on planet, best motivators, best supporters, as well as the best friends to share;
2. my strong little brother, Nanang Surtriso, who has become a half of me and considered me as the best sister ever;
3. my alma mater, English Department, Faculty of Humanities, Jember University.

MOTTO

“Life is like riding a bicycle. To keep your balance, you must keep moving¹”
(Albert Einstein)



¹ Albert Einstein. Quote About Life. Accessed from <https://www.goodreads.com/quotes/tag/life>

DECLARATION

I hereby state that the thesis entitled **“Power Representation of USA’s Presidential Election Debate in 2012 between Barack Obama and Willat Mit Romney: A Discourse Analysis”** is an original piece of writing. I declare and certify that the analysis and the research described in this thesis have never been submitted for any other degree or publication.

Jember, June 2016

Khoirunnisah Ariski

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ACKNOWLEDGMENT

I decide all of my gratitude to Allah S.W.T who always gives me mercy and blessing, therefore I am able to finish my study. I am also glad to deliver my gratitude to several people who have given their best supports, helps and motivation concerning with writing and completing this thesis.

1. Dr. Hairus Salikin, M. Ed., the Dean of Faculty of Humanities, Jember University;
2. Drs. Albert Tallapessy, M.A., Ph.D., and Sabta Diana, S.S., M.A., my first and second advisors for their time, patience, advice and support.
3. Prof. Dr. Samudji, M.A., and Indah Wahyuningsih, S.S., M.A., my examiners for their suggestions and advices to improve my thesis;
4. Once again, Sabta Diana, S.S., M.A., who has become the best academic supervisor and guided me during my study;
5. all of the lecturers of Faculty of Humanities, Jember University for the knowledge that have been given in the past three and a half years;
6. all the staffs of Faculty of Humanities who have helped me a lot completing the requirements;

Jember, June 2016

Khoirunnisah Ariski

SUMMARY

Power Representation of USA's Presidential Election Debate in 2012 between Barack Obama and Willat Mitt Romney: A Discourse Analysis; Khoirunnisah Ariski, 120110101130; 2016; 64 pages; English Department, Faculty of Humanities, Jember University.

This study examines power representation in USA's presidential election debate in 2012 between Obama and Romney. This study applies Systemic Functional Linguistic, specifically transitivity system by Halliday (2004) as a tool to investigate the linguistic choices presented by both speakers to serve power. The theory of discourse analysis and power and language are also applied to uncover the power position served by both Obama and Romney.

This study is brought into a qualitative study. The, the research strategy applied in this study is a non-experimental method. In collecting the data, the researcher applied documentary method in which the data are taken from the debate script accessed from <http://www.debates.org/index.php?page=october-3-2012-debate-transcript> on December 3th, 2015. On the other hand, there are three steps in processing the data. They are labeling, grouping and counting. At last, in analyzing the data, this research applied the theory of Fairclough (1989) to reveal the power served by both speakers

The finding of this research shows that the distinct linguistic choices served by both speakers, based on the analysis of transitivity system, produces different power position. Obama is found to be more powerful than Romney. It is because Obama presents more actions and facts. Besides, Romney presents more plans and intentions.

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CHAPTER 1. INTRODUCTION

This chapter provides the review of the main content in this thesis. It consists several subchapters. Those are the background of the study, the research problem, the research questions, the purposes of the study, the scope of the study, and the organization of the thesis. The complete explanation of each is in the following subchapters.

1.1 The Background of the Study

People in everyday life have a media to show who they are, where they are from, how their life is, how their life is wished to be and what their life is for. This media is called as a language. Each individual has some distinctions on what they use language for. Some people use language only as a means of communication with no specific purposes. Some others have particular purposes of using language in their daily life for all aspects. Generally, people manipulate language to reach the purpose in their daily communication. This manipulation sometimes is unconsciously done. There exist some groups of people manipulating language for their own individual and group interest. This way of manipulating and constructing language has become a popular way of a group of politicians in the way they stand on their good wicket or gain higher position. This way of manipulating language leads to the relation between language and power.

The relation between language and power has become a phenomenon in the area of linguistic study. Therefore, this phenomenon potentially becomes a language study conducted by linguistic analyst. As has been stated by Fairclough (1989:43) that there have been studies of the ways in which power is constructed and exercised in a conversation between people. This type of linguistic study can be involved into a study under discourse analysis as what has been stated by Johnstone (2008:4) that discourse bears with human language in social roles and

communications and examines the aspects of the structure and the function of language in use.

According to Fairclough (1989:43) there are two main kinds of discourse in relation with power. They are power in discourse and power behind discourse. This study concerns with power in discourse which examines a face-to-face discourse. A face-to-face discourse can be enacted through informal and formal conversation between people. A type of informal conversation can be found in everyday conversation with families, friends, and other people around. A formal conversation is commonly found in a structured conversation such as in economical, educational or even political importance and event. One of the examples is political event, such a president election in every country. This type of political event has several pre-events conducted before the election is held. One of them is presidential election debate. This kind of presidential election debate does happen in every country as a way of showing how the nominees will lead the country to the better development and to what policies the country will be brought into.

In 2012 president election of USA, there were two nominees of USA's president. They were Barack Obama and Willat Mitt Romney. Barack Obama was the former president of USA but he again nominated himself to be the nominee of USA's president of 2012 up to 2016 period. He was from the Democratic nominee. Willat Mitt Romney was the opponent of Barack Obama. He was the 70th Governor of Massachusetts from 2003 up to 2007 period. He was from Republican nominee. Both of the nominees were obligated to pass the first, second, and third presidential election debate before the general election was held. In the first section of the debate, both of the speakers have their own way of showing how they can attract people's attention and good responds by giving argumentation and ideas and tackling each other's opinions through the language they use. As the result, there is a construction of language related to power in this case. The relation between language construction and power served by both speakers is the main concern in this study. Thus, to know how both speakers serve

power in their debate, the linguistic choices used by both speakers are the data that are analyzed using Halliday Systemic Functional Linguistic specifically transitivity point of view. Transitivity helps to analyse the language choice used by both speakers in the way both of them construct power through the chosen processes and participants in their utterances. At the end, the result of transitivity is analyzed using theory of power by Fairclough and Mayr to see who dominates the control and power of gaining societies' attention. The data of this study is taken from a website <http://www.debates.org/index.php?page=october-3-2012-debate-transcript> accessed on December 3th, 2015, therefore this study is brought into a qualitative research. The debate section took about 1 hour 32 minutes and 50 seconds and consists of 323 sentences by Barack Obama and 522 sentences by Willat Mitt Romney. Therefore , there is a sampling method to select particular sentences.

1.2 The Research Problem

The two speakers Barack Obama and Willat Mitt Romney use particular linguistic choice to gain control and the audiences' support toward their policies in developing USA's following era. Therefore, there will be the ways on how each speaker consructs language to serve the power to persuade societies and audiences in order to support and believe in their policies and plans.

1.3 The Research Questions

It is necessary to compose the research questions from the research problem above concerning how both speakers Obama and Romney construct language to serve power in their debate. The research questions are as follows:

1. What types of process are used by Obama and Romney in the first section of USA's presidential election debate in 2012?
2. What dominant processes are used by each speaker?

3. How do both speakers serve power in their debate through the analysis of transitivity?

1.4 The Purposes of the Study

This study is conducted in order to reach the following purposes.

1. To know the types of process used by Obama and Romney in the first section of USA's presidential election debate in 2012.
2. To know the dominant processes used by each speaker.
3. To know how both speakers serve power in their debate through the analysis of transitivity.

1.5 The Scope of the Study

To avoid an over description and interpretation of this thesis, the limitation of the discussion must be provided. That is this study concerns with how language is being constructed to serve power in debate between Obama and Romney. The power here is analyzed using transitivity to know the dominant processes used by each speaker and to know how the power is being served by each speaker.

1.6 The Organization of the Thesis.

This thesis consists of five chapters. Chapter one provides an introduction that is divided into several subchapters. Those are the background of the study, the research problems, the research questions, the purposes of the study, the scope of the study, and the organization of the thesis. Chapter two provides literature review used in this thesis that consists of the previous studies and supporting theories. Chapter three contains the research design and methodology. This chapter has several subchapters; the type of research, the research strategy, the

data collection, the data processing, and the data analysis. Chapter four provides the overview of result and discussion. The fifth chapter as the last chapter provides the summary of the whole discussion of the thesis.



CHAPTER 2. LITERATURE REVIEW

This chapter provides the clear explanation of the previous studies concerning this study and the theories applied in this study. Specifically, there are two subchapters in this chapter. There are previous studies and supporting theories. The complete explanations of the two are as follows.

2.1 Previous Studies

The first previous research is an unpublished thesis by Arindo in 2013. The title is “Racism in Lincoln-Douglas Debate in Ottawa in 1858: A Critical Discourse Analysis”. She used Lincoln-Douglas debate as the data to analyze. She brought her data into the area of critical discourse analysis which applies the theory of Systemic Functional Linguistic by Halliday especially transitivity system. By these theories she tried to uncover the racism phenomena in the term of power measurement. She applied a quantitative and qualitative research concerning statistical, descriptive, and interpretative method. At the end, she found that both debaters Lincoln and Douglas are racist people, but Douglas is more racist than Lincoln. From transitivity point of view it is found that language used by Douglas is more powerful than Lincoln.

The second is an international published journal of teaching and Research written by Wang. The title of his journal is “A Critical Discourse Analysis of Barack Obama’s Speeches”. In his research, Wang used Barack Obama’s public speeches as his data. He brought his data into Critical Discourse Analysis and Systemic Functional Linguistics. He analyzed Barack Obama’s public speeches specifically from the point of view of transitivity, modality and textual analysis. In his research, Wang did not only study the use of language in serving the power but also the ideology. At the end he found that Barack Obama used simple words and

simple sentence structures to make the audiences understand easier of what he talked about. From transitivity point of view, it is found that Barack Obama mostly applied material process that showed what the government has achieved, what they are doing and what they will do. Those results of analysis show how Barack Obama persuaded the public to support his policies.

The third is a journal of Humanities and social science written by Al-Faki. The title of his journal is “Political Speeches of Some African Leaders from Linguistic Perspective (1981-2013)”. The data of his journal were some political speeches of some contemporary African leaders. He contributed to the field of Critical Discourse Analysis with the subfield Political Discourse Analysis by analyzing the data from a linguistic perspective. He in his journal tended to reveal the speakers’ ideology and political stance. He used three tools of linguistic to analyze the data. He used Halliday’s transitivity, Grice speech act theory and semantic representation. His study utilized a qualitative method to explore and analyze the data. At the result findings, it is found from the linguistic elements that most of the speakers tend to use more pronouns (inclusive we + subjective I) which means that the speakers wanted to speak as individual rather than as the representative of a group. The inclusive “we” is used to involve a sense of collectivity and to share responsibilities. It is also found that the use of solidarity is under the percentage of using pronouns. It means that the speakers tend to create a sort of unity between them and audiences. It is also to show solidarity as a way to persuade societies to receive their policies.

2.2 Supporting Theories

2.2.1 Theory of Discourse Analysis

Discourse analysis is one of an approach of studying the use of language. Brown and Yule (1983:1) stated that the analysis of discourse is the analysis of language in use and committed to an investigation of what that language is used for. It means that discourse analysis concerns with the analysis of the language

features used by people as a purpose of communicating in daily life, showing their identities and the place where they live. Commonly this type of language use is called as a language construction. Such kind of language construction happens as a way of individuals reaching particular purposes in communication, either in formal and informal communication. Johnstone (2008:3) defines discourse and analysis separately. He begins defining language before clarifying further what discourse is about. He defines language as an abstract system of rules and structural relationships, as what words mean and what goes where in sentence. Finally Johnstone (2008:3) states that discourse is both the knowledge of language and the result of using it. Therefore, there must be a way of uncovering the relation between the knowledge of language and what lies behind them. It is called a discourse analysis. The word analysis is used rather than other words, because it is used for processes of mental and mechanical of taking parts. Discourse analysis as a part of linguistic analysis is also applying a process of taking a part (Johnstone, 2008:4). According to Johnstone (2008:4) discourse analyst often asks questions about the things as social roles and relations and communication and identity. He also states that discourse analysis examines aspects of the structure and the functions of language in use. Therefore, the theory of discourse analysis is applied in this research. Due to the fact that this research is trying to uncover the ways in which language is used by individuals to communicate and construct some specific purposes in communication. That is to serve power in communication.

2.2.2 Theory of Representation

Unconsciously, people in an everyday communication use language to produce meaning in order to share their thought to the other people. The theory of how language is actually being constructed to gain meaning is proposed by Hall (1997). That is called representation. Hall (1997:15) states that representation refers to the use of language to say something meaningful and to represent the

world meaningfully to other people. He also states that representation is the production of meaning through language (1997:16). This theory is broken down into three distinctive accounts of theories; they are the *reflective*, the *intentional*, and the *constructionist* approaches (Hall, 1997:15). According to Hall (1997:15) *constructionist* approach deals with how meaning is being constructed through language.

Constructionist approach has two major variants of models; the semiotic approach and discursive approach (Hall, 1997:15). In this case, semiotic approach is greatly influenced by Ferdinand de Saussure and discursive approach is associated by the French philosopher, Foucault (Hall, 1997:15). Discursive approach is considered to be the suitable approach to the study of meaning through discourse. Foucault as cited in Hall (1997:42) says that discursive approach deals with discourse as a system of representation that operates across the variety of text. He as cited in Hall (1997:43) proposed three major ideas to discursive approach; they are discourse, the issue of power and knowledge, and the question of the subject. These three major ideas are exactly interrelated. From these three major ideas, it can be concluded that discourse has strong relation with power and knowledge as well as the subject that builds power through discourse. The relation between power and knowledge in a discourse can be seen from the relationship between doctor and the medical students. The position of doctor is considered to be the one who has power and knowledge; therefore he/she can control the students to do something concerning with their learning process. This relation has shown how power and knowledge are enacted in discourse. Therefore, Foucault as cited in Mayr (2008:15) says that there is no power relation without the correlative constitution of a field of knowledge to construct a discourse. It simply shows how power and knowledge can become the media to construct a particular discourse.

In order to strengthen the relation between discourse and power and knowledge, it is significant to know further the third major idea that is the question of subject. Subject plays a role as an agent who serves power in a

discourse. Regarding to power in discourse, the position of subject can be identified as a powerful or powerless subject. Therefore, it is significant to uncover the position of subject who serves power in a particular discourse as a system of representation. The linguistic tool of uncovering the subject position who serves power in discourse is Halliday's Systemic Functional Linguistic. As what has been stated by Mayr (2008:18) that power relation can be inscribed by the relation between *actor* and *goal*. These two participants can be analyzed through one of Halliday's Systemic Functional Linguistic that is ideational function.

Regarding to the explanation above, the theory of representation which focuses on the discursive approach helps to see how power is represented by the two debaters Obama and Romney in their debate through their linguistic choices. In which the linguistic choice can be analyzed using Halliday's Systemic Functional Linguistic to see the position of each speaker as the subjects of the discourse.

2.2.3 Theory of Systemic Functional Linguistic

Halliday (2004:29) suggests two basic functions of language; making sense of experience and acting out social relationship. These two basic functions are broken down into three more specific functions, as follows:

1. Representational function (experiential meaning).

Representational function is used to encode the speakers' experiences of the world and to convey a picture of reality (Butt, *et al* 2000:46). Basically there are two parts of this representation, those are experiential meaning encodes the experiences and the logical meaning show the relation between them.

2. Interpersonal function (interpersonal meaning).

Interpersonal function is used to encode interaction, to show how defensible we find our propositions, to encode ideas about obligation and inclination and to express our attitude (Butt, *et al* 2000:5)

3. Textual function (textual meaning).

Textual function is used to organize speaker's experiential, logical and interpersonal meanings into a coherent linear whole in the case of written and spoken language (Butt, *et al*, 2000:6).

From those three functions of language, this research concerns with the first function that is representational function (experiential meaning). Due to the fact representational function has a major category that is transitivity which has become the attention of Critical Linguistics and CDA (Mayr, 2008:18). Moreover the relation of power can be inscribed by the relation between *actor* and *goal* (Mayr, 2008:18). Thus, the relation between the two participants can be analyzed using transitivity system by Halliday (2004).

2.2.4 Theory of Transitivity System

Mayr (2008:18) states that the idea of analyzing transitivity is to explore social, cultural, ideological and political factors determine the process types chosen in particular type of discourse. It is also stated by Halliday as follows:

“Transitivity structures express representational meaning: what the clauses are about, which is typically some processes, with associated participants and circumstances” (Halliday, 2004:309).

Halliday (2004:170) states that transitivity system construes the world of experience into *Process Types*. According to Halliday (2004:170) there are three basic process types:

1. Material Process.

According to Halliday (2004:170) material process shows the process of showing outer experience, the external world. It concerns with how language is used to show what happens in the external world of the speakers either the things done by the speaker or other individuals. The participants in the material process are (Butt, *et al*, 2000:52):

1. Actor (doer of the process)
2. Goal (thing/s effected by the process)
3. Range (thing/s unaffected by the process)
4. Beneficiary of the process

Below is the example of material process:

Table 2.1 The example of material process

Your administration	has cut	the number of permit
Actor	Process: Material	Goal

2. Mental Process

Halliday (2004:170) states that mental process shows inner experience and the process of consciousness. According to David Butt (2000:55), the doer of this process is called as SENSER. The doer here must be a human or a conscious being. There is also a PHENOMENON in this process which is realized by nominal group or embedded clause and to show what is being sensed.

Below is the example of mental process:

Table 2.2 The first example of mental process

I	like	coal
Senser	Process: Mental Affection	Phenomenon

Table 2.3 The second example of mental process

I	believe	we do best
Senser	Process: Mental	Projected Clause

3. Relational Process

Relational process according to Halliday (2004:170) is a process on how material and mental processes are classified, identified and related together. It means to relate people's one fragment of experience to another. It commonly relates a participant to its identity or description (Butt, *et al*, 2000:58). There are two types of relational process. They are Relational Attributive and Relational Identifying. Relational Attributive relates a participant to its general characteristics or description. The potential participants are Carrier and Attribute. In contrast to attributive process, relational identifying processes an identity, role or meaning. The participants are Identified (IFD) and Identifier (IFR).

Below are the examples of relational attributive and relational identifying process:

Table 2.4 The first example of relational process

Your office	Is	Clean
Carrier	Process: Relational Attributive	Attribute

Table 2.5 The second example of relational process

Your chair	Is	the chair on the right
Identified (IFD)	Process: Relational Identifying	Identifier (IFR)

According to Halliday (2004:171) that there are also three process types that come on the borderline between the three main processes types, as follows:

1. Behavioural Processes

Behavioral process comes on the borderline between material and mental process. It according to Halliday (2004:171) is used to represent the outer

manifestations of inner working and act out the process of consciousness. The participant in this process is called as BEHAVER. BEHAVER of behavioral process is often a conscious being, but then if it is not, the clause itself may be considered as personification (Butt, *et al*, 2000:54).

Below is the example of behavioral process:

Table 2.6 The example of behavioral process

We	Slept	in her room	last night
Behaver	Process: Behavioral	Circumstance	Circumstance

2. Verbal Process

Verbal process comes on the borderline between mental and relational process that shows symbolic relationships constructed in human consciousness and enacted in the form of language (Halliday, 2004:171). It includes *saying* and *meaning*. It also is used to construe saying (Butt, *et al*, 2000:56). According to Butt (2000:33) there are several potential participants in this process. They are:

1. Sayer (The doer of the process)
2. Receiver (Receiver of the speech)
3. Target (Participant that becomes the object of the talk)
4. Verbiage (It is a Phenomenon in a mental process that sums up what is being said by the sayer)

Below are the examples of verbal process:

Table 2.7 The first example of verbal process

She	Told	her secret
Sayer	Process: Verbal	Verbiage

Table 2.8 The second example of verbal process

I	Said	that I would cut taxes
Sayer	Process: Verbal	Projected clause

3. Existential Process

Existential process comes on the borderline between relational and material process and it is a process by which phenomena of all kinds are simply recognized (Halliday, 2004:171). It is used to construe being as simple existence and there is only one participant in this process, that is EXISTENT (Butt, *et al*, 2000:58).

Below is the example of existential process:

Table 2.9 The example of existential process

There	Are	cockroaches	in the bathroom
	Process: Existential	Existent	Circumstance

From the clarification above, theory of transitivity will be applied to find out the process and participants existed in each selected clauses. It is also a tool of finding who is likely using a more powerful language among the two speakers to gain societies' good responds and supports.

2.2.5 Theory of Language and Power

The relation between language and power can be found in a daily communication between people. The study of language in relation with power is proposed by Fairclough (1989). He proposes two main kinds of discourse related to power. They are power in discourse and power behind discourse. Power in discourse can be enacted through a face-to-face discourse (Fairclough, 1989:45). People in their daily communication unconsciously serve and build power through their linguistic choice to control other individuals. As what has been stated by Fairclough (1989:46) that power in discourse concerns with powerful participants controlling and constraining the contributions of non-powerful participants. This phenomenon occurs in almost all aspects of life.

Wodak (1989) in his book has provided several researches concerning power served through language used by politician. The use of persuasion strategy

becomes one of several researches written by Sorning (1989) cited in Wodak (1989:95). Sorning (1989) as cited in Wodak (1989:96) states that, words can in fact be used as the instruments of power and deception. In a discussion of the use of language by politician, the use of persuasion strategy is interesting to discuss to know how power is being served through it. Unfortunately, there are still lots of strategies on how politicians manipulate language to gain societies good responds and stand on their territory. Using jargon is one of them. Wodak (1989:137) states that politicians define their territory through their use of language. They signal their ideology and power through certain slogans and stereotypes (Wodak, 1989:137). Therefore, in some cases, politicians often signal their ideologies and power indirectly. They show up what they can do to make a better governmental system and development in order to bring societies into their ideologies. Some societies are often easy being brought into certain politician's ideologies and some others are not. They try to filter what is good and bad to believe in. This phenomenon has become the concern of the study of language and power by politician.

The study of language and power in fact does not only exist in the world of politician, but also becomes the concern of a study in a literary work such a fairy tale. Levorato (2003) proposes the study of language and gender in the fairy tale tradition through power measurement. She explores gender issue from the image of the little girl in her red hood. She in his study uses the Halliday's Systemic Functional Linguistic to know the power served by each character. Due to the fact it helps to account for possible reasons why writers or speakers make certain choices of language among other choices (Levorato, 2003:3). She chooses transitivity system to analyze. Levorato (2003:63) believes that a close analysis of transitivity can provide a complex insight in the process of making and understanding meaning. In the process of her analysis, Levorato (2003, 65) states that transitivity choices aid the creation of power relation. From her analysis of the two characters, the wolf and the great grandmother, she argues that people who have higher capacity to affect other people and influence events with their actions

are considered to be powerful participant (Levorato, 2003:84). She found the great grandmother is more powerful than the wolf in the story. Levorato (2003:89) also concludes that people who have a stronger influence and control on their environment are considered to be the powerful one. This statement comes up after Levorato (2003) analyses the language used by wolf and the girl. It is found that the girl is powerful participant in this case.

From the examples of language and power above, Fairclough (1989:110) has provided the ways to examine power served by individuals through the formal features used in discourse. They are vocabulary, grammar and textual structures (Fairclough, 1989:110). Since it has been implemented by several researchers, this research uses grammar analysis to find out the power in discourse. It concerns with several questions concerning power raised by Fairclough (1989:111). One of them is “What experiential values do grammatical features have?” with one sub question in it. That is “What types of process and participants predominate?”. It is also supported by Mayr’s statement (2008:18) that power is implicitly inscribed by the relations between *Actor* and *Goal*. Therefore, the theory of power proposed by several linguists above can not be separated from Halliday’s Systemic Functional Linguistic especially the ideational function. Mayr (2008:18) states that ideational strand of meaning involves one major category that is transitivity. Levorato (2003: 65) also states that transitivity choices aid the creation of power relation. Therefore, transitivity is considered to be one of the focuses of linguistic study in relation with power in discourse.

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

This chapter provides the research design and methodology applied in this research. It includes the type of research, the research strategy, the data collection, the data processing, and the data analysis. These five subchapters are explained clearly in the following parts.

3.1 The Type of Research

This research applied a qualitative research. This type of research was applied because the data of this research is descriptive data and internet base. According to Mackey and Gass (2005:162), a qualitative research refers to a research that concerns with the descriptive data and does not use any statistical data. Moreover words are the form of the data in this research. It is also stated by Denscombe (2003:268) that qualitative data use words or images as the product of interpretation. This result of data analysis is in the form of description and interpretation. The researcher tried to find and tabulate the use of processes by each speaker to be interpreted and described. Therefore, this research applied a qualitative research. It is supported by Mackey and Gass (2005:162) who state that a qualitative research involves rich description which means that qualitative research involves the provision of a detail and careful description as opposed to the quantification of data through measurements, ratings and even frequencies.

3.2 The Research Strategy

This research used a non-experimental method. It is due the fact that this research did not apply any experiments to an object. According to Mackey and

Gass (2005:4), a non-experimental research is a research that does not apply any experiments to an object which is typically experimental.

3.3 The Data Collection

This research applied documentary method to collect the data because this used written materials as data. As what has been stated by Blaxter *et al* (2006:154) that documentary method refers to the use of written materials as a basis of research. The data of this research was taken from a debate script between Barack Obama and Willat Mitt Romney in the first section of USA's presidential election debate in 2012 accessed from <http://www.debates.org/index.php?page=october-3-2012-debate-transcript> on December 3th, 2015. The data consists of 323 sentences presented by Barack Obama and 522 sentences by Willat Mitt Romney. Therefore to collect the sentences to analyze, this research used a probability sampling especially a random sampling. This method was used to select particular sentences randomly. It is stated by Denscombe (2003:12) that random sampling is applied when there is a large number of data selected and the selection is done randomly. There are 7 segments in the debate script. The sentences were taken from each segment. Therefore, the selection was done to select some sentences in each segment. 11,8% of the whole sentences were selected. It was about 100 sentences which were taken from both Barack Obama and Willat Mitt Romney. Therefore the selected sentences were divided into two. 50 sentences were taken from Obama and the rest are taken from Romney. At the end, those 100 sentences were broken down into clauses and counted how many clauses there were. It in fact consisted of 141 clauses by Obama and 103 clauses by Romney.

3.4 The Data Processing

In data processing, there were three ways used in this research. They were grouping, labeling and counting.

1. Labeling

Labeling was used to label each participants and processes in every selected clause. To put a label on every participants and processes, this research applied the theory of transitivity by Halliday (2004). Below is the example of labeling:

Table 3.1 The example of labeling

A woman	grabbed	my arm
Actor	Process: Material	Goal

2. Grouping

After labeling, the next step was grouping. In this step, the labeled clauses were grouped based on the type of processes by transitivity analysis proposed by Halliday (2004). Below is the brief example of grouping applied in this research:

Table 3.2 The example of grouping

Processes	Clauses
Material	Your administration has cut the number of permit
	A woman grabbed my arm
	I will restore the vitality
Mental	I like coal
	I believe we do best
	She wondered, 'why am I tired?'
Relational	Your baby is adorable
	Your group leader is John
Verbal	She said that she was tired
	He told me her secret
Behavioural	The cat sleeps on the desk
	Betty cried bitter tears
Existential	There is a chance to return the book
	There has been difficulties in this process

3. The last process was counting the processes as well as the participants that had been labeled and grouped in the previous processes. At the end of the process, it is also significant to determine what processes and participants dominate.

3.5 The Data Analysis

Below are the steps of analyzing the data:

1. Analyzing the dominant processes and participants used by each speaker using the theory of power by Fairclough (1989) to uncover how both speakers serve power through these dominant processes and participants.
2. The last step to analyze the data was interpreting and describing who is likely presenting more powerful language among the two speakers using the theory of Fairclough (1989), Mayr (2008), Levorato (2003), and Wodak (1989).

CHAPTER 5. CONCLUSION

After applying all the theories, here comes the conclusion of this study that answers all the research questions mentioned in the previous chapter.

Regarding to the first question that is “what types of process used by Obama and Romney in the first section of USA’s presidential election debate in 2012?”, both speakers, Obama and Romney, do not apply all types of process. In Obama’s selected clauses, behavioral process and existential process are not found. He applies only material process, relational process, mental process, and verbal process. On the other hand, Romney applies the five process types. They are material process, relational process, mental process, verbal process and existential process. He does not apply any behavioral process in his selected clauses.

In terms of answering the second question of this study that is “what are the dominant processes used by each speaker?”, it is found that both Obama and Romney do not show any significant difference. Material process becomes the most dominant process served by Obama and Romney. In Obama’s selected clauses, Obama reaches 46% of material process which mostly carry him and his former government as the actor of the process. On the other hand, Romney applies 47.27% of material process that mostly involves himself as the actor of the process. The second dominant process applied by both speakers still goes to the same process type. That is relational process. Both of the speakers reach the same percentage of relational process that is about 29%. In Obama’s relational clauses, he tends to describe the condition of American people in the whole aspect and the role of government as public administrator. Obama only involves himself as carrier for once. Besides, Romney, in his relational clauses, tries to describe his role, government’s role and the condition of American people in a balanced way since he mentions himself, government and society’s condition as the dominant

carrier. Moving on to the third dominant process applied by Obama and Romney, they apply the same process type. That is mental process. They reach mental process with the same percentage, it is about 18%. In Obama's selected clauses, the mental process of cognition dominates the clauses which mostly carry Obama as the senser of the process. Besides, Romney also presents mental process of cognition as the dominant one. He mostly involves himself as the senser in the mental process of cognition.

Concerning with the third question that is "how do both speakers serve power in their debate through the analysis of transitivity?", Obama's power is served through the dominant process he applies in his selected clauses, that is material process. In this case, Obama serves his power by involving himself and his former government as the most dominant actor upon the goal such as deficit problem, tax code, and other serious problems in America. By this way, Obama tries to convince people he was a former president who had power of handling problems and controlling the contribution of his government based on his mission. Therefore, by this fact he could show people what he has done so far for America and it might be continued if he were elected to be the next president of USA. Obama's power in persuading people is also seen through the third dominant process that is mental process. Obama mostly applies mental process of cognition which involves him as the senser at most. Mental process of cognition is a type of sensing that refers the process of using cognitive ability to share fact and ideas (Halliday, 2004:209). In this case, he uses his cognitive ability to share ideas, knowledge and experience to the people of America concerning with what is appropriate to do in aspect of education, social security and energy sources. By the use of his cognition, Obama tries to show greater power of convincing people that he has strong mission on making America better in any aspects.

On the other side, the power served by Romney is served through the dominant process he applies in his selected clauses. He applies material process as the dominant process which carries him as the actor at most. He is the actor upon the goal such as reduction plan, tax, government, banks, etc. In this chance,

Romney proposes lot of plans to do if he were elected to be the next president of USA. By this way, he serves his power to convince people that he can be the president of USA who will be able to handle problems happening in America. It is due to the fact that he was the former governor of a great state, Massachusetts and was once considered as the powerful one among people in the state. Unfortunately, Romney does not strongly describe what he has done in his state. He prefers proposing more plans instead of talking about a lot of changes he made in Massachusetts. Besides, the power Romney serves is also uncovered through the mental process which comes as the third dominant process. He applies more mental process of cognition than other types of mental process. Moreover, he also carries himself as the senser of almost mental process of cognition. Therefore, it is true to say that Romney presents greater power to persuade people to support and vote for him since he applies more cognitive ability to share ideas, knowledge and experience as suggestions and references for better American's life. Therefore, the statement which says people who have greater power commonly show more cognitive reactions is suitable to say (Mayr, 2003:47).

In brief, by applying different linguistic choices to serve power, Obama and Romney do not show any significant difference in terms of number of the processes. Unfortunately, after analyzing deeper how both speakers apply each process, Obama is found more powerful than Romney. It is because Obama presents more facts and actions concerning with what he has done in United States in the past four years. "what cuts we *make*" is one of the examples on how Obama presents facts in making change in United State rather than presenting intention or plans. On the other hand, Romney, in his selected clauses, provides more plans and intention rather than the facts what he did in Massachusetts since he was the governor of Massachusetts. However society needs more facts and proofs to be sure of his capability in controlling problems and making any change. Here is the example that shows Romney's plan "I will *restore* the vitality". It is supported by Levorato (2003:72) who says that the process of doing (action-intention type) shows more absolute power of controlling things, situations, or

people. Therefore, it can be concluded that Obama is considered to be more powerful than Romney in taking people's good responds and supports. As the result, Obama won societies' votes and was elected to be the president of USA in 2012 up to 2016 period.



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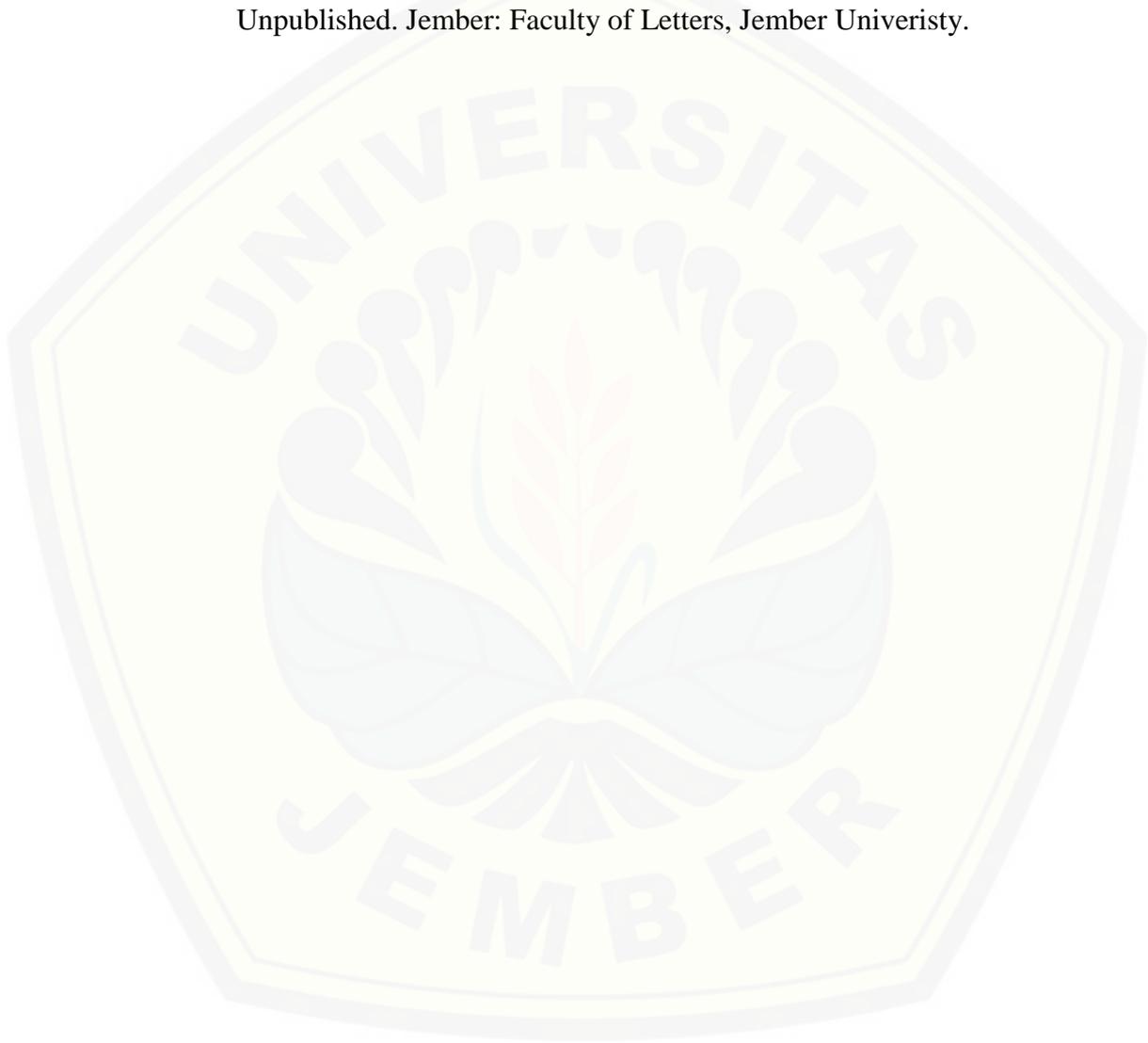
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APPENDICES

Clause Boundaries of Obama's Selected Clauses

First Segment (Creating New Jobs)

1. Four years ago we went through the worst financial crisis since the Great Depression ||
2. Millions of jobs were lost ||
3. the auto industry was on the brink of collapse ||
4. The financial system had frozen up ||
5. And because of the resilience and the determination of the American people, we have begun to fight our way back ||
6. Over the last 30 months, we have seen 5 million jobs in the private sector ||
 - 6.1 created ||
7. The auto industry has come roaring back ||
8. Housing has begun to rise ||
9. I think ||
 - 9.1 we have got to invest in education and training ||
10. I think ||
 - 10.1 it is important for us to develop new sources of energy here in America ||
 - 10.2 that we change our tax code to make sure ||
 - 10.3 that we are helping small business and companies ||
 - 10.4 that are investing here in the United States ||
 - 10.5 that we take some of the money ||
 - 10.5.1 that we are saving ||
 - 10.6 as we wind down two wars to rebuild America ||
 - 10.7 and that we reduce our deficit in a balanced way ||
 - 10.7.1 that allows us to make these critical investments ||.

Second Segment
(Tackling the Deficit Problem in the Country)

11. When I walked into the Oval Office ||
12. I had more than a trillion dollar deficit greeting me ||
13. And we know [[13.1]] ||
 - 13.1 where it comes from two wars [[13.1.1]] [[13.1.2]] [[13.1.3]] ||
 - 13.1.1 that were paid for on a credit card ||
 - 13.1.2 two tax cuts that were not paid for ||
 - 13.1.3 and a whole bunch of programs that were not paid for; and then a massive economic crisis ||
14. We had to take some initial emergency measures to make sure ||
 - 14.1 we didn't slip into a Great Depression ||
15. but what [[15.1]] is [[15.2]] ||
 - 15.1 we've also said ||
 - 15.2 let's make sure [[15.1.1]] ||
 - 15.2.1 that we are cutting out those things ||
 - 15.2.1.1 that are not helping us grow ||
16. I worked with Democrats and Republicans ||
 - 16.1 to cut a trillion dollars out of our discretionary domestic budget ||
17. That is the largest cut in the discretionary domestic budget since Dwight Eisenhower ||.
18. Now, we all know [[18.1]] ||
 - 18.1 that we have got to do more ||.
19. So I have put forward a specific \$4 trillion deficit reduction plan ||.
20. It is on a website ||.
21. You can look at all the numbers ||
 - 20.1 what cuts we make ||
 - 20.2 and what revenue we raise ||.

Third Segment
(Social Security)

22. I suspect that [[22.1]] ||
 - 22.1 on social security we have got a somewhat similar position ||.
23. Social security is structurally sound ||.
24. I want to talk about the values behind Social Security and Medicare ||,
25. and then talk about Medicare ||

- 26. because that is the big driver of our deficit right now || .
- 27. So my approach is to say [[27.1]] ||
 - 27.1 how do we strengthen the system over the long term? ||
- 28. In Medicare, what [[28.1]] was [[28.2]] ||
 - 28.1 we d ||
 - 28.2 was we said ||
- 29. we are going to have to bring down the costs ||
- 30. if we are going to deal with our long-term deficit ||
- 31. but to do that ||
- 32. let us look [[30.1.1]] ||
 - 32.1 where some of the money's going || .
- 33. So the way for us to deal with Medicare in particular is to lower health care cost || .
- 34. When it comes to social security ||
- 35. as I said [[31.1]] ||
 - 35.1 you don't need a major structural change ||
 - 35.1.1 in order to make sure [[31.1.1.1]] ||
 - 35.1.1.1 that Social Security is there for the future || .

Forth Segment

(The View about the Level of Federal Regulation of the Economy Right now)

- 36. I think [[32.1]] ||
 - 32.1 this is a great example || .
- 37. The reason [[33.1]] was prompted by reckless behavior across the board ||
 - 33.1 we have in such an enormous economic crisis ||
- 38. Now it was not just on Wall Street || .
- 39. You had loan officers ||
 - 39.1 that were giving loans and mortgages ||
 - 39.2 that really should not have been given ||
 - 39.3. the folks did not qualify ||
- 40. You had people ||
 - 40.1 who were borrowing money to buy a house ||
 - 40.2 that they could not afford || .
- 41. You had credit agencies ||
 - 41.1 that were stamping these as A1 great investments ||
 - 41.2 when they were not || .
- 42. We stepped in ||

- 43. and had the toughest reforms on Wall Street since the 1930s ||
- 44. We said [[44.1]] [[44.2]] ||
 - 44.1 you have got banks ||
 - 44.2 you have got to raise your capital requirements ||
- 45. You cannot engage in some of the risky behavior ||
 - 45.1 that is putting Main Street at risk ||
- 46. We are going to make sure [[46.1]] ||
 - 46.1 that you have got to have a living will ||
- 47. so we can know [[47.1]] ||
 - 47.1 how you are going to wind things down ||
 - 47.1.1 if you make a bad bet ||
 - 47.1.2 so we don't have other taxpayer bailouts ||

Fifth Segment (Health Care)

- 48. Well four years ago, when I was running for office ||
 - 48.1 I was travelling around ||
 - 48.2 and having those some conversations ||
 - 48.2.1 that Governor Romney talks about ||
- 49. And it was not just that ||
- 50. small business were seeing costs skyrocket ||
- 51. and they could not get affordable coverage ||
- 52. even if they wanted to provide it to their employees ||
- 53. It was not just that ||
- 54. this was the biggest driver of our federal deficit, our overall health care costs ||
- 55. but it was families ||
 - 55.1 who were worried about going bankrupt ||
 - 55.2 if they got sick, millions of families all across the country ||
- 56. Let me tell you exactly [[56.1]] ||
 - 56.1 what Obamacare did ||
- 57. Number one, if you've got health insurance ||
- 58. it doesn't mean [[58.1]] ||
 - 58.1 a government takes over ||
- 59. You keep your own insurance ||
- 60. You keep your own doctor ||
- 61. But it does say [[61.1]] ||
 - 61.1 insurance companies cannot jerk you around ||

Sixth Segment
(The Mission of Federal Government)

62. The first role of the federal government is to keep the American people safe ||
63. That is the most basic function ||
64. I also believe [[64.1]] ||
- 64.1 that government has the capacity ||
- 64.2 to help open up opportunity ||
- 64.3 and create ladders of opportunity ||
- 64.4 and to create frameworks ||
- 64.5 where the American people can succeed ||
65. And when it comes to education ||
66. what I have said is [[66.1]] ||
- 66.1 we have got to reform schools ||
- 66.2 that are not working ||
67. We use something called Race to the Top ||.
68. But what I have also said [[68.1]] ||
- 68.1 let's hire another 100,000 math and science teachers to make sure ||
- 68.2 we maintain our technological lead ||
- 68.3 and our people are skilled ||
- 68.4 and able to succeed ||

Seventh Segment
(Legislative Functions of Federal Government)

69. I think [[69.1]] ||
- 69.1 governor Romney is going to have a busy first day ||
70. because he is also going to repeal Obamacare ||
- 70.1 which will not be really popular among Democrats ||
- 70.2 as you are sitting down with them ||.
71. But look ||
72. my philosophy has been [[72.1]] ||
- 72.1 I will take ideas from anybody, Democrat and Republican ||
- 72.2 as long as they are advancing the cause of making middle class families stronger ||
- 72.3 and giving ladders of opportunity to the middle class ||.
73. Well Jim, I want to thank you ||
74. and I want to thank Governor Romney ||

75. because I think [[75.1]] ||
75.1 it was terrific debate ||,
76. and I very much appreciate it ||.



Clause Boundaries of Romney's Selected Clauses

First Segment (Creating New Jobs)

1. It is an honor to be here with you ||
2. and I appreciate the chance to be with the president ||
3. The president has a view very similar to the view [[3.1]] ||
 - 3.1 he had ||
 - 3.2 when he ran four years ||
4. that a bigger government, spending more ||
 - 4.1 taxing more ||
 - 4.2 and regulating more ||
5. That is not the right answer for America ||
6. I will restore the vitality ||
 - 6.1 that gets America working again ||
7. I would like to clear up the record ||
 - 7.1 and go through it piece by piece ||
8. First of all, I do not have a \$5 trillion tax cut ||.
9. My view is that [[9.1]] ||
 - 9.1 we ought to provide tax relief to people in the middle class ||
10. But I am not going to reduce the share of taxes ||
 - 10.1 paid by high-income people ||
11. High income people are doing just fine in this economy ||
12. The people [[12.1]] are middle income Americans ||
 - 12.1 who are having the hard time right now ||
13. We have got to get those dollars back to the states ||
 - 13.1 and go to the workers ||
14. so they can create their own pathways to get in the training ||
 - 14.1 they need for jobs ||
 - 14.2 that will really help them ||

Second Segment
(Tackling the Deficit Problem in the Country)

- 15 There are three ways ||
 - 15.1 that you can cut a deficit ||
- 16. I want to lower spending ||
- 17. and encourage economic growth at the same time ||
- 18. I will eliminate all programs by this test ||.
- 19. I am going to stop the subsidy to PBS ||
- 20. I am going to stop other things ||
- 21. I like PBS ||.
- 22. I am not going to keep on spending money on things ||
 - 22.1 to borrow money from China to pay for ||
- 23. I will take programs ||
 - 23.1 that are currently good programs ||
- 24. but I think [[24.1]] ||
 - 24.1 could be run more efficiently at the state level ||
 - 24.2 and send them to the state ||
- 25. I will make government more efficient ||
 - 25.1 and to cut back the number of employees ||
 - 25.2 combine some agencies and departments ||
- 26. My cutbacks will be done through attrition ||
- 27. This is the approach [[27.1]] ||
 - 27.1 we have to take to get America to a balanced budget ||

Third Segment
(Social Security)

- 28. We are putting some back ||.
- 29. We are going to give a better prescription program ||.
- 30. They are smart enough to know ||
 - 30.1 what not a good trade is ||
- 31. I want to take that \$716 billion ||
 - 31.1 you have cut ||
 - 31.2 and put it back into Medicare ||
- 32. And with regards to young people coming along, I have got proposals to make sure [[32.1]] ||

- 32.1 Medicare and social security are there for them without any question ||.
- 33. And by the way, if the government can be as efficient as the private sector ||
- 34. and offer premiums ||
 - 34.1 that are as low as the private sector ||
- 35. people will be happy to get traditional Medicare ||
- 36. or they will be able to get a private plan ||
- 37. We have to have the benefits high for those ||
 - 37.1 that are low income ||
- 38. we are going to have to lower some of the benefits ||.
- 39. We have to make sure [[39.1]] ||
 - 39.1 this program is there for the long term ||.

Fourth Segment

(The View about the Level of Federal Regulation of the Economy Right now)

- 40. Regulation is essential ||.
- 41. You can't have a free market work ||
- 42. if you do not have a regulation ||
- 43. You couldn't have people ||
 - 43.1 opening up banks in their garage ||
 - 43.2 and making loans ||.
- 44. I would repeal ||
- 45. and replace Dodd-Frank ||.
- 46. We are not going to get rid of all regulation ||.
- 47. We have to have regulation on Wall Street ||.
- 48. But I wouldn't designate five banks as too big to fail ||
 - 48.1 and give them a blank check ||

Fifth Segment

(Health Care)

- 49. I sure do ||.
- 50. We have got to deal with cost ||.
- 51. I want to put that money back in Medicare for our seniors ||.
- 52. First of all I like the way [[52.1]] ||

- 52.1 we did in Massachusetts ||
- 53. We did not put in place a board ||
 - 53.1 that can tell people ultimately ||
 - 53.2 what treatments they are going to receive || .
- 54. We did not also do something ||
- 55. that I think [[55.1]] ||
 - 55.1a number of people across this country recognize ||
- 56. I think something this big ||
- 57. this important has to be done on a bipartisan basis ||
- 58. And we have to have president ||
 - 58.1 who can reach across the aisle and fashion important legislation with the input from both parties ||

Sixth Segment
(The Mission of Federal Government)

- 59. First, I love great schools ||
- 60. Massachusetts, our schools are ranked number one of all 50 states ||
- 61. So I reject the idea ||
 - 61.1 that I don't believe in great teachers or more teachers ||
- 62. We have the responsibility to protect the lives and liberties of our people ||
- 63. and that means a military second to none ||
- 64. I don't believe in cutting our military ||
- 65. but I believe in maintaining the strength of American people ||

Seventh Segment
(Legislative Functions of Federal Government)

- 66. I will sit on the day [[66.1]] with the democratic leaders, as well as the republican leaders ||
 - 66.1 after I get elected ||
 - 66.2 continue ||
 - 66.3as we did in my state ||
- 67. We met every Monday for couple hours ||
- 68. talked about the issue and the challenges in our state in that case || .
- 69. We have to work on collaboration basis ||

70. not because we are going to compromise our principle ||

71. but because there is a common ground ||



Transitivity Analysis of Obama’s Selected Clauses

**First Segment
(Creating New Jobs)**

1. Four years ago, we went through the worst financial crisis since the Great Depression ||

Four years ago	we	Went	through the worst financial crisis	since the Great Depression
Circumstance	Actor	Proc: Relational Attributive (intensive)	Circumstance	Circumstance (Time)

2. Millions of jobs were lost ||

Millions of jobs	Were	lost
Carrier	Proc: Relational Attributive (intensive)	Attribute

3. The auto industry was on the brink of collapse ||

The auto industry	Was	on the brink of collapse
Carrier	Proc: Relational Attributive (Circumstantial)	Attribute

4. The financial system had frozen up ||

The financial system	had frozen up
Actor	Proc: Material (happening)

5. And because of the resilience and the determination of the American people, we have begun to fight our way back ||

And because of the resilience and the determination of the American people,	we	have to begun to fight	our way	back
Circumstance (reason)	Actor	Proc:	Goal	..material (doing)

6. Over the last 30 months, we have seen 5 million jobs in the private sector [[6.1]] ||

Over the last 30 months,	We	have seen	5 million jobs in the private sector
Circumstance (time)	Senser	Proc: mental (perceptive)	Phenomenon

6.1 created ||

Created
Proc: Material (doing)

7. The auto industry has come roaring back ||

The auto industry	has come	roaring back
Actor	Proc: Material (happening)	Circumstance

8. Housing has begun to rise ||

Housing	has begun	to rise
Actor	Proc: Material (happening)	Circumstance

9. I think [[9.1]] ||

I	Think
Senser	Proc: Mental (cognitive)

9.1 we have got to invest in education and training

We	have got to invest	in education and training
Actor	Proc: Material (doing)	Circumstance: (condition)

10. I think [[10.1]] [[10.2]] ||

I	Think
Senser	Proc: Mental (cognitive)

10.1 it is important for us to develop new sources of energy here in America ||

It	Is	important	for us	to develop new sources of energy	here in America
Carrier	Proc: Relational attributive (intensive)	Attribute	Circumstance (purpose)	Circumstance (purpose)	Circumstance (place)

10.2 that we change our tax code to make sure ||

...that	We	change	our tax code	to make sure
	Actor	Proc: material (doing)	Goal	Circumstance (purpose)

10.3 that we are helping small business and companies ||

...that	We	are helping	small business and companies
	Actor	Proc: material (doing)	Goal

10.4 that we are investing here in the United State ||

that	are investing	here in the United State
Actor	Proc: Material (doing)	Circumstance (place)

10.5 that we take some of the money ||

...that	We	take	some of the money
	Actor	Proc: material (doing)	Goal

10.5.1 that we are saving ||

...that	We	are saving
	Actor	Proc: material (doing)

10.6 as we wind down two wars to rebuild America ||

...as	We	wind down	two wars	to rebuild America
	Actor	Proc: material (doing)	Goal	Circumstance (purpose)

10.7 and that we reduce our deficit in a balanced way ||

.. and that	We	reduce	our deficit	in a balanced way
	Actor	Proc: material (doing)	Goal	Circumstance (manner)

10.7.1 that allows us to make these critical investment ||

...that	Allows	us	to make these critical investments
Senser	Proc: Mental (emotive)	phenomenon	Circumstance (purpose)

**Second Segment
(Tackling the Deficit Problem in the Country)**

11. When I walk into the oval office ||

When	I	walk	into the Oval office
Circumstance	Actor	Proc: Material (happening)	Circumstance (place)

12. I had more than a trillion dollar deficit greeting me ||

I	Had	more than a trillion dollar deficit	greeting me
Carrier	Proc: relational attributive (Possessive)	Attribute	circumstance

13. And we know that [[13.1]] ||

And	we	know
	Senser	Proc: Mental (cognitive)

13.1 where it comes from two wars ||

...where	it	comes	from two wars
	Actor	Proc: Material (happening)	Circumstance (manner)

13.1.1 that were paid for ||

..that	were paid for	On credit card
Goal	Proc: Material (doing)	Circumstance (manner)

13.1.2 two tax cuts that were not paid for ||

two tax cuts	that	were not paid for
Goal		Proc: Material (doing)

13.1.3 and a whole bunch of programs that were not paid for; and then a massive economic crisis ||

...and a whole bunch of programs	that	were not paid for	and then a massive economic crisis
Goal		Proc: Material (doing)	Goal

14. We had to take some initial emergency measures to make sure ||

We	had to take	some initial emergency measures	to make sure
Actor	Proc: material (doing)	Goal	Circumstance (purpose)

14.1 we didn't slip into a Great Depression ||

we	didn't slip	into a Great Depression
Behaver	Proc: Material (happening)	Circumstance (condition)

15. But what [[15.1]] is [[15.2]] ||

but	what	[[15.1]]	is	[[15.2]]
	Carrier		Proc: Relational attributive (intensive)	Tribute

15.1 we've also said ||

we	've	also	said
Sayer	Proc:...		...verbal

15.2 let's make sure ||

Let	's	make sure
	senser	Proc: mental (cognitive)

15.2.1 that we are cutting out those things ||

...that	we	are cutting out	those things
	Actor	Proc: Material (doing)	Goal

15.2.1.1 that are helping us grow ||

that	are not helping	us	grow
Actor	Proc: material (doing)	Goal	Circumstance (condition)

16. I worked with Democrats and Republicans to cut a trillion dollars out of our discretionary ||

I	worked	with Democrats and Republicans
Actor	Proc: material (doing)	Circumstance (Accompaniment)

16.1 to cut a trillion dollars out of our discretionary domestic budget ||

to cut a trillion dollars out of our discretionary domestic budget
Proc: material (doing)

17. That is the largest cut in the discretionary domestic budget since Dwight Eisenhower ||

That	is	the largest cut	in the discretionary domestic budget	since Dwight Eisenhower
Identified	Proc: Relational identifying	Identifier	Circumstance (condition)	Circumstance (time)

18. Now we all know [[18.1]] ||

Now	we all	know
Circumstance (time)	Senser	Proc: Mental (cognitive)

18.1 that we have to do more ||

that	we	have got to do	more
Actor	Actor	Proc: Material (doing)	Circumstance (manner)

19. So I have put forward a specific \$4 trillion deficit reduction plan ||

So	I	have put	forward	a specific \$4 trillion deficit reduction plan
	Actor	Proc: Material (doing)	Circumstance (manner)	Goal

20. It is on the website ||

It	is	on a website
Carrier	Proc: Relational Attributive (circumstantial)	Attribute

21. You can look at the numbers ||

You	can look at	all the numbers
Senser	Proc: Mental (perceptive)	phenomenon

21.1 what cuts we make ||

what	cuts	we	make
	Goal	Actor	Proc: material (doing)

21.2 and what revenue we raise ||

and	what	revenue	we	raise
		Goal	Actor	Proc: material (doing)

**Third Segment
(Social Security)**

22. I suspect [[22.1]] ||

I	Suspect
Senser	Proc: Mental (cognitive)

22.1 that on social security we have got a somewhat similar position ||

that	On social security	We	Have got	A Somewhat similar position
	Circumstance (condition)	Carrier	Proc: Relational Attributive (possessive)	attribute

23. Social security is structurally sound ||

Social security	is	structurally	sound
Carrier	Proc: relational attributive (intensive)	Circumstance (manner)	Attribute

24. I want to talk about the values behind Social Security and Medicare ||

I	want to talk	about the values behind Social Security and Medicare
Senser	Proc: mental (desiderative)	Phenomenon

25. and then talk about Medicare

...And	then	talk	about Medicare
		Proc: Verbal	Verbiage

26. because that is the big driver of our deficit right now ||

..because	that	is	the big driver of our deficit right now
Circumstance (reason)	Identified	Proc: Relational identifying (intensive)	identifier

27. So my approach is to say [[27.1]] ||

So	my approach	is	to say
	Identified	Proc: Relational identifying (intensive)	Identifier

27.1 how do we strengthen the system over the long term ||

How	do	we	strengthen	the system	over the long term
		Actor	Proc: Material (doing)	Goal	Circumstance (duration)

28. In Medicare, what [[28.1]] was [[28.2]] ||

In Medicare	what	[[28.1]]	was	[[28.2]]
Circumstance (condition)	Identified	identified	Proc: relational identifying (intensive)	identifier

28.1 we did

we	did
Actor	Proc: Material (doing)

28.2 we said

we	said
Sayer	Proc: Verbal

29. we are going to have to bring down the costs ||

We	are going to have to bring down	the costs
Actor	Proc: Material (doing)	Goal

30. if we are going to deal with our long-term deficit ||

If	we	are going to deal with	our long term deficit
	Senser	Proc: Mental (cognition)	Phenomenon

31. but to do that ||

But	to do that
	Proc: Material (doing)

32. let us look ||

let	us	look
	Senser	Proc: Mental (perceptive)

32.1 where some of the money's going ||

where	some of the money	's going
	Actor	Proc: Material (happening)

33. So the way for us to deal with Medicare in particular is to lower health care cost ||

So	the way	for us	to deal with Medicare in particular	is	to lower health care cost
	Identified	Circumstance (purpose)	Circumstance (purpose)	Proc: Relational identifying (Circumstantial)	Identified

34. When it comes to social security ||

When	it	comes	to social security
	Carrier	Proc: Relational attributive (circumstantial)	Attribute

35. As I said [[35.1]] ||

As	I	said
Circumstance (Guise)	Sayer	Proc: Verbal

35.1 you don't need a major structural change ||

You	don't need	a major structural change
Senser	Proc: Mental (desiderative)	Phenomenon

35.1.1 in order to make sure ||

In order	to make sure
	Proc: Mental (emotive)

35.1.1.1 that Social Security is there for the future ||

that	social security	is	there	for the future
	Carrier	Proc: Relational attributive (circumstantial)	Attribute	Circumstance (purpose)

Forth Segment

(The View about the Level of Federal Regulation of the Economy Right now)

36. I think [[36.1]] ||

I	think
Senser	Proc: Mental (cognitive)

36.1 this is a great example ||

this	is	a great example
Identified	Proc: Relational identifying (intensive)	identifier

37. The reason [[37.1]] was prompted by reckless behavior across the board ||

The reason	[[37.1]]	was prompted	By reckless behavior	Across the board
Goal		Proc: Material (doing)	Actor	Circumstance (manner)

37.1 we have in such an enormous economic crisis ||

we	have	in such an enormous economic crisis
Carrier	Proc: Relational attributive (possessive)	Circumstance (condition)

38. Now it was not just on Wall Street ||

Now	it	was not	just	on Wall Street
Circumstance (time)	Carrier	Proc: relational attributive (circumstantial)	Circumstance	attribute

39. You had Loan Officers ||

You	had	loan officers
Carrier	Proc: Relational attributive (possessive)	attribute

39.1 that were giving loans and mortgages ||

that	were giving	Loans and mortgages
Actor	Proc: material (doing)	Scope

39.2 that really should not have been given ||

that	really	should not have been given
	Circumstance (manner)	Proc: Material (doing) passive

39.3 because the folks did not qualify ||

because	the folks	did not qualify
	Actor	Proc: Material (doing)

40. You had people ||

You	had	people
Carrier	Proc: Relational attributive (possessive)	Attribute

40.1 who were borrowing money to buy a house ||

..who	were borrowing	money	to buy a house
Actor	Proc: Material (doing)	Goal	Circumstance (purpose)

40.2 that they could not afford ||

...that	they	could not afford
	Actor	Proc: material (doing)

41. You had credit cards ||

You	had	credit agencies
Carrier	Proc: Relational attributive (possessive)	Attribute

41.1 that were stamping these as A1 great investment ||

..that	were stamping	these	as A1 great investment
	Proc: material (doing)	Goal	Circumstance (guise)

41.2 when they were not ||

..when	they	were not
Circumstance	Actor	Proc: material (doing)

42. We stepped in ||

We	stepped in
Actor	Proc: Material (happening)

43. and had the toughest reforms on Wall Street since the 1930s ||

..and	had	the toughest reforms	on Wall Street	since the 1930s
	Proc: Relational attributive (possessive)	Attribute	Circumstance (place)	Circumstance (time)

44. We said [[44.1]] [[44.2]] ||

We	said
Sayer	Proc: Verbal

44.1 you have got banks ||

you	have got	banks
Carrier	Proc: Relational Attributive (possessive)	attribute

44.2 you have got to raise your capital requirements ||

you	have got to raise	your capital requirements
Actor	Proc: Material (doing)	Goal

45. You cannot engage in some of the risky behavior ||

You	cannot engage	in some of the risky behavior
Actor	Proc: Material (doing)	Circumstance (condition)

45.1 that is putting main street at risk ||

...that	is putting	main street	at risk
	Proc: Material (doing)	Goal	Circumstance (condition)

46. We are going to make sure [[46.1]] ||

We	are going to make sure
Senser	Proc: Mental (emotive)

46.1 that you have got to have a living will ||

..that	you	have got to have	a living will
	Carrier	Proc: Relational attributive (possessive)	attribute

47. So we can know [[47.1]] ||

So	we	can know
	Senser	Proc: Mental (cognitive)

47.1 how you are going to wind things down ||

how	you	are going to wind	Things	down
	Actor	Proc:	Goal	..Material (doing)

47.1.1 if you make a bad bet ||

if	you	Make	a bad bet
	Actor	Proc: Material (doing)	goal

47.1.2 so we don't have other taxpayer bailouts ||

so	we	don't have	other taxpayer bailouts
	Carrier	Proc: Relational Attributive (possessive)	attribute

**Fifth Segment
(Health Care)**

48. Well four years ago, when I was running for office ||

Well	four years ago	when	I	was running for	office
	Circumstance		Actor	Proc: Material (doing)	goal

48.1 I was travelling around ||

I	was travelling around
Actor	Proc: Material (happening)

48.2 and having those some conversations ||

..and	having	those some conversations
	Proc: Verbal	verbiage

48.2.1 that Governor Romney talks about ||

..that	Governor Romney	talks	about
	Sayer	Proc: Verbal	verbiage

49. And it was not just that ||

And	it	was not	just	that
	Identified	Proc: Relational identifying (intensive)		identifier

50. Small business were seeing costs skyrocket ||

small business	were seeing	costs skyrocket
Senser	Proc: Mental (perceptive)	Phenomenon

51. and they could not get affordable coverage ||

..and	they	could not get	affordable coverage
	Carrier	Proc: Relational attributive (possessive)	Attribute

52. even if they wanted to provide it to their employees ||

even if	they	wanted to provide	it	to their employees
Circumstance	Senser	Proc: Mental (desiderative)	phenomenon	Recipient

53. It was not just that ||

It	was not	just	that
Identified	Proc: Relational identifying (intensive)		identifier

54. this was the biggest driver of our federal deficit, our overall health care costs ||

this	was	the biggest driver of our federal deficit, our overall health care costs
Identified	Proc: Relational identifying (intensive)	Identifier

55. but it was families ||

..but	it	was	families
	Identified	Proc: Relational identifying (intensive)	Identifier

55.1 who were worried about going bankrupt ||

..who	were worried	about going bankrupt
Senser	Proc: Mental (emotive)	Phenomenon

55.2 if they got sick, millions of families all across the country ||.

..if	they	got	sick	millions of families all across the country
	Carrier	Proc: relational attributive (intensive)	Attribute	Carrier

56. Let me tell you exactly [[56.1]] ||

Let	me	tell	you	exactly
	Sayer	Proc: Verbal	Recipient	Circumstance (manner)

56.1 what Obamacare did ||

what	Obamacare	Did
Goal	Actor	Proc: Material (doing)

57. Number one, if you've got health insurance ||

Number one	if	you	've got	health insurance
		Carrier	Proc: Relational attributive (possessive)	attribute

58. It doesn't mean ||

It	doesn't mean
identified	Proc: Relational identifying

58.1 a government takes over ||

..a government	takes over
Actor	Proc: Material (doing)

59. You keep your own insurance ||

you	keep	your own insurance
Actor	Proc: Material (doing)	goal

60. You keep your own doctor ||

you	keep	your own doctor
Actor	Proc: Material (doing)	goal

61. But it does say [[61.1]] ||

But	it	does say
	Sayer	Proc: Verbal

61.1 61.1 insurance companies cannot jerk you around ||

..insurance company	cannot jerk	you	around
Actor	Proc:...	goal	..material (doing)

**Sixth Segment
(The Mission of Federal Government)**

62. The first role of the federal government is to keep the American people safe ||

The first role of the federal government	is	to keep the American people safe
Identified	Proc: Relational identifying (intensive)	Identifier

63. That is the most basic function ||

That	Is	the most basic function
Identified	Proc: Relational identifying (intensive)	Identifier

64. I also believe [[64.1]] ||

I	also believe
Senser	Proc: mental (cognitive)

64.1 that government has the capacity ||

..that	Government	has	the capacity
	Carrier	Proc: Relational attributive (possessive)	Attribute

64.2 to help open up opportunity ||

to help open up opportunity
Proc: Material (doing)

64.3 and create ladders of opportunity ||

..and	Create	ladders of opportunity
	Proc: Material (doing)	Goal

64.4 and to create frameworks ||

..and	to create	frameworks
	Proc: Material (doing)	Goal

64.5 where the American people can succeed ||

..where	the American people	can succeed
	Behaver	proc: Material (happening)

65. And when it comes to education ||

..and	when	it	comes to	education
		Carrier	Proc: Relational attributive (intensive)	Attribute

66. what I have said is [[66.1]] ||

..what	I have also said	is	[[66.1]]
Identified		Proc: Relational identifying (intensive)	

66.1 we have got to reform schools ||

..we	Have got to reform	Schools
Actor	Proc: Material (doing)	Goal

66.2 that are not working ||

..that	Are not working
	Proc: Material (doing)

67. We use something called Race to the Top ||

We	Use	Something	Called Race to the Top
Actor	Proc: Material (doing)	Goal	Circumstance

68. But what I have also said [[68.1]] ||

But	What	I	Have	also	said
		Sayer	Proc:..		..verbal

68.1 let's hire another 100,000 math and science teachers to make sure ||

let	's	Hire	Another 100,000 math and science teachers	To make sure
	Actor	Proc: Material (doing)	Goal	Circumstance (purpose)

68.2 we maintain our technological lead

..we	Maintain	Our technological lead
Actor	Proc: Material (doing)	Goal

68.3 and our people are skilled ||

..and	Our people	Are	skilled
	Carrier	Proc: Relational attributive (intensive)	attribute

68.4 and able to succeed ||

..and	Able to succeed
	Proc: Material (doing)

**Seventh Segment
(Legislative Functions of Federal Government)**

69. I think [[69.1]]

I	Think	[[69.1]]
Senser	Proc: mental (cognitive)	

69.1 governor Romney is going to have a busy first day ||

..governor Romney	is going to have	A busy first day
Carrier	Proc: relational attributive (possessive)	Attribute

70. because he is also going to repeal Obamacare ||

..because	He	is	Also	Going to repeal	Obamacare
	Actor	Proc:...		...material (doing)	Goal

70.1 which will not be really popular among Democrats ||

..which	Will not be	Really popular	Among Democrats
Carrier	Proc: relational attributive (intensive)	attribute	Circumstance (place)

70.2 as you are sitting down with them ||.

..as	You	Are sitting down	With them
	Actor	Proc: material (happening)	Circumstance (accompaniment)

71. but look ||

But	Look
	Proc: mental (perceptive)

72. my philosophy has been [[72.1]] ||

My philosophy	Has been	[[72.1]]
Identified	Proc: Relational identifying (intensive)	

72.1 I will take ideas from anybody, Democrat and Republican ||

..I	Will take	Ideas	From anybody, Democrat and Republican
Actor	Proc: Material (doing)	Goal	Circumstance (place)

72.2 as long as they are advancing the cause of making middle class families stronger ||

..as long as	They	Are advancing	The cause of making middle class families stronger
Circumstance (duration)	Actor	Proc: material (doing)	Goal

72.3 and giving ladders of opportunity to the middle class || .

..and	Giving	Ladders of opportunity	To the middle class
	Proc: Material (doing)	Goal	Recipient

73. Well Jim, I want to thank you ||

Well Jim	I	Want to thank	You
	Senser	Proc: mental (desiderative)	phenomenon

74. and I want to thank Governor Romney ||

..and	I	Want to thank	Governor Romney
	Senser	Proc: Mental (desiderative)	Phenomenon

75. because I think [[75.1]] ||

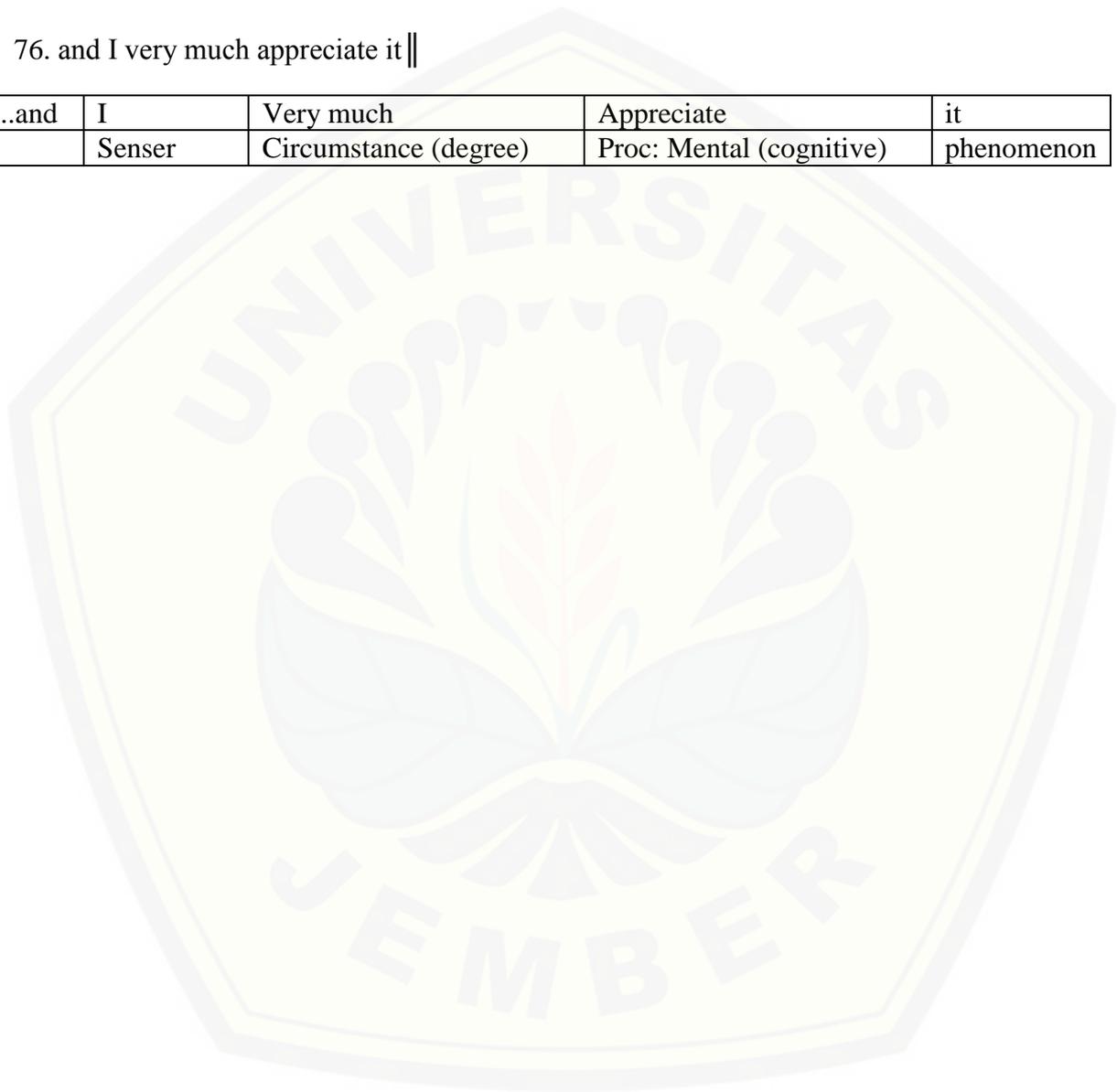
Because	I	Think	[[75.1]]
	Senser	Proc: Mental (cognitive)	

75.1 it was terrific debate ||

It	Was	Terrific debate
Identified	Proc: Relational identifying (intensive)	identifier

76. and I very much appreciate it ||

..and	I	Very much	Appreciate	it
	Senser	Circumstance (degree)	Proc: Mental (cognitive)	phenomenon



Transitivity Analysis of Romney’s Selected Clauses

**First Segment
(Creating New Jobs)**

1. It is an honor to be here with you ||

It	Is	An honor	To be here	With you
Carrier	Proc: relational attributive (intensive)	Attribute	Circumstance (place)	Circumstance (Accompaniment)

2. and I appreciate the chance to be with the president ||

And	I	Appreciate	The chance	To be with the president
	Senser	Proc: mental (cognitive)	Phenomenon	Circumstance (accompaniment)

3. The president has a view very similar to the view [[3.1]] ||

The president	Has	A view very similar to the view	[[3.1]]
Carrier	Proc: relational attributive (possessive)	Attribute	

3.1 he had ||

He	Had
Carrier	Proc: relational attributive (possessive)

3.2 when he ran for years ||

When	He	Ran	Four years
	Actor	Proc: material (doing)	Circumstance (time)

4. that a bigger government, spending more ||

That	A bigger government	Spending	More
	Actor	Proc: material (doing)	Circumstance (degree)

4.1 taxing more ||

Taxing	More
Proc: material (doing)	Circumstance (degree)

4.2 and regulating more ||

And	Regulating	More
	Proc: material (doing)	Circumstance (degree)

5. That is not the right answer for America ||

That	is not	The right answer	For America
Identified	Proc: relational identifying (intensive)	Identifier	Circumstance (purpose)

6. I will restore the vitality ||

I	Will restore	The vitality
Actor	Proc: material (doing)	Goal

6.1 that gets America working again ||

That	Gets	America	Working again
Carrier	Proc: Material (doing)	Attribute	Circumstance (condition)

7. I would like to clear up the record ||

I	Would like to clear up	The record
Senser	Proc: mental (desiderative)	phenomenon

7.1 and go through it piece by piece ||

And	Go	Through it	Piece by piece
	Proc: Material (happening)	Circumstance (means)	Circumstance (manner)

8. First of all, I do not have a \$5 trillion tax cut

First of all	I	Do not have	A \$5 trillion tax cut
	carrier	Proc: relational attributive (possessive)	attribute

9. My view is that [[9.1]] ||

My view	is	that	[[9.1]]
identified	Proc: Relational identifying (intensive)	Identifier	

9.1 we ought to provide tax relief to people in the middle class ||

We	ought to provide	Tax relief	To people	In the middle class
Actor	Proc: Material (doing)	Goal	Recipient	Circumstance (condition)

10. But I am not going to reduce the share of taxes ||

But	I	'm not going to reduce	The share of taxes
	Actor	Proc: material (doing)	Goal

10.1 paid by high-income people ||

Paid	by high-income people
Proc: Material (doing)	Actor

11. High income people are doing just fine in this economy ||

High income people	Are doing	Just fine	In this economy
Carrier	Proc: Relational attributive (intensive)	Attribute	Circumstance (condition)

12. The people [[12.1]] are middle income Americans ||

The people	[[12.1]]	Are	Middle income Americans
Identified		Proc: relational identifying (intensive)	Identifier

12.1 who are having the hard time right now ||

Who	Are having	The hard time	Right now
Carrier	Proc: Relational attributive (possessive)	Attribute	Circumstance (time)

13. We have got to get those dollars back to the states ||

We	have got to get	Those dollars	Back	To the states
Carrier	Proc:...	attribute	...relational attributive (possessive)	Circumstance (purpose)

13.1 and go to the workers ||

And	go	To the workers
	Proc: Material (happening)	Circumstance (purpose)

14. so they can create their own pathways to get in the training ||

so	they	Can create	Their own pathways	To get in training
	Actor	Proc: Material (doing)	Goal	Circumstance (purpose)

14.1 they need for jobs ||

they	need	For jobs
	Proc: Mental (desiderative)	Circumstance (purpose)

14.2 that will really help them ||

that	Will	Really	Help	them
Actor	Proc: ...	Circumstance (manner)	..material (doing)	goal

**Second Segment
(Tackling the Deficit Problem in the Country)**

15. There are three ways ||

There	Are	Three ways
	Proc: Existential	Existent: entity

15.1 that you can cut a deficit ||

that	You	Can cut	a deficit
	Actor	Proc: material (doing)	goal

16. I want to lower spending ||

I	want to lower	Spending
Senser	Proc: mental (desiderative)	phenomenon

17. and encourage economic growth at the same time ||

and	encourage	Economic growth	At the same time
	Proc: mental (desiderative)	Phenomenon	Circumstance (time)

18. I will eliminate all programs by this test ||

I	Will eliminate	All programs	By this test
Actor	Proc: Material (doing)	Goal	Circumstance (means)

19. I am going to stop the subsidy to PBS ||

I	Am going to stop	The subsidy	To PBS
Actor	Proc: Material (doing)	Goal	Circumstance (purpose)

20. I am going to stop other things ||

I	Am going to stop	Other things
Actor	Proc: Material (doing)	Goal

21. I like PBS ||.

I	Like	PBS
Senser	Proc: Mental (emotive)	phenomenon

22. I am not going to keep on spending money on things ||

I	Am going to keep on spending	Money on things
Actor	Proc: Material (doing)	Goal

22.1 to borrow money from China ||

to borrow	money	from China to pay for
Proc: Material (doing)	Goal	Circumstance

23. I will take programs ||

I	Will take	Programs
Actor	Proc: Material (doing)	Goal

23.1 that are currently good programs ||

that	Are	Currently good programs
Identified	Proc: Relational identifying (intensive)	Identifier

24. but I think [[24.1]] ||

but	I	Think	but I think [[24.1]]
	Senser	Proc: mental (cognitive)	

24.1 could be run more efficiently at the state level ||

could be run	More efficiently	At the state level
Proc: material (doing)	Circumstance (manner)	Circumstance (condition)

24.2 and send them to the state ||

And	Send	Them	To the states
	Proc: Material (doing)	Goal	recipient

25. I will make government more efficient ||

I	Will make	Government	More efficient
Actor	Proc: Material (doing)	Goal	Circumstance (manner)

25.1 and to cut back the number of employees ||

and	To cut back	The number of employees
	Proc: Material (doing)	Goal

25.2 combine some agencies and departments ||

combine	Some agencies and departments
Proc: material (doing)	Goal

26. My cutbacks will be done through attrition ||

My cutbacks	Will be done	Through attrition
Goal	Proc: Material (doing) passive	Circumstance (means)

27. This is the approach [[27.1]] ||

This	is	The approach
Identified	Proc: Relational identifying (intensive)	Identifier

27.1 we have to take to get America to a balanced budget ||

we	Have to get	America	To a balanced budget
Carrier	Proc: Relational attributive (possessive)	Attribute	Circumstance (condition)

**Third Segment
(Social Security)**

28. We are putting some back ||.

We	Are putting	Some back
Actor	Proc: Material (doing)	Goal

29. We are going to give a better prescription program ||.

We	Are going to give	A better prescription program
Actor	Proc: Material (doing)	Goal

30. They are smart enough to know ||

They	Are	Smart enough	To know
Carrier	Proc: Relational attributive (intensive)	Attribute	Circumstance (purpose)

30.1 what not a good trade is ||

What	Not good trade	Is
Identified	Identifier	Proc: Relational identifying (intensive)

31. I want to take that \$716 billion ||

I	Want to take	That \$716 billion
Senser	Proc: mental (desiderative)	Phenomenon

31.1 you have cut ||

you	Have cut
Actor	Proc: Material (doing)

31.2 and put it back into Medicare ||

and	Put	it	Back	Into Medicare
	Proc:	Goal	..material (doing)	Circumstance (place)

32. And with regards to young people coming along, I have got proposals to make sure [[32.1]] ||

And with regards to young people coming along	I	Have got	proposals	To make sure
Circumstance (Accompaniment)	Carrier	Proc: Relational attributive (possessive)	Attribute	Circumstance (purpose)

32.1 Medicare and social security are there for them without any question || .

medicare and social security	Are	There	For them	Without any question
Existent	Proc: Existential		Circumstance (behalf)	Circumstance (accompaniment)

33. And by the way, if the government can be as efficient as the private sector ||

And by the way	If	The government	Can be	As efficient as the private sector
Circumstance		Carrier	Proc: Relational attributive (intensive)	attribute

34. and offer premiums ||

and	Offer	premiums
	Proc: material (doing)	Goal

34.1 that are as low as the private sector ||

that	Are	As low as private sector
Carrier	Proc: Relational Attributive (intensive)	Attribute

35. people will be happy to get traditional Medicare ||

People	Will be	Happy	To get traditional Medicare
Carrier	Proc: Relational attributive (intensive)	Attribute	Circumstance (purpose)

36. or they will be able to get a private plan ||

or	They	Will be able to get	A private plan
	Carrier	Proc: Relational attributive (possessive)	attribute

37. We have to have the benefits high for those ||

We	Have to have	The benefits	High	For those
Carrier	Proc: Relational attributive (possessive)	Attribute	Circumstance (condition)	Circumstance (purpose)

37.1 that are low income ||

that	Are	Low income
Carrier	Proc: Relational attributive (intensive)	Attribute

38. we are going to have to lower some of the benefits ||.

We	Are going to have to lower	Some of the benefits
Actor	Proc: Material (doing)	Goal

39. We have to make sure [[39.1]] ||

We	Have to make sure
Senser	Proc: mental (emotive)

39.1 this program is there for the long term ||.

this program	Is	There	For a long term
Existent	Proc: Existential		Circumstance (duration)

Fourth Segment
(The View about the Level of Federal Regulation of the Economy Right now)

40. Regulation is essential ||.

Regulation	Is	Essential
Carrier	Proc: Relational attributive (intensive)	attribute

41. You can't have a free market work ||

You	Can't have	A free market	Work
Carrier	Proc: Relational Attributive (possessive)	Attribute	Circumstance (condition)

42. if you do not have a regulation ||

if	You	Do not have	Regulation
	Carrier	Proc: relational attributive (possessive)	Attribute

43. You couldn't have people ||

You	Couldn't have	People
Carrier	Proc: relational Attributive (possessive)	attribute

43.1 opening up banks in their garage ||

opening up	Banks	In their garage
Proc: Material (doing)	goal	Circumstance (place)

43.2 and making loans ||.

and	Making	Loans
	Proc: Material (doing)	Goal

44. I would repeal ||

I	Would repeal
Actor	Proc: Material (doing)

45. and replace Dodd-Frank ||

And	Replace	Dodd-Frank
	Proc: Material (doing)	Goal

46. We are not going to get rid of all regulation ||

We	are not going to get rid of	All regulations
Actor	Proc: Material (doing)	Goal

47. We have to have regulation on Wall Street

We	Have to have	Regulation	On Wall Street
Carrier	Proc: Relational Attributive (possessive)	Attribute	Circumstance (place)

48. but I wouldn't designate five banks as too big to fail ||

but	I	Wouldn't designate	Five banks	As too big to fail
	Actor	Proc: material (doing)	Goal	Circumstance (guise)

48.1 and give them a blank check ||

And	Give	Them	A blank check
	Proc: Material (doing)	Recipient	Goal

**Fifth Segment
(Health Care)**

49. I sure do ||

I	Sure	Do
Actor	Circumstance	Proc: Material (doing)

50. We have got to deal with cost ||.

We	Have got to deal with	Cost
Senser	Proc: mental (cognition)	Phenomenon

51. I want to put that money back in Medicare for our seniors ||.

I	Want to put	That money	Back	In Medicare	For our seniors
Senser	Proc:....	Phenomenon	..mental (desiderative)	Circumstance (condition)	Circumstance (behalf)

52. First of all I like the way [[52.1]] ||

First of all	I	Like	The way
	Senser	Proc: mental (emotive)	phenomenon

52.1 we did in Massachusetts ||

we	Did	In Massachusetts
Actor	Proc: Material (doing)	Circumstance (Place)

53. We did not put in place a board ||

We	Did not put	In place a board
Actor	Proc: material (doing)	Circumstance (manner)

53.1 that can tell people ultimately ||

that	Can tell	People	Ultimately
Sayer	Proc: verbal	Receiver	Circumstance (manner)

53.2 what treatments they are going to receive ||.

what treatments	They	Are going to receive
Goal	Actor	Proc: material (doing)

54. We did not also do something ||

We	Did not	also	Do	Something
Actor	Proc:...		..material (doing)	goal

55. that I think [[55.1]] ||

That	I	Think
	Senser	Proc: Mental (cognitive)

55.1 a number of people across this country recognize ||

a number of people	Across this country	Recognize
Senser	Circumstance (place)	Proc: Mental (perceptive)

56. I think something this big ||

I	think	Something	This big
Senser	Proc: mental (cognitive)	Phenomenon	circumstance

57. this important has to be done on a bipartisan basis ||

this importance	Has to be done	On a bipartisan basis
Goal	Proc: material (doing) passive	Circumstance (place)

58. And we have to have president ||

And	We	Have to have	President
	Carrier	Proc: relational attributive (possessive)	Attribute

58.1 who can reach across the aisle and fashion important legislation with the input from both parties ||

Who	Can reach across	The aisle and fashion important legislation	With the input from both parties
Actor	Proc: material (doing)	Goal	Circumstance (accompaniment)

**Sixth Segment
(The Mission of Federal Government)**

59. First, I love great schools ||

First	I	Love	Great school
	Senser	Proc: Mental (emotive)	Phenomenon

60. Massachusetts, our schools are ranked number one of all 50 states ||

Massachusetts	Our schools	Are ranked	Number one of all 50 states
Circumstance (place)	Identified	Proc: Relational identifying (intensive)	identifier

61. So I reject the idea ||

So	I	Reject	The idea
	Senser	Proc: Mental (desiderative)	phenomenon

61.1 that I don't believe in great teachers or more teachers ||

That	I	Don't believe in	great teachers or more teachers
	Senser	Proc: mental (cognitive)	phenomenon

62. We have the responsibility to protect the lives and liberties of our people ||

We	Have	The responsibility	To protect the lives and liberties of our people
Carrier	Proc: Relational Attributive (possessive)	Attribute	Circumstance (purpose)

63. and that means a military second to none ||

and	That	Means	A military second to one
	Identified	Proc: relational identifying (intensive)	Identifier

64. I don't believe in cutting our military ||

I	Don't believe in	Cutting our military
Senser	Proc: mental (cognitive)	Phenomenon

65. but I believe in maintaining the strength of American people ||

but	I	Believe in	Maintaining the strength of American people
	Senser	Proc: mental (cognitive)	Phenomenon

**Seventh Segment
(Legislative Functions of Federal Government)**

66. I will sit on the day [[66.1]] with the democratic leaders, as well as the republican leaders ||

I	Will sit	On the day	[[66.1]]	With the Democratic leaders, as well as the Republican leaders
Actor	Proc: material (happening)	Circumstance (time)		Circumstance (accompaniment)

66.1 after I get elected ||

after	I	Get	Elected
	Carrier	Proc: relational attributive (intensive)	Attribute

66.2 continue ||

And	Continue
	Proc: Material (doing)

66.3 as we did in my state ||

as	We	did	In my state
	Actor	Proc: Material (doing)	Circumstance (place)

67. We met every Monday for couple hours ||

We	Met	Every Monday	For couple hours
Actor	Proc: Material (happening)	Circumstance (time)	Circumstance (duration)

68. talked about the issue and the challenges in our state in that case ||

talked	About the issue and the challenges	In our state	in that case
Proc: verbal	Verbiage	Circumstance (place)	Circumstance (condition)

69. We have to work on collaboration basis ||

We	Have to work	On collaboration basis
Actor	Proc: material (doing)	Circumstance (condition)

70. not because we are going to compromise our principle ||

not because	We	Are going to compromise	Our principle
	Actor	Proc: Material (doing)	Goal

71. but because there is a common ground ||

But	Because	there	is	A common ground
			Proc: Existential	Existent