



**POWER REPRESENTATION OF THE MAIN CHARACTER
ABRAHAM LINCOLN IN *LINCOLN* MOVIE:
A DISCOURSE ANALYSIS**

THESIS

Written By:

Shobibah Turrohma

110110101049

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



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

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Shobibah Turrohma

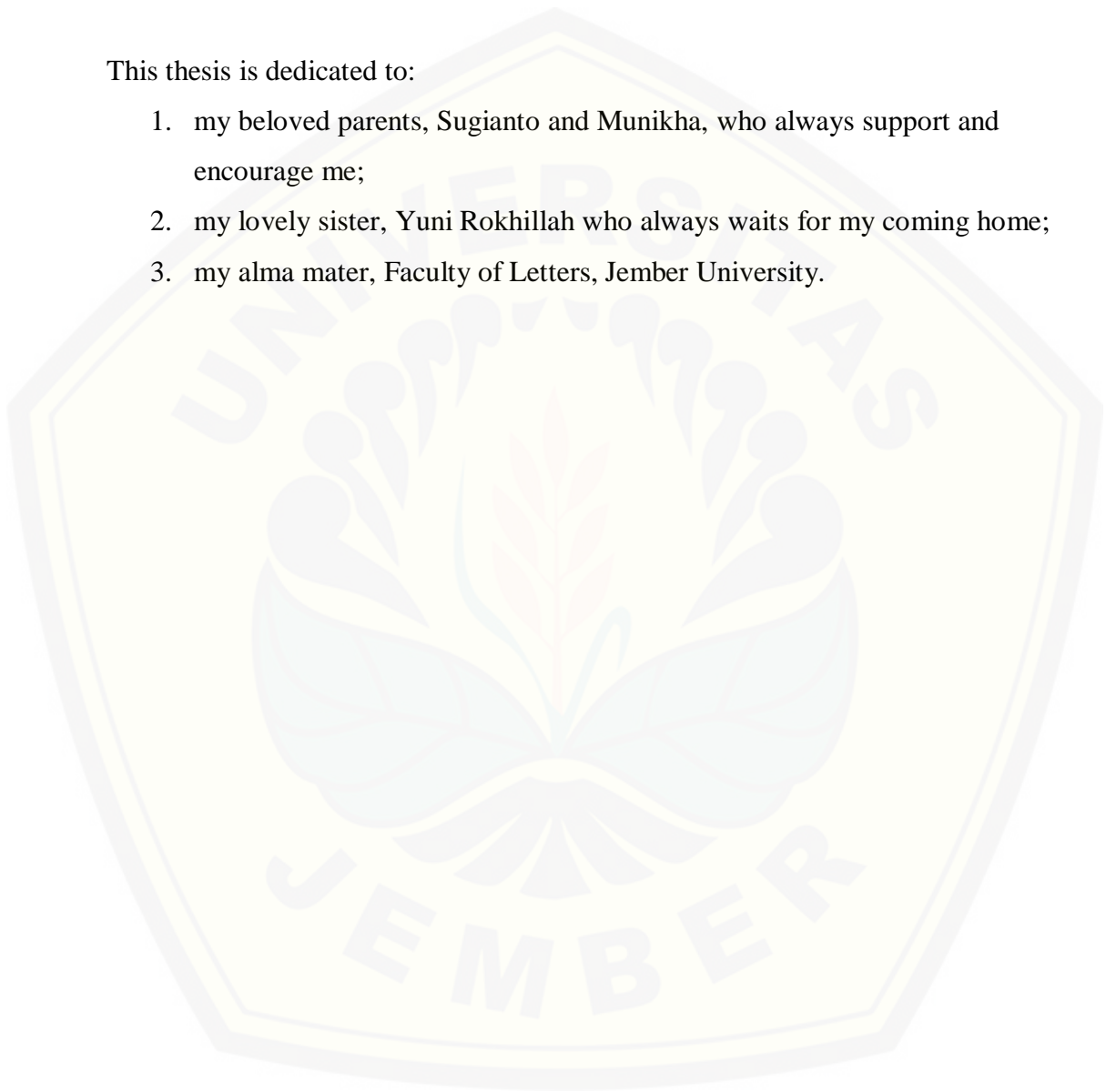
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2016**

DEDICATION

This thesis is dedicated to:

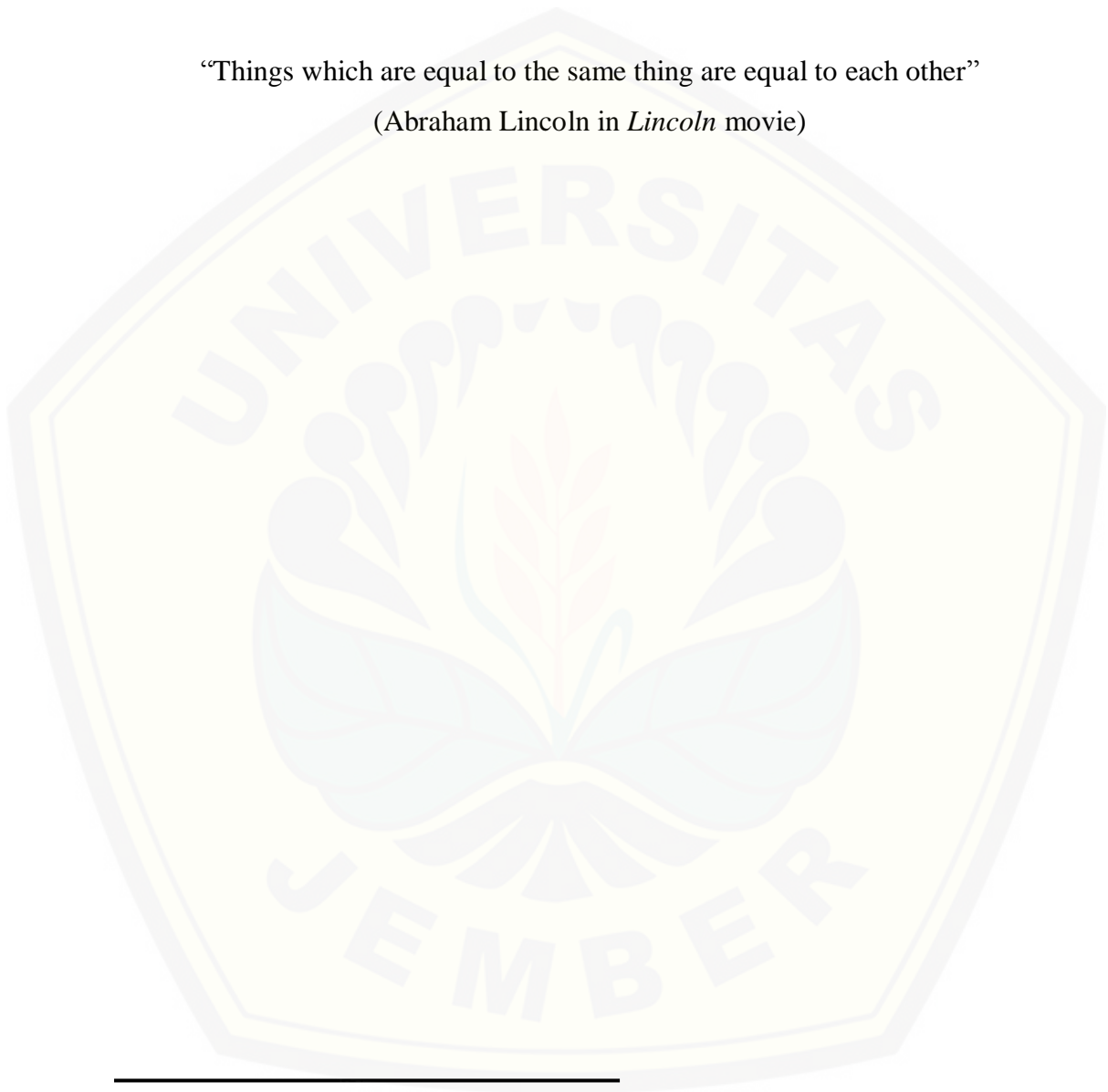
1. my beloved parents, Sugianto and Munikha, who always support and encourage me;
2. my lovely sister, Yuni Rokhillah who always waits for my coming home;
3. my alma mater, Faculty of Letters, Jember University.



MOTTO

“Things which are equal to the same thing are equal to each other”

(Abraham Lincoln in *Lincoln* movie)



*) Kushner, T. 2011. *Lincoln*: final shooting script. Accessed from <http://dreamworksawards.com/assets/download/Lincoln.pdf>

DECLARATION

I hereby state that the thesis entitled “**Power Representation of the Main Character Abraham Lincoln in *Lincoln* Movie: 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, May 2016

The Writer,

Shobibah Turrohma

110110101049

APPROVAL SHEET

**Approved and received by the Examination Committee of English
Department, Faculty of Letters, Jember University.**

Name : Shobibah Turrohma
Student Number : 110110101049
Title : Power Representation of the Main Character Abraham
Lincoln in *Lincoln* Movie: A Discourse Analysis
Day/Date : Friday/ May 20th 2016
Place : Faculty of Letters, Jember University

Examination Committee

Chairman,

Secretary,

Drs. Albert Tallapessy, M.A., Ph.D
NIP. 196304111988021001

Sabta Diana, S.S., M.A.
NIP. 197509192006042001

The Members:

1. Prof. Dr. Samudji, M.A (.....)
NIP. 194808161976031002
2. Dr. Ikwan Setiawan, S.S., M.A. (.....)
NIP. 197806262002121002

Approved by,
The Dean

(Dr. Hairus Salikin, M. Ed.)
NIP. 196310151989021001

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SUMMARY

Power Representation of the Main Character Abraham Lincoln in *Lincoln* Movie: A Discourse Analysis; Shobibah Turrohma, 110110101049; 2016; 87 pages; English Department, Faculty of Letters, Jember University.

The issue of power in the society is seen in the conversation between a president and his people. This condition is depicted in a historical movie entitled *Lincoln*. In this movie, Lincoln uses his power as a president to negotiate with his cabinet and the democrat members to gain their support for the amendment in abolishing slavery. His power is represented through his linguistic choice in his dialogue used in those negotiations. To analyze the data, this research applied qualitative and quantitative method to achieve the aims of this research which are to explain the transitivity, mood and modality used by Lincoln, to explain the dominant result of transitivity, mood and modality used by Lincoln and also to explain how the power is represented by Lincoln. The data are in the form of subtitle of *Lincoln* movie which is downloaded from <http://www.yifysubtitles.com/> . The selected data are the dialogue of Lincoln in four selected scenes in which two of them are his negotiation with his cabinet and the others are his negotiation with the democrat members.

The first step in processing the data was dividing the sentences into clauses. There were 140 clauses and 24 clauses in his negotiation with the cabinet and 44 clauses and 12 clauses in his negotiation with the democrat members. The next step was classifying the clauses by considering the transitivity analysis and the interpersonal analysis using theory of Systemic Functional Linguistics by Halliday and Matthiessen (2004), Butt *et al* (2000) and Eggins (2004). The next was counting the dominant process, mood and modality to know the dominant process, mood and modality used by Lincoln. For elucidating the process, mood and modality in the data, theory of Systemic Functional Linguistics were applied. By using these

theories, the participant responsible for the action, kinds of interaction, the relation between Lincoln and the people he negotiates with and also his position related to his proposition and his proposal can be understood. Through this finding, by using theory of power by Fairclough (1989), Levorato (2003) and Mayr (2008), the power represented by Lincoln was uncovered. The last step was giving brief conclusion related to the result and the discussion of the analysis.

By observing the process and the participant in transitivity analysis, it shows that Lincoln represents his power upon the citizens and the slaves and other things such as law and his war power using material process. This material process is mostly used in negotiation with the cabinet. Moreover, his power is also seen through the use of more mental cognition. Lincoln also identifies and gives portrait of Negroes, the slavery, the amendment, the rebels and his emancipation proclamation. Related to the mood analysis, Lincoln mostly declares information, facts and his action related to slavery, the rebels and the amendment. This condition shows that Lincoln gives explanation related to the amendment in order to influence his cabinet and the democrat members to support him. Moreover, the use of imperative mood mostly in his negotiation with his cabinet shows his power. Contrast to that, the less use of this mood in front of the democrat members shows that Lincoln keeps maintaining his relation with them. Narrowing his authority is also seen through the most use of inclusive *we* in front of the democrat members to engage them as partners. Furthermore, Lincoln also uses modality which shows his degree of certainty related to slavery, the consequences of it and his war power. He also uses modality to modify the degree of obligation he utters related to the vote for the amendment.

From the explanation above, Lincoln applies selective linguistic choice in front of his cabinet and the democrat members in order to influence them to support him. This condition shows that he adjusts his communicative strategy from being powerful into less powerful. He represents his power more in front of his cabinet to make them believe him as his president. Whereas, in front of the democrat members he shows his less power in order to show his solidarity to hold people together though they are from different party.

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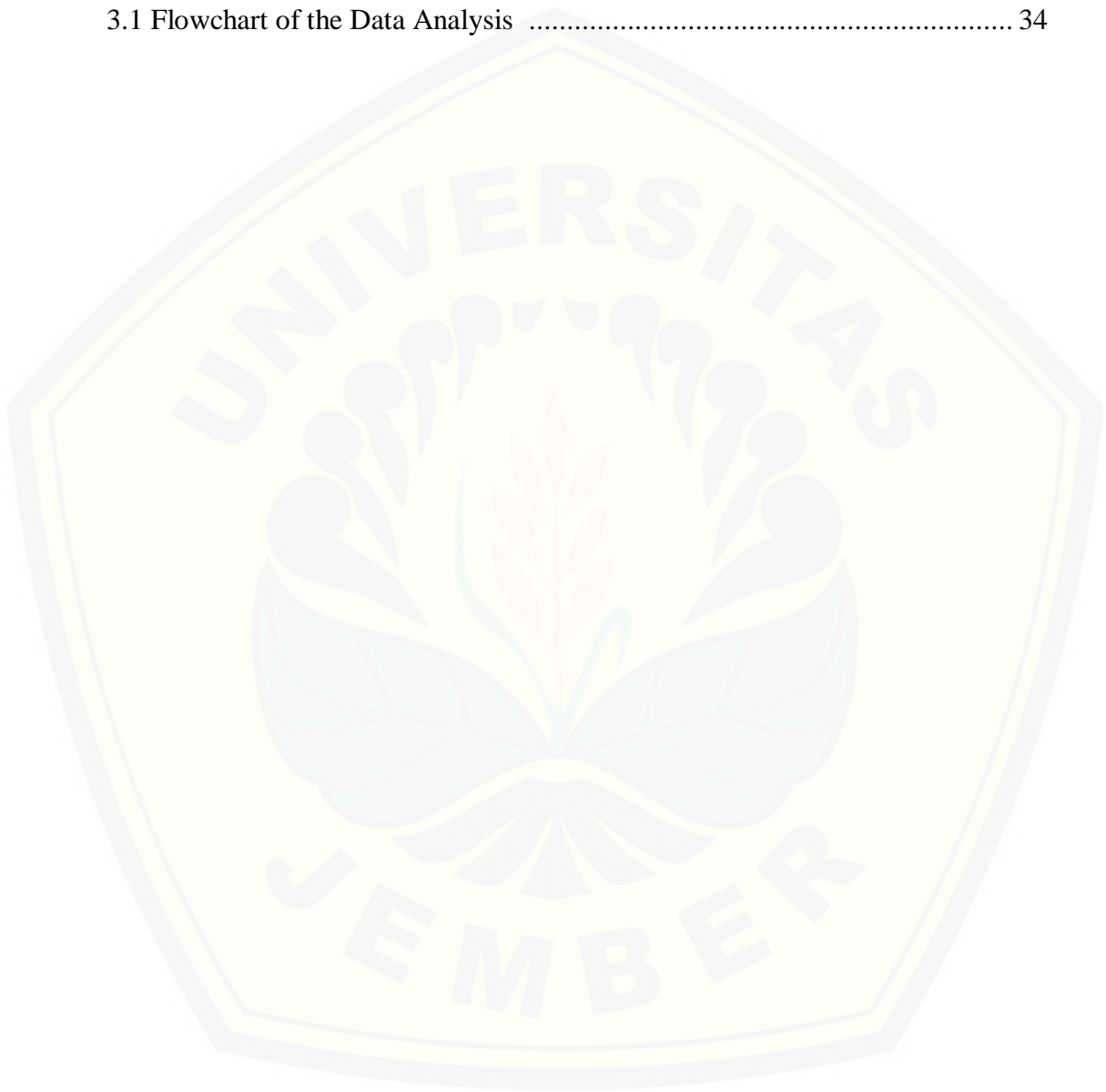
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CHAPTER 1. INTRODUCTION

This chapter provides the overview of the thesis. It aims to give brief information about the main topic of the study, especially about the role of Discourse Analysis using Systemic Functional Linguistics in revealing power representation. The background of the study provides several reasons in conducting this research. Then, it is followed by research topic, research problem, research questions, purposes of the study and organization of the thesis.

1.1 Background of The Study

Unconsciously, the position of people in the society is differentiated by several factors which stratify people unequally. One of those factors is the power they own in the society. In the society, people with more power can influence or even control the contribution of people with less power. The control over the powerless can be represented through the language choices used by powerful people. The representation of power through language is in line with Hall's view about language and representation. Hall (1997:17) states that language stands for or represents to the other people our concepts, ideas, or feeling. These concepts, ideas or feelings can be in the form of symbols and signs. One of those concepts represented in language is the concept of power.

One example of power representation can be seen in an institution. In a particular institution, a person with high status has more power above others. In this case, according to Johnstone (2008:130), power is seen as something that a subgroup or a person has and others do not. Hence, this condition makes someone powerful represents his power through his language to other participants. This kind of power is called as the institutional power. One example of the institutional

power is seen in relationship between president and the members of the cabinet. Through the language choice used by president, the power is represented.

The example of power representation by a president can be seen in a movie entitled *Lincoln* by Steven Spielberg in 2012. This movie is adapted from a famous biography book entitled *Team of Rivals: The Political Genius of Abraham Lincoln* by a historian named Goodwin in 2005. *Lincoln* movie focuses on President Lincoln's effort for legalizing the 13th Amendment which is aimed to eliminate slavery. One of his efforts is that he privately negotiates with his cabinet and members of the house from Democrat party. Though the members of the cabinet are used to be his rivals and confronted by internal hatred, he is able to manage this problem. This makes him succeed in collecting support for the legality of the 13th Amendment.

As a drama historical movie, *Lincoln* movie gets a lot of nomination. Based on an online media IMDb on its website imdb.com, this movie wins 127 nominations. It includes best performance by an actor in a leading role and best writing, adapted screenplay in Academy Awards 2013. Furthermore, this movie creates big enthusiasm of the audiences and it also creates a good rating. It is proved by an online media named [rottentomatoes](http://rottentomatoes.com) on its website rottentomatoes.com which shows that the average rate of this movie from the audience score is 4 from 5.

Lincoln does not only get a lot of nomination and good rating, but it also creates many comments. An online media posted by Hertzberg on newyorker.com posts a comment about this movie. He states that the director of *Lincoln* succeeds in making a good film which does not have equal and it will be watched for many decades. Furthermore, he believes that it will be a standard resource in high school and college curricula which attracts students into deeper inquiry (Hertzberg: 2012). Other comment in online media posted on thedailybeast.com comes from a historian named Holzer who is the co-chair of the Abraham Lincoln Bicentennial Foundation and also the consultant of the movie. He observes that this movie is an unbeatable combination of history and fiction (Holzer: 2012).

Having a lot of nominations, good rating and many comments both from audiences and historians make *Lincoln* as a widely watched movie. Moreover, the story of Lincoln's success in collecting support for the legality of the 13th amendment is an important historical moment. According to an online media on thelehrmanistitue.com, the legality of this amendment happens because as a president who has an institutional power, he is obliged to show his power to make his rivals trust and respect him. Those reasons make this movie is worth analyzing to understand how the character of Lincoln focusing on his power is represented through his dialogue in the movie.

The issue of power as seen in *Lincoln* movie is under the study of Discourse Analysis. This is supported by Johnstone's view about Discourse Analysis and power relation. Johnstone (2008:6) states that Discourse analysts describe external social and material influences that effect changes in patterns of language use and influences such as economic change, geographic mobility, and power relations. Further, she adds that they study patterns of variation in how people do things with talk such as making lists, constructing arguments, and telling stories. In other word, the pattern of text or talk is influenced by the relationship between participants which can be in the form of power relation between participants in interaction. Interaction is one of the purposes or functions of language. Further, Brown and Yule (1983:1) states that through interaction, participant is able to express social relation and personal attitude. One form of the interaction is a conversation as seen in the dialogue of *Lincoln* movie. By applying Discourse Analysis, this research identifies the regularities or patterns in language. It is purposed to interpret the relationship between those patterns or regularities and the meaning or purpose of those patterns in representing Lincoln's power.

For analyzing the patterns or regularities in doing Discourse Analysis, Systemic Functional Linguistics by Halliday and Matthiessen (2004) is a suitable tool. This is due to the fact that both Discourse Analysis and Systemic Functional Linguistics see language as a system where choices are motivated by purposes. By Using Systemic Functional Linguistics that focuses in transitivity, mood and modality analysis, this research uncovers the linguistics choices used by Lincoln

in representing his power. Transitivity analysis is used to analyze the powerful participants who control the contribution of non powerful participant as stated by Fairclough (1989:46). Moreover, mood and modality analysis are used to reveal the power position between participants and also the authority of the participants. In the end, by applying theory of power by Fairclough (1989) in interpreting the result of transitivity, mood and modality analysis, this research tries to uncover the power position of Lincoln in front of his cabinet and the House of Representatives' members and the authority of Lincoln as a president through his language in *Lincoln* movie.

1.2 Research Topic

For eluding the wide topic of discussion in this research, research topic must be limited. The topic of this research is power representation within the area of Discourse Analysis in the dialogue of Abraham Lincoln in *Lincoln* movie. Linguistically by using Systemic Functional Linguistics by Halliday and Matthiessen (2004), the power representation in the linguistic choice can be analyzed.

1.3 Research Problem

Abraham Lincoln as the main character in *Lincoln* movie uses particular linguistic choices for controlling the cabinet's members and The House of Representatives' members. He uses those linguistics choices in the negotiation with the cabinet's members and The House of Representatives' members in order to assemble their supports for the legality of 13th amendment.

1.4 Research Questions

In this research, there are several questions to answer based on the research problem. They are:

1. what kinds of processes, mood and modality used by Abraham Lincoln in *Lincoln* movie?
2. what are the dominant result of transitivity, mood and modality used by Abraham Lincoln in *Lincoln* movie?
3. how is the power represented by Abraham Lincoln in *Lincoln* movie through the dominant result of transitivity, mood and modality?

1.5 Purposes of The Study

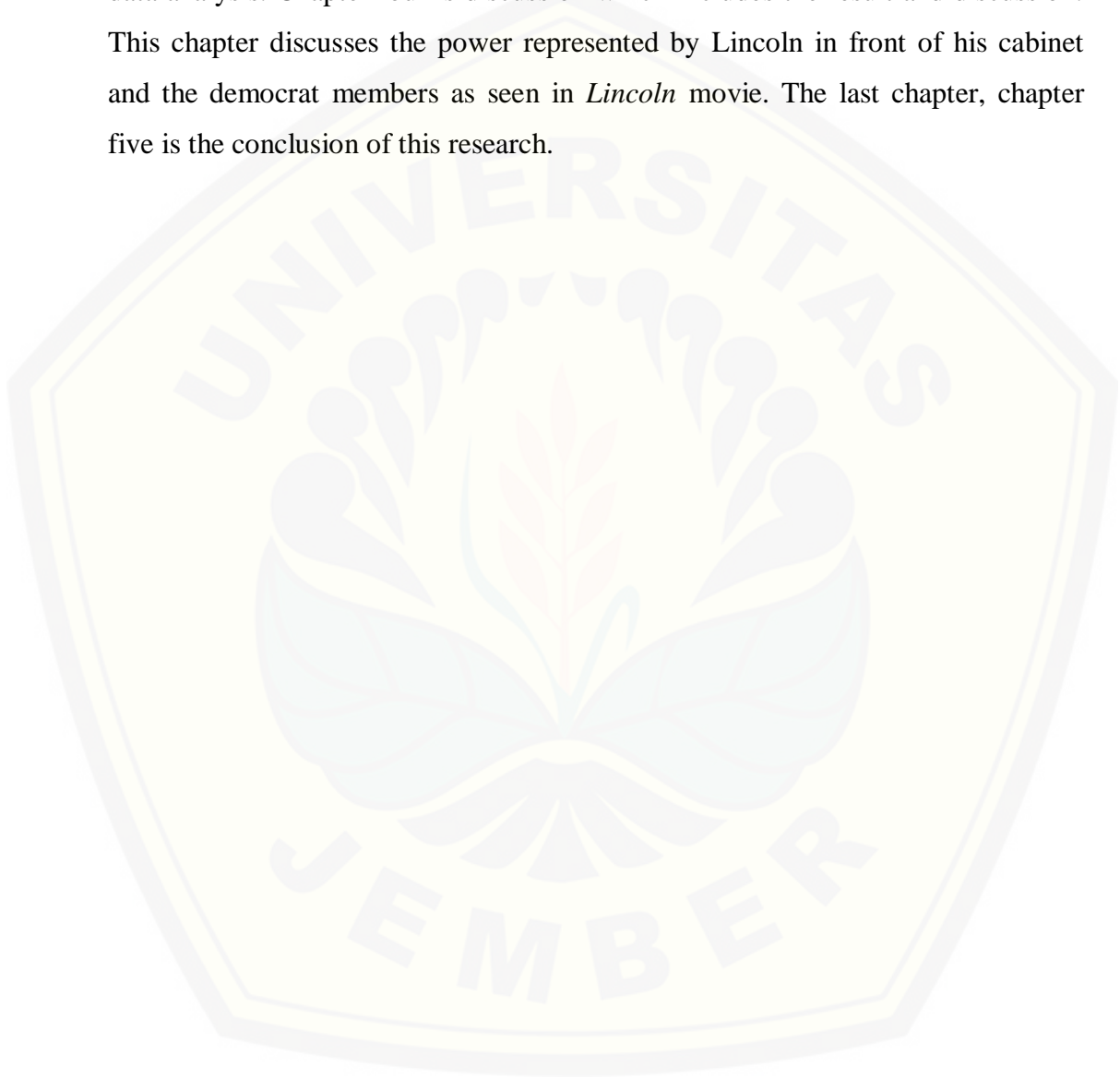
Based on the research questions mentioned, there are several purposes in conducting this research. They are:

1. to explain kinds of processes, mood and modality used by Abraham Lincoln in *Lincoln* movie;
2. to explain the dominant result of transitivity, mood and modality used by Abraham Lincoln in *Lincoln* movie;
3. to explain how the power is represented by Abraham Lincoln in *Lincoln* movie through the dominant result of transitivity, mood and modality.

1.6 The Organization of The Thesis

This thesis is divided into five chapters. Those chapters are introduction, literature review, research methodology, result and discussion and conclusion. Chapter one is introduction which contains the background of the study, research topic, research problem, research questions, purposes of the study and the organization of the thesis. This chapter provides an overview of this thesis and also provides reasons of this research. Chapter two is literature review which represents theories related to the topic such as theory of Discourse Analysis, the

theory of representation, the theory of power and also the theory of Systemic Functional Linguistics. Furthermore, this chapter also contains the previous studies. Chapter three is research methodology which provides the type of research, the research strategy, the data collection, the data processing and the data analysis. Chapter four is discussion which includes the result and discussion. This chapter discusses the power represented by Lincoln in front of his cabinet and the democrat members as seen in *Lincoln* movie. The last chapter, chapter five is the conclusion of this research.



CHAPTER 2. THEORITICAL REVIEW

To reach the goal of this research, it is compulsory to set up theories for supporting this research. This chapter provides the explanation of previous researches in the same area of study. This chapter also explains the theory of Discourse Analysis and theory of Systemic Functional Linguistics by Halliday and Matthiessen (2004). Then it is followed by the theory of power by Fairclough (1989) supported by theory of power by Levorato (2003) and Mayr (2008). All those theories are applied to reach the goal of this study.

2.1 Previous Studies

There are several researches related to power and Discourse Analysis which have been done in the form of thesis and journals. These previous researches support this study. The first is a research conducted by Ulfa in 2012. This research is aimed to uncover the production of power used by Obama through language he uses in representing his country and Indonesia. This research uses transitivity analysis by Halliday (1994) and also the theory of CDA and theory of power to uncover the inequality and power abuse. The finding of this research is that processes used by Obama and choice of verbs in the speech indicate the balanced production of power and domination both of United State and Indonesia. This result shows that Obama's speech in Jakarta shows the equality of power.

The second research is conducted by Wang in 2010. This research analyzes selected speeches of Barack Obama using Critical Discourse Analysis which use Halliday's Systemic Functional Linguistics by using three meta-functions. Wang uses the analysis of transitivity for ideational meta-function, modality for interpersonal metafunction and textual metafunction. Wang analyses selected speeches of Barack Obama to examine the relation of language, power and

ideology in Barack Obama's speeches and find out how this influence people to accept and support his policy. The result of the transitivity analysis shows that material process is used more. In the modality analysis, the most used modality in both speeches is low and median politeness. Moreover, the most used tense in both speeches is present tense and the first person pronoun 'we' is used most in both speeches. In the textual analysis, the result shows that there is strong religious content in Obama's speeches and the speeches are coherent, organized, accurate and logical. Those result of the analysis of three metafunctions shows that Obama explains what the government has done, what they are doing and what will they do through the process of doing or material process. Moreover, Obama successfully shortens the distance between him and his audience by using the first person pronoun. Further, through his speeches he wants to gain support from the people for his government.

The next research is conducted by Yuliatin in 2013. This research is purposed to reveal the relationship among teacher and students of Senior High School 4 Semarang Year XII and the way the teacher negotiates her interpersonal meaning to the students. In this research, the analysis of interpersonal meaning proposed by Halliday (1994) is applied to reach the goal of the research. The results indicate that most of the utterances produced by the teacher are in the form of command and the utterances produced by the students mostly are declarative. This result shows that the authority of the teacher is dominant. The teacher also tries to be equal with the students by using some declarative and interrogative types of Mood.

Those previous researches help to conduct this research in terms of analyzing the data using transitivity, mood and modality analysis and also the theory used to interpret the data. Those previous researches also help this research in doing the tabulation to find the dominant result of process, mood and modality. Though those previous researches are adapted in analyzing the data, there is difference between those previous researches and this present research. The difference is that the data taken for this research is in the form of utterances which is in the movie script of *Lincoln* movie. By applying the analysis of transitivity,

mood and modality analysis supported by theory of power this research tries to reveal how Lincoln's language choice shows his power over his cabinet as presented in *Lincoln* movie.

2.2 Supporting Theories

2.2.1 Theory of Discourse Analysis

Discourse Analysis becomes general approach to analyze text in the form of written or spoken by looking at the linguistics choice in most detail way. This is supported by Harris' view about Discourse Analysis. Harris as cited in Paltridge (2006:2) states that Discourse Analysis is aimed to analyze the language in most detail way to provide a way for describing how linguistic feature are distributed in text. Moreover, that linguistics feature is seen as a system of choice which is not merely about patterns or forms of language but there is meaning implied behind the choice. That implied meaning is influenced by the context in which the text is involved. This is in line with Paltridge (2006:1) who states that Discourse Analysis is an approach to the language analysis by looking at the linguistics pattern across the text. Moreover, those linguistics patterns are enclosed with the social and cultural context of the text. This social and cultural context of the text will lead to the purposes and functions of those particular patterns. This is in line with Brown and Yule's (1983:1) who state that Discourse analysis is the analysis of language in use in which function and purpose motivate it. In other words, Discourse Analysis is the analysis of language in use which is the analysis of linguistics pattern and it cannot be restricted from the functions and the purposes.

In line with Paltridge's view about the social and cultural context, Nunan (1993:8) calls this social and cultural context as non-linguistics context or experiential context. He argues that experiential context is one of two contexts in analyzing discourse. The other context is known as linguistics context which is the language choice used in discourse. The experiential context includes type of communication, the topic, the purpose also the setting and the participant and the relationship between them. The relationship between participants can be in the

form of power relation between them. This is supported by Johnstone's view. According to Johnstone (2008:6) Discourse analysts describe the external social and material influence which effects the changes in patterns of language use such as power relation between participants. Further, they also study variation of patterns in how people do thing with talk such as constructing argument.

Power relation between participants as stated by Johnstone (2008:129) is one of two kinds of relation between participants which is represented in discourse while the other relation is solidarity. She also states that while power is a condition in which there is asymmetrical relationship between participants, solidarity is a condition when the relation between participants is symmetrical. For understanding whether the relationship between the participants shows power or solidarity, the analysis of the patterns' variation of the language is needed. For analyzing these patterns, Systemic Functional Linguistics by Halliday and Matthiessen (2004) is applied. Systemic Functional Linguistics is a very suitable tool in analyzing discourse because both Discourse Analysis and Systemic Functional Linguistics see language as a system of choice.

2.2.2 Theory of Representation

According to Hall (1997:17), representation is the production of the meaning of the concepts in our minds through language. Furthermore, meaning depends on the relationship between things in the world and our conceptual system. We can communicate with other people because we have the same conceptual system which makes us able to interpret the world in the similar way. This happens because we belong to same culture. This concept of meaning should be represented into language which can be in the form of words, sounds or images.

In studying the system of representation, there is a suitable approach which is called as Constructionist approach. According to Hall (1997:25) this approach believes that meaning is conveyed through language system that we use to represent our concept. The most influential approach as a part of constructionist

approach is discursive approach by Foucault. This approach believes that the system of representation engages something wider than language which is discourse. Through this approach, Foucault as cited in Hall (1997:42) believes that meaning is produced through the discourse which operates across a variety of texts and areas of knowledge about a subject which is acquired widely. Further, Foucault as cited in Hall (1997:43) explains that there are three major ideas in discursive approach. They are the concept of discourse, the issue of power and knowledge and also the question of the subject. Those three major ideas are related each other.

Moreover, Discourse as Foucault believes is influenced by power and knowledge. Power and knowledge is the base of the production of discourse which is spread widely in the society. Furthermore, as cited by Hall (1997:47) this approach believes that knowledge represented in discourse is closely related to power. This explanation can be seen in the example of power owned by a leader. A leader has power above other which makes him has huge control in many aspects. One example of the control is that a leader is able to prevent people with less power to talk about a particular thing or even precluding particular lines or sentences of research. This text and talk then spread in the society and shape the social knowledge and social practice which are represented through discourse.

In order to find who are represented as having power, it is needed to consider the third major idea in discursive approach which is the question of subject. In analyzing the discourse, understanding the subject is important to know who represents power in a particular discourse. This is due to the fact that, by analyzing the subject, the position of the subject in discourse will be uncovered. Furthermore, understanding the position of the subjects shows whether the speaker is represented as powerful or powerless in the discourse. For uncovering the subject involves in particular discourse, Systemic Functional Linguistics is applied. Further explanation about subject position using Systemic Functional analysis will be explained in the theory of power by Fairclough (1989).

2.2.3 Theory of Systemic Functional Linguistics

Systemic Functional Linguistics which is introduced by M. A. K. Halliday sees language as a system of choice which is supported by the purposes or functions that the speaker wants to achieve. By applying Systemic Functional Linguistics, there are several things that can be uncovered. Those things are how language is organized, why the language is organized in that way and also what kind of social functions that the language is presented. It can be said that Systemic Functional Linguistics is not only dealing with the pattern of language occurs in the text but also the function that the speaker or writer wants to achieve.

According to Butt *et al* (2000:12) there are three functions of language. Those functions are to talk about what is going on and to interact with each other and the third function is to connect those two functions before. Those three functions of language are presented in three different metafunctions as proposed by Halliday (1994). They are Ideational Metafunction, Interpersonal Metafunction and Textual Metafunction.

a. Ideational metafunction

Halliday and Matthiessen (2004:29) states that language construes the human experience of the world. Therefore, the experience of the world is reflected through the choices of words and patterns of sentences.

b. Interpersonal metafunction

Language does not only talk about the experience of the world but it is also used to interact with others and shows the relationship between the participants in the society. Through those system people may inform, question, command or offer. This is what Halliday and Matthiessen (2004:29-30) says as interpersonal function which is also said as language as action.

c. Textual metafunction

According to Butt *et al* (2000:12) textual metafunction is used to connect the ideational and interpersonal metafunction to create a coherent connection.

The Systemic Functional Linguistics is used as a tool in conducting this research. This is due to the fact that Systemic Functional Linguistics sees language as a system which cannot be separated from the purpose and function. Those purpose and function of language can be analyzed through three metafunctions which are expressed in the clauses. Those metafunctions can reveal the meaning implied in the language. Further, it is able to reveal the power representation of Lincoln as presented in *Lincoln* movie.

2.2.4 Transitivity

Transitivity is the most used tools for construing the ideational function of language. According to Halliday and Matthiessen (2004:170), transitivity system understands the experience of the world as a set of processes which exist in the sentences or clauses.

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

Through what Halliday states above, it can be understood that transitivity is the grammatical representation of the relation between participants, processes and circumstances in a clause. There are several kinds of processes that are related to particular participant. They are Material, Mental, Verbal, Behavioural, Relational and Existential process (Halliday and Matthiessen, 2004:171-182).

1. Material Process

According to Butt *et al* (2000:45) Material process describes the process of happening or the process of doing. In the process of doing the participant who does an action is called as *actor*. The thing that is affected by the actor is called as *goal*. Instead of *actor* and *goal*, there are several additional participants in material process. They are *recipients*, *client* and *scope*. *Recipient* represents participant which is not affected by the process but it get a beneficial from

performance of the process. *Client* is the one for whom the process is done. Furthermore, *scope* is participant which is not affected by the performance of the process. The following are the examples of clauses using material process.

Table 2.1 Material Process with Goal

The police	shot	the thief
Actor	Pro: Material	Goal

Table 2.2 Material Process with Recipients

I	gave	her	a bar of chocolate
Actor	Pro: Material	Recipient	Goal

Table 2.3 Material Process with Client

She	made	the cake	for her mother
Actor	Pro: Material	Goal	Client

Table 2.4 Material Process with Scope

The students	played	tennis
Actor	Pro: Material	Scope

Material process can be in the active or passive sentence. In passive sentence, the process is followed by 'by' but sometimes the actor is not presented. Here is the example:

Table 2.5 Material Process in Passive Sentence

The tourist	was attacked	by the lion
Actor	Pro: Material	Goal

Material process is not only used for showing the process of doing but also the process of happening.

Table 2.6 Material Process Showing the Process of Happening

The building	collapsed	after the earthquake
Actor	Pro: Material	Circumstance

2. Mental Process

Mental processes are connected to inner experience of perception, such as, thinking, wanting, seeing and feeling. The participant in this process is called as *senser*. *Senser* is responsible for the process of sensing or in other words, it is the one who senses (feels, thinks, wants). Except *senser* there is the other element involved in mental process which is *phenomenon*. *Phenomenon* is something which is sensed. It can be in the form of thing, act or fact. *Phenomenon* is not only followed by nominal group but it is also followed by embedded clause and projected clause (Halliday and Matthiessen, 2004:201–203). There are three kinds of mental process. They are perception such as the verb ‘feel’, emotion such as the verb ‘hate/love’ and cognition such as the verb ‘think/know’. Here are several examples of mental process.

Table 2.7 Mental Process with Phenomenon

She	feels	something on her food
senser	Pro: mental (Perception)	phenomenon

Table 2.8 Mental Process with Embedded Clause

Mother	Hate	the way I laugh
senser	Pro: mental (emotion)	Embedded clause

Table 2.9 Mental Process with Projected Clause

He	thought	‘she looks awful.’
senser	Pro: mental (cognition)	Projected clause

3. Verbal Process

Verbal process is the process of saying. There are several process which are the example of verbal process such as the words say, ask, tell, argue and

announce. The participant of this process is called as *sayer*. Except *sayer*, there are three further participants which exist in this kind of process. They are *receiver*, *verbiage* and *target*. *Receiver* is the one to whom the saying is directed. *Verbiage* is the content of what is said. It is in the form of nominal group and in the form of embedded clause or projected clause. *Target* is the participant which is the object of the talk (Halliday and Matthiessen, 2004:252-256). The example of verbal process can be seen in the example below.

Table 2.10 Verbal Process with Nominal Group as Verbiage

he	told	the truth
Sayer	Pro: Verbal	verbiage

Table 2.11 Verbal Process with Embedded Clause

he	said	[[what he has to say]]
Sayer	Pro: Verbal	verbiage

Table 2.12 Verbal Process with Projected Clause

he	said	'what we are going to do now?'
Sayer	Pro: Verbal	projected clause

Table 2.13 Verbal Process with Receiver

he	told	me	the real story
Sayer	Pro: Verbal	receiver	verbiage

Table 2.14 Verbal Process with Target

Mother	Accused	My sister
Sayer	Pro: Verbal	target

4. Behavioural Process

Behavioral process is the subgroup of material process. According to Butt *et al* (2007:47) behavioral process is a process concerned with the psychological and physiological behavior such as laughing, breathing, listening, crying. Though this process is the subgroup of material process but it has no real grammatical goal.

The doer of behavioural process is labeled as *beaver*. Sometimes, behavioural process is followed by range or behaviour. While range is a separate entity like phenomenon in mental process, behaviour is used to extend the process. Here are several example of behavioural process.

Table 2.15 Behavioural Process with Circumstance

She	is sleeping	in her mother's room
Behaver	Pro: material (behavioural)	circumstance

Table 2.16 Behavioural Process with Behavior

My little sister	is crying	bitter tears
Behaver	Pro: material (behavioural)	behaviour

Table 2.17 Behavioural Process with Range

We	Watched	the movie
Behaver	Pro: material (behavioural)	range

5. Relational Process

Relational process represents the relations between two entities, and they are most frequently shown by the verbs be, have, seem, look, appear, remain and feel. Relational processes are connected to identification and characterization. Relational process can be attributive or identifying and it establishes class membership and identity by semantically relating two entities to each other (Halliday and Matthiessen, 2004:214). According to Butt, *et al* (2000:59) relational process has two types of process. They are relational attributive and relational identifying. In Relational attributive, the process relates the participants with the characteristics which they have. In this type of relational process, the participant carrying the characteristics is called *carrier* and the characteristics is called as *attributive*. Different from relational attributive, in relational identifying, the process relates the participants to their identity, role or meaning. In this type, the participant is labeled as *identified* and the identity which is connected to the identified is called as *identifier*. The differentiation between those two kinds of

relational process is that relational identifying is reversible while relational attributive is not reversible. The examples of relational process are shown below.

Table 2.18 Relational Attributive Process

They	Are	very professional doctors
Carrier	Pro: relational	attributive

Table 2.19 Relational Identifying Process

Her house	Is	that green house
Identified	Pro: relational	identifier

6. Existential Process

According to Butt *et al* (2007:49), the function of existential process is to construe as an existence of participants. In this process, there is only one participant which is called as *existent*. Moreover, this process is preceded by 'there' (Butt, *et al*, 2000:58). Here is the example of relational process.

Table 2.20 Clause Using Existential Process

there	is	someone in the house
	Pro: existential	existent

The explanation above explains that transitivity system shows the inner experience and the outer experience of the speaker. The inner experience shows what is going on inside our mind such as our perception while the outer experience shows what is going on in the world. Hence, by applying transitivity analysis, we are able to identify how the social world is represented by the speaker. Moreover, transitivity analysis leads us to understand who is represented as responsible for actions in particular event through analyzing the processes. This is in line with Mayr (2008:18) who says that through analyzing the transitivity system, we can explore what social, ideological and political factors that determine the process type chosen in a particular type of discourse.

From various factors which can be determined through the process type, one of them is the relation of power between the participants in a particular type of discourse. According to Mayr (2008:18) the relation of power is implicitly inscribed in the relation of actor and goal which can be seen from the use of material process in active form. On the other hand, when the linguistics choices show few goals directed action, frequent role as the goal of other participant's action and the use of less action process, it shows the powerless participants. Applying transitivity analysis is aimed to uncover how Lincoln represents his power in front of his cabinet and in front of the House of Representatives' member through his language choice in his dialogue.

2.1.1 Mood and Modality

Mood and modality analysis are under the interpersonal metafunction in Halliday's Systemic Functional Linguistics. According to Butt *et al* (2007:62) Interpersonal meaning covers two functions. The first is the type of interaction taking place and things that are exchanged. The second is the way people take a position in their messages. In the interpersonal metafunction, language is used to give or demand information and give or demand good and services. The most usual way of giving information is by using statement while question is used to demand information. For giving and demanding goods and service, the command or ordered is used. For analyzing whether the clause is used to give and demand information or give and demand goods and service, the analysis of mood is applied.

Mood is the combination of Subject and Finite. According to Butt *et al* (2000:90) subject is the nominal group which mostly interacts with finite. Moreover, Butt *et al* (2000:89) add that Finite is the part of the verbal group which encodes primary tense of the speaker's opinion. Further, according to Butt *et al* Finite can be a sign of time relation to the speaker or a modal sign of the speaker's opinion called as modal finite. The following are several examples of finite.

Table 2.21 Finite Showing Time Relation

They	are	eating
Subject	Finite (present)	Predicator

Table 2.22 Finite in the Form of Modal

My sister	Could not	sleep
Subject	Modal Finite	Predicator

Instead of Subject and finite, there are other elements such as predicator, complement and adjunct. According to Halliday and Matthiessen (2004:121), predicator is realized through the use of verbal group without temporal or modal operator. For example in the verbal group *was watching*, the word *was* is the finite while the word *watching* is the predicator. Moreover, Butt (2007:67) states that complement is the nominal group which completes the argument in the clause whereas, adjunct is adverbial group, nominal group, or prepositional phrase which act as circumstance in experiential meaning. While subject and finite make the mood or mood block in clause, predicator, complement and adjunct make the residue of the clause. Here is the example of predicator, complement and adjunct in clause.

Table 2.23 Example of Predicator, Complement and Adjunct

My brother	is	Chasing	the cat	in the front yard
Subject	Finite	Predicator	Complement	Adjunct

The exchange of information, goods or service as the function exists in interpersonal metafunction can be pictured from the relation of subject and finite (mood/mood block). The relation of subject and finite is the sign of interaction by establishing the message as statement, question and command. These three establishments of the message indicate three different kinds of mood. They are declarative, interrogative and imperative. According to Fairclough (1989:126) these different kinds and different distribution of mood and modality between participants shows the relation of the participants, the power position between

participants and also the authority of the participants. Here are the examples of mood in clause.

Table 2.24 Mood Declarative for Giving Information

She	hasn't	touched	her food
Subject	Finite	Predicator	complement
Mood Declarative		Residue	

Table 2.25 Mood Declarative for Giving Goods and Service

I	'll	bring	the book
Subject	Finite	Predicator	complement
Mood Declarative		Residue	

Table 2.26 Mood Interrogative for Demanding Information

do	you	visit	your grand mother	often?
finite	subject	predicator	complement	Mood adjunct
Mood -		Residue		interrogative

Table 2.27 Mood Interrogative for Demanding Information

Using Who, Which or What

Who	has	taken	my book?
WH-Subject	Finite	Predicator	complement
Mood Interrogative		Residue	

Table 2.28 Mood Interrogative for Giving Goods and Services

Should	I	ask	my mother?
Finite	Subject	Predicator	complement
Mood Interrogative		Residue	

Table 2.29 Mood Imperative for Demanding Goods and Services

Eat		your food	
Finite	Predicator	complement	
Mood imperative		Residue	

In identifying the finite which forms the mood of a clause, there always be the negative form and positive form of the finite. This is called as polarity. Speakers do not only show their position by using polarity as their definite position whether it is yes or no but they sometimes stand between yes and no. This position which is considered as the gray area of polarity that shows between yes and no is known as modality. Moreover, modality shows the speaker's position about a particular thing whether it is about probability, usuality, obligation or inclination.

“we use the term modality to refer to all positioning by speakers about probability, usuality, typicality, obviousness, obligation and inclination” (Butt *et al*, 2000:113)

According to Halliday and Matthiessen (2004:147) there are two kinds of modality. The first is modalisation which shows the opinion about probability such as the words ‘possibly/probably/certainly’ or usuality such as the word ‘sometimes/usually/always’. The second is modulation which shows the opinion of obligation such as ‘allowed to/supposed to/required to’ and inclination such as the word ‘willing to/anxious to/determined to’.

There are three ways for showing the speaker's position through modality. They are by using modal finite, mood adjunct (in the form of adverbial group or propositional phrases) and also modal grammatical metaphor. Modality in the form of modal finite and mood adjunct encodes the speaker's opinion about probability, obligation, usuality also inclination in the clause. Here are the examples of modality in clause.

Table 2.30 Modality in the Form of Modal Finite

The government	Must	guarantee	the people's prosperity
Subject	Modal finite (obligation)	predicator	complement
Mood Declarative		Residue	

Table 2.31 Modality in the Form of Mood Adjunct

She	probably	will	join	the trip
Subject	Mood adjunct (probability)	Modal Finite (probability)	predicator	complement
Mood declarative			Residue	

Not only in the form of modal finite and mood adjunct, but according to Butt *et al* (2007:82) modality is also realized in modal grammatical metaphor. In modal grammatical metaphor, a whole clause is used to show the speaker's or writer's opinion of the proposition in a previous clause. For example the clause 'I think' which shows probably, 'I believe' which means almost certainly or 'don't you think?' which means definitely. According to Halliday and Matthiessen (2004:631) by using the grammatical metaphor, the speakers create a greater semiotic distance between the meaning they imply and the wording they utter. This semiotic distance also performs a greater social distance between the speaker and the addressee. Here is the example of modal grammatical metaphor.

Table 2.32 Clause Using Modal Grammatical Metaphor

That	is	[[What (I believe) friends should be like]]
subject	finite	Complement

The clause 'I believe' shows that the speaker almost certainly about what friends should be like. So that, the clause 'I believe' is the form of modal grammatical metaphor in the form of embedded clause. Fairclough (2003:170) said that there are other modal verbs which show modalisation such as verbs of appearance 'seem/appear'. According to Halliday and Matthiessen (2004:620) there are three values of modality which are related to the modal judgment. They are high, median and low value.

Table 2.33 the Degree of Modality Based on the Judgment Value

Adapted from Halliday and Matthiessen (2004:620)

	Probability	Usuality	Obligation	Inclination
High	Certainly	Always	Required	Determined
Median	Probably	Usually	Supposed	Keen
Low	Possibly	Sometimes	Allowed	Willing

Instead of mood adjunct which is differentiated into several level of the value, there is also the rank of modal Finite based on the value as shown in the table below.

Table 2.34 the Value of Modal Finite

Adapted from Halliday and Matthiessen (2004:116)

	Positive Modal Finite	Negative Modal Finite
High	Must, ought to, need, has/had to	Mustn't, oughtn't to, can't, couldn't (mayn't, mightn't, hasn't/ hadn't to)
Median	Will, would, shall, should, is/was to	Won't, wouldn't, shouldn't, isn't/wasn't to
Low	May, might, can, could	Needn't, doesn't/didn't need to, doesn't/didn't have to

By using mood and modality analysis, the subject position of the speaker or the writer can be uncovered. This is supported by Butt *et al* (2007:76) who state that speakers take a clear position in what they say, whether they take a position, or assert a proposition or defend it in argument. The speaker's position in what they say indicates the power position and the authority of the speaker which can be seen from the use of mood and modality. The power position and the authority of the speaker can be seen through the use of imperative mood. This is supported by Fairclough (1998:126) who says that asking for action or information is generally the position of power.

Moreover, the use of mood tag in interpersonal metafunction is the indication of powerless interaction. This is in line with Johnstone (2008:138) who states that a person might use tag questions not only because s/he is unsure about

things s/he utters, but also to avoid challenge the interlocutor's authority. Furthermore, the use of modality especially high value of obligation shows the power of the speaker as stated by Fairclough (1998:127). He states that it is precisely implicit authority claim and implicit power relations when the speaker impose obligation upon other. In the end by applying mood and modality analysis for supporting transitivity analysis this research is aimed to uncover the power representation of Lincoln through his dialogue in *Lincoln* movie.

2.1.2 Theory of Language and Power

Realize it or not the society in which we involve is created unequally. This unequal position in the society creates unequal power in the society. Some people with more power may show their power above others who have less power through the language they use. For understanding this relation, Fairclough in 1989 proposed the study of language and power.

“Power in Discourse is to do with powerful participants controlling and constraining the contribution of non-powerful participant.” (Fairclough, 1989:46)

The first thing to note is that according to Fairclough, the ability in controlling and constraining other participant is possessed by powerful participant. In other word, power is about who is able to control and constrain the contribution of the other. This condition can be seen in conversation between a president and his cabinet. We can see that institutionally, president has more power above his cabinet. This makes president is able to control the contribution of his cabinet. His power in controlling the contribution of his cabinet can be seen in his language.

According to Fairclough (1989:110-111) there are several points that guide the researchers to uncover power in discourse. They are vocabulary, grammar and textual structure. From those points, this research uses the second point that is

grammar. In analyzing grammar in the data, dominant process and the dominant participant, the type of mood and the modality become the focus of the analysis.

The dominant processes and the dominant participant should be known to uncover someone's power. This idea is supported by Mayr (2008:18) who states that the relation of power is implicitly inscribed in the relation of actor and goal. Therefore, it can be said that the most use of material process shows someone's power. Further, this idea is supported by Levorato (2003:47) who states that the greater the power owned by someone, the greater the ability that he has to affect other people. Hence, action upon people is considered as showing more power than action upon things. In addition the more use of mental process of cognition shows greater power than mental process of emotion. It is supported by Levorato (2003:47) who states that the greater the power of people, the more cognitive reaction s/he utters.

Instead of understanding the process and participant, to know someone's power, it is also important to understand what type of mood and modality they use. By analyzing the mood, whether it is declarative, imperative and interrogative, the power position is understood. This idea is supported by Fairclough (1989:126) who states that giving information and asking for action or information is generally a position of power. Moreover, by understanding the modality used mostly, the authority of the speaker are uncovered. This is supported by Fairclough (1989: 126-127) who says that Modality is to do with speaker or writer authority with respect to the probability of a representation of reality or with the obligation s/he makes.

Those three key questions are illustrated in this example. The sentence 'I must shoot the rebels' represents the power of the speaker. That sentence uses material process which is 'must shoot' and has an animate participant which is 'the rebels'. The material process shows the physical action of the participant which is 'I' upon the goal which is 'the rebels'. The material process as a process of doing followed by people as the goal shows the power of the participant upon the goal. Related to mood analysis, the clause above shows declarative mood. By placing the listeners as the giver of the information, this condition shows the

power of the speaker upon the listeners. Furthermore, modality which exists in the sentence is in the form of modal Finite ‘must’. The word ‘must’ which belongs to high value shows high obligation. Hence, the sentence in the example above shows the power and the authority of the subject.

From the example above, it is clearly seen that theory of power by Fairclough cannot be separated from Systemic Functional Linguistics by Halliday (1994). Systemic Functional Linguistics supports the theory of power for analyzing grammars or linguistic choice in revealing the power. Three main focuses of Systemic Functional Linguistics which are transitivity, mood and modality analysis are applied.

Transitivity analysis is applied because according to Halliday and Matthiessen (2004:170), it understands that the experience of the world becomes a set of processes which exist in the sentences or clauses. Moreover, it determines the relation of power through the relation of actor and goal as stated by Mayr. Instead of applying transitivity analysis, mood and modality analysis are applied to know the speakers position. Since speakers take position in what they say, mood analysis is used to uncover whether they take a position, or assert a proposition or defend it in argument. Furthermore, by using modality focusing on its value, the authority and the implicit power of the speakers are seen.

Analyzing the text through the grammar as explained above is considered as a part of analyzing discourse. According to Fairclough (1989:25) discourse is seen as text, interaction and context. Hence, it is necessary to analyze the relationship between texts, interaction, and context. Fairclough (1989:25), argues that in the production of text, social conditions known as context influence the production of text as a part of discourse. Hence, by understanding the context combined with the analysis of linguistic choice in text, power representation will be uncovered. Finally, the combination of Fairclough’s theory of power and Systemic Functional Linguistics by Halliday helps this research to uncover power representation of Lincoln through his dialogue.

2.1.3 Historical context

In doing Discourse Analysis, the text as a part of the analysis cannot be restricted from the context in which the text occurs. This is due to the fact that context influence the speaker or the writer in producing the text. This idea is supported by Paltridge (2006:1) who states that the linguistics patterns are enclosed with the social and cultural context of the text. These contexts lead to the purposes and functions of those particular patterns. Paltridge's view about the social and cultural context is supported by Nunan (1993:8) who classify social and cultural context as experiential context. The experiential context includes type of communication, the topic, the purpose also the setting and the participant and the relationship between them. Through understanding the relation between participants, the power position between participants can be uncovered. Regarding to that explanation, it is important to understand the history of Lincoln as the sixteenth president of the United States of America as the historical context of the discourse.

As the sixteenth president of the United States of America, Lincoln's biography has been published in many biography books. One of those biography books is written by Goodwin (2005). This biography focuses on Lincoln's cabinet. Further, Goodwin shows the effort of Abraham Lincoln to end the war and abolish slavery in the country. Therefore, Lincoln is known as one of the most influential and powerful president in the history of the country. Furthermore, the two important moments in the history of the country strengthen his influences and power. Those important moments are the civil war in 1861-1865 and the legality of the 13th amendment for abolishing slavery.

Civil war as the darkest moment in America's history happened during Lincoln's entire administration. Civil war was started when Abraham Lincoln as the candidate for the presidential election, carried an issue about slavery in his campaign. Through this campaign, he confessed to abolish slavery. This idea could not be accepted by most people in the country. Hence, when Lincoln won the presidential election, several states seceded from the United States of America. Those states then united to be confederacy states. Realizing the crisis in his

leadership, Lincoln wanted to reunite the country and took those states back from the rebel so that he declared war towards those states.

When the war almost ended in 1865, Lincoln worried about his emancipation declaration in 1863. He worried that his emancipation proclamation would be discarded by the court. If this condition happened, he could not free the nation from slavery. Hence, he made a decision for legalizing the 13th amendment to support his emancipation proclamation. If this amendment was legal, he could free the slaves and eliminated slavery from the country. For proposing the 13th amendment, he needed his cabinets' agreement to pass this amendment to the House of Representatives. For getting his cabinet's support, he had to negotiate with them. In this negotiation, he faced his cabinet's members who used to be his rivals.

Choosing people who used to be his rivals as the cabinet's member is the unique style of Lincoln's leadership strategy. While most presidents chose people who supported his decision, Lincoln chose people who questioned and debated on his decision. Moreover, he believed that these people would make his leadership strong because they were undoubtedly more capable in politics and strategy than he was. Therefore, it could not be admitted that his cabinet was confronted by internal hatred and jealousy. This condition created difficulties for him to get their support for the 13th amendment. Though Lincoln found it hard to convince them, in the end he was able to win their support to take the amendment to the House of Representatives.

Getting support from his cabinet did not make him easily pass the amendment. When the issue about this amendment was brought to the house for debate, members of the house from democrat did not accept this issue. Therefore, Lincoln was lack of support from the democrat which was the opposition party at that time. Knowing that he would fail in the vote, he decided to negotiate privately with the members of the house from democrat in order to gain their support. He negotiated with George Yeaman and Willum Hutton privately. Through that negotiation, both Yeaman and Hutton voted for the amendment. Furthermore, this condition led to the legality of the 13th amendment which eliminated slavery from

the country and it carried the equality for all people. Therefore, the legality of this amendment becomes the most important moment in the history of the United States of America.

His success in getting support from the cabinet and the members of the house for the 13th amendment was supported by his personality. This is in line with Goodwin's statement. Goodwin (2005:104) states that Lincoln's sympathy which was shown by gaining devoted friends, even in defeat, enabled him to forecast with uncanny accuracy what his opponents were likely to do. Though he showed his sympathy to his opponents, he still showed his dignity as a president. This is supported by a letter written by Assistant Secretary of War Charles A. Dana. Dana writes that though there was nothing of selfhood or domination in his manner toward the cabinet's member, it was always clear that he was the master and they are the subordinates. Furthermore, Goodwin (2005:xv) adds that though his upbringing is more humble and rough-hewn than his political rivals, but he becomes an ambitious young man who reaches his success.

Goodwin's book, presents clearer picture of Lincoln's life because she finds out more detail information about Lincoln from his colleagues and their families through their letters and note. This makes this book as one of the famous biography book. According to McPherson, a professor of history at Princeton University on historynet.com, Goodwin has written an elegant and incisive study of Lincoln and leading members of his cabinet. Moreover, he adds that it will attract experts as well as those whose knowledge of Lincoln is an amalgam of high school history and popular mythology. Further, he adds that Goodwin has brilliantly described how Lincoln forged a team that preserved a nation and freed America from the curse of slavery. By considering the historical context as explained in Goodwin's book from which Lincoln movie is adapted, this research is aimed to reveal power represented by Lincoln in *Lincoln* movie.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter provides the overview of the methodology that was applied in this thesis. It aims to give brief information about the method used to reach the research objectives which is to uncover the power representation of Abraham Lincoln in *Lincoln* movie. The research methodology of this thesis consists of the type of research, the research strategy, the data collection, the data processing and the data analysis. The explanation of each point is discussed in the following subchapters.

3.1 The Type of Research

This research applied both qualitative and quantitative research. The qualitative research was applied because the data of this research was not in the form of number. Moreover, this research was presented and analyzed using words. It is supported by Mackey and Gass (2005:2). They state that qualitative research in which the data is not easily quantified does not use experimental design and the analysis is interpretative rather than statistical. Furthermore, the quantitative research was used to count the number of processes, mood and modality by using statistical analysis. This is in line with Mackey and Gass (2005:2) who state that Quantitative research uses the quantification and numerical analysis for analyzing the data.

3.2 The Research Strategy

The strategy in conducting this research was mixed method. According to Denscombe (2007:108), research using mixed strategy as this research is conducted using both qualitative and quantitative methods. From kinds of mixed

methods based on Mackey and Gass (2005:4), this research applied Exploratory-Qualitative-Statistical research. According to Mackey and Gass (2005:4) this type of research has qualitative data and use non-experimental method in collecting the data. Moreover it uses statistical method of analysis.

By applying Exploratory-Qualitative-Statistical research, this research used the statistical method of analysis in counting the dominant result of process and also the mood and modality in the data. Furthermore, the qualitative data were explained through description and interpretation of the dominant process, mood and modality which had been calculated using statistical method to uncover the power representation by Abraham Lincoln.

3.3 The Data Collection

The data for this study was the Movie script of *Lincoln* movie downloaded from <http://www.yifysubtitles.com/subtitles/lincoln-english-yify-2430> accessed on March 8th 2015. This research applied purposive sampling to collect the data. As stated by Denscombe (2007:17) purposive sampling is applied when the data are selected with certain purpose and that the purpose reflects the particular qualities of the people or events chosen and their relevance to the topic of the investigation.

Since the purpose of this research is to uncover the power representation of Abraham Lincoln, the data of this research is the dialogue of Lincoln in the movie which consists of 428 clauses. By applying purposive sampling for collecting the data, the selected data were the clauses in the dialogue of Lincoln with his cabinet and the democrat members. Those dialogues were collected from four scenes. Those scenes were the rising action, the climax and the falling action of the movie. Two scenes were the dialogue of Lincoln and his cabinet which contains 140 clauses in the rising action of the movie and 24 clauses in the climax. The last two scenes were the dialogue of Lincoln and The House of Representative's members from Democrat in the falling action of the movie. These scenes contained 44 clauses and 12 clauses. The dialogues in those scenes were chosen

because there are particular linguistic choices used by Lincoln to control the members of the cabinet and the house. The total clauses to analyze were 220 clauses.

3.4 The Data Processing

After the data had been collected, the next step was processing the data. Lincoln's dialogue in the movie was sorted to classify the Lincoln's dialogue with his cabinet and the democrat members. Then, the sentences were separated into clauses which then numbered to count the number of clauses. After that, the clauses were extended focusing on the kind of processes, mood and modality. In this point, taking a closer look at every processes, mood and modality by Halliday and Matthiessen (2004) was needed. The result was coded into tabulation to know the dominant process, mood and modality in the selected data.

3.5 The Data Analysis

After processing the data, the next step was analyzing the data. In analyzing the data, this research used descriptive and interpretative methods. In this method, the result of the dominant processes, mood and modality were described using the theory of power proposed by Fairclough (1989), Mayr (2008) and Levorato (2003) in the form of interpretation. Furthermore, in analyzing the data, this research also considered the social condition as the context in the movie. It was used in interpreting the result of the data analysis. The following were several steps for analyzing the data:

1. Analyzing the dominant process and the participants which were involved in the dominant process using theory about the predominate participant by Fairclough (1989), Mayr (2008) and Levorato (2003).
2. Analyzing the dominant mood and the position of subject, type of tenses of the finite, personal pronoun based on Fairclough theory (1989).

3. Analyzing the dominant modality based on its value (Low, Medium and High value) based on Halliday and Matthiessen's Systemic Functional Linguistics theory (2004).

Briefly, the process of the data analysis is presented in the chart below.

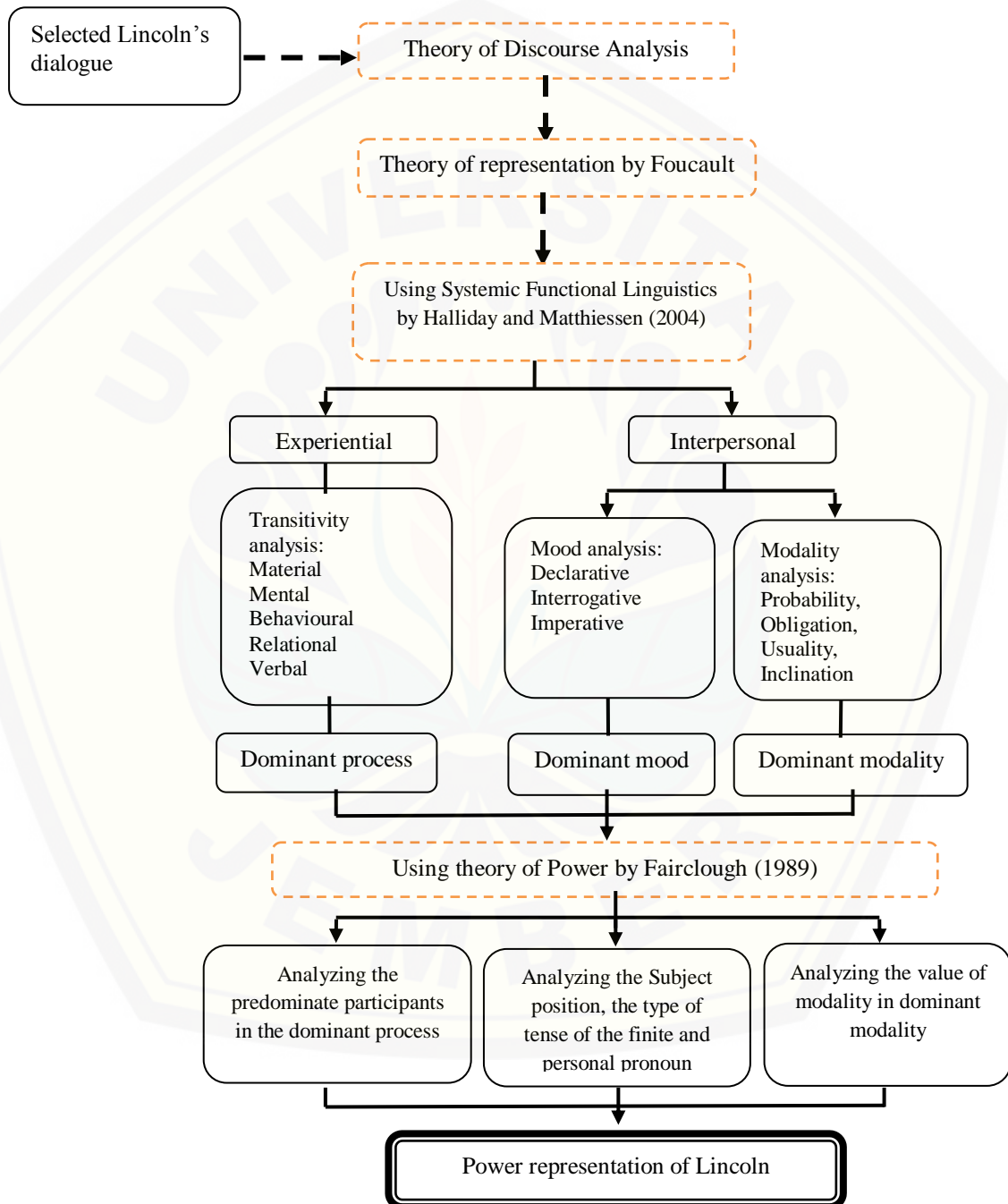


Figure 3.1 Flowchart of the Analysis

CHAPTER 5. CONCLUSION

In the society, different position owned by people creates different power. This condition is seen in the relation between a president and his people. This kind of relation is depicted in a movie entitled *Lincoln*. In this movie, Lincoln's power is represented in the way he negotiates with his cabinet and the democrat members for the legality of an amendment for abolishing slavery. In these negotiations, he applies different linguistic choices in order to influence people to support him. By analyzing these linguistic choices the power representation by Lincoln is uncovered. The analysis is focused on the transitivity, mood and modality system which lies in experiential and interpersonal metafunction.

From the analysis of transitivity system, there are six kinds of processes which are material, relational, mental, verbal, existential and behavioural. In the analysis of mood system, there are three types of mood which are declarative mood, imperative mood and interrogative mood. There is also declarative mood with mood tag. Moreover, the clauses use several types of tenses which are present tense, present continuous tense, present perfect tense, past tense, past continuous tense, past perfect tense and future tense. Further, there are personal pronouns *you, we, us, I* and *me* used. Related to the modality system, Lincoln uses all types of modalities which are possibility, probability, inclination and usuality.

Moreover, in terms of transitivity system, the dominant processes are material and relational process which has the same number of clauses that is 66 clauses. In the material processes, most of the process represents Lincoln as the actor upon slaves, the citizens, emancipation proclamation, the war power and the law. Moreover, there are other actors represented in material process. Those actors are the constitution, Mrs. and Mr. Goings, Lincoln's father, his cabinet, the citizens, Lincoln's oath, the amendment, Stanton, wind, piece, abolishing slavery, justice, war power, a barge with colored people. Furthermore, there are several

clauses in which Lincoln represents himself as the goal in which the actor are the citizens, and the constitution. In addition, there are also clauses which the actor is left unstated but it is only the goal which is shown such as the Negroes, the blood, enough justice, the vote and Lincoln and his cabinet.

The next dominant process coming after material process is relational process. Using relational process Lincoln mostly describes and identifies the slavery, the reason of proposing the amendment, the Negroes as puzzles, property and the slaves and also the rebels that live in the southern states. Moreover, he also describes the amendment as the cure of the slavery which comes very soon. Furthermore, Lincoln also describes his feeling related to the slavery, the piece, his election, the amendment. He also shows as having right to take the rebels' slaves, to have a conference and also to have authority. He also identifies himself as the respecter of the law and as the president of the United States of America.

Furthermore, in terms of mood analysis, there are declarative mood, imperative mood and interrogative mood. There is also declarative mood followed by mood tag. From those types of mood, the most dominant mood is declarative mood which reaches 194 clauses. Using this type of mood, Lincoln mostly declares information related to the slavery, the rebels and the amendment. He also declares his reasons of the emancipation proclamation and the amendment. Furthermore, he also shows his comment towards slavery and his war power using grammatical metaphor showing prediction and hope. Moreover, in the dialogue of Lincoln, he mostly uses present tense. Related to the personal pronoun he mostly uses, Lincoln mostly uses personal pronoun *I*.

Moreover, related to the modality, there are 46 clauses containing modality. In those clauses, all types of modality which are probability, obligation, inclination and unsuality are found. From all types of modality, the most dominant modality is modality showing probability which reaches 36 clauses. In showing the probability, modal finite and modal grammatical metaphor are used. Moreover, the most dominant value is low value of probability. The low value of probability is shown through the use of modal finite *may*, *can*, *might*, and *could*. Further, the median value is shown through the use of *will* and *would*. In the

median value, the use of grammatical metaphor is found. They are in the form of mental clauses *I felt, I suppose*. The grammatical metaphor in the form of mental clause (*I know*) is also used in high value of probability.

From the analysis of transitivity, mood and modality, power representation by Lincoln in *Lincoln* movie is uncovered. In this movie, Lincoln represents himself as a powerful participant when he negotiates with his cabinet whereas he shows solidarity in front of the member of the house form democrat. This condition is proved by the use of more material process which mostly represents himself as the actor upon other people and things in front of his cabinet. Different from that condition, Lincoln shows solidarity in front of the democrat members. His solidarity is shown from the less use of material process which represents himself as the actor and tends to use relational process which identify and describes himself, the slavery and the amendment.

Moreover, the other proof which shows Lincoln power in front of the cabinet is the existence of direct and indirect imperative mood. This condition is contrast to his choice of mood in the negotiation with the democrat members which is only indirect imperative. The other evidence of his solidarity represented in front of the democrat member is the use of inclusive *we* which mostly appears in this negotiation. Though, Lincoln represents his power in front of his cabinet, Lincoln in some ways also tries to lower his authority in front of his cabinet. This condition is seen through the use of modality. While positive and negative polarity show his definite and certainty modality is used to modify the level of probability, obligation, inclination and usuality of his proposition or proposal.

In addition, by using the different linguistic choice, Lincoln shows different way in representing his power. In representing his power mostly in front of his cabinet, Lincoln wants to clearly differentiate his position as the president and the position of his cabinet as the one whom Lincoln chose to work in his leadership era. This condition is different from the way he represents his power in front of the democrat members. In front of them, he shows himself as less powerful person in order to show his solidarity. His solidarity shows that he wants to hold all people together though they are form different party in order to get their support.

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APPENDICES

Synopsis of *Lincoln* Movie

Lincoln is a historical movie adapted from Lincoln's biography book entitled '*Team of Rivals: The Political Genius of Abraham Lincoln*' by Goodwin (2005). This movie tells about Lincoln's leadership in civil war era. This movie focuses on Lincoln's effort on legalizing the 13th amendment to abolish slavery.

The 13th amendment became an issue when the war almost ends in 1865. When the war ends, Lincoln worries about his emancipation declaration in 1863. He worries that his emancipation proclamation will be discarded by the court. If this condition happens, he cannot free the nation from slavery. Hence, he makes a decision for legalizing the 13th amendment to support his emancipation proclamation. If this amendment is legal, he can free the slaves and eliminate slavery from the country. For proposing the 13th amendment, he needs his cabinets' agreement to pass this amendment to the House of Representatives. For getting his cabinet's support, he must negotiate with them. In this negotiation, he faces his cabinet's members as his former rivals. Though he finds it hard to get their support but in the end he succeeds in getting their support.

Getting support from his cabinet does not make him easily pass the amendment. The votes from the democrat members as his opposition party are needed. It is not an easy matter to get the democrat's votes after their lost in the presidential election in which Lincoln comes out as the winner. Knowing that he will fail in the vote, he decides to negotiate privately with the members of the house from democrat in order to gain their support. He negotiates with George Yeaman and Willum Hutton privately. Through that negotiation, both Yeaman and Hutton votes for the amendment. Furthermore, this condition leads to the legality of the 13th amendment which eliminates slavery from the country and it carries the equality for all people.

Clause Boundaries of Lincoln's Dialogue in *Lincoln* Movie

Lincoln In Front of the Cabinet (In Rising Action of the Movie)

1. Thunder forth, God of War.|||
2. It got took by a breeze several nights back.|||
3. Old Neptune, shake thy hoary locks!|||
4. Wilmington's their last open seaport,|| therefore... (interrupted by Stanton)
5. I don't recall Edward Bates [[being any too certain about the legality of my proclamation.]]|||
6. Just it wasn't downright criminal||
7. Somewhere's in between||
8. Back||
9. when I rode the legal circuit in Illinois||
10. I defended a woman from Metamora [[named Melissa Goings]]||
11. (she was) Seventy-seven years old||
12. They said||
13. she'd murdered her husband||
14. He was 83||
15. He was choking her||
16. and she grabbed a hold of a stick of firewood||
17. and (she) fractured his skull||
18. and he died||
19. In his will, he wrote,||
20. "I expect||
21. she has killed me"||
22. "If I get over it||
23. I will have revenge."||
24. No one was keen to see her convicted,||
25. he was that kind of husband||
26. I asked the prosecuting attorney||
27. if I might have a short conference with my client||
28. She and I went into a room in the courthouse,||
29. but I alone emerged||
30. The window in the room was found to be wide open||
31. It was believed||
32. the old lady may have climbed out of it||
33. I told the bailiff,||
34. right before I left her in the room||
35. she asked me||
36. where she could get a good drink of water,||
37. and I told her, Tennessee||
38. Mrs. Goings was seen no more in Metamora||
39. Enough justice had been done||

40. They even forgave the bondsman her bail.||
41. I decided||
42. that the Constitution gives me war powers||
43. but no one knows||
44. just exactly what those powers are||
45. Some say||
46. they don't exist||
47. I don't know||
48. I decided||
49. I needed them to exist||
 - 49.1 to uphold my oath||
 - 49.2 to protect the Constitution||
50. [[Which I decided]] meant [[50.1]]||
 - 50.1 I could take the Rebels' slaves from them as property confiscated in war||
51. That might recommend to suspicion||
52. that I agree with the Rebs||
53. that their slaves are property in the first place||
54. Of course, I don't (agree)||
55. (I) Never have (agreed)||
56. I'm glad to see any man free,||
57. and if calling a man property or war contraband does the trick,||
58. why I caught at the opportunity||
59. Now here's [[59.1]]||
 - 59.1 [[where it gets truly slippery]]
60. I use the law
 - 60.1 allowing for the seizure of property in a war||
 - 60.2 knowing||
 - 60.3 it applies only to the property of governments and citizens of belligerent nations||
61. Well, the South ain't a nation||
62. That's [[62.1]] ||
 - 62.1 why I can't negotiate with them||
63. So if, in fact, the Negroes are property, according to the law,||
64. have I the right to take the Rebels' property from them,||
65. if I insist||
66. they're rebels only||
67. and (they are) not citizens of a belligerent country||
68. and (it is) slipperier still||
69. I maintain||
70. it ain't our actual Southern states in rebellion||
71. but (it is) only the rebels living in those states,||
72. the laws of which states remain in force||
73. "The laws of which states remain in force"||
74. That means [[74.1]]
 - 74.1 that since it's states' laws||

- 74.2 [[that determine||
 74.3 whether Negroes can be sold as slaves, as property,]]||
75. the federal government doesn't have a say in that||
76. At least (it has) not (had) yet||
77. Then Negroes in those states are slaves,||
78. hence property, hence my war powers allow me to confiscate them as such,||
79. so I confiscate them||
80. But if I'm a respecter of states' laws,||
81. how then can I legally free them with my Proclamation||
82. as I done||
83. Unless I'm canceling states' laws?||
84. I felt||
85. the war demanded it||
86. My oath demanded it||
87. I felt right with myself||
88. and I hoped||
89. it was legal to do it.||
90. I'm hoping still||
91. Two years ago, I proclaimed these people emancipated||
92. "Then, (it is) thenceforward and forever free"||
93. Now let's say||
94. the courts decide||
95. I had no authority to do it||
96. They might well decide that||
97. Say||
98. there's no amendment abolishing slavery||
99. Say||
100. it's after the war||
101. and I can no longer use my war powers||
- 101.1 to just ignore the courts' decisions like
- 101.2 [[I sometimes felt||
- 101.3 I had to do.]]||
102. Might those people [[I freed]] be ordered back into slavery?||
- 102.1 [[I freed]]
103. That's [[103.1]]|
- 103.1 why I'd like to get the 13th Amendment through the House, on its way to ratification by the states||
104. wrap the whole slavery thing up, forever and aye,||
105. as soon as I'm able, Now!||
106. (it is) End of this month,||
107. And I'd like you to stand behind me like my Cabinet's most always done ||
108. As the preacher said,||
109. "I could write shorter sermons,||
110. "but once I start,||
111. I get too lazy to stop."||
112. Well, the people do that,||

113. I suppose||
114. I signed the Emancipation Proclamation,||
115. what, (was it) a year and a half before my second election?||
116. I felt||
117. I was within my power to do it||
118. however, I also felt||
119. that I might be wrong about that||
120. I knew||
121. the people would tell me||
122. I gave them a year and a half to think about it,||
123. and they re-elected me||
124. And (it) come February the first,||
125. I intend to sign the 13th Amendment!|||

**Lincoln In Front of the Cabinet
(In Climax)**

1. I can't listen to this anymore||
2. I can't accomplish a goddamn thing of any human meaning or worth||
3. until we cure ourselves of slavery||
4. and (we) end this pestilential war||
5. and whether any of you or anyone else knows it||
6. I know||
7. I need this!||
8. This amendment is that cure!||
9. We are stepped out upon the world stage now! Now! with the fate of human dignity in our hands!||
10. Blood's been spilt to afford us this moment!||
11. Now! Now! Now!|||
12. And you grouse and heckle and dodge about like pettifogging Tammany Hall hucksters!||
13. See||
14. what is before you||
15. See the here and now,||
16. that's the hardest thing,||
17. (that is) the only thing [[that accounts]]||
18. Abolishing slavery by constitutional provision settles the fate for all coming time not only of the millions now in bondage but of unborn millions to come||
19. Two votes stand in its way||
20. These votes must be procured||
21. You got a night, and a day, and a night, and several perfectly good hours||
22. Now get the hell out of here||
23. Buzzards' guts, man, I am the President of the United States of America [[clothed in immense power.]]|||
24. You will procure me these votes||

**Lincoln In Front of the Member of the House
From Democate Party
(In Falling Action)**

Lincoln with George Yeaman

1. I saw a barge once, Mr. Yeaman, filled with colored men in chains
 - 1.1 [[heading down the Mississippi to the New Orleans slave markets.]]]
2. It sickened me,||
3. And more than that, it brought a shadow down,||
4. a pall (was) around my eyes||
5. Slavery troubled me||
6. as long as I can remember||
7. in a way it never troubled my father,||
8. though he hated it, in his own fashion||
9. He knew||
10. no smallholding dirt farmer could compete with slave plantations||
11. so he took us out from Kentucky||
 - 11.1 to get away from 'em||
12. He wanted||
13. Indiana kept free||
14. He wasn't a kind man||
15. but there was a rough, moral urge for fairness, for freedom in him||
16. I learnt that from him,||
17. I suppose,||
18. if (there is) little else from him||
19. We didn't care for one another, Mr. Yeaman||
20. Loving kindness, that most ordinary thing, came to me from other sources||
21. I'm grateful for that||
22. We're unready for peace, too,||
23. ain't we?||
24. Yeah, when it comes,||
25. it'll present us with conundrums and dangers greater than any||
 - 25.1 [[we faced during the war,]]||
26. bloody as it's been||
27. We'll have to extemporize and experiment with [[what it is,|| when it is.]]||
 - 27.1 [[what it is,||
 - 27.2 when it is]]||
28. I read your speech, George||
29. Negroes and the vote, that's a puzzle||
30. I'm asking only||
31. that you disentrall yourself from the slave powers||
32. I'll let you know||
33. when there's an offer on my desk for surrender||
34. There's none before us now||

35. What's before us now,||
36. that's the vote on the 13th Amendment||
37. And it's going to be so very close||
38. You see||
39. what you can do||

Lincoln with Willium Hutton

40. Well, I'd change that in you||
41. if I could (change),||
42. but that's not [[why I come]]||
 - 42.1 why I come||
43. I might be wrong, Mr. Hutton,||
44. but I expect colored people most likely be free||
45. And when that's so,||
46. it's simple truth||
47. that your brother's bravery and his death helped make it so||
48. Only you can decide||
49. whether that's sense enough for you or not||
50. (I say) My deepest sympathies to your family.

**Transitivity, Mood and Modality Analysis of Lincoln’s Dialogue
in *Lincoln* Movie**

**Lincoln In Front of the Cabinet
(In Rising Action of the Movie)**

1. Thunder forth, God of War. |||
2. It got took by a breeze several nights back. |||

	It	got took	by a breeze	several nights back.
Experiential	Goal	Pro: Material	Actor	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

3. Old Neptune, shake thy hoary locks! |||

	Old Neptune,			Shake	thy hoary locks
Experiential		No actor		Pro: Material	Goal
Interpersonal	Vocative	No subject	No Finite	Predicator	Complement
	Resi-	Mood: Imperative		-due	

4. Wilmington's their last open seaport, || therefore... (interrupted by Stanton)

	Wilmington	's	their last open seaport,	therefore
Experiential	Identified	Pro: Relational	Identifier	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
	Mood: Declarative		Residue	

5. I don't recall Edward Bates [[being any too certain about the legality of my proclamation]] |||

	I	don't	recall	Edward Bates	[[being any too certain about the legality of my proclamation]]
Experiential	Senser	Pro: Mental (Cognition)		Phenomenon	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

6. Just it wasn't downright criminal ||

	Just	it	wasn't	downright criminal
Experiential	Circumstance	Carrier	Pro: Relational	Attribute
Interpersonal	Mood Adjunct	Subject	Finite	Complement
	Mood: Declarative			Residue

7. Somewhere's in between||

	Somewhere	's	in between
Experiential	Carrier	Pro: Relational	Circumstance
Interpersonal	Subject	Finite	Adjunct
	Mood: Declarative		Residue

8. Back||

		Back
Experiential		Pro: Mental (Cognition)
Interpersonal	No Subject	No Finite
	Mood: Imperative	
		Predicator
		Residue

9. when I rode the legal circuit in Illinois||

	when	I	Rode	the legal circuit	in Illinois
Experiential		Actor	Pro: Material	Goal	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

10. I defended a woman from Metamora [[named Melissa Goings]]||

	I	defended	a woman	from Metamora	[[named Melissa Goings]]
Experiential	Actor	Pro: Material	Goal	Circumstance	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

11. (she was) Seventy-seven years old||

	(She	was)	Seventy-seven years old.
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

12. They said||

	They	Said
Experiential	Sayer	Pro: Verbal
Interpersonal	Subject	Finite
	Mood: Declarative	
		Predicator
		Residue

13. she'd murdered her husband||

	She	'd	murdered	her husband
Experiential	Actor	Pro: Material		Goal
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

14. He was 83||

	He	Was	83
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

15. He was choking her||

	He	was	choking	her
Experiential	Actor	Pro: Material		Goal
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

16. and she grabbed a hold of a stick of firewood||

	And	she	Grabbed	a hold of a stick of firewood	
Experiential		Actor	Pro: Material	Goal	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

17. and (she) fractured his skull||

	And	(she)	Fractured	his skull	
Experiential		Actor	Pro: Material	Goal	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

18. and he died||

	And	He	Died	
Experiential		Actor	Pro: Material	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative		-due

19. In his will, he wrote,||

	In his will,	he	Wrote	
Experiential	Circumstance	Actor	Pro: Material	
Interpersonal	Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative		-due

20. "I expect||

	I	Expect		
Experiential	Senser	Process: Mental (Desideration)		
Interpersonal	Subject	Finite	Predicator	
	Mood: Declarative		Residue	

21. she has killed me"||

	she	has	killed	me
Experiential	Actor	Pro: Material		Goal
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

22. "If I get over it||

	If	I	get over	it
Experiential		Actor	Pro: Material	Goal
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: declarative		-due

23. I will have revenge"||

	I	will	have	revenge
Experiential	Carrier	Pro: Relational		Attribute
Interpersonal	Subject	Modal Finite (Median Value of probability)	Predicator	Complement
	Mood: Declarative			Residue

24. No one was keen to see her convicted,||

	No one	was	Keen	to see her convicted
Experiential	Carrier	Pro: Relational		Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
	Mood: Declarative		Residue	

25. he was that kind of husband||

	He	Was	that kind of husband.
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

26. I asked the prosecuting attorney||

	I	Asked	the prosecuting attorney
Experiential	Sayer	Pro: Verbal	Receiver
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

27. if I might have a short conference with my client||

	If	I	might	have	a short conference	with my client
Experiential		Carrier	Pro: Relational		Attribute	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (low value of obligation)	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

28. She and I went into a room in the courthouse,||

	She and I	Went	into a room in the courthouse,
Experiential	Actor	Pro: Material	Circumstance
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

29. but I alone emerged||

	But	I	Alone	emerged
Experiential		Actor	Circumstance	Pro: Material
Interpersonal	Conjunctive Adjunct	Subject	Adjunct	Finite
	Re-	Mood:	-si-	Declarative

30. The window in the room was found to be wide open||

	The window in the room	was found	to be wide open
Experiential	Goal	Pro: Material	Circumstance
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

31. It was believed||

	It	was believed
Experiential	Phenomenon	Pro: Mental (Cognition)
Interpersonal	Subject	Finite
	Mood: Declarative	
		Residue

32. the old lady may have climbed out of it||

	the old lady	may	have climbed out of	it
Experiential	Actor	Pro: Material		Goal
Interpersonal	Subject	Modal Finite (low value of probability)	Predicator	Complement
	Mood: Declarative			Residue

33. I told the bailiff,||

	I	Told	the bailiff
Experiential	Sayer	Pro: Verbal	Receiver
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Complement
		Residue	

34. right before I left her in the room||

	right before	I	Left	Her	in the room
Experiential		Actor	Pro: Material	Goal	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	Adjunct

35. she asked me||

	She	Asked	Me
Experiential	Sayer	Pro: Verbal	Receiver
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Complement
		Residue	

36. where she could get a good drink of water,||

	Where	She	could	get	a good drink of water
Experiential		Actor	Pro: Material		Goal
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Low value of probability)	Predicator	Complement
	Resi-	Mood: Declarative		-due	

37. and I told her, Tennessee||

	And	I	Told		Her	Tennessee
Experiential		Sayer	Pro: Verbal		Receiver	Verbiage
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

38. Mrs. Goings was seen no more in Metamora||

	Mrs. Goings	was	seen	no more in Metamora
Experiential	Phenomenon	Pro: Mental (Perception)		Circumstance
Interpersonal	Subject	Finite	Predicator	Adjunct
	Mood: Declarative		Residue	

39. Enough justice had been done||

	Enough justice	had been	done
Experiential	Goal	Pro: Material	
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

40. They even forgave the bondsman her bail.||||

	They	Even	forgave	the bondsman	her bail
Experiential	Actor	Circumstance	Pro: Mental (Emotion)	Goal	Circumstance
Interpersonal	Subject	Mood adjunct	Finite	Predicator	Complement
	Mood: Declarative			Residue	

41. I decided||

	I	Decided
Experiential	Sayer	Pro: Mental (Desideration)
Interpersonal	Subject	Finite
	Mood: Declarative	

42. that the Constitution gives me war powers||

	that	the Constitution	Gives		Me	war power
Experiential		Actor	Pro: Material		Recipient	Goal
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Adjunct	Complement
	Resi-	Mood: Declarative		-due		

43. but no one knows||

	but	no one	knows			
Experiential		Senser	Pro: Mental (Cognition)			
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator		
	Re-	Mood: Declarative			-si-	

44. just exactly what those powers are||

	just	exactly	what	those powers	Are
Experiential	Circumstance			Carrier	Pro: Relational
Interpersonal	Mood Adjunct	Comment Adjunct	Complement	Subject	Finite
	Mood:	Residue		Declarative	

45. Some say||

	Some	Say				
Experiential	Sayer	Pro: Verbal				
Interpersonal	Subject	Finite	Predicator			
	Mood: Declarative			Residue		

46. they don't exist||

	they	don't	exist			
Experiential	Existent	Pro: Existential				
Interpersonal	Subject	Finite	Predicator			
	Mood: Declarative			Residue		

47. I don't know||

	I	don't	know			
Experiential	Senser	Pro: Mental (Cognition)				
Interpersonal	Subject	Finite	Predicator			
	Mood: Declarative			Residue		

48. I decided||

	I	Decided	
Experiential	Senser	Pro: Mental (Desideration)	
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

49. I needed them to exist||

	I	Needed	Them	to exist
Experiential	Senser	Pro: Mental (Desideration)	Phenomenon	Circumstance
Interpersonal	Subject	Modal Finite (High value of probability)	Predicator	Complement
	Mood: Declarative		Residue	

49.1 to uphold my oath||

	To uphold	My oath
Experiential	Process: Material	Phenomenon
Interpersonal	Predicator	Complement
	Residue	

49.2 to protect the Constitution||

	to protect	the Constitution
Experiential	Process: Material	Phenomenon
Interpersonal	Predicator	Complement
	Residue	

50. [[Which I decided]] meant [[50.1]] ||

	[[Which	I	Decided]]	Meant	[[50.1]]
Experiential		Senser	Pro: Mental (Desideration)	Relational	
	Identified				
Interpersonal	Subject			Finite	Predicator
	Mood: Declarative			Residue	
				Complement	

50.1 I could take the Rebels' slaves from them as property confiscated in war||

	I	could	take	the Rebels' slaves	from them as property confiscated in war
Experiential	Senser	Pro: Mental (Desideration)		Phenomenon	Circumstance
Interpersonal	Subject	Modal Finite (Low value of probability)	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

51. That might recommend to suspicion||

	that	might	recommend	to suspicion
Experiential	Actor	Pro: Verbal		Circumstance
Interpersonal	Subject	Modal Finite (Low value of probability)	Predicator	Adjunct
	Mood: Declarative		Residue	

52. that I agree with the Rebs||

	That	I	agree	with the Rebs
Experiential		Senser	Pro: Mental (Cognition)	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative		-due

53. that their slaves are property in the first place.|||

	That	their slaves	Are	property in the first place
Experiential		Identified	Pro: relational	Identifier
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

54. Of course, I don't (agree)||

	Of course	I	don't (agree)
Experiential	Circumstance	Senser	Pro: Mental (Cognition)
Interpersonal	Comment adjunct	Subject	Finite
	Resi-	Mood: Declarative	
			-due

55. (I) Never have (agreed)|||

	(I)	Never	have	(agreed)
Experiential	Senser	Circumstance	Pro: Mental (Cognition)	
Interpersonal	Subject	Mood Adjunct (High usuality)	Finite	Predicator
	Mood: Declarative			Residue

56. I'm glad to see any man free,||

	I	'm	Glad	to see any man free
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
	Mood: Declarative		Residue	

57. and if calling a man property or war contraband does the trick,||

	and	if calling a man property or war contraband	Does	the trick	
Experiential		Actor	Pro: Material	Goal	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

58. why I caught at the opportunity||

	why	I	Caught	at the opportunity	
Experiential		Actor	Pro: Mental (Cognition)	Circumstance	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Adjunct
	Resi-	Mood: Declarative		-due	

59. Now here's [[59.1]]||

	Now	Here	Is	[[60.1]]
Experiential	Circumstance	Identified	Pro: Relational	Identifier
Interpersonal	Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

59.1 [[where it gets truly slippery]]

	where	It	Gets	truly	slippery	
Experiential		Carrier	Pro: Relational	Circumstance	Attribute	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Comment adjunct	Complement
	Resi-	Mood: Declarative		-due		

60. I use the law [[allowing for the seizure of property in a war || knowing || it applies only to the property of governments and citizens of belligerent nations]]||

	I	Use	the law
Experiential	Actor	Pro: Material	Goal
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

60.1 allowing for the seizure of property in a war||

	Allowing for	the seizure of property	in a war
Experiential	Pro: Mental (Desideration)	Phenomenon	Circumstance
Interpersonal	Predicator	Complement	Adjunct
	Residue		

60.2 knowing || it applies only to the property of governments and citizens of belligerent nations||

	Knowing	it applies only to the property of governments and citizens of belligerent nations.
Experiential	Pro: Mental (Cognition)	Projected Clause
Interpersonal	Predicator	Complement
	Residue	

60.3 it applies only to the property of governments and citizens of belligerent nations||

	It	Applies	Only	to the property of governments and citizens of belligerent nations.
Experiential	Actor	Pro: Material	Circumstance	Circumstance
Interpersonal	Subject	Finite	Predicator	Mood Adjunct
	Mood:	Resi-	Declarative	Due

61. Well, the South ain't a nation||

	Well,	the South	ain't	a nation
Experiential		Carrier	Pro: Relational	Attribute
]Interpersonal	Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

62. That's [[62.1]] |||

	That	's	[[62.1]]
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

62.1 why I can't negotiate with them.|||

	Why	I	can't	negotiate	with them
Experiential		Sayer	Pro: Verbal		Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (High value of probability)	Predicator	Adjunct
	Resi-	Mood: Declarative		-due	

63. So if, in fact, the Negroes are property, according to the law,||

	So if,	in fact	the Negroes	Are	property	according to the law
Experiential		Circumstance	Identified	Pro: Relational	Identifier	Circumstance
Interpersonal	Conjunctive Adjunct	Adjunct	Subject	Finite	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

64. have I the right to take the Rebels' property from them,||

	Have		I	the right	to take the Rebels' property from them
Experiential	Pro: Relational		Carrier	Attribute	Circumstance
Interpersonal	Finite	Predicator	Subject	Complement	Adjunct
	Mood:	Resi-	Interrogative	-due	

65. if I insist||

	If	I	Insist
Experiential		Sayer	Pro: Verbal
Interpersonal	Conjunctive Adjunct		Subject
	Resi-	Mood: Declarative	
			Predicator
			-due

66. they're rebels only||

	They	're	rebels	Only
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Mood adjunct
	Mood:	Residue	Declarative	

67. and (they are) not citizens of a belligerent country||

	And	(they	are) not	citizens of a belligerent country
Experiential		Carrier	Pro: Relational	Attribute
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

68. and (it is) slipperier still||

	And	(it	is)	slipperier	still
Experiential		Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement	Mood Adjunct
	Resi-	Mood:		-due	Declarative

69. I maintain||

	I	Maintain	
Experiential	Sayer	Pro: Verbal	
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

70. it ain't our actual Southern states in rebellion||

	It	ain't	our actual Southern states	in rebellion
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
	Mood: Declarative		Residue	

71. but (it is) only the rebels living in those states,||

	But	(it	is)	Only	the rebels	living in those states
Experiential		Carrier	Pro: Relational	Circumstance	Attribute	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Mood Adjunct	Complement	Adjunct
	Resi-	Mood: Declarative			-due	

72. the laws of which states remain in force.||||

	The laws of which states	Remain	in force	
Experiential	Carrier	Pro: Relational	Attribute	
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

73. "The laws of which states remain in force."||

	The laws of which states	Remain	in force	
Experiential	Carrier	Pro: Relational		Attribute
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

74. That means [[74.1]]

	That	Means	[[74.1]]	
Experiential	Identified	Pro: Relational		Identifier
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

74.1 that since it's states' laws [[that determine || whether Negroes can be sold as slaves, as property,]] ||

	that	Since	It	's	states' laws
Experiential		Circumstance	Identified	Pro: Relational	Identifier
Interpersonal	Conjunctive Adjunct	Adjunct	Subject	Finite	Complement
	Resi-		Mood: Declarative		-due

74.2 that (they) determine||

	that	(they)	Determine		
Experiential		Senser	Pro: Mental (Desideration)		
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	
	Resi-		Mood: Declarative		-due

74.3 whether Negroes can be sold as slaves, as property,]] ||

	whether	Negroes	can	be sold	as slaves, as property
Experiential		Goal	Pro: Material		Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Low value of probability)	Predicator	Adjunct
	Resi-		Mood: Declarative		-due

75. the federal government doesn't have a say in that||

	the federal government	doesn't have	a say	in that	
Experiential	Carrier	Pro: Relational		Attribute	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

76. At least (it has) not (had) yet||

	At least	(it	has) not	(had)	yet
Experiential	Circumstance	Carrier	Pro: Relational		Circumstance
Interpersonal	Adjunct	Subject	Finite	Predicator	Mood Adjunct
	Resi-	Mood:		- due	Declarative

77. Then Negroes in those states are slaves,||

	Then	Negroes in those states	are	slaves,
Experiential		Identified	Pro: Relational	Identifier
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

78. hence property, hence my war powers allow me to confiscate them as such,||

	hence property, hence my war powers	Allow	me	to confiscate them as such
Experiential	Phenomenon	Pro: Mental (Desideration)	Senser	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	
			Adjunct	

79. so I confiscate them||

	So	I	confiscate	them
Experiential		Actor	Pro: Material	Goal
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative		-due

80. But if I'm a respector of states' laws,||

	But if	I	'm	a respector of states' laws
Experiential		Identified	Pro: Relational	Identifier
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

86. My oath demanded it||

	My oath	Demanded		it
Experiential	Actor	Pro: Verbal		Goal
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative			Residue

87. I felt right with myself||

	I	Felt	right	with myself
Experiential	Senser	Pro: Mental (Perception)		Circumstance
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

88. and I hoped||

	And	I	Hoped	
Experiential		Senser	Pro: Mental (Desideration)	
Interpersonal	Conjunctive Adjunct		Subject	Finite
	Resi-		Mood: Declarative	
				Predicator
				-due

89. it was legal to do it.|||

	It	Was	Legal	to do it
Experiential	Carrier	Pro: Relational		Circumstance
Interpersonal	Subject	Finite		Complement
	Mood: Declarative			Residue
				Adjunct

90. I'm hoping still||

	I	'm	hoping	still
Experiential	Senser	Pro: Mental (Desideration)		Circumstance
Interpersonal	Subject	Finite		Predicator
	Mood: Declarative			Residue
				Adjunct

91. Two years ago, I proclaimed these people emancipated||

	Two years ago,	I	Proclaimed		these people emancipated
Experiential	Circumstance	Sayer	Pro: Verbal		Phenomenon
Interpersonal	Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

92. "Then, (it is) thenceforward and forever free"||

	Then,	(it	is)	thenceforward and forever free
Experiential		Carrier	Pro: Relational	Attribute
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

93. Now let's say||

	Now	Let's	say	
Experiential	Circumstance	Pro: Verbal		
Interpersonal	Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Imperative		-due

94. the courts decide||

	the courts	Decide		
Experiential	Actor	Pro: Mental (Desideration)		
Interpersonal	Subject	Finite	Predicator	
	Mood: Declarative		Residue	

95. I had no authority to do it||

	I	had no	authority	to do it
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

96. They might well decide that||

	They	Might	well	decide	that
Experiential	Senser	Pro:	Circumstance	Pro: Mental (Desideration)	Goal
Interpersonal	Subject	Finite Modal (Low Value of Probability)	Comment adjunct	Predicator	Complement
	Mood: Declarative		Residue		

97. Say||

				Say
Experiential				Pro: Verbal
Interpersonal	No Subject	No Finite		Predicator
	Mood: Imperative			Residue

98. there's no amendment abolishing slavery||

	there	's no	amendment abolishing slavery
Experiential		Pro: Existential	Existent
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

99. Say||

			Say
Experiential			Pro: Verbal
Interpersonal	No Subject	No Finite	Predicator
	Mood: Imperative		Residue

100. it's after the war||

	It	's	after the war
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Adjunct
	Mood: Declarative		Residue

101. and I can no longer use my war powers||

	and	I	can no	Longer	use	my war powers
Experiential		Actor	Pro:	Circumstance	Material	Goal
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (High value of probability)		Predicator	Complement
	Resi-	Mood: Declarative		-due		

101.1 to just ignore the courts' decisions like [[I sometimes felt || I had to do.]]]

	to	just	Ignore	the courts' decisions	like [[I sometimes felt I had to do.]]]
Experiential		Circumstance	Pro: Mental (Desideration)	Phenomenon	Circumstance
Interpersonal		Mood Adjunct	Predicator	Adjunct	Adjunct
	Residue				

101.2 [[I sometimes felt]]

	I	Sometimes	Felt	
Experiential	Senser	Circumstance	Pro: Mental (Perception)	
Interpersonal	Subject	Modal Adjunct	Finite	Predicator
	Mood:	Resi-	Declarative	-due

101.3 I had to do]]]]]]

	I	had to	do	
Experiential	Actor	Pro: Material		
Interpersonal	Subject	Modal Finite (high value of obligation)	Predicator	
	Mood:	Declarative	Residue	

102.Might those people [[I freed]] be ordered back into slavery?]]

	Might	those people [[I freed]]	be back	ordered	into slavery?
Experiential	Pro:	Verbiage	Verbal		Circumstance
Interpersonal	Modal Finite (Low value of Obligation)	Subject	Finite	Predicator	Adjunct
	Mood:	Interrogative			Residue

102.1 [[I freed]]

	I	Freed		
Experiential	Actor	Pro: Material		
Interpersonal	Subject	Finite		Predicator
	Mood:	Declarative		Residue

103.That's [[103.1]]]

	That	's	[[103.1]]	
Experiential	Carrier	Pro: Relational	Attribute	
Interpersonal	Subject	Finite		Complement
	Mood:	Declarative		Residue

103.1 why I'd like to get the 1 3th Amendment through the House, on its way to ratification by the states]]

	why	I	'd	like to get	the 1 3th Amendment through the House,	on its way to ratification by the states.
Experiential		Senser	Pro: Mental (Desideration)		Phenomenon	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Median Value of Obligation)	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

104. wrap the whole slavery thing up, forever and aye,||

			Wrap	the whole slavery thing up, forever and aye
Experiential			Pro: Mental (Emotion)	Phenomenon
Interpersonal	No subject	No finite	Predicator	Complement
	Mood: Imperative		Residue	

105. as soon as I'm able, Now!||

	as soon as	I	'm	able	Now!
Experiential		Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement	Adjunct
	Resi-	Mood: Declarative		-due	

106. (it is) End of this month,||

	(It	is)	End of this month
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

107. And I'd like you to stand behind me [[like my Cabinet's most always done.]] ||

	And	I	'd like	you	to stand	behind me like my Cabinet's most always done	
Experiential		Senser	Pro:	Phenomenon	Mental (desideration)	Circumstance	
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Median Value of obligation)	Predic-	Complement	-cator	Adjunct
	Resi-	Mood: Imperative	-due				

108. As the preacher said,||

	As	the preacher	said	
Experiential		Sayer	Pro: Verbal	
Interpersonal	Conjunctive adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative	-due	

109. "I could write shorter sermons,||

	I	could	write	shorter sermons
Experiential	Actor	Pro: Material		Attribute
Interpersonal	Subject	Modal Finite (Low value of Probability)	Predicator	Complement
	Mood: Declarative	Residue		

110. "but once I start,||

	but	Once	I	start	
Experiential		Circumstance	Actor	Pro: Material	
Interpersonal	Conjunctive Adjunct	Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative			-due

111. I get too lazy to stop."||

	I	Get	too lazy	to stop	
Experiential	Carrier	Pro: Relational	Attribute	Circumstance	
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood: Declarative	Residue			

112. Well, the people do that,||

	Well,	the people	Do	that
Experiential		Actor	Pro: Material	Goal
Interpersonal		Subject	Finite	Predicator
	Resi-	Mood: Declarative	-due	

113. I suppose||

	I	Suppose		
Experiential	Senser	Pro: Mental (Cognition)		
Interpersonal	Subject	Finite	Predicator	
		Mood: Declarative	Residue	

114. I signed the Emancipation Proclamation,||

	I	Signed	the Emancipation Proclamation	
Experiential	Actor	Pro: Material	Goal	
Interpersonal	Subject	Finite	Predicator	Complement
		Mood: Declarative	Residue	

115. what, (was it) a year and a half before my second election?||

	what,	(was	it)	a year and a half before my second election?
Experiential		Pro: Relational	Carrier	Attribute
Interpersonal		Finite	Subject	Complement
	Resi-	Mood: Interrogative	-due	

116. I felt||

	I	Felt	[[65b]]	
Experiential	Senser	Pro: Mental (Perception)		Projected clause
Interpersonal	Subject	Finite	Predicator	Complement
		Mood: Declarative	Residue	

117. I was within my power to do it||

	I	Was	within my power	to do it
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
		Mood: Declarative	Residue	

118. however, I also felt||

	However,	I	Also	Felt	
Experiential		Senser	Circumstance	Pro: Mental (Perception)	
Interpersonal	Conjunctive Adjunct	Subject	Adjunct	Finite	Predicator
	Re-	Mood:	-si-	Declarative	-due

119. that I might be wrong about that||

	that	I	might be		wrong	about that
Experiential		Carrier	Pro: Relational		Attribute	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Low value Probability)	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		- due		

120. I knew||

	I	Knew			
Experiential	Senser	Pro: Mental (Cognition)			
Interpersonal	Subject	Finite	Predicator		
	Mood: Declarative		Residue		

121. the people would tell me||

	the people	would	tell		me
Experiential	Sayer	Pro: Verbal			Receiver
Interpersonal	Subject	Modal Finite (median value of probability)		Predicator	Complement
	Mood: Declarative			Residue	

122. I gave them a year and a half to think about it,||

	I	Gave	Them	a year and a half	to think about it
Experiential	Actor	Pro: Material		Recipient	Circumstance
Interpersonal	Subject	Finite	Predicator	Adjunct	Complement
	Mood: Declarative		Residue		

123. and they re-elected me||

	and	They	re-elected	me
Experiential		Actor	Pro: Material	Goal
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative	-due	

124. And (it) come February the first,||

	And	(it)	Come	February the first
Experiential		Carrier	Pro: Relational	Attribute
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative	-due	

125. I intend to sign the 1 3th Amendment!||

	I	Intend to sign	the 1 3th Amendment
Experiential	Senser	Pro: Mental (Desideration)	Phenomenon
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

140 clauses

<p>Experiential analysis Pro: material = 39 Pro: verbal = 19 Pro: relational = 43 Attributive : 35 Identifier : 8 Pro: behavioural = - Pro: mental = 37 Cognition : 12 Emotion : 2 Perception : 5 Desideration : 18 Pro: existential = 2</p>	<p>Mood analysis Declarative : 124 Imperative : 7 Interrogative : 4 Residue only: 5</p>	<p>Modality analysis Probability : 20 High : 4 Low : 9 Median: 7 Obligation : 5 High : 1 Low : 2 Median: 2 Inclination : - High : - Low : - Median: - Usuality : - High : 1 Low : 1 Median: -</p>
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**Lincoln In Front of the Cabinet
(In Climax)**

1. I can't listen to this anymore||

	I	can't	listen to	this	anymore
Experiential	Behaver	Pro: Behavioural		Behaviour	Circumstance
Interpersonal	Subject	Modal Finite (High value of Inclination)	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

2. I can't accomplish a goddamn thing of any human meaning or worth||

	I	can't	accomplish	a goddamn thing of any human meaning or worth	
Experiential	Actor	Pro: Material		Goal	
Interpersonal	Subject	Modal Finite (High value of probability)	Predicator	Complement	
	Mood: Declarative		Residue		

3. until we cure ourselves of slavery||

	until	We	cure	ourselves	of slavery
Experiential		Actor	Pro: Material	Goal	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative	-due		

4. and (we) end this pestilential war||

	and	(we)	end	this pestilential war!	
Experiential		Actor	Pro: Material	Goal	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative	-due		

5. and whether any of you or anyone else knows it||

	And whether	any of you or anyone else	knows	It	
Experiential		Senser	Pro: Mental (Cognition)	Phenomenon	
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative	-due		

6. I know||

	I	know		
Experiential	Senser	Pro: Mental (Cognition)		
Interpersonal	Subject	Finite	Predicator	
	Mood: Declarative		Residue	

7. I need this!||

	I	need	this!	
Experiential	Senser	Pro: Mental (Desideration)		Phenomenon
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

8. This amendment is that cure!||

	This amendment	is	that cure!	
Experiential	Identified	Pro: Relational		Identifier
Interpersonal	Subject	Finite	Complement	
	Mood: Declarative		Residue	

9. We are stepped out upon the world stage now! Now! with the fate of human dignity in our hands!||

	We	are	stepped out	upon the world stage now! Now! with the fate of human dignity in our hands!	
Experiential	Goal	Pro: Material		Circumstance	
Interpersonal	Subject	Finite	Predicator	Adjunct	
	Mood: Declarative		Residue		

10. Blood's been spilt to afford us this moment!||

	Blood	's	been spilt	to afford us this moment!	
Experiential	Goal	Pro: Material		Circumstance	
Interpersonal	Subject	Finite	Predicator	Adjunct	
	Mood: Declarative		Residue		

11. Now! Now! Now!||

12. And you grousle and heckle and dodge about like pettifogging Tammany Hall hucksters!||

	And	you	grousle and heckle and dodge about	like pettifogging Tammany Hall hucksters!	
Experiential		Sayer	Pro: Verbal		Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Adjunct
	Resi-	Mood: Declarative		-due	

13. See||

			See
Experiential			Pro: Mental (Perception)
Interpersonal	No subject	No finite	Predicator
	Mood: Imperative		Residue

14. what is before you||

	what	is	before you
Experiential		Pro: Relational	Attribute
Interpersonal	WH- Subject	Finite	Adjunct
	Mood: Interrogative		Residue

15. See the here and now,||

			See	the here and now
Experiential			Pro: Mental (Perception)	Phenomenon
Interpersonal	No subject	No finite	Predicator	Complement
	Mood: Imperative		Residue	

16. that's the hardest thing,||

	that	's	the hardest thing	
Experiential	Identified	Pro: Relational	Identifier	
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

17. (that is) the only thing [[that accounts]]||

	that	is	the only thing	that accounts	
Experiential	Identified	Pro: Relational	Identifier	Circumstance	
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

18. Abolishing slavery by constitutional provision settles the fate for all coming time not only of the millions now in bondage but of unborn millions to come||

	Abolishing slavery by constitutional provision	settles	the fate for all coming time not only of the millions now in bondage but of unborn millions to come	
Experiential	Actor	Pro: Material	Goal	
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

19. Two votes stand in its way||

	Two votes	stand	in its way
Experiential	Actor	Pro: Material	Circumstance
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

20. These votes must be procured||

	These votes	must be	procured
Experiential	Goal	Pro: Material	
Interpersonal	Subject	Modal Finite (High Value of Obligation)	Predicator
	Mood: Imperative		Residue

21. You got a night, and a day, and a night, and several perfectly good hours||

	You	got	a night, and a day, and a night, and several perfectly good hours
Experiential	Actor	Pro: Material	Goal
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

22. Now get the hell out of here||

	Now			get	the hell	out	of here
Experiential	Circumstance				Pro: Material		Circumstance
Interpersonal	Adjunct	No Subject	No Finite	Predi-	Expletive	-cator	Adjunct
	Resi-	Mood: Imperative		-due			

23. and get 'em||

	and			get	them
Experiential	Circumstance			Pro: Material	Phenomenon
Interpersonal	Adjunct	No subject	No finite	Predicator	Complement
	Resi-	Mood: Imperative		-due	

23. Buzzards' guts, man, I am the President of the United States of America
[[clothed in immense power]]||

	Buzzards' guts, man	I	am	the President of the United States of America	clothed in immense power	
Experiential		Identified	Pro: Relational		Identifier	Circumstance
Interpersonal	Expletive	Subject	Finite	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

24. You will procure me these votes||

	You	will	procure	me	these votes
Experiential	Actor	Pro: Material		Recipient	Goal
Interpersonal	Subject	Modal Finite (Median Value of Obligation)	Predicator	Adjunct	Complement
	Mood: Imperative		Residue		

24 clauses

<p>Experiential analysis</p> <p>Pro: material = 12</p> <p>Pro: verbal = 1</p> <p>Pro: relational = 5</p> <p> Attributive : 1</p> <p> Identifier : 4</p> <p>Pro: behavioural = 1</p> <p>Pro: mental = 5</p> <p> Cognition : 2</p> <p> Emotion : -</p> <p> Perception : 2</p> <p> Desideration : 1</p> <p>Pro: Existential = -</p>	<p>Mood analysis</p> <p>Declarative : 18</p> <p>Imperative : 5</p> <p>Interrogative : 1</p>	<p>Modality analysis</p> <p>Probability : 2</p> <p> High : 2</p> <p> Low : -</p> <p> Median: -</p> <p>Obligation : 2</p> <p> High : 1</p> <p> Low : -</p> <p> Median: 1</p> <p>Inclination : 1</p> <p> High : 1</p> <p> Low : -</p> <p> Median: -</p> <p>Usuality : -</p> <p> High : -</p> <p> Low : -</p> <p> Median: -</p>
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**Lincoln In Front of the Member of the House
From Democate Party
(In Falling Action)**

Lincoln with George Yeaman

1. I saw a barge once, Mr. Yeaman, [[filled with colored men in chains
[[heading down the Mississippi to the New Orleans slave markets.]]]] |||

	I	saw	a barge	once,	Mr. Yeaman,	filled with colored men in chains	
Experiential	Senser	Pro: Mental (Perception)	Phenomenon	Circums tance		Circums tance	
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct	Vocative	Adjunct
	Mood: Declarative		Residue				

- 1.1 heading down the Mississippi to the New Orleans slave markets.]]] |||

	heading down	the Mississippi	to the New Orleans slave markets	
Experiential	Pro: Material	Scope	Circumstance	
Interpersonal	Finite	Predicator	Complement	Adjunct
	Mood: Declarative	Residue		

2. It sickened me,||

	It	sickened	Me	
Experiential	Senser	Pro: Mental (Emotion)	Phenomenon	
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

3. And more than that, it brought a shadow down,||

	And	more than that	It	brought	a shadow	down
Experiential		Circumstance	Actor	Pro:	Goal	Material
Interpersonal	Conjunctive Adjunct	Adjunct	Subject	Finite	Complement	Predicator
	Resi-		Mood: Declarative			-due

4. a pall (was) around my eyes||

	a pall	(was)	around my eyes
Experiential	Identified	Pro: Relational	Identifier
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

5. Slavery troubled me||

	Slavery	troubled	Me
Experiential	senser	Pro: Mental (emotion)	Phenomenon
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

6. as long as I can remember||

	as long as	I	can	remember
Experiential		Senser	Pro: Mental (Cognition)	
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (low value of probability)	Predicator
	Resi-	Mood: Declarative		-due

7. in a way it never troubled my father,||

	in a way	it	never	Troubled	my father
Experiential	Circumstance	Senser	Circumstance	Pro: Mental (Emotion)	Phenomenon
Interpersonal	Adjunct	Subject	Mood Adjunct (high value of usuality)	Finite	Predicator
	Resi-	Mood: Declarative			-due

8. though he hated it, in his own fashion||

	though	he	hated	It	in his own fashion
Experiential		Senser	Pro: Mental (Emotion)	Phenomenon	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

9. He knew||

	He	knew	
Experiential	Senser	Pro: Mental (Cognition)	
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

10. no smallholding dirt farmer could compete with slave plantations||

	no smallholding dirt farmer	could	compete	with slave plantations
Experiential	Actor	Pro: Material		Circumstance
Interpersonal	Subject	Modal Finite (low value of probability)	Predicator	Adjunct
	Mood: Declarative		Residue	

11. so he took us out from Kentucky||

	so	He	took	Us	from Kentucky	
Experiential		Actor	Pro: Material		Goal	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

11.1 to get away from 'em||

	to get away	from 'em
Experiential	Pro: Material	Circumstance
Interpersonal	Predicator	Adjunct
	Residue	

12. He wanted||

	He	wanted	
Experiential	Senser	Pro: Mental (Desideration)	
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

13. Indiana kept free||

	Indiana	kept	Free	
Experiential	Carrier	Pro: Relational	Attribute	
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

14. He wasn't a kind man||

	He	wasn't	a kind man
Experiential	Carrier	Pro: Relational	Attribute
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

15. but there was a rough, moral urge for fairness, for freedom in him||

	but	there	was	a rough, moral urge for fairness, for freedom	in him.
Experiential			Existential	Existent	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement	Adjunct
	Resi-	Mood: Declarative		-due	

16. I learnt that from him,||

	I	learnt	That	from him
Experiential	Senser	Pro: Mental (Cognition)	Phenomenon	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

17. I suppose,||

	I	Suppose
Experiential	Senser	Pro: Mental (Cognition)
Interpersonal	Subject	Finite
	Mood: Declarative	

18. if (there is) little else from him||

	if	(there is)	little else	from him
Experiential			Pro: Existential	Existent
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement
	Resi-	Mood: Declarative		-due

19. We didn't care for one another, Mr. Yeaman||

	We	didn't care	for one another,	Mr. Yeaman
Experiential	Senser	Pro: Mental (Emotion)	Circumstance	
Interpersonal	Subject	Finite	Predicator	Adjunct
	Mood: Declarative		Residue	

20. Loving kindness, that most ordinary thing, came to me from other sources||

	Loving kindness, that most ordinary thing,	came	to me	from other sources
Experiential	Actor	Pro: Material	Circumstance	
Interpersonal	Subject	Finite	Predicator	Adjunct
	Mood: Declarative		Residue	

21. I'm grateful for that||

	I	'm	Grateful	for that
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
	Mood: Declarative		Residue	

22. We're unready for peace, too,||

	We	're	unready	for peace, too,
Experiential	Carrier	Pro: Relational	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct
	Mood declarative		Residue	

23. ain't we?||

	ain't	we?
Experiential	Pro: Relational	Carrier
Interpersonal	Finite	Subject
	Mood Tag	

24. Yeah, when it comes,||

	Yeah,	when	It	comes,	
Experiential		Circumstance	Actor	Pro: Material	
Interpersonal	Expletive	Adjunct	Subject	Finite	Predicator
	Resi-		Mood: Declarative		-due

25. it'll present us with conundrums and dangers greater than any||

	it	'll	present	us	with conundrums and dangers greater than any
Experiential	Actor	Pro: Material		Recipient	Circumstance
Interpersonal	Subject	Modal Finite (median value of probability)	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

25.1 [[we faced during the war,]]||

	we	faced	during the war,
Experiential	Senser	Pro: Mental (Cognition)	Circumstance
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

26. bloody as it's been||

	bloody	as	It	's been
Experiential	Attribute	Circumstance	Carrier	Pro: Relational
Interpersonal	Complement	Adjunct	Subject	Finite
	Residue		Mood: Declarative	

27. We'll have to extemporize and experiment with [[what it is,|| when it is.]]||

	We	'll	have to	extemporize and experiment	with [[what it is, when it is.]]
Experiential	Senser	Pro: Mental (Cognition)			Circumstance
Interpersonal	Subject	Modal Finite (Median value of probability)	Modal Finite (High value of obligation)	Predicator	Adjunct
	Mood: Declarative			Residue	

27.1 [[what it is,||

	what	it	Is
Experiential	Circumstance	Carrier	Pro: Relational
Interpersonal	WH- Complement	Subject	Finite
	Residue		Mood: Declarative

27.2 when it is.]]||

	when	it	Is
Experiential	Circumstance	Carrier	Pro: Relational
Interpersonal	Adjunct	Subject	Finite
	Residue		Mood: Declarative

28. I read your speech, George||

	I	read	your speech,	George
Experiential	Actor	Pro: Material	Goal	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

29. Negroes and the vote, that's a puzzle||

	Negroes and the vote, that	's	a puzzle
Experiential	Identified	Pro: Relational	Identifier
Interpersonal	Subject	Finite	Complement
	Mood: Declarative		Residue

30. I'm asking only||

	I	'm asking	Only
Experiential	Sayer	Pro: Verbal	Circumstance
Interpersonal	Subject	Finite	Predicator
	Mood: Declarative		Residue

31. that you disentrall yourself from the slave powers||

	that	you	disentrall	yourself	from the slave powers
Experiential		Actor	Pro: Material	Goal	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

32. I'll let you know||

	I	'll let	You	know
Experiential	Sayer	Pro:	Receiver	Verbal
Interpersonal	Subject	Modal Finite (Median value of Inclination)	Predi-	Complement
	Mood: Declarative			Residue

33. when there's an offer on my desk for surrender||

	when	there	's	an offer	on my desk for surrender
Experiential			Pro: Existential	Existent	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Complement	Adjunct
	Resi-	Mood: Declarative		-due	

34. There's none before us now||

	There	's	none	before us	now
Experiential		Pro: Existential	Existent	Attribute	Circumstance
Interpersonal	Subject	Finite	Complement	Adjunct	
	Mood: Declarative		Residue		

35. What's before us now,||

	What	's	before us	now
Experiential		Pro: Relational	Attribute	Circumstance
Interpersonal	WH Subject	Finite	Adjunct	
	Mood: Interrogative		Residue	

36. that's the vote on the 1 3th Amendment.||||

	that	's	the vote on the 1 3th Amendment		
Experiential	Identified	Pro: Relational	Identifier		
Interpersonal	Subject	Finite	Complement		
	Mood: Declarative		Residue		

37. And it's going to be so very close||

	And	It	's going to	be	so very close
Experiential		Carrier	Pro: Relational		Attribute
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Median Value of Probability)	Predicator	Complement
	Resi-	Mood: Declarative		-due	

38. You see||

	You	see			
Experiential	Senser	Pro: Mental (Perception)			
Interpersonal	Subject	Finite	Predicator		
	Mood: Imperative		Residue		

39. what you can do||

	what	you	can	do
Experiential		Actor	Pro: Material	
Interpersonal	Adjunct	Subject	Modal Finite (Low Value of Obligation)	Predicator
	Resi-	Mood: Declarative		-due

Lincoln with Willium Hutton

40. Well, I'd change that in you||

	Well,	I	'd	change	that	in you
Experiential	Circumstance	Actor	Pro: Material		Goal	Circumstance
Interpersonal	Adjunct	Subject	Modal Finite (Median value of Inclination)	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

41. if I could (change),||

	If	I	could	(change)
Experiential		Actor	Pro: Material	
Interpersonal	Conjunctive Adjunct	Subject	Modal Finite (Low value of probability)	Predicator
	Resi-	Mood: Declarative		-due

42. but that's not [[why I come]]||

	but	that	's not	why I come
Experiential		Carrier	Pro: Relational	Attribute
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator
	Resi-	Mood: Declarative		-due

42.1 why I come||

	why	I	come
Experiential		Actor	Pro: Material
Interpersonal	Conjunctive Adjunct	Subject	Finite
	Resi-	Mood: Declarative	
			Predicator
			-due

43. I might be wrong, Mr. Hutton,||

	I	might	be	wrong	Mr. Hutton
Experiential	Carrier	Pro: Relational		Attribute	Circumstance
Interpersonal	Subject	Modal Finite (low value of Probability)	Predicator	Complement	Vocative
		Mood: Declarative		Residue	

44. but I expect colored people most likely be free||

	but	I	expect		colored people most likely be free
Experiential		Senser	Pro: Mental (Cognition)		Phenomenon
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

45. And when that's so,||

	And when	that	's	so	
Experiential		Carrier	Pro: Relational		Attribute
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

46. it's simple truth||

	it	's	simple truth	
Experiential	Carrier	Pro: relational		Attribute
Interpersonal	Subject	Finite	Predicator	Complement
	Mood: Declarative		Residue	

47. that your brother's bravery and his death helped make it so||

	that	your brother's bravery and his death	helped make	it	so
Experiential		Actor	Pro: Material	Phenomenon	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement
	Resi-	Mood: Declarative		-due	

48. Only you can decide||

	Only	you	can	decide	
Experiential	Circumstance	Actor	Pro: Mental (desideration)		
Interpersonal	Mood Adjunct (intensity: limitation)	Subject	Modal Finite (Low value of probability)		Predicator
	Mood: Declarative				Residue

49. whether that's sense enough for you or not||

	whether	that	's		sense enough	for you or not
Experiential		Carrier	Pro: Relational		Attribute	Circumstance
Interpersonal	Conjunctive Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Resi-	Mood: Declarative		-due		

50. (I say) My deepest sympathies to your family.

	(I	say)		My deepest sympathies	to your family
Experiential	Sayer	Process: Verbal		Verbiage	Circumstance
Interpersonal	Subject	Finite	Predicator	Complement	Adjunct
	Mood: Declarative		Residue		

Lincoln and Hutton and Lincoln and Yeaman (12 and 44 clauses)

<p>Experiential analysis</p> <p>Pro: material = 15</p> <p>Pro: verbal = 3</p> <p>Pro: relational = 18</p> <p> Attributive : 15</p> <p> Identifier : 3</p> <p>Pro: behavioural = -</p> <p>Pro: mental = 2</p> <p> Cognition : 6</p> <p> Emotion : 5</p> <p> Perception : 2</p> <p> Desideration : 3</p> <p>Existential = 4</p>	<p>Mood analysis</p> <p>Declarative : 52</p> <p>Imperative : 1</p> <p>Interrogative : 1</p> <p>Residue only : 1</p>	<p>Modality analysis</p> <p>Probability : 9</p> <p> High :-</p> <p> Low : 5</p> <p> Median: 4</p> <p>Obligation : 2</p> <p> High : 1</p> <p> Low : 1</p> <p> Median: -</p> <p>Inclination : 2</p> <p> High :-</p> <p> Low :-</p> <p> Median: 2</p> <p>Usuality : 1</p> <p> High : 1</p> <p> Low :-</p> <p> Median: -</p>
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