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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
INDONESIA

PROCEEDINGS

Hosted by :

- Faculty of Teacher Training and Education
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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015
Bandar Lampung University (UBL)
Lampung, Indonesia

PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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DISCOURSE ANALYSIS OF GETTYSBURG ADDRESS

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ABSTRACT - Text is a common instrument in delivering a language from the first person (addresser) to the second person (addressee). However, different text means different purpose. A political speech text is such an example. It can function as a political agreement between two countries, or it can be as a letter of a world peace arrangement, such as Gettysburg Address. This political speech was made along time ago in America by President Abraham Lincoln to set peace that was longed for by the northern side (The Union) and the southern side (The Confederacy). In a deeper look of the text, it is more than just a text of peace proposal. The content, which is divided into three divisions, gave the positive result for the unity of the separated nation at that time. The successful delivering of the speech makes this text is worth to be analyzed. The study will concern only about the theme of the text and the intended meaning of the speech which is based on historical background of this political speech. The organization of the text itself is seen from the transitivity study. Still, there are many things to be analyzed based on the sentences of each division of the text.

Key words: Gettysburg Address, the content, the intended meaning, and, the organization

1. INTRODUCTION

The battle of Gettysburg was a well-known major battle between the southern forces (called as Confederacy) under General Robert E Lee and the northern forces (called as Union) led by General George Mead during the American Civil War in 1863. More soldiers, over forty thousand men on both sides, died or wounded than in any other battle in US history.

The President in charge at that time was Abraham Lincoln has a duty to settle the dispute between both parties. However, he did not use his armed forces to do his job. Instead he used a text as his peace proposal known as Gettysburg Address. He believes that a pen is more powerful than the gun.

The Gettysburg Address is speech which is considered as one of the most well-known speeches in the history of United States. The speech consisted of only ten sentences, and Lincoln thought it would soon be forgotten. The speech was chosen as it is part of the peace treaty of the civil war in United States of America. It was delivered by the president during the American civil war.

Lincoln carefully invokes the principles of human equality advocated by the Declaration of Independence. He also redefines the civil war as a struggle for a new birth of freedom which will bring a true equality to all citizens. It ensures the real meaning of democracy where the people's rights are the most dominant part in creating a nation. He believes that they all will win because they have faith, courage, and enthusiasm to rebuild the country.

A. Problem Formulation

The aim of the study is to analyze the discourse of Gettysburg Address seen from:

1. What is the content, and how is the speaker's intended meaning delivered?
2. How is the speech organized to support the achievement of the intended meaning?

2. THEORETICAL REVIEW

A. Review of Related Studies

The textual function is the creation of a text. Butler (2003) says that a text is the basic unit of the semantic unit. In relation to the textual function, the language user can show the meanings in distinct ways. Lincoln presents the text in a cohesion and coherent way. He marks the theme to give certain emphasis.

The textual function analysis can be used to see the level of organization of the clause which enables the clause to be packaged in ways which make it effective given its purpose and its context (Eggin, 2004). Lincoln organizes the clause effectively. This makes the delivering of the content successfully hits the two sides. Although many political speeches are forgettable, only a few stand out as more than rhetorical oratory used as a means to an end.

Different ways to deliver a speech public speaking involves delivering a speech or talk before an audience. The purpose of delivering a speech can be to entertain, educate or persuade. There are four different methods for delivering a speech (Lucas, 2004); improvising, reading, memorizing, and outlining.

Grammar usage is also useful in managing a speech. The term "Parts of Speech" is used to divide words into categories according to their function. English words are traditionally divided into eight parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions, interjections and conjunctions. Each of these parts of speech plays a different role in communicating meaning.

B. Theoretical Framework

Historically, rhetoric has proven a great theory and subject in Athenian culture, and has affected the greatest minds of ancient Greece. There is no question that political speech in Athens improved or at least empowered the government. Without rhetoric a number of societies, including America, would not be what they are today had it not been for the great ideas conceived by the great minds of Athens.

It has been said when truth and justice fail through inefficient advocates, the skilled rhetorician will set this right. Rhetoric is not limited to simple oration: it is also a writing technique. Both the oral and written forms were considered tools in the art of persuasion. The purpose of rhetorical speeches is to persuade. Rhetorical speeches are best suited for topics that are political or ceremonial in which an argument is made by a person or prudent character to appeal to the emotion of people.

Based on Oxford English Dictionary the definitions of rhetoric are: 1. the skill of using language in speech or writing in a special way that influences or entertains people, 2. a speech or writing that is intended to influence people, but that is not completely honest or sincere. Rhetoric was thought of as an art because it allowed men to express themselves through more than just facts and solid knowledge but also through emotions.

Lincoln employed many rhetorical devices in his artistry with words, but his mature speeches are especially characterized by grammatical, parallelism, antithesis, alliteration (“fathers ... forth” and “new nation”), and repetition.

Systemic Functional Grammar is a theory of grammar which treats language as a means to convey people’s ideas in various ways and purposes. Grammar in SFG refers to resource for creating meaning by means of wordings (Matthessen and Halliday, 1997). In other words, the language elements are the resource to create the meaning. Butler (2003) also supports that grammar is the resource available to the language users for making meanings.

The Ideational Function concerns with the processes, participants, and circumstances found in the clause. Halliday (2004) defines that the ideational function is the function including Lincoln’s experience from the speech that he embodies language in his experience of the phenomena in the great battlefield.

In order to analyze the ideational function, transitivity is the appropriate tool to conduct. Transitivity aims at identifying the participants or things which are involved, the actions and event taking place, and any relevant surrounding circumstances (Morley, 2000). Some clauses or phrases are identified in the transitivity system to get to know better about the organization of the text. In this part what is happening, what is being done, what is felt and what the state can be recognized.

A mental process is the process of *sensing* and *feeling*. Downing and Locke (2006) state that mental processes are those through that we organize our mental contact with the world. Furthermore, Halliday (2004) explains that mental clauses are concerned with our experience of the world of our own consciousness. There are four subtypes of a mental process name *perception*, *affection* or *affectivity*, *cognition*, and *volition* or *desideration* (Halliday, 2004). Perception, affection, cognition, and volition or Desideration are presented with *shall not have died*, *dedicated*, *engaged*, and *never forget*.

There are two participants in mental processes, namely a senser and a phenomenon. Halliday (2004) defines a senser as the one that senses, feels, thinks, and wants to perceive. Senser is endowed with consciousness. In the text the participants attached to mental process are *we* and *the world*.

2. ANALYSIS

The Content and How The Speaker’s Intended Meaning Delivered

To know what is being analyzed in the study, Here is the content of the text taken from <http://www.sweetsspeeches.com/s/769-abraham-lincoln-gettysburg-address>.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

Gettysburg Address filled with first-person references with everyone as a plural individual. From the text Lincoln uses the plural “we” ten times and three times the word “us.” This shows that he represents both sides that are in dispute. He does not make order as presidents do. He mentions the civil war as the starting point to remake a free nation.

The brevity of the text with only ten sentences and 271 words starts with allusions to the Bible and the Declaration of Independence. It is also filled with poetic and rhetorical constructs. It serves to speak for all dead soldiers in the civil war.

The sentence ***Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal*** sets time and place to establish the scene and directly references the Declaration of Independence, considered a sacred

document to both disputants. Lincoln makes the audience calculate backward from the nation's starting point in 1776. The phrase itself is taken from the bible version King James Psalm 90:10.

"The days of our years are threescore years and ten"

Scores, i.e., 20 years, are also a shorthand way of measuring generations. Lincoln shows that they have lived more than an average of one's life expectancy which is about 60 years. In the bible it says three score and ten years. The last phrase of this first part is taken from declaration of Independence.

"We hold these truths to be self-evident, that all men are created equal, ..."

The main overt reference is the "all men are created equal" line in both. Whether a man is rich or not, they were equal both before the law and before God. Lincoln wants to tell people about creating a new nation should be based on experiment in liberty and equality.

Lincoln chooses the bible as the source of his to state in people's mind that the Bible is more than just a document. It is the wisdom of God that most Americans accept without question. Lincoln mentions "our fathers" for both sides to be united again. It is as the common heritage of the Founding Fathers of United States of America.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure.

The first line of the second paragraph establishes the moment of the speech in its precise political context. At the beginning of the body of his address he uses two perfect parallels: "that nation so conceived" and "any nation so dedicated." He constructs the content of his political purposes by repeating key words: "great civil war," "great battlefield," "so dedicated," and "come to dedicate." The rhetorical purpose is presented by the repetition.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.

The speech happens during active wartime and the battle has almost finished. He makes everyone who fights or not gets each own part in the field. One who has died is buried in one part of the land and the rest who is still alive has his part to continue the fight for the nation in a good way. This fight for the country makes the nation live.

It is altogether fitting and proper that we should do this.

The line establishes the justification for the audience to be at the event, while the following sentence immediately contradicts the importance by shifting the emphasis on the dead.

But, in a larger sense, we can not dedicate — we can not consecrate — we can not hallow — this ground.

This is clear that he wants to expand people's attention because he needs to speak on a wider subject. On the grammatical point he makes spaces for all the modal "can" and negative "not" in order to

emphasis what he says to the audience. Furthermore, these three parallel clauses focused on the present space: "this ground."

"... We can not dedicate – we can not consecrate – we can not hallow ..."

What is most notable in a poetic sense is the use of two Latinate root words, "consecrate" and "dedicate". They are synonymous, too formal, too unemotional, and too lofty. The word "hallow" which rooted from English carries more weight and more emotionally sincere. This word is very important as it is placed right before the object. The word "hallow" seems to be the final choice as the structure of the sentence shows that Lincoln is trying to find the right word for the object "this ground".

The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.

The line presents a dramatic antithesis. He contrasts "the brave men" with "our poor power." He simultaneously frames "living and dead" at the beginning of the sentence, and "add or detract" at the end of the sentence, in another parallelism.

The world will little note, nor long remember what we say here, but it can never forget what they did here.

The line emphasizes the importance of his words with the support of the dead. He contrasts "what we say here" with "what they did here" in another antithesis. Lincoln also speaks in the plural "we" that places his identity among the listeners. He does not speak as the leader of the nation or the most important person in the country.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

The initial words of the sentence achieved energy from contrasts: "It is for us the living," contrasted with "those who gave their lives here"; "the unfinished work which they who fought here," was an invitation to finish the work. The line continues to empower the audience to take inspiration from the deeds of the dead and continue the struggle for union.

"work which they who fought here have thus far so nobly advanced," means that the dead gave all they had but can go no further. The emphasis is that from what they did to the audience to continue to struggle with all they have in the true way to rebuild the nation.

It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion In the sentence he puts the passion of the dead as the rise of people's spirit to dedicate and devote to the nation. The words "dedicate" and "devotion" are religious words which appear for churches services during the war. The phrase "The last full measure of devotion" means that the dead died for a purpose, struggling toward a goal, but they failed to reach it. The younger generation is responsible to continue to pursue. Lincoln suggests that the dead has the purpose to

reunite the nation and remake the country as it should have been.

that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom —

The phrase “under God” continues the theme of past and future. He feels the United States has both religious and political parents. “Under God” also aims at the future in “shall have a new birth of freedom.” Without the twin guidance of God and the liberty and unity of the nation, Lincoln argues that freedom isn’t possible. “A new birth of freedom” was layered with political and religious definitions.

and that government of the people, by the people, for the people, shall not perish from the earth

“Government of the people, by the people, for the people,” is a perfectly parallel structure that essentially sums up the American democracy. The use “not” in the last line demonstrates the threat of annihilation if they fail. The use of “shall not perish” implied that the nation was potentially on its deathbed. Through the address, Lincoln created the idea of a unified nation in which states’ rights were subject to the rights of the nation as a whole. Before the American Civil War and the Gettysburg Address, they were **A United States of America**, but afterward, they were **The United States of America**.

B.2 The Speech Organization to Support The Achievement of The Intended Meaning

The best persuasive speeches have an introduction, a body and a conclusion. The speech should be fact-based and delivered by a speaker with passion, conviction, and sincerity. The pattern of the speech is organized in a chronological way. This relates to the life of a human being of the past, the present, and the future.

The first part which is only formed in one sentence provides the basis information about an event in the past. The birth of the nation is identified as the foundation of where they come from. The event becomes what the remainder of the text depends on.

The second part covers the present situation of where they were at that time. The war makes them grow from a born child to a young manhood. This young manhood is tested to be survived based on what he has done. The individual young men are sacrificed their lives for the best of the nation which is still young. This young nation still has a chance to live well in the future.

The final part sets forth the task for all people and for the future that this country has passed the major test to be a grown states. Every person died in the battlefields must be remembered for what they believed in the process of being mature. The country has to keep onward for its resurrection from the deads in battlefields. In God, they realize the power to grow for the maturity of the people.

Material Process by:	Meaning	Participants	Examples	Identification
Halliday (2004)	Happening: intransitive	Actor	we are engaged in a great civil war	What happened to X?
	Doing: transitive	Actor – Goal	we can not dedicate -- we can not consecrate -- we can not hallow -- this ground.	What did X not do?

Mental Processes

Mental process by:	Types	Participants	Example	Identification
Halliday (2004)	Perception: see, hear, notice, feel, taste, smell	Senser - Phenomenon	... and dedicated to the proposition ...	Senser: human – like, noun group
	Affection: like, love, admire, miss, fear, hate		... we are engaged in a great civil war ...	Phenomenon: Acts, facts: nominal group, non finite clauses
	Cognition: think, know, doubt, remember		The world will little note, nor long remember what we say here, but it can never	

			forget what they did here	
	Volition/desideration: want, need, intend, desire, hope, wish		... that we here highly resolve that these dead shall not have died in vain ...	

Verbal Processes

Meaning	Participants	Examples	Identification
Saying	Sayer – Receiver	... our fathers brought forth on this continent, a new nation ...	Sayer: nominal group, human or non human
	Sayer – Verbiage	... we are engaged in a great civil war ...	Verbiage: what is said or name of saying, nominal group
	Sayer– Target	... that this nation, under God, shall have a new birth of freedom ...	Target: ‘sub type’ of verbal clause

Relational Processes

No	Meaning	Participants	Examples	Identification
1	Attributive: X is a member of A	Carrier - Attribute	It is for us the living ...	Participants: cannot be made into passive form
2	Identifying	Token _ Value	The brave men, living and dead, who struggled here, have consecrated it, ...	Participants: nominal groups Reversible
3	Possessive	Possessor - Possessed	... that this nation, under God, shall have a new birth of freedom ...	Participants: nominal groups Reversible

Circumstances Based on Downing and Locke (2006)

No.	Types of Circumstances		Identification	Examples
	Name of Circumstances	Category		
1	Place and time	Location	Where?	on this continent
		Source	Where ... from? Since when?	Four score and seven years ago
		Path		conceived in Liberty
		Direction	Where?	a new nation
		Goal	Where?	
		Extent	How far? How long?	
		Extent + goal		
		Relative		Four score and seven years ago, now
2	Manner	Distributive	How often?	
		Manner	How?	Dedicated
		Means	How?	under God
		Comparison	What ... like?	for which they gave the last full measure of devotion
		Instrument	What ... with?	that government of the people, by the people, for the people

3	Instrument		With ...	Consecrated
4	Contingency	Cause	What cause?	a great battle-field of that war
		Purpose	What ... for?	a new birth of freedom
		Reason	Why?	of the people, by the people, for the people
		Concession	Despite what conditions?	a great civil war
		Behalf	Who/what for?	a new nation
		Condition	Under what conditions?	that all men are created equal
5	Accompaniment	Togetherness	Positive	We, us, the world
			Negative	
		additionality	Positive	
		negative		
6	Modality	Possibility		Might live
		Probability		
		Certainty		
7	Degree	Emphasis		
		Attenuation		Hardly
8	Role	Capacity	What as? in what capacity?	As a president
9	Matter		In a reference to ...	With regard, about her wedding
10	Evidence		As X says, according to X	As the saying goes, according to him

Modality

Types of modality		Meanings	Examples
Modalization	Possibility	Judgment of likelihood or probability	... that nation might live
	Usuality	Judgment of frequency	The world will little note ..., it can never forget ...
Modulation (proposals)	Obligation	Necessity	... we should do this.
	inclination	How willing I am to do something for you	... and that government of the people, by the people, for the people, shall not perish from the earth

Parallelism		Juxtaposition		Repetition	
Of the people	Weaving the great nation together (even though they were apart, they came together on a piece of paper)	The north	Should become one	We	Unity or group of nation instead of using 'I' and 'you'
By the people		The south		Our	
For the people		Life	See each side by side	us	
		death		dedicate	

FINAL REMARKS

The Gettysburg Address states that this new nation is a creation resulted from the civil war. Everything is worth fighting for this dedicated field, so that the people who have fought in the war have a good impact for the future of this country. Those who have died have "passed the torch" to those who survive, who then owe a duty to continue carrying it. The present and future people of America have to dedicate their lives for the unfinished work. The new birth of freedom let people think about the better strategy to keep the nation alive and united. The government based on people continues to grow well and not perish.

Organization and transitivity overlook critical success factors of this text. The phrases in the speech that make the nation unique. They are conceiving in Liberty and Men are equal. The visions that shared to the audience are about the new birth of freedom and government of the people, for the people, and by the people.

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