

**INTERPERSONAL MARKERS OF TAYLOR SWIFT AND ARMAYA
DOREMI IN THEIR GRADUATION SPEECH**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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THESIS

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MALANG
2023**

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This is to certify that Gaizka Naufal Winalda's thesis entitled Interpersonal Markers of Taylor Swift and Armaya Doremi in Their Graduation Speech has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

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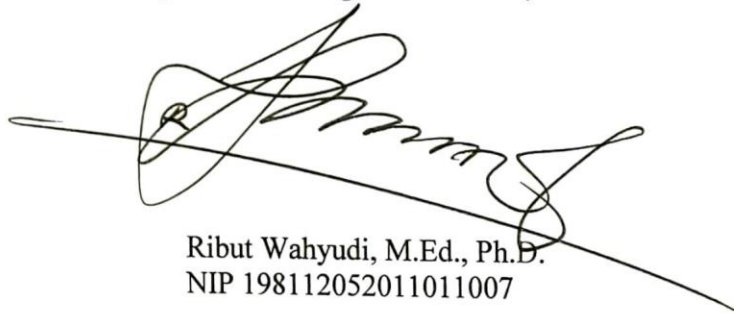
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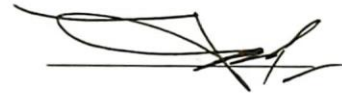
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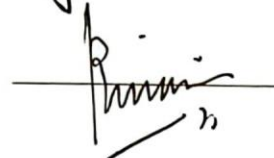
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MOTTO

By communicating and speaking many languages well, you can conquer the
world!

DEDICATION

I dedicate this thesis to my parents Ferry Syafari Saripudin and Hevi Elawati for always being there for me; my younger siblings, Ganiefh M. Gilbran and Gyanendra M. Winalda who become mood generators when night falls; Grandma A'ah, Uncle Ndik, and the other extended families who will always add to the atmosphere of the home and heart during this journey.

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ABSTRACT

Winalda, Gaizka (2023). *Interpersonal Markers of Taylor Swift and Armaya Doremi in Their Graduation Speech*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Rohmani Indah M.Pd.

Keyword: interpersonal marker, public speaking, graduation speech.

Public speaking becomes unintentionally complex because it has standardization. Presenting outstanding speeches become a challenge for English Foreign Language (EFL) learners, who delegate themselves to be public speakers. This research aims to compare graduation speeches by Taylor Swift, a native speaker, and Armaya Doremi, an EFL student. It is to know what intricate skills that should be mastered in public speaking. The descriptive qualitative method was used to find interpersonal markers used by Taylor Swift and Armaya Doremi. The theory used to analyze the data was the interpersonal marker theory by Ädel (2010). The researcher found the interpersonal markers used in both graduation speeches are linguistic comments, discourse organization, speech act labels, and references to audience. Meanwhile, the researcher found Taylor Swift, a native speaker used all main categories of interpersonal marker and longer interpersonal markers than Armaya Doremi, as an EFL learner. Future researchers are suggested to dig deeper into the topic, particularly concerning interpersonal markers of spontaneous speech in various context.

مستخلص البحث

وينالدى، غايزك (٢٠٢٣). علامة الأشخاص بين تايلور سويفت وأرمايا دورمي في خطاب التخرج بحث جامعي. الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: الدكتور، رحمني إنداه، الماجستير

الكلمات الأساسية: علامة بين الأشخاص، الخطابة، خطاب التخرج

يصبح التحدث أمام الجمهور معقدا لأنه يتطلب قواعد. يمثل إلقاء الخطب في الأماكن العامة تحديا لمتعلمي اللغة الإنجليزية كلغة أجنبية. هدفت هذه الدراسة إلى مقارنة خطاب تخرج تايلور سويفت كمتحدث أصلي ، وأرمايا دورمي كمتعلم للغة الإنجليزية كلغة أجنبية. هذا لمعرفة المهارات الخاصة التي يجب امتلاكها لتقديم خطاب جيد. تم استخدام الأساليب الوصفية النوعية للبحث عن علامات العلاقات الشخصية التي استخدمها تايلور سويفت وأرمايا دورمي النظرية المستخدمة لتحليل البيانات هي علامات بين شخصية بواسطة Ädel (٢٠١٠). وجد الباحث أن تايلور سويفت وأرمايا دورمي استخدمتا علامات شخصية في خطاباتهم ، وهي التعليق اللغوي ، وتنظيم الخطاب ، وتسميات فعل الكلام ، والإشارات إلى الجماهير. وفي الوقت نفسه ، وجد الباحثون أن تايلور سويفت ، كمتحدث أصلي ، استخدمت جميع فئات العلامات الشخصية والعلامات الشخصية لفترة أطول من أرمايا دورمي ، كمتعلم للغة الإنجليزية كلغة أجنبية. ينصح المزيد من الباحثين بتعميق هذا الموضوع، وخاصة فحص العلامات الشخصية للكلام التلقائي في المواقف المختلفة.

ABSTRAK

Winalda, Gaizka (2023). *Penanda Interpersonal Taylor Swift dan Armaya Doremi dalam Pidato Wisudanya*. Tesis Sarjana. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Rohmani Indah M.Pd.

Kata kunci: penanda interpersonal, berbicara di depan umum, pidato wisuda.

Berbicara di depan umum menjadi kompleks karena memerlukan aturan. Berpidato di depan umum menjadi sebuah tantangan bagi pembelajar Bahasa Inggris sebagai bahasa asing. Penelitian ini bertujuan untuk membandingkan pidato kelulusan Taylor Swift sebagai penutur asli, dan Armaya Doremi sebagai pembelajar Bahasa Inggris sebagai bahasa asing. Hal ini untuk mengetahui keahlian khusus apa yang harus dimiliki untuk menampilkan pidato yang baik. Metode deskriptif kualitatif digunakan untuk mencari penanda interpersonal yang digunakan oleh Taylor Swift dan Armaya Doremi. Teori yang digunakan untuk menganalisis data adalah penanda interpersonal oleh Ädel (2010). Peneliti menemukan bahwa Taylor Swift dan Armaya Doremi menggunakan penanda interpersonal dalam pidato mereka, yaitu komentar linguistik, organisasi wacana, label tindak tutur, dan referensi ke penonton. Sedangkan, peneliti menemukan bahwa Taylor Swift, sebagai penutur asli menggunakan semua kategori penanda interpersonal dan penanda interpersonal lebih panjang dari Armaya Doremi, sebagai seorang pembelajar Bahasa Inggris sebagai bahasa asing. Peneliti selanjutnya disarankan untuk memperdalam topik ini, khususnya meneliti mengenai penanda interpersonal ucapan spontan dalam berbagai situasi.

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CHAPTER I

INTRODUCTION

This section covers the description of the research of conducting this research. Additionally, it explains the problem's justification and its method. In doing so, it covers the research background, research questions, research significance, scope and limitation, definition of key terms, previous studies, and research method.

A. Background of the Study

Until recently, one of the greatest fears of humans is public speaking. The most recent Chapman University Survey on American Fears in 2019 found public speaking at No. 52, well behind sharks (41), death (48), and Obamacare (33) (Leith, 2019). When people present their ideas in front of others, fear frequently arises because they perceive speaking engagements as a potential threat to their reputation, image, and chance to connect with an audience (Tsaousides, 2018); (Damayanti & Listyani, 2020). All in all, the audience and public speaking are closely related.

Then, as a speaker, they should have an audience that accepts all of the speaker's words. Because of this consequence, for the message to be conveyed properly, the speaker must master the language. In this context, language comprehension is how the speaker tells meaning through the words (Daud et al., 2019). For example, the speaker employs neatly arranged, systematic, and coherent speech. In addition to mastering the language, the speaker must have more knowledge for the message to be conveyed well. Another element that adds to your

fear of public speaking is your level of expertise in a particular subject (Tsaousides, 2018).

The subsets of speaking can result in standardization. Many speakers are remembered as examples because their background is someone smart in this era. The listener will either be surprised or wish they could talk that way. It is because they might talk intrinsically tied to the characteristics of speech, figurative language, sayings, and a neat language arrangement. Due to the great influence on the process of language learning, public speaking fear has played a crucial role in language learning (Tercan & Dikilitaş, 2018). In essence, not fully mastering the language is one of the reasons people are afraid to speak in front of an audience.

This fear will be multiplied for Indonesian students with EFL status. They become more careful in speaking. Because of people's expectations, they feel nervous. They become insecure when they believe the words, sentences, and information conveyed are incorrect. It will worsen if they stutter, tremble, or do not believe in themselves while doing it, plus their unsupportive environment. They are terrified of being humiliated or rejected (Black, 2019). Their lack of proficiency in the language, syntax, and speaking techniques contributes to their anxiety when speaking. They are concerned that the message conveyed to the audience will be misunderstood because it is not neatly organized, systematic, or coherent. In short, public speaking remains a terrifying specter for EFL students in Indonesia.

Public speaking, popular among students, is the commencement of a graduation speech. Being a speaker on graduation day is one of the student's most prestigious experiences (Amalia et al., 2021). According to Arthur and Fenyi

(2022), the ability to express oneself through appropriate words is the key to a speech. As a result, many factors must be considered when delivering a speech. Azijah and Gulö (2020) state that a speaker must be aware of several factors, such as word choice, language use, and speech organization. This understanding seeks to bargain with the listener to make the presentation more interactive and establish a relationship with the listener. The speaker typically builds a connection with the listener without even realizing it using the idea of discourse markers (Firdaus & Shartika, 2021).

Discourse markers may have a significant impact on how the speaker communicates with the audience. Discourse markers are linguistic resources used to achieve effective communication and persuasion that leads to successful interaction (Permana, 2017). Discourse markers in either spoken or written sentences are usually more focused on their structure, whereas utterances are more focused on their use in a specific context (Amalia et al., 2021); (Azijah & Gulö, 2020). The context of the study is the state of discourse markers used in spoken language, mainly graduation speech. Ghafarpour (2022) believes that different types of spoken language, such as face-to-face conversations, monologues, and speeches, can contain varying amounts of discourse markers.

Listeners might comprehend the speaker saying only when discourse markers are used correctly. According to Lenk (1998) in Arya (2022), discourse markers are essential in guiding the audience's understanding of ongoing speaking. According to (Kuswoyo & Siregar, 2019), discourse markers are defined as a term that refers to the interaction between the transmitter and the receiver, that is, the

role of the speaker and the role assigned to the hearer. As in (Zhang, 2019), discourse markers can represent the author's or speaker's efforts to lead the recipient's perception of a text or utterances. They are described as the 'glue' of discourse by Louwse and Mitchell (2003) and are frequently found 'spiced up' in Lewis (2006) on spontaneous talk (Arya, 2022). According to Ghafarpour (2022), they can also help overcome obstacles to unprompted speech, such as the ability to be reviewed and revised; for example, 'oh' can be used to indicate that the future information belongs to the previous one in the discourse and "I mean" can be used to represent that the following information corrects a previous error.

The sequences that discourse markers have can also be employed as contrastive markers. Regarding the sequential order of English discourse markers, Haselow (2019), focuses on combining a small number of discourse markers that include contrastive discourse markers, such as 'but', 'yet', and implicative so, as a result. Discourse markers, investigate which combinations of contrast and however are possible or 'acceptable' and which are not, based on the distinctions between 'primary' discourse markers with general contrasting meanings, e.g., but, and 'secondary' discourse markers with more specific meanings, e.g., instead discourse markers. Although no specific sequencing principles are identified, the argument implies that primary discourse markers logically precede secondary discourse markers, given that primary discourse markers are relatively non-specific in meaning. Secondary discourse markers determine the relationship between neighboring discourse units (Haselow, 2019).

Discourse markers can be very influential. Syntactically and semantically, discourse markers are optional. They are syntactically optional because removing them does not render the discourse markers in which they are found ungrammatical. Remove discourse markers ‘actually’ from the discourse segment to demonstrate discourse markers’ syntactical optionality “He is tired, actually”. The removal of ‘actually’ does not render the host segment “He is tired” ungrammatical but rather affects the explicit signaling of the speaker’s attitude toward the content of discourse propositions.

The employment of discourse markers, even though as an option, ultimately proves to be crucial. According to some scholars (Permana, 2017); (Yasinta et al., 2018), there are only two types of discourse markers: interactive discourse markers and interactional discourse markers. The interactive discourse marker features bring speakers and listeners together and organize material by paying attention to the requirements and expectations of listeners, both of which are reactions to interpersonal aspects (Rasooyar & Hosseini, 2019).

Interpersonal markers are viewed as a complement to discourse markers since they can help organize the material that will be provided. It places the speaker in the spotlight and encourages audience participation (Kashiha, 2022). Interpersonal markers, such as “I showed above” and “as you can see,” can be used to make direct references from speakers and/or from what was said as well as to establish persona and take a stance (Matroudy & Ebrahimi, 2022); (Rezaei et al., 2022).

As a result, this study goes into greater detail about the significance of understanding one subset of discourse markers, namely interpersonal markers, in an expression. According to Azijah and Gulö (2020); Yasinta et al., (2018) interpersonal markers play an essential role in facilitating communication between speaker and audience in Esmer (2017), and understanding the implied meaning of the speaker's utterance is required in all types of communication, including speech. Then, in addition to facilitating interpersonal markers in Bazzanella (2006, p. 456) according to (Ghafarpour, 2022). They aid in the discovery of utterances in the interpersonal and interactive dimensions.

In researching discourse markers, especially in the interpersonal markers branch, this study used the perspective of pragmatics. According to Yule (2006) in Hariati et al., (2020), pragmatics is a branch of linguistics that studies a meaning in the context of the speaker's speech. Because it can understand precise meanings and is most relevant to graduation speeches, the pragmatic domain is the most suitable for this study. They also state that pragmatics is used to study speakers' meaning based on the context of speech and the situation when it occurs (Hariati et al., 2020). Discourse markers have been approved as one of the crucial elements of communication that can measure effectiveness in speaking pragmatically (Arya, 2022); (Yüksel & Kavanoz, 2018); (Öztürk & Köse, 2021); (Farahani & Ghane, 2022). It is critical for someone to master practical competencies to effectively communicate their thoughts and transfer/exchange knowledge and information as occurs during speech (Arthur & Fenyi, 2022).

Several researchers have investigated a similar topic regarding interpersonal markers, which motivates new researchers to dig deeper into Ädel (2010) theory. According to Amalia et al. (2021), discourse markers are also used in diplomatic settings as interpersonal markers. However, what is frequently mentioned by Amalia et al. (2021) is textual discourse markers. Permana (2017) discovered in a subsequent study that Obama used all categories of interpersonal markers, namely fences, certainty markers, attributes, attitude markers, and comments, in his 2012 speech campaign. Of all the categories, attitude and commentary markers were the most frequently used, indicating that Obama attempted to build an emotional bond with his audience as a persuasive strategy in his campaign speech. It is also worth noting that certainty markers are the least frequently used category, which could be interpreted as Obama being moderate in his approach to persuading his audience.

While more study outlines speech that emphasizes micro-categorization. Mirzaeian (2020) findings show that, despite similarities in meta-discourse use between the two contemporary US presidents, each chooses to use a typical pattern of micro categories. He concludes that the findings imply that writers speaking the same language and even having the same cultural background would benefit from various micro-categories of interpersonal markers to fulfill any particular function of interpersonal markers for example establishing speaker-audience relationships or expressing attitudes toward interpersonal markers.

Even though several researchers are already interested in this field, this study differs from previous research in that it presents interpersonal markers in

actual conditions during the graduation speech. Because in this situation, some people will share their personal experiences, motivations, and words of thanks. Then, most likely, discourse markers, particularly interpersonal markers, will appear more frequently.

This study looks into this field because the researcher thinks it is essential to learn more about interpersonal markers. It must be well understood because they serve as a link between sentences. Furthermore, to express something effectively, it must be bridged between contexts. So, the expression is considered coherent. Understanding interpersonal markers in this pragmatic area will improve language mastery. This study aims to examine all of Taylor Swift's utterances in her graduation speech for interpersonal markers. She is chosen because she is an influential and well-spoken individual. She does it when she gives speeches at talk shows and concerts. According to some social media comments on YouTube, Instagram, and Twitter, she is good at public speaking. She makes use of well-structured language.

Meanwhile, this study used Armaya Doremi's second subject as a comparison because she was one of the Indonesian EFL students who was allowed to speak on graduation day. She spent about ten months studying English and living in the United States. However, the topics that scholars have examined for both share some similarities. They both had the opportunity to deliver commencement addresses. They build interpersonal markers during ceremonial speeches by convincing the audience several times. The researcher then intends to demonstrate the differences in language structure used by the two, particularly in interpersonal

markers. As a result, this study will explain the use of interpersonal markers in speech, providing new insights into social life.

In the end, the researcher was interested in learning about how both of them used interpersonal markers since the study subjects had supported this phenomenon. The researcher will fully describe the topic of Taylor Swift and Armaya Doremi in their graduation speech after outlining the issue.

B. Research Questions

1. How are the interpersonal markers used in the speech of Taylor Swift as a native speaker?
2. How are the interpersonal markers used in the speech of Armaya Doremi as an EFL speaker?

C. Significance of The Study

The results can be utilized as a guide when researching discourse markers, particularly Ädel's usage of interpersonal markers (2010). In addition, those who are learning English and find it difficult to speak in public can put this study's findings to use.

Then, this study offers information as a source of insight into linguistics, a main method of language analysis. The researcher then offered theoretical information, focusing particularly on Ädel (2010) theory's discourse markers and interpersonal markers. The literature evaluation in this study also included authors that agree with Ädel such as Hyland.

D. Scope and Limitation

This study will categorize, examine, and explain interpersonal markers in Armaya Doremi's and Taylor Swift's graduation speeches as representations of native speakers and EFLs' using Ädel (2010) theory. Despite the fact that the two of them delivered several speeches, this study solely examined data from their individual commencement addresses, which were posted on YouTube. While Armaya Doremi's graduation speech was released on her own official YouTube channel, Taylor Swift's was published on the official YouTube account of New York Universities. Thus, this current research does not discuss other than one of the branches of discourse markers, namely interpersonal markers as well as limited only to answering research questions.

E. Definition of Key Term

This section contains the key terms along with their definitions below:

- 1. Discourse markers:** are one of the language tools used to maintain the interaction between the speaker who deliver the graduation speech and the audience of the graduation ceremony. When addressing or delivering a speech, it is frequently used.
- 2. Interpersonal Markers:** are language tools to show the relationship between the speaker who deliver speech and the audience of the graduation speech, that are typically employed to take a perspective and persuade the audience.
- 3. Graduation Speech:** is an address delivered to graduating students, typically at universities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews related literature, starting from research theory and the objects studied. First, it discusses in general pragmatics as the study included in the field of pragmatics. Second, the review of discourse markers has been followed by one of its branches, interpersonal markers. Then the taxonomy of interpersonal markers by Ädel (2010) is elaborated and finally explains its use.

A. Pragmatics

The study of pragmatics can improve the interaction between listeners and speakers. Delivering communications with a sense of the situation and setting in which they are produced is known as pragmatics (Fernandez & Ettinger, 2022); (Hariati et al., 2020). So, pragmatics is tightly linked to language structure, context, the context in which forms are employed, and how these links are seen and represented in social interaction. Of course, if the text is correctly interpreted, interactivity will be simple (Taguchi & Ishihara, 2018). Additionally, pragmatics adopts a sociocultural perspective on language usage by, for example, analyzing the discourse between the speaker and the receiver (Cutting & Fordyce, 2020). In other words, speakers who are aware of pragmatics will prevent misunderstandings.

In fact, when discussing context, the focus is frequently on cultural awareness. The encounter normally occurs while speaking in a situational context, which is typically defined by direct physical presence. As an illustration, the word “here we

are attending the graduation” is employed as a demonstrative pronoun to highlight the location of the speaker’s address to the listener (Cutting & Fordyce, 2020).

Meanwhile, background knowledge context can be interpreted universally. Igiri and Onyekachi (2020) believes that some culturally distinctive expressions of social traditions will be meaningfully communicated. Cutting and Fordyce (2020) said that, it is significantly different from the second one, this context can only be discovered in the text itself. The co-text itself emphasizes the endophora’s functions in referencing the intra-textual expressions within the same discourses (Telaumbanua & Aulia, 2019). As a result, effective communication occurs often because of these contexts.

Returning to the pragmatic approach, which can roughly characterize this subject. The first is language and structure. This approach can make discourse neatly arranged in which there is an exchange of theory and conversation analysis. The second is exchange theory which is implemented in direct interaction, Chaudhry and Loewenstein (2019), meanwhile, conversation analysis covers a wide range of topics, including critical discourse analysis, politeness, and speech act (Cutting & Fordyce, 2020). This approach is intended to categorize everything and make the language structured.

Then, in the language and context approach, the art often occurs when you establish a stance and present your point of view to the audience. The act of referring, in which a speaker employs a linguistic form to help the listener recognize something, is the use of language to refer to an entity in context (Cutting & Fordyce,

2020). Speakers employ a persona, just as when expressing ideas. This is evidenced by Taguchi and Ishihara (2018), which state the current view is that the form-function-context relationship changes according to shifts in attitudes, influences, identities, and speaker relationships. Therefore, this connects discourse markers that relate to the context of message delivery and interpersonal markers that reveal the speaker's persona.

B. Discourse Markers

There will be a connection between speakers and listeners through the use of discourse markers. According to Ädel (2006), discourse markers are texts concerning evolving texts or authors' explicit remarks on the current conversation. Basically, a linking text-a device employed by the writer or speaker to elaborate writing interpersonally or not-exists in the delivery of a text and a phrase. Ädel (2006), who claims that meta-discourse is separated into "metatext" and "writer-reader information," provides evidence for this (Duruk, 2017); (Zhang, 2019); (Musa et al., 2019); (Mirzaeian, 2020); (Kashiha, 2022); (Matroudy & Ebrahimi, 2022); (Rezaei et al., 2022). The pronouns I, you, and we can be used in personal metadiscourses, which are direct references from the writer or speaker to the audience, according to Ädel (2010) theoretical paradigm for metadiscourse. Ädel stressed, after going over it once more, that "you" is a move approach with an engagement marker function while "I" in discourse markers is a marker approach that serves as a self-mention (Ädel, 2023). Since it was outlined in detail in his earlier study, the "we" function is not mentioned in the category. Ädel (2023), sees him placing more of an emphasis on introducing new categories.

She also creates impersonal metadiscourse, which is the exact reverse of personal metadiscourse. This is a kind of discourse marker aims to keep the writer or speaker out of the discussion or text. This usually conveys the logical truths that are being attempted to be communicated. Virtually, it rarely happens or is infrequently applied by the author's personality in the present. Only a few occasions in the book do the author make an exception or impersonal markers.

Other research, however, has differing perspectives on discourse markers. According to Hyland (2005) in Ebrahimi (2018); Kashiha and Marandi (2019); Musa et al. (2019); Firdaus and Shartika (2021); Herriman (2022); Vinchristo (2022); Saidi and Karami (2021); Abusalim et al. (2022), because it reflects the personality, views, and presuppositions of authors and presenters, discourse markers represent the concepts and knowledge that they will impart. In this manner, authors and speakers can persuade the audience that what they are conveying is accurate. Therefore, Hyland emphasized once more that expression through writing and speaking, which are actions of meaning, is never neutral but is constantly entwined with the realization of the interests, views, viewpoints, and values of people who uphold them. If discourse markers are not used to transmit ideas, then the text or speech is merely a blank delivery of facts without an audience. In other words, it would only serve as a school announcement for the exam. Discourse markers, according to Hyland (2005), are indicators of how well the audience comprehends the context of a speech. Discourse markers may transform inert material into what the audience needs to hear.

Discourse markers are a tool used to engage speakers and listeners, according to the studies discussed above. This tool will be quite helpful because it can elaborate ideas and information that will be communicated in a clear, organized manner and give phrases variety. Additionally, the speaker can influence the audience solely through the precise usage of the discourse markers he uses. Whereas Maschler (2009), has made the theory of discourse markers more different.

According to Maschler (2009), the usage of discourse markers is often referred to as metalanguaging. Considering it can be analyzed from the side of the text itself and from outside the text. This is demonstrated when Maschler (2009) asserts that language is separated into two categories. However, the use of language itself also allows us to observe the process of language usage. In other words, there are cognitive reflexes in language processing events, such as believing that the preceding word has to be corrected after articulating something or verbalizing it. The key is that Maschler uses theoretical discourse markers in speech. His categorization of discourse markers includes four categories: interpersonal, referential, structural, and cognitive. Discourse markers, which are also translations from Israeli to English and are used concurrently in conversation, are used to describe the classification in more detail. His words, including those of Nu, Bekitsur, Keilu, and Tov, were crucial to Maschler's study. Additionally, Discourse Markers must meet structural and semantic criteria, claims Mascler (2009). If the words and sentences have a metalingual meaning in the context of the speaker's speech, discourse markers will be acknowledged from a semantic perspective. In the

meantime, the meaning of words and phrases used on purpose to bridge sentences after speaking must meet structural criteria.

C. Interpersonal Markers

Discourse markers that fall under the category of interpersonal markers are often utilized in speech. This has been validated by several previous studies. Kuswoyo and Siregar (2019), in their research about interpersonal markers used in oral business, state that Steve Jobs created 78 interpersonal markers in one presentation, including Hyland's interactive and interactional markers (2005). Steve Jobs was better than other interactional meta-discourses at controlling presentations by using well-placed transitional words and organized language. Moreover, by using the word "we" more frequently, Steve Jobs was successful in persuading the audience. This is meant to make a personal reference to the speaker by making the listener feel as though they already do and will feel the same way.

Recalling the research described in chapter one, specifically the micro and macro categories were put forward by Dafouz-Milne (2008) and written by Mirzaeian (2020) in the political address given by Trump and Obama on the Iran nuclear deal. The goal of Mirzaeian's study was to demonstrate how individuals from the same culture used interpersonal markers differently. It was discovered that the political affiliation, communicative style, and intent as well as the context of each speaker's speech would cause the employment of interpersonal markers from the same cultural background to result in various category patterns. Therefore, the application of interpersonal markers from the same culture will be linked to each

speaker's intellect and personality, which are inextricably linked to the conversation's environment.

Rezaei et al. (2022) most recent study on interpersonal markers makes use of Ädel (2006) theory in academic interviews. It should be kept in mind that participants in interviews do not wish to express their opinions using reflexive pronouns. However, other sub-function interpersonal markers can be found. The result is clarifying and consequently draws more attention. As a result, clarifying as necessary attracts more attention, which is subsequently followed by managing comprehension and anticipating the audience's response. Imagining sceneries are rarely found until it is only said once in this case. In short, the cases in this study mostly use the Clarifying sub-function.

Research papers written by Chinese and British researchers share similarities with the combined theories of Hyland (2005) and Ädel (2006), according to (Li & Xu, 2020). They both communicate the logic they both started using impersonal metadiscourse. But remember that because of cross-linguistics, there are major cultural differences. According to this survey, English researchers use metadiscourse more frequently than Chinese researchers overall. Li and Xu (2020) attribute these differences to linguistic, sociocultural, and rhetorical variables in their study. Individual researchers from the UK and China might have varying standards for readers as well. The issue they are worried about is how to easily upload international journals without there being any appreciable differences between the use of metadiscourse in English and Chinese. In order to facilitate future writing, discursive metadiscourse can be further investigated in this manner.

Those studies and justification above very much describe interpersonal markers that have similar purposes. They described the many functions and relationships between interpersonal markers and speakers and listeners. This current research will provide Ädel (2010) theory, which proposes findings from previous theories and makes them more renewable, in contrast to earlier studies, like those by Hyland (2005); Ädel (2006); and Dafouz-Milne (2008).

Ädel (2010) made significant adjustments to his theoretical experiment at Ädel (2006). Ädel (2010) acknowledges that his taxonomy, while it can be seen as a first effort at theory, still requires revision (Ädel, 2010). The taxonomy that previously contained two concepts from meta-text that were focused on the text itself, with audience interaction targeted at the audience, added categories for each concept. Ädel (2012) divides meta-text into three categories: speech act label, discourse structure, and metalinguistic comment. References to the Audience is the only topic under the heading of Audience Interaction.

1. Linguistics Comments

Repairing, reformulating, remarking on language form/meaning, clarifying, and managing terms are discourse functions included in metalinguistics remarks (Ädel 2010); (Matroudy & Ebrahimi 2021).

a. Repairing

It refers to both self- and other-initiated suggestions or alterations which correct or cancel a preceding contribution (Ädel, 2010); (Ädel, 2023). On the other hand, since lectures did not seem to be preplanned in writing and were more flexible,

lecturers made use of some repairing strategies to manipulate their arguments and indicate their attempt to self-correct themselves while delivering information (Kashiha, 2022).

b. Reformulating

As in the case of repairing, it refers to the offering of an alternative word or expression due to the expansion's additional value rather than because the prior input was deemed incorrect (Ädel, 2010); (Ädel, 2023). Reformulating during a discussion typically results from unintended audience input, such as the "yes, but" hypothesis. (Kashiha, 2022).

c. Commenting On Linguistic Form/Meaning

It includes metalinguistic references to linguistic form, word choice and/or meaning (Ädel, 2010); (Ädel, 2023). Presenters frequently express their opinions about what they have just said in this setting.

d. Clarifying

It is used to spell out the addresser's intentions in order to avoid misinterpretation. Clarifying here does not refer to a specifically interactive function, which is why it is not classified as a type of references to the audience; it involves examples of the addresser wishing to specify what he or she is saying (or not saying) in order to avoid misunderstandings (Ädel, 2010); (Ädel, 2023). Clarifying is frequently used in conversations when things get out of hand. When that happens, it seems like the message is ambiguous.

e. Managing Terminology

It typically involves giving definitions and providing terms or labels for phenomena that are talked about (Ädel, 2010); (Ädel, 2023). This phrase is used when the speaker has made a point that is complicated or requires more clarification.

Ädel (2022) taxonomy of Linguistics Comments p. 13

Repairing	(1) ...sorry I meant to say that...
Reformulating	(2) in other words, ...
Commenting on linguistics form	(3) in brief this study is... (4) um I don't know if successful is a good word um (5) I've I can't quite I can't quite um verbalize in detail what it is that makes me uncomfortable about this claim (6) maybe I'm pronouncing that wrong
Clarifying	(7) and that is um to say that
Managing terminology	(8) not exactly what I call an inconsistency (9) I will be referring to [...] as [...] at times (10) um I can't remember what they're called now

2. Discourse Organization

Several discourse functions related to subject administration are part of discourse organization (Ädel, 2010); (Ädel, 2023). This superordinate group serves as a means of speech organization. Four broad groups serve as the main functional divisions. The first is topic management, which includes (a) announcing topic, typically used as a conversation starter. Meanwhile, the (b) concluding topic is frequently used to wrap up a speech. Managing this topic is an explicit method to indicate things like the beginning of a new topic or the end of one. The second is managing phorics, which includes (c) enumerating, used to illustrate how various discourse components are related using numbers. Then (d) endophoric marking, which is used to indicate a specific point in the discourse and is employed when it is unclear or irrelevant whether what is meant occurs before or after the current issue.

Endophoric markers exclusively served the purpose of drawing attention to certain parts of an utterance. Since all realizations of this function included the audience's presence, whether directly through the use of the verbs of seeing ("look" and "see") and the audience pronoun "you" or indirectly through the use of imperative forms, it is important to note that endophoric marking was generally audience-dependent., and (e) Previewing, which is used by the speaker to indicate what is to come next in the discourse. While (f) reviewing is done in reverse, all the function of these managing phorics are explicit methods of demonstrating connections between things by numbering or directing the audience in a different direction, such as by referencing an image on a slide. The final option is Marking Asides, which is a distraction. Each subcategory's purpose is to organize the dialogue clearly and appealingly. Marking asides served as a specialized attention-getting technique to alert listeners to a speaker's desire to briefly turn off subject or provide room for an important difference.

Ädel (2022) taxonomy of Discourse Organization p. 13

Managing topic	
Introducing topic	(11) <u>I'll be discussing.</u> (12) um <u>my focus in this presentation anyway is on ...</u>
Delimiting topic	
Adding topic	
Concluding topic	(13) <u>And um that brings me to conclude my presentation</u> (14) <u>Well, that's it</u>
Managing phorics	
Enumerating	(15) <u>The first thing is ... the next thing is ...</u>
Endophoric marking	(16) <u>in table one</u> (17) um <u>as you can see</u> (18) <u>but this bit up here</u>
Previewing	(19) <u>but we'll get back to this</u> (20) <u>I'll talk a little bit about that in a second</u> (21) <u>As I said earlier, we have.</u>
Reviewing	(22) <u>it's just like the comment that I made before</u>

- Marking asides (23) That is not a key point, but I just wanted.
 (24) Anyway, this is a- this is a- a tangent.

3. **Speech Act Labels**

According to Ädel’s taxonomy (2010), the labelling speech act category applies when a speaker or writer refers to a discourse action that was done, such as summarizing or adding (2022). Keep in mind that the speaking act must be the author’s own, and not someone else’s. Discourse functions like (a) arguing, which are typically used for actions against a problem, are included in speech act labels. Then (b) exemplifying refers to how units are marked in the author’s current discourse when they function as examples. It serves as a means of designating particular speech actions. Finally, (c) other speech act labeling is for speech acts that, at least in the current data set, are not common enough to warrant their own label.

Ädel (2012) taxonomy of Discourse Organization p. 88

- | | |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arguing | (25) it’s an extremely profound point I argue cuz...
(26) I was arguing to you that the different...
(27) I am postulating that...
(28) I argue that there are three ways... |
| Exemplifying | (29) these people were, part of that group of painters uh we’re talking Helen Frankenthaler Grace Hartigan.
(30) ...that his life should be an example, um we have the biography of uh of Augustus in antiquity... |
| Other speech act labelling | (31) that’s the only hint I’m gonna give you for that question,
(32), and I am suggesting that...
(33) I want to emphasize, however, that this does not mean that |

4. **References to the audience**

The category of interpersonal marker called references to the audience, finally, includes five discourse functions (Ädel, 2010); (Ädel, 2023). It checks or at

least refers to participants' understanding and uptake in relation to the channel (Ädel, 2012). It marks an explicit orientation to the audience. Also, it needs to be stressed again that discourse markers inherently oriented to an audience, but this may be in implicit ways. (Ädel, 2023).

a. Managing Comprehension/Channel

It is done to make sure that the addresser and addressee(s) "are on the same page," to use a common metadiscursive term. It is used to assess, or at the very least make reference to, participants' comprehension and uptake of the program. Notably, no shared knowledge is assumed here; rather, it focuses on channel and understanding checking. (Ädel, 2023).

b. Managing Audience Discipline

It refers to cases in which the audience is directly addressed and typically instructed to do something; it may also include cases in which the audience are reprimanded or complimented for their behavior (Ädel, 2010); (Ädel, 2023).

c. Anticipating The Audience's Response

It pays special attention to predicting the audience's reaction to what is said, most often by attributing statements to the audience as potential objections or counterarguments (Ädel, 2010); (Ädel, 2023).

d. Managing The Message

It is typically used to emphasize the core message in what is being conveyed; as such, it tends to provide the big picture, or at least state what the addresser wishes the audience to remember or experience based on the discourse (Ädel 2010); (Ädel,

2012). Additionally, it alludes to instances where the addresser makes a clear statement about the intended uptake

e. Imagining Scenarios

It asks the audience to see something from a specific perspective, often in a vivid and engaging fashion. Drawing on prior research into stories in lecture discourse, and ‘Imagining Scenarios’ Ädel (2010), Ädel (2012), we identify and describe passages in lectures where listeners are invited to imagine a fantastic hypothetical situation. Ädel (2012) found that “the greatest difficulty in the analysis stage was deciding exactly where to draw the line between Imagining Scenarios and non-metadiscursive examples” (Nesi & Alsop, 2021). There is a structure that can be utilized to justify the fact that the statement takes the shape of a hypothetical situation. Use of if statements, analogies, scenarios, visuals, and envision are a few examples (Nesi & Alsop, 2021). It facilitates the process of examining hypothetical situations.

Ädel (2010) taxonomy of Discourse Organization p. 90

Managing channel	(34) ...more compact digital you know what I mean?
Managing audience	(35) alright, can I get your attention please?
discipline	(36) can we have, can we have a little bit of quiet?
Anticipating	(37) you guys’ll probably, end up thinking... that I’m a twisted
audience response	bastard for for uh for giving the... (38) You might still think that...
Managing the	(39) that’s a powerful theory but what I want you to remember is...
message	(40) and what you will find, what I want you all to think about...
Imagining	(41) we’ll give this guy a name we’ll call him A. and let’s say,
scenarios	there’s... (42) that’s disinhibition. And sure, you can imagine the scenario, you know if your visual cortex cells just...

D. Public Speaking

Every human being in this world recognizes the immeasurable value of public speech. In this field, it's crucial to convey ideas in any circumstance. According to Nadiah and Arina, (2019), Tridinanti (2018) and Luke et al. (2020), public speaking is the delivery of information to the audience with complete responsibility through interactions in a variety of contexts. Then, through speech, concepts are communicated as well as agreement and disagreement on a subject. Since sharing and influencing others is essentially a method of transferring one's ideas, expressions, or wishes (Karmala et al., 2019); (Cheng & Kuek, 2020); (Sroikudrua et al., 2021). In this manner, we can speak out about the events taking place in the globe. But bear in mind that knowledge must undoubtedly go along with speaking. Considering that it combines information, skills, and attitudes (Cheng & Kuek, 2020). Additionally, using words as a power move is possible. This is frequently used in other speech styles so that listeners trust the speaker's delivery.

Initially, it is stated that there are different kinds of public speaking in order to build the speaker's credibility with the audience. There are many different kinds of public speaking, but the four most common kinds are educational, persuasive, demonstrative, and ceremonial (Sroikudrua et al., 2021).

The first is informative speaking which generally centers on talking about people, events, processes, places, or things. Informing an audience about one of these subjects without being persuasive is often a difficult task to complete. All speech has an effect that might enable individuals to self-persuade themselves. The

line walked during an informative speech, as opposed to a persuasive speech, is to not make persuasion an explicit and obvious goal, according to University of Pittsburgh.

The second type of speech is a persuasive speech, which aims to change people's minds or behaviors about something. He proposed three persuasive appeals: ethos, logos and pathos. Ethos is how the speaker convinces audiences of his/her credibility; logos is the use of logic and reason; and pathos is how to persuade audiences by appealing to their emotions (Sroikudrua, Punksirikul, Tawichai, 2021).

The third type is ceremonial speech. Graduation speech is included in this category. Commemorative speeches are sometimes known as "ceremonial" or "epideictic" speeches. At the most basic level, commemorative speeches pay tribute or praise a person, an institution, an event, idea, or place. Their focus is on values. All societies hold certain values central to human existence: beauty, loyalty, wisdom, kindness, tradition, success, innocence, experience, and courage, for example. The commemorative speech will celebrate these values. Types of commemorative speeches include the eulogy, the speech of nomination, the speech of goodwill, the wedding toast, and the award acceptance speech.

The receiving audience will then learn how to perform the task or procedure through a demonstrative speech, as the final type of public speaking. Demonstrative presenters act as guides, walking the audience through an interesting "how-to" process step by step. A demonstrative presentation or an explanatory address are other names for this kind of speech. In order to effectively

communicate information, demonstration speech ideas and subjects must be logical.

Out of all the types above, public speaking can be said to have a close connection with the audience, making it a communication process. But remember that conversation is different from public speech. This distinction clarifies that public address requires more excellent preparation than conversation. Speakers may spend hours to days preparing. Public discourse is then undoubtedly more formal than conversation. At this point, informal language is avoided because the audience expects to use proper English grammar and terminology. It is ensured that nonverbal behavior utilizes appropriate body language by taking into account even that. The final distinction between the two is that public speaking clearly delineates the roles of the speaker and the audience. Rarely do listeners interject; instead, they merely reply.

There is a paradigm that treats speaking in front of an audience as a form of communication. First, witnesses are referred to as public speakers. This is due to the fact that a source must elaborate facts and concepts for the public. in order for the listener to comprehend what is being said. Second, a note needs to be included in a delivery. In public speaking, the statement itself, what is said and how it is said, is the message. Third, channels are mediators who transmit information. Speakers typically use either audio or visible cues to communicate. Auditory will occur when speakers share information with listeners, such as words, vocals, and sound quality. When speakers use non-verbal signals like eye contact, facial expressions, and changes in clothing, visuals will also take place. Fourth,

there needs to be a receiver when addressing in public. Individual audience participants are those who receive messages. To put it briefly, public speaking is also communication.

However, there is a friendly barrier between the two presenters and viewers called noise. Noise is a hindrance or diversion that stands in the way of message exchanges. There are two types of noise; the first is internal and results from a physical disturbance in either the sender or the recipient. The second is external which the same as grass mower noise, traffic noise, and other exterior sounds are examples of external noise. It is widely recognized that noise will never be gone. Although the differences between conversation and public speaking have been previously discussed, both still involve contact. Because the public speaker does the majority or all of the talking, public speaking varies from casual conversation. Public speaking is still interactive, to be explicit. It is of little use if the public speaker speaks in front of no one. They adhere to the audience's head nods, smiles, chuckles, and other signals. Graduation speeches, which are presently being studied, are dependent on audience input. In contrast to audience response, there are other factors, such as context, that point to public speaking during an encounter. The environment or circumstance in which the statement is delivered is referred to as the context of public speaking experience. This takes into account space, time, circumstances, as well as customs and society. Similar to the graduation speech, the context mentioned relates to the speaker's message.

CHAPTER III

RESEARCH METHOD

This chapter explains how the researcher uses the method to collect and analyze data. It covers research design, research instrument, data source, data collection and data analysis.

A. Research Design

This research constructed the discourse marker, especially the interpersonal marker used in a graduation speech. Because the data in this study is in the form of words, it used the descriptive qualitative technique. However, there is universal agreement that qualitative researchers must show the credibility of their investigations (Creswell, 2009). In general, qualitative approaches are used to collect information in the form of words rather than figures (Creswell, 2009).

The current study used a descriptive design to determine whether the data available is acceptable for development as an update in the form of a description. The descriptive approach is an investigation methodology that results in an in-depth examination of descriptive data. The descriptive-qualitative method's goal is to uncover the essence of phenomena via study (Lambert et al., 2013). Furthermore, this study also employs real-world data, namely the usage of discourse markers in the interpersonal marker branch of university graduation speeches. So, by employing the descriptive approach, the specifics of data collection, such as document data, examination data, observation data, and record data, will be thoroughly addressed. The use of this descriptive technique is required since the researcher's purpose is to link with Ädel's interpersonal markers theory (2010).

B. Research Instrument

The research begins by gathering all of the data from the New York Universities YouTube account. The researcher then criticizes by using critical thinking, analysis, and data classification to determine the link between the evidence and the theory employed. Other tools, such as video recorders, audio recorders, audio transcribers, and notebooks, assist the researcher.

C. Data Source

This research used primary and secondary data sources. The primary data of the research are Taylor Swift and Armaya Doremi speech, which entitled NYU's 2022 Commencement Speaker Taylor Swift, and Inspiring Commencement Speech from Indonesian Student-Armaya Doremi in the form of video. There are also YouTube links to each video. This is Taylor's <https://youtu.be/OBG50aoUwII> and Armaya's <https://youtu.be/4ONKazuDBpY>. Meanwhile, the secondary data are the downloaded transcripts of each video containing interpersonal markers in the form of words or phrases. Then, it is supported by several previous studies as a source of comparisons from earlier studies and ideas about interpersonal markers.

D. Data Collection

There are several stages of data collection. Firstly, the researcher watched the video of Taylor Swift's entitled NYU's 2022 Commencement Speaker Taylor Swift and Inspiring Commencement Speech from Indonesian Student-Armaya Doremi several times. Secondly, the researcher obtained the transcripts from their YouTube videos. Thirdly, the researcher also checked the content of the transcripts

with the video. Fourthly, the researcher then noted of the uttered interpersonal marker of Taylor Swift and Armaya Doremi using theory of Ädel (2010). The data were noted in the table of data collection.

Table 3. 1 Data Collection

Data	Time	Utterances
1.		
2.		
...		

E. Data Analysis

The data were analyzed by the researcher in several phases. Firstly, categorizing the interpersonal markers of Taylor Swift and Armaya Doremi into several categories namely linguistic comments: repairing; reformulating; commenting on linguistics form/meaning; clarifying; managing terminology, discourse organization: introducing topic; delimiting topic; adding topic; concluding topic; marking asides; enumerating; endhoporic marking; previewing; reviewing; contextualizing, speech act labels; arguing; exemplifying; other speech act labeling, references to audience: managing channel; managing audience discipline; anticipating audiences’ response; managing the messages; imagining scenarios. Secondly, analyzing the interpersonal markers of Taylor and Armaya using Adel’s (2010) theory. Finally, the researcher concluded the findings of the research. The following table is the table of analysis of interpersonal markers

Table 3. 2 Analysis of Interpersonal Markers

Data	Time	Utterances	Type	Function
1.				
2.				
Etc.				

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings are meant to answer the research questions in Chapter I, while the discussion is made based on the findings.

A. Findings

Taylor used 288 instances of the interpersonal markers self-mention from Ädel (2010) in her commencement address at New York Universities, according to researchers. The researcher additionally includes the use of pronouns meant to demonstrate persona and pay attention to audience participation by utilizing Ädel's taxonomy (2010). There are 108 instances of "I," 23 instances of "me," and so on. The use of self-mentions that include the audience member follows, with 20 instances of "me," 12 instances of "us," and 10 instances of "our." Additionally, "you" has 91 total audience engagements, followed by "your" with 23 and "yours" with 1.

In the meantime, 94 instances of Armaya using the interpersonal markers self-mention theory by Ädel (2010) have been discovered in her Boston University commencement address. You will learn information such as mentioning "I," which consists of 37, and "me," totaling 17 if translated. 9 "we" statements refer to the public, 4 "us" statements, and 4 "our" statements. Along with other forms like "you" 15, "your" 8, and "yours" 0.

The significance of both statistics raises potential concerns. Nevertheless, bear in mind that the lengths of each are different. Therefore, the researcher

discovered the same if the time remained so. However, it is undeniable that Taylor, a native speaker, employs more social cues. A clear differentiation between them is when they use references to the audience. Taylor provided 99, while Armaya provided 26 found in the data.

As a representative of a native speaker, Taylor found much use of interpersonal markers; linguistic comments, discourse organization, speech act labels, and references to audiences. However, in the discourse organization, not all subs can be fulfilled. In her speech, she uses Enumerating as the basis for managing discourse.

Linguistic comments

Repairing

Datum 1.1

08:45 *Not the type of doctor you would want around in case of an emergency,*

When Taylor explained that she was already a doctor at the time, the datum above is a repair she formed. This kind of interpersonal marker suggests the setting of what Taylor previously stated, “I would like to thank NYU for making me officially, at least on paper, a doctor.” Nevertheless, it appears that she does not want the listeners to get the wrong idea. Taylor claimed that the doctor he received differed from what everyone else had seen or heard. Indeed, Taylor got the title not because he could already be considered a general practitioner, surgeon, midwife, and others. In the end, some words were spoken, which indicated a repair in his speech.

The repairing uttered by Taylor clearly exists. The phrase “not the type of doctor you would want...” that Taylor used to express the repairing is already a tiny indicator of the existence of repairing. Taylor uses the word negation in this sentence to support the previous one. Additionally, the pronoun “you” is used to imply references to the audience, which, of course, makes this an interpersonal marker. In the end, the audience’s initial response of comprehension was quickly followed by laughter at Taylor’s remarks. Therefore, it is evident that repairs were made to this data.

Reformulating

Datum 1.2

08:51 *Unless your specific emergency*

08:53 *was that you desperately needed to hear a song*

08:56 *with a catchy hook*

08:58 *and an intensely cathartic bridge section.*

Regarding datum 1 in the spoken “emergency,” Taylor clarifies it again by adding value to this word. Adding this value is reformulating the previously spoken sentence by reconstructing the sentence into an explanation. In fact, the emergency that Taylor was referring to is aimed at people who really need a song with a catchy hook and a great bridge, maybe a moment; sad, anxious, precarious, or other conditions.

Meanwhile, it is naturally apparent that this data contains reformulating. There was a mark at the start of the phrase when Taylor uttered this line. Precisely the words “...your specific emergency...” The word “emergency” from the preceding sentence is used again, which indicates reformulation. Furthermore,

Taylor instructs the audience to give the term emergency more meaning by pronouncing the pronoun “your” in that context. The following subordinate clause indicates that this formulation shift is quite lengthy.

Commenting on linguistic form/meaning

Datum 1.3

12:04 I guess, I have been officially solicited in this situation,

In datum 3, it is clear that Taylor renewed his opinion in response to the previous statement. She assumed that he had been subtly requested to deliver the message after sharing stories from his life that were packaged as a message for the audience. Graduates will deliver messages about their personal experiences.

Datum 3 makes linguistic comments highly apparent. In this sentence, Taylor claims that a linguistic comment essentially shapes an opinion. She expresses his opinion by assuming herself with the previous term and saying, “I guess, I have been...” It is clear from these words that she wishes to convey his opinion. In this data, interpersonal markers are also taken into account. This data incorporates interpersonal markers by using the pronoun “I” as a self-mention. Therefore, it is obviously included as an interpersonal marker of linguistic comment.

Clarifying

Datum 1.4

07:36 I know that words are supposed to be my thing.

Context can be a considerable factor when clarifying. Taylor believes that there are the most important people who venture with us, as in this data. These individuals are worth keeping in mind. Taylor believed that these words, even though directed at the public, should also be directed at herself. After Taylor says this, the listener naturally assumes that he also has individuals always by her side.

In this data, clarifying is very simple to discover. Taylor's explanation from the previous lines is already included in this sentence. At that point in the sentence, she had clarified, "...that words are supposed to be my thing." What is more intriguing, though, is when she updates her statement with the pronoun "I know" by adding a persona. Therefore, it is unnecessary to speculate about which information will be clarified.

Managing terminology

Datum 1.5

13:16 What I mean by that, is knowing what things to keep and what things to release.

The definition of the earlier word is then given in a separate sentence in the final datum of the linguistics commentary by Taylor. The goal of terminology management is to describe something using a new formula rather than just its definition. Taylor wishes to provide his audience with more information about the situation. Catch and release is a part of growing up and starting new stages in your life. Taylor only said this to make his statement sound nice. So, he had to explain.

Because there is typically a specific phrase, managing terminology is simpler to write up. These unique words and expressions include "I mean." Then

there is no longer a need to dispute its reality. It is clear from the phrase that Taylor used “What I mean by that” as a persona to draw the audience’s attention to the definition while beginning the statement. While his previous statement’s concrete meaning is “is knowing what things to keep and what things to release,” there are a few unique signs that simplify marking and managing terminology.

Discourse organization

Enumerating

Datum 1.6

12:59 The first of which is, life can be heavy

13:04 especially if you try to carry it all at once.

Taylor took note of the message’s order before delivering it. She put it together by using the enumerating discourse organization technique. This sentence comes in the middle of the topic rather than at the start. Before she said that, she used to be more appreciative of the person who awarded her the doctor title, her parents, the audience members who were present, and the fans she still has. However, this sentence on data appeared whenever she needed to make a point.

Types for enumerating are rather simple to recognize. There is no doubt that this kind is intimately related to sequences or numbers. Taylor, who uses the phrase “The first of which is,” fits under this category. She spoke in great detail. The pronoun “you” is used to support it when she speaks. In general, enumerating makes distinctions the simplest.

Speech act labels

Arguing

Datum 1.7

15:34 *It seems to me that there is a false stigma around eagerness.*

Here, Taylor's data reasoning seems appealing. It is because the conversation uses actual words rather than references to the text. In the actual world, it is a fact that some individuals are hesitant to engage in a desired behavior. Perhaps, as a result of worrying excessively about all the bad things that will happen if it fails. Taylor disputed this in response.

There are words in this data that explicitly show the existence function of arguing speech act type. In the remark "it seems to me," Taylor makes a cliched defense against actual occurrences. The sentence debate will then be continued. The pronoun "me" assumes the persona of the argument so that the audience will accept it, making the interpersonal marker obvious. In this statement, she has effectively communicated her point.

Exemplifying

Datum 1.8

*14:56 For example, I had a phase where for the entirety of 2012,
15:01 I dressed like a 1950's housewife.*

The data that demonstrates this, in particular, appears unique. There are two function interpersonal markers in this datum. Of course, exemplifying comes first. The second that comes is imagining scenario. Instead of speculating on possible outcomes, researchers will concentrate more on describing examples from the data. Taylor spoke this as an illustration of the context “cringe” she addressed. She even made herself cringe by saying that he had gone through it in 2012.

The results of this study are thought to make it difficult to discern between exemplifying and imagining scenarios. Exemplifying can occasionally have its sign, such as: for instance, for example, in other words, in particular, namely, specifically, such as, that is, thus, to illustrate. On the other hand, imagining scenarios starts with a mental picture of the speaker, prompting listeners to picture what he is saying. The pronoun “I” and the phrase “for example” are both present in this datum as interpersonal markers. It cannot be disputed that this fact serves as an example.

Other speech act labelling

Datum 1.9

26:12 *How do I give advice to this many people*

26:15 *about their life choices?*

Other speech acts labelling can be marked if they display the author's persona by indicating the action to be delivered. This extremely unusual data is used since it is a question. It is still a part of the function of the type, whether a statement or an inquiry. After her address, Taylor pointed out this by posing many questions to the crowd. Because she genuinely believed that she was powerless to provide the numerous people present with reasonable options for their lives.

All this data makes it simple to characterize speech acts. Taylor asks a question using a speech act in which the letters S and V are combined to form the phrase "How do I give..." The subject is "I," and the verb "give" is a verb form. From there, it can be seen that the sentence already has a self-mention, which is an interpersonal marker. It also contains much information in the form of speech acts and data.

References to audience

Managing channel

Datum 1.10

05:48 *And let me just say, I am elated to be here with you today,*

05:54 *as we celebrate and graduate*

05:57 *New York University's Class of 2022.*

The managing channels in Taylor's data are quite important despite having few. She began her speech with this interpersonal function because it signals that

she is in tune with the audience. Even though she is not a student in this instance, she expressed his happiness at New York University's 2022 graduation. This sentence gave the impression that she was also pleased with the audience.

This data makes managing channels simple to demonstrate. However, one-sentence units are a sign of a statement of level similarity with the audience even though there is no special sign as exemplified in the interpersonal marker theory in this data. This data also demonstrates that interpersonal markers are occasionally not constrained by word count. As long as this statement serves as the managing channel, "I am elated to be here with you today, as we celebrate and graduate New York University's Class of 2022." Pronouns of solicitation and self-mentions are other interpersonal markers in this data. In other words, this information includes interpersonal marker lengths that take channel management into account.

Managing audience discipline

Datum 1.11

15:59 so, you have to listen to me when I say this.

The audience can learn to follow the speaker's instructions with the help of this sub-interpersonal marker. Before finally delivering the audience's attention-grabbing message, Taylor said this. She, therefore, took the initiative to order the audience so that they would pay closer attention to what he had to say. Although he had planned this, the audience appeared to be more subdued and focused on the message.

The imperative indication may be used to order the audience to behave. The phrase “You have to...” is necessary. The dependent clause, “listen to me when I say this,” directed at the audience, is then said. Of course, Taylor, who is speaking in front of a large audience, needs a sentence like this. Additionally, he adopted a persona that suggested the audience took his words seriously. In a discourse, reprimanding the audience is frequently used as a conclusion.

Anticipating audience response

Datum 1.12

18:24 And I know it can be really overwhelming

18:27 figuring out who to be and when,

18:31 who you are now and how to act

18:34 in order to get where you wanna go.

Unknowingly, the discussion contained several questions that the audience might have. Sometimes when we quarrel, we reflect more on what was said. However, occasionally, this is also considered at first. Taylor made this comment while considering the signs. When she thought like way, she deflated her ego rather than appearing arrogant. The crowd will then take what is spoken with more composure.

Using certain terms, audience responses in this data can be managed. Taylor would say, “I know...” when she did not want the crowd to object. In this way, she will feel that her audience supports hers. Sometimes it is impossible to forecast the audience’s reaction to the symptoms of the term, but it is possible to do so by looking at the consensus. However, the data presented here employs unique expressions and corresponding viewpoints expressed by respectable personas while

employing the pronouns “I” and “you.” As a result, there are only sometimes specific phrases to use when predicting audience responses.

Managing the messages

Datum 1.13

11:11 But in this case, you and I both learned

11:14 that you don't always get all the things in the bag

11:17 that you selected from the menu

11:20 in the delivery surface that is life.

There are countless managing messages that Taylor can convey. Since it was considered that the other data appeared similar, the researcher selected the messages at random from among other data handling the messages. She wants to invite the audience to pay attention to her comments by mentioning one in this data. In light of this information, it is intended to explain the life path she has taken before and in the future. She continued, “Life will be as we have it now,” after expressing this.

This information can be said to be accurate. Taylor uses persona in his presentation and addresses the audience directly. The saying “you don't always get all the things in the bag” conveys the idea that some things in this life are beyond your control. Using the pronoun “you” and “I” made her engagement and that of the audience even more genuine. This sentence proves that she and the audience had the same experience.

Imagining scenarios

Datum 1.14

22:31 Having the world treat my love life

22:33 *like a spectator sport*
22:35 *in which I lose every single game*
22:38 *was not a great way to date in my teens and twenties,*
22:42 *but it taught me to protect my private life fiercely.*

Many more data are available for imagining scenarios, but this is what can be executed. When Taylor used this remark, she attempted to describe the course of her relationship with love. However, the final sentences were like these due to the length, numerous confusing turns, and time constraints. Her initiative shows she wants to use as few words as possible to let the audience picture her romantic adventure. So, she makes an analogy to support that.

This information is sufficient to imply that situations can be imagined because analogies are thought to exist. This sentence is already an example for the audience to consider when Taylor says, “Having the world treat my love life like a spectator sport in which I lose every single game.” This is meant to imply that she frequently fails when it comes to matters of the heart. When she says “self-mention,” the interpersonal marker element is present. To demonstrate possessive pronouns and a direct perspective of herself, she instantly uses “my” and “I.” In a nutshell, the data is successful.

Meanwhile, several interpersonal markers are present in the second subject, armaya, which represents English as a foreign language, but not all subs are achieved. In her speech, not all sections of linguistic comments were fulfilled, as in the repairing and clarifying. Besides, she does not all argue by stating an argument and providing an audience example, just like in speech act labels. Additionally, she does not employ all of the units in references to audience.

Linguistic comments

Reformulating

Datum 2.1

05:52 *In other words, don't be afraid*

05:56 *to take a risk because there may be*

05:58 *something vulnerable important*

06:02 *waiting for you, I did.*

This information allows it to be concluded that Armaya successfully recreates her words. This sentence comes out due to the heroic message from Soekarno that she previously expressed. She stated that and then told the audience again in her own words. The point is still being made, even though the message communicated differs from what was said in the prior phrase. She uses reconstruction to help the audience understand the information she is trying to get through.

Because there are signals that satisfy the conditions, sub-reformulating exists. The word “in other words” in the phrase discourse markers has taken on new meaning in this data. Using this word is not usually a sign of interpersonal markers. However, this information is included in the interpersonal marker because both “you” and “I” are pronouns in the dependent clause. Armaya addresses the audience as “you” to convey a special message. She uses “I” to reflect on this message to the audience. So, this information is used in sub-reformulating.

Commenting on linguistic form/meaning

Datum 2.2

03:14 *Well, I am thrilled to even imagine that*

03:16 *I could study in one of the Top*

03:18 *Universities in the U.S.*

Armaya appears to have changed his opinion by commenting on the earlier statement in light of these facts. She described the trip he took to get to America. She briefly described his journey before saying she enjoyed remembering those times. Then an independent clause is added to this sentence to finish it.

In the sub commenting on linguistics form/meaning and in the implementation of interpersonal markers, it is thought that the existence of this data is concrete. Considering that Armaya said that this statement was a previous comment on what she had said. The audience was informed of the remarks with the phrase, “Well, I am thrilled to even imagine.” Interpersonal marker data is on the self-mentioned “I” by bringing a nice persona and commenting from his point of view. In the independent clause, “I” is used once more. This data is, therefore, no longer up for discussion.

Managing terminology

Datum 2.3

04:35 *The program that assured me to American graduate school.*

Managing terminology, evidently, may be present in this material. Armaya explained how she could travel to the US and attend Boston University. She intended to clarify his point for the audience’s benefit. “My journey at Northeastern began with the global pathways program, she claimed. The audience will understand that she explained the program from this point on. The sentences in this data may not be delivered as intended if this is not explained.

The interpersonal marker of managing terminology might be set out as further exposure. The concept gets broader when the phrase “The program that assured me to American graduate school” is used. Armaya wants the viewers to comprehend what was previously conveyed. Furthermore, there is a “me” self-mention, thus this data will still be an interpersonal marker. The audience will know about her participation in the program to study in America. Complete evidence of interpersonal indicators and managing terms can be found in this data.

Discourse organization

Introducing topic

Datum 2.4

00:16 *before I begin, I want to thank God,*
00:20 *for the hold and blessing that he gives*
00:22 *us tonight.*

Armaya organized her remarks differently than Taylor, using fascinating discourse organizations other than enumerating. She has used dialogue organizations to draw attention ever since the conversation started. Nevertheless, aside from that, it is also important to organize the conversation. Everything has a beginning and an end, and she concluded by saying “last” after his speech. For this reason, the discourse is nonetheless logically organized, even without enumeration.

The introduction topic in this data is obviously displayed. The words “before I begin,” according to Armaya, were sufficient to establish that it was an introduction. Free phrases like “before I start,” “let me begin with,” “I will initiate with,” “This will be the opener,” et cetera are yet another indication. The pronoun

“I” appears twice, as well as an attention-getting “us” as part of the given persona. There is no question as to the fact that this data exists and comprises sub-interpersonal markers that introduce the topic.

Speech act labels

Other speech act labelling

Datum 2.5

06:30 *I will carry its spirit of creativity,*
06:33 *innovation,*
06:34 *and independent thinking through my*
06:36 *journey in a professional world*
06:39 *this university made it possible for me*
06:41 *to take on*
06:42 *new opportunities.*

As usual, many speech acts were used, particularly commencement speeches. After her speech, Armaya hopes to inspire her audience to do good accomplishments. She also hopes the changes are from her and the audience to the outside world. She encourages us to take risks just like she did.

No less clearly can be made of this information than of Taylor’s data. Armaya’s address contained no questions at all, in contrast to Taylor’s. She did not ask any questions but directed several speaking acts at herself or the audience. “I will carry” is already a speaking act, according to this data. Remember that the speech act is designated with a subject and Verb, just like in the formula. Using the formula “I” is the Subject and “will carry” is the Verb, it is possible to identify this statement as another speech act. However, since “I,” “my,” and “me” are mentioned, interpersonal markers are included in this data.

References to audience

Managing channel

Datum 2.6

01:07 *I am incredibly honored to be your*

01:08 *commencement speaker.*

The managing channel, in this case, maybe a sign that Armaya is on the same page as the audience. It is also uncommon to manage channel data on Armaya. Nevertheless, this information demonstrates that she wants to be consistent with other listeners. She was delighted to say that she would be speaking at Boston University's commencement address.

It can be argued that the level of similarity in this data is small, but it is real. This data does not have much information to suggest how it might fit into the sub. However, it is clear from the opening line, "I am incredibly honored to be your commencement speaker," that Armaya wants the audience to be aware that she has the same opportunity as other commencement speakers at the graduation. In addition, the self-pronoun "I" becomes a distinct interpersonal marker as the speaker projects her persona. Consequently, this data's managing channel is its true presence.

Anticipating audience response

Datum 2.7

07:05 *Last thing this is out of my script.*

This evidence proves that people frequently speak without thinking about the audience's reactions. Before saying this, a thought of Armaya came to her. After

giving the commencement speech, she broke into a spontaneous song to maintain the audience's mood and thus improve her speech. As a result, when she mentioned the singing that was not part of the script, the audience agreed with her. She, therefore, considered the audience's attitude before saying this.

The existence of this data might have a unique component. Armaya sought applause from the audience and a spontaneous atmosphere, saying, "This is out of my script." If not said, words like these are not all that bad. In contrast to verbal selfishness, this data only seeks to create a positive persona. The pronoun "my" also reflects her personality. She was able to amaze his listeners by using this information.

Managing the messages

Datum 2.8

06:46 *My fellow huskies this is the time, this is the time for us*
06:48 *to take on a challenge.*

In commencement addresses, managing messages is a typical occurrence. One of them involves the transmission of messages using this data. Armaya intends to leave the audience with a presumed message on what to do next. This recommendation should be put into action following graduation or even immediately following the commencement address. This line intends to excite the audience and make them aware of the accomplishments she and the audience have made.

There may no longer be a need to question the existence of managing the messages on this data. Because Armaya added, "This is the time for us to take on a

challenge,” demonstrating how she inspires the crowd with a unique message. As previously said, she wants both the audience and herself to seize any possibilities that may present themselves in the future. Due to the audience’s special mention and the usage of the pronoun “us,” this information can also be used as an interpersonal marker. Finally, these data demonstrate the management of the messages by sub-interpersonal markers.

Imagining scenarios

Datum 2.9

05:31 *If you’re in public relations like*
05:33 *myself be someone*
05:36 *who can make people understand what the*
05:38 *reality is.*

There is a ton of information on this issue, but one that serves as an excellent illustration is the statistics on imagining scenarios. Based on these facts, Armaya compares herself to the audience. In other words, she wanted the audience to picture what it would be like to be like her. She, therefore, makes things easier by using an analogy. Usually, the real world serves as an illustration for the analogy. She also demonstrates here how individuals and public relations cannot be separated.

There are components that, when combined, may refer to the function of interpersonal markers. Because there is an (if clause), Armaya makes this information explicit. Naturally, if this flag is present, the information is considered while picturing possible outcomes. Additionally, using the invitation pronoun “you” and the self-mention “myself” distinguishes this data as an interpersonal marker. Therefore, it is obvious that they are imagining scenarios.

B. Discussion

Based on the findings, interpersonal markers may be crucial in this study, that is graduation speech. First, both Taylor and Armaya have many data about self-mention. Both speakers use this technique to emphasize their personal contribution to the conversation and to represent themselves (Zahro et al., 2019); (Li and Xu, 2021).

For Taylor, 288 total pronouns serve as self-mentions, compared to 94 for Armaya graduation speeches frequently reference the audience, contrary to earlier studies on monologues in political discourse (Kashiha, 2021). For instance, imagining scenarios is completely absent from political addresses yet is frequently used in commencement speeches. Not to note, it appears that the delivery of managing messages is more frequent in graduation speeches than in political speeches. This fact happens because the graduation speech in this study, the monologue, concentrates on historical narratives and lessons for the future. Lastly, speech act labels are frequently employed. This data occurs due to the graduation speech taking the form of advice for future behavior. In sum, graduation speeches frequently make use of interpersonal markers.

The linguistic comments used in graduation speeches have a special result that requires discussion. linguistic comments are the first to show up and heavily rely on context. In other words, this is a response to the previous claim. It is shown that all datums (1–5) depend on earlier knowledge. This is in line with Ädel's theory (2010, 2012). There will be a response to the conversation that has been had. The reaction will reveal one subset of these five interpersonal markers: repairing,

reformulating, commenting on linguistic form/meaning, clarifying, and managing terminology. Next, there are fewer data on linguistic comments than on references to the audience in monologues, particularly in commencement speeches. A prepared monologue is used during the graduation speech. The linguistic comments that appear may have also been deliberate. The data will resemble repairing and clarifying in some ways. Nevertheless, reformulating and managing terminology are still a common practice in any case. These facts are used because they grab attention and clarify the speaker's point. In the end, the data's singularity comes in the form of linguistic comments, which vary depending on context and are occasionally revealed in commencement speeches.

Then, discourse organizations also seem to be emerging but only occasionally should discourse organization be used. The two data, Taylor and Armaya, generated only some of the Discourse Organization for the researchers to find. The Discourse Organization only partially emerged. They use it limitingly, just like they do with both subjects. Taylor chooses the topic of enumerating to give the discourse a clear structure. In contrast, Armaya uses previewing and reviewing to offer introductions and summaries of what has been delivered. Due to the researchers' assumption that they were required, some additional Discourse Organizations were also discovered, like Marking Asides, Endophoric, and Adding Topics, found in the middle of the discourse between the two topics. At least Taylor used marking asides to draw the audience's attention to the fact that the speaker might quickly turn off the topic or leave room for a significant deviation (Ädel, 2020; Kashiha, 2021). Endophorics are only used to raise awareness and direct

addresses to particular parts of speech in both subjects (Ädel, 2020; Kashiha, 2021). In the meantime, Armaya frequently employs Adding Topics to link various viewpoints and arguments (Ädel, 2020; Kashiha, 2021).

In graduation speeches typically appear speech act labels. There are arguments because graduation speeches frequently discuss the real world, where people disagree about a belief that has developed or a culture that is accustomed to it. As in datum (1.7), where Taylor contests the assertion about real-world situations. Unlike speeches that are primarily political monologues and rarely present arguments. This data appears so they do not hurt themselves when giving a political speech. Giving examples helps the audience become more conscious, ensuring they understand. It improves speech coherence to a lesser level. The speech was logical, although the sum of the two themes mentioned was only three. In the section on managing terminology, both are more expressive. Finally, because so many phrases inspire and express optimism for the future, Other Speech Act Labeling frequently appears in speech. Both subjects actually use this.

In this study, references to the audience are made frequently of both Taylor and Armaya. Since the primary goal of this is to direct the audience (Kashiha, 2021) explicitly, they use these terms. Except for managing channels and managing audience discipline, every component of this sub has a significant impact. Taylor stated that managing audience discipline and channels go hand in hand. Armaya only made one statement regarding managing channels and none regarding managing audience discipline. The data supports this because graduation is a conceptual monologue. Here, the managing channel takes the shape of a hidden

validation rather than a statement that requires an audience reaction. For more information, go to datums 1.11 from Taylor's speech and 2.6 from Armaya's declaration.

On the other hand, as it might interfere with the speech's flow, there will not likely be an excessive amount of information on managing audience discipline on demand. Taylor stated in datum 1.11 that this aims to increase audience awareness that a crucial message would be delivered. Additional sections, such as managing the messages, imagining scenarios, and anticipating audience response, cover crucial topics for graduation speeches. In order to be humbler, graduation speeches anticipate the audience's reaction. Recall that imagining scenarios goes beyond all in both Taylor and Armaya data as well. Taylor stated up to 47, whereas Armaya stated 18. Speaking at graduations is a great opportunity to share your history and accomplishments. The audience will be encouraged to imagine what the speakers say more frequently. As a result, graduation speeches tend to use references to the audience more frequently.

The contrast between native and Indonesian EFL can be recognized as having differences. First, there is no longer any discussion on the presumption that a native speaker will speak with ease. There is evidence to support the adoption of more interpersonal markers. Interpersonal markers are signs of comfortable language use since they are not constrained by the number of words in a phrase. Taylor frequently utilizes lengthy interpersonal indicators. Second, Taylor emphasizes the persona in all discourses, similar to the numerous studies on self-mention. Taylor uses the numerals more frequently than Armaya. The possessive

pronoun “yours” is one self-mentioned that Armaya never employs. Even though Taylor only named one, it was sufficient to distinguish between native and EFL speakers. Finally, this does not imply that an EFL cannot employ interpersonal markers in this study as effectively as a native. Because of the contrasts in duration, the data can be highly important. If Armaya has a longer discourse, it is worthy that the interpersonal markers utilized are similar.

According to the findings of a comparison between native and non-native speakers, more interpersonal indicators are required to sound native. Its study has a variety of limitations. Thus, its result is still being determined. Only Armaya and Taylor, who had prepared his speech, were considered natural speakers. Additional study is still required in various circumstances, such as impromptu presentations and prepared speeches. Because of that, might be a follow-up study on various societal markers of interpersonal relationships. Additionally, gender is not linked in this study. Therefore, an additional study linking it to gender is required. The use of interpersonal markers may differ depending on a person’s gender.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher provides a general perspective based on this research in this chapter. All issues related to the research are resolved, and the research question is covered. The researcher suggests additional research if it emerges as a potential new issue in further investigation.

A. Conclusion

There are important points that can be concluded from this study. The first is Taylor's use of interpersonal markers. In total, Taylor used 261 interpersonal markers, including various types of it and self-mention. Nevertheless, she has spoken 288 times about herself. With 91 data, the researcher concluded that interpersonal markers of references to audience type were the most dominant. Speech act labels with 25 data points and linguistic comments with 19 data points follow. With a total of 5 data, the latter is a discourse organization.

The second is Armaya's use of interpersonal markers. Armaya released 53 interpersonal markers in total. She published a variety of interpersonal markers, including self-mentions, just like Taylor. However, she only made 94 self-mentions in total. This research indicates that she also provided the references to the audience with, at most, 22 data. With a slight difference from Taylor, linguistics comments appeared at number two with 11 data, followed by speech act labels with 8 data, and 7 data discourse organizations as the least amount.

As a result, it was found that both conveyed interpersonal markers in their graduation speeches. However, Taylor made a great flow with her

interpersonal marker. However, that does not mean Armaya's delivery is jammed, to be precise, stiff. Then, because they tell stories more, Taylor and Armaya found audience references to be frequently used. Numerous functions for imagining scenarios have been made. Also, another discovery in this study tells that many types of speech act labels came out because both conveyed some motivations. In total, 341 interpersonal markers of Taylor and Armaya in their graduation speech.

B. Suggestion

Since this research focuses on graduation speeches, it can be a resource for people who wish to create graduation speech scripts. However, I discovered a distinction between native and non-native speakers. Using various interpersonal markers here can benefit everyone who wants to pursue public speaking, including lecturers, students, and those who wish to give graduation speeches. This study can strive to sound native and look adaptable in the use of language.

In addition, there are recommendations for future researchers who intend to explore the same topic, especially on spontaneous speech. The researcher suggests the future researcher study more about spontaneous speech in the form of video or audio because it is proved that the speech will be more spontaneous. Besides, it can be taken from lecturing activity by the lecturer. The researcher can use phenomenological method to collect the data related to spontaneous speech.

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CURRICULUM VITAE



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He graduated from SMAN 3 Cibinong in 2019. He started his

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While studying at the university, he joined Simfoni FM Malang and became MC, moderator, and speaker several times. During the semester break, he also joined an internship at Tugu Malang's famous five-star hotel. In addition, he attempted many TOEFL tests and joined several English courses.

APPENDIX

TABLE OF DATA CLASSIFICATION OF INTERPERSONAL MARKERS BY TAYLOR SWIFT

No. Data	Time	Utterances	Type	Function
Data 1	04:29	Hi, I'm Taylor.	[self-mention]	[self-mention]
Data 2	04:35	Last time I was in a stadium this size.	References to audience	Imagining scenarios
Data 3	04:38	I was dancing in heels and wearing a glittery leotard.	References to audience	Imagining scenarios
-	04:44	This outfit is much more comfortable.	-	-
Data 4	04:48	I would like to say a huge thank you	Speech act labels	Other Speech act labelling
	04:51	to NYU's Chairman of the Board of Trustees, Bill Berkeley		
	04:56	and all the trustees and members of the board.		
	04:59	NYU's President Andrew Hamilton, Provost Katherine Fleming		
	05:06	and the faculty and alumni here today,		
	05:09	who have made this day possible.		
Data 5	05:11	I feel so proud to share this day with my fellow honorees	Speech act labels	Other Speech act labelling
	05:17	Susan Hockfield and Félix Matos Rodríguez,		
Data 6	05:21	who humble me with the ways they improve our world	Linguistic comments	Managing terminology
	05:25	with their work.		
Data 7	05:34	As for me, I'm 90% sure, the main reason I'm here	Linguistic comments	Managing terminology
	05:38	is because I have a song called "22."		
Data 8	05:48	And let me just say, I am elated to be here with you today,	Discourse organization , Reference to the audience	Previewing, Managing channel
	05:54	as we celebrate and graduate		
	05:57	New York University's Class of 2022.		
Data 9	06:08	Not a single one of us here today has done it alone.	References to audience	Anticipating the audience's response

Data 10	06:12	We are each a patchwork quilt of those who have loved us,	Linguistic comments	Managing terminology
	06:17	those who have believed in our futures,		
	06:20	those who showed us empathy and kindness		
	06:23	or told us the truth, even when it wasn't easy to hear,		
	06:28	those who told us we could do it,		
	06:30	when there was absolutely no proof of that.		
Data 11	06:34	Someone read stories to you and taught you to dream	Linguistic comments	Managing terminology
	06:39	and offered up some moral code of right and wrong		
	06:43	for you to try and live by.		
Data 12	06:46	Someone, tried their best to explain every concept	Linguistic comments	Reformulating
	06:51	in this insanely complex world,		
	06:53	to the child that was you,		
Data 13	06:55	as you asked a bazillion questions.	Speech act labels	Exemplifying
Data 14	06:57	Like how does the moon work	Speech act labels	Other Speech act labelling
	07:00	and why can we eat salad, but not grass?		
Data 15	07:05	And maybe they didn't do it perfectly.	Linguistic comments	Commenting on linguistics form/meaning
Data 16	07:07	No one ever can.	Linguistic comments	Reformulating
Data 17	07:09	Maybe they aren't with us anymore.	References to audience	Anticipating audience response
Data 18	07:12	In that case, I hope you'll remember them today.	Speech act labels	Other Speech act labelling
Data 19	07:15	If they are in this stadium,	References to audience	Imagining scenarios
Data 20	07:17	I hope you'll find your own way to express your gratitude	Speech act labels	Other Speech act labelling
	07:21	for all the steps and missteps		
	07:24	that have led us to this common destination.		
Data 21	07:36	I know that words are supposed to be my thing.	Linguistic comments	Clarifying
Data 22	07:39	But I will never be able to find the words	References to audience	

	07:41	to thank my mom and dad, my brother, Austin,		Anticipating audience response
	07:44	for the sacrifices they made every day.		
Data 23	07:46	So, I could go from singing in coffee houses	References to audience	Imagining scenarios
	07:49	to standing up here with you all today		
	07:52	because no words would ever be enough.		
-	08:00	To all the incredible parents, family members, mentors	-	-
	08:05	teachers, allies, friends, and loved ones here today,		
	08:09	who have supported these students		
	08:12	in their pursuit of educational enrichment.		
Data 24	08:16	Let me say to you now welcome to New York,	Discourse organization	Previewing, Contextualizing
	08:20	it's been waiting for you.		
Data 25	08:31	I'd like to thank NYU for making me	Speech act labels	Other Speech act labelling
	08:34	technically, on paper at least, a doctor.		
Data 26 Datum 1.1	08:45	Not the type of doctor you would want around in case of an emergency.	Linguistic comments	Repairing
Data 27	08:51	Unless your specific emergency	Linguistic comments	Reformulating
	08:53	was that you desperately needed to hear a song		
	08:56	with a catchy hook		
	08:58	and an intensely cathartic bridge section.		
Data 38	09:06	Or if your emergency was that you needed a person	References to audience	Imagining scenarios
	09:10	who can name over 50 breeds of cats in one minute.		
Data 39	09:17	I never got to have a normal college experience per se.	References to audience	Imagining scenarios
Data 40	09:23	I went to public high school until 10th grade	References to audience	Imagining scenarios
	09:26	and then finished my education,		
	09:27	doing homeschool work on the floors of airport terminals.		
Data 41	09:31	Then I went out on the road for radio tour	References to audience	Imagining scenarios
	09:34	which sounds incredibly glamorous,		

	09:38	but in reality, it consisted of a rental car, motels,		
	09:43	and my mom and I,		
	09:44	pretending to have loud mother-daughter fights		
	09:47	with each other during boarding,		
	09:49	so, no one would want the empty seat between us on Southwest.		
Data 42	09:55	As a kid, I always thought I would go away to college,	References the audiences	Imagining scenarios
	09:59	imagining the posters, I would hang on the wall		
	10:02	of my freshman dorm.		
Data 43	10:04	I even set the ending of my music video	References the audiences	Imagining scenarios
	10:07	from my song "Love Story" at my fantasy imaginary college		
	10:13	where I meet a male model, reading a book on the grass.		
Data 44	10:17	And with one single glance,	References the audiences	Imagining scenarios
	10:20	we realized we had been in love in our past lives,		
Data 45	10:25	which is exactly what you guys all experienced	Speech act labels	Arguing
	10:27	at some point in the last four years, right?		
Data 46	10:35	But I really can't complain	References to audience	Anticipating the audience's response
	10:37	about not having a normal college experience to you		
	10:41	because you went to NYU during a global pandemic		
	10:46	being essentially locked into your dorms		
	10:48	and having to do classes over Zoom.		
-	10:52	Everyone in college during normal times	-	-
	10:54	stresses about test scores.		
Data 47	10:57	But on top of that,	Speech act labels	Other Speech act labelling
	10:59	you also had to pass like a thousand COVID tests.		
Data 48	11:04	I imagine the idea of a normal college experience	References to audience	Imagining scenarios
	11:08	was all you wanted too.		
Data 49	11:11	But in this case, you and I both learned	References to audience	Managing the messages

	11:14	that you don't always get all the things in the bag		
	11:17	that you selected from the menu		
	11:20	in the delivery surface that is life.		
Data 50	11:23	You get what you get.	References the audiences	Managing the messages
Data 51	11:26	And as I would like to say to you wholeheartedly.	Speech act labels	Other Speech act labelling
Data 52	11:31	You should be very proud of what you've done with it.	Speech act labels	Other Speech act labelling
Data 53	11:35	Today, you leave New York University	References to audience	Managing the messages
	11:38	and then go out into the world, searching what's next,		
	11:42	and so will I.		
Data 54	11:53	So as a rule, I try not to give anyone unsolicited advice	References to audience	Anticipating audience response
	12:00	unless they ask for it.		
Data 55	12:02	I'll go into this more later.	Speech act labels	Other Speech act labelling
Data 56	12:04	I guess I have been officially solicited in this situation	Linguistic comments	Commenting on linguistics form/meaning
Data 57	12:08	to impart whatever wisdom, I might have	References to audience	Managing terminology
Data 58	12:12	to tell you things that have helped me so far in my life.	References to audience	Managing terminology
Data 59	12:16	Please bear in mind!	References to audience	Managing audience discipline
Data 60	12:17	that I in no way feel qualified to tell you what to do.	References to audience	Anticipating the audience's response
Data 61	12:22	You've worked and struggled and sacrificed	References to audience	Anticipating audience's response
	12:26	and studied and dreamed your way here today.		
Data 62	12:31	And so, you know what you're doing	References to audience	Anticipating audience's response
Data 63	12:34	You'll do things differently,	References to audience	Anticipating audience's response
	12:35	than I did them and for different reasons.		
Data 64	12:39	So, I won't tell you to what to do		

	12:41	'cause no one likes that.	References to audience	Anticipating audience's response
Data 65	12:42	I will, however, give you some life hacks, I wish I knew.	Speech act labels	Other Speech act labelling
Data 66	12:47	When I was starting out my dreams of a career	References to audience	Imagining scenarios
	12:50	and navigating life, love, pressure, choices,		
	12:55	shame, hope, and friendship.		
Data 67	12:59	The first of which is, life can be heavy.	References to audience	Imagining scenarios
	13:04	Especially if you try to carry it all at once.		
-	13:08	Part of growing up and moving into new chapters of your life	-	-
	13:13	is about catch and release.		
Data 68	13:16	What I mean by that is,	References to audience	Managing terminology
	13:18	knowing what things to keep and what things to release.		
Data 69	13:22	You can't carry all things, all grudges	References to audience	Managing the messages
	13:26	all updates on your ex,		
	13:29	all enviable promotions your school bully got		
	13:33	at the hedge fund his uncle started.		
Data 70	13:38	Decide what is yours to hold and let the rest go.	References to audience	Managing the messages
Data 71	13:43	Oftentimes, the good things in your life are lighter anyway.	References to audience	Managing the messages
-	13:47	So, there's more room for them.	-	-
	13:50	One toxic relationship		
	13:52	can outweigh so many wonderful, simple joys.	-	-
Data 72	13:56	You get to pick what your life has time and room for.	-	-
-	14:01	Be discerning!	-	-
-	14:04	Secondly, learn to live alongside cringe.	-	-
Data 73	14:13	No matter how hard you try to avoid being cringe,	References to audience	Managing the messages
	14:19	you will look back on your life and cringe retrospectively.		
-	14:32	Cringe is unavoidable over a lifetime.	-	-
-	14:36	Even the term cringe might someday be deemed cringe.	-	-

Data 74	14:41	I promise you're probably doing,	Speech act labels	Other Speech act labelling
Data 75	14:44	Or wearing something right now	Linguistic comments	Reformulating
	14:47	that you will look back on later		
	14:49	and find revolting and hilarious.		
Data 76	14:52	You can't avoid it, so don't try to.	Speech act labels	Arguing
Data 77	14:56	For example, I had a phase where for the entirety of 2012,	Speech act labels	Exemplifying
Data 78	15:01	I dressed like a 1950's housewife	References to audience	Imagining scenarios
Data 79	15:05	But you know what? I was having fun.	References to audience	Imagining scenarios
-	15:08	Trends and phases are fun.	-	-
-	15:11	Looking back and laughing is fun.	-	-
Data 80	15:14	And while we're talking about things that make us squirm	References to audience	Managing the messages
	15:18	but really shouldn't.		
Data 81 and 82	15:19	I'd like to say I'm a big advocate	Speech act labels, References to audience	Other Speech act labelling, Anticipating audience's response
	15:22	for not hiding your enthusiasm for things.		
Data 83	15:34	It seems to me that there is a false stigma around eagerness	Speech act labels	Arguing
	15:38	in our culture of unbothered, ambivalence.		
-	15:43	This outlook perpetuates the idea	-	-
	15:45	that it's not cool to want it.		
-	15:47	That people who don't try	-	-
	15:49	are fundamentally more chic than people who do.		
Data 84	15:53	And I wouldn't know because I've been a lot of things,	References to audience	Anticipating the audience's response
Data 85	15:55	but I've never been an expert on chic,	Linguistic comments	Repairing
Data 86	15:58	but I'm the one who's up here.	Linguistic comments	Repairing
Data 87	15:59	So, you have to listen to me when I say this.	References to audience	Managing audience discipline
-	16:04	Never be ashamed of trying.	-	-
-	16:09	Effortlessness is a myth.	-	-
Data 88	16:12	The people who wanted it the least		

	16:15	were the ones I wanted to date	References to audience	Imagining scenarios
	16:17	and be friends with in high school.		
Data 89	16:21	The people who want it the most	References to audience	Managing the messages
	16:23	are the people I now hire to work for my company.		
Data 90	16:34	I started writing songs when I was 12.	References to audience	Imagining scenarios
Data 91	16:37	And since then, it's been the compass guiding my life,	References to audience	Imagining scenarios
	16:41	and in turn, my life guided my writing.		
Data 92	16:45	Everything I do is just an extension of my writing	References to audience	Imagining scenarios
	16:49	whether it's directing videos or a short film		
	16:53	creating the visuals for a tour		
	16:55	or standing on a stage performing.		
Data 93	16:58	Everything is connected by my love of the craft,	References to audience	Imagining scenarios
	17:02	the thrill of working through ideas		
	17:04	and narrowing them down and polishing it all up in the end,		
	17:08	editing, waking up in the middle of the night,		
	17:10	throwing out the old idea		
Data 94	17:12	Because you just thought of a new or better one	References to audience	Anticipating the audience's response
	17:14	or a plot device that ties the whole thing together.		
-	17:18	There's a reason they call it a hook.	-	-
Data 95	17:20	Sometimes a string of words just ensnares me	References to audience	Imagining scenarios
Data 96	17:24	and I can't focus on anything	Speech act labels	Other Speech act labelling
	17:27	until it's been recorded or written down.		
Data 97	17:30	As a songwriter I've never been able to sit still	References to audience	Imagining scenarios
	17:33	or stay in one creative place for too long.		
Data 98	17:36	I've made and released 11 albums	References to audience	Imagining scenarios
	17:38	and in the process, I've switched genre		
	17:41	from country to pop, to alternative to folk.		
Data 99	17:46	And this might sound	References to audience	Imagining scenarios
	17:48	like a very songwriter-centric line of discussion,		

	17:52	but in a way I really do think we are all writers		
	17:58	and most of us write in a different voice		
	18:01	for different situations.		
Data 100	18:03	You write differently in your Instagram stories	References to audience	Imagining scenarios
	18:06	than you do your senior thesis.		
Data 101	18:08	You send a different type of email to your boss	References to audience	Imagining scenarios
	18:11	than you do your best friend from home.		
Data 102	18:13	We are all literary chameleons and I think it's fascinating.	References to audience	Managing the messages
Data 103	18:19	It's just a continuation of the idea	References to audience	Managing the messages
	18:21	that we are so many things all the time.		
Data 104	18:24	And I know it can be really overwhelming	References to audience	Anticipating audience response
	18:27	figuring out who to be and when,		
	18:31	who you are now and how to act		
	18:34	in order to get where you wanna go.		
Data 105	18:36	I have some good news. It's totally up to you.	References to audience	Anticipating audience response
Data 106	18:41	I have some terrifying news.	Linguistic comments	Reformulating
Data 107	18:44	It's totally up to you.	References to audience	Anticipating audience response
Data 108	18:48	I said to you earlier that I don't ever offer advice	References to audience	Anticipating audience response
	18:52	unless someone asked me for it,		
Data 109	18:54	and now I'll tell you why.	Speech act labels	Other Speech act labelling
Data 110	18:56	As a person who started my very public career	References to audience	Imagining scenarios
	18:59	at the age of 15, it came with a price		
	19:03	and that price was years of unsolicited advice.		
Data 111	19:09	Being the youngest person in every room for over a decade	References to audience	Imagining scenarios
	19:14	meant that I was constantly being issued warnings		
	19:18	from older members of the music industry,		

	19:21	media, interviewers, executives		
	19:24	and this advice often presented itself		
	19:28	as thinly veiled warnings.		
Data 112	19:31	See, I was a teenager at a time	Discourse organization	Endophoric marking
	19:34	when our society was absolutely obsessed		
	19:36	with the idea of having perfect young female role models.		
Data 113	19:43	It felt like every interview I did	References to audience	Imagining scenarios
	19:47	included slight barbs by the interviewer		
	19:50	about me one day, running off the rails		
	19:54	and that meant a different thing		
	19:56	to every person who said it to me.		
Data 114	19:58	So, I became a young adult while being fed the message	References to audience	Imagining scenarios
	20:02	that if I didn't make any mistakes,		
	20:05	all the children of America		
	20:09	would grow up to be perfect angels.		
Data 115	20:14	However, if I did slip up,	References to audience	Imagining scenarios
	20:16	the entire earth would fall off its axis		
	20:18	and it would be entirely my fault		
	20:20	and I would go to pop star jail forever and ever.		
-	20:25	It was all centered around the idea	-	-
	20:28	that mistakes equal failure		
	20:32	and ultimately the loss of any chance		
	20:36	at a happy or rewarding life.		
Data 116	20:40	This has not been my experience.	Linguistic comments	Commenting on linguistics form/meaning
Data 117	20:44	My experience has been that my mistakes	References to audience	Imagining scenarios
	20:48	led to the best things in my life		
	20:52	and being embarrassed when you mess up		
	20:55	it's part of the human experience.		
Data 118	20:57	Getting back up, dusting yourself off	References to audience	Managing the messages
	21:01	and seeing who still wants to hang out with you afterward		

	21:04	and laugh about it, that's a gift.		
Data 119	21:07	The times I was told no or wasn't included,	References to audience	Imagining scenarios
	21:12	wasn't chosen, didn't win, didn't make the cut,		
	21:16	looking back, it really feels like those moments		
	21:20	were as important if not more crucial		
	21:22	than the moments I was told, yes.		
Data 120	21:26	Not being invited	References to audience	Imagining scenarios
	21:28	to the parties and sleepovers in my hometown		
	21:32	made me feel hopelessly lonely.		
Data 121	21:35	But because I felt alone, I would sit in my room	References to audience	Imagining scenarios
	21:39	and write the songs		
	21:40	that would get me a ticket somewhere else.		
Data 222	21:43	Having label executives in Nashville tell me	References to audience	Imagining scenarios
	21:47	that only 35-year-old housewives listen to country music		
	21:52	and there was no place for a 13-year-old on their roster		
	21:56	made me cry in the car on the way home.		
Data 223	21:59	But then I'd post my songs on my "My-Space" and yes, "My-Space."	References to audience	Imagining scenarios
Data 224	22:07	And I would message with other teenagers like me	Speech act labels, References to audience	Other Speech act labelling, imagining scenarios
	22:09	who loved country music		
	22:10	but just didn't have anyone singing from their perspective.		
Data 225	22:14	Having journalists write in depth	References to audience	Imagining scenarios
	22:17	oftentimes critical pieces about who they perceive me to be		
	22:21	made me feel like I was living in some weird simulation.		
Data 226	22:26	But it also made me look inward	References to audience	Imagining scenarios
	22:28	to learn about who I actually am.		
Data 227	22:31	Having the world treat my love life	References to audience	Imagining scenarios
	22:33	like a spectator sport		
	22:35	in which I lose every single game		
	22:38	was not a great way to date in my teens and twenties,		

	22:42	but it taught me to protect my private life fiercely.		
Data 228	22:48	Being publicly humiliated over and over again at a young age	References to audience	Imagining scenarios
	22:52	was excruciatingly painful		
	22:54	but it forced me to devalue the ridiculous notion		
	22:58	of minute by minute,		
	23:00	ever fluctuating social relevance and likability.		
Data 229	23:15	Getting canceled on the internet and nearly losing my career	References to audience	Imagining scenarios
	23:20	gave me an excellent knowledge of all the types of wine.		
Data 230	23:30	I know I sound like a consummate optimist	References to audience	Anticipating audience response
	23:34	but I'm really not.		
Data 231	23:36	I lose perspective all the time.	References to audience	Imagining scenarios
-	23:39	Sometimes everything just feels completely pointless.	-	-
Data 232	23:45	I know the pressure of living your life	References to audience	Anticipating audience response
	23:47	through the lens of perfectionism		
	23:51	and I know that I'm talking to a group of perfectionists		
	23:54	because you are here today, graduating from NYU.		
Data 233	24:04	So, this might be hard for you to hear.	References to audience	Anticipating audience response
Data 234	24:08	In your life, you will inevitably misspeak,	References to audience	Anticipating audience's response
	24:14	trust the wrong person, under react, overreact		
	24:19	hurt the people who didn't deserve it,		
	24:22	overthink, not think at all, self-sabotage,		
	24:26	create a reality where only your experience exists,		
	24:31	ruin perfectly good moments for yourself and others,		
	24:34	deny any wrongdoing, not take the steps to make it right,		
	24:38	feel very guilty, let the guilt eat at you, hit rock bottom.		

Data 235	24:43	Finally, address the pain you caused,	References to audience	Managing the messages
	24:45	try to do better next time, rinse, repeat.		
Data 236	24:57	And I'm not gonna lie,	References to audience	Managing the messages
	24:59	these mistakes will cause you to lose things.		
Data 237	25:04	I'm trying to tell you that losing things	References to audience	Managing the messages
	25:07	doesn't just mean losing.		
Data 238	25:10	A lot of the time when we lose things,	References to audience	Managing the messages
	25:13	we gain things too.		
Data 239	25:16	Now you leave the structure and framework of school		
	25:20	and chart your own path.		
Data 240	25:22	Every choice you make leads to the next choice,	References to audience	Managing the messages
	25:24	which leads to the next.		
Data 241	25:26	And I know it's hard to know which path to take.	References to audiences	Anticipating audience's response
Data 242	25:30	There will be times in life	Linguistic comments	Managing terminology
	25:31	where you need to stand up for yourself		
	25:34	times when the right thing		
	25:35	is actually to back down and apologize,		
	25:39	times when the right thing is to fight,		
	25:41	times when the right thing is to turn and run,		
	25:45	times to hold on with all you have		
	25:48	and times to let go with grace.		
-	25:51	Sometimes the right thing to do	-	-
	25:52	is to throw out the old schools of thought		
	25:55	in the name of progress and reform.		
Data 243	25:58	Sometimes the right thing to do is to sit and listen	References to audience	Managing the messages
	26:02	to the wisdom of those who have come before us.		
Data 244	26:05	How will you know what the right choice is	Speech act labels	Other Speech act labelling
	26:08	in these crucial moments?		

Data 245	26:11	You won't.	Linguistic comments	Commenting on linguistics form/meaning
Data 246	26:12	How do I give advice to this many people	Speech act labels	Other Speech act labelling
	26:15	about their life choices?		
Data 247	26:18	I won't.	Linguistic comments	Commenting on linguistics form/meaning
Data 248	26:19	The scary news is you're on your own now	Linguistics comment	Reformulating
	26:24	but the cool news is, you're on your own now.		
Data 249	26:36	I leave you with this.	Speech act labels	Other Speech act labelling
Data 250	26:38	We are led by our gut instincts, our intuition,	References to audience	Managing the messages
	26:43	our desires and fears, our scars and our dreams.		
Data 251	26:47	And you will screw it up sometimes, so will I.	References to audience	Anticipating audience's response
Data 252	26:53	And when I do,	References to audience	Imagining scenarios
	26:54	you will most likely read about it on the internet.		
Data 253	26:58	Anyway, hard things will happen to us.	Discourse organization	Marking asides
Data 254	27:01	We will recover, we will learn from it.	References to audience	Managing the messages
Data 255	27:05	We will grow more resilient because of it.	References to audience	Managing the messages
Data 256	27:08	And as long as we are fortunate enough to be breathing.	References to audience	Managing the messages
Data 257	27:12	We will breathe in, breathe through,	Speech act labels	Other Speech act labelling
	27:16	breathe deep, breathe out.		
Data 258	27:20	And I am a doctor now,	Linguistic comments	Managing terminology
	27:21	so, I know how breathing works.		
Data 259	27:26	I hope you know how proud I am to share this day with you.	References to audience	Imagining scenarios
Data 260	27:34	We're doing this together.	References to audience	Managing channel
Data 261	27:36	So, let's just keep dancing, like we're the Class of '22.	Discourse organization	Concluding topic/contextualizing

**TABLE OF DATA CLASSIFICATION OF INTERPERSONAL
MARKERS BY ARMAYA DOREMI**

No. Data	Time	Utterances	Type	Function
-	00:02	thank you so much professor	-	-
-	00:09	good evening	-	-
Data 1	00:13	it's good to see you tonight	[self-mention]	[self-mention]
Data 2	00:16	before I begin, I want to thank God,	Discourse organization , Speech act labels	Introducing topic
	00:20	for the hold and blessing that he gives		
	00:22	us tonight.		
Data 3	00:24	I also want to dedicate this speech to my mother,	Discourse organization , Speech act labels	Previewing, Other speech act labelling
Data 4	00:28	who is watching me from Indonesia.	Linguistics comments	Managing terminology
Data 5	00:32	I hope this speech will help her recover from	Speech act labels	Other speech act labelling
	00:34	her knee injury sooner.		
Data 6	00:38	My mother told me she's so proud of me tonight,	References to audience	Imagining scenarios
Data 7	00:41	The same way your family, parents,	References to audience	Anticipating the audience's response
	00:45	and friends, are proud of you as well.		
Data 8	00:48	I love you mom.	[self-mention]	[self-mention]
Data 9	00:53	Today, marks my three years and four	Discourse organization	Previewing
	00:56	months speaking English.		
Data 10	00:58	What are ways to celebrate it.	Linguistic comments	Commenting on linguistics form/meaning
-	01:02	Yeah, three years and four months.	-	-
Data 11	01:07	I am incredibly honored to be your	References to audience	Managing channel
	01:08	commencement speaker.		
Data 12	01:10	And from the bottom of my heart, I thank	Speech act labels	Other speech act labelling
	01:14	faculty and advisors, for giving me this		
	01:16	opportunity to speak		
	01:17	in front of you tonight.		

Data 13	01:21	Dear faculty, parents,	References to audience	Managing the message
	01:24	family, friends, and of course		
	01:28	my fellow huskies, the graduating of the		
	01:30	class of 2021,		
	01:32	welcome and congratulations,		
	01:35	we made it.		
Data 14	01:42	Tonight, I want to talk about the opportunity.	Discourse organization	Previewing
Data 15	01:46	The opportunity that brought me to this country.	Linguistic comments	Managing terminology
Data 16	01:50	The opportunity to witness, how	Linguistic comments	Managing terminology
	01:53	multicultural and multilingual America embraced me.		
-	01:56	And the opportunity	-	-
	01:59	to be part of the northeastern community.		
Data 17	02:04	Growing up, I realized that my parents	References to audience	Imagining scenarios
	02:08	didn't have enough money to pay my education.		
Data 18	02:09	So, I started working when I	References to audience	Imagining scenarios
	02:12	was 15 to help my parents and pay my own bills.		
Data 19	02:16	I worked as a singer and DJ.	References to audience	Imagining scenarios
Data 20	02:20	A very unusual occupation for a woman	References to audience	Imagining scenarios
	02:24	in a country, where the majority		
	02:27	including me are Muslim.		
Data 21	02:30	I've always wanted to have a better	Speech act labels	Other speech act labelling
	02:32	Education.		
Data 22	02:33	But I never thought that it would be in	Linguistic comments	Commenting on linguistics form/meaning
	02:36	America,		
	02:37	in northeastern university.		
Data 23	02:41	I was driven to make my dream come true	References to audience	Imagining scenarios
	02:45	my determination grew when I had an		
	02:47	opportunity to work,		
	02:48	for a leader who supported women's		
	02:50	rights in Indonesia.		
Data 24	02:53	Then, one day my hard work		Adding topic

	02:57	and my effort were recognized when the	Discourse organization	
	03:00	Governor of East Indonesia		
	03:02	Mr. Victor Buntilo Lescott offered me		
	03:04	scholarship		
	03:05	to study in America.		
Data 25	03:07	And I thought to myself	Discourse organization	Adding topic
-	03:10	Wow, what an opportunity	-	-
Data 26	03:14	Well, I am thrilled to even imagine that	Linguistic comments	Commenting on linguistics form/meaning
	03:16	I could study in one of the Top		
	03:18	Universities in the U.S.		
Data 27	03:20	I had to be realistic because I knew my	References to audience	Imagining scenarios
	03:23	English was		
	03:24	very very poor.		
Data 28	03:27	Yet, I persevered.	References to audience	Imagining scenarios
Data 29	03:31	Because I knew this opportunity would	References to audience	Imagining scenarios
	03:34	not come to my life again.		
Data 30	03:38	Frequently described as a survivor, I	References to audience	Imagining scenarios
	03:41	knew		
	03:42	how to cease the opportunity.		
Data 31	03:46	I had only ten months to prepare my	References to audience	Imagining scenarios
	03:48	study at northeastern.		
Data 32	03:50	So many doubted in my ability to succeed	References to audience	Imagining scenarios
	03:53	except Mr. Governor		
	03:54	and my mother.		
Data 33	04:07	I studied English every single night	References to audience	Imagining scenarios
	04:10	overcoming the challenges of learning a		
	04:12	second language that brought me into		
	04:14	tears and disappointment		
	04:16	but I never gave up.		
Data 34	04:20	Practicing my English, I talked to my	References to audience	Imagining scenarios
	04:23	Mirror.		

Data 35	04:24	I even talked to my wall.	Linguistic comments	Reformulating
Data 36	04:26	My conversational partners in a lifetime.	Linguistic comments	Reformulating
Data 37	04:30	My journey at northeastern began with	References to audience	Imagining scenarios
	04:32	global pathways program.		
Data 38	04:35	The program that assured me to American	Linguistic comments	Managing terminology
	04:37	graduate school.		
-	04:39	It laid a solid foundation for a success	-	-
	04:42	in a corporate		
	04:43	and organizational communication program.		
Data 39	04:48	While we can share a world of valuable	References to audience	Imagining scenarios
	04:50	lessons we learned		
	04:52	my capstone project stands out for me		
	04:56	professor powers helped me prepare for a		
	04:59	real world setting,		
	05:01	and raised my awareness of the demands		
	05:04	in the professional world.		
Data 40	05:09	That experience inspired me to create	Linguistic comments	Commenting on linguistics form/meaning
	05:13	an educational consulting business for		
	05:15	my Indonesian,		
	05:16	people in Indonesia.		
Data 41	05:19	I'm confident with this not eastern	References to audience	Imagining scenarios
	05:22	Degree.		
Data 42	05:23	We can pursue anything we wish, in	References to audience	Imagining scenarios
	05:25	whatever capacity we're in,		
	05:27	even entrepreneur find ideas that can		
	05:29	make a difference in the world.		
Data 43	05:31	If you're in public relations like	References to audience	Imagining scenarios
	05:33	myself be someone		
	05:36	who can make people understand what the		
	05:38	reality is.		
-	05:40	As Soekarno the first Indonesian	-	-

	05:43	president state		
	05:46	whoever wants pearls must dare		
	05:49	to jump into the deep ocean.		
Data 44	05:52	In other words, don't be afraid	Linguistic comments	Reformulating
	05:56	to take a risk because there may be		
	05:58	something vulnerable important		
	06:02	waiting for you, I did.		
Data 45	06:07	My fellow huskies, there are some people out there who need	References to audience	Managing the messages
	06:09	our guiding hands companies		
	06:11	individuals community we now have the		
	06:14	capacity to create change in our		
	06:15	environment.		
Data 46	06:16	We have the capacity to use our creativity and expertise	Linguistic comments	Reformulating
	06:20	to help those who need the most.		
	06:23	My northeastern experience does not end		
	06:25	Here.		
Data 47	06:26	It will stay with me everywhere I go.	Speech act labels	Other speech act labelling
Data 48	06:30	I will carry its spirit of creativity,	Speech act labels	Other speech act labelling
	06:33	innovation,		
	06:34	and independent thinking through my		
	06:36	journey in a professional world		
	06:39	this university made it possible for me		
	06:41	to take on		
	06:42	new opportunities.		
Data 49	06:46	My fellow huskies this is the time, this is the time for us	References to audience	Managing the messages
	06:48	to take on a challenge.		
-	06:50	This is a time to persevere no matter	-	-
	06:53	has it brought upon		
	06:54	by pandemic or world calamities		
Data 50	06:58	Be brave believe in yourself.	References to audience	Managing the messages
Data 51	07:01	Keep up the spirit of northeastern	References to audience	Managing the messages
	07:03	university.		
Data 52	07:05	Last thing this is out of my script.	References to audience	Anticipating the

				audience's response
Data 53	07:09	Let me make this night be more memorable.	Discourse organization	Previewing
~ SING ING ~				
	07:12	[Music]		
	07:13	birds flying high ♪		
	07:17	you know what I feel ♪		
	07:21	sun in the sky you know how I ♪		
	07:25	feel breeze dripping on by you know what ♪		
	07:30	I feel ♪		
	07:32	is a new day it is a new dawn ♪		
	07:36	is in your life for us is your new day ♪		
	07:39	is a new time is it your life for us ♪		
	07:47	and I'm feeling good ♪		
	07:52	once again congratulations thank you		
	07:57	thank you		

