IMPACTS OF INTERPERSONAL METAPHOR ON GRAMMATICAL INTRICACY AND LEXICAL DENSITY IN THE TEXT OF PRESIDENTIAL DEBATE BETWEEN BARRACK OBAMA AND MITT ROMNEY

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Abstract

The objectives of the study are (1) to identify types of interpersonal metaphor used in the text of presidential debate between Barrack Obama and Mitt Romney, (2) to describe the impacts of interpersonal metaphor grammatical intricacy (GI) and lexical density (LD) in the text of presidential debate between Barrack Obama and Mitt Romney with reference to congruent coding, (3) to explain the ways interpersonal metaphor have impacts on GI and LD in the text of presidential debate between Barrack Obama and Mitt Romney. The findings reveal that both types of interpersonal metaphor namely metaphor of modality and metaphor of mood are found. In terms of metaphor of modality, the three values namely high, medium and low are identified as the following proportions: 18 utterances (25.71%) with high value, 28 utterances (40%) with medium value and 8 utterances (11.42%) with low value. Meanwhile the rest is metaphor of mood which is realized in questions as many as 14 utterances (20%) and command which occur twice (2.85%). All of metaphor of modality and metaphor mood have the higher ratio of GI compared to the congruent forms. As for LD, the result was various; this is to say that to one side, the presence of interpersonal metaphor in some utterances cause the utterances to have higher ratio of LD than that of the congruent codings. On the other side, the ratio of LD in some of the congruent codings are higher than that of some of the interpersonal metaphor utterances. The presence of interpersonal metaphor utterances also make the debate carry with it more features of spoken language and fewer features of written language. This can be seen through several aspects such as immediacy of feedback found in the debate which is categorized as immediate feedback, everyday lexis, hesitations, non-standard grammar, grammatical complexity and less nominalized utterances.

Keywords: Interpersonal Metaphor, Grammatical Intricacy, Lexical Density

INTRODUCTION

When conveying messages through spoken or written language, very often language users do it metaphorically or incongruently. This is to say that metaphor has become so basic to our lives that we, consciously or unconsciously, speak or write in a metaphorical fashion. Surely, this will affect on the listeners or the readers’ understanding in comprehending the messages. By this, metaphor will result in the complexity of the information. Halliday (1994: 349) believes that the factor that perhaps tends most to determine the extent of metaphor in the grammar of a text is whether that text is spoken or written; speech and writing are rather different in their patterns of metaphoric usage.
While written and spoken texts have their own complexity namely lexical density (LD) and grammatical intricacy (GI), metaphor comes to be an influential factor to trigger the LD and GI of a text. A written text tends to be lexically dense but has low grammatical intricacy, on the other hand a spoken language is grammatically intricate but lexically sparse (Halliday 1985). The present study is interested in the spoken mode, specifically in a presidential debate, and puts Halliday’s interpersonal metaphor as an influential factor contributed to the ratio of the LD and GI of the text. Metaphor can be both rankshift downgrading (experiential metaphor) and upgrading (interpersonal metaphor). While languages of science, academic and technology belongs to the former due to the objectivity they must provide, languages of diplomacy, politics and bureaucracy, which are some rather subjective tend to follow the latter (Halliday 2004).

The problems of the study are formulated in questions as the following:
1. What types of interpersonal metaphor are used in the text of presidential debate between Barrack Obama and Mitt Romney?
2. How does interpersonal metaphor have impacts on GI and LD in the text of presidential debate between Barrack Obama and Mitt Romney with reference to congruent coding?
3. In what ways does interpersonal metaphor have impacts on GI and LD in the text of presidential debate between Barrack Obama and Mitt Romney?

1. Theoretical Framework

A lot of linguists have found and operated the concept of metaphors in their theories. Metaphor is viewed as meaning representation from two sides; one is literally and the other is metaphorically (Searle 1993: 83). Metaphor is divided into lexical metaphor, which has been well known for long (Lakoff and Johnson 2003) and grammatical metaphor, which is created by Halliday. Lakoff’s metaphor is much more to the literature meanwhile Halliday’s is much more to the text and context, two terms that are very famous in SFL theory. Halliday (1994: 340) defines metaphor as a word which is used for something resembling that which it usually refers to. He terms his metaphor as grammatical metaphor which is divided into ideational metaphor (sometimes called as experiential metaphor) and interpersonal. In fact he means to say that when something is metaphorically written or spoken, it is done not in congruent or natural fashion. Consider the following examples:

a. They walked in the evening along the road to the hotel
b. Their evening walk along the road took them to the hotel.

The two examples above obviously describe the same situation, the difference is that sentence a is written in congruent coding while sentence b is presented in a metaphorical coding. Halliday (1994: 32) states that ideational metaphor as in b is the characteristics of all adult discourse. Ideational metaphor tends to be found in scientific texts due to the nominalization and the densely packed information (Lassen 2003; Eggins 2004; Halliday 1994) meanwhile, the interpersonal metaphor is very common in the bureaucracy discourse (Halliday 2004: 629). The metaphoric strategy which is involved in interpersonal metaphor is to upgrade the interpersonal assessment from group rank to clause rank—from an adverbial group or prepositional phrase serving within a simple clause to a clause serving within a clause nexus of projection (Halliday 2004: 626).
a. Metaphor of Modality

This type of metaphor involves the clause complex or is based on the semantic relationship of projection (Halliday 1994: 354). The congruent realization is coded by a modal element while the metaphorical variant is realized in a projecting clause of a hypotactic clause complex. For example, the congruent form of *it probably is so* corresponds the metaphorical variant *I think it is so*, with *I think* as the primary or ‘alpha’ clause which has independent status. The clause complex *I think it is so* is regarded as a metaphorical variant because the proposition lies in the clause *it is so* and not in the clause *I think*. This can be tested by placing the question tag to the clause complex, *I think it’s going to rain, isn’t it?* not *I think it’s going to rain, don’t I?*

For a further account of modality, Halliday (1994: 355) exemplifies the various metaphorical expressions (to name only a few), all of which mean ‘I believe’ such as:

(1) *it is obvious that* ......
(2) *everyone admits that* ......
(3) *it stands to reason that* ......
(4) *it would be foolish to deny that* ......
(5) *the conclusion can hardly be avoided that* ......
(6) *no sane person could pretend that* ......
(7) *commonsense determines that* ......
(8) *all authorities on the subject are agreed that* ......
(9) *you can’t seriously doubt that* ......

Modality comprises (1) modalization (‘indicative’ type) which is classified into probability (‘may be’) and usuality (‘sometimes) and (2) modulation (‘imperative’ type) which is divided into obligation (‘is wanted to’) and inclination (‘wants to’. Here is an example of each of the four types

(1) (probability) There can’t be many candlestick-makers left.
(2) (usuality) It’ll change right there in front of your eyes.
(3) (obligation) The roads should pay for themselves, like the railways.
(4) (inclination) Voters won’t pay taxes any more.
(Source : Halliday 1994: 357)

To summarize, there are three values of modality which is shown in the following table:

<table>
<thead>
<tr>
<th>Table 2.1 Three ‘values’ of modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probability</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>Medium</td>
</tr>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

(Source : Halliday 2004: 620)
Therefore, a clause like *John may go to the farewell party* is a congruent one due to the use of modal *may*. Metaphorically, the clause can be expressed as *I assume John goes to the farewell party or there is an assumption that John goes to the farewell party whose value is medium.*

**b. Metaphor of Mood**

A statement in English is likely to be either positive or negative such as *Evan went to the football field last week or Evan did not go to the football field last week* in which both are coded by positive and negative mood. Furthermore, a question can be divided into *wh-question* or *yes/no question* such as *What did that gorgeous little girl talk about? and Did the coach use different tactics?*. Meanwhile, a statement can be positive or negative as in *Close your book!* or *Please don’t speak rudely!* and an offer can be coded by a statement like *Let me pour the tea for you.*

Halliday in Marrie et.al 2004: 11 indicates that a mood meaning is not expressed in the clause, but rather as an explicit element outside the clause. Some of the examples that Halliday in Marrie et.al 2004 11 gives are shown below:

(i) ‘Command’ functioning as ‘warning’:
   a. I wouldn’t …… if I were you
   b. Congruent: Don’t…!

(ii) Modalized ‘offer’, typically functioning as ‘threat’:
   a. I’ve a good mind to……
   b. Congruent: Maybe I’ll …..

(iii) Modulated ‘command’, typically functioning as ‘advice’:
   a. She’d better……
   b. Congruent: She should

In other words, when each of the speech function is not realized by the expected mood, the clause is perceived to be metaphorical or non-congruent. Further examples can be seen below:

(iv) Metaphorical: ‘Where is the dictionary?’ ‘Why don’t you try to find it in the drawer?’ ‘Try to find it in the drawer’
   Congruent: ‘Where is the dictionary?’ ‘It is in the drawer’.

(v) Metaphorical: ‘I wonder whether he passed the test.’
   Congruent: ‘Did he pass the test?’

(vi) Metaphorical: ‘You are obliged to close those windows.’
   Congruent: ‘Close those windows!’

In example (iv) the former is claimed to be in a metaphorical fashion since an interrogative mood is supposed to be replied through a declarative mood as it is shown in the latter, which is the congruent form. Instead, it is responded by another interrogative mood ‘why don’t you try to find it in the drawer?’ or an imperative mood (try to find it in the drawer). Similarly, example (v) shows that the congruent interrogative mood ‘Did he pass the test?’ is metaphorically expressed by ‘I wonder whether he passed the test,’ which is a declarative mood and finally example (vi) shows that an imperative mood ‘close the windows!’ is expressed metaphorically by a declarative mood.

**c. Grammatical Intricacy and Lexical Density**

Eggins (2004: 97) states that grammatical intricacy relates to the number of clauses per sentence or clause complexes and can be calculated by expressing the number of clauses in a text as a proportion of the number of sentences in the text. The high ratio or
level of GI is the indicator of a text to be categorized as a spoken language. This is due to the fact that when speaking, one often employs a lot of clauses one after another, consequently long sentences are more likely to be produced.

Meanwhile, lexical density of a text is calculated by expressing the number of content carrying words in a text/sentence as a proportion of all the words in the text/sentence (Eggins 2004:97). Content carrying words are nouns, the main part of the verb, adverbs and adjectives while prepositions, conjunctions, auxiliary verbs and pronouns are excluded because they all belong to non-content carrying words. When a text is lexically dense, the text is concluded to be in a written mode.

Halliday (2004: 654) believed that typically, written language becomes complex by being lexically dense: it packs a large number of lexical items into each clause; whereas spoken language becomes complex by being grammatically intricate: it builds up elaborate clause complexes out of parataxis (relation between independent clauses) and hypotaxis (relation between dependent and independent clauses). The level of intricacy can be found by finding the level between the simple clauses and clause complexes in the real analysis, a simple clause may be regarded as consisting subject and predicate. If the number of clause complexes is more dominant than simple sentences in a text, it means that the text has high level of GI, on the contrary if the number of clause complexes is less than simple sentences, the text is said to have low GI. In other words, to distinguish between spoken and written language, the ratio of GI and LD has to be taken into account.

METHODOLOGY

The study was carried out by applying qualitative method. Bogdan and Biklen (1992: 29) described that qualitative approach demands that the world be approached with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied. The data source of the presidential debate was the texts of presidential debate between Barrack Obama and Mitt Romney which was held on October 22, 2012 in Boca Raton. To collect the data, documentary technique was applied. This is to say that the document was read and analyzed to find the interpersonal metaphor and its impacts on the GI and LD of the texts.

Data Analysis

Table 4.1 summarizes the types of interpersonal metaphor which are found in Barrack Obama and Mitt Romney’s utterances.

<table>
<thead>
<tr>
<th>Types of interpersonal metaphor</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor of Modality (High)</td>
<td>18</td>
<td>25.71</td>
</tr>
<tr>
<td>Metaphor of Modality (Medium)</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>Metaphor of Modality (Low)</td>
<td>8</td>
<td>11.42</td>
</tr>
</tbody>
</table>
The following elaborations are meant to further explain the meanings that lie behind the occurrences of the types of interpersonal metaphor, only some of the data are taken as the representative of the similar ones.

1) Metaphor of Modality

In metaphor of modality the speaker’s opinion regarding the probability that his observation is valid is coded not as a modal element within the clause, which would be its congruent realization, but as a separate, projecting clause in a hypotactic clause complex (Halliday 1994: 354). This is to say that by employing metaphor of modality, one shows his/her certainty toward something where Halliday classifies the values of modality into three, high, medium and low which are related to modalization, which comprises probability and usuality and modulation, which is divided into obligation and inclination. In addition, the part of the clause complex which is regarded as the incongruent form or the metaphorical variant lies in the projected clause.

Data 24: We believe/China can be a partner. (Barrack Obama)

In the data 24 above, Barrack Obama shows his high value of modality by utilizing the projecting clause I believe to make his observation toward the issue in the projected clause China can be a partner valid.

Data 31: I believe that/there should have been a status of forces agreement. (Mitt Romney)

It is similar to data 24, here in data 31 Mitt Romney’s high level of modality toward the issue in the projected clause that there should have been a status of forces agreement is explicitly expressed by the projecting clause I believe.

Data 2: I think/it’s important to step back and think about/what happened in Libya. (Barrack Obama)

By implementing the clause I think in the projecting clause, Barrack Obama in this utterance showed his subjective point of view in the medium level of modality toward the issue in the projected clause it’s important to step back and think about what happened in Libya.

Data 41: I think/the tension that existed between Israel and the United States was very unfortunate (Mitt Romney)

To show his prominence toward the issue presented in the projected clause the tension that existed between Israel and the United States was very unfortunate Mitt Romney used the projecting clause I think whose value of modality is medium.

Data 10: It also allowed us/to refocus on alliances to relationship/that had been neglected for a decade. (Barrack Obama)

In this utterance, Barrack Obama utilized the realization of interpersonal meaning by employing the verb allow which shows an inclination whose congruent meaning can be realized by modal verb may as what Martin in Lassen 2003: 37 suggests.
Data 44: *That was/what allowed us/to become the number one state in the nation./* (Mitt Romney)

Quite similar to what Barrack Obama did in data 10 above, Mitt Romney used the verb allow to show an inclination in which the congruent meaning can be realized by modal verb may.

Three values of modality namely high, medium and low are found in the debate. Respectively, data 24 and 31 show the high value of modality, each of which is indicated by the employment of the verb believe, data 2 and 41 show the medium value of modality which employ the verb think and data 10 and 44 which mark the low value of modality by utilizing the verb allow. Modality represents the speaker's angle, either on the validity of the assertion or on the rights and wrongs of the proposal; in its congruent form, it is an adjunct to a proposition rather than a proposition in its own right (Halliday 1994: 362). The occurrences of the three values clearly point out that both Obama and Romney confidently address the issues that are delivered to them to respond to which range from low, medium and high. In order that the voters will be in favor of them, Obama and Romney inherently need to be resolute and firm.

2) Metaphor of Mood

Metaphor of mood is associated with the exchange system—giving or demanding or goods & services, which determines the four basic speech functions of statement, question, offer and command. (Halliday 1994 : 363). In this study, only question and command which are found out.

Data 12: *Let’s talk about what we need to compete./* (Barrack Obama).

This utterance is a statement in its form but the essence is a question. Simply the congruent form is *What do we need to compete?* The metaphorical expression utilized by Barrack Obama here, when compared to its congruent form, is to avoid direct question and keep the close distance to the audience by using the clause *Let’s talk about* that reflects the togetherness to find the answer to the question *What do we need to compete.*

Data 34: *Let’s step back and talk about what’s happening in Syria and how important it is.* (Mitt Romney)

It is quite similar to data 12, the essence of this statement is surely the question *What’s happening in Syria and how important is it?* which is the congruent form. The purpose is to keep the close distance with the audience and involving them through the clause *Let’s step back and talk about* which also shares the same burden to find the answers to the questions *What’s happening in Syria and how important is it?*

Data 17: *And if we had asked Pakistan for permission, we would not have gotten it./* (Barrack Obama)

The utterance is in the form of conditional sentence but its function is more to be a command. Halliday (1994 : 365) points out that a command can function as warning which is marked by a conditional sentence like the one employed by Barrack Obama above. The congruent form would be *Don’t ask Pakistan for permission or we will not get it* which is more direct and sounds rather strict.

Data 45: *If you didn’t balance your budget, you went out of business./* (Mitt Romney)
The metaphor of mood utilized by Mitt Romney above is a command which in this context functions as warning. The congruent form would be *Balance your budget or you are out of business.* Here the use metaphor of mood results in the indirect imperative which avoids the impression that Mitt Romney is superior to the audience in the context of presidential debate.

After analyzing the data, it is found out that there were 70 utterances produced by both Obama and Romney that utilized both metaphor of modality and metaphor of mood.

Meanwhile data analysis show that all of metaphor of modality and metaphor mood have higher ratio of GI compared to the congruent forms. As for LD, the result are various; This is to say that to one side, in some utterances cause the utterances to have higher ratio of LD than that of the congruent codings. On the other side, the ratio of LD in some of the congruent codings are higher than that of some of the interpersonal metaphor utterances.

The presence of interpersonal metaphor utterances also make the debate carry with it more features of spoken language and fewer features of written language. This can be seen through several aspects such as immediacy of feedback found in the debate which is categorized as immediate feedback, everyday lexis, hesitations, non-standard grammar, grammatical complexity and less nominalized utterances.

In line with the second research problem which is *How does interpersonal metaphor have impacts on GI and LD in the text of presidential between Barrack Obama and Mitt Romney with reference to congruent coding?*, one to one correspondence between each type of interpersonal metaphor and its congruent coding is used. In other words, once a type of interpersonal metaphor is identified, its congruent form is then presented below it. Moreover, the ratio of GI and LD in both of the interpersonal metaphor utterances and their congruent codings are given.

Firstly, each type of interpersonal metaphor found in this debate has tangible impacts with reference to its congruent form. Each type of interpersonal metaphor forms a remarkably consistent pattern of GI’s occurrence compared to its congruent coding in the sense that the ratio of GI in all of the types of interpersonal metaphor are consistently bigger than those of the congruent realizations. This is substantiated by the fact that the nature of the interpersonal metaphor lies in its metaphoric strategy which is upgrading when relocating common sense experience. Consequently, more clauses will appear and more clause complexes will be constructed as shown in the following data. Here are some of the data which support this elaboration.

**Data 4:** *It’s absolutely true// that we cannot just beat these challenges militarily.// (Barrack Obama)*

The utterance is made up of two clauses and one sentence, therefore the ratio of GI is 2, meanwhile the congruent coding is *We must not beat these challenges militarily* which consists of one clause and one sentence so the ratio of GI is 1.

**Data 40:** *I absolutely believe// that America has a responsibility and the privilege of helping defend freedom and promote the principles// that make the world more peaceful.// (Mitt Romney)*

This utterance comprises three clauses within one sentence and therefore the ratio of its GI is 3. The congruent coding of this type of interpersonal metaphor is *America must have a responsibility and the privilege of helping defend freedom and promote the principles that make the world peaceful.* This congruent form is made up of two clauses within one sentence so the ratio of GI is 2.
Secondly, toward the ratio of LD, the impacts that each type of interpersonal metaphor have with reference to the congruent are various. This is to say that to one side, the presence of interpersonal metaphor in an utterance causes the utterance has higher ratio of LD than that of its congruent coding. On the other side, the ratio of LD in the congruent coding is higher than that of the interpersonal metaphor utterance. These two results are caused by the number of content carrying lexical items as the proportion of all lexical items employed in both sides despite more clauses found in the interpersonal metaphor. This can be seen in the following data.

Data 8: *I think that America has to stand with democracy* (Barrack Obama)

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The above utterance has four content carrying lexical items which are underlined from the total nine lexical items therefore the LD is 44.44%. The congruent coding is *America will have to stand with democracy* which has three content carrying lexical items and seven lexical items so the LD is 42.85%.

Data 49: *I think they saw weakness where they had expected to find American strength* (Mitt Romney)

The utterance consists of seven content carrying lexical items out of thirteen lexical items whose LD is 53.84% which is higher than the congruent coding *They would see weakness where they had expected to find American strength* whose LD is 50% which is made up of six content carrying lexical items out of twelve lexical items.

Data 9: *There are some things that we’re going to have to do here at home as well* (Barrack Obama)

This utterance is made up of five content carrying lexical items from the total seventeen lexical items which make the ratio of LD as many as 29.41%. The ratio of LD is lower when it is compared to the congruent coding. The congruent coding for this interpersonal metaphor is *We must do some things at home as well* which consists of four content carrying lexical items out of nine lexical items whose ratio of LD is 44.44%.

Data 46: *It’s also essential for us to understand what our mission is in Iran* (Mitt Romney)

The utterance consists of four content carrying lexical items and fourteen lexical items whose LD is 28.57%. The congruent coding is *What is our mission in Iran?* which has two content carrying lexical items out of six lexical items. The congruent coding has higher ratio of LD which is 33.33%.

The last research problem which is addressed here is *In what ways does interpersonal metaphor have impacts on GI and LD in the presidential debate between Barrack Obama and Mitt Romney.* The nature of interpersonal metaphor that involves upgrading strategy when relocating common sense experience does affect the ratio of GI and LD. As it is shown in the data analysis, the ratio of GI is higher in all of the interpersonal metaphor utterances than that of the congruent codings. In other words, this finding signifies that the debate reflects the oral registers. This can also be seen from the fact that the debate was impromptu in the sense that the issues that the debaters addressed was delivered at the moment the debate was taking place. Therefore, it was very logical to discover the features of spoken languages (Eggins 2004) like repetitions, everyday lexis, hesitations, non-standard grammar, grammatical complexity etc which are not common in written languages as shown in the following data.
Data 71: We see in-in-in Libya an attack apparently by-well I think we know now by terrorists of some kind against-against our people there, four people dead. (Mitt Romney) (P93/L11-12)

Data 72: We are-we playing the leadership role. ....But you know, going back to Libya, because this is an example of how we make choices, you know when we went to Libya and we were able to immediately stop the massacre there because of the unique circumstances and the coalition that we had helped to organize, we also had to make sure that Moammar Gadhafi didn't stay there. (Barrack Obama) (P99/L25-34)

The features of spoken languages shown in the above data exist because of the the substance, the essence and the medium of the debate are all in spoken one. This is to say that the issues were delivered when the debate was taking place, the responses or feedbacks were also given directly and quickly giving both Obama and Romney very little time to rehearse what were going to be said and the participants were in the same time and place. This elaboration can also be further connected to the spatial or interpersonal distance by Martin which is simplified by Eggins (2004: 91) as shown in figure 4.1

+ immediate + immediate + rapid + rapid + delayed
feedback feedback feedback feedback feedback

Figure 4.1. Spatial or interpersonal distance

The figure shows the immediacy feedback which ranges from immediate to delayed. The debate is categorized as immediate feedback because questions, responses and interruptions are very prompt. It can be seen from the following data:

Data 73:
Obama: Governor Romney, that's not what you said.
Romney: Fortunately, the president-you can take-you can take a look at the op-ed.
Obama: Governor, you did not.
Romney: You can take a look at the op-ed.
Obama: You did not say that you would provide, Governor, help. (P125/L1-7)

The other impact concerns with the ratio of LD. Out of 70 interpersonal metaphor utterances produced by Barrack Obama and Mitt Romney, there are only 56 utterances whose ratio of LD are below 50%. This finding unequivocally signifies that the debate content is lexically sparse but grammatically intricate. In other words, the debate shares fewer features of written language. Two main features of written language that become the focus in this elaboration are grammatical simplicity and lexical density. The higher ratio of GI in all interpersonal metaphor utterances than those of the congruents codings result in the grammatical complexity rather than grammatical simplicity. Moreover, the low ratio of LD makes the debate become lexically sparse instead of being lexically dense. As Halliday (1985: 81) states that written language represents phenomena as products and spoken language represents phenomena as processes. In other words, written language expresses things. Things are usually described by nouns. Consequently written language tends to be nominalized in which more nouns are being used than in spoken language. Furthermore, spoken language expresses actions. Actions are usually described
by verbs. The implication is that verbs will be utilized more often in spoken language than in written language. To support this elaboration, the following data are given.

**Data 8:** I think/that America has to stand with democracy. (Barrack Obama)

- **Verbs:** think, has to, and stand
- **Nouns:** America and democracy

**Data 35:** I believe/that Assad must go. (Mitt Romney)

- **Verbs:** believe, must, go
- **Nouns:** Assad

Moreover, as the debate is categorized as spoken mode which is in a speech format, Obama and Romney occasionally used scientific languages which were realized by some terminologies such as geopolitical foe, coalition, counterterrorism, unprecedented military, intelligence cooperation, etc. and surely metaphorical languages in their language structures. The use of metaphorical language make the language become more scientific and functional. In addition, it can also be utilized to distinguish the two types of discourse namely grammatical intricacy and lexical density. The eloquences to elaborate and nominalize scientifically generate one’s charisma and special characteristics especially for famed persons like Obama and Romney.

To further elaborate the research findings, three aspects, which are suggested by Halliday in Eggins 2004 namely field, mode and tenor are utilized. The three variables, which are known as registers, are the important aspect of contexts to reveal how language is used. Respectively, in this present study the field is presidential debate, the mode is interactive face-to-face, and the tenor is presidential candidates and the moderator.

As explained earlier, the presidential debate is categorized as immediate feedback which is organized according to turn-by-turn-taking sequencing of talk. The interactions are accompanied by actions that consequently make the structure of the talk dynamic, with one sentence leading to another sentence. The occurrences of the three values of modality high, medium and low are proper in the sense that the presidential candidates are obliged to address the issues in convincing fashions or manners to give prominence representing their point of view. The utilizing of metaphor of mood namely question emphasizes that the candidates would like to direct question and keep the close distance to the audience. Meanwhile the utilizing of metaphor of mood namely command is meant to avoid direct order and being superior which risk lowering the audience’s trust toward the presidential candidates.

The higher ratio of GI in all interpersonal metaphor utterances than the congruent codings and the fact that out of 70 interpersonal metaphor utterances there are 56 utterances (80%) whose LD are lower than 50% confirm that the presidential debate carries more features of spoken language and fewer features of written language. In other words, the presidential debate is spoken in its substance, essence and medium. This is essential to note because there are occasions when, for example, both the medium and the essence show that the language used is spoken but the substance is written such as prepared speech by ministers, presidents, school principals, etc., sermon delivered by clergyman or priests and news broadcast on TV stations or radios. There are more various possibilities dealing with these three elements which are likely to affect the ratio of GI and LD of various texts as well.
CONCLUSIONS AND SUGGESTIONS

Based on the research findings, conclusions are drawn as the following.

1. Two types of interpersonal metaphor namely metaphor of modality, which comprises high, medium and low values, and metaphor of mood, namely question and command are found out.

2. The ratio of GI is higher in all of the interpersonal metaphor utterances than that of the congruent codings while the ratio of LD is various in the sense that in one side the interpersonal metaphor utterances have higher ratio of LD than that of the congruent codings and on the other side, the interpersonal metaphor utterances have lower ratio of LD than that of the congruent codings.

3. The presidential debate carries with it more features of spoken languages and fewer features of written languages with reference to LD and GI.

In line with the above conclusions, suggestions are offered as the following.

1. Other researchers need to conduct further studies dealing with interpersonal metaphor and any other types of grammatical metaphor in different phenomena by considering the fact that spoken languages and written languages can be distinguished through the ratio of GI and LD, the medium, the essence and the medium in which the texts are described.

2. The ratio of GI and LD can be further investigated to evaluate the accessibility of various texts in the sense that written languages must be lexically dense and less intricate while spoken languages must be grammatically intricate and lexically sparse. This can be significant mainly to the use of text books that are used in the present context of the education in Indonesia.

3. Students of applied linguistics should take account of the wide range of political texts. This study concerns with the text of presidential debate. The students will get broader horizons if they are exposed to various political texts such as victory speeches, concession speeches, political interviews, etc.

4. English Teachers can utilize the two types of complexity namely GI and LD to assess the readability of textbooks that are used in their schools.

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