A CRITICAL DISCOURSE ANALYSIS ON HILLARY CLINTON’S SPEECH “AMERICAN FOR MARRIAGE EQUALITY”

A Thesis
Submitted to Letters and Humanities Faculty in Partial Fulfillment of the Requirements for the Degree of Strata One

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ABSTRACT


This research discusses about Hillary Clinton’s speech titled “American for Marriage Equality”. The objectives of this research are finding the text structure and the ideology that described on Hillary Clinton’s Speech.

The analysis focused on the critical discourse analysis on Hillary Clinton speech text. This research conducted Van Dijk Critical Discourse Analysis method and qualitative method. This research not only discusses text structure of the speech, but also the ideology of Hillary Clinton. According to Van Dijk, in discourse analysis frameworks there need study of study related ideology of discourse. It is important to understand discourse meaning. To dismantle hidden meaning from discourse text needs ideology analysis.

Keywords: Critical Discourse Analysis, Text-structure, Ideology.
APPROVAL SHEET

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Submitted to the Letters and Humanities Faculty in Partial Fulfilment of the Requirements for the Degree of Strata One (S1)

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Jakarta, December 31st, 2014

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DECLARATION

I hereby declare that this submission is my own words and that, to the best of my knowledge and belief. It contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgement has been made in the text.

Jakarta, December 31st, 2014

Rifki Nugraha
ACKNOWLEDGMENT

In the name of Allah, the Gracious, and the most Merciful

All praises be to Allah, who has bestowed upon the writer in completing this thesis, without His blessing, it is impossible that this thesis can be presented. Then, may peace and blessing of Allah be upon the prophet, Muhammad SAW, who has guide us how to be a good and successful person in this world.

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Jakarta, Desember 2014

The writer
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CHAPTER 1
INTRODUCTION

A. Background of the Study

Since long time ago, people use language as media to express their opinions, emotion instructions or to convey their desire at something. By using language as media, people able to exchange information and share their ideas. Their activity that related language as medium to exchanging information and connect each other is called communication.\(^1\) Nowadays, language is not only a communication tools but also, as a device to spread and defend someone’s or a group’s ideology. Besides that, language also is personal representation attitude in interaction. In this context language is used to generate particular purposes, in the other words, to produce particular discourses.

There are many linguistics theories that can be used to analyzing a discourse. One of theories it is Van Dijk’s Critical Discourse Analysis theory that able to analyze the underlying social practice of a discourse. In critical discourse analysis not only analyzes the linguistic elements, but also concern to the context behind the discourse. Because of that, critical discourse analysis according to Van Dijk explained that the analysis of a discourse not only based on text analysis, but also examines how the text is produced.\(^2\)

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There are many kinds of verbal communications that produce a discourse. Speech is the one of verbal communication that also used as a means of producing a discourse. Speech is the way to express one’s thoughts by words were arranged and delivered in public. Commonly, speech is delivered by important people in formal situation. In addition, speech also aims to persuade, to convey information and to entertain.

Political speech is the sample from the verbal communication. It used as representation tools and social act. That’s why, the use of language in political sphere never be in neutral position. The example of the use of language in political context is a speech that delivered by former U.S Secretary of State Hillary Clinton in HRC (Human Right Campaign) website that uploaded at March 13th 2013. This speech is interesting to be analyzed because in this speech Hillary conveys her support on Lesbian, Gay, Bisexual and Transgender (LGBT) group. She explained that, LGBT American are full, equal citizens and deserve the rights of citizenship.

The statement of one of the well-known former public officials in USA not only brings the fresh air to LGBT community in USA, but also contradictory to what has been created rules by her husband, President Bill Clinton in 1996 gives a clear explanation about the marriage laws “marriage is a union between a man and woman”. Because this contradictory statement from Hillary, many mass media argued that Hillary Clinton is attempting to grab LGBT voice in the next election. From the result of a survey conducted by the ABC (Australian Broadcasting

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Corporation) and Washington Post in 2010, U.S public supporting to LGBT equality at 43% increase in 2013 to 53%. From Hillary Clinton contradictory attitude above, this analysis attempts to interpret the intent and the purpose of Hillary in a speech supporting marriage equality in USA by using Van Dijk Critical Discourse theory.

B. Focus of Study

Focus of this study is to analysis on text structure of the Hillary Speech Text “American for Marriage Equality”; macrostructure, superstructure, microstructure and the ideology representation in the speech text by using Teun A. Van Dijk Critical Discourse Analysis theory.

C. Research Question

This analysis aims to determine:

1. How are the structures of text “American for Marriage Equality” the speech of Hillary Clinton at Human Right Campaign (HRC) website?

2. How is the ideology represented in Hillary Clinton Speech “American for Marriage Equality”?
D. The Significances of the Study

The benefits obtained from the results of research on speech Hillary Clinton's "American for Marriage Equality" include:

This research can be a positive contributing to the understanding and analysis of the development of theories of discourse analysis. And also could be one of references to other texts expand.

 Practically, this research can be input to the competent parties, with respect to increasing knowledge and the results of this study can contribute the understanding of discourse analysis of the text to speech of Hillary Clinton and also as a means to implement of writers knowledge in linguistic field.

E. Research Methodology

1. The Objective of Research

   The objectives of research are:

   a. Describing the structure of the text: macrostructure, superstructure and microstructure.

   b. Describing the representation of ideology in the speech.

2. Method of the Research

   This research is conducted by using qualitative method. This method focused on the significance of observations made in a study rather than the raw number. Besides, this research also applies Van Dijk Critical Discourse Analysis method to gain scientific findings without any statistical equipment.
3. **The Technique of Data Collection & Data Analysis**

   Bibliography technique is used to find discourse elements in Hillary Clinton’s speech text. This technique is using written source to gain the data, then the data which contain discourse are collected into data card. The process of data analysis will be carried out in several steps:

   a. choose an speech text from HRC (Human Rights Campaign) Website;
   b. read the speech text;
   c. mark the sentences which containing discourse element;
   d. classify it by Van Dijk Critical Discourse Analysis theory;
   e. write the data finding into data card.

   After that, those specific numbers of data is analyzed. To continue that analysis the writer run steps as follows:

   a. exposure the discourse elements (macrostructure, superstructure and microstructure) referring Van Dijk Critical discourse analysis theory.
   b. applying Van Dijk CDA theory into data.
   c. make report and conclusion of the research.

4. **The Instrument of Data Analysis**

   To analyze sentences patterns of the corpus, data card is used as instrument of research in order to write, to identify and to classify the data which are needed from that speech transcription. Then, the identified and
classified data are examined through the application of Van Dijk Critical Discourse Analysis.

5. Analysis Units

The unit analysis of this research is Hillary Clinton’s speech text “American for Marriage Equality” in Human Rights Campaign that downloaded on March 30, 2013.
CHAPTER II

THEORETICAL FRAMEWORK

A. Previous Research

In purpose to develop and complete this research about Critical Discourse Analysis, here are several related previous researches:

The first one “A Critical Discourse Analysis of Barack Obama’s Speeches”4 by Junling Wang was researches that use M.A.K Halliday’s Systemic Functional Grammar in terms three meta-functions: ideational function, interpersonal function and textual function, in order to find out the formal features of Barack Obama’s speech. By using Halliday’s theory Junling Wang aims to explore the relationship among language, ideology and power to find out the power of speech to persuade the public to accept and support their (presidential candidate).

The second previous research “Ideology and Political Discourse: A Critical Discourse Analysis of Erdogan’s Political Speech”5 by Fatih Baryam was a research that aims to discuss the realization of power by means of language use in apolitical environment, specifically focusing on the Turkish Prime Minister Recep Tayyip Erdogan and his walk-out from a debate in the World Economic

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4Junling Wang, A Critical Discourse Analysis of Barack Obama’s Speeches, (Langzhou: Academy Publisher, 2010), p. 224
5FatihBaryam, Ideology and Political Discourse: A Critical Discourse Analysis of Erdogan’s Political Speech, (Newcastle University, 2009), p.23
Forum in Davos in January 2009. This research was grounded by Norman Fairclough’s Critical Discourse Analysis. The aim is to examine the realization of power in Mr.Erdogan's language use and its ideological component through a linguistic analysis based on Norman Fairclough’s CDA.

The third previous research was conducted by Bahram Kazemian and Somayyeh Hashemi from Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran in 2014. Entitled “Critical Discourse Analysis of Barack Obama’s 2012 speeches: Views from Systemic Functional Linguistics and Rhetoric.” The methodologies of this research is concerning to Ideational Grammatical Methapor (IGM) proposed by Halliday. It aims to reveal the implicit meaning in Obama’s speeches in term of nominalization, passivization, modality and rhetorical devices and to disclose the secret message behind Mr. Obama’s speech.

The fourth previous research was done by D. Jupriono from Universitas 17 Agustus (Untag Surabaya) in 2010. Entitled: Critical Discourse Analysis: Historical Background President Susilo Bambang Yudhoyono’s Speech. In this research focused on two things namely: (1) Objective descriptions of historical facts are made explicit. (2) Critical interpretation of implicit facts in President SBY’s speech. Van Dijk CDA theory used in this research.

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7 D. Jupriono, Critical Discourse Analysis Historical Background President Susilo Bambang Yudhoyono’s Speech, (Surabaya:FISIP and Faculty of Literature – Untag, 2010), p. 38-39
The fifth “A Critical Discourse Analysis on the Jakarta Post Text”. This research was conducted by Mudofar, a student of State Islamic University of Syarif Hidayatullah, in 2009. The purpose of the research is to develop a research between socio-linguistic science with mass communication in critical discourse analysis which based on discourse theory about social problem (Chinese discrimination) news in mass media which is especially laded in Jakarta Post text. Van Dijk Critical Discourse Analysis (CDA) applied in this research.

Generally, after review the previous research, the difference of this research is mostly on the purposes of the research. The purposes of this research are: Describing the structure text (macrostructure, superstructure and microstructure) and representation of ideology in Hillary’s speech text. Although, Junling Wang’s research also aims to find out the ideology but the theory is different. Junling Wang was applied Halliday’s theory. Meanwhile, the theory that used in this research was developed by Van Dijk.

B. Discourse

Discourse usually mean of communication in the medium of language. In linguistics, discourse is language units larger than a sentence which is a reaction of the form of formal linguistic units that concern to the words, phrases, or sentences looking at the relationship between these elements, either written or spoken delivered. “Written or spoken communication or debate” or “a formal

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9Barbara Jhonstone, Discourse Analysis, (Blackwell Publisher, Oxford, 2002), p.2
Discussion or debate.\textsuperscript{11} Discourse is a sequence of harmonious sentences which is connecting proposition with other propositions, sentence with other sentence, forming a unity.

Hawthorn (1992: 189):

*Discourse is linguistic communication seen as a transaction between speaker and hearer, as an interpersonal activity whose form is determined by its social purpose. Text is linguistic communication (either spoken or written) seen simply as a message coded in its auditory or visual medium.*

The word stems from the Medieval Latin word ‘*discurrere*’, which means ‘to circulate’. Literally, it means ‘to run to from’ or ‘to run on’.\textsuperscript{12} Discourse was then appointed as linguistic terms. The terminology of discourse has the distinction of meaning due to the differences in disciplines that use it. Lull defines discourse as communication is not only linearly one way. Discourse can be discussed. It produced comprehend response and is widespread, in which there could be many encounters.\textsuperscript{13} So that, the meaning of discourse is the most complete language unit of the phoneme, morpheme and clauses, sentences with coherence and high cohesion and sustainable, which is able to have a real beginning and end both spoken and in written. Discourse studies relates to the understanding of human actions performed by language (verbal) and not nonverbal language. This suggests, that in order to understand discourse, takes sufficient knowledge of linguistics, and not linguistic (general). There is a common ground between those definitions about discourse. It has relation to


\textsuperscript{12} Alex Sobur, *Analisa Teks Media*, (Bandung : Remaja Rosdakarya, 2001), p. 70.

linguistics study / language used but there are some distinction points of view.

There are three linguistic paradigms in discourse analysis.

According Hikam, the first paradigm is represented by positivism-empiric. The central point is based on grammatically correct or not, cohesion and coherent. Cohesion is the grammatical relationship between parts of a sentence for its interpretation. Meanwhile, coherence is the order of statements relates one another by sense. The second is called constructivism- paradigm. Constructivism considered the object as a central factor in a discourse and also the social relation. Every statement basically means creation, which is the act of self-formation as well as the disclosure of the identity of the speaker. Discourse attempts to reveal the hidden purpose of the disclosure of the subject that raises a statement. And the last is critical paradigm; discourse analysis in this part is concern in constellation of power that happened in the process of production and reproduction of meaning. Language in critical paradigm is known as representation that functions to establish particular object, particular discourse themes, and strategies inside discourse. Therefore, discourse analysis is used to dismantle the power of process in every linguistic text.

C. Teun Van Dijk Discourse Theory

This model is the one of many theories that used to analyze a discourse, the point of this theory connects three core dimensios of discourse, unity in one

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analysis. The dimensions of discourse are: text structure, social cognition, and social context. According to Van Dijk discourse has various parts of level, and each of these levels is interrelated.

1. Text Analysis

There are three elements in discourse analysis: Macrostructure, superstructure, microstructure. First, macrostructure, it is global or general meaning from a text that more emphasize on the meaning which can be observed by looking at the topic and themes from a text. Second, superstructure, it is how a discourse framework being organized by conventional schemata. How texts parts are arranged into the whole news. Last, microstructure, concern on local meaning of the discourse, by observing the semantics, syntax, stylistic and rhetoric aspects.

a. Macrostructure

A macrostructure is global meaning of discourse, macrostructure are formed using three *macrorules*.

i. Deletion rule: A given sequences of proposition, eliminates those propositions that are not relevant for the interpretation of other propositions in discourse.

Example (0.1): *A man in the black car is a robber.*

i. A man is a robber

ii. He was driving a car

iii. The car is black

---


We can eliminate (ii) and (iii), leaving only (i) as a proposition. The deletion rule is eliminate irrelevant proposition.\textsuperscript{17}

\textbf{ii. Generalization rule}: convert those specific propositions into more general proposition.

Example (02):

\textit{Tika was doing her homework, Zein was writing his paper, and Mark was learning math with his sister.}

\textit{i. The children were studying.}

The rule does not just eliminate irrelevant detail. Specifically predicates and arguments in a series propositions are replaced by more general terms so that one proposition may suffice.\textsuperscript{18}

\textbf{iii. Construction rule}: one propositions can be constructed from a number of propositions. substituting all propositions by a proposition that denotes a global fact.

Example (03):

\textit{Xave opened the door. he sat on a chair. he began to feel guilty when his teacher asked him why he had just arrived in the classroom, and promised to come early tomorrow.}

\textit{Xave late to school.}

The general proposition is simply constructed, but it contain all the purposes of the text.

\textsuperscript{17}\textit{Ibid. P. 95.}
\textsuperscript{18}\textit{Ibid.}
b. Superstructure

Superstructure is the schematic form that organizes the global meaning of a text. In the other words, macrostructures deal with content and superstructures deal with form. Superstructure refers to the framework of a discourse or schemata, such as the prevalence of a conversation or writing that starts from the introduction, followed by the main contents, followed by conclusion, and ended with the closing. Which part comes first, and which parts hidden, will be regulated in the interest of making discourse.

c. Microstructure

Microstructure of a discourse structure that can be observed by analyzing the words, sentences, propositions, clauses, paraphrasing. Microstructure also contains four important aspects. Such as, syntax, semantic, stylistic, and rhetoric.

<table>
<thead>
<tr>
<th>Discourse Structures</th>
<th>The objects</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macrostructure</td>
<td>Thematic</td>
<td>Topic</td>
</tr>
<tr>
<td></td>
<td>Theme or topic in text</td>
<td></td>
</tr>
<tr>
<td>Superstructure</td>
<td>Schematic</td>
<td>Scheme</td>
</tr>
<tr>
<td></td>
<td>The arrangement of the part of the text</td>
<td></td>
</tr>
<tr>
<td>Microstructure</td>
<td>Syntax</td>
<td>Sentence form, coherence, preposition</td>
</tr>
<tr>
<td></td>
<td>Formation of the clause or sentence is used in the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semantic</td>
<td>Setting, detail, meaning, pre assumption</td>
</tr>
<tr>
<td></td>
<td>The meaning is delivered on the text. For instance by giving details on one side or reducing another detail on the other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stylistic</td>
<td>Lexicon</td>
</tr>
<tr>
<td></td>
<td>Word choice is used in the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rhetoric</td>
<td>Graphic, Metaphor, expression</td>
</tr>
<tr>
<td></td>
<td>The pressure is used in the text</td>
<td></td>
</tr>
</tbody>
</table>

These are brief explanation of discourse elements above:

a. **Thematic**

Thematic is trying to identify meaningful categories or themes in a body of data by looking at the text. Thematic element is general description. It also called as main idea, summary, or the main point from a text. Topic shows dominant concept, central, and the most important of news. Because of that, it also called theme or topic. Topic describes what is the idea or main idea of person when respond an issue.\(^{21}\)

**Text 1: Jakarta post article**

**Student protest greets SBY in Bandung**

Dozens of students from various universities staged a rally in Bandung, West Java, on Thursday to express their disappointment over what had been achieved by the government of President Susilo Bambang Yudhoyono.

The rally was held to greet the arrival of Yudhoyono and First Lady Ani Yudhoyono to open a meeting of palm oil associations at the Trans Studio Hotel on Jl. Gatot Subroto.

In the protest, which was tightly guarded by the police, the students vented their anger by burning tires, thereby causing traffic jams.

"During the two terms of SBY’s leadership, we have not felt comfortable. We feel victimized. Our actions are part of our struggle against the SBY regime,” an unidentified protester said as quoted by kompas.com.

The students tried to expand their protest, but their efforts were prevented by the police. The students then directed their anger at the police, saying: "Police, police you're so cruel. You hit the students, but protect the corrupt."

The student protest ended at 11 a.m.

\(^{21}\)Ibid. p. 230.
For the example: *macrorules* can be applied to determine thematic element of text 1 above. The following are the steps determine the theme: the deletion rule and generalization apply to 1st sentence of text 1. The information about number of the students, where are the students come from, and when the protest in held can be eliminated. The description of President Susilo Bambang Yudhoyono (SBY) governance can be generalized to “the government”. The message about “student disappointment” is relevant for the interpretation of 4th sentence. “Uncomfortable”, “victimized”, and “two term of SBY regime” are possible to eliminate. The following discourse can be generalized to “disappointed” and “government”. On the basis of 2nd and 3rd sentences, the same point is the way the student protest to the president. The “greet arrival” and “burning tires” is the primary importance. It is possible to construct and combine the two sentences. The 5th and 6th sentence provides are the information about cause and effect action of the main subject. It can be constructed to become “Because the protest expanded is failed the student angry to the police.” And following sentences are the macrostructures of text: 1.

1. The students disappointed over two term SBY’s governance (from 1, 4 by generalization)
2. The student burning tires to greet SBY arrival (from 2,3 by deletion)
3. Because the protest expanded is failed the students angry to police. (from 5,6 by deletion)
4. The student protest ended at 11 a.m

The text: 1 also possible to summarize as follows.

5. Student protest greets the president.

b. Schemata

Schemata, on the other hand, is used to describe the overall form of a discourse, the schema shows how the parts of the text is arranged to form unity of meaning. Schemata shows which parts were emphasized and which part were hidden, as a part of important strategy. This concealment is performed by placing the part to be hidden at the end of text. So that, it indicates to the reader which information in the text is most “important” or prominent.\[22\]

The example of the schema of Text: 1.

<table>
<thead>
<tr>
<th>Part</th>
<th>The main topic</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students disappointment that make the student protest against arrival SBY to Bandung</td>
<td>Sentence 1 - 2</td>
</tr>
<tr>
<td>2</td>
<td>The protest running by burning tires, causing traffic jams</td>
<td>Sentence 2 – 4</td>
</tr>
<tr>
<td>3</td>
<td>The protest fails expanded, the student anger to police</td>
<td>Sentence 5 - 6</td>
</tr>
</tbody>
</table>

---

\[22\]Teun A Van Dijk, “Structure of News in The Press.” p.70
The part 1 describes the background of the students protest. The next part describes the way of the students’ protest that becomes anarchist. And, the last part also describes the anger of the students who failed to expand their protest and vent the anger to police.

From the analysis above, the text attempts to marginalize the students because it mostly explains the student protest becomes anarchist. These schemata tends to explain the bad description for the students.

c. Syntax
Syntactic aspects of a discourse are related to how phrases or sentences are arranged and presented, including forms of sentences (associated with a logical way of thinking that explains the proposition in a series of sentences), coherence (relation between word and sentence), and the selection a number of pronouns.

Example:

*The students tried to expand their protest, but their efforts were prevented by the police.*

*Text 1, Sentence 6*

That sentence using ‘*but*’ as the conjunction. It is shows there is contradiction between students and police action that the writer wants to describe.
d. Semantic

Semantic is related to meaning or significance of language. In this case, the meaning that will be found on the text is derived from the relationship between sentences and propositions that build a particular meaning in the text building. Semantic strategies are intended to describe that the writer or the own group is right and marginalize other group, thus producing the opposite meaning. Positive values of self-described with great detail, explicit, direct and clearly. On the contrary, when describing the positive value of the other group, it is presented with a short detail, implicit and vague. Semantics has elements of discourse: detail, background, and intention.

Detail is related to information control which is delivered by the author. Communicator will show excessive information that is worth for himself, and it aims to create good image and vice versa. The author will show a little information if it is detrimental to his position. Detail element is the author’s way to express his opinion implicitly.

Example analyze detail element:

*The protesters halted the operation of TransJakarta buses serving the Kuningan-Ragunan route. The rallies caused massive traffic jams, forcing office workers to seek alternative routes home. Nine cars were damaged during the protests, including one that was completely burned out.*

Text: 2

From the sentence above, the anarchist acts of the students are explained in detail. The text above only describes the student anarchist protest, but does not explain the cause why the protest becomes to anarchist. It makes the students as a blamed group.

Background is part of the text that affects the meaning that will be delivered. Background generally rose at the beginning before the author’s opinion with the aim of influencing and giving the impression that the opinion of the authors reasoned. Background is chosen determines which way the views of readers want to be directed. Background is containing author's intention. The main purpose sometimes presented implicitly. By looking at how the background is described and presented, we can analyze the intention and purpose of the author.

Example analyze background element:

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Police used water cannons on the protesters, who responded by pelting the officers with stones.

The sentence above explains the student anarchist act by pelting police with stone, prompting police to use water cannons. The sentence gives the impression that the police act is right to defense from the anarchist protester.

Intention element is almost similar to detail element. Favorable information for communicators will be described explicitly and clearly. And, otherwise, the adverse information will be described in disguised, implicit and hidden. The eventual public goal only presents the information that favorable communicator.

e. **Stylistic**

Stylistic is the study of style. It is related to how diction and figure of speech used in a text. The style of language is used to select and arrange words and sentences that are considered the most express a theme, idea, emotion, and the experience of the speaker / writer. Stylistics is used to create particular image/meaning. The element of stylistic is lexicon.

At least 1,000 students gathered at the gates of the House of Representatives building, demanding they be allowed to take part in a plenary session being held to discuss the government's fuel price policy.
Underlined word above shows that the writer assumes the students are a group that can only force their desires. Because the word ‘demanding’ according to the Oxford English Dictionary, the meaning of that word is an activity that makes other work hard like a boss. That will impress a negative image on the students.

f. Rhetoric

Strategy in rhetoric level is a style that is expressed when a person speaks or writes. How the speaker or author delivers the messages which will be delivered to the public or audience. Rhetoric has persuasive function. Rhetoric also appears into interaction forms whether formal or informal interaction that creates an impression of how presenting himself in front of the audience. The elements of rhetoric are graphics and metaphor.

Graphics is a form of writing, whether capital letter, lowercase, big size or small size, italic, bold, underline, number, colored or not. Those writing forms are used to reveal which parts of the text are highlighted or prioritized and which parts are marginalized.25 In conversation form of discourse the emphasized information is delivered by using intonation from the speaker.

The second element of rhetoric is metaphor. It is a sentence to support the main idea. In a discourse, the author

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delivers not only main idea by text, but also proverb, expression and metaphor intended as ornament from a discourse. Metaphor that the author used has function as basis of reasoning, justification for the opinion or particular idea to audience. The author used common sense, expression, colloquialisms, proverbs, religious advice, ancient words, or even Al-qur’an verses. It is used to reinforce the author’s opinion.

Example of graphics element:

At least 1,000 students gathered at the gates of the House of Representatives building, demanding they be allowed to take part in a plenary session being held to discuss the government’s fuel price policy.

In the text 3, the aouthor put the number of demonstrators. This strategy is used to convince the public that there are many numbers of people involved.

D. Ideologies

There are many definition related to “ideologies”. Ideologies in general meaning is any group ideals, basic value. Literally, ideologies are set of beliefs characteristic of a social group or individual. According to Van Dijk, Ideologies are basic belief that is owned by a group and internalized by all members of the group.26 Ideologies are symbolizing the principles underlying social cognition. Therefore, forms the basis of

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knowledge, attitude and more specifically the belief that is shared by a group.

Raymound William classified the ideologies in 3 domains.²⁷ First, ideologies are not unique system that produced empirically, but ideologies are determined by society around a person, social-position, etc. Second, ideologies are set of categories that were made and fake consciousness in which the ruling or dominant groups to dominate. Ideologies here work with making social relations seem real, reasonable, and natural and make someone or particular social group accepts as truth. The third, the ideologies are the term that used to describe meaning production. In this term, capital power is considered and regarded as the greatest role in society.

B. Data Analysis (Text Analysis)

Van Dijk divided text analysis into three levels: macro, super, and micro structure. The following are descriptions of text analysis.

a. Macrostructure

Macrostructure focuses on thematic element. Thematic element is general description; it also called as main idea, summary, or the main point from a text. Theme shows dominant concept and central point of text. The table below is a thematic element of Hillary Clinton's speech.

The explanations from each main idea will be described as follows:

i. Part 1

The main idea that emerges in this part is about assertion of Hillary Clinton that LGBT have the same rights as other people. She said that USA is the country that upholds human right and freedom.

The former of secretary of state struggles the rights of the LGBT by directing American diplomats around the world to combat repressive law (in this case the law against LGBT) and change American State Department policy. Those statements are described in the text:

....“A little over a year ago in Geneva, I told the nations of the world that gay rights are human rights, and human rights are gay rights, and that the United States would be a leader in defending those rights. Now, there were some countries that did not want to hear that. But I believe America is at its best when we champion the freedom and dignity of every human being. That’s who we are. It’s in our DNA.
And as secretary of state, I had the privilege to represent that America.”

…..”I will never forget the young Tunisian who asked me after the revolution in his country how America could teach his new democracy to protect the rights of its LGBT citizens. He saw America as an example for the world and as a beacon of hope.”

…..”That’s what was in my mind as I engaged in some pretty tough conversations with foreign leaders who did not accept that human rights applied to everyone, gay and straight, when I directed our diplomats around the world to combat repressive laws and reach out to the brave activists fighting on the front lines, and when I changed State Department policy to ensure that our LGBT families are treated more fairly.”

ii. Part 2

In this part, Hillary Clinton explicitly declares that she support the LGBT. Hillary Clinton supports gay marriage personally and as a matter of policy and law. She explained that LGBT Americans are full and equal citizens. She said LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones, and they are full and equal citizens and deserve the rights of citizenship and deserve the rights of citizenship. That includes marriage. The following is an excerpt of her speech:

…..”Traveling the world these past four years reaffirmed and deepened my pride in our country and the ideals we stand for. It also inspired and challenged me to think anew about who we are and the values we represent to the world. Now, having left public office, I want to share some of what I’ve learned and what I’ve come to believe.”

…..”For America to continue leading in the world, there is work we must do here at home. That means investing in our people, our
economy, our national security. It also means working every day as citizens, as communities, as a country, to live up to our highest ideals and continue our long march to a more perfect union.”

....”LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones, and they are full and equal citizens and deserve the rights of citizenship. That includes marriage. That’s why I support marriage for lesbian and gay couples. I support it personally and as a matter of policy and law embedded in a broader effort to advance equality and opportunity for LGBT Americans and all Americans.”

iii. Part 3

The point of this part is Hillary Clinton explained that To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own God-given potential. Her perspective or her personal view has been shaped. Marriage is fundamental building block of society. Those are summarized in the following speech text:

....”Like so many others, my personal views have been shaped over time by people I have known and loved, by my experience representing our nation on the world stage, my devotion to law and human rights, and the guiding principles of my faith.”

....”Marriage after all is a fundamental building block of our society, a great joy, and, yes, a great responsibility. A few years ago, Bill and I celebrated as our own daughter married the love of
her life, and I wish every parent that same joy. To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own God-given potential.”

iv. Part 4

In this section, Hillary Clinton expects the LGBT rights can be discussed or debate in spirit of respect and understanding. She also said that an advantage / benefit if Americans are able to continue to protect the liberty and justice. The struggle to reconcile the teaching of religion is still happening in America. And the following is a text that contains the point above:

…”Throughout our history, as our nation has become even more dedicated to the protection of liberty and justice for all, more open to the contributions of all our citizens, it has also become stronger, more competitive, more ready for the future. It benefits every American when we continue on that path.”

…”I know that many in our country still struggle to reconcile the teachings of their religion, the pull of their conscience, the personal experiences they have in their families and communities. And people of good will and good faith will continue to view this issue differently.”

…”So I hope as we discuss and debate, whether it’s around a kitchen table or in the public square, we do so in a spirit of respect and understanding. Conversations with our friends, our families, our congregations, our co-workers are opportunities to share our own reflections and to invite others to share theirs. They give us a chance to find that common ground and a path forward.”
v. Part 5

In the last section the former secretary of state said that Americans must keep working to make America freer and fairer. The struggle to protect LGBT rights is far from over. Keep moving to more perfect union. It is described from the text bellow:

….”For those of us who lived through the long years of the civil-rights and women’s-rights movements, the speed with which more and more people have come to embrace the dignity and equality of LGBT Americans has been breathtaking and inspiring. We see it all around us every day in major cultural statements and in quiet family moments.”

….”But the journey is far from over, and therefore we must keep working to make our country freer and fairer, and to continue to inspire the faith the world puts in our leadership. In doing so, we will keep moving closer and closer to that more perfect union promised to us all. Thank you.”

b. Superstructure

Superstructure research examines the text sequences, starting from the beginning until the end of the text. Hillary Clinton’s speech consists of critical parts that is opening section, content, and closing section. Those parts of the text bring the audience to the core message of the speech. The following are the data obtained in the speech of Hillary Clinton “American for Marriage Equality”:

i. Opening section

In this opening section Hillary Clinton recounts her experiences when she delivered a speech in Geneva. She conveys
that Human rights are gay rights and vice versa. She said that America is the best in defending human rights and it is including LGBT rights. In the text “American for Marriage Equality”, Mrs. Clinton reflects on years of “tough conversations” with world leaders reluctant to accept LGBT rights. She directed American diplomat around the world to combat the repressive laws (the law against LGBT) and changed American State Department Policy in order to protect LGBT. The following is an excerpt from the opening section:

....”A little over a year ago in Geneva, I told the nations of the world that gay rights are human rights, and human rights are gay rights, and that the United States would be a leader in defending those rights. Now, there were some countries that did not want to hear that. But I believe America is at its best when we champion the freedom and dignity of every human being. That’s who we are. It’s in our DNA. And as secretary of state, I had the privilege to represent that America.”

....”I will never forget the young Tunisian who asked me after the revolution in his country how America could teach his new democracy to protect the rights of its LGBT citizens. He saw America as an example for the world and as a beacon of hope.”

....”That’s what was in my mind as I engaged in some pretty tough conversations with foreign leaders who did not accept that human rights applied to everyone, gay and straight, when I directed our diplomats around the world to combat repressive laws and reach out to the brave activists fighting on the front lines, and when I changed State Department policy to ensure that our LGBT families are treated more fairly.”
ii. The content

This part conveyed how her personal view has been shaped and the reasons why she supports LGBT rights. She said that gays and lesbians are full and equal citizens and deserve the rights of citizenship. She continued to explain that LGBT have same rights including marriage, both personally and as a matter of policy and law. She acknowledges the need to find “common ground” and encourages an ongoing dialogue on the issue, conceding that not everyone will share the same views on issues such as equal marriage. Those are described from the text bellow:

....”Traveling the world these past four years reaffirmed and deepened my pride in our country and the ideals we stand for. It also inspired and challenged me to think anew about whom we are and the values we represent to the world. Now, having left public office, I want to share some of what I’ve learned and what I’ve come to believe.”

....”For America to continue leading in the world, there is work we must do here at home. That means investing in our people, our economy, our national security. It also means working every day as citizens, as communities, as a country, to live up to our highest ideals and continue our long march to a more perfect union.”

....”LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones, and they are full and equal citizens and deserve the rights of citizenship. That includes marriage. That’s why I support marriage for lesbian and gay couples. I support it personally and as a matter of policy and law embedded in a broader effort to advance equality and opportunity for LGBT Americans and all Americans.”

....”Like so many others, my personal views have been shaped over time by people I have known and loved, by my experience
representing our nation on the world stage, my devotion to law and human rights, and the guiding principles of my faith.”

....”Marriage after all is a fundamental building block of our society, a great joy, and, yes, a great responsibility. A few years ago, Bill and I celebrated as our own daughter married the love of her life, and I wish every parent that same joy. To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own God-given potential.”

....”Throughout our history, as our nation has become even more dedicated to the protection of liberty and justice for all, more open to the contributions of all our citizens, it has also become stronger, more competitive, more ready for the future. It benefits every American when we continue on that path.”

....”I know that many in our country still struggle to reconcile the teachings of their religion, the pull of their conscience, the personal experiences they have in their families and communities. And people of good will and good faith will continue to view this issue differently.”

....”So I hope as we discuss and debate, whether it’s around a kitchen table or in the public square, we do so in a spirit of respect and understanding. Conversations with our friends, our families, our congregations, our co-workers are opportunities to share our own reflections and to invite others to share theirs. They give us a chance to find that common ground and a path forward.”

iii. Closing section

The former of America secretary of state concludes that the journey towards equality is “far from over” and says “we must keep working harder to make this country freer and fairer.” She said to make perfect union (in this case the rights for everyone including
LGBT), America has to be consistent in fighting the repressive laws against LGBT. The following are the excerpts of the speech:

…”For those of us who lived through the long years of the civil-rights and women’s-rights movements, the speed with which more and more people have come to embrace the dignity and equality of LGBT Americans has been breathtaking and inspiring. We see it all around us every day in major cultural statements and in quiet family moments.”

…”But the journey is far from over, and therefore we must keep working to make our country freer and fairer, and to continue to inspire the faith the world puts in our leadership. In doing so, we will keep moving closer and closer to that more perfect union promised to us all. Thank you.”

c. Microstructure

The last text analysis from Van Dijk method is microstructure. Microstructure elements; semantic, syntactic, stylistic, and rhetoric. For more details will be described as follows:

i. Syntax

Syntactic aspects are related to how phrases or sentences are arranged and presented. The following are the syntactic element which is contain in Hillary Clinton speech text:
<table>
<thead>
<tr>
<th>Line</th>
<th>Type</th>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Additive</td>
<td>- And</td>
<td>Now having left public office I want to share some of what I've learned and what I've come to believe.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Conclusion</td>
<td>- For</td>
<td>For America to continue leading in the world there is work we must do here at home</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Pronoun</td>
<td>- Repetition</td>
<td>That means investing in our people, our economy, our national security.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repetition</td>
<td></td>
<td>It also means working every day as citizens, as communities, as a country.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Additive</td>
<td>- And</td>
<td>To live up to our highest ideals and continue our long march to a more perfect union.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Repetition</td>
<td></td>
<td>LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Additive</td>
<td>- And</td>
<td>And they are full and equal</td>
<td></td>
</tr>
</tbody>
</table>
citizens and deserve the rights of citizenship.

<table>
<thead>
<tr>
<th>21</th>
<th>Reference</th>
<th>That includes marriage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Conclusion</td>
<td>That’s why I support marriage for lesbian and gay couples.</td>
</tr>
<tr>
<td></td>
<td>Additive</td>
<td>And</td>
</tr>
<tr>
<td>23</td>
<td>Pronoun</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>Additive</td>
<td>And</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And</td>
</tr>
<tr>
<td></td>
<td>Additive</td>
<td>And</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Like so many others my personal views have been shaped over time by people I have known and loved.</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>By my experience representing our nation on the world stage.</td>
</tr>
<tr>
<td>26</td>
<td>Additive</td>
<td>My devotion to law and human rights and the guiding principles of my faith.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Marriage after all is a</td>
</tr>
</tbody>
</table>
fundamental building block of our society.

<p>| 28 | Additive | And | A great joy and yes a great responsibility. |
| 29 | Additive | And | A few years ago Bill and I celebrated as our own daughter married the love of her life and I wish every parent that same joy. |
| 30 | Additive | And | To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own god given potential. |
| 31 | Repetition | More | Throughout our history as our nation has become even more dedicated to the protection of liberty and justice for all, more open to the contributions of all our citizens, it has also become stronger, More competitive, |</p>
<table>
<thead>
<tr>
<th>Line</th>
<th>Type</th>
<th>Pronoun</th>
<th>Additive</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Pronoun</td>
<td>It</td>
<td>benefits every American when we continue on that path.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Pronoun</td>
<td>Their</td>
<td>And</td>
<td>I know that many in our country still struggle to reconcile the teachings of their religion, the pull of their conscience, the personal experiences they have in their families and communities.</td>
</tr>
<tr>
<td>34</td>
<td>Additive</td>
<td>And</td>
<td>And</td>
<td>And people of goodwill and good faith will continue to view this issue differently.</td>
</tr>
<tr>
<td>35</td>
<td>Additive</td>
<td>And</td>
<td>Or</td>
<td>And</td>
</tr>
<tr>
<td>36</td>
<td>Repetition</td>
<td>Our</td>
<td>Other</td>
<td>Conversations with our friends, our families, our congregations,</td>
</tr>
</tbody>
</table>
our coworkers are opportunities to share our own reflections and to invite others to share theirs.

They give us a chance to find that common ground and a path forward.

For those of us who lived through the long years of the civil rights and women's rights movements, the speed with which more and more people have come to embrace the dignity and equality of LGBT Americans has been breathtaking and inspiring.

We see it all around us every day in major cultural statements and in quiet family moments.

But the journey is far from over and therefore we must keep working to make our country
freer and fairer.

And to continue to inspire the faith the world puts in our leadership.

In doing so, we will keep moving closer and closer to that more perfect union promised to us all.

Thank you.

From the wholes sentences in Hillary Clinton speech text, at least contain of 6 coherence elements. The coherence elements are; additive, pronoun, contras, conclusion, reference and repetition.

Additive coherence element is the most commonly used in Hillary Clinton speech text. There are 29 sentences contain additive coherence element. The additive coherence element in this text use conjunction “and”, “now” and “or”. And then, the coherence element that found in Hillary Clinton speech text is pronoun coherence element. There are 11 sentences that contain pronoun coherence element. The word that used as pronoun coherence elements are “his”, “he”, “it” and “they”. Next, repetition coherence elements, there are 5 sentences that contain
repetition coherence elements. The words that used in repetition coherence element are “as”, “our”, and “more”. There are 2 sentences that contain contras coherence element (sentence 3 and 40), the conjunction that used to show the contras coherence is “but”. For reference coherence element there are 7. The reference coherence element that found are; “those”, “that”, “its”. And the last coherence element that found in this text is conclusion coherence element. Only sentence 42 that contain conclusion coherence element. And the phrase that used is “in doing so”.

ii. Pronoun

Pronoun element is used to manipulate the language by create imaginative community. Pronoun shows the communicators positions among the audience in a discourse. To express the idea communicators could be use words “I” or “We” which describe that the idea belongs to communicators. But, when the communicator uses “We” as the pronoun, it will make the idea as common stance.
The following are the analysis pronoun element in Hillary Clinton speech text:

<table>
<thead>
<tr>
<th>No</th>
<th>PRONOUN</th>
<th>PURPOSE</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>To shows the audience</td>
<td>A little over a year ago in Geneva, I told the nations of the world that gay rights are human rights and human rights are gay rights, and that the United States would be a leader in defending those rights.</td>
</tr>
<tr>
<td></td>
<td>(Subjective personal pronouns)</td>
<td>ever declare that LGBT rights are part of human rights.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>To sparked Americans</td>
<td>Now there were some countries that did not want to hear that.</td>
</tr>
<tr>
<td></td>
<td>(Subjective Personal Pronouns)</td>
<td>solidarity.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>We</td>
<td>(Subjective)</td>
<td>But I believe America is at its best when we champion the freedom and dignity of every human being.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Personal Pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>We (Subjective Personal Pronouns)</td>
<td>Give an image that Hillary Clinton and American is different with some countries that did not support LGBT rights.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>That's who <em>we are</em>.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Our (Possessive Pronoun)</td>
<td>Give an image that she also the parts of the group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It's in <em>our</em> DNA.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I (Subjective Personal Pronouns)</td>
<td>Show image that she is represent Americans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>And as secretary of state, <em>I</em> had the privilege to represent that America.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>- I (Subjective Personal Pronouns)</td>
<td>Tell her empiric experience. And shows LGBT rights are belongs to American</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- His (Possessive Personal Pronouns)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Its (Possessive Personal Pronoun)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>- He (Subjective Personal Pronoun)</td>
<td>To impress that the outsider admire to American protection of Human rights.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>- I</td>
<td>Explain her personal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>That's what was in my mind as I engaged in some pretty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I will never forget the young Tunisian who asked me after the revolution in his country, how America could teach his new democracy to protect the rights of its LGBT citizens.

He saw America as an example for the world and as a beacon of hope.
<table>
<thead>
<tr>
<th>Line</th>
<th>Subject Pronoun</th>
<th>Verbs</th>
<th>Personal Experience</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(Subjective)</td>
<td></td>
<td>experience.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Personal</td>
<td></td>
<td>tough conversations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pronoun)</td>
<td></td>
<td>with foreign leaders</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>who did not accept</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>that human rights</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>apply to everyone,</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>gay and straight.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I (Subjective</td>
<td>Explain personal</td>
<td>When I directed our</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>experience.</td>
<td>diplomats around the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pronoun)</td>
<td></td>
<td>world to combat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>repressive laws and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reach out to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>brave activists</td>
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<td>front lines.</td>
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<td>11</td>
<td>I (Subjective</td>
<td>Explain personal</td>
<td>And when I changed</td>
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<td>experience.</td>
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<td>policy to ensure</td>
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<td>that our LGBT</td>
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<td>families are</td>
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<td>treated more fairly.</td>
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<td>12</td>
<td>Our (Possessive</td>
<td>Explain personal</td>
<td>Traveling the world</td>
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<td>Personal</td>
<td>experience and</td>
<td>these past four</td>
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<td>(Possessive</td>
<td>point of view.</td>
<td>years reaffirmed and</td>
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<td>Pronoun)</td>
<td></td>
<td>deepened my pride in</td>
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<td>our country in the</td>
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<td>ideals we stand</td>
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<tr>
<td>13</td>
<td>Me</td>
<td>Sparked</td>
<td>It also inspired and challenged to <em>me</em> to think anew about who <em>we</em> are in the values <em>we</em> represented the world.</td>
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<td></td>
<td>(Objective Personal Pronoun)</td>
<td>American solidarity.</td>
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<td>14</td>
<td>I</td>
<td>Explain personal experience.</td>
<td>Now having left public office <em>I</em> want to share some of what <em>I</em>’ve learned and what <em>I</em>’ve come to believe.</td>
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<td></td>
<td>(Subjective Personal Pronoun)</td>
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<tr>
<td>15</td>
<td>We</td>
<td>Shows that Hillary Clinton and Americans are the same, has same duty.</td>
<td>For America to continue leading in the world there is work <em>we</em> must do here at home.</td>
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<td>(Subjective Personal Pronoun)</td>
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<tr>
<td>16</td>
<td>Our</td>
<td>To show image that every</td>
<td>That means investing in <em>our</em> people, <em>our</em> economy, <em>our</em></td>
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<td></td>
<td>(Possessive)</td>
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<tr>
<td>17</td>
<td>It (Subjective Personal Pronoun)</td>
<td>It also means working every day as citizens, as communities, as a country.</td>
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<td>18</td>
<td>Our (Possessive Pronoun) Shows that Hillary Clinton and Americans are the same.</td>
<td>To live up to our highest ideals and continue our long march to a more perfect union.</td>
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<td>19</td>
<td>Our (possessive Pronoun) Create a sense of belonging of LGBT.</td>
<td>LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones.</td>
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<td>20</td>
<td>They (Subjective Personal Pronoun) Tell that LGBT are the same.</td>
<td>And they are full and equal citizens and deserve the rights of citizenship.</td>
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<td>21</td>
<td></td>
<td>That includes marriage.</td>
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<td>Page</td>
<td>Sentence</td>
<td>Analysis</td>
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<td>22</td>
<td>I (Subjective Personal Pronoun) Tells her personal support to LGBT. That's why I support marriage for lesbian and gay couples.</td>
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<td>23</td>
<td>I (Subjective Personal Pronoun) Tells personal reason, why she support LGBT. I support it personally and as a matter of policy and law, imbedded in a broader effort to advance equality and opportunity for LGBT Americans and all Americans.</td>
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<td>24</td>
<td>I (Subjective Personal Pronoun) Explain her reason why she change personal views. Like so many others my personal views have been shaped over time by people I have known and loved.</td>
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<td>25</td>
<td></td>
<td>By my experience representing our nation on the world stage.</td>
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<td>26</td>
<td></td>
<td>My devotion to law and human rights and the guiding principles of my faith.</td>
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<td>27</td>
<td>Our Eliminating the</td>
<td>Marriage after all is a</td>
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<td></td>
<td>(Possessive Personal Pronoun)</td>
<td>distance between him and Americans</td>
<td>fundamental building block of our society.</td>
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<td>28</td>
<td></td>
<td>A great joy and yes a great responsibility.</td>
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<td>29</td>
<td>I (Subjective Personal Pronoun)</td>
<td>Explain her personal experience and give personal point of view.</td>
<td>A few years ago Bill and I celebrated as our own daughter married the love of her life and I wish every parent that same joy.</td>
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<td></td>
<td>Our (Possessive Pronoun)</td>
<td>To show the differences between LGBT and other.</td>
<td>To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to</td>
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</tbody>
</table>
(Subjective Personal Pronoun) - Their (Possessive Pronoun) - Them (Objective Personal Pronoun) live up to their own god given potential.

- Our (Possessive Pronoun) - It (Subjective Personal Pronoun) Give an image that she also the parts of the group, Throughout our history as our nation has become even more dedicated to the protection of liberty and justice for all, more open to the contributions of all our citizens, it has also become stronger, More competitive, more ready for the future.

- We (Subjective Personal Pronoun) Limit distance between herself It benefits every American when we continue on that
| 33 | Personal Pronoun) | and American path. |
|----------------|-------------------|
| - They (Subjective Personal Pronoun) | To create distance between pro n contra side. |
| - I (Subjective Personal Pronoun) | I know that many in our country still struggle to reconcile the teachings of their religion, the pull of their conscience, the personal experiences they have in their families and communities. |
| - Our (Possessive Pronoun) | And people of goodwill and good faith will continue to view this issue differently. |
| - Their (Possessive Pronoun) | |

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<td>- I (Subjective)</td>
<td>To eliminate distance herself</td>
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<td>-</td>
<td>So I hope that as we discuss and debate, whether it's</td>
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<td>36</td>
<td>Personal Pronoun</td>
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<td>- We (Subjective Personal Pronoun)</td>
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<td>37</td>
<td>- Our (Possessive Pronoun)</td>
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<td>- Theirs (Possessive Pronoun)</td>
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<td>- Us (Objective Personal Pronoun)</td>
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<td>- Us (Objective Personal Pronoun)</td>
<td>To eliminate distance herself and audience.</td>
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<td>- We (Subjective Personal Pronoun)</td>
<td>Give an image that she also the parts of the group.</td>
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<td>- Our (Possessive Pronoun)</td>
<td>To eliminate distance herself and audience.</td>
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<tr>
<td>- Our (Possessive Pronoun)</td>
<td>To eliminate distance herself and audience</td>
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</table>
In Hillary Clinton speech text the use of pronoun “our” and “I” is the most often arises. The used of pronoun “he”, “his”, “it’s”, “me”, “her” and “them” appears only one time each. In the speech text Hillary Clinton as if represents America and LGBT citizens. Between herself and Americans implicitly emphasize same idea and same purpose. The uses of pronoun “our” also creates togetherness and kinship environment.

Hillary Clinton seemed to understand what the wishes, feelings and opinions of American and LGBT citizen. The use of the pronoun “I” in the text of this speech is used to explain the majority of personal opinion or a particular view on an issue. However, for the use of pronouns in Hillary Clinton's speech, there was no abuse in the placement. Hillary Clinton is very careful in making decisions, and he put the pronoun me or us in its proper place. When she talked about her personal opinion, she uses “I” pronoun. And when discussing the
issue of a wide audience, she put “our” to represent the opinion of many people.

iii. Semantic

Semantic element focuses on the meaning or significances of text. The meaning that found will be derived from the relationship between sentence and propositions that build a particular meaning in text building. Semantic has elements of discourse: detail, background and intention. The following are descriptions of semantic analysis that found in Hillary Clinton speech.

Detail

Detail element is related to information control which is delivered by the author. The author will show a little information that is worth for him-self, and it aims to create good image and vice versa. In this Hillary Clinton speech text the information about the steps that Hillary Clinton has taken in support LGBT rights explained in detail. She explained that she had involved tough conversation with foreign leaders; she directed US diplomat and change State Department policy in context to support and defending LGBT rights. Those statements are describes from the text bellow:

…”That’s what was in my mind as I engaged in some pretty tough conversations with foreign leaders who did not accept that human rights applied to everyone, gay and straight, when I directed our diplomats around the world to combat repressive laws and reach out to
the brave activists fighting on the front lines, and when I changed State Department policy to ensure that our LGBT families are treated more fairly.”

Background

Background is chosen determines which way the views of reader want to be directed. Background generally rose at the aim of influencing and giving the impression that the opinion of the authors reasoned. In Hillary Clinton speech text the background element are illustrated by the following sentences:

…”LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones, and they are full and equal citizens and deserve the rights of citizenship. That includes marriage. That’s why I support marriage for lesbian and gay couples. I support it personally and as a matter of policy and law embedded in a broader effort to advance equality and opportunity for LGBT Americans and all Americans.”

…”Like so many others, my personal views have been shaped over time by people I have known and loved, by my experience representing our nation on the world stage, my devotion to law and human rights, and the guiding principles of my faith.”

Hillary Clinton explained explicitly the reasons why she supports LGBT. From those statements, Hillary Clinton creates the impression that her decisions to support marriage for lesbian and gay couple are reasonable.

Presupposition

Presupposition element it is efforts to support the opinion by providing a believable premise truth. Presupposition is special type of implicit
information, to assume beforehand, the term which originated in the philosophy of logic.

...”A few years ago, Bill and I celebrated as our own daughter married the love of her life, and I wish every parent that same joy. To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own God-given potential”

Mrs. Clinton assumed that LGBT is God-given potential which as human do not to deny it and respect anyone whom their loved. Whether, it is male or female. From that statement Hillary Clinton implicitly asked to other to support LGBT because LGBT is God-given potential.

…”Throughout our history, as our nation has become even more dedicated to the protection of liberty and justice for all, more open to the contributions of all our citizens, it has also become stronger, more competitive, more ready for the future. It benefits every American when we continue on that path.”

Hillary Clinton said that US is the country that support human right for long time ago. She implicitly argued that America become stronger, more competitive and more ready for future if American continues to keep support human rights (in this case LGBT rights).

**Stylistic**

Basically stylistic shows how diction and figure of speech used in a text. Stylistic is used to create particular image/meaning.
The element of stylistic is lexicon. It is word choice. It is not used solely by accident, but also shows how the meaning of one's ideology to facts/reality.

In this speech text Mrs. Clinton using lexicon to dramatize attitudes, provoke actions, clicking euphemisms expression, and all things related LGBT rights. It can be seen as follows:

…”A little over a year ago in Geneva, I told the nations of the world that gay rights are human rights, and human rights are gay rights, and that the United States would be a leader in defending those rights.”

The word “defending” is assessed dramatizes. According to Oxford dictionary the meaning of “defending” is ‘resist an attack made on someone’. The message that she wants to deliver is, USA must support LGBT rights.

…”But I believe America is at its best when we champion the freedom and dignity of every human being.”

In that sentence the phrase “every human being” is excessive because the fact, US nowadays has not fully protect human rights. For example, USA as member of United Nation (UN), USA supposed to recommend the conflict countries with peaceful dispute settlement procedure, but in reality USA implicitly support milliter aggression in the middle east. Attack and destroy
terrorism used as an alibi to strike or even kill anyone suspected terrorists.

…”I will never forget the young Tunisian who asked me after the revolution in his country how America could teach his new democracy to **protect** the rights of its LGBT citizens.”

Same as the word “**defending**”, word “**protect**” is also asserted dramatized. According to Oxford dictionary means ‘**keep safe from harm**’. It means that Hillary Clinton wants everyone who listen his speech considered that LGBT rights in harmful situation and need to be safe. But the dramatic impression will be reduced if the word “**protect**” substituted by other word such as; **support**, **successes** and **promote**.

….”when I directed our diplomats around the world to combat **repressive laws** and reach out to the brave activists fighting on the front lines,”

From the sentence above, the word “**repressive**” tend to provoke the audience. Mrs. Clinton invite the audience to think that the law which not pro to LGBT is considered repressive law.

The “**repressive**” word can be associated by ‘**contra**’.

….”Like so many others, my personal views have been **shaped** over time by people I have known and loved, by my experience representing our nation on the world stage, my devotion to law and human rights, and the guiding principles of my faith.”
A mild expression is describe from the word “shaped”. Hillary Clinton attempts to create good image by using that word. The word “shaped” in the sentence above describe that Hillary Clinton is the personal who always study from the experience. This strategy is to avoid the negative impression to Hillary Clinton. The frontal image will be raised if word “shape” substituted by word ‘change’ it will be impressed Hillary Clinton is the person who easy to mind changing.

…”I know that many in our country still struggle (debate) to reconcile the teachings of their religion, the pull of their conscience, the personal experiences they have in their families and communities.”

The word “struggle” also creates dramatic impression. The word means that LGBT rights are really hard thing to be realized. Need hard effort to make it real. The meaning will be not dramatic if the word changed by “debate”, it will create negative meaning that LGBT rights is still an phenomenal issue which is not accept in many country.

iv. Rhetoric
This structure is used by communicator to give the particular pressure to the content of the text. The particular pressure is used in
order the meaning that expected be received by audiences. In Hillary Clinton speech text, found rhetoric elements it is metaphor element.

Metaphor

Metaphor theory that used in this analysis is metaphor theory in general. It is how the communicators used figure of speech, expression, or parable in the discourse. Metaphor has function as basis of reasoning, justification for the opinion or particular idea to audience. Metaphor that found in this speech text as follows:

…”I will never forget the young Tunisian who asked me after the revolution in his country how America could teach his new democracy to protect the rights of its LGBT citizens. He saw America as an example for the world and as a beacon of hope.”

In that sentence above, Hillary Clinton likens American that is protects LGBT rights ”beacon of hope”. The word “beacon of hope” consists from two basic words “beacon” and “hope”. Literally the meaning of each word is. The first “beacon” is ‘a light or other visible object serving as a signal, warning, or guide at sea, on an airfield, etc.’ and the second “hope” is “a feeling of expectation and desire for a particular thing to happen” In this context the phrase “beacon of hope” can be interpreted as the
country that could be give a guidance and hope to other. In “He saw America as an example for the word” Hillary Clinton used word “America” to describe American.

B. Ideologies Analysis

In the speech text, Hillary Clinton always concerns the freedom of human rights, including the freedom of LGBT (Lesbian, Gay, Bisexual and Transgender) as America society. As she explained in her speech:

....” I told the nations of the world that gay rights are human rights, and human rights are gay rights, and that the United States would be a leader in defending those rights.”

....” But I believe America is at its best when we champion the freedom and dignity of every human being.”

....” when I directed our diplomats around the world to combat repressive laws and reach out to the brave activists fighting on the front lines, and when I changed State Department policy to ensure that our LGBT families are treated more fairly.”

The liberalism ideologies described on that Hillary Clinton’s quotes. Because Hillary Clinton puts the freedom of every people including LGBT as priority and implicitly expressed that she support the LGBT.

....” That’s why I support marriage for lesbian and gay couples”

....” I support it personally and as a matter of policy and law embedded in a broader effort to advance equality and opportunity for LGBT Americans and all Americans.”

25 Liberalism holds that all individuals should have equal treatment before the law regardless of social status, race or sex. “Liberalism Ideology meaning,” the article accessed on March 31, 2015, from http://study.com/academy/lesson/liberalism-history-ideology-and-influence.html.
....” To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own God-given potential.”

The main purpose of Hillary Clinton speech is building the freedom of LGBT group in America. Hillary Clinton to create new image for public that LGBT is same as American society, equal citizen and have same rights as human being.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing Hillary Clinton speech by analyzing the text structure; macrostructure, superstructure, microstructure, social cognition and social context, the writer concludes that there are some important points in Hillary speech text. The points will be explained as follows:

1. Hillary tried to create the impression, that she is the part of LGBT (Lesbian, Gay, Bisexual and Trans-gender) which get discriminations. It can be analyzed from syntactic element. Hillary mostly used pronoun “our” to limit the distance between herself and the audience.

2. Hillary also tries to attract the audiences support by mentioning the acts that she is ever done to protect LGBT. It can be observed by analyzing semantic element analysis. She mentioned in detail the acts that she ever did for protecting LGBT.

3. She is very careful in presenting his speech. She uses mild words. In stylistic analysis mild word usage aims to get good response and also to make public receives the message well.

4. Liberalism ideology is drawn from the utterances in Hillary’s speech text. In the analysis of ideology, many sentences in the speech text are supporting freedom, in this case, the freedom of human rights.

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B. Suggestion

This research is aimed at finding text structures, social cognition and social context of Hillary speech text “American for Marriage Equality.” It is Linguistic research which needs to be improved and explored. The improvement will enrich and deepen the theory of ideology and discourse structure.

For further study in this subject, the other method and type of discourse is can still be applied in this Hillary Clinton’s speech. For example: the next researchers may use the Fairclough discourse analysis method, focusing on representation, relation, and identity. They can also apply visual discourse model to analyze the hidden message visually in Hillary speech video. Hopefully, this research can benefit us all.
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**Website:**

A little over a year ago in Geneva, I told the nations of the world that gay rights are human rights, and human rights are gay rights, and that the United States would be a leader in defending those rights. Now, there were some countries that did not want to hear that. But I believe America is at its best when we champion the freedom and dignity of every human being. That’s who we are. It’s in our DNA. And as secretary of state, I had the privilege to represent that America.

I will never forget the young Tunisian who asked me after the revolution in his country how America could teach his new democracy to protect the rights of its LGBT citizens. He saw America as an example for the world and as a beacon of hope.

That’s what was in my mind as I engaged in some pretty tough conversations with foreign leaders who did not accept that human rights applied to everyone, gay and straight, when I directed our diplomats around the world to combat repressive laws and reach out to the brave activists fighting on the front lines, and when I changed State Department policy to ensure that our LGBT families are treated more fairly.

Traveling the world these past four years reaffirmed and deepened my pride in our country and the ideals we stand for. It also inspired and challenged me to think anew about who we are and the values we represent to the world. Now, having left public office, I want to share some of what I’ve learned and what I’ve come to believe.

For America to continue leading in the world, there is work we must do here at home. That means investing in our people, our economy, our national security. It also means working every day as citizens, as communities, as a country, to live up to our highest ideals and continue our long march to a more perfect union.

LGBT Americans are our colleagues, our teachers, our soldiers, our friends, our loved ones, and they are full and equal citizens and deserve the rights of
citizenship. That includes marriage. That’s why I support marriage for lesbian and gay couples. I support it personally and as a matter of policy and law embedded in a broader effort to advance equality and opportunity for LGBT Americans and all Americans.

Like so many others, my personal views have been shaped over time by people I have known and loved, by my experience representing our nation on the world stage, my devotion to law and human rights, and the guiding principles of my faith.

Marriage after all is a fundamental building block of our society, a great joy, and, yes, a great responsibility. A few years ago, Bill and I celebrated as our own daughter married the love of her life, and I wish every parent that same joy. To deny the opportunity to any of our daughters and sons solely on the basis of who they are and who they love is to deny them the chance to live up to their own God-given potential.

Throughout our history, as our nation has become even more dedicated to the protection of liberty and justice for all, more open to the contributions of all our citizens, it has also become stronger, more competitive, more ready for the future. It benefits every American when we continue on that path.

I know that many in our country still struggle to reconcile the teachings of their religion, the pull of their conscience, the personal experiences they have in their families and communities. And people of good will and good faith will continue to view this issue differently.

So I hope as we discuss and debate, whether it’s around a kitchen table or in the public square, we do so in a spirit of respect and understanding. Conversations with our friends, our families, our congregations, our co-workers are opportunities to share our own reflections and to invite others to share theirs. They give us a chance to find that common ground and a path forward.

For those of us who lived through the long years of the civil-rights and women’s-rights movements, the speed with which more and more people have come to embrace the dignity and equality of LGBT Americans has been breathtaking and
inspiring. We see it all around us every day in major cultural statements and in quiet family moments.

But the journey is far from over, and therefore we must keep working to make our country freer and fairer, and to continue to inspire the faith the world puts in our leadership. In doing so, we will keep moving closer and closer to that more perfect union promised to us all. Thank you.