MOOD ANALYSIS ON MUNIBA MAZARI'S SPEECH

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

KIKY LESTARI
1502050160

UMSU
Unggul | Cerdas | Terpercaya

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

MEDAN

2019

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
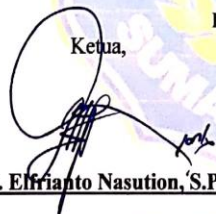
بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam
Sidangnya yang diselenggarakan pada hari Selasa, 08 Oktober 2019, pada pukul
07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan
memutuskan bahwa :

Nama Lengkap : Kiky Lestari
NPM   : 1502050160
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi   : Mood Analysis on Muniba Mazari's Speech

Ditetapkan   : (**A**)   Lulus Yudisium
                  (   )   Lulus Bersyarat
                  (   )   Memperbaiki Skripsi
                  (   )   Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak
memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

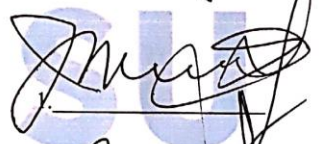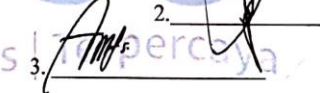Ketua,   Sekretaris,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Dra. Hj. Syamsuyurnita, M.Pd.**

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A, P.hD   1.

2. Pirman Ginting, S.Pd, M.Hum   2.

3. Arianto, S.Pd, M.Hum   3.

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap   : Kiky Lestari

N.P.M   : 1502050160

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Mood Analysis on Muniba Mazari's Speech

sudah layak disidangkan.

Medan,   September 2019

Disetujui oleh:

Dosen Pembimbing

Arianto, S.Pd., M.Hum

Diketahui oleh:

Dekan,   Ketua Program Studi,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd   **Mandra Saragih, S.Pd, M.Hum**

ABSTRACT

Kiky Lestari. 1502050160. "Mood Analysis on Muniba Mazari's Speech". Skripsi. Faculty of Teacher Training and Education. Muhammadiyah University of Sumatera Utara. 2019.

This study investigates mood types in Muniba Mazar's speech and aims to finds the types of mood based on M.A.K Halliday's theory and describing the most dominant that is used. The data were interpreted by using descriptive qualitative method. The sources of data is video of Muniba Mazari's speech that has 39.31 minutes taken from youtube. Therefore, the data are also taken from www.englishspeecheschannel.com to get the transcript of speech by Muniba Mazari. The technique of collecting data of this study using documentary technique. Whereas, data analysis technique using Miles and Huberman's technique. The research found there were 300 clauses in Muniba Mazari's speech. The findings indicated that there were 3 types of mood in the speech of Muniba Mazari. They were 280 declarative mood with percentage 93.33%, 13 interrogative mood with percentage 4.33% and 7 imperative mood with percentage 2.33%. Declarative as the most dominant types of mood is used in Muniba Mazari's speech it is mean give or state informationand speech deals with giving information to the audience.

Keywords**:***mood types, the dominant, Muniba Mazari's speech*

ACKNOWLEDGMENT

بِسْــــــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Firstly, the researcher would like to express her greatest gratefulness to Allaah Subhanahu Wata'ala, the most gracious and the most merciful who gave her the patience, the strength and the time to finish this study. Peace be upon to the prophet Muhammad Salallahu 'alaihi wasallam, the closing of the messengers who has brought human from the darkness into the brightness. The way of Allaah is in the heavens and the earth and ail affairs will be back to Allah Subhanahu Wata'ala.

This study by the title Mood Analysis on Muniba Mazari's Speech to English Education Program of Faculty of Teachers Training and Education, Muhammadiyah University of Sumatera Utara as partial fulfillment of the requirements for the degree of Sarjana Pendidikan. There were so many troubles faced by rhe researcher and without much help from the following people, it was impossible for her to complete this study.

Thus, the researcher would like to express her thank first to her dearest parents **Legiman** and **Rismawati**for they prayer, suggestion, supports in spiritual and material during the academic years at English Department FKIP UMSU Medan, Allah bless you.

Then the researcher also would like to deliverher deepest thanks to many people who gave the supports and suggestion in finishing the study, this goes to :

1. Dr. Agusani, M.AP as the Rector Muhammadiyah University of Sumatera Utara who have been leading us in campus and for his valuable guidance.

2. Elfrianto Nasution, S.Pd., M.Pd as the Dean of FKIP UMSU who had encouraged the researcher and taught the educational material for the researchers in FKIP UMSU.

3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum as the Head and Secretary of English Education Program for their assistance and administrative help in the process of completing the necessary requirements.

4. Arianto S.Pd., M.Hum as the supervisor which had given the suggestion, ideas, comments and guidance during writing the study from the beginning until the end.

5. All the lecturers of FKIP UMSU who has given their valuable thought in English teaching during her academic years at FKIP UMSU.

6. The digital library of UMSU, that have provide many references for the researcher.

7. Her beloved sister, Dwi Nurzannah for the support, motivation and cheerful in the process of completing the necessary requirements.

8. Her beloved Hot Paprika Squad, Ayu Puspita Sari, Emma Kurniawati, Leli Roswinda and Sri Rahayu who always be there whenever she needs in everytime and every condition. And they are always give her motivation, suggestion and support. They all like her second family.

9. All friend at during study in FKIP UMSU, C Morning Class of English Department for the motivation and cheerful that has we passsed through together.

Particularly for all people who she cannot mentioned one by one in this skripsi, thanks for everything and help.

May Allah Subhanahu Wata'ala bless them all. Aamiin

Medan,   September 2019

The Researcher

Kiky Lestari

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is being prominent role in undergoingdaily routine activities of human. Communication is sharing or exchanging of information, thoughts, feelings to human at least two people. In accordance with Keyton (2011), " *Communication can be defined as the process of transmitting information and common understanding from one person to another.*" Human beings communicate in their lives for various purposes. Communication can be done with a process of information between comunicator and receiver which used message and produces feedback. A communication will be successful when there is no misinterpretation.

In general, Systemic Functional Linguistics (SFL) orSystemic Functional Grammar (SFG) refers to the message in spoken or written form can be analyzed through the grammatical structure based on SFL's theory. Systemic Functional Linguistics integrates a fuctions and grammar of Michael Halliday theory which affirms structure in the analysis.

Theoritically, SFL is different from the traditional and formal grammar. Traditional grammarconcentrates on the rule for producing correct sentences. Formal grammar is concerned to describe the structure of individual sentences (Gerot and Wignell, 1996:5). Meanwhile, SFL is focused with the meanings of language than the structures. In that way, people can analyze the function of

language through analyzing the structure based on the clause level. SFL is an innovation from traditional and formal grammar which known as modern grammar. It focuses on the language as the sources to produce meaning. SFL is a grammar which shows that everything in itcan be describebye reference to hoe language is used. It is focused not only on the structure of language but also on the properties of discourse and the functions in specific social and cultural situations.

Considering the importance of communication in human activities, systemic functional linguistics theory explains that human beings use language in order to comply the three functions of language known as metafunctions, namely: to represent, to exchange, and to organize experience. Basically, metafunctions are divided into three, they are ideational, interpersonal, and textual function.

As a part of the society, interpersonal function is one of the metafunction of language that assumed by people. It is the use of language to exchange experience which means that language is organized as an interactive event involving speaker or writer, and audience. When they are communicating each other, they obviously produce sentences that consist of its meaning and structures. Thus, the semantic aspect (meaning) of sentence is termed as speech functions and at the level of lexicogrammar (structural form), an aspect of interpersonal function is termed as mood (Saragih, 2014:40 in article of Supika).

Basically, Speech function is a way of someone conveys ideas in communication to make listeners understand the ideas well. M.A.K. Halliday (2014:97) defines that speech function refers to a function of language performed

by a speaker in a verbal interaction or conversation which specifies his or her role (asking and demanding) and the content or commodity transacted (information and goods & services). Speech function denotes the speaker's attitude and judgement called as moods. Mood has three types, they are declarative(giving information), interrogative (demanding information), and imperative it is either 'yes/no' interrogative or 'WH-' interrogative.

Related to the issue that is occured, the researcher was conducted the research about mood types of the utterences in Muniba Mazari's speech . It is not only an interasting topic to be analyzed but it will be useful for us to increase our knowledge about how are language considered to be shared and organized in relation to speech function especially in mood types.

Muniba Mazari is a Pakistani artist and activist. She was born on March 3rd 1987. She uses a wheelchair due to injuries sustained in a car accident at the age of 21 which makes her Pakistan's first wheelchair-using model. She is also the National Ambassador for UN Women Pakistan.

Muniba Mazari, who currently serves as the National Ambassador for UN Women Pakistan and has participated as a motivational speaker at various conferences and forums, her first break being TEDxIslamabad. She is one of the two Pakistanis to be named BBCs 100 most inspirational women in 2015, and works as an occasional anchor at PTV, being their first wheelchair-using anchor. Additionally, Muniba is the first wheelchair-using model for the Toni & Guy chain of hairdressing salons in Pakistan, featured in Forbes 30 under 30 in 2016, and head of CSR for Chughtai Labs.

The researcher taken this object as the research because Muniba Mazari has an inspiring motivation. Moreover, she is being popular in social media such as on youtube or instagram.Her inspiring motivation which her speech have been uploaded on YouTube reached about 3.8 M viewers. In this case, her inspiring speech shows that the public like it so much. In addition, People just aware the meaning of her speech or utterances and people do not know the structure used in Muniba Mazari's speech.

In Muniba Mazari's speech has an inspiring motivated lessons can we take from her utterances. Statement utterenes Muniba Mazari can be support people. From the two short examples of clause delivered by Muniba Mazari, the writer believe there are mood types in Muniba Mazari'sspeech. The researcher considered that mood types in Muniba Mazari's speech are important to be analyzed to show what types of mood are coded in Muniba Mazari's SpeechandWhy those the types of mood are most dominant in Muniba Mazari's Speech.

Here are two short examples of clause delivered by Muniba Mazari in an occasion:

They	See	my disability
S	Predicate	Complement
Mood	Residue	
Indicative: declarative, giving information (proposition)		

Table 1.1 The example of clause delivered by Muniba Mazari

From the table above, it shows that the utterance that said by Muniba Mazari can be identified that the type of mood is declarative. This can be

identified as declarative mood because the structure consists of Subject in the word 'They' that can be known as a pronoun. Then, there is Predicate in the word 'see' as expressing tense and the word 'my disability' which is include as Complement because it can be Subject. The utterances can be include as declarative mood because the statement means giving information.

I	Got	Paralyzed	for rest of my life
S	F/P	Complement	Adjunct
Mood	Residue		
Indicative: declarative, giving information (proposition)			

Table 1.2 The example of clause delivered by Muniba Mazari

From the table above, it shows that the utterance that said by Muniba Mazari can be identified that the type of mood is declarative. This can be identified as declarative mood because the structure consists of Subject and then followed by Finite. In this clause, Finite is fused with the Predicator. The Finite appears to be missing. However, in fact, it is fused with the Predicator 'get' (got = Finite 'did' + Predicator 'get'). Then, there are residue elements in the word 'for rest of my life' that can be identified as Complement because it has potential to become Subject. The utterances can be include as declarative mood because the statement means giving information.

B. The Identification of the Problem

Based on the background above, the identification of the study will be as the following:

1. Mostly students or people do not know the mood types, especially in the speech

2. People do not aware the structure of mood types of Muniba Mazari's speech.

C. The Scope and Limitation

This study was focused on the analysis types and structures of mood based on Halliday's theory which devided into three types, they are introgative, imperative and declarative meanwhile, mood structure consist of mood (subject and finite) and residue (predicator, compliment and adjunct). The scope in this study is video of Muniba Mazari's speech which has 39 minutes and 31 seconds duration. The reseacher limit video duration to only 30 minutes will be analyzed.

D. Formulation of the Problem

In theline with the background of theproblems of the study are formulated as follow :

1. What types of mood are coded in Muniba Mazari's speech?
2. Why is the type of mood dominant in Muniba Mazari's speech?

E. The Objectives of the Study

Related to the problems as formulated above the objectives are:

1. To find out types of mood are coded in Muniba Mazari's Speech

2. To describe the most dominant the types of mood coded in Muniba Mazari's Speech

F. The Significant of the Study

The research fidings of this study will be expected to add theoritical and practical contribution. Practically, for academic society this research can give contribution about linguistic especially mood types in speech. For students on study of program English Departement can be used as reference to increase their understanding about mood types. Theoretically, the research can be enrich the theory about mood types related on discourse analysis and can be one of the references about mood types.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

The theoritical framework aimed at giving concepts applied in this research. These concepts leaded to be better analysis of the given theories and get the same perception on every variabel between reader and author. In this chapter, the researcher explained about all of the theories used to stengthen the research. So that the readers understand and encourage them to read.

1. Discourse Analysis

Discourse analysis concerns on knowledge about language beyond the word, clause, phrase and sentence that is needed for succesful communication. It looks at patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understandings. It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse. Discourse analysis examines both spoken and written texts (Paltridge, 2006:2).

Discourse occurs within a particular situation – whether of a person speaking, or of a conversation, or of someone sitting down occasionally over the

period of months to write a particular kind of book in a particular literary or scientific tradition.

There are typical ways of using language in particular situations. These discourses not only share particular meanings, they also have characteristic linguistic features associated with them. What these meanings are, and how they are realized in language, is of central interest to the area of discourse analysis.

Discourse analysts are also interested in how people organize what they say in the sense of what they typically say first, and what they say next and so on in a conversation or in a piece of writing (Paltridge, 2006:4).

Johnstone (2002:3) in Paltridge (2006:3) mentioned that discourse analysis is interested in what happens when people draw on the knowledge they have about language. Discourse analysis considers the relationship between language and the contexts in which it is used and is concerned with the description and analysis of both spoken and written interactions.

According to Higgins (2008:7) & Williams (2009:7) in Paltridge (2012), Discourse analysis is a view of language at the level of text. Discourse analysis is also a view of language in use; that is, how people achieve certain communicative goals through the use of language, perform certain communicative acts, participate in certain communicative events and present themselves to others. Discourse analysis considers how people manage interactions with each other, how people communicate within particular groups and societies as well as how they communicate with other groups, and with other cultures. It also focuses on

how people do things beyond language, and the ideas and beliefs that they communicate as they use language.

From all the definition about discourse analysis, it can be conclude that discourse analysis as the study of language patterns above the caluse or sentence. Discourse analysis is part of linguistic that study of the ways in which language is used between people, both in written texts and spoken contexts. Discourse analysis concentrate on knowledge regarding language through the word clause, phrase and sentence that is needed for succesful communication. It is also concerned with interrelationships between language and society.

2. System Functional Language

There are many ways of explaning the grammar of a language. One approach sees the grammar as a set of rules. Meanwhile, Systemic Functional Grammar sees that grammar as a set of rules and meaning. Systemic Functional Grammar (SFG) or often called Systemic Functional Linguistics or Systemic Functional Language (SFL). Systemic Functional Language (SFL) is a study of language which focuses on language as a resource of meaning. It is a theory which focuses on the structures and the functions in society. Systemic Functional Language (SFL) is a modern grammar that was introduced by Michael Alexander Kirkwood Halliday or M.A.K. Halliday which different from any other theory of language since it has both systematic and functional in its characteristic. Halliday (2014:3) views that language is a resource for making meaning and text is a process of making meaning in the context.

Systemic Functional Language (SFL) views that language has two primary aspects, they are Systemic and Functional. In Systemic, language is about the phonology, discourse semantics and the structure of a text. Then, in Functional, language can be used to express the purposes or the function of social process in situation context and cultural context.

Linguists use SFL to understand language as it is and to explain language as opposed to formal linguistics. Actually, SFL is different with the other theory of language. It is different from traditional and formal grammar. SFL is not only focused on the structure of language, but also on the properties of discourse and its functions.

Gerot and Wignell (1994), state that traditional grammar focuses on rules for producing correct sentences. Then, formal grammar are concerned to describe the structure of individual sentences.Graham Lock (1996:2) explains that the difference between formal and functional grammar can be briefly and simply illustrated by the following sentence: "I had also been rejected by the law faculty". In analyzing the voice of this sentence, both formal and functional grammarians would agree in calling it a passive voice sentence. However, formal grammar would be primarily interested in finding the best abstract representation of the structure of the sentence and in how it might be related to the structure of the active voice sentence such as "The law faculty had also rejected me." Meanwhile,functional grammar would be more concerned in finding the best abstract representation of the function with questions such as: (1) how the communicative effect of the message in the sentence is different when it begins

with the law faculty; (2) what the effect is of putting the law faculty at the end of the sentence; and (3) what features of the context may have led the writer to select passive rather than active voice. These kinds of questions would lead the linguist to consider the role of the voice system in organizing information within sentences and texts, and in contributing to coherent communication (Graham Lock, 1996:3-4).

In functional grammar, every element of a clause can be identified based on its function. Halliday and Matthiessen (2004:29) explain that the basic function of language in our social environment are making sense of our experience and acting out our social relationship. It explains how language is used and its effect based on functional grammar.

In SFL, Halliday and Matthiessen(2004:588-590) state that there are three types of meaning. The three types of meaning can be called as language Metafunctions in SFL. Three types of meaning can be identified as: (1) Ideational meaning (experiential and logical) or clause as representation; (2) Interpersonal meaning or clause as exchange; and (3) Textual meaning or clause as message. Three Metafunctions above are indicating how the language was structured to be used in society.

Halliday (2014:30) explains that there are three categories contexts or three aspects of a situation which often can be called as three types ofsocial context namely field, tenor, and mode. Field is about the features of the social context that the grammar was including what we talk about. It consists of the definition about the contents of a text. Field can be included in Ideational meaning

that often can be expressed with what, when, where, and how it happen. Then, tenor is about the relationship between reader and writer. It can be included in Interpersonal meaning. It is about who is taking part and what their relationship to each other. Meanwhile, mode is how language function in interaction. It is about the expectations for how particular text types should be organized. Mode can be included in Textual meaning.

3. Interpersonal Meaning

Halliday (2014:83) states that the structure of the clause as an exchange has a transaction between speakers in which the element the speaker makes responsible for the validity of what she is saying. So, people can get something as the result. Halliday (2014:30) states that the definition of interpersonal meaning is language as an action that it is both interactive and personal.

In analyze a language, Halliday uses three Metafunctions, those are ideational meaning, interpersonal meaning, and textual meaning. Meanwhile, Graham Lock (1996:8) explains that there are three types of meaning or Metafunctions, such as experiential meaning, interpersonal meaning, and textual meaning.

Ideational meanings are about the content or proposition of message that are realized in the clause. It concerns on the subject matter or field of discourse. Meanwhile, textual meanings are about how to get a text characterizing coherence in the clause.

Then, in the interpersonal meaning, Thompson explains that the interpersonal meaning as:

We use language to interact with other people, to establish and maintain relations with them, to influence their behaviour, to express our own viewpoint on things in the world, and to elicit or change theirs. (Thompson, 2004:30)

Interpersonal meaning is the types of meaning which focuses on the social function of a language and the participants more specifically. Interpersonal meaning is focused with the interaction between speaker and addressees through which they express their own attitudes and judgements to influence other's attitudes.

Interpersonal meaning has to do with the ways in which we act upon one another through language, giving and requesting information, getting people to do things, and offering to do things ourselves and the ways in which people express their judgments and attitudes about such things as likelihood, necessity, and desirability.

Obviously, interpersonal meaning at the clausal level enjoys the mood. In interpersonal meaning, the type of the relationship between the writer and participants in a text through the type of mood can be explored. There are two components in the analysis of interpersonal meaning, suchas mood element and residue element of the clause. (Halliday and Matthiessen, 2004:111-120).

4. Speech Function.

Halliday (1994:30) defined the speech function is an action or performance done by language users such as asking, commanding and answering

in order to fullfill the intention of the speakers and listeners. Speech functions are used as the medium exchange their experiences in order to fullfill their needs. The four speech functions (statement, question, offer, and command) are semantic in nature.

Speech function in the speaker's role in communicative exchange. Interpersonal ralationship are that of what the language is doing the purpose of discourse-speech function. For example, could we stop for a minute please?, is a request?, would you do was command?. The find their realization in mood which is as aspect of interpersonal meaning at the level of lexcoggrammar, in their unmarked or congruent representation. The speech function of statement, question and command are realized by declerative, interogative, and imperative. But the speech function of offer does not have an unmarked presentation mood.

4.1 Types of Speech Function

a. Statement

Statement is a way of giving information that can be either positive or negative. Statemens are used to provide information, make remarks, assertions and so on. It is called as a statement if the subject is a placed front of a verb or auxillary verb and it is ended with a period (.). In this study, statements are most naturally expresses by declarative clause.

Formula: subject + verb/aux

b. Question

Question is a way of demanding information in the form of intterogative statement. Question are used to enquire about something to request information or to probe.A question begins with auxiliary verb or wh-question and will be ended with question mark (?).

Formula: aux. V or wh-question + S + V + question mark (?)

c. Offer

Offer is an expression of willigness to give or do something. Offer does not have an unmarked representation of mood. Offers are the odd one out, since they are not associated with a specific mood choice (though they are strongly associated with modality).

Formula: modal + S + V

d. Command

Command is a way to receive some information, goods or service by forcing the listener to give them. A command is used to get things done or obtain goods or services. Commands are usually used in oral interactions, though they can be in written procedures such as instruction or in dialoque. Command is realized by imperative clauses.

Formula : Verb + Object + Exclamation mark (!)

From the four of speech function is explained, mood is realized except these speech function of offer which is an aspect of interpersonal meaning at the level of lexicogrammer.

The speech function of statements, question, command are realized by declerative, interogative, and imperative clauses in which statements are most naturally expresed by declerative clauses, they are different from offer, which does not have an unmarked representation of mood.

No.	Speech function	Realization in mood
1	Statement	Declarative
2	Question	Introgative
3	Offer	0
4	Command	Imperative

Table 2.1Therealization of speech function in mood.

The four speech function are semantic in nature. They found their realization in mood which is an aspect of interpersonal meaning at the level of lexicogrammar. In their unmarked or congruent representations thespeech function of statement, question, and command are realized by declerative, introgative, and imperative moods. However, the speech function of offer does not have an unmarked representation of moods, rather it is potantially is coded by any one of the three moods.

5. Mood

Halliday (2014:97) states mood is the major interpersonal system of the clause; it provides interactants involved in dialogue with the resources for giving or demanding a commodity, either information or goods-&-services – in other words, with the resources for enacting speech functions through the grammar of the clause: statements (giving information), questions (demanding information), offers (giving goods-&-services), and commands (demanding goods-&-services).

a. Mood Element

The system of Mood is a system of the clause, not of the verbal group or of the verb. Mood element consists of two parts, such as: (1) the Subject operator, which is a nominal group; and (2) the Finite operator, which is part of a verbal group. As the example of the explanation of the mood element such as Subject and Finite can be seen in the table below:

He	Might
Subject	Finite
Mood Element	

Table 2.2 The example of Mood Element

Thus, in 'He might' consists of Subject and Finite. 'He' is Subject because it is personal pronoun and noun included as nominal group. Meanwhile, 'might' is Finite because the Finite element is a small number of verbal operators expressing tense (e.g. is, has) or modality (e.g. can, must). (Halliday and Matthiessen, 2004:111).

Subject can be identified by other formal characteristics such as: (1) Subjects are typically noun groups. These include that clauses, whclauses, to + V2 (often called infinitive) clauses, and Ving clauses; (2)Five pronouns have special subject forms - I, he, she, we, and they (as opposed to me, him, her, us, and them); and (3) In declarative mood clauses, the Subject is normally the noun group which immediately precedes the Finite. (Graham Lock, 1996:12).

Meanwhile, Finite have three characteristics. The characteristics are: (1) If a verb group contains a Finite, the Finite will always be the first constituent of the verb group; (2)   Only Finites are marked for tense; and (3) Only Finites are marked for number agreement, that is, their form changes according to the number and person of the Subject (Graham Lock, 1996:13). In addition, Halliday (2004:113) explains that Subject and Finite are closely linked together, because Mood is built from the relation between Subject and Finite.

 b. Residue Element

The other components in the analysis of interpersonal meaning are residue element of the clause. The Residue consists of three kinds: (1) Predicator; (2) Complement; and (3) Adjunct.

The predicator is a part of the clause containing the verbal group or modal operator excluding Finite which indicates the process such as what is doing, happening, or being. There are four functions of Predicator such as: (a) Predicator determines time reference other than reference to the time of the speech event; (b) Predicator determines various other aspects and phases like seeming, trying, and hoping; (c)Predicator determines the active and the passive voice; and (d)

Predicator determines the process including action, event, mental process, relation that is predicated to the Subject. (Halliday, 2004:122).

Predicator is realized in verbal group excluding the temporal (primary tense) or modal (modality) operator which has functions as Finite in the mood element for example, in the verbal groups was shining, have been working, may be going to be replaced the parts functioning as Predicator are shining, been working, be going to be replaced. The name of this function is 'Predicator', not 'Predicate'.

The second element in the Residue that has not the potential of being Subject and it is typically realized by a nominal group is the complements. Complements can be realized by noun groups, nominal clauses, adjective groups, and prepositional phrases. It explained that a complement is an element which answers three questions: 'is/had what', 'to whom', 'did to'. For the example is in the duke gave my aunt that teapot. So, there are two Complements, my aunt and that teapot.

The third elements of Residue is an adjunct that is typically realized by an adverbial group or prepositional phrase. It can be identified as elements which do not have the potential to become Subject. For the example is in my aunt was given that teapot yesterday by the duke there are two Adjuncts: the adverbial group yesterday and the prepositional phrase by the duke. (Halliday, 2004:121-124).

The explanation of all residue elements such as Predicator, Complement, and Adjunct can be seen in the example below:

Sister Susie	's	sewing	shirts	for soldiers
Subject	Finite	Predicator	Complement	Adjunct
Mood		**Residue**		

Table 2.3The example of Residue Elements

Thus, in 'sewing shirts for soldiers', 'sewing' is Predicator because it is present tense and included as verbal group. Then, 'shirts' is Complement because it has the potential of being Subject but it is not Subject. Meanwhile, 'for soldiers' is Adjunct because it has not the potential of being Subject (Halliday, 2004:121).

In the Residue element, there are two types of Adjunct that can be known as Conjunctive Adjunct and Modal Adjunct (mood Adjunct and comment Adjunct). Conjunctive Adjuncts are textual. They set up a contextualizing relationship obtaining between the clause as a message and some other (typically preceding) portion of text. These are adverbial groups or prepositional phrases that relate the clause to the preceding text. The conjunctive Adjuncts typically operate in the clause as part of the Theme.

A modal Adjunct of time, like just, yet, already, relates closely to the primary tense, which is the 'shared time' of speaker and listener; a conjunctive Adjunct of time such as next, meanwhile, locates theclause in time with respect to the preceding textual environment. (Halliday, 2014:156-159).

Besides, Modal Adjunct usually used to express the speaker/writer's judgment on or attitude to the content of the message. In modal Adjuncts, it is divided into two types namely mood Adjuncts and comment Adjuncts.

Mood Adjuncts serve within the Mood element, and are closely associated with the meaning of the Finite element which can also be realized by the operator

serving as Finite. It has three basic positions such as initial (thematic), medial (neutral), and final (after thought).

For example:

a. but usually they don't open before ten (thematic)

b. but they usually don't open before ten (neutral)

c. but they don't usually open before ten (neutral)

d. but they don't open before ten usually (afterthought)

Comment Adjuncts serve outside the Mood + Residue structure of the clause. They are not part of the proposition realized by Mood + Residue, but are instead comments on it (propositional). (Halliday, 2014: 184-191).

The example of conjunctive Adjunct and modal Adjunct can be seen in the example below:

Such men	However	Seldom	make		Good husbands
Subject	Conjunctive Adjunct	Mood Adjunct	'(present Finite	make' Predicator	Complement
Mood				Residue	

Table 2.4The example of conjunctive Adjunct and modal Adjunct

6. Mood System (Mood Types)

Mood System is the system of clauses as interpersonal resources. Mood system views a clause as an exchange. Mood system is built from the relation of mood structure between Subject and Finite, whereas Residue is the rest.

The Mood system can be seen in this Mood system network below:
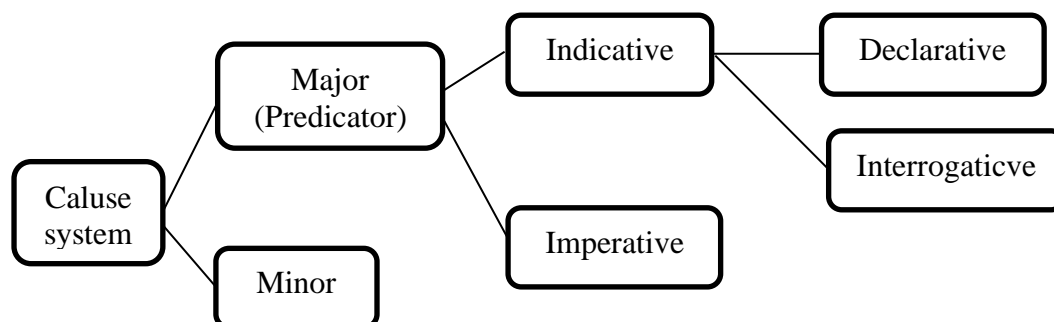
Figures 2.1The figures of Mood types adapted from"Halliday and

Matthiessen (2004:23)"

Based on the Figures 2.1 The figures of Mood types adapted by Halliday and Matthiessen (2004:23), it shows that there are two types of a clause that can be identified as the type of mood system, such as:

1) Major (predicator) which describes some types of clauses. In major clauses, it is divided into two types namely indicative and imperative mood. Then, indicative mood is divided into two types, those are declarative and interrogative;

2) Minor (no predicator) is typically functioning as calls, greeting, exclamations, and alarms, like Mary!, Good night!, Well done!, and others. Therefore, Minor clause doesn't display a Mood + Residue structure (Halliday, 2014:127-129).

a. **Declarative Mood**

Declarative is the types of indicative, because the mood structure consist of Subject and Finite. Declarative is a statement that told about something to

declare an idea of speaker or listeners. Meanwhile, it can be used as a statement that has function to give information about something, for example:

The duke	Has	Given	that teapot away
Subject	Finite	Predicator	Complement
Mood		**Residue**	

Table 2.5The example of declarative mood

Table 2.5 shows that it can be identified as declarative mood because the mood structure consists of Subject in the word 'The duke' and then followed by Finite in the word 'has'.

b. Interrogative Mood

Interrogative is the types of indicative, because the mood structure consist of Finite and Subject. Interrogative is some a question or request from the speaker to the listener as in their conversation, such as:

has	The duke	Given	that teapot away
Finite	Subject	Predicator	Complement
Mood		**Residue**	

Table 2.6The example of interrogative mood

Table 2.6 shows that it can be identified as interrogative mood because the mood structure consists of Finite in the word 'has' before Subject in the word 'the duke'.

c. Imperative Mood

Imperative is about a command from speaker to the listener to do something what that needed by speaker where the answer commonly yes/no. In

imperative mood, the elements of the mood do not alwaysconsist of subject and finite, they may consist of subject only, or finite only, or no mood element, for example:

Give	Me	that teapot!
Predicator	Subject	Complement
Mood		**Residue**

Table 2.7The example of imperative mood

Table 2.7 shows that it can be identified as imperative mood because the clause means that the speaker demand good & services to the listener.

According to Graham Lock (1996:177), in the types of indicative, there are the difference between declarative and interrogative moods depend on the ordering of Subject and Finite.

The basic system, where ^ means followed by, is as follows:

Declarative	: Subject ^ Finite
Wh- Interrogative	: wh – Finite ^ Subject
Yes-no interrogative	: Finite ^ Subject

Table. 2.8 The distinction between declarative and interrogative moods

From the table above can be conclude that there are a different Subject and Finite in each types. In declarative, the mood structure consist of Subject for the first, and then followed by Finite. Meanwhile, in interrogative, the mood structure consist of Finite for the first, and then followed by Subject.

The WH- element is a distinct element in the interpersonal structure of the clause. The WH- element is always conflated with one or another of the three

functions Subject, Complement or Adjunct. If it is conflated with the Subject, it is part of the Mood element, and the order within the Mood element must therefore be Subject ^ Finite. If on the other hand the WH- element is conflated with a Complement or Adjunct, it is part of the Residue; and in that case the typical interrogative ordering within the Mood element reasserts itself, and we have Finite preceding Subject.

Every types of mood have their own functions. The function of declarative is to make a statement, declare an idea or to give an information. The function of interrogative is to ask question or information. Meanwhile, the function of imperative is to give a command.

Mulia, Vilya Lakstian Catra (2015:20) explains that SFG can shows how utterances through grammar have exchange functions. To know the types of mood exchange, it needs to know the mood structure of a clause. Mood structure is a clause structure that realized in interpersonal meaning. It has functions to give and to demand information. In making an interaction, there are two types of commodity that are exchanged. They are either goods and services or information. Mood structure is structure where the meaning of proposal (demanding) or proposition (giving) of a clause can be found (Halliday and Matthiessen, 2004:106-107).

According to Halliday and Matthiessen (2004:107), giving means 'inviting to receive', and demanding means 'inviting to give'. Meanwhile, in the commodity exchanged, there are some choice, where the choice is between exchanging information, goods or services. When the speaker says something

with the aim of getting the listener to tell something, so what is being demanded is information. Meanwhile, the listener is not only answering in a verbal or demand the request in some ways. The speaker may refuse to answer the question or give goods & services demanded.

Then, in commodity exchange, the speakers involves 4 basic move types of statement, question, offer, and command which can be called a speech act or speech function. Statement which is realized by declarative mood), command (which is realized by imperative mood), question and offer (which is realized by interrogative mood). Offers and command are exchanges of goods and services which can be called as proposals. Meanwhile, statement and questions involve exchange of information can be called as propositions.

To make the explanation clear, the explanation can be seen in the table below:

	Commodity exchanged	
Role in exchange	(a) goods-&-services	(b) information
(i) giving	'offer' Would you like this teapot?	'statement' He's giving her the teapot
(ii) demanding	'command' Give me that teapot!	'question' What is he giving her?

Table 2.9Commodity exchangedadapted from Halliday and
Matthiessen(2004:107)

It is offers is the speaker gives the hearer some services. Then, it is command when the speaker demands the hearer some services. Meanwhile, it is known as statement if the speaker gives information to listeners, and invites the

listener to receive the information. Then, it is question when the speaker make a request for information.

The giving of information is usually takes the form of a statement that realized by declarative. Meanwhile, the demanding of information and the giving of goods and services or offer is which expressed by a questions which realized by interrogative.

B. Relevant Studies

This study is concerned in interpersonal meaning in speech of Muniba Mazari based on Systemic Functional Grammar. There have been many studies about three Metafunctions inlinguistics field recently especially about interpersonal meaning. In this part, there are some current study which relate closely with this study.

The first previous study is a thesis by Laily Mughibbah, 2016, English Language Teaching Department of Syekh Nurjati State Islamic Institute Cirebon. The title is The Analysis of Interpersonal Meaning in "Freedom Writers" Movie Subtitles. The objectives of the study are to describe the realization of tenor dimensions and Mood Systems that realized in movie. The study uses qualitative method which focuses to usedescriptive qualitative. The data of the study taken by doing observation, questionnaire, and interview. The study shows that the first highest tenor dimension is power, the second is contact, and the third is affect. The study proved that characters were more to defend their power or dominance in social life. Every scene of the movie was influence the social relationship that

involved among characters because tenor is contextually. The study had analyzed subtitles in clause form to make data are effective and easy to be comprehended.

The second previous study is a thesis by Rowiatun Amri Marhamah, 2014, English Language Education Department Faculty of Languages and Arts Yogyakarta State University. The title is Interpersonal Meaning Analysis of Muse Song Lyrics In Black Holes and Revelations' Album (A Study Based on Systemic Functional Linguistics). The study is examined the interpersonal meaning of the modality realized in the lyrics of Muse's album Black Holes and Revelations. The objectives of the study are to find out the most dominant Mood Types, and to describe the Modality that realized in the lyrics of Muse's album Black Holes and Revelations. The study uses descriptive qualitative research design. The main sources of data in the study were three song lyrics in the Muse's album Black Holes and Revelations. To get the data, the study used an observation method. Meanwhile, the result of the study can be concluded that there are only few modalities of Muse Song Lyrics In Black Holes and Revelations' Album.

The third previous study about interpersonal meaning is a thesis by Hao Feng and Yuhui Liu, 2010, Beijing University of Technology, Beijing, China. The study entitled "Analysis of Interpersonal Meaning in Public Speeches - A Case Study of Obama's Speech". The objectives of the study are the opening speech given by President Obama at a prime time news conference commemorating his first 100th day in office. The study focuses on mood, modal auxiliary, personal pronouns in pronoun system, and tense shift used in Obama's speech. The finding shows that Obama is full use of the language to achieve his political purpose in

his speech by using different devices in interpersonal meaning. The study can be concluded that different uses of mood, modal auxiliary, personal pronouns and tense can express different levels of interpersonal meaning.

C. Conceptual Framework

Conceptual framework discuss the relationship between the main concepts of study. It is linked with concept, empirical research and the theories used to systemizing and establishing its credibility. In this research, the data is analyzed based on SFL which focuses on the interpersonal meaning. The discussion of this study deals with the Mood types analysis in the speech of Muniba Mazari that realized in the system of Mood and how the mood types coded in speech of Muniba Mazari.

There are three types of mood that is going to be analyzed by the researcher, namely declarative mood, interrogative mood and imperative mood. The theory that will be conducted in this research is M.A.K Halliday's theory.

The data in Muniba Mazari speech will be analyzed by collecting its clause. And then, the researcher will analyzing and classifying the mood types occur in the speech. As the last step, the researcher is going to determine the most dominant types of mood.

```
┌─────────────────────────┐
│   Discourse Analysis    │
└─────────────────────────┘
           │
           ▼
┌─────────────────────────┐
│ System Functional Language │
└─────────────────────────┘
           │
           ▼
┌─────────────────────────┐
│  Interpersonal Meaning  │
└─────────────────────────┘
           │
           ▼
┌─────────────────────────┐
│     Speech Function     │
└─────────────────────────┘
           │
           ▼
┌─────────────────────────┐
│ Types of Speech Function │
└─────────────────────────┘
```

Statement   Question   Offer   Command

Mood

Mood Element   Residue Element

Mood Types

Declarative Mood   Interrogative Mood   Imperative Mood

Muniba Mazari Speech
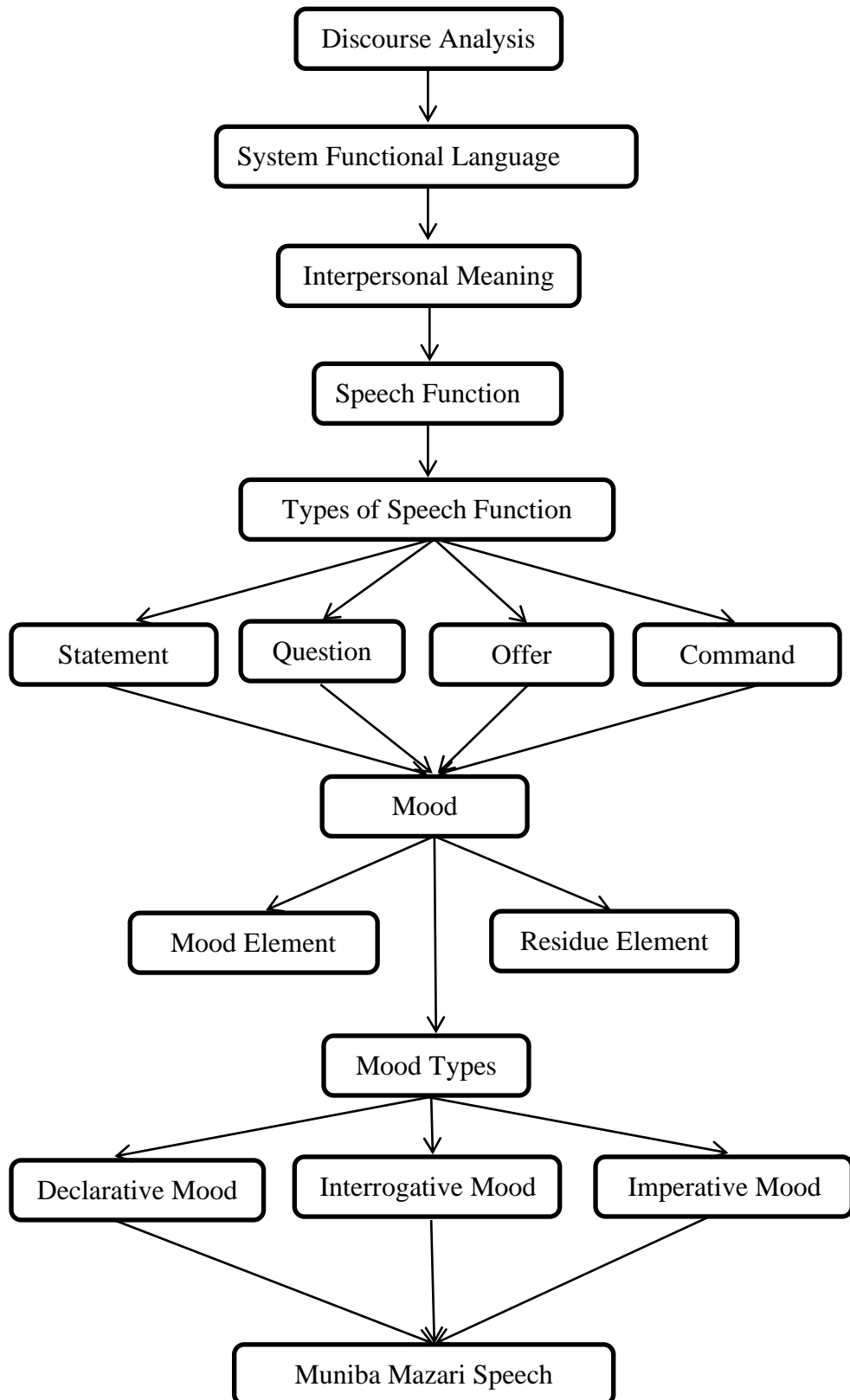
Figure 2.3. Tree Diagram of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The researcher has been conducted by using descriptive qualitative method in this research and analysis the subject of this study. It aimed to desribe about mood types of Muniba Mazari's speech. Wallen and Hyun (2012: 426) Qualitative research is reffered to Research studies that investigate the quality of relationships, activities, situations, or materials are frequently.

The data in descriptive qualitative research design can be words, phrase, clauses, sentences, discourse, text, lyrics, or video. Meanwhile, this study analyzes the form of clauses in the speech of Muniba Mazari. By using descriptive method, the data of this study are analyzed by identifying the mood typesin the speech of Muniba Mazari and identifying the dominant types of mood that used.

B. Source of Data

The sources of data is video of Muniba Mazari's speech that has 39.31 minutes taken from youtube. The subject of this research are statement which was found in Muniba Mazari's speech. Therefore, the data are also taken from www.englishspeecheschannel.com to get the transcript of speech by Muniba Mazari.

C. The Techniques of Collecting Data

The appropriate technique for this study will be documentary technique. Documentary means reading, studying, and analyzing the study to collect required information. The researcher will collect the data by using the following steps:

1. Downloading the videos and the scripts of speech from internet.

2. Watching the video of Muniba Mazari's speech

3. Reading the entire sentences from the scripts.

4. Identifying the clauses of speech.

5. Separating the clauses of the speech.

6. Administering the data or inventory them into a table.

7. The last step is recode the existing data.

   To make classification of the data analysis, the researcher gives codes to each data. These are written below :

   a. The capital letter IM means Interpersonal Meaning.

   b. The capital letter D and then followed by numeral 01, 02, 03… are used to show the number of the datum.

   c. The alphabetic letters are used to classify the types of Mood.

   These are written below:

   Dec. : Declarative mood

   Int. : Interrogative mood

   Imp. : Imperative mood

d. Besides, this research used mood systems to analyze the data and the researcher had classified the coding, those are:

S (Subject), F (Finite), P (Predicator) and C (Complement).

D. The Technique of Analyzing Data

Miles and Huberman (1994:10) explain that there are some activities of data analysis in qualitative research, they are:

a. Data Collection

In the first technique, the researcher collects the data based on the categorization that appropriate to the research problem. The researchertaken the data from downloading the video of Muniba Mazari's speech, and the subtitle from internet.

b. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organized data in such a way that final conclusions can be drawn and verified (Miles and Huberman, 1994:10). In this study, the researcher selecting and abstracting the data that appear in the subtitle of the video. In this steps, the researcher making summaries, coding, and making partitions.

c. Data Display

After the data is reduced, the next step is to display the data. "Display is an organized, compressed assembly of information that permits conclusion drawing and action"(Miles and Huberman, 1994:11). From the explanation above, the researcher classified the data of the Mood system that used between Poppy and

Branch. Then, every types of mood that researcher found will be displayed them in the table form that consists of the clause, mood structure, mood elements, and mood exchange to make the reader easier to understand what the researcher means.

 d. Conclusion Drawing/Verification

Conclusion drawing is half of intact configuration (Miles and Huberman, 1994:11). The first conclusion in this study is provisionaland it will change if the researcher finds the strong evidence that improve in step of collecting data. In this study, the researcher must describing and interpreting the data in order to make the conclusion is credible. Then, the researcher check the data through triangulation.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Data

The data of this research were collected from video of Muniba Mazari's Speech that has 39 minutes and 31 seconds duration. Fortunaltely, the video has original subtitles and scripts that could be downloaded on www.englishspeecheschannel.com. From the analysis of the data that the researcher had been obtained, the data had been identified into clauses. Further, it can be calculated, there were 300 clauses in the speech of Muniba Mazari's video that was uploaded on July 7, 2018 on Youtube. In addition, as mentioned in the scope and limitation of the data of this research, the researcher only focused on analyzing just 30 minutes of the video as the representative the data of this study. The other reasons, the researcher did not analyzethe interpretation of Muniba Mazari's speech so that the data which had been limited would not effect the substance of the study.

The data were classified into three types of mood, they are : declarative mood, interrogative mood and imperative mood. The objectives were to find out the types of mood and to identify the mood structure in Muniba Mazari's speech. The data was analyzed based on the theory of M.A.K Halliday.

B. Data Analysis

Interpersonal meanings can be seen when people use a language to interact with the others in their daily social activities that appeared in their utterance such as in a speech, especially in Muniba Mazari's speech. In this speech, subtitle was identified and analyzed based on the theories of Halliday about Systemic Functional Grammar, especially interpersonal meaning. The analysis was concentrated on the analysis of Mood and Residue in Muniba Mazari's speech. Based on the analysis of the Mood System, the utterances of Muniba Mazari have mood elements such as Mood and Residue. It is realized by the structure of the clause in every utterances based on the elements of mood in the interpersonal meaning.

From the data and the analysis has done, the researcher found that there were 300 clauses in Muniba Mazari's speech. The classifications of clauses divided into declarative mood are 280 with percentage 93.33%, interrogative mood are 13with percentage 4.33%, and imperative mood are 7 with percentage 2.33%. From the data, it can be concluded that the most dominant of mood types in Muniba Mazari's speech is declarative mood that is included in the interrogative mood type and the least of mood types is imperative. Based on the explanation, the total of mood types in Muniba Mazari's can be shown in the table below:

No.	Mood Types	Number	Percentage
1.	Declarative Mood	280	93.33
2.	Interrogative Mood	13	4.33
3.	Imperative Mood	7	2.33
	TOTAL	300	100

Table 4.1 Percentage of Mood types in Muniba Mazari's speech

1. **Types of Mood in Muniba Mazari's speech**

There are three types of mood;declarative mood, interrogative mood and the last one is imperative mood

a. **Declarative**

The declarative is the types of indicative mood. The mood structure of declarative mood consists of Subject and then followed by Finite where it can be included as mood elements that influence mood types. Generally, declarative mood is a clause that concerned with the exchange of information. The type of this mood usually used to give a statement, answering a question or to declare an idea.

In Muniba Mazari's speech, the researcher found that there are 280 declarative mood. The examples of the use of declarative mood in Muniba Mazari's speech are the followings

I'm running short of words right now(D.01/IM/Dec.)

I	'm	running	short of words	right now
S	F	P	C	Adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

Table. 4.2. Declarative mood in datum 01

The data above can be detaily analyzed in accaordance to the theory of SFL proposed by M.A.K Halliday. The clause above showed that the utterances of Muniba Mazari is included as declarative mood because there are Subject that followed by Finite. Mood analysis of clause in datum 03 indicate that the clause grammatically consists of mood elements and residue elements applied to make

interpersonal meaning. The mood elements of the clauses are structurally Subject followed by Finite. Then, there are residue elements of the clause consists of Predicator and Adjunct. In mood elements, the word 'I' is Subject because it is a personal pronoun which included as a nominal group. Meanwhile, the word 'am' is Finite because the Finite elements is a small number of verbal operators expressing tense. In addition, there are three residue elements of the clause. Those are Predicator in the word 'running' which indicates the process of doing and the word 'short of words' which can be identified as Complement because it has potental to become Subject, then Adjunct in the word 'right now' which do not have the potential to become Subject.

From the mood element, the mood exchange of the utterance can be identified as giving information that it is included as proposition because 'statement form' which is used by the speaker's Muniba Mazari means giving information to the audience. The utterance means that she do not have much words to say because she was being speechless looking at there were so many audiences came to that ocasion and cheering amazed to see her.

My father wanted me to get married(D.68/IM/Dec.)

My father	wanted	me	to get married
S	F/P	C	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

Table. 4.3. Declarative mood in datum 68

Datum 68 shows that the clause is included as declarative mood because the mood structure that consists of Subject and then followed by Finite. In this clause, Finite is fused with the Predicator. The Finite appears to be missing.

However, in fact, it is fused with the Predicator 'want' (wanted = Finite 'did' + Predicator 'want'). Then, there are residue elements in the word 'me' that can be identified as Complement because it has potential to become Subject.

The utterance in datum 68 can be included as proposition because the 'statement form' which is used by Muniba Mazari means giving information. From the utterance above, it means, she told to the audience that her father asked her to get married.

b. Interrogative

Interrogative Mood is included in the types of indicative because the mood structure consists of Finite and Subject. However, it is different with declarative mood. In declarative, the mood structure consists of Subject for the first and then followed by Finite. Meanwhile, in interrogative, the mood structure consists of Finite for the first and then followed by Subject. Meanwhile, when there are Wh-question, the order is Wh/Subject and then followed by Finite.

The interrogative mood usually uses to make an offer or question. It has a purpose to demand information or give good and services. From the analysis done, there are 13 interrogative utterances in Muniba Mazari's speech. The followings are the examples of the use interrogative mood in Muniba Mazari's speech.

Should we keep it here?(D.98/IM/ Int.)

Should	we	keep	It	here?
F	S	P	C	Adjunct
Mood		Residue		
Indicative, interrogative, giving good & services (proposal)				

Table. 4.4. Interrogative mood in datum 98

Datum 98 shows that the type of mood which is said by Muniba Mazari is interrogative mood. It can be classified as an interrogative because there are auxialary verb in the word 'should' for the first that can be identified as Finite, and then there is pronoun in the word 'you' that can be identified as Subject. Based on the structure, it can be identified as proposition because it is the exchange of goods & services.

where should we go?(D.100/IM/Int.)

Where	should	We	go?
Wh	F	S	P
Re-	Mood		-sidue
Indicative, interrogative, giving good & services (proposal)			

Table. 4.5. Interrogative mood in datum 100.

Datum 100 shows that the type of mood which is used by Muniba Mazari is interrogative. It can be identified as interrogative because there is the word 'where' that conflated with the Subject, it can be the part of a mood element. Then, there is the word 'should' that can be identified as Finite. Meanwhile, the question form that said by Muniba can be identified as a proposition because it is the exchange of goods & services.

c. Imperative

The mood structure of imperative mood does not always consist of Subject and Finite. They may consist of Subject only, Finite only, or no mood elements. Meanwhile, the imperative is the type of mood which typically use to give a command or to make a request to the listener to do something that the needed by speaker where the answer commonly yes/no. In Muniba Mazari's speech, the researcher finds 000 imperative utterances. The followings are the examples of the use of imperative mood in the utterances of Muniba Mazari.

Think again!(D.21/IM/Imp.)

Think	Again
P	Adjunct
Residue	
Imperative, demanding services (proposal)	

Table. 4.6. Imperative mood in datum 21.

Datum 21 shows that the utterance which is said by Muniba Mazari is imperative. It can be identified as imperative because there is no mood elements. There are only Predicator in the word 'think' and Adjunct in the word 'again'. Meanwhile, it can be described as proposal because the speaker (Muniba Mazari) is demanding services to the audience. She commands the audience to think again.

Bring me some colors!(D.194/IM/Imp.)

Bring	Me	Some colors
P	C	Adjunct
Residue		
Imperative, demanding good&services (proposal)		

Table. 4.7. Imperative mood in datum 194.

Datum 194 shows that the mood utterance is imperative which is said by Muniba Mazari. It can be identified as imperative because there is no mood elements. There are only Predicator in the word 'bring' and Complement in the word 'me' then, Adjunct in the word 'again'. Meanwhile, it can be described as proposal because the speaker (Muniba Mazari) is demanding services.

C. Discussion

According to the finding of the discussion shows that there are declarative mood, interrogative mood and imperative mood were founded in Muniba Mazari's speech with the total 300 clauses analyzed. It can be showed that declarative mood is dominant in the table 4.1.

There are some considerations which made Muniba Mazari used declarative mood dominantly and did not used interrogative or imperative mood dominantly in Muniba Mazari's speech. Firstly, the highest proportion in the use of mood types due to the fact that speech deals with giving information to the audience. Declarative means that giving information to the audience or listener. Interrogative means a question or request from speaker to the listener. Imperative means command from speaker to the listener to do something. When the speaker said something in the form of statement, it means that speaker expected the audience to receive the information. They are information giver and they need to state out his opinions explicitly and express their ideas clearly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzed Muniba Mazari's speech based on the theory of SFL proposed by M.A.K Halliday that aimed to find the type of mood used in Muniba Mazari's speech and the most dominant type of mood in Muniba Mazari's speech. the researcher concludes the study as follows:

1. The researcher found three types of mood which are used in Muniba Mazari's speech, namely declarative mood (280 clauses, 93.33%), Interrogative (13 clauses, 4.33%) and imperative (7 clauses, 2.33%).

2. a. Declarative mood is the most dominant type of mood in Muniba Mazari's speech that accurred three hundred (280) clauses with percentage 93.33%

   b. In Muniba Mazari's speech, declarative mood is the dominant because speech deals with give information to the audience. Meanwhile, declarative means that give information to the audience or listener.

B. Suggestion

Based on the conclusions of the analysis of mood system on systemic functional grammar in Muniba Mazari's speech, the suggestions can be drawn as follows.

1. The next researcher

   The result of the research can be used as a reference in studying linguistics, especially about interpersonal meanings in systemic functional grammar. The next researcher can still use a speech as the research instrument, but it had better if the next researcher also takes a discussion in other media such as in movie or songs. If the next researcher is analized the correlation between speech or utterances from motivator such as Muniba Mazari and the behaviour of the audiences so that they will know the correlation or relationship of it.

2. The Reader

   The result of this research can help the reader to know that meanings of language can also be learned by media like vidoe of speech. The Mood system that it is included in interpersonal meaning itself not only can be found orally from the daily conversation but also it can be found in the speech. By reading this research, the researcher hopes that the readers can develop their knowledge and give them the new perspective that functional grammar does not only talk about structure. However, it can talk about the relationship between one people to the others and how language actually so interesting.

REFERENCES

Feng, H & Liu, Y. 2010. *Analysis of Interpersonal Meaning in Public Speeches - A Case Study of Obama's Speech.*Beijing: Beijing University of Technology, Beijing, China.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. 2012. *How to Design and Evaluate Research inEducation(8th ed.).* New York: Mc Graw Hill.

Gerot & Wignell. 1996. *Making Sense of Functional Grammar.* New South Wales: Antipodean Educational Enterprise.

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar (2nd ed).*London: Edward Arnold.

Halliday, M.A.K & Matthiessen. 2004. *An Introduction to Functional Grammar (3nd ed).* London: Hodder Arnold.

Halliday, M.A.K & Matthiessen. 2014. *Halliday's Introduction to Functional Grammar (4nd ed).* London and New York: Routledge.

Keyton, J. 2011. *Communication and Organization Culture : A Key to Understanding Work Experience*. Thousand Oaks, CA: Sage.

Lock, G. 1996. *Functional English Grammar, An Introduction for Second Language Teachers*. Cambridge: Cambridge University Press.

Miles, B.M and Huberman, M. 1992. *Analisis Data Kualitatif Buku Sumber tentang Metode-metode Baru*. Jakarta: UIP.

Mughibbah, L. 2016. *The Analysis of Interpersonal Meaning in "Freedom Writers" Movie Subtitles.* Cirebon: English Language Teaching Department of Syekh Nurjati State Islamic Institute Cirebon.

Mulia, V.L.C. 2015. *Pembelajaran dan Aplikasi Makna Interpersonal: Transaksional: Proposal sebagai Pemahaman Aktivitas Berbahasa Staf Housekeeping dan Food dan Beverage Service Dalam Menghadapi Permintaan dari Tamu Asing.* UNS Journal of Language Studies, Vol. 04, Number 01.

Paltridge, B. 2006. *Discourse Analysis: An Introduction.* London and New York: A&C Black

Paltridge, B. 2012. *Discourse Analysis: An Introduction* (2nd ed). London and New York: Blumsbury.

Supika, A. 2017. An Article: *The Realization of Speech Function in English Classroom Interaction Based on Systemic Functional Linguistics Theory.* Medan: Medan State University.

Thompson, G. 2000. *Introducing Functional Grammar.* Beijing: Foreign Language Teaching and Research Press.

http://articles-junction.blogspot.com/2013/07/meaning-of-communication-definition-of.html?m=1 (accessed on april 22, 2019)

www.englishspeecheschannel.com (accessed on april 4, 2019)

https://en.wikipedia.org/wiki/Muniba_Mazari (accessed on april 2, 2019)

APPENDIX I

The Data Findings

D.01/IM/Dec.

I'm running short of words right now

I	'm	running	short of words	right now
S	F	P	C	Adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.02/IM/Dec.

But i cannot afford this

but	I	can not	afford	this
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.03/IM/Dec.

Because I have to speak

Because	I	have	to speak
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.04/IM/Dec.

Thank you so much for all the love, for all the warmth

Thank	you	so much	for all the love, for all the warmth
P	S	Adjunct	C
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.05/IM/Dec.

Thank you for accepting me

Thank	You	for	Accepting	Me
P	S	Adjunct	P	S
Re-	Mo-	-sidue		Mo-
Indicative: declarative, giving information (proposition)				

D.06/IM/Dec.

Thank you very much

Thank	you	very much
P	S	Adjunct
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.07/IM/Dec.

Well, i always start talk with a disclaimer

Well	I	always	Start talk	with a disclaimer
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.08/IM/Dec.

That disclaimer is that I've never claimed to be a motivational speaker

That discalimer	Is	That	I	've never	claimed	to be a motivational speaker
S	F	Adjunct	S	F	P	C
Mood		Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)						

D.09/IM/Dec.

Yes, i do speak

Yes	I	do	speak
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.10/IM/Dec.

I feel more like a story teller

I	Feel	more like	a story teller
S	P	Adjunct	C
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.11/IM/Dec.

Because wherever i go

Because wherever	I	Go
Adjunct	S	P
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.12/IM/Dec.

I share a story with everyone

I	Share	a story	with everyone
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.13/IM/Dec.

Well, it is a story of a woman

Well	it	is	the story of a woman
Adjunct	S	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.14/IM/Dec.

who is perfectly imperfect life made her who

Who	is	perfectly imperfect	life	Made	her	who
S	F	Adjunct	C	P	S	adjunct
Mood	Re-				Mo-	-sidue
Indicative: declarative, giving information (proposition)						

D.15/IM/Dec.

And what she is today

And	What	she	is	Today
Adjunct	Wh	S	F	Adjunct

Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.16/IM/Dec.

It is the story of a woman

It	Is	the story of a woman
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.17/IM/Dec.

Who in persuit of her dreams and aspiration made other people realize

who	in persuit of her dreams and aspiration	made	other people	realize
S	Adjunct	P	C	P
Mo-	Residue			
Indicative: declarative, giving information (proposition)				

D.18/IM/Dec.

That if you think that yourlife is hard

that if	You	Think	that	yourlife	is	hard
Adjunct	S	P	Adjunct	C	F	Adjunct
Re-	Mo-	-si			-od	-due
Indicative: declarative, giving information (proposition)						

D.19/IM/Dec.

And you are giving up on that

And	You	are	giving up	on that
Adjunct	S	F	P	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.20/IM/Dec.

Because you think your life is unfair

Because	you	think	your life	is	unfair
Adjunct	S	P	C	F	Adjunct
Re-	Mo-	-si		-od	-due
Indicative: declarative, giving information (proposition)					

D.21/IM/Imp.

Think again!

Think	Again
P	Adjunct
Residue	
Imperative, demanding services (proposal)	

D.22/IM/Dec.

Because when you think that way

Because	When	You	think	That way
Adjunct	Wh	S	P	C
Re-		Mo-	-sidue	
Indicative: declarative, giving information (proposition)				

D.23/IM/Dec.

You are being unfair to your ownself

You	Are	being	unfair	To your ownself
S	F	P	Adjunct	C
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.24/IM/Dec.

It is the story of a woman made people realized

it	Is	The story of a woman	Made	people	Realized
S	F	C	P	C	P
Mood		Residue			
Indicative: declarative, giving information (proposition)					

D.25/IM/Dec.

That sometimes problems are not too big

that Sometimes	Problems	Are not	Too big
Adjunct	S	F	Adjunct
Re-			-sidue
Indicative: declarative, giving information (proposition)			

D.26/IM/Dec.

We are too small

We	Are	Too small
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.27/IM/Dec.

Because we can handle them

Because	We	Can	Handle	Them
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.28/IM/Dec.

Who we time realized

Who	we	Time	Realized
Wh	S	C	P
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.29/IM/Dec.

The real happiness does not lie in success, money, fame

The real happiness	does not	Lie	in success, money, fame
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.30/IM/Dec.

It lies within

It	Lies	Whithin
S	F/P	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.31/IM/Dec.

Real happiness lies in gratitude

Real happiness	Lies	In gratitude
S	F/P	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.32/IM/Dec.

So i am here

So	I	am	Here
Adjunct	S	F	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.33/IM/Dec.

And i am going to share the story of that woman

And	I	Am	going to share	the story of that woman
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.34/IM/Dec.

That is my story

That	Is	my story
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.35/IM/Dec.

I believe in the power of words

I	Believe	In	the power of words
S	P	Adjunct	C
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.36/IM/Dec.

Many people speak

Many people	Speak
S	P
Mo-	Residue
Indicative: declarative, giving information (proposition)	

D.37/IM/Dec.

before they think

before	They	Think
Adjunct	S	P
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.38/IM/Dec.

But i know the value of words

But	I	Know	The value of words
Adjunct	S	P	C
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.39/IM/Dec.

Words can make you

Words	Can	make	you
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.40/IM/Dec.

Break you

Break	You
P	S
Residue	Mo-
Indicative: declarative, giving information (proposition)	

D.41/IM/Dec.

They can heal your soul

They	Can	Heal	Your soul
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.42/IM/Dec.

They can damage you forever

They	Can	damage	You	Forever
S	F	P	C	Adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.43/IM/Dec.

So, i always try to use the positive words in my life

so	I	Always	try to use	the positive words	in my life
Adjunct	S	F	P	C	Adjunct
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.44/IM/Dec.

Wherever i go

Wherever	I	go
Adjunct	S	P
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.45/IM/Dec.

They call it adversity

they	Call	It	Adversity
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.46/IM/Dec.

I call it opportunity

I	Call	it	Opportunity
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.47/IM/Dec.

They call it weakness

They	Call	it	Weakness
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.48/IM/Dec.

I call it strength

I	Call	It	Strength
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.49/IM/Dec.

They call me disable

They	Call	Me	Disable
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.50/IM/Dec.

I call myself differently able

I	Call	Myself	differently Able
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.51/IM/Dec.

They see my disability

They	See	my disability
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.52/IM/Dec.

I see my ability

I	See	my ability
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.53/IM/Dec.

There are some incidents

There	Are	Some incidents	That happened in your life
S	F	C	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.54/IM/Dec.

And those inccidents are so strong

And	Those inccidents	are	so strong
Adjunct	S	F	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.55/IM/Dec.

that they change your DNA

That	They	Change	Your DNA
Adjunct	S	P	C
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.56/IM/Dec.

Those incidents and accidents are so strong

Those incidents and accidents	Are	so strong
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition		

D.57/IM/Dec.

they break you physically

They	Break	You	Physically
S	P	C	Adjunct
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.58/IM/Dec.

They deform your body

They	Deform	Your body
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.59/IM/Dec.

but they transform your soul

But	they	Transform	Your soul
Adjunct	S	P	C
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.60/IM/Dec.

Those incidents break you

Those incidents	Break	you
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.61/IM/Dec.

 (it) deform you

It	Deform	You
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.62/IM/Dec.

but they mold you into the best version of you.

but	they	mold	you	into	the best version of you
Adjunct	S	P	C	Adjunct	C
Re-	Mo-	-sidue			
Indicative: declarative, giving information (proposition)					

D.63/IM/Dec.

And the same thing happened to me

And	The same thing	happened	To me
Adjunct	S	F/P	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.64/IM/Dec.

And I am going to share

And	I	Am	Going To share
Adjunct	S	F	P
Re-	Mood		-residue
Indicative: declarative, giving information (proposition)			

D.65/IM/Dec.

what exactly happened to me

What Exactly	Happened	To me
Adjunct	F/P	C
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.66/IM/Dec.

when I got married

When	I	Got Married	
Adjunct	S	F/P	
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.67/IM/Dec.

I belong to a very conservative family

I	Belong	To	A very conservative family
S	P	Adjunct	C
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.68/IM/Dec.

My father wanted me to get married

My father	wanted	Me	To get married
S	F/P	C	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.69/IM/Dec.

and all I said was

and All	I	Said	was
Adjunct	S	P	F
Re-	Mo	-sidue	-od
Indicative: declarative, giving information (proposition)			

D.70/IM/Dec.

if that makes you happy

if	That	Makes	You	Happy
Adjunct	S	F/P	C	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.71/IM/Dec.

I will say 'YES'

I	Will	Say	Yes
S	F	P	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.72/IM/Dec.
about 9 years ago, I met a car accident.

about 9 years ago	I	met	a car accident
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.73/IM/Dec.
Somehow my husband fell asleep

Somehow	my husband	fell asleep
Adjunct	S	F/P
Re-	Mood	Sidue
Indicative: declarative, giving information (proposition)		

D.74/IM/Dec.
and the car fell into the ditch

And	the car	fell	into the ditch
Adjunct	S	F/P	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.75/IM/Dec.
He managed to jump out, himself

He	Managed to jump out, saved	himself
S	F/P	C
Mood	Residue	
Indicative: declarative, giving information (proposition)		

D.76/IM/Dec.
I am happy for him.

I	Am	happy	For him
S	F	Adjunct	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.77/IM/Dec.

But I stayed inside the car

But	I	stayed	Inside	The car
Adjunct	S	F/P	Adjunct	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.78/IM/Dec.

and I sustained a lot of injuries

And	i	sustained	A lot of injuries
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.79/IM/Dec.

Radius ulna of my right arm was fractured

Radius ulna of my right arm	was	Fractured
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.80/IM/Dec.

whist was fractured

Whist	Was	Fractured
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.81/IM/Dec.

shoulder bone and collarbone was fractured.

shoulder bone and collarbone	Was	fractured

S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.82/IM/Dec.

And because of the rib cage injury, lungs and liver were badly injured.

And because of	the rib cage injury, lungs and liver	Were	badly	injured
Adjunct	S	F	Adjunct	P
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.83/IM/Dec.

I couldn't breathe.

I	couldn't	breathe
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.84/IM/Dec.

I lost urine control.

I	Lost	Unrine control
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.85/IM/Dec.

That's why I have to wear the bag

That	's	Why	I	have	To wear	The bag
S	F	Wh	S	F	P	C
Mood		Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)						

D.86/IM/Dec.

But that injuries changed me and my life completely.

But	that injuries	Changed	me and my life completely
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.87/IM/Dec.

My backbone was completely crushed.

My backbone	Was	Completely	Crushed
S	F	Adjunct	P
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.88/IM/Dec.

And I got paralyzed for rest of my life

and	I	Got Paralyzed	For rest of my life
Adjunct	S	F/P	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.89/IM/Dec.

So this accident took place in a far-flung area of Balochistan

so	this accident	took	place	in a far-flung area of Balochistan
Adjunct	S	F/P	C	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.90/IM/Dec.

where there was no first aid, no hospital, no ambulance.

Where	there	was	no first aid, no hospital, no ambulance
Adjunct	S	F	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.91/IM/Dec.

I was in the middle of nowhere in that toppled car.

I	Was	In the middle of nowhere in that toppled car
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.92/IM/Dec.

Many people came to rescue.

Many people	Came to rescue
S	F/P
Mood	Residue
Indicative: declarative, giving information (proposition)	

D.93/IM/Dec.

They gave me CPR

they	gave	Me CPR
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.94/IM/Dec.

They dragged me out of the car.

They	Dragged	me	out of the car
S	F/P	C	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.95/IM/Dec.

And while they were dragging me out

They	Were	dragging	Me	Out
S	F	P	C	Adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.96/IM/Dec.

I got the complete transaction of my spinal cord.

I	got	the complete transaction of my spinal cord
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.97/IM/Dec.

And now there was this debate going on,

and now	There	Was	This debate	Going
Adjunct	S	F	C	P
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.98/IM/ Int.

should we keep it here?

Should	We	keep	It	here?
F	S	P	C	Adjunct
Mood		Residue		
Indicative, interrogative, giving good & services (proposal)				

D.99/IM /Dec.

she is going to die

she	Is	going to die
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.100/IM/Int.

or where should we go?

Where	should	We	go?
Wh	F	S	P
Re-	Mood		-sidue
Indicative, interrogative, giving good & services (proposal)			

D.101/IM/Dec.

There was no ambulance.

There	Was	no ambulance
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.102/IM/Dec.

There was one four wheeler jeep standing in the corner of the street.

there	Was	one four wheeler jeep	Standing	In the corner of the street
S	F	C	P	Adjunct
Mood	Residue			
Indicative: declarative, giving information (proposition)				

D.103/IM/Dec.

They said

they	Said
S	F/P
Mood	Residue
Indicative: declarative, giving information (proposition)	

D.104/IM/Imp.

put her in the back of the jeep!

put	her	in the back of the jeep
P	C	Adjunct
Residue		
Imperative, demanding services (proposal)		

D.105/IM/Imp.

And take her to the hospital!

and	take	her	To the hospital
Adjunct	P	C	Adjunct
Residue			
Imperative, demanding services (proposal)			

D.106/IM/Dec.

which is 3 hours away from this place.

Which	is	3 hours away from this place
Adjunct	F	adjunct
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.107/IM/Dec.

And I still remember that bumpy ride.

And	I	still	remember	that bumpy ride
Adjunct	S	F	P	adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.108/IM/Dec.

I was all broken.

I	Was	all	broken
S	F	adjunct	P
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.109/IM/Dec.

They threw me in the back of the jeep

they	threw	me	in the back of the jeep
S	F/P	C	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.110/IM/Dec.

and they rushed me to the hospital.

And	they	rushed	Me	to the hospital
Adjunct	S	F/P	C	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.111/IM/Dec.

That is where I realized

That is where	I	realized	
Adjunct	S	F/P	
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.112/IM/Dec.

that my half body was paralyzed

That	My half body	Was	paralyzed
Adjunct	S	F	p
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.113/IM/Dec.

and half body was fractured.

And	Half body	was	fractured
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.114/IM/Dec.

I finally ended up in a hospital

I	finally	ended up	in a hospital
S	Adjunct	P	Adjunct
Mo-	Re-	-od	-sidue
Indicative: declarative, giving information (proposition)			

D.115/IM/Dec.

where I stayed for two and a half months.

Where	I	stayed	for two and half months
Adjunct	S	F/P	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.116/IM/Dec.

I underwent multiple surgeries.

I	underwent	multiple surgeries
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.117/IM/Dec.

Doctors have put a lot of titanium in my arms

Doctors	have	put	a lot of titanium	in my arms
S	F	P	C	Adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.118/IM/Dec.

and there was a lot of titanium on my back to fix my back.

And	there	was	a lot of titanium on my back	to fix	my back
Adjunct	S	F	C	P	C
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.119/IM/Dec.

In Pakistan, people called me the 'Iron Lady' of Pakistan.

In Pakistan,	people	called	me	The 'iron lady' of pakistan
Adjunct	S	F/P	C	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.120/IM/Dec.

Sometimes I wonder how easy it is for me to describe all this all over again

sometimes	I	wonder	how easy it is for me to describe all this all over again
Adjunct	S	P	C
Re-	Mo-		-sidue
Indicative: declarative, giving information (proposition)			

D.121/IM/Dec.

And somebody has rightly said

And	somebody	has	rightly	said
adjunct	S	F	Adjunct	P
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.122/IM/Dec.

that when you share your story

That when	you	share	your story
Adjunct	S	P	C
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.123/IM/Dec.

and it doesn't make you cry

And	it	doesn't	Make	you cry
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.124/IM/Dec.

that means you are healing.

that	means	you are healing
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.125/IM/Dec.

Those two and a half months, in the hospital, were droughtful

Those two and a half months, in the hospital	Were	droughtful
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.126/IM/Dec.

I will not make a story

I	will not	make	a story
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.127/IM/Dec.

just to inspire you

Just	to inspire	you
Adjunct	P	C
Residue		
Indicative: declarative, giving information (proposition)		

D.128/IM/Dec.

i was verge of despair

I	was	verge of despair
S	F	adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.129/IM/Dec.

One day the doctor came to me

One day	the doctor	Came	to me
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.130/IM/Dec.

and he said

And	he	said
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.131/IM/Dec.

well i heard

Well	I	heard	
adjunct	S	F/P	
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.132/IM/Dec.

that you want to be an artist

That	you	want to	Be	an artist
adjunct	S	P	F	C
Re-	Mo-	-si	-od	-due
Indicative: declarative, giving information (proposition)				

D.133/IM/Dec.

but you ended up being a housewife

But	you	ended up	Being	a housewife
adjunct	S	P	F	C
Re-	Mo-	-si	-od	-due
Indicative: declarative, giving information (proposition)				

D.134/IM/Dec.

I have bad news for you

I	have	bad news for you
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.135/IM/Dec.

You won't be able to paint again

You	won't be	able to pain	again
S	F	P	adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.136/IM/Dec.

because your wrist and arm are so deformed

Because	your wrist and arm	Are	so deformed
Adjunct	S	F	adjunct

Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.137/IM/Dec.
You won't be able to hold the pen again

You	won't be	able to hold	the pen	again
S	F	P	C	adjunct
Mood		Finite		
Indicative: declarative, giving information (proposition)				

D.138/IM/Dec.
And I stayed quiet.

And	I	stayed	quite
Adjunct	S	F/P	adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.139/IM/Dec.
Next day, the doctor came to me and said

Next day,	the doctor	came	to me	and	said
adjunct	S	F/P	C	adjunct	P
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.140/IM/Dec.
your spine injury is so bad

Your spine injury	is	So bad
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.141/IM/Dec.
you won't be able to walk again

You	won't be	able to walk	again
S	F	P	adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.142/IM/Dec.

I took a deep breath

I	took	a deep breath
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.143/IM/Dec.

And I said it's alright

And	I	said	it's alright
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.144/IM/Dec.

Again, Next day the doctor came and said

Again, next day	the doctor	came and said
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.145/IM/Dec.

because of your spine injury and your fixation that you have in your back,

because of	your spine injury and your fixation that you	have	in your back
adjunct	S	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.146/IM/Dec.

you won't be able to give birth to a child again.

You	won't be	able to give birth	to child again
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.147/IM/Dec.

That day, I was devastated.

That day	I	was	devastated
adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.148/IM/Dec.

I still remember

I	still	remember
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.149/IM/Dec.

I ask my mother

I	ask	My mother
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.150/IM/Int.

why me?

Why	Me?
Wh	S
Residue	Mo-
Indicative, interrogative, demanding information (proposition)	

D.151/IM/Dec.

and that is where I started to question my existence.

and That's where	I	started to question	my existence
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.152/IM/Int.

Why am I even alive?

Why	am	I	even Alive?
Wh	F	S	adjunct
Re-	Mood		-sidue
Indicative, interrogative, demanding information (proposition)			

D.153/IM/Int.

What's the point of living?

What	's	The point of living?
Wh	F	C
Re-	Mo-	-sidue
Indicative, interrogative, demanding information (proposition)		

D.154/IM/Dec.

I couldn't walk,

I	couldn't	walk
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.155/IM/Dec.

I couldn't paint, fine.

I	couldn't	Paint	fine
S	F	P	adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.156/IM/Dec.

I cannot be a mother

I	cannot be	a mother
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.157/IM/Dec.

and we have this thing in our head being women

And	we	have	this thing in our head being women
Adjunct	S	F	C

Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.158/IM/Dec.

that we are incomplete without having children,

That	we	are	incomplete without having children
Adjunct	S	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.159/IM/Dec.

I am going to be an incomplete woman for the rest of my life.

I	am	going to be	an incomplete woman	for the rest of my life
S	F	P	C	Adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.160/IM/Int.

What's the point?

What	's	The point
Wh	F	C
Re-	Mo-	-sidue
Indicative, interrogative, demanding information (proposition)		

D.161/IM/Dec.

People are scared

People	are	scared
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.162/IM/Dec.

that they think

That	they	think
adjunct	S	P
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.163/IM/Dec.

I will get divorced.

I	will	get divorced
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.164/IM/Int.

What is going to happen to me?

What	Is	going to happen	to me
Wh	F	P	C
Re-	Mo-	-sidue	
Indicative, interrogative, demanding information (proposition)			

D.165/IM/Int.

Why Am I alive?

Why	am	I	alive
Wh	F	S	adjunct
Re-	Mood		-sidue
Indicative, interrogative, demanding information (proposition)			

D.166/IM/Dec.

We all try to chase this tunnel.

We	all	try to chase	this tunnel
S	Adjunct	P	C
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.167/IM/Dec.

We all do this.

We	all	do	this
S	Adjunct	P	C
Mo-	Residue		
Indicative: declarative, giving information (proposition)			

D.168/IM/Dec.

Because we see lights at the end of the tunnel which keeps us going

because	We	See	lights at the end of the tunnel which keeps us going
adjunct	S	P	C
Re-	Mo-		-sidue
Indicative: declarative, giving information (proposition)			

D.169/IM/Dec.

My dear friends, in my situation, there was a tunnel

My dear friends, in my situation	there	was	a tunnel
Adjunct	s	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.170/IM/Dec.

that I had to roll on but there was no light.

That	I	had	to roll on
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.171/IM/Dec.

but there was no light.

But	there	was	no light
Adjunct	S	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.172/IM/Dec.

And that is where I realized

And	that	Is	where i realized
Adjunct	S	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.173/IM/Dec.

the words have the power to heal the soul.

The words	have	the power	to heal	the soul
S	F	adjunct	P	C
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.174/IM/Dec.

My mother said to me that this two shall pass.

My mother	Said	To me	That this two shall pass
S	F/P	C	adjunct
Mood	Residue		
Indicative: declarative, giving information (proposition)			

D.175/IM/Dec.

God has a greater plan for you.

God	has	a greater	Plan	for you
S	F	Adjunct	P	C
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.176/IM/Dec.

I don't know what it is.

I	don't	know	what it is
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.177/IM/Dec.

But he surely has.

But	he	Surely	has
Adjunct	S	Adjunct	F
Re-	Mo-	-sidue	-od
Indicative: declarative, giving information (proposition)			

D.178/IM/Dec.

And all in that distress and grief,

And all in	that	distress and grief
Adjunct	S	P
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.179/IM/Dec.

mom's those words were so magical

mom's those words	were	so magical
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.180/IM/Dec.

that they kept me going.

That	they	kept	me	going
adjunct	s	F/P	C	P
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.181/IM/Dec.

I was trying to put my smile on my face

I	was	trying to put	my smile on my face
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)		

D.182/IM/Dec.

all the time hiding the pain.

All the time	hiding	the pain
S	P	C
Mo	Residue	
Indicative: declarative, giving information (proposition)		

D.183/IM/Dec.

It was so hard to hide the pain which was there.

it	was	So hard	To hide	The pain which was there
S	F	adjunct	P	C

Mood	Residue
Indicative: declarative, giving information (proposition)	

D.184/IM/Dec.
But all I knew was that I will give up,

But all	I	knew	was	that i will give up
Adjunct	S	P	F	Adjunct
Re-	Mo-	-si	-od	-due
Indicative: declarative, giving information (proposition)				

D.185/IM/Dec.
my mother and brother will give up too.

My mother and brother	will	give up	too
S	F	P	adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.186/IM/Dec.
 I cannot see them crying with me.

I	cannot	see	them crying with me
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.187/IM/Dec.
So what kept me going was one day I asked my brother

So what	kept	me	going	was	one day I asked my brother
adjunct	P	C	P	F	C
Re-				Mo-	-due
Indicative: declarative, giving information (proposition)					

D.188/IM/Dec.
I have a deformed hand

I	have	a deformed hand
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.189/IM/Dec.

but I am tired of looking at these white walls in the hospital

But	I	am	tired of looking	at these white walls in the hospital
adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.190/IM/Dec.

and wearing this white scraps.

and	wearing	This white scraps
adjunct	P	C
Residue		
Indicative: declarative, giving information (proposition)		

D.191/IM/Dec.

I am getting tired of this.

I	am	getting tired	of this
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.192/IM/Dec.

I want to add more colors to my life.

I	Want to add	More colors	to my life
S	P	Adjunct	C
Mo	Residue		
Indicative: declarative, giving information (proposition)			

D.193/IM/Dec.

I want to do something.

I	want to do	something
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.194/IM/Imp.

Bring me some colors!

bring	me	Some colors
P	C	adjunct
Residue		
Imperative, demanding good&services (proposal)		

D.195/IM/Dec.

I want to paint.

I	want to paint
S	P
Mo-	Residue
Indicative: declarative, giving information (proposition)	

D.196/IM/Dec.

so the very first painting I made was on my deathbed.

so	The very first painting i	made	was	On my deathbed
Adjunct	S	P	F	adjunct
Re-	Mo-	-si	-od	-due
Indicative: declarative, giving information (proposition)				

D.197/IM/Dec.

It was not just an art piece or not just my passion.

It	was not	just an art piece or not just my passion
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.198/IM/Dec.

It was my therapy.

it	was	my therapy
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.199/IM/Imp.

What an amazing therapy it was!

what	an amazing theraphy	it	was
Wh	adjunct	S	F
Residue		Mood	
Imperative, demanding good&services (proposal)			

D.200/IM/Dec.

without saying a single word,

without	saying	a single word
Adjunct	P	C
Residue		
Indicative: declarative, giving information (proposition)		

D.201/IM/Dec.

I could paint my heart out.

I	could	paint	my heart out
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.202/IM/Dec.

I could share my story.

I	could	share	My story
S	F	p	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.203/IM/Dec.

People used to come and say, 'wow, what a lovely painting'. so much color,

people	used to come and say	wow, what a lovely painting, so much color
S	F/P	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.204/IM/Dec.

nobody sees the grief in it.

nobody	sees	The grief in it
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.205/IM/Dec.

Only I could.

only	I	could
Adjunct	S	F
Residue	Mood	
Indicative: declarative, giving information (proposition)		

D.206/IM/Dec.

So that's how I spend my two and a half months in the hospital.

so that	's	how	i	spend	My two and a half months in the hospital
adjunct	F	adjunct	S	P	C
Re-	Mo-	-si	-od	-due	
Indicative: declarative, giving information (proposition)					

D.207/IM/Dec.

And then I was discharged.

and then	i	was	discharged
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.208/IM/Dec.

And I went back home.

and	i	went	Back home
adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.209/IM/Dec.

and I realized

And	I	Realized	
adjunct	S	F/P	
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.210/IM/Dec.

that I have developed a lot of pressure ulcers on my back, on my hipbone.

That	I	have	developed	a lot of pressure ulcers on my back, on my hipbone
adjunct	S	F	P	C
Re	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.211/IM/Dec.

I was unable to sit.

I	was	unable to sit
S	F	P
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.212/IM/Dec.

There were a lot of infections all over my body, a lot of allergies.

There	Were	a lot of infections all over my body, a lot of allergies.
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.213/IM/Dec.

So Doctor wanted me to lie down on the bed straight.

so	doctor	wanted	me	To lie down	On the bed straight
adjunct	S	F/P	C	P	Adjunct
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.214/IM/Dec.

For not six months, for not 1 year, but for two years I was

For not six months, for not 1 year, but for two years	I	was	bedridden confined in
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.215/IM/Dec.

that one room looking outside the window

That one room	looking	outside the window
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.215/IM/Dec.

listening to the birds chirping

Listening	to the birds chirping
P	Adjunct
Residue	
Indicative: declarative, giving information (proposition)	

D.216/IM/Dec.

and thinking there will be a time

And	thinking	there	will be	a time
Adjunct	P	S	F	C
Re-		Mood		-sidue
Indicative: declarative, giving information (proposition)				

D.217/IM/Dec.

when we will be going out with the family and enjoying the nature.

when	we	will be	going out	with the family and enjoying the nature
Adjunct	S	F	P	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.218/IM/Dec.

That was the time, where I realized

That was the time, where	I	Realized	
Adjunct	S	F/P	
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.219/IM/Dec.

how lucky people are.

how lucky	people	are
Adjunct	S	F
Residue	Mood	
Indicative: declarative, giving information (proposition)		

D.220/IM/Dec.

but they don't realize

But	they	don't	realize
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.221/IM/Dec.

the day I going to sit,

The day	I	going to sit
Adjunct	S	P
Residue	Mood	
Indicative: declarative, giving information (proposition)		

D.222/IM/Dec.

I am going to share this pain to make them realize how blessed they are

I	am	going to share	this pain	to make	them	realized	how blessed they are
S	F	P	C	P	C	P	adjunct
Mood		Residue					
Indicative: declarative, giving information (proposition)							

D.223/IM/Dec.

and they even don't consider them lucky.

and	They	even	Don't	consider	them	lucky

adjunct	S	adjunct	F	P	C	adjunct
Re-	Mo-	-si	-od		-due	
Indicative: declarative, giving information (proposition)						

D.224/IM/Dec.

There are always turning points in your life.

there	are always	turning	points in your life
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.225/IM/Dec.

There was a rebirthday

There	was	a rebirthday
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.226/IM/Dec.

that I celebrated.

That	I	Celebrated
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.227/IM/Dec.

After two years and two and a half months when I was able to sit in a wheelchair.

After two years and two and a half months when	I	was	able to sit	in a wheelchair
Adjunct	S	F	P	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.228/IM/Dec.

That was the day where I had the rebirth.

That was the day where	I	Had	the rebirth
Adjunct	S	F	P
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.229/IM/Dec.

I was a completely different person.

I	was	a completely different person.
S	F	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.230/IM/Dec.

I still remember the day I sat on the wheelchair

I	still	remember	the day I sat on the wheelchair
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.231/IM/Dec.

First time knowing that I am never going to live this

First time	knowing	that I am never going to live this
adjunct	P	adjunct
Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.232/IM/Dec.

knowing that I am never going to walk for the rest of my life.

Knowing	that	I	am never	going to walk	for the rest of my life
P	Adjunct	S	F	P	Adjunct
Re-		Mood		-sidue	
Indicative: declarative, giving information (proposition)					

D.233/IM/Dec.

I saw myself in the mirror.

I	saw	myself in the mirror
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.234/IM/Dec.
and I talked to myself.

and	I	talked	to myself
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.235/IM/Dec.
And I still remember what I said.

and	I	still	remember	what I said
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.236/IM/Dec.
I cannot wait for a miracle to come and make me walk.

I	cannot	wait	for a miracle to come and make me walk.
S	F	P	Adjunct
Mood			Residue
Indicative: declarative, giving information (proposition)			

D.237/IM/Dec.
I cannot sit in the corner of the room crying, cripping and begging mercy

I	cannot	sit	in the corner of the room crying, cripping and begging mercy
S	F	P	Adjunct
Mood			Residue
Indicative: declarative, giving information (proposition)			

D.238/IM/Dec.
because nobody has time.

Because	nobody	has	time
Adjunct	S	F	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.239/IM/Dec.

So, I have to accept my self, the way I am, the sooner the better

So	I	have	to accept	my self, the way I am, the sooner the better
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.240/IM/Dec.

So, I applied the lip color for the first time.

So	I	applied	the lip color	for the first time
Adjunct	S	F/P	C	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.241/IM/Dec.

And I erased it

and	I	erased	it
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.242/IM/Dec.

and I cried

and	I	cried
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.243/IM/Dec.

and I said what am I doing.

and	I	said	what am I doing.
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.244/IM/Dec.

A person on a wheelchair should not do this.

A person on a wheelchair	should not	do	this
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.245/IM/Int.

What will people say?

What	will	people	say
Wh	F	S	P
Re-	Mood		-sidue
Indicative, interrogative, demanding information (proposition)			

D.246/IM/ Imp.

Clean it up.

Clean	it	up
P	C	Adjunct
Residue		
Imperative, demanding services (proposal)		

D.247/IM/Imp.

Put it back again.

Put	it	Back again
P	C	Adjunct
Imperative, demanding services (proposal)		

D.248/IM/Dec.

This time I put it to myself.

This time	I	Put	It to myself
Adjunct	S	P	C

Re-	Mo-	-sidue
Indicative: declarative, giving information (proposition)		

D.249/IM/Dec.

Because I want to feel perfect from within.

Because	I	want to feel	perfect from whithin
Adjunct	S	P	Adjunct
Re-	Mo-	-sidue	
Indicative: declarative, giving information (proposition)			

D.250/IM/Dec.

And that day I decided.

And that day	I	decided
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.251/IM/Dec.

I am going to a life of myself

I	am	going to life	of myself
S	F	P	adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.252/IM/Dec.

I am not going to be that perfect person for someone.

I	am not	going to be	that perfect person for someone
S	F	P	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.253/IM/Dec.

I am just going to take this moment

I	am just	going to take	this moment
S	F	P	C
Mood		Residue	

D.254/IM/Dec.

and I will make it perfect for myself.

and	I	will	make	it	perfect for myself.
Adjunct	S	F	P	C	Adjunct
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.255/IM/Int.

And do you know?

and	do	You	know?
Adjunct	F	S	P
Re-	Mood		-sidue
Indicative, interrogative, demanding information (proposition)			

D.256/IM/Int.

how we all begin?

How	we	all	begin?
Wh	S	Adjunct	P
Re-	Mo-	-sidue	
Indicative, interrogative, demanding information (proposition)			

D.257/IM/Dec.

That day I decided,

That day	I	decided
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.258/IM/Dec.

I am going to fight my fears.

I	am	going to fight	my fears
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.259/IM/Dec.

We all have fears.

We	all	have	fears
S	Adjunct	F	C
Mo-	Re-	-od	-sidue
Indicative: declarative, giving information (proposition)			

D.260/IM/Dec.

We want to excel in a career.

We	Want to excel	In a career
S	P	Adjunct
Mood	Residue	
Indicative: declarative, giving information (proposition)		

D.261/IM/Dec.

We want to become famous.

we	Want to become	famous
S	P	Adjunct
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.262/IM/Dec.

We want to get money.

we	Want to get	money
S	P	C
Mo-	Residue	
Indicative: declarative, giving information (proposition)		

D.263/IM/Dec.

We are scared all the time.

We	are	scared	All the time
S	F	P	Adjunct
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.264/IM/Dec.

so I wrote down one by one, all those fears.

so	I	Wrote down	One by one all those fears.
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.265/IM/Dec.

And I decided.

And	I	decided
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.266/IM/ Dec.

I am going to overcome those fears one at a time

I	Am	Going to overcome	those fears one at a time
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.267/IM/Int.

You know what was my biggest fear?

You	Know	what	was	my biggest fear?
S	P	wh	F	C
Mo-	Re-	-si	-od	-due
Indicative, interrogative, demanding information (proposition)				

D.268/IM/Dec.

Divorce. I couldn't stand this word.

Divorce,	I	couldn't	stand	this word
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.269/IM/Dec.

I was trying to cling on this person.

I	was	trying to cling	on this person
S	F	P	C
Mood		Residue	
Indicative: declarative, giving information (proposition)			

D.270/IM/Dec.

who didn't want me anymore

Who	didn't	want	me	anymore
S	F	P	C	adjunct
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.271/IM/Dec.

But I said no,.

but	I	said	no
Adjunct	S	F/P	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.272/IM/Dec.

I have to make it work

I	have	To make	it	work
S	F	P	C	P
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.273/IM/Dec.

But the day I decided that this is nothing but my fear.

But the day	I	decided	that this is nothing but my fear.
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.274/IM/Dec.

I liberated myself by setting him free.

I	Liberated	myself by setting him free.
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.275/IM/Dec.

And I made myself emotionally so strong

And	I	made	myself emotionally so strong
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.276/IM/Dec.

that the day I got news

That the day	I	Got	news
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.277/IM/Dec.

that he is getting married,

That	he	Is	Getting	married
Adjunct	S	F	P	Adjunct
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

D.278/IM/Dec.

I sent him a text

I	Sent	Him a text
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.279/IM/Dec.

And said, 'I am so happy for you'

and	said	I am so happy for you
adjunct	P	C
Residue		
Indicative: declarative, giving information (proposition)		

D.280/IM/Dec.

and I wish you all the best.

and	I	wish	you	all the best
adjunct	S	P	C	adjunct
Re-	Mo-	-sidue		
Indicative: declarative, giving information (proposition)				

D.281/IM/Dec.

And he knows

and	he	knows
adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.282/IM/Dec.

that I pray for him today.

that	I	pray	for him	today
adjunct	S	P	C	adjunct
Re-	Mo-	-sidue		
Indicative: declarative, giving information (proposition)				

D.283/IM/Dec.

My biggest fear number two was I won't be able to be a mother again

My biggest fear number two	was	I	won't be	able to be	a mother	again
S	F	S	F	P	C	Adjunct
Mood			Residue			
Indicative: declarative, giving information (proposition)						

D.284/IM/Dec.

and that was quite devastating for me.

and	that	was	Quite	devasting	For me
adjunct	S	F	Adjunct	P	C
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.285/IM/Dec.

But then I realize,

But then	I	Realized
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.286/IM/Dec.

there are so many children in the world,

there	are	so many children in the world,
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.287/IM/Dec.

all they want is the acceptance.

all	they	want	is	the acceptance.
adjunct	S	P	F	C
Re-	Mo-	-si	-od	-due
Indicative: declarative, giving information (proposition)				

D.288/IM/Dec.

So there is no point of crying, just go and adopt one.

so	there	is	No point of crying	Just go and adopt	one
Adjunct	S	F	Adjunct	P	Adjunct
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.289/IM/Dec.

That's what I did.

that	's	What i did
S	F	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.290/IM/Dec.

I gave my name in different organizations, different orphanages.

i	gave	my name in different organizations, different orphanages
S	F/P	C
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.291/IM/Dec.

I didn't mention,

i	Didn't	Mention
S	F	Adjunct

Mood	Residue
Indicative: declarative, giving information (proposition)	

D.292/IM/Dec.

That I am on the wheelchair, dying to have a child.

That	I	am	on the wheelchair	dying to have	a child
Adjunct	S	F	Adjunct	P	C
Re-	Mood		-sidue		
Indicative: declarative, giving information (proposition)					

D.293/IM/Dec.

so I told them

so	I	told	Them
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.294/IM/Dec.

she wants to adopt, boy-girl what so ever.

she	Wants to adopt	boy-girl what so ever
S	F/P	Adjunct
Mood		Residue
Indicative: declarative, giving information (proposition)		

D.295/IM/Dec.

But I want to adopt

but	I	Want to adopt
Adjunct	S	F/P
Re-	Mood	-sidue
Indicative: declarative, giving information (proposition)		

D.296/IM/Dec.

and I waited patiently.

and	I	Waited	partiently
Adjunct	S	F/P	Adjunct
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.297/IM/Dec.

Two years later, I got this call from a very small city in Pakistan.

Two years later	I	got	this call from a very small city in Pakistan.
Adjunct	S	F/P	C
Re-	Mood		-sidue
Indicative: declarative, giving information (proposition)			

D.298/IM/Int.

Would you like to adopt?

would	You	Like to adopt?
S	F	P
Mood		Residue
Indicative, interrogative, giving good & services (proposal)		

D.299/IM/Dec.

I could literally feel the labor pain

i	could	Literally	feel	the labor pain
S	F	Adjunct	P	C
Mood		Residue		
Indicative: declarative, giving information (proposition)				

D.300/IM/Dec.

Yes, i am ging to adopt him

Yes,	I	am	going to adopt	him
Adjunct	S	F	P	C
Re-	Mood		-sidue	
Indicative: declarative, giving information (proposition)				

Script of Muniba Mazari's speech

I'm running short of words right now, but i cannot afford this because i have to speak. Thank you so much for all the love, for all the warmth thank you for accepting me. thank you very much. Well, i always start talk with a disclaimer and that disclaimer is that i've never claimed to be a motivational speaker. Yes, i do speak but i feel more like a storyteller because wherever i go i share a story with everyone. Well, it is a story of a woman who's perfectly imperfect life made her who, and what she is today. It's the story of a woman who in pursuit of her dreams and aspirations made other people realize that if you think that your life is hard and you're giving up on that because you think your life is unfair. Think again, because when you think that way you are being unfair to your own self. Its the story of a woman made people realize that sometimes problems are not too big. We are too small, because we can handle them. It is the story of a women who we time realized the real happiness doesn't lie in success, money, fame. It lies whitin real happiness lies in gratitude. So i am here anad i'm going to share the story of that woman. That is my story. The story of gratitude.Thank you so much for all the love, for all the warm. Thank you all for accepting me. Thank you very much.

Well, I always start my talk with some disclaimer. And that disclaimer is that I never claimed to be a motivational speaker. Yes, I do speak. But I feel like a storyteller. Because where ever I go I share a story with everyone. I believe in the power of words. Many people speak before they think. But I know the value of words. Words can make you, break you, they can heal your soul, they can damage you forever. So, I always try to use the positive words in my life. Wherever I go, they call it adversity, I call it opportunity. They call it weakness, I call it strength. They call me disable, I call myself differently able. They see my disability. They see my disability. I see my ability. There are some incidents that happened in your life. And those incidents are so strong that they change your DNA. Those incidents and accidents are so strong that they break you physically. They deform your body but they transform your soul. Those incidents break you, deform you

but they mold you into the best version of you. And the same thing happened to me. And I am going to share what exactly happened to me.

I was 18 years old when I got married. I belong to a very conservative family, a Baloch family. My father wanted me to get married and all I said was if that makes you happy, I will say 'YES'. and of course, it was never a happy marriage. Just about after 2 years of getting married, about 9 years ago, I met a car accident. Somehow my husband fell asleep and the car fell into the ditch. He managed to jump out, saved himself. I am happy for him. But I stayed inside the car and I sustain a lot of injuries. My right arm was fractured, whist was fractured, shoulder bone and collarbone was fractured. And because of the rib cage injury, lungs and liver were badly injured. I couldn't breathe. I lost urine control. That's why I have to wear the bag where ever I go.

But that injuries changed me and my life completely. As a person, my perception towards living my life was the spine injury. My backbone was completely crushed. And I got paralyzed for rest of my life.

So this accident took place in a far-flung area of Balochistan where there was no first aid, no hospital, no ambulance. I was in the middle of nowhere. Many people came to rescue. They drag me out of the car. While they were dragging me out I got the complete transaction of my spinal cord.

And now there was this debate going on, should we keep it here, she is going to die, or where should we go. There was no ambulance. The was one four wheeler jeep standing in the corner of the street. They said, put her in the back of the jeep and take her to the hospital which is 3 hours away from this place. And I still remember that bumpy ride. I was all broken. They threw me in the back of the jeep and they rushed me to the hospital. That is where I realized that my half body was paralyzed and half body was fractured. I finally ended up in a hospital where I stayed for two and a half months. I underwent multiple surgeries. Doctors have put a lot of titanium in my arms and there was a lot of titanium on my back to fix my back. That's why, In Pakistan, people called me the 'Iron Lady' of Pakistan.

Sometimes I wonder how easy it is for me to describe all this all over again. And somebody has rightly said that when you share your story and it doesn't make you cry, that means you are healing. Those two and a half months,

in the hospital, were droughtful. I will not make a story just to inspire you. I was on the verge of dis-pare. One day the doctor came to me, and he said, well I heard that you want to be an artist, but you ended up being a housewife. I have bad news for you. You won't be able to paint again because your wrist and arm are so deformed. You won't be able to hold the pen again. And I stayed quiet. Next day, the doctor came to me and said, your spine injury is so bad you won't be able to walk again. I took a deep breath. And I said it's alright. Again, Next day the doctor came and said, because of your spine injury and your fixation that you have in your back, you won't be able to give birth to a child again. That day, I was devastated. I still remember, I ask my mother, why me, and that is where I started to question my existence. Why am I even alive? What's the point of living? I couldn't walk, I couldn't paint, fine. I cannot be a mother and we have this thing in our head being women that we are incomplete without. Having children, I am going to be an incomplete woman for the rest of my life. What's the point? People are scared that they think I will get divorced. What is going to happen to me? Why me? Why Am I alive? We all try to chase this tunnel. We all do this. Because we see lights at the end of the tunnel which keeps us going. My dear friends, in my situation, there was a tunnel that I had to roll on but there was no light. And that is where I realized the words have the power to heal the soul. My mother said to me that this two sell-pass. God has a greater plan for you. I don't know what it is. But he surely has.

And all in that distress and grief, mom's those words were so magical that they kept me going. I was trying to put my smile on my face all the time hiding the pain. It was so hard to hide the pain which was there. But all I knew was that I will give up, my mother and brother will give up too. I cannot see them crying with me. So what kept me going was one day I asked my brother, I know, I have a deformed hand but I am tired of looking at these white walls in the hospital and wearing this white scraps. I am getting tired of this. I want to add more colors to my life. I want to do something. Bring me some colors, I want to paint. so the very first painting I made was on my deathbed. It was not just an art piece or not just my passion. It was my therapy. What an amazing therapy it was. without saying a single word, I could paint my heart out. I could share my story.

People used to come and say, 'wow, what a lovely painting'. so much color, nobody sees the grief in it. Only I could. So that's how I spend my two and a half months in the hospital. Lying, never complaining or whining but painting.And then I was discharged. And I went back home. and I realized that I have developed a lot of pressure ulcers on my back, on my hipbone. I was unable to sit. There were a lot of infections all over my body, a lot of allergies. So Doctor wanted me to lie down on the bed straight. For not six months, for not 1 year, but for two years I was bedridden confined in that one room looking outside the window listening to the birds chirping and thinking there will be a time when we will be going out with the family and enjoying the nature. That was the time, where I realized how lucky people are but they don't realize. That is the time where I realized, the day I going to sit, I am going to share this pain to make them realize how blessed they are and they even don't consider them lucky.

There are always turning points in your life. There was a rebirthday that I celebrated. After two years and two and a half months when I was able to sit in a wheelchair. That was the day where I had the rebirth. I was a completely different person. I still remember the day I sat on the wheelchair first time knowing that I am never going to live this, knowing that I am never going to walk for the rest of my life. I saw myself in the mirror. and I talked to my self. And I still remember what I said. I cannot wait for a miracle to come and make me walk. I cannot sit in the corner of the room crying, cripping and begging mercy because nobody has time.

So, I have to accept my self, the way I am, the sooner the better. So, I applied the lip color for the first time. And I erased it. and I cried and I said what am I doing. A person on a wheelchair should not do this. What will people say? Clean it up. Put it back again. This time I put it to myself. Because I want to feel perfect from within. And that day I decided I am going to a life of myself. I am not going to be that perfect person for someone. I am just going to take this moment and I will make it perfect for myself. And do you know, how we all begin? That day I decided, I am going to fight my fears. We all have fears. Fear of the unknown, fear of known. Fear of losing people. Fear of losing health, money. We want to excel in a career. We want to become famous. We want to get money.

We are scared all the time. so I wrote down one by one, all those fears. And I decided I am going to overcome those fears one at a time. You know what was my biggest fear. Divorce. I couldn't stand this word. I was trying to cling on this person who didn't want me anymore. But I said no, I have to make it work. But the day I decided that this is nothing but my fear. I liberated myself by setting him free. And I made myself emotionally so strong that the day I got news that he is getting married, I sent him a text and said, 'I am so happy for you' and wanna wish you all the best. And he knows that I pray for him today.

My biggest fear number two was I won't be able to be a mother again and that was quite devastating for me. But then I realize, there are so many children in the world, all they want is the acceptance. So there is no point of crying, just go and adopt one. That's what I did. I gave my name to different organizations, different orphanages. I didn't mention, I am on the wheelchair, dying to have a child. so I told then this is Muniba Mazari and she wants to adopt, boy-girl what so ever. But I want to adopt and I waited patiently. Two years later, I got this call from a very small city in Pakistan. They said, 'Are you Muniba Mazari'. There is a baby boy. Would you like to adopt? And When I said 'Yes', I could literally feel the labor pain. Yes Yes, I am going to adopt him. I am coming to take him home. And when I reached there, the man was sitting there and he was looking at me from head to toe. Don't judge me, I am in the wheelchair. You know what he said, 'I know you will be the best mother of this child. You both will be lucky to have each other'. And that day, he was two days old and today he is six.

You will be surprised to know the bigger fear that I had in me. It was facing people. I used to hide myself from people. When I was in bed for two years and I used to keep the doors closed. I used to pretend that I am not going to meet anyone. Tell them I am sleeping. You know why? Because I couldn't stand that sympathy that they had for me. They used to treat me like a patient. When I used to smile, look at me and said, 'You are smiling, are you OK'. I was tired of this question being asked. Are you sick? Well, a lady at the airport asked me, 'Are you sick'. And I said, well, besides this spinal cord injury, I am fine. I guess. Those were really cute questions. They never used to feel cute when I was on the bed. so I used to hide myself from people knowing that Oh my god I am not going to see

that sympathy on their eyes. It's all right. Today, I am here speaking to all these amazing people. Because I have overcome the fear.

You know when you ended up being in the wheelchair, what's the most painful thing? That's another fear. People on the wheelchair, who are differently able to have their hearts but they never share. I will share that with you. The lack of acceptance. People think that they will not be accepted by the people because we and the world of perfect people are imperfects.

So, I decided instead of starting an INGO, NGO for disabilities awareness which I know will not help anyone, I started to appear more in public. I started to paint. I always wanted to. I have a lot of exhibitions for Pakistan, I have done a lot of modeling campaign, different campaign for brands like tony and guy. I have done some really funny breaking the barriers kinds of modelings. There was this one by the name clown town where I became a clown because I know that clowns have a heart too.

So, when you accept yourself, the way you are, the world recognizes you. It all starts from within. I became the national goodwill ambassador of UN women, Pakistan. And now I speak for the rights of women and children. We talk about inclusion, diversity, gender equality which is a must.

I was featured in BBC 100 women for 2015. One of the Forbes 30 under 30 for 2016. And it all didn't happen alone. You all are thriving in your careers. You have bigger dreams and aspirations in life. Always remember one thing, on the road to success there is always 'We' not 'Me'. Do not think that you alone can achieve things. No, there is always another person, who is standing behind you, maybe not coming on the forefront, behind you, supporting you. Never lose that person. Never.

No matter how much I say that I couldn't find a hero. so I became one. I still want to recognize those three people in my life who literally changed my life completely and I get inspiration from them every single day.

The women who believe in me even when I was completely on the verge of dis-pare where everybody left, she was there. And every time, I looked at her saying. She used to look at me and said, it's too sell pass. God has a bigger plan. One day you will say that Oh my God, that is why God has chosen me. She never

cried in front of me. She always said that there will be haters, there will be naysayers, there will be disbelievers and there will be you to proving them wrong. My mother. Whatever I am today, I am nothing without her. I am nothing without her. Thank you, mama, I wish you were here. Thank you for making me, who I am today.

You know, what we human being have a problem. We always expect each from lives. We have this amazing fantasy about life. This is how things should work. This is my plan. It should go as per my plan. If that doesn't happen, we give up. So my dear friends, let me tell you one thing. I never wanted to be in a wheelchair. Never thought of being in a wheelchair. I was always aspiring to do bigger things. and I had no idea, for that, I have to pay the price to be where I am today. It's a very heavy price. This life is a test and a trial. Tests are trials. I never supposed to be easy and why you are expecting each from lives. And life gives you the lemon. and you made the lemonade. and then do not blame for life for that. Because you were expecting each from a trial. Trial make you a stronger better person. Life is a trial. Every time you realize that.

It is OK to be scared. It is OK to cry. Everything is OK. but giving up is not be an option, should not be an option. They always say that failure is not an option. Failure should be an option. When you fail, you get up and then you fail, then you get up, that keeps you going. That's how humans are strong. A failure is an option. It should be an option. but giving up is not. Never. We have these things in minds. We call it perfection. We want everything perfect. We want our self to be perfect. Perfect life, Perfect relationships, Perfect career, Perfect amount of money that we need to earn no matter what. Nothing is perfect in this world. We all are perfectly imperfect. And that is perfectly alright. That's alright! You were sent here not to become perfect people. Those people who tell you how to look perfect even those people are imperfect. Trying to fight this fear of looking imperfect. I used to be perfect. I still remember I got this complements, years ago, when I used to walk. OMG, look at you, you are so fair, you are tall, you are perfect. Look at me now. Only the perfect eyes can see that. Only the perfect eyes will see that. Only the perfect eyes will see that.

So, Yes. And all those imperfections you have to listen to your hearts. You don't have to look good for people. You don't have to be perfect just because other people wanted you to be perfect. If your soul is perfect from within. That's all right! This is all what you want. This is all what you need to be. Our society has made a very weird, very weird kind of norms to look perfect in grade. For a man, it's different. For a woman, it's different. We think too much about what people say. We listen to ourselves too little. You know what makes you perfect. When you make someone smile. You know what makes you perfect when you try to do something good for the people around you. You know what makes you perfect. when you feel someone's pain. And how beautiful pain is that it connects with people. No other medium can connect you other but pain. That's why I always say I am in pain. That's a blessing for me.

Today, just because I am in pain and I am on the wheelchair, I work for children. Being the head of CSRF of company we conduct medical camps in far-flung areas of Pakistan where so many kids died because there they don't have medical facilities. And I personally believe that just because they cannot afford to live doesn't mean that we will let them die. so we give them money, we give them medical treatment. We try to heal their wounds. Physical and emotional. And I also work for the beautiful people we call them third gender. The transgender community of Pakistan. You know, what connects me with them. All my imperfections. When I go and hug them they never judge me and this very good friend of mine. Her name is Bijli. Bijli means electricity. She called herself electricity. And I said are you electricity. She says 'no'. I am lighting. I am as strong as lightning. I am thunder. I am lightning.

She came to me and the first time I hugged she said You are just like me. And I said I am like you. Because to people, we are so imperfect. So how beautiful these imperfections are. Because of these imperfections, you can connect to people then why are we all running after being perfect. What's the point?

Every time I go in public. I smile. And People asked me, 'Don't you get tired of smiling all the time' What's the secret. I always say one thing. I have stopped worrying about the things that I have lost, people I have lost. Things and people who were meant to be with me are with me. And sometimes somebody's

absence makes you a better person. Cherish their absence. It always a blessing. I always say that people are so lucky that even they don't realize, you must be thinking. OK. You are lucky in what sense. Well, the breath you just took now was a blessing. Em-brass it. There are so many people in the world who are dreaming to live a life that you are living right now. You have no idea. Em brass each and every breath you are taking. Celebrate your life. Live it. Don't die before your death. We all die.

We live this one routine of the day for 75 years and we call it life. No that's not life. If you are still thinking why you have been sent here. If you are still juggling with the concept of why you are here, you haven't lived yet. You work hard. You make money. You do it for yourself. That's not life. You go out and seek for people who need your help. You make their lives better. You add colors to their lives, You add values to their lives. You become that sponge which removes all negativity. You can become that person who can emit beautiful positive vibes and when you realize that you have changed someone's life. And Because of you, this person didn't give up. That is the day, when you live, Always.

We were talking about gratitude. Why I smile all the time. I cry all night when nobody sees me. Because I am a human and I have to keep the balance. And I smiled all day because I know that if I smile I can make people smile, that keeps me going. Be grateful, what you have. And you will always always always ended up with having more. But if you will cry, if you will crip for the little things that you don't have or the things you have lost. You will never ever have enough. Sometimes we are too busy thinking about the things that we don't have. Forget. Cherish the blessings that we have.

I am not saying that I am not healthy that makes me unlucky. But Yes, it is hard. It is hard when I say I can't walk. It's hard when I say I have to wear that bag. It hurts. but I have to keep going. Because never giving up is the way to live. Always.

So well, end my talk, on a very short note. Live your life fully. Accept the way you are. Be kind to yourself. Be kind to yourself. I will repeat, Be kind to yourself. and then only we can be kind to others. Love your self. Spread that love.

Life will be hard. There will be turmoil, there will be trials. But that will only make you stronger. Never give up. The real happiness does not lie in money or success or fame. I have all this and I have never wanted this. Real happiness lies in gratitude. So be grateful and be alive and live in every moment.

Thank you so much, everyone.

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Kiky Lestari
NPM	: 1502050160
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 154 SKS

IPK=3,52

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Mood Types Analysis of Muniba Mazari Speech	
	Students' Error in Translating Spoof Text Based on Surface Strategy Taxonomy	
	Numbered Head Together Teaching (NHTT) to Improve Students Reading Comprehension in Descriptive Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 15 Maret 2019
Hormat Pemohon,

Kiky Lestari

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Kiky Lestari
NPM   : 1502050086
Prog. Studi   : Pendidikan Bahasa Inggris

Judul	Diterima
Mood Types Analysis of Muniba Mazari Speech	15 Maret 2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Arianto, S.Pd, M.Hum

Medan, 15 Maret 2019
Hormat Pemohon,

Kiky Lestari

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Kiky Lestari
NPM : 1502050160
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Mood Types Analysis of Muniba Mazari Speech

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu

1. Arianto, S.Pd, M.Hum   Acc 27/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 15 April 2019
Hormat Pemohon,

Kiky Lestari

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   : 953 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
             Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Kiky Lestari
N P M   : 1502050160
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Mood Types Analysis of Muniba Mazari Speech.

Pembimbing   : Arianto, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya'ban 1440 H
        25 April   2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Kiky Lestari
N.P.M : 1502050160
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Mood Types Analysis on Muniba Mazari Speech

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
3/5 19	Background of Study Identification & Formulation of Problems	ACC
7/5 19	Chapter II Theories	Acc
17/5 19	Chapter III Technique of Collecting & Analyzing Data	Acc

Diketahui oleh: Medan, 17 April 2019
Ketua Prodi Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.) (Arianto, S.Pd, M.Hum)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Kiky Lestari
N.P.M   : 1502050160
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal : Mood Types Analysis on Muniba Mazari Speech

Sudah layak diseminarkan.

Medan, 17 Mei 2019

Disetujui oleh
Pembimbing

Arianto, S.Pd., M.Hum.

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Kiky Lestari
N P M : 1502050160
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

<div align="center">Mood Types Analysis on Muniba Mazari Speech</div>

Menjadi

<div align="center">Mood Analysis on Muniba Mazari's Speech</div>

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, Juni 2019
Hormat saya

Kiky Lestari

Diketahui Oleh :

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Arianto, S.Pd., M.Hum

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *Kamis* Tanggal *23* Bulan *Mei* Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :
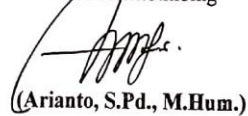
Nama Lengkap   : Kiky Lestari
N.P.M   : 1502050160
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Mood Types Analysis on Muniba Mazari Speech

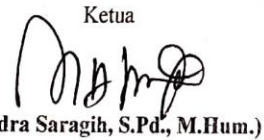| No	Masukan dan Saran
Judul	Mood Types Analysis on Muniba Mazari Speech
Bab I	How importance SFL is in Constructing a good Communication? the obviousness of the Lang phenomenon. Reason for choosing Muniba Mazari? what about the impact?
Bab II	Formulations of problem need to be revised Revise the division of main theories support your research
Bab III	State briefly the research design and reason for doing it - technique of analysing data (Bogdan & Bikken) recommend
Lainnya	- Revise the writing system of references.
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Arman Ginting)

Dosen Pembimbing

(Arianto, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238Telp. (061) 6622400 Ext. 22, 23, 30
Website : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap   :   Kiky Lestari

N.P.M   :   1502050160

Prog. Studi   :   Pendidikan Bahasa Inggris

Judul Proposal   :   Mood Analysis on Muniba Mazari's Speech

Pada hari Kamis, tanggal 23 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum   **Arianto, S.Pd., M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Kiky Lestari

N.P.M : 1502050160

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : Mood Analysis on Muniba Mazari's Speech

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019
Ketua Program Studi
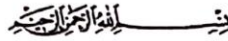
Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Kiky Lestari
N.P.M	:	1502050160
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Mood Analysis on Muniba Mazari's Speech

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,

Kiky Lestari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : http//fkip.umsu.ac.id   Email : fkip@umsu.ac.id

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: C17 /II.3/UMSU-02/F/2019	Medan, 05 Dzulhijjah 1440 H
Lamp	: ---	06 Agustus 2019 M
H a l	: Mohon Izin Riset	

Kepada Yth, Bapak Kepala Perpustakaan
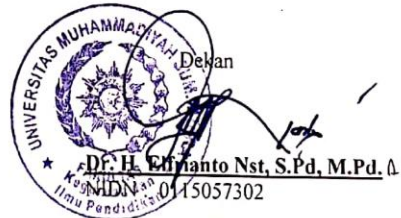Universitas Muhammadiyah Sum. Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Kiki Lestari
N P M	:	1502050160
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Mood Analysis on Muniba Mazari's Speech

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN. 0115057302

** Pertinggal **

SURAT KETERANGAN
Nomor: 1100./KET/II.10-AU/UMSU-P/M/2019

بسم الله الرحمن الرحيم

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Kiky Lestari**
NPM	:	**1502050160**
Univ./Fakultas	:	**UMSU/ Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/ S1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Mood Analysis on Muniba Mazari's Speech"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, <u>1 Safar 1441 H</u>
01 Oktober 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Kiky Lestari
N.P.M : 1502050160
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Mood Analysis on Muniba Mazari's Speech

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
26 - 09 - 2019	Chapter IV		
28 - 09 - 2019	Chapter IV & V		
	Approved and ready to be examined	30/09 '19	

Medan, 30September 2019

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Arianto, S.Pd., M.Hum

Kiky_lestari.docx

35%	31%	6%	20%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	jurnal.unimed.ac.id Internet Source	5%
2	eprints.uny.ac.id Internet Source	4%
3	repository.syekhnurjati.ac.id Internet Source	2%
4	www.slideshare.net Internet Source	2%
5	neamathisi.com Internet Source	2%
6	digilib.unimed.ac.id Internet Source	2%
7	id.scribd.com Internet Source	1%
8	en.wikipedia.org Internet Source	1%
9	Submitted to University of Stellenbosch, South Africa	1%

CURRICULUM VITAE

Name   : Kiky Lestari

Place, Date of Birth   : Medan, December 09, 1997

Gender   : Female

Religion   : Islam

Hobby   : Singing, Reading Comic, Playing Video Games,
                              Listening to Music

Father   : Legiman

Mother   : Rismawati

Address   : Jl. Sisingamanga Raja Km. 9,2 No. 212

Education   : - SD Negeri 060939 Medan 2003-2009

                              - SMP Negeri 15 Medan 2009-2012

                              - SMK Swasta Eria 2012-2015

Researcher

Kiky Lestari