

**AN ANALYSIS OF IDEATIONAL GRAMMATICAL METAPHOR
IN *DEAR PRESIDENT OBAMA* BOOK**

SKRIPSI

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

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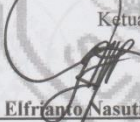
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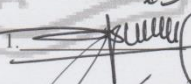
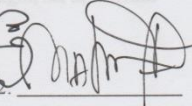
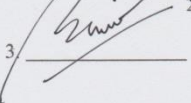
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ABSTRACT

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This study deals with the use of ideational grammatical metaphor in *Dear President Obama* Book. The Objectives of the study were to identify the types of ideational metaphor, find out the dominant type of process, and explain the reason for one of the types of process ideational metaphor as the dominant process. Descriptive qualitative method was applied in analyzing the data. Thus, in doing this research, library research was applied in analyzing the data. The data were collected from choosing the letters in *Dear President Obama* Book. There were 185 letters and 35 letters were taken to be analyzed. From the data obtained, there were seventy nine (79) items types of process. It was found that Material Process 29 (35.70%), Mental Process 16 (20.25%), Relational Process 24 (30.4%), Behavioural Process 3 (3.8%), Verbal Process 2 (2.53%), Existential Process 5 (6.32%). Material Process is most dominant type of process ideational metaphor that was 35.70%.

Keywords : metaphor, ideational grammatical metaphor, *dear president obama* book

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a systematic resource for expressing meaning in context and linguistics is the study of how people exchange meanings through the use of language. In using language, we organize our messages in ways which indicate how they fit in with the other messages around them and with the wider context in which we are talking or writing. Systemic functional linguistics (SFL) is an approach to linguistics that regards language as a social semiotic system. Michael Halliday (1985,1994) took the notion of SFL from his teacher, J R Firth (Graber,2001;Aronoff&Miller,2003).

Grammatical metaphor as we have seen is explained in SFL in terms of a semantic variation as sociated with a variation between grammatical forms. Halliday (1985,1994) has categorized grammatical metaphor into Interpersonal Metaphor and Ideational Metaphor. Interpersonal metaphors accommodate metaphors of an interpersonal kind, in the expression of mood and modality. While ideational metaphor is the transitivity system, which enables us to construe the world of our experience into a limited set of process types (material, mental, relational, behavioral, verbal, and existential). Processes are realized as a configuration of transtivity functions which represent the process, the participant in the situation, the attributes assigned to participants, and the circumstances

associated with the process. According to Halliday (2014:713), the ideational function is a resource for construing our experience of the world that lies around us and inside us. Ideational function means that people use language to share about their experiences in real life, and describe situations or things that happen in the surrounding.

In fact, that difficulty in understanding and recognizing ideational grammatical metaphor in many different forms of written language especially in the text of letter that will encourage the researcher to do the research to make better understanding of the topic. Dear President Obama book is the letters in book form publicated by Beckham Group. There are 182 letters of hope from children across America, a remarkable collection written and illustrated by 179 children from all regions of the country (ages 4 through 18). On November 5th, 2008, writers Bruce Kluger and David Tabatsky had a simple idea: to recapture the exhilarating spirit of the 2008 presidential election from the perspective of our nation's youngest citizens. They emailed a handful of friends, asking them if their children had something they wanted to say to President-elect Barack Obama. Those friends forwarded the email to their friends and within six weeks Kluger and Tabatsky had received nearly 1000 submissions. In the end, the same infectious enthusiasm that had fueled the Obama campaign itself produced this landmark book, *Dear President Obama: Letters of Hope from Children Across America*.

In this study, the researcher focuses the discussion of ideational grammatical metaphor in *Dear President Obama Book* which includes types

identified by Halliday (1985,1994), they are process, participants, and circumstance. The researcher interested to analyze this book because it is the marvelous book and the wonderful reproductions of some of the children's handwritten messages. The letters have the humorous messages and some are heartwarming. For that reason, the researcher chose to analyze the application of ideational grammatical metaphor in *Dear President Obama* book to find out how grammatical metaphor is useful for the letters.

Based on the explanation above, the study is entitled "An Analysis of Ideational Grammatical Metaphor in *Dear President Obama* Book".

B. The Identification of the Problem

Based on the background above, there are some problems that arise and they can be identified as follows :

1. The readers get difficulty find out the types of ideational metaphor in grammatical metaphor
2. The readers do not understand the meaning of ideational metaphor in grammatical metaphor

C. The Scope and Limitation

Based on the background above, the scope of this study is metaphor. And the limitation of the study is focuses on the ideational metaphor in the text of letters in *Dear President Obama* Book.

D. The Formulation of the Problems

The problems of this study are formulated as the following :

1. What types of ideational metaphor are found in the text of letters in *Dear President Obama Book*?
2. What the dominant type of process ideational metaphor in the text of letters in *Dear President Obama Book*?
3. Why one of the types of process ideational metaphor was the dominant process in the text of letters in *Dear President Obama Book*?

E. The Objectives of the Study

1. To identify the types of ideational metaphor are found in the text of letters in *Dear President Obama Book*
2. To find out the dominant type of process ideational metaphor in the text of letters in *Dear President Obama Book*
3. To explain the reason one of the types of process ideational metaphor as the dominant process in the text of letters in *Dear President Obama Book*

F. The Significance of The Study

1. Theoritically

Theoretically the research give easier, valuable information, and understanding for the students that will be use for study English especially about analysis of ideational grammatical metaphor.

2. Pratically

1. For the students, to improve their understanding about ideational grammatical metaphor and the outcome of the study might be useful in minimizing the difficulties.
2. For the teacher, to give new information about ideational grammatical metaphor
3. For the English learner's, it can enrich knowledge about types of ideational grammatical metaphor by using letter as the media.
4. For the other researcher, it can be used as an additional knowledge and this research will give the information to the next research of the same subject.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents the theoretical discussion that aim to facilitate the readers to understand the material related to this study. This concept will bring the readers into a deeper understanding of theories dealing with ideational grammatical metaphor. Theories are very important, because it will be used as the basic foundation in conducting the analysis of this study.

1. Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a study of language which focuses on language as a resource of meaning. This theory is introduced by M.A.K Halliday by using discourse analysis. It views language primarily as a resource for exploring and understanding the meaning in discourse (Halliday,1994: xiv). It is different from any other theory of language since it has both systematic and functional in its characteristic. Systemic theory is a theory of meaning as choice, by which a language or any other semiotic system is interpreted as networks of interlocking options (Halliday, 1985: xiv). It is also a functional one because the conceptual framework on which it is based is a functional rather than a formal one. It is based on the conceptualization of language as a resource of meaning rather than on the conceptualization of language as a system of rules. It explains how language is used rather than how

language is formed. It is clear when Halliday also states that every text everything-that is said or written unfolds in some context of use. Furthermore, he states that this study is functional in 3 distinct sense of text, of the system, and of the elements of linguistics structure (Halliday, 1985: xiii). The fundamental components of meaning in language are functional components. Halliday (2002: 198) introduces three functional modes of meanings of language from the point of the semantic system: (1) ideational (experiential and logical); (2) interpersonal; and (3) textual. He states that they are ‘different kinds of meaning potential that relate to the most general functions that language has evolved to serve’. Furthermore, Martin in English Text states that Halliday refers to these different types of meaning as metafunctions-the experiential, the interpersonal, and the textual respectively (1992: 8).

2. Metaphor

According to Halliday (1985), metaphor is a verbal transference; a variation in the expression of meanings which involves a non-literal use of a word. In particular, metaphor is an irregularity of content that consists of the use of a word in a sense different from its proper one and related to it in terms of similarity. According to Davidson (1978: 34) “Metaphor means what the words, in their most literal interpretation, mean and nothing more”. “Nothing More” excludes “semantic resources beyond the ordinary, special metaphorical word or sentence meanings, and also anything a metaphor might be thought to convey as utterance. Metaphor is one of the most interesting phenomena in language system

and users who want to find the meaning of metaphors must put them in the context to understand the real meanings expressed. Metaphor is an irregularity of content that consist the use of a word in a sense different from its proper one and related to it in terms of similarity , all grammatical metaphor coding can also be found easily in a written text. In a generalized way of metaphor is defined as; “word or expression that is used to talk about an entity or quality other than that referred to by its core or most basic meaning” (Deignan, 2005: 34). In the discourse of the former British Minister, Tony Blair, metaphors aren’t just superficial stylistic adornments; they, in fact, help him construct the country’s reality. Goatly (1997: 8) states that metaphor occurs when a unit of discourse is used to refer unconventionally to an object, process, or concept, or in unconventional way. Lakoff and Jhonson (1980: 3) define that metaphor is for most people a device of the poetic imagination and the rhetorical flourish-a matter of extraordinary rather than ordinary language. Metaphor is pervasive in everyday life, not just in language but in thought and action. People ordinary conceptual system, in terms of which people both think and act, is fundamentally metaphorical in nature.

Halliday (1994:340) stated that metaphor is a word used for something resembling that which it usually refers to. Metaphor could be divided into lexical metaphor and grammatical metaphor. Grammatical metaphor is divided into two types; they are interpersonal metaphor and ideational metaphor. Interpersonal metaphor accommodates metaphor of an interpersonal kind in the expression of mood and modality. Ideational metaphor accommodates metaphor in its ideational

function as the representation of a process. Ideational metaphor includes process type, configuration of transitivity, and sequence of group classes.

3. The Classification of Metaphor

Metaphor can be classified into two large classes; they are semantic and syntactic metaphor (Leech 1981).

3.1 Semantic Metaphor

Semantic metaphor is applied according to the types of transference of meaning. Semantic metaphor is divided into three parts: concrete, animistic, and humanizing metaphor.

- a. Concrete metaphor is using a concrete term to talk about an abstract thing.

For example; every cloud has silver lining, the burden of responsibility.

- b. Animistic metaphor is usually associated with animate thing.

For example; the leg of the table, foot of hill.

- c. Humanizing metaphor is usually associated with human beings to talk about non human objects.

For example; the hand of the clock, the kettle's sad song.

3.2 Syntactic Metaphor

Metaphor can be classified based on the type of its focus grammatically, they are part of speech.

a. Noun Metaphor

Mr. Matt bussy, the godfather of the club

Godfather is the focus and it is a noun.

b. Verb Metaphor

The lines that seems to gnaw upon all faith

To gnaw is a verb.

c. Adjective Metaphor

The air was thick with a bass chorus

Thick is an adjective.

d. Adverbial Metaphor

But as he walked King Arthur panted hard

Hard is an adverb.

e. Prepositional Metaphor

Is there anyone apart from qualified aggressive sort of applicant.

Apart from is a preposition.

f. Vocative Metaphor and Apostrophe

The vocative is generally considered antiquated 'O friend'

My sparrow, you are not here, waiting like a fern, making a spiny shadow.

g. Appositive Metaphor

A construction in which a noun modifies another noun is called an apposition.

Mary, a violet in autumn

h. Noun Possessive Metaphor

Mary was my childhood's jewel

4. Grammatical Metaphor

According to Halliday (1994:340) stated that metaphor is a word used for something resembling that which it usually refers to. Metaphor could be divided into lexical metaphor and grammatical metaphor. Lexical metaphor is a usual, common, or congruent coding of meaning in 50 language. Grammatical metaphor is defined as relocation or shift in the wording of meaning from its usual representation to another usual realization. Grammatical metaphor is divided into two types; they are interpersonal metaphor and ideational metaphor. Interpersonal metaphor accommodates metaphor of an interpersonal kind in the expression of mood and modality. Ideational metaphor accommodates metaphor in its ideational function as the representation of a process. Ideational metaphor includes process type, configuration of transitivity, and sequence of group classes.

Grammatical metaphor is a substitution of one grammatical class, or one grammatical structure, by another, for example, "his departure instead of he departed" (Halliday & Martin, 1993: 79). Halliday used the term grammatical metaphor to refer to the meaning transference from congruent to metaphorical in grammar. Congruent forms reflect the typical ways that people construe experience. In congruent forms, verbs represent action or processes, nouns represent participants and adverbs or prepositional phrases represent circumstance and conjunctions express the relations between one process and another. However, with the development of language, people often find that the original

relation has changed. People often use verbs into nouns, adjectives into nouns and turn sentences into noun phrases, these changes are called grammatical metaphors.

4.1 Ideational Metaphor

The ideational component is to do with experiences and happenings in the outside world. The ideational function enables people to construe reality by configuring their experiences into clauses.

Ideational metaphor is the representation of experience and its relationship among logical meaning. An experiential unit which is realized in a clause congruently consists of three elements, namely; process, participant and circumstance. Transitivity system has functions of language. One of those functions is to construe or represent experience (Halliday, 1994: 106). To Halliday (1994), IGM is a non-congruent realization of the ideational meaning. It is principally depicted by the transitivity system. In the English transitivity system, there are 6 main types of processes, and these can be found in the grammatical categories. A process consist, in principle, of three components: “(1) the process itself, (2) participants in the process; and (3) circumstances associated with the process” (Halliday, 1994: 107). The shifts can be between the processes or a transition of participants and circumstances and this is what Halliday calls GM. These provide the frame of reference for interpreting our experience of what goes-on.

4.1.1 The Process

According to Halliday, the process it self is divided into six types, they are: (1) Material (doing), (2) Mental (sensing), (3) Relational (being), (4) Verbal (saying), (5) Behavioral (behaving), (6) Existential (existing). Halliday (2004) and Saragih (2009, 2011) give the detail descriptions of the process it self is divided into six types, they are :

| No. | Type of Process | Semantics Creteria | Syntactic Criteria |
|-----|-----------------|---|---|
| 1 | Material | Occurring in outer side of human beings (objective) physical | Unmarked: in V-ing form <i>go, walk, write, work</i> |
| 2 | Mental | Occurring in inner side of human being (subjective) psychological of human participant reversible participants with other mental process 1. Cognition 2. Affection 3. Perception | Unmarked: not in V.ing form projecting (that-clause) <i>Know, understand, realize</i> <i>Like, hate, love, enjoy</i> <i>See, feel, hear</i> |

| | | | |
|---|-------------|---|---|
| | | 4. Desirability | <i>Want, wish, intend</i> |
| 3 | Relational | <p>Occurring both inside and outside human being both human and inhuman participants</p> <ol style="list-style-type: none"> 1. identification 2. attribution 3. possession | <p>n \wedge BE \wedge n n \wedge BE \wedge adj n \wedge BE \wedge adv BE (<i>is, am, are, was, were, have been, can be, will be</i>) <i>become, have, belong, weigh, cost, seem, sound</i>)</p> |
| 4 | Behavioural | Physiological (on the body of human being) | <i>Sleep, smile, laugh, die, bow, sneeze</i> |
| 5 | Verbal | <p>Both of human and inhuman participants</p> <p>Information</p> | <p><i>Projecting (that-clause)</i></p> <p><i>Say, tell, ask, order, inform, instruct, comment, suggest</i></p> |

| | | | |
|---|-------------|------------------------|---|
| 6 | Existential | Existence of an entity | There \wedge V BE (<i>is, am, are, was, were, can be</i>), <i>come, go, seem</i> |
|---|-------------|------------------------|---|

4.1.2 Participants in the Process

| Types of Process | Participant I | Participant II |
|---|-------------------------------|---------------------------------|
| Material | Actor | Goal |
| Mental | Senser | Phenomenon |
| Relational (a) Identification (b) Attribution (c) Possession | Token Carrier Possessor | Value Attribute Possessed |
| Behavioral | Behaver | -- |
| Verbal | Sayer | Verbiage |
| Existential | -- | Existent |

4.1.3 Circumstances

Circumstances refer to environments or surroundings of where activities involving the Participants occur. The environments and may refer to location, manner, matters, accompaniment and others. The circumstantial elements of clause divide into nine main categories.

| Types of Circumstance | Subcategories | Probe | Examples of Realization |
|-----------------------|------------------------|---------------|--------------------------------------|
| 1.Extent | temporal (duration) | for how long? | for three hours every three hours |
| | spatial (distance) | how far | for six miles |
| 2.Location | temporal (time) | when? | In September before tea |
| | spatial (place) | where? | in the market in Paris here |
| 3.Manner | - | how? | Quickly as fast as possible |
| 4.Cause | - | why? | because of you for better results |

| | | | |
|-----------------|---|------------------------|---|
| 5.Contingency | - | in what circumstances? | in the event of rain in spite of the rain in the absence of proof |
| 6.Accompaniment | - | together with? | with (out) his friends instead of them |
| 7.Role | - | what as? | as a concerned parent (smashed) into pieces |
| 8.Matter | - | what about? | about this with reference to that |
| 9.Angle | - | says who? | according to the Shorter Oxford |

For example, given the fifth day saw them at the summit we can analyse:

| | | | |
|---------------|-------------------|------------|---------------|
| The fifth day | Saw | Them | at the summit |
| Senser | Mental Perception | Phenomenon | Place |

Analysis of metaphorical form:

| | | | |
|-------|------------------|---------------|------------------|
| They | Arrived | At the summit | On the fifth day |
| Actor | Material Process | Place | Time |

4.2 Nominalization of Grammatical Metaphor

Nominalization has been known as the single most powerful resource for creating grammatical metaphor (Halliday & Matthiessen, 2004). Nominalization which helps create a style of writing with density, complexity and abstractness, is a special feature of English academic and formal writing. Nominalization is the use of a nominal form to express a process meaning (Thompson, 1996, p. 167). Nominalization is a process where by a verb or an adjective is transformed into a nominal group. In English, some verbs and adjectives can be used directly as nouns, for example, “record” and “musical” (as in Broadway musical), while others require some form of morphological transformation requiring a suffix, for example. “nominalization” from “nominalize”, “information” from “inform”, “investigation”, from “investigate”, “difficulty” from “difficult”, “hardness” from “hard”, and so on. When a verb is nominalized, it becomes concept rather than an action.

Common Nominalization

| | | | |
|----------|-----------|-----------|--------------|
| Verb | Noun | Adjective | Noun |
| Discover | discovery | careless | carelessness |

| | | | |
|--------|------------|------------|---------------|
| Move | movement | difficult | difficulty |
| Resist | resistance | different | difference |
| React | reaction | elegant | elegance |
| Fail | failure | applicable | applicability |
| Refuse | refusal | intense | intensity |

4.3 Interpersonal Metaphor

Functional linguistics held that interpersonal metaphors are one of the devices to realize interpersonal meaning. Interpersonal metaphor involves non-congruent ways of informal spoken language which concern with establishing and maintaining relations with other people enacting interaction correlated with a tendency to draw on the resources of interpersonal metaphor involved. Interpersonal metaphor includes metaphor of mood and metaphor of modality. The interpersonal organization of utterances is structured in term of mood and residue pattern.

4.3.1 Metaphor of Mood

Mood compares the subject of the clause. Finite encodes grammatical number, primary tense and modality. In this concept, mood element is seen as participant of utterance as interactive event and hence. The term grammatical metaphor is based on an earlier distinction made by Halliday between congruent and incongruent grammar, and it is incongruent expression which later came to be reconceived as grammatical metaphors. Halliday (1984) in his paper called “language as code and language as behavior” focuses on the

relationship between system (language as code, as a potential) and process (language as actual behavior) in the interpersonal component of language, in which the notion of incongruence first highlighted. Thus Halliday claims that a statement is most congruently realized by means of the declarative type of mood, and the most congruent expression of a question is a sentence of the interrogative type. Incongruent types of expressions are especially important in the area of goods and services. In general, Halliday notes, there is a greater tendency to incongruence in the exchange of goods and services. According to him, since information is inherently linguistics, it is only natural that language has clear categories, declarative and interrogative, to express different types of exchange of information. The exchange of goods and services, by contrast, takes place outside the system of language, and as such, it is not dependent on an expression in language. As a result, language does not have a clearly defined type of pattern which is specialized for the expression of an exchange of goods and services. For example :

| | | | | |
|--------------------------|--------|--------------|---------|------------|
| Tentatively | Is | the position | still | available? |
| Interpersonal Adjunct | Finite | Subject | Adjunct | Complement |
| Mood | | | | Residu |

4.3.2 Metaphor of Modality

The modality feature can be dressed up as a proposition. In other words, projection is involved when modality is expressed metaphorically. The projecting clause usually involved in a word or proposition which signifies about belief, certainty, or other features which connect with modality. Metaphor of modality is the incongruent form of modality. Halliday and Matthiessen (2004: 147) define modality as the speaker's judgments of probabilities, or the obligation involved in what she/he is saying. Modality refers to intermediate ground between positive and negative polarity where that area of meaning between yes or no lies.

The modality feature can be construed as a proposition. A projecting clause is involved if modality is expressed metaphorically, which usually has a word or proposition to indicate belief, likelihood, certainty or other features connecting with modality. Interpersonal metaphor of modality encourages people to use the grammar metaphorically. People can say "I think", when they mean definitely.

| Category | Types of realization | Example |
|---------------|----------------------|---------------------|
| 1. Subjective | I think, I'm certain | I think mary know |
| Explicit | Will, Must | Mary will know |
| Implicit | | |
| 2. Objective | Probably, certainly | Mary probably knows |

| | | |
|----------|-------------------|------------------------|
| Implicit | It's likely, it's | It's likely mary knows |
| Expicit | certain | |

What happens is that, in order to state explicitly that the probability is subjective, or alternatively, at the other end, to claim explicitly that the probability is objective, the speaker construes the proposition as a projection and encodes the subjectivity (I think), or the objectivity (it is likely), in a projecting clause. (There are other forms intermediate between the explicit and implicit: subjective in my opinion, objective in all probability, where the modality is expressed as a propositional phrase, which is kind of halfway house between clausal and non-clausal status.)

Suppose now what Mary doesn't know, or at least we don't think she knows. There are now two possibilities in each 'explicit' forms.

1) Subjective

I think Mary doesn't know/ I don't think Mary knows.

2) Objective

It's likely Mary doesn't know/ it isn't likely Mary know.

5. The Description of Letter

The letter is a much older form, dating from antiquity when ambassadors from one kingdom to another sent dispatches home, and, later, when

travelers of various kinds reported on their journeys. Scholars have observed that many literary forms including official dispatches, newspapers, scientific studies, and even the modern novel arose from the letter's particularity and sharp attention to place and character. (Even a diary may resemble a letter to oneself.) By the eighteenth century, European and American political and social commentators often framed their published remarks as "letters" to the public. This became a lively way to tell others about one's interests or culture, and a flexible form for inscribing literate, bourgeois values in the education of youth, as publishers brought out instructive volumes of famous men's letters and schools taught young American women and men proper ways to put into writing the relations of courtship, family, and business. Letters are written to a certain particular other; they implore a dialogue. Letters are shaped by the contingencies of distance and time between writer and recipient; they become over time scattered in various places and must be "collected" to form a single body of writing. Letter is a written, typed, or printed communication, sent in an envelope by post or messenger (oxforddictionaries.com).

Email or electronic mail is a method use to electronically send and receive small files, letters, music and videos almost instantly. Whether it's from your room to your living room or to a city somewhere in Asia. Anything sends using email methods are broken down into small packets and sends out into many different directions toward receiver address. Email can be access through most computers, phones and other smart devices. Electronic mail, email (or e-mail) is defined as the transmission of messages over communications networks. Both are

used to communicate with another person; however, email in these days is a modern mode of communication.

6. The Description of *Dear President Obama* Book

Dear President Obama book is the letters in book form published by Beckham Group. It is the letters of hope from children across America, a remarkable collection written and illustrated by 179 children from all regions of the country (ages 4 through 18). On November 5th, 2008, writers Bruce Kluger and David Tabatsky had a simple idea: to recapture the exhilarating spirit of the 2008 presidential election from the perspective of our nation's youngest citizens. They emailed a handful of friends, asking them if their children had something they wanted to say to President-elect Barack Obama. Those friends forwarded the email to their friends and within six weeks Kluger and Tabatsky had received nearly 1000 submissions. In the end, the same infectious enthusiasm that had fueled the Obama campaign itself produced this landmark book, *Dear President Obama: Letters of Hope from Children Across America*.

B. Relevant Study

The researcher take any information from thesis and the previous undergraduate thesis (skripsi) from the previous students. The information from thesis and previous skripsi gives advantages for the researcher to finish this proposal. The researcher taking thesis and skripsi that related with the title in this proposal.

Elviyani Ritonga (2017) used descriptive qualitative method in analyzing the topic. The aims of the study is to find out the grammatical metaphor in one direction album and the students don't understand about the meaning of grammatical metaphor in one direction album. The researcher find six types of ideational metaphor code in One Direction Album Made in the A.M. The researcher explained about the theory from several experts. And the researcher choose the types of ideational metaphor code One Direction Album Made in the A.M by Halliday's theory, such as process type, configuration of transitivity, and sequence of group classes.

Johan Cocciant Malendra, Setyo Prasiyanto Cahyono (2013) focus to find out if the application of ideational grammatical metaphor in a speech is considered useful or the otherwise. Purposive sampling was used in deciding the subject of the data. A commencement address by Steve Jobs was selected because of its popularity and the formal atmosphere that it has. The data were analyzed by using descriptive qualitative method. The researcher using theory of Halliday. By this research, the researcher wants after segmenting it into clauses and classifying the type of ideational metaphor used in the commencement address.

Purnama Rika Perdana (2014) focus to find out grammatical function of metaphor in English textbook for junior high school. The researcher classified grammatical metaphor based on Halliday's Theory. The result of this research that the researcher find five grammatical metaphors used in English textbook of junior high school, namely 1) realization of *epithet* = *thing*, 2) realization of *event* = *thing*, 3) realization of *event* = *epithet*, 4) realization of *head* = *modifier*, and 5)

realization of manner = epithet. The research was conducted by applying descriptive qualitative method,

C. Conceptual Framework

The aim of using ideational grammatical metaphor can help the students more understanding about ideational grammatical metaphor. The variable of this study refers to analyzing ideational grammatical metaphor in *Dear President Obama* Book. The problems of this study are to find the types of ideational metaphor in grammatical metaphor in the *Dear President Obama* Book.

In this study, the researcher analyzes the metaphorical form in the letters of *Dear President Obama* Book by identifying and classifying the types of ideational metaphor in grammatical metaphor and the dominant type of process of ideational metaphor which includes process types identified by Halliday (1985, 1994) : 1) Material, 2) Mental, 3) Relational, 4) Verbal, 5) Behavioral, and 6) Existential.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using qualitative design. According to J.Moleong (2012:6) Qualitative research is the used to understand the phenomenon of what experienced is by the subject for example behaviours, perceptions, motivations, actions, etc. However, the use of research design is aimed to help the researcher make a better analysis. By using this method, the data was collected in order to find 3 types of ideational metaphor and to find the dominant type of process of Ideational Metaphor which are found in the letters of *Dear President Obama Book*.

B. Source of the Data

The source of data were taken from the letters of children across America in *Dear President Obama Book* that consist of 182 letters. The research taken 35 letters or 19% as the source of data. Dear President Obama book is the letters in book form by the journalists Bruce Kluger and David Tabatsky. The publication date on March 27, 2009 publicated by Beckham Group. There are 182 letters of hope from children across America, a remarkable collection written and illustrated by 179 children from all regions of the country (ages 4 through 18).

C. The Techniques for Collecting Data

In this research, the data were collected through some techniques as follows :

1. Selecting 35 letters in *Dear President Obama* Book from the children age 7, 8, 9, 12, 13, 14
2. Identifying the text of letters
3. Underlining the metaphorical form in clauses of the text of letters

D. The Techniques for Analyzing Data

The systemic procedures in conducting the analysis are as follows:

1. Classifying the types of ideational metaphor (Process, Participant, and Circumstance) in 35 letters of *Dear President Obama* Book
2. Counting the percentage of data from the types of process ideational metaphor , the pattern of the formula as following:

$$P = \frac{F}{N} \times 100\%$$

P = The percentage of obtained the process ideational metaphor

F = Frequency of types of process ideational metaphor occurrences

N = The total number types of process ideational metaphor

3. Finding out the dominant type of process Ideational Metaphor in 35 letters of *Dear President Obama* Book

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research were collected from the focuses ideational grammatical metaphor in the letters of *Dear President Obama* Book. The researcher collected total 35 letters from the children age 7, 8, 9, 12, 13, 14. There were 22 letters from the children age 7 years, 25 letters from age 8 years, 15 letters from age 9 years, 22 letters from age 12 years, 45 letters from age 13 years, and 14 letters from age 14 years. The data were analyzed to find out the ideational metaphor in the letters of *Dear President Obama* Book, by identifying the types of ideational metaphor in 35 letters, and classifying the data based on the Ideational Metaphor's types.

B. Data Analysis

After collecting the data, the data were analyzed as follow :

1. Types of Ideational Metaphor are found in 35 letters of *Dear President Obama* Book

According to Halliday (1985, 1994), they were 3 types classification of ideational metaphor, namely process, participant, circumstance that were found in the text of letters in *Dear President Obama* Book.

a. The letters from the children age 7 years

Table 4.1
Types of Ideational Metaphor in the letter Nathaniel Janus Teng (Ulloa Elementary School, San Fransisco, California)

| Clause | Types of Ideational Metaphor | | |
|-----------------------------------|------------------------------|---------------------|-----------------------|
| -You can be a wonderful president | You | can be | a wonderful president |
| | Pr: -- | Pro: Existential | Pr: Existent |
| -if you try your best | if you | try | your best |
| | Pr: Actor | Pro: Material | Pr: Goal |

*-You **can be** a wonderful president.*

Existential process concerned with the sense of presence of something in any shape. It awards the process of “*being*”. Its innate participant is “*Existent*”. Existential process is a process which shows that something exists. The usual verb are “*be*”, “*exist*”, etc. There must be an existent as the participant.

*-if you **try** your best.*

Try is the verb that show process of doing. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There are always three parts in the process: actor, process, and goal.

Table 4.2

Types of Ideational Metaphor in the letter *Cole Pietsch (Carbondale, Colorado)*

| Clause | Types of Ideational Metaphor | | | | |
|-------------------------------------|------------------------------|----------------|--------------|--|----------------|
| I like America being a free country | I | like | America | being | a free country |
| | Pr: Senser | Pro: Mental | Pr: Token | Pro: Relational (Identification) | Pr: Value |

*I like America **being** a free country.*

Like is the human sensing. Mental process concerned with the sense of thoughts, speech es, feelings, thoughts, observations and sentiments. One participant involved in the process: the subject of mental process, which is *I* called senser. There are two processes. *Being* is the relational process or identification. And *America* is the first participant from relational process called token and the second participant is *a free country* called value.

Table 4.3
Types of Ideational Metaphor in the letter *Anthony Nguyen (Lincoln, Nebraska)*

| Clause | Types of Ideational Metaphor | | |
|---|------------------------------|------------------|-------------------|
| -If you are walking down the right path | If you | are walking down | the right path |
| | Pr: Actor | Pro: Material | Pr: Goal |
| -and you are willing to keep walking | and you | are willing | to keep walking |
| | Pr: Senser | Pro: Mental | Pr: Phenomenon |

*-If you **are walking down** the right path.*

Are walking down is verb + ing that show the process to do something. Material process concerned with the sense of doing and having something. It

refers to the process of action or behavior, that is, what someone does or what happens to someone. There are always three parts in the process: actor, process, and goal.

- and you **are willing** to keep walking.

Are willing is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. It is a process of sensing. Two participants are generally involved in the process: the subject of mental process, which is senser; the object perceived, which is phenomenon.

b. The letters from the children age 8 years

Table 4.4
Types of Ideational Metaphor in the letter *Camille Sullivan (Lincoln, Nebraska)*

| Clause | Types of Ideational Metaphor | | | |
|--|------------------------------|------------------|-----------------------------|--|
| We gather to affirm the greatness of our nation not because of the height of our skyscrapers | We | gather to affirm | the greatness of our nation | not because of the height of our skyscrapers |
| | Pr: Actor | Pro: Material | Pr: Goal | Circ: Cause |

*We **gather to affirm** the greatness of our nation not because of the height of our skyscrapers.*

Gather to affirm is process of doing. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There are

always three parts in the process: actor, process, and goal. And there is the circumstance called cause.

Table 4.5
Types of Ideational Metaphor in the letter *Gabrielle Husko, (Roosevelt, New Jersey)*

| Clause | Types of Ideational Metaphor | | | | |
|---|------------------------------|------------------|----------------|------------------|-----------------|
| -Too many people are polluting | Too many people | | | are polluting | |
| | Pr: Actor | | | Pro: Material | |
| - and they are making global warming come quickly | and they | are making | global warming | come | quickly |
| | Pr: Actor | Pro: Material | Pr: Actor | Pro: Material | Circ: Manner |

-Too many people are polluting.

Are polluting is verb + ing that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. The participant is *too many people* called actor.

- and they are making global warming come quickly.

Are making is verb + ing that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. The participant is *and they* called actor. There are two material processes. *Come* is the verb that show the process to do something. The

participant is *global warming* called actor. And there is circumstance called manner.

Table 4.6
Types of Ideational Metaphor in the letter *Angelica Majorczyk* (Roosevelt Public School, Roosevelt, New Jersey)

| Clause | Types of Ideational Metaphor | | | |
|---|------------------------------|--|--------------|-------------------------------------|
| I have a fear about what occurred on Black Friday | I | have | a fear | about what occurred on Black Friday |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Matter |

I have a fear about what occurred on Black Friday.

Have is the sense of being. Relational process shows the relationship between one thing and another. It is a process of being. The first participant is *I* called token and the second participant is *a fear* called value because the process is relational or identification. There is the circumstance called matter.

c. The letters from the children age 9 years

Table 4.7
Types of Ideational Metaphor in the letter *Judy Truong* (Lincoln, Nebraska)

| Clause | Types of Ideational Metaphor | | | | | |
|--|------------------------------|----------------|--------------|------------------|-------------|---------------------------------|
| I want you to change the world by saving the poor cute animals | I | want | you | to change | the world | by saving the poor cute animals |
| | Pr: Senser | Pro: Mental | Pr: Actor | Pro: Material | Pr: Goal | Circ: Manner |

I want you to change the world by saving the poor cute animals.

Want is the human sensing. Mental process concerned with the sense of thoughts, speech es, feelings, thoughts, observations and sentiments. It is a process of sensing. One participant involved in the process: the subject of mental process, which is *I* called senser. There are two processes. *To change* is the verb that show the process to do something. The first participant is *you* called actor. And the second participant is *the world* called Goal. There is circumstance called manner.

Table 4.8
Types of Ideational Metaphor in the letter Tommy Nguyen (Li, Ne)

| Clause | Types of Ideational Metaphor | | |
|--|------------------------------|---------------------|-----------------------|
| -People smoke every year to be cool | People | smoke | every year to be cool |
| | Pr: Actor | Pro: Material | Circ: Extent |
| -and then they die | and then they | | die |
| | Pr: Behaver | Pro: Behavioural | |

-People **smoke** every year.

Smoke is the verb that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. The participant is *people* called actor. And there is circumstance called extent because it is information about temporal or duration.

-and then they **die**.

Die is the process of behavior or physiological process. Behavioural process concerned with the outer reflection of our inward thoughts and behavior is

its inherent participant. Behavioral process refers to certain specific physiological process.

d. The letters from the children age 12 years

Table 4.9
Types of Ideational Metaphor in the letter *Hannah Levine (New York)*

| Clause | Types of Ideational Metaphor | | | | |
|---|------------------------------|---------------------|-------------------|---------------------|---|
| -She snuffles a bit in my ear | She | snuffles | a bit in my ear | | |
| | Pr: Behaver | Pro: Behavioural | Circ: Manner | | |
| -I feel her shudder in my arms | I | feel | her shudder | in my arms | |
| | Pr: Senser | Pro: Mental | Pr: Phenomenon | Circ: Manner | |
| - I even heard the cat suck in a sharp breath as my head tilts back | I | even heard | the cat | suck | in a sharp breath as my head tilts back |
| | Pr: Senser | Pro: Mental | Pr: Behaver | Pro: Behavioural | Circ: Manner |

-She snuffles a bit.

Snuffles is the process of behavior or physiological process. Behavioural process concerned with the outer reflection of our inward thoughts and behavior is its inherent participant. Behavioral process refers to certain specific physiological process. And there is the circumstance called manner.

-I feel her shudder in my arms.

Feel is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. It is a process of sensing. Two participants are generally involved in the process: the subject of mental process, which is sensor; the object perceived, which is phenomenon. And there is the circumstance called manner.

- *I even heard the cat suck in a sharp breath as my head tilts back.*

Even heard is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. It is a process of sensing. One participant involved in the process: the subject of mental process, which is *I* called sensor. There are two process. *Suck* is the process of behavior or physiological process. The participant is *the cat* called behavior. And there is the circumstance called manner.

Table 4.10
Types of Ideational Metaphor in the letter Ashwin Sekar (Urbana Middle School, Frederick, Maryland)

| Clause | Types of Ideational Metaphor | | |
|--|------------------------------|---------------------|--|
| What is the answer to this mind – boggling conundrum | What | is | the answer to this mind – boggling conundrum |
| | Pr: -- | Pro: Existential | Pr: Existent |

What is the answer to this mind – boggling conundrum.

Existential process concerned with the sense of presence of something in any shape. It awards the process of “*being*”. Its innate participant is “*Existent*”. Existential process is a process which shows that something exists. The usual verb are “*be*”, “*exist*”, etc. There must be an existent as the participant.

Table 4.11
Types of Ideational Metaphor in the letter *Julian Rosenblum (New York)*

| Clause | Types of Ideational Metaphor | | | | | |
|---|------------------------------|----------------|------------------|---------------------------------|-----------------|----------------------|
| -Every word speak you speak will be heard by the country | Every word speak | you | speak | will be | heard | by the country |
| | Circ: Extent | Pr: Actor | Pro: Material | Pro: Existential | Pr: Existent | Circ: Contingency |
| - Don't forget the values and issues that made | Don't forget | | | the values and issues that made | | |
| | Pro: Material | | | Pr: Goal | | |
| - You want to run for president | You | want | to run for | president | | |
| | Pr: Senser | Pro: Mental | Pro: Material | Pr: Goal | | |

-Every word *spea*k you speak *will be* heard by the country.

Speak is the verb that show the process to do something. Material process concerned with the sense of doing and having something. The participant is *you* called actor. There are two processes. *Will be* is the existential process. This process type concerned with the sense of presence of something in any shape. It awards the process of “*being*”. Its innate participant is “*Existent*”. Existential process is a process which shows that something exists. The usual verb are “*be*”,

“*exist*”, etc. There must be an existent as the participant. And there is circumstance called contingency.

- ***Don't forget*** the values and issues that made.

Don't forget refers to the process of action or behavior, that is, what someone does or what happens to someone called material process. And the participant called goal.

- ***You want to run*** for president.

Want is the human sensing. Mental process concerned with the sense of thoughts, speech es, feelings, thoughts, observations and sentiments. One participant involved in the process: the subject of mental process, which is *you* called senser. There are two processes. *To run for* refers to the process of action or behavior, that is, what someone does or what happens to someone called material process and the participant is *president* called goal.

Table 4.12
Types of Ideational Metaphor in the letter *Patrick W. Smith (Ijamsville, Maryland)*

| Clause | Types of Ideational Metaphor | | | | | |
|---|------------------------------|---------------|--------------|-----------------|------------------|----------------|
| -Kids care what will happen | Kids | | care | | what will happen | |
| | Pr: Senser | | Pro: Mental | | Pr: Phenomenon | |
| - when they come of age to start making their own path in the world | when they | come | of age | to start making | their own path | in the world |
| | Pr: Actor | Pro: Material | Circ: Extent | Pro: Material | Pr: Goal | Circ: Location |

-*Kids care what will happen.*

Care is the human sensing. Mental process concerned with the sense of thoughts, speech es, feelings, thoughts, observations and sentiments. It is a process of sensing. Two participants are generally involved in the process: the subject of mental process, which is sener; the object perceived, which is phenomenon.

- *when they come of age to start making their own path in the world.*

Come is the verb that show the process to do something. Material process concerned with the sense of doing and having something. The first participant is *when they* called actor. There are two material processes. *To start making* is verb + ing that show the process to do something. The second participant is *their own path* called goal. And there are two circumstances called extent and location. Extent refers to the information about temporal or duration. And location is about place.

Table 4.13
Types of Ideational Metaphor in the letter *Cori Ritchey (Great Falls, Virginia)*

| Clause | Types of Ideational Metaphor | | | | |
|---|------------------------------|----------------|--------------|------------------|---|
| I think you ran a great campaign and disserve to be president | I | think | you | ran | a great campaign and disserve to be president |
| | Pr: Senser | Pro: Mental | Pr: Actor | Pro: Material | Circ: Matter |

I think you ran a great campaign and disserve to be president.

Think is the human sensing. Mental process concerned with the sense of thoughts, speech es, feelings, thoughts, observations and sentiments. It is

a process of sensing. One participant involved in the process: the subject of mental process, which is *I* called senser. There are two processes. *Ran* is the material process because it is verb that show the process to do something. And *you* is the participant from material process called actor. There is the circumstance called matter.

Table 4.14
Types of Ideational Metaphor in the letter *Alix Nyden* (*Cooper Middle School, McLean, Virginia*)

| Clause | Types of Ideational Metaphor | | | |
|---|------------------------------|---------------------|-----------------------------------|--|
| There is a difference between being insane about video games and just liking them | There | is | a difference between being insane | about video games and just liking them |
| | Pr: -- | Pro: Existential | Pr: Existent | Circ: Matter |

There is a difference between being insane about video games and just liking them.

Existential process concerned with the sense of presence of something in any shape. It awards the process of “*being*”. Its innate participant is “*Existent*”. Existential process is a process which shows that something exists. The usual verb are “*be*”, “*exist*”, etc. There must be an existent as the participant. And there is the circumstance called matter.

Table 4.15
Types of Ideational Metaphor in the letter *Keane Alavi* (*Cooper Middle School, McLean, Virginia*)

| Clause | Types of Ideational Metaphor | | | | | | |
|---|------------------------------|---------------|-----------|---------------|------------|------------|-------------|
| We struggle for money to get the things we need | We | struggle for | money | to get | the things | we | need |
| | Pr: Actor | Pro: Material | Pr: Actor | Pro: Material | Pr: Goal | Pr: Senser | Pro: Mental |

We struggle for money to get the things we need.

Struggle for refers to the process of action or behavior, that is, what someone does or what happens to someone called material process. The participant is *we* called actor. There are three processes. *To get* is the verb that show the process to do something called material process. The participant is money called actor. And *need* is the process of human sensing called mental process. The participant is *we* called senser.

Table 4.16
Types of Ideational Metaphor in the letter Rachel Myers (Cooper Middle School, McLean, Virginia)

| Clause | Types of Ideational Metaphor | | | | | |
|--|------------------------------|---------------|--------------|-------------|--------------|--------------|
| My dad went door to door asking people to vote | My dad | went | door to door | asking | people | to vote |
| | Pr: Actor | Pro: Material | Circ: Manner | Pro: Verbal | Pr: Verbiage | Circ : Cause |

My dad went door to door asking people to vote.

Went is the verb that show process of doing. Material process concerned with the sense of doing and having something. The participant is *my dad* called actor. There are two processes. *Asking* is the verbal process that concerned with the sense of saying something. The participant is *people* called verbiage. There are two circumstances called manner and cause.

Table 4.17
Types of Ideational Metaphor in the letter *Kara Hirschman (Ijamsville, Maryland)*

| Clause | Types of Ideational Metaphor | | | |
|------------------------------------|------------------------------|----------------|-------------------------------------|---------------------|
| -I figure you must be pretty busy | I | figure | you | must be pretty busy |
| | Pr: Senser | Pro: Mental | Pr: Phenomenon | Circ: Role |
| - Your to - do list is pretty long | Your to - do list | | is | pretty long |
| | Pr: Carrier | | Pro: Relational (Attribution) | Pr: Attribute |

-I **figure** you must be pretty busy.

Figure is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. Two participants are generally involved in the process: the subject of mental process, which is senser; the object perceived, which is phenomenon. There is circumstance called role.

- Your to - do list **is** pretty long.

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The first participant is carrier and the second participant is attribute because the process is relational or attribution.

e. The letters from the children age 13 years

Table 4.18
Types of Ideational Metaphor in the letter *Hannah Blockis (Rye, New Hampshire)*

| Clause | Types of Ideational Metaphor | | |
|--|------------------------------|--------------------|-------------------------|
| I am looking forward to a very bright future | I | am looking forward | to a very bright future |
| | Pr: Actor | Pro: Material | Circ: Cause |

I am looking forward to a very bright future.

Am looking forward is verb + ing that show the process to do something.

Material process concerned with the sense of doing and having something. There is one participant as *I* that called actor. And there is circumstance called cause.

Table 4.19
Types of Ideational Metaphor in the letter *Jalen Parker (Scranton, Pennsylvania)*

| Clause | Types of Ideational Metaphor | | | | |
|--|------------------------------|----------------|----------------|---------------------|---|
| I heard that there has a black candidate running for president | I | heard | that there | has | a black candidate running for President |
| | Pr: Senser | Pro: Mental | Circ: Cause | Pro: Existential | Pr: Existent |

I heard that there has a black candidate running for president.

Heard is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. The

participant is *I* called senser. There is two processes. *Has* is the existential process. This process types is concerned with the sense of presence of something in any shape. The participant called existent.

Table 4.20
Types of Ideational Metaphor in the letter *Moli Becker (McLean, Virginia)*

| Clause | Types of Ideational Metaphor | | | | | |
|---|------------------------------|--------------|--|----------------------|-----------------|-------------------|
| -With great power comes great responsibility | With great power | | comes | great responsibility | | |
| | Circ: Manner | | Pro: Material | Pr: Goal | | |
| - A place where no matter where you are you can always feel at home | A place where no matter | where you | are | you | can always feel | at home |
| | Circ: Location | Pr: Token | Pro: Relational (Identification) | Pr: Senser | Pro: Mental | Circ: Location |

-With great power **comes** great responsibility.

Comes is the verb that show the process to do something. Material process concerned with the sense of doing and having something. The second participant called goal. And there is circumstance called manner.

- A place where no matter where you **are** you **can always feel** at home.

Are refers to the sense of being. Relational process shows the relationship between one thing and another. The participant called token. There are two processes. *Can always feel* is the human sensing. Mental process concerned with

the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. The participant is *you* called senser. And there are two circumstances called location.

Table 4.21
Types of Ideational Metaphor in the letter *Erina Yamamoto (Honolulu, Hawaii)*

| Clause | Types of Ideational Metaphor | | | | |
|---|------------------------------|----------------|-------------------------|------------------|-------------|
| I know that millions of people are cheering for you | I | know | that millions of people | are cheering for | you |
| | Pr: Senser | Pro: Mental | Pr: Actor | Pro: Material | Pr: Goal |

I know that millions of people are cheering for you.

Know is is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. The participant is *I* called senser. There are two processes. *Are cheering for* is verb + ing that show the process to do something. Material process concerned with the sense of doing and having something. There are two participant. *The millions of people* is the first participant called actor and *you* is the second participant called goal.

Table 4.22
Types of Ideational Metaphor in the letter *Kyle Fairfax (Indian Woods Middle School, Shawnee Mission, Kansas)*

| Clause | Types of Ideational Metaphor | | | |
|---|------------------------------|----------------------------------|---------------|--|
| -Hunting rifles are fine with me | Hunting rifles | are | fine | with me |
| | Pr: Carrier | Pro: Relational (Attribution) | Pr: Attribute | Circ: Accompaniment |
| -Ten unarmed citizens are no match for one criminal with an automatic rifle | Ten unarmed citizens | are no | match | for one criminal with an automatic rifle |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Cause |

*-Hunting rifles **are** fine with me.*

Are refers to the sense of being. Relational process shows the relationship between one thing and another. The participant called carrier and attribute because it is relational (attribution). And there is the circumstance called accompaniment.

*-Ten unarmed citizens **are no** match for one criminal with an automatic rifle.*

Are refers to the sense of being. Relational process shows the relationship between one thing and another. The participant called token and value because it is relational (identification). There are circumstance called cause.\

Table 4.23
Types of Ideational Metaphor in the letter *Nathan Brunner (Indian Woods Middle School, Shawnee Mission, Kansas)*

| Clause | Types of Ideational Metaphor | | |
|---|------------------------------|----------------|--|
| I hope our country treats you good like you are treating us | I | hope | our country treats you good like you are treating us |
| | Pr: Senser | Pro: Mental | Pr: Phenomenon |

I hope our country treats you good like you are treating us.

Hope is the human sensing. Mental process concerned with the sense of thoughts, speech es, feelings, thoughts, observations and sentiments. It is a process of sensing. Two participants are generally involved in the process: the subject of mental process, which is senser; the object perceived, which is phenomenon.

Table 4.24
Types of Ideational Metaphor in the letter *Bridgette Kluger (New York)*

| Clause | Types of Ideational Metaphor | | |
|---|------------------------------|--|-----------------------------------|
| -You are the final piece of the puzzle | You | are | the final piece of the puzzle |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value |
| - It is about finding a new energy source | It | is | about finding a new energy source |
| | Pr: Possesor | Pro: Relational (Possession) | Pr: Possesed |
| - because without one love wont have planet anymore | because without one love | wont have | planet anymore |
| | Circ: Cause | Pro: Relational (Identification) | Pr: Value |

-You are the final piece of the puzzle.

Are refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are token and value because the relational process is identification.

- *It is about finding a new energy source.*

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The first participant is possessor and the second participant is possessed because the relational process is possession.

- *because without one love **wont have** planet anymore.*

Wont have is the relational process or identification. Relational process shows the relationship between one thing and another. The participant is value. And there is the circumstance called cause.

Table 4.25
Types of Ideational Metaphor in the letter Maya Heubner (Anchorage, Alaska)

| Clause | Types of Ideational Metaphor | | | |
|---|------------------------------|--|----------------------|--|
| -We reduce greenhouse gases | We | reduce | greenhouse gases | |
| | Pr: Actor | Pro: Material | Pr: Goal | |
| - I will be the girl from Alaska with over my parka and a camera around my neck | I | will be | the girl from Alaska | with over my parka and a camera around my neck |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Matter |

-*We **reduce** greenhouse gases.*

Reduce is the verb that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There are always three parts in the process: actor, process, and goal.

- *I will be the girl from Alaska with over my parka and a camera around my neck.*

Will be as the relational process shows the relationship between one thing and another. It is a process of being. The participants are token and value because the relational process is identification. And there is circumstance called matter.

Table 4.26
Types of Ideational Metaphor in the letter Ashley Leah Johnson (Cooper Middle School, McLean Virginia)

| Clause | Types of Ideational Metaphor | | | |
|--|------------------------------|------------------|-------------|-------------------|
| -We do not inherit the world from our parents, | We | do not inherit | the world | from our parents, |
| | Pr: Actor | Pro: Material | Pr: Goal | Circ: Manner |
| - We borrow it from our children | We | borrow | it | from our children |
| | Pr: Actor | Pro: Material | Pr: Goal | Circ: Manner |

-*We do not inherit the world from our parents.*

Do not inherit is material process because it is the verb that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There are always three parts in the process: actor, process, and goal. The first participant is *we* called actor and the

second participant is *the world* called goal. There is the circumstance is *from our parents* called manner.

- We ***borrow*** *it from our children*.

Borrow is the verb that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There are always three parts in the process: actor, process, and goal. The first participant is *we* called actor and the second participant is *it* called goal. There is the circumstance is *from our children* called manner.

Table 4.27
Types of Ideational Metaphor in the letter *Brooke McDonough* (Cooper Middle School, McLean Virginia)

| Clause | Types of Ideational Metaphor | | | | |
|--|------------------------------|------------------|-----------------|------------------|-------------|
| We don't work harder to solve that issue | We | don't work | harder | to solve | that issue |
| | Pr: Actor | Pro: Material | Circ: Manner | Pro: Material | Pr: Goal |

We don't work harder to solve that issue.

Don't work is material process because it is the verb that show the process to do something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. The participant is *we* called actor. There are two material processes. *To solve* is the verb that show the process to do something. The participant is *that issue* called actor. And there is circumstance called manner.

Table 4.28
Types of Ideational Metaphor in the letter *James C. Kennedy* (Cooper Middle School, McLean Virginia)

| Clause | Types of Ideational Metaphor | | | |
|---|------------------------------|----------------------------------|--|------------------|
| -Our nation's flag is the symbol of hope around the world | Our nation's flag | is | the symbol of hope | around the world |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Location |
| - You follow in the footsteps of one of the best president this country's history | You | follow | in the footsteps of one of the best president this country's history | |
| | Pr: Actor | Pro: Material | Circ: Location | |
| - You have a long and hard job ahead of you | You | have | a long and hard job ahead of you | |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | |

-Our nation's flag is the symbol of hope around the world.

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The first participant is token and the second participant is value because the relational process is identification. And there is circumstance called location because it is information about place.

- You follow in the footsteps of one of the best president this country's history.

Follow is the verb that show process of doing. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone.

There is one participant as *you* that called actor. And there is circumstance called location.

- *You **have** a long and hard job ahead of you.*

Have is the sense of being. Relational process shows the relationship between one thing and another. It is a process of being. The participants are token and value because the process is relational (identification).

Table 4.29
Types of Ideational Metaphor in the letter *Nicole Azmoudeh (Cooper Middle School, McLean Virginia)*

| Clause | Types of Ideational Metaphor | | |
|--|------------------------------|-------------------------------|--|
| -America is a place where everyone has the chance to become anything they want to be | America | is | a place where everyone has the chance to become anything they want to be |
| | Pr: Possessor | Pro: Relational (Possession) | Pr: Possessed |
| - We show the world how anything possible is possible | We | show | the world |
| | Pr: Actor | Pro: Material | Pr: Goal |
| - how anything possible is possible | how anything possible | is | Possible |
| | Pr: Carrier | Pro: Relational (Attribution) | Pr: Attribute |

*-America **is** a place where everyone has the chance to become anything they want to be.*

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are possessor and possessed because the relational process is possession.

- We **show** the world.

Show is the verb that show process of doing. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There are always three parts in the process: actor, process, and goal.

-*how anything possible is possible.*

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are carrier and attribute because the relational is attribution.

Table 4.30
Types of Ideational Metaphor in the letter Sarah Smith (Smithfield, North Carolina)

| Clause | Types of Ideational Metaphor | | | | |
|---|------------------------------|----------------------------------|-------------|----------------------------------|--------------------------------------|
| -I believe you will be a wonderful president of our country | I | believe | you | will be | a wonderful president of our country |
| | Pr: Senser | Pro: Mental | Pr: Token | Pro: Relational (Identification) | Pr: Value |
| -It is just a walk in the park for a President | It | Is | just a walk | in the park for a president | |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Location | |

| | | | | | | | |
|--|-------------------|----------------------------------|-------------------|--|------------------|---------------|----------------|
| - I can pretty well guess that your job will not be the easiest in the world | I | can | pretty well guess | that your job | will not be | the easiest | in the world |
| | Pr: Carrier | Pro: Relational (Attribution) | Pr: Attribute | Pr: Carrier | Pro: Attribution | Pr: Attribute | Circ: Location |
| - Cancer treatments are first for adults then given as a short of hand - me - down to children | Cancer treatments | are | first developed | for adults then given as a short of hand - me - down to children | | | |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Manner | | | |

-I believe you will be a wonderful president of our country.

Believe is the human sensing. Mental process concerned with the sense of thoughts, speeches, feelings, thoughts, observations and sentiments. The participant is *I* called senser. There are two processes. *Will be* as the relational process shows the relationship between one thing and another. It is a process of being. The participants are token and value because the relational process is identification.

-It is just a walk in the park for a president.

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are token and value because the relational is identification. And there is the circumstance called location.

*- I can pretty well guess that your job **will not be** the easiest in the world.*

Will be as the relational process shows the relationship between one thing and another. It is a process of being. The participants are carrier and attribute because the relational process is attribution.

*-Cancer treatments **are** first for adults then given as a short of hand - me - down to children.*

Are refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are token and value because the relational process is identification. And there is the circumstance called manner.

f. The letters from the children age 14 years

Table 4.31
Types of Ideational Metaphor in the letter *Michael Talley (Urbana, Maryland)*

| Clause | Types of Ideational Metaphor | | |
|---|------------------------------|----------------------------------|---|
| -Skateboarding is a position term of self-expression | Skateboarding | is | a position term of self-expression |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value |
| - Skateboarding gives us the ultimate sense of freedom and expression | Skateboarding | gives | us the ultimate sense of freedom and expression |
| | Pr: Actor | Pro: Material | Pr: Goal |

-Skateboarding is a position term of self- expression.

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are token and value because the relational is identification.

- Skateboarding gives us the ultimate sense of freedom and expression.

Gives is the verb that show the process to do something. Material process concerned with the sense of doing and having something. It refers to the process of action or behavior. Material process express an action or an activity which is typically carried out by a participant called agent or actor who done the process. Goal is the second participant.

Table 4.32
Types of Ideational Metaphor in the letter Casey Mack (Trumbull, Connecticut)

| Clause | Types of Ideational Metaphor | | | |
|---|------------------------------|--|-----------------|----------------------------------|
| I have had some hard times at my school during the election | I | have had | some hard times | at my school during the election |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value | Circ: Location |

I have had some hard times at my school during the election.

Have had is as the relational process shows the relationship between one thing and another. It is a process of being. The participants are token and value

because the relational process is identification. And there is the circumstance called location.

Table 4.33
Types of Ideational Metaphor in the letter *Hannah M. Engler* (Cooper Middle School, McLean Virginia)

| Clause | Types of Ideational Metaphor | | |
|---|------------------------------|--|----------------------------------|
| -You are now the leader of the free world | You | are | now the leader of the free world |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value |
| - America is the land of the brave | America | is | the land of the brave |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value |

*-You **are** now the leader of the free world.*

Are refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are token and value because the relational process is identification.

*- America **is** the land of the brave.*

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The participants are token and value because the relational is identification.

Table 4.34
Types of Ideational Metaphor in the letter *Devon Maloney (Cooper Middle School, McLean Virginia)*

| Clause | Types of Ideational Metaphor | | |
|---|------------------------------|----------------|-----------------------------------|
| JFK said “We would send a man to the moon” | JFK | said | “We would send a man to the moon” |
| | Pr: Sayer | Pro: Verbal | Pr: Verbiage |

JFK said “We would send a man to the moon”.

Said is the verb that show process of saying. Verbal process concerned with the sense of saying something. Generally speaking, there are three participants: speaker, receiver and verbiage. Sayer is the principal participant who involves in the process of saying while receiver is that person who is listener and as for as verbiage is concerned the content of saying is verbiage. Verbal process presents a process of saying or communication. In verbal process, information is conveyed and exchanged by talk, which is similar to oral speech in mental process.

Table 4.35
Types of Ideational Metaphor in the letter *David Smith (Ijamsville, Maryland)*

| Clause | Types of Ideational Metaphor | | |
|---------------------------------|------------------------------|------------------|-------------|
| -Banks are dropping of our maps | Banks | are dropping | of our maps |
| | Pr: Actor | Pro: Material | Pr: Goal |
| -Stocks are not worth their fee | Stocks | are not worth | their fee |

| | | | |
|---------------------------------|--------------------|--|------------------|
| | Pr: Carrier | Pro: Relational (Attribution) | Pr: Attribute |
| - Alternative energy is the key | Alternative energy | is | the key |
| | Pr: Token | Pro: Relational (Identification) | Pr: Value |

*-Banks **are dropping** of our maps.*

Are dropping is verb + ing that show the process to do something.

Material process concerned with the sense of doing and having something. It refers to the process of action or behavior, that is, what someone does or what happens to someone. There is one participant called actor.

*-Stocks **are not worth** their fee.*

Are not worth is the relational process or attribution. Relational process shows the relationship between one thing and another. The participants are carrier and attribute because the relational is attribution.

*- Alternative energy **is** the key.*

Is refers to the sense of being. Relational process shows the relationship between one thing and another. The first participant is token and the second participant is value because the relational process is identification.

Note:

Pr : Participant

Pro : Process

Circ : Circumstance

g. The dominant type of process ideational metaphor in 35 letters of *Dear President Obama Book*

According to Halliday (1985, 1994), there were six types of process ideational metaphor, namely material process, mental process, relational process, behavioural process, verbal process, and existential process. To find out the most dominant type of process ideational metaphor, the researcher calculated the percentage each type of process ideational metaphor. Shown in the following table.

Table 4.36
The Percentage of the types of Process Ideational Metaphor in 35 letters of *Dear President Obama Book*

| No | The Letters | Types of Process Ideational Metaphor | | | | | |
|----|--------------------------|--------------------------------------|--------|-------|------|-------|-------|
| | | Mat | Men | Rel | Beh | Vel | Ext |
| 1 | From the children age 7 | 2 | 2 | 1 | 0 | 0 | 1 |
| 2 | From the children age 8 | 4 | 0 | 1 | 0 | 0 | 0 |
| 3 | From the children age 9 | 2 | 1 | 0 | 1 | 0 | 0 |
| 4 | From the children age 12 | 9 | 7 | 1 | 2 | 1 | 3 |
| 5 | From the children age 13 | 11 | 6 | 16 | 0 | 0 | 1 |
| 6 | From the children age 14 | 1 | 0 | 5 | 0 | 1 | 0 |
| | NUMBER | 29 | 16 | 24 | 3 | 2 | 5 |
| | TOTAL NUMBER | 79 | | | | | |
| | PERCENTAGE % | 36.70% | 20.25% | 30.4% | 3.8% | 2.53% | 6.32% |

| | | |
|--|---------------------|------|
| | TOTAL PERCENTAGE | 100% |
|--|---------------------|------|

Note:

Mat : Material Process

Men : Mental Process

Rel : Relational Process

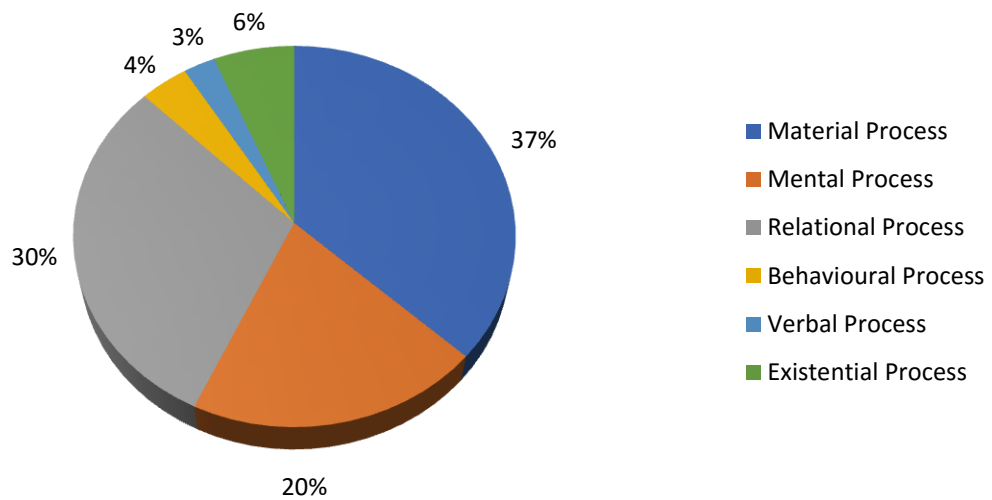
Beh : Behavioural Process

Vel : Verbal Process

Ext : Existential Process

As seen from the result, the percentages of types of process ideational metaphor for each process were as follows; there were 29 (36,67%) for material process, 16 (20.25%) for mental process, 24 (30.4%) for relational process, 3 (3.8%) for behavioural process, 2 (2.53%) for verbal process, 5 (6.32%) for existential process.

The Percentage of the types of Process Ideational Metaphor in 35 letters of *Dear President Obama Book*



The percentage of each type of process ideational metaphor could be taking by using the formula :

$$P = \frac{F}{N} \times 100\% \text{ (Research Methodology)}$$

Based on the data percentage above, the most dominant type of process ideational metaphor was material process. There were 29 or 35.70%.

h. The reason of material process was the dominant process of ideational metaphor in 35 letters of *Dear President Obama Book*

The reason of material process was the dominant process of ideational metaphor in 35 letters of *Dear President Obama Book* because it indicates the activities or events that happens in the outside of human beings. It means that are

happened or doing physically and materially. So the action or physical verbs are mostly used.

C. Research Findings

After analyzing all the data obtained in the letters of *Dear President Obama* Book can be presented as follows; Ideational function means that people use language to share about their experiences in real life, and describe situations or things that happen in the surrounding. The ideational function enables people to construe reality by configuring their experiences into clauses. An experiential unit which is realized in a clause congruently consists of three elements, namely; process, participant and circumstance. Letter is a written, typed, or printed communication, sent in an envelope by post or messenger. It shaped by the contingencies of distance and time between writer and recipient; they become over time scattered in various places. Letter is one of the example of written language that used to shared the experience of human. In *Dear President Obama* Book, the children across America sent about their hope and experience by the letters.

And the researcher analyzed 3 types classification of ideational metaphor, they are process, participant, and circumstance. The human's experience of reality is captured in term of processes or what happening, doing, sensing, being, and becoming. And there were 6 types of process, they are Material Process (29 item or 36.70%), Mental Process (16 item or 20.25%), Relational Process (24 item or 3.8%), Verbal Process (2 item or 2.5%) and

Existential Process (5 item or 6.32%). Material Process was the dominant type of process ideational metaphor in the letters of *Dear President Obama* Book. The total number was 29 item or 36.70%). Material process as the dominant process because it indicates the activities or events that happens in the outside of human beings. It means that are happened or doing physically and materially. So the action or physical verbs are mostly used.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, the conclusion are:

1. There were 6 types of process ideational metaphor in the letters of *Dear President Obama* Book. They are Material Process 29 (36.70%), Mental Process 16 (20.25%), Relational Process 24 (30.4%), Behavioural Process 3 (3.8%), Verbal Process 2 (2.5%), Existential Process 5 (6.32).
2. Based on the analysis, the researcher found the dominant type of process ideational metaphor in 35 letters of *Dear President Obama* Book. The dominant type of process ideational metaphor was material process 29 (36.70%).
3. The reason of material process was the dominant process of ideational metaphor in 35 letters of *Dear President Obama* Book because it indicates the action or physical verbs are mostly used.

B. Suggestion

Based on the conclusion, the suggestion of this research are put forward as follows:

1. The students should study especially about Ideational Grammatical Metaphor, because it will make them know better about types of ideational metaphor.

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2. Other researchers can conduct research in detailed analysis related to Ideational Grammatical Metaphor, because it can be used to help students to study about Ideational Grammatical Metaphor better.

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APPENDICES

Bruce Kluger and David Tabatsky

ULLOA ELEMENTARY SCHOOL, SAN FRANCISCO, CALIFORNIA

"I think you make the gas prices go down, and you should stop the war because people are getting hurt fighting for our country. Also, I think you can let the police get more practice." —Justin Lee, 7

"Congratulations, Barack Obama! You are the boss of the United States. You will go to the White House with your wife and two daughters. You will take care of the earth. You will be the nice president. If an old man or old woman drops a pen or something, I think you will pick it up."
—Tiffany Chang, 7

"I think our country needs more help in our money system. I think our environment is pretty good. I guess our troops are good enough. But we still need to improve."
—Hender Lin, 7

"Please help raise the economy. Please help people get their jobs back. Please help save water. Please help people change their lives." —Devin Lee, 7

Dear President Elect Obama,
You have to focus on your job. You need to protect the earth. Congratulations! You did it! You are going to be the elected president. You also needed to focus on what you're doing. I think you should wear pretty clothes. You have to talk on the radio. Talk carefully on the radio and don't talk so fast because you're going to mess up when you talk too fast. Don't be nervous when you talk on the radio. You are going to go to the White House with your wife and your two daughters. You are going to be the boss of the U.S.A. Are you surprised and happy that you get to be a president? You will talk and exclaim what will you do to your team.
Sincerely,
Ashley Wu

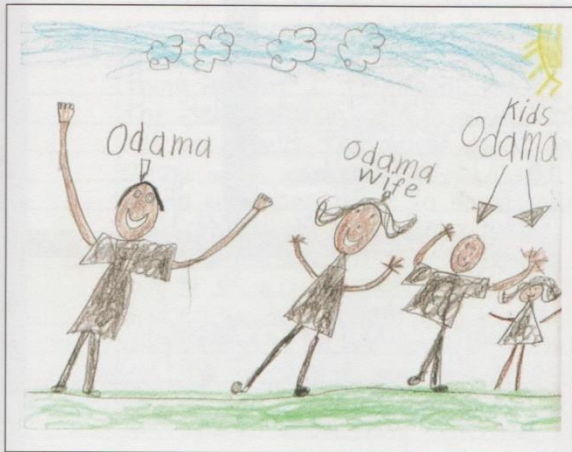
ASHLEY WU, 8, SAN FRANCISCO, CALIFORNIA

"You can be a wonderful president if you try your best."
—Nathaniel Janus Teng, 7

Jan 2, 2009

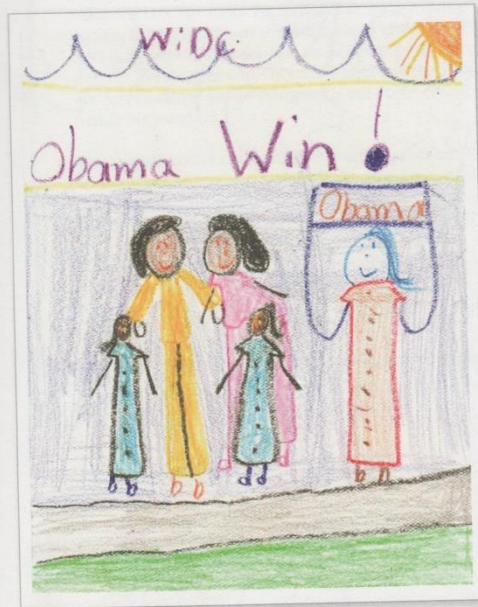
Dear President Obama,
My name is Cole Pietsch.
I am seven years old.
I have a question for you.
I forget how many votes you got when you
were running for President.
I like America being a free country
and I want you to keep it that way.
Nothing worries me about you.
PLEASE Pay close attention to people
in America. They might have good ideas for you.
I can't think of anything else to say.
Bye for now.
Cole

COLE PIETSCH, 7, CARBONDALE, COLORADO



ANTHONY NGUYEN, 7, LINCOLN, NEBRASKA

“ If you're walking down the right path and you're willing to keep walking, eventually you'll make progress. ”
—Barack Obama



CAMILLE SULLIVAN, 8, LINCOLN, NEBRASKA

“

Tonight, we gather to affirm the greatness of our nation, not because of the height of our skyscrapers, or the power of our military, or the size of our economy. Our pride is based on a very simple premise, summed up in a declaration made over two hundred years ago.

”

—Barack Obama

Dear President Obama

Dear President Elect Obama

My name is Aaron Muzer and I am a third grader. Do you know how people get hurt in cities because of crimes? Well I sort of have an idea to help. Could you place cameras in cities to protect people? I know how you can get cameras. You can get money from taxpayers. I know they will agree.

From,
Aaron Muzer

AARON MUZER, 9



12/1/08

Dear President Elect Obama,

My name is Angelica Majorczyk and I am eight years old. I am a third grade student at Roosevelt Public School. I have a fear about what occurred on Black Friday. Some people got up at 5 am to go shopping. A doorman who worked at a Walmart was opening a door. A group of people then pushed down the door and it fell on the doorman. No one stopped to help him. All the people just plowed all over him. He died. When I heard this I felt sad and mad. How could someone be so selfish just so they could get something first? I think we could prevent this from happening by having a few security guards to keep the mob of people in order before there is a big sale.

I know that I am only 8 years old, but I think my idea could help prevent this accident from happening again.

From,
Angelica Majorczyk

ANGELICA MAJORCZYK, 8

12-07-08

Dear President Elect Obama,

My name is Carson Donnelly-Fine and I care a lot about animals. I wrote a letter to President George Bush about how they take baby animals away from their moms and dads just for people's entertainment. I think that they should limit the amount of baby animals that are used to one or two. Afterwards, the animals should be brought back to the wild. Animals have feeling but they just can't tell us.

From,
Carson

CARSON DONNELLY-FINE, 8

Dear President Obama _____

Dear President Obama,
Thank you for being our President.
I am 9 years old. It has always been my dream
to be a veterinarian. I want you to change
the world by saving the poor cute animals.
After that you don't need to do anything.

Sincerely,
Judy Truong

JUDY TRUONG, 9, LINCOLN, NEBRASKA

Dear Mr. Obama,
I know you will be a great
president! I think there should be
more bookstores and libraries.

Sincerely,
Corinna D.

CORINNA DAVIS, 8, MONTCLAIR, NEW JERSEY

Dear President Obama,

Can you shut down cigarett stores
because people smoke every year to be
cool and then they die. If people show
other people then they get addicted and
keep smoking smoking in front of the
family. Then it is hard for them to
breath. If you do it in front of baby's
they proboly would start coughing. A
person keep's on smoking your lungs will
turn black. Thanks for listening

Your friend,
Tommy
Nguyen

TOMMY NGUYEN, 9, LINCOLN, NEBRASKA

ELECTION NIGHT IN MY HOUSE

HANNAH LEVINE, 12 YEARS OLD
NEW YORK, NEW YORK

The night drags on and on and on. History is waiting to be made, and we are waiting, too. What results will tonight bring? Four years of salvation or four of the same old? Who will sleep in peace tonight and who will toss and turn?

Every now and then, good news-bad news pops up on the television. Every hour or so, new states come in to play; more and more citizens are added to the mix.

And we wait.

Dad sprawled out on the couch, watching intently, almost wishing he could just go to bed, but not wanting to miss this. Mom sitting erect in the old blue chair staring at the screen. Me laying in my bean bag, sleepy but refusing to sleep. The night drags on, but that's not to say it's not interesting! There are many surprises coming up throughout the evening. Virginia...Florida...Ohio!

Things are looking very, very good. Our moods lift, lift, lift—spirits soaring unimaginable distances as we realize the future of our nation is to be almost inevitably superb.

At last, the reporters say that yes, a projection can be made. *His* face comes up on the screen, a giant yellow checkmark next to his name. A collective gasp from my family. I swear, I even heard the cat suck in a sharp breath as my head tilts back, arms raised to the sky in thanks. Mom is on her feet already, staring at the screen in disbelief and sheer joy. I join her, and we hold each other, there in the middle of the living room. I feel her shudder in my arms; she snuffles a bit in my ear.

A shudder, a sniff, and a smile, and history has been made.

Bruce Kluger and David Tabatsky

STUDENTS FROM
URBANA MIDDLE SCHOOL
FREDERICK, MARYLAND

MEREDITH WHEELOCK, 13

One thing you need to improve is the poverty here in America. Lots of people in the United States are suffering and being stuck in poverty. Choice or not by choice, these people are hungry and sometimes hurt. I think you should do something about that.

ALEXA MIKK, 13

Mr. President:

May you please help our country out of this economic crisis?

Remember that even little things can help.

Please do not raise taxes.

Respect all people and listen to their opinions.

Everyone is in trouble and is worried about their jobs and money.

Someone needs to help and you are the man to start.

If you don't do something soon, the situation will get worse.

Don't procrastinate.

Enlist the help of your cabinet members.

Needless to say, the economy is in trouble and the American people need your help.

Take time and enjoy being president!

"There are now over a half a million people without jobs and homes. What is the answer to this mind-boggling conundrum?

Invest in America. Take all the billions being used to finance the war and bail out companies that have filed for bankruptcy and use it to create more roads, educate kids and come up with more ways to turn America into a green nation. The more we invest in America, the more issues we can solve." — Ashwin Sekar, 12

"One issue is that concerns me is the No Child Left Behind Act. Standardized tests help some students, but hold back others who are gifted and talented. Teachers only teach to what is on these tests, which limits the amount of knowledge students can absorb... Thank you for taking the time to read this. I very much appreciate that you want to listen to our country's youth." —Katharine Tabler, 13

ANONYMOUS, 13

My biggest concern is that marijuana should be legalized. There is a lot of research and science that says that marijuana is less addictive than nicotine. Marijuana is a plant and in my opinion, no plant should be illegal. When you make a plant illegal, it seems very communist does it not?

J U L I A N R O S E N B L U M

Dear Mr. President-Elect,

My name is Julian Rosenblum and I'm a seventh grader in a middle-class family. Being quite interested in politics, I have followed this election from the primary. From the beginning, I whole-heartedly supported you and I had and still have faith that you will turn our country around.

First off, I would like to congratulate you on your landslide victory and on making United States history by being the first African-American elected President.

I do, however, have something specific to ask of you. When you're in the oval office, you will be engulfed with responsibilities. Every word you speak will be heard by the country. This will be overwhelming for you but please, don't forget what you stand for.

Don't forget the values and issues that made you want to run for president.

Don't forget about the middle class like our last President did. I have faith that you will be one of the best Presidents this fine country has ever had.

Just remember, don't forget what you believe in. I wish you luck as we begin our journey. Please make my future brighter.

Yours truly,
Julian Rosenblum

JULIAN ROSENBLUM, 12, NEW YORK, NEW YORK

Dear President Obama

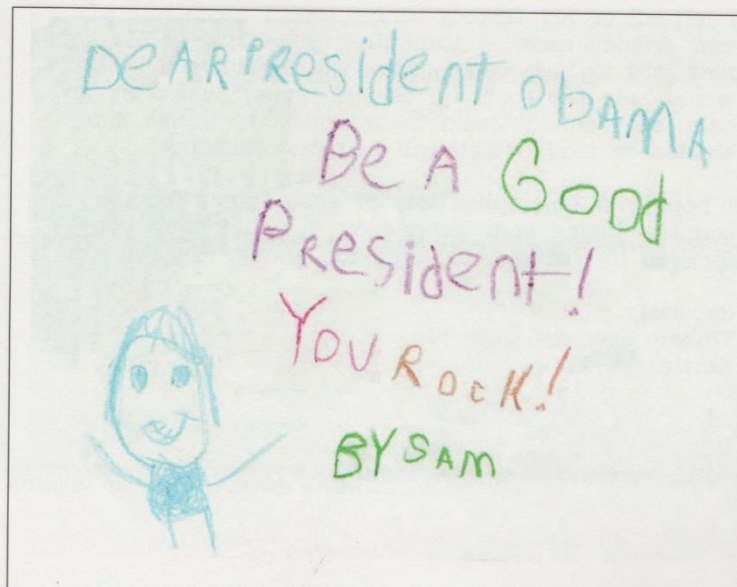
Dear President Barack Obama,

I have an idea for you to put to mind. You should think about listening to kids around the ages of 12 to 15 and what they think they would do if they were in your shoes and how they can help because everyone has their own opinions and would like them to be heard. No one listens to kids! Kids care about what will happen when they come of age to start making their own path in the world. We have good ideas too. We see what is happening with the war in Iraq, how many companies have to get bailed out, all the families losing jobs and the poverty that is in the near future. We have learned what has happened in Africa and in some of the other third world country and we have seen how sad and depressed they are and how it make everyone feel inside. We must stop this from happening and it has to happen soon because these things are at your door step and they are going to start knocking.

We all have to work together to solve these problems. You need to count on us kids to help because we are the future. Can we fix it... yes we can!! TOGETHER!

Your friend from MD,
Patrick Smith

PATRICK W. SMITH, 12, IJAMSVILLE, MARYLAND



SAMUEL GOIDEL, 6, MONTCLAIR, NEW JERSEY

I ' M P R O U D T O B E A N A M E R I C A N

Dear President-Elect Obama,

First off I would like to congratulate you on your win. I think you ran a great campaign and deserve to be president. I'm very excited to see what action you take when you're finally in the White House.

I would like to thank you for taking time to read this letter. To be honest with you, I'm not exactly a politics fan. My family doesn't put signs up in our yard or fight with people when they disagree with us on politics. I'm a Democrat, but my best friend is a Republican. Now that I think about it, I'm not really a Democrat. In my opinion, politics is so complicated, I don't see how children like me can decide if they are a Democrat or a Republican.

After the election, I'd walk down the halls and hear people yell, "Yay, Obama won!" Then someone would reply, "Boo, Obama!" (I hope you take no offense at this.) This annoys me because I bet that they are just saying that because that's what their parents want them to say. I am a firm believer in believing in something for *your* reasons and not someone else's. That is why I'm going to say to you now that I'm not against you, but I'm not for you either. I believe that as long as you do good things for our country, I will be proud to call you my President.

I wish you luck and encourage you to make smart choices. For the record, I'm not just agreeing with you on some of the topics above so that you'll like me. I truly agree with your choices. At the moment I'd like to tell you that, in the words of one of my favorite songs, "I'm proud to be an American."

Signed, Sealed, and Delivered,
Cori Ritchey
7th grader at Cooper Middle School
McLean, Virginia

CORI RITCHEY, 12, GREAT FALLS, VIRGINIA

STUDENTS FROM MS. FARRELL'S CLASS
COOPER MIDDLE SCHOOL
MCLEAN, VIRGINIA

"Congratulations! You have finally broken the final racial boundary for African Americans! It must be overwhelming to be you; even the smartest person in the entire world would be trembling in their boots. But, you are a very good man and I know you will restore America's pride."
— Adam Pardo, 13

"Congratulations! You're now the leader of the free world and the symbol of America, the greatest country in the world. Yes, despite all of these problems we've been having, I still believe that, and I will continue to believe that forever. America is freedom, America is hope, America is the land of the brave! While I am not entirely sure where my path leads, I know exactly what I picture America to be for the rest of my life and for my children's children. Are you up to the job, Mr. Obama?"
— Hannah M. Engler, 14

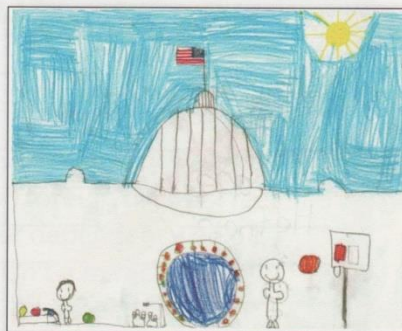
"Have you ever thought of using video games to help the economy? I, as a gamer, would be good with that. Video games aren't all that bad. There is a difference between being insane about video games and just liking them. Just speaking honestly."
— Alix Nyden, 12

"There is an old Indian proverb that says, 'We do not inherit the world from our parents, we borrow it from our children.' That's what I think about when I think about America. I congratulate you on your success. Cooper Middle School is counting on you, and we're cheering for you all the way!"
— Ashley Leah Johnson, 13

I just want to say CONGRATULATIONS!! I mean, I've won a guitar in a raffle, but winning the role of president is truly amazing!"
— Jenna Dean, 14

"The thing I fear the most about the government is Democratic majority. I think if you don't support any ideas Republicans thought up, you and Congress will wipe out the Republicans. You may have won the election, but 47% of the country still votes Republican. So please don't exclude 47% of the nation."
— Brendan Cafferky, 13

"I think it's totally cool that I have the same name as your daughter!"
— Malia Berner, 13



TRACE HEFNER, 7, HIGHLAND PARK, ILLINOIS

"You will always be remembered as the first African American president, but make the world remember you for something else: being the best president of the United States of America."
— Robby Byrne, 14

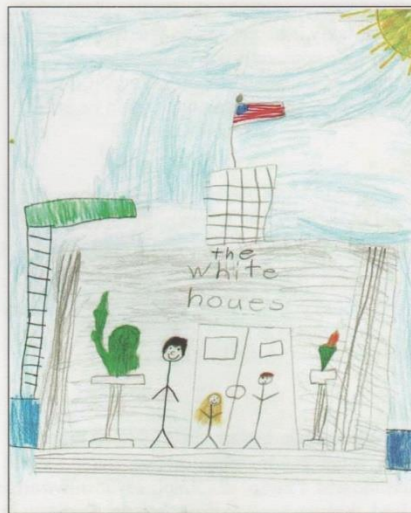
COOPER MIDDLE SCHOOL

“Our nation’s flag is the symbol of hope around the world, and I am proud to be an American. One day I hope to become a Marine. You follow in the footsteps of one of the best presidents this country’s history: John F. Kennedy. You are a great teacher and speaker, and we need a strong leader and a government that the people can trust. You have a long and hard job ahead of you, but I know that you can do it.”

— James C. Kennedy, 13

“When JFK said we would send a man to the moon, we did. The average age of the people in that room in Houston was 26—way younger than anyone would probably guess. That means they were 18 when JFK first said we would go. In the end, he had inspired those young people to go out, go to college, and study hard. You have the power to do the same. Please give my generation something to achieve!”

— Devon Maloney, 14



EDEN MANDELL, 7, HIGHLAND PARK, ILLINOIS

“Once I was proud to be an American, but now disaster has struck. We are in pointless war and a disastrous economic crisis. We struggle for money to get the things we need, not to mention the things we want. We need someone to help us with all of this. Will you be that person?”

— Keane Alavi, 12

“America is a place where everyone has the chance to become anything they want to be. I am a natural born American citizen, but my parents were born in Iran. When they were young, they both moved away from their families to the U.S. to get a better education. America stands for freedom. We show the world how anything is possible.”

— Nicole Azmoudeh, 13

“Although all my family members are Korean, and we moved into the States not even half a year ago, this country is still special because I was born in here. One of the biggest changes facing America is racism. I mean no offense to anyone, but I was quite afraid when I first stepped into this country. I heard stories about discrimination and troubles in schools because of what race you are. But from the 2008 election, you have shown me that I had nothing to worry about, and I really thank you for that.”

— Jenny Ryoo, 14

“I would like to express my feelings on your views about education. I think that you and Joe Biden make a good point when it comes to reforming No Child Left Behind. It would be great if you could find a way to improve the tests used to track our progress. I would also like to know more about your Zero to Five plan. I’ve looked into it on your website, and it sounds like it could have a positive impact on our nation’s youth. So I am very interested in hearing more about it.”

— Cole Forrer, 13

COOPER MIDDLE SCHOOL

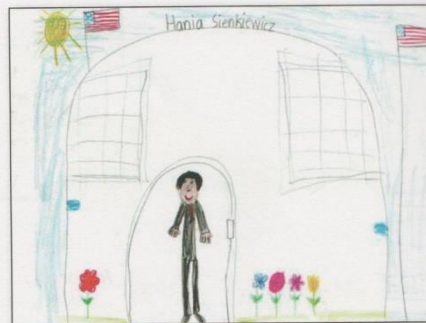
“On January 20, 2009 you will be the head of our nation, running our country, our Chief Executive—“the big guy”—and you will represent the beautiful U.S to many other nations. This election really made me look at America with a different perspective. Think how much our nation has changed! One hundred and fifty years ago, we had slaves; about 40 years ago, African-Americans couldn’t sit in the front of a bus. Look at how far we’ve come: an African-American being the LEADER of the U.S.A.! This all makes me very proud. America is truly a place where anything is possible.”

— Jenna Dean, 14

“America means a lot to me. We are a role model for the world, a symbol of hope when other countries need help, and a symbol of love when other countries need comfort. That makes me feel special.”

“To me, the American dream is starting to blur. About 60 percent of my parents’ day is spent working. But when payday comes, how much money are they really getting? Doesn’t it seem logical that if a person spends the majority of his/her time working, that he/she should be rewarded fully, and not have half or more of their income taken from them?”

— Connor Welsh, 14



HANIA SIENKIEWICZ, 7, HIGHLAND PARK, ILLINOIS

“Our country symbolizes freedom of religion, assembly, press, petition and speech to the entire world, five freedoms that are an honor and a privilege to have. America also means honesty, respect and bravery, and I would like to keep it that way. My ideal America is a place where everyone has a good, well-paying job; where young adults who have the interest and potential to go to a good college—but can’t pay for it—can still go to college; where no child goes to bed hungry, and has a safe, warm place to live. I understand it will be extremely difficult to do this, but that is my dream. Congratulations again, Mr. Obama, and I will see you at your inauguration.”

— Lauryn K. Johnson, 13



“This is the first election that I’ve ever really paid attention to. It was also the first time that my dad went door to door, asking people to vote. That means my dad really, really wanted you to win! I did too. I know you are going to be a great leader. America means a lot to me. We are a role model for the world, a symbol of hope when other countries need help, and a symbol of love when other countries need comfort. That makes me feel special.”

— Rachel Myers, 12

Dear President Obama,

Since you've been chosen and sworn in as the President of the United States of America, I figure you must be pretty busy. I used the format of "The President's To-Do List" to list the issues in our country that I see as the top 10 most important. Compared to mine, your to-do list is pretty long. Even with the next four to eight years, it'll be hard to pull off. Anyway,

- THE PRESIDENT'S TO-DO LIST
1. Save the banks
 2. Save the real estate
 3. Keep the stock market from crashing
 4. Win the war in Iraq
 5. Stop the terrorists
 6. Bring the soldiers home
 7. Find alternative fuel sources
 8. Keep everyone happy
 9. Don't make a fool of yourself
 10. Be America's first black president

Thanks for taking the time to read my letter. And good luck on leading our ailing country through a time of crisis, being one of the most important people in the world, and keeping everyone from being killed by terrorists. Good luck!

No pressure
Kara Hirschman

KARA HIRSCHMAN, 12, IJAMSVILLE, MARYLAND

JP

Dear Barack Obama,

I'm a 13-year-old boy from Scranton, PA, and when I heard that there was a black candidate running for president, everyone around the country—including me—was shocked. But after a while, I wasn't shocked. I was glad.

Mr. Obama, you and I have a lot of things in common. Both of us have a white mother and a black father. You had a father who only saw you twice in your life before he died in a car crash in Kenya in 1982. My father wasn't really like that; and even though my parents argued at times—where my mom or my dad would move out—he was there for me. So I have it even a little better than you did.

But what we both have in common is that our mothers were always there for us, and our grandparents, too. All of this is important to me because, from your childhood until now, you have shown me that I could grow to be just like you, and to be able to accomplish things in life and make good things become better things.

So now we have you as President—a nice, intelligent man who the country hopes will defeat all odds and make America a better place for people all over the world. You showed everybody that the color of your skin doesn't matter; and what *does* matter is the good you can do for the people of the world, and the people of the United States.

I am really glad that you're President, Mr. Obama, and I hope that you do a good job.

Sincerely,
Jalen Parker

JALEN PARKER, 13, SCRANTON, PENNSYLVANIA

From the desk of Moli Becker...

President Obama,

First of all let me tell you how much I love the fact that you won the Presidential election. I think you will do a great job--your ideas are great and wise.

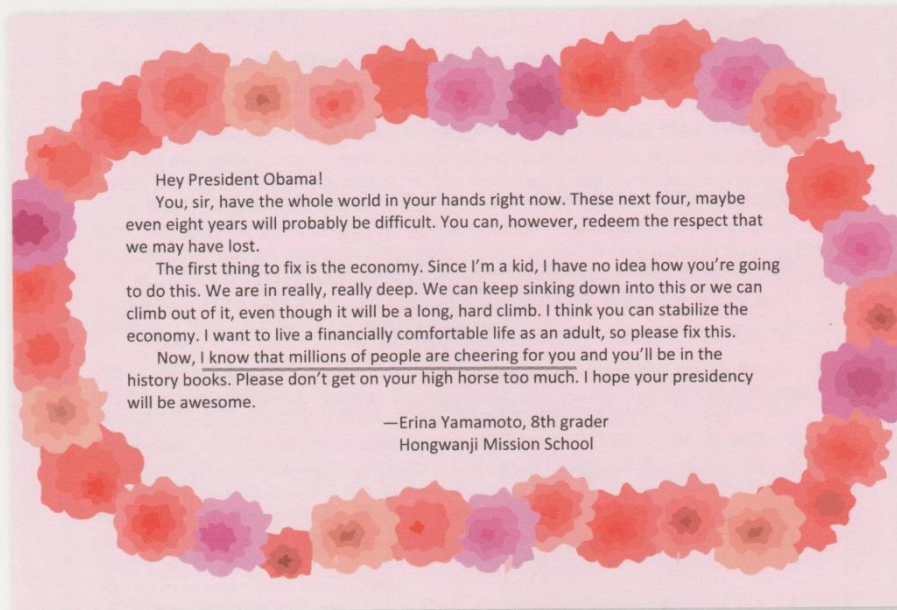
America is my home. You see, I was adopted from China, and back then it wasn't as rich and successful a country as it is today and will continue to be. There are many people out there in the world who are still in orphanages, and my heart goes out to them. I know what it feels like to be abandoned and not taken care of. I feel so bad for them and hope that you will help them, now that you are president. I think that your first order of business should be either the economy, which is continuing to drop, or the war in Iraq. I think that pulling out the soldiers in Iraq is a great idea, but we should do it gradually. If we were to pull them all out at the same time, then there will be no protection at all, and we will be viewed as the bad guys.

I think that in order for America to prosper and continue to be a great nation, the president has to be able to relate to the people and their needs. They need to understand that sometimes power isn't always all that it's cracked up to be. In the words of Spiderman: "With great power, comes great responsibility." I think that he couldn't be any more right. America is the place that I have lived for the majority of my life. I have always loved living here and still do. America is my safe place, a place where I can be free and not be afraid. A place of never-ending possibilities. A place where there is no one who tells you who you should be, and what you should do, or what you should wear. A place where knowledge flows and never stops. A place where, no matter where you are, you can always feel at home.

America is where my heart is and it is where it shall always stay. And I know that it's where your heart is too. I think that with you as President America will not only rise to the top and be the best it can be, but it will also be looked upon as one of the greatest nations in the world, with you, Barack Obama, leading us to infinity and beyond.

Sincerely,
A passionate American citizen,
8th grader Moli Becker

MOLI BECKER, 13, MCLEAN, VIRGINIA



ERINA YAMAMOTO, 13, HONOLULU, HAWAII

INDIAN WOODS MIDDLE SCHOOL • SHAWNEE MISSION, KANSAS

"My grandma has sugar diabetes and it's getting worse. We had good memories, and I don't know how much time she has left. I would like you to look more into sugar diabetes." —Terrance Brockman, 12



**INDIAN WOODS
MIDDLE SCHOOL**

Dear President Obama,

On April 16th 2007, thirty-three were left dead at the Virginia Tech Massacre. That day my friends and I were up at the school gym playing dodge ball against our parents. It was great fun, and after many rounds of the exhausting game we all ran out side, grabbed a popsicle and sat down to hang out. Everything was going jut fine until one of my best friends came over and told us what happened on the Virginia Tech campus.

"My cousin goes to Virginia Tech," he said, "and we can't get a hold of her."

Days later, my mom gave me the news. "Hey, Garrett, come here for a second, we need to talk." Then she told me that Ryan's cousin was one of the thirty-three. I sat there for a while, wondering what the family was going through.

Mr. Obama, students go to college to get an education, not for this. Thirty-three are dead. That is thirty-three too many. America needs your help.

Sincerely,
Garrett Mould

GARRETT MOULD, 12, OVERLAND PARK, KANSAS

"I used to have three grandpas when I was about eight or nine. My Grandpa Jeff is gone now. He died of leukemia, and I miss him so dearly. I ask of you one favor: try to find a cure for leukemia." —Cody Gibson, 12

"I think you should send more law enforcement to each city in the country. We need more police officers for our streets and houses, for our stores and malls, and also for our schools." —Andres Gomez, 12

"Even though you defiled segregation/ Don't have that define your administration. The people need a leader who knows what to do/ Don't disappoint the ones who chose you."
—Rachel Franklin, 13

"We need tighter gun control. Automatic rifles should not be available to the public. Hunting rifles are fine with me, but ten unarmed citizens are no match for one criminal with an automatic rifle. If we don't learn from the mistakes of our past we are doomed to repeat them." —Kyle Fairfax, 13

"Please, please help kids who do drugs, even if what they're doing is illegal. D.A.R.E. programs aren't enough." —Nick DeHaan, 12

"I have a cousin who had a good future ahead of him. He was doing everything right—until he was introduced to drugs. He made a wrong decision that put him in jail for a while. I would hate to see another family go what my family went through. As president, you should try to prevent drugs from entering the U.S." —Jawann Stennis, 13

"I think you should give social security to all immigrants who have been in U.S. for over 8 years and don't have a criminal record. My great aunt was sent back to her native country and is now she separated from her two daughters and husband. She is still trying to come back in the country."
—Eddy Mortera, 13

Dear President Obama

Dear President Obama,
You are the final piece of the puzzle. You can, and

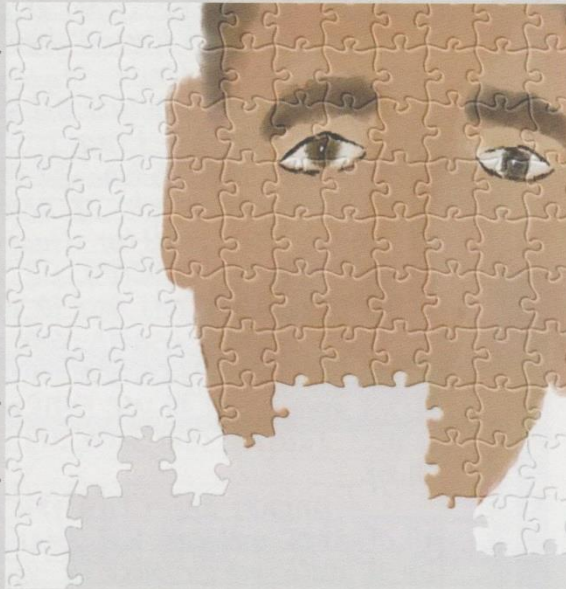
have, inspired people like no one I have ever seen before. With you, we can change the way the world looks at us.

But, it's not just about image; it is about fixing the problems that we have created. It is about making a better world for generations to come.

About getting care for those who need it. It's about finding a new energy source because, without one, we won't have a planet anymore.

It is about stopping children from being orphaned by war. It is about letting it be known

that all men and women are created equal, and that people should not be discriminated against based on race, gender, sexual preference, and religion. It is not about me or you; it is not about America alone, but the world as a whole. And with you, I think we can change it for the better. —Sincerely, Bridgette Kluger



BRIDGETTE KLUGER, 13, NEW YORK, NEW YORK

Dear President Obama

MAYA

Dear Barack,

I THINK YOU NEED TO STOP THE IRAQ WAR SOMEHOW (I WAS GOING TO SAY WE SHOULD HAVE WORLD PEACE, BUT THIS WILL HELP) AND SAVE THE ECONOMY. WE SHOULD ALSO TRY TO BE AS ENVIRONMENTAL AS POSSIBLE. IF WE REDUCE GREENHOUSE GASES, IT WOULD HELP THE WHOLE WORLD.

ONE WAY TO DO THIS IS BY USING FUEL-EFFICIENT CARS FOR PUBLIC TRANSPORTATION AND POLICE. ELECTRIC CARS SHOULD BE REINVENTED. IT WOULD BE NICE IF EVERY STUDENT AT EVERY SCHOOL HAD THE OPPORTUNITY TO TAKE THE BUS. ALSO, IN SOME OF THE SUNNY STATES, SOLAR PANELS COULD BE USED FOR POWER, AND IN WINDY PLACES, WIND TURBINES. RECYCLING IS IMPORTANT, TOO, ESPECIALLY FOR GLASS, PLASTIC AND ALUMINUM. BECAUSE THEY AREN'T BIODEGRADABLE, IN MEXICO, I SAW GARBAGE CANS THAT SAID "ORGANIC" AND "INORGANIC" (IT WAS IN SPANISH, OF COURSE). THAT MIGHT ALSO BE GOOD. IN SCHOOLS WE SHOULD BE EDUCATED ABOUT ALTERNATIVE ENERGY SO WE CAN HELP.

WHEN YOU ARE PRESIDENT, I DON'T WANT TO GO TO OTHER COUNTRIES AND MEET PEOPLE WHO HATE AMERICA. IT'S IMPORTANT TO ME FOR YOU TO IMPROVE THE REPUTATION OF THE U.S. BECAUSE MY PARENTS MAKE ME TRAVEL TO OTHER COUNTRIES A LOT. WHEN I WAS IN MEXICO ALMOST EVERYBODY WE TALKED TO ABOUT YOU SUPPORTED YOU BECAUSE, AS THEY SAID, "WHATSOEVER HAPPENS IN AMERICA AFFECTS US TOO."

I'LL SEE YOU AT THE INAUGURATION. I'LL BE THE GIRL FROM ALASKA WITH A TIE-DYE THAT SAYS "YES WE CAN" OVER MY PARKA AND A CAMERA AROUND MY NECK.

Sincerely,
MAYA HEUBNER

CAMILLE

Dear Barack Obama,

I think all schools should have recycling stations. My school recycles batteries, and I think that's good. But that they should take it a step further, to recycling all recyclable materials. The only drawback is, What kid would want to haul their recycling to school? I certainly wouldn't, because I have too many other things to carry. Maybe parents could help by dropping off some recycling when they pick their kids up from school or when they're in the neighborhood. Also, the people who live nearby could use it as a recycling station for them, too.

Sincerely,

Camille Heubner, 11

CAMILLE HEUBNER, 11, ANCHORAGE, ALASKA

MAYA HEUBNER, 13, ANCHORAGE, ALASKA

Dear President Obama

sarah

Dear President Obama,

I believe you will be a wonderful president of our country. I think you have the potential to change America for the better. Some people just forget to realize how difficult your job can be, and think it is just a walk in the park for a president. Though I have never gone through the leadership you have partaken, I can pretty well guess that your job will not be the easiest in the world.

I would like to bring up a few matters concerning my thoughts as an American and a future voter. First of all, I would like to say that I am a Christian. I go to a Christian Academy, but I have also gone to a public elementary school. There were children there who believed the same as I did, and everyone seemed all right with that. But now it seems like the public schools are headed in a direction where students will not be allowed have a Bible in their book bag or to pray over their lunch meat. In the future, when I have children who might go to a public school, I hope that they will not get in trouble for a simple act of studying Scripture or praying for a friend.

Secondly, as a survivor of Stage IV neuroblastoma, a cancer of the nervous system, I would like to say that I am very grateful for the medicines and treatments I have received. But I feel that future victims of the horrible thing called cancer could be cured in a shorter amount of time and in an easier way if more funds were donated to pediatric cancer research. Even wonderful organizations give less than 5% of their proceeds to the pediatric side of cancer research. Also, many cancer treatments are first developed for adults then given as a sort of hand-me-down to children. Multiple young patients have worsened and even died from this practice.

—Sarah Smith

SARAH SMITH, 13, SMITHFIELD, NORTH CAROLINA

CASEY MACK

November 24, 2008

Dear Mr. Barack Obama,

You being president made me feel very excited. I was happy to see that someone who looks like me can be President of the United States of America. I have had some hard times at my school during the election. The kids have been saying some mean things about people who look like us. I tried talking to the students -- it did not work. So I went to my teachers who helped me find a solution. When I listened to your incredible speech and heard you say, "Yes We Can!" I started to believe we can change the student's negative points of view at school.

There is another reason why I am so excited that you will be president. You see, my brother and I are very sick. My brother has brain tumors and I have two rare disorders. My Mom has been worried all these years that we would not get health insurance because of our terrible sickness. If my brother does not have health insurance he would not get his medicine and he would die. My Mom moved us from Florida to Connecticut so we could have health insurance. She wants us to have a good education, too. I really miss Florida because I miss my family and friends. However, I realize that it is better to have insurance. Maybe, someday we can have insurance and live anywhere we want to live. I believe this is possible because you are going to be president. As you said before, we do need change.

I believe itYES WE CAN!

Your friend,
Casey Mack
Trumbull, CT

P.S. I can vote for you in the next election!

CASEY MACK, 14, TRUMBULL, CONNECTICUT

David Smith
Blue

Hi, my name is David Smith
And I live in Maryland.
Your presidency will be tough,
So I'll offer you a hand.

I give you this "to-do" list;
It will help you on your way.
In the shape of this here poem,
My hopes and dreams I'll say.

Our economy is failing;
It's not too hard to see.
Banks are dropping off our maps
And stocks aren't worth their fee.

The environment is next on my list
And I just may have a solution.
Alternative energy is the key;
It'll help get rid of the pollution.

Other countries can help us out,
So improve our foreign policy.
If they would just help our cause,
That would be good enough for me.

I have one last request of you
For my list is nearly over.
My three requests are written here
Like three leaves on a clover.

So plant my clover of hopes and dreams
As I give you all my best wishes.
Listen to America's people
And give my regards to the Mrs.

DAVID L. SMITH, 14, IJAMSVILLE, MARYLAND



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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 : Yuni Syafria Br Hasibuan
NPM : 1402050157
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131 SKS

IPK= 3,56

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|--|--|------------------------------------|
| | An Analysis of Ideational Grammatical Metaphor President Obama Book | |
| | The Intrinsic Elements of the Novel "Frankenstein" | |
| | An Analysis of Symbols Used in Mike Funland Berastagi | |

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

Medan, 24 November 2017
Hormat Pemohon,

Yuni Syafria Br Hasibuan

Keterangan:

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



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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 : Yuni Syafria Br. Hasibuan
NPM : 1402050157
Program Studi : Pendidikan Bahasa Inggris

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

An Analysis of Ideational Grammatical Metaphor
in *Dear President Obama* Book

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Bambang Panca S, S.Pd, M.Hum

Acc ²⁸/₁₁₋₂₀₁₇

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, 28 November 2017
Hormat Pemohon,

Yuni Syafria Br. Hasibuan

Keterangan

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

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 624 /II.3-AU/UMSU-02/F/2017

Lamp : ---

Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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 Mahasiswa : YUNI SYAFRIA BR. HASIBUAN
NPM : 1402050157
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : An Analysis of Ideational Grammatical Metaphor in
Dear President Obama Book

Pembimbing : Bambang Panca S.,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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **29 Nopember 2018**

Medan, 10 Rab. Awwal 1439 H
29 Nopember 2017 M

Wassalam
Dekan



Dr. Elfrianto, M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

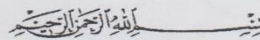
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Yuni Syafria Br Hasibuan
N.P.M : 1402050157
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis of Ideational Grammatical Metaphor in *Dear President*
Obama Book

Sudah layak diseminarkan.

Medan, 19 Januari 2018
Dosen Pembimbing

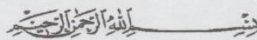
Dr. Bambang Panca S, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

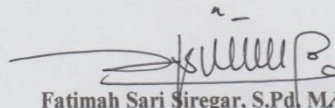
Nama Lengkap : Yuni Syafria Br Hasibuan
N.P.M : 1402050157
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis of Ideational Grammatical Metaphor in *Dear President Obama* Book

Pada hari Kamis tanggal 25 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

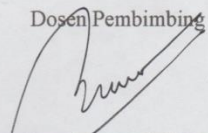
Medan, Januari 2018

Disetujui oleh:

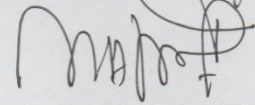
Dosen Pembahas


Fatimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing


Dr. Bambang Panca S, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

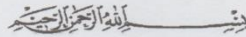

Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

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

Nama Lengkap : Yuni Syafria Br Hasibuan
N.P.M : 1402050157
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis of Ideational Grammatical Metaphor in *Dear President Obama* Book

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 25, Bulan Januari, Tahun 2018

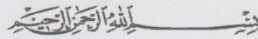
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Yuni Syafria Br Hasibuan
N.P.M : 1402050157
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : An Analysis of Ideational Grammatical Metaphor in *Dear President Obama* Book

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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, Januari 2018
Hormat saya
Yang membuat pernyataan,



Yuni Syafria Br Hasibuan

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 547 /II.3/UMSU-02/F/2018
Lamp : ---
Hal : Mohon Izin Riset

Medan, 15 Jum. Awwal 1439 H
01 Februari 2018 M

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/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Yuni Syafria Br. Hasibuan
N P M : 1402050157
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis of Ideational Grammatical Metaphor in *Dear President Obama* Book.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pertinggal **



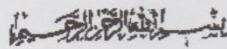
Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

SURAT KETERANGAN

Nomor: ~~1230~~ /KET/II.3-AU/UMSU-P/M/2018



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

N a m a : **Yuni Syafria Br Hasibuan**
N I M : 1402050157
Univ./Fakultas : UMSU / Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris / S1

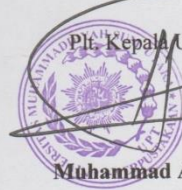
adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

“An Analysis of Ideational Grammatical Metaphor in *Dear President Obama Book*”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 12 Jum. Akhir 1439 H
28 Februari 2018 M

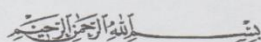
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Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI
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BERITA ACARA BIMBINGAN PROPOSAL

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 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Yuni Syafria Br Hasibuan
 N.P.M : 1402050157
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : An Analysis of Ideational Grammatical Metaphor in *Dear President Obama* Book

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|------------|------------------------------------|--------------|
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Medan, 19 Januari 2018

Diketahui oleh:
 Ketua Prodi

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

Dosen Pembimbing

(Dr. Bambang Panca S, S.Pd, M.Hum)



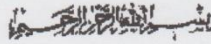
Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Nomor : 1241 /KET/II.3-AU/UMSU-P/M/2018



Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Pelaksana Tugas (Plt.) Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

N a m a : **Yuni Syafria Br Hasibuan**
N P M : 1402050157
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

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Medan, 12 Jum. Akhir 1439 H.
28 Februari 2018M

Plt. Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE

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Medan, Maret 2018

Yuni Syafria Br Hasibuan