

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the discussion above, the writer came to a conclusion. The writer can analyze the aspects of Joe Biden's speech by using Halliday's Systemic Functional Grammar as below.

1. The first, it chooses basic words and short phrases over difficult structures. His speeches had many sentences that were easy to understand from a political speech point of view as some of them actually related to the content of Biden's speech which was mostly intended to reunite the country so that they can deal with recent problems and informally. As a result, the space between him and the audience can be easily understand. And the writer can tell by transitivity analysis that the material process, and relational process, is used the most in his speech.
2. The second, the application of modal verbs by presidents shows their clear intention to complete tasks and make their language as simple as possible while also decreasing the gap between the president and the audience, according to the modality metafunction. Another use of modal verbs, particularly the frequent use of 'will' and 'can' in

presidential inauguration speech, is to encourage the audience to have trust in the government's ability to deal with future challenges.

## **B. Suggestion**

There are some suggestions that the writer would like to give:

1. It was suggested for Students, particularly those who are in the English Department, to understand more about CDA in their textbooks. To get a thorough understanding of Halliday's theory, especially in relation to systematic grammar and functional grammar. It may also be of use to English learners.
2. For the other researcher, they anticipated that this work will serve as a resource for future research. For Halliday's theory, a critical discourse analysis of political speech is required.
3. This research aims to expand understanding and knowledge for EFL students by helping them identify the existence of systematic and functional grammar when analysing a textual discourse. According to researchers, students should be able to critically analyse texts, narrative texts, and other sorts of readers.
4. To EFL teachers, It is hoped that the teacher will be able to educate students on how to analyse text discourse since this will encourage

them to be more critical when analysing text discourse from a grammatical perspective.

5. This study may also benefit readers by furthering their understanding and perspective on discourse analysis. And because the researcher knew that this research was far from ideal, she welcomed any criticisms or suggestions from the readers to improve this analysis.