

A LINGUISTIC-STYLISTIC ANALYSIS OF POST-APPEAL COURT VICTORY SPEECH OF SELECTED STATE GOVERNORS IN NIGERIA

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ABSTRACT

This demonstrates the approach of Linguistic-Stylistics in the analysis of political speeches by examining post-appeal court victory speeches of selected Governors in Nigeria with the objectives of identifying and analysing prominent linguistic features; relating the identified linguistic features to the message of the speeches; and determining the way the linguistic features mark out the victory speeches as a unique stylistic genre. The data for the study were drawn from the victory speeches of the governors delivered between 2003 and 2009. These were the governors that challenged the outcome of the elections in their states and had their victory restored in the appellate courts without a re-run before 2010. The data were collected from the national dailies, such as Daily Independent, The Guardian and The Hope. The speeches were carefully studied, with close and cautious attention paid to the syntactic features. The identified predominant syntactic features are the pronominal references and structural parallelism, which the governors used to convey their messages and foreground the theme of their speeches. The study concluded that the identified features were basically used by the governors to convey their messages and intentions. The features were also used to achieve cohesion in their respective addresses. Again, with various sentential repetitions in the speeches, the governors reinforced their thematic focus, as they sought to legitimize their administrations. These features thus marked out the speeches as a unique political genre.

KEYWORDS: Political speech, stylistics, language, discourse, references.

INTRODUCTION

Language is a basic instrument or tool of communication. Indeed, it is most significant medium of achieving diverse communication-related objectives among humans. In the society, language is crucial in the successful running of any democratic governance. It is in this regard that Taiwo (2009) rightly notes that language is the conveyer belt of power; it moves people to vote, debate or revolt. Therefore, language is the central point of political stability or polarisation. The importance of language was emphasised by Akinkurolere (2017) thus:

Language is distinctively a human phenomenon. In fact, the society at large depends so much on the use of language for its continual existence; this is to say that people use language for different purposes in the society. These include communication, association, integration, education, etc. Once an individual acquires a language, it becomes the greatest tool in his hand as a social being. To this end, language is essential to every politician because most of the activities performed by the politicians are done through the means of language. Various types of political address are delivered through language which include but not limited to campaign, manifesto, inauguration, budget presentation, etc. There is no gainsaying that language and politics are closely related. This is due to the fact that language is a very important weapon; in fact, the major vehicle of politicking as noted by various scholars. No wonder, Opeibi (2009) refers to the relationship that exists between language and politics as symbiotic.

Therefore, we can say that no political programmes or goals can survive, or be consolidated without language, since it is the very means through which the view and culture of every society is preserved and expressed. Because language itself is a science, it becomes the medium of political expressions through which the policies, programmes, ideologies, and affairs of any political group are propagated across the globe. Corroborating this assertion, it is cited in Ayeomoni (2001:119) that 'we can use language to rule or govern men', Thorne (1997:368) argues that political language often conceals the truth by using euphemism which makes harsh reality more palatable'. Thorne's submission could be attributed to the fact that politicians often use language for defensive purpose.

From the above, language can be seen as a strong weapon used by political leaders in their politicking and power acquisition processes. It is in view of this that Ayeomoni (2001) concludes that 'the strength of language in politicking is enormous'. This suggests that language and politics are closely connected and cannot be separated because language plays a significant role in the political behaviour of every society. Politicians, both in Nigeria and other parts of the world, use language to cover up and escape whenever the populace wants to make them accountable for their words; they also use it to solicit for support. This interrelatedness of language and politics is further demonstrated when language is used to mobilize, educate, incite and persuade the public for political reasons.

Political speech is a popular concept anywhere politics is being practised. It is seen as a means of establishing and maintaining relationships, expressing thoughts and feelings, and projecting an ideology in the society. So, it is a speaker-audience phenomenon since every speech given is meant to address a particular audience, as it serves the purposes of influencing, informing, persuading, inciting, or entertaining people. Thus, politicians employ political speeches to sell their images as well as party policies, using carefully worded statements involving euphemisms or paraphrases in order to avoid controversy or public loss of face (Wales 1989).

METHODOLOGY

The approach to the research is linguistic-stylistic, a significant approach in Stylistics. In stylistic analysis, items are usually isolated and described using a framework chosen from whatever

school of descriptive linguistics, the stylistician or analyst subscribes to, or considers as appropriate for a particular purpose. Supporting the above, Ayeomoni (2004) states that 'linguistic stylistics is an analytical approach which helps readers to objectively study both literary process and non literary materials'. It is along this reasoning that, it can be categorically stated that stylistic appraisal of language is Linguistic-stylistics. For this study, syntax is the level of linguistic analysis considered for this work because it is discovered that certain syntactic features are among the prominent linguistic features in the speeches. Therefore, syntax is regarded as the framework or linguistic tool of analysis.

From the foregoing, we can postulate that stylistic approach provides insights into the immense variation within language; as it provides and enhances the practical linguistic evidence used to explicate the nuances of any discourse and arrive at the general interpretation of such text. In line with the core objective of linguistic-stylistic analysis, which is to provide systematic and empirical analysis of texts, the speeches were carefully studied with close and cautious attention paid to syntactic features.

The data are examined for the various syntactic components of the speeches in order to aid an objective generalization on the syntactic features that characterize the victory speeches of selected Nigerian governors. The data for this study are inaugural/victory speeches of selected state governors in Nigeria from 2003 to 2009. These governors are Olusegun Mimiko from South-Western part of the country representing the Labour Party; (LP); Adams Oshiomole from the South-South representing Action Congress of Nigeria (ACN) now All Progressive Congress (APC), and Peter Obi from the South-East representing All Progressive Grand Alliance (APGA). The rationale behind the selection of these governors was premised on the fact that, they were the only three governors that contested the outcome of the elections in their respective states in election-petition tribunals between 2003 and 2009, and had their mandates restored at the appellate courts without a re-run before 2010. The data were obtained from the Daily Independent, The Guardian, and The Hope newspapers

No doubt, the scope of Syntax is wide; hence, the analysis will be restricted to pronominal reference items as the main focus. For clear analysis, below is the tabular representation of the governors, the titles of the speeches, and the date in order of their presentation.

Table 1: Representation of the Governors and their Speeches

| Label | Governors | Speech Title | Date Presented |
|----------|---------------------|---------------------|-------------------|
| Speech A | Mr. Peter Obi | Our God Is Faithful | March 17, 2006 |
| Speech B | Mr. Adams Oshiomole | A New Dawn | November 12, 2008 |
| Speech C | Dr. Olusegun Mimiko | I will Work for You | February 24, 2009 |

Analysis procedure

In order to arrive at a logical and objective conclusion, the data were subjected to careful study, and analysed using the framework of syntax. The sentences in the speeches were numbered for the purpose of easy references. To this end, pronominal references were noted to be significant in each of the speeches, therefore, the linguistic-stylistic approach and syntactic framework were discovered to be appropriate for the study, and found to provide the tools to objectively analyse

the texts of the speeches. The data analysis procedure involved identification, sorting and classification of the various identified pronominal references and the data were discussed in relation to the relevance and significance of these features to the success of the speeches.

RESULTS AND DISCUSSION

Pronominal References in the Speeches

In the text of the speech of Mr. Obi, various pronominal reference items are used by the governor. These include first person singular pronoun 'I' which appears twenty three (23) times out of the total forty-seven (47) pronouns in the speech. The reason for this could be explained by Thorne's (1997) submission that 'the use of pronouns by politicians is significant in that pronominal choices often reflect the ideology of individual politicians by conveying their personal negative or positive attitudes'. She further opines that 'pronouns enable politicians to accept, deny or distance themselves from their responsibilities; to encourage their supporters; to distance the opposition; and to give a personal touch to their discourse'.

The governor uses the first person pronominal items 'I' to refer to himself twenty-three times, 'our' fifteen times, the possessive form 'ours' one time, and 'we', 'us', 'me', 'myself' and the determiner 'my' eight times in the text. This is done to show that the governor really identifies with the people, and to emphasise his commitment to championing the cause of the people of Anambra State. Consider these excerpts from the speech. 'I offered myself...' (s. 4). 'I contested the...' (s. 5). In sentence five, the speaker uses the pronoun 'I' to express humility and his determination to serve his people by way of offering himself, and so contested the election in 2003. It also portrays him as Christ, who offers himself to be sacrificed in order to save the world. In sentences 7 and 8, the speaker expresses his total trust in God as demonstrated in the title of the speech, and shows that he eschews violence and wants peace and calmness to continue to prevail in the state, so he decided to go to court. 'I looked for the face of God' (s. 7). 'I turned to the judiciary...' (s. 8).

Here, the governor uses the first pronoun 'I' to reiterate his efforts in alleviating the problems in the state through the recovery of his mandate. In what follows, the governor appreciates the judiciary for its commitment to justice, which restore his mandate. These expressions in sentences 10 and 11 corroborate this assertion. 'I pay tribute to...' (s. 10) 'I commend the ability...' (s. 11). The governor uses the forum to praise God, the judiciary and, perhaps, the people for hearkening to his cry. We find that Mr. Obi has employed the first pronominal item 'I' to refer to himself to great advantage. This is in line with the submission of Alo and Ebuka (2009) that 'pronouns are referring expressions'.

Having thanked God and the judiciary, Mr. Obi goes on to lament the woes that have bedevilled the state and reiterate his resolve to see that things change for the better in the state, as evident in the following sentences. 'I make a solemn...' (s. 26). 'I shall do everything...' (s. 26). 'I pledge to do...' (s. 34). The governor emphasises his determination to change the social, economic, and political situation of the state in the expressions above using the first person pronoun to refer to himself and not any other person. Also, Mr. Obi briefly mentions his

predecessor and invites him to support his administration in building and revamping Anambra State. The governor states the fact that he acknowledges the contribution of the former governor to the development of the state. He, however, uses the objective third person pronoun 'him' to distance himself from the former governor and achieve cohesion in the text. Thus, in sentence 30, he states: 'I acknowledge... and offer him...'

He also praises the Anambra State legislature for what he describes as 'outstanding, courage, and independence'. And vows to do all he could to reciprocate such good virtues (s. 33 and 34) 'I have watched...' (s. 33). 'I pledge to do all...' (s. 34). He uses the same forum to solicit for support and cooperation from the civil servants in the state. This could be as a result of the fact that the governor recognizes the importance of public servants as stakeholders in the growth of the state. In sentences 35 and 36, he states: 'I appeal to all...' (s. 35). 'I intend to...' (s. 36). The first person pronouns are used here to refer to the governor himself, and this suggests that he cannot succeed without the people's support. Mr. Obi further expresses his intention to involve the private sector in the task of developing Anambra State through the use of first person pronominal reference 'I'. For instance, the following expressions are used to emphasise his determination to carry the public sector along: 'I understand...' (s. 38). 'I intend to...' (s. 36). 'I appeal for peace...' (s. 40).

As noted by various scholars that pronouns are rhetorical tools in the hands of politicians, Obi has shown his ability to employ this linguistic item to solicit for solidarity, patriotism, and create rapport and alignment with all the sectors and masses in the state (see Opanachi, 2009). The governor also salutes the unflinching support he enjoyed from his party (APGA) and its national chairman Dim Chukwuemeka Odumegwu Ojukwu in sentences 41 – 46: 'I cannot end...' (s. 41). 'I salute...' (s. 42). 'I ran...' (s. 43). 'I bow to...' (s. 45). 'I felicitate with...' (s. 46). The first person pronominal reference items in the above expressions are used by the governor to show his gratitude to his party, its chairman and the good people of Anambra State for the opportunity given him to run for the office, and to Nigerians as a whole for his victory at the appellate court.

Other first person pronominal items used in this speech can be seen in s. 48 and 49. He uses them to reiterate his commitment to the growth of the state and to consolidate on his earlier promises to the masses and the people of Anambra State. The expressions have the self-referring 'I' to show that he and not another person will fulfill all his promises to his people, e.g., 'I pledge to run...' (s. 48), and 'I will officially...' (s. 49). We find that the governor on this occasion makes use of the first pronoun 'I' greatly to present himself and his programmes to the state. It is a rhetorical device used to solicit support, patriotism, and create rapport between the speaker and the audience.

The use of possessive determiner 'our' in the speech appears in sixteen instances. It is observed that politicians usually employ this to indicate that the politicians and the masses both own the state. It is in this regard that Ayoola (2005) describes this usage as 'inclusive our'. From the title of the speech 'Our God Is Faithful', we found that Mr. Obi employs the inclusive possessive determiner 'our' to tell the people of the state that our God is faithful and not only his God. This, perhaps, is predicated upon the fact that there is a universal God, the God of everybody on the

one hand, and the fact that the governor is a Christian, who so much trusted in God during the period of the litigation. This expression is used in the title of the speech, while its variant possessive pronoun 'ours' occurs once in the speech. The phrases 'our people harkened' (s. 6), 'our long ordeal', 'our state' (s. 12), 'Ours is a state' (s. 13), 'Our children' (s.15), 'our problems' (s.26), 'future of our children' (s.29), 'our collective', 'lot of our people' (s.30), 'restoring our state to' (s. 35), 'our jointly' (s.39), 'our stolen mandate' (s. 41), 'our national chairman' (s. 42), 'of our state' (s.49), 'of our great country' (s.56) reveal that Governor Peter Obi on this occasion makes use of an inclusive possessive determiner in different ways to prove that the state, children, ordeal, problems, and stolen mandate belong to them all in the state.

For instance, 'our people' presupposes that he refers to himself, the political party that produced him and the entire people of Anambra State. In the same vein, he repeatedly uses this device to bring himself closer to the people. He identifies with the people and their problems and states that whatever affects them affects him as well. This device is used to persuade the people. The governor only uses the first person plural pronominal item 'we' six times in subjective form while its variant 'us' appears one time in the objective position, e.g.: 'we have a state' (s. 14), 'we previously attained' (s. 17), 'we begin' (s. 35), 'we shall collectively' (s. 39), 'we laboured to' (s.41), 'we will employ' (s. 53), 'to use us to bring' (s. 12).

The governor employs the inclusive pronoun 'we' to demonstrate his humility in presenting himself at the same level and condition with the masses of the state. He notes that they both own the state that has fallen from its place of pride. Mr. Obi goes ahead to use this style to call on all of them; the public and the civil servants to join him and his party in the task of restoring the state to its former glory. Thus, the first person pronoun 'we' is used in this context to refer to the governor and his political party (APGA). The use of pronoun 'we' inclusively in s. 39 refers to the governor and the stakeholders in the private sector. The same usage in s. 41 also refers to APGA and the governor, perhaps, and his friends who stood by him during the litigation.

While in s. 53, the governor uses the first person plural pronoun 'we' to refer to himself and his cabinet, he states that 'we will employ the service of any one capable and willing to contribute towards the achievement of our common goals' that is, the administration and the party will welcome whoever is capable of contributing to the goals of the governor, his cabinet and his party. The first person plural objective pronoun us occurs in the speech only once. In s, 12, the governor states 'God has a design to use us to bring about some positive changes in our state', which implies the governor and his party. Mr. Obi uses the distance second and third person plural/singular pronouns 'your' and 'him' respectively in the speech.

First, the plural pronoun, 'your' refers to the entire Anambra people. The governor here calls for the support of the people in his determination to take Anambra State back to its place of pride. Like every other politician, he employs this pronoun to seek for solidarity and acceptance from the people. Secondly, he employs the third person singular pronominal item 'him' to refer to his predecessor as he distances himself from him. He states that '... I offer him my hand...' in s. 30 thus inviting him to work with the new administration in the state. This is the usual way

politicians invite their opponents to accept defeat and cooperate with whoever wins at the end of elections.

In s. 6, the governor also uses the first person singular objective pronoun ‘me’ to refer to himself ‘...vote massively for me...’ This presupposes that the Governor is loved by all as demonstrated by their votes. The possessive determiner ‘their’ is also used by the governor to great advantage. For instance, we have the following expressions: ‘their mandate’ (s. 6), ‘give their best’ (s. 35), ‘their vast experience’ (s. 36), and ‘their union’ (s. 40). The governor talks about ‘their mandate’, which refers to the confidence and vote that the people gave him during the election. It thus presupposes that since it belongs to the people, it cannot be taken away except by the people, because they freely give it to whoever they wish. Mr. Obi acknowledges the fact that the mandate was given to him and not that he owns it. That means, the power resides in the people and not an individual. In the same vein, he talks about giving their best in s. 35. The governor is soliciting for the cooperation of the public servants in the state. And in s. 36, he mentions ‘their vast experience’; the governor is here appealing for solidarity, cooperation and patriotism from the civil servants through the use of their experiences.

He, in s. 14, uses the demonstrative and reflexive pronouns ‘those’ and ‘themselves’ to distance himself and perhaps his party from the people he considers enemies of progress in the state. He sees this group as a clog in the wheel of progress of the state. This may not be unconnected with the political tension that covered the state in the past, the kidnapping of the former governor and godfatherism in the state. Having possessed the official platform, he renounces and condemns this group in totality as he addresses the state. The governor laments that ‘our children are today plagued by the wrong values as a lot of those who put themselves forward as role models represent the worst that can be found in any decent society’. These pronouns are what scholars refer to as distance strategy usually employed by politicians. In all, the pronominal reference items are used by the governor to enhance the unity of the text, and to avoid unnecessary repetition of certain nominal items in the speech.

As noted above, Governor Oshiomole also uses various pronominal references like the singular and plural first person pronouns, (I, we, me, us), second person pronoun and its possessive variants ‘you’ and ‘your’; third person pronouns ‘they’ and ‘them’; and reflexive pronouns ‘myself’, and ‘themselves’ over 200 times across the text. He uses these items in different ways to achieve cohesion and avoid redundancy in the text. Oshiomole begins by using the personal pronoun ‘I’ and the possessive determiner ‘my’ across the speech to refer to himself, his quality and the new office. This style draws attention to the person of the governor, his aims and plans for the state. It also portrays the governor as somebody who is grateful, and sympathetic to the plight of the people of the state.

The governor’s use of this style predominantly in the speech shows his acceptance of responsibility for the wellbeing and social welfare of the people. The first person plural pronouns, ‘we’, ‘us’, and the possessive determiner, ‘our’ are used to refer to the ACN and LP as a whole. This is because he is just a part of the whole system, and the fact that the governor is interested in unveiling the programmes and the agenda of the party for the state. This style also creates a sense

of unity and stresses the importance of the party and its policies above any individual on the victory at the appeal court. This use of plural pronouns 'we' and 'us' is what Thorne (1997) calls inclusive pronoun; that is, the governor refers to the party, the state as a whole, and himself in some instances. This style also widens the field of reference as he includes all the Edo people and Nigerians as a whole. This act enables the governor to move beyond the ACN to the electorate, appealing to them for cooperation and patience. This permeates the whole speech.

In the victory speech of Governor Mimiko, we identified about 40 first person pronominal reference items 'I' and 'me'. These pronominal items are employed by the governor to make reference to himself as he promises to work for the people since he has offered himself to do so. It is found that in the speech, Dr. Mimiko tries to show the people of Ondo State his personal commitment to the service of the state. By this strategy, he can also be said to have accepted responsibility for providing an enabling environment for all the citizens of the state. To this end, the first person pronominal reference items are judiciously used by the governor as a cohesive device.

The use of first person plural pronominal reference items 'we/us/our' occurs in about 149 instances. These uses are in different perspectives; first as plural pronouns referring to the governor and the Labour Party. There is an inclusive use of this set of pronouns which occur severally in the speech. Consider the pronouns in the following expressions:

'... what we offer is a completely new paradigm of governance under which we shall use existing communal structures and our legendary my-brother's-keeper spirit to drive development. ..', 'our conviction is situated ahead of us to deliver Ondo State' and 'our duty is to begin to work very hard to ensure that the sun continues to produce a sustaining beam (s.50, 23, and 46).'

The second type is of collective plural 'we/us/our' referring to the entire Ondo State people, both the ruled and the rulers. This is what Ayoola (2005) refers to as the inclusive 'we'. This is employed by the politicians to make the masses believe that both the ruler and the ruled belong to the same class, e.g.:

'...our greatest asset in this state today is not 'our' oil wells. It is not 'our' luxuriant bushes and extensive forests... 'our' greatest and most important asset as 'we' stand today on this threshold of history is 'your' trust, people of Ondo State... (s. 53-58). 'I' plead therefore for that change in attitude in all 'our' ways; from the way 'we' dispose our pure water sachets to how 'we' dress, from how 'we' celebrate to how 'we' handled government money, from how much attention 'we' pay to 'our' children to how committed 'we' are to the good of 'our' neighbourhoods...' (s. 68).

Other pronominal items he employs for various purposes include the third person plural pronoun 'they/them' and its possessive variant, 'their', and the third person singular pronoun 'he', and its possessive variant 'his'. The third person plural pronouns occur in the speech about six times. The use is of two perspectives: the first is to acknowledge those who lend him a helping hand and support during the litigation period. He uses these reference items 'those', 'they', 'them' and their possessive variant, 'their', to refer to them while thanking and pledging not to disappoint them in any way; e.g. ...and for which many of 'our' loved ones lost 'their' freedom, properties and limbs..., 'we' stand committed to the ideals of a better society for which 'they' struggled and

died (s.18), ...these great patriots of 'our' state who stand tall even in 'their' death...(s.19), ...for 'their' dedication and total commitment to the common goal (s.20). ...and 'those' men and women of God who toiled for 'us' in prayer, for 'their' multidimensional and unwavering support these past months..., for 'their' total commitment to my cause, for 'their' patience, for 'their' perseverance and for 'their' unqualified understanding...' (s, 14, 31 and 35).

'Ours' is a people-oriented government in which 'we' shall help the masses to take decisions that will empower and ennoble 'them'...., that the weakest in the society is given the opportunity to develop and actualize 'their' potentials, (s. 51)... 'we' want all of 'us', especially 'our' children, pregnant women and the vulnerable, to have unfettered access to quality health care when and where they need it. 'We' want 'our' educational institutions to look good and functional and 'our' children to be equipped with the type of instruction that will give 'them' competitive edge in the national and global market place. 'We' surely want employment for all those who are unemployed. 'We' also want all citizens and residents of 'our' dear state to be able to go about 'their' businesses in a secured space...' (s. 100-4).

The second use of these pronouns is for the governor to distance himself from his political foes, e.g.: '...It therefore behoves 'us' in utmost deference to the Almighty to forgive 'those' who either or out of misguided conviction or deliberate mischief stood against 'us'. For 'our' leaders to be accountable, 'they' must know that they owe 'their' positions to the people...' (s.75, and 122). In a related manner, the reflexive pronouns 'myself', 'ourselves', and 'themselves' are used by the governor to refer to himself, e.g.: '...I offered 'myself' for service before the people of Ondo State at different periods of our chequered history as a state (s. 4). 'It was an auspicious moment for me to present 'myself' to Ondo State as a candidate for the office of Governor...' (s. 6). 'By the swearing-in of the Deputy Governor, Alhaji Ali Olanusi and 'myself', which we just had, deliverance has come for Ondo State...' (s. 36). The governor uses this reflexive to refer to himself as the messiah who has brought succour to the people of Ondo State.

The reflexive pronoun 'ourselves' is a reference to the governor and the Labour Party in Ondo State. It is thus used inclusively, e.g.: '...To these ends and many others, we have committed 'ourselves' (s. 111)...'. The third person reflexive pronoun 'themselves' is used by the governor to refer to his political opponents in his bid to distance himself from such people, e.g. '....It is in this same spirit that I once again appeal to all of our compatriots, politicians and leaders who found 'themselves' on the other side of the political divide these past 21 months that the time for collective action is now... (s. 77)'. This pronoun is also used by the governor to solicit for support and cooperation from his political opponents. The third person plural pronoun 'you' and its possessive variant 'your' occur across the speech about sixty-one times, while the subject/object pronoun 'you' occurs about forty-six times and the possessive form 'your' occurs about fifteen times. The governor adopts this pronoun and its possessive variant 'exclusively' to refer to the people of Ondo State and his political opponents. This presupposes that the governor uses the pronouns to distance himself from his opponents on the one hand and to attribute the victory celebrated to the electorate in the state, on the other.

He employs this to tell the people that the government and, perhaps, decision making in the state belong to the electorate, e.g.; ‘...I will work for you’ (title) ‘... I stand before you...’ (s. 1) ‘...I cannot thank you enough for your attention...’ (s. 8), which you demonstrated by your tumultuous welcome...’ (s. 8), ‘you have confounded me by your resolute commitment...’ (s. 9), ‘... the same way you stood by us for us ... so will I always stand by you’..., that government which you laboured for, for which you were traumatized... remains your government...’ (s. 13 and 14).

He also uses the pronoun ‘you’ and its possessive variant to refer to the judiciary for standing on the path of truth and honour, e.g., My lord, I and indeed the entire people of Ondo State and democrats across this great nation cannot thank ‘you’ enough (s. 24). By ‘your’ determination and insistence... ‘you’ have renewed our faith in Nigeria (s. 25). ‘You’ all had a choice to do otherwise (s. 26). But ‘you’ chose to stand firm till the end..., we shall continually be challenged by ‘your’ action to do only those things that are ennobling... (s. 27 and 28). Dr. Mimiko also uses this to refer to President Umaru Yar’Adua as he thanks him and salutes his courage to stand for truth and justice even when it affects him and the party under whose platform he emerged as president, e.g. ‘... Mr. President, Ondo State looks ahead to working closely with ‘you’ as ‘you’ strive to lift Nigeria out of years of unfulfilled expectations’ (s. 30).

While thanking his friends, he also uses this pronoun, e.g., ‘You’ stood by us during a time of truly suffocating difficulty. ‘Your’ support made so much of a difference. I can assure ‘you’ all that as a people, we in Ondo State do not forget our friends. (s. 33-35). ‘... After all, this is what ‘you’ voted for. And in the intervening period, when ‘your’ mandate was stolen, this is what ‘you’ fought for, this is what ‘you’ stood for, this is what ‘you’ suffered for, and this is what ‘you’ will surely get now that ‘your’ mandate has been restored’ (s. 62 and 63).

‘...I want to know ‘you’ all by name... what ‘you’ do... to talk to ‘you’... I hereby solicit ‘your’ support and full participation in making the exercise a success...’ (s. 85-92). ‘... I pledge before ‘you’ again today that I will provide appropriate leadership (s. 116). ‘Your’ struggle will be my struggle, ‘your’ joy will be my joy, and ‘your’ aspiration will be my aspiration... (s. 117). I will work for ‘you’...’ (s. 119).

Here, we find that Dr. Mimiko employs these pronominal references to achieve cohesion and avoid redundancy as he seeks to legitimize his government and familiarize himself and his government with the people who elected him.

CONCLUSION

From all the observed realizations in the analysis above, it can be concluded that Nigerian governors’ victory speeches certainly possess distinct linguistic features, which marked them out as a unique political discourse. In the course of the study, we found that the victory speeches of Nigerian governors, especially after legal battles, have the prevalence of pronominal references. It can thus be deduced that the frequent use of pronominal reference items by the governors is in concomitance with the submissions of Asiyanbola, (2009), Ayoola (2005), and Thorne (1997),

that politicians employ the use of these items to express various purposes; to distance themselves from certain groups or for inclusion, and to cover up. Also, in line with Abdullahi-Idiagbon's (2010) submission, the governors employ the devices to foreground the themes of their speeches and as beautiful echoes to appeal to the sense of judgement of their audience.

It is evident that pronominal references characterised the victory speeches. This use is in line with the spirit of the times, since it was the period when the manifestoes or programmes of the parties were unveiled, on the one hand, and the electioneering campaign promises were reinforced, on the other. Though, it is quite difficult to examine all the stylistic features in the data, but the paper's focus specifically on pronominal references in order to be thorough and detailed.

Furthermore, this research establishes the fact that politicians deploy stylistic features when it becomes imperative to use language to express their feelings, convince their audience and seek for continual support. This ability is premised on the choice and use of words. Thus, the study has provided an insight into the stylistic analysis of victory speeches of selected governors in Nigeria. It, thus, complements the existing literature on political discourse of civilian governors in Nigeria after legal battles over their elections. The study also established the post-appeal court victory speeches as a unique stylistic and political genre in Nigeria.

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**LANGUAGE AND POLICY:
TEXTUAL ANALYSIS OF SPEECH TEXT OF
PRESIDENT AHMADINEJAD ON ANTI RASISM
CONFERENCE (2009) IN GENEVA**

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ABSTRACT

This paper is titled, "Language and Policy: a Textual Analysis of the Speech of President Ahmadinejad in the Anti-Racism Conference in Geneva." The conference is a follow up of World Conference against Racism that was held in South Africa in 2001. The objective of the Geneva Conference is to analyze the global attempts on fighting racism. The countries, USA, Germany, Israel, Italy, Netherlands, Poland, Canada, Australia, and New Zealand declined to attend the conference after knowing Ahmadinejad's presence. They worried that Ahmadinejad will use the event to assail Israel. Ahmadinejad said that the countries which boycotted the conference divulged their ego and arrogance. In his speech, Ahmadinejad who was the only head of state attending the conference, described Israel as 'the real racist' and the US and Europe helped building Israel after World War II by sacrificing the Palestinians. This speech is analyzed by using content analysis. The content analysis textually covers lexical analysis that consists of the choice and meaning of words, the construction of a sentence such as syntaxes, transitivity, background, level of specificity and degree of completeness, and so forth. By using content analysis, we are able to understand not only the content of the text, but also how the message that is delivered. Content analysis reveals the hidden meaning behind a text through the choice of words, phrases, and structures of the sentences. Textual analysis of this speech provides an understanding of the policy and political perspective of Iran, which is expressed in this speech.

KEYWORDS: Language, policy, textual analysis.

INTRODUCTION

Language and Policy

In the Dictionary of Linguistics (Kridalaksana, 1993: 21), the notion of language is an arbitrary sound symbol system, which is used by members of a society to work together, interact, and identify themselves. As a communication tool, language is an indicator of one's intellectual and social development. Language is one of the main thinking tools, all forms of ideas, understandings, and concepts that are born and poured out to others through language. From the point of axiology and ontology, language is a tool for delivering messages that have emotive, affective, and reasoning connotations. Language is closely related to one's thinking. A person's mindset can be seen from the way he expresses everything. Speech is the result of one's thoughts which are written in a systematic form in accordance with the order of thought of the topic to be conveyed.

Talking about politics, it is inseparable from policy issue. Policy is an idea or plan that has been agreed upon by a certain group of people, political parties, or the government. A policy, especially policy in the field of foreign policy, is identical to the political attitudes of a person or country. The definition of foreign policy is given by Holsti, he said, foreign policy is the actions or ideas made by decision makers to solve problems or develop some changes in the environment in policies, attitudes, actions, and actions of the state (1992: 92)

If this political attitude is applied to the conditions of other countries, then foreign policy is the reference. Foreign policy is an international insight that is interpreted as an identity that is a distinguishing characteristic of a country with other countries in the world. Foreign policy is a big paradigm adopted by a country about the way the country views the world.

Through the concept of language and political attitudes, it can be concluded that the results of the connection between language and the political attitude of a country are policies, especially in the field of foreign policy.

In this paper, the policy in question is the political attitude of the former President of Iran, Mahmoud Ahmadinejad (2005-2013) in bringing his country to look at the situation and conditions of the world or other countries. Speeches of leaders of a country regarding world conditions or about other countries can be used as a reference or political attitude of a country. In this case, the speech read by President Ahmadinejad at the 2009 Anti-Racism Conference in Geneva can be used as a reference to see how Iran behaves about the situation at that time, especially regarding relevant issues around racism in accordance with the theme of the conference.

Through this paper, the authors use textual analysis as an instrument in finding Ahmadinejad point of view in terms of racism. In textual analysis, there are three levels mentioned, macro structure, superstructure, and micro structure. To have a comprehensive analysis, further research may also add more stage namely meso and macro. In meso stage, the process production of the

text needs to be considered and for macro stage, the focus analysis can be involved in text perspective developing in society.

Overview of Iranian Political Policy at That Time

In 2007, the Security Council of the United Nations (UN) unanimously began to implement the sanctions for Iran which contained a ban on the trade in nuclear materials. The sanctions were taken after Iran refused to suspend uranium enrichment programs suspected by the West, especially the US, to develop nuclear weapons.

The Iranian government responded by stating that their nuclear program was only for civilian purposes. They were not afraid to face international pressure and they even responded to the sanctions threatening to stop oil exports in an effort to defend themselves.

The United States returned the action by increasing the number of US Navy personnel in the Persian Gulf. The United States conducted this on the grounds that it is part of the global strategy for the fight against terrorism. Indirectly the US stated to Iran, that US military power was stronger in the Middle East region.

Since the appearance of Iranian President Mahmoud Ahmadinejad to power Iran, there has been a new style of increasing progressive forces, especially movements to fight US imperialism in various parts of the world. Iran sees its war against imperialism as a complement to its Islamic revolution. In this case, the US and European countries (Western countries) are represented as symbols of world imperialism. Many of Ahmadinejad's statements on various occasions violently condemned the West's treatment, among others by stating that the West must be responsible for the holocaust (destruction or murder of certain groups of people who refer to taste or religion), not Palestinians. Iran also issued a statement that wanted to remove Israel from the world map. This attitude, coupled with nuclear power, is quite worrying about the western world.

Under Ahmadinejad regime, Iran's foreign policy was synonymous with a spirit of resistance, full of courage, even confrontation. Especially resistance to Western countries, especially the US by presenting the Israeli-Palestinian issue. However, this attitude has attracted sympathy and support from many parties (especially the Islamic world) throughout the world, who seemed to justify and defend Iran's position. Although Iranian relations with some Middle Eastern countries can be said to be less harmonious. All Middle Eastern countries, including Iran, see the Palestinian issue as the key to their regional reinforcement. Iran aggressively supports Palestine, and provides support, both moral and financial, political, and military to one of the Palestinian factions, Hamas.

United Nations Anti-Racism Conference (Durban II) in 2009

The Durban Review Conference is the official name of the United Nations World Conference Against Racism (UN United Nations Conference on Racism) held on April 20-24, 2009 at the UN Headquarters in Geneva, Switzerland. The conference entitled "The World Conferences against Racism, Racial Discrimination, Xenophobia and Related Intolerance" was also known as

Durban II because it was a continuation of a similar conference held in Durban, South Africa in 2001. As a review of the first Durban conference (Durban I) in South Africa in 2001, this conference again discussed and included Zionists as an agenda and presenting the president as conference speaker. At the Durban I Conference, US and Israeli delegations immediately returned after sharp criticism was raised against Israel and in the draft resolution it was stated that Zionism was a practice of racism.

In 2007, 2 years before the start of the Durban II Conference, a committee was formed which was tasked with formulating important points to be discussed by each delegation at the Conference. This committee is chaired by Ms. Najat Al-Hajjaji from Libya with members from Cameroon, South Africa, Senegal, India, Indonesia, Iran, Pakistan, Argentina, Brazil, Chile, Armenia, Croatia, Russia, Belgium, Greece, Norway and Turkey. While the vice chairman comes from Cuba. But the US criticized the draft final declaration of the meeting, so that there was a revision that caused all the signs that led to Israel and the Middle East conflict to be crossed. Meanwhile the prohibition on "insulting religion" demanded by Arab countries has also not been stated in the draft declaration of the Anti-Racism Conference in Geneva

The Anti-Racism Conference in Geneva (2009) was attended by 141 countries including 23 European Union countries and representatives from various international organizations. Before this Anti-Racism (Durban II) conference took place, there were several countries that expressed their attitude not to attend this conference and would boycott the conference. The countries that have already stated that they would not attend the event were Canada, Israel, the United States, Australia, Germany, the Netherlands, New Zealand, Poland, Denmark, Sweden, France and the United Kingdom. They consider that this conference was used to seek legitimacy for hatred and extremism on the pretext of fighting racism. Israel through its foreign minister stated that this conference had nothing to do with efforts to fight racism. It could be Israel's refusal to take part in the conference because it does not want Israel to be the target of further criticism as happened during the implementation of the high-level meeting in Durban I. In the conference organized by the UN High Commissioner for Human Rights, Israeli arbitrary action and oppression of the Palestinian people became one of the agenda of the discussion and Israel drew harsh criticism from the participants.

Iranian President Mahmoud Ahmadinejad as the only country leader present at the conference delivered his speech at the opening of the conference. In his speech, he criticized Israel and called Israel "the most vile and repressive racist state." He also said, the US and Europe helped build Israel after World War II at the expense of the Palestinian people.

Ahmadinejad's speech at the UN meeting in Geneva triggered a walk out by dozens of EU delegates. UN Secretary General Ban Ki-moon regretted Ahmadinejad's speech. Even though before the speech he had met Ahmadinejad and advised him not to issue divisive comments on the conference. But the appeal was ignored by Ahmadinejad.

Indeed this conference lasted until April 24, 2009, but on April 21, on the second day of the conference, the delegates agreed to implement 143 points of the declaration to eliminate the practice of racism and discrimination against minorities. This is due to the opening speech of Iranian President Mahmoud Ahmadinejad, which is considered controversial, causing many delegates from several countries to leave the conference room, which is sufficient reason to implement the declaration of this conference as soon as possible.

This declaration also emphasizes acts of harassment committed against people who adhere to a particular religion. This refers to the perception of Muslims after the events of September 11, 2001 in the United States. The delegates also agreed on the continuity of the implementation of the results of the declaration of the Durban I Conference in 2001.

RESULTS AND DISCUSSION

Textual Analysis

In this study, the analysis of the text used is text analysis proposed by Teun A. van Dijk. Van Dijk sees a text consisting of several structures / levels that each part supports each other. He divided it into three levels. First, macro structure. This is the global / general meaning of a text that can be observed by looking at the topic or theme put forward. Second, the superstructure. This is a discourse structure that deals with the framework of a text, how the parts of the text are arranged into a whole. Third, micro structure, namely the meaning of discourse that can be observed from a small part of a text, namely words, sentences, propositions, clauses, paraphrases, and images. The following will be elaborated one by one the elements of the van Dijk discourse as described previously (Eriyanto, 2001: 228)

Table 1: Discourse Structure

| Discourse Structure | Elements observed | Elements |
|---------------------|---|---|
| Macro Structures | Thematic: Themes / topics in a text | Topics |
| Superstructure | Schematic: How parts and sequences of news are presented in full text. | Scheme |
| Micro Structure | Semantics: The meaning to be emphasized in the news text. For example by giving details on one side and reducing the details of the other side. | Background, Details, Intentions, Prejudices, Nominalization |
| | Syntax: How the sentence (shape, arrangement) is chosen | Sentences, coherence, pronouns |
| | Stilistics: What is the choice of words used in text | Lexicon |
| | Rhetorical: How to emphasize | Graphic, Metaphor, Expression |

Textual Analysis of President Ahmadinejad's Speech at the Durban II Conference in Geneva

Macrostructure

Macro structure is the global meaning of a text that can be observed from a topic or theme raised by a text. Elements emphasized in the macro structure are thematic, looking at the themes or topics put forward in a story, or core ideas, summaries or the main ones from a text.

• *Thematic*

Thematic elements refer to the general description of a text. Themes or topics show the dominant, central, and most important concepts of the contents of a text. Van Dijk argues that discourse is generally formed in general rules. Text is not only defined as a particular view or topic, but it is a coherent general view. He calls this this as global coherence, that is, the parts in the text are traced to a general idea point. And those parts support each other to describe one general topic.

Topics show the dominant, central, and most important concepts of the content of a story. In a news, theme and topic is realized on the headlines of a news, as stated by van Dijk (1988: 248), "The headlines define the overall coherence or semantic unity of discourse, and also what information readers memorize best from a news report".

In this speech, the global topic of text is mentioned in paragraphs 38 and 39. These two paragraphs clearly explain the purpose of the text of this speech. After starting with greetings (greeting), this speech immediately invites listeners to focus on the problems and conditions that occur regarding the practice of racism. The two paragraphs contain important issues in the form of President Ahmadinejad's invitation to make changes to world conditions and pay attention to political, economic, security, and international cultural systems that are not functioning properly, so that structural changes are needed by paying attention to existing human values. The following excerpt from the speech,

Firstly, it is absolutely possible to improve the existing situation in the world. However it must be noted that this could be only achieved through the cooperation of all countries in order to get the best out of the existing capacities and resources in the world. My participation in this conference is because of my conviction to these important issues as well as to our common responsibility of defending the rights of nations vis-à-vis the sinister phenomena of racism and being with you, the thinkers of the world. (paragraph 38)

Secondly, mindful of the inefficiency of the current international political, economic and security systems, it is necessary to focus on divine and humanitarian values by referring to the true definition of human beings based upon justice and respect for the rights of all people in all parts of the world and by acknowledging the past wrong doings in the past dominant management of the world, and to undertake collective measures to reform the existing structures. (Paragraph 39).

The two issues raised by President Ahmadinejad are very relevant to the theme of this conference. It is said that it is very impossible to make changes to the practices of racism that exist on this earth, unless there is close cooperation from countries to make it happen. Because of that, he invites all countries to contribute to realizing the condition of the world free from the

problems of racism. The current political, economic and security system is required to pay more attention to humanitarian issues by focusing on human rights throughout the world based on justice.

The two paragraphs have described the global topic of the text of President Ahmadinejad's speech on his invitation to citizens around the world to pay more attention to existing humanitarian problems and expect cooperation to realize a better world.

Superstructure

Superstructure involves the framework of a text, such as the introduction, contents, concluding, and conclusions. The thing observed in the superstruktur is about the parts and sequence of news in the text.

• *Schematic*

Text or discourse generally has a scheme or plot from the introduction to the end. The flow shows how the parts in the text are arranged and sorted so as to form a unity of meaning. Meanwhile, the global meaning represented in the topic is certainly well organized in the discourse. This is a schema or discourse superstructure. Discourse is divided into general categories such as "... Summary (Headline + Lead), Main Event, Backgrounds (History + Context), Verbal Reactions and Comments (Evaluation + Expectations)." (Van Dijk, 1993: 119) although information arranged in topics can be submitted in other formats.

This speech includes sequential grooves starting with the introduction which consists of fairly short greetings addressed to the Secretary General of the United Nations and the High Commission for Human Rights and the entire audience. The introduction is found in paragraphs 1 and 2. Furthermore, starting from paragraphs 3 to 40 are the main issues raised by President Ahmadinejad. Followed by paragraphs 41 to 42 which are conclusions, and ending with the last paragraph, which is 43 in the form of closing greetings. The whole of this speech covers 43 paragraphs. As stated earlier, the introduction is contained in paragraphs 1 and 2, which contains greetings to the UN Secretary General and the High Commissioner for Human Rights and all attendees.

The content section begins in paragraph 3 which mentions the conditions that occurred in the previous century, namely medieval times, where many thinkers and scientists were found guilty then they were killed. This period was followed by dark and suffering conditions, namely the period when slavery and the slave trade took place. These slaves were brought from their country, separated from their families to be brought to Europe and America to be traded and forced to work. These times were very dark periods of humanitarian problems. Furthermore, President Ahmadinejad also reminded of the history of the world in the period of war that has tormented all people in the world. The following is part of the contents of the speech,

"Many years passed by before nations rose up and fought for their liberty and freedom and they paid a high price for it. They lost millions of lives to expel the occupiers and establish independent and national governments. However, it did not take long before power grabbers

imposed two wars in Europe which also plagued a part of Asia and Africa. Those horrific wars claimed about a hundred million lives and left behind massive devastation. Had lessons been learnt from the occupations, horrors and crimes of those wars, there would have been a ray of hope for the future.”

Still talking about the contents of the speech, the scheme is divided into several sections. Some paragraphs contain history, arguments, and messages. In the part of the argument covering paragraphs 5-36, Ahmadinejad questions the veto rights of members of the UN Security Council, on what basis they have the privilege to determine the resolution of all problems in the world, especially regarding security systems. Ahmadinejad argues that the source of law is no longer based on justice and truth, but on mere arrogance and strength. The tone of anger was felt in this speech especially when Ahmadinejad stated that many countries actually treated their citizens based on racism but they also criticized racism in other countries, regardless of how they were actually the racists. And when large countries take decisions based on their interests alone, they easily trample on humanitarian law and values.

Still continuing to describe events which, according to Ahmadinejad, were acts of racism, he said the US and Europe helped build Israel after World War II at the expense of the Palestinian people. And he described Israel as the most vile and repressive racist regime. Likewise, he criticized the US for sending troops to Iraq and Afghanistan, instead of improving the conditions of these countries, the US made things even worse. The following is a partial quote from the statement,

“...Was not the military action against Iraq planned by the Zionists and their allies in the then US administration in complicity with the arms manufacturing countries and the possessors of wealth? Did the invasion of Afghanistan restore peace, security and economic wellbeing in the country?”

The conclusions of the speech are important from the entire contents of the speech, namely the statement that the goal of security and peace which is the dream of all people in the world can be realized by always giving love and blessing from God, and equally important close cooperation and friendship between countries.

This speech was indeed full of content, so the cover consisted of only one sentence which expressed his gratitude to the attendees for being willing to listen to the speech.

For more details the scheme in the speech can be explained in the table below.

Table 2: Scheme of Paragraphs.

| Paragraph | News Order | | Scheme of Paragraph |
|-----------|--------------|---------------------------|---------------------|
| 1-2 | Introduction | | Greeting |
| 3-40 | IContents | History(3,4,9) | background |
| | | Argumentation(5-8, 10-36) | Verbal reaction |
| | | Message(37,38) | evaluation |
| 41-42 | Conclusions | | Expectations |
| 43 | Closing | | Closing greeting |
| | | | |

Looking at these tables, the most paragraphs of the speeches fall into the verbal reactions category wherein in these paragraphs, Ahmadinejad questions the practices of racism carried out by large countries such as the US and European Union countries by presenting cases that are currently occurring such as attack on Iraq and Afghanistan by the US and the Israeli-Palestinian conflict.

Microstructure

Microstructure is the local meaning of a text that can be observed from the choice of words, sentences, and styles used by a text. The use of words, sentences, propositions, and certain rhetoric by the media is understood by van Dijk as part of a media strategy or journalist. Discourse structure is an effective way to see the process of rhetoric and persuasion that is carried out when someone delivers a message. Certain words may be chosen to reinforce choices and attitudes, form political awareness and so on. In this article the concern is the syntactic aspects that can be observed from the prominence of actors in the active clause, the level of detail of the news, background, and choice of words.

Semantic: Detailed and Background Aspects

• Detailed aspects

The level of detail and completeness (level of specificity and degree of completeness) mentioned by Eriyanto as an aspect of "detail", related to the control of information of a party displayed in the news. A media can display more detailed information if the information benefits their image, and vice versa, it will display detailed information in little or no amount at all if the information is detrimental to them. Van Dijk (1993b: 275) states: "One of the most conspicuous forms of over-completeness in discourse are order to delegitimize or marginalize their opinions or actions."

There are many sentences that show the level of detail in this speech. Especially raised in the form of very detailed questions about a case. For example, when President Ahmadinejad questioned the basis for giving veto rights to several countries,

“What was the logic behind their granting themselves the veto right? How can such logic comply with humanitarian or spiritual values? Would it not be inconformity with the recognized principles of justice, equality before the law, love and human dignity? Would it not be

discrimination, injustice, violations of human rights or humiliation of the majority of nations and countries? “

Likewise when he questioned the reason the US attacked the countries of Iraq and Afghanistan,

” Why, indeed, almost a million people were killed and injured and a few more millions were displaced? Why, indeed, the Iraqi people have suffered enormous losses amounting to hundreds of billions of dollars? And why was billions of dollars imposed on the American people as the result of these military actions? Was not the military action against Iraq planned by the Zionists and their allies in the then US administration in complicity with the arms manufacturing countries and the possessors of wealth? Did the invasion of Afghanistan restore peace, security and economic wellbeing in the country?

The description with a high level of detail delivered in the form of a question is Ahmadinejad's disagreement towards the privilege of veto rights against members of the UN security, which according to him the countries are racist countries. Likewise, other statements indicate his disapproval of US attacks on Iraq and Afghanistan.

- Background Aspects

Background is a part of the news that can affect the semantics (meaning) that you want to display. The selected background determines which direction the audience will take (Eriyanto: 2001: 235). Background can be a justification for the ideas put forward in a text.

In this speech, there are sentences or paragraphs that become the background of this text as a whole. In paragraph 3, it is told what happened in medieval times in Europe, for example, there have been slavery and trafficking in persons who were then forced to work. This period was followed by colonization in various countries accompanied by the plunder of natural resources and massacres. Paragraph 9 also contains a background on Jewish immigrants from Europe and America who were sent to the Middle East after World War II to establish a racist government occupying Palestine. Then Ahmadinejad continued and in retaliation for the terrible racism in Europe, they (Europe and America) helped establish a very cruel and racist regime in Palestine.

“Following World War II, they resorted to military aggression to make an entire nation homeless under the pretext of Jewish suffering and they sent migrants from Europe, the United States and other parts of the world in order to establish a totally racist government in occupied Palestine. And, in fact, in compensation for the dire consequences of racism in Europe, they helped bring to power the most cruel and repressive racist regime in Palestine.”

These paragraphs are used as a backdrop for Ahmadinejad to attack countries which he thinks have practiced racism on this earth.

Syntax: Forms of Active-Passive Sentences

• Forms of Active-Passive Sentences

In the syntactic aspects, the instruments studied are the arrangement of words or active and passive sentences. By analyzing active and passive sentences, the role of each participant can be identified in the process. Van Dijk (1993c: 111) states,

“ Thus, among other things, word order may express the role and the prominence of underlying meanings. In the description of action, for instance, the responsible agent of an action is usually referred to with the expression that is a syntactic subject of the sentence, and that occurs in first position. “

To analyze the form of the sentence and its purpose by finding the role of the participant in a process, Halliday's Transitivity theory is used. Halliday (1985: 101) said, “ Transitivity specifies the different types of processes that are recognized in the language, and the structures by which they are expressed. ”

In a process, there are three components, one of which is the material process that will be used as an analysis tool for the data below. Because in macro structure analysis, it is sought to show the participation of participants in active and passive sentences, then the process used is process material. This can be observed from active and passive sentences. Active sentences further emphasize the process performed by actors, whereas in passive sentences more highlighted is what happens to the goal.

In this speech a number of sentences were found which gave the actor a show of prominence, one of which is contained in paragraph 24, "World Zionism personifies racism that falsely resorts to religion and abuses of religious sentiments to hide its hatred and ugly face." In this paragraph, President Ahmadinejad expressed his opinion on Zionism in the name of religious defense to practice racism. Based on Halliday's analysis of the material process, the participants in the clause are,

| | | |
|----------------------|--------------------|---|
| <i>World Zionism</i> | <i>Personifies</i> | <i>racism that... and abuses religious...</i> |
| <i>Actor</i> | <i>process</i> | <i>goal process</i> |

The above clause is an active clause by highlighting actors as the main theme. The prominence of actors can be proven by asking questions, “ What does the World Zionism do? ”. The appearance of “ World Zionism ” as an actor in the clause shows the actor who has committed acts of violence or harassment in the name of religion. Ahmadinejad accused Israel of being the perpetrator of International Zionism.

Stylistics: Word Selection

• Choice of Words

The choice aspect of this word has a function in giving a positive or negative assessment as stated by van Dijk (1993b: 264) that what is examined in this aspect is "choice of words that imply negative (or positive) evaluations".

The choice of words that give more meaning to racism is the most mentioned word in this speech. The choice of the word "war" is also widely used. These words give a particular effect to the listener. For example Ahmadinejad uses noun *invansion*, *military aggression*, verb *occupied*, and adjective *repressive* for US actions. These words have a negative connotation and give effect to the listener's hatred for the perpetrator, namely the US. As a victim of US treatment, Ahmadinejad often uses the word innocent people which means innocent people. The choice of this word has somewhat cornered the perpetrators as defendants who have no conscience because it has caused innocent people to become victims

Here President Ahmadinejad stated his political attitude was frontal to the condition of the world today, where his front attitude can be seen from a variety of choices of words intended for people, countries, or certain conditions that are positive or negative. Following are the words used.

Table 3: Lexical Choice for Victims and Agents

| Korban (victims): Palestine, Iraq, Afghanistan | Doers/ agents (AS, European countries, Israel) |
|---|---|
| <i>Slavery, slave</i> | <i>occupiers</i> |
| <i>Innocent people</i> | <i>Expel</i> |
| <i>Civilians</i> | <i>Horrific wars</i> |
| <i>Were killed and injured</i> | <i>Horrors, crimes</i> |
| | <i>Coercion</i> |
| | <i>Arrogance</i> |
| | <i>oppression</i> |
| | <i>Military aggression</i> |
| | <i>Occupied</i> |
| | <i>Racism</i> |
| | <i>Racist regime</i> |
| | <i>Cruel</i> |
| | <i>Repressive</i> |
| | <i>Genocide</i> |
| | <i>brutalities</i> |
| | <i>Attacks</i> |
| | <i>Invasion</i> |
| | <i>Zionist regime</i> |
| | <i>Egocentrism</i> |
| | <i>Discrimination</i> |
| | <i>Infringement</i> |
| | <i>Repressive</i> |
| | <i>Barbaric</i> |
| | <i>Etc.</i> |

The choice of words used by President Ahmadinejad has positioned the US and its allies as the wrong party and must be responsible for all the injustices that occur on this earth.

CONCLUSION

Based on the textual analysis of President Ahmadinejad's speech at the Anti-Racism Conference in Geneva which uses the Teun A. van Dijk model framework, conclusions can be drawn that Ahmadinejad through his speech has expressed his political attitude towards the various cases that occur today, especially those related to racism. There is no other way to eradicate all forms of racial-related violence in addition to the willingness, determination and close cooperation of all countries to improve the political, economic, and international security system.

For specific conclusion, the statements indicate his disapproval of US attacks on Iraq and Afghanistan. Ahmadinejad accused Israel of being the perpetrator of International Zionism. From his choice of words, he classified the society into innocent and brutal people. The innocent people refer to the victims (Palestine, Iraq, and Afghanistan), dan the brutal people involved in this text refer to the agents (AS, European countries, and Israel).

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THE EFFECTS OF PICTORIAL READING COMPREHENSION AND EFL LEARNERS' MOTIVATION

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ABSTRACT

Reading is one of language skills that should be learnt by students because every activity in class involves reading. Appropriate pictures should be chosen to motivate students to help the students comprehend what they read. Teachers can help their students by using pictorial-texts. Thus, to investigate and discover whether or not there was a significant influence of using Pictures on reading comprehension and students' motivation, this study was run. The material and data collection instruments that will be utilized in this study included: the text, pictures, and 10 questions about the text. The text was selected from their lesson book and has some new words. The pictures was selected from internet that can show the concept of the text, the questions was designed for evaluate the students immediately after reading the text. The initial number of 120 female participants of high school students was chosen. Actually two passages were glossed in two different ways, textual and pictorial-textual glossing. To the first group, two passages were presented with textual glossing; the second group was presented with the passages with both pictorial and textual glossing, a long passage and a short one. After scoring the tests and investigating the questionnaires, the results were analyzed to provide answers for the research questions. The results showed that the use of Picture by the texts has a significant effect on reading comprehension achievement and motivation of the high school students.

KEYWORDS: motivation, Picture, reading comprehension, EFL Learners

INTRODUCTION

This study is about the effect of using pictures for teaching reading comprehension on students' motivation. As one of these studies, Merç (2013) investigated the effect of comic strips on EFL reading comprehension. The participants of this study were 167 students that were selected from Anadolu University School of Foreign Language. They were divided into 8 groups: four groups of lower-intermediate, four groups of upper-intermediate students. Two text were used as a research instrument: a high-level text, a low-level text (both with and without picture). Students were told to read the text and then write what they remember about the text on a sheet. The result of this study showed all participants with a comic strip recalled the text better than the participants without a comic strip. Moreover, all high-level students recalled better than the low-

level students. Finally, the students with a low-level text recalled better than the students with a high-level text.

In another study, Jalilehvand investigated the effect of text length and picture on reading comprehension. To study the influence of the picture on students' reading comprehension, 79 female Iranian students were selected among first-grade students of three high school in the city of Hashtgerd in Tehran who have been studying English for 4 years and their age were from 14 to 16. The researcher used two contexts (picture vs. no picture). Participants received the text and then answered the test questions. This study indicated that the score of students' response to reading text with picture is higher than that response reading text without picture. (University of Malaya, Kuala Lumpur, Malaysia- 2012)

In one experiment, Yi-Chaun-Pan from Taiwan (2009) tried to answer this question in his study: 'Do pictures facilitate one's comprehension of text?'. Therefore, he selected 95 (49 male and 46 female) who had been studying English for 8 years and their age was 18 at the time of the study. The researcher utilized two reading texts and three pictures. One of the texts is basic and another one is advanced. Although the text levels were different, both carried the same meaning, and pictures were related to both text. The 95 participants were divided into four groups; first group received the basic text without picture, the second group received basic text with picture, the third group was given advanced text without picture and the last group was given advanced text with picture. The participants were told to read the text and then translate the English passage into the Chinese. The result of this study showed the participants that received the low-level text with pictures performed better than the ones that only received the low-level text.

Similarity, the participants were given high-level text with picture performed better than the ones were given high-level text without picture.

Zarei and MahmoodZadeh made an attempt to investigate the effect of multimedia glosses on L2 reading comprehension and vocabulary production. Based on the result of study, they claimed that by means of multimedia glosses in English classroom teachers can create a pleasant situation for teaching and keep learners interested and motivated by adding more pictures and even music to the instruction program (2014, p.6).

Significance of the problem

Reading comprehension is the process of understanding a reading piece (Snow, 2002). It's considered a fundamental requirement for any reading and literacy program. The difficulty to deliver frequent comprehension instruction in language learning classrooms contributes significantly to the decline of the learners' reading comprehension achievements (Quirk & Beem, 2012). Apparently, children's picture books have a brilliant purpose and that is increasing the reading skill of students by effecting their motivation. The aim of this paper is to examine whether using pictures or animations in reading field can lead to increased reading comprehension and discover how important it is. Wright (1989:139) states that the written text describes the content of the picture, with the picture illustrating the meaning of new language. Then using reading instructions is important but reading instruction has advanced very little.

Today, reading lesson is being treated much the same as it did in the 50's. We live in an information age, so we should look for new strategies which provide various pictures and represents of texts to see if using new technology is important and effective in improving readers' reading skill or not.

RESEARCH QUESTION

1. Is it effective to use pictures for teaching reading comprehension on improving students' motivation and how?

LITERATURE REVIEW

This study is about the effect of using pictures for teaching reading comprehension on students' motivation. As one of these studies, Merç (2013) investigated the effect of comic strips on EFL reading comprehension. A comic strip can be defined as a "series of pictures" inside boxes that tell a story. Merç tried to investigate the effects of presenting text with comic strips on EFL students' reading comprehension. Two texts were used as a research instrument: a high-level text and a low-level text developed. One version for each text was made ready with comic strips and the other without comic strips. The result was that, the students with a low-level text recalled better than the students with a high-level text. At the end of this study, Merç (2013) stated that this study was conducted with lower-intermediate and upper-intermediate students, since the study explored certain differences within these two studying, future research is needed to shed more light on to the field and the study should be replicated in different context with different level, and age groups.

In another study, Maryam Jalileyand (2012) investigated the effect of text length and picture on reading comprehension of Iranian EFL students. The researcher used two texts in this study: one text was original and the other one was a shortened version of text. Jalilvand's aim of this study was to investigate the effects the text length on Iranian EFL students' reading comprehension and also to know if picture effect on EFL students' reading comprehension.

The results showed that the score of the students' response to reading text with picture is really higher than the students' response to reading text without any picture. The result of this study did not support Carrel (1983), Pike (2008), and Willows (1978). According to them, using picture with text did not have any effect on readers' reading comprehension. However, in this study pictures had an important and brilliant effect on students. The students who read the text with pictures outperformed the students who read the text without any related pictures. Researcher of this study recommended to more researchers to consider using less-skilled students and older students and present the results of their studies.

Yi-Chun-Pan (2009) from Taiwan tried to study how picture facilitate students' reading comprehension. This study re-explores the role of pictures in higher education learning contexts, investigating to what extent including pictures as visual support for texts increases the reading comprehension of low-proficiency EFL college students (Yi-Chun-Pan, 2009). Before starting

the study, the hypothesis of the researcher is that regardless of whether text exceeds students' proficiency level, the addition of pictures will increase somebody's comprehension (Yi-Chun-Pan, 2009). Two reading text were used in the current study that one of them was basic text and had 123 words and it was selected from the text book Topics in English (Heaton & Dunmore), The collected data were analyzed and the conclusion showed that the participants that received the low-level text with picture performed better than the ones who only received the low-level text. Likewise, the participants that were given high-level text with pictures performed better than students that were given high-level text without related pictures. The final result was that the participants in the high-level text with pictures had marked lower scores than the students in the low-level text with pictures. These results that were obtained from analyzing data are in accordance with the hypothesis of the researcher and also they support the results of previous studies (Yi-Chun-Pan, 2009). At the end of this study the researcher suggested further researcher that want to study in this area to study the effect of other visual forms (Yi-Chun-Pan, 2009).

Zarei and Mahmoodzadeh homogenized some students. Having selected the participants and having each assigned each group of participants to a different treatment, a KET test was administered to homogenize the participants: to the first group, some passages were presented with textual glossing and the second group was presented with pictorial glossing, the third group was presented with pictorial-textual passages. There was a comparison group too. The aim of the first research question was to investigate whether or not there are any differences among the various multimedia glosses on reading comprehension. The result was that the highest comprehension belonged to the pictorial-textual group followed by the textual group. The third highest mean belonged to the pictorial group and the comparison had the lowest mean. Hence, the glossing (textual, pictorial textual-pictorial) can positively influence reading comprehension. There are no significant differences among the different types of glossing. Another aim of their study was to investigate whether or not there obvious differences among the effects of various multimedia glosses. The result of his study is in tune with several other study is in tune with several other studies in this domain.

Teachers were asked to review the selected picture books and confirm or disconfirm their suitability to their teaching goals. Then, some basic reading comprehension strategies were introduced to the teachers. These reading comprehension strategies included the following: summarizing, synthesizing, retelling, determining big ideas, visualizing, questioning, predicting, inferring, and monitoring.

As the teachers completed the short training program, they started teaching one class period every day to each class for seven days. Teachers were asked to record any notes they might have on the selection and use of picture books in their teaching practices. At the end of the fieldwork of this study, all the participating teachers were interviewed. The processes of data condensation and data representation implied the preliminary coding of the transcribed interviews. Based on the emerging codes, categories were determined and connected to the major inquiries of this study.

The overarching purpose of the current study was to explore the selection guidelines of children's picture books when they were used to initiate comprehension strategy instruction in language

learning classrooms. Additionally, the study attempted to obtain the general views of ESL teachers of using children's picture books to explicitly teach reading comprehension strategies. The first aim of their study was to investigate what were the teachers' perceptions of using children's picture books to explicitly teach reading comprehension strategies and the second aim of their study was to know what were the main criteria English language teachers used to select children's picture books to explicitly teach reading comprehension strategies?

Some benefits of using children's picture books to explicitly teach reading comprehension strategies which were presented in their article were:

1. Children's picture books provided more opportunities to the participating teachers to use, model, and affirm the assigned strategy(ies).
2. Children's picture books were used to teach all the assigned reading comprehension strategies. The four teachers used children's picture books to teach all the selected reading comprehension strategies in isolation and then multiple strategies instruction was implemented.
3. Children's picture books were helpful in motivating and engaging the students to use and practice reading comprehension strategies.

Their study, pointed out that the illustrations in picture books are the major feature that help readers to understand and sustain understanding even if participants do not know what the words mean. This study was built on exploratory-qualitative inquiry because it aimed to provide precise research rounds to future investigations (Merriam, 2009). Four ESL teachers from the fourth and fifth grades participated in this study. This small sample size limited the generalizability of the findings of this study to other contexts and populations. Moreover, the use of semi-structured interviews to obtain data from the participating teachers limited the triangulation and hence the trustworthiness of the findings of this study (Merriam, 2009). Despite these limitations, the results of this study could offer promising implications toward the selection of materials to explicit reading comprehension instruction in English language learning classrooms. Findings of this study indicated that children's picture books could be appropriate materials to initiate reading comprehension strategy instruction in English language classrooms. Nevertheless, teachers should select the appropriate picture book to meet these expectations.

The purpose of this study was to explore the experiences of English language teachers in fourth and fifth grades of using children's picture books to teach reading comprehension strategies. Also, the study was an attempt to determine what criteria should be considered by English language teachers to appropriately select picture books in reading comprehension strategy instruction. Teachers were provided an opportunity to use some selected picture books to teach reading comprehension strategies for about ten days and then they were semi-interviewed. Findings showed that well-selected picture books could be used to initiate effective reading comprehension strategy instruction. Moreover, teachers indicated that reading comprehension strategy instruction should be explicit, flexible, and reciprocal. In addition, findings from the teachers' interviews indicated that the appropriate selection of children's picture books were fundamental to the quality of comprehension strategy instruction. Picture books were considered important resources to support the teaching of various language skills to English language learners. In order to make the use of picture books in reading comprehension strategy instruction

more effective, picture books should be precisely selected. Therefore, several criteria to select picture books in elementary language learning classrooms were suggested. Despite the fact that all the suggested criteria are vital, the context and the condition under which learning takes place determine the guidelines priorities (i.e., which criteria are more important). Finally, examples about some selected picture books for teaching some language learning skills and strategies were provided.

METHODOLOGY

The overall purpose of this study is to investigate the effect of using pictures for teaching reading comprehension on students' motivation. The material and data collection instruments that will be utilized in this study included: the text, pictures, and 10 questions about the text. The text was selected from their lesson book and has some new words. The pictures was selected from internet that can show the concept of the text, the questions was designed for evaluate the students immediately after reading the text.

The researcher is going to teach the selected text in two classes. In first class she is going to teach the text without pictures. She herself will read the text and then will explain the meaning of the new words after that the students should answer the questions about the text. This style of teaching is expected to be tedious and most of the students will answer the question unwillingly and even they possibility cant competence the text. In the second class she will teach the text with pictures that are related to the text. She will read the text and in the same time show the pictures. This style is expected to be attractive and most of the students certainly can comprehensive the text.

Participants

The initial number of participants was 120 female high school students studying at GoleNarjes high school in Urmia. To investigate the influences of the above mentioned factors (text length and picture) on students' reading comprehension, students were in four separate classes. Randomly, two classes were chosen as the control group and the other two were selected as the experimental groups. The range of their age was between 15 and 16. All of the participants were non-native speakers and at lower intermediate level. The between-groups variables were the context (picture vs. no picture) and text length (long vs. short. Consequently, by following the above procedure and using pictures, each group read two reading comprehension text under one of four conditions:

- 1) Long text with picture.
- 2) Long text without picture.
- 3) Short text with picture.
- 4) Short text without picture.

All subjects then asked to answer the 5 multiple-choice test and 10 true or false tests following the texts.

Instruments

The data collection instruments utilized in this study included the following:

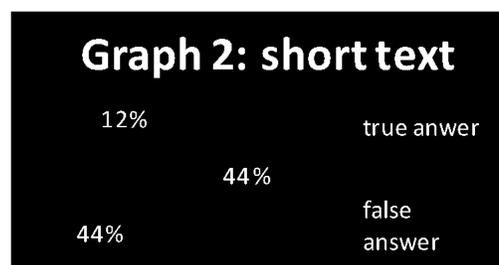
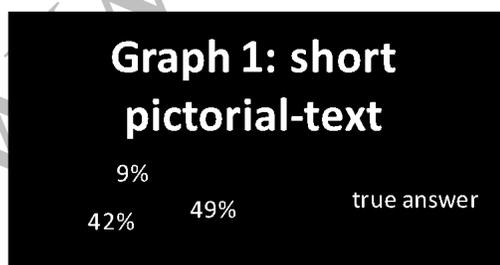
One long and one short text were selected as the readings comprehension test with related pictures from Khat e sefid book and the other two texts from the same book without any related picture. Therefore, the presented texts were glossed in two ways, textual and textual-pictorial. For the textual- pictorial group, related pictures were shown by the text. Actually it was a combination of pictures and text. For the textual group, only the context was presented. The reading comprehension tests included to answer the 5 multiple-choice test and 10 true or false tests.

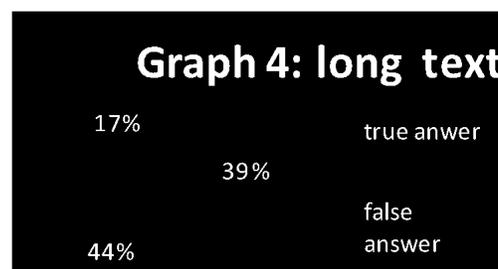
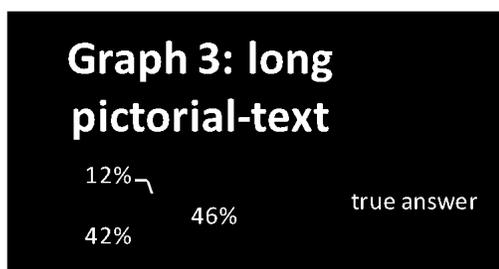
Procedures

Having selected the participants and having randomly assigned each group of participants to a different treatment, they administered two reading comprehension test including two passages which were selected from Khate-e-sefid text-books were glossed in two ways, one long and the other short. In each passage about 15 questions will exist and glossed. Actually two passages were glossed in two different ways, textual and pictorial-textual glossing. In textual-pictorial gloss passages were the combination of picture and related text. The two passages were presented to the participants in two separate sessions. And the duration of each session was almost 20 minutes. To the first group, two passages were presented with textual glossing; the second group was presented with the passages with both pictorial and textual glossing, a long passage and a short one. They received the texts randomly and in two separate sessions and answered the test items.

Data analysis

After scoring the tests and investigating the questionnaires, the results were analyzed to provide answers for the research questions. The results of the scores were tabulated in term of standard deviations. The obtained data from questionnaires was permitted investigation of our research questions in detail. The four independent or treatment variables in this study were defined as context (picture/no picture) and (long/short). The dependent variable was reading comprehension scores and motivation of students. Our measuring scale for the variables in this research is ordinal.





RESULTS AND DISCUSSION

Following tables indicate the results of students' test (5 multiple-choice tests and 10 true or false tests). Based on these graphs we can compare revenue of the students with pictorial-text with revenue of the students with just text.

As the graph 1 and the graph 2 show, the percentage of true answer for participants with short pictorial-text is higher than the percentage of true answer for participants with just short text, and the percentage of false answer for participants with short pictorial-text is lower than the percentage of false answer for participants with just short text. So, it is clear in this study using pictures in teaching short text enhance good performance of students and enhance their stimulant and interest.

Also, graph 3 and graph 4 show the percentage of true answer for participants with long pictorial-text is higher than the percentage of true answer for participants with just long text, and the percentage of false answer for participants with long pictorial-text is lower than the percentage of false answer for participants with just long text. So we can say that using pictures is effective for teaching reading comprehension and improving students' motivation. As it is clear in this study, using pictures for teaching comprehension enhance good performance of students and enhance their stimulant and interest. Therefore, according to this study using pictures is effective for teaching reading comprehension and improving students' motivation.

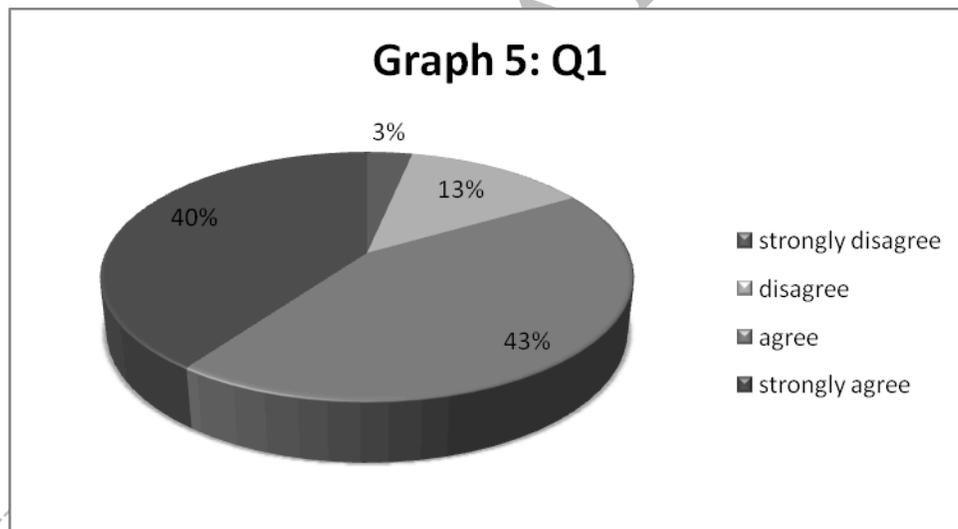
Results of questionnaire

After analyzing the results of test, a questionnaire was given to two groups of participants (that in their classroom the teacher taught short text and long text with pictures) to evaluate the motivation of them after teaching text with pictures. A response of 1 indicates that the student strongly disagrees with the statement, 2 signify disagreement, 3 agreements, and 4 strongly agree.

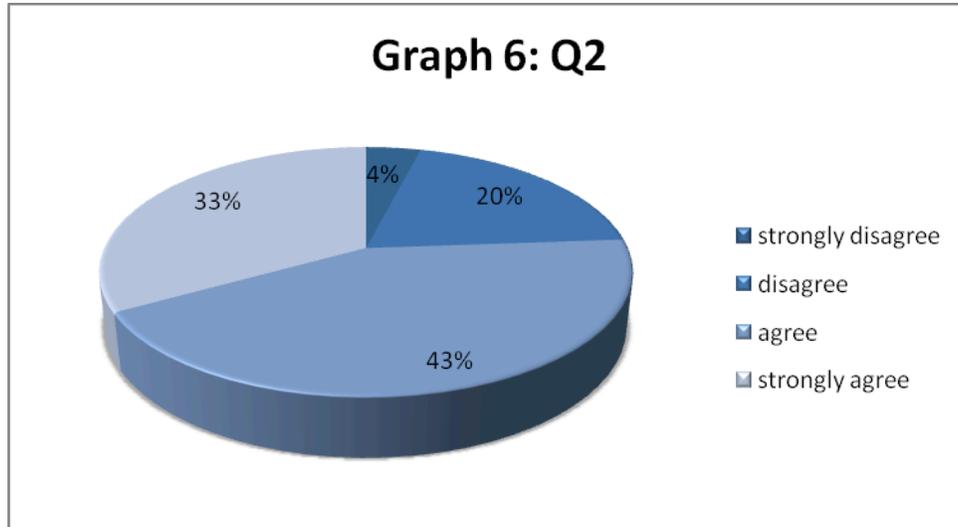
The Questionnaire:

| | Strongly disagree | disagree | agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| I enjoy learning when the teacher uses pictures in teaching reading. | 1 | 2 | 3 | 4 |
| I like receiving instruction when the teacher uses pictures in teaching reading. | 1 | 2 | 3 | 4 |
| Using pictures in teaching reading make me nervous. | 1 | 2 | 3 | 4 |
| I concentrate better in class when the teacher uses pictures in teaching reading. | 1 | 2 | 3 | 4 |
| I know that using pictures in teaching reading give me opportunities to learn many new things. | 1 | 2 | 3 | 4 |
| Using pictures in teaching reading is very frustrating. | 1 | 2 | 3 | 4 |
| I enjoy using picture in teaching reading. | 1 | 2 | 3 | 4 |
| I believe that the more often teacher uses pictures in teaching reading, more I will enjoy school. | 1 | 2 | 3 | 4 |
| I believe that using pictures in teaching reading is important for me to learn vocabularies. | 1 | 2 | 3 | 4 |
| I feel comfortable using pictures in teaching reading. | 1 | 2 | 3 | 4 |

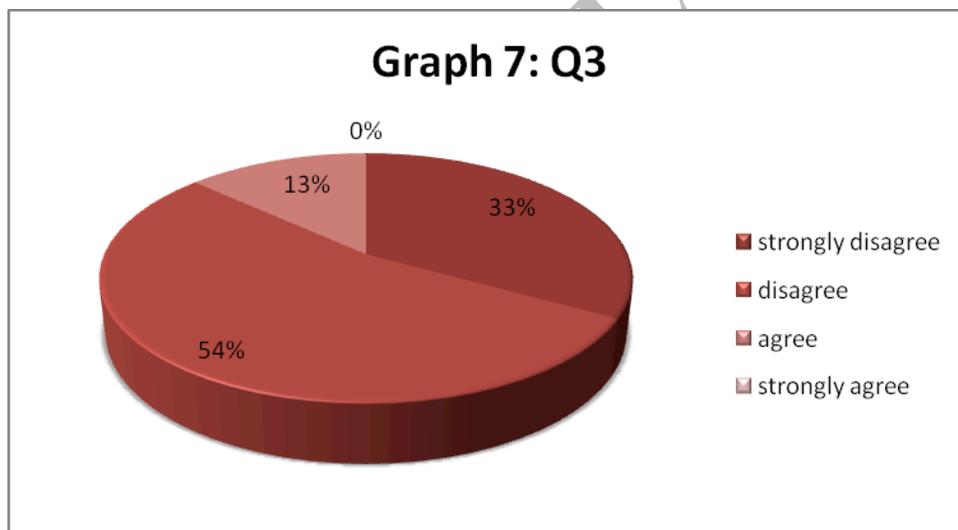
The analysis results of the experimental group's attitudes are presented in graphs below.



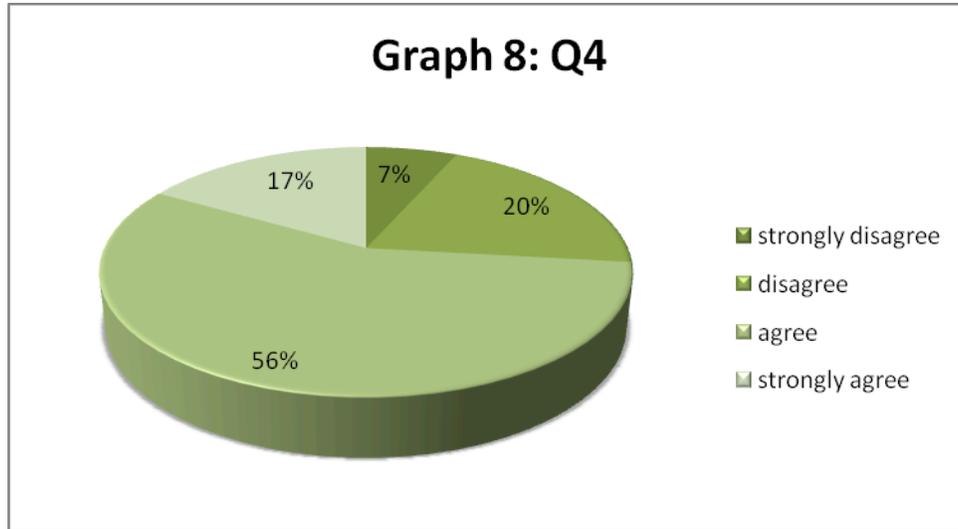
Due attention to graph 5, we can say that a high number of respondents (almost 83.3%) enjoy learning when the teacher uses pictures in teaching reading, while the number of those who claimed that they don't enjoy learning when the teacher uses pictures in teaching reading.



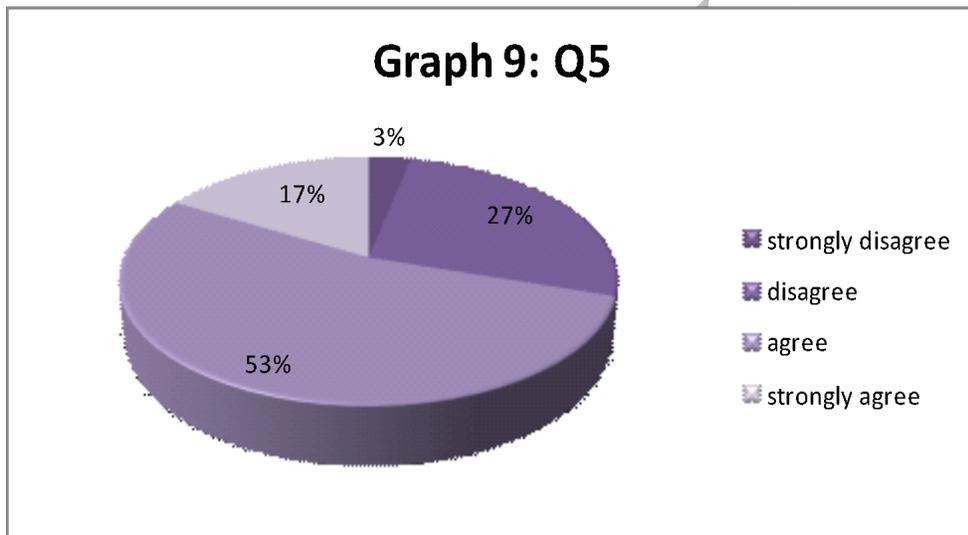
As we can see from graph 6, (76%) of the respondents either agree or strongly agree would like to receiving instruction when the teacher uses pictures in teaching reading. And just (23%) of them would not like to receiving instruction.



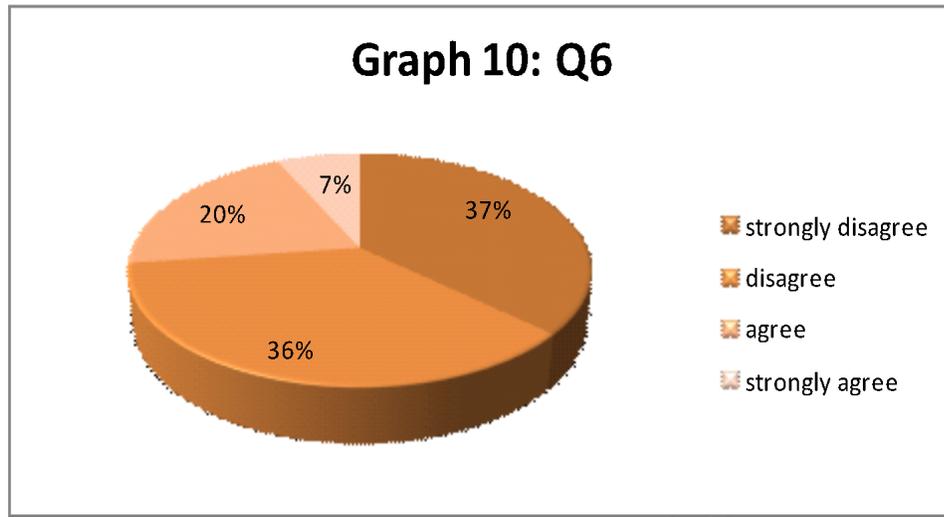
The data collected from question 3 suggested that about 87% of the respondents either disagree or strongly disagreed to the view that using pictures in teaching reading make them nervous and just 13% are agree with this view.



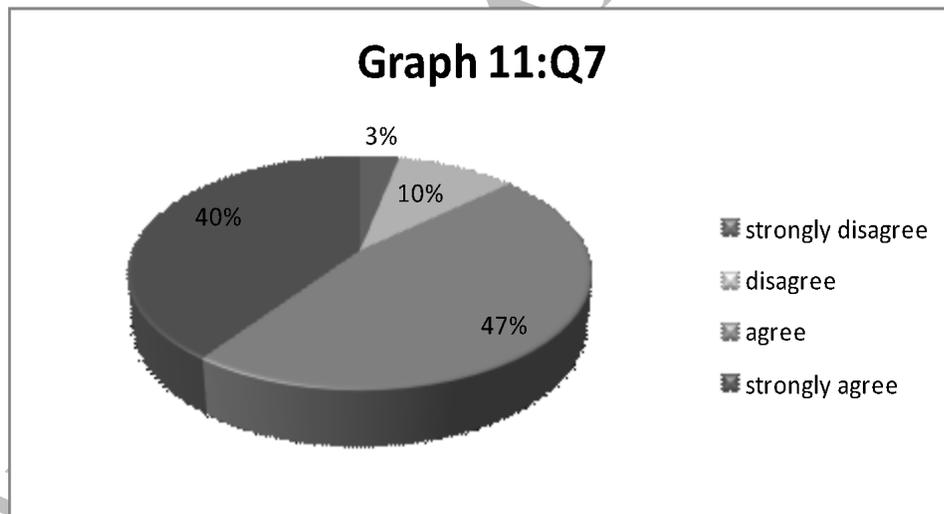
Item 4 of the questionnaire sought the opinion of the respondents that using pictures in teaching reading help them to concentrate better in class. Almost 73% of the respondents asserted this view, while those who disagreed with it were near the 27%.



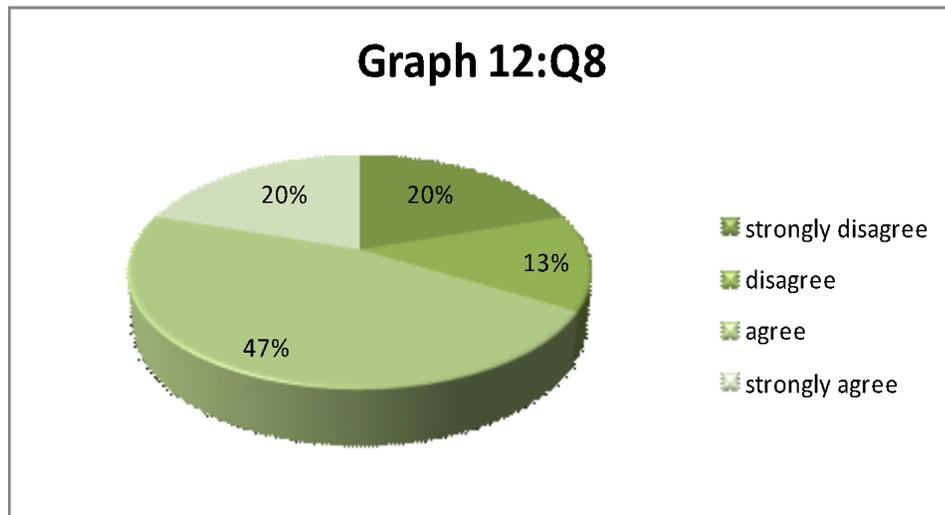
Graph 9 suggested that about 70% of the respondents either agree or strongly agreed that using pictures in teaching reading give them opportunities to learn many things. The number of those who disagreed was 30%.



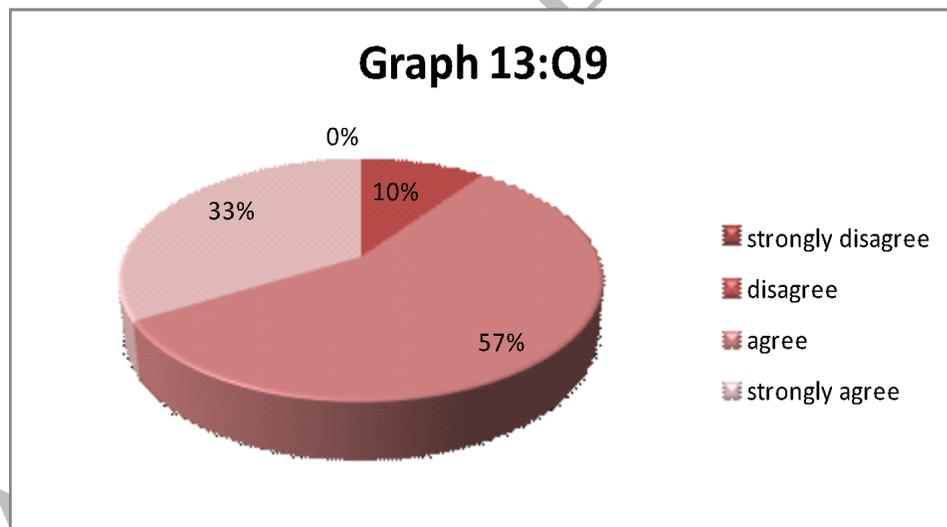
As the graph10 shows, almost 73% of the students either disagree or strongly disagree that using pictures in teaching reading is very frustrating, and those who agreed with it were near the 27%.



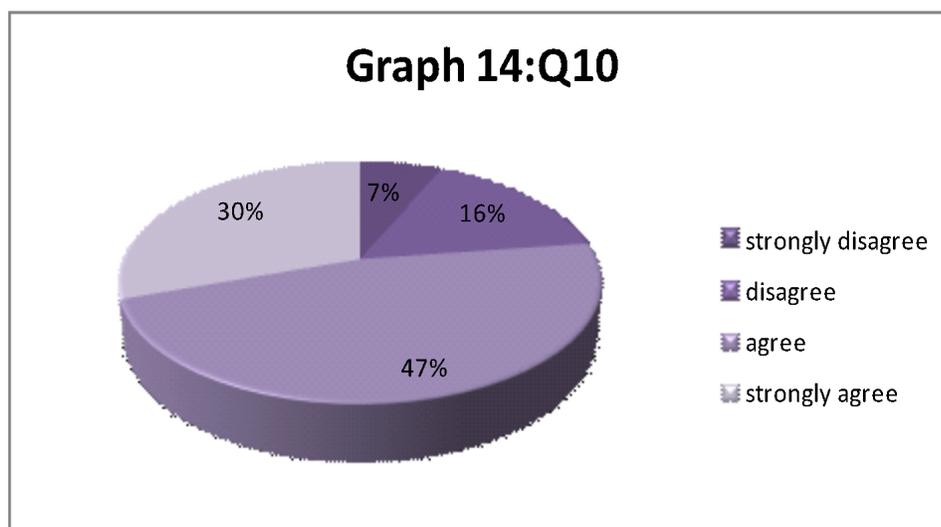
As shown in graph11, the results indicate that those who favored the use of pictures in teaching reading are more than those who did not favored it. This item concerned the usefulness of pictures in order to provide a meaningful context for the content.



The students' respondents to item 8 indicate that about 66% of the respondents felt that the more often teachers uses pictures in teaching reading, more they will enjoy school. At the same time about 34% have shown disagreement and strongly disagreement.



About 90% of students (item9) has recognized to positive effect of using pictures in order to learn vocabularies. While, very important indicator to note is that none of the students expressed strong disagreement with the statement and only 10%disagreed with it.



The last item evaluated improvement in relating feeling of students by using pictures in teaching reading. 77% either agreed or strongly agreed with this view, while, 23% have shown disagreement.

CONCLUSION

Based on the results of the data analysis and the hypothesis in the previous chapters, it can be concluded that the use of Picture by the texts has a significant effect on reading comprehension achievement and motivation of the high school students at GoleNarjes School in Urmia. Due to the fact that much of our knowledge about the use of reading strategies and reading comprehension is based on studies of relatively strong readers (Brauger& Lewis, 2006; Keene, 2002), I tried to focus on both strong and weak readers. Also, the readers' comprehension will inevitably suffer as the reader struggles to decode (LaBerge& Samuels 1974). In fact, interpreting illustrations becomes an important skill for conveying and developing meaning in picture books (Lewis, 2001; Nikolajeva& Scott, 2001). Further, there is a fundamental relationship between the verbal and the visual, and "the unity of the whole emerges from a subtle interplay of the differing parts" (Nodelman, 1988: 217).

The researcher recommends some suggestions. 1) It is recommended for the English teachers to use Pictorial-texts as the in teaching reading comprehension skill. More better if the English teachers use related Pictures not only in teaching reading comprehension but also in teaching various language skills. 2) We hope that the result of this research can be used as a reference and information source for future researchers to do research on this issue.

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