IDEATIONAL GRAMMATICAL METAPHOR IN STEVE JOBS' 2005 COMMENCEMENT ADDRESS AT STANFORD UNIVERSITY

THESIS

**Presented in partial fulfillment of the requirements for the completion of
Strata 1 Program of the English Language
specialized in Linguistics**

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DIAN NUSWANTORO UNIVERSITY
SEMARANG
2013**

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I certify that this thesis is absolutely my own work. I am completely responsible for the content of this thesis. Opinions or findings of others are quoted and cited with respect of ethical standard.

Semarang, August 2nd 2013

Johan Cocciant Malendra

MOTTO

"Complexity is your enemy. Any fool can make something complicated. It is hard to keep things simple."

(Richard Branson)

DEDICATION

This thesis is dedicated to my beloved mother.

ACKNOWLEDGEMENT

At this wonderful moment, I would like to thank Allah SWT for all the blessing so I can finish this thesis.

My sincere gratitude also belongs to:

1. My mother – a friend, an ally, a mentor and the great woman behind me;

2. My father, who supports me day and night in completing this thesis;

3. Dean of Faculty of Humanities of Dian Nuswantoro University, Mr. Achmad Basari, S.S., M.Pd., who brings the great method in learning English in Udinus, who gave me permission to conduct this study;

4. Mr. Setyo Prasiyanto, C., S.S., M.Pd., my advisor, who gave me permission to conduct this research and also guided me with encouragement, advice, ideas, motivation in completing this thesis;

5. The librarians of Dian Nuswantoro University, for their permission to me to use some valuable references in writing this thesis.

6. Mr. Muhammad Rifqi, S.S., M.Pd for being a great lecturer.

7. Mr. Raden Arief Nugroho,S.S., M.Hum, who always becomes a nice, smart, and lively lecturer.

8. All lecturers at the English Department of Faculty of Humanities of Dian Nuswantoro University, who have taught and motivated, during the writing of this thesis.

9. My mother, I just cannot thank you enough.

Finally, I hope this thesis can be useful for the readers and I do realize that

due to my limited ability this thesis must have shortcomings. Therefore, I welcome any suggestion and criticism.

Semarang, August 2nd 2013

Johan Cocciant Malendra

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

This thesis entitled *Ideational Grammatical Metaphor in Steve Jobs' 2005 Commencement Address at Stanford University* has two objectives. It aims at describing how ideational grammatical metaphor are employed in Steve Jobs' 2005 Commencement Address at Stanford University and also identifying the type of ideational grammatical metaphor used in it. By this research, the researcher wants to find out if the application of ideational grammatical metaphor in a speech is considered useful or not.

Purposive sampling was used in deciding the subject of the data. A commencement address by Steve Jobs was selected because of its popularity and the formal atmosphere that it has. The data were analyzed by using descriptive qualitative method after segmenting it into clauses and classifying the type of ideational metaphor used in the commencement address.

From the analysis, there are 90 appearance of ideational grammatical metaphor in Steve Jobs' 2005 Commencement Address at Stanford University. The highest employment of ideational grammatical metaphor is the ideational grammatical metaphor type 13 with 33% appearance which indicates that this commencement address by Jobs mostly performs the expanding of noun and the shift of circumstance into the expansion of thing in order to avoid the ambiguity by simplified the words used in the commencement address. Furthermore, the application of ideational grammatical metaphor supports a speech to sound more formal. It is possible because by employing ideational grammatical metaphor, the implementation of dynamic structure which is commonly found in everyday conversation can be reduced.

Keywords: Commencement Address, Ideational Grammatical Metaphor, Steve Jobs

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language has many important roles in our life. One of them is for communication. Through language people can express their feelings, share their ideas, and convey information. It is their tool to interact and communicate with others. Trask (2007 : 93) sees language as a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings. Thus, language makes people can convey their messages one to another without difficulties.

Language is divided into two channels; written and spoken language. When it comes to written language, its meaning is not merely just speech that is written down; it is way deeper than that concept. The same thing goes to the spoken one. Spoken language is not just what people said to others; it is like at the moment that people read aloud a scientific writing, people would realize that the language used is written language and others who heard them reading would also realize that circumstance. In addition, when people transcribe a conversation or have a chat with their friends using instant messengers, the readers of the transcription or the person whom those people chatting with would aware that the language used is spoken language.

In term of spoken language, speech is one of the forms that includes in it and is a formal talk that is usually given in front of a large number of people. Basically, there are many kinds of speech but the most common speech that people encounter in educational life is commencement address; a speech which is delivered at the commencement ceremony. It is usually given by a rector, a lecturer, a graduate, or even a celebrity.

Even though speech includes in spoken language, it occurs in formal activities. It makes speech employ many grammatical metaphors in its application because grammatical metaphor gives polite and formal sound in sentences. This could happen as basically grammatical metaphor is a shift from the congruent to non-congruent or metaphorical form of clause and the metaphorical form has its function to deliver messages in simply understandable words. As a result, using grammatical metaphor in a speech would lead to the ease of the listeners in getting the point of the speech. Furthermore; in its application, grammatical metaphor itself is divided into two types; they are ideational grammatical metaphor and interpersonal grammatical metaphor.

Ideational metaphor that the researcher used to analyze the data is one of the grammatical metaphor classifications. With ideational grammatical metaphor people can shift their congruent words into the metaphorical one. They can change the 'doing' into a 'thing' which can be represented by nominal group as a way to make their words more understandable and reduce the ambiguities of the words.

Pursuing this further, the employment of ideational grammatical metaphor is very useful not only in written language but also spoken language. Speech, for example, is one of the spoken languages that could employ ideational grammatical metaphor in its presentation. Different from everyday conversation, the messages in speech should be delivered as clear as possible since speech is a one way communication. So, because the function of grammatical metaphor is to avoid the misunderstanding in conveying messages, speech which employs ideational grammatical metaphor in its presentation would be better than the one which do not. In brief, the ability to employ grammatical metaphor becomes one of the critical success factors in delivering speech.

In accordance with the above explanation, some previous researches about grammatical metaphor have been conducted in different subjects. Grammatical metaphor in request email discourse by Ho (2010) and grammatical metaphor in English pharmaceutical discourse by Vũ Thị Mẫu (2012) become the references used by the researcher in conducting this study. While both of those researchers were conducting a research about grammatical metaphor as a whole, this research is focus on the ideational grammatical metaphor one for the probability of interpersonal grammatical metaphor encountering in a commencement address is small. Moreover, while they took email and pharmaceutical discourse as their data, in this research the researcher took a commencement address.

Commencement address itself is a speech that commonly presented in

formal situation; so, it is believed that people could encounter the use of grammatical metaphor especially the ideational one in its presentation. For that reason, the researcher chooses to analyze the application of ideational grammatical metaphor in commencement address to find out how grammatical metaphor is useful for a speech; and as shown on the title of this study, the commencement address that is going to be analyzed by the researcher is the phenomenal Steve Jobs' 2005 commencement address at Stanford University.

The researcher chooses this data not only because Steve Jobs is one of the most inspiring people in the world but also this commencement address becomes special and popular after his death for its content. In addition, because this is a commencement address, this speech is formally held in an educational environment that makes the researcher has intend to analyze the application of grammatical metaphor in it. So, the researcher decided to conduct a study entitled "Ideational Grammatical Metaphor in Steve Jobs' 2005 Commencement Address at Stanford University".

1.2 Statement of the Problem

The problems of this study can be stated as follows:

1. How is ideational grammatical metaphor realized in Steve Jobs' 2005 Commencement Address at Stanford University?

2. Which types of ideational grammatical metaphor are used in Steve Jobs' 2005 Commencement Address at Stanford University?

1.3 Scope of the Study

The scope of this study is the ideational grammatical metaphor in Steve Jobs' 2005 Commencement Address at Stanford University. The researcher focuses on the types of grammatical metaphor used and its application in the commencement address.

1.4 Objective of the Study

In line with the statement of the study above, it can be stated that the objectives of the study are as follows:

1. To describe how ideational grammatical metaphor is realized in Steve Jobs' 2005 Commencement Address at Stanford University.

2. To identify the types of ideational grammatical metaphor used in Steve Jobs' 2005 Commencement Address at Stanford University.

1.5 Significance of the Study

From this study, the researcher demands that the study be useful for:

1. The researcher

   By writing this study, the researcher can get more experience and deeper understanding about the study, and increase his quality in researching. It is also expected that the researcher can have a clear and concrete knowledge in analyzing ideational grammatical metaphor.

2. The readers

   The researcher wants to give contribution to everyone that is interested in the study of ideational grammatical metaphor. Moreover, the researcher wants to share to the readers about how to employ ideational grammatical

metaphor in a speech.

3. The University

This research will contribute to be a reference for Dian Nuswantoro University particularly for English Department students.

1.6 Thesis Organization

This thesis organization comprises five chapters, each of which explains a different matter.

Chapter 1 is introduction which describes background of the study, statement of the study, scope of study, objective of the study, significance of the study, and thesis organization.

Chapter 2 discusses review of literature. This covers the systemic functional grammar, transitivity, nominal group, grammatical metaphor, ideational grammatical metaphor, commencement address, and previous studies.

Chapter 3 contains research method that includes research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

Chapter 4 presents research finding and discussion.

Chapter 5 consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some theories that support the analysis of this study. These theories are about systemic functional linguistics, transitivity, nominal group, grammatical metaphor, ideational grammatical metaphor, and commencement address. The further explanations of each theory above are given in the following subchapters.

2.1   Systemic Functional Grammar

According to Butt, *et al.* (1995:15) systemic functional grammar is a way of describing lexical and grammatical choices from the system of wording so that we are aware of how language is being used to realize meaning. Examples of choices that are available to users of English are the expression of finiteness (such as verb forms that are inflected for agreement, as opposed to 'ing' and infinitive forms that are not) and voice (i.e. active or passive voice) in verbal groups and the use of articles in nominal groups. The simultaneous sets of choices that people make in using language are also related to the genre and structure of a text.

There are three parameters of context of situation that affect our language choices precisely because they reflect the three main function's of language. Language seems to have evolved for three major purposes. These are:

1. To talk about what is happening, what will happen, and what has happened

2. To interact (or to do things with language) and/or to express a point of view

3. To turn the output of the previous two functions into a coherent whole.

These main functions are called metafunctions. The definitions which follow are the more conventional and formal ways of describing the metafunctions and saying what they do than the simple definitions above, but basically they are describing the same thing.

1. The interpersonal metafunction is concerned with the interaction between speaker and addressee, the grammatical resources for *enacting* social roles in general, and speech roles in particular, in dialogic interaction; i.e. for establishing, changing, and maintaining interpersonal relations. One of its major grammatical systems is MOOD and modality. This metafunction is most centrally influenced by the tenor of the discourse.

2. The ideational metafunction is concerned with 'ideation', grammatical resources for *construing* our experience of the world around us and inside us. One of its major grammatical systems is TRANSITIVITY, the resource for construing our experience the flux of 'goings-on', as structural configurations; each consisting of a process, the participants involved in the process, and circumstances attendant on it. For example: [Location:] *in the open glade* [Actor:] *the wild rabbits* [Process:]

danced [Accompaniment:] *with their shadows*. This metafunction is most centrally influenced by the field of the discourse.

3. The textual metafunction is concerned with the creation of text, with the *presentation* of ideational and interpersonal meanings as information that can be shared by speaker and listener in text unfolding in context. One of the major textual systems is THEME, the resource for setting up a local context for a clause by selecting a local point of departure in the flow of information (or perhaps rather 'swell of information', since it is not a uniform flow). Thus the spatial Location is given thematic status in the example analyzed for transitivity above: [Theme:] *in the open glade* [Rheme:] *the wild rabbits danced with their shadows.* This metafunction is most centrally influenced by the mode of the discourse.

2.2 Transitivity / Experiential Meaning / Clause as Representation

Gerot and Wignell (1994: 54) state that "Processes are central to transitivity". Thus, transitivity is also called process type. There are three semantic categories which explain in a general way how phenomena of the real world are represented by linguistic structures. There are; Circumstances, Participants, and Processes.

2.2.1 Circumstances

Circumstances of human experience realized by adverbial groups, prepositional phrase and occasionally, by nominal groups functioning as if they were adverbs. Circumstances answer such questions as

when, where, why, how, how many and as what. They realize meaning about;

1. Time tells when and is probed by when? how often? how long?

2. Place tells where and is probed by where: how far?

3. Manner tells how

4. Cause tells why and is probed by stating reason, purpose, behalf

5. Accompaniment tells with who or what and is probed by who or what else

6. Matter tells about what or with reference to what and is probed by what about?

7. Role tells what as and is probed by as what?

2.2.2 Participants

Participants in the process, which is realized by (a) nominal group(s), revolve around the process and can interact with it through a variety of participant roles. A participant can be a person, a place or an object. These are in the notion of 'thingness', and in the grammar of a clause the participant is realized by **nominal group**.

2.2.3 Processes

Processes in English are expressions of happening, doing, being, saying and thinking. A process is realized in the grammar by means of verbal group, which is either one word, belonging to the class verb or a group words with a class verb word as the head or

nucleus of the group. According to Halliday as cited in Gerot and Wignell (1994:54) there are indeed seven different process types. They are material, behavioral, mental, verbal, relational, existential, and meteorological.

2.2.3.1 Material Processes

The basic meaning of material processes is that some entity does something, undertake some actions. Direct participant of material processes are actor and goal. In a material process the actor is the key participant. One identification for material processes is that they ca be probed by asking "What did x do?" or "What happened?" Beside those participants, material process has beneficiary and range, a related participant that sometimes difficult to distinctive from goal. There are two kinds of beneficiary: a recipient (the one to whom something is processed), and a client (the one for whom something is done), For example:

I	'll heat	you	up	some soup
Actor	Material	client	…process	Goal

Material process involves one, two or more participants, so it can be made a distinction between:

1. Processes in which there is only one participant are called middle, or intransitive. There are clauses in which

"someone does something" , and are probed by asking "what did *x* do"

2. Processes in which there are two (or more) participants are called effective or transitive. These are clauses in which "someone does something and the doing involves another entity". Transitive clauses are probed by "what did *x* do to *y*?"

2.2.3.2 Mental Processes

Mental processes are ones of sensing: feeling, thinking, perceiving. Mental processes are mental, covert kinds of goings-on. Here are the verbs, which are used in clauses have to do with affection, cognition, or perception.

e.g. That toaster   doesn't like   me

Participant: Senser	Process: Mental	Participant: Phenomenon

2.2.3.3 Verbal Processes

Verbal processes are processes of verbal action: saying and all its many synonyms, including symbolic exchanges of meaning. A verbal process contains three participants : sayer, receiver, and verbiage. The sayer, the participant responsible for the verbal process, does not have to be a conscious participant, but anything capable of putting out signal. The receiver is the one to whom the verbal process is directed.

The verbiage is a nominalized statement of the verbal process, a noun expressing some kind of verbal behavior.

e.g. So

I	asked	him	a question
Sayer	Pr: verbal	Receiver	Verbiage

2.2.3.4 Behavioral Processes

Behavioral processes are the processes of physiological and psychological behavior, like breathing, coughing, smiling, dreaming, staring, snoring, hiccupping, looking, watching, listening and pondering.

e.g.

Simon	laughed	at the girl's stupidity
Behaver	Pr: Behavioral	Cirs:cause

Halliday describes these processes semantically as a "half-way house" between mental and material processes. The verb commonly used in behavioral processes mostly related to mental and material processes. For example, in mental processes the verbs are 'see', observe meanwhile, in behavioral processes the verbs are 'look at', 'watch' and 'view'.

2.2.3.5 Existential Processes

Existential processes are processes of existence. They can be expressed by verb of existing: 'be', 'exist', and 'arise'.

e.g.

there	's	a unicorn	in the garden
	Existential	Existent	Circ:place

It is identified by the use of the word 'there'. That word does not refer to a location, but presents the subjects.

2.2.3.6 Relational Processes

Relational processes can be said processes of being (including having). They express the meaning of 'being' by setting up relation between two entities or two terms. These processes are classified according to whether they are being used to identify something or identifying processes and to assign a quality to something or attributive processes.

Attributive processes

e.g. Barry Tuckwell   is   a fine horn player

Carrier	Attributive	Attribute

Identifying processes

Barry Tuckwell   may be   the finest living horn player

Token	Identifying	Value

2.2.3.7 Meteorological Processes

Meteorological processes are related with the condition of weather, time or season. The 'It' has no representational function but does provide a subject.

e.g. It   's hot

Meteorological

2.3   Nominal Group

According to Droga (2002: 42) nominal groups name and describe people, places, things and events and typically, but not always, realize the participant roles in a clause. Nominal groups can also be part of a circumstance in the clause. The choices in nominal groups contribute to the experiential meanings in a text. They also say a lot about the field of a text.

A nominal group consists of a main noun or "head" word and has the potential to be expanded by adding information before the head word (pre-modification) and after it (post-modification). For example, we could say "*my dog loved **those bones***" or we could say "*my dog loved **those three smelly lamb bones from the butcher shop***". In the second example, the nominal group provides a more detailed description of the 'bones' because of the pre- and post-modifiers.

My dog	Loved	those three smelly	**Bones**	lamb from the butcher shop.
		Premodifiers	**Head**	**Postmodifiers**

Probe questions could be employed to examine the kind of information provided by each element in the nominal group. It can also describe each element functionally. The tables below provide a summary of the choices available or the **potential** of the nominal group for naming and describing.

Table 2.1 Probe and functional label

Probe	Example	Functional Label
What?	***bones*** (Head word)	Thing

Which one/s or whose?	**those** *bones*	Deictic
How many?	those **three** *bones*	Numerative
What like?	those three **smelly** lamb *bones*	Epithet
What kind?	those three smelly **lamb** *bones*	Classifier
More details after head?	Those three smelly lamb *bones* **from the butcher shop**	Qualifier

Source: (Droga, 2002: 42)

The probe "what?" will lead to what thing is talked about, which in this example is "bones"; while "which one?" will point to the deictic which is represent by "those" ones. In the case of "numerative", we can employ the probe "how many?" like in the above table which pointing to "three" bones. "What like?" probe can find the epithet function: "smelly", while "what kind?" will lead to the classifier: "lamb". Finally, the probe "more details after head?" will determine the qualifier "from the butcher shop".

2.4   Grammatical Metaphor

As cited by Taverniers (2003: 2) Halliday places his introduction of the term grammatical metaphor in a more general framework outlining traditionally recognized types of 'rhetorical transference' or 'figures of speech': metaphor, metonymy, and synecdoche. Focusing on metaphor, he expands the traditional definition in a number of steps, thus making room for a newly identified type, grammatical metaphor.

Grammatical metaphor is conceived as an incongruent realization of a given semantic configuration in the lexicogrammar (1985: 321). This

implies that meaning is transferred from somewhere to somewhere else. The concept of *grammatical metaphor* depends on the idea that there is a direct line of form to meaning to experience (1985: xix). As far as Halliday is concerned the lexicogrammar is a natural symbolic system. This means "...that both the general kinds of grammatical pattern that have evolved in language, and the specific anifestations of each kind, bear a natural relation to the meanings they have evolved to express" (Halliday 1985: xviii).

From the perspective of Halliday and Matthiessen's systemic functional grammar, there exists a "tri-stratal system" (1999: 5) composed of a semantics stratum, a lexicogrammar stratum and a phonology stratum. The first two strata together form the "content plane" (1999: 4) of the tri-stratal system. At each of these two strata, there exist different components which can map onto each other in one way or another, as shown in the following figure.

Figure 2.1 Mapping of components
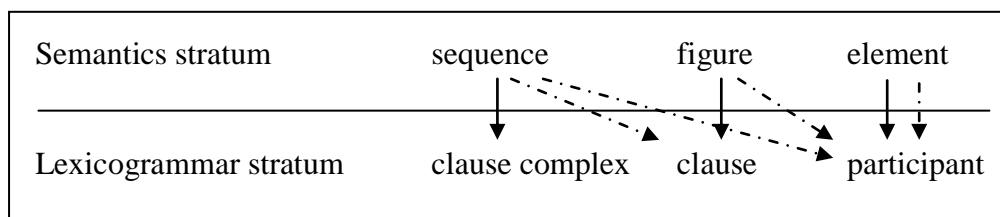
Source: (Halliday & Matthiessen, 1999: 227)

In the figure, the solid lines indicate the usual mapping between the components in the two strata. The discourse thus result is referred to as the "congruent" form (Halliday & Matthiessen, 1999: 227).

The dotted lines, on the other hand, indicate the unusual mapping between the components and the resulting discourse is referred to as the

"metaphorical" form (Halliday & Matthiessen, 1999: 227). In other words, when a sequence is mapped onto, and thus realized as, a clause complex, a figure mapped onto and realized as a clause, an element mapped onto and realized as a participant, the resulting clause complex, clause or participant is congruent. However, when a sequence is mapped onto and realized as a clause or even an element, a figure is mapped onto and realized as a participant, and an element is mapped onto a participant other than the usual one, the resulting clause or participant is metaphorical. In addition, according to Halliday, grammatical metaphor itself is classified into ideational and interpersonal grammatical metaphor.

2.5 Ideational Grammatical Metaphor

As cited by Taverniers (2003: 5), one of the types of grammatical metaphor that Halliday distinguished is ideational grammatical metaphor, which is considered as metaphors of transitivity. The grammatical variation between congruent and incongruent forms here applies to transitivity configurations, and can be analyzed in terms of the functional structure of these configurations. Examples given by Halliday are *Mary came upon a wonderful sight* and *a wonderful sight met Mary's eyes* as metaphorical variants of *Mary saw something wonderful.*

Figure 2.2 Analysis of transitivity metaphors

Congruent	Mary	saw	something wonderful	Mary	saw	something wonderful
	participant: Senser	process: mental:perceptive	participant: Phenomenon	participant: Senser	process: mental:perceptive	participant: Phenomenon

incongruent	Wonderful sight	met	Mary's eyes.		Mary	came	upon a w. sight.:
	participant: Actor	process: material	participant: Actor		participant: Actor	process: material	Circ: place

Source: (Taverniers, 2003: 6)

Changing both the structure and the grammatical classes of the lexical items involved as in the change in example below.

a) The cast acted brilliantly so the audience applauded for a long time

b) The cast's brilliant acting drew lengthy applause from the audience

The analysis could be like this:

a)

The cast	acted	brilliantly	so the audience applauded for a long time
Functions: noun	verb	adverb	(hypotactic clause)
Class: Agent	process		circumstance

b)

The cast's brilliant acting	drew	lengthy applause	from the audience
Functions: noun	verb	noun	prepositional phrase

It can be seen how the verb "act" has become a noun "acting". However, there are more changes which are explained by Halliday (1993:80):

> The processes **acted** and **applauded** have been turned into nouns, **acting** and **applause**; the participant **the cast** has become a possessive, while **the audience** has become part of a prepositional phrase….

In the above analysis, the word "acted" which is a material process

changes into a noun which represent as "acting", and the adverb "brilliantly" changes into an adjective "brilliant". So, the clause "the cast acted brilliantly" has become "the cast's brilliant acting". In short, the congruent form of the first clause has become metaphorical in the second one which is represented by a nominal group.

2.5.1 Types of Ideational Grammatical Metaphor

Halliday and Matthiesen (1999: 246) identify the types of grammatical metaphor and characterize them explicitly in relation to the semantics as a whole. As a result, a total of 13 types of grammatical metaphor have been identified.

Table 2.2 Types of Ideational Grammatical Metaphor

Type		Grammatical Shift		Example	Semantic Element	
		(1) Grammatical class	(2) Grammatical function		Congruent =>	Methaporical
1		adjective => noun	Epithet/ Attribute => Thing	Unstable => instability; quick(ly) => speed	quality	thing
2		Verb => noun			process:	
	i		Event => thing	Transform => transformation	Event	
	ii		Auxiliary => Thing	will/ going to => prospect; can/ could => possibility, potential	tense; modality	
	iii		Catenative =>Thing	*try to => attempt; want to => desire*	phase; contingency	
3		Preposition(al phrase) => noun			circumstance	
	i	Preposition	Minor Process => Thing	*With =>accompaniment; to =>destination*	minor process	
	ii	Prepositional Phrase	Location, Extent &c => Classifier	*(dust is] on the surface => surface dust*	minor process + thing	

4		Conjunction => noun	Conjunctive => Thing	*so => cause, proof; if => condition*	relator	
5		verb =>adjective			process:	quality
	i		Event => Epithet/ Classifier	*[poverty) increases s> increasing [poverty]*	event	
	ii		Auxiliary Epithet/ Classifier	*was/ used to=> previous; must/ will => constant*	tense; modality	
	iii		Catenative Epithet/ Classifier	*begin (to) => initial*	phase; contingency	
6		Preposition(al phrase) => adjective			circumstance:	
	I	Preposition	Minor Process => Epithet/ Classifier	*With => accompanying*	minor process	
	ii	Prepositional phrase	Location, Extent &c => Epithet/ Classifier	*[marks are] on the surface => superficial (mark)*	minor process + thing	
7		Conjunction => adjective	Conjunctive => Epithet/ Classifier	*Before=> previous; so=>resultant*	relator	
8		preposition(al phrase) => verb			circumstance:	process
	i	Preposition	Minor Process => Process	*(be) about=> concern; (be)instead of => replace; (go)across => traverse*	minor process	
	ii	Prepositional phrase	Location, Extent &c => Process	*(put) in a box/ in house => box/ house*	minor process + thing	
9		Conjunction => verb		*Then=>follow So =>cause; and => complement*	relator	
10		Conjunction => preposition(al phrase)			relator	circumstance:
	i	=> preposition	Conjunctive => Minor Process	*when => in times of; because => because of*		minor process
	ii	=> prepositional Phrase	Conjunctive => Location, Extent &c	*so => as a result, in consequence; if [it snows] => under/ in (snow(y) conditions*		minor process + thing
11		+ noun	+ Thing	*[x]=>* the fact/ *phenomenon of [x]*	(none)	thing
12		+ verb	+ Process			process
	i	+ verb		*(x)=> [x] occurs/ exists; [x] => have, do (x) (e.g. impact=> have an impact)*	(none)	
	ii	+ (causative &c) Verb		*make [x : y] => impose [y on x]; think [x « y] => credit [x with y]*	(agency &c)	
	iii	+ (phase &c) verb2		*started/ wanted [to survey] «> started/ wanted [a survey]*	(phase &c)	

13	i	noun => (various)	Thing =>	the government [decided] =>	thing	expansion of thing:
			(a) Qualifier	[decision] of / by the government		(qualifying)
			(b) Possessive Deictic	the government's [decision]		(possessive)
			(c) Classifier	Government (al) [decision]		(classifying)
	ii	adverb => adjective	Manner => epithet	[decided] hastily => hasty [decision]	circumstance	expansion of thing: (descriptive)
		Prepositional phrase => adjective	Location, Extent &c => Epithet	[argued] for a long time=> lengthy [argument]		
		adverb =>(various)	Location, Extent&c => Possessive Deictic	[announced] Yesterday => yesterday's [announcement]		
		prepositional phrase => (various)	Location, Extent &c =>qualifier	[departed] for the Airport=> [departure] for the airport		

Source: (Halliday and Matthiesen,1999: 246).

2.6 Commencement Address

Richard Heller (2003: 7) says that "A High Impact Speech is not only well-crafted, well-written, well-delivered, but builds a personal bridge between the speaker and the audience." So, commencement address as a part of speech presented at graduation time has to represent above idea.

In more specific discussion, commencement address is described by McCutcheon *et al.* (2009: 438) as follows:

> …A commencement address should both acknowledge the importance of the ceremony and honor the graduates. The challenge for the speaker is to keep the attention of restless students and relatives who are already looking past the ceremony and toward the future. Therefore, most commencement addresses pay respect to the past but focus on the future of the graduates.

2.7 Previous Studies

There are two previous studies about grammatical metaphor with different data that are also used by the researcher as references in

conducting this study.

2.7.1 Grammatical Metaphor in Request E-mail Discourse

This study was conducted by Victor Ho in 2010. The use of grammatical metaphor by a group of professional English language teachers in the construction of request e-mails exchanged among themselves is studied. In this study Ho described the frequency of used of grammatical metaphor, types of grammatical metaphor used, as well as the rhetorical moves and grammatical metaphor.

It is concluded in the study that: firstly, request e-mail authors used grammatical metaphor in a large proportion of their e-mails; secondly, the e-mail authors used mostly type 2 and type 13 grammatical metaphor; third, the e-mail authors used grammatical metaphor most frequently in three moves, namely Providing Background Information, Convincing, and Requesting.

2.7.2 Grammatical Metaphor in English Pharmaceutical Discourse

This second study is conducted by Vũ Thị Mẫu in 2012. This study is an attempt to explore grammatical metaphor in English pharmaceutical discourse (EPD) and its aim is to make an inquiry into the nature of grammatical metaphor (GM) and to examine its use, including its frequency and types in English Pharmaceutical Discourse.

The results Vũ Thị Mẫu got in conducting this study are: first, the EPD authors use GM in a large proportion of their papers with a

high frequency. Second, there is an inequal contribution of types of GM in EPD in which the EPD authors make full use of ideational GM; and within ideational GM, the mostly used type are type 2, 13, 1, 6, 12 and 5. Third, interpersonal GM is found occasionally and no textual GM could be figured out in the EPD.

CHAPTER III

RESEARCH METHOD

In conducting a research, it is important for a researcher to determine the research method that researcher would like to use. This part will discuss the research method used in this research including research design, unit of analysis, and source of data, collection and technique of data analysis.

3.1 Research Design

This study is descriptive and qualitative research. The descriptive research is research conducted to describe systematically the fact and the characteristic of given population or area of interest, factually, and accurately (Maxwell, 1996: 10). Based on those idea, this study is describes the ideational grammatical metaphor in Steve Jobs' 2005 Commencement Address at Stanford University.

The qualitative research is a procedure of research, in which the collected data will not be created by statistic procedure. In this research, the collected data is often called 'soft data'. It usually reaches in people description that is not easy done by statistic procedure. So this research is not only limited on collecting and arranging the data orderly, but also analyzing and interpreting the meaning of the data.

In order to get the data, the researcher used purposive sampling method as the way to accomplish this study.

> To say one will engage in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where, and how one does one's research. This statement implies that the way that researchers sample must be tied to their objectives…. (Given 2008: 697)

The researcher chose Steve Jobs' 2005 Commencement Address at Stanford University out of four others: Conan O'Brien's at Dartmouth College, Stephen Colbert at Northwestern University, Eric E. Schmidt at Boston University, Barack Obama at Northwestern University because this speech has become popular and phenomenal after Steve Jobs' death in 2011 which makes it the most interesting one compare to the other speeches. Moreover, for this speech is commencement address which is a formal speech, it is assured that the application of grammatical metaphor would be found on this speech.

3.2 Unit of Analysis

The unit of the analysis of this research will be focused on every clause in Steve Jobs' 2005 Commencement Address at Stanford University.

3.3 Source of Data

The data of the study are in the form of spoken data and were taken from www.youtube.com on May 7, 2013. After getting the video, the researcher then looked for the transcription of the video on www.scribd.com to get the valid transcription one as the supporter of the data. The duration of the video is fifteen minutes and four seconds length and took place at Stanford University in 2005.

3.4   Techniques of Data Collection

The data of this study were obtained by doing the following steps:

1. Searching the data at www.youtube.com

    The researcher decided to get the data from youtube.com since it is a video-sharing website so the researcher assumed that he could find the suitable data needed for this research; moreover, there is a lot of commencement address uploaded by numerous people around the world in this website.

2. Choosing the speech

    The researcher chose the best commencement address that would be the data for his research.

3. Downloading the data

    After found the perfect data for this research, the researcher than downloaded it from the website.

4. Downloading the video transcription at www.scribd.com

    After getting the data, which is Steve Jobs' Commencement Address at Stanford University, the researcher than looked for its transcription at scribd.com to get a valid transcription for this commencement address.

3.5   Techniques of Data Analysis

Data analysis is the process of bringing order, structure, and meaning to the mass of collected data. Qualitative data analysis is a search for general statements about relationships among categories of data; it

builds grounded theory (Marshall, Catherine and Gretchen B. Rossman, 1982:112).

The steps in analyzing the data are as follows:

1. Watching and listening to the speech while reading the transcription

   At this stage, the researcher watched and listened to the speech while reading the transcription to understand the utterances in the commencement address better.

2. Segmenting the data into clauses.

   The first step the researcher took for analyzing this data is segmenting the sentences in the commencement address into clauses.

3. Searching the metaphorical form in the clauses that is segmented.

   After all the sentences in the data were segmented into clauses, then the researcher searched for the metaphorical form in those clauses. For example:

Metaphorical
even when it leads you off the well-worn path

4. Classifying the type of ideational grammatical metaphor used in each metaphorical form that is found.

   After found all of the metaphorical forms, the researcher classified them into the type they include in. For example:

Metaphorical	Congruent	Type
even when it leads you off the well-worn path	even when it leads you off the path in well-worn shape	13

5. Tabulating

   At this stage the researcher inserted the data, which is the appearances of ideational grammatical metaphor's types, into a table and calculated them.

6. Describing the ideational grammatical metaphor used.

   The researcher then described how the ideational grammatical metaphor employed in the commencement.

7. Drawing conclusion.

CHAPTER IV

DATA ANALYSIS

This chapter discusses the result of data analysis in order to answer the problems of this research. The problems are to describe the employment of ideational grammatical metaphor and to identify the type of ideational grammatical metaphor used in Steve Jobs' 2005 commencement address at Stanford University. In analyzing the data, several steps are required as described in technique of data analysis in Chapter III.

4.1 Findings of Ideational Grammatical Metaphor in Steve Jobs' 2005 Commencement Address at Stanford University

This research takes Steve Jobs' 2005 commencement address at Stanford University as the data. After dividing the data into clauses; there are 340 clauses found and the number of ideational grammatical metaphor, which is divided into thirteen types, is 90 appearances that can be seen in the table below.

Table 4.1 Types of Ideational Grammatical Metaphor Used

No.	Types of Ideational Grammatical Metaphor	∑ Clause	%
1.	**Type 1** adjective → noun; quality → thing	12	13%
2.	**Type 2** verb → noun; process → thing	24	27%
3.	**Type 3** Prep. / prep. phrase → noun Circ. → thing	2	2%
4.	**Type 4** Conj. → noun Relator → thing	1	1%
5.	**Type 5** verb →adj.; process → quality	2	2%
6.	**Type 6** preposition / prep. phrase → adj.; circumstance → quality	19	21%
7.	**Type 13** i : noun → various; thing →expansion of things ii : adv/prep phrase → adj / various; circ. → expansion of thing	30	33%
	TOTAL	90	100%

Table 4.1 shows that the highest employment of ideational grammatical metaphor by Steve Jobs in his commencement address is the ideational grammatical metaphor type 13. It is proven by the appearance of this type reaching 33% of the total number of ideational grammatical metaphors found. It indicates that this commencement address mostly performs the expanding of noun and the shift of circumstance into the expansion of thing in order to avoid the ambiguity, such as: the

metaphorical form *it was awful-tasting medicine* is possibly from the congruent *it was medicine in awful taste*.

The next is type 2 which can be found in the clause: *I should be adopted by college graduates* with 27% appearance, and type 6 with 21% appearance as in: *I didn't have a dorm room.* Type 1 which has 13% appearance is in the fourth place, while the example of this type is: *believing that the dots will connect down the road will give you the confidence.* The following types are type 3 with 2% appearance, and type 5 with 2% appearance simultaneously. The last one is type 4 which has 1% appearance and the only appearance of this type is in clause: *The minute I dropped out.* Yet, type 7, 8, 9, 10 and 12 do not show up in this commencement address.

4.2 The Discussion of the Findings

The following discussion shows how each of the types of ideational grammatical metaphor found is used in the commencement address. In each analysis, the metaphorical expression is accompanied by one possible congruent variant and followed by the description of the analysis. The whole analysis of the ideational grammatical metaphor and the transitivity analysis could be seen in the appendix.

4.2.1 Type 1: Adjective → Noun ; Quality → Thing

In commencement address produced by Jobs, there are 12 appearances of ideational grammatical metaphor type 1. This type is grammatically shifted from adjective into noun and semantically

shifted from quality into thing. Here are the examples of this type:

Excerpt 1:

"*And much of what I stumbled into by following my curiosity and intuition*" (clause 78).

The metaphorical form and the possible congruent form for this excerpt can be seen below.

Metaphorical   : And much of what I stumbled into by following my **curiosity** and intuition

Congruent   : And much of what I stumbled into by following my intuition and I was **curious**

In the circumstance of manner above, the quality of the congruent expression of this clause, "**curious**" which is an adjective becomes *thing* in "**curiosity**" which is a noun in the metaphorical one. "And much of what I stumbled into by following my intuition and I was **curious**" is replaced by "And much of what I stumbled into by following my **curiosity** and intuition" to reduce the ambiguity that could arise, because employing one word which is able to explain the whole idea is better than explaining it in phrase for the possibility of mishearing in the listeners' side. This nominalization is also the way to make this commencement address sound formal since using noun form "**curiosity**" instead of the adjective "**curious**" makes the

commencement address have different atmosphere with everyday conversation. In the congruent form, the dynamic structure which is commonly used in daily conversation would make the commencement address sound less formal and less efficient. Furthermore, the employment of this shift also makes the message of this clause clearer for the existence of excessive words can be minimized. This outcome leads to a better understanding of the listeners in getting the message.

Excerpt 2:

"*believing that the dots will connect down the road will give you the confidence will give you the confidence*" (clause 125)

The shift of the congruent into the metaphorical form can be seen below.

Metaphorical : believing that the dots will connect down the road

will give you the confidence will give you the

confidence

Congruent : believing that the dots will connect down the road

will make you **confident**

In this clause, the congruent "believing that the dots will connect down the road will make you confident" which contains the quality and adjective "**confident**" replaced by "**confidence**" which is

categorized as *thing* and a noun in **"**believing that the dots will connect down the road will give you the **confidence**". The process in this clause is also shifted from relational process in the congruent form become material process in the metaphorical one. The congruent form consists of: *will make* – attributive, *you* – carrier, and *confident* – attribute; while the metaphorical form consists of: *will give* – material, *you* – beneficiary, and *the confidence* – goal. Here, the possible reason of the shift from adjective into noun was chosen by Jobs is in order to avoid the listeners' misunderstanding in receiving the message of the commencement address. The nominalization of the word "**confident**" (the attribute of relational process in the congruent form) becomes "*the* **confidence**" (the beneficiary of material process in the metaphorical form) is a way to affirm the message that: "*something*" will *give* you the confidence, not just makes you *feel* confident. So, in this case *"believing that the dots will connect down the road"* (the previous clause) could give you the confidence itself. Confidence is the result of *believing that the dots will connect down the road.* In summary, this clause emphasize that the **confidence** is the benefit that comes naturally when people possess the *matter* that Jobs' mentioned in the previous clause; it is: *believing that the dots will connect down the road.* So, if people believe that the dots will connect down the road, they will get the confidence.

Excerpt 3:

"*and that will make all the difference*" (clause 128)

The metaphorical, the congruent and the shift can be seen below.

Metaphorical   : and that will make all the **difference**.

                    ↑

Congruent   : and that will make your life **different**.

This clause has similar case with the previous excerpt. The word "**different**", the *quality* of this clause which is an adjective, shifted into a *thing* "**difference**", which is a noun. In addition, a shift also occurs in the process of the clause in this excerpt. Here, the congruent form consists of: *that* – attributor, *will make* – attributive, *your life* – carrier, and *different* – attribute; while the metaphorical form consists of: *that* – actor, *will make* – material, all the difference – goal. As already mentioned in the explanation above, this clause has the same case with the previous excerpt; thus, the shift of the process of this clause is also similar. The congruent "and that will make your life different" is a relational process clause and it is changed into material process in the metaphorical "and that will make all the difference"; attribute of the relational process becomes the goal in material process. The point in using this ideational grammatical metaphor in this clause is to emphasize the words "all the **difference**"; that is why, instead of saying "that will make your life **different**", that sounds more like daily conversation which is

less formal and cannot optimally represent the idea of the message that Jobs want to share, the clause is simplified with "that will make all the **difference**" to ensure the message delivered well to the listeners of this commencement address without any misunderstanding because of mishearing or other minor obstacles. As a result, with this application of this shift, the statement sounds better and more formal.

While in the following excerpt, the implementation of ideational grammatical metaphor type 1 in the clause is a little different with the above examples.
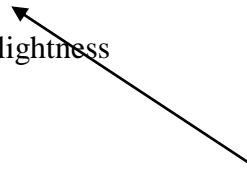
Excerpt 4:

"*The heaviness of being successful was replaced by the lightness*" (clause 174)

The shift from the congruent form into the metaphorical one is shown below.

Metaphorical : **The heaviness** of being successful was replaced

               by the lightness

Congruent   : being successful, which is **heavy,** was replaced by

              the lightness

In the congruent expression of this clause, the *quality* "**heavy**" which is an adjective becomes a *thing* "**the heaviness**"

which is a noun in the metaphorical one. As can be seen above, the reason Jobs taking this shift is pretty clear and reasonable. The congruent "being successful, which is **heavy**…" is one of the possible forms that match as the congruent statement from this metaphorical clause. The words "**the heaviness**" in the metaphorical form can represent more than just "heavy". Sad, desperate, afraid and insecure feelings are also the other example words that can simply replaced by noun "**the heaviness**". So, these words could cover the whole message that Jobs wants to share with his listeners clearly and undistorted since with this kind of simplicity the listeners would not miss every single thing that the speaker said. Furthermore, in speech people should make sure that their listeners are getting their ideas and it could be done with the employment of this kind of grammatical metaphor.

Excerpt 5:

"*I can now say this to you with a bit more certainty*" (clause 282)

The shift from the congruent form into the metaphorical of the excerpt is shown below.

Metaphorical   : I can now say this to you with a bit more **certainty**

Congruent   : I can now say this to you a bit more **certain**

In excerpt 5 above, the *quality* of the congruent expression

"**certain**" which is an adjective becomes a *thing* "**certainty**" which is a noun in the metaphorical one. The congruent "I can now say this to you a bit more **certain**" is the possible forms for the metaphorical clause. The words "**certainty**" in the metaphorical form is merely to make the commencement address sounds formal. As can be seen in above description, the congruent form "I can now say this to you a bit more certain" is not hard to understand; moreover, there is nothing wrong with the using of this clause. However, Jobs decided to use the metaphorical form: "I can now say this to you with a bit more certainty" to produce more formal atmosphere in the clause for this is a commencement address and it presented in a university which is can be categorized as formal institution. The using of noun "certainty" in "with a bit more certainty" implied that Jobs does not want to sound lecturing the audience in sharing his idea but he also wants to emphasize that he is surer about it at the moment he spoke for this commencement address. In further discussion, the employment of the metaphorical form of this statement is basically shows that Jobs had a strong conviction in sharing his idea which represent in: "with a bit more certainty". So; instead of saying a bit certain about what he said, which sounds more like weak personal opinion, the metaphorical form of this statement implied that he shares his idea with certainty and he adds the phrase "a bit" to make it acceptable by the listeners.   Even does not have a significant

effect on the meaning, the employment of this type of grammatical metaphor in this clause makes the statement produced become more formal with the employment of a noun instead an adjective.

Excerpt 6:

"*It clears out the old*" (clause 293)

The shift from the possible congruent becomes the metaphorical can be seen below.

Metaphorical   : It clears out **the old**

Congruent   : It clears out **old** generation

In this clause, the *quality* of the congruent form "**old**" which is an adjective in "It clears out **old** generation" replaced by a noun "the **old**" that is categorized as *thing*. The process in this statement is not shifted for both the congruent and the metaphorical form includes in material process. The employment of grammatical metaphor in this statement makes the words used in the commencement address variegated. To avoid boredom that usually felt by the audience when listening to the commencement address; rich vocabularies and interesting words selecting are crucial. The words "the **old**", which is a noun, refers to old people. This phrase gives a different atmosphere for the audience since the using of "the **old**" makes the commencement address more lively; it makes the formal speech

becomes warmer and not boring. In further discussion, even if the congruent form "old generation" were employed to represent the idea that Jobs want to share, the audience would not got the wrong idea for this phrase is acceptable and the probability of mishearing is small. However, "the old" sounds better and makes the clause more attractive than just employ a flat combination of words like "old generation". Moreover, because commencement address is a monologue, the speaker should make his speech as attractive as possible, so the listeners not only listen to the speech but also interested in what the speaker wants to share. In brief, the using of ideational grammatical metaphor in this statement is to give a variation in the words selection and makes the commencement address sounds better.

4.2.2   Type 2: verb → noun; process → thing

The second ideational grammatical metaphor found in the commencement address is this type 2; in this commencement address there are 24 appearances of this type of ideational grammatical metaphor. The shift of ideational grammatical metaphor type 2 is grammatically shifted from verb into noun and semantically shifted from process into thing. Here are examples of this type which is found in the commencement address:

Excerpt 7:

"*to be with you today for your commencement from one of the finest universities in the world*" (clause 3)

The possible congruent and the metaphorical form of this excerpt can be seen below.

Metaphorical : to be with you today for your **commencement** from one of the finest universities in the world

Congruent : to be with you today for you **graduate** from one of the finest universities in the world

Basically this clause contains two types of ideational grammatical metaphor; they are type 2 and type 13. However, in this section the type that is mainly discussed is ideational grammatical metaphor type 2. In this clause, "to be with you today for you **graduate** from one of the finest universities in the world" is the possible congruent for the metaphorical form "to be with you today for **your commencement** from one of the finest universities in the world". The word "**graduate**" which is a verb in this statement changes into "**commencement**" in the metaphorical form which is a noun. The word "commencement" here makes the message that the speaker wants to share with his audiences would be delivered in a better since the employment of noun would make the listener get the point of the message easily without any distraction. While the word

"*your*" is added as the deictic to specify the *thing* "**commencement**" and as the changing form from the word *you* in "for *you* graduate", which this shift is under the ideational grammatical metaphor type 13.

Excerpt 8:

"*I should be adopted by college graduates*" (clause 21)

The metaphorical and possible congruent can be seen in below description.

Metaphorical   : I should be adopted by **college graduates**

Congruent   : I should be adopted by **people that graduate from college**

Similar with the previous example, this clause contains two types of ideational grammatical metaphor; however, in this clause the type employed are type 2 and type 6. As already mentioned in previous excerpt, in this section the type that would mainly discuss is ideational grammatical metaphor type 2. First of all, the clause, "I should be adopted by **people that graduate from college**" is the possible congruent for the metaphorical form "I should be adopted by **college graduates**". In "**People that graduate from college**" contains a verb "**graduate**" which is also the *process* of the clause that is changed to the *thing* "**graduates**" in the metaphorical form

which is a noun. The words "college graduates" here could explain the phrase: "**People that graduate from college**" clearly and the audiences would get the message easily without any distortion that happened because of ambiguities. Furthermore, the word "college" here serves as the deictic to specify the *thing* "**graduates**" and this shift is under the ideational grammatical metaphor type 6. In brief, the employment of this type of grammatical metaphor, not only the statement becomes more compact, but also this clause sounds more formal. So, because this is a commencement address and also held in formal situation, this method supports the contents of the commencement address well.

Excerpt 9:

"*It was one of the best decisions*" (clause 61)

Below is the shift description from the possible congruent into the metaphorical form.

Metaphorical   : it was one of the best **decisions**

Congruent   : it was one of the best acts that was **decided**

In this clause, the congruent "it was one of the best acts that was **decided**" transforms into the metaphorical "it was one of the best **decisions**". The verb **was decided** which is the process of the clause are turned into the thing **decisions** in the metaphorical form

which is a noun. The best "**decisions**" could briefly explain "the best acts that was **decided**" clearly and the structure construction of the commencement address would meet a better form so that the audiences will get the message that the speaker wants to share without any difficulties because of the complicated words order and long statement that could be simplified. Furthermore, commencement address should not be too long because the audience especially the students would expect some short commencement address for this is their graduation time and they have celebration waiting. So, to avoid in making a boring speech, the employment of this grammatical metaphor would be helpful to compress the content of the commencement address.

Excerpt 10:

"*We'd just released our finest creation, the Macintosh, a year earlier*" (clause 138)
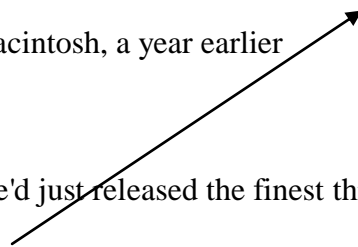
The shift description from the possible congruent into the metaphorical is as follows.

Metaphorical   : We'd just released our finest **creation**, the

                   Macintosh, a year earlier

Congruent   : We'd just released the finest thing we **have**

                   created, the Macintosh, a year earlier

This clause also contains two types of ideational grammatical metaphor; similar with the first example, the types employed in this clause are type 2 and type 13. Yet, just like mentioned in above explanation, this section is mainly discussed about ideational grammatical metaphor type 2. In this clause, the possible congruent for the metaphorical "We'd just released our finest **creation** the Macintosh, a year earlier" is "We'd just released the finest thing we **have created**, the Macintosh, a year earlier". The *process* "**have created**" which is a verb in "We'd just released the finest thing we **have created...**" is turned to noun "**creation**"**,** the *thing* of the metaphorical form. This nominalization from the verb "**have created**" to noun "**creation**" is one of the ways to reduce the ambiguity and make the statement sounds better. To make the message of the congruent delivered in a better structure of language, the word "creation" is taken to replace the process "have created" because of the benefit that the metaphorical form gives like: the reducing of ambiguity and making the speech more formal as mention above. Moreover, the word "**creations**" could explain all of the congruent form tries to present. In addition, the word "*our*" appears as the deictic to specify the *thing* **"creations"** and is the shift from the word "*we*" in "the finest thing we have created". Meanwhile, this shift is under type 13 of ideational grammatical metaphor. So the further explanation would be discussed later in type

13 finding discussion. Moreover, with the employment of this grammatical metaphor, the statement becomes more compact because this metaphorical form could merge two clauses into one clause. The clause "the finest thing we have created" become "the finest creations" and become one with the previous clause.

Excerpt 11:

"*But then our visions of the future began to diverge*" (clause 147)

The description of the shift from the possible congruent into the metaphorical form is below.

Metaphorical   : But then our **visions** of the future began to
                   diverge

Congruent   : But then how we **see** the future began to
                   diverge

        Once again, the clause contains two types of ideational grammatical metaphor; the types here are also type 2 and type 13. The main discussion in this section, as mention in previous discussions, would also the ideational grammatical metaphor type 2. In this clause, "But then how we **see** the future began to diverge" is the possible congruent for the metaphorical form "But then our **visions** of the future began to diverge". "How we **see** the future" which contains the verb "see" is changed into "our **visions** of the

future" in the metaphorical form which focused on "our **visions**" which is a noun. "*Our* **visions**" briefly explain: "how we **see** the future**"** and makes the message that Jobs wants to share with his audiences delivered in a better way and shorter. The effective words should be picked by the speaker of a speech because even it is categorized as spoken language; it is a monologue, which means the speaker should make the audience get the point of what he tries to share as easy as possible. In here, the word "*our*" is added as the deictic to specify the *thing* "**visions**" and as the changing form from the word *we* in "how we see the future". Meanwhile, this shift is categorized as ideational grammatical metaphor type 13. Moreover, with the employment of this grammatical metaphor, the statement becomes more compact with the nominalization, which also makes the statement shorter but could cover the idea of the speaker that he wants to share with his listeners.

Excerpt 12:

"*Don't let the noise of others' opinions*" (clause 291)

The description of ideational grammatical metaphor type 2 employments in this excerpt is as follows.

Metaphorical   : Don't let the noise of others' **opinions**

$\uparrow$

Congruent   : Don't let the noise of what others **said**

The above clause contains two types of ideational grammatical metaphor in its application; ideational grammatical metaphor type 2 and type 13. However, the researcher would mainly discuss about the ideational grammatical metaphor type 2, as already explain in previous discussions. In this clause, "Don't let the noise of what others **said**" is the possible congruent for the metaphorical form "Don't let the noise of others' **opinions**". "What others **said**" which contains the verb "said" which categorized as the *process* is changed into "others' **opinions**" in the metaphorical form that contains a noun "**opinions**" which also categorized as the *thing*. The words "others' opinions" could represent the idea: "What others **said**" more formally since the structure of "What others said" statement is commonly found in daily conversation. There is nothing wrong with the using of the congruent form to express this idea but the possible reason why Jobs is taking the metaphorical one in sharing his thought for this clause is to adapt with the situation of where the speech is held; because once again, this is a commencement address, so the speaker of the speech needs to pay attention in the words selection to avoid "too casual" presentation. Furthermore, in this clause the word "**others'**" in the metaphorical form is added as the deictic to specify the *thing* "**opinions**" and is also the changing form from the word "*others*" in "What others said" and this shift is categorized as ideational grammatical metaphor type 13.

4.2.3 Type 3: Prep. / Prep. Phrase → Noun; Circumstance → Thing

There are 2 appearances of ideational grammatical metaphor type 4 in this commencement address. The shift that includes in this type is grammatical shift from Prep. / Prep. Phrase into Noun or from the semantic shift point of view is the shift from Circumstance into Thing. In addition, because the appearance of this type is in small number, thus the discussion below would show the whole findings.

Excerpt 13:

"*It was pretty scary at the time*" (clause 59)

The description of the shift from the possible congruent into the metaphorical form can be seen below.

Metaphorical : It was pretty scary at **the time**

Congruent : It was pretty scary at time **of my drop out**.

In this example, the congruent "It was pretty scary at time **of my drop out**" which is containing the circumstance "time **of my drop out**" substituted with **"at that time"** which is a *thing* and a noun in **"It was pretty scary at the time"**. Here, the using of "that time" is because Jobs already explained about his dropout in the previous sentence, so the information contained in this words refer to the previous information given by Jobs. The employment of this

method would reduce the using of unnecessary words in the commencement address; because "that time" would explain more than enough to the audience about "*when*" the time is actually happened. The audience would get a better understanding and the speaker could send the message well. Obviously, this kind of method makes the clause more compact in the content for the elimination of unnecessary words.

Excerpt 14:

"*On the back cover of their final issue was a photograph of an early morning country road*" (clause 325)

The description of the shift from the possible congruent into the metaphorical form is below.

Metaphorical : On the **back cover** of their final issue was a

       photograph of an early morning country road

Congruent : On the **cover in the back** of their final issue was

       a photograph of an early morning country road

   In this clause, the metaphorical "On the **back cover** of their final issue…" substitutes the congruent "On the **cover in the back** of their final issue…". The prepositional phrase "**cover in the back**" is replaced with "**back cover**" which is a *thing* and a noun. Here, the circumstance of place "in the back" in above congruent form is used

as the classifier in nominal group of the metaphorical form "back cover". The nominal group "back cover" makes the information delivered to the audience better than declare it as the way it is like in the congruent form. Here, the words "back cover" could represent the information that tries to be shared by the speaker with the phrase: "cover in the back". Moreover, just like previous example, the employment of this method would eliminate the use of unnecessary words in the clause; because "back cover" could explain to the audience about *where* the cover has actually been. In short, audience would get a better understanding and the ambiguity of the words would be decreased.

4.2.4 Type 4: Conjunction → Noun; Relator → Thing

There is only one appearance of ideational grammatical metaphor type 4 in this commencement address. The shift performed by this type is grammatical shift from conjunction into noun or semantic shift from relator into thing. Since the instance of this type is only one appearance, here is the discussion about the only type 4 that appear in this commencement address.

Excerpt 15:

"*The minute I dropped out*" (clause 63)

The possible congruent and the metaphorical form can be seen in below description.

Metaphorical   : **The minute** I dropped out

                      ↑

Congruent   : **When** I dropped out,

      In this clause, the metaphorical "**the minute** I dropped out" substitutes the congruent "**when** I dropped out". Relator of the congruent "**when**", which is a conjunction, is shifted into the *thing* **the minute**, a noun. Employment of type 4 in this clause could avoid the repeated word in the commencement address since the using of same conjunction repeatedly would make the commencement address less attractive and boring. With this type of ideational grammatical metaphor, the speaker of the commencement address could present variety of the words used. The application of noun "the minutes" in the clause instead of conjunction "when" adds the different taste in giving the information about *when* the situation discussed is happened. Besides, the using of "**the minutes**" could emphasize the time that the speaker wants to discuss; this nominal group gives more stress in the following clause that is tried to explain. Clause "the minutes I dropped out" share the information that Jobs dropped out of college at that very minutes, at that moment. That is why the implementation of this nominal group is better than the using of ordinary conjunction like "when".

4.2.5   Type 5: Verb → Adjective; Process → Quality

For this type 5 of ideational grammatical metaphor, there are 2 appearances that is found in the commencement address. The shift performed by this type is grammatical shift from verb into adjective or semantic shift from process into quality. Once again, since the instance of this type is only two, the discussion below will show all the appearance of this type in this commencement address. Below is the discussion about type 5 that appear in this commencement address.

 Excerpt 16:

 "*I could stop taking the required classes*" (clause 63)

The possible congruent and the metaphorical form can be seen in below description.

Metaphorical   : taking the **required** classes

Congruent   : taking classes that students **require (**to graduate)
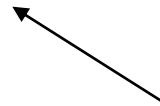
In the above example, congruent "taking classes that students **require** to graduate" is the possible congruent for metaphorical "taking the **required** classes". *Process* of the congruent "**require**", which is a verb**,** is being used as the adjective **required** in "required class" as the *quality* of the metaphorical form.   This verb is grammatically shifted from verb into adjective in order to simplify

the sentence and makes the statement produced sounds better and would not attract ambiguity that will confused the audience. Employing this type of ideational grammatical metaphor is useful in avoiding the unnecessary words that would lead to the failure of the message delivery. The less complicated of the structure in the statement, the better will audience gets the message. That happened because in commencement address, the audience does not have the text of the speech, it makes the presentation of the speech is crucial in delivering the information; moreover, "**required** classes" could cover the message in the congruent form "taking classes that students **require**". In summary, with this type of ideational grammatical metaphor, the clause becomes more compact and the ambiguity is reduced.

Excerpt 17:

"*Or proportionally spaced fonts*." (Clause 102)

The shift description from the possible congruent becomes the metaphorical form can be seen below.

Metaphorical : proportionally **spaced** fonts

Congruent : fonts **spaced** in proportional way

This clause actually contains two types of ideational grammatical metaphor; type 5 and type 6. Even so, the one that

would mainly discuss here is ideational grammatical metaphor type 5 for the discussion about type 6 would be in the next sub chapter. In this clause, "fonts in proportional way" is the possible congruent for the metaphorical form "proportionally fonts". The verb and the *process* in the congruent "**spaced**" is employed as the adjective in "**spaced** fonts". The word "spaced" here no longer serve as a verb but becomes adjective that explain the following noun "fonts". This verb is grammatically shifted from verb into adjective in order to make the sentence clearer that would lead to the better structure form of the commencement address. Moreover, the ambiguity that will confuse the audience would also decrease with the employment of this ideational grammatical metaphor type. When the percentage of the ambiguities that encountered is low, the failure of the message delivery is also reduced by the employment of this ideational grammatical metaphor type. Besides, as already explain in previous discussion, the less complicated of the structure in the statement, the message can be communicate to the audience better. In addition, "proportionally spaced fonts" constructed in a better structure and sounds more formal than the congruent form "fonts spaced in proportional way".

4.2.6   **Type 6: Preposition / Prep. Phrase → Adjective;**

Circumstance → Quality

In this commencement address there are 19 appearances of ideational grammatical metaphor type 6. The shift that includes in this type is grammatical shift from preposition / prepositional phrase into adjective or from the semantic shift point of view is the shift from circumstance into quality. Below is the example of this type of ideational grammatical metaphor.

Excerpt 18:

"*I didn't have a dorm room*" (clause 70)

The description of the shift from the possible congruent to the metaphorical form can be seen below.

Metaphorical   : I didn't have a **dorm room**

Congruent   : I didn't have a **room in the dormitory**

In this clause, the congruent "I didn't have a **room in the dormitory**" is substituted with the metaphorical "I didn't have a **dorm room**". The prepositional phrase "**in the dormitory**" which specifies the word "room" in the congruent form is shifted into *quality* that is also explaining the word "room" in the metaphorical form but this time serve as the adjective of the clause.   The shift from prepositional phrase become an adjective is in order to simplify

the sentence and would avoid the ambiguity that will confuse the audience. The excessive words that arise in the implementation of the clause can be simplified by the employment of this type of grammatical metaphor. A complicated and untidy sentence has a negative effect in the presentation of a commencement address, because if the statement is not constructed well, the audience will be hard to get the information that the speaker wants to share. For this reason, the simplification of the sentence with making the sentence as compact as possible is crucial for the success of the commencement address. The less complicated of the structure in the statement, the better will audience gets the message. People would easily get the message that a "dorm room" is a room in the dormitory and would not confuse the listener with the arising of questions like: "what room" or "which room". The "dorm room" is easily means the room for the students, not the janitors, the security or other rooms that exist in the dormitory.

Excerpt 19:

"*And I would walk the seven miles across town every Sunday night*" (clause 74)

The description of the shift in the possible congruent and the metaphorical form can be seen in the following explanation.

Metaphorical   : seven miles across town every **Sunday** night

Congruent   : seven miles across town every night **on Sunday**

The congruent "…seven miles across town every night **on Sunday**" in this clause is substituted with the metaphorical "…seven miles across town every **Sunday** night**"**. The prepositional phrase in the congruent form "**on Sunday"** which explain the noun "**night**" where the event "I would walk the seven miles across town" happened is shifted into *quality* that is also explaining the word "**night**" in the metaphorical form but serve as the adjective of the clause and become a nominal group "**Sunday night**". The point in employing this shift that presents a change from prepositional phrase into adjective is to make the statement more compact and to avoid the ambiguity that will confuse the audience as well. In line with the previous excerpt explanation, the excessive words that arise in the implementation of the clause could be simplified by the employment of ideational grammatical metaphor. Imperfect presentation like when the statement is not constructed well could make the audience confuse because they will get difficulties in receiving the information that the speaker wants to share. For commencement address is a one way communication, the words selected should have the capability to transfer the entire messages well. The less complicated of the structure in the statement, the better will audience

gets the message. People would understand easily that "Sunday night" is a Sunday at night or night on Sunday, and would not confuse and have to think harder about what the speaker means when he say: "seven miles across town every night on Sunday"; the message could diverted because of the phrase "every night" and pushed to pay more attention to the next phrase "on Sunday".

Excerpt 20:

"*I decided to take a calligraphy class*" (clause 87)

The metaphorical form and its possible congruent can be seen in below description.

Metaphorical   : I decided to take a **calligraphy** class

Congruent   : I decided to take a class **for calligraphy** lesson

For this clause, the congruent "I decided to take a class **for calligraphy** lesson" is replaced with the metaphorical "I decided to take a **calligraphy** class". The prepositional phrase in the congruent form "**for calligraphy**" which specifies the noun "class" changes into *quality* that is also explaining the noun "class" in the metaphorical form, however in this form it serve as the adjective of the clause. Repeating the explanation in previous example, the shift from prepositional phrase become an adjective is in order to simplify the sentence and to avoid the ambiguity that will distract the

audience. The unnecessary words that arise in the implementation of the clause could be simplified by the employment of this type of grammatical metaphor. An untidy sentence drives the presentation to become hard to understood, because if the statement is not constructed well, the audience will be hard to get the information that the speaker wants to share. So for this same reason, the simplification of the sentence with making the sentence as compact as possible is crucial for the success of the commencement address. The less complicated of the structure in the statement, the better will audience gets the message. The audience would easily gain the information the speaker wants to share about "**calligraphy** class" better than the complicated phrase "class **for calligraphy** lesson". The meaning of calligraphy class is a class for doing the calligraphy lesson. With that simple nominal group, the audience can get the message from the speaker without any distraction and the better sounds of these words also give the attractive value in choosing this type of grammatical metaphor to be employed.

Excerpt 21:

"*It was beautiful, historical, artistically subtle*" (clause 93)

The metaphorical and the possible congruent along with the shift description is as follows.

Metaphorical   : It was beautiful, historical, **artistically** subtle

Congruent   : It was beautiful, historical, subtle **in artistic way**

In this clause, the congruent "It was beautiful, historical, subtle **in artistic way**" is substituted with the metaphorical "It was beautiful, historical, **artistically** subtle". The prepositional phrase "**in artistic way**" which specifies the word "subtle" in the congruent form is shifted into *quality* "**artistically**" that is explaining the word "subtle" in the metaphorical form and serves as the adjective. The shift from prepositional phrase become an adjective is in order to simplify the sentence to ease the audience in receiving the message that the speaker wants to share since the excessive words that arise in the implementation of the clause can be simplified by the employment of this type of grammatical metaphor. A simpler word, which could cover the whole message, is more effective to represent ideas because of the incapability of a debriefing between the speaker and the listeners of the commencement address. If the statement is not well constructed, the audience will hardly get the information that the speaker wants to share. For this reason, the simplification of the sentence with making the statement as compact as possible is crucial for the success of the commencement address. The less complicated of the statement structure, the better will audience gets the message. People would easily get the message that "artistically

subtle" is "subtle in artistic way" and with the employment of this type of ideational grammatical metaphor, the ideas of the message is hardly misinterpreted for phrase "artistically subtle" has a clear meaning.

Excerpt 22:

"*It was the first computer with beautiful typography*" (clause 100)

The metaphorical and the possible congruent along with the shift description can be seen below.

Metaphorical   : It was the first computer with **beautiful**

      typography

Congruent   : It was the first computer with typography **in**

      beautiful form

In above clause, the congruent "It was the first computer with typography **in beautiful form**" is substituted with the metaphorical "It was the first computer with **beautiful** typography". Here, the prepositional phrase "**in beautiful form"** which specifies the word "typography" in the congruent form is shifted into an adjective "**beautiful**" which is also the *quality* in the clause. The shift from prepositional phrase become an adjective in this statement is in order to simplify the sentence so the audience will be easier in receiving the message that the speaker wants to share since the simplification

of the words used in the speech by employing this type of grammatical metaphor would reduce the using of excessive words in the presentation of the commencement address. Simpler and also shorter words, which could cover the whole message, are better to represent ideas in a speech performance. It is due to the incapability of a discussion between the speaker and the listeners in a speech. If the statement is constructed well, the audience will get the information that the speaker wants to share easily. For this reason, the simplification of the sentence with making the statement as compact as possible is important for the success of the commencement address. If the structure of the statement is less complicated, the better will audience gets the message. In this case, the audience would easily get the message that "beautiful typography" is "typography in a beautiful way" and the possibility of mishearing or other minor obstacles with the using of this metaphorical form will be reduced.

Excerpt 23:

"*and personals computers might not have the wonderful typography*" (clause 108)

The description for the shift in this excerpt can be seen below.

Metaphorical   : and **personal** computers might not have...

Congruent   : and computers **for personal** use might not have...

In this instance, the congruent "and computers **for personal**
use..." of the clause is substituted with the metaphorical "and
personal computers...". The prepositional phrase in the congruent
form "**for personal**" which explain the noun "**computers**" is shifted
into *quality* that is also explaining the same word "**computers**" in
the metaphorical form but serve as the adjective of the clause and
evolve to a nominal group "**personal computers**". The point in
employing this shift that presents a change from prepositional phrase
into adjective is once again to simplify the sentence and to avoid the
ambiguity that will confuse the audience as well. In line with the
explanation of previous example, the excessive words that arise in
the implementation of the clause could be simplified by the
employment of ideational grammatical metaphor. If the statement
were not well constructed, results like the confusion that appears in
the audience minds become inevitable since they get difficulties in
receiving the information that the speaker wants to share. The words
selected in the commencement address should have the capability to
transfer the entire messages to the listeners well. The less
complicated of the structure in the statement, the better will audience
gets the message. People will get a better understanding in accepting
the words "personal computers" than a long phrase like "computers
for personal use". Besides, with this congruent phrase, the informal
atmosphere would become clearer and the unnecessary words appear

significantly.

4.2.7 Type 13:

i : Noun → Various; Thing → Expansion of Things

ii: Adv. / Prep. Phrase → adj. / various;

Circumstance → Expansion of Things

There are 30 appearances of ideational grammatical metaphor type 13 in this commencement address. The shift that includes in this type is grammatical shift from noun into various or from the semantic shift point of view is the shift from thing into expansion of thing. Another shift that also includes in this type is the grammatical shift from adverb / prep. phrase into adjective / various, or semantically from circumstance into the expansion of things. The discussion below would show the example of the findings.

Excerpt 24:

"*even when it leads you off the well-worn path*" (clause 127)

The metaphorical and the possible congruent can be seen in below description.

Metaphorical : even when it leads you off the **well-worn**

path

Congruent : even when it leads you off the path **in well-**

worn shape

In this clause, the congruent "even when it leads you off the path **in well-worn shape**" is substituted with the metaphorical "even when it leads you off the **well-worn** path". The prepositional phrase in the congruent form "**in well-worn shape**" which is a circumstance is shifted into adjective in "**well-worn** path" for the metaphorical form. The point in employing this shift is to simplify the sentence and to avoid the ambiguity that will confuse the audience for the excessiveness of the words that is used in this clause. Clause with untidy construction like in the congruent form could lead to a misunderstanding in the listeners' point of view; for that reason, the implementation of the clause could be simplified by employment of this ideational grammatical metaphor type. As stated in previous explanation, if the statement were not well constructed, distraction in the audience minds become inevitable since they get difficulties in receiving the information that the speaker wants to share. The selected words in constructing the commencement address should have the capability to convey the information that the speaker wants to share to the listeners precisely. The less complicated of the structure in the statement, the better will audience gets the message. "The **well-worn** path" suits well for the replacement of the congruent "**in well-worn shape**", besides, the message that Jobs want to share with the audience is transferred better with the using of this metaphorical form.

Excerpt 25:

"*Pixar went on to create the world's first computer-animated feature film, "Toy Story"*" (clause 182)

The shift of the possible congruent becomes the metaphorical form be seen in below description.

Metaphorical   :   Pixar went on to create the **world's** first computer-animated feature film, "Toy Story"

Congruent   :   Pixar went on to create the first computer-animated feature film **in the world**, "Toy Story,"

In this clause, the congruent "Pixar went on to create the first computer-animated feature film **in the world**" is substituted with the metaphorical "Pixar went on to create the **world's** first computer-animated feature film". The prepositional phrase in the congruent form "**in the world**", which is a prepositional phrase and the circumstance of the clause, is shifted into adjective in "**world's** first computer-animated feature film" for the metaphorical form. A circumstance of place in the congruent form transforms into a part of the clause's *goal* as an adjective which explain the following phrase – "first computer-animated feature film". The point in employing this shift is to simplify the sentence for the excessiveness of words that is used in the clause would make the message harder to be

received by the listeners for there is no direct discussion between the speaker and the listeners in a commencement address, there is no turn taking organization. With this disadvantage situation, every statement in the commencement address should be arranged as clear as possible. Untidy and dynamic structure like found in the congruent form could lead to a misunderstanding in the listeners' point of view; for that reason, the implementation of the clause could be simplified by the employment of this ideational grammatical metaphor type. If the statement were not well constructed, distraction in the audience minds become inevitable since they get difficulties in receiving the information that the speaker wants to share. The selected words in constructing the commencement address should have the capability to convey the information that the speaker wants to share to the listeners precisely. The less complicated of the structure in the statement, the better will audience gets the message. "**World's** first computer-animated feature film" represent the same idea in the congruent "the first computer-animated feature film in the world".

Excerpt 26:

"*It was awful-tasting medicine*" (clause 191)

The possible congruent becomes the metaphorical form of this excerpt can be seen in below description.

Metaphorical   :   It was **awful-tasting** medicine

Congruent   :   It was medicine **in awful taste**

In this excerpt, the congruent "It is Medicine **in awful taste**" is substituted with the metaphorical "It was **awful-tasting** medicine". The congruent form's prepositional phrase "**in awful taste**" which is also the circumstance of the clause, is shifted into adjective in "It was **awful-tasting** medicine" for the metaphorical form. This circumstance of place transforms into the part of the clause's *attribute* as an adjective which explain the word "medicine". The employment of this ideational grammatical metaphor is to simplify the sentence since the excessiveness of words used in the clause would make the message a little bit harder to be received by the listeners for there is no interactive situation between the speaker and the listeners which can be concluded that there is no turn taking organization in a speech. This condition makes the speaker of a speech should make sure that every statement in his speech should be arranged as clear as possible. Dynamic structure in the congruent form, which commonly found in everyday conversation, could produce some obstacles in the presentation of the commencement address. For that reason, the presentation of the clause to convey the idea could be simplified by the employment of this type of ideational grammatical metaphor. If the statement were

not well constructed, distraction in the audience minds become inevitable since they get a little difficulties in receiving the information that the speaker wants to share. The selected words in constructing the commencement address should have the capability to convey the information that the speaker wants to share to the listeners precisely. The less complicated of the structure in the statement, the better will audience in receiving the message. "**awful-tasting** medicine" represents the same idea that the congruent "Medicine **in awful taste**" has and the using of the metaphorical form of this statement makes the commencement address clearer for the audience.

Excerpt 27:

"*which is doctor's code*" (clause 253)

The shift of the possible congruent becomes the metaphorical form be seen in below description.

Metaphorical   :   which is **doctor's** code

Congruent   :   which is code **from doctor**

     In this statement, the congruent "which is code from **doctor**" is substituted with the metaphorical "which is **doctor's** code". The prepositional phrase in the congruent form "from **doctor**", which is a prepositional phrase and also the circumstance of the clause, is

shifted into adjective in "**doctor's** code" for the metaphorical form. The word "doctor" transforms into possessive deictic "doctor's" which explain the following word "code". This shift employment is in order to simplify the sentence and to change the dynamic structure which is the feature of everyday conversation. The excessiveness of words that is used in the clause would make the message sounds odd and the listeners have to pay more attention in the commencement address for there is no direct discussion between the speaker and the listeners in a commencement address. With this kind of situation, every statement in the commencement address should be arranged as clear as possible since the audience has to receive the message that the speaker sends without any difficulties. A commencement address held in a commencement and the students do not have enough time for listening to some complicated speeches. Even so, a dynamic structure like found in the congruent form could create a less formal atmosphere in the speech; for that reason, the implementation this ideational grammatical metaphor type could make the commencement address easier to absorb but also still sounds formal. If the statements were not well constructed, a distraction in the audience minds becomes inevitable even if they do not have difficulties in receiving the speaker words. The selected words in constructing the commencement address should have the capability to convey the information that the speaker wants to share to the

listeners precisely. The less complicated the structure in the statement, the better will audience get the message. In line with that, since this is a formal speech, eluding the everyday lexis in its presentation would make the commencement address sounds more formal.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After analyzing the data in chapter IV, the researcher can conclude that ideational grammatical metaphor is realized in Steve Jobs' 2005 commencement address at Stanford University by employing the shift from the congruent into the metaphorical form which is divided into 13 types. Moreover; since commencement address is held in a formal situation, the employment of ideational grammatical metaphor makes the commencement address sounds more formal. It is possible because by employing ideational grammatical metaphor, the implementation of dynamic structure which is commonly found in everyday conversation can be reduced.

It is found that 8 out of 13 types of ideational grammatical metaphor are employed in the commencement address; they are type 1, type 2, type 3, type 4, type 5, type 6, type12, and type 13. The highest employment is the ideational grammatical metaphor type 13 with 33% appearance. The high employment of type 13 of ideational grammatical metaphor indicates that this commencement address mostly performs the expanding of noun and the shift of circumstance into the expansion of thing in order to avoid the ambiguity by simplified the words used in the commencement address such as in the metaphorical form "*it was awful-tasting medicine*" which is a shift from the possible congruent "*it was medicine in awful taste*". By using the

metaphorical form which employs this type of ideational grammatical metaphor makes the message that Jobs wants to share with his audience transferred better since the structure used in the metaphorical form is simpler than in the congruent one; so, obstacles like misunderstanding or mishearing can be reduced by the employment of this type of ideational grammatical metaphor.

5.1. Suggestion

After conducting this study, the researcher assumes that the employment of ideational grammatical metaphor could provide a better speech presentation. So, it is better for speakers of a speech to employ ideational grammatical metaphor in their speech in order to make it easier for them in produce a formal and easily understood speech.

The researcher also suggests the other researchers who are willing to conduct a study about grammatical metaphor to analyze not only the ideational but also grammatical metaphor as a whole. Moreover, other field of the data analyzed could be picked to give different perspective in the study.

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Thank you. I'm honored to be with you today for your commencement from one of the finest universities in the world. Truth be told, I never graduated from college and this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots. I dropped out of Reed College after the first six months but then stayed around as a drop-in for another eighteen months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife, except that when I popped out, they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking, "We've got an unexpected baby boy. Do you want him?" They said, "Of course." My biological mother found out later that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would go to college. This was the start in my life.

And seventeen years later, I did go to college, but I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life, and no idea of how college was going to help me figure it out, and here I was, spending all the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back, it was one of the best decisions I ever made. The minute I dropped out, I could stop taking the required classes that didn't interest me and begin dropping in on the ones that looked far more interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms. I returned Coke bottles for the five-cent deposits to buy food with, and I would walk the seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example.

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer was beautifully hand-calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans-serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later when we were designing the first Macintosh computer, it all came back to me, and we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on that calligraphy class and personals computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college, but it was very, very clear looking backwards 10 years later.

Again, you can't connect the dots looking forward. You can only connect them looking backwards, so you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever, because believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leads you off the well-worn path, and that will make all the difference.

My second story is about love and loss. I was lucky. I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was twenty. We worked hard and in ten years, Apple had grown from just the two of us in a garage into a $2 billion company with over 4,000 employees. We'd just released our finest creation, the Macintosh, a year earlier, and I'd just turned thirty. And then I got fired. How can you get fired from a company you started? Well, as Apple grew, we hired someone who I thought was very talented to run the company with me, and for the first year or so, things went well. But then our visions of the future began to diverge, and eventually we had a falling out. When we did, our board of directors sided with him, and so at thirty, I was out, and very publicly out. What had been the focus of my entire adult life was gone, and it was

devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down, that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure and I even thought about running away from the Valley. But something slowly began to dawn on me. I still loved what I did. The turn of events at Apple had not changed that one bit. I'd been rejected but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods in my life. During the next five years I started a company named NeXT, another company named Pixar and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer-animated feature film, "Toy Story," and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT and I returned to Apple and the technology we developed at NeXT is at the heart of Apple's current renaissance, and Lorene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful-tasting medicine but I guess the patient needed it. Sometimes life's going to hit you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love, and that is as true for work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work, and the only way to do great work is to love what you do. If you haven't found it yet, keep looking, and don't settle. As with all matters of the heart, you'll know when you find it, and like any great relationship it just gets better and better as the years roll on.So keep looking. Don't settle.

My third story is about death. When I was 17 I read a quote that went something like "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself, "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "no" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and thankfully I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

1. Thank you.
2. I'm honored
3. to be with you today for your commencement from one of the finest universities in the world.
4. Truth be told,
5. I never graduated from college
6. and this is the closest
7. I've ever gotten to a college graduation.
8. Today I want
9. to tell you three stories from my life.
10. That's it.
11. The first story is about connecting the dots.
12. I dropped out of Reed College after the first six months
13. but then stayed around as a drop-in for another eighteen months or so
14. before I really quit.
15. It started
16. before I was born.
17. My biological mother was a young, unwed graduate student,
18. and she decided
19. to put me up for adoption.
20. She felt very strongly
21. that I should be adopted by college graduates,
22. so everything was all set for me
23. to be adopted at birth by a lawyer and his wife,
24. except that when I popped out,
25. they decided at the last minute
26. that they really wanted a girl.
27. So my parents, who were on a waiting list, got a call in the middle of the night
28. asking,
29. "We've got an unexpected baby boy.
30. Do you want him?"
31. They said, "Of course."
32. My biological mother found out later
33. that my mother had never graduated from college
34. and that my father had never graduated from high school.
35. She refused
36. to sign the final adoption papers.
37. She only relented a few months later
38. when my parents promised

39. that I would go to college.
40. This was the start in my life.
41. And seventeen years later, I did go to college,
42. but I naively chose a college
43. that was almost as expensive as Stanford,
44. and all of my working-class parents' savings were being spent on my college tuition.
45. After six months, I couldn't see the value in it.
46. I had no idea
47. what I wanted
48. to do with my life,
49. and no idea of how college was going
50. to help me
51. figure it out,
52. and here I was,
53. spending all the money
54. my parents had saved their entire life.
55. So I decided
56. to drop out
57. and trust
58. that it would all work out OK.
59. It was pretty scary at the time,
60. but looking back,
61. it was one of the best decisions
62. I ever made.
63. The minute I dropped out, I could stop
64. taking the required classes
65. that didn't interest me
66. and begin
67. dropping in on the ones
68. that looked far more interesting.
69. It wasn't all romantic.
70. I didn't have a dorm room,
71. so I slept on the floor in friends' rooms.
72. I returned Coke bottles for the five-cent deposits
73. to buy food with,
74. and I would walk the seven miles across town every Sunday night
75. to get one good meal a week at the Hare Krishna temple.
76. I loved it.
77. And much of what I stumbled into

78. by following my curiosity and intuition
79. turned out
80. to be priceless later on.
81. Let me give you one example.
82. Reed College at that time offered perhaps the best calligraphy instruction in the country.
83. Throughout the campus every poster, every label on every drawer was beautifully hand-calligraphed.
84. Because I had dropped out
85. and didn't have to take the normal classes,
86. I decided
87. to take a calligraphy class
88. to learn
89. how to do this.
90. I learned about serif and sans-serif typefaces,
91. about varying the amount of space between different letter combinations,
92. about what makes great typography great.
93. It was beautiful, historical, artistically subtle in a way
94. that science can't capture,
95. and I found it fascinating.
96. None of this had even a hope of any practical application in my life.
97. But ten years later when we were designing the first Macintosh computer,
98. it all came back to me,
99. and we designed it all into the Mac.
100. It was the first computer with beautiful typography.
101. If I had never dropped in on that single course in college,
102. the Mac would have never had multiple typefaces or proportionally spaced fonts.
103. And since Windows just copied the Mac,
104. it's likely
105. that no personal computer would have them.
106. If I had never dropped out,
107. I would have never dropped in on that calligraphy class
108. and personals computers might not have the wonderful typography
109. that they do.
110. Of course it was impossible
111. to connect the dots
112. looking forward
113. when I was in college,

114. but it was very, very clear
115. looking backwards 10 years later.
116. Again, you can't connect the dots
117. looking forward.
118. You can only connect them
119. looking backwards,
120. so you have to trust
121. that the dots will somehow connect in your future.
122. You have to trust in something – your gut, destiny, life, karma, whatever,
123. because believing
124. that the dots will connect down the road
125. will give you the confidence
126. to follow your heart,
127. even when it leads you off the well-worn path,
128. and that will make all the difference.
129. My second story is about love and loss.
130. I was lucky.
131. I found
132. what I loved
133. to do early in life.
134. Woz and I started Apple in my parents' garage
135. when I was twenty.
136. We worked hard
137. and in ten years, Apple had grown from just the two of us in a garage into a $2 billion company with over 4,000 employees.
138. We'd just released our finest creation, the Macintosh, a year earlier,
139. and I'd just turned thirty.
140. And then I got fired.
141. How can you get fired from a company you started?
142. Well, as Apple grew,
143. we hired someone
144. who I thought was very talented
145. to run the company with me,
146. and for the first year or so, things went well.
147. But then our visions of the future began to diverge,
148. and eventually we had a falling out.
149. When we did,
150. our board of directors sided with him,
151. and so at thirty, I was out, and very publicly out.
152. What had been the focus of my entire adult life was gone,

153. and it was devastating.
154. I really didn't know what to do for a few months.
155. I felt
156. that I had let the previous generation of entrepreneurs down,
157. that I had dropped the baton
158. as it was being passed to me.
159. I met with David Packard and Bob Noyce
160. and tried to apologize for screwing up so badly.
161. I was a very public failure
162. and I even thought about running away from the Valley.
163. But something slowly began to dawn on me.
164. I still loved
165. what I did.
166. The turn of events at Apple had not changed that one bit.
167. I'd been rejected
168. but I was still in love.
169. And so I decided to start over.
170. I didn't see it then,
171. but it turned out
172. that getting fired from Apple was the best thing
173. that could have ever happened to me.
174. The heaviness of being successful was replaced by the lightness
175. of being a beginner again, less sure about everything.
176. It freed me
177. to enter one of the most creative periods in my life.
178. During the next five years I started a company named NeXT, another company
179. named Pixar
180. and fell in love with an amazing woman
181. who would become my wife.
182. Pixar went on to create the world's first computer-animated feature film, "Toy Story,"
183. and is now the most successful animation studio in the world.
184. In a remarkable turn of events, Apple bought NeXT
185. and I returned to Apple
186. and the technology we developed at NeXT is at the heart of Apple's current renaissance,
187. and Lorene and I have a wonderful family together.
188. I'm pretty sure
189. none of this would have happened

190. if I hadn't been fired from Apple.
191. It was awful-tasting medicine
192. but I guess
193. the patient needed it.
194. Sometimes life's going to hit you in the head with a brick.
195. Don't lose faith.
196. I'm convinced
197. that the only thing that kept me going was
198. that I loved
199. what I did.
200. You've got to find
201. what you love,
202. and that is as true for work as
203. it is for your lovers.
204. Your work is going to fill a large part of your life,
205. and the only way to be truly satisfied is to do what you believe is great work,
206. and the only way to do great work is to love what you do.
207. If you haven't found it yet,
208. keep looking,
209. and don't settle. As with all matters of the heart,
210. you'll know
211. when you find it,
212. and like any great relationship it just gets better and better
213. as the years roll on.
214. So keep looking.
215. Don't settle.
216. My third story is about death.
217. When I was 17
218. I read a quote
219. that went something like
220. "If you live each day
221. as if it was your last,
222. someday you'll most certainly be right."
223. It made an impression on me,
224. and since then, for the past 33 years, I have looked in the mirror every morning
225. and asked myself,
226. "If today were the last day of my life,
227. would I want to do

228. what I am about to do today?"
229. And whenever the answer has been "no" for too many days in a row,
230. I know
231. I need to change something.
232. Remembering that I'll be dead soon is the most important tool
233. I've ever encountered
234. to help me
235. make the big choices in life.
236. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things
237. just fall away in the face of death,
238. leaving only what is truly important.
239. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose.
240. You are already naked.
241. There is no reason
242. not to follow your heart.
243. About a year ago I was diagnosed with cancer.
244. I had a scan at 7:30 in the morning,
245. and it clearly showed a tumor on my pancreas.
246. I didn't even know what a pancreas was.
247. The doctors told me
248. this was almost certainly a type of cancer that is incurable,
249. and that I should expect to live no longer than three to six months.
250. My doctor advised me
251. to go home
252. and get my affairs in order,
253. which is doctor's code
254. for prepare to die.
255. It means to try to tell your kids everything
256. you thought
257. you'd have the next 10 years
258. to tell them in just a few months.
259. It means to make sure
260. everything is buttoned up
261. so that it will be as easy as possible for your family.
262. It means to say your goodbyes.
263. I lived with that diagnosis all day.
264. Later that evening I had a biopsy,

265. where they stuck an endoscope down my throat, through my stomach and into my intestines,
266. put a needle into my pancreas
267. and got a few cells from the tumor.
268. I was sedated,
269. but my wife, who was there, told me
270. that when they viewed the cells under a microscope
271. the doctors started crying
272. because it turned out to be a very rare form of pancreatic cancer
273. that is curable with surgery.
274. I had the surgery
275. and thankfully I'm fine now.
276. This was the closest
277. I've been to facing death,
278. and I hope
279. it's the closest
280. I get for a few more decades.
281. Having lived through it,
282. I can now say this to you with a bit more certainty
283. than when death was a useful but purely intellectual concept:
284. No one wants to die.
285. Even people who want to go to heaven
286. don't want to die
287. to get there.
288. And yet death is the destination we all share.
289. No one has ever escaped it.
290. And that is as it should be,
291. because Death is very likely the single best invention of Life.
292. It is Life's change agent.
293. It clears out the old
294. to make way for the new.
295. Right now the new is you,
296. but someday not too long from now, you will gradually become the old
297. and be cleared away.
298. Sorry to be so dramatic,
299. but it is quite true.
300. Your time is limited,
301. so don't waste it living someone else's life.
302. Don't be trapped by dogma
303. which is living with the results of other people's thinking.

304. Don't let the noise of others' opinions
305. drown out your own inner voice.
306. And most important, have the courage
307. to follow your heart and intuition.
308. They somehow already know what you truly want to become.
309. Everything else is secondary.
310. When I was young, there was an amazing publication
311. called The Whole Earth Catalog,
312. which was one of the bibles of my generation.
313. It was created by a fellow named Stewart Brand not far from here in Menlo Park,
314. and he brought it to life with his poetic touch.
315. This was in the late 1960's, before personal computers and desktop publishing,
316. so it was all made with typewriters, scissors, and polaroid cameras.
317. It was sort of like Google in paperback form,
318. 35 years before Google came along:
319. it was idealistic,
320. and overflowing with neat tools and great notions.
321. Stewart and his team put out several issues of The Whole Earth Catalog,
322. and then when it had run its course, they put out a final issue.
323. It was the mid-1970s,
324. and I was your age.
325. On the back cover of their final issue was a photograph of an early morning country road,
326. the kind you might find yourself hitchhiking on
327. if you were so adventurous.
328. Beneath it were the words:
329. "Stay Hungry.
330. Stay Foolish."
331. It was their farewell message
332. as they signed off.
333. Stay Hungry.
334. Stay Foolish.
335. And I have always wished that for myself.
336. And now, as you graduate to begin anew,
337. I wish that for you.
338. Stay Hungry.
339. Stay Foolish.
340. Thank you all very much.

No	Metaphorical	Congruent	type
1.	to be with you today for your commencement from one of the finest universities in the world	to be with you today for you graduate from one of the finest universities in the world	2, 13
2.	…one of the finest universities in the world	…One of Universities that is the finest among other universities	13
3.	Truth be told…	Truthfully…	13
4.	I've ever gotten to a college graduation	I've ever gotten to a graduation of a college	6
5.	My biological mother…	My mother that gave birth to me biologically…	2, 13
6.	…unwed graduate student	…student that leave school because of pregnancy and not married	2, 6
7.	I should be adopted by college graduates	I should be adopted by people that graduate from college.	2, 6
8.	So my parents, who were on a waiting list	So my parents, who were waiting for it.	2, 6
9.	…in the middle of the night	…In the midnight	13
10.	We've got an unexpected baby boy	We've got a baby boy that is not expected.	2, 13
11.	to sign the final adoption papers	To sign the final papers about the adopting activity	13
12.	and all of my working-class parents' savings…	and all of the money my parents had saved who were working class people…	13, 2
13.	…were being spent on my college tuition	…Were being spent on tuition for my college	6
14.	my parents had saved their entire life	my parents had saved in the entire life that my parents live	13
15.	It was pretty scary at the time	It was pretty scary at time when I decided to drop out.	3

16.	it was one of the best decisions	it was one of the best acts that was decided	2
17.	The minute I dropped out,	When I dropped out	4
18.	I could stop taking the required classes	I could stop taking classes which the students require to graduate	5
19.	I didn't have a dorm room	I didn't have a room in the dormitory	6
20.	I returned Coke bottles	I returned bottles of Coke	13
21.	…for the five-cent deposits	To exchange it with five-cent	2, 13
22.	and I would walk the seven miles across town every Sunday night	and I would walk the seven miles across town every night on Sunday.	6
23.	to get one good meal a week	To get delicious food every week	1, 13
24.	by following my curiosity and intuition	By following my curious feeling and intuition	1
25.	Reed College at that time offered perhaps the best calligraphy instruction in the country.	Reed College at that time offered perhaps the best instruction on calligraphy in the country.	6
26.	every poster, every label on every drawer was beautifully hand-calligraphed	every poster, every label on every drawer was beautifully calligraphed with hand	6
27.	I decided to take a calligraphy class	I decided to take a class for calligraphy lesson	6
28.	I learned about serif and sans-serif typefaces	I learned about typefaces, they are serif and sans-serif.	13
29.	about varying the amount of space between different letter combinations	about varying the amount of space between different letters combined	13
30.	It was beautiful, historical, artistically subtle	It was beautiful, historical, subtle in artistic way	6
31.	None of this had even a hope of any practical application in my	None of this had even a hope to be	2, 6

	life	applied practically in my life	
32.	It was the first computer with beautiful typography	It was the first computer with typography in beautiful form	6
33.	or proportionally spaced fonts.	or fonts spaced in proportional way.	5, 6
34.	that no personal computer would have them.	that no computer for personal use would have them.	6
35.	I would have never dropped in on that calligraphy class	I would have never dropped in on that class for calligraphy lesson	6
36.	and personals computers might not have the wonderful typography	and computers for personal use might not have the wonderful typography	6
37.	will give you the confidence	will make you confident	1
38.	even when it leads you off the well-worn path	even when it leads you off the path in well-worn shape	13
39.	and that will make all the difference.	and that will make your life different.	1
40.	We'd just released our finest creation, the Macintosh, a year earlier,	We'd just released the finest thing we have created, the Macintosh, a year earlier,	2, 13
41.	But then our visions of the future began to diverge,	But then how we see the future began to diverge,	13, 2
42.	and so at thirty, I was out, and very publicly out	and so at thirty, I was out, and out in front of public	6
43.	What had been the focus of my entire adult life was gone	What had been my entire adult life focus on was gone	2, 13
44.	that I had let the previous generation of entrepreneurs down	that I had let the generation previously of entrepreneurs down	13
45.	I was a very public failure	I fail very much in public	2, 13

46.	The heaviness of being successful was replaced by the lightness	Heavy feelings of being successful was replaced by the light feelings	1
47.	Pixar went on to create the world's first computer-animated feature film, "Toy Story,"	Pixar went on to create the first computer-animated feature film in the world, "Toy Story,"	13
48.	It was awful-tasting medicine	It is Medicine in awful taste	13
49.	Your work is going to fill a large part of your life	What you had worked on is going to fill a large part of your life	13, 2
50.	as if it was your last	as if it was the last day you are living	2
51.	It made an impression on me	It impressed me	2
52.	make the big choices in life	To choose the big thing in life	2, 13
53.	this was almost certainly a type of cancer that is incurable	this was almost certainly a type of cancer that cannot be cured	1
54.	which is doctor's code	which is code from doctor	13
55.	that is curable with surgery	that can be cured with surgery	2
56.	I can now say this to you with a bit more certainty	I can now say this to you with a bit more certain	1
57.	And yet death is the destination we all share	And yet death is the place to go we all share	2
58.	because Death is very likely the single best invention of Life	because Death is very likely the single best thing Life has invented	2
59.	It clears out the old	It clears out old generation	1
60.	to make way for the new	to make way for new generation	1
61.	Right now the new is you	Right now the new generation is you	1
62.	you will gradually become the old	you will gradually become the old generation	1

63.	which is living with the results of other people's thinking	which is living with the results of what other people think	2, 13
64.	Don't let the noise of others' opinions	Don't let the noise of what others said	2, 13
65.	And most important, have the courage	And most important, be courageous	1
66.	and he brought it to life with his poetic touch	and he brought it to life with poetic touch he has	2
67.	before personal computers and desktop publishing	before computers for personal use and desktop publishing	6
68.	and overflowing with neat tools and great notions	and overflowing with neatly tools and greatly notions	13
69.	and I was your age	And I was as old as you	13
70.	On the back cover of their final issue was a photograph of an early morning country road	On the cover in the back of their final issue was a photograph of an early morning road in the country	3
71.	It was their farewell message	It was their message for farewell	13