



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

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

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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 the otherwise.

Purposive sampling was used in deciding the subject of the data. A commencement address by Steve Jobs was selected because of its popularity and the formal atmosphere that it has. The data were analyzed by using descriptive qualitative method 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 found 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 with 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*

Thesis berjudul *Ideational Grammatical Metaphor in Steve Jobs' 2005 Commencement Address at Stanford University* ini memiliki dua tujuan yaitu untuk menggambarkan bagaimana pemanfaatan *ideational grammatical metaphor* di dalam pidato kelulusan Stanford University pada tahun 2005 oleh Steve Jobs dan juga untuk mengidentifikasi tipe-tipe *ideational grammatical metaphor* mana saja yang digunakan. Dengan penelitian ini, peneliti ingin mengetahui apakah penerapan *ideational grammatical metaphor* dalam sebuah pidato merupakan hal yang berguna atau tidak.

Dalam menentukan subyek data, metode *purposive sampling* digunakan oleh peneliti. Pidato kelulusan oleh Steve Jobs dipilih karena kepopularitasannya dan atmosfer formal yang ada di pidato ini. Data tersebut dianalisa dengan metode deskriptif kualitatif setelah memilahnya ke dalam klausa dan mengklasifikasi tipe *ideational grammatical metaphor* yang digunakan dalam pidato kelulusan ini.

Dari hasil analisa, ditemukan 90 kemunculan *ideational grammatical metaphor* di pidato kelulusan Stanford University tahun 2005 oleh Steve Jobs. Kemunculan tertinggi adalah *ideational grammatical metaphor* tipe 13 dengan kemunculan sebanyak 33% yang mengindikasikan bahwa pidato Steve Jobs ini banyak menampilkan perluasan kata benda dan perubahan dari *circumstance* menjadi perluasan *thing* untuk menghindari keambiguan dengan cara menyederhanakan kata yang digunakan dalam pidato. Selain itu, penerapan *ideational grammatical metaphor* membantu agar sebuah pidato terdengar lebih formal. Hal ini dimungkinkan karena dengan memanfaatkan *ideational grammatical metaphor*, penggunaan *dynamic structure* yang umumnya ditemukan dalam percakapan sehari-hari dapat berkurang.

Kata kunci: Pidato Kelulusan, *Ideational Grammatical Metaphor*, Steve Jobs

INTRODUCTION

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 Mâu (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”.

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 1 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.

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 1 Types of Ideational Grammatical Metaphor

Type	Grammatical Shift		Example	Semantic Element	
	(1) Grammatical class	(2) Grammatical function		Congruent =>	Methaphorical
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	<i>try to => attempt;</i> <i>want to => desire</i>	phase; contingency	
3	Preposition(al phrase) => noun			circumstance	
	i	Preposition	<i>With => accompaniment; to => destination</i>	minor process	
	ii	Prepositional Phrase	<i>(dust is) on the surface => surface dust</i>	minor process + thing	
4	Conjunction => noun	Conjunctive => Thing	<i>so => cause, proof;</i> <i>if => condition</i>	relator	
5	verb =>adjective			process:	quality
	i	Event => Epithet/ Classifier	<i>[poverty] increases</i> <i>s> increasing</i> <i>[poverty]</i>	event	

	ii		Auxiliary Epithet/ Classifier	<i>was/ used to=> previous; must/ will => constant</i>	tense; modality	
	iii		Catenative Epithet/ Classifier	<i>begin (to) => initial</i>	phase; contingency	
6		Preposition(al phrase) => adjective			circumstance:	
	i	Preposition	Minor Process => Epithet/ Classifier	<i>With => accompanying</i>	minor process	
	ii	Prepositional phrase	Location, Extent &c => Epithet/ Classifier	<i>[marks are] on the surface => superficial (mark)</i>	minor process + thing	
7		Conjunction => adjective	Conjunctive => Epithet/ Classifier	<i>Before=> previous; so=>resultant</i>	relator	
8		preposition(al phrase) => verb			circumstance:	process
	i	Preposition	Minor Process => Process	<i>(be) about=> concern; (be)instead of => replace; (go)across => traverse</i>	minor process	
	ii	Prepositional phrase	Location, Extent &c => Process	<i>(put) in a box/ in house => box/ house</i>	minor process + thing	
9		Conjunction => verb		<i>Then=>follow So =>cause; and => complement</i>	relator	
10		Conjunction => preposition(al phrase)			relator	circumstance:
	i	=> preposition	Conjunctive => Minor Process	<i>when => in times of; because => because of</i>		minor process
	ii	=> prepositional Phrase	Conjunctive => Location, Extent &c	<i>so => as a result, in consequence; if [it snows] => under/ in (snow(y) conditions</i>		minor process + thing
11		+ noun	+ Thing	<i>[x]=> the fact/ phenomenon of [x]</i>	(none)	thing
12		+ verb	+ Process			process
	i	+ verb		<i>(x)=> [x] occurs/ exists; [x] => have, do (x) (e.g. impact=> have an impact)</i>	(none)	
	ii	+ (causative &c) Verb		<i>make [x : y] => impose [y on x]; think [x < y] => credit [x with y]</i>	(agency &c)	
	iii	+ (phase &c) verb ₂		<i>started/ wanted [to survey] «> started/ wanted [a survey]</i>	(phase &c)	
13	i	noun => (various)	Thing =>	<i>the government [decided] =></i>	thing	expansion of thing:
			(a) Qualifier	<i>[decision] of / by the government</i>		(qualifying)
			(b) Possessive Deictic	<i>the government's [decision]</i>		(possessive)
			(c) Classifier	<i>Government (al) [decision]</i>		(classifying)
	ii	adverb => adjective	Manner => epithet	<i>[decided] hastily => hasty [decision]</i>	circumstance	expansion of thing:
		Prepositional phrase => adjective	Location, Extent &c => Epithet	<i>[argued] for a long time=> lengthy [argument]</i>		(descriptive)

	adverb =>(various)	Location, Extent&c => Possessive Deictic	<i>[announced]</i> <i>Yesterday =></i> <i>yesterdays</i> <i>[announcement]</i>		
	prepositional phrase => (various)	Location, Extent &c =>qualifier	<i>[departed] for the</i> <i>Airport=></i> <i>[departure] for the</i> <i>airport</i>		

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

RESEARCH METHOD

1. Object of the Research

Steve Jobs' 2005 commencement address at Stanford University is the object of this research. It is a fifteen minutes and four seconds commencement address by Steve Jobs and took place at Stanford University in 2005.

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. Techniques of Data Collection

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

- a. 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.
- b. Choosing the speech
The researcher chose the best commencement address that would be the data for his research.
- c. Downloading the data
After found the perfect data for this research, the researcher than downloaded it from the website.
- d. 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.

4. Techniques of Data Analysis

After the data was collected, it was then analyzed using the following steps:

- a. 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.
- b. 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.
- c. 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.
 - d. 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.
 - e. 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.
 - f. Describing the ideational grammatical metaphor used.
The researcher then described how the ideational grammatical metaphor employed in the commencement.
 - g. Drawing conclusion.

FINDINGS AND DISCUSSION

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 2 Types of Ideational Grammatical Metaphor Used

No.	Types of Ideational Grammatical Metaphor	Σ 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%

The table above 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.

Type 1: Adjective → Noun ; Quality → Thing

This type is grammatically shifted from adjective into noun and semantically shifted from quality into thing. Here is the example of this type:

Clause 78:

“And much of what I stumbled into by following my curiosity and intuition”

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.

Type 2: verb → noun; process → thing

The shift of ideational grammatical metaphor type 2 is grammatically shifted from verb into noun and semantically shifted from process into thing. Here is example of this type which is found in the commencement address:

Clause 21:

“I should be adopted by college graduates”

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

in this clause, the verb “**graduate**” which is the *process* of the clause is changed to the *thing* “**graduates**” in the metaphorical form which is a noun.

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

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. Below is the example of this type.

Clause 325:

“On the back cover of their final issue was a photograph of an early morning country road”

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 here, the prepositional phrase “**cover in the back**” is replaced with “**back cover**” which is a *thing* and a noun.

Type 4: Conjunction → Noun; Relator → Thing

The shift performed by this type is grammatical shift from conjunction into noun or semantic shift from relator into thing. Here is the example of type 4 that appear in this commencement address.

Clause 63:

“The minute I dropped out”

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 above explanation; the *relator* of the congruent “**when**”, which is a conjunction, is shifted into the *thing* **the minute**, a noun.

Type 5: Verb → Adjective; Process → Quality

The shift performed by this type is grammatical shift from verb into adjective or semantic shift from process into quality. Below is the example of type 5 that appear in this commencement address.

Clause 63:

“*I could stop taking the required classes*”

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)

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

Type 6: Preposition / Prep. Phrase → Adjective; Circumstance → Quality

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.

Clause 70:

“*I didn't have a dorm room*”

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**

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 it serve as the adjective of the clause.

Type 13:

i : Noun → Various; Thing → Expansion of Things

ii: Adv. / Prep. Phrase → adj. / various; Circumstance → Expansion of Things

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. Below is the example of the findings.

Clause 127:

“even when it leads you off the well-worn path”

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

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.

CONCLUSION AND SUGGESTION

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 31% 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.

Moreover, 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 to 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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