ISLAMOPHOBIA IN THE TRANSCRIPT OF GOOD MORNING AMERICA'S DONALD TRUMP TELECONFERENCE

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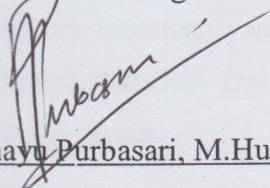## LEMBAR PENGESAHAN

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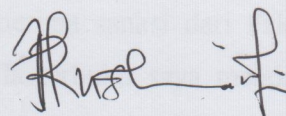
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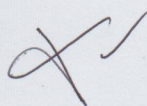
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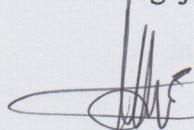Atikah Ruslianti, M.Hum.

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ABSTRAK

Dinar Ananda. Islamophobia in The Transcript of Good Morning America's Donald Trump Teleconference, Skripsi. Jakarta. Jurusan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Mei 2017.

Islamophobia kembali populer setelah terjadinya tragedi 9 September atau tragedi "9-11." Masalah ini sangat penting karena mempengaruhi kehidupan Muslim di dunia. Ketika Donald Trump menjadi kandidat Presiden Amerika Serikat, masalah ini berkembang pesat selaras dengan seringnya dia menunjukkan sikap negatif kepada Muslim. Pada Desember 2015 proposal Trump yang menunjukkan satu ciri Islamophobia diterbitkan. Donald Trump sebagai pengaju proposal itu bersikeras melakukannya, seperti ditunjukan pada telekonferensi berjudul "Donald Trump Speaks Out on Plan to Ban Muslims" di program Good Morning America milik ABC NEWS yang disiarkan pada 8 Desember 2015. Telekonferensi ini membahas tentang proposal larangan masuknya imigran Muslim ke wilayah Amerika yang diajukan Trump. Penelitian ini bertujuan untuk menemukan bagaimana Islamophobia direpresentasikan di transkripsi video telekonferensi Good Morning America tersebut. Penelitian menganalisa 258 klausa dari 144 kalimat dalam transkrip. Linguistik Fungsional Sistemik milik Halliday diterapkan untuk menemukan bagaimana Islamophobia dipresentasikan dalam transkrip percakapan antara Donald Trump dan pembawa berita, George Stephanopoulos. Hasil penelitian menunjukkan bahwa Islamophobia direpresentasikan oleh Trump melalui respon atau jawabannya dalam telekonferensi. Trump memilih untuk mengekspresikan ketakutannya terhadap aksi terror yang dilakukan oleh Islam radikal daripada menjawab secara tepat pertanyaan Stephanopoulos .

Kata kunci: Islamophobia, Representasi, Linguistik Fungsional Sistemik.

ABSTRACT

Dinar Ananda. Islamophobia in The Transcript of Good Morning America's Donald Trump Teleconference, An undergraduate thesis. Jakarta. English Literature Study Program. Faculty of Language and Arts. State University of Jakarta. May 2017.

Islamophobia was popularized again after the 9 September tragedy or "9-11" tragedy. This is a very important issue as it affects Muslims life in the world. When Donald Trump became the candidate of President of the united States, this issue grew more as he often showed negative attitude towards Muslims.
In December 2015, Trump's proposal which showed a trait of Islamophobia was aired. Donald Trump as the one who proposed it insisted to do it as shown in the teleconference entitled "Donald Trump Speaks Out on Plan to Ban Muslims", the teleconference was aired on ABC News' Good Morning America program at 8th December 2015. This teleconference talked about the proposal Muslims immigrant ban on entering the United States's territory which was proposed by Trump. The study aimed on finding how Islamophobia represented in the transcript of that Good Morning America's teleconference. The study analyzed 258 clauses from 144 sentences from the transcript. Halliday's Systemic Functional Linguistic was applied in order to find out how Islamophobia is represented in the conversation transcript of Donald Trump and the news anchor, George Stephanopoulos. The result of the study showed that Islamophobia was represented from Trump's responds or answers in the teleconference. Trump chose to express his fear towards terror act which done by radical Muslims rather than correctly answering Stephanopoulos question.

Keywords: Islamophobia, Representation, Systemic Functional Linguistic.

TABLE OF CONTENT

5.2. Suggestion…..……………………………………………………44

6. References 45

7. Appendices

CHAPTER I

INTRODUCTION

1.1. Background of the study

Islamophobia became popular in news media after the 9/11 tragedy and still remain popular until now as fear, prejudice, hatred or dislike against Islam or Muslims. The term "Islamophobia" was first introduced as a concept in a 1991 Runnymede Trust Report and defined as "unfounded hostility towards Muslims, and therefore fear or dislike of all or most Muslims." The term was coined in the context of Muslims in the UK in particular and Europe in general, and formulated based on the more common "xenophobia" framework. The report pointed to prevailing attitudes that Islam is monolithic and cannot adapt to new realities, Islam does not share common values with other major faiths, Islam as a religion is inferior to the West, Islam is a religion of violence and supports terrorism. Soltas and Davidowitz (2015) described that "Islamophobia and anti-Muslim hate crimes are currently higher than at any time since the immediate aftermath of the Sept. 11 attacks, and since then, there are many of western media often describe Islam as a violent religion.

By using the media, some people showing an image of Islam in a negative ways due to Islamophobia. Based on the information in telegraph.co.uk site, in 30th September 2005 Series of cartoons, some depicting the Prophet Mohammed as a terrorist with a bomb, published by Danish newspaper Jyllands-Posten. The

website IMDb (2012) stated, there is a satire comedy film which related to Islamophobia, Sacha Baron Cohen's film entitled "The Dictator" which showing the image of Admiral General Aladeen the ruler of fictional Republic of Wadiya who support al-Qaeda's Jihad act and is working on developing nuclear weapons to attack Israel. Basically the film showing anti-Arab phenomenon but because of the main character, Admiral General Aladeen have spilled that he support al-Qaeda by giving shelter to Osama Bin Laden after faking the death for Osama's double in his chat with his companion, Nuclear Nadal, in US helicopter tour. That conversation makes the United States citizens who ride the same helicopter panicking. This satire film also show Islamophobia because showing a fear over people who identified as Muslims while attacking other by using the jihad slogan. After all these satires the recent case is the proposal of Muslim immigrants ban in the United States of America which proposed by the Republican Party nominee for president of the United States in the 2016 election, Donald John Trump.

Trump is an American businessman, public figure, author, politician, and nominee of the Republican Party for president of the United States in the 2016 election. He is the chairman of The Trump Organization, which is the principal holding company for his real estate ventures and other business interests. In June 2015, Trump announced his candidacy for president as a Republican and quickly emerged as the front-runner for his party's nomination. In May 2016, his remaining Republican rivals suspended their campaigns, and in July he was formally nominated for president at the 2016 Republican National Convention.

Trump's 2016 presidential campaign has received extensive media coverage and international attention. Trump has proposed a temporary ban on Muslim immigration to the United States until the terror was screened out. This idea may be viewed by the other people especially Muslim, as a "discrimination" towards Muslim and also may be viewed as an Islamophobic move. This study will focus on the transcript of the teleconference between Trump and the news anchor. In order to analyze the transcript of the teleconference of Good Morning America show, the study will use Systemic Functional Linguistic (SFL).

SFL is an approach which developed by Halliday to linguistics that considers language as a social semiotic system. Haratyan (2011, p.260) stated that in Halliday's SFL, language as a social phenomenon is functional .i.e. it is concerned with the mechanism of text structure, function and meaning of language. Halliday (1985, p.11) stated that SFL emphasized on semiotics, the code of language and how the utterances and texts specify all the meaning potentials, SFL also studies the functional and situational organization of language in the social context. Haratyan (2011, p.260) stated that Hall's SFL has three metafunctions of ideational, interpersonal, and textual reflected in a huge system network of meaning potentials. Haratyan (2011, p.261-263) described the three metafunctions, "Ideational metafunction provides grammatical resources at clause rank to construe the inner and outer experience or 'goings-on' of the word, as the domain of functions and meanings of the world through the systems of transitivity. Interpersonal metafunction at the clausal level enjoys Mood. Textual metafunction at the clausal level enjoys Theme." The representation can be seen

through analysis by using Halliday's SFL which have a function to demonstrate the underlying ideology inside the texts.

There are previous studies which discuss Islamophobia and discuss something that related to Islamophobia. The first study was published in 2012, the study entitled "Attitudes Towards Muslim Americans Post-9/11" by Khan. The study identifies negative attitudes that may present in particular situations for Muslim Americans. The study explored situational attitudes toward Muslim Americans within the context of social desireability and universal orientation. By using psychology subject students in California State University as participants, the study findings contrary of Mussarat Khan's expectations, negative attitudes appeared to be specific rather than global.

The next previous study entitled "The Framing of International Media on Islam and Terrorism" by Yusof. The study use Entman's framing theory in order to determine a tendency of selected international mainstream printed media in revealing an attitude of labeling Islam and terrorism, to investigate on framing made by the media on Islam and its relationship with terrorism right after the death of Osama Bin Laden and to identify the themes appear in the labeling of Islam by these selected media after the death of Osama Bin Laden.The study showed that after the 11th September attack, terrorism has been repeatedly associated with Islam by most international media. There is a perception that international media play a vital role in creating a relationship between Islam and terrorism in their media that leads to the formation of labels on Islam and terrorism.

The last previous studies published in 2016 was entitled "Islamophobia in Cameron Cardow's Political Cartoons" by Faradillah from State University of Jakarta. This study discusses. The purpose of this study is to find the extent of Islamophobia represented in political cartoons. The writer uses the social semiotic theory by Kress and Van Leeuwen and Halliday's SFL. The study reveal the negative representation of Islam shown in the visual and textual elements of cartoons in the Cameron Cardow's comics. The data of this study are seven Cardow's political cartoons from January 2015. The result shows Islam is depicted as a religion that support terrorism. The portrayal of Muslim as a terrorist, extremist, and jihadist appeared frequently in the political cartoons within this study. This study conclude that Cardow antagonize Islam and Muslims in his cartoons, presenting them as the enemy.

Different from the three previous studies, which, the first study focuses on the attitudes of samples towards Muslim Americans post 9/11 tragedy, and the second previous study which focused on the framing of international media on Islam and terrorism, the last previous study focused on Cameron Cardow's political cartoons, this study will focus on the recorded telephone conversation of ABC News' Good Morning America show. The study will use the same approach as the last previous study used which is SFL. But, different from the last previous study, this study won't use the social semiotic theory.

1.2. Research Question

Based on the background of study, the research question is:

How is Islamophobia represented in the transcript of teleconference in ABC news' Good Morning America show by using SFL approach?

1.3. Purpose of the Study

The study aims to show Islamophobia represented in the transcript of ABC news' Good Morning America show by using Halliday's SFL.

1.4. Scope of the Study

The study focuses on analyzing the clauses in ABC news' Good Morning America show. The clauses were Trump's responses towards the politic rivals' critics about his proposal of Muslim immigrants ban for entering the United States in ABC News' video entitled "Donald Trump Speaks Out on Plan to Ban Muslims" and Stephanopoulos part of speech as the interviewer.

1.5. Significance of the Study

The significance of this study is to give contribution for those who are interested in SFL and also Islamophobia, especially for student of English literature study program.

CHAPTER II

LITERATURE REVIEW

2.1. Representation

The concept of representation is an important to connect between the meaning and the language. People use language to communicate with other people in verbal or non-verbal way. Therefore, it is essential to reveal the meaning from the language which produced and exchanged between people.

Representation has two systems. As Hall (1997, p.17) stated that the first system is called "mental representation" which carried inside each person's mind which all the objects, people and events are correlated. Hall (1997, p.18) also stated that the second system in representation is the language, without a language people cannot share his/her thought which is still an abstract mental conceptual. In order to translate the abstract idea into a certain words, sound, or images, people should do the language process.

There are three approaches in explaining the representation. The first is reflective approach by which the meaning is thought in the object, person, idea, or event in the real world; meaning it is reflecting or imitating which is called as 'mimetic'. Hall (1997, p.24) stated that the signs of this approach are related to the shape and texture which they represent. The second is intentional approach which different from the first one, this approach argues that each person has their own unique meanings in language. The third approach is called "constructionist

approach" which differentiates between the material world and symbolic practices. Hall (1997, p.25) also stated that this constructionist approach suggests that social actors are the one who constructs the meaning by using their culture, linguistic, and other representational system. This study found the representation of Islamophobia which represented by Trump in his dialogue in the ABC News' teleconference video entitled "Donald Trump Speaks Out on Plan to Ban Muslims."

2.2. Islamophobia

Allen (2010, p.5) stated that the term Islamophobia was first used in France by Etienne Dinet and Slima Ben Ibrahim, in 1925 they wrote 'accès de délire islamophobe' in writing about the Prophet Muhammad. It appear that Dinet and Ibrahim were not employing the term in such ways that it reflects the contemporary concept or usage. The other competing claims also exist. Allen (2010, p.5) stated that those such as Caroline Fourest and Fiammetta Venner claim that the term Islamophobia was used during the Iranian Revolution by the 'Mullahs' to describe Iranian women who refused to wear the hijab and less so, Muslim feminists and liberals: 'islamophobie' fut inventé – on ne le dit jamais – par des mollahs iraniens juste après la révolution islamique.' Allen (2010, p.5) also stated in addition to Fourest and Venner, Chahdortt Djavann and Carla Amina Baghajati offer similar affirmations, but as with the 1925 usage, here the concept of Islamophobia and the context within which it is being employed is different to how it is now.

Allen (2010, p.3) stated that the 'first decade of Islamophobia's was started with the publication of the highly influential report entitled, Islamophobia: a challenge for us all: report of the Runnymede Trust Commission on British Muslims and Islamophobia ('the Runnymede Report'). This report was published in November 1997. The Runnymede Report (1997) showed the distinctions between the open views of Islam and closed views of Islam on "Islamophobia" whereas in the open views of Islam the term Islamophobia was described as "Critical views of Islam are themselves subjected to critique, lest they be inacurate and unfair", while the closed views of Islam described it as "Anti-Muslim hostility accepted as natural and 'normal'." Since then, Islamophobia has gained a far greater prevalence across both the public and political spaces.

2.3. Media

Media known as one way to simply communicate to each other or even to shout out ideas and opinions to the public. Some examples of media are television, radio, and print advertising which affect people. New developments in the technological world have made the internet an innovative way for individuals and families to communicate easier than before. Social media networks have created a phenomenon on the internet that has gained popularity over the last decade.

Sponcil (2012) stated that people use social media sites such as Facebook to share and to post moments of what they are doing at any given time. Media have functions to relay messages, to give knowledge, and to deliver information from one to another such as publishing dairy blogs into reviewing a hot topic at

the moment, etc. As Chandler (2007, p.67) stated, all media, however 'realistic' it is, are not simply recording an event, but rather, making an infinite number of representation of the event.

2.3.1. Representation of Islamopobhia in Media

Muslim representation are commonly related to Islamophobia. The Runnymede report in 1997 is highly influencing how people see this phenomenon and also brought it into recognition to the public and political.

Due to the 9/11 tragedy, the representation for the Muslims were worsen. Allen (2010, p.83) stated that since the 9/11 tragedy, the acknowledgement of Islamophobia has been far more increased than ever before. Muslim communities in UK were known as the second largest faith communities in the Europe, they can be identified easily due to their traditional Islamic attire. As stated by Werbner & Modood (1997), this 'difference' of Muslims in the land of Britain raised the notions of otherness and inferiority; this otherness and inferiority, plus 9/11 event as the catalyst, will in turn create negative visualization over the Muslim communities. Due to the otherness, inferiority and 9/11 tragedy, the Muslims were often seen as threats, dangerous and as terrorists warring the West. Allen (2010, p.86) stated that one of the article of Manchester Evening News titled 'A Cultural Divide Breeds Suspicion' clearly showed the image of Osama bin Laden in front of the newspaper, giving interpretation of how the Muslims that are living close are similar to this man and creating stereotype mindset for the people into thinking "all the Muslims are the same."

From the articles and reports above, it can be concluded that representation of Muslims in media is often described as a negative group and is given bad interpretation towards all Muslims.

2.4. Systemic Functional Linguistic

Systemic Functional Linguistic (SFL in short) refers to an approach to the study of grammar which view language as a resource for meaning making process. Haratyan (2011, p.260) noted that Halliday believes that the meaning is achieved through the linguistic choices in paradigmatic and syntagmatic levels of discourse where the words are arranged in a clause or text. According to Halliday's SFL, there are three metafunctions reflected in a network of meaning potentials in language: the ideational, interpersonal and textual metafunction. But this study only use the ideational metafunction,as it concerned clauses as representation.

2.5. Ideational Metafunction

According to Haratyan (2011, p.261), the ideational metafunction concerns with the grammatical resources at clause rank to construe the inner and outer experience of the word. In addition, Bavali and Sadighi (2008, p.15) mentions that a clause in it's ideational function is a means of representing patterns of experience to build a mental picture of reality. Ideational metafunction help on identifying the function that works out the type of

process, participants in the process, and circumstances associated with the process known as the Transitivity.

2.6. Transitivity

In traditional grammar, transitivity was developed as the concept of transitive or intransitive verb whether the verb takes an object or not, but in SFL it works to link grammar to the metafunctions. Halliday's (1985, p.53) stated that transitivity as a major component in experiential function of the clause deals with the "transmission of ideas "representing 'processes' or 'experiences': actions, events, processes of consciousness and relations."

As Haratyan (2011, p.261) stated, transitivity is a semantic system to analyze representations of reality in a linguistic text and create the same experience through various lexico-grammatical options influenced by different mind styles or authorial ideology.

2.7. Material Process

According to Halliday and Matthiesen (2014, p.224), material clauses are clauses of doing-&-happening: a 'material' clause construes a quantum of change in the flow of events as taking place through some input of energy. As Haratyan (2011, p.261) stated, the doer is labeled as Actor and optional Goal, affected by the process and circumstance that provides details of the verb in terms of place, time, manner, condition, etc.

2.8. Mental Process

According to Halliday and Matthiesen (2014, p.245), mental clauses are concerned with our experience of the world of our own consciousness. A mental clause construes a quantum of change in the flow of events taking place in a senser consciousness. Haratyan (2011, p.262) stated that mental clause concerned with participants labelled as Sensor and Phenomenon.

2.9. Relational Process

Relational processes are concerned with the processes of description regarding the abstract relations. Relational processes are divided into two, attributive and identifying. Haratyan (2011, p.262) stated that attributive process assigns a quality, or adjective to a participant titled as Carrier realized by a noun or a nominal phrase. And Haratyan (2011, p.262) also stated that identifying process consists of two nominal phrases as participants, a Token holder and a Value meaning, referent, and status that can be turned into passive voice.

2.10. Verbal Process

According to Halliday and Matthiesen (2014, p.302), the verbal process contribute to the creation of narrative by making it possible to set up dialogic passages. As Haratyan (2011, p.262) stated, verbal process is direct or indirect report, standing on the border of mental and relational processes, relates "any kind of symbolic exchange of meaning' or the ideas in human consciousness with their linguistic representation of Sayer, the addressee labelled as Target, and Verbiage.

2.11. Behavioral Process

Halliday (1985, p.128) stated the behavioral Process standing between material and mental processes relate the physiological and psychological behaviors such as 'breathing; coughing; smiling; dreaming; and staring.'

2.12. Existential Process

According to Halliday and Matthiesen (2014, p.302) existential represent that something exists or happens, Haratyan (2011, p.262) stated that the existential processes are processes of existing with a there and to be with no representational function.

2.13. ABC News

The American Broadcasting Company (ABC) operates television and radio networks in the United States and is also shown on basic cable in Canada. Created in 1943 from the former National Broadcasting Company (NBC) Blue radio network, ABC is owned by the Walt Disney Company and is part of the Disney-ABC Television Group. It first broadcast on television in 1948. Corporate headquarters are in New York City, while programming offices are in Burbank, California. As of 2006, ABC is among the most successful networks. The formal name of the operation is American Broadcasting Companies, Inc., and that name appears on copyright notices for its in-house network productions and on all official documents of the company, including paychecks and contracts. The network today, in fact, is the last of the "Big Three" broadcasting networks to

keep its full name. The Columbia Broadcasting System (CBS) adopted initialism in 1974 and the National Broadcasting Company (NBC) did so in 2004. The network is sometimes referred to as the "Alphabet Network," due to the letters "ABC" being the first three letters of the English alphabet. As one of the major broadcasting networks, ABC had a tremendous impact on American culture in the twentieth century, bringing quality sports and entertainment programming to the public (http://www.newworldencyclopedia.org).

2.14. Good Morning America

Good Morning America (GMA) is a two hour morning show taped daily on ABC from its studio in the heart of Times Square. Like other morning shows it is a combination of news, interviews, weather, human interest and pop culture segments. It is currently ranked number one in the morning show category, due in part to its likeable, laid back anchors; Robin Roberts, George Stephanopoulos and Lara Spencer with Ginger Zee as weather anchor. Over the years, Good Morning America has gone back and forth in a ratings war with its rival, the Today Show which airs on NBC. The show has had a string of popular hosts beginning with its first host David Hartman who anchored the show from 1975-1987. During his tenure, GMA became the highest ranking morning show. Other popular GMA hosts from the past include Jane Pauly, Joan Lunden and Charles Gibson (http://www.nytix.com).

2.15. Donald Trump

U.S. President-Elect and real estate developer Donald John Trump was born in 1946, in Queens, New York. In 1971, he became involved in large, profitable building projects in Manhattan. In 1980, he opened the Grand Hyatt, which made him the city's best-known developer. In 2004, Trump began starring in the hit NBC reality series The Apprentice, which also spawned the offshoot The Celebrity Apprentice. Trump turned his attention to politics, and in 2015 he announced his candidacy for president of the United States on the Republican ticket. After winning a majority of the primaries and caucuses, Trump became the official Republican candidate for president on July 19, 2016. That November, Trump was elected the 45th President of the United States when he defeated Democratic candidate Hillary Clinton (http://www.biography.com). The study choose Trump as the object because his existence as the United States' president and his proposal of Muslims immigrant.

2.16. Theoretical Framework

This research is conducted in order to represent Islamophobia in Donald Trump's answers in teleconference ABC News' video titled "Firestorm over Trump's proposed Muslim ban." The representation can be seen through analysis by using Halliday's SFL.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Method

This study use descriptive analytical method, the textual analysis. This study analysed quotes from the transcription of the video. The data were collected from the transcript of the video that taken from ABC News site. The corpus of this research would be analyzed by using Halliday's SFL on the spoken texts. Finally, the data is interpreted and concluded.

3.2. Data and Data Source

The data source of this study is the transcription of the video entitled "Donald Trump Speaks Out on Plan to Ban Muslims" that taken from ABC News site. The data are the clauses from the transcript.

3.3. Data Collection Procedures

This study did these following procedures to determine and collect the data:

1. Determining ABC News site as the data source.

2. Watching the video entitled "Donald Trump Speaks Out on Plan to Ban Muslims" thoroughly.

3. Reading the transcript of the video carefully.

4. Breaking down sentences in the script into clauses.

3.4. Data Analysis Procedures

In order to analyze the data, the study done these following procedures:

1. Classifying the identified clauses.

2. Analyzing the classified clauses based on the process of the clauses in transitivity system (ideational metafunction).

3. Making interpretation of the data analysis.

4. Drawing conclusion based on the finding.

Process Analysis

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential

Material Process

Clause No.	Conj.	Actor/Participant	Process	Goal/Participant	Range	Beneficiary	Circumstance

Mental Process

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance

Verbal Process

Clause No.	Conj.	Sayer	Process	Receiver	Verbiage		Circumstance
					Quoted	Reported	

Relational Process Attributive

Clause No.	Conj.	Carrier	Process	Attribute	Circumstance

Relational Process Identifying

Clause No.	Conj.	Identified	Process	Identifier	Circumstance

Existential Process

Clause No.	Conj.	Process	Existential	Circumstance

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Data Description

The data were collected from the transcript of teleconference video entitled "Donald Trump Speaks Out on Plan to Ban Muslims." The video and its transcript were taken from abcnews.go.com. The data were clauses from the transcript of the teleconference.

4.2. Findings

The study found 258 clauses from the 144 sentences in the transcript. See the following table 4.1.

No.	Process Type	Frequency of Clauses	Percentage
1	Material	65	25.19%
2	Mental	93	36.04%
3	Verbal	20	7.75%
4	Relational	72	27.9%
5	Behavioral	0	0%
6	Existential	7	2.71%

Table 4.1. Frequency and percentage of clauses based on Tranistivity.

The table 4.1. shows that mental process as the dominant process as many as 36.04%. Followed by relational process as many as 27.90%, material process

as many as 25.19.29%, verbal process as many as 7.75%, and finally existential process which as many as 2.71%.

4.3. Discussion

In this sub-chapter the study discusses each process types which were found from the transcript. The processes which were discussed in this sub-chapter were mental process, material process, relational process, verbal process and existential process. The discussion started with mental process as it was the dominant process and followed with other less dominant processes.

4.3.1. Mental Process

As shown in table 4.1., mental process was the most dominant process. Because it was found 93 times or 36.04% of the whole processes in the conversation. Halliday and Matthiesen (2014) stated that mental process was a clauses of feeling and also stated that mental process have four subtypes of sensing which were perceptive, cognitive, desiderative and emotive. The following table 4.2. presents the percentage of the use of mental process.

No.	Subtype	Frequency	Percentage
1	Perceptive	21	22.58%
2	Cognitive	42	45.16%
3	Desiderative	26	27.95%
4	Emotive	4	4.3%

Table 4.2. Types and frequence of mental process.

Table 4.2. shows that cognitive is the dominant type among the types of mental process as many as 45.16% of the whole mental process in the transcript. The second dominant is desiderative as many as 27.95% of the whole mental process in the transcript. Followed by perceptive type as many as 22.58% of the whole mental process in the transcript. And the least is emotive type which as many as 4.3% of the whole mental process in the transcript.

4.3.1.1. Cognitive

Cognitive is one of the four subtypes of the mental process. As shown in the table 4.2., the cognitive type was found as the dominant mental process as it is the 46.23% of the whole mental process in the transcript. This subtype shows process of acquiring knowledge and understanding. The verbal groups of this type are "mean", "remember", "know", "forget", "can figure out", "don't know", "doesn't know", "do (know)", "can take", "understand", "have to figure out", "didn't know", "knew", "don't believe", "think", "figure out", "take", "found", "bet", "aren't concern", "can figure out", "do expect", and "can figured out." This

study discuss the three following selected examples of cognitive mental process (the processes were in bold):

(1) <Cl.25> I **mean** people want in

From the example (1), "mean" is a cognitive mental process verb; while the senser "I" refers to Trump and the phenomenon is "people want in" which means that people want to get inside the presidential candidate rally event on board the USS Yorktown in Mount Pleasant, South California. This example shows Trump shared his knowledge or the things he knew to Stephanopoulos and the audiences. Trump told about his opinion or understanding of American citizens who watched the presidential candidate rally to Stephanopoulos and the audiences. From Trump's statement, there were a lot of people who wanted to see the presidential candidate rally and took part on supporting him. The cognitive mental process of this example is about what Trump means. The process of acquiring knowledge can also be seen in the next examples.

(2) <Cl.57> (until) our country's representatives

can figure out what is going on

The cognitive mental process verb in the example (2) is "can figure out" which means "to be able to obtain the idea"; while "our country representatives" as the senser which refers to "the United States representatives" and the phenomenon "what is going on" means the "Muslims terrorists cases" as in this Trump's dialogue transcription (see the appendix 1), he talked about his proposal of a

shutdown of Muslims entering the United States. This example shows Trump's pointing the moment of idea or knowledge gaining of the Muslims terrorists cases as the ending point of the Muslims immigrants ban. Trump told Stephanopoulos and the audiences about his opinion or understandings on how long the Muslims immigrants ban will work. The cognitive mental process of this example is about the ability of the United States representative to figured out the Muslims terrorists case. Similar to previous examples, the third example also represents the cognitive mental process.

(3)<Cl.69> You **know** it

The verb "know" in the example (3) is a cognitive mental process; while the senser "you" refers to "Stephanopoulos" because he was Trump's interlocutor in the conversation and the phenomenon "it" refers to "the existence of the Muslims terrorists in the United States." This example shows Trump tried to confirm Stephanopoulos' knowledge about the people which wanted to terror the United States. The cognitive mental process of this example is about Stephanopoulos' knowledge.

4.3.1.2. Desiderative

Desiderative was one of the four subtypes of the mental process. This process was the second dominant subtype of mental process as shown in the table 4.2. This subtype shows the expression of desire. The verbal groups of this type are "let", "wants", "just want", "excuse", "agreed", "want", "refuse", "don't

want", "didn't want", "wanna", "doesn't want" and "hope." The study discussed the three following examples of the desiderative mental process (the processes were in bold):

(4)<Cl.76> they **want** a global jihad now

In the example (4), "want" is the desiderative mental process which means "longing for something"; while the senser "they" refers to Muslim terrorists; the phenomenon "a global jihad" means "struggling against the enemy of Islam globally" which is realized by attacking the United States and the circumstance "now" gives additional information about the time the terrorist want to attack. This example shows Trump statement about what Muslim terrorists want. The desiderative mental process in this clause is about what Muslim Terrorists want. The process of expressing desire can also be seen in the next examples.

(5) <Cl.85>They **refuse** to go there because

it's so dangerous

The verb in example (5) is the desiderative mental process "refuse" which means "not accepting or declining"; while the senser "they" refers to "French police" and the phenomenon "to go there" means "going to some areas in Paris." The circumstance "because it's so dangerous" gives additional information about the reason of the refusal by the French police. This clause shows Trump stated that French police to Stephanopoulos and the audiences. In Trump's statement, the French police don't want to operate in some radicalized area in Paris. The

desiderative mental process of this example is about the French police's refusal. Similar to the previous example, the next example also expressing sener's desire.

<center>(6)<Cl.245> I **hope** we can figure it out</center>

In example (6) the verb "hope" is a desiderative mental process, while the senser "I" refers to Trump and the phenomenon "we can figure out" means that the United States discovering the Muslims terrorists case. The example shows Trump's hope on the United States representatives being able to figure out the Muslims terrorists case. The desiderative mental process of this example is about Trump's hope for the United States representatives able to figure out the Muslims terrorists case.

4.3.1.3. Perceptive

Perceptive is one of the mental process 4 subtypes. The subtype shows the ability to percieve or sensing. The verbal group for this type are "will see", "have heard", "ever seen", "saw", "look", "did ever hear", "feel", "take a look", "found out", "read about" and "have to look." The study discussed the three clauses of perceptive mental process, which were (the processes were in bold):

(7)<Cl.122> **did** you **ever hear** of

anything so stupid?

In the example (7), "did – ever hear" is a perceptive mental process; while the senser "you" refers to "Stephanopoulos" and the phenomenon "anything so stupid" means "the United States people who didn't want to racially profile the terrorists" as in this Trump's dialogue transcription (see the appendix 1), he talked about the United States civilians who didn't want to racially profile the couple of terrorists who attacked San Bernardino, California. This example shows Trump asked for Stephanopoulos' experience of ever heard some absurd condition. The perceptive mental process of this example is about Stephanopoulos' experience of ever heard something. The following examples also shows the ability to perceive or sensing.

(8)<Cl.225> you **look** at some of these cities

where they had open arms

The verb "look" in the example (8) is a perceptive mental process; while the senser "you" refers to "Stephanopoulos" and the phenomenon "these cities" means "Paris" and "London." The circumstance "where they had open arms" is to give additional information about the feature where phenomenon located. The clause shows Trump told Stephanopoulos to look at the place where the Muslims terrorists case happened. The perceptive mental process of this example is about Trump's order to Stephanopoulos to look at some places. Like previous examples, the next example also shows the ability to perceive or sensing.

(9)<Cl.247> We **have** to **look** at people

The verb in example (9), "have – look" is a perceptive mental process which means "the importance to look or see or watch"; while the senser "we" means "Trump, Stephanopoulos and all Americans" and the phenomenon "people" means "persons" in commons. The clause shows Trump told Stephanopoulos and the audiences to be vigilance towards this Muslims terrorists cases by looking at other people cautiously. The perceptive mental process of this example is about the need for take a look at people which stated by Trump.

4.3.1.4. Emotive

Emotive is one of the four subtypes of mental process. The subtype shows feeling. The verbal group for this type are "thank" and "don't like." The following examples are the clause of the emotive subtype mental process (the processes were in bold):

(10) <Cl.197> I **don't like** doing it at all

In the example (10), "don't like" is the emotive mental process verb which means "not take a liking to something"; while the senser "I" refers to Trump and the phenomenon "doing it" means "doing the Muslims immigrants ban." The circumstance "at all" which also mean "completely" gives additional information of how Trump hate to do the Muslims immigrants ban. This example shows that actually Trump don't like to do the Muslims immigrants ban. The emotive mental

process of this example is about Trump's feeling of not take a liking towards what he actually proposed. The next example also shows feeling.

(11)<Cl.258> **Thank** you very much

The verb "thank" in example (11) is an emotive mental process which means for being grateful about something; while the senser is an ellipsis "I" as the talker is Trump himself and the phenomenon "you" refers to Stephanopoulos. The circumstance "very much" give additional information about how grateful Trump is as he got the moment of teleconference in that morning. The emotive mental process in this example is about the grateful expression by Trump.

From the discussions of the subtypes of the mental process, the mental process which founded as the most dominant process due to the main function of the conversation was to obtaining Trump's answer towards the responds of the Muslim immigrant ban on entering the United States.

4.3.2. Relational Process

As shown in table 4.1., relational process was the second dominant process. Because it found 72 times or 27.9% of the whole processes in the conversation. Halliday and Matthiesen (2014) stated that relational process was a typical of clauses of being and having. The relational process have two subtypes,

which are identifying and attributive. The following table 4.3. shows the percentation of the use of relational process.

No.	Subtype	Frequency	Percentage
1	Identifying	48	66.66%
2	Attributive	24	33.33%

Table 4.3. Frequence and percentage of relational process.

From the table 4.3., identifying subtype is the dominant as many as 66.66% of the whole relational process. It leaves the attributive as the least as many as 33.33% of the whole relational process.

4.3.2.1. Identifying

Identifying is one of the two subtypes of relational process. As shown in the table 4.3., identifying subtypes is the dominant as many as 66.66% of the whole relational process. This subtype shows the identity or status. The verbal group for this subtype are "is", "were", "was", "is no", "are", "is not", "am not" and "named." The study discussed three examples of identifying relational process (the processes were in bold):

(12)<Cl.167> it **was** far worse

In the example (12), the verb "was" is an identifying relational process; while the identified "it" refers to the "internment camps" and the identifier in this clause is "far worse." This clause shows Trump argued that his proposal of Muslims immigrants ban was still better than FDR's internment camps. The identifying

relational process of this example is about the condition of the internment camps which been compared to the Muslims immigrants ban proposal. The following example also showing the identity or status of the identified.

(13)<Cl.171> We **are** now at war

The verb in example (13), "are" is an identifying relational process; while the identified "we" means "Trump, Stephanopoulos and all Americans" and the identifier in this clause is "now at war." The example shows Trump stated that all Americans were actually in the condition of war against the Muslims terrorists. The identifying relational process of this example is about the current condition of the United States in that time based on Trump's statement. The next example also showing the identity or status of the identified.

(14)<Cl.230> the real Paris **is** a different Paris than

the city of lights that you read about

In the example (14), "is" is an identifying relational process, while the identified in this clause is "the real Paris" and the identifier in this clause is "a different Paris." The circumstance "than the city of lights that you read about" was used as the additional information of the identifier "a different Paris." This clause shows that Trump told Stephanopoulos and the audiences that Paris' condition has been changed for the worse. The identifying relational process of this example is about current condition of the Paris in that time based on Trump's statement.

4.3.2.2. Attributive

Attributive is one of the two subtypes of relational process which show the possesive or belonging. As shown in the table 4.3., this subtype is 33.33% of the whole relational process. The verbal group of this subtype are "do have", "have had", "had", "have", "will have", "having", "just had", "gonna have" and "have no." The study discussed three examples attributive relational process (the processes were in bold):

(15)<Cl.68> We **have** people in this country

that want to blow up our country

The verb "have" in the example (15) is an the attributive relational process; while the carrier "we" means "Trump, Stephanopoulos and all Americans" and the attribute in this clause is "people." The circumstance "in this country that want to blow up our country" is an additional information for the attribute. This example shows Trump stated his opinion that the United States have their enemy inside of their territory, which is a dangerous state. The attributive relational process of this example is about possessing the trouble in form of terrorist. The following examples also show the possesive or belonging.

(16)<Cl.78> you **will have** many more World Trade Centers

In the example (16), "will have" is an attributive relational process which means "a prediction of having."; while the carrier "you" refers to "Stephanopoulos" and the attribute in this clause is "many more World Trade Centers." This example

shows that Trump told Stephanopoulos the possibilities of the next attack from Muslim terrorists. The attributive relational process of this example is about the possibility of possessing the same terrorist cases. Like the previous examples, the third example also show the possessive or belonging.

(17)<Cl.256> We **have no** choice but to do this

The verb in example (17), "have no" is a relational process which means "not having"; while the carrier "we" means "Trump, Stephanopoulos, and all Americans." The attribute in this clause is "choice." The circumstance is "but to do this" is adding some information to the condition of the carrier. This clause shows Trump stated that Americans don't have any better options than doing the Muslims immigrants ban. The attributive relational process of this example was about not possess any option to deal with the problem.

From the discussions of the subtypes of the relational process, the relational process which founded as the second dominant process in the conversation due to its role of supporting Trump's idea when answering the responds of the Muslim immigrant ban on entering the United States.

4.3.3. Material Process

As shown in table 4.1., material process was the third dominant process. Because it was found 65 times or 25.19% of the whole processes in the conversation. Halliday and Matthiesen (2014) stated that material process was a clauses of happening and doing, and they also stated that the process have two subtypes which were creative and transformative. In the following table 4.4. shows the percentation of the use of material process.

No.	Subtype	Frequency	Percentage
1	Creative	3	4.61%
2	Transformative	62	95.38%

Table 4.4. Frequence and percentage of material process' types.

As shown by the table 4.4. the transformative subtype is the dominant as many as 95.38% of the whole material process in the transcript. It makes the creative subtype as the least material process which as many as 4.61% of the whole material process in the transcript.

4.3.3.1. Transformative

Transformative is one of the two subtypes of material process which showing the transformation or change of condition of the participant. As shown in the table 4.4., this subtype is the dominant of material process as it is 95.38% of the material process in the transcript. The verbal group for this type are "joins", "join", "may have gone", "couldn't get in", "wouldn't stop", "did polls", "tried to blow up", "turns out", "was deposited to", "given", "has to be done", "is going to

work", "are going to get done", "could pass", "did to be found", "will do", "am calling for", "entering", "stop", "have come out", "were crowded", "will only get worse", "can't go in", "travels", "cannot come back", "can come back", "goes", "comes back", "can come back", "are using", "is happening", "showing",

"are being compared", "does give", "did", "stripped", "went through", "couldn't go", "weren't allowed to use", "did", "kill", "were killed", "came in", "were radicalized", "just put", "was paid", "did come from", "will be surprised", "play right", "will not go", "is going to happen", "is going", "will go", "have to use" and "will never be" The study discussed three examples of transformative subtype material process (the processes were in bold):

(18)<Cl.34> They **tried to blow** it **up** twice

The example (18) verb "tried to blow up" is a transformative material process; while the actor "they" means "terrorists" and the goal "it" means the "World Trade Center building." The circumstance "twice" gives an additional information for how many times the terrorists tried to attack. The example shows Trump told Stephanopoulos and the audiences that the Muslims terrorists already attacked the World Trade Center twice. The transformative material process of this example is about what terrorists tried, which was blow the World Trade Center building up two times. The following examples are also showing the transformation or change of condition of the participant.

(19)<Cl.203> Many people **were killed**

The verb "were killed" is a transformative material process in the example (19) and the goal in this clause is "Many people." The actor in this clause is the ellipsis "terrorists" as in this Trump's dialogue transcription (see the appendix 1), he talked that the United States have a case when people kill people. This clause shows Trump told Stephanopoulos and audiences that many people were killed due to the terrorists cases. The transformative material process of this example is about the victims who have been killed. The next example also showing the transformation or change of condition of the participant.

(20)<Cl.190> they **were radicalized**

In the example (20), "were radicalized" is a transformative material process which means "convert people into radical people" and the goal "they" refers to "Muslims that came into the United States." The actor in this clause is an ellipsis "unknown person." This clause shows that Trump told Stephanopoulos and the audiences about the chance of Muslim immigrants being radicalized. The transformative material process of this example is about the radicalization of Muslims immigrants.

4.3.3.2. Creative

Creative is one of the subtypes of material process which showing some action or process of making an existence. As can be seen in the table 4.4., this subtype was the least material process which as many as 4.61%. The verbal

groups for this subtype are "make", "has been made" and "gonna made." The study discusses two examples of creative subtype material (the processes were in bold):

(21)<Cl.60> Our president **make** a fool of himself

The verb "make" in example (21) is a creative material process ; while the actor "our president" refers to Obama and the goal is "a fool" which means "a fool image." The circumstance "himself" gives additional information of the process which been done by the actor alone. This clause shows that Trump give his opinion about Obama who didn't answer Trump's question. Trump stated that Obama didn't answered because of not knowing anything about what Trump asked. The creative material process of this example is about the making of a fool image. The next example also showing some action or process of making an existence.

(22)<Cl.137> This proposal **has been made** by intelligent people

with great popularity

In the example (22), the verb "has been made" is a creative material process; while the goal "this proposal" means "Trump's proposal of Muslims immigrants ban" and the actor "intelligent people" refers to "president FDR." The circumstance "with great popularity" gives some additional information about a feature of the actor. This example shows Trump told Stephanopoulos and the audiences about the Muslim ban proposal was made by some respected people,

which was president FDR. The creative material process of this example is about the action or process of making an existence of the proposal.

From the discussions of the subtypes of the material process, the material process which founded as the third process in the conversation due to its role of supporting Trump's idea when answering the responds of the Muslim immigrant ban on entering the United States.

4.3.4. Verbal Process

As shown in table 4.1., verbal process was the second least process. Because was shown 16 times or 8.18% of the whole processes in the conversation. Halliday and Matthiesen (2014) stated that verbal process was a clauses of saying. The verbal group of this process are "says", "am saying", "tell", "tweeted out", "didn't say", "am not talking", "are saying", "are talking", "keep telling", "are still not telling", "will tell", "say", "saying", "was talking", "are praising", "told" and "just said." The study also discusses the examples of verbal process. The three following examples were the examples of verbal process (the processes were in bold):

(23)<Cl.7> She **says** "it is un-Republican,

unconstitutional, un-American."

The verb "says" in the example (23) is a verb of verbal process; while the sayer "she" refers to Jennifer Horn and the verbiage is the quoted "it is un-Republican, unconstitutional, un-American." This example shows Jennifer Horn gave her respond towards the Muslim immigrants ban. The verbal process in this example is about Jennifer Horn who spoke her arguments towards the Muslim immigrants ban. The following examples also showing the process of saying.

(24)<Cl.62> I **tweeted out** is that all there is?

In the example (24), "tweeted out" verb is a verbal process which means "talking or saying"; while the sayer "I" refers to "Trump" and the verbiage is the report "is that all there is." This example shows Trump told Stephanopoulos and the audience that he did asked Obama. The verbal process of this example is about Trump's tweet against Obama.

(25)<Cl.169> he **was talking** about the Germans

because we're at war

The verb "was talking" is a verbal process in example (25), while the sayer "he" refers to "president FDR" and the verbiage in this clause is the reported "the Germans." The circumstance "because we're at war" giving information about the condition when FDR did the internment camps. This clause shows Trump tried to strengthened his argument about the Muslim immigrants ban by relating the

condition of the United States in that time and in FDR's time. The verbal process of this example is about the statement of FDR was talked about Germans in the internment camps due to the war condition.

From the discussions of verbal process, the verbal process which founded as the second least process in the conversation due to its the role of supporting Trump's idea when answering the responds of the Muslim immigrant ban on entering the United States and also the quotes of some public figures who opposed Trump.

4.3.5. Existential Process

As shown in table 4.1., existential process was the least process. Because it was shown 7 times only or 2.71% of the whole processes in the conversation. Halliday and Matthiesen (2014) stated that existential process was a process of existence. The verbal group of this process are "there were", "is that", "there is", "there is no" and "there are." The study also discusses the three following examples of existential process (the processes were in bold):

(26)<Cl.20> **there were** thousands of people outside

that couldn't get in

In the example (26), "there were" is an existential process while the existent in this clause is "thousands of people outside" and the circumstance "that couldn't get in" give an additional information about the existent. This clause shows that

Trump told Stephanopoulos and the audiences about the existence of thousands or more people who can't get in and support the presidential candidates rally from inside. The existential process of this example is about the existence of people who wanted to participate in the presidential candidates rally from the inside. The following examples are also showing the process of existence.

(27)<Cl.84> **there is no** law and order

The verb in example (27), "there is no" is an existential process and the existent in this clause is "law and order." This clause shows Trump stated about the condition of the Paris after the terrorist attack. Where the place became lawless after the Muslims terrorists attack. The next example also showing the process of existence. The existential process of this example is about the non-existence of law and order in some of Paris' area. The next example is also showing the process of existence.

(28)<Cl.198> **There are** many other people like him

in this country right now

In the example (28), "there are" is an existential process and the existent in this clause is "many other people like him" which refers to the terrorist in California. The circumstance "in this country right now" gives additional information of the terrorist in that time was exist inside the United States. The clause shows Trump stated that the United States is in danger from the terrorist attack who can attack

anytime from the inside. The existential process of this example is about the existence of radical.

From the discussions of existential process, the existential process which founded as the least process in the conversation due to its the role of supporting Trump's idea when answering the responds of the Muslim immigrant ban on entering the United States.

CHAPTER V

CONCLUSION

This chapter shows the conclusion and suggestion of the study after finding out the result. The explanation is discussed below.

5.1. Conclusion

This study analyzes the transcript text of the teleconference in the ABC News' video entitled "Donald Trump Speaks Out on Plan to Ban Muslims" which published on 8 December 2015. This study aims to analyze how Islamophobia represented in the transcript text. This study conducted by identifying and analyzing clauses in the transcription. Halliday's Systemic Functional Linguistic was applied in this study.

The study found that mental process was the most dominant process from 258 clauses of 144 sentences in the transcript, as the percentage of it was 36.04%. Followed by relational process in percentage of 27.90%, material process in percentage of 25.19%, verbal process in percentage of 7.75%, and finally existential process which in percentage of 2.71%. Due to this condition, it was shown that mental process was the core of this conversation while the other process support the mental process's information. The dominant of mental process in the conversation is due to the context of the conversation. The conversation

which talk about one of the Trump's presidential candidate proposals, the ban on Muslims immigrants entering the United States.

Islamophobia was represented in the transcript of the teleconference from Trump statements. Trump stated things that related to the Muslims terrorists attack, from the condition of the place of the previous attacks; United States representative in that time who can't handle the Muslims terrorists case; and the possibility of the new attack due to the will of the Muslims terrorists in having a global jihad against the United States. Trump was in fear towards Muslims as he said, Muslims wanted to have a global jihad against the United States. And he talked more about the results of the terrorists attacks in London and Paris, besides answering Stephanopoulos questions on how Trump was able to prevent terrorists attacks in the future.

5.2 Suggestion

For the readers who tend to do the same study, the writer suggest to use Halliday's SFL as it can be used to analyze the conversation thoroughly. The writer also suggest to use the three metafunctions of the SFL for having more detailed result.

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APPENDICES

APPENDIX 1: TRANSCRIPTION

Sayer	Transcription
George Stephanopoulos (GS) 1	We will see and let's talk to Mr. Trump himself. He joins us on the phone. Donald Trump, thank you for join us again this morning. You've heard that chorus of condemnation. Not only from Hillary but a lot of republicans as well including the chair of the New Hampshire Republican party. She says "it is un-Republican, unconstitutional, un-American." Do you have any second thoughts at all that you may have gone too far?
Donald John Trump (DJT) 1	Well first of all, George, she is a Bush a...person and she wants to see Bush and Bush is crash. Like nobody ever seen anyone crash before. Ah...we have had tremendous support. We had calls in…thousands and thousands of people. You saw last night, we were on a ship. There were thousands of people there, there were thousands of people outside that couldn't get in. And frankly, it was a standing ovation that wouldn't stop.
GS 2	S…so…
DJT 2	The people and you did polls. I mean people want in and the people... It was about my speech last night and they just want to say something happen.
GS 3	So no…so no second thoughts?
DJT 3	We had a World Trade Center, we had a pre-World Trade Center, remember? You know what people forget now? They tried to blow it up twice. We had so many other incidents and we had now the last incident in California. Now it turns out that $28,000 was deposited to this punk's... a safety you know, account. Probably given by some people that we are fighting. Something has to be done. If you look at what I'm saying.
GS 4	Let me stop you right there. Let me, excuse me for a second. Let me stop you. Tell us how it is going to work if you indeed are going to get this done. Unlikely it could pass congress even if it did likely to be found unconstitutional. So how will you actually do this?
DJT 4	What I `m doing is… I'm calling very simply for a shutdown of Muslims entering the United States. And here is a key until our country's representatives can figure out what is going on. They don't know. Our president make a fool of himself.

Sayer	Transcription
GS 5	How would you stop them from entering the United States?
DJT 5	The other night with a speech that nobody`s still knows. I tweeted out "is that all there is?" He didn't say anything, he doesn't know what's going on. We have people in this country that want to blow up our country. You know it and so do I. The polls have come out and various polls were crowded. 25% of those polls agreed that the violances against American-Iran in the United States was justified. And then look at the Jihad, they want a global jihad now. George, we can take a sitting back, you will have many more World Trade Centers, it will only get worse. You look at Paris, a you know...I'm not talking about the horrible carnage that took place. Paris is no longer the same city. They have areas in Paris where the police refuse to go, George. They refuse to go there because it is so dangerous. They can`t go in it, there is no law and order.
GS 6	Sir I understand, I understand what you are saying there, sir.
DJT 6	We don't want that for our country, George. We have to figure it out.
GS 7	But tell me how this is going to work. If an American citizen travels overseas, they are Muslim, they cannot come back?
DJT 7	No, they can come back. If we are talking about all good…this is not only…that if a person is a "Muslim." They goes overseas and comes back. They can come back. they are citizens. That is different, but we have to figure things out, we didn't know. Look at this case of the bombing and the killing, the carnage where the bombs all over his apartment. And people knew it and they didn't want to call the police. They knew there was a problem, because they didn't want to racially profile him. Now I actually don't believe that. I think these people knew what was going on. I think they are using that as an excuse. They didn't want to racially…did you ever hear of anything so stupid? They didn't want to call the police, cause they didn`t want to be calling.
GS 8	You keep telling.
DJT 8	They didn't want to racially profile.Look George, we have problems in this country. We have people that want to blow up our buildings, our cities and we have to figure out what's going on. Something is happening, that's not good.

Sayer	Transcription
GS 9	You are still not telling.
DJT 9	I will tell you. This proposal has been made by intelligent people with great popularity. Now George, let me just finish off by saying. It is a period of time. It is until our country's representatives can figure out what the hell is going on.
GS 10	Well, the question is how would they figure out what was going on? And how would you know that people are Muslims that are coming in into the country? And it is not on any passport in the world and you say you have a lot of support. Cover of "The Philadelphia daily news" right now. I wanna show it to our viewer right now. "The New furor over Donald Trump" showing you raising your hand a…in a pretty demonstrative gesture. And we have from Ibrahim Hooper of the council of America Islamic relation saying "are we talking internment camps, the final solution to the Muslim question? I feel like I'm back in the '30s." You are increasingly being compared to Hitler. Does that give you any pause at all?
DJT 10	No, because what I'm doing is no different than what FDR. FDR solution for German, Italian, Japanese, you know, many years to go to re-file it.
GS 11	You are for internment camps?
DJT 11	This is a president highly respected by all. He did the same thing…If you look at what he was doing, it was far worse. I mean, he was talking about the Germans because we are at war. We are now at war. We have a president that doesn't want to say that. But we are now at war.
GS 12	I've got-I've got to press you on that, sir. You are praising FDR there. I take it, you are praising the setting up of internment camps for Japanese in World War 2.
DJT 12	No, I'm not-no I'm not-no I'm not. Take a look at presidential proclamation 2525, 2526, 2527. Having to do with alien German, alien Italian, alien Japanese and what they did? You know, they stripped them of unnaturalization proceedings. They went through a whole list of things, they couldn't go five miles from their home. They weren't allowed to use radios, flashlights. I mean, you know, take a look at what FDR did many years ago. And he's one of the most highly respected presidents by…I mean respected by most people. They named highways after him.

Sayer	Transcription
GS 13	You want to bring back policies like that?
DJT 13	No, I don't want to bring it back, George, at all. I don't like doing it at all. It is a temporary measure until our representatives many of whom are grossly incompetent…Until our representatives can figure out what's going on. We just had a case where people kill people. Many people were killed. We gonna have many more cases like that. We had somebody in this country that shouldn't be. And she came in, he came in, they were radicalized.They were looked at doing something. Miraculously yesterday they found $28,000 just put into his account, just put into his account. He was paid a lot of money just putted. Where did that money come from, George? I bet you'll be surprised when I found out.
GS 14	Sir…sir.
DJT 14	There are many other people like him in this country right now.
GS 15	More than 25% parts of the world are Muslims. Aren't you concern at all that you gonna make United States a Pariah nation and play right in ISIS' hand?
DJT 15	George, if you look at Paris stress, if you look at London, if you look at some of these cities where they had open arms…you can't even…Paris is a good example. Not only the carnage, you take a look at Paris, the real Paris is a different Paris than the city of lights that you read about. They have areas in Paris where it is so radicalized and so vicious. I told you, that the police refuse to go there. They will not go there. That's what's going to happen with our country.
GS 16	So one more time, no second thoughts any Muslims come into United States is banned for now, until the United States can figure out how this is going. How long do you expect this to go?
DJT 16	I hope it will go quickly, I hope we can figure it out. We have to look at people, we have to use vigilance in our country. Or we gonna have many World Trade Centers and our country will never be the same. We will have many-many more World Trade Centers as soon as as you sitting there. Our country will never be the same and you just said it. Until our country representatives can figured out what is going on. We have no choice but to do this, George.
GS 17	Donald Trump, thank you for your time this morning.
DJT 17	Thank you very much.

APPENDIX 2: PROCESS ANALYSIS

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
1		We will see and let's talk to Mr. Trump himself.		X			
2	and	let's talk to Mr. Trump himself.		X			
3		He joins us on the phone.	X				
4		Donald Trump, thank you for join us again this morning.		X			
5	For	join us again this morning.	X				
6		You've heard that chorus of condemnation.		X			
7		She says "it is un-Republican, unconstitutional, un-American."			X		
8		it is un-Republican, unconstitutional, un-American.				X	
9		Do you have any second thoughts at all that you may have gone too far?				X	
10	that	you may have gone too far	X				
11		Well first of all, George, she is a Bush a...person				X	
12	and	she wants to see Bush		X			
13	and	Bush is crash				X	
14		Like nobody ever seen anyone crash before.		X			
15		Ah...we have had tremendous support				X	
16		We had calls in…thousands and thousands of people.				X	

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
17		You <u>saw</u> last night,		X			
18		we <u>were</u> on a ship.				X	
19		There <u>were</u> thousands of people there,					X
20		there <u>were</u> thousands of people outside that couldn't get in.					X
21		thousands of people outside that <u>couldn't get in</u>.	X				
22		And frankly, it <u>was</u> a standing ovation that wouldn't stop.				X	
23		a standing ovation that <u>wouldn't stop</u>.	X				
24		The people and you <u>did polls</u>.	X				
25		I <u>mean</u> people want in and the people...		X			
26		It <u>was</u> about my speech last night				X	
27	And	they <u>just want</u> to say something happen.		X			
28	So	(you <u>have</u>) no second thoughts?				X	
29		We had a World Trade Center, we had a pre-World Trade Center, <u>remember</u>?		X			
30		We <u>had</u> a World Trade Center,				X	
31		we <u>had</u> a pre-World Trade Center,				X	
32		You <u>know</u> what people forget now?		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
33	what	people <u>forget</u> now		X			
34		They <u>tried to blow</u> it <u>up</u> twice.	X				
35		We <u>had</u> so many other incidents				X	
36	and	we <u>had</u> now the last incident in California.				X	
37		Now it <u>turns out</u> that $28,000 was deposited to this punk's...a safety you know, account	X				
38	that	$28,000 <u>was deposited to</u> this punk's...a safety you know, account	X				
39		Probably <u>given</u> by some people that we are fighting	X				
40		Something <u>has to be</u> done.	X				
41	If	you <u>look</u> at what I'm saying.		X			
42	what	<u>I'm</u> saying			X		
43		<u>Let</u> me stop you right there.		X			
44		<u>Let</u> me,		X			
45		<u>excuse</u> me for a second.		X			
46		<u>Let</u> me stop you.		X			
47		<u>Tell</u> us how it is going to work if you indeed are going to get this done.			X		
48	how	it <u>is going to work</u> if you indeed are going to get this done.	X				

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
49	If	you indeed <u>are going to get</u> this <u>done</u>.	X				
50		Unlikely it <u>could pass</u> congress even if it did likely to be found unconstitutional.	X				
51	even if	it <u>did</u> likely <u>to be found</u> unconstitutional.	X				
52	So how	<u>will</u> you actually <u>do</u> this?	X				
53	What	I`m doing <u>is</u>…				X	
54		I<u>'m calling</u> very simply <u>for</u> a shutdown of Muslims entering the United States.	X				
55		Muslims <u>entering</u> the United States.	X				
56	And	here <u>is</u> a key until our country's representatives <u>can figure out</u> what is going on.				X	
57	Until	our country's representatives <u>can figure out</u> what is going on.		X			
58	What	<u>is</u> going on.				X	
59		They <u>don't know</u>.		X			
60		Our president <u>make</u> a fool of himself.	X				
61	How would	you <u>stop</u> them from entering the United States?	X				

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
62		I <u>tweeted</u> out "is that all there is?"			X		
63		<u>is</u> that all there is?					X
64		there <u>is</u>					X
65		He <u>didn't say</u> anything,			X		
66		he <u>doesn't know</u> what's going on.		X			
67	what	<u>is</u> going on.				X	
68		We <u>have</u> people in this country that want to blow up our country.				X	
69		You <u>know</u> it		X			
70	and so	<u>do</u> (know) I		X			
71		The polls <u>have come out</u>	X				
72	and	various polls <u>were</u> crowded.	X				
73		25% of those polls <u>agreed</u> that the violances against American-Iran in the United States was justified.		X			
74	that	the violances against American-Iran in the United States <u>was</u> justified.				X	
75	And then	<u>look</u> at the Jihad,		X			
76		they <u>want</u> a global jihad now.		X			
77		George, we <u>can take</u> a sitting back,		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
78		you will have many more World Trade Centers,				X	
79		it will only get worse.	X				
80		You look at Paris,		X			
81		a you know...		X			
82		I'm not talking about the horrible carnage that took place.			X		
83		Paris is no longer the same city.				X	
84		They have areas in Paris where the police refuse to go, George.				X	
85		They refuse to go there because it is so dangerous.		X			
86	Because	it is so dangerous.				X	
87		They can`t go in it,	X				
88		there is no law and order.					X
89		Sir I understand,		X			
90		I understand what you are saying there, sir.		X			
91	What	you are saying there,			X		
92		We don't want that for our country, George.		X			
93		We have to figure it out.		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
94	But	<u>tell</u> me how this is going to work.			X		
95	How	this <u>is going to work</u>.	X				
96	If	an American citizen <u>travels</u> overseas,	X				
97		they <u>are</u> Muslim,				X	
98		they <u>cannot come back</u>?	X				
99		No, they <u>can come back</u>	X				
100	If	we <u>are talking</u> about all good…			X		
101		this <u>is not</u> only…				X	
102	that if	a person <u>is</u> a "Muslim."				X	
103		They <u>goes</u> overseas	X				
104	And	<u>comes back</u>.	X				
105		They <u>can come back</u>,	X				
106		they <u>are</u> citizens.				X	
107		That <u>is</u> different,				X	
108	But	we <u>have to figure</u> things <u>out</u>,		X			
109		we <u>didn't know</u>.		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
110		Look at this case of the bombing and the killing, the carnage where the bombs all over his apartment.		X			
111	And	people knew it		X			
112	And	they didn't want to call the police.		X			
113		They knew there was a problem,		X			
114	Because	they didn't want to racially profile him.		X			
115	Now	I actually don't believe that.		X			
116		I think these people knew what was going on		X			
117		these people knew what was going on		X			
118	What	was going on				X	
119		I think they are using that as an excuse.		X			
120		they are using that as an excuse.	X				
121		They didn't want to racially…		X			
122		did you ever hear of anything so stupid?		X			
123		They didn't want to call the police,		X			
124	cause	they didn`t want to be calling.		X			
125		You keep telling.			X		

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
126		They <u>didn't want</u> to racially profile.		X			
127		<u>Look</u> George,		X			
128		we <u>have</u> problems in this country.				X	
129		We <u>have</u> people that want to blow up our buildings, our cities				X	
130	That	<u>want</u> to blow up our buildings, our cities		X			
131	And	we <u>have to figure out</u> what's going on.		X			
132	What	<u>is</u> going on.				X	
133		Something <u>is</u> happening,	X				
134	That	<u>is</u> not good.				X	
135		You <u>are</u> still <u>not telling</u>.			X		
136		I <u>will tell</u> you.			X		
137		This proposal <u>has been made</u> by intelligent people with great popularity.	X				
138		Now George, <u>let</u> me just finish off by saying.		X			
139		It <u>is</u> a period of time.				X	
140		It <u>is</u> until our country's representatives can figure out what the hell is going on.				X	
141	Until	our country's representatives <u>can figure out</u> what the hell is going on.		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
142	what the hell	is going on.				X	
143		Well, the question is how would they figure out what was going on?				X	
144	how would	they figure out what was going on?		X			
145	What	was going on				X	
146	And how would	you know that people are Muslims that are coming in into the country?		X			
147	That	people are Muslims that are coming in into the country				X	
148	And	it is not on any passport in the world				X	
149	And	you say you have a lot of support.			X		
150		you have a lot of support.				X	
151		I wanna show it to our viewer right now.		X			
152		"The New furor over Donald Trump" showing you raising your hand a…in a pretty demonstrative gesture.	X				
153	And	we have from Ibrahim Hooper of the council of America Islamic relation saying "are we talking internment camps, the final solution to the Muslim question? I feel like I'm back in the '30s."				X	

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
154		Ibrahim Hooper of the council of America Islamic relation <u>saying</u> "are we talking internment camps, the final solution to the Muslim question? I feel like I'm back in the '30s."			X		
155		<u>are</u> we <u>talking</u> internment camps, the final solution to the Muslim question?			X		
156		I <u>feel</u> like I'm back in the '30s.		X			
157		You <u>are</u> increasingly <u>being compared</u> to Hitler.	X				
158		<u>Does</u> that <u>give</u> you any pause at all?	X				
159		No, (it <u>does not</u>)	X				
160	because what	I'm doing <u>is</u> no different than what FDR.				X	
161		FDR solution for German, Italian, Japanese, you <u>know</u>,		X			
162		You <u>are</u> for internment camps?				X	
163		This <u>is</u> a president highly respected by all.				X	
164		He <u>did</u> the same thing…	X				
165	If	you <u>look</u> at what he was doing,		X			
166	What	he <u>was</u> doing,				X	
167		it <u>was</u> far worse.				X	

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
168		I <u>mean</u>,		X			
169		he <u>was</u> talking about the Germans because we are at war.			X		
170	Because	we <u>are</u> at war.				X	
171		We <u>are</u> now at war.				X	
172		We <u>have</u> a president that doesn't want to say that.				X	
173	That	<u>doesn't want</u> to say that.		X			
174	But	we <u>are</u> now at war.				X	
175		(I think) I've got to <u>press</u> you on that, sir.		X			
176		You <u>are praising</u> FDR there.			X		
177		I <u>take</u> it,		X			
178		you <u>are praising</u> the setting up of internment camps for Japanese in World War 2.			X		
179		no I'<u>m not</u>.				X	
180		<u>Take a look</u> at presidential proclamation 2525, 2526, 2527.		X			
181		<u>Having</u> to do with alien German, alien Italian, alien Japanese				X	
182	And what	they <u>did</u>?	X				
183		You <u>know</u>,		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
184		they stripped them of unnaturalization proceedings.	X				
185		They went through a whole list of things,	X				
186		they couldn't go five miles from their home.	X				
187		They weren't allowed to use radios, flashlights.	X				
188		I mean,		X			
189		you know,		X			
190		take a look at what FDR did many years ago.		X			
191	what	FDR did many years ago.	X				
192	And	he's one of the most highly respected presidents by…				X	
193		I mean respected by most people.		X			
194		They named highways after him.				X	
195		You want to bring back policies like that?		X			
196		No, I don't want to bring it back, George, at all.		X			
197		I don't like doing it at all.		X			
198		It is a temporary measure until our representatives many of whom are grossly incompetent...				X	
199	Until	our representatives can figure out what's going on.		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
200	What	<u>is</u> going on.				X	
201		We <u>just had</u> a case where people kill people.				X	
202	Where	people <u>kill</u> people.	X				
203		Many people <u>were</u> killed.	X				
204		We <u>gonna have</u> many more cases like that.				X	
205		We <u>had</u> somebody in this country that shouldn't be.				X	
206		And she <u>came in</u>,	X				
207		he <u>came in</u>,	X				
208		they <u>were</u> radicalized.	X				
209		They <u>were</u> looked at doing something.				X	
210		Miraculously yesterday they <u>found</u> $28,000 just put into his account,		X			
211		$28,000 <u>just put into</u> his account,	X				
212		<u>just put into</u> his account.	X				
213		He <u>was</u> paid a lot of money just putted.	X				
214	Where	<u>did</u> that money <u>come from</u>, George?	X				
215		I <u>bet</u> you'll be surprised when I found out.	X				

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
216		you'll be surprised when I found out.		X			
217	When	I found out.		X			
218		There are many other people like him in this country right now.					X
219		More than 25% part of the world are Muslims.				X	
220		Aren't you concern at all that you gonna make United States a Pariah nation and play right in ISIS' hand?		X			
221	That	you gonna make United States a Pariah nation and play right in ISIS' hand	X				
222	And	play right in ISIS' hand	X				
223	if	you look at Paris stress,		X			
224	If	you look at London,		X			
225	If	you look at some of these cities where they had open arms…		X			
226		you can't even…	X				
227		Paris is a good example.				X	
228		(it is) Not only the carnage,				X	
229		you take a look at Paris,		X			
230		the real Paris is a different Paris than the city of lights that you read about.				X	
231	that	you read about.		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
232		They _have_ areas in Paris where it is so radicalized and so vicious.				X	
233		I _told_ you,			X		
234	that	the police _refuse_ to go there.		X			
235		They _will not go_ there.	X				
236	That	_is_ what's going to happen with our country.				X	
237	what	_is going to happen_ with our country.	X				
238	So	one more time, (there _is_) no second thoughts any Muslims come into United States is banned for now,					X
239		any Muslims come into United States _is_ banned for now,				X	
240	until	the United States _can figure out_ how this is going.		X			
241	how	this _is_ going.	X				
242	How	long _do_ you _expect_ this to go?		X			
243		I _hope_ it will go quickly,		X			
244		it _will go_ quickly,	X				
245		I _hope_ we can figure it out.		X			
246		we _can figure_ it _out_.		X			
247		We _have to look_ at people,		X			

Clause No.	Conj.	Clauses	Process Type				
			Material	Mental	Verbal	Relational	Existential
248		we have to use vigilance in our country.	X				
249	Or	we gonna have many World Trade Centers				X	
250	And	our country will never be the same.	X				
251		We will have many-many more World Trade Centers as soon as as you sitting there.				X	
252		Our country will never be the same	X				
253	And	you just said it.			X		
254	Until	our country representatives can figured out what is going on.		X			
255	What	is going on.				X	
256		We have no choice but to do this, George.				X	
257		Donald Trump, thank you for your time this morning		X			
258		Thank you very much.		X			

MATERIAL PROCESS

Clause No.	Conj.	Actor/Participant	Process	Goal/Participant	Range	Beneficiary	Circumstance
3		He	joins	Us			on the phone
5	For	(you (Trump))	join	Us			again this morning
10	that	you (Trump)	may have gone				too far
21		thousands of people outside	couldn't get in				
23		a standing ovation	wouldn't stop				
24		The people and you	did polls				
34		They	tried to blow up	It			twice
37			turns out	that $28,000 was deposited to this punk's...a safety you know, account			Now
38	That	$28,000	was deposited to	this punk's...a safety you know, account			
39		by some people that we are fighting	given				Probably

Clause No.	Conj.	Actor/ Participant	Process	Goal/Participant	Range	Beneficiary	Circumstance
40		Something	has to be done				
48	how	it	is going to work				if you indeed are going to get this done
49	If	you (Trump)	are going to get done	this			Indeed
50		it	could pass	congress			Unlikely - even if it did likely to be found unconstitutional
51	even if	It	did to be found	unconstitutional			Likely
52	So how	you (Trump)	will do	this			Actually
54		I (Trump)	am calling for	a shutdown of Muslims entering the United States			very simply
55		Muslims	entering	the United States			
60		Our president	make		a fool of		Himself
61	How would	you (Trump)	stop	them			from entering the United States
71		The polls	have come out				

Clause No.	Conj.	Actor/Participant	Process	Goal/Participant	Range	Beneficiary	Circumstance
72	And		were crowded	various polls			
79		it	will only get worse				
87		They	can't go in	It			
95	how	This	is going to work				
96	If	an American citizen	Travels				overseas
98		they	cannot come back				
99		they	can come back				
103		They	goes				overseas
104	and	(they)	comes back				
105		They	can come back				
120		they	are using	That			as an excuse
133		Something	is happening				
137			has been made	This proposal			by intelligent people with great popularity.
152		"The New furor over Donald Trump"	showing	you raising your hand			
157			are being compared	you (Trump)			
158		that	does give	any pause			

Clause No.	Conj.	Actor/Participant	Process	Goal/Participant	Range	Beneficiary	Circumstance
159		(it)	(does not)				
164		He	did	the same thing			
182	And what	they	did				
184		they	stripped	them			of unnaturalization proceedings
185		They	went through	a whole list of things			
186		they	couldn't go				five miles from their home
187		They	weren't allowed to use	radios, flashlights			
191	What	FDR	did				many years ago
202	Where	People	kill	people			
203			were killed	Many people			
206	And	She	came in				
207		He	came in				
208		They	were radicalized				

Clause No.	Conj.	Actor/Participant	Process	Goal/Participant	Range	Beneficiary	Circumstance
211			just put	$28,000			into his account
212			just put				into his account
213			was paid	he			a lot of money just putted
214	Where	that money	did come from				
216		You (Stephanopoulos)	will be surprised				when I found out
221	That	you (Trump)	gonna make	United States a Pariah nation			and play right in ISIS' hand
222	And	(you (Trump))	play right				in ISIS's hand
226		you (Stephanopoulos)	can't (do)	(anything)			Even
235		They	will not go	there			
237	what	_	is going to happen				with our country
241	how	this	is going				
244		It	will go				Quickly
248		we	have to use	vigilance			in our country
250	and	our country	will never be		the same		
252		Our country	will never be		the same		

MENTAL PROCESS

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance
1		We	will see		and let's talk to Mr. Trump himself
2	and	(us)	let	us talk to Mr. Trump	himself
4		(I (Stephanopoulos)	thank	you	for join us again this morning
6		you (Trump)	have heard	that chorus of condemnation	
12	and	she	wants	to see Bush	
14			ever seen	anyone crash	Like nobody – before
17		You (Stephanopoulos)	saw		last night
25		I (Trump)	mean	people want in	and the people…
27	and	they	just want	to say something happen	
29			remember	We had a World Trade Center, we had a pre-World Trade Center	
32		You (Stephanopoulos)	know	what people forget now	
33	what	people	forget		now
41	If	you (Stephanopoulos)	look	at what I'm saying	
43		(you (Trump))	Let	me stop you	right there

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance
44		(you (Trump))	Let	me	
45		(you (Trump))	excuse	me	for a second
46		(you (Trump))	Let stop	me stop you	
57	until	our country's representatives	can figure out	what is going on	
59		They	don't know		
66		he	doesn't know	what's going on	
69		You (Stephanopoulos)	know	it	
70	and so	I (Trump)	do (know)		
73		25% of those polls	agreed	that the violances against American-Iran in the United States was justified	
75	And then	(you (Stephanopoulos))	look	at the Jihad	
76		they	want	a global jihad	now
77		we	can take	a sitting back	
80		You (Stephanopoulos)	look	at Paris	
81		You (Stephanopoulos)	know		
85		They	refuse	to go there	because it is so dangerous

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance
89		I (Stephanopoulos)	understand		
90		I (Stephanopoulos)	understand	what you are saying there	
92		We	don't want	that	for our country
93		We	have to figure out	it	
108	but	we	have to figure out	things	
109		we	didn't know		
110		(you (Stephanopoulos))	Look	at this case of the bombing and the killing,	the carnage where the bombs all over his apartment
111	And	people	knew	it	
112	and	they	didn't want	to call the police	
113		They	knew	there was a problem	
114	because	they	didn't want	to racially profile him	
115	Now	I (Trump)	don't believe	that	actually
116		I (Trump)	think	these people knew what was going on	
117		these people	knew	what was going on	
119		I	think	they are using that as an excuse	
121		They	didn't want	to racially (profile the terrorists)	

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance
122		you (Stephanopoulos)	did ever hear	of anything so stupid	
123		They	didn't want	to call the police	
124	cause	they	didn't want	to be calling	
126		They	didn't want	to racially profile	
127		(you (Stephanopoulos))	Look		
130	that	(terrorists)	Want	to blow up our buildings, our cities	
131	and	we	have to figure out	what's going on	
138		(you (Stephanopoulos))	let	me just finish off	by saying
141	until	our country's representatives	can figure out	what the hell is going on	
144	how would	they	figure out	what was going on	
146	And how would	you (Trump)	Know	that people are Muslims	that are coming in into the country
151		I (Stephanopoulos)	Wanna	wanna show it	to our viewer right now
156		I (Hooper)	Feel	like I'm back in the '30s	
161		you (Stephanopoulos)	Know	FDR solution for German, Italian, Japanese	
165	If	you (Stephanopoulos)	Look	at what he was doing	
168		I (Trump)	Mean		

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance
173	That	(Obama)	doesn't want	to say that	
175		I (Stephanopoulos)	(think)	(I) have got to press you	on that
177		I (Stephanopoulos)	take	it	
180		(you (Stephanopoulos))	Take a look	at presidential proclamation 2525, 2526, 2527.	
183		(you (Stephanopoulos))	know		
188		I (Trump)	mean		
189		(you (Stephanopoulos))	know		
190		(you (Stephanopoulos))	take a look	at what FDR did	many years ago
193		I (Trump)	mean	respected by most people	
195		you (Trump)	want	to bring back policies	like that
196		I (Trump)	don't want	to bring it back	at all
197		I (Trump)	don't like	doing it	at all
199	Until	our representatives	can figure out	what's going on	
210		they	found	$28,000 just put into his account	Miraculously yesterday
215		I (Trump)	bet	you'll be surprised	when I found out
217	When	I (Trump)	found out		

Clause No.	Conj.	Senser	Process	Phenomenon	Circumstance
220		you (Trump)	aren't concern	that you gonna make United States a Pariah nation and play right in ISIS' hand	at all
223	if	You (Stephanopoulos)	look	at Paris stress	
224	If	You (Stephanopoulos)	look	at London	
225	If	You (Stephanopoulos)	look	at some of these cities	where they had open arms
229		You (Stephanopoulos)	Take a look	at Paris	
231	that	You (Stephanopoulos)	read about	about	
234	that	the police refuse to go there.	refuse	to go there	
240	until	the United States can figure out how this is going.	can figure out	how this is going	
242	How long	you (Trump)	do expect	this to go	
243		I (Trump)	hope	it will go quickly	
245		I (Trump)	hope	we can figure it out	
246		we	can figure out	It	
247		We	have to look	at people	
254	Until	our country representatives	can figured out	what is going on	
257		(I (Stephanopoulos))	thank	You	for your time this morning
258		(I (Trump))	thank	You	very much

VERBAL PROCESS

Clause No.	Conj.	Sayer	Process	Receiver	Verbiage		Circumstance
					Quoted	Reported	
7		She	says		"it is un-Republican, unconstitutional, un-American."		
42	what	I (Trump)	am saying				
47		(you (Trump))	Tell	us		how it is going to work if you indeed are going to get this done	
62		I (Trump)	tweeted out		"is that all there is?"		
65		He	didn't say			anything	
82		I (Trump)	m not talking			about the horrible carnage that took place	
91	what	you (Trump)	are saying				there
94	But	(you (Trump))	tell	me		how this is going to work	
100	If	we	are talking			about all good...	
125		you (Trump)	keep telling				

Clause No.	Conj.	Sayer	Process	Receiver	Verbiage		Circumstance
					Quoted	Reported	
135		you (Trump)	are still not telling				
136		I (Trump)	will tell	you			
149	and	you (Trump)	say			you have a lot of support	
154		Ibrahim Hooper of the council of America Islamic relation	saying		"are we talking internment camps, the final solution to the Muslim question? I feel like I'm back in the '30s."		
155		we	are talking			internment camps, the final solution to the Muslim question?	
169		he	was talking			about the Germans	because we are at war
176		you (Trump)	are praising	FDR			there
178		you (Trump)	are praising	the setting up of internment camps for Japanese in World War 2.			
233		I (Trump)	told	you			
253	and	you (Stephanopoulos)	just said			it	

RELATIONAL PROCESS

ATRIBUTIVE

Clause No.	Conj.	Carrier	Process	Attribute	Circumstance
9		you (Trump)	do have	any second thoughts	at all that you may have gone too far
15		we	have had	tremendous support	
16		We	had	calls in thousands and thousands of people	
28	so	(you (Trump))	(have) no	second thoughts	
30		We	had	a World Trade Center	
31		we	had	a pre-World Trade Center	
35		We	had	so many other incidents	
36	and	we	had	the last incident in California.	now
68		We	have	people in this country	that want to blow up our country
78		you (Stephanopoulos)	will have	many more World Trade Centers	
84		They	have	have areas in Paris	where the police refuse to go
128		we	have	problems	in this country
129		We	have	people	that want to blow up our buildings, our cities
150		you (Trump)	have	a lot of support	

Clause No.	Conj.	Carrier	Process	Attribute	Circumstance
153	And	we	have	from Ibrahim Hooper of the council of America Islamic relation saying "are we talking internment camps, the final solution to the Muslim question? I feel like I'm back in the '30s."	
172		We	have	a president	that doesn't want to say that
181		_	having	to do with alien German, alien Italian, alien Japanese	
201		We	just had	a case	where people kill people
204		We	gonna have	many more cases	like that
205		We	had	somebody in this country	that shouldn't be
232		They	have	areas in Paris	where it is so radicalized and so vicious
249	Or	we	gonna have	many World Trade Centers	
251		We	will have	many-many more World Trade Centers	as soon as as you sitting there
256		We	have no	choice	but to do this

RELATIONAL

IDENTIFYING

Clause No.	Conj.	Identified	Process	Identifier	Circumstance
8		it	is	un-Republican, unconstitutional, un-American	
11		she	is	a Bush a...person	
13	and	Bush	is	crash	
18		we	were	on a ship	
22	And	it	was	a standing ovation that wouldn't stop	frankly
26		It	was	about my speech last night	
53	What	I (Trump) am doing	is		
56	And	here	is	a key	until our country's representatives can figure out what is going on
58	what	_	is	going on	
67	what		is	going on	
74	that	the violances against American-Iran in the United States	was	justified	
83		Paris	is no	longer the same city	
86	because	it	is	so dangerous	
97		they	are	Muslim	
101		this	is not	only (if a person is a "Muslim")	

Clause No.	Conj.	Identified	Process	Identifier	Circumstance
102	that if	a person	is	a "Muslim"	
106		they	are	citizens	
107		That	is	different	
118	what	_	was	going on	
132	what	_	is	going on	
134	that		is	not good	
139		It	is	a period of time	
140		It	is	(a key)	until our country's representatives can figure out what the hell is going on
142	what the hell		is	going on	
143		Well, the question	is	how would they figure out what was going on	
145	what		was	going on	
147	that	people	are	Muslims	that are coming in into the country
148	And	it	is not	on any passport	in the world
160	because what	I'm doing	is no	different than what FDR	
162		You	are	for internment camps	

Clause No.	Conj.	Identified	Process	Identifier	Circumstance
163		This	is	a president highly respected by all.	
166	what	he	was	doing	
167		it	was	far worse	
170	Because	we	are	at war	
171		We	are	at war	now
174	But	we	are	at war	now
179		I (Trump)	am not		
192	And	he	is	one of the most highly respected presidents by…	
194		They	named	highways after him	
198		It	is	a temporary measure	until our representatives many of whom are grossly incompetent...
200	what		is	going on	
209		They	were	looked at doing something	
219		More than 25% part of the world	are	Muslims	

Clause No.	Conj.	Identified	Process	Identifier	Circumstance
227		Paris	is	a good example	
228		(it)	(is)	Not only the carnage	
230		the real Paris	is	a different Paris	than the city of lights that you read about
236	That	is	is	what's going to happen with our country	
239		any Muslims come into United States	is	banned for now	
255	What	_	is	going on	

EXISTENTIAL

Clause No.	Conj.	Process	Existential	Circumstance
19		There were	thousands of people	there
20		there were	thousands of people outside	that couldn't get in
63		is that	all there is	
64		there is		
88		there is no	law and order	
218		There are	many other people like him	in this country right now
238	So	(there is) no	second thoughts	any Muslims come into United States is banned for now

RIWAYAT HIDUP PENULIS

Dinar Ananda, lahir di Jakarta pada tanggal 21 Desember 1992. Penulis adalah putra pasangan Eddy Priyanto dan Sunarti, merupakan anak kedua dari tiga bersaudara. Jenjang pendidikan formal yang telah dilalui penulis dimulai dari SD Negeri Utan Kayu Utara 03 tahun 1998 – 2004, SMP Pembangunan Jakarta tahun 2004 – 2007, SMA Negeri 22 Jakarta tahun 2007 – 2010, dan Pendidikan Bahasa Inggris, Universitas Negeri Jakarta tahun 2012 – 2017.

Selama berkuliah di Universitas Negeri Jakarta, penulis mengikuti Unit Kegiatan Mahasiswa. Unit Kegiatan Mahasiswa Komunitas Sosial Pecinta Anak yang berkegiatan mendidik anak-anak dari keluarga kurang mampu.