

# THE RHETORICAL ANALYSIS ON THE TERRORISM DISCOURSE (A Study on Pronoun, Metaphore and Metonymy, and Cadence to Bush's Discourse)

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## Abstract:

*This paper focuses on pronoun, methaphore, and metonymy, and cadency to Bush's discourse, arguably one of the most compelling and contentious issues in rhetorical analysis. It explores the relationship between language and concepts of ideology and power in the linguistic practices of contemporary society through a critique of a critical discourse analysis (CDA) approach to linguistic enquiry, as evidenced in a study and brief review of one of its major practitioners, Norman Fairclough and Ruth Wodak. Essential differences with other mainstream linguistic approaches are emphasized in exploring and explaining the social basis of the ideological and power dimensions that underpin discourse in society, especially speech given by some one. It is maintained that the development of a critical linguistic awareness, which informs a capacity to resist and change exploitative and dominating linguistic practices, is an issue which should be of importance to everyone with a concern and interest in the problems of our contemporary society.*

## Keyword:

*Critical Discourse Analysis, Pronoun, Metaphore, Metonymy*

## A. Introduction

Critical Discourse Analysis (CDA) is a kind of analytical research on discourse that specially investigates the way social power abuse, dominance, and inequality are practiced, made, and resisted by text and talk in the social and political context. This definition covers the activity of social practice appeared in the discourse, either in the written and spoken form. It studies the relation between discourse and social and cultural developments in different social domains and aspects.

CDA, with the different social domains, discloses that social identity and social relation represent in the text, called discursive practices in which a

power relation works in its application. It finds that discourse is also a form of social practice in term of a dialectical relationship with other social dimensions. As a social practice, it uses language as its representation which may also implies the ideology. This view assumes that the coverage of CDA is a social practice that may take form of social problem, power relation, ideology represented in the texts by the use of language as their representations of the discourse. Language is seen as a reflection of how people in a society see each other.

The pronoun "I", "we", and "they" are seen as an ordinary matter in daily conversation. They just have functions

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as subjects in a sentence or sentences. The pronoun "I" becomes the easiest pronoun because it appears more often than the other pronoun members during the conversation. The pronoun "we" represents a subject of plural concept (the speaker and other include in the pronoun "we") and "they" represents the third person for the plural pronoun. For the daily talk, they don't have any explicit meaning and purpose outside them.

Consequently, they become trivial things. One, as a doer of every activity, sometimes does not care much about the nature of his daily communication. He thinks that his communication is just an ordinary matter for social interaction. It does not imply any special value, and it is not more than a social medium for achieving a certain purpose. Thompson states that "Indeed, it can be seen that communication is such a well-integrated part of our day-to-day existence that we tend to take it for granted, rarely pausing to consider what it involves or just how impotent it is to us."<sup>1</sup> This statement implies that behind the topic and nature of our communication, there are valuable messages directed to many aspects of our life dimensions.

Of course, the hidden meaning of "we" and "they" are metaphorically because they are directed to special agents (doers of action) in political world. Knowing the hidden purpose behind the

verbal statement makes the speaker and listener involved in the communication become aware of the function of the messages.

In a rhetorical discourse, the pronoun "I", "we", and "they" may have specific meaning directed to a group of people. They can occupy a group who support an idea or reject it. It depends on the purpose of the speaker. Rhetorically, they reflect powerful subject on the others on the action in discourse depending on the context they are put and used.

The context of the power inside the pronoun shows the metaphorical and metonymical agent in which it is directed by the speaker or user of the discourse. It is understood by analyzing how the discourse is embodied in the appropriate pronouns to clarify the intended message, such as the stylistic features chosen to clear the meaning and purpose.

The concept of stylistic refers to the choice of linguistic forms in expressing the discourse and how they are expressed. Since the stylistics is unique-no one has the same the stylistic choice in the discourse-it can reflect the identity-power-of the user of the discourse. That's why, it needs considering in the discourse analysis through the critical discourse analysis.

This paper tries to investigate the address of the rhetorical discourse for the pronoun "I", "we", and "they" in the terrorist discourse presented by the former US president, Bush, the power

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<sup>1</sup>Neil Tompson, *Communication and Language*, (New York: Palgrave Macmillan, 2003), p. 9.

and inequality implied in the discourse, the stylistic forms embodied the discourse.

Thus paper focuses on the terrorist discourse because it becomes the weapon of hatred and a medium to destroy some countries which take opposition to the super power country, US. The term terrorism, is of course, in the view of the US perspective which states that meslems are in the terrorism link. The discourse used by Bush becomes the object of this paper because he is the first president of the US who declares the terrorist discourse<sup>2</sup>.

Based on the description of the phenomenon above the problems in this paper are figured, What stylistic forms are used by Bush to express the rhetorical discourse on the terrorism?, What is the function of the pronoun "I", "We", and "They" in the discourse?, What are the metaphoric and metonymical reflections (meanings) described in the discourse?

In line with the problems presented in the previous passage above, the purposes of this written, to describe stylistic forms are used by Bush to express his rhetorical discourse on the terrorism, to describe the function of the pronoun "I", "We", and "They" in the discourse, to describe the metaphoric and metonymical reflections (meanings) described in the discourse

To avoid the wider scope of this analysis, then, this paper is limited to the function of the pronouns mentioned

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<sup>2</sup><http://www.cnn.com/bush>

above only, the metaphorical and metonymical meaning associated with the pronoun, and the stylistic is limited to the words (part of speech), sentence types, sentence lengths, and cadence.

## **B. Theoretical framework**

### **1. Rhetoric**

Rhetoric is the art of persuasion. The term *rhetoric* is derived from the Greek *techne rhetorike*, the art speech, an art concerned with the use of public speaking as a mean of persuasion. This denotes that rhetoric shows how a speech used and its purpose is called persuasion. Both, rhetoric and persuasion are in one sense. Rhetoric parallels with the persuasion. Kenneth Burke as quoted by Golden state, "wherever there is persuasion, there is rhetoric....and wherever there is meaning, there is persuasion."<sup>3</sup>

In reference to the aim of rhetoric, Gonzales and Tanno state that the rhetoric essence is that it awakens emotions and issues, which conjure frustration, guilt, pain, hostility, antipathy, and discord<sup>4</sup>. They are the purposes of rhetoric. Meanwhile, Winterowd and Murray state that two basic approaches to persuasion: appeals to emotion and appeals to

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<sup>3</sup>James Golden, *et. al.*, *The Rhetoric of Western Thought*, (Iowa: Kendal/ Hunt Publishing Company, 1986), p. 7.

<sup>4</sup>Alberto Gonzales and Tanno Dolores V., *Rhetoric Intercultural Context*, (London: Sage Publication Inc, 1999) p. 3.

logic<sup>5</sup>. Karl Wallace in Golden, states, "(t)he substance of rhetoric is good reasons." To achieve a good reason in persuasion, it needs a proof. It is a logical way that a speaker uses evidence and structure an argument to prove a claim or conclusion"<sup>6</sup>.

## 2. Discourse

Discourse is a connected series of utterances by one or more speakers<sup>7</sup>. If some one speaks to other people or listens to something, it means that he gets in touch with the discourse. The word discourse, in the communication context, refers to the representation of speech and thought<sup>8</sup>. Therefore, any word and information appear through the communication either orally or written, is called discourse.

The discourse covers the transactional and interactional views of language function. When a hearer can understand something what is unsaid or unwritten in the discourse, he has a schema. It is a pre-existing knowledge structure in memory<sup>9</sup>.

The study of the discourse is called discourse analysis. It is the study of the use of language with reference to

the social and psychological factor which influences communication. It describes how people use language to communicate and, in particular, how addressees work on linguistic messages for addressers and how addressees work on linguistic message in order to interpret them. It talks about the form and function of what is said and written.

## 3. Critical Discourse Analysis

Critical Discourse Analysis (CDA) is the form of analysis seeing the discourse from outside it. CDA has two approaches in the critical discourse analysis: CDA in the form developed by Norman Fairclough and discourse historical method by Ruth Wodak. Fairclough is influenced by Halliday. Wodak is influenced by cognitive model of text planning.

Fairclough develops the analytical framework in CDA: Inter-discursivity (combination of genres and discourses in a text), and Hegemony (the predominance in dominance of political, ideological and cultural domains of society). In the level of analysis, he shows three levels: It is simultaneous text, discursive practice (production and interpretation of text) and Social practice. The analysis is conducted according to these three dimensions.

At the textual level, content and form are analyzed. Form relates to textual organization and texture, which relates to the work of Halliday and Hasan. These two aspects of a text-content and form/texture-are inseparable

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<sup>5</sup>Ross Winterowd W. and Patricia Y. Murray, *English Writing and Skills*, (New York: Holt, Rinehart And Winston 1988), p. 260.

<sup>6</sup>Richard Letteri, *A Handbook of Public Speaking*, (London: Allyn, 2002), p. 33.

<sup>7</sup>R.L. Trask, *A Dictionary of Grammatical Terms In Linguistics*, (New York: Routled, 1993), p. 84.

<sup>8</sup>Katie Wales. *A Dictionary of Stylistics*, (London: Longman, 1989), p. 130.

<sup>9</sup>George Yule, *Pragmatic*, (New York: Oxford University Press, 1997), p. 8.

(for Fairclough) because contents are realized by particular forms; different contents also imply different forms vice versa. The form is the part of content. By linguistic analyses of a text Fairclough means phonology, grammar, vocabulary, semantics and supra-sentential aspects of textual organization as cohesion and turn taking.

At the level of discursive practice is the link between text and social practice. It is to do with the socio-cognitive aspects of text production and interpretation. These are, on one hand, formed by social practice and assist in its formation, and on the other hand, closely related to the textual level: text production leaves so-called cues in a text and interpretation takes place on the basis of textual elements. The analysis of discursive practice therefore includes not only a precise explanation of how the participants in an interaction interpret and produce texts, but also the relationships of discursive events to orders of discourse that is the matter of interdiscursivity. It means that the text and social practice are combined or modified by texts, and how discourse and genres blend together. He, then, gives an example of documentary texts in which genres of information, persuasion, and entertainment are combined. From the dynamic of discourse and genre types comes the idea that texts do not have to be linguistically homogeneous. They may, in fact, be very heterogeneous and display contradictory stylistic and

semantic properties which are the concern of linguistics analysis.

#### **4. Meaning**

Meaning traditionally of something said to be 'expressed by' a sentence<sup>10</sup>. In communication context, meaning refers to as the "dynamic interaction between reader and message"<sup>11</sup> and it owes much to the context. Fiske as quoted by Thompson states that reading is not a kind to use a can opener to reveal the meaning in the message. Meanings are produced in the interactions between text and audience. Meaning production is dynamic act in which both elements contribute equally.

In this sense, Fiske using the term text to refer to anything which can be read in a metaphorical as well as literal sense. Based on the explanation above, the meaning here is determined by the context in which it is associated with the reader's setting.

#### **5. Metaphor**

The word metaphor refers to the use of language to refer to something other than what it was originally applied to, or what it "literally" means, in order to suggest some resemblance or to make a connection the two things<sup>12</sup>. Metaphor is

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<sup>10</sup>P.H. Matthews, *Dictionary of Linguistics*, (New York: Oxford University Press, 1997), p. 220.

<sup>11</sup>Neil Tompson, *Communication and Language*, p. 103.

<sup>12</sup>Knowles, Murray, Moon, Rosamund, *Introducing Metaphor*. (New York: Routledge, 2006), p. 3.

pervasive in language, and there are two principle ways in which it is important.

First, in relation to individual words: metaphor is a basic process in the formation of words and word meanings. Concept and meaning are lexicalized, or expressed in words, through metaphor. Second, in relation to discourse: metaphor is important because of its functions-explaining, clarifying, describing, expressing, evaluating, entertaining. There are many reasons why we use metaphors in speech or writing: not least, because there is sometimes no other word to refer to a particular thing. Because of that metaphor is used to communicate what we think or how we feel about something, to explain what a particular thing is like, to convey a meaning a more interesting or creative way, or to do all of these.

The theory of metaphor is used here to explain the meaning of "I", "we" and "they" taken from Bush's speech on terrorism after the attack of WTC building.

## 6. Metonymy

Metonymy substitutes the name of a thing for the name of something else with which it is somehow connected: the crown (for royalty), grey hairs (for old age), the bottle (for alcoholic drink), and so on<sup>13</sup>. Sometimes two special forms of metonymy are distinguished:

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<sup>13</sup>Graham Little, *Approach to literature*. (New South Wales: Science Press, 1985), p. 116.

- (i) Substituting whole for part or part for whole: steel (steel weapon), a sail (a ship; called Synecdoche (synekdokee), and
- (ii) Substituting a proper name for a common noun, as I "a Solomon" (wise an), "a Hitler" (dictator); called Antonomasia<sup>14</sup>.

## 7. Political Discourse

Political discourse refers to the discourse used in political world in the form written or oral text. The term political discourse is suggestive of at least two possibilities: first, a discourse which is itself political; and second, an analysis of political discourse as simply an example discourse type, without explicit reference to political content or political context<sup>15</sup>. By this explanation of political discourse can be said that all discourse may be considered political, then all analyses of discourse are potentially political, and therefore, on one level, all discourse analysis is political discourse. In political discourse, the concepts employed in the discourse are conflict, control, or domination.

O'Sullivan defines power the means by which certain individuals and groups are able to dominate others, to carry through and realize their own particular aims and interests even in the

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<sup>14</sup>Ibid, p. 116.

<sup>15</sup>Deborah Schiffrin et.al., *The Handbook of Discourse Analysis*. (Singapore: Balckwell Publishing, 2003), p. 398.

face of opposition and resistance<sup>16</sup>. The term refers principally to the sources, means and relations of dominance, control and subordination, as they are enacted in historically specific social processes and situation.

The first conception of power, as a simple capacity to act, is widely employed in modern Western thought<sup>17</sup>. In this understanding, there is a sense in which social or political power is regarded as the same kind of thing as electrical power of the power of a motor: it is conceived as a quantitative capacity that may be put to work for variety of purposes. People employ power in their dealings with things and their dealings with each other (ibid). This conception of power as simple capacity suggests that there will be an unequal relation between those who employ power for their own purposes and those who are subject to its effect. Power, in this sense, may used as an instrument of domination.

### 8. The Opposition

Opposition means contradiction or contrast. Linguistically, it refers to any paradigmatic relation between units, etc. that are distinct in a given language<sup>18</sup>. However, metaphorically opposition is understood that the meaning of a given

word has a contradictory meaning and purpose from the original meaning.

### 9. Pronoun "I", "we" and "they"

A pronoun is a word used in place of a noun or of more than one noun. Generally there two kinds of pronoun: singular pronoun and plural pronoun. Singular pronoun consists of three parts: first person (I, my, mine, and me), second person (you, your, and yours), and third person (he, his, him, she, her, hers, it, and its). The plural pronoun has three part: first person (we, our, ours, and us), second person (you, your, and yours), and third person (they, their, theirs, and them)<sup>19</sup>.

Pragmatically, the use of pronoun for communication is called person deixis<sup>20</sup>. Deixis is clearly a form of referring that is tied to the speaker's context, with the most basic distinction between deictic expressions being "near speaker" versus "away from speaker" In this part, the speaker is marked by (I) called the first person and the listener marked by (you) called the second person. The person who becomes the object of talk is called the third person; it can be singular or plural. In deictic terms, the third person is not a direct participant (away from speaker) in basic (I-you) interaction, and being an outsider, is necessarily more distance (and non-familiarity)<sup>21</sup>.

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<sup>16</sup>O'Sullivan et.al., *Key Concepts in Communication and Cultural Studies*. (New York: Routledge, 1994), p. 235.

<sup>17</sup>Barry Hines, *Discourses of Power from Hobbies to Foucault*, (Massachusetts: Blackwell Publisher Inc, 1996), p. 2.

<sup>18</sup>P.H. Matthews, *Dictionary of Linguistics*, p. 258.

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<sup>19</sup>Warriner, *English Grammar and Composition*, (Boston: Harcourt Brace Javanovic, Inc, 1986), p. 7

<sup>20</sup>George Yule, *Pragmatic*, p.10.

<sup>21</sup>Ibid., p. 11.

In case of the use of "we" and "they" in this paper, the deictic use is singular plural "we" in which it is categorized as the direct participant (familiar). In this perception that "we" is a group of people or country having the same conception and purpose. The word "they" on the other hand, refers to the plural of third person I which it is included in the no direct participant (non-familiarity). In this perception that "they" is referring to person or group that is not in the same group like "we".

#### 10. Stylistic

Stylistics is the study of style. The concept of style is the choice of linguistic features, which is presented in sentences or expression. The concept of choice is central to stylistic study, whatever our approach. Style is seen as the (conscious or unconscious) selection of a set of linguistic features from all the possibilities in language. This statement implies that the stylistic covers the certain linguistic forms used by some one to share his idea. Sebeok states that the stylistics is concerned with the differences among the messages generated in accordance with the roles of that code<sup>22</sup>. Short states that the stylistics is an approach to the analysis of (literary) text using linguistic description<sup>23</sup>. Sebeok explain that the nature of stylistic is deviation. The term

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<sup>22</sup>Thomas A. Sebeok, *Style In Language*, (Massachusetts: The M.I.T. Press, 1964), p. 87.

<sup>23</sup>Mick Short, *Exploring The Language and Poems, Plays and Prose*, (New York: Long, 1996), p. 1.

"deviation" here, means that "a given message deviates from a norm"<sup>24</sup>

#### 11. Stylistic Features

There are a lot of stylistic features in its practice. One of them is such as words, sentence types, sentence length, and cadence. They are stylistic forms and devices of speech. They make the speech is memorable to the audiences or listener they the speech is interesting to be enjoyed<sup>25</sup>.

There are eight main words used in sentence: a noun, a pronoun, an adjective, a verb, an adverb, a preposition, a conjunction, and an interjection<sup>26</sup>. These words are called parts of speech.

##### 1) A noun

A noun is a word used to name a person, place, thing, or idea (*ibid*: 4). For example, Tina, New York, car, and justice

##### 2) Pronoun

A pronoun is a word that takes the place of a noun or another pronoun. A noun or a pronoun that the pronoun replaces and refers to is called the *antecedent* of the pronoun.

##### 3) An adjective

An adjective is a word used to modify a noun or a pronoun. Examples; *blue, red, clever, beautiful*,

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<sup>24</sup>Thomas A. Sebeok, *Style In Language*, p. 91.

<sup>25</sup>While, Matthews (1997: 404) defines word as "(t)he smallest unit that makes up sentences." The word makes up a group of words (phrase) and they form sentences.

<sup>26</sup>Warriner, *English Grammar and Composition*, p. 3.



*etc.* The adjectives can be classified as: articles, proper adjectives, predicate adjectives, pronouns used as adjective, or nouns used as adjectives.

4) A verb

A verb is a word describing an action or a state of being. It is as shown in the following.

Buffy St. Marie *composes* and *sings* a song (action)  
The brown recluse spider *is* highly poisonous (state of being).

5) An adverb

An adverb is a word used to modify a verb and adjective, or another adverb. Adverbs qualify the meaning of the words they modify by telling *how, how often, when, where, or to what extend.*

6) A preposition

A preposition is a word that shows the relationship of a noun or a pronoun to some other words in a sentence.

7) A conjunction

A conjunction is a word that connects words or groups of words. The conjunctions are used to join parts of a sentence that function in the same way or in a closely related way. The parts joined may be words, phrases, or clauses<sup>27</sup>.

8) An interjection

An interjection is a word that expresses emotion and has no grammatical relation to other words in

the sentence. An interjection that shows only mild emotion is followed by comma.

b. Word Structures (Phrase and Sentence).

The term "Word structures" refers to phrases and sentences. A phrase is a group of words. It is a syntactic unit that is not a clause<sup>28</sup>. A sentence is the largest unit of grammar, or the largest unit over which a rule of grammar operates.

A sentence constitutes of words. The words combined to other words to create a phrase or group of words. The words and the phrase combined to form clauses. Each clause consists of a subject and a predicate. The subject identifies the topic or theme of the sentence- what is being discussed- and the predicate says something about the subject and the focus of information in the clause.

Basically, there are four classifications of sentences as a medium to express complete thoughts: simple sentence, compound, complex, and compound-complex sentences.

1) A simple sentence. It is a sentence with one independent clause and no subordinate clause or a sentence with a single complete thought. For example: *The Hudson is a historic waterway*

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<sup>27</sup>Ibid., p. 25.

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<sup>28</sup>P.H. Matthews, *Dictionary of Linguistics*, p. 279.

2) A compound sentence. It is a sentence composed of two or more independent clause but no subordinate clause. In other words, it is a sentence with two or more complete thought in a single grammatical unit . For example: *a strange dog chased us, but the owner came to our rescue.*

3) A complex sentence. It is a sentence containing one independent clause and at least one subordinate clause. For example: *As night falls, the storm reached its climax.*

c. Cadence The cadence includes parallelism, antithesis, repetition, and alliteration<sup>29</sup>.

1) Parallelism

Parallelism is using the same pattern for two or more clauses or sentences . For example, a speaker may use structure two or three kinds of constructions: subject-verb-object or subject-verb-prepositional phrase. The result is a balance and rhythm that makes parallel structures. As an example of this stylistic form, parallelism is a speech delivered by Margaret Sanger, a pioneer of birth control in 1921, she states, "(b)y knowing our selves, by expressing our selves, by realizing

ourselves more completely than has ever been possible."

2) Antithesis

Antithesis means "opposition." In language style, antithesis is a sentence which has a parallel structure, but with the two parts contrasting each other. An antithetical statement is a good way to end a speech. It will make the statement memorable.. An example of this stylistics form is a speech by William Faulkner delivered when he got a Nobel price in 1950. He spoke the very famous antithetical phrase " (i) believe that man not merely endure; he will prevail'. Another example for this form is a speech of John F. Kennedy when he stated: "(a)sk not what your country can do for you; ask what you can do for your country".

3) Repetition

Repetition is repeating a key word or phrase several times for emphasis (*ibid*). Repetition of a key word or phrase gives rhythm, power, and memorability to the message. The power of repetition is as a memorable stylistic device. The example of this stylistic form in speech is a speech delivered by Diana Ravitch in 1990. She stated, "(it) is the spirit of interdependence, the spirit of mutuality, the spirit of respect for our many heritages, and the spirit

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<sup>29</sup>Steven Beebe and Susan J. Beebe, *Public Speaking*. (Texas: Prentice Hall, 1990), p. 302.

of common purpose that must build and cultivate in our school.”

#### 4) Alliteration

Alliteration is the repetition of a consonant sound (usually the first consonant) several times in a phrase, clause, or sentence. It adds cadence to a thought. For example does Winston Churchill deliver a speech when he stated, “Confidence and courage”.

### C. Discussion

#### 1. The Textual Level

At the textual level, this analysis covers the language use in the discourse in term of the linguistic feature used (stylistic features). To make sure and persuade his people, Bush uses some stylistic feature in describing the terrorist attack. It is hoped that he get some supports from his people especially his action to make war against terrorism with the title “The war against terror”.

At this level, the linguistic feature includes, words (part of speech), sentence types, sentence length, and cadence.

##### a. Words (Parts of Speech)

George W. Bush uses some kinds of word (parts of speech) in forming and shaping his ideas in the terrorist discourse. His words choice is presented by this description. He uses nouns mostly in his speech, but he never uses interjections. The frequency of the words used in his speech is nouns 24%, pronouns are 14%, adjectives are

17%, verbs are 19%, adverbs are 4%, prepositions are 14%, conjunctions are 8%, and interjection is 0%. Example 1:

“Terrorist attacks can shake the foundation of our biggest building, but they cannot touch the foundation of America” (line 13-14).

This sentence consists of many kinds of words. This sentence, then, will be analyzed one by one according to its part of speech. Terrorist (*adjective*) attacks (*noun*), can (*verb*), shake (*verb*), the (*adjective*), foundation (*noun*) of (*preposition*), our (*pronoun*), biggest (*adjective*), building (*noun*), but (*conjunction*), they (*pronoun*), can (*verb*), not (*adverb*), touch (*verb*), the (*adjective*), foundation (*noun*) of (*preposition*), America (*noun*). Example 2:

“A great people have been moved to defend a great nation” (line 11-12).

The sentence above consists of many words. They are: a (*adjective*), great (*adjective*), people (*noun*), have (*verb*), been (*verb*), moved (*verb*), to defend (*verb*), a (*adjective*), great (*adjective*), nation (*noun*).

##### b. Sentence Types

Sentence types are also the stylistic forms that a public speaker uses in his speeches. The tendency in choosing the kinds of the sentence types shows the stylistic forms that he chooses.

The frequency of the sentence types which are used by George W.

Bush is simple sentence 44%, compound sentence 24%, complex sentence 29%, and compound complex sentence 3%. In this part, the most frequent sentence types which are used by him is the simple sentences and the least frequent sentence types is the compound complex sentences.

The following is presented some examples of the sentence types which are used by George W. Bush in his first speech. Example 1 Simple Sentences:

"Today we turn to the urgent duty of protecting other lives, without illusion and without fear" (Appendix 1, 5-6).

"We've accomplished much in the last year-in Afghanistan and beyond" (appendix 1, line 7).

"We have much yet to do in Afghanistan and beyond" (Appendix 1, line 8).

The examples above are simple sentence because in each sentence, a, b, and c, has one independent clause.

### **c. Sentence Length**

Sentence length includes the stylistic forms which a public speaker uses in his speech. It determines how the public speaker constructs his ideas in certain sentences.

George W. Bush uses various kind of sentence length in his speeches. His choice of the sentence length is stated by the following description. He uses 436 words with 36 lines. And the average of words in each sentence is 13 words. As a conclusion is that Bush often uses short sentences in his speeches.

### **a. Cadence**

Cadence is a stylistic device used in rhetorical discourse to make the discourse more interesting and acceptable. It is also a form of persuasion by showing many kinds of cadency in the discourse.

1. Parallelism means that using the same pattern for two or more clauses or sentences. A speaker may use structure two or three kinds of constructions: subject-verb-object or subject-verb-prepositional phrase. The result is a balance and rhythm that makes parallel structures. The Parallelism used by Bush here are presented below.

"Our military is powerful and it is prepared"

"We will make no distinction between the terrorists who committed these acts and those who harbor them."

The sentence in a, has the same construction, that is each construction is formed by *S+P and S+P*. The sentence in b, it has parallel form in its clauses they are formed by *S+P+O* and *S+P+O*. Finally, the two sentences have the same form and they are in parallel forms.

### 2 Antithesis

Antithesis means that "opposition." In language style, antithesis is a sentence which has a parallel structure, but with the two parts contrasting each other. In the following examples are seen the antithesis found in the discourse.

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"Terrorist attacks can shake the foundation of our biggest buildings, but they can not touch the foundation of America"

"These acts shatter the steel, but they can not dent the steel of American resolve"

"These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed"

The antithesis in the first sentence shows that the way in which the terrorists want to destroy America. But they are not successful. They are succeed in damaging the building only, but they can't collapse the heart of the American. They are physically successful in their effort, but they are unsuccessful mentally.

## 2. Repetition

Repetition means that repeating a key word or phrase several times for emphasis. Repetition of a key word or phrase gives rhythm, power, and memorability to the message. The power of repetition is as a memorable stylistic device.

The following is presented examples of repetition taken from the discourse used by Bush.

"Today our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts" "Tonight, I ask for your prayer, for all those who grieve for the children whose worlds have shattered, for all whose sense of safety and security has been threatened."

The repetition of the first is repeating the word "our" three times. The word "our" here is intended to give stressing to a certain condition of

emotion. It is a persuasive way in which a message can be transferred well. Bush uses this repetition to show his deep heart to the attack which is unpredicted before. It is a rhetorical word in the context of persuasion. He also uses the repetition for the word "for." It is repeated three times. It is intended to give a support from his people by doing the action. Rhetorically, it is used to motivate his people to agree with him.

Further more, it can be seen that in this discourse, Bush does not use alliteration at all.

## 2. Discursive Practice

At this level, Bush tries to produce a discourse on the terrorism by demonstrating his view on America and the terrorist groups. He claims that America is a powerful country and remains and is still strong. He labels America with "I" and "We" in which they are addressed to America itself and allied countries. He presents the notion that the terrorist groups are labeled as "they". By presenting this different pronouns, there is an ideology that is presented that the terrorists are evil and America is good.

The idea on the terrorism is not taken for granted, without design, but it is well designed and prepared in such a way with the empirical purpose. It is a reflection of the social belief and practice in the US. This elaboration can be best described specifically below.

### a. The Function of "I", "We", and "They".

In responding to the terrorist attack on 11/9 1999, Bush delivered special comment in the form of speech through CNN channel. The discourse being explained is about the nature of attack, the terrorist, and the condition of America after the attack. He responds by saying that America represented by "I", i.e. president of United States of America, Bush.

#### 1) Representation of "I"

Representation of "I" in this speech reflects three points: showing power appreciation, and hope. Reflection of power is marked by his solution to solve the condition faced by the American government after the attack. He also shows his power by stating that he wants to move every resource to cope with the problem in which his government involved directly with the attack. The following citations denote this description:

"I implemented our government's emergency respond plans"  
"I've directed the full resources for our intelligence and law enforcement communities to find those responsible and bring them to justice".

In delivering his words, Bush presents his appreciation to every body that has helped him in responding the attack directly and indirectly. He does this activity to get positive image from his people, the American. The following scripts are taken from his speech.

"I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks.  
"I thank the many world leaders who have called to offer their condolences and assistance".

By making such efforts, Bush finally asks for hope from his people by asking their pray for his effort in finding and taking the solution for the case, the attack. He also describes that he symbolizes as a religious people by taking the psalm of Bible. It is taken by him to get positive appreciation from his people. The citations below show this matter:

Tonight I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened."  
" And I pray they will be comforted by a power greater than any of us spoken through the ages in Psalm 23:"Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me."

The function of "I" in this discourse states the power owned by Bush. He show his powerful strength by saying that he does his government's emergency plan. "I" indicates that he is the only body who has right to do much for his own country.

#### 2) Representation of "We"

Representation of "we" indicates that it aimed at the group of people, community, organization, and others which have same idea with his government in viewing the terrorism. The same idea means that they agree with Bush's conception about the terrorists

who attack WTC. This is aimed at allied group that are supporting each other. His country and his people having the same idea, opinion, perspective on the terrorists world and its danger to their states. The word "we" in this speech mentioned five times. They are all directed to American people. The Americans, in this context, can be every people from different group of community existing in America. He tries to assure that the American people never give-up to such the terror, attack, but they are still able to face every coming possibility because American people are the smartest people in the world. Consequently, they are ready and able to face every challenge heading to them. The following citations denote this point:

"we're the brightest beacons for freedom and opportunity in the world."  
"we responded with the best of America, with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could."  
"We will make no distinction between the terrorists who committed these acts and those who harbor them."  
"we do so this time."  
"we go forward to defend freedom and all that is good and just in our world."

The word "our" in this speech denotes belonging or ownership toward his country. The word "our" here represents that the American people and their government are united not separated in facing the attack. This show the moral value in which it leads psychological aspect that make the terrorists think twice to do the same attack in the future. It caused by the

purity of united concept among American and their opponent, the terrorists are wrong by labeling them as "evil". The following citations show this case:

"our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts."  
"Our country is strong"  
"our nation saw evil"  
"our government's emergency respond plans."  
"Our military is powerful, and it's prepared."

The function of "we" in this context expresses solidarity view given by the presidential idea to his people. By showing solidarity, he has a purpose of getting support from his people toward every action he is taking in depending and preventing his country from the terrorism at large.

### 3) Representation of "they"

In Bush's view, the word "they" refers to the terrorists who attack his country. The word "they" here reflects the opposition status to the people, group, or community that have different view on this world especially the political action. They are called terrorists, enemy, and opponent in every thing. They are labeled as the evil in which metaphorically directed to them in the world. He, then, describes that the terrorists are not successful in attacking the American people and their country. He states the word they twice after the word "but". It is inferred that they are negative in attacking the US and they

are failed. The following scripts are taken from Bush's speech:

"But they have failed."  
"but they cannot dent the steel of American resolve."

The function of "they" denotes the opposition, enmity, hatred, and evil headed to the terrorists group. People who are outside or contradiction with his view in seeing the terrorist are called "they". Pragmatically, it-they- is called in the distance from his side politically.

#### **b. The Metaphorical and Metonymical Representation (meaning) of the Discourse**

In releasing the terrorist attack discourse, Bush uses many metaphorical representation and metonymical words. The metaphoric one is described by saying that the attacks (terrorists) are only successful in attacking the buildings and material only, but they can not destroy the heart of America. The terrorists can not frighten the Americans, because they are very strong and great people.

The metaphorical representation is stated by the word "structure" to replace the "buildings", "A great People" to replace "steady or mature", "the beacon" to replace "the people", "steel" to replace "heart", "that light from shining" to replace "the righteous from reality", "at home" to replace "domestic country", "Psalm" replace the biblical verse".

All the metaphoric representations are presented to sweeten the persuasive content in the discourse, so that the essence becomes clearer and easy to comprehend.

The metonymic representation, on the other hand, can be seen by using the word "evil". The word "evil" in this context refers to the thing, and action, activity of the terrorist, or not the doer of the action (the terrorists themselves). So, the metonymy here is called *synecdoche*.

#### **3. Social Practice**

At the level of social practice, the view covers discourse is an important form of social practice with reproduces and changes knowledge, identity and social relations including power relations, and at the same time is shaped by other social practice and structures.

In this stage of analysis, the concept of "war against terror" produced by Bush is intended to change the view of people around the world especially his allies that the terrorists are evil, immoral, and deserved to be abolished. This conception is actually a representation of the people that see Islam is a treat by saying that the moslems are the terrorists. This opinion is intended to blame and give a negative label to the Islamic countries in which naturally are needed by the US. government.

Actually if it is seen from the phenomenological perspective, the real terrorist is America that always interferes



every country's problem in the world. He the US. Government tries to show that the identity of the US. Government is not in such view by designing the bad name or identity to the moslem countries. The identity of the US. Government is symbolized by the democratic guard of the world and the moslems countries are not democratic at all by showing the level of terrorist countries.

By giving the identity, the US government under the Bush administration wants to show its influence and power to other countries in the world as the world police. The US. Does not give a chance for the moslems countries to give a comment on it or show their identities.

Bush's view on the terrorism is influenced by the discourse exists and emerges around the Americans and allies people that are afraid of the development and the strength of the Islamic countries. So that he make a claim that Islam is the terrorist.

#### **D. Conclusion**

During the communication, the meaning of word is not always directly. It is understood by having the different meaning of its nuclear meaning, called metaphorical meaning. In political discourse or rhetorical discourse, the pronoun has special meaning determined by the context. The pronoun "I" describes the power on the speaker in the speech. The pronoun "we" describes a member or a group of people being a victim of the terrorist attack, American

people. The pronoun "they" reflects the doer of the attack, the terrorists.

At the text level, he uses some linguistic features to show and elaborate his ideas on the conception on the terrorism. In strengthening his discourse, he uses stylistic feature such words, sentence types, sentence lengths, parallelism, repetition, and antithesis. At the discursive part, he shows his own ideology on the conception on the terrorism. And at the social practice level, he shows that the US is a good one and the moslem countries are evil.

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## Appendix 1

### TEXT OF BUSH'S ADDRESS

September 11, 2001

**(CNN)- The text of President Bush's address Tuesday night, after the terrorist attacks on New York and Washington:**

Good evening.

Today, **our** fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts.

The victims were in airplanes or in their offices—secretaries, businessmen and women, military and federal workers. Moms and dads. Friends and neighbors.

Thousands of lives were suddenly ended by evil, despicable acts of terror.

The pictures of airplanes flying into buildings, fires burning, huge structures collapsing, have filled us with disbelief, terrible sadness and a quiet, unyielding anger.

These acts of mass murder were intended to frighten our nation into chaos and retreat. But **they** have failed. **Our** country is strong. A great people have been moved to defend a great nation.

Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but **they** cannot dent the steel of American resolve.

America was targeted for attack because **we're** the brightest beacons for freedom and opportunity in the world. And no one will keep that light from shining.

Today, our nation saw evil, the very worst of human nature, and we responded with the best of America, with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented **our** government's emergency respond plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington, D.C., to help with local rescue efforts.

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*Abd. Muqit*

Our first priority is to get help to those who have been injured and to take every precaution to protect our citizens at home and around the world from further attacks.

The functions of our government continue without interruption. Federal agencies in Washington, which had to be evacuated today, are reopening for essential personnel tonight and will be open for business tomorrow.

Our financial institutions remain strong, and the American economy will be open for business as well.

The search is underway for those who behind these evil acts. I've directed the full resources for our intelligence and law enforcement communities to find those responsible and bring them to justice. **We** will make no distinction between the terrorists who committed these acts and those who harbor them.

I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance.

America and our friends and allies join with all those who want peace and security in the world and we stand together to win the war against terrorism.

Tonight I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of **us** spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for You are with me."

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and **we** do so this time.

None of us will ever forget this day, yet **we** go forward to defend freedom and all that is good and just in our world.

Thank you. Good night and God bless America.