

**TYPES OF SENTENCES USED IN MICHELLE OBAMA'S SPEECH: A CONTENT ANALYSIS****Agus Riadi¹**agus_riadi@polteq.ac.id¹Politeknik Tonggak Equator¹**ABSTRACT**

English is an efficient language due to its simpler spelling, grammar, and letter system. When it comes to English grammar, one must follow numerous rules and regulations, such as an understanding of the parts of speech, tenses, phrases, clauses, and syntactic structures necessary to construct grammatically correct sentences. A sentence is generally divided into two categories: the functional and the structural. There are four different types of sentences based on structure: the simple sentence, compound sentence, complex sentence, and compound-complex sentence. In this regard, I selected the public speaker who delivered a formal speech employing a variety of sentence structures. The representation of appropriate speech delivery can be observed in one of Michelle Obama's speeches, titled "Michelle Obama's Speech at the 2020 DNC." My research aimed to provide information on the phenomenon of using different types of sentences in a speech to determine a suitable speech structure by employing content analysis as the research method. The findings revealed that the most frequently used type of sentence structure is the simple sentence, with the declarative sentence being the most commonly used context.

Keywords: *content analysis, type of sentence structure, context of use, speech*

INTRODUCTION

English is generally the world's most commonly spoken language. The global community's need for English proficiency has been growing at a rapid pace (Smith, 2015). Therefore, English serves as an international language capable of bridging all spheres of life, including educational, economic, political, social, and cultural (Himawati, 2018).

Generally, a sentence is known as a grammatically complete thought or an idea formed by a subject and a predicate. Darto (2019) states that sentences are composed of words, phrases, and clauses, each of which belongs to a specific grammatical category and performs a specific grammatical function within the sentence in which it appears. English sentences are constructed according to rules governing the arrangement of words in a sentence. Consequently, smaller units, whether they are words or clauses, are grammatically constructed with one another through various head-modifier relationships.

As cited by Sari et al. (2019), Frank (1972, p.220) states that a sentence is generally divided into two categories: functional and structural. The functional sentence describes the information structure of a sentence and, more broadly, linguistic communication. On the other hand, the structural sentence identifies sentences according to the number and kind of clauses contained within their syntactic structure. The functional sentence is divided into four categories: declarative, interrogative, imperative, and exclamatory sentences. The second category of the sentence is structural. There are four different types of sentences based on structure: simple, compound, complex, and compound-complex sentences (Murphy, 2003, as cited in Sari et al., 2019). A simple sentence contains an independent clause that does not contain a conjunction or another dependent clause. A compound sentence contains two distinct

clauses connected by a conjunction (for, and, nor, but, or, yet, so). Murphy also mentions that a complex sentence contains at least one independent clause and one dependent clause, all linked together. Lastly, a compound-complex sentence contains several independent components and at least one dependent clause. Conjunctions and subordinators are used in these sentences.

Understanding sentence structure will assist writers in identifying sections that should be modified by using clauses, conjunctions, and subordinators. Furthermore, having a better understanding of sentence structure will benefit writing skills or even communication skills. With a well-structured sentence, a speaker may communicate effectively with the audience.

Communication entails more than just being able to pronounce words and sentences verbally. Furthermore, based on Tran (2016), communication is a process of passing messages and common understanding from one person to another, defined as the act of sending, receiving, and comprehending information and meaning between two or more people. In communication, there are four categories: verbal communication, non-verbal communication, written communication, and visual communication. Speech is one of several forms of visual communication in spoken language that a speaker delivers in front of an audience to achieve a specific purpose. Additionally, when giving a speech, word choice and organized sentences into a grammatically correct structure are required to gain the audience's understanding. In this regard, I chose the public speaker who gave a formal speech employing a variety of sentence structures. The representation of appropriate speech delivery can be seen in one of Michelle Obama's speeches, entitled "Michelle Obama's Speech at the 2020 DNC."

LITERATURE REVIEW

This research aims to analyze the type of sentence structure found in the speech given by Michelle Obama. It seeks to provide information on the phenomenon of using different types of sentences in a speech to determine a suitable speech structure. Additionally, the findings from this research are intended to assist other speakers in delivering impactful speeches as powerful as Michelle Obama's. The research purposes include identifying the types of sentences most commonly used in Michelle Obama's Speech at the 2020 DNC and determining the most frequent context implied in each sentence type from Michelle Obama's speech.

As cited from Sari et al. (2019), there are some definitions of a sentence by experts. According to Hogue (1995, p.8) as cited in Sari et al. (2019), a sentence is a set of words that has a subject and a verb and that conveys a complete thought. Based on Hornby (2000) as cited in Sari et al. (2019), a sentence is a group of words that expresses a statement, a question, or an order, typically composed of a subject and a verb. In conclusion, a sentence is a group of words that stands alone; it generally has a subject and a predicate, conveys a statement, question, exclamation, or command, and is composed of a main clause and perhaps one or more subordinate clauses. Conventionally, a sentence is a collection of words that begins with a capital letter and ends with a period (.), a question mark (?), or an exclamation mark (!). A sentence either contains or implies a subject and a predicate.

According to Murphy (2003, p.224), as cited in Sari et al. (2019), sentence structure is classified into four types: simple, compound, complex, and compound-complex sentences. English Club (2021) also states four types of sentence structure: simple, compound, complex, and compound-complex sentences. In conclusion, the term "Type of Sentence Structure" will be used for future discussion.

Simple sentences are the first type of sentence. A simple sentence is composed of a single main clause. This means that a simple sentence contains a single subject and a single predicate. However, a simple sentence does not have to be brief. Other word functions, such as objects, attributes, and adverbials, can be added to the sentence.

A simple sentence is composed of two elements of sentence construction: a subject and a predicate. It expresses a single concept, idea, or question and contains only one verb - it is composed entirely of independent (main) clauses. Any independent clause can function as a sentence on its own. It has a subject and a verb and conveys a complete notion.

In contrast to a simple sentence containing a single main clause, a compound sentence contains two or more clauses. A compound sentence contains two or more independent sentences, each of which can stand alone. Compound sentences follow a specific structure. One of the characteristics of compound sentences is that the clauses have a fixed order. As a result, the clauses cannot be rearranged without affecting their meaning. Coordinate or correlative conjunctions connect the clauses in the compound sentence.

A compound sentence can also be formed by inserting a semicolon (;) between the main components. When a compound sentence begins with a semicolon, it is generally followed by words such as "hence," "additionally," or "similarly." These words are conjunctive adverbs. Therefore, "besides," "hence," or "similarly" are conjunctive adverbs.

A complex sentence is a sentence with one main clause and one or more subordinate clauses, such as an adjective clause, a noun clause, and an adverbial phrase. A subordinating conjunction connects the independent clause to the main sentence. A dependent clause is a clause that begins with the word "subordinator." Clauses may function as parts of other clauses or sentences, as defined by the complex sentence definition. It reduces the complexity of the statement to a single dependent clause.

Compound-complex sentences are the final type of sentence. They can be a compound sentence with complex components or a complex sentence with complex components. Compound-complex sentences are frequently associated with the word "and." Compound sentences with several clauses can be composed of two main clauses with a dependent clause. In some instances, however, there is simply one main clause with two dependent clauses. These patterns are referred to as compound-complex sentences.

According to Pei et al. (2018), sentence function is a significant aspect in achieving the speaker's intent, although it has not yet been addressed in large-scale conversation production. Based on Rozakis (2013), as cited in Pei et al. (2018), there are four major function types in language, such as declarative, interrogative, exclamatory, and imperative. Declarative sentences express a statement. Declarative sentences often terminate with a full stop/period and provide information. Interrogative sentences pose an inquiry. Interrogative sentences pose a question and always end with a question mark, indicating an inquisitive nature. Imperative sentences convey a directive. Imperative sentences instruct the listener to do something and end with a full stop/period or an exclamation point. Exclamative sentences show extreme emotion or astonishment and make a statement instead of asking a question (Club, The 4 English Sentence Types, 1997-2022).

The writer also adapted another sentence function from Andersen (2014): to display a simple list, to give concise directions, to combine similar ideas, to compare or contrast ideas, to convey cause and effect or a chain of events, and to elaborate on a claim or extend reasoning. To display a simple list means giving a short mention of things in one sentence. To give concise directions means providing a brief but clear message. To combine similar ideas means merging the same main idea in one sentence. To compare or contrast ideas means presenting contrasting ideas in one sentence. To convey cause and effect or a chain of events means that the sentence must have a cause and effect that are interconnected. Lastly, to elaborate on a claim or extend reasoning means providing a further explanation of the initial topic discussed in one sentence.

Public speaking is an oral presentation in which a speaker addresses an audience. Until the twentieth century, public speakers were sometimes referred to as orators, and their lectures were known as orations (Nordquist, 2020). From business leaders to politicians, many professionals today use public speaking to educate, motivate, and persuade audiences near and

far. However, the art of public speaking has evolved over the last few centuries from stiff orations to a more casual conversation, which contemporary audiences prefer.

Public speaking is the skill of verbally communicating with an audience. To master public speaking, one must first recognize the four distinct public speaking styles: informative, ceremonial, demonstrative, and persuasive (Hogan et al., 2014). An informative speech serves to deliver information, which everyone does daily in some capacity. Every day, people use informative speech in various ways, from offering directions to someone who is lost to describing a movie's storyline to a friend. Another way an informative speech differs is that it does not try to persuade the listeners that one item is better than another. The primary goal of an informative speech is to enlighten rather than persuade, entertain, or inspire the audience (Barton & Tucker, 2019).

Barton and Tucker's book also explains that ceremonial speeches are speeches delivered at a ceremony or ritual characterized by the respect of formality or etiquette, as opposed to other types of speeches. A ceremonial speech aims to capture an audience and create an emotional response to the situation or occasion. Naturally, the occasion will influence the type of experience the speaker creates, and various occasions have varying expectations of speakers based on the purposes: inspiring, commemorating, accepting, or unifying.

On the other hand, demonstrative speaking techniques include science demonstrations and role-playing (Schrijver, 2017). This public speaking style involves communicating effectively and concisely while describing and performing tasks. A demonstrative speaker may illustrate the process of generating electricity while cycling, for example, to power a toaster. The goal of demonstrative speaking is for audience members to leave with knowledge on how to perform a task.

Lastly, persuasive public speaking is a style of public speaking in which the emphasis is on influencing others (Angraini, 2016). Persuasive speaking is the most frequently used style of communication. This style of discourse might range from debating politics to discussing what to eat for dinner. Persuasive speaking is inextricably linked to the audience, as the speaker must meet them halfway. Persuasion is not entirely under the speaker's control; influence occurs when an audience agrees with what the speaker says. As a result, persuasive speaking involves an increased focus on audience analysis.

METHODOLOGY

In this research, my aim was to identify the most commonly used type of sentence in Michelle Obama's Speech at the 2020 DNC. The research method I adopted to support the qualitative approach was descriptive analysis. Pritha Bhandari (2020) also noted that researchers used content analysis to identify the purposes, meanings, and impacts of communication content. Additionally, this method allowed for the inference of information about the writer and the intended audience of the analyzed text. As explained by the expert above, it could be stated that the content analysis method was suitable for this research to analyze the commonly used type of sentence in a speech and understand the impact of communication content.

Regarding the research topic, I selected "Michelle Obama's Full Speech at the 2020 DNC" video as the object of research. This choice was based on the fact that it represented Michelle Obama's most recent speech, and the content of the delivery was compelling. Furthermore, the speech was delivered in formal sentences that were suitable, which facilitated the efficient conduct of this research.

In this video, Michelle Obama expressed her opinion about the then-current political situation from her perspective and emphasized the critical nature of their nation's situation over the previous four years due to the leadership at that time. The video had a duration of 18 minutes and 41 seconds and was published on August 18th, 2020, on the NBC News YouTube

channel, with 2,063,832 views (as of January 16, 2022). For the research, I obtained the full transcript of Michelle Obama's speech from the official website of The New York Times, www.nytimes.com, protected by United States copyright law.

For this research, I employed the content analysis method, which is a research approach used to identify specific words, topics, or concepts within a body of qualitative data (University, 2019). Researchers could assess and analyze the presence, meanings, and correlations of specific words, themes, or concepts using content analysis (University, 2019). Therefore, I analyzed the type of sentence structure used in Michelle Obama's full speech at the 2020 Democratic National Convention video on the NBC News YouTube Channel without interacting with other participants.

I obtained the full transcript of Michelle Obama's full speech at the 2020 Democratic National Convention from The New York Times website. In addition to this primary data source, I also collected secondary data from the internet, articles, and literature.

Data analysis proceeded simultaneously with other aspects of the study's development in qualitative research, particularly data gathering and writing up the findings (Creswell, 2013). Therefore, the technique of data analysis in qualitative research involved the following steps:

1. Coding

In data coding, the term referred to the process of translating a collection of information or observations into a collection of meaningful, cohesive categories (Allen, 2017). In this study, I categorized each sentence in the text transcript using a number code.

2. Classification

The data classification analysis function was the process of categorizing columns to organize and focus data exploration activities. In this technique, I classified the data into several categories based on the type of sentence structure. Additionally, the sentences were categorized according to the type of clauses.

3. Data Display

Data display in graphical form was a method of conveying information concisely and effectively, presenting details contained in longer textual information (Verdinelli & Scagnoli, 2013). After classifying the data, I displayed it in tabular form and provided explanations in narrative text.

FINDINGS AND DISCUSSION

In my research, I used a content analysis sheet to analyze the types of sentences according to their structure. I classified the sentence structure into four types: simple sentences, compound sentences, complex sentences, and compound-complex sentences. In identifying each analyzed sentence, I employed the official transcript from The New York Times website, and the transcript was organized into paragraphs. I utilized code numbers for each paragraph and sentence to facilitate my research. My research focused on the analysis of the types of sentence structure found in Michelle Obama's speech, as follows:

Table 1. Type of Sentence Structure Frequency

Type of Sentence Structure	Frequency	Percentage (%)
Simple Sentence	57	40
Compound Sentence	5	4
Complex Sentence	14	10
Compound-Complex Sentence	9	6
Total	85	60

The table above displays the frequency and percentage of the types of sentence structure found in Michelle Obama's speech. From the data analysis, I found that 85 out of 141 sentences used the appropriate sentence structure. The following is a structural breakdown discussion of five samples of each type of sentence structure:

1. Simple Sentence

a. Sentence 2-2

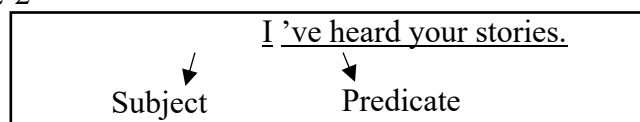


Figure 1: Sentence 2-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a simple sentence because it consisted of only one independent clause. The subject was "I," and the predicate was "I've heard your stories."

b. Sentence 6-3

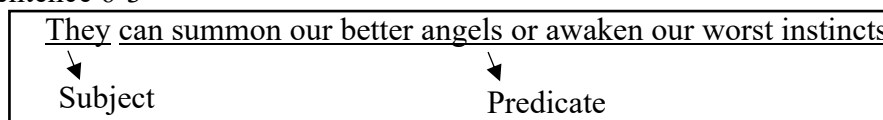


Figure 2: Sentence 6-3 Structural Breakdown

Based on my interpretation, the subject of the sentence was "They," and the predicates were "can summon our better angels" and "awaken our worst instincts." Although there were two verbs ("can" and "awaken"), it still counted as an independent sentence. When two predicates are joined by a conjunction and share the same subject, it is referred to as a compound predicate. Therefore, this sentence was classified as a simple sentence because it had one independent clause consisting of a subject and a compound predicate.

c. Sentence 22-2

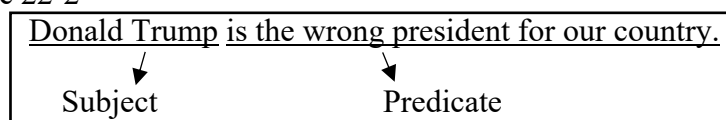


Figure 3: Sentence 22-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a simple sentence because it consisted of only one independent clause. The subject was "Donald Trump," and the predicate was "is the wrong president for our country."

d. Sentence 31-3

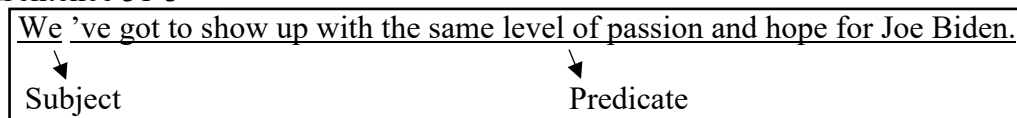


Figure 4: Sentence 31-3 Structural Breakdown

Based on my interpretation, the subject of the sentence was "We," and the predicates were "ve got to show up with the same level of passion" and "hope for Joe Biden." Although there were two verbs ("ve" and "hope"), it still counted as an independent sentence. When two predicates are joined by a conjunction and share the same subject, it is called a compound predicate. Therefore, this sentence was classified as a simple sentence because it had one independent clause consisting of a subject and a compound predicate.

e. Sentence 34-3

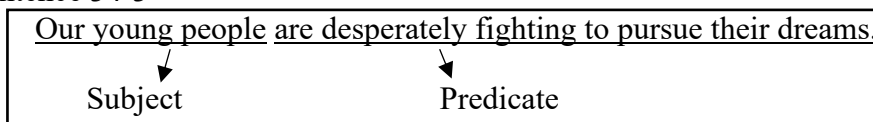


Figure 5: Sentence 34-3 Structural Breakdown

Based on my interpretation, the sentence above was classified as a simple sentence because it consisted of only one independent clause. The subject was "Our young people," and the predicate was "are desperately fighting to pursue their dreams."

2. Compound Sentence

a. Sentence 1-2

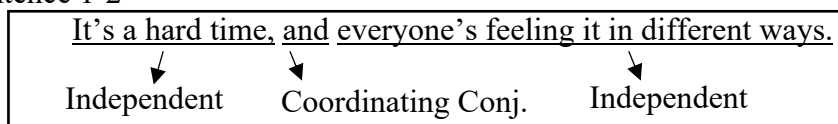


Figure 6: Sentence 1-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound sentence because it consisted of two independent clauses joined by a coordinating conjunction. The independent clauses were "It's a hard time, and everyone's feeling it in different ways," and the coordinating conjunction was "and."

b. Sentence 23-2

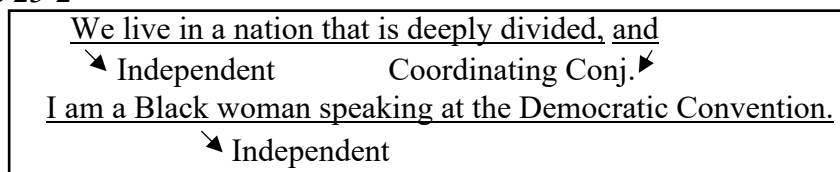


Figure 7: Sentence 23-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound sentence because it consisted of two independent clauses joined by a coordinating conjunction. The independent clauses were "We live in a nation that is deeply divided," and "I am a Black woman speaking at the Democratic Convention," and the coordinating conjunction was "and."

c. Sentence 27-1

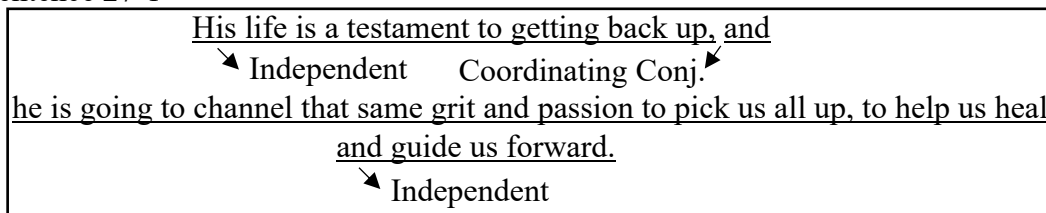


Figure 8: Sentence 27-1 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound sentence because it consisted of two independent clauses joined by a coordinating conjunction. The independent clauses were "His life is a testament to getting back up," and "he is going to channel that same grit and passion to pick us all up, to help us heal and guide us forward," and the coordinating conjunction was "and."

d. Sentence 30-5

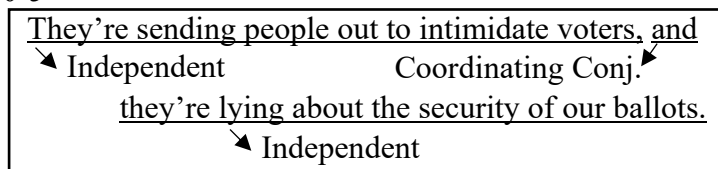


Figure 9: Sentence 30-5 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound sentence because it consisted of two independent clauses joined by a coordinating conjunction. The independent clauses were "They're sending people out to intimidate voters," and "they're lying about the security of our ballots," and the coordinating conjunction was "and."

e. Sentence 34-2

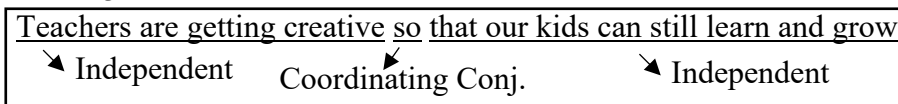


Figure 10: Sentence 34-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound sentence because it consisted of two independent clauses joined by a coordinating conjunction. The independent clauses were "Teachers are getting creative," and "that our kids can still learn and grow," and the coordinating conjunction was "so."

3. Complex Sentence

a. Sentence 5-1

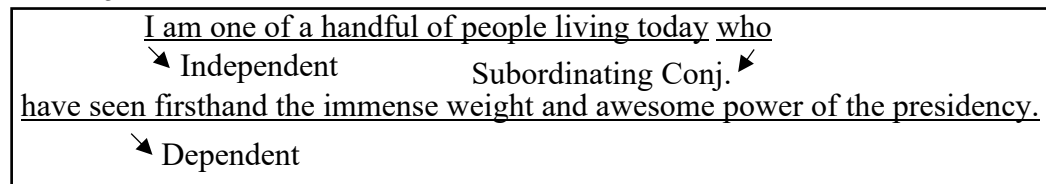


Figure 11: Sentence 5-1 Structural Breakdown

Based on my interpretation, the sentence above was classified as a complex sentence because it consisted of an independent clause and a dependent clause joined by a subordinating conjunction. The independent clause was "I am one of a handful of people living today," the dependent clause was "have seen firsthand the immense weight and awesome power of the presidency," and the subordinating conjunction was "who."

b. Sentence 9-1

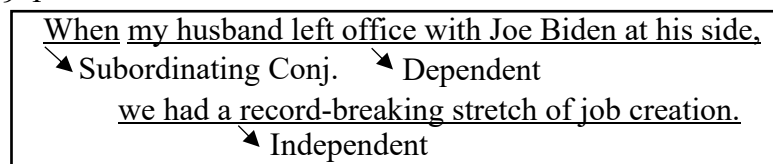


Figure 12: Sentence 9-1 Structural Breakdown

Based on my interpretation, the sentence above was classified as a complex sentence because it consisted of an independent clause and a dependent clause headed by a subordinating conjunction. The independent clause was "we had a record-breaking stretch of job creation," the dependent clause was "my husband left office with Joe Biden at his side," and the subordinating conjunction was "when."

c. Sentence 13-4

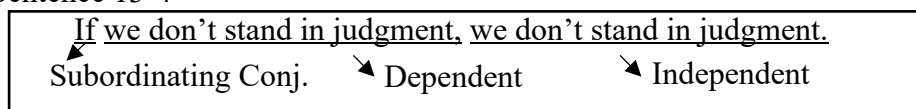


Figure 13: Sentence 13-4 Structural Breakdown

Based on my interpretation, the sentence above was classified as a complex sentence because it consisted of an independent clause and a dependent clause headed by a subordinating conjunction. The independent clause was "we don't stand in judgment," the dependent clause was "we don't stand in judgment," and the subordinating conjunction was "if."

d. Sentence 24-2

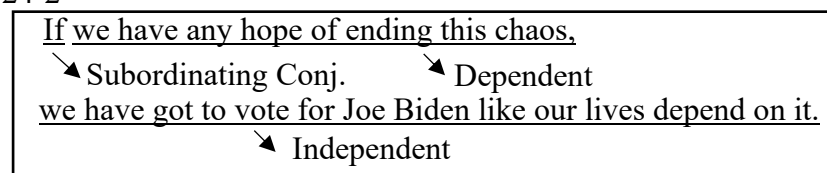


Figure 14: Sentence 24-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a complex sentence because it consisted of an independent clause and a dependent clause headed by a subordinating conjunction. The independent clause was "we have got to vote for Joe Biden like our lives depend on it," the dependent clause was "we have any hope of ending this chaos," and the subordinating conjunction was "if."

e. Sentence 26-2

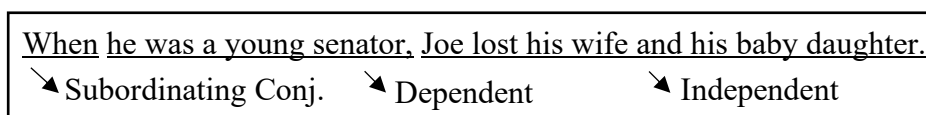


Figure 15: Sentence 26-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a complex sentence because it consisted of an independent clause and a dependent clause headed by a subordinating conjunction. The independent clause was "Joe lost his wife and his baby daughter," the dependent clause was "he was a young senator," and the subordinating conjunction was "when."

4. Compound-Complex Sentence

a. Sentence 7-1

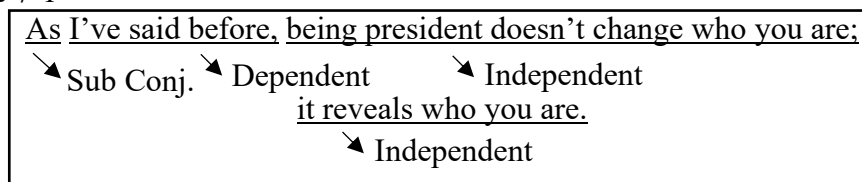


Figure 16: Sentence 7-1 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound-complex sentence because it consisted of more than one independent clause separated by a semicolon and a dependent clause headed by a subordinating conjunction. The independent clauses were "being president doesn't change who you are" and "it reveals who you are," the dependent clause was "I've said before," and the subordinating conjunction was "as."

b. Sentence 15-3

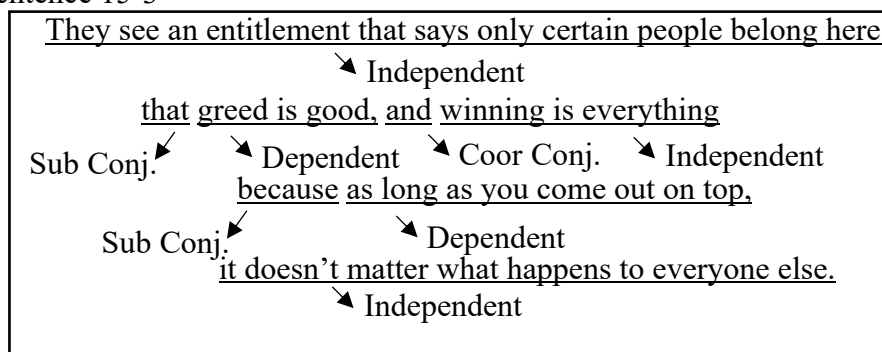


Figure 17: Sentence 15-3 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound-complex sentence because it consisted of more than one independent clause and two dependent clauses joined by two subordinating conjunctions and a coordinating conjunction. The independent clauses were "They see an entitlement that says only certain people belong here," "winning is everything," and "it doesn't matter what happens to everyone else." The dependent clauses were "greed is good" and "as long as you come out on top," the subordinating conjunctions were "that" and "because," and the coordinating conjunction was "and."

c. Sentence 16-2

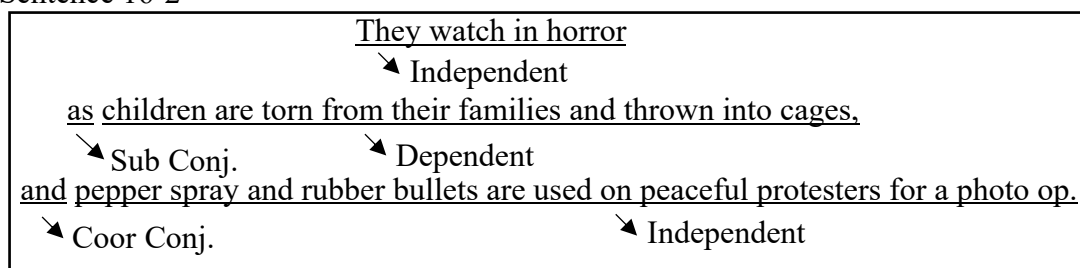


Figure 18: Sentence 16-2 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound-complex sentence because it consisted of more than one independent clause and a dependent clause joined by a subordinating conjunction and a coordinating conjunction. The independent clauses were "They watch in horror" and "pepper spray and rubber bullets are used on peaceful protesters for a photo op." The dependent clause was "children are torn from their families and thrown into cages." The subordinating conjunction was "as," and the coordinating conjunction was "and."

d. Sentence 22-3

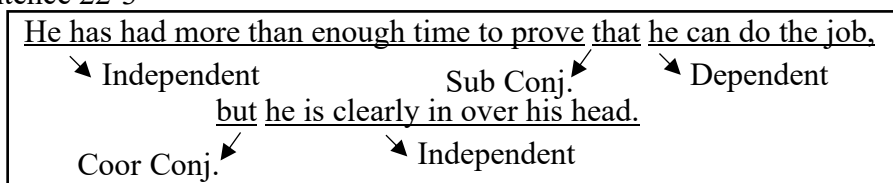


Figure 19: Sentence 22-3 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound-complex sentence because it consisted of more than one independent clause and a dependent clause joined by a subordinating conjunction and a coordinating conjunction. The independent clauses were "He has had more than enough time to prove" and "he is clearly in over his head." The dependent clause was "he can do the job." The subordinating conjunction was "that," and the coordinating conjunction was "but."

e. Sentence 33-4

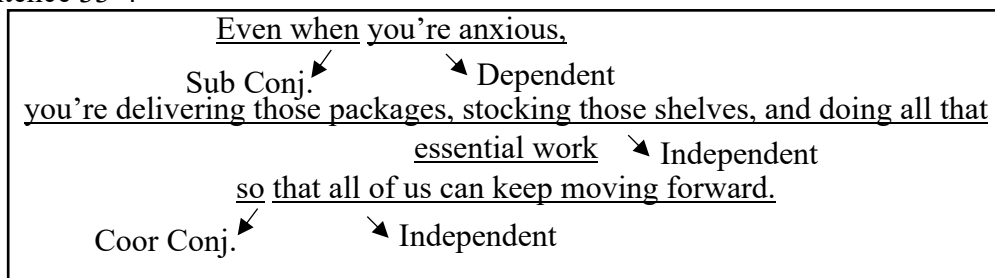


Figure 20: Sentence 33-4 Structural Breakdown

Based on my interpretation, the sentence above was classified as a compound-complex sentence because it consisted of more than one independent clause and a dependent clause

joined by a subordinating conjunction and a coordinating conjunction. The independent clauses were "you're delivering those packages," "stocking those shelves," and "doing all that essential work" and "that all of us can keep moving forward." The dependent clause was "you're anxious." The subordinating conjunction was "even when," and the coordinating conjunction was "so."

In my research, I used a content analysis sheet as my research method. Based on the data analysis result, it shows that Michelle Obama used all kinds of types of sentence structures in her speech. From the data analysis result, I found that 85 out of 141 sentences used the appropriate sentence structure, which means 60% of the sentences in the speech transcript use all types of sentence structure. A simple sentence is the most frequently used sentence from the analysis result, with 56 out of 141 sentences found as simple sentences. Most of the simple sentences imply the context of a declarative sentence. It shows in this video when Michelle Obama states her opinion about their current political state in shorter sentences.

Table 2. Type of Sentence Structure Context of Use Frequency

Type of Sentence Structure	Context of Use									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Simple Sentence	39	1	5	4	5	2				
Compound Sentence							1		1	3
Complex Sentence								1	2	12
Compound-complex Sentence		1					2	2	1	3
Total	39	2	5	4	5	2	3	3	4	18

On the contrary, a compound sentence is the least frequently used sentence from the analysis result, with only 5 out of 141 sentences found as compound sentences. A compound sentence has at least two independent clauses connected by a coordinating conjunction or a semicolon. From the transcript, I found that "and" is the coordinating conjunction that is often used in a compound sentence. The "and" conjunction expresses similarity, sequence, or addition. Therefore, the most common context of use of a compound sentence is to elaborate on a claim or extend reasoning. It shows in this video when Michelle Obama explains tactics carried out by the opposing party during the presidential election period.

Furthermore, complex sentences mostly imply the context of use of elaborating on a claim or extending reasoning because the sentence is more complicated than the simple one. It is 15 out of 141 sentences found as complex sentences. A complex sentence consists of at least one dependent clause and one independent clause. It is most effective when more information is required to clarify or change the sentence's main idea. For example, when Michelle Obama talks about how they can still fight through these tough times despite the sacrifices they have made.

Lastly, compound-complex sentences have more elements than normal phrases, conveying longer, more difficult concepts. This sentence is useful for expressing complex ideas or describing long chains of events. Therefore, the most common context of use of compound-complex sentences is to elaborate on a claim or extend reasoning. It is 9 out of 141 sentences found as compound-complex sentences. A compound-complex sentence consists of at least two independent clauses and one dependent clause. It is the most complicated sentence, so Michelle Obama often used this kind of sentence if she needed to explain in longer sentences.

However, I also found that there are sentences that are not included in any of the four sentence types. This type of sentence is an incomplete sentence, commonly known as a sentence fragment (Campus, 2022). It is not an independent clause; hence, it could not stand alone. It lacks a subject or a verb (or both), or it might be a dependent clause. Another statement from a website (College, 2022) states that even though a sentence contains a subject and a verb, it is not a sentence if it consists of a word group beginning with a conjunction. It is a fragment. It is not connected to anything and does not represent a complete thought.

From the data analysis result, I found that the other 56 out of 141 sentences could not be classified into the type of sentence structure, which means 40% of the sentences in the speech transcript are sentence fragments. Mostly the sentence fragments start with the coordinating conjunction of "and" or do not have a complete thought. However, a blog writer named Tanya Trusler (2017) states it is perfectly acceptable to begin a sentence in informal or casual writing with a coordinating conjunction such as "and" or "but." Therefore, it can be concluded that it is sufficient to start a sentence with the coordinating conjunction in a speech because communication is flexible.

CONCLUSION

Based on the findings and discussions described in the previous chapter, I conclude that most of the sentences in Michelle Obama's speech utilize the four types of sentence structures. The most frequently employed sentence structure in Michelle Obama's speech is the simple sentence. She frequently employed simple sentences to deliver direct statements, ensuring that the audience could easily grasp the message conveyed in her speech.

Simple sentences are primarily used in declarative contexts. Since simple sentences are more straightforward than other sentence types, they are often employed to express statements and opinions. As a result, this type of sentence is well-suited for declarative contexts. In contrast, compound, complex, and compound-complex sentences are mainly used to elaborate on claims or extend reasoning because they are more complex than simple sentences.

For future researchers, I recommend exploring sentence fragments, as not all sentences in the speech transcript can be classified into the four types of sentence structure. Additionally, it would be beneficial to analyze modern grammar rules related to sentence structure. Many platforms offer articles on the development of traditional grammar rules.

For English speakers, I suggest delving deeper into the various types of sentence structures to enhance their public speaking abilities, particularly in formal public speaking. As a public speaker, it is advisable to use simple sentences to effectively convey a message, ensuring that the audience, regardless of their background, can comprehend the information effectively.

REFERENCE

- Allen, M. (2017). Coding of Data. *The SAGE Encyclopedia of Communication Research Methods*, 1.
- Andersen, S. (2014). Sentence Types and Function. *San José State University Writing Center*, 1-6. Retrieved from Googel Scholar: [efaidnbmnnibpajpcglclefindmkaj/https://www.sjsu.edu/writingcenter/docs/handouts/Sentence%20Types%20and%20Functions.pdf](https://www.sjsu.edu/writingcenter/docs/handouts/Sentence%20Types%20and%20Functions.pdf)
- Angraini, Y. (2016). Rules of Three Analysis in Persuasive Public Speaking Presentation. *JOURNAL ANGLO-SAXON*, 3-13.
- Awwaabiin, S. (2021, July 1). *Purposive Sampling: Pengertian, Jenis-Jenis, dan Contoh yang Baik dan Benar*. Retrieved from deepublish: <https://penerbitdeepublish.com/purposive-sampling/>

- Barton, K., & Tucker, B. G. (2019). *Exploring Public Speaking - 4th Edition*. Dalton: University System of Georgia.
- Bhandari, P. (2020, June 19). *An introduction to qualitative research*. Retrieved from Scribbr: <https://www.scribbr.com/methodology/qualitative-research/>
- Campus, U. o. (2022). *Get tips on understanding and correcting sentence fragments*. Retrieved from UNIVERSITY OF MARYLAND GLOBAL CAMPUS: <https://www.umgc.edu/current-students/learning-resources/writing-center/writing-resources/grammar-help/sentence-fragments#:~:text=A%20fragment%20is%20an%20incomplete,not%20express%20a%20complete%20thought.>
- Carter, N., Bryant-Lukosius, D., Dicenso, A., & Blythe, J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forum*, 545-547.
- Club, E. (1997-2022). *The 4 English Sentence Types*. Retrieved from EnglishCLUB: [https://www.englishclub.com/grammar/sentence/type.htm#:~:text=declarative%20sentence%20\(statement\),exclamative%20sentence%20\(exclamation\)](https://www.englishclub.com/grammar/sentence/type.htm#:~:text=declarative%20sentence%20(statement),exclamative%20sentence%20(exclamation))
- Club, E. (1997-2022). *The 4 Types of Sentence Structure*. Retrieved from English Club: <https://www.englishclub.com/grammar/sentence/sentence-structure.htm>
- Club, E. (2021). *The 4 Types of Sentence Structure*. Retrieved from English Club: <https://www.englishclub.com/grammar/sentence/sentence-structure.htm>
- College, P.-H. S. (2022). *Fragments*. Retrieved from Pasco-Hernando State College: <https://writing-center.phsc.edu/grammar/sentence-structure/problems-sentences/fragments>
- Creswell, J. W. (2013). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. New York: SAGE Publications, Inc.
- Darto. (2019). Types of Simple Sentence Used on the Joko Widodo's Speech at Bali. *JournE*, 52-61.
- FIRST FAMILIES Michelle Obama. (2022). Retrieved from THE WHITE HOUSE: <https://www.whitehouse.gov/about-the-white-house/first-families/michelle-obama/>
- Himawati, U. (2018). ENGLISH ROLE AS INTERNATIONAL LANGUAGE IN EDUCATION ON UNIVERSITY LEVEL. *Jurnal Edulingua*, 25-29.
- HOGAN, J. M., ANDREWS, P. H., ANDREWS, J. R., & WILLIAMS, G. (2014). *Public Speaking and Civic Engagement - Third Edition*. United States of America: Pearson Education, Inc.
- Irawati, H. (2015). ERROR ANALYSIS ON GRAMMATICAL ASPECTS OF STUDENT'S NARRATIVE WRITING. *Getsempena English Education Journal*, 1-14.
- Kubai, E. (2019). Reliability and Validity of Research Instruments. 1-9.
- Nadiah, Arina, & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. *ELITE Journal*, 1-11.
- Nordquist, R. (2020, January 9). *The Art of Public Speaking*. Retrieved from ThoughtCo.: <https://www.thoughtco.com/public-speaking-rhetoric-communication-1691552>
- Paz, I. G. (2020, August 17). *Full Transcript of Michelle Obama's D.N.C. Speech*. Retrieved from The New York Times: <https://www.nytimes.com/2020/08/17/us/politics/Michelle-Obama-speech-transcript-video.html>
- Pei, K., Jian, G., Minlie, H., & Xiaoyan, Z. (2018). Generating Informative Responses with Controlled Sentence Function. *Proceedings of the 56th Annual Meeting of the Association for Computational Linguistics (Long Papers)*, 1499-1508.
- Richards, J. C. (2012, September 16). *Definition of Grammar*. Retrieved from Professor Jack C. Richards: <https://www.professorjackrichards.com/definition-of-grammar/>

Riadi, A. (2023). Types of Sentences Used in Michelle Obama's Speech: A Content Analysis. *ELSA Journal*, 4(1), 44-58.

Sari, I. D., Syarif, H., & Amri, Z. (2019). AN ANALYSIS OF COMPOUND SENTENCES IN STUDENTS' WRITING. *Advances in Social Science, Education and Humanities Research*, 341-348.

Schrijver, A. D. (2017, March 23). *What Is a Speech Presentation?* Retrieved from Pen & the Pad: <https://penandthepad.com/info-8131192-different-types-public-speaking.html>

Smith, L. E. (2015). English as an international language: No room for linguistic chauvinism. *Journal of English as a Lingua Franca*, 165-171.

Tran, B. (2016). Communication: The Role of the Johari Window on Effective Leadership Communication in Multinational Corporations. *IGI Global*, 405-429.

Trusler, T. (2017, August 17). *Can We Start a Sentence with a Conjunction?* Retrieved from Ellii: <https://ellii.com/blog/can-we-start-a-sentence-with-a-conjunction>

University, C. (2019). *Content Analysis*. Retrieved from Columbia University Mailman School of Public Health: <https://www.publichealth.columbia.edu/research/population-health-methods/content-analysis>

Verdinelli, S., & Scagnoli, N. I. (2013). Data Display in Qualitative Research. *International Journal of Qualitative Methods*, 359-381.

Multinational Corporations. *IGI Global*, 405-429.

Trusler, T. (2017, August 17). *Can We Start a Sentence with a Conjunction?* Retrieved from Ellii: <https://ellii.com/blog/can-we-start-a-sentence-with-a-conjunction>

University, C. (2019). *Content Analysis*. Retrieved from Columbia University Mailman School of Public Health: <https://www.publichealth.columbia.edu/research/population-health-methods/content-analysis>

Verdinelli, S., & Scagnoli, N. I. (2013). Data Display in Qualitative Research. *International Journal of Qualitative Methods*, 359-381.