A CRITICAL DISCOURSE ANALYSIS OF MICHELLE OBAMA'S FINAL FIRST LADY SPEECH AT THE WHITE HOUSE IN BBC NEWS

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Abstrak

Penelitian ini didasarkan pada teori AWK dan metode analisis yang dianjurkan oleh Thomas N. Huckin. Sedangkan pembahasannya menggunakan metode penelitian kualitatif deskriptif, berurusan dengan data dalam bentuk kata-kata dari pada statistik, berusaha sampai pada deskripsi rinci tentang sesuatu yang sistematis. Ini dimulai dengan menganalisis beberapa fitur teks secara keseluruhan. Selanjutnya, beberapa fitur dianalisis pada tingkat kalimat dan kata. Karena merupakan wacana kritis, fitur-fitur ini dianalisis secara kritis. Faktanya, kelemahan ditemukan dalam menganalisis setiap karakteristik pidato Michelle Obama. Terakhir membuat interpretasi kontekstual, meringkas bagaimana bahasa, kekuasaan, dan ideologi digunakan dalam pidato Michelle Obama. Penafsiran juga didasarkan pada hasil dua analisis sebelumnya. Hasil akhirnya menunjukkan bahwa AWK dapat menemukan adanya hubungan antara bahasa, kekuasaan, dan ideologi. Melalui bahasa yang digunakan mampu dianggap sebagai kekuatan energi dan penyebab pembicara, di mana kekuatan itu sangat terasa dan ideologinya terlihat jujur di samping itu juga dapat dipahami.

Kata Kunci: *Analisis Wacana Kritis (AWK), Ideologi, Bahasa, Kekuasaan*

Abstract

This research is based on the CDA theory and its analytical methods advocated by Thomas N. Huckin. While the discussion used a descriptive qualitative research method, dealing with data in terms of words rather than statistics, trying to arrive at a detailed description of something systematic. It begins by analyzing some features of the text as a whole. Subsequently, some features are analyzed at sentence and word level. Since it is a critical discourse, these features are analyzed critically. In fact, the flaw is found in analyzing each of the characteristics of Michelle Obama's speech. The last makes a contextual interpretation, summarizing how the language, power and ideology is used in Michelle Obama's speech. The interpretation is also based on the results of the two previous analyses. The end result indicates that CDA can discover the relationships among language, power, and ideology. Through the language used, it is able to be regarded as the

power of energy and the cause of the speaker, in which the power is strongly felt and the ideology is honestly visible in addition to understandable.

Keywords: Critical Discourse Analysis (CDA), Ideology, Language, Power

INTRODUCTION

In society, people are certainly able to communicate with other people, either formal or non-formal ways. We use language to communicate our purpose. Some purposes are different, some people use language only to communicate with each other informally and others use it formally, e.g. for a speech. Speech is one form of verbal communication that is also used as a means of producing a language. In this case, people, like a leader, can also use speech to provide information not only to people in their community but also to people outside the community. Speech is the way of expressing one's thoughts through words arranged and spoken in public. This speech can be a way of delivering a message from a country leader to communicate their purpose to the people in their community. One of the examples of using speech as a tool to communicate purpose is a speech spoken by Michelle Obama's American First Lady on BBC News. In her farewell speech as a final first lady on BBC News, Michelle Obama gave an emotional farewell speech at the White House. She also said America's young people should be focused and hopeful with good education because it's one of American Traditions. Not only that, in her speech, Michelle Obama also conveyed several messages that could encourage young people to dare to face the challenges that will come in the future. That is why the writer is more interested in Michelle Obama's Final First Lady Speech on BBC News than other figures even though this speech was published in 2017.

Besides, the reason for choosing the language is also because it is a common form of the language. The use of language creates the idea of power and its ideology. In order to examine language use and to ask why it was used and what are the implications of this type of language use, the writer carried out an analytical framework to examine the connections between language, power and the ideology, called critical discourse analysis. Critical Discourse Analysis (CDA) is an interdisciplinary approach to discourse research that considers language as a form of social practice and focuses on the ways in which text and conversation reproduce social and political domination. Critical discourse analysis or known as CDA, analyzes words beyond structure. It involves power and text analysis to search for meaning in speech or text. Discourse Analysis (DA) is the analytical framework created to study the actual text and conversation in the communicative context, while Critical Discourse Analysis (CDA) is a type of discourse analytical research that mainly studies the form of abuse of social power, dominance and inequality are staged, reproduced and combated through text and language in the social and political CDA is particularly interested in the detailed interface between discourse structures and power structures.

Using critical discourse analysis in the Final First Lady's speech, the writer will try to elucidate not only the language, power and ideology of the speech itself, but also of the speaker, the Final First Lady herself. So language, power and ideology can be seen from their use for the social problem that is happening and social power trying to influence the ideology of the community so that it is closer to something desired. Besides, by analyzing the speech, the writer will use critical language analysis to discover the meaning behind each of Michelle Obama's First Lady messages. To conduct this research, the writer uses a book entitled *Functional Approaches to Written Text: Applications in the Classroom (1997)*, which contains the theory of critical

analysis of discourse and its methods of analysis as advocated by (Syamsu, A., Muhajir, 2022). Huckin found it useful to conduct a two-step critical analysis. First read (listen or see) a text and try to play the role of an ordinary reader. Then go back and look at the text again at a specific point in time. In other words, we analyze the text using the characteristics associated with the text as a whole, and then analyze the text using the characteristics associated with the text at the sentence and word levels. This could have been done on purpose, leading him to wonder why that could be. The last step is a contextualized interpretation of the data by the socio-cultural environment. These steps are explained below:

First, analyzing the text at the whole text-level that consist of genre, framing, foregrounding/backgrounding, presupposition and discursive difference. Second, analyzing the text at the sentence level and word level. It consists of topicalization, agency, deletion/omission, insinuation, connotation, register and modality. Third, analyzing the text in contextual interpretation. These are three steps based on Huckin's theory of CDA. Since CDA is closely related to language, power and ideology, they are also described in the next sub-chapter consisting of language, power, and ideology. First, Language. Language is one of the most important parts of human life. Second, Power. Power has to do with the relation of difference and in particular with the effects of differences on social structures. Third, Ideology. Since the CDA is concerned with uncovering the often hidden ideologies that are reflected, amplified and constructed in everyday and institutional discourse, the notion of ideology is crucial. Like the terms discourse and power, ideology is probably the one that eludes precise definition the most. So that, before carrying out this research, the writer is already looking for several sources and finds several objects to choose as the main object of this research. The writer even observes several videos and reads several books, as the critical analysis of speech is not limited to language. After looking for varieties of objects to study, the writer finally decided to conduct this research with the title "A Critical Discourse Analysis of Michelle Obama's Final First Lady Speech at The White House in BBC News".

METHOD

The method used in this research is descriptive qualitative analysis, since the data are qualitative. By using descriptive qualitative analysis, the writer gets the answer about the problem statements in analyzing Critical Discourse Analyzing in Michelle Obama's Final First Lady speech. The source of data in this research is Michelle Obama's Final First Lady Speech at The White House in BBC News, January 7th, 2017. It is a video from the official YouTube Channel BBC News, https://youtu.be/LRakrYYtEbs , or more completely from the official YouTube Channel C-SPAN, https://youtu.be/Ae1hHuajIcw .

FINDINGS

The findings of Michelle Obama's speech are divided into three steps consisting of sub-steps between the first two steps. The first step is the analysis of the text at whole-text level, which consists of genre, framing, visual aid, foreground or background, presupposition, and discursive difference. Genre indicates the social desires and the way the composition of the speech textual content is used. As a result, it may be visible that the social purpose and the structure had been used nicely or not. Framing describes how the content material of the speech is introduced to the recipient. From the analysis, it may be visible that the entire speech's content material may be

obtained properly or it could cause an obscurity at the recipient. Visual aid describes the picture accompanying the textual content of a speech. The foreground and background describe some main concepts or ideas contained throughout the speech. Meanwhile, the presupposition describes how the speaker's assumptions are typically expressed. Besides, the discursive difference is the use of language that has led to inequalities in the social and political context.

The second step is to analyze the text at the sentence level and word level, divided into actualization, agency, deletion or omission, insinuation, connotation, register and modality. The topicalization figure is the topic or main idea contained in each paragraph or in several paragraphs at the same time that have the same topic. The agency analyzes the participants of the speech, says who the main participants are and what their role in the speech is. Deletion or omission constitute additions that are contained in the utterances or spoken sentences. Insinuation describes things that, when said, contain elements of justification. The result can be referred to as the language and ideology used. The connotation reflects the words in a form of expression that sounds or seems unusual. The last are register and modality. It describes the strength of the language used.

The third step is to analyze the text in contextual interpretation. This is a summary of Michelle Obama's speech on how language, power, and ideology are used. The interpretation is also based on the results of the two previous analyses.

DISCUSSION
Analyzing The Text at The Whole Text-Level
a. Genre

After reading the speech text, it is known that its text genre is an argumentative text that has a social function to present a point of view and deliver important messages provided in the speech by Michelle Obama as the Final First Lady of the United States. It is more clearly seen from the table 1 as follows:

Table 1. Genre Classification

No.	Genre Classification Argumentative	Michelle Obama's Final First Lady Speech at The White House in BBC News
1.	Social Function:	Present a point of view and justify the message of Michelle Obama's speech as a final first lady is being delivered at the White House as her farewell speech. *Can be seen in headline BBC News YouTube Channel in minutes [0:00-0:17] and [5:48-7:54].*
2.	Schematic Structures:	Michelle Obama said that for all the young people and everyone in the world should know that they are part of proud American. *Can be seen in BBC News YouTube Channel on minutes [0:00-0:29].*
	2.1 Statement of Position	
	2.2 Argument	Michelle Obama as the final first lady during in her farewell speech at the white house gave a message that: *1.* Tradition the infusion of new cultures in her country

		has made America as the greatest country on Earth. *Can be seen in BBC News YouTube Channel on minutes [0:00-0:29].* 2. Anything will be possible with hard work and good education, e.q. Want to be President. *Can be seen in BBC News YouTube Channel on minutes [0:29-0:53].* 3. A great American tradition was filled with religious and glorious diversity. *Can be seen in BBC News YouTube Channel on minutes [1:10-1:50].* 4. Everyone deserves to be a part of America's story. *Can be seen in BBC News YouTube Channel on minutes [2:10 - 2:20].* 5. Something better is always possible if we're willing to work for our dreams and fight for it. It is the fundamental belief in the power of hope. *Can be seen in BBC News YouTube Channel on minutes [3:49-4:09].*
	2.3 Summing Up	Michelle Obama convinces and encourages young people not to give up and not to be afraid for their dreams because everything will be possible with the power of hope and just believing in themselves. She also told young people to be focused, determined, hopeful, and empowered by empowering themselves with a good education and being someone who could lead by example with hope never fear. Michelle Obama also said that being the first lady has been the greatest honor of her life in the end of her farewell speech as the final first lady at the white house. *Can be seen in BBC News YouTube Channel on minutes [3:34 - 754].*
3.	Linguistic Features:	**Present Tense:** - … I **want** you to remember that in this country plenty of folks,... **Past Tense:** - … We **started** out with very little but with a lot of hard work and good education, …
	3.1 The argument is written in the timeless present tense or past tense	
	3.2 Verbs are used when expressing opinions	- … Our hope **is** that if we **work hard** enough and **believe** in ourselves, then we can be whatever we dream … - … So **that's my message** to young people as a first lady in a simple … - … I **can think** of no better way to end my time as first lady than celebrating with all of you …

3.3 Use of rhetorical questions	… You hear me? …
3.4 Use of passive verbs	… This right **isn't** just **handed** to you …
3.5 Use of pronouns I, we, us	- … **I** want our young people to continue to learn … - … Since **we** first started this journey … - … It makes **us** who we are …

Source: Data Analyzed 2022

b. **Framing**: The text of Michelle Obama speech consist of opening, content and closing. The main point of view of the text is aimed to young people in America.

    Opening: Michelle Obama intends to initiate her speech started with said thanks aimed to her fellows - work colleagues - whereas (greetings to everyone) is aimed to all attendees that helped her during her position as a First Lady of America. *Can be seen in C-SPAN YouTube Channel on minutes [1:51], [6:03-6:44].*

    Content: Michelle Obama concerns about young people that have immigrant parents in America that they belong to be part of American Story. So young people should be proud to be part of American Tradition because one of American traditions is the glorious diversity of the face, colors, and creeds. In addition, Michelle Obama is also trying to give an inspiring message to young people to work hard, have good education and belief in the power of hope because anything is possible even becoming president. *Can be seen in BBC News YouTube Channel on Minutes [0:00-0:29], [0:29-0:53], [1:10-1:54], [1:44-3:28], and 3:34-5:48].*

    Closing: In the end of her closing speech, Michelle Obama once again asserts and tries to convince young people to not to be afraid and just be focused on their education, be hopeful, powered, and empower themselves to be someone who could lead by example and never fear. In addition, she also said "*big thanks*" to all people who already dedicate themselves to America. *Can be seen in BBC News YouTube Channel on minutes [5:48-7:50].*

c. **Visual Aid**: Michelle Obama's right hand is covering her nose and her face expression looks quite sad. In addition, Michelle Obama's eyes are slightly glazed and Michelle Obama trying to hold back her sadness in front of the listeners and she is trying to appear strong in her last speech as a First Lady.

Figure 1. Michelle Obama delivers her farewell speech at the White House - *Michelle Obama, in her final days as a First Lady, Get emotional like we've never seen her before (PEOPLE.com)*

d. **Foregrounding/Backgrounding**: The whole Michelle Obama's speech exposes two things which are an explanation about all people who belong to America and an invitation to the young people to have a good education, work hard for their dreams, and belief in the power of hope.

e. **Presupposition**: There are five forms of presupposition in Michelle Obama's speech which are; The phrase *"all the young people"* (existential presupposition), the verb *"be"* (factive presupposition), the gerund *"you need to be preparing yourself"* (lexical presupposition), the statement *"you hear me?"* (structural presupposition) and the use of *"if"* clause form (counter - factual presupposition).

f. **Discursive Difference**:There are no phrases that show the discursive difference between Michelle Obama and the people.

Analyzing The Text in Sentence-Level and Word-Level

a. **Topicalization**: Michelle Obama is very concerned and cares about the education of young people especially young people in America even though they came from immigrant parents. In addition, Michelle Obama trying to convince young people to believe in the power of hope and get best education as much as possible. *Can be seen in BBC News YouTube Channel on minutes [0:00-0:29], [0:29-0:53], [2:24-3:34], and [5:48-7:19].*

b. **Agency**: There are at least two agents; Michelle Obama emerged once while the youth emerged as the dominant player three times. *Can be seen in BBC News YouTube Channel on minutes [0:00-0:05], [0:32-0:40], [1:36-1:42] and [2:49-3:12].*

c. **Deletion/Omission**: It indicates that the speaker in this case Michelle Obama nonetheless has a deficiency withinside the use of language, specifically withiniside the case of deletion or omission. The statement *"if you are a person of faith"* (Deletion) and the statement *"so for all the young people in this room and those who are watching"* (Omission) better if changed into the word "so for all people."

d. **Insinuation**: The statement *"refusing to give up on even a single young person shoot"* is one of the suggestive comments in Michelle Obama's speech. *Can be seen in BBC News YouTube Channel on minutes [5:01-5:28].*

e. **Connotation**: There are two connotation in Michelle Obama's speech which are "tearing" and "shoot". *Can be seen in BBC News YouTube Channel on minutes [5:01-5:04] and [5:10-5:15].*

f. **Register**:

There are 3 fundamental dimensions of variant which signify any register; what's being speaking about (that is referred to as the 'area'), the human beings worried withinside the conversation and the connection among them (the 'tenor'), and the way the language is functioning withinside the interplay whether or not it's miles written or spoken (the 'mode'). The reality that there are 3 regions isn't always unintentional in view that every of them corresponds to one of the metafunctions. The area specifically determines the experiential meanings which might be expressed, the tenor specifically determines the interpersonal meanings, and the mode specifically determines the textual meanings. All the greater precise capabilities can be defined and defined from lexicogrammatical evaluation to contextual description because the following:

Table 2. Field of Discourse

Experiential Meaning	As a result of the analysis and knowledge of context of culture, it can be written in a description →	Field of Discourse
Process Types Material process - *are struggling, be preparing* Mental process - *see* Verbal process - *talked* Existential process - *these religions* Relational process - Attributive : ... *generation after generation* **has made** *us the greatest country* ... - Identification : ... *I* **am** *so grateful* ...		**Experiential Domain** The First Lady to all Indonesian about her last messages as a Final First lady at the White House in BBC news, the message of all young people belonging to America, the importance of having a good education, and the power of hope in the future.
Participants The infusion of new culture, talents and ideas, generation after generation, us (American people), I (Michelle Obama) and her husband, etc.		**Short-Term Goal** Young people become more aware of the importance of good education and the power of hope for the future, so they know the action that should be done.
Circumstances Nearly a decade ago, White House, etc.		**Long-Term Goal** Young people feel a little bit safer of their existence in America even though their parents come from immigrants and are more empowered to have a good education and believe in the power of hope for the future.
Time and Modality Mostly use present tense although past is also used.		

Source: Data Analyzed 2022

Table 3. Tenor of Discourse

Interpersonal Meaning		Tenor of Discourse
Mood Selection Declarative		**Agentive or Societal Roles** Between the speaker (Michelle Obama) and all American people

Person Selection I, my, you, we, us, they, their	As a result of the analysis and knowledge of context of culture, it can be written in a description ➡	**Status** Unequal
Appraisal Motif The emotions, judgement, and appreciations of Michelle Obama (*If you are a person of faith, I am so grateful, I want to close with a big thanks, being here first lady has been the greatest honor of my life*)		**Social Distance** Maximal/ Maximum

Source: Data Analyzed 2022

Table 4. Mode of Discourse

Textual Meaning		Mode of Discourse
Thematic Choices Marked topical themes - *If your family doesn't have much money* Unmarked topical themes - *young people*	As a result of the analysis and knowledge of context of culture, it can be written in a description ➡	**Role of Language** Formal Language
Cohesion Mostly that speech talks about the importance of having a good education for everyone especially young people without looking at the background but at the same time it also discusses the power of hope for the future.		**Type of Interaction** Monologue
Structural Patterns Argumentative and/or persuasive text		**Medium and Channel** Originally spoken and it is published on the BBC News YouTube channel.
		Rhetorical Thrust Argumentative and/or persuasive

Source: Data Analyzed 2022

g. Modality

Basically, the modality system interprets the uncertainty range that lies between "yes" and "no". Modality generally expresses a speaker's attitudes or "moods". Modal expressions can express, for example, that a speaker considers something to be necessary, advisable, permissible, possible, or probable; and moreover they can convey the strength of these attitudes. It is usually carried by words and phrases like can, could, had better, may, might, must, ought to, shall, should, will, would. The table below shows the modalities found in the data to provide an overview.

Table 5. Modality found in the text

No.	Types of Modal	Frequency	Percentage (%)
1.	May	3	18,75
2.	Might	0	0
3.	Can	7	43,75
4.	Could	0	0
5.	Will	5	31,25
6.	Would	1	6,25
7.	Shall	0	0
8.	Should	0	0
9.	Must	0	0
Total		**16**	**100**

Source: Data Analyzed 2022

According to the statement above, the modalities can be found in Michelle Obama's speech at BBC News YouTube Channel in minutes [4:35-4:44], [2:34-2:37], [3:12-3:28], [4:31-4:35], [7:28-7:31], [1:36-1:42], [3:31-3:34], [4:06-4:09],[4:44-4:52], [6:59-7:04] and [5:23].

Analyzing The Text in Contextual Interpretation

Based on the previous analysis, both the whole-text analysis of the text and sentence and word-level analysis of the text, the writer has a fairly clear view of Michelle Obama's farewell speech at the White House. Analysis at this stage can be used to answer questions such as language, power, and ideology. Each explanation can be seen in the following paragraphs. First analyze the language used. In practice, Michelle Obama's BBC news speech is a form of language application, using that language to convey the message to others so that the people who receive it understand the meaning and intent of the message. In fact, according to the writer, language used in Michelle Obama's speech is already organized well in terms of the delivery of the main points of discussion. In terms of language use, it creates power indirectly. To find the answer as to how power is

contained in Michelle Obama's speech, the writer explains it as follows. In Michelle Obama's speech, the writer sees power as something that is so pronounced that it can influence the thoughts and actions of others. We can see the main talking points at the time of when Michelle Obama delivers her important messages about young people to get the best education, which encourages all young people to dare to pursue their dreams through the best education and work hard as in her explanation for young people so that they are not afraid, concentrate and strengthen themselves with a good education (*Can be seen in Michelle Obama's speech at BBC News YouTube Channel on minutes [6:35-6:55]).*

Therefore, based on the data and the theory used, the writer assumes that ideology is a relationship between thought and social reality in society. In short, the ideology would explain something that pops up in people's minds, in this case, readers or listeners, related to Michelle Obama's speech about her farewell speech as Final First Lady at the White House on BBC News, which contains the following important messages for young people. At the end of her role as First Lady, Michelle Obama was still caring about young people. Michelle Obama tried to encourage and empower young people to take decisive action to get the best education and strive to achieve their dreams in the future and lead by example with hope never fear.

The Relation of Language, Power, and Ideology

In this part of the discussion, the writer tries to interpret in advance the relationship between language, power and ideology so that an overview of it can be known. It should be briefly said that language is a means used by a person to communicate. In this analysis, one form of communication is Michelle Obama's speech as the last First Lady to young people in the United States. Hence language is the application of what is called language. Meanwhile, power is a word or words that can affect a person's thoughts and actions regarding something. In other words, power can give or produce a particular point of view and can also cause a person to perform a particular action. Besides that power also signifies a person's or speaker's social status in the community. Then is ideology, it's something that can make a person think, feel, desire and imagine something that they get as input.

In an attempt to show how language, power, and ideology are embodied in Michelle Obama's speech about young people and education in her farewell as Final First Lady, these three things are described in more detail by reference to various previous analyses. First there is the language. In fact, there are some aspects in the identification process of the language used in speech as a whole, these aspects can be clearly seen through the analysis of genre, framing, foregrounding and backgrounding, visual aid, deletion and omission, insinuation and register. In the genre, it is known that the language is used formally or less formally, and it can also be known whether the language used conforms to the rules of actual speech formation or not. From the framing analysis, we can know that clarity and accuracy of language use. Foregrounding and backgrounding show whether the speech is pronounced consecutively or not. The visual aid shows how the speech was originally recorded, either phonetically or graphically. The elimination and omission reflect the emphasis on the language used, which aims to reinforce the importance of the message being conveyed in the speech. Whereas insinuation describes the use of language in such a way (manner) that things that actually have a negative image are subsequently perceived as a positive image. More precisely, the language can be viewed particularly from the language mode in the register analysis.

The second is about power. In his process of identification, power is evident in the analysis of the modality, but also in the analysis of the registers, especially in the tenor of the discourse. In the analysis of modality, power is clearly seen and felt through the use of modalities in words expressing certainty or confidence in something. It is said to have power when the speaker believes what she is saying, while having no or less power when she is unsure. It is seen from the modality used. Therefore, power in modality analysis is more conducive to using a language containing such power. On the other hand, power can also be reflected in who the speaker is. It means what the social status of the speaker is like, to make them feel like they have power over what they say. This becomes clear in the previous analysis of the register, especially in the tenor of the discourse, which analyzes the relationship between speaker and addressee, their status and their social distance.

The third is about ideology. This is evident in the analysis of presupposition, insinuation, connotation and register, particularly in the realm of discourse. Based on these aspects of the analysis, the point is that the speaker has the specific purpose or goal to be achieved in the speech. For example, the ideology in the field of discourse is that the speaker has the original purpose to inform the addressee about the power of hope and education to achieve their dreams. That is the aim of young people in her farewell speech at the White House in BBC News, so young people know the action that should be taken. On the other hand, in fact she has other purposes such as encouraging young people to not be afraid and just be focused on their education. According to the above description, these three things are inseparable, the relationships between language, power and ideology are interconnected. The use of language creates the idea of power and its ideology. This is how your relationship becomes clear. visible, the writer tries to make it visible as follows:

First of all, it explains the relationship between language and power. As has become known, such language is used in Michelle Obama's speech to all Americans about the importance of education and the power of hope. The language used in this speech can describe or reflect a power, which in this case could be strong or weak power. Conversely, the strength of a power is reflected in the use of language. In addition, one must also know that Michelle Obama is the First Lady who certainly has various powers, especially power in the case of language use. Basically someone who has the Authority like Michelle Obama in this regard is saying that the language they are using must also contain a strong power. Therefore, it is very interesting to learn more about it in this study. Then the relationship between language and ideology is further explored. Basically, ideology deals with the language we speak, in this case that's what Michelle Obama said in her speech. Through the language in her speech, she creates a certain implication in people's minds. In other words, the speaker has a specific purpose or purpose implicit throughout the speech. Another thing concerns the relationship between power and ideology. Because where it is known that Michelle Obama's speech cannot be separated in the context of power and ideology either, it can be seen that the words that contain strong power also reveal the ideology. In other words, if you can achieve an ideology through speech, you can say that what is said has power. These are the explanations of language, power and ideology as a whole, both individually and in their relationships. Based on this explanation, it can be concluded that these three things are a unified whole, so strongly connected that it is impossible to separate them.

CONCLUSIONS

1. **The language used**: Michelle Obama uses formal language that can be accepted by many people and the language used in Michelle Obama's speech is already organized well.
2. **The power used**: Michelle Obama used power during delivering her important messages about young people to get the best education so that it indirectly encourages young people, in this case young people in America, to get the best education and work hard while they are young.
3. **The ideology used**: Michelle Obama was still caring about young people so she tried to deliver her message that could encourage and empower young people to take decisive action to get the best education and strive to achieve their dreams in the future and lead by example with hope never fear.

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