

**PROCEEDING**



# **COLALITE 2013**

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***Different Perspectives in  
Language, Linguistics and  
Literature***

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**Schedule of COLALITE 2013:**  
Conference on Language, Linguistics & Literature  
**"DIFFERENT PERSPECTIVES IN LANGUAGE, LINGUISTICS AND LITERATURES"**  
Saturday, 09 November 2013  
Gedung B Kampus Ilmu Budaya Karang Wangkal  
Fakultas Ilmu Sosial dan Ilmu Politik  
Universitas Jenderal Soedirman

Waktu	Kegiatan	Tempat
07.00 – 07.30	Registration	Lobi Gedung B
07.30 – 08.30	Opening Ceremony	B.105
08.30 – 09.00	Coffee break	B.106
09.00 – 12.00	Plenary session	B.105
12.00 – 13.00	Lunch break	B.106
13.00 – 14.30	Parallel session I	B.203, B.204, B.207, B.208, C.101, C.103
14.30 – 15.15	Coffee Break	B.106
15.15 – 16.45	Parallel session II	B.203, B.204, B.207, B.208, C.101, C.103
16.45 – 17.00	Closing	B.105

**Schedule of COLALITE 2013**  
**Parallel One**

Cluster	Room	Presenter	Title
1	B. 203	Tatang Iskarna	Women as Postcolonial Feminist in Emecheta's The Jays of Motherhood and Dangarembga's Nervous Condition
		Purwanti Kusumaningtyas	"Cinderella" in Four Stories From Different Backgrounds
		Susanto	Curiosity's Killed: Critics on Education in MMK Short Story by Putu Wijaya
		Eko Rujito	Archetypal Heroes: Tracing the Presentation of Hero's Journey in Hollywood 2013 Action Movies

Cluster	Room	Presenter	Title
2	B. 204	Niken Anggraeni	Female Characters seen from the Perspectives of the Female and Male Writers in Chopin's The Story of an Hour and Chekov's The Bear
		Rachmat Nurcahyo	Rhetoric of Significance and Transformation in Diana Abu Jaber's Crescent
		Endang Susilowati	Cronin's Critic on the Patriarchal System in Hatter's Castle by A.J. Cronin
		Sugi Iswalono	A Short Glance at Harpur's "Midsummer Noon in the Australian Forest"

Cluster	Room	Presenter	Title
3	B. 207	Zulia Chasanah	The Discourse Structure and Socio-political Structure in Just English Magazine Advertisement
		Sugeng Irianto	Critical Discourse Analysis on the Power Relation Between Negara Islam Indonesia (NII) Group and Indonesian Government through the Jakarta Post Daily
		Titik Sudartinah	Repetition as An Involvement Strategy in Oprah Winfrey Harvard Commencement Address 2013
		Barli Bram	Functions and Issues of Block Language in English Newspaper

Cluster	Room	Presenter	Title
4	B. 208	Irfan Rifai	When Two Perspective Collide: A Study of Students' Brawl Report in An Urban School
		Lilia Indriani	Conversational Implicature in The Interview of Glee Members
		Agus Wijayanto Malikatul Laila	Pragmatic Development in a Foreign Setting by Indonesian Learners of English: Evidence from Non-Pedagogical Intervention
		Yakob Metboki Sri Waluyo Saidi	Shaping the Students' Individual Knowledge on the Discourse Studies by Scaffolding Successful and Practical Course Instructions

Cluster	Room	Presenter	Title
5	C. 101	Rizky Nurul Amalia	Improving Eight Graders' Narrative Text with E-Scrapbook' an Electronic Reading Response
		Yulian Purnama	Learning English as Foreign Langugae in Modern Islamic Elementary Schools: Between Need and Ability of Young Learners in Islamic Elementary Schools
		Umi Pujiyanti	On Designing Syllabus A Market Needs: A Study on Translation and Interpreting Practicum
		Tri Okta Ervina	Students' Perspective Towards Their Local Language And Its Implication In Leaning Other Languages.

Cluster	Room	Presenter	Title
6	C. 103	Dyah Mukaromah	Vocabulary Teaching Through Poems Prediction Learning Activity
		Ghifari Furqon Imansyah	Teaching Writing of Narrative Text through Genre Based Approach
		Sandy Arief	Language of Generation Z: Developing Entrepreneurial Intention through Online Store Project
		Benny Krisbiantoro	The Effectiveness of Problem-based Learning to Teach Writing to Low Creativity Students



## REPETITION AS AN INVOLVEMENT STRATEGY IN OPRAH WINFREY'S HARVARD COMMENCEMENT ADDRESS 2013

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### Abstract

Oprah Winfrey is famous for her long-lasting talk show, the Oprah Winfrey show, which was broadcasted for 24 years from 1987 to 2011. The show is one of the most influential talk shows in the world. On May 30 this year, she was invited to speak in front of graduates of Harvard University. The speech is interesting to be analyzed since it is delivered by a very famous person to graduates of the most prestigious university in USA. This unique context surely influences the design, structure, and goal of the speech as well as the way it is delivered. One of the characteristics apparent in Winfrey's speech is her particular use of certain involvement strategies to interact with her audience. Among the strategies, repetition is the most obviously used. As an involvement strategy, the repetition used by Winfrey is effective in making her speech more powerful. There are three forms of repetition that Winfrey uses in her speech, i.e. exact repetition, repetition with variation, and paraphrase. Meanwhile, four functions of repetition are represented in her speech, i.e. production, comprehension, connection, and interaction. Repetitions enable Winfrey to produce a more efficient and powerful speech which is easily comprehended by its audience. Winfrey also uses repetitions to relate her ideas with others' by giving examples and stating her standpoint. Besides, Winfrey repeats certain verbal expressions to serve some interactional purposes, such as for getting or keeping the floor, providing back-channel response, gearing up the audience to answer or speak, showing appreciation, and linking her ideas to another's ratifying another's contributions.

**Keywords:** repetition, involvement strategy, Oprah Winfrey, Harvard commencement, speech

### A. Introduction

In whatever forms of interaction, it is very important to make the audience involved. An interaction is a successful one if its participants have the opportunities to take turns and each of them is willing to take the turns.

Different discourses need different involvement strategies. In conversations, the ways to involve the interlocutors are such as letting them to take their turns and respond to the speakers' ideas. In speeches, involvement is created in language since there is almost no real interaction between the speaker and the audience, especially in formal speeches in which the audience are prohibited to comment or interrupt during the speech. This is also presented in Oprah Winfrey's Harvard commencement address in May 2013.

Oprah Winfrey, as written in her official biography in <http://www.oprah.com/pressroom/Oprah-Winfreys-Official-Biography>, was born on 29 January 1954. She is a very famous TV talk show host. She started working on television at the age of 17, after winning the Miss Black Tennessee beauty pageant. Her most famous show, the Oprah Winfrey Show, had been aired for 24 seasons with over 5,000 broadcasts before its final broadcast on 25 May 2011. Then, she concentrated on her new broadcasting venture with the Discovery Health Channel, which is named Oprah Winfrey Network (OWN).

In May 2013, Winfrey was invited to speak at Harvard commencement. Every year Harvard always invites an influential figure to speak at its commencement. Before Oprah Winfrey, some influential figures invited to speak at the commencement day were such as Fareed Zakaria (2012), Ellen Johnson Sirleaf (2011), and J.K. Rowling (2008).

In her speech, published on 31 May 2013 in <http://news.harvard.edu/gazette/story/2013/05/winfreys-commencement-address/>, Winfrey tells the audience her life story from being simply a rural girl to being the world's most famous talk show host. She recalls



some ups and downs in her professional career on television, how she copes with problems, mentions some figures that inspire her, and motivates the audience to give their best to the country.

This paper highlights the use of involvement strategies in Winfrey's address, focusing on the use of repetition in the speech. Identifying the forms and describing the functions of repetitions that Winfrey employs in her Harvard commencement address are the main objectives of this study.

## **B. Repetition as an Involvement Strategy**

Any verbal interaction requires its participants to be actively involved in it. There are some ways that can be used by a speaker to build an interaction with his audience. Tannen (2007:2) states that involvement is created in language through sound and sense. By means of the sound or music of language, hearers and readers are rhythmically involved. At the same time, they are involved by participating in the making of meaning. In line with this, Gumperz (1982:1) observes that once involved in a conversation, both speaker and hearer must actively respond to what is transpired by signaling involvement, either directly through words or indirectly through gestures or similar nonverbal signs.

In addition, Tannen (2007:32) identifies some involvement strategies that work primarily on sound, which include (1) rhythm, (2) patterns based on repetition and variation of phonemes, morphemes, words, collocation of words, and longer sequences of discourse, and (3) figures of speech (many of which are also repetitive figures). There are also some strategies that work primarily on meaning, which include (1) indirectness, (2) ellipsis, (3) tropes, (4) dialogue, (5) imagery and detail, and (6) narrative.

All the involvement strategies are speakers' ways of shaping what they are talking or writing about (Tannen, 2007:42). One of the strategies that is commonly used is repetition. It takes several forms and functions in an interaction. Tannen (2007:2) explains that there are three types of repetition – synchronic, diachronic, and visual repetition. The first type of repetition is shown by the recurrence of words and collocations of words in the same discourse. On the other hand, diachronic repetition involves the recurrence of words in discourse which occurs at a later time. The third type of repetition, visual repetition, is the depiction in current discourse of previously experienced visual impressions, things, and people seen rather than heard.

Rieger (2003) adds that there is also self repetition, which is the strategy by which speakers continue their hold on the floor, either to gain planning time or to discourage another speaker from taking the floor. Johnstone in Tannen (2007: 57) notes that repetition is especially frequent in highly formal or ritualized discourse and in speech by and to children. It is a way of creating categories and of giving meaning to new forms in terms of old.

Furthermore, Tannen (2007:63) states that repetition appears in the form of (1) exact repetition (the same words are uttered in the same rhythmic pattern), (2) paraphrase (similar ideas are expressed in different words), and (3) repetition with variation (questions are transformed into statements, statements are changed into questions, repetition with a single word or phrase changed, and repetition with change of person or tense). All these forms carry certain functions (Tannen, 2007:58-61):

### **1. Production**

Repetition enables a speaker to produce language more efficiently. It facilitates the production of more language, more fluently. It allows a speaker to set up a paradigm and slot in new information – where the frame for the new information stands ready, rather than having to be newly formulated.

### **2. Comprehension**

Repetition and variations facilitate comprehension by providing semantically less dense discourse. If some of the words are repetitious, comparatively less new information is communicated than if all words uttered carried new information.

### **3. Connection**



Repetition of sentences, phrases, and words shows how new utterances are linked to earlier discourse, and how ideas presented in the discourse are related to each other.

#### 4. Interaction

Repetition functions on the interactional level of talk: accomplishing social goals, or simply managing the business of conversation, getting or keeping the floor, showing listenership, providing back-channel response, stalling, gearing up to answer or speak, humor and play, savoring and showing appreciation of a good line or a good joke, persuasion, linking one speaker's ideas to another's ratifying another's contributions. Repetition does not only tie parts of discourse to other parts, but it also bonds participants to the discourse and to each other, linking individual speakers in a conversation and in relationships.

### C. Repetition in Winfrey's Harvard Commencement Address 2013

#### 1. Forms of Repetitions

There are several forms of repetition used by Oprah in her address at Harvard Commencement in May 2013, i.e. exact repetition, repetition with variation, and paraphrase. All of these kinds of repetition contribute to making the audience involved in the speech emotionally.

##### a. Exact Repetition

An exact repetition involves the use of similar words, phrases or syntactic constructions repeatedly in the same discourse. This type of repetition also occurs in Winfrey's address. For example, in the first part of her speech, Winfrey gives her opinion about what she feels about speaking in front of Harvard fresh graduates.

And I can tell you that *I consider today* as I sat on the stage this morning getting teary for you all and then teary for myself, *I consider today* a defining milestone in a very long and a blessed journey.

In the excerpt above, Winfrey repeats the expression *I consider today* twice. She does this to let the audience know that it is not an ordinary thing she usually does, but a special moment in which she needs a lot of preparation. She considers the occasion as an accomplishment of a lot of hard work for both the audience and her. To support this opinion, in the same sentence, she emphasizes that the occasion is not only special for her but for the audience as well by repeating the word *teary*.

Another example of the use of exact repetition is in the following excerpt.

Now *when you're down there in the hole*, it looks like failure. So this past year I had to spoon feed those words to myself. And *when you're down in the hole*, when that moment comes, it's really okay to feel bad for a little while.

In the excerpt, Winfrey reminds the audience that life is not always as what people expect. Sometimes bad things happen and seem to come out as failures. She wants to note that when these bad things happen, it is okay to mourn for a little while. However, people need to figure out the next move and be more than who they are. The repeated clause *when you're down there in the hole* serves as Winfrey's agreement that such things indeed happen and people have to go through them.

Besides in the form of clauses, exact repetitions also occur in Winfrey's speech in the form of words, such as in the following excerpt.

I was nervous about the competition and then I became my own competition raising the bar every year, *pushing, pushing, pushing* myself as hard as I knew.

In the excerpt, the word *pushing* is repeated three times. This lexical repetition gives some significance to the making of meaning of the utterance. By repeating the word, Winfrey



recalls how hard she tries to be what she is now. She always pushes herself to work hard in order to increase the rating of her show. Airing for more than twenty years, the show gets more and more competitors each year. This fact forces Winfrey and her crew to push themselves even harder.

Another exact repetition that occurs in Winfrey's speech is the use of similar syntactic constructions as presented in the following.

Maya Angelou always says, "*When you learn, teach. When you get, give.*" That my friends is what gives your story purpose and meaning." So you all have the power in your own way to develop your own Angel Network and in doing so, your class will be armed with more tools of influence and empowerment than any other generation in history.

In the excerpt, Winfrey quotes from Maya Angelou, an American author and poet, who says *When you learn, teach. When you get, give.* It is obvious that these two sentences use the same construction, which differs only in the verbs. Quoting the statements, Winfrey tells the audience that these statements guide her in making her OWN (Oprah Winfrey Network) a successful one and she expects that the audience also do this. She wants to note that the willingness to share with others is the main weapon to become a powerful and influential person.

#### **b. Repetition with Variation**

Repetition with variation occurs when a phrase or clause is repeated with a slight modification on it, especially in term of the words composing it. There are many repetitions with variation that occur in Winfrey's speech in Harvard commencement 2013.

An example of the use of repetition with variation is in the following excerpt, when Winfrey reveals to the audience that her television career began unexpectedly. Winfrey explains that when she was 16 years old, she joined the Miss Fire Prevention contest. She was asked about what she wanted to be when she grew up and she instantaneously said that she wanted to be a journalist just because it was the only answer that came across her mind. She watched Barbara Walters on the "Today Show" that morning. In her speech, Winfrey expresses the following utterances.

*I would like to be a journalist. I would like to tell other people's stories in a way that makes a difference in their lives and the world. And as those words were coming out of my mouth I went whoa! This is pretty good! I would like to be a journalist. I want to make a difference.*

In her utterances, Winfrey repeats *I would like to be a journalist* twice. The second use of this expression is for confirming her previous utterance about the wish to be a journalist. If she previously mentioned it by accident, then by the second utterance she realized that it was actually a good choice for her. By being a journalist, she wants to make a difference, of which the idea is presented in the repetition of the next utterance. The idea *I want to make a difference* is repeated with some variations on the use of the words in the utterance. However, the main idea of both utterances is the same.

Another example of repetition with variation in Winfrey's speech is presented in the following excerpt.

*Maybe you agree with these beliefs. Maybe you don't. Maybe you care about these issues and maybe there are other challenges that you, Class of 2013, are passionate about. Maybe you want to make a difference by serving in government. Maybe you want to launch your own television show. Or maybe you simply want to collect some change.*



In the excerpt, the expression *maybe you* is repeated six times, followed by various strings of words. In all utterances above, the expression *maybe you* is always placed at the beginning of the utterances, which is then followed by a different main idea in each utterance. Doing the repetition, Winfrey proposes some possibilities concerning the jobs that Harvard graduates may have in the future. The repetition is not for confirming or giving a stronger emphasis on the main idea. Instead, it gives additional information to the previous main idea.

The next example of repetition with variation that occurs in Winfrey's speech when she is about to end the speech. Winfrey repeats the expression *we might not always* twice and use words like *know, see, hear, and feel* as the variation of the repetition. This way, she makes her idea clear that even though the audience do not always know, see, hear or feel the same experience as others, they can still be successful as others.

*We might not always know it. We might not always see it, or hear it on the news or even feel it in our daily lives, but I have faith that no matter what, Class of 2013, you will be okay and you will make sure our country is okay.*

### c. Paraphrase

Another type of repetition occurring in Winfrey's speech is the so-called paraphrase. Through a paraphrase, a speaker can speak about the same idea in a different way, which can be a way to avoid boredom in the audience.

An example of the use of paraphrase is apparent when Winfrey proposes the fact that she was not graduated from Harvard and she is invited to speak in front of Harvard graduates. This invitation makes her feel a lot of pressures to prepare the speech.

*I felt a lot of pressure over the past few weeks to come up with something that I could share with you that you hadn't heard before because after all you all went to Harvard, I did not. And while I may not have graduated from here I admit that my personality is about as Harvard as they come. I know you do because you went to Harvard. Each of you has been blessed with this enormous opportunity of attending this prestigious school.*

In the excerpt, Winfrey expresses her idea in two different ways using *I* and *you* as the subjects. Both ways show the same idea, that she is not a Harvard graduate but the audience are.

In the following excerpt, a paraphrase is used to represent Winfrey's feeling when everyone thought that it was a mistake to stop airing Oprah Winfrey Show after it was broadcasted for twenty four years with a high rating.

*I was stressed and I was frustrated and quite frankly I was actually I was embarrassed.*

Using a paraphrase as a form of repetition, Winfrey employs the synonymous words *stressed, frustrated, and embarrassed*. These three words are used to refer to Winfrey's feeling of frustration and disappointment when no one but her crew supported her decision of stopping the broadcast of her talk show.

## 2. Functions of Repetitions

Used in a speech, repetitions mainly serve four functions, i.e. for production, comprehension, connection, and interaction.

### a. Production

A repetition facilitates the speaker to produce a more fluent and efficient speech. In introducing her topic, for example, Winfrey repeats *This is what I want to share* with a slight modification on the words used. This repetition surely helps the audience grasp the main idea of Winfrey's speech, which is sharing something that the audience had not heard before during their study in Harvard. This is presented in the following excerpt.



*This is what I want to share.* I felt a lot of pressure over the past few weeks to come up with *something that I could share with you* that you hadn't heard before because after all you all went to Harvard, I did not.

Another example of the use of repetitions for an efficient speech production is in the following.

So one year later after launching OWN, nearly every media outlet had proclaimed that my new venture was *a flop*. *Not just a flop, but a big bold flop*, they call it.

Winfrey uses the phrase *a flop* three times, with some lexical variations in the third, *a big bold flop*. By inserting the words *big* and *bold* as the modifiers of the noun *flop*, Winfrey inserts new information about what the media thought about her decision to stop airing Oprah Winfrey Show and start the Oprah Winfrey Network (OWN). They considered the action as a brave but foolish one, since the talk show has been aired for twenty four years and always got a high rating.

#### b. Comprehension

When repetitions facilitate the audience's comprehension of a speech, they help provide less dense information. Winfrey also uses repetitions serving this function.

When she decided to stop the talk show and start OWN, Winfrey was quite frustrated since no media outlets supported her decision. At the same time, she got a phone call from the President of Harvard asking her to speak in Harvard commencement. This invitation makes her feel worse since what she experiences is thought to be a failure by everyone and yet, she has to speak in front of graduates of a very reputable university in the world. Then she hung up the phone and went to the shower, thinking about what she is going to speak in the commencement.

*And I was in the shower a long time and as I was in the shower* the words of an old hymn came to me.

The repeated use of *I was in the shower* in the excerpt above helps provide a much clearer picture of the main idea, that Winfrey gets some inspiration about the topic of her speech at Harvard commencement when she was in the shower.

Another example of the use of repetitions to facilitate comprehension is in the following excerpt, when Winfrey repeats the information on how to build a good résumé.

But the challenge of life I have found is *to build a résumé that doesn't simply tell a story about what you want to be but it's a story about who you want to be. It's a résumé that doesn't just tell a story about what you want to accomplish but why. A story that's not just a collection of titles and positions but a story that's really about your purpose.* Because when you inevitably stumble and find yourself stuck in a hole that is the story that will get you out.

Here, Winfrey emphasizes on her ideas that a good résumé should provide a story about *who you want to be, why you want to accomplish it, and your purpose*. Besides helping provide less dense information that contributes to the audience's comprehension of the speech, the repetitions that Winfrey uses make her utterances emotionally more powerful.

#### c. Connection

The third function of repetitions in a speech is to provide links to other parts of the speech or related ideas. An example of the use of repetition to serve this function is below.

Because now and forever more when you Google yourself your search results will read "*Harvard, 2013*". And in a very competitive world *that really is a calling card*



because I can tell you as one who employs a lot of people when I see "Harvard" I sit up a little straighter and say, "Where is he or she? Bring them in." *It's an impressive calling card* that can lead to even more impressive bullets in the years ahead: lawyer, senator, C.E.O., scientist, physicist, winners of Nobel and Pulitzer Prizes or late night talk show host.

Repeating *Harvard* and *calling card*, Winfrey wants to highlight the importance of the name *Harvard* in the work field. She connects it with the fact about the jobs that Harvard graduates can have.

Another use of repetitions for connection is in the following excerpt, when Winfrey tells the audience that every guest that she interviewed in her talk show always asks the same question when the show is over: whether his/her statements in the interview were okay and well-understood.

*I heard it from President Bush. I heard it from President Obama. I've heard it from heroes and from housewives. I've heard it from victims and perpetrators of crimes. I even heard it from Beyonce and all of her Beyonceness.*

In the excerpt, Winfrey uses the expression *I heard it from* to start each of her sentences. The expression is followed by the persons asking that question to her, from President Bush to Beyonce. Winfrey provides the connection by mentioning these persons.

#### d. Interaction

The last function of repetitions in a speech is for interactional purposes. A speech is different from a conversation specifically in how it interacts with the audience. However, still there are some interactional purposes that the speaker wants to build in his/her speech. In Winfrey's speech, there are at least five interactional purposes that she wants to achieve.

The first interactional purpose of the use of repetitions in Winfrey's speech is for getting or keeping the floor. A strategy that Winfrey uses to get the floor through her speech is by saying her gratitude to Harvard for inviting her to speak in the commencement, which is expressed by the use of *I thank you* and its paraphrases, i.e. *I'm honored* and *I was so honored*.

*I thank you* for allowing me to be a part of the conclusion of this chapter of your lives and the commencement of your next chapter. To say that *I'm honored* doesn't even begin to quantify the depth of gratitude that really accompanies an honorary doctorate from Harvard. Actually *I was so honored* I wanted to do something really special for you.

Besides getting or keeping the floor, Winfrey interacts with her audience by providing back-channel response. Back-channel is a response from the audience, either in a verbal or non-verbal form. An example of how Winfrey provides back-channel response through repetitions is presented in the following excerpt.

*You will be more than okay. You will be happy, you will be successful, and you will make a difference in the world.*

Repetitions with variation are used by Winfrey in the above excerpt to stimulate the audience to give a response. Winfrey is successful in doing this since the audience respond to her by applauding.

Besides encouraging back-channel response, sometimes Winfrey uses repetitions to gear up the audience to answer or speak. Although in a speech the audience are not required and sometimes are even prohibited to comment or interrupt the speech, a speaker may ask questions to his/her audience. Winfrey does this in her Harvard commencement address, presented in the following.



So the question is, *what are we going to do about it?* Really, *what are you going to do about it?*

Prior to repeating the question *what are we going to do about it?*, Winfrey mentions the fact that even in a rich country such as USA, there are people who do not have any access to health facilities and education. Winfrey asks the audience about what they are going to do about this. Asking the question, Winfrey invites the audience to answer or speak about the issue.

The next interactional purpose of the use of repetitions is for showing appreciation as in the following excerpt.

Because now and forever more when you Google yourself your search results will read "*Harvard, 2013*". And in a very competitive world *that really is a calling card* because I can tell you as one who employs a lot of people when I see "*Harvard*" I sit up a little straighter and say, "Where is he or she? Bring them in." *It's an impressive calling card* that can lead to even more impressive bullets in the years ahead: lawyer, senator, C.E.O., scientist, physicist, winners of Nobel and Pulitzer Prizes or late night talk show host.

As shown in the excerpt, Winfrey uses the word *Harvard* twice and its paraphrase *a calling card* twice. She wants to highlight and show her appreciation to Harvard graduates, that completing their study at Harvard signals *a calling card* in the work field. As Harvard graduates, they will likely be easier in taking many job opportunities due to Harvard's high reputation in the world.

The last interactional purpose shown through the repetitions that Winfrey uses in her speech is for linking her ideas to another's ratifying another's contributions. An example of this is shown in the following excerpt.

And as a young girl from rural Mississippi I learned long ago that *being myself was much easier than pretending to be Barbara Walters*. Although when I first started because I had Barbara in my head I would try to *sit like Barbara, talk like Barbara, move like Barbara* and then one night I was on the news reading the news and I called Canada "*Can-a-da*," and that was the end of me being Barbara. I cracked myself up on TV. Couldn't start laughing and my real personality came through and I figured out, oh gee, *I can be a much better Oprah than I could be a pretend Barbara*.

Winfrey expresses the repetitions in the excerpt to note that once she wanted to be like Barbara Walters, a famous American journalist and TV host. She pretended to be Barbara – sitting, talking, and moving like her. Then, by the third mention of *pretending to be Barbara Walters*, she draws a conclusion that she can be even better by revealing her true personality on TV.

#### D. Concluding Remarks

In speeches, involvement is created in language through sound and sense. One of the most common strategies used to involve the audience in a speech is by using repetitions.

In Winfrey's speech, repetitions hold an important role in order to make the audience, Harvard graduates, involved in it. There are three forms of repetition that Winfrey uses in her speech, i.e. exact repetition, repetition with variation, and paraphrase. Meanwhile, four functions of repetition are represented in her speech, i.e. production, comprehension, connection, and interaction. Repetitions enable Winfrey to produce a more efficient and powerful speech which is easily comprehended by its audience. Winfrey also uses repetitions to relate her ideas with others' by giving examples and stating her standpoint. Besides, Winfrey repeats certain verbal expressions to serve some interactional purposes, such as for getting or keeping the floor, providing back-channel response, gearing up the audience to answer or speak, showing appreciation, and linking her ideas to another's ratifying another's contributions.



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**1<sup>st</sup> Conference on Language, Linguistics and Literature (COLALITE) 2013**  
Different Perspectives in Language, Linguistics and Literature

**Certificate of participation**  
This is to certify that

**Titik Sudartinah**

attended the 1<sup>st</sup> COLALITE 2013  
hosted by Jenderal Soedirman University, Purwokerto Indonesia  
on 9 November 2013  
as a

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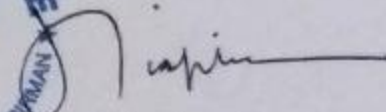


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