Interpersonal Meanings in "Greta Thunberg's Speech" at The United Nations Climate Action Summit 2019

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Abstract

The objectives of this research were to explain the interpersonal meanings, to describe the dominant mood system and the pedagogical implications realized in Greta Thunberg's speech that was delivered at the UN Climate Action Summit 2019. The design of this research is qualitative that uses a descriptive qualitative approach. To analyze the data, in this research employed the SFL approach by using mood analysis as a tool to analyze the data. The data were obtained from the speech transcript of Greta Thunberg. The data was also triangulated by interviewing an English Education Department student and a postgraduate student who has conducted similar research. The results found two kinds of mood in the speech: declarative (89.47%) and exclamative (10.52%). Based on the percentage of the mood found in the speech, Thunberg tried to give information about what world leaders' responsibilities for climate-changing to the audience by using declarative mood, and also, she delivered her emotion and strong feeling through exclamative mood.

Keywords: Greta Thunberg's Speech; Interpersonal Meaning; Mood Analysis; SFL.

Discourse takes place between context and language in both spoken and written language. Its value depends on what linguistic items have preceded it, what is expected to follow, and what to follow (Coulthard, 2013). The example of discourse can be seen in spoken languages such as communication and written languages such as journals, newspapers, magazines, documents, and advertising. In these types of discourse, interlocutors communicate with each other once they share mutual understanding of the text, context, and language (Ngongo, 2018). Whether spoken or written, language plays a significant role in the daily life of a human. A language must fulfill every aspect of human life in undergoing their daily routines such as a sign, symbol, or oral speech; all of which belong to language. These uses include to deliver ideas, express emotions, argue a point, provide directions, and much more useful language.

Understanding meaning is significant in every language to make excellent communication among people. It is because the primary function of language is to communicate. Both producers and recipients of the message must understand the meaning because it will affect communication success.

According to Harmer and Pourhusein Gilakjani, human communication is a complex process (Leong & Ahmadi, 2017). Therefore, to make excellent communication, people should understand what they are talking about, and also, understanding the meaning is essential; we can eliminate the mistake that we would make (Pajar, 2018).

Over time the language has always evolved in its language and function setting; one of the most in-depth developments on how to interpret language is SFL (Systemic Functional Linguistics). SFL is a study of the relationship between language and its functions in social contexts. It organizes three metafunctions of the language; the ideational, the interpersonal, and the textual (Moya Guijarro & Pinar Sanz, 2008). Each of these regards a distinct aspect and mode of meaning clauses. To this, Ye (2010) writes the notion added by Halliday that it is through the Interpersonal Metafunction that language users have established, negotiated, and assumed their position in the relationship and are concerned with the exchange of clauses (Ye, 2010).

Halliday and Matthiessen add the substantial definition of interpersonal meaning as the grammar of language which serves as a resource. This applies beyond talking about our inner and outer experiences of the world; this also encompasses communicating our attitudes towards and expectations of those with whom we interact. This further explains the role of language which is used as transactional means among people, or to establish and maintain social relationships. When people communicate, they deliver more than just the content of information; interpersonal meanings are meanings that express a speaker's attitudes and judgments (Koussouhon & Dossoumou, 2015).

As language develops, we can use discourse analysis to understand the meaning of texts and to deepen language knowledge. It is necessary to aid us in describing and analyzing produced language for making a successful communication (Jiménez & Avilés, 2013).

Through discourse analysis, students can understand communication, both in written and spoken discourse wholly and contextually.

Public speaking is a place to help students enhance their speaking skills. In public speaking, English learners must have the ability to convey something to many people with a specific purpose. Public speaking aims include presenting information and even asking others to do something or to change their point of view by making a speech. It is also a way to create a new opinion so that the audience will know the speakers' percep¬tions and set their minds to accept or understand what the speaker thinks. The speaker must pay attention to the speech's meaning given to the audience in order to understand the purpose of the speech (Yee et al., 2014).

Based on research conducted (Alraimi, 2019) where the object of both types of research is structured written text, knowing the meaning of both spoken or written language is equally in daily life. Likewise, knowing the interpersonal meaning, not only the form of written text that must be examined, but the spoken text also has the same position. Moreover, this can be a challenge for researchers who will explore the interpersonal meaning in the spoken text because, in the spoken text, it is not necessarily structured like the written text form. Following the study in this research focuses on the spoken text speech with the hope that people who act as a speaker can deliver their message to the audience, and the audience can understand the message conveyed by the speaker. Based on the phenomena explained, the objectives of this study are to explain the interpersonal meaning, the dominant mood system, and the pedagogical implications of mood analysis in Greta Thunberg's speech at the United Nations Climate Action Summit 2019.

By considering the topic discussed in this study, some studies conducted related to Mood Analysis. First, the research has been done by Huabin (2018) entitled "Interpersonal Meaning of Code-Switching: An Analysis of Three TV Series." that addressed code-

switching under the guidance of Systemic Functional Linguistics (SFL), with the primary goal of analyzing the interpersonal meanings of code-switching in three TV series. Then a research journal conducted by (Alraimi, 2019) explores how interpersonal meaning is created and recognized in media texts written by native and non-English writers. Eight articles collect for analysis from the Washington Post (WP) & Arab News (AN) online newspapers. The author uses Halliday's Systemic Functional Grammar framework to identify and analyze the text clauses for Mood and Modality. (Sunardi et al., 2018) also conducted research related to the mood analysis that describes the lexicogrammatically realization of interpersonal meaning in the classroom as a foreign language (EFL) in an Indonesian university context. Realizationally grammatical patterns presented using the Systemic Functional Linguisticss (SFL) Mood system. (Kesuma Astuti, 2018) done research that examined the mood type in a text book of senior high school. The study also used SFL theory to do the research. A research conducted by (Noor, 2016) that investigated the functional and semantic properties of the last address of the Holy Prophet. It also based on Halliday's SFL Mood analysis.

From the previous study mentioned, there is a similarity between those previous study with this current research, that is the same theory used for reveal the Mood and Modality in the certain object of the research. But there is no previous study explores how the result from the analysis can be useful in a practice way to teach or give advantages in education such as one of the objectives of this study. This study analyzes how the interpersonal meaning contained in the speech of a child who is famous for his movements and actions that are very critical about climate change, Greta Tintin Eleonora Ernman Thunberg (Greta Thunberg Condemns World Leaders in Emotional Speech at UN | Environment | The Guardian, n.d.).

Method

This qualitative study is used because the study aimed to explain, analyze, describe, collect, and identify the form of mood analysis that appeared from the Greta Thunberg's speech script. The writer explained the dominant mood system on Greta Thunberg's speech. This study applied Halliday's theory with the SFL approach as a tool for analyzing the data. By analyzing the mood structure used in the speech, interpersonal meanings interpret the data. The last step is the explaination of the significance and the implementation of a mood system in Greta Thunberg's speech script based on the analysis data and English Education Department of UIN Walisongo Semarang's opinion.

In this research, methods of collecting the data were documentation and interview. The documentation used for gaining the transcript speech by documenting speech video from YouTube, the speech video entitled Greta Thunberg blasts world leaders in an emotional speech at U.N. Climate Summit: 'How dare you' (https://www.youtube.com/watch?v= DYqtXR8iPlE) uploaded by Global News YouTube channel. The next stage is watching the video and looking for the transcript speech subsequently comprehending the transcripted speech before analyzing the speech based on Mood Analysis. The footage used for the analysis is about Thunberg's statement in her address. The video duration was 00:05:19. The speech entitled "How Dare You?" delivered on Monday, Sep. 23, Climate Change Summit in New York at the United Nations.

Interview is one of the data collection techniques which is mostly used for the descriptive-qualitative study (Sugiyono, 2013). The semi-structure interview was used to find out the pedagogical implications of addressing the mood analysis using Greta Thunberg's speech in this study. The semi-structured interview has been conducted with 11 respondents from students majoring in English Language Education program batch 2017, the Faculty of Tarbiyah and Teacher

Training, UIN Walisongo Semarang who had taken the discourse class. This interview was conducted via the WhatsApp platform. In conducting this interview, the participants have been asked some questions according to the interview guideline. The second section of the interview was conducted with a postgraduate student who has conducted the research related the same theme with this research.

This qualitative research used an inductive approach, which is used for analyzing the data obtained in this study. The note-taking technique was applied to find the interpersonal meaning by labeling and examining the mood structure in the speech in Greta Thunberg's speech at the United Nations Climate Action Summit 2019. To find the interpersonal meaning by analyzing the mood structure in the speech. There are some steps in the data analysis technique in this research, as follow:

1. The video is obtained from YouTube which will then be rewritten by the video script in text form.
2. From the script that has been obtained, it is then divided into several clauses using clause complex analysis by providing code and dividing it into clauses and sentences, which can be viewed in Table 1.

Table 1. Clause Complex Analysis

No	Code	Expression	Clause
1.	α	(dominant cluse)	Parataxis
2.	β	(independent clause)	
3.	1	(initiating)	Hypotaxis
4.	2	(continuing)	

The third activity was describing the data into the interpersonal meaning by analyzing the mood structure in Greta Thunberg's speech. To make the data visible and clear, it presents into the Mood Analysis table, as sampled in Table 2.

Table 2. Mood Analysis

Clause				
S	F	P	C	Adj
Declarative Mood		Residue		

Note:
S   : Subject
F   : Finite
P   : Predicator
C   : Complement
Adj   : Adjunct

3. After being analyzed and classified based on each type of Mood, the results of the analysis are then presented in the form of percentage numbers.
4. The last activity is describing the pedagogical implication in the field of education by interviewing English Education Department students.

Results and Discussion
The Type of Interpersonal Meaning in Greta Thunberg's Speech

In Greta Thunberg's speech at the United Nations Climate Action Summit, 2019 has identified and analyzed the interpersonal meaning. The analyses are focused on Mood and Residue analysis. The Mood consists of Subject and Finite only, whereas the Residue consists of Predicator, Complement, and Adjuncts.

In the elements of Mood, the Subject as the prominent part in the clause, whereas the Finite sometimes show us the kind of tenses, and modality used in the speech, the polarity used is none, whereas, in the elements of Residue, the Predicate and Complement are often found. For adjuncts, it has some types, circumstantial, modal, and textual adjuncts. Based on the analysis, the interpersonal meanings in Greta Thunberg's speech at the United Nations Climate Action Summit 2019 consisted of the elements of Mood and Residue. It is obtained from the word by word in the clause, the element of interpersonal meanings. After identifying step, then the interpersonal meanings in the speech showed into tables. It was identified and analyzed based on Mood and Residue element. While the Mood elements are included Subject and Finite, the Residue elements are included Predicator, Complement, and Adjuncts. The types of moods are Declarative, which realized on statement form, Interrogative, which realized on question form, Exclamative realized on an intense feeling form, and the last is Imperative

Mood, which realized on command form.

The examples of the interpersonal meaning analysis in Donald Thunberg's speech at the United Nations Climate Action Summit 2019 are shown in Table 3.

Clause 5: '*I should be back in school on the other side of the ocean.*'

Table 3. Data 1

I	Should	be back	in school on the other side of the ocean
S	F	P	Adj; Circ
Mood		Residue	

The analysis of Interpersonal Meaning in this clause consists of two components, namely Mood and Residue. The mood element of Clause 5 consists of Subject 'I' in personal pronoun, and Finite 'should' indicate modal verb, whereas the Residue element consists of Predicator' be back' in the verbal group. In contrast, the Residue element consists of Circumstantial Adjunct 'in the school on the other side of the ocean' called Adjunct of Place because that clause provides detail of place about the action.

Clause 6: '*Yet you all come to us young people for hope.*'

Table 4. Data 2

Yet	you all	Come	to us young people	for hope
Adj: Mood	S	F	P Complement	Adj: Circ
	Mood		Residue	

The analysis of Interpersonal Meaning in Clause 6 which is shown in Table 4 is divided into two parts called Mood and Residue. Mood and Residue. The mood element consists of Subject 'you all' as personal pronoun and Finite 'come' realized in the verbal group. In this clause, there are three elements of Residue, the word 'come' here is fused with the Predicator, 'to us young people' as Complement and 'for hope' as Circumstantial Adjunct of Cause.

Clause 7: '*How dare you!*'

Table 5. Data 3

How	Dare	you!
WH-Complement	F	S
Residue	Mood	

Table 5 shows the analysis of Interpersonal Meaning in Clause 7, which is divided into two components called Mood and Residue. The mood element in this clause consists of Subject 'you!' as personal pronoun and Finite 'dare' in the verbal group. Whereas the Residue element only consists of one form, namely Complement 'How' as WH-Complement.

Clause 13: '*We are in the beginning of a mass extinction.*'

Table 6. Data 4

We	Are	in the beginning of a mass extinction
S	F	Adj: Circ
Mood		Residue

The analysis of Interpersonal Meaning in Clause 13 is divided into two components. As shown in Table 6, this clause Mood element consists of Subject 'We' in personal pronoun and Finite 'are' in the nominal group, whereas the Residue element consists of Circumstantial Adjunct 'in the beginning of a mass extinction' it is named by Adjunct of Cause that indicates the exact cause.

Clause 23: '*and that you understand the urgency.*'

Table 7. Data 5

and that	You	Understand	the urgency
Adj: Conj	S	F	P Complement
	Mood		Residue

As seen in Table 7, the analysis of Interpersonal Meaning in Clause 23 is divided into two components, namely Mood and Residue. In this clause, the Mood element consists of Subject 'you' in personal pronoun and Finite 'understand' in the verbal group. In this clause, there are two elements of Residue, the word 'understands' here is fused as the Predicator and 'the urgency' as the Complement.

Clause 39: '*the world had 420 gigatons of CO2.*'

Table 8. Data 6

the world	Had		420 gigatons of CO2
S	F	P	Complement
Mood: Declarative	Residue		

Like previous clauses, the analysis of Interpersonal Meaning in Clause 39 is divided

into two components called Mood and Residue (See Table 8). In this clause, Mood element raises with Subject 'the world' and Finite 'had' in the verbal group. There is only one form of Residue with the word '420 gigatons of CO2' as the Complement.

Clause 49: '*But the young people are starting to understand your betrayal.*'

Table 9. Data 7

But	the young people	Are	Starting	to understand	your betrayal
Adj: Conj	S	F	P		Complement
	Mood		Residue		

Table 9 shows that in Clause 49, the Mood element realized in Subject 'the young people' and Finite 'are' is the tensed element of the verb. There are two units of Residue in this clause called Predicator and Complement. The word 'starting' and 'to understand' they are the Predicator of this clause, whereas the word 'your betrayal' is the Complement.

The Types of Mood used in Greta Thunberg's Speech

After dividing the speech into clauses by using clause complex to make it easier in analyzing, then the clauses that have been analyzed using complex clauses are identified as Subject, Finite, Predicate, Complement, and Adjunct in Greta Thunberg's, the results of which will be displayed in the table to determine the types of mood in each clause. In analyzing the clause, it found that Thunberg used two types of Mood. They are Declarative and Exclamative Mood. The position can see the types of Mood of Subject and Finite. In Declarative Mood, the Subject is followed by the Finite. Exclamative structures, used in interaction to express emotions are a blend of interrogative and declarative patterns. Like the WH-Interrogatives, they require the presence of WH element, conflated with either a Complement or an Adjunct.

Based on the information presented in Table 10, there are two types of mood used in Greta Thunberg's speech at the United

Nations Climate Action Summit 2019. They are Declarative and Exclamative Mood. The most dominant mood used in the speech is the declarative mood, which is followed by Exclamative Mood. Declarative Mood indicates that Thunberg gave information about something. The dominant mood of speech by Greta Thunberg as a speaker is declarative Mood. So, it can be proven that there is a shred of evidence that it is an informative speech because the speaker has much information to deliver. The last is Exclamative Mood. Thunberg showed a strong feeling to deliver to the audience.

Table 10. Percentages of Types of Mood

Mood Types	Total Clauses	Percent
Declrative	51	89.47%
Interrogative	0	0%
WH-Interrogative	0	0%
Imperrative	0	0%
Exclamative	6	10.52%
Total	57	100%

After interpersonal meanings were identified and analyzed within all clauses, the interpersonal meanings can be seen in two types of Mood they are Declarative and Exclamative Mood.

a. Declarative Mood

The position of Subject and Finite has determined what the types of Mood are. In Declarative Mood, the Subject is followed by the Finite. The dominant mood of speech by Greta Thunberg as a speaker at the United Nations Climate Action Summit 2019 is declarative mood. So, it can be proven that there is evidence that it is an informative speech because the speaker has much information about climate change that she wants to deliver to the audience on that occasion.

In Greta Thunberg's speech at the United Nations Climate Action Summit 2019, the most dominant type of Mood used is Declarative. The total of Declarative Mood used in the speech is 89,47 %. It is 51 clauses from 67 clauses. Thunberg tried to explain

and deliver her information and the fact that she disappointment about what world leaders responsibilities for climate change that causes many harmful impacts in this current earth situation.

As a statement in Clause 30:'*The popular idea of cutting our emissions in half ten years only gives us a 50% chance of staying below 1,5 degrees*' In this clause, Thunberg used present tense showed that she was talking about the current situation and some general truth. For example, in Clause 14: '*And you can talk about is money and fairy tales of eternal economic growth'* In this clause Thunberg delivered was showing her disappointment of the current condition.

Greta Thunberg used the pronoun "we." In this case, Greta Thunberg did not talk about her privacy problem at all, instead of talking about a severe problem of the environment. Greta also used "we" to invite the listeners to overcome it together, as a statement in Clause 37: '*We who have to live with the consequences to gave a 67% chance of staying below a 1.5 degrees global temperature rise*' and also Clause 52 and 53: '*I say: We will never forgive you'' We will not let you get away with this*.'

The examples of Declarative Mood used in Greta Thunberg's speech at the United Nations Climate Action Summit 2019 as follows:

1. Clause 11: *People are **dying***. This clause indicates that the clause is present tense with no Predicator.
2. Clause 16: *For more than 30 years, **the science has** been crystal clear*. In this clause, the Finite and the Predicator separates to each other so that it makes clear enough to determine the Mood and Residue element in the clause.
3. Clause 21: ***You say***. This clause indicates that the clause is present tense with the Finite fused with the predicator.
4. Clause 26: *Because if **you really understood** the situation*. This clause indicates that the clause is past tense with the Finite fused with the predicator.
5. Clause 36: *So, **a 50% risk is** simply not

acceptable to us. This clause indicates that the clause is present tense with the Finite fused with the predicator.

6. Clause 41: *Today, **that figure is** already down to less than 350 gigatons*. This clause indicates that the clause is present tense with the Finite fused with the predicator.
7. Clause 46: *because **these numbers are** too uncomfortable*. This clause indicates that the clause is present tense with the Finite fused with the predicator.
8. Clause 51: ***The eyes of all future generations are** upon you*. This clause indicates that the clause is present tense with the Finite fused with the predicator.

From some examples above, we can see that in this Declarative Mood, Thunberg as the speaker, proved that he gave information or news to the listener in front of the stage, whereas the listener received that information or news from her.

b. *Exclamative Mood*

Exclamative Mood structures, which are used in interaction to express emotion or strong feelings such as surprise, disgust, disappointment, worry, etc., are a blend of interrogative and declarative patterns. Like the WH-Interrogatives, they require the presence of a WH element, conflated with either a Complement or an Adjunct.

Exclamative Mood occupied in number two after Declarative Mood. The total of Exclamative Mood used in the speech is 10.52 %. It is for six clauses. Thunberg tried to deliver her strong feeling and emotion to the audience and listener of her speech.

The whole premise of Greta Thunberg's speech is based on the confrontation of those in power and the older generations by the younger counterparts. She confronts the leading people of the power structures of the world. Addressing them on the issue of climate change, she speaks for who currently do not have the power to those who do. Such opposing manner is manifested in 'us to them,' or even an 'us to you'.

The examples of Exclamative Mood used in Greta Thunberg's speech at the United Nations Climate Action Summit 2019 as follows:

1. Clause 7: *How **dare you!***
2. Clause 8: ***You have** stolen my dreams and my childhood with your empty words!*
3. Clause 9: *And yet **I'm** one of the lucky ones!*
4. Clause 15: *How **dare you!***
5. Clause 17: *How **dare you** continue to look away*
6. Clause 42: ***How dare** you pretend*

'How dare you!' is repeatedly uttered in the speech. This indicates an accusatory discourse. Thunberg seems to accuse the older generations of not doing enough to stop climate change, even though it is happening and causes by humans, as is her premise. It is clear to Thunberg that the issue lies with the older generations not doing enough and by this inaction causing misery on the younger generation of today as well as the future generations yet to come.

Based on the analysis above, the analysis was mainly on mood and residue to find out the types of Mood in a clause. When the dominant mood system of Greta Thunberg's Speech at the United Nations Climate Action Summit 2019 is declarative.

3. *Pedagogical Implication*

It can be expected through analyzing the Mood analysis in Greta Thunberg's speech at the United Nations Climate Action Summit, 2019 can give more knowledge to the students and also as a reference to the teachers. For teachers who teach discourse, this Greta Thunberg speech can be used as a reference as a medium for teaching discourse, especially in understanding the interpersonal meaning in a spoken text by using mood analysis. The contribution of interpersonal meaning used in Greta Thunberg's speech at the United Nations Climate Action Summit 2019 to the teaching Discourse is to help the students easier to analyze the interpersonal meaning of the spoken text. In addition to simplifying the parts and types of mood, the contribution of Greta Thunberg's speech can be used as a reference for making an informative and interesting speech because it discusses current issues with accurate data.

One of the skills that must be possessed by an English student is speaking, which includes public speaking. Understanding mood analysis in the spoken text is expected to help advance English learners understand the interpersonal meaning conveyed by the speaker if s/he is in the position of the audience. And s/he can compose his own speech referring to the theory of Mood Analysis so that the message and purpose are conveyed well to the audience if s/he is in the position as a speaker. To learn discourse analysis, especially by using the SFL approach developed by Halliday, the students must understand minimally about the grammar; for better, they must master it. It happened because the scope of discourse analysis is higher and deeper comprehension than grammar. From overall Mood and Thematic analysis in Donald Trump's speech "Remarks on Tax Reform," can be taken some things related to the implementation of language teaching and learning.

In the SFL approach, there are three metafunctions. At least, the students must understand thoroughly about two metafunctions to understand the text, whether in written or orally. This approach can help the teachers to choose the learning materials for students. It also helps the teachers to make an explicit explanation to the students about how text makes the meaning.

Interpersonal Meaning makes the students evaluate word by word, the modality, and the mood of the clause by using Mood analysis. It makes the students more aware of who concerned in the text is. This analysis will help the students to construct the language used by people. In Mood analysis, the students will be able to differentiate how people build their language is used. It means the students will understand how are declarative, interrogative, imperative, or exclamative clauses used by analyzing the element of Mood analysis. They

are Subject and Finite.

If the students have known the types of moods, they will not only understand but also differentiate when people produce a statement clause (Declarative), ask a question (Interrogative), ask a command to do something (Imperative), or others. It also makes the students more aware of how the language is used. The students are expected to connect the information of the text.

Conclusion

Based on the Mood analysis of Greta Thunberg's speech at the United Nations Climate Action Summit 2019, it can be concluded that the the previous chapter, which has been discussed before as follows:

Interpersonal meaning in Greta Thunberg's speech realized into Mood analysis, which has two main components. They are Mood and Residue. For Mood elements only contain two parts, Subject and Finite, which will determine what types of Mood is in the clause, whereas Predicator, Complement, and Adjuncts included to Residue element. In one clause, the Mood must be consisted of one Subject and one Finite only, whereas for Residue element, it might be contained more than one Predicator, Complement, and Adjuncts.

There are some conclusions drawn. Initially, there is four typical clause mood, specifically; declarative, interrogative, imperative, and exclamative. Those temperaments are firmly identified with discourse capacities, for example, direction, offer, explanation, and questions. What is traded here are conditions. At the point when the speaker is in the dramatization to talk the content, what the individual in question does is to get a specific discourse job, either requesting or giving. What is requested and given are data or merchandise and ventures.

From five kinds of moods; Declarative, Interrogative, WH-Interrogative, Imperative, and Exclamative, researchers found two of them in Greta Thunberg's speech, namely

Declarative mood, and Exlclamative mood.

Greta Thunberg's speech at the UN Climate Action Summit 2019 contributed to help the students who leaning discourse to analyze the interpersonal meaning of the spoken text. Understanding mood analysis in the spoken text expected to help advance English learners understand the interpersonal meaning conveyed by the speaker and compose a proper speech referring to the Mood theory so that the message and purpose are conveyed well. By using mood analysis, the student will understand and differentiate when people produce a statement clause (Declarative), ask a question (Interrogative), ask a command to do something (Imperative), or others. While, for teachers who teach discourse, this Greta Thunberg speech can be used as a reference as a medium for teaching discourse, especially in understanding the interpersonal meaning in a spoken text by using mood analysis.

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