



RHETORIC OR REALITY? EXPLORING IDEOLOGIES IN THREE PRESIDENTIAL INAUGURAL SPEECHES

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Abstract:

This paper explores how the personal background of three elected American presidents (Barack Obama, Donald Trump, and Joe Biden) is depicted in their inaugural speeches and how the trend issue in each era is being represented in the ideological trend of each president through their speeches. Qualitative approaches using Norman Fairclough's three-dimensional framework, document study, and descriptive analysis are used to analyze the data from the full transcript of inaugural speeches of the three presidents. The findings show that the personal backgrounds such as the education, race, religion, and previous work experiences of each president are depicted in their inaugural speeches. Moreover, each president represents trend issues in their ideological trend through their speech by addressing them implicitly, spreading his slogan and beliefs into the society, and encouraging people to do things collectively.

INTRODUCTION

Language is an essential tool for communication through everyday life as it is able to convey the messages from one person to another. One of the forms of messages that is able to be conveyed is ideology. Based on Wahyuni & Syamsi (2021), ideology can be defined as a reflection of ideas in people's life influencing the ways people think and perceive the world. Similarly, Badmus (2024) defines ideology as collections of ideas having close relation with personal experiences, which in turn shape a person's way of thinking and decision-making. In other words, language not only serves as a tool for communication, but also serves as a medium through which ideologies are shared and understood.

Ideology becomes significantly important when individuals in positions of power, such as politicians, use their authority to influence and shape people's lives and perspectives. These individuals often make use of their ability to communicate effectively, using language as a powerful tool to structure and create their ideologies. As Hasibuan (2018) states that language takes a critical role in shaping and constructing ideology, acting as a medium to shape, strengthen, and spread ideas and beliefs in a society. One of the most effective ways of sharing and communicating their ideology to the public is through speeches.

According to Beebe (2003) in Darong et al. (2022), speech is a way of sharing or explaining thoughts, feelings, ideas, or beliefs through words, whether spoken or written. It also focuses on the audience, using language to create specific meanings and messages.

One of the most important types of speeches is the Inaugural Speech, which has become an important media for presidents to shape public perceptions, outline policies, and express ideological commitments. This speech often reflects the political atmosphere of the time, as well as the culture of the nation. Typically, inaugural speeches are carefully written, well-planned, and tailored to connect with a specific audience. In the speech, the presidents present themselves as a confident and skilled speaker, showcasing national values, their way of thinking, and their style of communication. They also serve as a representation of the country's culture and ideology. Inaugural speeches also convey key concepts, including political, socio-economic, religious, moral, ethical, and cultural themes.

In America, an inauguration speech takes place at the Capitol on January 20 and is usually attended by a large crowd, to which the President speaks. Presidents usually have a prepared text of the speech (Batluk, 2011). As of now, there have been 59 inaugural speeches delivered by American presidents, starting with George Washington in 1789 and including the most recent address by Joe Biden in 2021. This count reflects the speeches given by each president upon taking office, with some presidents delivering multiple addresses during their terms. These speeches not only mark the beginning of a president's term but also serve as a reflection of the social and historical context of the era and the president's personal background. These contexts play an important role for interpreting the messages and ideas in the speeches, as they are influenced by the events and challenges of the era and the president's perspective.

Barack Hussein Obama was one of the American presidents that delivered inaugural speech. He has been raised in a variety of cultures, living up with an African father, American mother, and Indonesian step father makes Obama grow in respect. He was born and lived in Hawaii until their parents divorced and his mother married to his step dad, which made him have to spend several years in Indonesia. For a short time, his mother relied on government food stamps for support, but the family generally maintained a middle-class lifestyle. Obama graduated from several prestigious institutions, such as Punahou Academy, Columbia University with a degree in political science, and Harvard University's law school. He experienced some work, such as becoming a community organizer for low-income residents, lecturer and a professor at the University of Chicago Law School from 1992 - 2004. His political journey began when he joined Democratic Party and won election in 1996 as the Illinois State Senator. As a Senator, he worked with Democrats and Republicans to draft legislation on ethics, health care, education and income tax credit for a low working class (Iqbal, 2013). In February 2007, he announced his candidacy for the 2008 democratic presidential nomination, eventually making history by becoming the first African-American President of the United States, he gained more than 270 electoral votes- the number of votes required to win the American presidential election. After four years of tough challenges, Obama was re-elected for a second period as the President. He secured more than 270 electoral votes. Barack Obama officially began his second term on January 21st, 2013 and delivered his inaugural speech.

Donald John Trump grew up in a business-oriented family. His father, even from his grandfather, was a successful businessman. It makes Trump live in luxury from a very young age. Meanwhile, his mother raised him to live presbyterian and guided him to enter several churches. When he was 13, he was sent to New York Military Academy in upstate New York because he was considered an aggressive kid that needed to be disciplined. Then, he attended Fordham University before transferring to the Wharton

School of Finance at the University of Pennsylvania, where he earned a degree in economics in 1968. After college, Trump joined his father's real estate business and renamed it The Trump Organization in 1973. By the 1980s, he was a well-known businessman, a best-selling author and starred in the reality TV show *The Apprentice*. Looking at his early life, it made many surprised by Donald Trump's 2016 presidential campaign, though he had explored running in 2000 as a Reform Party candidate. He had previously switched political affiliations multiple times: from Republican to Independent, then to Reform Party, Democrat, and back to Republican in 2009. In addition, if we look deeper to his former generation, it can be seen that he is also of German descent.

Another president delivering his inaugural speech was Joseph Robinette Biden Jr. or known as Joe Biden. He was born from working-class parents in an Irish catholic family that was considered a minority in the United States. He established Biden Foundation, a charitable group focused on supporting minority groups and defending issues related to them such as violence against women, child abuse, LGBT community, also offering support for military families. He earned a law degree from Syracuse University in New York in 1968 and started his first career in a corporate law firm, however he quit not long after due to internal conflict of wanting to pursue his own passion. After, he became a public defender whose clients were mostly African-American. Continuing his career, he then became a senator representing Delaware (1973-2009). After that, he continued his career into becoming vice president in Obama's presidency with the support of Democratic Party and grew a close relationship with the president. His main focus was on foreign relations and he was also known as one of the most influential American vice presidents due to his great works and dedications. Some of his great works were centered around peacemaking missions such as being outspoken on issues related to the Kosovo conflict and withdrawing U.S troops from Afghanistan.

Critical Discourse Analysis (CDA) offers a valuable framework for analyzing this type of text. Wiratno in his book entitled *Pengantar ringkas linguistik sistemik fungsional* had stated the meaning of CDA concisely: CDA is a method of discourse analysis that uses a critical perspective to examine how language is used in written and spoken texts in order to pinpoint the ideologies or values they convey. However, CDA can not be interpreted singularly. There were various figures that contributed to developing CDA in other areas. In this study, Fairclough's three-dimensional framework of CDA is adopted. Fairclough's model focuses on how language not only reflects, but also forms and reproduces social institutions. His examination of discourse through three interconnected levels; text analysis (micro-level), discursive practices (meso-level), and social practices (macro-level); helps this study to uncover the ideologies beyond the inaugural speech of Barack Obama, Donald Trump, and Joe Biden and thus is valuable to show the ideological evolution.

There already are research that analyzed speeches of political figures using the CDA framework. Ali and Ibrahim (2020) utilize Ruth Wodak's Discourse Historical Model to uncover the nationalist undertones of Trump's 2017 inaugural address. Similarly, Munawar (2018), applying Fairclough's three-dimensional model, identifies Trump's use of narrative mode, pronoun shifts, and repetition to craft a persuasive discourse rooted in American exceptionalism and power dominance. Thanina and Ourdia (2018) extend this analysis by comparing Trump's conservative, nationalist rhetoric with Barack Obama's liberal and inclusive language, which uncover how their contrasting ideologies manifest in their speeches. Ghani & Hussain (2021) mixed-methods research revealed that Joe Biden's speech employs intentional lexical choices to promote ideologies of

inclusion and unity, addressing socio-political inequalities and the economic-pandemic crisis. In addition, a research done by Dastpak & Taghinezhad (2015) connected Fairclough's theory to examine Obama's inaugural speech, revealing his persuasive strategies and ideological stance. The results show that Obama's speech employs persuasive strategies and ideological elements, using key ideological parts such as pragmatism, liberalism, inclusiveness, and unity. The research shows that Obama emphasizes unity by using the word "we". Furthermore, a research by Merrita (2021) revealed the nationalism ideology in Jokowi's presidential election speech using three-dimensional conception of Fairclough. The findings show that Jokowi constructs himself in front of audience as some identities, such as a leader prioritizing people's necessity, visionary leader for the sake of Indonesian's well being, a leader improving qualities in several sectors, a competitive leader towards other countries, a leader prioritizing unity, and a leader who is proud of his nation

A research conducted by Badmus, et al (2024) analyzed Norman Fairclough's three dimensional model in the speech of President Bola Ahmed Tinubu which revealed his ideology as being optimistic, dedicated, reliable, tolerance as well as promoting peace and unity. The result also focuses on how the president chose the diction to promote the message of the new agenda that he brought. Furthermore, a research conducted by Wahyuni, et al (2021) also analyzed the speech of Nadiem Makarim & Muhadjir Effendy at teacher's day using a three-dimensional model by Norman Fairclough. The result shows that choice of words matter to deliver the message to the audience, as well as getting positive feedback from the audience.

Previous research from Ghani & Hussain (2021), Dastpak & Taghinezhad (2015), and Merrita (2021) have focused on analyzing hidden meanings in individual speeches, such as Biden's message of unity and inclusion, Obama's focus on pragmatism and liberalism, and Jokowi's emphasis on nationalism and unity. Studies on President Tinubu (Badmus et al., 2024) and Indonesian ministers (Wahyuni et al., 2021) also highlight how word choices help deliver messages effectively. However, these studies primarily focus on only a politician's speech without considering how the personal backgrounds of politicians and the issues of their times shape their ideologies. To fill this gap, this research explores how the personal backgrounds of Barack Obama, Donald Trump, and Joe Biden, as well as the key issues during their presidencies, are reflected in their inaugural speeches. It also examines how these factors led to changes in ideologies across the three presidencies, showing how priorities and viewpoints shifted based on their different social background and times.

RESEARCH METHOD

This research employed a qualitative approach to explore the depiction of each president's personal background in their speeches and to examine how these speeches represent the ideological trend from their respective eras. The analysis of this study utilized Norman Fairclough's three-dimensional frameworks, which include textual analysis (description) to examine specific words and phrases highlighting the presidents' backgrounds and ideologies, discourse practice analysis (interpretation) to understand how their personal experiences and contexts are reflected in their rhetoric, and sociocultural practice analysis (explanation) to assess the connection between the speeches and the sociopolitical and historical contexts of their time. The data of this study used primary sources, taken from the full transcripts of the inaugural speeches of Barack Obama, Donald Trump, and Joe Biden. The research used document study and descriptive

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RESULT AND DISCUSSION

Result

In accordance with three-dimensional conception, this research used Fairclough's ten guiding questions to identify the elements within three speeches, focusing on how they reflect the presidents' personal background and the ideologies shaped by the prevailing issues of their respective eras.

1. Personal Background of Each President in Their Speech

a. Barack Obama

● Being African-American Individual

"We recall that what binds this nation together is not the colors of our skin or the tenets of our faith or the origins of our names."

"We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

"We will support democracy from Asia to Africa, from the Americas to the Middle East, because our interests and our conscience compel us to act on behalf of those who long for freedom."

"And we must be a source of hope to the poor, the sick, the marginalized, the victims of prejudice - not out of mere charity"

Obama's inaugural speech focuses on themes of equality. He uses the words "equal" and "freedom". He also builds relational bonds by repeatedly using the words "we", "together" and "our". These words show his belief in the importance of working together and his hope for a united and inclusive society. These findings reflect his personal background as he lived as an African-American individual and growing up in a multicultural family, making him have a deep understanding of the need for equality and unity. Moreover, the way he stated America should be the hope of the poor reflects his background when his mother relied on government food stamps for support.

These findings align with what Dastpak & Taghinezhad (2015) observed about Obama's ideological values delivered in his first inaugural speech. In his second inaugural speech, he consistently focuses on liberalism, inclusiveness, and unity, showing his belief in individual rights, equality, and working together as a nation. Obama emphasizes the importance of diversity and making sure everyone, no matter their background, has a place in America.

- **Work Experiences**

“So we must harness new ideas and technology to remake our government, revamp our tax code, reform our schools, and empower our citizens with the skills they need to work harder, learn more, reach higher.”

“We, the people, still believe that enduring security and lasting peace do not require perpetual war.”

In his inaugural speech, Obama highlighted the important issues about taxes and education. He also emphasized the need for peace and to stop the war. This reflects his work experience as a senator. During his time in the Senate, he collaborated with both Democrat and Republicans to draft legislation on ethics, health care, education and income tax credit for a low working class (Iqbal, 2013). In 2001, he also opposed President Bush to go for the Iraq war. He strongly criticized the decision to invade Iraq. He reflected his belief by stressing the importance of ending conflicts and seeking peaceful solutions to global challenges. This connection between his past work and his speech demonstrates how his experiences as a senator shaped his vision as president.

b. Donald Trump

- **Business Upbringing**

“We will follow two simple rules: Buy American and Hire American.”

“We will bring back our jobs. We will bring back our borders. We will bring back our wealth. And we will bring back our dreams.”

Trump used the term “we” quite frequently in his inaugural speech which can be seen as an inclusive yet authoritative term. In business rhetoric, this term is often used to refer to a collective identity that makes employees feel part of a team, which can lead to increased motivation and engagement (Ewuzie & Obong, 2024). Thus, it reflects Trump’s motivation to collectively gather Americans’ strength to maximize returns. This supports Munawar (2018) findings that Trump’s use of “we” serves to unify his audience while reinforcing his position as a leader guiding the collective effort. Moreover, his repeated mention of phrases like “bring back” can be seen as Trump’s tendency to focus on reclaiming lost assets which aligns with Thanina and Ourdia’s (2018) observation that Trump’s discourse often centers on restoration and a return to perceived past greatness. In addition, his slogan, “Buy American and Hire American.” reflect his transactional mindset that frames global interactions in terms of losses and gains.

- **Christianity**

“The Bible tells us, “how good and pleasant it is when God’s people live together in unity.”

“We will be protected by the great men and women of our military and law enforcement and, most importantly, we are protected by God.”

His mention of “Bible” and its verse strongly depict Trump’s motive to show his christian background. He also stresses the clause “we are protected by God” by saying “most importantly” before it which supports his religious belief more. However, MJ Lee argues in a CNN politics news article that Trump appears to have less religious orientation. Even, in Trump’s Q&A with Religion News Service, he said that he considers himself to be a non-denominational Christian. This challenges Thanina and Ourdia’s (2018) finding that Trump’s rhetoric is deeply influenced by conservative Christian ideologies. Eventually, the news and Trump confession supports the idea that Trump uses these constructions to raise his credibility in the eyes of evangelicals.

- **Embedded German Ideology**

“From this moment on, it’s going to be America First.” “We Will Make America Great Again”

It is known that the concept of Aryanism highly influenced The Nazi ideology in Germany by establishing a racial hierarchy. The Nazi regime's belief in Aryan superiority was deeply intertwined with Social Darwinism, which posited that human societies evolved through competition thus resulting in favoring the "fittest" races (Bergman, 1999). This view of the need to be superior among other groups influenced Trump's ideology delivered in the speech. However, in this context, it is not in the scope of race, but rather in nation scope. In his speech, Trump repeated the word "America" several times which shows the American-oriented mindset. Moreover, following the concept of survival and supremacy of the fittest in Social Darwinism, the phrase "America First" reflects a competitive mentality in which the United States is given priority over all other countries. Furthermore, the slogan "Make America Great Again" also contributes to validate Trump's Germany inherited Ideology by being similar to the Nazi concept of restoring Aryan supremacy in which it appeals to a sense of national pride and the need to correct perceived decline.

c. **Joe Biden**

- **Being a minority in the United State of America**

"Today, we mark the swearing-in of the first woman in American history elected to national office – Vice President Kamala Harris. Don't tell me things can't change."

"And I pledge this to you: I will be a President for all Americans."

"But the answer is not to turn inward, to retreat into competing factions, distrusting those who don't look like you do, or worship the way you do, or don't get their news from the same sources you do. We must end this uncivil war that pits red against blue, rural versus urban, conservative versus liberal."

It can be seen in Biden's inaugural speech that equality is represented by using words such as 'we' and 'all'. The equality for minority groups such as women, certain racial groups, certain religions, and working-class communities. Besides, this issue is addressed in the speech by emphasizing not to distrust people who are different in several aspects such as racial, religion, or sources of knowledge. Moreover, the speech also emphasizes ending the war between different political parties in America, different places, and different beliefs. This aligns with Biden's background coming from a minority family where his parents come from a working-class Irish catholic family. Also, the action of caring for minority groups aligns with his background of establishing a charity foundation. This finding aligns with Nurkhamidah (2021) stating that Biden tries to embrace all audiences without judging at their race, religion, and other differences because they are under the same roof that is America.

- **Focusing on peace and unity**

"To overcome these challenges – to restore the soul and to secure the future of America – requires more than words. It requires that most elusive of things in a democracy: Unity."

"With unity we can do great things. Important things. We can right wrongs. We can put people to work in good jobs. We can teach our children in safe schools. We can overcome this deadly virus. We can reward work, rebuild the middle class, and make health care secure for all. We can deliver racial justice. We can make America, once again, the leading force for good in the world."

In the speech, Biden repeatedly mentions peace and unity. It is said that unity is the most elusive thing in a democracy and that with unity, great things can be done such as overcoming COVID-19, rebuilding the middle class, and providing a good healthcare system for all. Biden's background of his work experiences before as vice president to

Obama which he mainly focused on peacemaking mission is represented. This aligns with Nurkhamidah (2018) as Biden uses logical reasonings by emphasizing great things America can do with unity and peace. Moreover, the use of the pronoun 'we' is seen repeatedly to put emphasis on the sense of collectivity in doing things.

2. Trend Issues in Each Era and Ideological Representation

a. *Barack Obama*

Obama delivered his second inaugural speech on January 21st, 2013 located in the United States Capitol. He implicitly speaks about trend issues in his era and constructs them into his ideologies.

● **Gender Equality & Same Sex Rights**

"For our journey is not complete until our wives, our mothers and daughters can earn a living equal to their efforts."

"Our journey is not complete until our gay brothers and sisters are treated like anyone else under the law"

"for if we are truly created equal, then surely the love we commit to one another must be equal as well"

Based on data gathered by The Institute for Women's Policy Research (IWPR), In 2012, women working full-time and year-round earned only 76.5% of what men earned. This means there was a 23.5% gap in pay between men and women. On average, women made \$37,791 per year, while men earned \$49,398. The gender wage gap hasn't really changed much since 2001. Obama uses a metaphor "journey" to address these issues happening in his era. He suggests progress and ongoing effort need collaboration. The use of "our" also indicates Obama uses inclusivity for addressing social issues as a shared mission.

In addition, a survey done by The Pew Research just two weeks before election (2012) shows American views on same-sex marriage were shifting significantly, as reflected in a survey showing 49% support for legalizing same-sex marriage, with opposition at a historic low of 40%. The results of the 2012 national election also mirrored this change, with voters in multiple states approving measures to legalize and reinforced a ban on same-sex marriage.

Obama uses a metaphor "journey" to address these issues such as gender wage inequality and the treatment given to the LGBTQ+ community during his era. He suggests progress and ongoing effort need collaboration, emphasizing that unity is needed to overcome the problems. The use of "our" also indicates Obama uses inclusivity for addressing social issues as a shared mission which means these challenges belong to everyone, not just those directly affected. It fosters a sense of shared responsibility among all Americans to address social injustices together.

● **Environmental Responsibility**

"We will respond to the threat of climate change, knowing that the failure to do so would betray our children and future generations. Some may still deny the overwhelming judgment of science, but none can avoid the devastating impact of raging fires and crippling drought and more powerful storms."

Obama uses expressive words such as "threat" and "devastating" to convey his stance on climate change as an existential crisis, emphasizing that failing to act on climate change would be wrong and harmful. This aligns with the data provided by The White Government, showing climate and weather disasters in 2012 happened in America such as U.S Drought/Heatwave, Western Wildfires, Superstorm Sandy, Hurricane Issac, and Combined Severe Weather. Moreover, The metaphor "betray our children and future generations" is used by Obama to make people think that climate change is not just a problem, but a moral duty to protect future generations. This reflects his commitment to the well-being of future generations. Obama also acknowledged opposing views by

directly saying “*Some may still deny*”, showing he is aware of different opinions. He also uses the word “*overwhelming*” to highlight that the scientific consensus on climate change is strong and reliable. He frames the issue as one where denial is not based on logic or evidence but rather on ignorance or refusal to accept facts.

- **Optimism, Collective Responsibility, and Economic Growth**

“The path towards sustainable energy sources will be long and sometimes difficult. But America cannot resist this transition, we must lead it. We cannot cede to other nations the technology that will power new jobs and new industries, we must claim its promise. That’s how we will maintain our economic vitality and our national treasure”

Obama uses both expressive and relational values by saying “*America cannot resist this transition, we must lead it*” to address the importance of moving from traditional energy sources into renewable ones and inspire optimism and confidence in the nation's ability to shift to renewable energy. He uses relational values for establishing a sense of collective responsibility and partnership. This process aligns with the data gathered by Lawrence Livermore National Laboratory (LLNL), reported by Climate Home News (2013), which showed in 2012 49% of new electricity capacity came from renewable energy, using clean energy to protect the environment. This matches Obama’s optimism and belief in the potential of clean energy. Additionally, the collaborative work was also demonstrated by the government. Giving incentives for “larger more efficient turbines”, reflecting their support on developing renewable energy.

Obama further conveys his ideology by emphasizing the economic benefits of renewable energy. He connects technological innovation and economic growth to renewable energy adoption, assuming his audience values these priorities by saying “*That’s how we will maintain our economic vitality and our national treasure*”. He implicitly stated that using renewable energy can boost the economy. This idea is supported by the report that wind energy alone powers 15 million U.S. homes, showing how renewables can meet energy needs while reducing reliance on fossil fuels (Climate Home News , 2013).

b. Donald Trump

- **Restoration**

“This American carnage stops right here and stops right now”

CBS News reported that In the last three months of 2016, the U.S. economy slowed. The growth performed the worst in five years, with the annual rate falling to 1.6 percent. It is worse compared to 2.6 percent in 2015 and 2.4 percent in 2014. Since the Great-Recession, America hasn't touched economic greatness as before. The phrase “*American Carnage*” can be interpreted as how Trump sees this trend's issue. Thus, “*stops right here and stops right now*” leads to his ideology of America restoration as he echoing in his slogan “*Make America Great Again*”

- **Combating Terrorism**

“We will reinforce old alliances and form new ones – and unite the civilized world against Radical Islamic Terrorism, which we will eradicate completely from the face of the Earth.”

From this line, Trump aimed to create a clear enemy for his audience by labeling terrorism as “*radical Islamic*”. He also chose the phrase “*eradicate completely*” for responding to “*Radical Islamic Terrorism*”, which is designed to evoke a sense of total annihilation of the threat. Trump’s language and metaphors reflect the climate of fear around terrorism that dominated global discussions in 2016 and 2017, particularly after high-profile terrorist attacks in

Europe (such as those in Paris and Brussels) and ongoing security threats from groups like ISIS. The use of terms like "eradicate" and "civilized world" reflects a broader trend of framing terrorism as an ideological battle between Western democracies and those considered outside the "civilized" sphere.

- **Populism**

"We are transferring power from Washington, D.C. and giving it back to you, the American People."

The Pew Research Center showed record-low trust in government institutions in 2015 that reflected broader dissatisfaction with political elites. Trump's awareness of this issue is shown in the use of "*Washington, D.C.*" as metaphor of the elite. He also emphasized the contrast between the politicians and the reality faced by American people in "*Politicians prospered – but the jobs left, and the factories closed.*". This shows his political ideology that deliberately addresses the interests of the "people" which are often opposed to the interests of a group called the "elite".

c. Joe Biden

According to a survey done by the Gallup News in 2021, the trend issue in Biden's era is progressive ideological trend with most Americans being more liberal and showing support on social issues such as LGBTQ movement, legalization of marijuana, and women's rights. Moreover, in 2021, was the peak in liberal economic identification.

- **Women's right**

"Today, we mark the swearing-in of the first woman in American history elected to national office – Vice President Kamala Harris. Don't tell me things can't change."

In the speech, Biden addressed women's rights by electing Kamala Harris, African-American woman, as his vice president. This shows that Biden supports changes to women's rights by breaking barriers for women to be in positions of power and leadership that have been historically dominated by men. By saying "*Don't tell me things can't change*", Biden conveys a powerful message of hope and determination to support and promote women's rights. Besides, Biden believes that changes are possible to be made in creating a more inclusive political environment and giving opportunity for women to be in a more equal position with men.

- **Liberal economic actions**

"And, if we are this way, our country will be stronger, more prosperous, more ready for the future. We are entering what may well be the toughest and deadliest period of the virus. We must set aside the politics and finally face this pandemic as one nation."

"We can put people to work in good jobs."

"We can overcome this deadly virus. We can reward work, rebuild the middle class, and make health care secure for all."

In the year of 2021, America faces a significant decrease in the employment rate due to Covid-19 pandemic. According to data by Center on Budget and Policy Priorities (CBPP), employment rate fell by 1.4 million jobs in March 2020 and a total of 22 million job deficit since the start of the pandemic. It can be seen in Biden's speech that the government will do liberal economic actions to face the Covid-19 pandemic. Actions such as providing jobs to people, helping the middle class to rise again, and providing sufficient healthcare facilities for all are mentioned in Biden's speech.

Discussion

The research results reveal that about 31 respondents from the English Education Department of Tidar University have various answers. As the research delivered open-ended questions in collecting tier answers about the challenges and limitations. This research intends to find out and explore students' responsibilities over mastering writing skills within Write and Improve with Cambridge which is considered as web-based writing tools.

The first question shows about 16 respondents are not sure that they have improved after using Write and Improve with Cambridge and the rest of 15 respondents think that the web is helpful tools for writing activities. This indicates that the usage of Write and Improve with Cambridge is not that effective for some respondents. This split response highlights variability in participant's experiences with the tool. While several students found value in its features, others struggled to achieve the significant performance, possibly by its surface-level feedback and correction rather than detailed explanation (Beatty, 2013).

The second question regarding the reusability of the application. When asked about the likelihood of reusing Write and Improve with Cambridge, a similar split was observed. About 16 respondents express hesitation, preferring for other writing tools such as Grammarly and et cetera. They have found other applications more helpful as they offer more user-friendly and versatile features like contextual analysis and creative writing support. Write and Improve with Cambridge, the response mainly said that the feedback given by it is less-personalized and resulting confuse them to express creative writing and cannot be as suitable as respondents' needs.

Additionally the rest of 15 students indicated a willingness to continue using Write and Improve with Cambridge, provided it integrates more advanced functionalities, such as personalized feedback and support for creative writing. This feedback is in line with the findings of Dudeney (2007) which emphasizes the importance of aligning educational tools with user expectations to ensure sustained engagement.

The use of Write and Improve with Cambridge among students is less-popular than other web-based applications. Researchers identified that 16 participants alternate their writing assistant tool out of Write and Improve with Cambridge that indicates the preference of participants using other tools due to those features and accessibilities. Participants also mention that the feedback given by this application is too focused on grammar rather than complex writing styles such as the use of language and varied sentence structures also they explain the feedback is "bot" or "AI" based, so they cannot explore their ideas through the mistake they made when they are mastering writing skill. Moreover, Davis (1989) suggests that the unique features such as contextual feedback, creative writing suggestions, and structural analysis can be added later on this app to attract and increase its usage. Furthermore, integrating personalized writing options and addressing students' concerns could enhance the app's reliability and competitiveness with other educational technology platforms. As Davis (1989) explained, contextual feedback, analytical structures are needed to develop writing skills.

One of the key challenges identified was the over-reliance on automated feedback, which 16 participants are not sure to use if they were a teacher that had to try this to develop students' writing proficiency. Aligning with Kirschner notes (2015) dependence on technology can lead to a decline in critical thinking and problem-solving

skills. For instance, students over use on automated corrections might struggle to understand the principles of using grammar as well, whereas potentially limit their growth as writers. Furthermore, the study showed that automated feedback often lacks writing elements, such as coherence, well-structured argumentation, and creativity. This limitation was particularly concerning for students aiming to improve their academic writing, which requires a deep understanding of structure and content (Hattie & Timperley, 2007). Feedback given must be constructive, specific, and timely to lead meaningful improvement and help students to reflect on their progress.

The findings also have significant implications for educators. While web-based tools like Write and Improve with Cambridge offer efficiency, they cannot entirely replace the traditional way of teaching writing (Cennamo, Ross, & Ertmer, 2009). Educators must set a balance between grasping technology and providing personalized guidance to students. In addition, training sessions on using these tools effectively could help teachers and students boost their benefits while overcoming their limitations.

The research results reveal that about 31 respondents from the English Education Department of Tidar University have various answers. As the research delivered open-ended questions in collecting tier answers about the challenges and limitations. This research intends to find out and explore students' responsibilities over mastering writing skills within Write and Improve with Cambridge which is considered as web-based writing tools.

The first question shows about 16 respondents are not sure that they have improved after using Write and Improve with Cambridge and the rest of 15 respondents think that the web is helpful tools for writing activities. This indicates that the usage of Write and Improve with Cambridge is not that effective for some respondents. This split response highlights variability in participant's experiences with the tool. While several students found value in its features, others struggled to achieve the significant performance, possibly by its surface-level feedback and correction rather than detailed explanation (Beatty, 2013).

The second question regarding the reusability of the application. When asked about the likelihood of reusing Write and Improve with Cambridge, a similar split was observed. About 16 respondents express hesitation, preferring for other writing tools such as Grammarly and et cetera. They have found other applications more helpful as they offer more user-friendly and versatile features like contextual analysis and creative writing support. Write and Improve with Cambridge, the response mainly said that the feedback given by it is less-personalized and resulting confuse them to express creative writing and cannot be as suitable as respondents' needs.

Additionally the rest of 15 students indicated a willingness to continue using Write and Improve with Cambridge, provided it integrates more advanced functionalities, such as personalized feedback and support for creative writing. This feedback is in line with the findings of Dudeney (2007) which emphasizes the importance of aligning educational tools with user expectations to ensure sustained engagement.

The use of Write and Improve with Cambridge among students is less-popular than other web-based applications. Researchers identified that 16 participants alternate their writing assistant tool out of Write and Improve with Cambridge that indicates the preference of participants using other tools due to those features and accessibilities. Participants also mention that the feedback given by this application is too focused on grammar rather than complex writing styles such as the use of language and varied

sentence structures also they explain the feedback is “bot” or “AI” based, so they cannot explore their ideas through the mistake they made when they are mastering writing skill. Moreover, Davis (1989) suggests that the unique features such as contextual feedback, creative writing suggestions, and structural analysis can be added later on this app to attract and increase its usage. Furthermore, integrating personalized writing options and addressing students' concerns could enhance the app's reliability and competitiveness with other educational technology platforms. As Davis (1989) explained, contextual feedback, analytical structures are needed to develop writing skills.

One of the key challenges identified was the over-reliance on automated feedback, which 16 participants are not sure to use if they were a teacher that had to try this to develop students' writing proficiency. Aligning with Kirschner notes (2015) dependence on technology can lead to a decline in critical thinking and problem-solving skills. For instance, students over use on automated corrections might struggle to understand the principles of using grammar as well, whereas potentially limit their growth as writers. Furthermore, the study showed that automated feedback often lacks writing elements, such as coherence, well-structured argumentation, and creativity. This limitation was particularly concerning for students aiming to improve their academic writing, which requires a deep understanding of structure and content (Hattie & Timperley, 2007). Feedback given must be constructive, specific, and timely to lead meaningful improvement and help students to reflect on their progress.

The findings also have significant implications for educators. While web-based tools like Write and Improve with Cambridge offer efficiency, they cannot entirely replace the traditional way of teaching writing (Cennamo, Ross, & Ertmer, 2009). Educators must set a balance between grasping technology and providing personalized guidance to students. In addition, training sessions on using these tools effectively could help teachers and students boost their benefits while overcoming their limitations.

CONCLUSION

This study revealed the different ideologies delivered by each president, Barack Obama, Donald Trump, and Joe Biden can be influenced by their personal backgrounds and trend issues in certain eras. Obama emphasized equality and unity which is affected by his multicultural upbringing. Trump highlighted restoration, nationalism, and strength that is shaped by his business-focused background and competitive mindset. Biden brought out inclusivity and peace in accordance with his working-class and minority heritage. However, this study is limited by its focus on only three American presidents and their inaugural speeches, which may not fully represent the broader scope of political rhetoric or ideological shifts over time. Future research could expand this analysis by including a wider range of political speeches or exploring other global leaders' rhetoric to uncover diverse ideological trends.

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