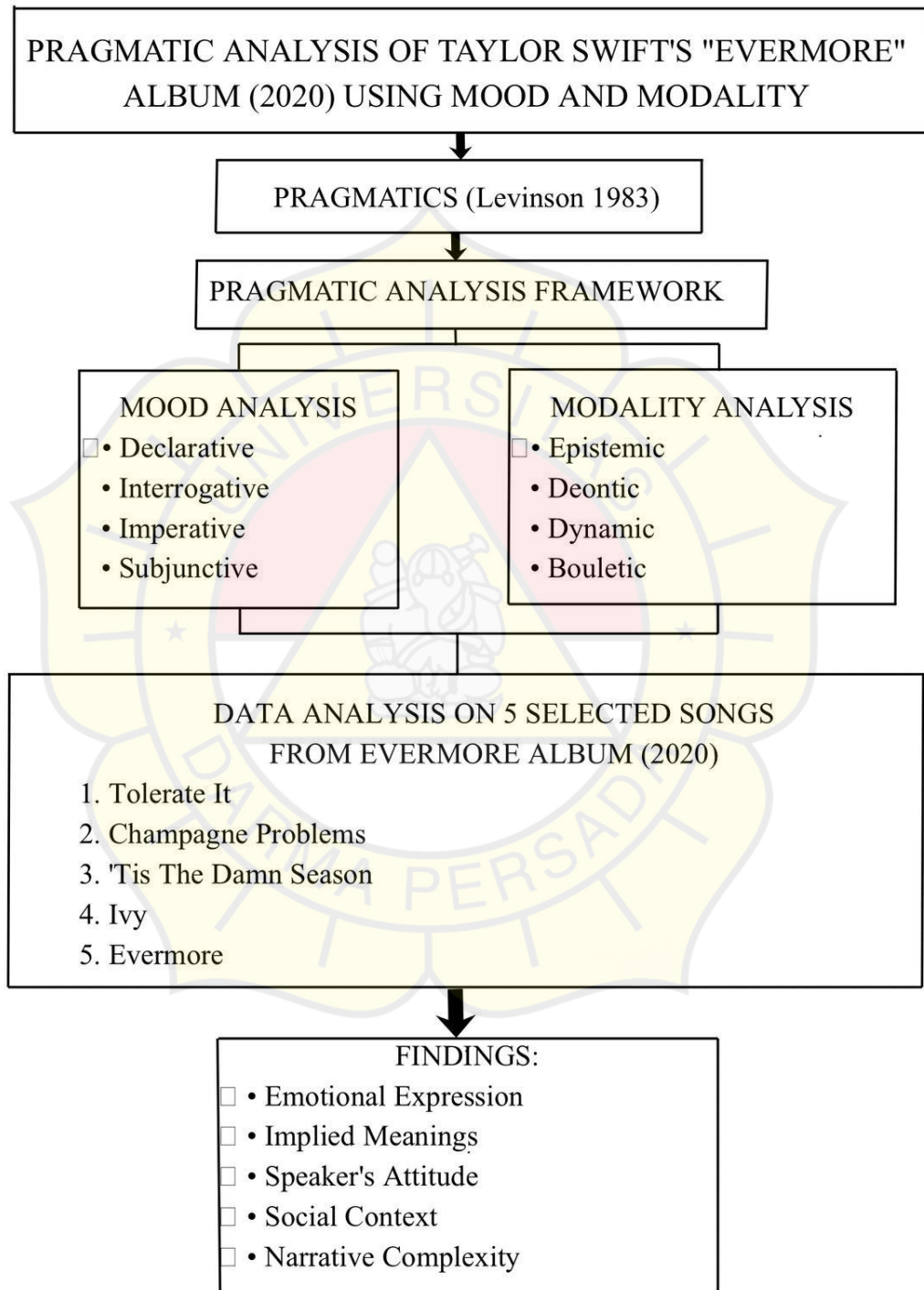


**APPENDIX 1**  
**SCHEME OF THE RESEARCH**



**APPENDIX 2**  
**RESEARCH POSTER**

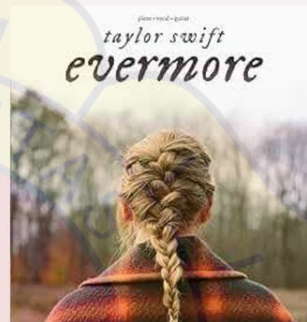
## **PRAGMATIC ANALYSIS OF TAYLOR SWIFT'S "EVERMORE" ALBUM (2020) USING MOOD AND MODALITY**



**Flut Emeraldiprita | 2019130005**

### **Background**

The study of Swift's music from a linguistic perspective offers a fascinating avenue for exploration, particularly in understanding how language is used to convey meaning, emotion, and narrative depth. Pragmatics, a subfield of linguistics, focuses on the study of language in use and the context-dependent aspects of meaning. (Levinson, 1983) By applying pragmatic analysis to Swift's lyrics in "evermore," researchers can gain valuable insights into the nuanced ways in which language shapes the album's themes and emotional impact.



### **Formulation**

1. How are mood and modality expressed in the lyrics of Taylor Swift's "Evermore" album?
2. What types of pragmatics meanings arise from the use of mood and modality in the lyrics, according to Levinson's theory?
3. How do the expressions of mood and modality reflect the speaker's intended meaning and social context?

### **Methodology**

This study applies qualitative approach for exploring the pragmatic aspects of Taylor Swift's evermore album, particularly in relation to mood and modality. The method used is descriptive analysis to identify, classify, and analyze linguistic features in the lyrics while explaining how these features function pragmatically within their context.

### **Research Findings**

This analysis of mood and modality shows that indicative mood is the most dominant type, which indicates that emotional experiences in the "Evermore" album are mostly presented as accepted realities. Subjunctive mood appears 5 times, reflecting unrealized possibilities, while imperative and interrogative moods occur less frequently. In terms of modality, epistemic modality is the most frequent, appearing 15 Times showing that doubts, belief, and personal judgment dominate the lyrics. Dynamic modality occurs 5 times, highlighting psychological limitation, followed by deontic modality with 4 data and bouletic modality with 1 data, indicating that obligation and desire are present but not central in shaping the emotional meaning of the songs.

### **Conclusion**

The distribution of mood and modality demonstrates that the speakers in the "Evermore" album experience emotions primarily through internal reflections, uncertainty, and emotional acceptance rather than authority or direct action. Mood and modality function not only as grammatical elements but also as pragmatic tools that support the emergence of pragmatic functions.

# APPENDIX 3

## PRESENTATION SLIDES



### PRAGMATIC ANALYSIS OF TAYLOR SWIFT'S "EVERMORE" ALBUM (2020) USING MOOD AND MODALITY

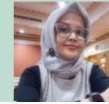


FLUT EMERALDIPRITA  
2019130005

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM  
DARMA PERSADA UNIVERSITY  
JAKARTA 2024



### GRATITUDE TO :



Dr. Yoga Pratama, Juliansyah, M.Pd Alia Afiati, M.Pd  
M.Pd

Bachelor Term paper Defense |

Bahasa & Kebudayaan Inggris

### Table of Contents

Background of Problem	Review of Previous Study
Identification of the Problem	Method of The Research
Formulation of Problem	Research Findings & Analysis
Framework of the theories	Conclusion

### Background of Problem

- Taylor Swift is known for writing meaningful and emotional song lyrics. Her tenth studio album, *Evermore* (2020), presents songs with deep narratives and strong emotional meaning.
- These meanings can be studied through pragmatics, which focuses on meaning in context. The analysis of mood examines sentence types such as declarative, interrogative, and imperative, while modality examines expressions of certainty, possibility, obligation, and attitude.
- Therefore, this study analyzes mood and modality in five selected songs, namely willow, champagne problems, tolerate it, ivy, and evermore. This analysis aims to understand how language is used to understand how language is used to express emotion and build relationships between the speaker and the listener in the *Evermore* album.



Page 01

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### FRAMEWORK OF THE THEORIES

#### MODALITY

Modality refers to how a speaker shows attitudes toward a statement, such as certainty, possibility, obligation, ability, and desire. According to Palmer (2001), modality is divided into four types, namely:

- epistemic modality,
- deontic modality,
- dynamic modality, and
- honorific modality.

These types help explain how speakers express judgment, rules, ability, and wishes through language.

#### MOOD

Mood is a grammatical feature that shows the speaker's attitude toward what is being said, such as stating facts, asking questions, giving commands, or making offers. According to Ahyu (2022), the main types of mood include:

- declarative,
- interrogative,
- imperative, and
- modulated interrogative

which are commonly used in daily communication to express meaning and intention clear.

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#### IDENTIFICATION OF THE PROBLEM

The use of mood in the lyrics of the *Evermore* album has not been deeply analyzed.

#### IDENTIFICATION OF THE PROBLEM

The use of modality in the lyrics of the *Evermore* album has not been specifically examined.

#### IDENTIFICATION OF THE PROBLEM

The relationship between mood and modality and emotional meaning in the *Evermore* album has not been widely studied.

#### FORMULATION OF THE PROBLEM

How are mood and modality expressed in the lyrics of Taylor Swift's "evermore," album?

#### FORMULATION OF THE PROBLEM

What types of pragmatic meanings and implicatures arise from the use of mood and modality in the lyrics, according to Levinson's theory?

#### FORMULATION OF THE PROBLEM

How do the expressions of mood and modality reflect the speaker's intended meaning and social context, as analyzed through Levinson's pragmatic framework?

### REVIEW OF PREVIOUS STUDY

01

Kalmar and Johnson (2020) conducted a semantic study on *Blank Space* and *New Romantics* by Taylor Swift. The study focused on figurative language to reveal emotional and social meanings in the song lyrics.

02

Kamalilah (2020) examined interpersonal meaning through mood choices in Taylor Swift's *Folklore* album. The study found that declarative mood was the most dominant, showing that the singer mostly delivers information to listeners.

03

Maulida and Inperini (2023) analyzed mood and modality in the track *willow* (Taylor's Version) album. The findings showed that declarative mood was frequently used and modality reflected the singer's attitude and certainty.

04

Belli et al. (2023) studied gender bias and sexism in English song lyrics using computational methods. The results showed an increase in sexist content over time, especially in songs by male artists.

05

Chen et al. (2022) investigated gender bias in song lyrics using topic modeling and bias analysis. The study revealed a shift toward the sexualization of women and consistent gender bias across genres.

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### METHOD OF THE RESEARCH

#### KUALITATIF

This study uses a qualitative descriptive approach because it focuses on analyzing language use and interpreting meaning rather than quantifying data. This approach is suitable for examining the pragmatic aspects of Taylor Swift's *evermore* album, especially the use of mood and modality in the song lyrics.

#### DATA COLLECTION TECHNIQUE

- Text Selection: Official *evermore* lyrics were taken from reliable sources.
- Text Transcription: The lyrics were transcribed into a research document.
- Segmentation: Songs were divided into clauses.
- Data Coding: Clauses were coded for mood and modality.

#### DATA ANALYSIS TECHNIQUE

The data from Taylor Swift's *evermore* album were analyzed using Levinson's (1983) pragmatic framework, focusing on mood and modality. The analysis identified and classified these features in the lyrics and interpreted them to reveal their contextual and emotional meanings.

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## RESEARCH FINDINGS AND ANALYSIS



## Data Analysis



No	Type		Frequency		Percentage	
	Mood	Modality				
1.	Indicative	Epistemic	15	15	60%	60%
2.	Imperative	Dynamic	3	5	12%	20%
3.	Interrogative	Deontic	2	4	8%	16%
4.	Subjunctive	Bouleitic	5	1	20%	4%
Total			25		100%	

- Based on the table, indicative mood is the most dominant type with 15 occurrences or 60%. This indicates that most lyrics use statements to express ideas and feelings. Epistemic modality also appears 15 times or 60%, showing a strong focus on certainty and possibility in the lyrics.
- Imperative mood appears 3 times or 12%, which shows that commands or requests are rarely used. Dynamic modality occurs 5 times or 20%, indicating limited expressions of ability or willingness. These percentages suggest that direct actions or instructions are not a major focus in the songs.
- Interrogative mood is the least frequent with 2 occurrences or 8%, showing that questions are uncommon. Deontic modality appears 4 times or 16%, reflecting some expressions of obligation or permission. Subjunctive mood occurs 5 times or 20%, while bouletic modality is the least dominant with only 1 occurrence or 4%, indicating minimal expression of wishes or desires.

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## Conclusion

- Based on the findings, indicative mood and epistemic modality are the most dominant types in the lyrics, each appearing 15 times or 60%. This shows that the songs mainly use statements to express ideas, feelings, and judgments, with a strong focus on certainty and possibility. Other types, such as imperative, interrogative, deontic, and bouletic forms, appear less frequently, indicating that commands, questions, obligations, and wishes are not the main focus of the lyrics.
- Future research can expand this study by analyzing more songs from the same album or comparing evermore with other Taylor Swift albums to see whether similar patterns appear. Other pragmatic aspects, such as deixis, presupposition, or politeness strategies, may also be included to gain deeper insights. Readers and listeners are encouraged to understand that mood and modality are not only grammatical features but also tools for expressing emotional and social meanings in song lyrics.

Page 08



# THANK YOU


NAME:

Darma Persada University







# APPENDIX 4














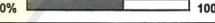
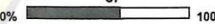



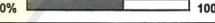
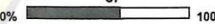








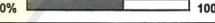
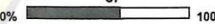


## TOEIC CERTIFICATE



**LISTENING AND READING  
OFFICIAL SCORE CERTIFICATE**



	<b>Flut Emeraldiprita</b> Name		<b>LISTENING</b> Your score <b>350</b>	<b>TOTAL SCORE</b>  <b>680</b>
	3275036208980018 Identification Number	1998/08/22 Date of Birth (yyyy/mm/dd)	5  495	
	2024/07/14 Test Date (yyyy/mm/dd)	2026/07/14 Valid Until (yyyy/mm/dd)	<b>READING</b> Your score <b>330</b>	
			5  495	
Client/Institution Name: PT International Test Center				
PT International Test Center, Plaza Sentral, 17th Floor, Jl. Jend. Sudjirman Kav 47, Jakarta, Indonesia, 12930				

LISTENING	READING																														
Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths: <ul style="list-style-type: none"> <li>• They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>• They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>• They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>• They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.</li> <li>• They can understand details when the information is slightly paraphrased.</li> </ul> To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.	Your scaled score is close to 350. Test takers who score around 350 typically have the following strengths: <ul style="list-style-type: none"> <li>• They can infer the central idea and purpose of a written text, and they can make inferences about details.</li> <li>• They can read for meaning. They can understand factual information, even when it is paraphrased.</li> <li>• They can connect information across a small area within a text, even when the vocabulary and grammar of the text are difficult.</li> <li>• They can understand medium-level vocabulary. They can sometimes understand difficult vocabulary in context, unusual meanings of common words, and idiomatic usage.</li> <li>• They can understand rule-based grammatical structures. They can also understand difficult, complex, and uncommon grammatical constructions.</li> </ul> To see weaknesses typical of test takers who score around 350, see the *Proficiency Description Table.																														
<b>PERCENT CORRECT OF ABILITIES MEASURED</b> Your Percentage 0%  100%	<b>PERCENT CORRECT OF ABILITIES MEASURED</b> Your Percentage 0%  100%																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts</td> <td style="text-align: center;">73</td> <td style="width: 30%;">0%  100%</td> </tr> <tr> <td>Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts</td> <td style="text-align: center;">77</td> <td>0%  100%</td> </tr> <tr> <td>Can understand details in short spoken texts</td> <td style="text-align: center;">87</td> <td>0%  100%</td> </tr> <tr> <td>Can understand details in extended spoken texts</td> <td style="text-align: center;">70</td> <td>0%  100%</td> </tr> <tr> <td>Can understand a speaker's purpose or implied meaning in a phrase or sentence</td> <td style="text-align: center;">73</td> <td>0%  100%</td> </tr> </table>	Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	73	0%  100%	Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	77	0%  100%	Can understand details in short spoken texts	87	0%  100%	Can understand details in extended spoken texts	70	0%  100%	Can understand a speaker's purpose or implied meaning in a phrase or sentence	73	0%  100%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Can make inferences based on information in written texts</td> <td style="text-align: center;">69</td> <td style="width: 30%;">0%  100%</td> </tr> <tr> <td>Can locate and understand specific information in written texts</td> <td style="text-align: center;">59</td> <td>0%  100%</td> </tr> <tr> <td>Can connect information across multiple sentences in a single written text and across texts</td> <td style="text-align: center;">57</td> <td>0%  100%</td> </tr> <tr> <td>Can understand vocabulary in written texts</td> <td style="text-align: center;">75</td> <td>0%  100%</td> </tr> <tr> <td>Can understand grammar in written texts</td> <td style="text-align: center;">70</td> <td>0%  100%</td> </tr> </table>	Can make inferences based on information in written texts	69	0%  100%	Can locate and understand specific information in written texts	59	0%  100%	Can connect information across multiple sentences in a single written text and across texts	57	0%  100%	Can understand vocabulary in written texts	75	0%  100%	Can understand grammar in written texts	70	0%  100%
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Can connect information across multiple sentences in a single written text and across texts	57	0%  100%																													
Can understand vocabulary in written texts	75	0%  100%																													
Can understand grammar in written texts	70	0%  100%																													

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**  
 Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of Test takers who take other forms or to your own performance on other test forms.

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APPENDIX 5  
CERTIFICATE

## SERTIFIKAT

Diberikan kepada:

*Flut Emeraldiprita*  
atas partisipasinya sebagai:

*Peserta*

Public Discussion

"Memahami Kompetensi Sarjana Sastra Dalam Dunia Virtual/Digital"  
*Diselenggarakan oleh*

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Jakarta, 21 November 2019

Ketua Pelaksana Acara



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NIM: 2018130069

Ketua Himasinda



Achmad Nur Printo  
NIM: 2016130023

Kepala Jurusan  
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MUFLIH DWI FIKRI

CHIEF PROGRAMME OFFICER



AUDI IZZAT MUTTAQIEN

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## APPENDIX 6

### TERM PAPER COUNSELLING FORM

Nama Mahasiswa : Flut Emeraldiprita  
Dosen Pembimbing : Dr. Yoga Pratama, M.Pd.  
Judul Skripsi : Pragmatic Analysis of Taylor Swift's "Evermore"  
Album (2020) Using Mood and Modality  
Mulai Bimbingan : 20 Februari 2024  
Tahun Akademik : Genap 2024 / 2025

No	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	20/02/2024	Membahas judul skripsi	
2.	20/03/2024	Membahas revisi judul skripsi sekaligus bab 1	
3.	25/07/2025	Revisi bab 1 dan lanjut bab 2	
4.	10/08/2025	Membahas sekaligus revisi bab 2 dan lanjut bab 3 dan 4	
5.	9/1/2026	Membahas bab 4 dan revisi bab 3	
6.	12/1/2026	Revisi bab 4 dilanjut bab 5	

7.	14/1/2026	Bimbingan skripsi full	
8.	19/01/2026	Revisi Skripsi full	

Jakarta, 21 Januari 2026


Menyetujui,  
Dosen Pembimbing :

  
( Dr. Yoga Pratama, M.Pd )

Mengetahui :

Pembimbing Akademik

Ketua Program Studi S-1  
Bahasa dan Kebudayaan Inggris

  
( Dra. Karina A Sulaeman, M.A. )

  
( Dr. Yoga Pratama, M.Pd )

## APPENDIX 7

### TURNITIN



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Judul : PRAGMATIC ANALYSIS OF TAYLOR SWIFT'S  
"EVERMORE" ALBUM (2020) USING MOOD AND MODALITY

Penulis : FLUT EMERALDIPRITA

NIM : 2019130005

Tgl pemeriksaan : 20 Januari 2026

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Yus Rusmiyati, SS., MM

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Batas maksimal similarity 25% untuk Fakultas Teknik, Kelautan dan Pasca Sarjana

@bajaj\_80

## APPENDIX 8

### CURICULLUM VITAE

# FLUT EMERALDIPRITA

## OBJECTIVE

I am a very enthusiastic, motivated, and goal-oriented person who is exceptionally skilled in communicating relatively and within the scope of work. I am also looking for opportunities to develop my skills in business development. I am a person who always likes to learn new things, full of ideas, and has a complete desire to live an environmentally and minimalist life.

✉ emeraldive@outlook.com

☎ 085156556733

## EDUCATION

### DARMA PERSADA UNIVERSITY

*English Language and Culture | September 2019 — Present*

- Relevant courses: Communication Skills & Business Communication  
Successfull in improving public speaking because in this course it is required to be confident and solve problems in a fairly short time, also improve in communicating skills in the business field.

## CERTIFICATION

2021/08 Global Millennial MUN  
• Delegate representing Republic of Ukraine in the United Nations Human Rights Council.

## SKILLS

- Basic Microsoft (Microsoft Word & Microsoft Power Point)
- Communication Skills
- Collaborations
- Language: Indonesian (native) & English (fluent)